

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



## **A Cross-cultural Study of Master Conclusions in English, Arabic and EFL Contexts: A Genre-based Approach**

*Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of  
Magister in English, Option: Didactics of Literary Texts and Civilisations*

*Presented by:*

Mohellebi Hacene

*Supervised by:*

Amar Guendouzi

**Panel of Examiners**

**Dr RICHE Bouteldja (Pr), UMMTO, Chair**

**Dr GUENDOUZI Amar (Pr), UMMTO, Supervisor**

**Dr FODIL Mohamed Sadek (Pr), UMMTO, Examiner**

**Dr YASSINE Souryana (MC-A), UMMTO, Examiner**

**Academic Year 2016/2017**

## Abstract

The study of academic genres and part-genres across cultures and languages is gaining momentum among genre analysts and contrastive rhetoricians in many parts of the world. However, in the case of Algeria, this type of inquiry, despite having a vital pedagogical value for the EFL writing classroom, has been neglected. The present dissertation is an attempt to analyze cross-culturally the generic organization of the part-genre accompanying Master dissertations in literature, written by three distinct, yet overlapping, categories of students: native students of English, Algerian students of Arabic literature, and Algerian EFL students. For that end, I adopted Connor's and Moreno's (2005) model for cross-cultural studies of academic discourse and Bunton's (2005) generic model for humanities and social sciences conclusions. The results of the analysis showed interesting insights regarding the rhetorical strategies that each group had employed in order to organize this part-genre of their dissertations. The English students' organization was found largely congruent with Bunton's model. This congruity includes both the status of the moves used and their rhetorical function in the text. Contrary to this, the Arabic conclusions were found practically inapplicable to the model, having demonstrated a striking divergence in terms of move status and move function to the extent that an alternative model was proposed to help explain and account for these differences. As regard the Algerian EFL conclusions, conforming to what the literature tells us on EFL writings, their schematic structure was found to follow what appears to be a 'hybrid' organization, borrowing rhetorical strategies from both native groups. Overall, it is believed that the factors influencing the organization of literature conclusions by English and Algerian students might be varied from the writing instructions and learning materials that each group receives and uses in the writing classroom to the different cultural attitudes towards what academic discourse implies in reality.

**Key words:** Contrastive rhetoric, English, Arabic, English as a foreign language, cross-cultural, conclusion.

## Acknowledgments

First and foremost, I would like also to extend my deepest gratitude to my former teacher, Pr. ZERAR Sabrina for her support and encouragements. I would like also to thank RICHE Bouteldja for introducing me to the realms of ESP, genre analysis and Contrastive Rhetoric.

To my former teacher, and current supervisor, Pr. GUENDOUI Amar. I'm deeply indebted to his invaluable assistance and support. Of all Pr. Guendouzi's virtues, his patience with the slow progression of this work is duly appreciated and truly unparalleled.

To the kind panel of examiners, Pr. FODIL Mohamed Sadek and Dr. YASSINE Souryana, for having accepted to read and examine my humble dissertation, with all its imperfections. I'm grateful for the opportunity afforded to me in order to improve this work.

To all the researchers with whom I have had the amazing opportunity to correspond with, namely John M. SWALES from the University of Michigan; Paul MATSUDA, from the Arizona State University; Mohammed Nahar AL-ALI, professor of linguistics at Jordan University of Science and Technology; and especially, David BUNTON, associate professor at the University of Hong Kong, who took particular interest in my dissertation.

This work could not have been conducted without the utmost generosity of the faculty libraries of the following universities: University of Bejaia, University of Constantine, University of Setif and the University of Tizi-Ouzou. Of all the library staff with whom I have had the opportunity to meet with and receive help, one of them cannot go unmentioned: Mr. IKEN Zahir, the head of Theses and Dissertations Center at the University of Bejaia. Mr. Iken spent the entire morning and afternoon looking for the appropriate dissertations in terms of date of submission and discipline, for me to select and analyze. I promised him that if I ever come to finish this humble work, I will accredit his kindness and patience.

*To my dear family, and especially, to Mr.  
Jacques Fardon, without whose support,  
inspiration, and insistence that I should finish  
this humble work, I would have never come this  
far. Thank you, my dear 'Chaoui'.*

# Table of Content

<b>Abstract</b> .....	i
<b>Acknowledgements</b> .....	ii
<b>Dedication</b> .....	iii
<b>Table of Content</b> .....	vi
<b>List of Abbreviations</b> .....	v
<b>List of Figures</b> .....	vi
<b>List of Tables</b> .....	vii
<b>General Introduction</b> .....	01
1. The Issue and Working Hypothesis.....	07
2. Research Methodology.....	09
3. Organization of the Dissertation.....	10
<b>Part one: Literature Review and Methodology</b> .....	13
<b>Chapter one: Literature Review</b> .....	14
<b>1. Contrastive Rhetoric</b> .....	14
1.1. Contrastive Rhetoric: Origins, Beginnings, and Criticism.....	15
1.2. CR Expanded: Reaching to Intercultural Rhetoric.....	20
1.3.1. Intercultural Rhetoric Theorized.....	22
1.4. Contrastive Rhetoric Research and Arabic.....	25
1.4.1. Genre-based Studies of Arabic-English Academic Discourse.....	27
<b>2. Genre Theory in ESP</b> .....	31
2.1. The Concept of Genre: an Overview.....	31
2.2. Defining and Thinking about Genre in ESP.....	32
2.3. Genre Analysis Defined and Applied.....	37
2.3.1. ESP Genre Analysis as a Framework for Text-Teaching.....	39
2.3.2. ESP Genre-based Pedagogy and the Writing Classroom.....	43
2.3.3. ESP Genre-based Pedagogy Contested.....	47
<b>3. Conclusions as a Researched Subgenre</b> .....	50
<b>4. Summary and Implications for the Study</b> .....	57
<b>Chapter two: Methodology</b> .....	63
<b>1. The Study Corpus</b> .....	64

1.1. Overview.....	64
1.2. The Choice of Discipline.....	65
1.3. The Date of Submission.....	66
1.4. The English Masters' Dissertation <i>Conclusions</i> .....	67
1.5. The Arabic Masters' Dissertation <i>Conclusions</i> .....	68
1.6. The Algerian EFL Masters' Dissertation <i>Conclusions</i> .....	70
<b>2. The Analytical Framework of the Study.....</b>	<b>72</b>
2.1. Connor's and Moreno's Model for Cross-cultural Research.....	72
2.2. Bunton's Model for HSS <i>Concluding</i> Chapters.....	76
2.3. Analytical Procedure.....	80
<b>3. Problematic Features of the Arabic Conclusions.....</b>	<b>81</b>
3.1. Status.....	81
3.2. Use of Hyphenations.....	82
<b>4. Summary.....</b>	<b>83</b>
<b>Part two: Results and Discussions.....</b>	<b>85</b>
<b>Chapter three: Analysis of the English and Arabic Conclusions.....</b>	<b>86</b>
<b>1. Generic Analysis of the English Masters' Conclusions.....</b>	<b>86</b>
1.1. Overview of the Findings.....	87
1.2. Analysis of Rhetorical Structure.....	90
1.2.1. Introductory Restatement.....	92
1.2.2. Consolidation of Research Space.....	98
1.2.3. Practical Implications and Recommendations.....	106
1.2.4. Future Research and Concluding Restatement.....	107
<b>2. Generic Analysis of the Arabic Masters' Conclusions.....</b>	<b>109</b>
2.1. Overview of the Findings.....	110
2.2. Analysis of Rhetorical Move Structure.....	113
2.2.1. Introductory Statement.....	113
2.2.2. Consolidation of Research Space.....	118
2.2.3. Concluding Statement.....	123
2.3. A Model for Arabic Conclusions in Literature.....	126
<b>3. Comparison and Discussion.....</b>	<b>129</b>
<b>4. Summary.....</b>	<b>139</b>
<b>Chapter four: Analysis of the Algerian EFL Conclusions.....</b>	<b>142</b>
1.1. Overview of the Findings.....	142
1.2. Analysis of the Rhetorical Moves.....	143
1.2.1. Introductory Restatement.....	144

1.2.2. Consolidation of Research Space.....	149
1.2.3. Concluding Restatement.....	154
1.2.4. The Identification of New Steps in Algerian EFL Conclusions.....	152
1.3. Comparison and Discussion.....	159
1.3.1 Comparison with the NSE Conclusions.....	160
1.3.2. Comparison with the Arabic Conclusions.....	163
1.4. Summary.....	168
<b>General Conclusion.....</b>	<b>171</b>
<b>Bibliography.....</b>	<b>181</b>
<b>Appendice.....</b>	<b>187</b>
<b>Abstract in Arabic.....</b>	<b>193</b>

## List of Abbreviations

**AECS:** Arabic-English Contrastive Study

**Ara.Concl:** Arabic Conclusion

**CARS:** Create a Research Space

**CR:** Contrastive Rhetoric

**EAP:** English for Academic Purposes

**EFL:** English as a Foreign Language

**EFL.Concl:** (Algerian) EFL conclusion

**Eng.Concl:** English Conclusion

**ESL:** English as a Second Language

**ESP:** English for Specific Purposes

**HSS:** Humanities and Social Sciences

**IMRD:** Introduction-Method-Results-Discussion

**IR:** Intercultural Rhetoric

**GA:** Genre Analysis

**NNS:** Non-native Speakers

**NSE:** Native Speakers of English

**RA:** Research Articles

**RQs:** Research Questions

**SFL:** Systemic Functional Linguistics

**ST:** Science and Technology

## List of Figures

<b>Figure.1.</b> The Notion of Genre in ESP.....	34
<b>Figure.2.</b> The distribution of rhetorical moves in NSE and Arabic Conclusions.....	131
<b>Figure.3.</b> The distribution of moves between Algerian EFL and NSE conclusions.....	162
<b>Figure.4.</b> The distribution of moves between Algerian EFL and Arabic conclusions.....	165

## List of Tables

<b>Table.1:</b> Native students of English' masters' dissertations in literature.....	68
<b>Table.2:</b> Native/speaking students of Arabic masters' dissertations in literature.....	70
<b>Table.3:</b> Algerian EFL students masters' dissertations in literature.....	71
<b>Table.4:</b> Connor and Moreno' model for cross-cultural research applied.....	74
<b>Table.5:</b> Bunton's model for the HSS concluding chapter.....	77
<b>Table.6:</b> General move structure and their distribution in NSE conclusions.....	86
<b>Table.7:</b> Steps in Move.2 as found in NSE conclusions.....	100
<b>Table.8:</b> Move structure of Arabic master's conclusions.....	110
<b>Table.9:</b> Steps in Move.2 as found in Algerian Arabic Conclusions.....	119
<b>Table.10:</b> Rhetorical moves in Arabic literature conclusions.....	129
<b>Table.11:</b> Move structure of Algerian EFL students conclusions.....	142
<b>Table.12:</b> Steps in Move.2 as found in Algerian EFL conclusions.....	150



## General Introduction

This dissertation aims to investigate *cross-culturally* the generic organization of the *Concluding* chapter which accompanies Master's dissertations in literature, submitted by three different, yet interrelated, groups of students: native students of English, natives/speaking students of Arabic and Algerian EFL students. The amount of scholarly attention which cross-cultural studies of academic discourse have received, though unequally distributed and sometimes controversial, is nevertheless significant and diverse.

This attention to the cultural and *generic* variables at play in the construction of academic discourse represents an extension in the researchers' growing interests in describing how a given language works in specific contexts in order to achieve a set of specific purposes. Applied linguists, working extensively in various research fields, ranging from rhetoric to genre studies to composition, etc. and across multiple disciplinary and cross-disciplinary practices (such as law, business, academia, etc) have theorized, and eventually informed, our understanding and practice of language description. Broadly distinguished in terms of the manifold analytical tools it employs and the multi-layered generic levels at which it functions, language description is presently at the heart of applied linguistics, in theory, research, and application.<sup>1</sup>

This claim to centrality is strengthened against the backdrop of academic discourse in English, its relevance to and prevalence in, today's universities around the world<sup>2</sup>. If we settle on the definitions that see discourse as 'language-in-use'<sup>3</sup> or as 'language-in-action'<sup>4</sup> then *academic* discourse is 'the ways of thinking and using language' in higher academic and institutional spheres.<sup>5</sup> This 'thinking' and 'using' of language form a unique 'linguistic expression' and entail a 'construction of concepts,

values and practices shared by members of an institution characterized by technical language *and* researching, teaching, learning and publishing practices that are constituted in *different genres* and registers.’<sup>6</sup>

Mentioning ‘different genres’ brings to light the bulk of the present investigation. The concept of genre, however ‘unstable’ and/or ‘fuzzy’ at definitional levels, is now quite established as a thriving (but also a rewarding) area of research and application in applied linguistics (Swales, 1990; Bhatia, 1993; Hyland, 2004; Bawarshi and Reiff, 2010). In addition to its being a powerful variable in the acquisition of advanced academic literacy skills, genre also functions as ‘sites of interactions that enable(s) access to structure and frame(s) participants’ actions within groups or organizational contexts.’<sup>7</sup> This view of genres as ‘sites’ of actions and interactions accounts for the fact that, in reality, genres are not simply ‘forms of language’ that are easily identified by their sets of ‘conventional surface features’ but rather as ‘forms of social action’ utilized in order to achieve social purposes.<sup>8</sup> Furthermore, the recurrent generic patterns in these genres (and/or subgenres) give rise to a number of ‘stable structural forms’<sup>9</sup> or *conventions* in particular disciplines. Accordingly, practices such as dissertations, Ph.D theses, research articles (henceforth RAs) or grant proposals, etc. are not *only* recognized as belonging to different genres<sup>10</sup>, but also as being organized *differently* from one discipline to another.

A widely held belief among ESP scholars about the teaching of academic genres is that describing their ‘stable structural forms or *conventions*’ and translating them into writing frameworks or models can facilitate the task of reproducing them by novice students. What this practice implies is that, broadly speaking, knowing *how* a given specialized text (or genre/subgenre) is rhetorically organized can help educators design better, more effective materials (and methods) to teach it in the writing classroom. Indeed,

this immense interest in academic writings in general and the *dissertation* as a genre in particular is not, in fact, without some fundamental pedagogical aims and needs in mind. Teachers, assisting and supervising students' writings, particularly in *English for Specific Purposes* (ESP) and *English for Academic Purposes* (EAP) classrooms, have found that it was necessary to *seek* more practical advice for their students. Genre analysis, as a *pedagogical* theory, has developed along these circumstances and concerns. Described as a 'thicker' description of language use, genre analysis (henceforth GA) is 'the study of situated linguistic behavior in institutionalized academic or professional settings.'<sup>11</sup> The description entails, first and foremost, the identification of the genre's (or subgenre's) *communicative purpose* as this represents, in Swales' terms, the 'rationale' for it, since it presides over the decisions that writers make regarding issues as varied as style, form, and content.<sup>12</sup> According to Hyland (2004), implementing a 'genre-based approach' in ESP/EAP classrooms can help *raise* students' awareness towards the rhetorical strategies and linguistic options that underlie the writing of these tasks as it provides students with a clear understanding of how texts are planned and why they are written in that particular plan and form; how genres differ so as to meet the expectations of their audiences and discourse communities' experts; how knowledge of these rhetorical strategies can help ESL (and EFL) students understand English professional texts and later on, produce them; and how genre-based approach can be of practical use to teachers' professional development.<sup>13</sup>

The interest in *English as a Second Language* (ESL) students brings to light the second and last research area in which the present dissertation is grounded: contrastive rhetoric (henceforth CR). The 'notion' of CR is generally attributed the work of Robert B. Kaplan, an American applied linguist and an ESL teacher, who claimed, among other things, that the lack of *genuineness* in the 'essays' of ESL students could be *easily*

ascribed to the ‘negative’ influences of the rhetorical patterns that characterize their L1s. Connor writes:

The contrastive rhetoric field is usually thought of as the single invention of one man – Robert Kaplan. Working in an isolated situation – with a doctoral education in rhetoric and as a professor of linguistics and a director of a university ESL program – Robert Kaplan (1966) came up with the idea that the reason his ESL students’ writing looked different from native English speakers’ writings was because their cultural thought styles were different, and accordingly, these thought styles were expressed in their cultures’ rhetorical styles.<sup>14</sup>

Although earlier CR was introduced to ESL/EFL research as a response to the practical needs of American colleges and universities facing growing numbers of international and immigrant students who were required, by and large, to adopt the discourse conventions of English academic writings<sup>15</sup>, Kaplan’s (1966) implication that English, unlike other languages, is linear, logical, and to-the point has drawn loose criticism and become the centre of an *ongoing* debate and controversy (Casanave, 2005). Among the sharpest criticisms of ‘traditional’ CR, as it came to be called, is the fact that such views are reductive, deterministic, prescriptive, and essentialist-oriented.<sup>16</sup> These critiques have eventually garnered general consensus among contrastive rhetoricians and ESL teachers, and become later on instrumental in developing and expanding this field towards new directions and clearer research objectives. For instance, Hinds (1983), in ‘Contrastive Rhetoric: English and Japanese’ suggests that if a researcher really wanted to identify the different rhetorical movements which characterize certain language groups, he/she must, then, analyze the writings of these groups in their L1 and not L2, as L2 writings can be influenced by various factors other than the L1<sup>17</sup>. This suggestion has had revolutionary impact on subsequent comparative studies of academic discourse across languages and cultures, and has credited Hinds as the first researcher to ever shift

the paradigm of CR from L2 compositions to focusing on L1 compositions as being the real representation of certain writing traditions of a given language.<sup>18</sup>

Another major development that has *recently* taken place in CR as a result of these critiques is found in the works of Ulla Connor (2002, 2004, and 2008). Connor, hoping to cope with the critics' *unrelenting* hostility towards the field, proposed two main correctives. First, given the critics' persistent 'fixation' on Kaplan's original 1966 paper in disfavor of later developments (and improvements), Connor proposed that the name should be changed from 'contrastive rhetoric' to 'intercultural rhetoric' (henceforth IR). The new name, while it preserves earlier CR research method and theory, will better capture the current and future state of the field in its diversity of methods, theories, and achievements, thus avoid confusion with the criticism addressed against traditional CR. Second, having acknowledged the critics' dissatisfaction with Kaplan's earlier definition of rhetoric, Connor, drawing insights from contemporary reconceptualization of rhetoric, proposed that such a definition be reviewed as well, from its narrower classical definition of style, arrangement of sentences, etc. to its contemporary redefinition which sees it primarily as an 'act of communication...shaped by a situation, the impact of which can be studied on its own consumer'<sup>19</sup>, thus expanding the scope of investigation to more complex and 'advanced' academic texts such as RAs, PhD theses, grant proposals, etc. other than the typically-undergraduate-genre of the student's essay, and simultaneously avoiding judgments and stereotypes about other languages' rhetorical organizations.<sup>20</sup>

The field of cross-cultural studies of academic discourse to which the present dissertation subscribes is an expansion of these new directions. In addition to investigating the rhetorical organization that Algerian EFL students follow in comparison with *that* of Algerian and English students for the purpose of detecting

possible influences from either or both sides, as Hinds (1983) recommends, my study, by incorporating Connor's reconceptualization of CR, will investigate the more complex genre of Master dissertations in literature, represented in the analysis of a sample of the accompanying *Concluding* chapter.

The idea of academic writings as non-universal but culturally-influenced is continuously debated among genre analysts and contrastive rhetoricians, particularly in the case of ESL/EFL writings. Al-Qahtani (2006) explains that this type of investigations has partly aimed to respond to the needs of researchers (and teachers) that were NNS of English, and has helped them read, write, and interact with a research tradition that is predominantly written in English<sup>21</sup>. In the literature of English and Arabic genre-based comparative studies, one encounters a striking negligence and rarity. Nevertheless, the small number of some recent studies that have tackled the writings of Arab and Arab EFL writers has initially provided interesting insights on the generic behavior of these writers in comparison with their English counterparts (Fakhri, 2004, Al-Qahtani, 2006; Amara, 2009; Al-Ali, 2011; Swales and Al-Harbi, 2011). They are largely concerned with the RA practice, and have covered different parts so far from *Introductions* to *Abstracts* to even the *Acknowledgements* accompanying PhD dissertations. However, with regard to *Conclusions*, it appears that very little attention (if any at all!) has been paid to them by Algerian researchers. Writing on the importance of *Conclusions* for the entire research paper (whether RA or DIs), Abu Slymane says:

It is the logical result for all that has been said and discussed. It is the original contribution to the field—the new scientific contribution that shall be attributed to the researcher without question. A *Conclusion* goes beyond the research's *Introduction* and *subject matter*: as it announces the judgments and decides the results... It is the final part of the dissertation that leaves the final impression on the reader/examiner: It requires a great deal of organization for its ideas, elegance of style and a careful choice of sentences and expressions. It has to make the reader

feel that he/she has reached the end of the research paper without the least pretensions.<sup>22</sup> (Trans. Mine)

Abu Slymane's remark is important as it shows how significant a Conclusion's role in RAs and DIs can be. His view is shared by Swales (1990) who contends that, of all the sections that usually constitute a good research paper, Conclusions are perhaps the first section that normally attract the attention of scholars and researchers, as it is their habit to 'skip' the other sections in order to go and check *first* what the research findings are and the contributions that have been made, before even reading the whole 'thing.'<sup>23</sup> In other words, Abu Slymane affirms that research does not signify anything 'if it did not have a conclusion' or whose results did not imply any scientific, intellectual, or social value. Accordingly, analyzing this section for its rhetorical organization (and realization) to cover existing deficiencies in the literature becomes imperative.

## **1. The Issue and Working Hypothesis**

As the general introduction of this dissertation has suggested above, genre-based comparative studies of Arabic-English academic discourse are scant and, until recently, fairly rare. This deficiency is ascribed by some Arab applied linguists such as Fakhri (2014) to the 'dire state' of Arabic linguistics in general, particularly in the field of discourse analysis<sup>24</sup>. Other scholars such as Al-Qahtani (2006), looking at the situation from a different angle, has argued that the status of English as a dominant international language, in comparison with Arabic, has contributed, in a way or another, in committing genre-based studies of Arab students' academic writings (this includes Arab EFL students) to the corner. Al-Qahtani laments:

Unfortunately, one apparent reason for neglecting this matter was the open possibility for Arab scholars to publish their works in English and possibly in other languages *instead* of their mother tongue [i.e. Arabic]. As a matter of fact, many

scientific research institutions in the Arab world sponsor or publish their work *solely* in English.<sup>25</sup>

Most of the studies that I have come across do share, however, one major point—an immediate appeal for both Arab genre analysts and contrastive rhetoricians to take action towards this issue. Since the practice of genre-based cross-cultural studies of academic discourse is new in the Arab region and still under development, the small number of studies that we have in the literature has largely taken the RA as a primary source for analysis. They have covered different subgenres so far, from *Introductions* (Najjar, 1990; Fakhri, 2004; Al-Qahtani, 2006) to *Abstracts* (Al-Ali and Sahawneh, 2011; Al-Harbi and Swales, 2011), to Arabic PhD dissertations' *Acknowledgements* (Al-Ali, 2010). However, little attention has been paid to *Conclusions* by Arab researchers, and to my best knowledge, no previous study has investigated *cross-culturally* the generic organization of the *Concluding* chapter accompanying dissertations submitted by Algerian EFL students for the fulfillment of the requirements of Master's degree in English literature in comparison with the Concluding chapters that native students of English and Arabic write for the same purpose (a Master's degree in literature).

