

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mouloud Mammeri University of Tizi-Ouzou
Faculty of Letters and Languages
Department of English



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

Option: Didactics and Foreign Languages.

Title:

**A Genre Analysis Study of Master Dissertation Introductions. Case study:
Didactics Dissertations from the Department of English, MMUTO, Written
from 2018 to 2020.**

Presented by:

Ms. Lounnaci Lamia

Ms. Meghari Sara

Supervised by:

Mr. Zerka Hakim

Board of Examiners:

Chair: Mr. Aouine Akli (MAA) Mouloud Mammeri University of Tizi Ouzou.

Supervisor: Zerka Hakim (MAA) Mouloud Mammeri University of Tizi Ouzou.

Examiner: Ms. Adem Karima (MAA) Mouloud Mameri University of Tizi Ouzou.

Promotion: 2021

Dedications

I dedicate this humble work to:

My dear parents who were an inexhaustible source of affection, support and encouragement,

My lovely brothers. Special thanks to my cute binominal Sara.

LOUNNACI LAMIA

At the end of this work, my deep gratitude is dedicated to:

My parents whose merit, sacrifices and human qualities allowed me to live this day,

my dear brother and my sisters,

my love and my support in life.

Finally, to my lovely binomial lamia.

MEGHARI SARA

Acknowledgements

We are deeply and enormously indebted to our supervisor, Mr.Zerka.Hakim for his invaluable help, encouragements, constant orientation, and patience in correcting our work in order to complete this dissertation as required. We are indebted to him for giving us the opportunity to work in a comfortable manner.

We would also like to deeply thank the board of examiners who kindly accepted to examine our work.

We would also like to address special thanks to our friends, and every person who have participated in a way or another to make this work successful.

Finally, special thanks to master two didactics students for accepting to answer the questionnaire.

Acknowledgements

Abstract

The current study is a genre analysis that investigates dissertation introductions in order to reveal the different rhetorical moves deployed by master students in the Department of English at MMUTO. More specifically, it analyzes a corpus of nine master dissertation introductions written in the discipline of Didactics between 2018 and 2020. This study is based on Samraj's revised version of CARS (Create a Research Space) which is developed for master dissertation introductions (2008) and relies on Becher and Biglan Typology of academic disciplines (1989). Besides, the quantitative data obtained after coding the DI Introductions, the study also relies on a questionnaire distributed to 45 students enrolled in master in Didactics. The results reveal that the generic structure of the introductions is different at the level of step1-a of the first rhetorical move, namely 'Claiming Centrality' by stating the Importance of the Research in the Real World, with the majority of the introductions overlooking this highly important strategy for the discipline of Didactics. The pedagogical implications of this study relate mainly to the need of raising students' generic and disciplinary awareness through an explicit teaching of genre, and more precisely introduction as a part-genre.

Key words: CARS, disciplinary awareness, genre analysis, rhetorical moves , steps .

List of Abbreviations

CARS : Create a Research Space.

DI: Dissertation.

DIs: Dissertations.

ESP: English for Specific Purposes.

GBA: Genre-Based Approach.

ILrMRD: Introduction- Literature Review – Methodology- Results and Discussion.

LMD: License, Master, Doctorate.

MD: Master Dissertation

MMUTO: Moloud Mammeri University of Tizi-Ouzou.

N: Establishing a Niche.

NNS: Non-Native Speakers.

NR: New Rhetoric

NS: Native Speakers.

O: Occupying the Niche.

QCA: Qualitative Content Analysis.

RA: Research Article.

SFL: Systemic Functional Linguistics.

SPSS: Statistical Package for the Social Science.

T: Establishing a Territory.

List of Diagrams

Diagram 1: Average Amount of Time Spent Studying English	37
Diagram 2: Challenge of Writing in English	37
Diagram 3 : Number of Dissertations Written by Students	38
Diagram 4 : Most Challenging Part-Genre of the Dissertation.....	38
Diagram 5: General Introduction's Function.	39
Diagram 6 : Students' Perception of Supervisor's Guidance and Advice	40
Diagram 7: Motivation behind Choosing Didactics.....	41
Diagram 8: Difference between Didactics and other Disciplines	41
Diagram 9 : Research Methodology in Master Didactics Curriculum.....	42
Diagram 10: Samraj's CARS Model Teaching.....	43
Diagram 11 : Use of Samraj's CARS Model in Writing the Dissertation introductions.....	43
Diagram12: Students' Opinion about CARS Model.....	44
Diagram 13: Students' Familiarity with CARS model , Rhetorical Moves, and Steps	45

List of tables

Table 1. Synopsis of the Three Schools of Genre (Hyland, 2006).	11
Table 2. Move Structure of Dissertation Acknowledgement.....	15
Table 3. Move Structure of Research Article Conclusion Sections.....	16
Table 4. Dudley-Evans Introduction Structure	17
Table 5. Move Structure of Master's Thesis Introductions (Samraj, 2008:58).	18
Table 6. Description of the Text Corpus.	26
Table 7. Steps Found in the Corpus.	36
Table 8. Move Structure of the Corpus.....	48

List of figures

Figures1: Becher-Biglan in their Typology of Academic Disciplines (1989) 20

Content

Dedications.....	I
Acknowledgements	II
Abstract	III
List of Abbreviations.....	IV
List of Diagrams.....	V
List of Tables.....	VI

General Introduction

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

Chapter one: Review of Literature

Introduction	7
1. The notion of genre	7
1.1. An Overview of the Concept of Genre	7
1.2. Genre in Linguistic Traditions.....	8
1.2.1. The Systemic Functional Linguistic.....	9
1.2.2. The New Rhetoric Approach	9
1.2.3. The English for Specific Purposes Tradition	10
1.2.3.1. ESP Definition of Genre	11
1.2.3.2. ESP Genre Analysis	12
2. Moves and Steps definition	14
2.1. Move Analysis.....	16
2.2. The Move Structure of the Dissertation Introduction	16
Conclusion.....	21

Chapter two: Research Methodology

Introduction	22
1. Mixed Method Research	22
2. Data Collection Procedures	23
2.1 Corpus of the Study	23
2.2 Students' Questionnaire.....	26
3.Procedures of Data Analysis	26

3.1. Qualitative Content Analysis	26
3.2. The Statistical Analysis: The Rule of Three	27
Conclusion:.....	27

Chapter three: Presentation of the Findings

Introduction	28
1. Qualitative Results	28
2. Quantitative results:.....	30
2.1. The results of students' questionnaire:.....	32
Conclusion.....	40

Chapter four: Discussion of the Findings

Introduction	41
1. Findings.....	41
1.1. Overall Features	41
1.1.2. Section Headings	41
1.1.3. The Act of Citing:	42
1.2. Schematics Structure of the Introductions:	42
1.2.1 Moves	44
1.2.2. Steps	44
2. Discussion of the Students Questionnaire:	48
2.1. Background Information	48
2.2. Students Attitudes towards Writing Introduction Section.....	49
2.3. Students' Perception about Didactics	50
2.4. Samraj's CARS Model and Methodology.....	51
Conclusion.....	52
General Conclusion.....	54
Bibliography	60

Appendix

General Introduction

Statement of the Problem

According to Paltridge (2001) since the early 1980s, increased attention has been paid to the notion of genre in non-literary discourse, particularly in language teaching and learning (Paltridge, 2001:2), mainly through the work of John Swales (1981-1990). The need to understand how people use language to interpret and respond to communicative circumstances has prompted this interest.

This emergent area of research is essentially based on the idea that genres are situated in social contexts and they are used to achieve social purposes. The notion of genre accounts for the fact that the recurrent expression of particular utterances to achieve the same communicative purpose in a specific social situation leads to the establishment of relatively stable forms or regularities in texts (Bhatia, 2002:23).

The term genre has once been limited to the sphere of literature including prose, poetry, novels, plays, epics, short stories, etc. However, since the 1980s, there has been an increasing interest in the study of written genres, especially academic and professional discourses for applied ends as the result of globalization and the spread of English (Swales, 1990).

According to Cooley and Lewkowicz (1997), for foreign language learners, writing a dissertation is an undesirable but a necessary stage. It is one of the genres that they must acquire in order to obtain a university degree. Indeed, the dissertation writing process reflects students' linguistic potential as well as academic communicative competence. Although, it is not a simple assignment simply because students must write a successful piece of writing where they have to follow all the rules and conventions of language use. Consequently, there is an increase in the number of published guidebooks and manuals that attempt to clear the way and make the writing process easier, such as Succeeding with your Master's Dissertation by John Biggam (2008) and Thesis and Dissertation Writing in a Second Language by Brian Paltridge and Sue Starfield (2007). Recently, several scholars have explicitly outlined some

General Introduction

guidelines for writing a well-organized dissertation by putting forward explicit templates to be applied by students when writing the different part genres of the DIs. For example, Betty Samraj (2008) determines three writing strategies, known as rhetorical moves to be utilized in order to realize the dissertation introduction, and Bunton's three move model for conclusions (2005).

Introductory chapters are an integral part of dissertations. However, many postgraduates find it difficult to write them because they only implicitly understand and follow the conventions that are imposed by their disciplines and institutions. Therefore, comprehension of how to structure the Introduction is vital and is made possible only by studying the generic structure of Dissertation Introductions (DIs) for various academic disciplines. It is worth mentioning that academic writing differs substantially according to disciplines due to the fact that they vary in how they relate to research, in the nature and applicability of their findings to attain specific purposes (Becher and Biglan,1989).

Of all the sections of the dissertation, the introduction has been the most commonly studied academic part-genre. It is considered to be problematic for both native as well as non-native English writers (Flowerdrew, 1999; Shi,2002). Furthermore, in writing an introduction, writers have a discomfoting wealth of opinions. However, they need to make decisions about the amount and type of background knowledge to be included as the introduction is said to be an important road map for the rest of the study as (Swales,1990:13). It is worth noting that a well written introduction is crucial because quite simply the students will never get a second chance to make a good first impression.(reference). For this reason, providing readers with a good beginning creates a positive impression about the overall quality of the research and the validity of the findings. However, a disorganized one creates a negative impression. The introduction serves the purpose of leading the reader from general subject area to a particular field of research. It establishes the context of the research being

General Introduction

conducted by summarising current understanding and background information about the topic.

Many studies have been conducted in the field of genre analysis to address the issue of analysing the overall organisation of the dissertation and its different sections. For example the study conducted by Amara Farida at the MMUTO (2008) dealing with the analysis of the rhetorical moves found in Algiers University's Magister Theses has revealed that the introductions do not share a common rhetorical structure similar to that proposed by Samraj (2008) framework. In addition, it has been noticed that the moves of the abstracts and the acknowledgements are respected to some extent. Another study has been conducted by Hanane Ait Hamouda at the MMUTO (2015) treating the issue of the Genre Analysis of Abstracts, Introductions, and Conclusions of Master Dissertation Moves. The results obtained from the study have revealed that the dissertations have not been organized following the same moves. After looking at the genre-based literature, we have found that no studies have been conducted to investigate the generic structure of Master Dissertation Introductions written in the discipline of Didactics.

Aims and Significance of the Study

The present study is set to investigate the rhetorical structure of dissertation introductions recently produced by students majoring in Didactics in the Department of English at MMUTO. Specifically, it attempts at examining the generic structure of a corpus comprising nine Didactics Dissertation Introductions in terms of their constituent rhetorical moves and steps. The objective of this study is to evaluate the extent to which they adhere to the recognized generic and disciplinary standards of the writing of this important part-genre as outlined in Samraj's CARS (Create a Research Space) revised version (2008) developed for dissertation introductions.

General Introduction

Conducting this research is worth doing due to the fact that generic discourse is gaining a sweeping interest among genre analysts. It is then an attempt to provide clarity of rhetorical patterns used by students and shed light on the different moves that learners have to follow while composing their master dissertation Introductions. What makes the research worth conducting is the fact that it targets the importance of using Samraj's CARS model for introductions by master students in order to make them sound from a generic and disciplinary standpoints.

The present study is also of considerable pedagogical significance. It is an attempt to raise students' awareness of the conventions of both the genre and the discipline in which they write which is needed in today's globalized academic interactions between native and non-native discourse communities. Moreover, is meant to turn their attention to the existence of genre-based instruction of the different generic models developed to facilitate their composing of dissertation introductions as advanced non-native writers. It is also hoped that this interest will also extend to the models developed for other academic post-genres such as the Abstract, the Conclusion, etc.

Research Questions and Hypotheses

In conducting our genre-based investigation of Master Dissertation Introductions, the present study attempts to answer the following research questions:

1-What rhetorical moves are found in Didactics Master Dissertation Introductions written by students of the Department of English at MMUTO from 2018 to 2020?

2-What rhetorical steps are found in Didactics Master Dissertation Introductions written by students of the Department of English at MMUTO from 2018 to 2020?

3-Do Didactics Master Dissertation Introductions reflect the recognized generic structure of the Dissertation Introduction part-genre?

General Introduction

The following hypotheses are advanced to predict the results:

1-The moves found in Didactics Master Dissertation Introductions written by students of the Department of English at MMUTO from 2018 to 2020 are different.

2- The steps found in Didactics Master Dissertation Introductions written by students of the Department of English at MMUTO from 2018 to 2020 are different.

3-Didactics Master Dissertation Introductions do not reflect the recognized generic structure of the Dissertation Introduction part-genre (Samraj's CARS model).