A conclusion, as I have explained before, is a necessary section in shaping the global organization of the research paper, and is given a *decisive* role by many researchers such as Abu Slymane, Swales and Bunton. The main reason, it appears, for avoiding this part by researchers is that, unlike other sections, *Conclusions*, as the review of literature in chapter one will show, have not offered, until recently, any adequate generic models for analysis and comparison such as *Introductions* and *Abstracts*. Accordingly, following in the footsteps of the previously discussed theories of genre theory in ESP and CR, and hoping to fill this gap and provide insights as to

how this section is ‘really’ organized by these three interrelated groups, particularly as to what possible similarities (influences) the Algerian EFL conclusions have with the NSE conclusions (with which they share the language-of-practice and the discourse community) and what similarities, too, they might have in common with Arab (Algerian) conclusions (with which the students share the same cultural and linguistic background), the present dissertation will set out to answer the following three questions:

- 1) What is the generic organization of the Concluding chapter that NSE and Arab (Algerian) students follow for the completion of their Master’s dissertations in literature?
- 2) What are the similarities and differences between the two groups; how can the differences be accounted for and interpreted?
- 3) What is the generic organization of the Conclusions that Algerian EFL Master’s students in English literature follow; to which of the two native groups this organization mostly *adheres* to and why?

## **2. Research Methodology**

Given the complexity of the research design adopted for this investigation and the overlapping nature of the research questions posed, I have opted to use Connor’s and Moreno’s (2005) model for cross-cultural studies of academic discourse. This model comprises three main levels: similarity constraints level, pragma-discursive (functional) level, and statistical level. Furthermore, since the primary interest of this dissertation is *Conclusions*, I have selected Bunton’s (2005) model for HSS conclusions as a primary framework for analysis and comparison. The methodology chapter will elaborate more on these two theoretical frameworks, the reasons for their selection and the method by

which they were thoroughly applied. The analysis covers 24 Concluding chapters accumulated from Master's dissertations in literature, submitted by the three categories of students outlined above (8 each). Using Bunton's model and following in the guidelines which Connor's and Moreno's framework recommends, each conclusion was analyzed for its possible rhetorical *moves* and the *steps* accompanying them. Comparisons were made whenever necessary, followed by commentaries and explanations.

### **3. Organization of the Dissertation**

In addition to a 'General Introduction' and a 'General Conclusion', the following dissertation is divided into two main parts, and each part is further divided into subsequent chapters. Part one comprises two chapters. The first chapter, review of literature, further explores in greater details the two theoretical traditions upon which this study is founded: CR and genre theory in ESP. It traces their historical developments, theoretical foundations, and their implications for academic writings, particularly their contributions to ESL/EFL and ESP (EAP, in our case) writing classrooms. Additionally, since this dissertation is concerned with Conclusions, a third section is conjoined to provide a summary of the major ESP models developed for the teaching of this important subgenre to students. Chapter two, methodology, will tackle, as the name suggests, the methodological procedures that I have followed in the accumulation and analysis of the 24 Conclusions selected for investigation. In addition to providing a detailed description of the study corpus and the criteria of selecting it, this chapter further explains the two theoretical frameworks that I have adopted and how they were applied: Connor's and Moreno's model for cross-cultural studies of academic discourse and Bunton's model for HSS conclusions.

Part two, entitled Results and Discussion, is also divided into two main chapters, and each chapter is divided into subsequent units. Chapter three presents the results of the analysis of the two native categories, NSE and Algerian conclusions. First, in order to try and answer the first question of this dissertation, this chapter first begins with the identification of the generic moves of the English conclusions and their accompanying steps; and then, it proceeds to present the findings on the generic structure of the Arabic conclusions. At this point, building on the findings obtained from the first question, a comparison of the rhetorical organization(s) of these two categories is made to try and answer the second research question posed in this study. The fourth and last chapter showcases the results from the analysis of the Algerian EFL conclusions: the moves employed would be identified and their steps demarcated and exemplified. Again, drawing from the insights of the first and second questions, this chapter will attempt to answer the third and last question of this dissertation.

## Endnotes

---

<sup>1</sup> Vijay K. Bhatia, John Flowerdew, and Rodney H. Jones, 'Approaches to Discourse Analysis,' in *Advances in Discourse Studies*, ed. Vijay K. Bhatia, John Flowerdew, and Rodney H. Jones, 1 (New York, NY: Routledge, 2008).

<sup>2</sup> Ken Hyland, *Academic Discourse: English in a Global Context* (London: Continuum, 2009), viii.

<sup>3</sup> Gillian Brown and George Yule, *Discourse Analysis*, (Cambridge: Cambridge University Press, 1983), 7.

<sup>4</sup> Hyland, *Academic Discourse*, 31.

<sup>5</sup> *Ibid.*, 1.

<sup>6</sup> Désirée Motta-Roth, 'The Role of Context in Academic Text Production and Writing Pedagogy', in *Genre in a Changing World*, ed. Charles Bazerman, Adair Bonini, and Débora Figueiredo, 320-321 (West Lafayette, IN: Parlor Press, 2009).

<sup>7</sup> Anis Bawarshi and Mary Jo Reiff, *Genre: an Introduction to History, Theory, Research and Pedagogy* (West Lafayette, IN: Parlor Press), 107.

<sup>8</sup> Hyland, *Academic Discourse*, 129.

<sup>9</sup> Vijay K. Bhatia, *Worlds of Written Discourse: a Genre-based View* (London: Continuum), 23.

<sup>10</sup> Farida Amara, 'A Genre Analysis of Algerian Magister Dissertations in Linguistics and Didactics: the Case of English Department of University of Algiers' (Master's thesis, University of Tizi Ouzou, 2009), 1.

<sup>11</sup> Vijay K. Bhatia, John Flowerdew, and Rodney H. Jones, "Approaches to Discourse Analysis", 10.

<sup>12</sup> John M. Swales, *Genre Analysis: English in Academic and Research Settings* (Cambridge: Cambridge University Press), 52.

<sup>13</sup> Ken Hyland, *Genre and Second Language Writing* (Ann Arbor: University of Michigan Press, 2004), 11-15.

- 
- <sup>14</sup> Ulla Connor, 'Mapping Multidimensional Aspects of Research: Reaching to Intercultural Rhetoric', in *Contrastive Rhetoric: Reaching to Intercultural Rhetoric*, ed. Ulla Connor, Ed Nagelhout, and William V. Rozycki, 300 (Amsterdam, Philadelphia: John Benjamins, 2008), 300.
- <sup>15</sup> Ryuko Kubota and Al Lehner, 'Toward Critical Contrastive Rhetoric', *Journal of Second Language Writing* 13 (2004): 12.
- <sup>16</sup> *Ibid.*, 10.
- <sup>17</sup> John Hinds, 'Contrastive Rhetoric: English and Japanese', *Text* 3 (1983): 183-195 as cited in Abdulkhaleq Al-Qahtani, 'A Contrastive Rhetoric Study of Arabic and English Research Article Introductions' (Ph.D diss., Oklahoma State University, 2006), 13.
- <sup>18</sup> *Ibid.*
- <sup>19</sup> Connor, *Reaching to Intercultural Rhetoric*, 304-305.
- <sup>20</sup> *Ibid.*, 304.
- <sup>21</sup> Al-Qahtani, 'English and Arabic Research Articles', 18.
- <sup>22</sup> Abed el Wahab Abu Slymane, 'Writing a Research Paper' (Riyadh: Al-Rushd, 2005), 210.
- <sup>23</sup> Swales, *Genre Analysis*, 27.
- <sup>24</sup> Ahmed Fakhri, *Fatwas and Court Judgments: A Genre Analysis of Arabic Legal Opinion* (Columbus: The Ohio State University, 2014), 1.
- <sup>25</sup> Al-Qahtani, *Arabic and English Research Articles*, 5.

## **Part One: Review of Literature and Methodology**

### **Introduction**

As the general introduction of the present dissertation has suggested, cross-cultural studies of academic discourse are often a combination of overlapping, and sometimes competing, theoretical frameworks and traditions. Part one includes two main chapters and each chapter is further divided into other subsequent sections. The first chapter, Review of Literature, further explores the two major theoretical traditions briefly outlined in the introduction, i.e. contrastive rhetoric (intercultural rhetoric) and genre theory in ESP. Their histories and *recent* developments are traced, their basic theoretical foundations are explained, and their pedagogical contributions to ESL/EFL writing classrooms are discussed. Furthermore, since the present study is primarily concerned with the analysis of Conclusions, chapter one concludes with a summary of the major studies on this part-genre and the various models developed for teaching it. Chapter two covers the methodological framework of the study. In addition to providing explanations regarding the criteria of selection and the process of decoding the data, it includes a delineated description of the twenty-four (24) Master's Conclusions in literature as selected from natives of English, Arabic and Algerian EFL students.

# Chapter One: Review of Literature

## 1. Contrastive Rhetoric

In the literature of ESL/EFL research, no other article is ‘probably’ as famous (and yet as infamous) as Robert Kaplan’s ‘doodles’ article, *Cultural Thought Patterns in Intercultural Education* (1966). Looking carefully at English compositions written by ESL students that belonged to different cultures and diverse linguistic backgrounds, Kaplan came to observe that, while composing their paragraphs, some students had incorporated rhetorical patterns that were easily recognizable as belonging to their native languages and not English. This ‘notion’ had marked the beginning of what is popularly known today as CR. In the decades following its introduction to mainstream ESL/EFL research, CR has become a *regular* target of debate and controversy, amidst *persistent* scholarly criticism and scrutiny. Repeatedly accused of explicitly promoting linguistic determinism, essentialism, and prescriptiveness amongst world languages and cultures, particularly in highly *sensitive* learning spaces such as the ESL classroom, linguistically and culturally diversified as it is, CR has survived, however, as a relevant research area in applied linguistics, owing it to the proliferation of researches into the writings of ESL/EFL students which have, in turn, provided scholars (and particularly writing instructors and students) with invaluable insights into the difficulties which ESL/EFL learners regularly encounter in the composition process of their ‘written’ English academic tasks. Nevertheless, given the strength of the arguments waged against it and the general academic consent to them, in addition to the constant revisions and reconceptualizations that have so *often* cut to the heart of its founding principles (including recent calls to change its name entirely), CR remains a highly contested

research area that can only be approached with caution and trepidation. Consequently, a ‘valid’ definition for CR is still being negotiated. In his foreword to Panetta’s *Contrastive Rhetoric Revisited and Redefined* (2001), Kaplan, nearly four decades since he first introduced the field, asked the following ‘awkward’ question: ‘What in the world is contrastive rhetoric?’<sup>1</sup> For which he promptly replied elsewhere (2000) that CR was probably one of discourse analysis’ most enduring ‘sin(s).’<sup>2</sup>

### **1.1. Contrastive Rhetoric: Origins, Beginning, and Criticism**

The origins of CR, like the paradigm itself, are subject to growing scholarly debate. For nearly four decades, the ‘notion’ of CR has been intuitively attached to and closely explained in relation with the so-called Sapir-Whorf hypothesis.<sup>3</sup> Elaborating largely on anthropologist Edward Sapir’s work on the languages of North American Indians, Benjamin Whorf, following a rigorous longitudinal case study research (particularly on the Hopi language), came to conclude that ‘the forms of a person’s thought are *controlled* by inexorable *laws of patterns* of which he is *unconscious*.’ These ‘inexorable’ patterns, he explained, ‘are the unperceived systematizations of [the person’s] language’, and which are readily ‘shown...enough by a candid *comparison* and *contrast* with other languages.’ Believing that every language is a ‘vast pattern-system’, Whorf claimed that at the level of this *unique* system are located the different ‘forms and categories by which the personality not only communicates, but also *analyzes* nature, *notices* or *neglects* types of relationship and phenomena, *channels* [the person’s] reasoning and *builds* the house of his consciousness.’<sup>4</sup> (Emphasis added). For scholars interested in domains as diverse as linguistics, psychology, and/or rhetoric, what the Sapir-Whorf hypothesis implied was that, broadly speaking, the first language of a person’s controls (or at least

influences) his/her perception of the world; for ESL researchers and educators working to help international students acquire the rhetorical conventions of English academic discourse, it *initially* offered an invaluable explanation to the difficulties which ESL/EFL students had encountered in the composition of their written academic tasks, and by relating them to the influences of the L1 languages, attempted to solve them out, thus becoming the *backbone* to Kaplan's CR.

Recent readings of the Sapir-Whorf hypothesis argue otherwise, however. In their article, *Toward Critical Contrastive Rhetoric*, Kubota and Lehner (2004), building on a closer examination of Whorf's concept of linguistic relativity, claim that, as a matter of fact, the philosophical foundation of CR, as explained by Kaplan and later endorsed by the majority of contrastive rhetoricians, is 'inconsistent with Whorf's critical view' of the prevailing linguistic attitudes of his time<sup>5</sup>. One fundamental motif for Whorf to researching remote speech communities such as the Hopi was that, given the narrow Eurocentric perspective towards other languages and cultures, a better understanding of these 'other' languages, he believed, would help counter and even 'correct' such attitudes. Kubota and Lehner write:

It is important to note that Whorf, who has often been criticized as promoting linguistic determinism, was actually *concerned* about the extent to which *linguists* and the *general public* were conditioned by *narrow Eurocentric* ways of viewing other cultures and also was quite *critical* about what he called 'Standard Average European (SAE)' languages and thought.<sup>6</sup>

Kubota and Lehner are not alone in pointing out the persistent contradiction between Kaplan's 'traditional' CR and Whorf's concept of linguistic relativity. Kowal (1998) contrasted the conclusions as drawn by Whorf and Kaplan regarding their respective targeted study subjects, i.e. the Hopis and ESL students, and commented that, 'whereas Whorf places his minority subjects in the role of educator-hero, Kaplan

puts “the native reader”—and the English teacher by proxy—in the position of authority, and of power.’<sup>7</sup> What Kowal asserts here, as Kubota and Lehner explain, is that ‘while Whorf places Hopi in a heroic role that serves to “correct” the superiority of SAE languages and Eurocentric thinking, the contrastive rhetoric represented by Kaplan’s view keeps standard English in its place of authority and positions second language student writers as needing correction.’<sup>8</sup> Given this new understanding, these authors argue that, instead of labeling him as a proponent of linguistic determinism, Whorf ought to be regarded as one of the earliest voices that ‘celebrated the plurality of languages and multilingual consciousness’ of humanity.<sup>9</sup>

Instead, Kubota and Lehner argue that Kaplan’s deterministic and essentialist view of ESL student compositions can only be interpreted in the light of an ‘assimilationist ideology’ that generally characterized the West in Kaplan’s times. By privileging English and *endowing* it with such characteristics as direct, linear, and logical, and downgrading other languages (to which such features of non-linearity, indirectness, and digression, etc. are assigned), Kaplan ‘implicitly reinforced the superiority of English rhetoric’ at the cost of other languages and other rhetorics, thus echoing *effectively* the ‘binary images’ as constructed by the colonial discourse between colonizer and colonized, and which happened to be prevalent in the 1950s and 1960s. As Kubota and Lehner point out:

[...] although it can be said that traditional contrastive rhetoric was developed with the good intention of associating ESL students’ writing in English with their cultural or cognitive *styles* rather than their cognitive *ability*. . . its depiction of a static cultural binary between the Self and the Other constitutes a colonialist construct of culture. It is necessary to locate individual researchers’ good intentions in a larger ideological context and understand how knowledge created by research legitimates and reinforces asymmetrical relations of power.<sup>10</sup>

Alastair Pennycock (1998) is another critical theorist who has called attention to the colonialist construct of culture, the Self, and the Other which underlies the CR paradigm. Tracing the early writings of Western educators in the Orient, particularly their recounts on the educational behaviour of the Chinese students, Pennycock was surprised to find that Kaplan's supposed 'discovery' that ESL students who come from Oriental cultures such as the Chinese have the habit of going 'round and round' a particular topic and come to the point only at the end, is not new or 'groundbreaking' revelation at all, but rather a mere reflection of the already prevailing attitudes towards these learners, and which these earlier impressionistic recounts had effectively constructed.<sup>11</sup> Of the many examples that Pennycock relates, one of them is particularly striking. At the turn of the twentieth century, a certain Bateson Wright, who served as the head master of the Central High school in Hong Kong, being frustrated by what he called a 'circuitous course' of his Chinese students' arguments (in writing assignments), he *literally* 'prescribed [for them] a rigid course of geometrical study' in the hope of 'helping' them overcome the lack of logic and directness in their writings.<sup>12</sup> Although this might be seen as an extreme example, Pennycock, however, argues that this is exactly what Kaplan and his fellow educators have done (and continue to do) to ESL students. Pennycock observed:

For anyone involved in English language teaching, this...may call forth uncomfortable associations. This construction of the illogical Other following circuitous thought patterns that stand in such stark contrast to the linear logic to which 'we' adhere, is a quite remarkable precursor to Kaplan's (1966) diagrams of different 'cultural thought patterns', with 'Oriental' students apparently pursuing a circuitous course in their writing and ESL teachers giving their students a course of geometrical study in order to remove those bends, curves and digressions that so bedevil the writing of the Other.<sup>13</sup>

The relationship between the Sapir-Whorf hypothesis and Kaplan's CR is a complex one. Christine Casanave (2004), in a book devoted to investigating (and reviewing)

the multiple controversies surrounding second language writing, supports *partially* the above-stated claims. In her detailed analysis of Kaplan's original 1966 paper, Casanave observed that, although Kaplan mentioned frequently the influence of the notorious hypothesis on his work (in interviews and personal communications, etc.), in the original research paper (and the subsequent revisions), Sapir is cited only twice, whereas '[his] student Whorf is not mentioned at all', thus making Kaplan's claims rather presumptuous and 'unclear.'<sup>14</sup> More interestingly enough, Casanave further deconstructs the organization of *Cultural Thought Patterns in Intercultural Education* and claims that, whereas Kaplan refers to English composition as linear, direct, and logical, his original research paper *per se* is rather 'a very strange piece of writing', not linear or direct, or even logical, for a number of reasons. First, the paper consists of long passages quoted from philosophy and rhetoric which, though *seemingly* relevant to the main argument, are not, however, followed by Kaplan's own commentaries<sup>15</sup>. Second, 'the promise of research...that is not fulfilled' in the end: Kaplan spoke about analyzing 600 students essays, yet as Casanave notes, the *actual* analysis covered only a few hundreds<sup>16</sup>. Third, while Kaplan refers to his argument as evidence based on research and analysis, the actual paper does not include any signs of analysis at all, 'beyond the statement that these essays were "examined."<sup>17</sup> And finally, evident in Kaplan's corpus are texts that do not belong to ESL students but are collected 'from the bible or from published texts'<sup>18</sup> and materials. However, notable in Casanave's critique is that, unlike earlier criticisms, it does not *speculate* about alleged origins or influences.

The debate whether contrastive rhetoric has originated from narrower, more exclusive linguistic theories such as the Sapir-Whorf hypothesis, or from broader intellectual and historical attitudes toward the 'Other' which happened to dominate

the general public and academic thinking of the West in Kaplan's times, or whether the paradigm's evolution is mainly the direct influence of Hymes's influential ethnography of communication (an argument which Kaplan dismissed himself), contrastive rhetoric's origins, like the paradigm itself, remain subject to scholars' and researchers' arguments and counter-arguments.

## 1.2. CR Expanded: Reaching to *Intercultural Rhetoric*

In *Contrastive Rhetoric: Reaching to Intercultural Rhetoric*, Connor (2008), reflecting on recent criticisms of the field, *resented* the critics' persistent fixation on earlier CR research, particularly on Kaplan's 1966 paper, ignoring, as they do, later research methods and theories which have helped enrich scholars' thinking (and understanding) of ESL/EFL student compositions, thus making the entire field appear as if it 'had been frozen in space.' Connor laments:

[It's] unfortunate...that writers ...refer to contrastive rhetoric as if it has been frozen at the stage of Kaplan's (1966) article. Not only are Kaplan's writings often misinterpreted, but contrastive rhetoric is also frequently characterized as static, as if no developments have taken place in theory, methods, and paradigms...Unfortunately, opponents of contrastive rhetoric tend to ignore these recent publications in their fixation on the 1966 article.<sup>19</sup>

Yet, as Connor remarks elsewhere (2002), 'instead of viewing the criticisms from an adversarial perspective... [It is best] to see them as suggesting the need to articulate a current framework for contrastive rhetoric.'<sup>20</sup> An adequate theoretical framework for present-day (and future) CR, Connor argues, 'needs to move *far beyond* such binary distinctions of linear versus nonlinear discourse', 'inductive versus deductive logic' and/or 'collectivist versus individualist norms'<sup>21</sup>, etc. research issues which continue to cling almost *genetically* to CR research. A first step towards overcoming this ongoing confusion is by changing the name entirely, from *contrastive* rhetoric to *intercultural* rhetoric (IR). This 'umbrella term', Connor claims, while it

acknowledges past CR literature, will better capture the current state of the field in its complexity and dynamism, thus highlighting ‘recent’ (and possibly future) CR literature in its diversity of methods, theories, and achievements. Connor writes:

I propose the term *intercultural rhetoric* to refer to what might previously have been called contrastive rhetoric or cross-cultural studies of writing. The term, in my definition, encompasses cross-cultural studies (comparison of concept A in culture one and two) and... The term intercultural rhetoric better describes the broadening trends of writing across languages and cultures. It preserves the traditional approaches that use text analysis [while]...it connotes the analysis of texts that allows for dynamic definitions of culture and the inclusion of smaller cultures (e.g., disciplinary, classroom) in the analysis.<sup>22</sup>

Initial reactions to Connor’s new ‘umbrella term’ were mixed. Proponents of the new name such as Moreno (2008) and Li (2008), in pointing out the limited range of focus the old name had previously imposed on research methods and results, and the quasi-legitimacy of its critics, have hailed IR as a comprehensive ‘roadmap’ for future directions in CR, with the latter describing it as a label that not only redefines the researcher’s role and tools in any CR investigation, but that it also ‘denotes and connotes, describes and prescribes, connects and delimits’ research potentials and goals.<sup>23</sup> However, other scholars such as Matsuda and Atkinson (2008) believe that, given its persistent controversies, multiple methodological problems, and poorly applied results in ESL/EFL classrooms, CR may actually need more than just a name-change. Matsuda, for instance, shares Connor’s view that one part of the problem with past CR literature has resulted from the name itself, ‘contrastive rhetoric.’ In one hand, by focusing on ‘contrasting’ languages, CR has encouraged researchers to *foreground* the differences among languages and peoples’ rhetorics, and *overlook* the similarities, thus promoting a centre-periphery view of world cultures. On the other hand, Kaplan’s narrow definition of rhetoric which he had reduced to organization or ‘arrangement’ of sentences and paragraphs (and disregarded other important rhetorical categories such as ‘audience’ and

‘persuasion’, etc.) has ‘limit(ed) what the potential...CR can actually accomplish and it has limited, [too], the ways in which people have studied it.’<sup>24</sup> This view has prompted Matsuda to reject the idea of traditional CR as a *viable* research ‘field’ on the ground that it lacked what he calls ‘a sustained intellectual formation’, and preferred, instead, to think of it as a mere ‘constellation of studies and articles’<sup>25</sup>. Thus Matsuda’s dissatisfaction with Connor’s renaming of the field lies in the need for an ‘accompanying’ theoretical framework that is essentially ‘defensible’ and upon which IR studies can be rigorously conducted and their results appropriately defended (personal communication). As he subsequently remarks, ‘if you don’t have good constructs to work with, that are either defensible and can be a springboard for a series of studies, we would continue to miss the point and repeat the same problems.’<sup>26</sup> Likewise, Atkinson, on his turn, while acknowledging the ‘heuristic’ value of the new name and its ‘exploratory’ potentials, contends that a mere ‘term’ is not going to take research and researchers ‘very far’.<sup>27</sup>

### **1.3.1. Intercultural Rhetoric Theorized**

In response to Matsuda’s and Atkinson’s call for a more theorized IR, Connor, building on recent developments in the study of rhetoric, proposed that, as a preliminary step, Kaplan’s conception of rhetoric be reconsidered. In his original 1966 research article, Kaplan, drawing inspiration mainly from popular (classical) philosophical and linguistic definitions of rhetoric, assumed that logic and rhetoric are ‘interdependent’ and that are both culture specific.<sup>28</sup> As he pertinent observed:

Logic, (in the popular, rather than the logician’s sense of the word) which is the basis of rhetoric, is evolved out of a culture; it is not universal. Rhetoric then is not universal either, but varies from culture to culture and even from time to time within a given culture. It is affected by canons of taste within a given culture at a specific time.<sup>29</sup>

Kaplan's conception of rhetoric, as later interpretations have widely demonstrated, implies that, irrespective of the person's (in this case, the ESL/EFL student) knowledge and command of L2 grammatical and syntactic structures, his/her rhetorical organization of 'written' discourse, unless a degree of rhetorical *awareness* is maintained, is likely to be 'negatively' influenced by the rhetorical patterns of his/her L1. These 'negative' rhetorical patterns, Kaplan claims, are the 'logical' manifestation of the person's cultural background as plainly reflected through his/her L1 language. Accordingly, if we agree that logic and rhetoric are culture-bound and not universal, then two culturally different persons' organization of the same reality, Kaplan argues, will be inevitably different as well.<sup>30</sup>

That this conception is problematic is shown quite enough by many ESL compositionists and CR scholars, including Kaplan himself (Kaplan, 2000; Hinds, 1983, 1987; Connor, 2008; Pennycock, 1997; Spack, 1997; Matsuda and Atkinson, 2008). A common thread running through the majority of these critiques is the fact that as far as peoples' understanding of their own cultures and their L1 languages' rhetorical organizations is concerned, Kaplan's definition is both deterministic and ethnocentric. Thus, Connor's proposal that such a definition be reviewed stems from her endeavor to come to terms with the critics' dissatisfaction with it. Elaborating on recent reconceptualizations of rhetoric by contemporary rhetoricians such as George Kennedy, Connor suggests that rhetoric (at least as far as IR studies are concerned) be *redefined* as 'an act of communication...shaped by a situation, the impact of which can be studied on its consumer.'<sup>31</sup> This new understanding, Connor argues, is 'appropriate' for current and future CR studies as it 'expands' rhetoric from its classical definition of organization, style, persuasion, etc. to its contemporary

reconceptualization which sees it primarily as an ‘emotional’ utterance or a set of ‘utterances made for a purpose.’<sup>32</sup>

To further theorize the ‘new’ CR (or IR) Connor draws on three distinct, yet overlapping, ‘postmodern maps’: 1) the text in context theory, 2) the concept of ‘large’ and ‘small’ cultures in discourse, and 3) the notion of accommodation in intercultural communication.<sup>33</sup> Postmodern mappings are defined as ‘postmodern tactics for conducting positionings of research that are reflexive and show relationships visually and spatially.’<sup>34</sup> This definition implies that postmodern research methods and theories acknowledge the fact that research topics and issues cannot be covered all at once; neither can such ‘tactics’ describe ‘the ideal research.’<sup>35</sup> Instead, what postmodern mappings allow is a more reflexive *role* between researcher and researchee, a reflexivity that ‘encourage(s) critical approaches to interpreting results.’<sup>36</sup> As it is, the text in context theory considers writing as a socially constructed activity and process. As Connor explains, one major development in recent discourse analysis research is the scholars’ growing ‘acceptance’ of writing as socially embedded, constructed, and interpreted<sup>37</sup>. This means that intercultural rhetoric studies, too, should take this ‘social turn’, that analysis ‘should not be limited to texts but should consider the discursive and social practices’ surrounding the act of writing.<sup>38</sup> The second map maintains that writing is influenced by multiple ‘small’ cultures such as institutional and professional practices (classroom culture, youth culture, etc.), in addition to ‘big or national cultures.’ Earlier CR research has claimed that ESL/EFL writings are essentially influenced by the students’ national or ‘big’ cultures (Kaplan, 1966). Yet, as Connor points out, later CR studies of academic genres have repeatedly shown that ESL students’ compositions can be shaped by various factors, including ‘the expectations

and norms of discourse communities and communities of practice’ and/or the writers’ ‘amounts of revision, collaborations, and attention to details’, to name only a few.<sup>39</sup> The third and final map which Connor proposes for the theorization of IR, accommodation in intercultural communication, refers to the idea that writers’ and readers’ (receivers) linguistic and cultural backgrounds are not fixed but rather, they can frequently ‘diverge’ from the norms of the first language in order to accommodate to the language style and patterns of the writers’ and readers’ interactants.<sup>40</sup>

As I shall discuss in the last section of this chapter (**section.4**), Connor’s reconceptualization of CR has had a profound impact on subsequent studies of academic and professional genres cross-culturally, and has led to a flurry of publications on this subject in the past few years. Far from dwelling on issues of grammaticality, and ‘stiff correctness’, CR (or IR) has ventured into more complex, dynamic, and critically engaging issues that matter both *expert* and novice researchers.

### **1.3. Contrastive Rhetoric Research and Arabic**

According to Lewis Mukattash (2001), the history of Arabic-English contrastive studies (AECS) can be traced back to the late 1950s.<sup>41</sup> Around this time, Arab linguists (represented mainly by Arab graduates in US universities) contrasting Arabic texts with their counterparts in English, had particularly two main objectives in mind: pedagogical and linguistic objectives. In regard to pedagogy, Arab linguists, following in the footsteps of similar contrastive investigations between English and other languages such as German and Swedish, tried to list the *differences* between the two languages ‘with the ultimate goal of arriving at possible difficulties.’<sup>42</sup> These differences, ranging from phonological, morphological, syntactic, etc. once identified

and made visible to teachers and learners, the ‘difficulties’ amounting from them can be easily anticipated and practically avoided in future learning situations. However, propelled by later developments in theoretical linguistics, particularly the introduction of Chomsky’s Transformational Grammar (T.G) to mainstream linguistics, AECS became gradually less concerned with pedagogical applications and more preoccupied with purely linguistic ends. Mukattash explains that, in addition to accumulating empirical data and establishing linguistic universals among languages, ‘theoretical contrastive studies’, as they came to be called, through a ‘serious and meticulous’ contrastive analyses, tried to ‘[test] the adequacy of a given linguistic theory through its application to pairs of Ls [and]...investigate how a given universal category is realized’ in each language.<sup>43</sup>

In line with subsequent developments in linguistics, particularly the shift from Chomsky’s argument that language is an innate, universal system independent of its users and its context to a broader view of language use ‘with context playing an essential role in the construction and interpretation of a text’<sup>44</sup>, AECS research objectives underwent a radical change, shifting from the study of ‘linguistic competence’ to the study of ‘communicative competence’ and particularly, ‘from the study of *sentences* to the study of *text* and *discourse*.’<sup>45</sup> (Emphasis added). At this level of development CR studies of Arabic ESL texts come about with Kaplan’s 1966 paper being a seminal example. Hamadouche (2013) suggests that, given their focus on the study of language components in isolation, earlier AECS can be deemed as narrow as they were ‘incapable of uncovering the native culture influence on students’ target language writing’, and that, more than any other contrastive analysis framework (such as error analysis and analysis of interlanguage), CR studies (particularly in their latter form) have helped shed light on the various cultural

variables at play in the organization of Arab ESL/EFL students' writings.<sup>46</sup> Among these variables, Hamadouche observes, 'Islam, ancient Arab civilization and Standard Arabic' have recently received significant scholarly attention.<sup>47</sup>

#### **1.4.1 Genre-based Studies of Arabic-English *Academic* Discourse**

Following is a sample of genre-based CR studies of Arabic 'academic' discourse. It is noteworthy, however, that while the literature available on AECS is remarkable in terms of 'history, magnitude, and significance'<sup>48</sup>, the literature that has tackled ESL/EFL Arab students' advanced *academic* writings, as pointed out in the general introduction, is scarce and fairly undeveloped. The studies summarized below, with a few notable exceptions, show how inconsistent and stereotypical this type of research can be. For instance, a number of Arab (and foreign) researchers tend to compare and contrast Arabic and English texts *asymmetrically*, without any reference to 'English' discourse as produced by Arab students. One fundamental principle for any CR investigation, Moreno (2008) argues, is the *must*-inclusion of ESL/EFL corpora, if the results obtained are to have any pedagogical legitimacy.<sup>49</sup> Thus, while this type of research might be of some linguistic and cultural value in its own, it is not necessarily contrastive rhetorical in nature. Other scholars confine their research and analysis to ESL/EFL texts solely, excluding both English and Arabic texts altogether. Problematic with this type of research is the fact that Arab and foreign scholars generally tend to take English for granted, i.e., as a *fixed* reference point, making its rhetorical organization appear static and uncontested, as if it is needless to analyze English discourse as produced by natives of English. As Mukattash rightly points out, one major weakness of AECS is the fact that, in their research process, many Arab (and foreign) researchers *inconsiderately* impose English linguistic categories and generic models on Arabic language or, in this case,

the ESL/EFL texts as produced by Arab students. In one hand, such research can ‘leave some Arabic facts unaccounted for’, and on the other hand, this might ‘force a category [or model] that is idiosyncratic of English onto Arabic [and ESL/EFL] texts.’ This largely happens ‘at the expense of considerations of acceptability, grammaticality, and style’ as characteristic of Arabic language and rhetoric.<sup>50</sup> Consequently, this leads to erroneous conclusions which make Arabic (and ESL/EFL texts) appear rather inadequate, immature, and at times, odd. Nevertheless, given the rarity of genre-based research on English-Arabic academic discourse, these studies can help, albeit partially, shed some light on Arab and Arab ESL/EFL students’ generic behaviour in comparison with their native English counterparts.

Arabic RA’s introductions have received the largest share of this ‘scant’ attention. One of these studies is Ahmed Fakhri’s 2004 investigation. Fakhri’s study focused primarily on analyzing the textual properties of Arabic language in research articles using Swales’ CARS model. The study concluded that Arabic introductions differed significantly. Fakhri found that Arab writers followed different rhetorical strategies while writing their introductions. There was, the study suggested, a remarkable use of repetition, high-flown language, and ornamented expressions<sup>51</sup>. Fakhri ascribed these differences to the distinct linguistic properties of Arabic language.

Another study that analyzed Arabic and English RAs’ introductions was conducted by Al-Qahtani (2006). Al-Qahtani’s study set out to answer two main questions: first, whether RA introductions as written by native Arabs educated in the Arab world were similar to or different from RA introductions written by Arabs educated in the United States of America; and second, whether Arabic introductions differed from English introductions written by natives of both languages. The findings of the study suggested differences in both cases. In the first case, the study found that

Arabs educated in the Arab world and those educated in the United States tended to use the moves as described in CARS model differently. The US educated Arabs tended to give greater importance to *Establishing a Niche* (the most important move in Swales' model), whereas Arabs educated in the Arab world were found to make greater use of *Establishing a Territory* move and almost a 'zero' use of *Establishing a Niche* move<sup>52</sup>. The study also found that unlike the US educated Arabs' introductions, the introductions as written by Arab researchers educated in the Arab world showed a greater use of religious sentences mainly in the form of prayers<sup>53</sup>. These sentences were rather 'very problematic' as they were 'irrelevant' to the actual aims and questions of these studies.<sup>54</sup>

The second case showed almost the same differences. However, when Al-Qahtani compared the rhetorical movements of the US educated Arabs with Native writers of English, he found the two groups almost identical. Al-Qahtani concluded that the differences between these groups were largely the result of their educational backgrounds.<sup>55</sup>

Some Arabic studies on English and Arabic *Abstracts* are also worthy of notice since they help shed light on some of the distinct strategies which English and Arabs utilize in order to achieve their communicative purposes and meet the expectations of their discourse communities' experts. In a comparative study of 100 English and Arabic (50 each) Ph.D abstracts that belonged to the discipline of linguistics using Bhatia's IMRD model for abstracts, Al-Ali and Sahawneh (2011) concluded that English and Arabic abstracts differed in many respects. Among the differences is in the type and frequency of the moves employed<sup>56</sup>. On the level of *Promoting Theses* move, Arabic abstracts were found to use this move without necessarily providing factual evidence to their claims<sup>57</sup>. On the contrary, English writers of abstracts appeared to give much

importance to this move so as to ‘foreground the value of their results and exhibit the benefits and applications of their research in order to promote their abstracts [researches] to the wider international academic community.’<sup>58</sup> The study argued that, where Arab writers of Abstracts focus on ‘telling’, their English counterparts focus on telling and ‘*selling* their research to their peers in the field.’<sup>59</sup>

On the micro-level, English and Arabic abstracts showed some similarities such as the use of the simple present tense in *Making Topic Generalization*, *Indicating a Gap* move, and the use of simple past tense in *Describing Methods* move.<sup>60</sup>

The investigation into the *Acknowledgement* parts accompanying Arabic Ph.D dissertations has, too, shown some striking differences in the way Arabs write this part. From the analysis of 100 acknowledgements collected from Arabic Ph.D dissertations written by natives of Arabic, Al-Ali (2010) concluded that Acknowledgements in Arabic differed significantly from the English Acknowledgements. Arab writers of this part tended to make a great deal of references to and quotations from religious sources, mainly the Holy Qur’an and the Arabic tradition of *Hadith* to invoke blessings and demonstrate gratitude. Arabic acknowledgements also tended to refer to particular social honorifics such ‘Cheikh’ or ‘King’ and address forms borrowed from kinship relationships such as referring to assisting colleagues as ‘brother’ or ‘sister’ and so on. Al-Ali argued that the differences in the way Arab writers write their Acknowledgements were due to the socio-cultural values and customs that characterize the Arabic society.<sup>61</sup>

## **2. Genre Theory in ESP**

### **2.1. The Concept of Genre: An Overview**

Although the word ‘genre’ is roughly and commonly utilized to refer to a set of types, kinds, classes, or even parts of things, its definition is yet to be decided. Etymologically speaking, the word ‘genre’ is borrowed from the French language which is, in turn, borrowed from Latin. On the one hand, genre can be traced, through its related word *gender*, to the Latin word *genus* which means ‘kind’ or ‘a class of things.’ On the other hand, genre, once again through its related word *gender*, can be traced to the Latin cognate *gener*, meaning ‘to generate.’<sup>62</sup> Ironically, these confusing, and rather contradictory origins, are reflected in the different approaches and intellectual traditions that have helped shape (and are shaped by) current understanding of, and thinking about, genre.<sup>63</sup>

A long history that stretches back to the days of Aristotle, the notion of genre has been an active area of persistent speculations and constant redefinitions. John Swales contends that genre, despite its attractiveness as a term, is nevertheless ‘fuzzy’ and ‘loose.’<sup>64</sup> And Bawarshi and Reiff, twenty years following Swales’ contention, admitted the concept of genre remains ‘fraught with confusion’ which resulted, in part, from ‘competing popular theories.’<sup>65</sup> According to Carolyn Miller, these competing theories, ranging from purely literary to purely linguistic, present rhetoricians (and even critics) with a serious problem<sup>66</sup>. At one end, the term ‘genre’ is largely considered to be a ‘classificatory tool’ or system which helps its users sort out and classify experiences, events and actions into categories or taxonomies: Thus becoming a mere ‘label or container of meaning.’<sup>67</sup> This view is predominant in the traditional literary approaches to the study of genre, Northrop Frye’s *Anatomy of Criticism* (1957) being a seminal example. At another, and given later and *deeper* insights into generic analyses of texts, particularly non-literary texts such as academic writings, the term ‘genre’ has become increasingly accepted as less of an

‘artificial system of categorization’ and more of a critical player in the process of meaning-making.<sup>68</sup> Miller explains that the necessity of classification is fundamental to language and learning, but she equally insists that ‘if the term *genre* is to mean anything theoretically and critically *useful*, it cannot refer to *just* any category or kind of discourse.’<sup>69</sup> (Emphasis added). Ultimately, and given this revolutionary reconceptualization, genres are gradually conceived to be dynamic entities, configurations of *recurrent* social actions, and active agents in the realization of social purposes. Charles Bazerman’s often-cited definition of genre best captures this complexity:

Genres are not just forms. Genres are forms of life, ways of being. They are frames of social action. They are locations within which meaning is constructed. Genres shape the thoughts we form and the communications by which we interact. Genres are familiar places we go to create intelligible communicative action with each other and the guide-posts we use to explore the unfamiliar.<sup>70</sup>

Miller’s original conception which saw genres as essentially ‘typified rhetorical actions based in recurrent situations’<sup>71</sup> has had a profound impact on the study and teaching of genres. Especially interesting is the influence of Miller’s on the study and application of genre theory in the field of applied linguistics and its related disciplines, the subject matter of the next section.

## **2.2. Defining and *Thinking* About Genre in ESP**

The *English for Specific Purposes* (ESP) approach to genre exemplifies some features of Miller’s reconceptualization. A complete departure from traditional literary definitions which hold genre as a mere label or tool of classification, ESP scholars view genre as primarily a class of communicative events that share the same set of communicative purposes. These communicative events are realized within *disciplined* discourse communities whose expert members are likely to recognize for

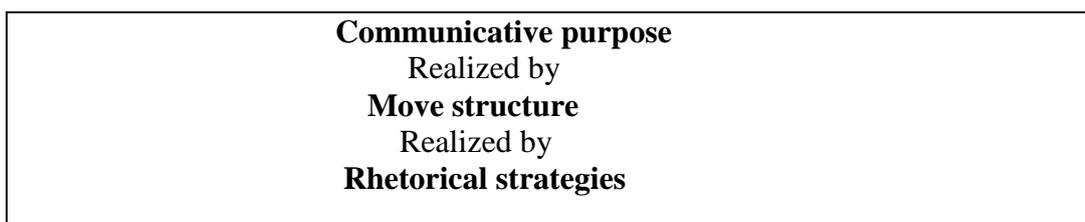
either approval or rejection, thus securing full membership to their authors or not.

According to Swales, genre in ESP is:

A class of communicative events the members of which share the same 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 constraints choice of content and style. Communicative purpose 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.<sup>72</sup>

The groundbreaking aspect in Swales' definition is the emphasis placed on communicative purposes' *primacy* in the achievement of communicative events, i.e. genres. Unlike earlier definitions which continued to linger around formal features of types and registers, Swales explicitly argues that it is essentially (but not wholly) communicative purposes that are the primal *determinants* in bringing genres to life. In one hand, these communicative purposes influence and constrain the rhetorical organization of genres and the choices available to writers in terms of style and content. On the other hand, the accomplishment of these communicative purposes helps introduce and situate these genres (and their writers eventually) within their target discourse communities, defined as 'framework(s) for conceptualizing the expectations, conventions, and practices which influence academic communication.'<sup>73</sup> Another aspect in Swales' definition is that former criteria such as similarities in form, content or lexis and audiences' expectations, are included, rather than excluded. John Swales is careful to note that 'in addition to purpose, exemplars of a genre exhibit various patterns of similarities in terms of structure, style, content and intended audience.'<sup>74</sup> A more simplified explanation of Swales' definition of Genre in ESP is provided by Amara (2010) in **Figure.1**

### Figure 2.1: The Notion of Genre in ESP



**Source:** Farida Amara, "A Genre Analysis of Algerian Magister Dissertations in Linguistics and Didactiques: the Case of English Department of University of Algiers" (Magister dissertation, university of Tizi Ouzou, 2009): 17.

Initial reactions to Swales' elaborate definition of genre in ESP were overwhelmingly favorable. Bhatia (1993), drawing inspiration from John Swales and working this time on professional business texts represented in job application letters and sales promotion letters came to stress, on his part, the supremacy of communicative purposes in the realization of genres. He defines genre in ESP as:

A recognized communicative event characterized by a set of communicative purpose(s) identified and mutually understood by the members of 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.<sup>75</sup>

Later reactions to Swales' definition, however, though continued to be supportive and promotional, have become somewhat suspicious and critical towards the status which communicative purposes have attained. Ann Jones (1997) suggests that Swales' emphasis on 'common goals' (which the members of a discourse community exhibit and must agree on) as the basis for successful communicative purposes is not altogether exclusive. She argues that it is 'common interests', rather than common goals, that are most 'essential.'<sup>76</sup> Similarly, Swales, a decade following his definition of genre in ESP, appeared to have something more to say this time. Reflecting on communicative purposes, he (in collaboration with Askehave) admitted that the notion has probably assumed a 'taken-for-granted' status, pointing out that

‘purposes, goals, or public outcomes are more evasive, multiple, layered, and complex than originally envisaged.’<sup>77</sup>

Another critique of Swales’ is his notion of discourse community (one of the three key concepts which frame his approach to genre theory in ESP along with *communicative purpose* and *genre/task*). Swales defines discourse communities as ‘sociorhetorical networks that form in order to work towards sets of *common goals*’<sup>78</sup>; and he further elaborates six definitional criteria through which discourse communities can be safely identified: 1) agreed public goals among the members, 2) possession of mechanisms of intercommunication (such as journals, conferences, newsletters, etc.), 3) membership is measured according to the individuals’ participations in the discourse communities through the utilization of those mechanisms, 4) possession and utilization of one or more genres in the communicative furtherance and development of their aims, 5) a discourse community must acquire, in addition to genres, some specific lexis or sophisticated terminology such as abbreviations and acronyms, and 6) a discourse community has a *threshold level* through which new members can be initiated and trained before a full membership is granted them.<sup>79</sup> However, according to Atkinson (1999), these criteria are inadequate and represent discourse communities only at the level of complete establishment and maturity. As he claims, such criteria neglect other important aspects which characterize discourse communities, particularly how they emerge and how they grow, and the mechanisms by which members can enter and *leave*, in addition to the fact that, in reality, these members are also participants in ‘multiple’ communities and not just one.<sup>80</sup>

A more radical critique of Swales’ notion of initiation into discourse communities comes from Sarah Benesch (2001). Although making no explicit

reference to his definition, Benesch argues that a successful initiation is not conditioned by the training which students typically undergo to finally come into ‘adopting the discourse of faculty-experts.’ On the contrary, the fact that they are paying their tuitions, doing their assignments and attending classes is indicative enough that students are already *active* members of their discourse communities.<sup>81</sup> Hyland, on his part, having reviewed extensively the literature related to the notion of discourse community, commented that the concept is still highly *contested* and ‘lends itself to many different readings.’<sup>82</sup>

Despite the aforementioned criticism, Swales’ and Bhatia’s conception of genre in ESP continues to enjoy immense popularity among scholars and students alike. As mentioned earlier, one reason for such popularity is the distance which Swales’ definition is constantly careful to maintain with traditional literary-oriented definitions of genre by privileging communicative purpose as ‘the *rationale* for the genre’ which is, in turn, the property of the discourse community and not the individual authors.<sup>83</sup> Another reason lies in the new trajectory which genre studies have ultimately taken. While Miller’s seminal work is accredited for shifting the focus of genre studies from literary canons and philosophical speculations to more mundane (everyday) genres such as ‘the letter of recommendation, the user manual, the progress report, the ransom note, etc.’<sup>84</sup>, Swales, urged by pedagogical imperatives, shifted once again the focus of genre studies to more specialized and complex texts, notably academic writings such as research articles (RAs), Master and Ph.D dissertations, lab reports, grant proposals, etc. (Swales, 1990). A third and final reason is manifested in the pedagogical frontiers which genre studies in ESP have successfully explored so far. Swales’ and Bhatia’s work on genre in ESP has helped develop a coherent theoretical framework for *analyzing* academic and professional

texts popularly known as genre analysis: CARS [Create a Research Space] model for introductions, Bhatia's IMRD model for abstracts and Bunton's work on conclusions (and several other studies) are all the offshoot of Swales' and other genre practitioners' analytical method. David Bunton's model for conclusions, being the core of the present investigation, will receive particular attention in chapter two of Part One.