Research Techniques and Methodology

In order to answer the research questions posed in the study, the research has opted for Mixed Methods approach, that is to say, we have used both quantitative and qualitative method for data collection and data analysis. For the data collection tools, the study uses a corpus which comprises nine dissertation introductions, and a questionnaire designed for Didactics master students of the Department of English at MMUTO. The data obtained from the questionnaire and the rhetorical moves are examined by using the rule of three for the numerical data, and the qualitative content analysis (QCA) is used to interpret both the open-ended questions of the questionnaire and the data obtained from the analysed introductions following the framework of Samraj's Create a Research Space (CARS) model (2008).

Structure of the Dissertation

This work is structured in the simple dissertation format. It consists of a General Introduction, four main chapters which comprise the Review of the Literature, the Methodology, the Findings and the Discussion, besides A General Conclusion. The first main chapter, is the Review of the Literature which provides some definitions, and outlines the theoretical framework. Second, Research Design and Methodology presents the procedure of data collection and data analysis. Third, the Findings presents the results obtained from the

General Introduction

analysis of the questionnaire and the Didactics master dissertation introductions. The last chapter is the Discussion where the findings are discussed and interpreted in relation to the theoretical framework. As for the General Conclusion, it summarises the whole work by restating the topic of the research, the theoretical framework used in this investigation and finally provides recommendations for further investigations.

Chapter 1: Review of the Literature

Chapter one: Review of the Literature

Introduction

The present chapter is devoted to review the theoretical framework of the study. The first part is concerned with the presentation of the key concepts in relation to our subject. In the second part, attention is drawn to genre analysis. In the third part the term rhetorical move is explained. Finally, a significant portion of the document is devoted to the explanation of the analytical framework to be used in the study.

1. The notion of genre

1.1. An Overview of the Concept of Genre

Etymologically speaking, the origin of the word genre as cited in Amara (2008:8) can be traced back to the Latin word ‘gener’ which refers to types, kinds, classes or even similar parts of things. Originally, the word ‘genre’ is borrowed from the French language. The term has traditionally been confined to classifying literary texts such as poetry, prose, drama, etc. Nowadays, the concept is, however, used in several fields such as composition studies, rhetoric, professional writing, media and films, to the degree that the term has become pervasive. Bawarshi and Reiff’s (2010:03) remark captures well how the term has evolved in the last three decades:

Researchers across a range of disciplines and contexts have revolutionized the way we think of genre, challenging the idea that genre are simple categorizations of text types and offering instead an understanding of genre that connects kinds of texts to kinds of social actions. As a result, genres have become increasingly defined as ways of recognizing, responding to, acting meaningfully and consequentially within, and helping to reproduce recurrent situations.

The authors demonstrate that the concept has recently captivated interest in a variety of fields and areas, such as the media, applied linguistics, and different arts as music, the cinema, etc. Thus, in applied linguistics, for example, the term genre is used to describe and classify a variety of texts according to textual and contextual criteria. Another definition is provided by

Review of the Literature

Flowerdew and Peakock (2001:15) in which they have mentioned the fact that genre has particular features which can be recognized only by people using it, referred to the discourse community as :

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

Today there are other more modern definitions to address the concept of genre. Frances Christie (2005:223) argues that it is “a technical term for a particular instance of a text type” That is to say, it is a different labeling for any particular sort of content that refers to all the tips and techniques employed by authors to achieve a certain goal. Hyland (2004) also demonstrates how the structure and the communication purpose are linked. According to him, it is “a term for grouping texts together, representing how writers typically use language to respond to recurring situations” (Hayland, 2004:4). Anne Freadman (Quoted in Knapp and Watkins, 2009:21) also defines genre as follows:

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

Based on the different definitions stated above, genre has previously thought to be nothing more than a classification tool for categorizing texts and cultural objects. Genre is now recognized and understood as a ‘powerful, ideologically active and historically changing shaper of texts, meanings and social actions’(Bawarshi & Reiff, 2010:4) that help to organise and generate kinds of texts and social actions in a dynamic way.

1.2. Genre in Linguistic Traditions

One of the fundamental goals of genre analysis, according to (Bhatia, 2002:7), is to ‘understand and account for the realities of the world of texts (of which the real world is perceived to be both complex and dynamic in nature’ (Bhatia, 2002).

Review of the Literature

Moreover, Yunick (1997) and Hyland (2002) assert that researchers are study genre because they recognize the necessity to understand how language interacts with its culturally recognized context and usage. Regardless of the purposes and objectives of genre analysis, it has continued to be studied and analysed, mainly by those who follow three separate genre approaches: Systemic Functional Linguistics (SFL), New Rhetoric Approach (NR), and English for Specific Purposes (ESP).

1.2.1. The Systemic Functional Linguistic

In this tradition, also known as the Australian or Sydney school, linguists pay more attention to the concept of genre. It has been studied by functionalists. It is based on the theory of language known as a *systemic functional linguistics*, developed by the British-born scholar Halliday. Unlike ESP and New Rhetoric scholars, Australian genre theorists have focused mainly on primarily and secondary genres with little attention to university and professional writings (Hyon, 1996: 654).

Genre studies raise many questions and controversies (Hyon 1996). One issue is how the word ‘genre’ relates to ‘register’ (Allison, 1999: 144). However, a clear distinction has been made by Couture (1986) who has differentiated between registers and genres. In that ‘registers’ being used when we are talking about the lexico-grammatical and discoursal-semantic patterns associates with situations and ‘genres’ being used when we are talking about membership of culturally recognizable categories. One genre may include different registers (Lee, 2001:46). While some researchers focus on one term or the other, many see the terms as complimentary.

1.2.2. The New Rhetoric Approach

Miller’s article “*Genre as a Social Action*” shaped New Rhetoric theory. According to rhetorical scholars, there are two important elements: ‘context and genre’ (Swales, 1990: 42). A rhetorically sound definition of genre must be centred not on the substance or the form of discourse but on the action it is used to accomplish. The definition of genre is based on the

Review of the Literature

description of the situational context and the social purposes or actions that these genres fulfil within such a context institutional, ideological or physical (Johns,2002). As a result, rhetoricians use ethnographic methodologies to describe the academic or professional setting in which texts achieve their activities.

1.2.3. The English for Specific Purposes Tradition

As cited in Zerka (2016:16) The English for Specific Purposes tradition has approached genre from a different perspective than the NR and the SFL ones. ESP scholars have not begun using genre as a pedagogical approach until the 1980s, when John Swales has published *Genre Analysis: English in academic setting*, in which Swales (1980) laid out the methodological approach that brought together ESP and genre analysis. ESP approach has begun 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 research in non-English speaking countries get published in English (Johns,2013;Jhons and Dudley Evans,2000).

It is worth noting that from the previous summaries of the three traditions, all of them address genre from a different perspective depending on different variables. To start, they differ in their audience that is to say both SFL and ESP target specific audiences. While the SFL school explores genre in primary and secondary schools, ESP is interested in advanced non-native learners. As for the NR movement, it has been geared towards a more academic audience made of native university students. In terms of methodology, while the SFL and ESP movements take a textual approach, with SFL using register variables to analyse textual features of different texts and ESP using generic models based on rhetorical moves, New rhetoricians have followed ethnographic investigations, rejecting the idea that genres can be taught.

According to Hyland (2006), the three schools can be summed up in table1:

Review of the Literature

Orientation	Genre definition	Intellectual roots	Primary focus	Educational context	Sample genres
Systemic Functional Linguistics (SFL)	Staged, goal-oriented process.	SFL	Discourse structure and features.	L1 schools, adult migrants.	Reports, recounts narratives.
New Rhetoric (NR)	Recurrent social action in response to situated context.	Post-modernism	Social processes context.	L1 university composition.	Research report patent medical record.
English for Specific Purposes (ESP)	Class of communicative events exhibiting patterns of similarity.	SFL Swales	Discourse structure and features.	L2 academic and profession training.	Research article sales letter, dissertations, academic, lectures, vivas.

Table 1. Synopsis of the Three Schools of Genre (Hyland, 2006).

1.2.3.1. ESP Definition of Genre

ESP defines genre with an emphasis on the communicative purpose pursued by the members of the related discourse community and how this purpose is related to rhetorical structures. Therefore, genre analysis in ESP typically begins with the communicative purpose and continues with the structural organization and linguistic features serving for the achievement of this communicative purpose. Taking the communicative purpose as the starting point, Swales (Swales, 1990:58) defines genre as:

[...] 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 purposes is both a privileged Criterion and one that operates to keep the scope of a 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) definition highlights several important requirements for establishing a target genre. He believes that the most important factor in categorizing a genre is its

Review of the Literature

communicative purposes. It is the most key variable in predicting whether or not a text belongs to a specific genre. Members of the discourse community who utilize the genre should, thus, determine the communicative purpose. Swales (1990:09) claims that ‘...Genre belongs to discourse communities not to individuals’. Additionally, on the importance of communicative purposes in determining a target genre Swales (1990) maintains that there has to be a relationship between the purpose accomplished by the genre and the schematic structure of the genre, the text and the language employed (Amara,2008).

Swales (1990) detailed definition of genre in ESP received largely positive initial feedback. Bhatia (1993), influenced by Swales(1990) and working on professional texts such as job application letters and sales promotion letters, began to emphasize the primacy of communicative aims in genre realization. (Bhatia, 1993:22) defines genre as:

A recognized communicative event characterized by a set of communicative purpose (s) identified and mutually understood by the members the professional or the 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 (1998) believes that several aspects must be taken into consideration while defining genre. A communicative event must be recognizable, this event is characterized by certain communicative purposes and this purposes must be understood by members of the professional or academic community of the genre. A genre is defined by the communicative purposes it fulfills, although other factors, such as the intended audience, content, and medium, can also impact the formation of genre.

1.2.3.2. ESP Genre Analysis

Over the last ten years there has been a considerable interest in genre –based analysis of different sorts of texts. This approach derives directly from discourse and text analysis and has been used extensively in the field of English for Specific Purposes (ESP).

Review of the Literature

However, discourse and text analysis can not help with requirements analysis, syllabus creation, are generating recourses for ESP classes right once. Test analysis, according to Dudley-Evans(1996) is concerned with ‘top down’ analysis which attempts to establish general properties of all texts rather than the examination of specific text kinds or genres. Swales study of article introduction in 1981 drew a link between the basic postulates of discourse and text analysis on the one hand, and the needs of ESP for appropriate syllabuses and resources on the other hand.

By emphasizing ‘the critical role of rhetorical text structure, Hyland (1992:17) asserts that genre analysis is ‘directly applicable to the classroom.’ The outcomes of the study establish ‘similar rhetorical patterns in academic writing’(Dudley-Evans,1993:64).

Applied linguists believe that the author’s purpose is crucial in the development of a genre. Genre analysis, on the other hand considers not just the impact of purpose on grammatical form selection, but also rhetorical roles. According to Robinson(1991:10) ‘ the author’s goal is explained with reference to the larger professional culture to which the author belongs’. As a result, genre refers not only to the type of text but also to the role of the book in the community in which it has been written. Consequently, institutional culture study becomes necessary. (Bhatia,1991:153) sees 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.

Through this definition Bhatia (1991) asserts that genre analysis can expose not only pedagogical potential of a genre, but also the process of communication within that genre. As a result, genre analysis combines grammatical observations with socio-cognitive and cultural

Review of the Literature

explanation. Rather than defining linguistic features on a surface level, it seeks to describe language in use.

2. Moves and Steps definition

The concept of the rhetorical move has attracted the attention of many researchers, who have come up with a variety of explanation. Move are a set of instructions that the writer or speaker must follow in order to achieve the genre's communicative goal. It is defined as 'a discursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse' (Swales,2004:228). More precisely, Swales (2004), as cited in the International Journal of Research Studies in Language Learning (2015), points out that a move 'at one extreme, can be realized by a clause; at the other by several sentences. It is a functional not a formal unit'. To put it another way, the structure of the move is determined by the rhetorical purpose to be achieved.

The term move was defined by the linguist Nwugu 1997 as a text segment made up of a collection of linguistics characteristics that give the segment a consistent orientation and indicate the topic that is being discussed. A move is a sematic text unit that achieves a signal goal in ESP genre analysis, according to Yung and Allison 2003.

Linguists deployed in analyzing the so called 'the discursal aspect' of move within introductions. They tried to know a lot about the flaw of moves within introductions, as well as, to recognize about the moves that are present or absent during producing introductions. Conducting this procedure is named 'move analysis'. It has become an important area of research; it is explained as genre based approach used to identify the structured of RAs. It is considered to be a helpful tool in studying genre since moves are functional and semantic units of texts (Adjina,2015:15).

The rhetorical moves, which are sequences of text that serve specific communicative roles, are established as the unit of analysis in the ESP genre tradition. They are discursal

Review of the Literature

and rhetorical units that are occasionally identified by structural or formal units like sentences and paragraphs, (Swales,2004). The communicative role of the move is not always systematically specified, according to this perspective. For example, a paragraph is somewhat a larger discourse unit that may have multiple communicative sub-functions that work together to create the paragraph's overall communicative function. Those textual strategies (presumably sentences) fulfilling the sub-functions inside the paragraph are called steps if the paragraph is deemed to constitute one rhetorical move. They are options or techniques that the writer chooses to achieve the move's communicative goal. As cited in Zerka (2016), tables 2 and 3 are two samples of move structures including moves and steps of two academic sub-genres, namely the dissertation Acknowledgement and the research articles' Conclusion as outlined by Hyland (2006) and Kanoklapathan (2005) respectively.