### **2.3. Genre Analysis Defined and Applied**

While the debates surrounding the concept of genre are more or less preoccupied with reaching some possible definitional common grounds, those revolving around genre analysis (GA) are mainly concerned with the application of its findings in academic and professional/workplace environments. Defined as 'the study of situated linguistic behaviour in institutionalized academic or professional settings'<sup>85</sup>, GA has grown to become a powerful tool for analyzing specialized and complex texts for the purpose of developing appropriate teaching and learning materials, especially for ESP and EAP classes, and for *charting* the boundaries marking disciplines and discourse communities, thus providing both scholars and students (particularly non-native speakers of English) with insights on the 'preferred ways of communicating intentions in specific genres'<sup>86</sup>, enabling them, as it is, 'to gain access to and *participate* in [their] academic and professional communities' more effectively and critically.<sup>87</sup>

This participation, however, is the subject of a heated discussion among the different 'camps' that have adopted genre analysis. These are: the ESP school, the 'New Rhetoric' approach and the SFL tradition, also known as 'the Sydney school.' And while each approach has helped develop and enrich the analytical and

pedagogical procedures of GA, each in its own way, the present section has selected to deal exclusively with the ESP approach to GA, and to a lesser extent, with the ‘New Rhetoric’ approach (NR). This selection is not random, given the fact that this dissertation is, as outlined in the general introduction, concerned with ‘English’ academic discourse as produced by Algerian EFL post-graduate students, in comparison with their native counterparts of English and Arab students (represented by the analysis of a sample of Master’s *Conclusions* in literature). The Systemic Functional Linguistics (SFL) approach, despite its merits and many similarities with the ESP school (for example similarities in terms of analytic procedures and a preference for an explicit teaching of genres, etc) is not discussed here for two main reasons. First, SFL genre analysis (as opposed to ESP genre analysis which targets non-native speakers of English and the ‘NR’ approach which addresses native speakers of English) is essentially targeting disadvantaged school-age children attending primary and secondary schools, particularly in Australia. And second, given the reality of their target class population, SFL genre studies have tended to focus their attention on studying (and teaching) what Swales has previously called ‘pre-genres’ such as narrations, persuasion, expositions, etc, rather than analyzing specific genres produced for specific purposes and in specific contexts such as research articles, Master and PhD dissertations, grant proposals, etc.<sup>88</sup> As Bawarshi and Reiff explain, ‘primary and secondary school students are not often, if ever, asked to write in what would be considered disciplinary or professional genres.’<sup>89</sup>

In addition to this, differences in the materials of analysis (and instruction) and target audiences between ESP and SFL schools have had profound implications on another important issue: How to define context? The focus on economically and culturally disadvantaged (immigrant) school-age children has informed SFL scholars

to define context at ‘a fairly macro level,’ locating genres broadly ‘at the level of context of culture.’<sup>90</sup> In so doing, SFL scholars aim at helping students gain access to the different ‘genres of power’ a particular culture (or society) privileges, thus enhancing their career opportunities. Contrary to this definition, ESP scholars, as discussed in the previous section, locate context within narrower and more specific cultures, i.e. disciplinary discourse communities, relating genres essentially to a set of communicative purposes.<sup>91</sup> (One can easily notice similarities with IR’ concept of small cultures as opposed to big or national cultures)

### **2.3.1. ESP Genre Analysis as a Framework for Text-analysis**

Bawarshi and Reiff, on quoting Swales (1990), write that, ‘since it has been nominated as the *privileged* property of a genre, communicative purpose is generally taken for as the starting point to any ESP genre-based investigation.’<sup>92</sup> A typical ESP genre-based approach, therefore, to analyzing a particular text is likely to begin with the identification of the genre (or subgenre) in relation to its discourse community by means of ‘defining the communicative purpose it is designed to achieve.’<sup>93</sup> Then, the analysis proceeds to examining the text’s rhetorical structure, by breaking it down into a series of possible ‘moves’ (and steps).<sup>94</sup> Moves are seen as ‘functional units’ (or segments) that operate at the macro-level of a text; these units are charged with distinct linguistic and semantic signals, and are only realized in terms of how close their intent (and content) is correspondent to the genre’s overarching purposes. More precisely speaking, Martin-Martin (2013) defines moves as ‘functional text elements [that are] viewed in relation to the rhetorical goal of a text.’<sup>95</sup> These ‘functional text elements’, he explains, can ‘manifest themselves as text units that can occur in typical sequences and these can be realized by either one or a combination of ‘steps’ or sub-moves.’<sup>96</sup> Given this definition, a move’s approximate proportion in a text is

not fixed but rather, it can vary from a single sentence to multiple paragraphs and/or pages, depending on how far the text's goals are eventually realized.

The next and final stage (this stage is optional, and recently, genre-based studies of academic discourse are increasingly less concerned with the issues of grammaticality) in a typically ESP-oriented generic investigation of a text takes the analysis much deeper, targeting this time the text's textual properties such as tenses, tone, and voice, etc.<sup>97</sup> This process, as Bawarshi and Reiff argue, is 'by no means linear or static'<sup>98</sup>; and while analyses at stages two and three are more systematic, relying largely on generic modeling and stable lexico-grammatical rules and conventions respectively, analysis at stage one, i.e. the identification of the genre's communicative purpose, is *often* subject to the researcher's personal interpretation and the writer's 'private intentions.'<sup>99</sup>

Similarly, Bhatia proposed an *earlier* seven-step model for analyzing genres in ESP. Like Bawarshi's and Reiff's model discussed above, Bhatia's model begins, for example, by situating and contextualizing a particular genre within its own discourse community. And then, having surveyed the existing literature related to it and selected the 'right kind and size' of the study corpus, the analysis naturally moves forwards to investigating the generic construction of the genre (or sub-genre) in question.<sup>100</sup> Interesting in Bhatia's model, however, is an explicit call (although with a degree of reservation) for adopting ethnography as a supportive framework for analyzing and 'explicating' genres in ESP. Bhatia, who prefers to think of genre analysis as *discourse analysis as explanation* (as opposed to register analysis and grammatical-rhetorical analysis, both approaches seen as *discourse analysis as description*), claims that conducting ethnographic 'text-in-context' studies help researchers accumulate more 'naturalistic' insights into the varying circumstances

and ways in which genres are being produced, utilized (and sometimes exploited).

Bhatia writes:

Ethnographic investigations focus on typical sites of engagement or interaction..., *highlighting* analysis and understanding of practitioner advice and guidance, social structure, interactions, history, beliefs, goals of the professional community, physical circumstances influencing genre construction and modes available for genre construction and communication, all in the context of the historical development of the genre in question.<sup>101</sup>

Recently, however, the place of ethnography in ESP genre analysis investigations has come under salient questioning, thus gradually giving way to more critically (Bhatia, 2012), and *statistically* oriented studies of academic discourse (Connor and Moreno, 2005; Moreno, 2008). This comes from the fact that, while ‘naturalistic’, first-hand knowledge of the *immediate* realities that surround a particular genre is important, relying on ‘insider informants’ for data might be equally misleading. The works of scholars such as Bhatia (2004, 2010), Hyland (2009), and Benesch (2001) have *convincingly* pointed out that the realms of academia in general, and discourse communities in particular, are often subject to experts’ manipulation, intense competition, disciplinary and ideological (political/economic) interests, and misjudgments regarding learners’ needs (and rights). For instance, Bhatia has repeatedly *cautioned* that expert users of academic and professional genres are likely to manipulate, mix, or even bend and exploit conventional generic resources to communicate ‘*private intentions* within the socially recognized communicative purposes.’<sup>102</sup> This argument raises serious concerns regarding the extent to which expert writers’ testimonials of their day-to-day practices are accounted for and trustworthy. A similar argument can be raised against the possibility of taking *novice* students’ notions of what is deemed ‘their needs’ at face value. Given their lack of initiation into their own discourse

communities, multiple, dynamic, ever-changing and complex as they are, novice student informants lack the knowledge of not only what is needed for them, but most importantly, what is generally expected from them (Long, 2005).

Another interesting issue is related directly to the practice of ethnographers as a whole. Smart, although a loud advocate for the implementation of ethnography in discourse analysis researches, has *warned* that, given the nature of the practice (which usually involves a direct engagement with the subjects or ‘informants’ under investigation for an extended period of time), a researcher may invariably ‘come to identify with [the subjects’] world-view *too closely*’, thus running the risk of being ‘unable to go *beyond* it’, a principle that is, in Smart’s words, ‘necessary if the researcher is to situate [his research] within the *broader* currents of social life.’<sup>103</sup> (Emphasis added). Likewise, Bhatia is worried that since genres are proven to be dynamic and contested, and since a long-term and direct involvement with the study subjects is likely inevitable, the researcher’s judgments, unless a degree of detachment is maintained, may be altogether *biased*. Bhatia admittedly writes:

Since generic integrity is *dynamic* and often *contested*, rather than fixed, it is important that *grounded* ethnographic procedures, including detached participant observation of professional practice, be a crucial methodological procedure to serve this end. Long-term association with any context of professional site can often lead to personal involvement, which can lead to *bias* one way or the other, hence detachment is absolutely necessary.<sup>104</sup>

Both Smart and Bhatia list a number of similar procedures to achieve a degree of balance between the researcher’s engagement with, and detachment from, his/her study subjects. Among these, for example, are recommendations such as to avoid ‘total commitment’, complete ‘surrender’ or ‘becoming’ within the life-worlds of these communities and so on.<sup>105</sup> Left undiscussed in the works of these scholars, however, is how a *novice* researcher, delving into the complex, dynamic and ever-

changing worlds of discourse and professional communities, might come to maintain such ‘detachment’ without *ever* becoming overwhelmed or enmeshed along the way.

Such recent views, which have pointed a suspicious finger at the possibility of taking the data acquired via ethnographic techniques such as interviews, questionnaires, case studies, etc. for granted, run in parallel with Hyland’s comments, quoted earlier in this chapter, that the notion of discourse communities is highly contested and lends itself to many different readings.

### **2.3.2. ESP Genre-based Pedagogy and the Writing Classroom**

‘In his analysis of research article introductions,’ Benesch writes, ‘Swales (1990) aimed to discover how scientists establish the context and credibility for their own research... Yet,’ as Benesch wonders, ‘Swales did not simply discuss his findings about the rhetorical moves in scientific research article introductions.’ On the contrary, he went on and ‘translated them into a model, the “create a research space” (CARS) model’, in the hope that such a model would ‘be used to teach this part of the research article’ more successfully.<sup>106</sup> The idea of analyzing genres (and/or sub-genres) and developing exemplar models for the purpose of teaching them to novice student writers and researchers is at the heart of ESP genre-based pedagogy. Lauded by its adherents as a promise to learners and teachers alike,<sup>107</sup> genre-based pedagogy has, however, been accused by its critics of promoting ‘a pedagogy of accommodation, prescriptiveness, and genre competence rather than genre performance.’<sup>108</sup> But before this debate is discussed, it is important to first understand how these exemplar models are being utilized in ESL writing classrooms.

Benesch cites a number of studies that have applied the CARS model in order to teach academic writing to students, particularly NNS post-graduate students of English. Among these studies is Dudley-Evans's (1995) writing program for first-year master's of science and Ph.D classes. In this study, Dudley-Evans applied a 'modification' of the CARS model to his classes in which students are asked, as a preliminary stage, 'a series of questions about the patterns of organization of a text and why those particular patterns' are privileged by their discourse communities.<sup>109</sup> At this stage, students, through a discussion of the preferred patterns in particular genres, will be able to 'develop rhetorical awareness' about the demands and expectations of their discourse communities. After that, students are given sections of research articles and theses such as introductions and discussions and are asked to analyze their possible rhetorical moves. Including in this exercise, too, is a collection of 'scrambled sentences of a research article introduction' or other sections (abstracts, discussions, etc) for students to re-order and then discuss the 'correct order.'<sup>110</sup> The students are then 'introduced' to the CARS model and are 'encouraged' to practice the language which characterizes each of the three moves which constitutes it<sup>111</sup>. In the final stage, students are provided with data or information about a particular topic and then are asked to write a 'simulation of either a full report or a full section of the research article or theses.'<sup>112</sup>

A more elaborate and comprehensive model (or program) is provided by Hyland (2007). Hyland, who prefers the more accurate term 'genre pedagogies', believes that a successful implementation of ESP genre-oriented pedagogy in ESL classrooms ought to be grounded in four key elements: 1) planning learning, 2) sequencing learning, 3) supporting learning, and 4) assessing learning. The idea of planning learning how to write in ESL classrooms always revolves around the fact of

‘what the students know, what they are able to do, and what they are interested in learning to do.’<sup>113</sup> This involves investigating a fundamental question: ‘*why* are these students learning to write’ in the first place?<sup>114</sup> According to Hyland, answering this particular question will help identify the different ‘competencies that will be required of [students] in target contexts’ in one hand, and determine, on the other hand, ‘the objectives, materials, and tasks’ which the course will likely employ in the future.<sup>115</sup> As such, analyzing what the students *need* in order to succeed in their target discourse communities and workplace environments becomes the basis for any ESP course planning.

Two main principles, among others, inform the sequence in which genres can be taught: 1) the sequence in which genres follow each other in real world interactions, and 2) the sequence in which genres are graded in terms of the levels of difficulty and/or complexity.<sup>116</sup> Hyland explains that one major development that has recently taken place in ESP genre theory is the emphasis placed on the context in which genres occur, particularly on how genres cluster together in order to form ‘constellations’ or ‘colonies’ in real world practices.<sup>117</sup> This idea springs from the fact that, in reality, ‘genres are almost never found in isolation’, and that learning how to write a particular genre involves, in addition to learning how to write the genres surrounding the target genre, learning about the place which it, i.e. the target genre, occupies in the genre chain.<sup>118</sup> In one hand, such knowledge will enable teachers in ‘ordering genres into a writing course.’ And on the other hand, it offers a way ‘of contextualizing what is to be learnt by basing instruction on how genres are sequenced and used in real-world events’ and practices.<sup>119</sup>

Organizing courses in the sequence in which genres are perceived in terms of increasing levels of difficulty and complexity draws largely from the SFL

tradition.<sup>120</sup> It is interesting to ESP instruction, however, as it ‘provides teachers with a principled way of understanding how genres differ in the demands that they make on students and so help inform the sequence in which genres are presented in a course.’<sup>121</sup> Hyland observes that research on genres has shown that, for instance, ‘*expositions* and *explanation* contain more complex forms and are consequently more difficult for students to write than *recounts* and *procedures*.’<sup>122</sup> Engaging students in ‘recounting’ particular episodes in their lives is *discursively* less complex than asking them to, say, ‘explain’ certain aspects or matters in life: for while the former relies on familiar action verbs, simple clauses, and particularly on the students’ personal experiences, the latter usually requires them to use ‘sequential, causal, and conditional conjunctions’, moving them gradually ‘further from their own experience to more generalized events and objects outside their experience.’<sup>123</sup>

The third principle upon which a successful ESP genre-based pedagogy can be based is supporting learning. A notable feature in ‘supporting learning’ to write ‘academically’ in ESL classrooms is through the use of writing frames or models. These models provide:

[...] a genre template which enables students to start, connect, and develop their texts appropriately while concentrating on what they want to say. Frames provide a structure for writing and can therefore take many different forms, depending on the genre, the purpose of the writing, and the proficiency of the students.<sup>124</sup>

Basically, what these models do is that ‘they provide something of the prompting missing between a writer and a blank sheet of paper’, thus helping student writers ‘envisage what is needed to express their purposes effectively and to anticipate the possible reactions of an intended audience.’<sup>125</sup> Hyland is careful to note, however, that ‘students will need to use them less and less as their confidence in writing and their competence in writing target genres grow.’<sup>126</sup>

Assessing learning, the final key element in the implementation of genre-based pedagogy, refers to the idea that teachers assessing ESL students' writings need to 'apply consistent standards to judge each task performance fairly and then communicate these criteria clearly to students.'<sup>127</sup> This means that, instead of relying on 'vague descriptors such as "adequate knowledge of syntax" or "a limited variety of mostly correct sentences"', (or worse, this is good writing and that is bad writing), what Hyland calls 'ad hoc reactions to error'<sup>128</sup>, writing assessment must be grounded in an explicit 'analytic approach based on the primary traits of the particular genre', thus ensuring that 'key features to these texts are clearly specified, taught, and used to describe a standard of performance.'<sup>129</sup> Hyland synthesizes:

By making clear to students what teachers value in writing and emphasizing exactly what is expected from them in any writing task, students know how they will be assessed and what they have to do to be successful, and this gives them greater motivation and confidence to write.<sup>130</sup>

### **2.3.3. ESP Genre-based Pedagogy Contested**

Although Hyland goes on to affirm that implementing a genre-based approach in ESL writing classrooms 'promise(s) real benefits for learners as they pull together language, content, and contexts, while offering teachers a means of presenting students with *explicit* and systematic explanations of the ways writing works to communicate'<sup>131</sup>, a number of other scholars have thought and argued otherwise. *These* come particularly from two main sources: The 'New Rhetoric' approach and the so-called 'critical theorists.' And while the latter has added a double impetus to our understanding of the ideological (political/economic) dimensions which underlay the ESP writing classroom (Benesch, 2001; Pennycook, 1997; Master, 1998), the present section, for reasons already outlined in section 2.3, will tackle, albeit briefly, the New Rhetoric approach's take on ESP genre-based pedagogy.

In their excellent discussion of the ‘pedagogical debate’ between ESP and NR traditions, Anis Bawarshi and Mary Jo Reiff (2010) list a number of distinct, yet overlapping, factors which have contributed to it. One fundamental distinction between the two schools is the emphasis placed on the *role* which genres play within their target discourse communities. This distinction, as they explain, ‘can be traced to each field’s guiding definition of genre and the traditions that inform them’, mainly linguistics and rhetorical studies.<sup>132</sup> ESP genre scholars, following in the footsteps of John Swales, have defined genres as ‘communicative events which help members of a discourse community achieve shared communicative purposes.’<sup>133</sup> These communicative purposes are responsible for the genre’s overall rhetorical organization and the choices available to writers in terms of style and content. Contrary to this definition, NR scholars, drawing inspiration mainly from Carolyn Miller’s reconceptualization of genre (1984), have generally viewed genres as a means by which to ‘perform social actions and relations, enact social roles, and frame social realities.’<sup>134</sup> This means that ‘while ESP genre scholars have tended to understand genres as *communicative* tools situated within social contexts, rhetorical genre scholars have tended to understand genres as *sociological* concepts embodying textual and social ways of knowing, being, and interacting in particular contexts.’<sup>135</sup> Put differently, while ESP scholars view genres as ‘*forms of communicative action*’, New Rhetoricians prefer to think of them as ‘*forms of social action*.’<sup>136</sup>

In addition to differences in each field’s guiding definition and tradition, another important factor has contributed to this *ongoing* debate. One driving motif for ESP researchers behind their extensive analyses of genres was that a *better* understanding of how academic genres are rhetorically and linguistically constructed would help develop *better*, more effective teaching and learning materials for the

writing classroom, particularly ESL classroom. However, RGS studies, as Bawarshi and Reiff point out, ‘did not emerge out of a pedagogical imperative as Systemic Functional and ESP approaches did.’<sup>137</sup> One apparent reason for this is that, unlike ESP’s widely held view of genres as stable, static and predictable forms of communicative action (Swales, 1990; Bhatia, 1993), RGS scholars tend to understand genres as complex, dynamic, ideological, and ‘stabilized for now’ forms of social action.<sup>138</sup> Starting from this understanding, RGS scholars argue that, not only genres cannot be taught through an *explicit* teaching of rhetorical and linguistic features, but most importantly, ‘they also cannot be abstracted from the contexts of their use for pedagogical purposes’.<sup>139</sup> Instead, RGS scholars call for a more *immersion*-based pedagogy, whereby students can ‘encounter, analyze, and practice writing genres in the contexts of their use.’<sup>140</sup> A pedagogy such as this will likely ‘[allow] students to get at some of the inter- and extra-textual knowledge that exceeds knowledge of genre conventions and that genre users must possess in order to perform genres effectively.’<sup>141</sup>

Proponents of ESP genre-based pedagogy were, indeed, quick to respond. In her criticism of the immersion-model, Christine Tardy (2006), building on her own research into ESL students’ process of genre acquisition, warns against the dangers of exposing novice learners ‘prematurely’ to the complex and dynamic domains of ‘experts.’<sup>142</sup> Although such an implicit pedagogy might help students ‘build a complex view of genre’, it can also be equally ‘overwhelming’ for them.<sup>143</sup> Given this fact, the writing needs of novice students, particularly ESL students, might as well be better met through an explicit, more text-based pedagogy. Tardy observes:

Some of the advanced ESL writers in a classroom that I observed...had difficulty analyzing genres from a linguistic *and* rhetorical perspective and then drawing links between these features and the rhetorical scene. They found little relevance in such analysis and at times saw the complexities of genre as too

abstract to be of use. Perhaps at some stages and for some learners, more filtered or compartmentalized views of genres are also necessary.<sup>144</sup>

Similar to Tardy's conclusions, Hyland stresses the fact that ESL students immersed in the 'unfamiliar naturalistic settings' of expert domains are 'often at a considerable disadvantage.'<sup>145</sup> This idea has led him to strongly defend the explicitness which characterizes ESP genre-based instruction and the extensive use of genre analysis to develop writing materials for students. 'There is no reason', Hyland cogently argues, 'why providing students with an understanding of discourse should be any more prescriptive than, say, providing them with a description of a clause, the parts of a sentence, or even the steps in a writing process.'<sup>146</sup> As a matter of fact,

This explicitness gives teachers and learners something to shoot for making writing outcomes clear rather than relying on hit or miss inductive methods whereby learners are expected to acquire the genres they need from repeated writing experiences or the teacher's notes in the margins of their essays.<sup>147</sup>