Move 1. Reflecting
Move 2. Thanking mapping credit to individuals and institutions Step 1. Presenting participants Step 2. Thanks for academic help Step 3. Thanks for resources support Step 4. Thanks for moral support
Move 3. Announcing Step 1. Accepting responsibility Step 2. Dedication

Table 2. Move Structure of Dissertation Acknowledgement.

Move 1. Contextualizing the study
Move 2. Consolidation of the results (obligatory) Step 1. Restating methodology Step 2. Stating selected findings Step 3. Referring to previous literature Step 4. Explaining differences in findings Step 5. Making overt claims or generalizations (deduction, speculation, and possibility) Step 6. Exemplifying
Move 3. Limitations of the study

<p>Step 1. Limitation of the findings</p> <p>Step 2. Limitation of the methodology</p> <p>Step 3. Limitation of the claims made</p>
<p>Move 4. Further research suggested (optional)</p>

Table 3. Move Structure of Research Article Conclusion Sections.

As reported by Zerka (2016:31) while some steps are obligatory in the move some are not. It is these optional steps that are often indicative of generic and rhetorical variations among writers from different disciplinary and cultural backgrounds.

2.1. Move Analysis

Move analysis is a top-down approach for genre analysis. Developed by Swales to describe the organizational patterns of research articles, move analysis has stimulated substantial research on the rhetorical structures of academic and professional texts (Biber et al, 2007). It's goal is to identify structural and linguistic regularities characterizing genres by analyzing a selection of texts representing a particular genre (Tardy and Swales,2004).

According to Biber, Connor et al.(2007) the goal of developing move analysis is to help non-native English speakers to read and write research articles and those who want to publish their work in English (2007). They consider it as 'a subset of genre analysis that examines discourse by concentrating on its organization' (Biber, Connor et al. 2007:25). As a result, it is a part of genre analysis to carefully investigate any particular genre in order to identify the various moves that allow the achievement of a goal.

2.2. The Move Structure of the Dissertation Introduction

It's worth noting that, as with the research article introduction, the DI's introductory chapter is critical in establishing a research environment for the researcher by 'relating the relevance of the research about to be reported in the thesis to previous work in the field' (Bhatia, 1993:82).Based on this understanding, several academics have used one or more of Swales' move structures to reveal the rhetorical organization of DI introductions. Despite the

Review of the Literature

importance of the DI as a research genre, only a few studies have investigated the schematic structure of its various components.

2.2.1. Theoretical framework

In this present section, the focus is on the two most widely cited studies on DIs introductions in the genre analysis literature: Dudley Evans (1986) and Samraj (2008). We intend to demonstrate the validity of CARS by examining the two researchers specifically at the level of moves, and to provide the framework that would guide our text corpus analysis. Dudley Evans (1986) has conducted a research to see if the four move structures provided by Swales (1981) can be used to define longer DI introductions. He recognized the six-move structures outlined in the following figure .

While Dudley Evans' (1996) work is not a validation study of CARS (1990), the comparison of the two frameworks implies that CARS maybe present in DIs introductory texts (Bunton, 2002, Kwan, 2006). For example, move 5, preparing for current research is parallel to Swales' move 2, Establishing a Niche, in that they both establish the critical link between current research and the larger field. The steps found in the moves are identical: both have a step in which a gap in previous research is identified.

Move1: Introducing the field
Move2: Introducing the general topic (within the field)
Move3: Introducing the particular topic (within the general topic)
Move4: Defining for the scoop of the particular topic by: (i) Introducing research (ii) Summarizing previous research
Move5: preparing for the present research by: (i) Indicating a gap in the previous research (ii) Indicating a possible expansion of previous research
Move6: Introducing the present study by:

Review of the Literature

- | |
|--|
| <ul style="list-style-type: none"> (i) Stating the aim of the research (ii) Describing briefly the work carried out (iii) Justifying the research |
|--|

Table4: Dudley-Evans Introduction Structure.

The initial three-move progression from field to general topic to specific topic distinguishes Dudley Evans (1986) from Swales (1981) model which contains only one move. According to Dudley-Evans, the increased number of moves through which DI writers place their work is related to the greater length of the DI as a text compared with RA .Bunton (2002:61) claims that by making it the central move in the CARS model, Swales(1981) gives a prominent importance to Establishing the Niche while it loses its prominence as this move is placed as the fifth of six-move in Dudley-Evans (1986) model. Furthermore, the three moves of the CARS model stand out the communicative objective of the introduction, which is to show the connection between previous work and current work.

More recently, Samraj (2008) has used Swales' (2004) CARS to explain the schematic structure of the DI introduction from a range of disciplines, including philosophy, biology, and linguistics. The framework developed by Samraj is presented below:

Move1: Establishing a Territory
<ul style="list-style-type: none"> Claim centrality _ Importance in the real world _ Importance in the research Review literature or present topic generalizations
Move2: Establishing a Niche
<ul style="list-style-type: none"> Indicate a gap\question in research Indicate problem in the real world Positive justification
Move3: Occupying the Niche
<ul style="list-style-type: none"> State goals\arguments of thesis Background Present hypotheses Present results Preview organization of thesis

Table 5: Samraj Introduction Structure.

As illustrated in the framework, CARS may be applied in large part in DIs introductions since Samraj (2008) has identified three principal rhetorical moves. However, there are significant differences at the step level, where some steps are developed while others are not. Samraj (2008) states that Claiming Centrality may be made by both Importance in Research and Importance in Real World. Concerning the second move, Establishing a Niche, it is very similar to Swales' (1990) with the addition of a new specified step, which is Presenting Positive Justification. The last move in the introductions i.e Occupying the Niche, is more developed than that identified in the RA.

As regards the move structure of Master Dissertation Introductions written in the discipline of Didactics, the model proposed by Samraj(2008) 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, the dissertation belongs to any of the major disciplinary groupings as outlined by Becher-Biglan in their typology of academic disciplines (see figure1).

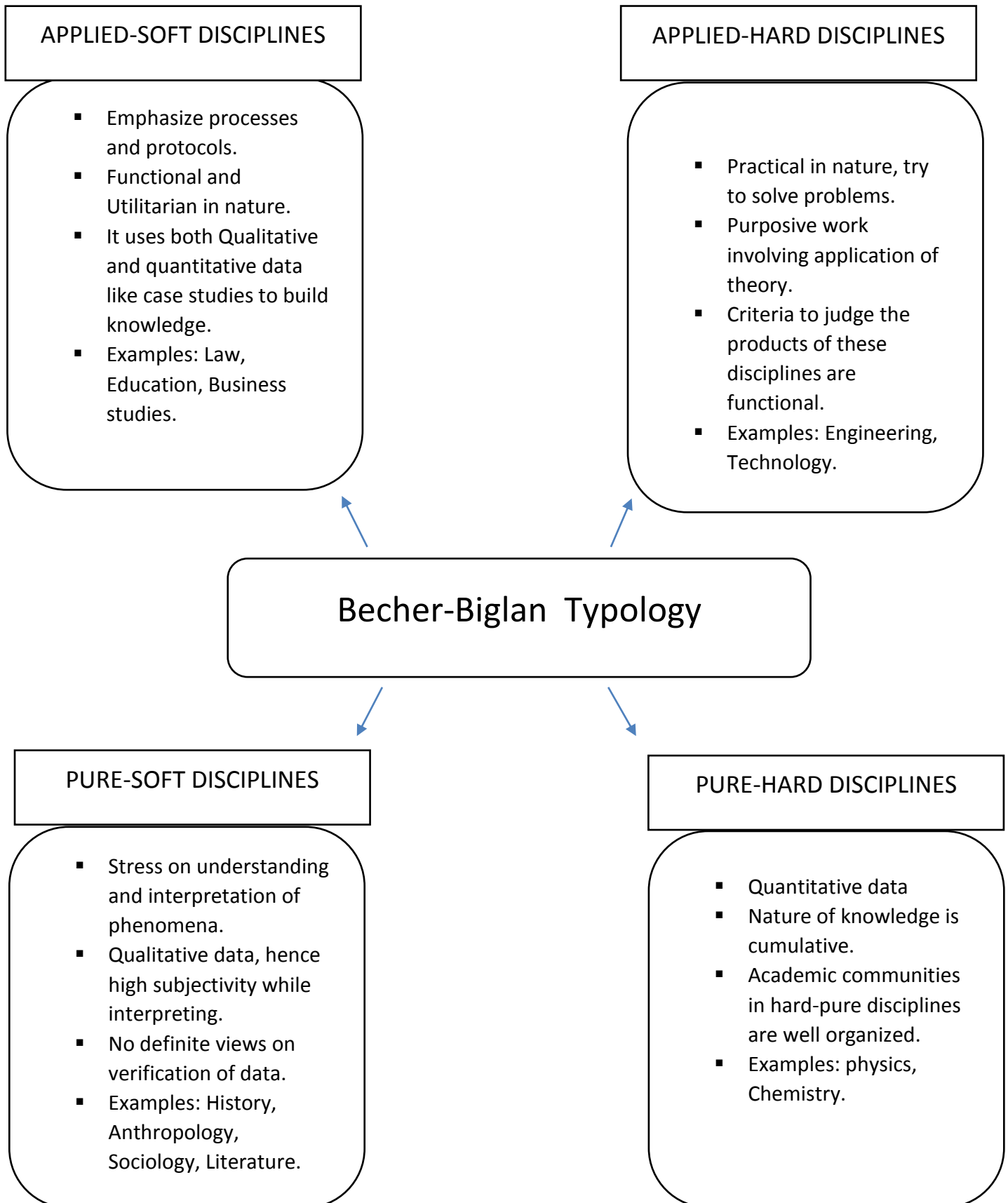


Figure1: Becher-Biglan in their Typology of Academic Disciplines (1989).

Becher, clustered academic disciplines into four groups as per their epistemological characteristics: hard Pure, Soft pure, hard applied and soft applied. It is termed as 'Becher-Biglan Typology'.

The Becher classification characterizes the subject matter of academic disciplines along two dimensions: pure/ applied, and hard/ soft. (Becher, 1973a, 1973b). First The pure/ applied dimension, it refers to the degree of concern with the application of disciplinary knowledge; that is, pure fields are less concerned about practical applications than applied fields. Second The hard/ soft dimension, it refers to the degree to which there is paradigm consensus in the field; that is, hard fields are characterized by a high degree of consensus, and soft fields are characterized by a low degree of consensus and therefore are more open to multiple methodological approaches and interpretations.

As it could be seen in figure1, Didactics belongs to the group known as soft-applied emphasizing processes and protocols, being functional utilitarian in nature, helping to enhance professional practice, and using both qualitative and quantitative data like case studies to build knowledge.

Conclusion

As a conclusion, the principal points of the term 'genre' have been explained. It is necessary to go through this theoretical review in order to establish a background about how scholars approach the term genre. In addition, the chapter has explained what practically genre analysis means and how the different models of genre analysis can be applied.

Chapter 2: Research Methodology

Chapter two: Research Methodology

Introduction

As its name denotes, this chapter deals with the research design of the current study that attempts to analyze master dissertation Introductions written in the discipline of Didactics. In order to reach this objective, the adoption of the mixed-methods approach appears to be suitable. It combines quantitative and qualitative procedures for both data collection and data analysis. Therefore, the chapter comprises three main sections.

The first section is concerned with the description of the mixed-method approach. The second section presents and describes the data collection tools. The third section explains the procedures for data analysis. In this respect, the close-ended questions and the rhetorical moves are analyzed using the rule of three. As concerns the analysis of the open-ended questions as well as the results of the analyzed Introductions, qualitative content analysis (QCA) is used to interpret the data.

1. Mixed Method Research

The mixed-methods research is used in this study to analyze the outcome using both quantitative and qualitative approaches. According to Creswell and Planto (2011), the mixed-methods research is an appropriate method to gain deeper understanding of the issue and research problems. This method is based on the combination of both quantitative and qualitative methods in order to collect as much information as possible.

The qualitative research method involves an interpretive naturalistic approach to the world. This means that qualitative researchers study in their natural settings, in order to interpret any given phenomena in terms of meaning people assign to them. In other words, qualitative research method depends on the understanding and interpretation of the problem (Deniz and Lincoln, 2005). The quantitative research method emphasizes objective measurements and statistical mathematical analysis of the data collected. It focuses on

Research Methodology

gathering numerical data and generalizing it across groups of people or to explain a particular phenomena.

2. Data Collection Procedures

2.1 Corpus of the Study

In order to conduct the research, we have selected a corpus that comprises nine Master dissertation introductions written by Didactics students at MMUTO department of English. The reason behind the choice of the English department of the MMUTO as a case study, is that it is difficult to gather the necessary data from other universities due to the Corona Virus crisis. Consequently, we prefer analyzing master dissertation introductions that are available in the library of the department of English to save time.

The nine DIs are selected randomly from the electronic catalogue of the Department library, and they are only limited 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).

As described in table 1, the corpus includes the title, the length of each dissertation, the year of submission and the format

Dissertation N	Title of the Dissertation	Introduction pages	Year of Submission	Format
1	The Role of Multimedia in Motivating EFL Learners in the Classroom. Case Study First Year Master Applied linguistics and Social Semiotics Students in the Department of English at Mouloud Mammeri	4 pages	2018	ILrMDR

Research Methodology

	University.			
2	The Role of Visual Representation in EFL Textbooks in Enhancing Pupils' Vocabulary Learning. Case Study of ' My book of English' For First Year Middle School Pupils in Algeria.	5 pages	2018	ILrMDR
3	Multimedia Resources and Their Influence of the Development of the Speaking Skill Among Heterogeneous Groups. Case study: Bridge Way World School of English in Tizi-Ouzou.	5 pages	2019	ILrMDR
4	The Effective Role of Rewards in Motivating Students to Avoid Spelling Errors in the Department of English at Mouloud Mammeri University of Tizi Ouzou: The Case of First-Year Students.	4 pages	2018	ILrMDR
5	The Use of Crossword Puzzles as a Teaching Technique to Enhance Learners' English Vocabulary Learning: the Case	4 pages	2019	ILrMDR

Research Methodology

	of First Year Private Middle School Pupils.			
6	The Concept of Power and Ideology in Teachers' Language Use in the Classroom at Mouloud Mammeri University.	4 pages	2019	ILrMDR
7	Textbook Evaluation: Investigating the Development of the Reading Strategies Through the Activities of <u>My Book of English</u> .	5 pages	2018	ILrMDR
8	The Use of Cohesive Devices in Students' Writing Essays. A Case of Third Year Students' Foreign Languages at Moussaoui Mouhamed and Krim Belkacem High Schools.	4 pages	2019	ILrMDR
9	The Implementation of Discovery Learning in the Teaching of English Grammar in the Algerian Secondary School: an Evaluation of New Prospects and Teachers' Practices.	5 pages	2019	ILrMDR

Table 6: The Description of the Text Corpus.

2.2 Students' Questionnaire

A questionnaire is an important data collection tool, which consists of a set of questions that allow the researcher to gather a considerable amount of data in a short period of time. It can be defined as a useful research instrument that presents participants with a set of questions where they are asked to give their own answer. In this context, '...any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers'. (Brown, 2001: 06)

Many researchers use a questionnaire as an instrument for data collection because of its efficiency in terms of research time, research effort, and financial resources as maintained by Dornyei (2008:04). It means that the questionnaire can collect a huge amount of information in a short period of time.

Our investigation has taken place at the department of English at Mouloud Mammeri University of Tizi-ouzou. It involves the participation of master students. The questionnaire is made up of 11 close-ended and 2 open-ended questions. The close ended questions target the respondents to select and tick the appropriate answers, whereas in the open-ended questions the respondents are free to answer and give their points of view.

The questionnaire has been piloted with a group of ten (10) master students on October 3rd. 2021. Since the questions are simple and easy for students, it has been distributed to 40 students but only 25 questionnaire have been collected.

3. Procedures of Data Analysis

3.1. Qualitative Content Analysis

In the present research, qualitative content analysis (QCA) is found to be the most appropriate method to analyze Master Dissertation Introductions. Since the primary focus of this study is exploring the rhetorical structure of the Introductions written by Master Students of MMUTO department of English following Samraj's model for introductions (2008).

According to Hsieh and Shannon (2005:1278) QCA is ‘a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns’. Myring (2000:02) considers it as ‘an approach of empirical methodological controlled analysis of texts within their context of communication, following content analytical rules and step models, without rash quantification’. QCA has the aim of describing the content, the structure, and the functions of the ideas in the text.

3.2. The Statistical Analysis: The Rule of Three

The rule of three has been employed for the analysis of the data gathered from the questionnaire and the move analysis which is widely used in social sciences when dealing with statistical analysis. Indeed, we use this rule to determine the percentages that converts data into statistical and then into graphs. It is simple and easy to use. The rule of three formula is conceptualized as:

$$X = \frac{Z \times 100}{Y}$$

X: is the calculated percentage. Z is the value of the similar answers and Y is the total number of the participants.

Conclusion

The chapter has highlighted the methodological procedures of the study. It starts by explaining the research methods used for the analysis of the gathered data by using both qualitative and quantitative approaches. Then, it has dealt with the explanation of data collection tools, a questionnaire conducted with Didactics master students. In addition, this chapter has accounted for the data analysis procedures. In fact the rule of three has been used to transform the data obtained from the the corpus and the questionnaire into numbers and percentages, whereas QCA is used to interpret the results gathered from the open-ended questions.

Chapter 3: Presentation of the Findings

Chapter three: Presentation of the Findings

Introduction

This chapter is devoted to the presentation of the findings obtained from the move analysis of master dissertation introductions using CARS framework as modified by Samraj (2008) adopted to DI Introductions and the results reached from the students' questionnaire. It is therefore made up of two main sections. The first section displays the outcomes reached from the move analysis of the introductions in terms of steps, move structure, and cycling. The second one presents the results gathered from the questionnaire addressed to Master students. These results are illustrated in percentages and displayed in diagrams, and tables to make them more visible.

1. Qualitative Results

The following sections provided the various findings of the introductory moves analysis adopted by Samraj's (2008) CARS model (Create a Research Space). Moreover there is a description of the additional moves that have been discovered.

A. Establishing a Territory

Step1: Claiming Centrality

All of the analyzed dissertation introductions begin with Centrality Claims. The authors argue that their research is part of a well-established research area (41.97%).

Step1-a: Importance in the Real World

As indicated in table7 on page 36, the authors have not widely relied on this strategy (Claming Importance of the topic in the Real World) in Establishing a Research Territory (3.70%). This showed how much there is a lack of stating facts from reality.

Step1-b: Importance in the Research

This strategy (Showing the Importance in Research) has been widely employed in all the corpus and is repeated many times in each of the introductions (34.56%). The authors

Presentation of the Findings

have described the research problem and provided evidence to support why the topics are important to study.

Step2: Review or Present Topic Generalizations

This step provides statements about practice or description of phenomena and involved reviewing items of previous research in the area. Among the introductions of the corpus, only four have left this step out (8.64%).

B. Establishing a Niche

Step1: Indicate a Gap / Question in Research

The authors have developed the research problem around the gap and understudied area of literature. Therefore, this step has been manifested in all of the corpus (39.13%).

Step1-b: Indicate a Problem in Real World

This strategy is similar to gap identification, this involved presenting key questions about the consequences of gaps in prior research that will be addressed by the study nevertheless this strategy has appeared only in two introductions (8.69%).

Step2: Positive Justification

Through this step the researcher explicates the strengths and the positive aspects of the current study. It is not mentioned in all the corpus of the study except in two introductions (8.16%).

C. Occupying the Niche

Step1: State Goals\Arguments of the Thesis

This step appeared in all the introductions (52.17%). The authors have explained in a clear language the objective of conducting their research.

Step2: Background

This option has not appeared in all the corpus. The Background stated before as part of (Establishing the Territory) move and therefore is not labeled (Background) but review previous research or present topic generalizations.

Step2-a: Present Hypotheses

Presentation of the Findings

This option describes the purpose of the study in terms of what the research is going to do or accomplish. This strategy has been seen in all the introductions (20.09%).

Step2-b: Present Results

In this step, a general or a brief summary of key findings written is presented. Nonetheless, it should be noticed that, at any moment, the authors have not referred to the possibility of including findings in the introductions.

Step3: Preview Organization of the Thesis

This step is utilized in all the introductions. It seeks to present the format of the dissertation, and the chapter that it comprises (20.09%).

Additional Steps:

Research Techniques and Hypotheses

In this step (Research Techniques and Hypotheses found in Occupying the Niche), learners have explained the tools that they had adopted to investigate their research. Consequently all of the corpus has seen this additional step (20.09%).

Reporting Results of Review or Topic Generalization (in Move 1)

In this additional step found in move1 (Establishing a Territory), learners often tend to report results gathered from the previous investigation in the same area. All of the authors have used this option (11.11%). 7

2. Quantitative results:

The nine analyzed Master Dissertation Introductions have shown a variety of steps found in Samraj's model (2008). However, some of the steps reported in her model are not found in our corpus (step2 and step 2-b of move three) whereas two more new steps that are not included in Samraj's framework have appeared (Results of Previous Works and Research Techniques and Methodology). The following table demonstrates the preliminary findings of the move analysis.

Presentation of the Findings

INTRODUCTION n°	Move 1					Move 2			Move 3					
	Step 1- Claim Centrality.	Step 1-a : Importance in the Real World.	Step 1-b : Importance in Research.	Step 2 : Review Literature.	New step: Results of Previous Works.	Step 1-a: Indicate a Gap/Question in Research.	Step 1-b: Indicate Problem in the Real World.	Step 2: Positive Justification.	Step1: State Goals	Step 2: Background	Step 2-a: Present Hypotheses..	Step 2-b: Present Results.	Step 3: Preview organisation of Thesis.	New step: Techniques and Methodology.
1	2	0	3	1	1	1	0	1	2	0	1	0	1	1
2	1	0	2	2	1	1	0	0	2	0	1	0	1	1
3	6	2	3	0	1	1	0	0	2	0	1	0	1	1
4	1	0	2	1	1	1	0	3	2	0	1	0	1	1
5	4	0	2	0	1	1	1	1	1	0	1	0	1	1
6	4	0	4	0	1	1	0	3	2	0	1	0	1	1
7	7	0	4	1	1	1	0	1	2	0	1	0	1	1
8	5	1	3	1	1	1	0	1	1	0	1	0	1	1
9	4	0	5	1	1	1	1	2	2	0	1	0	1	1
Ts	34	3	28	7	9	9	2	12	16	0	9	0	9	9
	41,97 %	3,70 %	34,56 %	8,64 %	11,1 1%	39,13%	8,69%	52,17 %	37, 20 %	0%	20,09 %	0%	20,09 %	20,0 9%
T	81					23			43					
O	(55,10 %)					(15,64 %)			(29,25 %)					
T	147													
A	(100 %)													
L														
S														

Table7: The Steps Found in the Corpus.

Presentation of the Findings

2.1. The Results of Students' Questionnaire:

Q1: How long have you been studying English?

-1 to 3 years.

-4 to 6 years.

- > 6 years.

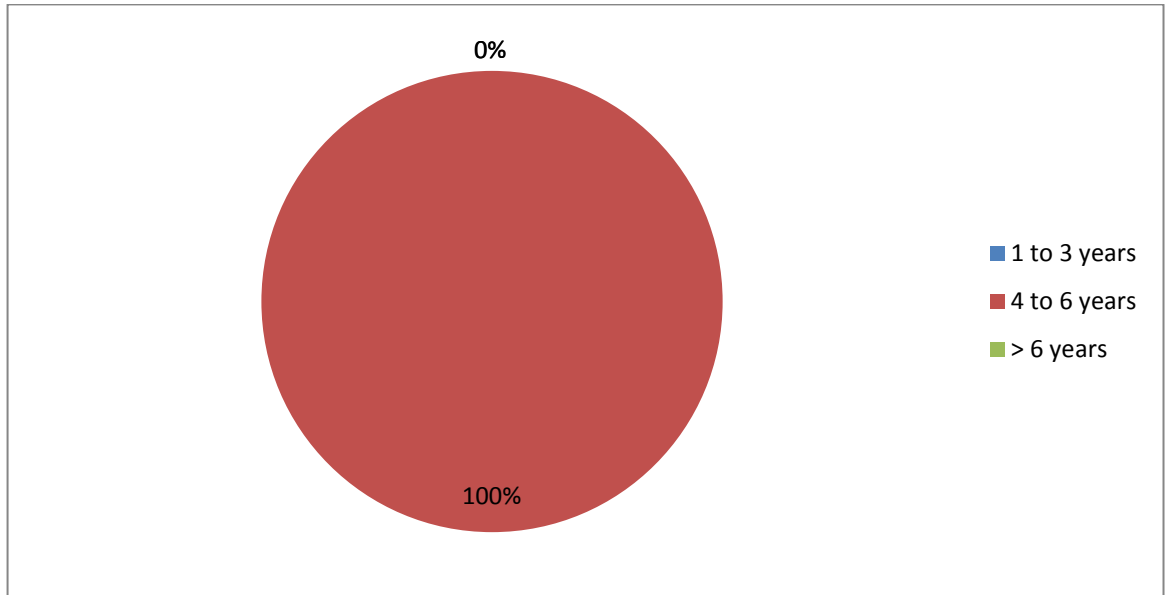


Diagram 1: Average Amount of Time Spent Studying English.

Based on the gathered data, it has been noticed that 100% of the students have been studying the English language for more than 4 years.

Q2: How difficult is writing in English?

-Easy.

-Slightly difficult.

-Difficult.

-Very difficult.