Diane Belcher (2004) is another ESP scholar who has defended ESP genre-based pedagogy's practices in the ESL writing classroom. Although she acknowledges the fact that NR 'has done more than help complicate and problematize ESP specialists' perception of text' and that, given its salient criticism of the possibility of teaching genres explicitly, NR has *almost* succeeded in '[cutting] to the heart of ESP, calling into question the entire ESP agenda', ESP practitioners, dealing at a daily basis with learners who are challenged by multiple 'linguistic and literacy *barriers*', are secure in their thoughts that, after all, 'immersion is not enough.'<sup>148</sup>

### **3. *Conclusions* as a Researched Sub-genre**

Unlike CARS model for *Introductions* or IMRD model for *Abstracts*, *Conclusions* do not offer any 'ideal' model. The literature that we have on the *Concluding* part which accompanies dissertations is, as David Bunton has pointed

out, scarce and insufficient<sup>149</sup>; and, until recently, the precious little that we have on Conclusions does not treat them as a distinct sub-genre within the dissertation's overall structure, but rather, as part of *Discussions*. Bunton (1998) observed:

Most of the literature that touches on Conclusions does not treat them as separate sections (or chapters) but includes them as part of *Discussions*. This may be because the genre analyzed in much of the literature is the research *article* rather than the dissertation/thesis.<sup>150</sup>

Bunton's remark is not altogether exaggerated. In the same vein, Holmes (1997) has argued that although there has been a substantial literature on a wide variety of academic practices, it is the RA that has received the greatest amount of scholarly attention<sup>151</sup>. He also went on to remark that 'where the structure of specific sections of the RA has been analyzed, attention has been *mainly* directed towards the Introduction or, *less likely* the *concluding* Discussion section.'<sup>152</sup> (Emphasis added)

The earliest significant and frequently cited studies on Discussions are found in the works of Tony Dudley-Evans (1988 and 1994). His 1988 study (in collaboration with Hopkins) is important in the sense that, unlike previous studies on this section (which took as primary materials the shorter RA) Dudley-Evans' research ventured into the much longer practice of Master's Dissertations in science. This study was later extensively revised (1994). Dudley-Evans identified nine broad moves this time (the earlier study with Hopkins had produced 11 moves). Characteristic of these moves, as the table shows, is that they are cyclical and are distributed among three broad parts and not just one. These moves are : 1) *Information* move, where the writer is supposed to provide information regarding the theory, aim, method, and previous literature to account for what follows; 2) *Statement of Result*, the only obligatory move and it generally refers to numerical values, graphs, or table of results; 3) *Findings*, similar to the previous move but it

does not present figures or graphs, etc; rather, it presents an observation regarding those data; 4) *(Un)expected Outcome*, here the writer comments whether or not the results obtained were initially expected (predicted) by the theory/method applied or not; 5) *Reference to Previous Literature*, for either comparison with, or support for, the study results; 6) *Explanation* as to why the results are different or unexpected from the previous literature; 7) *Claim*, seen as a general observation from the study results; 8) *Limitation*, or caveat about the findings, claims, and method; and 9) *Recommendation*, where the writer is expected to recommend potential applications and/or future research.<sup>153</sup>

Another important study on Discussions which was, in turn, extensively built on the findings of Dudley-Evans is Richard Holmes' 1997 investigation. Holmes, looking this time at the Discussion sections of 30 Social Science RA, belonging to the disciplines of history, political science, and sociology, found similar moves, though with 'varying proportions and a lesser degree of predictability...and a smaller number of cycles.'<sup>154</sup> However, the study suggested that, unlike the previous studies on Natural Sciences, the Discussion sections of Social Sciences yielded no *obligatory* move.<sup>155</sup> This is a 'marked contrast'<sup>156</sup> between these two fields, writes Holmes. The other marked contrast with the previous literature is related to the history papers. The analysis of these papers has shown that the Discussion sections accompanying history RAs differ considerably in their length as they were very brief and did not have any cyclical moves within their structure<sup>157</sup>. It was also necessary, the study found out, to add a new move that was detected in history papers' Discussion sections—*Outlining parallel or subsequent development*, defined by Holmes as a move in which 'the writer summarizes data from a period subsequent to

the one covered in the main body of the article or data about a closely related topic.’<sup>158</sup>

From what has been briefly discussed, it is clearly noticeable that much of the earlier literature on *Conclusions* was completely concerned with Discussions, even when the investigations had ventured into longer genres such as the Masters’ Dissertations. When the term ‘Conclusion’ did appear in Dudley-Evans’ 1994 article, it was surprisingly as but one *part* i.e. a step, (among others) that constituted a ‘Discussion’. As table.1.1 shows, he explained a *Conclusion* to be a ‘summary’ of the main results and claims before making recommendations about future work.<sup>159</sup>

Despite the vital importance of Dudley-Evans’ work in the subsequent studies and analysis of *Conclusions*, his suggestion that a ‘Conclusion’ is supposed to be nothing more than a summarizing ‘move’ (among other moves) which constituted a Discussion’s structure was not well-received and had hard times gaining currency. Among the first to draw attention to this point was Bunton, who explained:

Even in this research on Masters’ dissertation, the *Conclusion* described is still a part of the Discussion section rather than a separate section or chapter, and it comprises (or summarizes) moves already in *evaluation of results* part of the Discussion (Moves 2, 3, 7 and 9).<sup>160</sup>

The last point in Bunton’s explanation is critical and it shows how problematic is the case with *Conclusions*. This view runs in parallel with Swales and Feak (1998) who claimed that, of all the sections commonly found in theses and dissertations, Discussions and Conclusions are the ones which are ‘not so easy to provide useful guidelines for.’<sup>161</sup> For lack of research around the time of their comment, they suggested that it is advisable not to problematize these two terms (Discussion and Conclusion) ‘since the difference is largely conventional, depending on traditions in

particular fields and journals.’<sup>162</sup> However, as I shall discuss below, later research has suggested that, while Discussions and Conclusions might be similar in some respects, their communicative purpose is essentially *different* from one another.

The recently most notable investigation into the generic properties of the Conclusion chapters is found in the works of David Bunton (1998, 2005). Bunton’s study of 45 Ph.D Concluding chapters is, in a sense, the most reliable contribution to the field of ESP and ESL instructions since Dudley-Evans’s revised 1994 study; and is indispensable to any analysis of Conclusions, particularly the present one. The reasons as to *why* are discussed in full details in chapter two (**section: 2.2**). His 2005 study builds on an earlier analysis of 13 Ph.D Conclusions (1998) and covers the fields of science and technology (ST) and humanities and social sciences (HSS). But for reasons that are beyond the limits of the present paper, and since the primary corpus for analysis in this investigation is the Concluding chapters of English and Arabic Master’s dissertations in *literature*, only the HSS model provided by Bunton will receive our particular attention.

Bunton identified four (04) moves in HSS Conclusions which he later revised and expanded into five (2005). As to the steps which the study has identified as belonging to these moves, they are but almost identical to those already identified in the previous literature. The difference this time lies in their distribution among the moves and no more. The moves Bunton has identified are: (1) *Introductory Restatement*, in which the writer ‘restates the overall issue being researched’<sup>163</sup>. This move is found to play different roles in ST and HSS conclusions. In social sciences Conclusions it tends to be either the purpose or the research questions (RQs) or the hypotheses. The second move (2) is *Consolidation of Research Space*. It is found to be the largest part in the body of Conclusions and the most important one. It

summarizes the methods, the results/findings and claims of the study, with reference to previous research. Move three (3) is *Practical Implications and Recommendations*. The previous literature considers this move as equal to *Recommendations* move in function or as identical to *Future Work* move. However, Bunton argues that Practical Implications and Recommendations as found in Ph.D Conclusions, plays a different and more decisive role: as it is largely concerned with applications of the research's findings in the real world<sup>164</sup>. What characterizes this move is also its extensive use of strong modal verbs such as 'should' and 'must' and other emphatic words such as 'vital,' 'essential' and 'necessity'<sup>165</sup>. In other words, Bunton suggests that *Practical Implications and Recommendations* move connects the whole research with the outside (real) world.<sup>166</sup>

The fourth move was found to be rather already identified in the previous literature, *Future Work*, where the writer makes recommendations after he/she states limitations in his/her study. The fifth and last move is *Concluding Restatement*, and it was found to be exclusive to HSS Conclusion chapters.<sup>167</sup>

The ground breaking aspect in Bunton's research is his suggestion that Conclusions as found in longer genres, where it occupies the status of a separate chapter within their global structure, *do* actually play a more distinct, and decisive communicative purpose than originally envisaged, and cannot therefore be annexed to the Discussion section. This purpose is subject to the writer's objectives and intentions, and accordingly, it can vary from being purely academic, dealing with research findings and 'local' applications to being purely promotional, dealing with the significance of the research results and their value for the broader world.

Subsequent studies on the Discussion and Conclusion chapters seem to support Bunton's findings. For instance, Paltridge and Starfield (2007) agree with much of the past literature on Discussions, particularly the claims that, more than any other section in theses and dissertations, Discussions usually act as a mirror image of the Introduction section.<sup>168</sup> This can be seen in the fact that, whereas the 'prime focus' of the Introduction is on the literature available on the topic under investigation, 'with the student's research, at this stage, taking a secondary focus', in the Discussion section, the primary focus is reversed, with the student's study and findings being primary, and the previous research being secondary. However, Conclusions, while they bear some similarities with Discussions, are different and their rhetorical function is broader. If the primary role of a Discussion chapter is to discuss and 'list' *what* are the findings the study has uncovered, Conclusions take a step further to highlight *why* are these findings significant and relevant. Moreover, Paltridge and Starfield suggest that, unlike the Discussion section, Conclusions can have an *evaluative* power, where the writer can 'step back and take a *broad* look at their findings and their study as a whole.'<sup>169</sup>

If we are to elaborate on Paltridge's and Starfield's argument that Discussions are usually seen as a statement of 'what I have done' and Conclusions as a statement of 'why what I have done matters'<sup>170</sup>, it is possible to take it further and suggest that, whereas Discussions are a statement of 'what I have *found out*', Conclusions are a statement of 'why what I have *found out* matters.'

#### **4. Summary and Implications for the Study**

In this chapter, I reviewed, albeit briefly, the two theoretical traditions upon which the present study is grounded: contrastive rhetoric and genre theory in ESP. Additionally, since this dissertation is concerned with *Conclusions*, it was necessary to provide a discussion on the major studies that have tackled the subject. The review of literature on CR has revealed some striking developments in the study of *academic* discourse cross-culturally. Connor's reconceptualization of the field, particularly her redefinition of rhetoric from its classical conception as the study of grammar, style, etc. to its contemporary understanding which sees it primarily as a set of emotional utterances that serve to achieve particular communicative purposes, has had a profound impact on subsequent CR studies of academic and professional genres across languages and cultures, and has led, ultimately, to a flurry of publications on this subject. For instance, far from dwelling on issues such as *why* would Arab ESL students, during the composition of their paragraphs, employ a high number of coordinated sentences instead of using subordinations such as natives of English (Kaplan, 1966), or *why* would Oriental (Japanese) prose be conceived as 'reader-responsible' whereas Western (English) prose is seen as 'writer-responsible' (Hinds, 1987), CR, by adopting rhetoric in its contemporary conception, has moved *further* to investigate more critically engaging issues such as *how* do scholars and/or students from different cultures achieve their communicative purposes as effectively as possible, and how can their writings meet the expectations of their discourse communities, which, after all, maintain both the power and *privilege* over the decisions regarding their participation and membership (Swales, 1990).

These developments are especially relevant for the objectives of the present study, and were duly incorporated in its research design. Instead of focusing on issues of grammaticality and 'textual correctness' which are, in Bunton's words,

easily ‘remediable by proofreading’<sup>171</sup> and rewriting, this dissertation, drawing from these recent developments, will attempt to investigate *cross-culturally* the generic moves of Master’s *Conclusions* in literature which students utilize in order to achieve their communicative purposes and meet the expectations of their discourse communities’ experts. Moreover, far from adopting stereotypical ‘judgments’ regarding Arab EFL students’ texts or Arabic prose in general (such as non-linearity, digression, etc), by incorporating the concept of accommodation in intercultural communication, writing will be seen as neither the responsibility of the writer (student), nor is it the responsibility of the reader, but *that* of both parties involved. Hamadouche (2013) explains that this concept is particularly crucial for any IR study of academic discourse since, in reality, cross-cultural communication (written or spoken) ‘requires both parties to be involved, where the accommodation to each other’ styles is necessary and goes both ways.’<sup>172</sup>

The next chapter will delve into how these theoretical frameworks were applied in the selection, analysis, and validation of the study corpus and findings. In addition to providing a delineated description of the corpus, it will explore, in greater details, Connor’s and Moreno’s model for cross-cultural studies of academic discourse, along with Bunton’s generic model for HSS *Conclusions*. It, then, concludes with a brief discussion of some problematic features which have, in turn, provided the writer with some difficulties during the initial stages of the analysis.

## **Endnotes of Chapter One**

---

<sup>1</sup> Robert Kaplan, foreword to *Contrastive Rhetoric Revisited and Redefined*, edited by Clayann G. Panetta (Mahwah, NJ: Lawrence Albraum, 2001), vii.

<sup>2</sup> Robert Kaplan, ‘Contrastive Rhetoric and Discourse Studies: Who writes what to whom? When? In what circumstances,’ in *Discourse and Social Life*, ed. Srikant Sarangi & Malcolm Coulthard, 101 (Harlow, UK: Pearson Education Limited, 2000).

<sup>3</sup> Ulla Connor, *Contrastive Rhetoric: Cross-cultural Aspects of Second Language Writing* (Cambridge, Cambridge University Press, 1995), 28.

- 
- <sup>4</sup> Benjamin Whorf, 'Language, Mind, and Reality', in *Language, Thought, and Reality: Selected Writings of Benjamin Whorf*, ed. John B. Carroll (Cambridge, Massachusetts: Massachusetts Institute of Technology Press, 1956): 252.
- <sup>5</sup> Ryuko Kubota and Al Lehner 'Toward Critical Contrastive Rhetoric,' *Journal of Second Language Writing* 13 (2004): 16.
- <sup>6</sup> Ibid.
- <sup>7</sup> Ibid., 17.
- <sup>8</sup> Ibid.
- <sup>9</sup> Ibid.
- <sup>10</sup> Ibid., 18.
- <sup>11</sup> Alastair Pennycook, *English and the Discourses of Colonialism*, (London: Routledge, 1998): 160.
- <sup>12</sup> Ibid.
- <sup>13</sup> Ibid., 160-161.
- <sup>14</sup> Christine P. Casanave, *Controversies in Second Language Writing* (Ann Arbor, Michigan: Michigan University Press, 2004), 28.
- <sup>15</sup> Ibid., 31.
- <sup>16</sup> Ibid.
- <sup>17</sup> Ibid.
- <sup>18</sup> Ibid.
- <sup>19</sup> Ulla Connor, 'Mapping Multiple Aspects of Research,' in *Contrastive Rhetoric: Reaching to Intercultural Rhetoric*, ed. Ulla Connor, Ed Nagelhout and William V. Rozyksi, 304 (Amsterdam, Philadelphia: John Benjamins, 2008).
- <sup>20</sup> Ulla Connor, 'New Direction in Contrastive Rhetoric' *TESOL Quarterly* 36 (Winter 2002): 494.
- <sup>21</sup> Connor, 'Multiple Aspects of Research,' 304.
- <sup>22</sup> Li, From Contrastive Rhetoric to Intercultural Rhetoric, 12. The Connor quote comes from her introduction to TESOL special issue on contrastive rhetoric, 2004.
- <sup>23</sup> Xiaoming Li, 'From Contrastive Rhetoric to Intercultural Rhetoric,' in *Contrastive Rhetoric: Reaching to Intercultural Rhetoric*, ed Ulla Connor, Ed Nagelhout and William V. Rozyksi, 12 (Amsterdam, Philadelphia: John Benjamins, 2008).
- <sup>24</sup> Paul Matsuda and Dwight Atkinson, 'A Conversation on Contrastive Rhetoric,' in *Contrastive Rhetoric: Reaching to Intercultural Rhetoric*, ed. Ulla Connor, Ed Nagelhout and William V. Rozyksi, 283 (Amsterdam, Philada: John Benjamins, 2008).
- <sup>25</sup> Ibid.
- <sup>26</sup> Ibid.
- <sup>27</sup> Ibid., 285.
- <sup>28</sup> Mokhtar Hamadouche, 'Intercultural Studies in the Arab World from a Contrastive Rhetoric Perspective' *Arab World English Journal* 2 (2013): 182.
- <sup>29</sup> Robert Kaplan, 'Cultural Thought Patterns in Intercultural Education,' in *Landmark Essays on ESL Writing*, ed. Tony Silva & Paul Matsuda, 12 (London, UK: 2011), accessed September, 5, 2015, <https://books.google.dz/books?id=3VHfAQAAQBAJ&pg=PA11&dq=cultural+thought+patterns+in+intercultural+education&hl=fr&sa=X&ved=0ahUKEwjUgKyitujKAhVDvhQKHeEVD0U4ChDoAQgiMAE#v=onepage&q&f=false>
- <sup>30</sup> Robert Kaplan, 'Contrastive Rhetoric,' in *Functional Approaches to Written Text: Classroom Application*, ed. Tom Miller, 18 (Washington D.C., United States Information Agency: 1997).
- <sup>31</sup> Connor, 'Multiple Aspects of Research,' 304-305.
- <sup>32</sup> Ibid., 304.
- <sup>33</sup> Ibid., 305.
- <sup>34</sup> Ibid.
- <sup>35</sup> Ibid.
- <sup>36</sup> Ibid.
- <sup>37</sup> Ibid., 306
- <sup>38</sup> Ibid.
- <sup>39</sup> Ibid., 3
- <sup>40</sup> Ibid., 310.

- 
- <sup>41</sup> Lewis Mukattash, 'Some Remarks on Arabic-English Contrastive Studies' *Ponzan Studies in Contemporary Linguistics* 37 (2001): 115.
- <sup>42</sup> Ibid., 116.
- <sup>43</sup> Ibid., 117.
- <sup>44</sup> Ibid.
- <sup>45</sup> Ibid.
- <sup>46</sup> Hamadouche, 'Intercultural Studies in the Arab World,' 182.
- <sup>47</sup> Ibid., 184.
- <sup>48</sup> Mukattash, 'Arabic-English Contrastive Studies,' 115.
- <sup>49</sup> Ana Moreno, 'The Importance of Comparable Corpora in Cross-cultural Studies,' in *Contrastive Rhetoric: Reaching to Intercultural Rhetoric*, ed. Ulla Connor, Ed Nagelhout and William V. Rozyksi, 26 (Amsterdam, Philadelphia: John Benjamins, 2008).
- <sup>50</sup> Mukattash, 'Arabic-English Contrastive Studies,' 121.
- <sup>51</sup> Ahmed Fakhri, 'Rhetorical Properties of Arabic Research Article Introductions', *Journal of Pragmatics* 36 (2004): 119.
- <sup>52</sup> Abdulkhaleq Al Qahtani, 'A Contrastive Rhetoric Study of Arabic and English Research Article Introductions', (PhD diss., Oklahoma State University, 2006): 180.
- <sup>53</sup> Ibid., 184.
- <sup>54</sup> Ibid., 78.
- <sup>55</sup> Ibid., 142.
- <sup>56</sup> Mohammad N. Al-Ali and Yara B. Sahawneh, 'Rhetorical and Textual Organization of English and Arabic Ph.D dissertation Abstracts in Linguistics', *Sky Journal of Linguistics* 34 (2011): 34.
- <sup>57</sup> Ibid.,
- <sup>58</sup> Ibid.,
- <sup>59</sup> Ibid.,
- <sup>60</sup> Ibid., 35.
- <sup>61</sup> Mohammad N. Al-Ali, 'Generic Patterns and Socio-cultural Resources In Acknowledgements Accompanying Arabic Ph.D Dissertations', *Pragmatics* 20 (1) (2010): 23.
- <sup>62</sup> Anis Bawarshi and Mary Jo Reiff, *Genre: An Introduction to History, Theory, Research, and Pedagogy* (West Lafayette, Indiana: Parlor Press, 2010), 4.
- <sup>63</sup> Ibid.
- <sup>64</sup> John Swales, *Genre Analysis: English in Academic and Research Settings* (Ann Arbor, Michigan: Cambridge University Press, 1990), 33.
- <sup>65</sup> Bawarshi and Reiff, *Genre: An Introduction*, 3.
- <sup>66</sup> Carolyn Miller, 'Genre as Social Action,' in *Genre and the New Rhetoric*, ed. Aviva Freedman and Peter Medway, 20 (London: Taylor and Francis, 1994).
- <sup>67</sup> Bawarshi and Reiff, *Genre: An Introduction*, 3.
- <sup>68</sup> Ibid.
- <sup>69</sup> Miller, 'Genre as Social Action', 20.
- <sup>70</sup> Charles Bazerman, 'The Life of Genre, the Life in the Classroom,' in *Genre and Writing: Issues, Arguments, Alternatives*, ed. Wendy Bishop and Hans Ostrom, 19 (Portsmouth: Boynton/Cook, 1997).
- <sup>71</sup> Carolyn Miller, 'Genre as Social Action', 27.
- <sup>72</sup> John Swales, *Genre Analysis*, 58.
- <sup>73</sup> Ken Hyland, 'Academic Discourse: English in a Global Context' (London: Continuum, 2009), 65.
- <sup>74</sup> John Swales, *Genre Analysis*, 58.
- <sup>75</sup> Vijay Bhatia, *Analyzing Genre: Language Use in Professional Settings* (London: Longman, 1993), 22.
- <sup>76</sup> Ann Jones, *Text, Role and Context: Developing Academic Literacies* (New York: Cambridge University Press, 1997) as cited in Ken Hyland, 'Academic Discourse: English in a Global Context' (London: Continuum, 2009), 49.
- <sup>77</sup> Inger Askehave and John Swales, 'Genre Identification and Communicative Purpose: A Problem and a Possible Solution' *Applied Linguistics* 22 (2001): 195-212 as cited in Anis Bawarshi and Mary Jo Reiff, *Genre: An Introduction to History, Theory, Research, and Pedagogy* (West Lafayette, Indiana: Parlor Press, 2010), 49.
- <sup>78</sup> John Swales, *Genre Analysis*, 9.
- <sup>79</sup> Ibid., 24-27.
- <sup>80</sup> Dwight Atkinson, *Scientific Discourse in Sociorhetorical Context* (Mahwah, NJ: Lawrence Erlbaum, 1999), 5.
- <sup>81</sup> Sarah Benesch, *Critical English for Academic Purposes: Theory, Politics, and Practice* (Mahwah, NJ: Lawrence Erlbaum, 2001), 58.

- 
- <sup>82</sup> Ken Hyland, *Academic Discourse*, 49.
- <sup>83</sup> John Swales, *Genre Analysis*, 9.
- <sup>84</sup> Carolyn Miller, 'Genre as Social Action', 23.
- <sup>85</sup> Vijay Bhatia, John Flowerdew, and Rodney H. Jones, 'Approaches to Discourse Analysis', in *Advances in Discourse Studies*, ed. Vijay Bhatia, John Flowerdew, and Rodney H. Jones 10 (New York: Routledge, 2008).
- <sup>86</sup> Pedro Martin-Martin, 'The Teaching of Academic Writing to English as a Second Language Students: A Functional Genre-based Approach', *Revista de Linguas para Fines Especificos* 19 (2013): 333
- <sup>87</sup> Bawarshi and Reiff, *Genre: An Introduction*, 48.
- <sup>88</sup> *Ibid.*, 23.
- <sup>89</sup> *Ibid.*
- <sup>90</sup> *Ibid.*, 44.
- <sup>91</sup> *Ibid.*
- <sup>92</sup> *Ibid.*, 46.
- <sup>93</sup> *Ibid.*
- <sup>94</sup> *Ibid.*
- <sup>95</sup> Martin-Martin, 'The Teaching of Academic Writing', 333.
- <sup>96</sup> *Ibid.*
- <sup>97</sup> Bawarshi and Reiff, *Genre: An Introduction*, 46-47.
- <sup>98</sup> *Ibid.*, 47.
- <sup>99</sup> Vijay Bhatia, *Worlds of Written Discourse: A Genre-based View* (London: Continuum, 2004) 131.
- <sup>100</sup> *Ibid.*, 164-167.
- <sup>101</sup> *Ibid.*, 161.
- <sup>102</sup> Bhatia, *Worlds of Written Discourse*, 87.
- <sup>103</sup> Graham Smart, 'Ethnographic-based Discourse Analysis', in *Advances in Discourse Analysis*, ed. Vijay Bhatia, John Flowerdew, and Rodney H. Jones, 60 (New York: Routledge, 2008).
- <sup>104</sup> Bhatia, *Worlds of Written Discourse*, 165.
- <sup>105</sup> Smart, 'Ethnographic-based Discourse Analysis', 60.
- <sup>106</sup> Benesch, *Critical English for Academic Purposes*, 18-19.
- <sup>107</sup> Ken Hyland, 'Genre Pedagogy: Language, Literacy, and L2 Writing Instruction', *Journal of Second Language Writing* 16 (2007): 150.
- <sup>108</sup> Bawarshi and Reiff, *Genre: An Introduction*, 51.
- <sup>109</sup> Benesch, *Critical English for Academic Purposes*, 19.
- <sup>110</sup> *Ibid.*
- <sup>111</sup> *Ibid.*
- <sup>112</sup> *Ibid.*
- <sup>113</sup> Hyland, 'Genre Pedagogy', 155.
- <sup>114</sup> *Ibid.*
- <sup>115</sup> *Ibid.*
- <sup>116</sup> *Ibid.*, 156.
- <sup>117</sup> *Ibid.*
- <sup>118</sup> *Ibid.*
- <sup>119</sup> *Ibid.*
- <sup>120</sup> *Ibid.* 157.
- <sup>121</sup> *Ibid.*
- <sup>122</sup> *Ibid.*
- <sup>123</sup> *Ibid.*, 157-158.
- <sup>124</sup> *Ibid.*, 158-159.
- <sup>125</sup> *Ibid.*, 159.
- <sup>126</sup> *Ibid.*
- <sup>127</sup> *Ibid.*, 161.
- <sup>128</sup> *Ibid.*, 162.
- <sup>129</sup> *Ibid.*, 161-162.
- <sup>130</sup> *Ibid.*, 161.
- <sup>131</sup> *Ibid.*, 150.
- <sup>132</sup> Bawarshi and Reiff, *Genre: An Introduction*, 57.
- <sup>133</sup> *Ibid.*

- 
- <sup>134</sup> Ibid., 59.
- <sup>135</sup> Ibid., 54.
- <sup>136</sup> Ibid., 57-58.
- <sup>137</sup> Ibid., 60.
- <sup>138</sup> Ibid.
- <sup>139</sup> Ibid., 161.
- <sup>140</sup> Ibid., 55.
- <sup>141</sup> Ibid.
- <sup>142</sup> Jones, et al., 'Crossing the Boundaries', 239.
- <sup>143</sup> Ibid.
- <sup>144</sup> Ibid.
- <sup>145</sup> Hyland, 'Genre Pedagogy', 151.
- <sup>146</sup> Ibid., 152.
- <sup>147</sup> Ibid., 152.
- <sup>148</sup> Diane Belcher, 'Trends in Teaching English for Specific Purposes', *Annual Review of Applied Linguistics* 24 (2004): 171-172.
- <sup>149</sup> Bunton, 'Ph.D and M. Phil theses', 28.
- <sup>150</sup> Ibid., 182.
- <sup>151</sup> Richard Holmes, 'Genre Analysis and the Social Sciences: An Investigation of the Structure of Research Article Discussion in Three Discipline', *English for Specific Purpose* 4 (1997): 322.
- <sup>152</sup> Ibid.
- <sup>153</sup> Tony Dudley-Evans, 'Genre Analysis: An Approach to Text Analysis for ESP', in *Advances in Written Texts Analysis*, ed. M. Coulthard (London: Routledge, 1994), 225.
- <sup>154</sup> Holmes, 'Social Sciences', 331.
- <sup>155</sup> Ibid., 328.
- <sup>156</sup> Ibid., 331.
- <sup>157</sup> Ibid., 332.
- <sup>158</sup> Ibid., 225
- <sup>159</sup> Dudley-Evans, 'Text Analysis for ESP', 225.
- <sup>160</sup> Bunton, 'Ph.D and M. Phil', 184.
- <sup>161</sup> John Swales and Christine Feak, *Academic Writing for Graduate Students*, (Ann Arbor, Michigan: University of Michigan Press, 1998): 195.
- <sup>162</sup> Ibid.
- <sup>163</sup> Ibid., 215.
- <sup>164</sup> Ibid., 216.
- <sup>165</sup> Ibid.,
- <sup>166</sup> Ibid., 217.
- <sup>167</sup> Ibid., 219.
- <sup>168</sup> Brian Paltridge and Sue Starfield, *Thesis and Dissertation Writing in a Second Language: A Handbook for Supervisors*, (New York: Routledge, 2007): 146.
- <sup>169</sup> Ibid., 154.
- <sup>170</sup> Ibid.
- <sup>171</sup> David Bunton, 'Linguistic and Textual Problems in Ph.D and M.Phil theses: An Analysis of Move Structure and Metatext' (Ph.D diss., University of Hong Kong, 1998): 143.
- <sup>172</sup> Hamadouche, 'Intercultural Studies in the Arab World', 184.

## Chapter Two: Methodology

### Introduction

The present dissertation is based on Connor's and Moreno's (2005) model for cross-cultural studies of academic discourse and Bunton's (2005) model for the *Concluding* chapter which accompanies theses and dissertations in the field of humanities and social sciences. As I have pointed out in the review of literature section on AECS, a great deal of the literature available on this type of investigations is either *symmetrical* in its focus as it analyzes Arabic texts *vis-à-vis* English texts, without the inclusion of Arabic EFL corpora, or *inconsiderate* towards the various characteristics of Arabic language and rhetoric as it tends to impose English linguistic categories and/or generic models on Arab and Arab EFL students' texts. The present chapter continues this interesting discussion. It tackles the above-mentioned methodological frameworks followed in the analysis of the study corpus. Section one provides a description of the corpus accumulated, including a delineated description of each group analyzed. Section two offers a discussion of the two theoretical frameworks upon which the present study is founded, and how they were applied. The third and last section unveils a number of problematic features as found in the corpora which have, in turn, presented the writer with some analytical difficulties.

## 1. The Study Corpus

### 1.1. Overview

The corpus which the present study investigates comprises twenty-four (24) Master dissertation *Conclusions* in the field of literature, accumulated from three main groups (8 each): Native speakers of English (NSE), Algerian students of Arabic literature and from Algerian EFL students. And while these three groups may appear at first sight too distinct or *different* to yield anything in common that is worthy of a ‘valid’ comparison and/or investigation, Connor’s and Moreno’s model for cross-cultural studies of academic discourse, once applied, will unveil striking common grounds upon which studies of this tilt can be rigorously conducted and their findings effectively validated, for pedagogical and professional applications. The 24 Concluding chapters make up a total body of seventy-three (73) pages, the longest conclusion containing seven (7) pages, and it was recorded in the EFL group (EFL.Concl.1 and EFL.Concl.3) and the shortest one containing only one page and it was found in the two native groups. Notable in the study corpus is the unequal proportions which the groups occupy in comparison with the overall corpus body; for while the EFL Concluding and NSE chapters demonstrated remarkably large percentages of 42.46% and 35.61% respectively, the Arabic Conclusions made up only 21.91%. One reason for this discrepancy is that, while the former two categories tend to organize their conclusions using paragraphs, presenting information in a longer ‘essay-form like’ structure, most of the Arabic student writers examined here, as the analysis will show later, tend to structure their conclusions in hyphenations, employing a series of short, isolated sentences, particularly in the realization of Move.2. As I discuss in the last section of this chapter, such a method of writing has had some serious implications on the identification process of the different rhetorical

moves which the Algerian student of Arabic literature follow in the organization of their Master dissertation's conclusions.

## **1.2. The Choice of Discipline**

With regard to the corpus' discipline, the study is restricted to Master's dissertations in *literature*. This restriction, though it might seem narrowing or constraining in a way, is necessary for the validation of the findings. Amara (2009) claims that one apparent reason for writers (particularly novices) narrowing their researches to specific fields or disciplines stems from 'the need [for] controlling some variables that may have an impact on the results of the analysis.'<sup>1</sup> Coincidentally, this is exactly what Connor's and Moreno's model recommends. One of the main principles the model lists as necessary for a cross-cultural examination of writers and students' texts is that of *overall subject-matter or topic* and *academic discipline*. This principle maintains that, following a number of cross-disciplinary examinations of academic discourse (Samraj, 2002; and Bhatia, 2004), it was found that, while *appropriation* of some generic resources from one discipline to another may frequently take place in disciplines such law and business, for instance (Bhatia, 2004), different fields of study will invariably demonstrate different rhetorical organizations of their texts, the result of which can be ascribed to the *exigencies* imposed by their discourse communities' shared communicative purposes and conventions (Swales, 1990). Accordingly, given the complexity of research design which the present study has adopted, it was thought that a narrower, more specific choice of a field may *best* serve its pedagogical ends.

As to *why* literature and not any other academic discipline, scholars such as Al-Qahtani (2006) and Yakhontova (2002) explain that maintaining a degree of

*familiarity* with the chosen discipline's major texts is necessary for a proper decoding of their organizational moves and steps. As an undergraduate student of English at the *University of Ferhat Abbas-Setif* (2008-2012), I happened to be an avid reader of literature (novels, poems, plays, and even authors' biographies). In the first two years, I was mainly interested in English literature as it was directly related to my studies; however, in the last two years, being somewhat under the influence of some literary ambitions at publishing in Arabic, I became increasingly interested in Arabic literary works. As it turned out later, that dream of becoming a published author in Arabic did not go farther. Nevertheless, my interest in literature has never waned, and although my training in Magister is in the field of applied linguistics, I still *frequently* read whatever literary work I happened to put my hands on. Therefore, while I do not claim a deeper knowledge of English and Arabic literatures (for literature itself is a vast and an encompassing field), I believe I have sufficient 'familiarity' with the study-subject to handle it.

### **1.3. The Date of Submission**

In chapter one (section 2), it was revealed that although genres (and subgenres) are highly structured and conventionalized forms of linguistic and social expressions, they are also subject to constant changes and novel innovations (Bhatia, 2002). This dynamic nature accounts for the fact that, in reality, genres often respond to the 'historical' changes that occur in the discourse (and social) communities that own and use them. As Miller famously observed, 'genres change, evolve and decay.'<sup>2</sup> Therefore, and in order to maintain control over this important variable, the *date of submission* of the Master's dissertations is restricted to the years between 2009 and 2015. Another reason is suggested by Amara: by using recent corpus, the research

findings can ‘help reflect the most recent rhetorical features’ which genres and/or sub-genres might have undergone.<sup>3</sup>

#### **1.4. The English Master’s Dissertation *Conclusions***

The native English group comprises eight (8) Concluding chapters taken from Master’s dissertations submitted for the fulfillment of the requirements of Master’s degree in English literature. These dissertations were downloaded from the *official* website of *Eastern Michigan University*, department of literature. There were no specific criteria that dictated the choice of university accept the fact that, in one hand, this U.S university, unlike many others that I have consulted, offered the opportunity to freely download Master’s dissertations, and on the other hand, Eastern Michigan University is more of a *local* college in the state of Michigan, USA, and is *primarily* attended by American students.

**Table.2.1** gives the opening titles of each English dissertation and the date of its submission. Of the 73 pages of the total corpus body, 26 pages were occupied by this group (35.61%). These 26 pages contain 260 sentences, an average of 32.5 sentences per a conclusion. In terms of length, these conclusions were medium to acceptable for a Master’s dissertation, an average of 3.25 pages each. The longest conclusion was five pages long (Eng.Concl.4) and the shortest one had but one page. As regard to status, it was found that, following a closer examination of the *table of content* and the overall organization of the entire dissertations, the writers had treated this part of their studies as a distinct and *separate* chapter within their dissertations’ overall structure. All the dissertations examined mention the term ‘conclusion’, though sometimes with occasional variations represented by some *additional* information. It was important to investigate this issue and make sure that the

*Conclusions* were *actually* chapters and not mere ‘concluding steps’ of the Discussion section. As section three of this chapter will show, one case (Eng.Concl.7) had two sections bearing the title-term ‘conclusion’. Yet, as the analysis revealed, only the second conclusion was *qualified* for a generic analysis; the first one being found to be a part of the dissertation body, and was consequently excluded from the analysis.

**Table.1 Native English Students’ Master’ Dissertations in Literature**

Eng.Concl. N#	Dissertation opening titles	Date of submission
Eng.Concl.1	Brave New Forms: Adaptation, Remediation, and Intertextuality in the World of Hugo Cabret	2014
Eng.Concl.2	“For ‘tis your thoughts that now must decks our kings”: Affect in Shakespearean performance	2014
Eng.Concl.3	The Damned, the Bad, and the ugly: Our Society’s Bad (and Occasionally Sinister) Habit of Using Villains to Label, Deter, and Other	2010
Eng.Concl.4	The Fiends that Plague Thee Thus: An Examination of Gender and the Role it Plays in Coleridge’s <i>Rime of the Ancient Mariner</i>	2010
Eng.Concl.5	The Manifold Operations in the Gothic Double	2010
Eng.Concl.6	The Prophetic Imagination of P.B. Shelly	2009
Eng.Concl.7	Women and Bodily Separation in Literature from the Victorian Era until Today	2011
Eng.Concl.8	The Power of Belief: Innocents and Innocence in Children’s Fantasy Fiction	2013

### **1.5. The Arabic Master’s Dissertation *Conclusions***

In terms of selection, analysis, and validation, the Arabic conclusions accumulated for this study has proven to be the most challenging of the three groups

examined. Section three, this chapter, elaborates more extensively on some of these *intricate* problems. The corpus consists of further eight (8) *Concluding* chapters written by Master's students of Arabic (Algerian) literature at the *University of Abderrahmane Mira-Bejaia* (**Table.2.2**). The Arabic conclusions make up a body of 16 pages, an average of 21.91% of the total corpus body; the longest conclusion happened to be five (5) pages long (Ara.Concl.5), whereas the shortest conclusion had one page. Interestingly, as regard to length, three (3) out of the 8 conclusions were *only* one page long (Ara.Concl.2, 4, and 6); the remaining four conclusions (4) had 'almost' two pages (Ara.Concl.1, 3, 4, and 6). Consequently, the number of sentences utilized to *actualize* the different generic moves of these conclusions was relatively lowest too: 119 sentences, an average of 14.78 sentences per a conclusion. One reason for this, as stated earlier, is that, unlike the natives of English and the Algerian EFL students groups, Algerian students of Arabic literature were found to organize their Conclusions differently, employing hyphenations, represented by the use of short, isolated sentences to express one particular idea. Of the 8 *Concluding* chapters analyzed in this study, only three (Ara.Concl.1, 2, and 3) (37.5%) were found to use complete, interrelated sentences for the construction of their paragraphs; the rest of them (62.5%) have all employed hyphenations, instead of coherent, sequencing paragraphs. Another reason for this can be ascribed to either the lack of 'steps' which the writers have used in order to *realize* the rhetorical moves of their conclusions, or, in other cases, the complete absence of entire moves and their accompanying steps: Ara.Concl.4 had one single move, *Consolidation of Research Space* move, and this was expressed mainly through the use of two steps, 'making claims' and 'stating findings'; the four remaining moves were *basically* eradicated by the writer.

With regard to status, all the Arabic Conclusions were treated by their writers as *separate* chapters within their dissertations' overall structures. There never was a mentioning of the term 'discussion' (مناقشة): all were titled under the term 'conclusion' (خاتمة), and all were included in the *table of content* as such. None of the conclusion titles contained any variations or additional information.

**Table.2 Native/speakers of Arabic's Master's Dissertation in Literature**

Ara.Concl. N#	Dissertation opening titles	Date of submission
Ara.Concl.1	شعرية الفضاء في رواية "الأمير" لواسيني الأعرج	2011
Ara.Concl.2	الصورة الفنية في الشعر الجزائري المعاصر: ديوان البرزخ والسكين لعبد الله حمادي " نموذجاً "	2012
Ara.Concl.3	تيمات الرواية الجزائرية المكتوبة باللغة العربية بين 1980 و1990: الطاهر وطار " نموذجاً "	2010
Ara.Concl.4	تشكلات السلطة في رواية ما بعد العشرية السوداء: رواية جلدة الظل، من قال للشمعة أف؟ للروائي عبد الرزاق بوكبة "نموذجاً"	2010
Ara.Concl.5	البعد الإيديولوجي في رواية "مذكرات آخر إنسان على الأرض" لبوعلام بطاطاش	2011
Ara.Concl.6	الحدث في ديوان أوجاع صفصافة في مواسم الإعصار ليوسف وغليسي	2011
Ara.Concl.7	الرواية النسوية الجزائرية المعاصرة "تاء الخجل" و"ذاكرة الجسد" نموذجان	2012
Arab.Concl.8	لالتزام في الشعر الجزائري المعاصر في ديوان "قصائد مجاهدة" ل "مصطفى محمد الغماري" نموذجاً	2011

## 1.6. Algerian EFL Students' Master's Dissertation Conclusions

The third and last group examined, Algerian EFL students, comprised another eight (8) *concluding* chapters. These chapters were collected from Master's dissertations submitted to the *University of Abederrahmane Mira-Bejaia* in partial fulfillment for the requirements of Master's degree in English literature (**Table.2.3**).

The 8 EFL Conclusions make up a total of thirty-one (31) pages, an average of 42.46% of the overall study corpus. It is the highest percentage recorded in the entire corpora of this study. As regard to length, the EFL Conclusions were acceptable; the longest conclusion(s) in the entire corpus were recorded in this group (EFL.Concl1 and EFL.Concl.3): these were both seven (7) pages long; the shortest conclusion(s) had two (2) pages (EFL.Concl.1, 5, and 8). The rest of them were all three (3) pages long (EFL.Concl.2, 4, 6, and 7). None of them had one page. Accordingly, the number of sentences employed to realize their rhetorical moves and their steps was higher too: 254 sentences, an average of 42.75 sentences per a Conclusion. As regard to status, these conclusions were all considered by their writers as separate chapters.

**Table.3 Algerian EFL Students Master’s Dissertations’ in Literature**

EFL.Concl. N#	Dissertations opening titles	Date of Submission
EFL.Concl.1	Domestic Violence in <i>Color Purple</i> and <i>Purple Hibiscus</i>	2013
EFL.Concl.2	Man Against Nature in <i>Doctor Faustus</i> and <i>The Picture of Dorian Grey</i>	2013
EFL.Concl.3	Order Out of Chaos in Toni Morrison’s <i>Beloved</i> and Susan Abulhawa’s <i>Mornings in Jenin</i>	2012
EFL.Concl.4	Literacy and Religion in Frederick Douglass’ <i>Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself</i> and in Harriet Jacobs’ <i>Incidents in the Life of a Slave Girl, Written by Herself</i>	2012
EFL.Concl.5	Jane Austen’s <i>Pride of Prejudice</i> and <i>Emma</i> between Sentimental Tradition and Realism	2013
EFL.Concl.6	The Social Dilemma in Arthur Miller’s <i>The Crucible</i>	2013
EFL.Concl.7	Obsessions and Guilt in Eugene O’Neill’s Trilogy <i>Mourning Becomes Electra</i>	2012
EFL.Concl.8	England’s Foreign Policy During the Reign of Elizabeth I	2013

## 2. Analytical Framework of the Study

### 2.1. Connor's and Moreno's Model for Cross-cultural Research

In *Tertium Comparationis: a Vital Component in Contrastive Rhetoric Research*, Connor and Moreno (2005) complained about a number of methodological issues which Kaplan's 1966 research article had exhibited. First, Kaplan's analysis relied *solely* on 'learner corpora of ESL students' writings.' These writings were later compared to, and contrasted with, writings by native *experts* of English. Second, the study offered no comparable data regarding the native languages of the groups involved in the investigation; it *only* took 'popular' notions about these languages at face value and believed they were a scientifically proven truth. And third, absent in Kaplan's research was any comparison between ESL students' texts in the target language with their L1 writings.<sup>4</sup> Today, the aftermath of Kaplan's multiple research methodology 'inconsistencies' are history. However, this type of research methodology has shown that, since the risks regarding the interpretation of CR findings are too high, it was important that a 'careful research design' that is based on a meticulous selection of 'parallel corpora' be *first* considered in any CR (or IR) study: as Moreno writes, 'although it sounds rather obvious, meeting this methodological requirement is crucial for any study that aims to contribute valid knowledge to this discipline.'<sup>5</sup> Accordingly, in an attempt to cover some of these methodological shortcomings, Connor and Moreno (and later Moreno, 2008) proposed a model that can be applied to cross-cultural studies of academic and professional writings.

Connor's and Moreno's model is based on the principle of *tertium comparationis*, or what is known in general terms as 'common platform of comparison', a concept that is borrowed from contrastive analysis and translation

theory. One major problem in the design of any CR methodology is that, while some types of corpora such as ESL/EFL writings are abundantly available in the literature, those of native corpora, i.e. natives of English and ESL/EFL students' L1s texts, are lacking. Andrew Chesterman (1998) explains that the principle of *tertia comparationis* is based on the idea that 'no comparison can be made between two entities [or more] without a frame of reference provided by a third term of some kind and that decisions about equivalence are *ipso facto* decisions about the *tertium comparationis*.'<sup>6</sup> What this explanation suggests is that, in reality, differences can only be understood, measured, and assessed against a backdrop of explicit and agreed-on similarities,<sup>7</sup> or what Chesterman refers to as '*a priori*.' It is, therefore, establishing similarities (and not differences) that Connor and Moreno find problematic in cross-cultural CR research methodology.