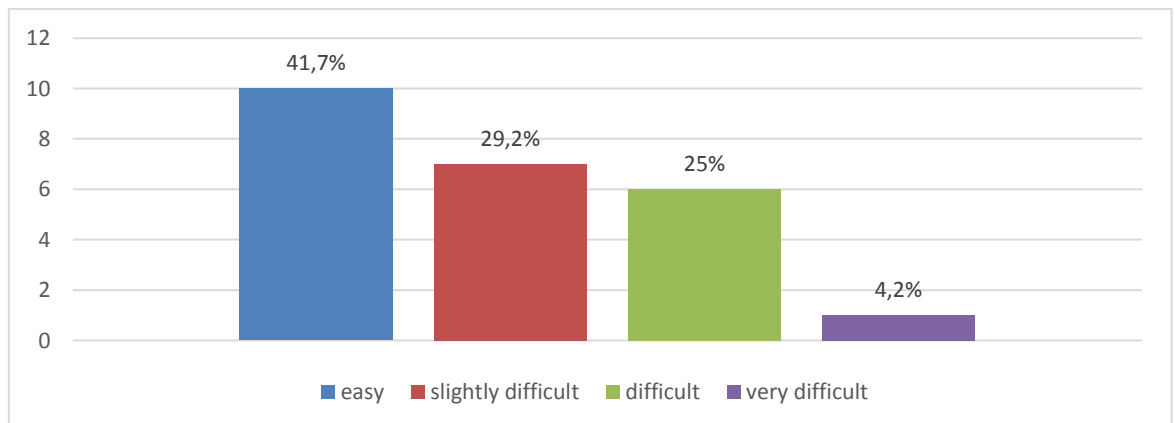


Diagram 2 : Challenge of Writing in English.

Presentation of the Findings

As presented in Diagram 4, a great number of learners (29.2%) affirm that the General Introduction is the most difficult part-genre of the dissertation. About 8.3% select the General Conclusion as the easiest part to conduct. However, (25%) of the participants have selected the Literature Review, Methods and Material as the difficult part to realise. To justify the answers concerning the fourth open-ended question where the highest percentage of the participants have agreed about the introduction as the most crucial part on the dissertation, here are examples from the questionnaire are reported as follow:

- The introduction is considered as the difficult part to write because it is the first chapter, or in other words, it is the first page that let the reader judge the whole work. Also it is not easy to move from general to specific.
- Because it is the first part to write in the dissertation.

Q5: What is the function of the General Introduction?

- Lead the reader from a general subject area to a particular field of research.
- Get the audience's attention.
- Explain its relevance to the audience.
- Convince the readers that you have a good command of the topic.

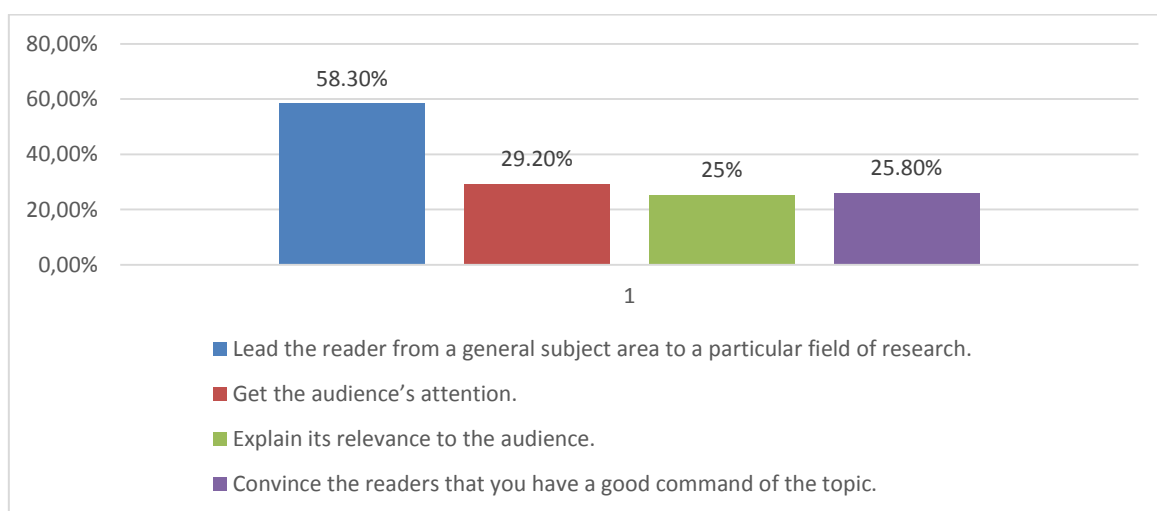


Diagram 5: General Introduction Function.

Presentation of the Findings

As identified in diagram 5, the majority of the students (58.3%) reveal that the function of the introduction is to lead the reader from a general subject area to a particular field of research. Nevertheless, 20.8% of the respondents argue that its function is to convince the readers that you have a good command of the topic.

Q6: When writing your Dissertation, how did you find your supervisor's guidance and advice?

-Helpful.

-Interesting.

-Very interesting.

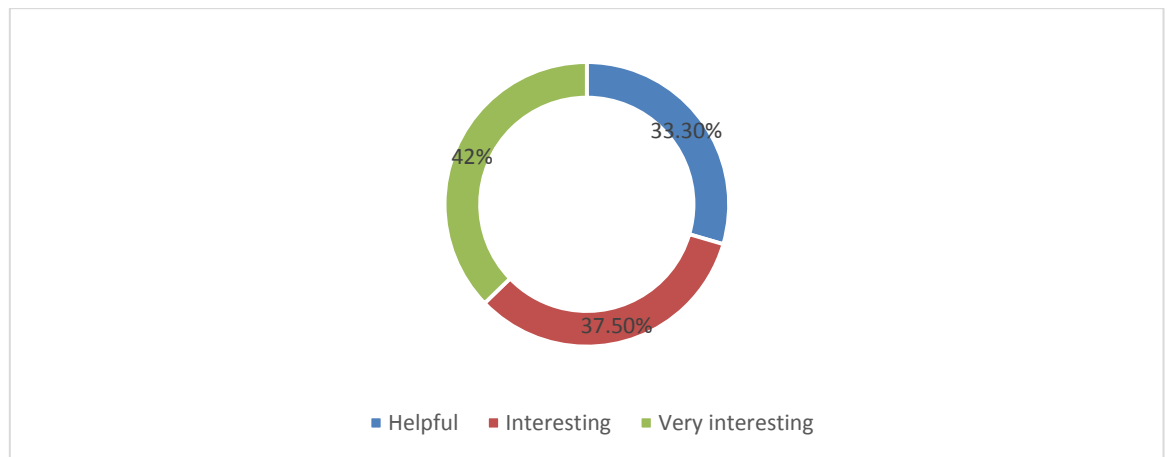


Diagram 6: Students Perception of Supervisor's Guidance and Advice.

The highest percentage of learners (42%) have been convinced that the supervisor's guidance has been very interesting, whereas a few of them (33.3%) have affirmed that it is only helpful.

Q7: What makes Didactics different from the other disciplines?

- The variety of the subjects it studies.
- It is more accessible.
- It is directly related to teaching.
- There is more teacher and student interaction and feedback.

Presentation of the Findings

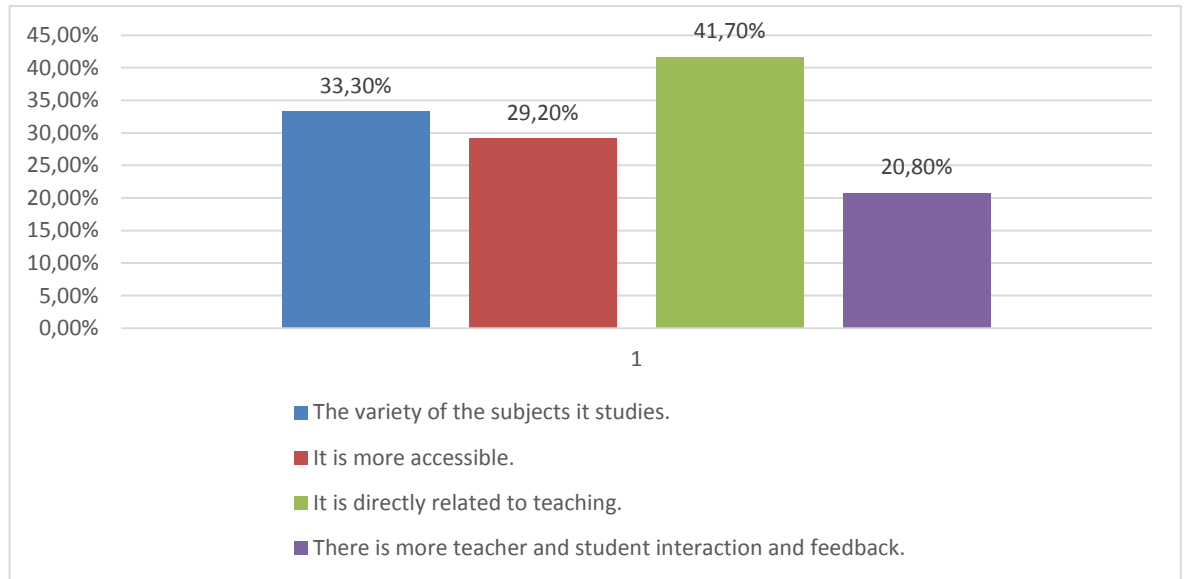


Diagram 7: Difference between Didactics of other Disciplines.

Diagram 8 indicates that 41.7% of the students choose to study Didactics because it is directly related to teaching, and 33.3% prefer it because of the variety of the subjects it offers, whereas 20.8% of the participants argue that there is more teacher and student interaction and feedback in Didactics compared to other discipline.

Q 8: As a postgraduate student preparing your master dissertation, did you have Research Methodology as one of your subjects? If yes, how did you benefit from it?

- Yes.

- No.

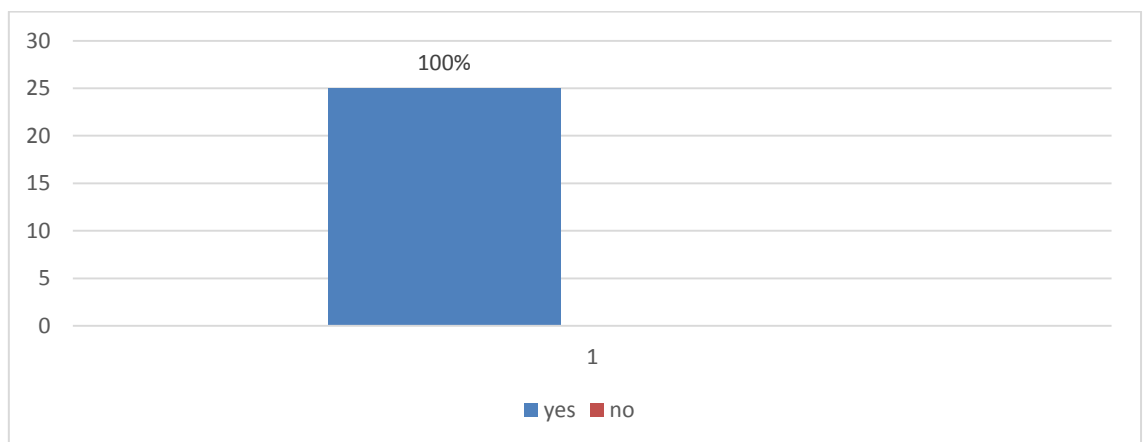


Diagram 8: Research Methodology in Master Didactics Curriculum.

Presentation of the Findings

As displayed in the bar chart above, the entirety of the participants (100%) confirm that Methodology is one subject of their curriculum. Here are examples provided from the questionnaire where students are asked about the benefits of the research methodology:

- It helps us to gather information through data collection tool, interview, questionnaire etc.
- It clarifies what to do and why you are doing it, each time and I find difficulties I look out for my recent lectures to clarify things.

Q9: Does your methodology teacher taught you about Samraj's CARS model for Dissertation Introductions?

- Yes.
- No.

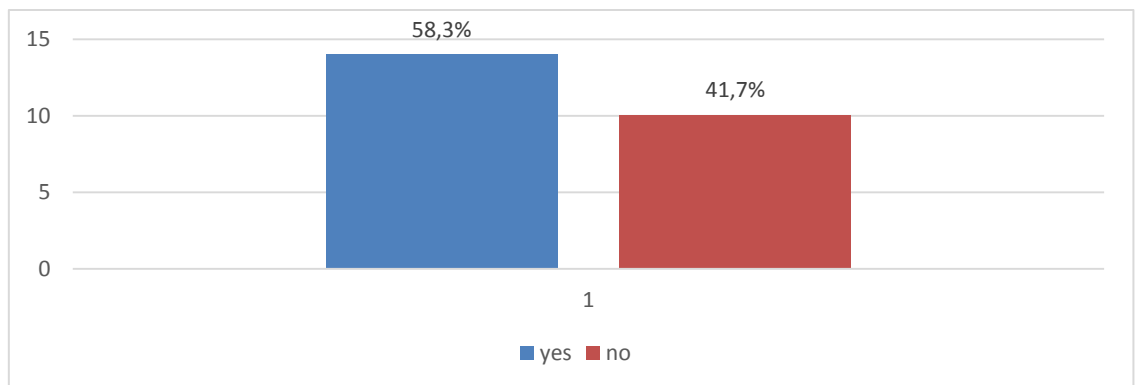


Diagram 9: Samraj's CARS Model Teaching.

The focus of this question is to investigate whether teachers taught Didactics Master Students about Samraj's CARS model for introductions. As an answer to this question, the highest percentage of the correspondents (58.3%) have replied by yes and the rest (41.7%) answered in the negative.

Q10: Did you follow Samraj's CARS model when realizing your Dissertation Introduction?

- Yes.
- No.

Presentation of the Findings

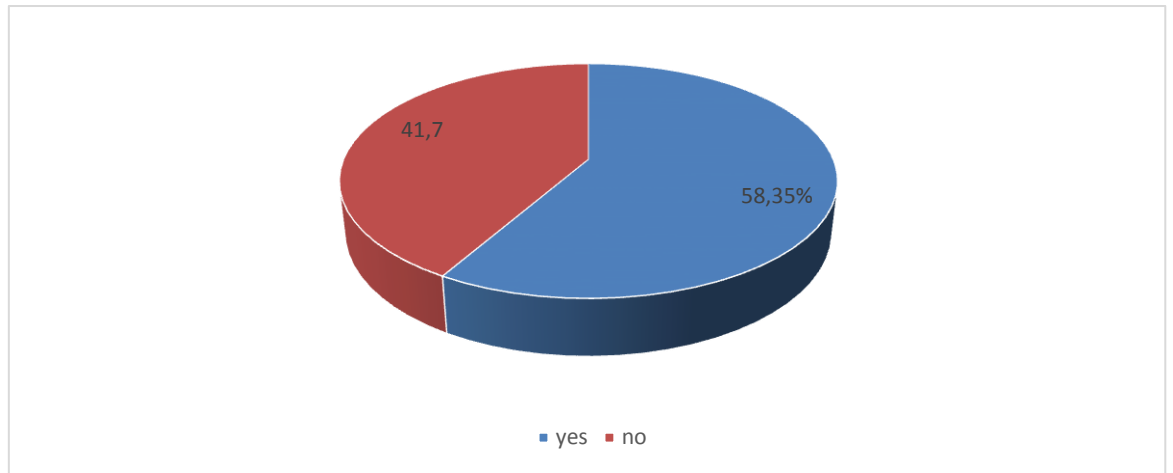


Diagram 10: Use of Samraj's CARS Model in Writing the Dissertation Introductions.

As highlighted in diagram 11, most of the participants (58.35%) have advocated that they have used the CARS model in their Dissertation Introductions, while 41.7% have not.

Q11: How did you find this model?

- Helpful
- Very helpful
- unhelpful
- impractical

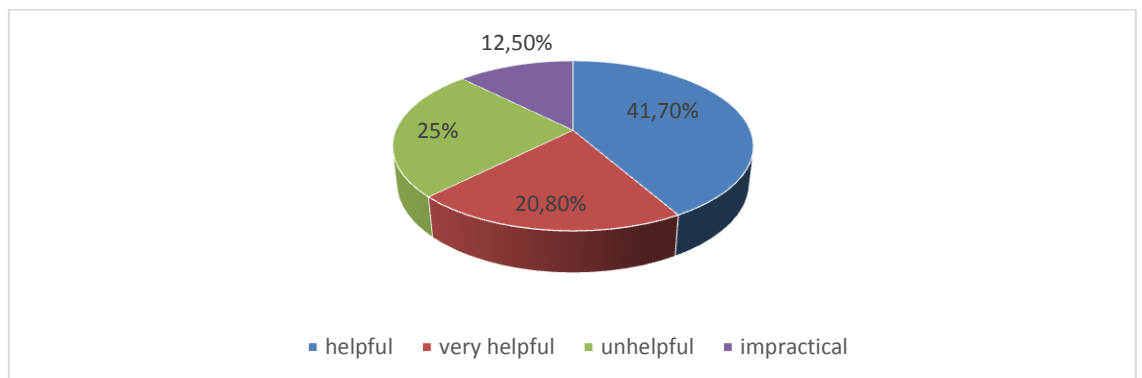


Diagram 11: Students' Opinion about CARS Model.

Relying on the results, the majority of the students (41.7%) assert that CARS model is helpful. 20.8% have said it is very helpful and 25% have argued that it is unhelpful, while the smallest percentage of the participants (12.5%) claim that it is impractical.

Presentation of the Findings

Q12: How familiar are you with the following terms?

	Unknown	Familiar	Very familiar
CARS			
Rhetorical Move			
Steps			

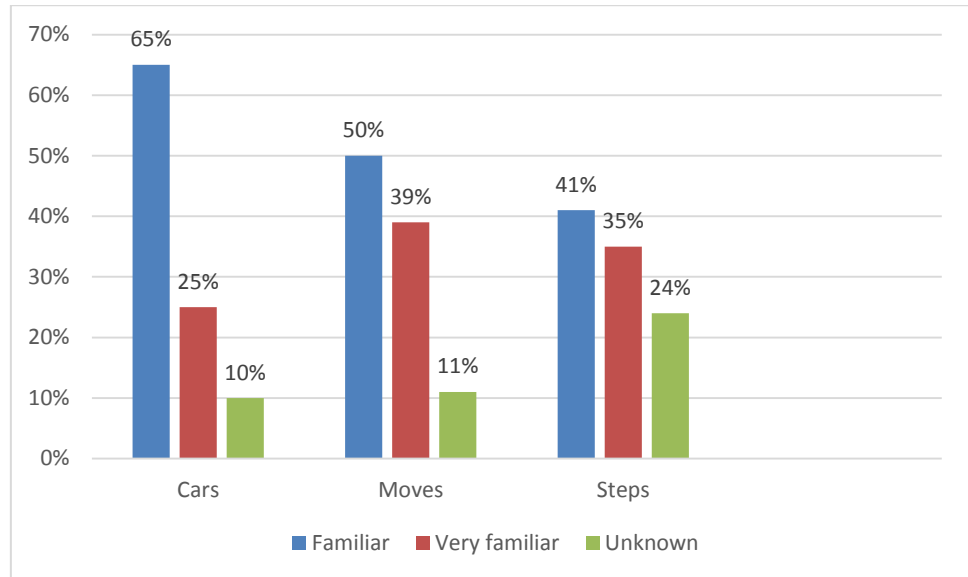


Diagram 12: Students' Familiarity with CARS, Rhetorical Moves, and Steps.

As far as the bar chart above, students are requested about the familiarity with CARS, rhetorical moves and steps. First CARS (Create a Research Space), about 65% of the participants have maintained that they are familiar with this term, while 10% have declared the opposite. Second Rhetorical moves, as it is clearly displayed in diagram13, the familiarity with this term occupy the highest percentage of 50%, whereas 11% of the participants argue that this term is unknown. Finally Steps, through this diagram it appears that a great number of the correspondents (41%) are familiar with this term. However 24% of them have declared that it is unknown.

Presentation of the Findings

Conclusion

The chapter has dealt with the Presentation of the Findings gathered from the analysis of master dissertation introductions and the questionnaire designed for Didactics master students of the department of English at MMUTO. The results of the analysis are presented in the form of tables, while the results of the questionnaire are reported in terms of pie charts and bar charts. The results are discussed in the following chapter.

Chapter 4 Discussion of the Findings

Chapter four: Discussion of the Findings

Introduction

The present chapter discusses the findings of the study in relation to the theoretical framework and research questions. It is made up of two main sections. The first one deals with the interpretation of the results obtained from the move analysis of the DI introductions and discussing to what extent they reflect the generic structure as outlined in Samraj's modified CARS (Create a Research Space). The second is concerned with the discussion of the data of the questionnaire.

1. Findings

1.1. Overall Feature of the Introductions

Before we go into detail about the rhetorical characteristics of the introductions in our study, some general formal characteristics like page length and section headings must be mentioned. There is no standard length for the introduction of MDs because it differs from country to country and even from university to another within the same country. According to Paltridge and Starfield (2007) the shortest chapter is the introduction. It is even 'one of the shorter chapters of the entire thesis' (Starfield, 2007: 98). Therefore, it can be concluded that all of the introductions adhered to the appropriate average length, as the examined introductions range between four to five pages.

1.1.2. Section Heading of the Introductions

Section headings are crucial because they can provide a straightforward information about the genre organization. When they are topic specific related to some aspect of the research topic, they not only directly communicate certain rhetorical moves, but they also typically indicate new steps. Of all the nine introductions, all the headings are generic which means they can be utilize in any introduction.

Discussion of the Findings

In fact, neither Swales (1990) nor Samraj (2008) have emphasized the need of using headings. As a result, the distinct elements with various headings (Statement of the Problem, Research Questions and Hypotheses, etc) depend upon students' personal choices. The use of headings makes it easier for the reader to differentiate between the several sections that make up the introduction.

1.1.3. Act of Citing

It refers to the manner in which authors cite other authors. Hyland (2004) has divided them under for different strategies: block quotation, direct quotes, paraphrases and summarise. Of these categories, only direct quotations are considered in this study. In move analysis, it is regarded as a rhetorical technique and it's broadly utilized in and coded as Establishing a Territory (move 1).

1.2. Schematics Structure of the Introductions

A genre rhetorical or schematic structure is one of its most distinguishing characteristics. it refers to the actions, methods, and rhetorical strategies followed to achieve the genre specific communicative objective (Swales, 1990).

Using the move analysis procedure drawing on Samraj's (2008) move structure model of master dissertation introductions, the students agreed on common rhetorical features for the introductions. According to the analysis, almost all introductions included text sequences that could be identified with the three moves in Samraj's (2008) CARS model; Establishing a Territory (T), Establishing a Niche (N) and Occupying the Niche (O). It is worth noting that all of the moves have been employed in the nine introductions. In terms of the steps, the stud has found that they are the same as those in Samraj's CARS model. Whereas step 1-b of move 2 (Indicate a Problem in the Real World) and step 2-b of move 3 (Present Results) appeared on a very rare occurrence. Some steps are highly supported and iterated such as step 1 of move 1 (Claiming Centrality) step 1-a of move 2 (Indicate a Gap or a Question in Research) and step 1 of move 3 (State Goals/Arguments of the DI). The findings have also showed several new

Discussion of the Findings

steps that can be employed to carry out the three moves. Not mentioned in Samraj's framework, we agree that these newly identified steps are called: Research Techniques and Methodology in move3, Reporting the Results of Previous Works in move1. Notwithstanding these new steps appear regularly across the corpus. They are essential in the rhetorical analysis because they indicate strategies that the students have used in the realisation of their introduction.

D I n°	Move 1 (T)	C Y C L E S	Move 2 (N)	C Y C L E S	Move 3 (O)	C Y C L E S	MOVE STTRUCTURE	C Y C L E S
1	4	2	2	1	4	2	T-O-T-O-T-N-O-T-N-O	5
2	2	1	3	0	2	1	T-N-O-T-N-O-N	2
3	2	2	2	3	2	0	T-O-T-N-O-N	5
4	3	2	2	2	2	0	T-N-T-O-T-N-O	4
5	2	1	2	1	3	3	T-O-T-N-O-N-O	5
6	1	0	1	0	2	2	T-O-N-O	2
7	2	1	1	0	2	1	T-N-O-T-O	2
8	3	2	1	1	3	1	T-N-O-T-O-T-O	4
9	2	3	2	0	3	0	T-N-O-T-O-N-O	3
Ts	21	14	18	8	23	01		
TOTALS	21 33,87 %		18 29,03 %		23 37,09 %		32 Cycles	
62 MOVES								

Table 8. Move Structure of the Corpus.

1.2.3. The Analytical Model

Creating a Research Space (CARS) model was developed by John Swales based upon his analysis of journal articles representing a variety of discipline-based writing practices. His model attempts to explain and describe the organisational pattern of writing the introduction of scholarly research studies. It is important to highlight that Samraj (2008) took Swales (1990) CARS model as a reference point and has provided its adequacy to master's dissertation introductions specifically at the level of moves. There are three rhetorical moves in research introductions. Strong effective introductions use all the required moves.

1.2.1 Moves

The moves followed by the writers are identical to those of Samraj's (2008) framework. Regardless some steps that constitute the moves are removed in the nine introductions. The introduction communicative goal has been fullfield. Swales and Feak (1994) claim that the introduction is a personal part in which learners are encouraged to establish their own research area. This could explain why students organize their introductions differently based on their perceptions of a coherent introduction. In the nine dissertation introductions included in the corpus, 62 rhetorical moves are identified. 33.87% are coded as Establishing a Territory, 29.03% as Establishing a Niche, and 37.09% as Occupying the Niche. The table 7 on page (36) demonstrates, that occupying the Niche is the most dominant move. Another observation arising from the quantitative description of the corpus move structure is that the introductions have not shown a common move structure T-N-O (Establishing a Territory Establishing a Niche and Occupying a Niche). The following are examples of how students formulate their moves and steps.

1.2.2. Steps

The nine master dissertation introductions have shown a variety of steps which are very similar to those found in Samraj's CARS model (2008) analysis of introductions. However, some of the other steps reported in his framework are not found in our corpus such as Background and Present Results in move 3, whereas two more steps which do not fit any of the descriptions in Samraj's (2008) model are identified for example Research Techniques and Methodology.

A. Establishing a Research Territory

Move 1: Establishing a Territory

Discussion of the Findings

The research territory or broad topic is the context required to both understand and conduct the research being explored. Its goal is to explain the current state of scholarship in the field and answer the question ‘why is this general research area important?’ It should captivate the reader’s attention and demonstrate the significance of the topic such as:

Eg.1: ____ has been extensively studied ...

Eg.2: Interest in ____ has been growing.

This move can be realised using two Steps:

Step1 Claiming Centrality

The author asks the discourse community (the audience for the dissertation) to accept that the research about to be reported is part of a lively, significant, or well-established research area. To claim centrality the author might write:

-Reading is an essential language skill that has enduring remarkable place in teaching and learning of foreign languages.

This step is used widely across the academic disciplines, though less in the physical sciences than in the social sciences and humanities. It can be realised in two main stages:

Step1-a Importance in The Real World

This step seeks to demonstrate how the issue is essential because it is rooted in real life, frequently through the use of instances or facts from reality. For instance students may write:

-Due to the importance of reading, one of the primary issues of language teaching should be to accommodate students with tools they need to examine texts and for various purposes more and more independently.