The first column of **Table.2.4** provides the main 'constants' or *similarity constraint* or *factors* which Connor and Moreno believe to have a direct influence on the realization of texts (or genres and subgenres); the second column shows how these similarity constraints or factors are met in the corpus accumulated for the present study. At this stage, it is necessary to stress two important facts. Granted, this model was *initially* proposed to investigate *cross-culturally* the academic and professional writings of expert writers and not novice student writers. This initial restriction, Moreno (1998) claims, comes from the fact that understanding native writings can be better attained and validated from the analysis of texts as authored by competent native writers as *these* are likely to represent how discourse is *really* organized in their respective cultures. However, in later revisions, Moreno (2008) suggested that this model might as well be utilized to build parallel corpora of

students' writings, provided that the similarity constraints are retained and controlled. The second fact that is worthy of emphasis is that these cannot be met all

**Table.4 Connor and Moreno's Model for Cross-cultural Research Applied**

<i>Tertium Comparationis</i>	<i>Value of prototypical feature perceived as a constant across the three corpora</i>	<i>N of texts in each independent corpus</i>
Text form	Scientific exposition	8
Genre	Master's dissertation	8
Mode	Written language	8
Participants .Writers .Targeted readers	.Master's students in the discipline of literature .Supervisors, examiners, faculty experts	8
Situational variety Dialectical variety	Formal Standard	8
Tone	Serious	8
Channel	/	/
Format features .Length  .Intertextuality .Visual features	.67pp, approx 2.79 pages per conclusion; 633 sentences a 26.37 per one conclusion .Reference to other texts .Typographical distinctions to indicate <i>chapter heading</i>	8
Point of view	Objective	8
Global communicative event	The fulfillment for the requirements of Master's degree in literature	8
Setting	The faculty, library, etc.	8
General purpose of communication	.Writer's viewpoint: To sum up findings of the study, and recommend implications and future research potentials .Reader's viewpoint: to proofread, examine, and evaluate	8
Global rhetorical strategy	All conclusions collected were regarded by their writers as <i>separate</i> chapters within the dissertations' global structure	8
Overall subject-matter /topic .Academic discipline	Humanities and social sciences .Literature	8
Level of expertise	Master's students	8
Textual unit of analysis	Restricted to the <i>concluding</i> chapters of the dissertations	8
Global superstructure	Generally the conclusions followed a general-restatement-consolidation-implications-future research organization; however, the analysis displayed exceptions/peculiarities	8
Predominant text type	Exposition and description	8

at once, for as Moreno observes, one major development in the concept of *tertium comparationis* has been that 'the original conception of equivalence as *identity* is giving way to the conception of equivalence as *maximum similarity*.'<sup>8</sup> Therefore, researchers are no longer required to collect 'identical' corpora in order to conduct a

given CR (or IR) investigation (obviously this is an unreasonable requirement!); what they are asked to do is only to try and control to the *maximum degree* as many of these shared contextual factors as possible.

As **Table.2.4** shows, most of the similarity constraints or factors of Connor's and Moreno's model are met during the selection of this study corpus. For instance, *discursively* speaking, the three groups belong to the *same* discourse community, that is the *faculty* of humanities and social sciences. These groups, too, while they differ in some respects, they, however, share the same communicative purpose, i.e. the fulfillment for the requirements of Master's degree. Also, to control for the genre variable, the corpus was boiled down to Master's dissertations in the discipline of *literature*. Furthermore, given the complexity and length of the selected genre, it was necessary to narrow down the analysis to the *Concluding* chapters accompanying these dissertations. Finally, these *Concluding* chapters, like the dissertations themselves, were believed to share the same purpose of communication, which is generally seen as the summing up of the major research findings, suggesting implications and/or recommendations for applications, and/or pointing out future research potentials.

After the principle of *tertium comparationis* is established at the level of similarity constraints or factors, the next step is to establish equivalence at the functional or 'pragma-discursive' level.<sup>9</sup> Connor and Moreno explain that this level 'is situated on the plane of suprapropositional meaning and [it] allows for the interpretation of discourse segments above and beyond the semantic interpretation...since it is defined contextually and is independent of concrete textual realizations.'<sup>10</sup> In Moreno's prototype study (1998), the functional equivalence *chosen* for investigation was the premise-conclusion signaling devices. In the present

study, the pragma-discursive equivalence can be understood as the investigation of the rhetorical moves and their accompanying steps as realized in Master's dissertation *Conclusions* in literature. For lack of alternatives, Moreno developed an entire system (or model) for her study in order to analyze its subject-matter; however, in the case of this study, and given the proliferation of alternatives as provided by previous genre analytic researches, I have adopted the principle of generic modeling, represented by Bunton's HSS model for Conclusions, to which I shall return shortly after. This model was applied to the 24 *Concluding* chapters, both for analysis and evaluation, and it has yielded some interesting insights into the ways different groups of Master's students of literature organize their Conclusions, and the various strategies they employ in order to achieve their communicative purposes.

The third and final level of equivalence is that of 'statistical equivalence.' In their article, Connor and Moreno describe this type of research as 'quantitative descriptive research' and is therefore different from earlier types of research, notably 'reflective enquiry, prediction and classification studies, sampling surveys, case studies and ethnographies, and quasi and true experiments.'<sup>11</sup> Statistical studies of discourse, particularly in the case of cross-cultural inquiries, would afford more precision at the analytic level,<sup>12</sup> and at the same time, it is believed that a more statistically-oriented cross-cultural research would help avoid the multiple 'sensitivities' which might arise from earlier research methods, especially ethnographic studies of discourse ( see chapter one, section.2.3.1).

## **2.2. Bunton's Model for HSS *Concluding* Chapters**

Following in the footsteps of Swales (1990) and Bhatia (1993), when Bunton set out to investigate Conclusions, he naturally wanted to generalize his research findings as much as possible. Accordingly, his studies (1998, 2005), while they take

as their primary materials of analysis the longer doctorate thesis, his pedagogical aim is far less concerned with the narrower Ph.D genre, and more preoccupied with the broader sub-genre of Conclusions. ‘What happens’, Bunton asks, ‘when the *Conclusion* becomes a chapter?’<sup>13</sup> **Table.2.5** shows his study findings; and as is the case with earlier researches, these findings were later translated into a writing model that can be used for classroom instructions.

**Table.5 Bunton’s Model for the HSS Concluding Chapters**

Usually present (≥50%)	Freq	Present (≥25%)	Freq
<b>Move.1: introductory restatement</b>	<b>1</b>	Gap/niche	0.45
Purpose, research questions, hypotheses	1.09	Method	0.36
		Reference to previous research	0.45
		Purview of chapter	0.27
<b>Move.2: consolidation of research space</b>	<b>1.18</b>	Evaluation	0.9
Method	2	Explanation	0.64
Finding/results	24.45	Theory	1.83
Claims	14.45	Information	0.73
References to previous research	14.09	Significance	0.82
Q		Question-raising	0.27
L		Limitations	1
F		Future research	1
<b>Move.3: practical implications and recommendations</b>	<b>0.55</b>	References to previous research	2.09
Implications	2.18	Claims	2.00
Recommendations	2.09	Caution/warning	0.27
R		<b>Move.4: future research</b>	<b>0.36</b>
		Recommendations	1.36
O		<b>Move.5: concluding restatement</b>	<b>0.27</b>
		Overall claims/findings	0.45

As **Table.2.5** shows, Conclusions, when treated by their writers as separate chapters within the dissertation’s global structure, they can yield a number of ‘original’ moves that cannot be found anywhere else, such as in Introductions, Abstracts, or even in Discussions, the closest section that bears resemblance to Conclusions. These distinct moves allow writers to achieve ‘distinct’ communicative

purposes before not possibly attainable. For instance, a move such as Introductory Restatement offers the writer the unique opportunity to ‘revisit’ his/her research questions (RQ) or purposes which, by the time the reader (or examiner) has arrived at the concluding chapter, are already a distant memory in his/her mind. Move.2, i.e. Consolidation of Research Space, which Bunton (2005) describes as the ‘largest’ move in Conclusions, helps ‘reorganize’ what has been discussed in the Results and Discussions sections and makes explicit what the researcher has contributed as findings for the broader field or discipline. As subsequent research on Discussions has shown (Bitchener and Basturkman, 2006) writers (and readers) generally maintain that the findings/results which writers usually discuss extensively in the Results and Discussions sections are not sufficiently explicit or accessible, the reasons of which can be ascribed to the fact that, in most cases, these sections contain a higher frequency of references to previous literature or, in other cases, they tend to include a greater number of graphs, tables, figures, etc. Arguably, these idiosyncrasies can ‘blur’ and ‘confuse’ what the study *itself* has really contributed. Swales (1990) relates a remarkable anecdote on the importance of Conclusions for academics and how many of them have the *habit* of skipping the entire research paper by going directly to Conclusions in order to check what the study has found out and contributed. Usually, the rest of the moves are only ‘skimmed’ and it is *Consolidation of Research Space* move (in addition to Move.3) that particularly ‘grips’ the researcher’s attention.

This leads directly to the reasons as to *why* Move.3 is crucial at this stage. The literature available on Discussions, as discussed in chapter one (section three), has tended to confuse what a researcher might imply and/or recommend for readers and follow researchers, thus making the research findings appear rather disconnected

from the 'real world.' Move.3, *Practical Implications and Recommendations*, more than any other move (even moves such as *Recommending Applications* as found in Abstracts) helps cover this serious deficiency by 'connecting' Move.2 with the broader world of applications. Indeed, it is needless to say that, if we agree with Paltridge and Starfield's conceptualization of what a conclusion's role is, then, in this case, it is safe to say the communicative purpose of a conclusion, i.e. its *raison d'être*, is largely dependent on the incorporation of this one particular move.

The other two remaining moves, though less frequent, also serve important roles, roles that cannot be easily played at the stage of the Results and Discussions sections, or in the more prominent sections of Introductions and Abstracts. As regard to Move.4, what is interesting about it is that, while researchers tend to highlight the originality of their studies (by means of activating Move.2), through the utilization of this move, they can also demonstrate that, in one hand, their researches, like the previous ones, are not complete or 'ideal', and on the other hand, following Swales' (1990) recommendations that discourse communities be expanded through effective participation, they can help situate and suggest future researches within their target communities. The fifth and final move which Bunton's research has yielded, Concluding Restatement, best exemplifies Abu Slymane's definition of the role of Conclusions, quoted earlier on in the General Introduction of this dissertation, that one of the major communicative purposes that a Conclusion must accomplish is to leave the best possible impression on the reader (examiner)'s mind.

The interesting aspect in the model that Bunton presents is that, unlike earlier models, it considers three moves as being 'cardinal' for the realization of a 'good' HSS conclusions, namely the first three moves (Move.1, 2, and 3); the last two remaining moves, being apparently less frequent ( $\geq 25\%$ ), were deemed rather

‘optional.’ This is also applicable to steps. As table.2.5 shows, in the case of Move.1, for instance, Bunton recommends five strategies (steps) to realize it. Yet, as we can see, only three of them are being primary for its realization (restatement of purpose or hypothesis, or RQs); gap/niche and method steps, given their rarity, are seen as merely optional. The same is applicable to the rest of the moves. At this point, it would not be of significant importance to discuss further Bunton’s model. As the following chapters, three and four, will show, this model, once applied, will reveal interesting features, both in terms of merits and demerits.

### **2.3. Analytical Procedure**

Given the fact that the Concluding sections selected for this study are found to serve the role of separate chapters in the global organization of their respective dissertations, I have chosen Bunton’s HSS model as the primary pragma-discursive device for analysis. This model was used to analyze the generic moves of the 24 Conclusions, and their accompanying steps, not as a reference point, however, but mainly as a ‘guidepost’ to assist me in the analysis. The actual analysis followed the stages typical to genre-based studies of academic discourse, and which I described previously in chapter one, (see section.2.3.1). Additionally, since my study is concerned with Conclusions, I have adopted one further stage which Bunton has recommended as crucial for any ‘valid’ investigation of Conclusions. Unlike the case with Introductions and Abstracts, whose communicative purposes are relatively easy to determine, *that* of Conclusions, Bunton argues, is rather difficult to unravel, and it depends to a large extent ‘on an understanding of what the *Introduction* is aiming to achieve.’<sup>14</sup> Accordingly, following this suggestion, I have expanded my analysis to include the introductory sections of each Master’s dissertation selected. My interest in those introductions was mainly directed towards the identification of Move.3,

*Occupying the Niche*, as described in the CARS model (1990), where writers usually tend to state the purpose of their studies or their RQs. As the analysis of the 24 Conclusions in Part Two will show, this technique was particularly useful in helping me interpret the overall rhetorical purpose of each Concluding chapter, and at the same time, understanding the introductions of those Master's dissertations has assisted me in demarcating the boundaries of each rhetorical move and its accompanying steps.

### **3. Problematic Features**

#### **3.1. Status**

Since one of the major aims of this study is to try and disperse the confusion between the title terms 'Discussion' and 'Conclusion', it was necessary to first investigate the status of each Concluding section and decide on it. As it turned out, this task was not altogether straightforward as some students were found to have difficulties foregrounding the 'actual' Conclusion of their studies. For instance, in Eng.Concl.7, the writer included two sections that bore the title term 'Conclusion.' This was rather problematic, since a Master's dissertation generally includes one general conclusion. The first Concluding section was entitled 'Conclusions and Future Research.' It was six (6) pages long and had a number of sub-headings. The second Concluding section was simply titled 'Conclusion' and it had one page. The analysis of the overall organization of this dissertation has revealed that, although the former had characteristics that can be attributed to a Concluding chapter, it was not 'intended' by its writer to be the Conclusion for her study. The dissertation is organized loosely in the Introduction-Body-Conclusion (IBC) format. The body was further divided into five chapters, with the section entitled 'Conclusion and Future Research' being numbered as chapter N°5. The Introduction and the second

Conclusion, however, were both singled out from the body. Accordingly, since the first Conclusion was understood to be a chapter in the dissertation body, and not a separate one in the overall structure, it was excluded from the analysis on the ground that it lacked the *title status* of a Conclusion, upon which the selection of the rest of the 23 Concluding sections was founded.

Another example in the natives of English corpus which I perceived to be rather problematic was the case of Eng.Concl.6. In this dissertation, the writer had titled the Conclusion as ‘Conclusion and Discussion.’ The term ‘discussion’ in the title was alarming, and again, the structure of the entire dissertation was analyzed to determine the status of this section. The study was organized into eight (8) separate chapters, with the general Introduction being the first chapter and the general Conclusion that bore the title ‘Conclusion and Discussion’, as it turned out, being the eighth and last chapter. Accordingly, given the fact that this section was a separate chapter and it served the role of *concluding* this dissertation, it was considered ‘eligible’ for analysis, and was, therefore included in the corpus.

### **3.2. Use of Hyphenation**

With regard to analysis, the corpus of the natives/speakers of Arabic has proven to be the most problematic of the three groups investigated. These problematic features come particularly from one main source: The use of hyphenations. Of the 8 Arabic Concluding chapters, 5 of them were found to employ a high number of hyphenated sentences, or more precisely speaking, segments. These segments were not easy to analyze or even categorize. In one hand, their syntactic structure is rather much longer than *that* of a regular sentence, and therefore, they were not considered as such; and on the other hand, these segments could not have

been *qualified* as being paragraphs, since none of them had demonstrated any major signs that are *typical* of paragraph structure (topic sentence, modulators, etc.). To settle this issue, it was necessary go *beyond* these limiting features by investigating the semantic and linguistic relationships that may possibly ‘bind’ these segments together. This was a revelatory technique, for as it turned out later, while they might be hyphenated, (and even numerated, in some cases), these segments are somewhat ‘interconnected’ as they, rhetorically speaking, *do* share similar ‘functional roles.’ For instance, what I have *noticed* in my analysis is that many of these hyphenated segments belong to the same rhetorical move: some writers, in order to state their research findings, they had listed them in this way, i.e. by means of hyphenations; others, using *this* same strategy, they succeeded in describing effectively the different steps they had followed in conducting their researches.

#### **4. Summary**

In this chapter, I have attempted to shed light on the main analytic and methodological procedures that I have followed in the selection and analysis of the study corpus. In the first section, I provided a delineated description of the 24 Conclusions which the three selected groups had yielded. The second section discussed Connor’s and Moreno’s model for cross-cultural studies, and Bunton model for the Concluding chapters of theses dissertations, and *how* these two models were applied to select, and analyze the corpus. The last section touched briefly on some of the intricate problems that I have faced in the initial stages of my analysis.

In the next section of this dissertation (Part Two), we will see the different results the analysis of these Conclusions has unveiled. Like Part One, it is also divided into two main chapters. The first chapter will tackle findings which the two

native groups (English and Arabic) have produced; it concludes with a discussion of the similarities and differences between the two groups. Chapter two will take up the Algerian EFL students' Conclusions, and then, the findings will be discussed in comparison with the two native groups.

## Endnotes of Chapter Two

---

<sup>1</sup> Farida Amara, 'A Genre Analysis of Algerian Magister Dissertations in Linguistics and Didactics: the Case of English Department of University of Algiers' (Master's thesis, University of Tizi Ouzou, 2009), 43.

<sup>2</sup> Carolyn Miller, 'Genre as Social Action', in *Genre and the New Rhetoric*, ed. Aviva Freedman and Peter Medway, 31 (London: Taylor and Francis, 1994): 31.

<sup>3</sup> Amara, 'Genre-based Investigation of Algerian EFL students', 47.

<sup>4</sup> Ulla Connor and Ane Moreno, 'Tertium Comparationis: A Vital Component in Contrastive Rhetoric Research', in *Directions in Applied Linguistics: Essays in Honor of Robert B. Kaplan*, ed. Paul Bruthiaux, Dwight Atkinson, William Egginton, and William Grabe, 155 (Clevedon, England: Multilingual Matters, 2005).

<sup>5</sup> Ane Moreno, 'The Importance of Comparable Corpora in Cross-cultural Studies', in *Contrastive Rhetoric: Reaching for Intercultural Rhetoric*, ed. Ulla Connor, Ed Nagelhout, and William Rozyksi, 28 (Amsterdam, Philadelphia: 2008).

<sup>6</sup> Andrew Chesterman, *Contrastive Functional Analysis* (Amsterdam: Philadelphia, 1998): 29.

<sup>7</sup> Connor and Moreno, 'Tertium Comparationis', 156.

<sup>8</sup> Moreno, 'The Importance of Comparable Corpora', 28.

<sup>9</sup> Connor and Moreno, 'Tertium Comparationis', 160.

<sup>10</sup> Ibid.

<sup>11</sup> Ibid., 154.

<sup>12</sup> Ane Moreno, 'The Explicit Signaling of Premise-conclusion Sequences in Research Articles : A Contrastive Framework', *Text* 18 (1998): 558.

<sup>13</sup> David Bunton, 'The Structure of Ph.D Conclusion Chapters', *Journal of English for Academic Purposes* 4 (2005): 210.

<sup>14</sup> David Bunton, 'Linguistic and Textual Problems in Ph.D and M.Phil Theses: An Analysis of Genre Move and Metatext' (Ph.D diss., University of Hong Kong, 1998): 144.

## **Part Two: Results and Discussions**

### **Introduction**

Part two will *now* present the results obtained from the analysis. Like the first part of this dissertation, part two is further divided into two main chapters. To answer the first question of our research, chapter three first begins with the identification of the generic patterns that the NSE utilized in order to organize their Conclusions; the moves and their accompanying steps are demarcated, and exemplified. And second, it presents the results which the native/speaking students of Arabic Conclusions have yielded as well. At this point, a comparative discussion between these two groups is presented in order to try and answer the second major question of this study, that is, whether English and Algerian students organize their Master's Conclusions in literature similarly or not, and if they are different, then, what are these differences and how can they be accounted for. The chapter concludes with a summary of the findings. The fourth and last chapter showcases the results obtained from the analysis of the Algerian EFL students' Conclusions. Again the moves employed and their accompanying steps are demarcated and exemplified. Then, in order to try and answer the third major question of this study, that is, in terms of rhetorical organization, *to* which of the two native groups the Algerian EFL students' Master's Conclusions adheres, chapter two concludes with a comparative discussion that touches on this issue.

## Chapter Three: Analysis of the English and Arabic

### Conclusions

#### 1. Generic Analysis of the English Master Conclusions

##### Introduction

The corpus representing the population of the native speakers of English consists of eight (8) Master's dissertation conclusions in literature. Bunton's model for HSS conclusions was used as the primary generic frame to identify the rhetorical moves employed by these writers in order to achieve their communicative purposes, and the multiple steps accompanying them. The results of the analysis are reported in table 3.1. The table shows different kinds of information: it includes the move structure of each conclusion, the number of sentences used in order to *actualize* each move and the total number of sentences contained in each conclusion. The table concludes with the percentage each move occupies in comparison with the entire NSE corpus.

**Table.6 General Move Structure and their Distribution in NSE Conclusions**

Eng.Concl N#	Move structure	Number of sentences for each move					Total
		Move.1	Move.2	Move.3	Move.4	Move.5	
Eng.Concl.1	1-2-3-4	5	11	1	3	0	20
Eng.Concl.2	1-2-3-1-2-3-2-4	4	24	8	2	0	38
Eng.Concl.3	2-3-2-3	0	13	15	0	0	28
Eng.Concl.4	1-2-5	7	32	0	0	6	45
Eng.Concl.5	1-2-3-2-4	2	3	2	1	0	8
Eng.Concl.6	1-4-3-2-4-5	2	11	9	6	4	35
Eng.Concl.7	2	0	11	0	0	0	11
Eng.Concl.8	1-2-1-2	4	35	3	0	0	42
Total		24	139	41	12	10	227
Percentage		10.57%	61.23%	18.06%	5.28%	4.40%	100%

## 1.1. Overview of the Findings

From the data showcased in table.3.1, it is possible to make two initial observations regarding the NSE Master's Conclusions in literature. First, although the five generic moves in Bunton's model were all detected, NSE students did not employ them all at once: a number of conclusions such as Eng.Concl.1 and Eng.Concl.6 have incorporated up to four *and* five moves respectively; however, other Conclusions such as Eng.Concl.7 and Eng.Concl.4 have used two and three moves each, whereas Eng.Concl.3 has but one. And second, these moves did not *always* come in 'order', but, conforming to what the literature on Conclusions has implied, they were put, in many cases, through a series of cycles. Even though, these cycles, as the table shows, did not come 'randomly' or 'disorderly', but they have followed the 'common sense' order which Bunton's model outlines. For instance, in most cases, whenever Move.1 recurs, Move.2 follows, and whenever Move.2 is reused, Move.3 is conjoined, and so on. This is quite striking, for even in cases where the structure is 'reversed' such as is in Eng.Concl.6, the order was retained, moving from Move.4, to Move.3, and then, to Move.2.

In addition to the absence of certain moves in favour for others in some NSE Conclusions, and the fact that these moves have *often* come in cycles, table.3.1 shows another important aspect in the NSE corpus that conforms to Bunton's model. In chapter two (section, 2.2), it was revealed that HSS Conclusions are generally realized through the use of five broad moves; however, as Bunton's model has suggested, it is *also* possible to consider *only* the first three moves as 'cardinal', since they were found to occur in more than 50% of the entire corpus which Bunton had analyzed, whereas the last two moves are more likely to be seen as 'optional', since their occurrence is relatively lower, coming around 25% in the total corpus. This is

the exact case with the present study. As table.3.1 clearly shows, the highest percentages were recorded in the first three moves and the lowest percentages in the last two. NSE students were found to use Move.2, the *Consolidation of Research Space* move, extensively. This move (which Bunton and Swales and Feak (1998) consider as the largest move in conclusions) has occupied more than half the entire corpus, amounting to 61.23%. Additionally, it has conformed to Dudley-Evans' and Hopkins' (1988) claim that only 'statement of results' move is found to be obligatory in Conclusions since it was the only move that was detected in all eight NSE Conclusions.