Step1-b Importance in Research

This option demonstrates the position it should hold in research. It is usually followed by review literature or topic generalization, example;

Discussion of the Findings

- Researchers in the field of foreign and second language teaching and learning have observed that learners face big difficulties in the acquisition and retention of vocabulary of the target language (Richard and Schmidt, 2002:80).

Step2 Review Literature or Present Topic Generalization:

These consists of statements concerning the current state of either knowledge, agreement concerning practice or description of phenomena. This step can be realized in sentences such as:

-An extensive amount of researches have been conducted in relation to the use of games in teaching, the first one is conducted by Alsanabadi and Rasouki(2013) entitled ‘The Effect of Games on Improvement of Iranian English Foreign Language Vocabulary in Kindergartens’.

B. Establishing a Niche

In many ways, move 2 is the key move in the introductions. After discovering a gap the writer will make hypotheses and later he will prove the validity of his hypotheses using one or both of the following strategies:

Step1-a Indicate a Gap/Question in Research

The author demonstrates that earlier research does not sufficiently address all existing questions or problems. For example:

-To our knowledge, after researches we have found no studies that investigate the ideological representations in teachers’ use of language in classroom as well the demonstration of power in their language.

Step 1-b Indicate a Problem in the Real World

The author defends his research in this phase by citing a problem that he saw in the real world and for which he believes the research to be reported will provide a solution.

Discussion of the Findings

-This lack of studies make the research worth conducting since it attempts to cover this issue which shows how power is manifested in teachers' language, and how ideology is presented in their discourse.

Step 2. Positive Justification

Authors may defend their research not only in terms of earlier research flaws or environmental demands, but also in terms of the current study's good qualities. The author explains the research strengths of the research that will be reported in this step.

-The fundamental aim of this study is to shed light on the effectiveness of cross puzzles as a teaching strategy to enhance first year private middle school learners' vocabulary acquisition and highlight its importance to motivate learners to learn English vocabulary.

C. Occupying the Niche

This step is an explanation of how you are responding to the need for further investigation. Explain how your research addresses the need you identified in the previous step and list your specific research, objectives, questions or methods. This is done by the following steps:

Step 1. State goals/argument of thesis

The writer will offer the goals of his research when the niche has been identified and the explanation for occupying it has been supplied. The following statements are examples of how the goal of the theses are articulated:

-This research is at identifying the effect of rewards in motivating students to avoid spelling errors and develop their writing skill. [...]

Step 2-a Hypotheses

According to Samraj, it is a newly found phase in CARS that allows the author to further explain the goals of the study being reported. It concludes by returning to the most crucial phase of Move 3, which is expressing the study's goals in move explicit words. In

Discussion of the Findings

fact, Samraj discovered that when the introduction includes hypothesis, they are put right after the background information. It can be realised by two strategies:

-Hp1: the EFL textbook My Book of English aims at developing the reading strategies and the development of the reading skill.

Hp2: all EFL teachers use different reading strategies like redacting, skimming scanning, and even summarizing in order to facilitate the learners understanding the reading texts.

Step 3. Preview Organization of Thesis

The major goal of this step is to give the reader an overview of the research that is about to be reported. This stage involves on lexical items such as chapter, number and the theme of each chapter. This is done at the end of the introductory sub-genre.

-Following the traditional complex model of writing an academic research work, the dissertation consist of four chapters.

2. Discussion of the Students Questionnaire:

2.1. Background Information

The first question asked in the questionnaire is about the period that the students have spent in studying English. All the participants (100%) have answered that they have been studying English between 4 to 6 years because nowadays the LMD is system gradually being introduced in our country which promotes students success with varied and personalized training courses and prepare for diplomas better adapted to the real needs of the job market.

As for the difficulties in writing in English, nearly half of the students (41.7%) do not face difficulties in writing in English because Master degree generally involves learning new technical skills and motivates students to write more in a critical way. The rest of the respondents have some constraints maybe because of the teachers' role in class who do not provide students with an effective feedback in order to develop their writing skill, or simply students have not a good experience either individually or with their teachers. It might also be

Discussion of the Findings

due to the lack of vocabulary, exposure to reading materials, difficulty with sentence structure and word order.

Concerning the question that deals with the number of the Dissertations written by the students, the entirety of the them (100%) have confirmed that they have realised only one. It is worth mentioning that in the department of English in MMUTO there is no practical training during the licence degree which means that the students are not exposed to conduct dissertations until the Master degree.

2.2. Students Attitudes towards Writing Introduction Section

The results shown in diagram(4) demonstrates that(25%) of the students have affirmed that the introduction is the most difficult part-genre in dissertation to write because it gives a broad view of the research. It takes more time than any part and usually students find it difficult to move from general to specific subject area. In fact Samraj (2008) identifies three moves concerning the writing of a dissertation introduction that helps the students to conduct a well-structured part-genre. First move (Establishing a Territory) aims at Claiming the Centrality of the work through insisting on its importance. Second move (Establishing a Niche) involves finding a gap concerning the previous works. The third move (Occupying the Niche) consists in stating the purpose(s) of the research. 25% of the respondents see that the Review of the Literature is such a crucial section to write because it needs to make clear declarations about all the past research made in the respective field and it demands extensive reading and critical analysis for meeting the objectives of the current research. the same percentage (25%) of the respondents reveals that the part-genre Method and Materials is difficult, this is due to the fact that they have only studied the theoretical part of methodology and never put to practice what they have learned. The minority of the students (8,3%) declare that they have often straggled with the last chapter of the Dissertation, this difficulty might refer to the summary of the whole work where the students must pay attention to not repeat exactly what they have written before.

Discussion of the Findings

The results of the question dealing with the introductions role reveal different percentages. More than half of the participants(58.3%) report that the role of the General Introduction is to get the reader from a general subject area to a particular field of research. According to Platridge (2002:83) ‘it is the key part that states clearly the topic and how it is related to what is going to be inserted in the dissertation’ whereas (29.2%) of the participants see that the introduction role is to get attention of the audience by giving the hook in the form of a question, a quote, an anecdote, an interesting fact, or any other intriguing idea that gains readers’ interest and motivates them to read further . 20.8% of the students claim that the purpose of the introduction is to convince the readers that they have a good command about the topic. This shows that students want to demonstrate that their research is worth conducting. However (25%) of the authors see that the role of the introductory chapter is explaining its relevance to the audience through providing necessary background information and by establishing the dissertation main idea, purpose, and direction.

Diagram 6 in the previous chapter demonstrates that nearly half of the students (41.7%) reveal that the supervisors’ guidance is very interesting since their role serve to train, motivate, guide, and evaluate the students work. While (33.3%) of the participants claim that they are helpful for the reason that the supervisors provide rules, observe assigned area and activities continuously, and pay special attention to potential problem area.

2.3.Students’ Perception about Didactics

As for diagram 7 that deals with the students’ motivation behind choosing Didactics, the highest percentage of the students (58%) argue that one major reason that has led them to study Didactics is the fact that they like teaching, and this option helps them become good teachers in the future. Also it gives them the opportunity to learn different methods used to teach and how to create a good atmosphere in the classroom.(16.7%) of the respondents choose it for its shorter studying time. The same percentage (16.7%) selects it because they are not good at literature and Civilisation. For example students avoid literature discipline

Discussion of the Findings

because it is fiction, re-creation of reality through words and it requires the usage of imaginative thinking, by contrast, Didactics refers to the science of teaching also means to spell things out explicitly and present a view of what's true or right or moral but in a way that might at times seem fixed.

As concerns the difference between Didactics and the other disciplines, (41.7%) of the participants claim that Didactics is directly related to teaching. This is due to the fact that it is interested in both knowledge and practical activities related to teaching, learning and their conditions. 33.3% of the students see that Didactics is different from the other disciplines in terms of the variety of the subjects it studies such as communication, applied linguistics and pragmatics etc. About 29.2% of the students point out that it is more accessible comparing to the other options. 20.8% of the students see that in Didactics there is more teacher and students' interaction and feedback which widely gives the opportunity to students to be more active in the learning process.

2.4.Samraj's CARS Model and Methodology

Diagram 9 shows that all the students(100%) reveal that the Research Methodology is one of their master Didactics curriculum. it gives research legitimacy and provides scientifically sound findings. It also provides detailed plan that helps to keep researchers on track, making the process smooth, effective and manageable. Through their justifications, We can deduce that methodology guides them for writing a good dissertation, gathering information through data collection tool such as interview and questionnaires.

Diagram 11 demonstrates that 58. 3% of the students have answered that their teachers have taught them about Samraj's CARS model for dissertation introductions. While the rest of them (41. 7%) affirm that they have not been taught about it. It might be because they have dealt with other models such as Swales (1990) framework.

Discussion of the Findings

The results of diagram 12 shows that (58. 3%) of the participants do follow Samraj's CARS model when realising their Dissertation Introductions. Thus this model attempts to explain and describe the organizational pattern of writing the introduction to scholarly research studies. It can be useful because it can help to understand the way in which an Introduction sets the stages for the rest of the dissertation. (41.7%) of the participants do not follow this model, it might be because they rely on other models.

Concerning the students' opinion about Samraj's (2008) CARS Model, the highest percentage (41. 7%) claim that it is helpful, since this model assumes that the writers do follow a general organizational pattern in response to either the competition to create a rhetorical space or the competition to attract readers' attention. (25%) of the students find it unhelpful may be because they find it difficult to put it into practice.

With reference to the Diagram 13, students are solicited about the level of the familiarity with CARS, Rhetorical moves and Steps. With CARS, 65% of the respondents seem to be familiar. They have agreed that this model helps them to build a constructive introduction by identifying a background, motivation, and focus of the research while the minority of them (10%) have declared the opposite. Next rhetorical moves, around 50% of the participants have taken it as a structural segment that has a specific communicative function and purpose, to analyze textual structure. In opposition to the previous percentage, 11% of the students have ticked the answer 'unknown'. Finally steps, near 40% of the respondents affirmed that they are familiar with it. According to them, in order to analyze or follow a good presented move structure, it is necessary to consider some or all the steps indicated in the CARS model, whereas 24% of the students have declared that it is unknown.

Conclusion

This chapter has discussed the main results obtained from the analysis of master dissertation introductions and the questionnaire submitted to Didactics master 2 students of

Discussion of the Findings

the department of English at MMUTO in order to answer the research questions stated in the general introductions. The results have been presented in the form of qualitative data (texts) and quantitative data (percentages). Following the presentation of the results of the introduction section, it is analysed and discussed in light of the analytical framework identified in the literature review.

General Conclusion

General Conclusion

General Conclusion

The present study has dealt with the analysis of master dissertation introductions written by Didactics master students at MMUTO. It attempted to investigate the rhetorical structure of Dissertation Introductions recently produced by students majoring in Didactics in the department of English at MMUTO. It has also sought out to examine the generic structure of the Dissertation Introductions and to evaluate to which extent they adhere to the recognized generic CARS (Create a Research Space) model developed by Samraj(2008). The research is, in fact, important in the sense that it attempts to provide clarity of rhetorical patterns used by students and shed light on the different moves that students have to follow while composing their master dissertation introductions.

As presented in the previous chapters, the dissertation sets out to reach three main research objectives. The first objective seeks to find which are the rhetorical moves and steps that are utilized by Didactics master Students at MMUTO. The second objective consists of making known such explicit generic models such as Samraj's (2008) model. The last objective seeks to promote or raise student's awareness of the importance to write within the conventions of the part-genre and the discipline as inducted through Samraj's model in move one step 1-a (Importance in the Real World).

Relying on the findings which served as an answer to our hypotheses, the obtained result have been interpreted in relation to the questions raised up in the General Introduction. The findings have shown that the moves found in the Introductions are the same, the results refute the first hypothesis which is : the moves found in Didactics master dissertation introductions written by students of the department of English at MMUTO from 2018 to 2020 are different. The interpretation of the findings confirm the second hypothesis in which we state that the steps found in Didactics Master Dissertation Introductions are different. Finally, the explanation of the results validate the third hypothesis stipulating that Didactics master dissertation introductions comprised in the corpus do not reflect the recognized generic

General Conclusion

structure of the dissertation introductions part-genre as outlined in Samraj's CARS model (2008).

To answer the posed research questions and to verify the hypotheses of the research, a mixed methods approach has been adopted. This approach combines both quantitative and qualitative method in analyzing the data. The results have been gathered from a questionnaire submitted to Didactics master students at the department of English at MMUTO. In addition, nine Didactics Master Dissertation Introductions submitted between 2018 to 2020 have been selected in order to be analyzed using the analytical framework presented by Samraj (2008). For the analysis of the data, qualitative content analysis(QCA) has been adopted to explain the data obtained from the students questionnaire and the results of the analyzed introductions, whereas the rule of three has been chosen for statistical data.

To sum up what has been said in the Discussion chapter consisting of two sections, the first one discusses the findings obtained from the analyzed introductions and the second consists of analyzing the results obtained from the questionnaire submitted to Didactics master students. In fact, the questionnaire is based on Samraj's analytical framework (2008). Based on the outcomes of the previous chapter, it has been found that the order of the moves was not been followed in all of the introductions. In terms of steps, there are some that are rarely employed, for example step 1-a of move1(Importance in Real World). Besides, there are some steps that are neglected at all such as step 2(Background) and step 2-b(Presents Results) of move three. Finally two additional steps are revealed which are Techniques and Methodology and Reporting the Results of the Previous Works.

Based on Samraj's CARS model (2008) students have problems in writing their introductions for each move especially move1.As a result, post-graduate students of the English department of Tizi-Ouzou need an explicit learning of the Dissertation Introductions as a part-genre in order to raise their awareness of the genre characterizing features, knowing that each discipline has its norms and purposes depending on their epistemological

General Conclusion

foundations that students need to take into consideration while writing each section of the thesis (Becher and Biglan, 1989). For instance if we compare an introduction taken from the discipline of Didactics with another one taken from the discipline of Civilization we will notice that they are different. Hence students can also be exposed to CARS model as a guide to produce a good, well-structured and purposeful introduction. Since the introduction is important in giving the first impression about the study, the students' exposure to this model will provide them with the knowledge of where to include information required in each rhetorical move and step.

The study is limited to a corpus of nine introductions, consequently it may not totally represent all the master students since it is a case study and the results cannot be generalized on the whole population. Thus a larger corpus would bring more insights about the features when writing the introductions.

When conducting this work, many challenges and constraints have been faced. First, our corpus is a limited one. So, the validation of the schematic structure of the introduction is not possible. Second, the non-collaboration of some students in completing the questionnaire in a well-organized way has hindered significantly the task of gathering, analyzing and reporting data and relating it to the move analysis. As a recommendation for further studies, a study of the introductions and other part-genres of dissertations from other disciplines will be interesting.

Bibliography

Bibliography

- Adjina Chahrazad (2015) Analysis of move structure of Published Research Article Introductions Written by EFL Advanced Writers.
- Allison.D. (1999). Key Concepts in ELT. *ELT Journal*.53(2):144.
- Anis Bawarshi and M.J. Reiff.(2010) *Genre, an Introduction on History,Theory, Research, and Pedagogy* (Indiana: Parlor Press).3.
- Anis Bawarshi and M.J. Reiff.(2010) *Genre, an Introduction on History,Theory, Research, and Pedagogy* (Indiana: Parlor Press).29.
- Ann M. Johns (2013) *The History of English for Specific Purposes, The Handbook of English Specific Purposes*.
- Arteneva, N. and Freedman, A. (2006).*Rhetorical genre and beyond*. Inkshed: Winspeg, Manitoba, Canada.
- Bathia, V.K. (1993). *Analyzing Genre: Language Use in Professional Settings*. London and New York: Longman.
- Bawarshi, Anis and Reiff, Mary Jo. *Genre, An Introduction to History, Theory, Research, and Pedagogy*. Indiana University: Parlor Press, 2010.
- Bazerman.C.(1988) *shaping written knowledge: the genre and activity of the experimental articles in science*. Madison,WI: The University of Wisconsin Press.
- Becher, T. (1989). *Academic tribes and territories: Intelctual enquiry and the culture of desciplies*. Buckingham : The Society for Research into Higher Education and Open University Press.
- Bhatia, V,(1991). A genre-based approach to ESP materials. *World Englishes*.
- Bhatia, V.K. (2002).A Generic View of Academic Discourse. In J. Flowerdew (Ed)
- Bhatia,V.K.(1997) Introduction: Genre Analysis and World Englishes.In Bhatia.V.K.(ed.) *Special Issues on Genre Analysis and World Englishes*. World Englishes. 16,03,312,320.
- Biber, D., Connor, U. and Upton , A. T. (2007) *Discourse on the Move: Using Corpus Analysis to Describe Discourse Structure*. Amsterdam : John Benjamin Publishing Company.
- Biggam,J.(2008) *Succeeding with Your Master's Dissertation : a step-by-step*.
- Biglan, A (1973b). Relationships between subject matter characteristics and the structure and output of University department. *Journal f applied psychology*, 57(3), and 204-203.
- Biglan, A. (1973a). The characteristics of subject matter in different academic areas. *Journal of applied psychology*, 57(3), 195-203.

- Bounton.D.(2002). Generic Moves in PhD Thesis Introduction in J.Flowerdew(ed) Academic Discourse. Harlow . London and New York: Longman.
- Brian Paltridge (2001). Genre and the Language Learning Classroom. The University of Sydney.
- Brown,D.G.(2001). Using Surveys in Language Programs. Cambridge. Cambridge University Press.
- Bunton,(2005). ‘‘ The Structure of PhD Conclusion Chapters.’’ Journal of English for Academic Purposes 4.
- Couture,B. Effective ideation in written text a functional approach to clarity and exigence functional approaches to writing : Research Perspectives.
- Cresswell,J.W. and Planto Clark, V.L. (2011) Desining and Conducting Mixed and Mxed Methods Research. 2nd edition, Sage Publications, Los Angeles.
- Christie , F. (2005) Language Education in the Primary Years. Oxford: Oxford University Press.
- David Bunton,(2002) Generic Moves in PhD Thesis Introductions in Academic discourse, ed. John Flowerdrew (London: Longman).
- Denzin, N.K. and Lincoln, Y.S.(2005) Introduction : The Descipline and Practice of Qualitative Research. In : Denzin,N.K. and Lincoln, Y.S. eds. Handbook of Qualitative Research, 3rd edition, Sage, Thousand and Oaks.
- Ding, H.(2007). Genre Analysis of Personal Statements: Analysis of Moves Application Essays to Medical and Dental Schools- English for Specific Purposes,26(3),368-392.
- Donnyei, Z. (2008) Questionnaires in Second Language Research: Construction, Administration, and Processing, NY: Routledge.
- Dudley-Evans, T.1993. ‘ Variation in communication patterns between discourse comutinities: the case of high way in engineering and plant biology’. In Blue, G.M.(ed.), Lnaguage learning and sucess : studying through english, vol.3\1, london: Modern English Publication in association with the Britich Council.
- Dudley-Evans.T (1994). Genre Analysis: An Approach to Text Analysis for ESP. In M.Conlthard (ed). Advances in Written Text Analysis. London and New York Routledge.219.228.
- Elena Sheldon. (2003) The Research Article: ‘A Rhetorical and Functional Comparison of Texts Created by Native and Non-Native English Writer and Native Spanish Writers’,(pHD Diss, Zaragoza University).77.

- Farida Amara,(2008) ‘ A Genre Analysis Study of Algerian Magister Dissertations in Linguistics and Didactics: The Case of the English Departement of the University of Algiers’ .32.
- Flowerdew, J. And Peack, M. (2001) Research Perspetive on English for Academic Purposes. Cambridge University Press The Handbook. England: Open University Press.
- Flowerdrew, John(1999), “ Issues in EAP : a Preliminary Perspective” , in Research Perspectives on English for Academic Purposes. Edited by John Flowerdrew and Mathiew Peackok. Cambdrige: Cambridge University Press.
- Hanane,A.H. and Sabrina,N. (2015) Genre analysis of abstracts, introductions, and conclusions of Master dissertations moves: a case study: department of English, UMMTO.
- Harlow (2002) Academic Discourse. London and New York: Longman.
- Hsien.H.F. and Shannon,S.E.(2005) Three Approches to Qualitative Content Analysis, Quantitative Health Research, November,15(5);1277-1288.
- Hyon (1996). Genre in the three Traditions : Implications for ESL. TESOL Quarterly.
- Hyon,S. 1996. Genre in Three Traditions: Implications for E.SL.TESOL Quarterly.
- Jhon Swales.(1990) Genre Analysis : English in Academic and Research Setting(New York :Cambridge University).58.
- Jhons, A.M.(2002). Genre in the classrom: Multiple Perspective. Mahwah, NJ: Lawrence Erlbaum.
- Johns, Ann M. (2013) “The History of English for Specific Purposes,” The Handbook of Enflish for Specifc Purposes 1: 7-17
- Kanoskipatham, B. (2005). Rhetorical Structure Of Biochemistry Research Articles. English For Specific Purposes.(2005) : 269-292.
- Ken Hyland.(2006) EAP, An Advanced Resource Book (Great Britain:Routledge).51.
- Ken,Hayland. (2006) EPA, An Advanced Resource Book(Great Britain :Routldge).
- Knapp,P and Watkins,M. (2005) Genre, Grammar :Technologies for Teaching and Assessing Writing. Sydney : UNSW Press.
- Landau,S.and Evrit B.S(2004). A Hand Book of Statistical Analysis Using SPSS London:Chpman and Hall.
- Lee. D.Y. (2001). Genres, Registers, Text types, Domains and Styles: Clarifying the Concept and Navigating a Path through the BNC Jungle. Langage Learning and Technology Journal 5(3): 37-72

- Linda Cooley and Lewkowicz (1997). *Developing Awareness of The Rhetorical and Linguistic Conventions of Writing a Thesis in English : Addressing the needs of EFL/ SFL post graduate students* : de Gruyter Mouton.
- Mahjoobeh, A and Shala, S. (2015) *A Structural Move Analysis of Abstract in Electronic Engineering Articles*. *International Journal of Research Studies in Language Learning*,4 (4).
- Miller, Carolyn, R. (1984) *Genre as Social Action*, *Quarterly Journal of Speech*.151-167
- Myring. P. (2000) *Qualitative Content Analysis*, *Forum: Qualitative Social Research*, 1.
- Nwogu , I (1997). *Page to Screen : Taking literacy in to the electronic era*. London and New York : Routledge.
- Paltridge, B. (2002) *Genre, text type, and the English for Academic Purposes (EAP) classroom*. In A. Johns (Ed.), *Genre in the classroom: Multiple perspectives*. 73-90.Mahwah, NJ: Lawrence Erlbaum.
- Paltridge, B. And Starfield,S (2007) *Thesis and Dissertation written in a Second Language: a Handbook for Supervisors*. New York, NY:Routledge.
- Robinson, P. (1991). *ESP Today : A Practitioner's Guide*. Hemel Hempstead: Prentice Hall.
- Samraj, B.(2008) *A discourse analysis of master's theses across disciplines with a focus on introductions*. *English for Specific Purposes*.
- Swales, J.M (2004) *Research Genres: Exploration and Applications*. Cambridge : Cambridge University Press.
- Swales, J.M. (2004) *Research Genre: Explanation and Applications*. Cambridge: Cambridge University Press.
- Swales. J.M. (1990) *Genre Analysis: English in Academic and Research Settings*. Cambridge University Press.
- Tony Dudley-Evans,(2002) *Genre analysis : a key to a theory of ESP : Iberica*.
- Vijak k. Bhatia (2004) *Words of Written Discourse : A Genre-Based View* (London : Continuum International).23.
- Yang, W.H. (2012) *A study of students 'perception and attitudes towards genre-based*. *Asian ESP Journal*, 8(3).
- Yang,W.(2012) *A genre analysis of PhD dissertation acknowledgements across disciplinary variations* *LSP Journal:Professional Communication knowledge Management Cognition*,3.2.
- Yung, R. & Allison, D. (2003) *Research articles in applied linguistics: Moving from results to conclusions*. *English for Specific Purposes*.

- Yunik ,S (1997). Genre , Registers and Sociolinguistics. World Englishes.
- Zerka Hakim(2016) A Contrastive Genre Analysis Study of Dissertation Introductions Written by Literature Postgraduates of Bejaia University and Natives.

Appendix

STUDENT QUESTIONNAIRE

Dear students,

Recent studies have drawn the attention of academic, teachers, as well as postgraduate students to the importance of producing rhetorically sound academic genres and sub-genres. Our research work is an attempt to contribute to the existing body of research in this area. It sets out to investigate to what extent students' writings meet the conventions of academic discourse. We will appreciate your effort to help in completing this study by filling in the questionnaire.

1-How long have you been studying English?

- 1 to 3 years
- 4 to 6 years
- > 6 years

2-How difficult is writing in English?

- Easy
- Slightly difficult
- Difficult
- Very difficult

3- How many dissertations did you write?

- None
- One
- Two
- Three or more

4-Which part of the dissertation do you think is more difficult to write?

- The Abstract
- The Introduction
- The Literature Review
- Method and Material
- General Conclusion

Justify.

.....

.....

5- What is the function of the General Introduction?

- Lead the reader from a general subject area to a particular field of research.
- Get the audience's attention.
- Explain its relevance to the audience.
- Convince the readers that you have a good command of the topic.

6- When writing your dissertation, how did you find your supervisor's guidance and advice?

- Helpful
- Interesting
- Very interesting

7-Why do you study Didactics?

- You find it theoretically and easier than the other disciplines.
- You like teaching and studying. Didactics helps you become a better teacher.
- You are not good at literature and linguistics.
- It has a shorter studying time.

8-What makes Didactics different from the other disciplines?

- The variety of the subjects it studies.
- It is more accessible.
- It is directly related to teaching.
- There is more teacher and student interaction and feedback.

9- As a postgraduate student preparing your Master Dissertation, did you have Research Methodology as one of your modules?

- Yes
- No

10- If yes, how did you benefit from it?

.....

.....

11- Does your Methodology's teacher taught you about Samraj's CARS model for Dissertation Introductions?

- Yes
- No

12- Did you follow Samraj's CARS model when realising your Dissertation Introduction?

- Yes
- No

13-How did you find this model?

- Helpful
- Very helpful
- Unhelpful
- Impractical

14- How familiar are you with the following terms?

	Unknown	Familiar	Very familiar
CARS			
Rhetorical Move			
Steps			