The second highest percentage came from Move.3, the *Practical Implications and Recommendations* move. English students were found to pay greater attention to this important move, coming at around 18.06% in the entire NSE corpus, and only behind the usually larger Move.2. As it is, this move, though it did not occur in all the conclusions, it has, however, occurred *prominently* in six out of the eight NSE Concluding chapters analyzed, which is approximately 75%. The third 'cardinal' move that conformed to Bunton's model was Move.1, the *Introductory Restatement* move. Though usually described as 'brief', this move has come around 10.57% of the total corpus, occurring in six out of eight conclusions (75%). Bunton (1998) writes that *Introductory Restatement* usually comes at the beginning of the Conclusion, and that it can *never* be cycled, that is, it can never recur throughout the Conclusion, unless it was already mentioned at the beginning.<sup>1</sup> Again, table.3.1 conforms to this 'peculiarity': in the two cases where this recurring phenomenon has taken place (Eng.Concl.2 and Eng.Concl.8) an 'introductory restatement' was first employed as an opening statement for these two Conclusions before it was reused a second time in the body. Interesting, however, is that, while Bunton appears to assign

the same *communicative* function to the *Introductory Restatement* move regardless of its rhetorical position in the text, the analysis (section 1.2, this chapter) of these two Conclusions has suggested that the *Introductory Restatement* move that usually occurs at the beginning of a Conclusion and the one that might possibly recur in the middle could be assigned two different, yet complimentary, roles.

The two remaining moves (which Bunton's model suggests to be rather 'optional', i.e. *Future Research* and *Concluding Restatement* moves) turned out to be the lowest in terms of percentages, coming around 5.28% and 4.40% respectively, thus confirming their optional status in comparison with the rest of the moves. Accordingly, NSE students were found to pay no particular attention to *recommending future research* potentials for their fellow student researchers and the wider public in general. One apparent reason to this, Bunton suggests, is that, unlike ST researchers, those who are involved in the field of HSS have the tendency to *blend* this move with the one that precedes it, i.e. *Practical Implications and Recommendations* move.<sup>2</sup> This lack of clarity regarding *Future Research* move springs from the fact that, while ST findings are more applicable to 'real world' affairs and situations, those of HSS researches are mainly 'theoretical', dealing with abstract matters that are not *so* easily connected to physical reality.<sup>3</sup> Accordingly, writers who belong to, say, the discipline of literature as is the case with the students of the present corpus, tend to 'exhort' their study findings, instead of simply recommending them. This can be ascribed to two main reasons. First, HSS researchers rely on 'a broader range of individuals and organizations in society to carry out their recommendations or heed their implications.'<sup>4</sup> And second, these researchers have little faith that their recommendations will be carried out anyways. As the analysis will show shortly after, this 'sense of exhortation' is clearly

manifested in the frequent use of strong modal verbs to realize Move.3 such as ‘must’ ‘should’ or ‘ought’, a characteristic already pointed out by Bunton regarding this rhetorical move. Ultimately, this characteristic tends to ‘overshadow’ Move.4. One possible explanation to this is that indicating possible areas for *future research* may imply shortcomings or limitations in the applicability of the findings, and this may likely ‘thwart’ any chances for the findings being applied.

As regard to *Concluding Restatement* move, NSE students, as mentioned earlier, did not seem to pay any particular attention to it, resulting in its rarity, as it amounted to *only* 4.40% of the overall NSE corpus. Accordingly, of the 8 English Master’s Concluding chapters examined here, only two of them (Eng.Concl.4 *and* Eng.Concl.6) appeared to incorporate a ‘statement’ that stood out as ‘reiterating’ the overall claims of the research or the major study findings, a function that conforms to Bunton’s definition of the role of a *Concluding Restatement*.<sup>5</sup> It is worthy of mentioning that, originally, this move does not appear in Bunton’s (1998) earlier study of 13 Concluding chapters of theses and dissertations, but when the corpus was later expanded into 45 Conclusions (2005), it *did* appear, but again, in only four (4) of them, which confirms its apparently ‘optional’ status. However, as the analysis of Algerian EFL students’ Masters’ Conclusions in chapter four will show, while NSE students tend to overlook this move, considering it as ‘optional’, Algerian EFL students deem it rather ‘obligatory’ to incorporate a move by which to ‘wrap up’ their Conclusions in particular, and their dissertations in general.

## **1.2. Analysis of Rhetorical Structure**

In this section, we will now see in more details *how* the above-stated observations regarding the rhetorical move and *step* structure of NSE Master’s

*Conclusions* in literature were made. But before that, it is necessary to first clarify one *important* issue regarding the status of ‘Steps’ in Conclusions. As mentioned earlier on in this dissertation, one major difficulty in the study of Conclusions is that, up to date, there is no general consensus among ESP scholars as to what constitutes the ‘ideal’ model for a Conclusion. This lack of consensus is even more *profound* at the level of *step* identification. For instance, Bunton’s main dissatisfaction with previous literature on Conclusions and Discussions (particularly that of Dudley-Evans) is that, unlike other sections such as Introductions and Abstracts, studies on Conclusions have failed to produce any reliable model in which, at least, moves and their accompanying steps are clearly demarcated and made visible to both teachers and students.<sup>6</sup> For instance, in the major studies that have tackled *Introductions*, the analysis has repeatedly produced an easily ‘teachable’ three-move model, popularly known as the *Create a Research Space* (CARS) model; these moves are further delineated into a few *distinctive* steps. However, as Bunton remarks, in the case of Conclusions and Discussions, the major studies that we have in the literature such as Dudley-Evans and Hopkins (1988) and Dudley-Evans (1994) have produced staggering eleven- and nine-move models in which—surprisingly—no further steps have been identified whatsoever.

As we have seen in section 2.2 in chapter two, Bunton proposed, as a corrective, that many of these ‘moves’ be revised and their move-status be *demoted* so as to fit into a model that might be used more effectively in classroom writing instructions. Accordingly, instead of considering ‘Background Information’ and ‘Hypotheses’ as independent moves for instance, Bunton assigns to them the status of ‘steps’ only, listing them under a more ‘overarching’ move that he termed *Introductory Restatement*, and instead of considering ‘Reference to Previous

Literature’, ‘Explanation’ and/or ‘Exemplification’ as separate moves, again, they were all given the label ‘step’ and were duly categorized under the more encompassing move of *Consolidation of Research Space*, and so on.<sup>7</sup> However, although Bunton’s work has helped revise previous literature on Conclusions, the problem with ‘step’ status remains unresolved since the revision has only targeted the higher text level (move structure), whereas steps have not been examined at all, but merely ‘redistributed’ among these moves. This is problematic, both for analysis and even for writing instructions. What is noticeable in the model is that some steps (Reference to Previous Literature, Recommendations, Method, Claims etc) occur in more than one move, making any decisions about which rhetorical move they serve more of a guess work, and others such as ‘Information’, ‘Explanation’, ‘Theory’, etc are even more prominent that it seems preferable to be given the status of ‘move’ again. All the same, since the corpus of the present study is limited, it will not attempt to suggest any revisions at the lower text level of Conclusions, i.e. steps.

### **1.2.1. Introductory Restatement**

The literature that we have on Conclusions suggests that, in terms of identification, *Introductory Restatement* is the easiest move. One apparent reason for this is that a typical Introductory Restatement move *always* occurs at the beginning of a Conclusion or it does not occur at all. In HSS Concluding chapters, this move is generally realized by using five possible options (steps): The writer can choose either to ‘restate’ the purpose of his/her investigation, remind the reader (examiner) of his/her initial research questions and/or hypotheses, or simply indicate once again the research gap/ niche or method. Of the 8 NSE Conclusions examined here, six of them were found to employ this move. However, the options used were but three: restating the purpose of the study (Step.1.1), reiterating the research hypotheses

(Step.1.2) and indicating a gap (Step.1.3). The first example from Eng.Concl.1 shows how Step.1.1 is realized (the linguistic signals that have triggered the function of each step are put in bold):

**Ex.1:** Throughout this **discussion** of the multimodal worlds of Hugo Cabret, I **have endeavoured** to **show** how The Invention of Hugo Cabret and the Hugo Cabret Website are among the brave new forms of Children's Literature and Children's Media, which are reconceptualizing and responding to changing constructions of child readers...

The writer in this example has started her Conclusion by making a reference to the previous section of her dissertation (the Discussion section), and then, she went on directly to announce the *purpose* behind discussing that particular topic. This is shown in the use of the linguistic signal 'endeavour' in the present perfect form. Indeed, as the following examples will demonstrate, one major feature of a typical Introductory Restatement move is the *frequent* use of the present perfect tense. One apparent reason for this is that the present perfect serves best the rhetorical purpose of this move since it allows its user to describe a particular action that has begun in the past but which has only been completed in the present. This is the exact rhetorical function of an Introductory Restatement: in one hand, it offers the writer the opportunity to 'revisit' his/her study purpose or RQs (an action already performed in the Introduction), and at the same time, it suggests that the research is not complete yet and that, although the research findings might have *already* been discussed extensively in the Discussion section, the writer may have something more to say still, thus paving the way straight to Move.2, and particularly, to Move.3.

Another example comes from Eng.Concl.2. Similar to the pattern of the previous example, the writer has started by making a direct reference to the previous

sections of her dissertation, before she ‘justified’ the purpose or ‘goal’ of her research:

**Ex.2:** Over the course of the introduction and the last three chapters, I **have argued** that Shakespearean performances are sites that generate meaning. It **has been my goal** to dispel misconceptions about authority...

The interesting difference between the two examples, however, is that of length and rhetorical position. In the first example, the Introductory Restatement was rather long: It spanned the entire first paragraph of Eng.Concl.1, largely revolving around the writer’s apparently keen interest in the new forms of adaptations of Children’s literature (3D movies, interactive websites, etc), but the moment the writer shifts her focus to consolidating her research findings (Move.2), the move disappears from the text and never recurs at all. The case is contrary with the second example. Following a *brief* introduction of the purpose of her study at the beginning of the first paragraph in Eng.Concl.2 (Ex.2), the writer immediately shifts her interests to discussing what she has ‘uncovered’ and found out, before she ‘reiterates’ her research *purpose* a second time at the beginning of paragraph two, as Ex.3 shows:

**Ex.3: Beyond** examining nuances of Renaissance performances and historicizing ideas of psychoanalysis in Shakespearean performance, **my goal is to raise awareness** among scholars of literary and cultural theory that practices among professional actors **lead** to strong choices and powerful productions...

In Bunton’s model, the Introductory Restatement appears to perform mainly one rhetorical function irrespective of its rhetorical position in the text (beginning or middle). However, what is noticeable in the last two examples is that the Introductory Restatement that came at the beginning of the first paragraph of

Eng.Concl.2 and the one that recurred a second time in paragraph two might as well be understood to perform different, yet complimentary, roles. In Ex.2, the restatement of the purpose was intended to ‘serve’ as an introduction for Move.2, *Consolidation of Research Space*, since the writer was mainly concerned with ‘dispelling’ misconceptions regarding the audience and the performers in a given Shakespearean production by relating her research findings. The restatement that recurred in the middle of the Conclusion, however, was not focused on the research findings, but rather, the purpose of the writer was exclusively directed towards ‘raising’ awareness among scholars and literary critics to the ‘fact’ that using ‘psychoanalysis’ in the analysis of Shakespearean characters can ‘lead’ contemporary Shakespearean actors to make ‘strong choices and powerful productions’ and performances, thus *calling* to our minds the function of Move.3, *Practical Implications and Recommendations*. Peng refers to these kinds of cycles as ‘lower level cycles’ where the aim of the writer is to highlight local claims and findings (Ex.2) and ‘higher level cycles’, where the writer’s purpose is supposed to be seen as ‘contributing’ a knowledge for broader social or professional purposes. In short, what these two examples tell us is that the Introductory Restatement can serve more than one role: It can draw attention to the writer’s research findings, and simultaneously, it can help highlight the research’s implications and applications.

The second step identified in the NSE corpus as serving the rhetorical function of Move.1 is restatement of ‘research hypothesis.’ This step was not as frequently present as Step.1.1, having appeared in only two conclusions. Ex.4 shows how it is realized:

**Ex.4:** As we have seen, the innocence of children in fantasy fiction is often partnered with an extraordinary power of belief, a power that

enables the child to do the impossible. The **assumption** guiding these major works of children's fantasy is that adults cannot believe as well as children because adults' minds are burdened with so many more facts and figures. However, the child's perceived innocence is an attribute placed upon the child by adults, just as the power of belief is bestowed upon child characters by adult authors.

Similar to the case of the writers in the previous examples, the writer in Eng.Concl.8 opens up her conclusion with a direct reference to the preceding chapters of her dissertation where the analysis has been conducted. However, unlike Ex.1, 2, and 3, the writer in Ex.4 does not proceed to 'restate' a particular research purpose or aim. Instead, she goes on to 'reiterate' the initial 'assumption' she has formed at the beginning of her thesis, where she writes in the Abstract and Introduction that her study is set out to 'explore', through psychoanalytic examination of a sample of fictional characters in popular Children's books, the *idea* that 'the power of belief' that is generally attributed to children or their propensity for active imagination and its direct 'association with the innocence of children', and how this faculty is not only a means for children to 'create their own realities' but also to profoundly affect them, 'an experience' that adults can never have but can only 'relive' through these fictional characters.

The third and last step used by the NSE students to actualize Move.1 is Gap/niche step. Bunton explains that this step is optional in HSS conclusions since its occurrence is extremely rare. As regard to its rhetorical realization, Step.1.3, as its name suggests, is largely similar to Swales' CARS model, though roughly minimized, of course. Of the six cases where an Introductory Restatement was used, only one of them was found to yield this step. That was in Eng.Concl.4, as Ex.5 shows:

**Ex.5:** Coleridge's masterpiece, *The Rime of the Ancient Mariner*, haunted him professionally and personally for more than twenty years. He was so upset over the public condemnation over the original publication that he drastically altered the poem over the next twenty years.....It **has been explained** as a Christian allegory, as an experiment in Romantic supernaturalism, and as a text with autobiographical connections, **but none of these analyses** have truly explained away the **ambiguity** in the poem. In fact, these analyses have only added to the critical discussion about the poem.

This example best illustrates how this step is rhetorically realized in order to serve the 'restating' function of Move.1. The writer in this case, instead of following the 'trend' set by her peers in the previous examples, chooses to open up her conclusion by merely 'reintroducing' the research topic of her thesis, thus making no references to the preceding sections. Moreover, there is no restatement of purpose or research hypothesis: the writer, having reintroduced the topic, she steadily proceeds to provide 'focused' information about it, gradually narrowing them down to the issue under investigation, i.e. the poem's ambiguity. However, the function of Move.1 cannot be achieved by simply reintroducing the research topic to the reader/examiner. As the name itself implies, Step.1.3 is only functional provided that a 'research gap' is foregrounded and a 'niche is occupied', to borrow the terms from Swales' now famous *Occupying the Niche* move in the CARS model. As regard to the former, the writer, as we can clearly see in Ex.5, has successfully pointed out a research gap by first referring to a number of interpretations (studies) on the topic, and then, by how 'none of these analyses' or interpretations has provided any sufficient explanations to the issue under 'focus.' Concerning the latter, Ex.6 below shows how the writer has proposed to occupy this gap (or niche):

**Ex.6:** The poetic closure, however, of *The Rime of the Ancient Mariner* **makes more sense when the poem is read through the lens of queer theory.** The ambiguity that readers feel upon looking at the poem becomes analogous...

This example comes from the next paragraph (the second paragraph) and is positioned right at the beginning, thus connecting the two paragraphs by serving as a continuation of Move.1, or at least, as an ‘answer’ to the gap highlighted at the end of the first paragraph. Again, one might ask how come that the function of Move.1 is now achieved? The answer is easy. The gap/niche in this conclusion is a mere *brief* ‘restatement’ of the gap/niche already introduced in greater details in the introduction of this dissertation; the only difference between the two is that of tense-choice. In the Introduction, the gap/niche was realized using the future simple, a characteristic of the *Occupying the Niche* move; in the Conclusion, as we can see, the tense employed is the present perfect varied to the present simple, at times. Indeed, it is obvious that, since the opening statement makes no reference to previous sections of the dissertation, Move.1 as realized in Eng.Concl.4 can well serve the role of an introduction, having legitimately fulfilled the basic requirements of a research introduction as set by CARS: one needs only switch the tenses of the gap/niche step and expand the scope of the text to a certain extent to do so.

### **1.2.2. Consolidation of Research Space**

Both Bunton and Swales and Feak, as explained earlier, claim *Consolidation of Research Space* to be the largest move in Conclusions, whereas Dudley-Evans and Hopkins contend it is the only obligatory one. Part of its importance lies in the rhetorical position it *usually* occupies in the text, coming in between Move.1 and Move.3, thus helps connect the purpose of the research or the research hypotheses (theoretical) with the implications and/or applications of the research findings (practical). In the NSE conclusions examined here, Move.2 has occupied more than half the entire corpus, amounting to over 60% (61.23% to be exact). This ‘unusually’

large size in comparison with the rest of the moves can be ascribed to the fact that, unlike the others, Move.2 is described as being realized by a very large number of steps. In Bunton's model, the steps, as discussed at the beginning of this section, have not been sufficiently revised, but merely redistributed among the five 'overarching' moves that he proposed. Consequently, Move.2 is claimed to be realized by at least 'a dozen' of steps. Not all these steps were found in the NSE corpus, however, and certainly, not in the way Bunton had proposed (see Table.7). For instance, in his revised framework, steps such as 'Reference to Previous Literature' and 'Claims' are described as cardinal for the realization of Move.2 and others such as 'Explanation', 'Exemplification', 'Information' and 'Theory' as merely optional; the analysis of these Conclusions suggests otherwise. In the 8 NSE Concluding chapters examined in this study, students appeared to pay greater attention to 'describing' their researches, rather than making 'claims' about them or reiterate specific 'findings.' Accordingly, and in order to consolidate their research space, they have generally tended to *either* describe the research method and/or theory (Step.2.1), or the major research findings (Step.2.2) and Claims (Step.2.3) and/or *particularly*, provide explanations, exemplifications, and particularly, information about the author and/or literary work under investigation (Step.2.4) (Indeed, the scope of this study hinders the possibility of exemplifying all the steps identified in this move). Accordingly, the following analysis will cover only the major generic features of this move as realized in literature Conclusions.

There are probably two possible explanations for this 'descriptive' aspect in literature Conclusions. First, following a closer reading of the *introductory* sections accompanying the NSE Master's dissertations, I have found that NSE students did not 'show' the inclination to ask direct questions or form clear research hypotheses

<b>Steps</b>	<b>Number</b>	<b>Rate</b>
Findings/results	10	65.2%
Claims	32	100%
Method/theory	8	25%
Ref. to previous literature	6	25%
Explanation	18	62.2%
Information	9	25%
Significance	8	75%
Evaluation	2	12.5%
Limitation	1	12.5%

**Table.7** Steps in Move.2 as found in the NSE Conclusions

about their researches. Consequently, while a research ‘gap’ is usually foregrounded, the means by which to ‘occupy’ it (to borrow Swales’ term again) have not been explicitly introduced, thus giving the ‘impression’ that what follows in the rest of the thesis is more of a historical, critical, and/or a ‘biographical’ account of the subject-matter under investigation (indeed, as the analysis will reveal later, this claim can be legitimately levelled against the Algerian EFL students). The second possible explanation for this ‘descriptiveness’ in literature Conclusions can be ascribed to Bunton’s own model. Indeed, there is no doubt that David Bunton’s work has done more than help revise the literature on both Discussions and Conclusions for the sake of developing an effective, more *teachable* model for the writing classroom. However, it is also worthy of recalling that Bunton’s research was not conducted exclusively on the discipline of literature. Rather, it has covered the broader domain of humanities and social sciences, with a study corpus that stretched to disciplines as varied as the Arts, Education, and Business, and to even Environmental Management.<sup>8</sup> In a substantive research body that has become increasingly sensitive to disciplinary variation in discourse, it might be possible to suggest that, given its rhetorical significance, the realization of Move.2 could be subjected to the intricate

demands of the discipline to which the research that it attempts to ‘consolidate’ belongs.

This descriptive aspect, for instance, is apparent in the frequent use of Step.2.1, describing research method/theory. The case of Eng.Concl.1 is an interesting one. In this conclusion, the writer, as the example below shows, has tended to organize the entire Move.2 in the form of a ‘summary’ of the dissertation structure. Consider Ex.7:

**Ex.7: In chapter one:** New Picture Book, Old Cinema, I **discussed** the formal the formal qualities of *The Invention of Hugo Cabret* to show **how** the visual narrative remediates early cinema... **Chapter two:** Adaptation and Remediation **examines** the feature film *Hugo* **under the lens** of remediation [a theory] to show **how** new technologies and media rework older media forms.... **While this chapter** was largely interested in formal qualities...**Last, Chapter three:** [Click Here to Enter](#) explores **how** intertextuality is reified through divergence...

Although this example is, no doubt, roughly quoted (actually, in the original conclusion from which this example comes, each chapter was assigned a wholly separate paragraph to describe it; however, the example above focuses solely on the linguistic signals that were used to realize this step since the blank space left out presents either Step.2.2 or 2.3), it nevertheless shows how this descriptiveness has taken place. Using a number of linguistic strategies such as mentioning the names of each chapter at the beginning of each paragraph and the theories applied, and particularly, the repeated use of the linguistic signal ‘how’, the writer has managed to maintain this descriptive ‘tone’ throughout the entire three paragraphs that have made up Move.2, before she eventually shifted her rhetorical attention to ‘recommending’ possible implications for the reader/examiner (Move.3).

Another descriptive aspect in the NSE conclusions comes from Eng.Concl.4. The writer, in this case, has tended to give greater importance to providing the reader with ‘information’ regarding the literary work under investigation and its author, instead of focusing her attention on framing her claims or consolidating her earlier findings. Information step is described in Bunton’s model as being strictly optional in HSS conclusions; however, in this conclusion, it has occupied a prominent portion in Move.2, being the chief step by which it was realized, at the expense of the more supposedly ‘cardinal’ steps, i.e. ‘Findings/results’ and ‘Claims.’ Ex.8 shows how this step is generally used:

**Ex.8:** It is interesting to note that Coleridge began writing this poem after a lengthy discussion with his **close friend** and confidant, Wordsworth. **In fact**, Wordsworth and he together came up with the idea of the poem, although Wordsworth later **admitted** that the finished product had seemed to take on a life of its own after their discussion. The **period of friendship** between Coleridge and Wordsworth marked the most productive in Coleridge’s life...

Here in this example, whether or not the writer, being influenced by the theory her research has adopted (queer theory), was trying to pass a ‘claim’ that the two poets referred to in her conclusion were intimately related, the rest of Move.2, as I said before, revolves around proving this type of information regarding the poem, its author, and the revisions he had done; no explicit claim was actually foregrounded to justify the inclusion of these information.

As regard to Steps.2.2 and 2.3, their use in the NSE conclusions, while by no means diminished, it was not as expected to be as Bunton’s model suggests. Bunton speaks about these two steps as being cardinal for the realization of *Consolidation* move; however, though their utilization was discernible, Move.2, as stated earlier, is realized in such a way that the *focus* of the writers is actually directed towards the

supposedly more ‘optional’ steps such as ‘Explanation’, ‘Information’, ‘Exemplification’ and ‘Theory’, thus giving the ‘impression’ that it might be plausible to suggest that, as far as literature conclusions are concerned, the step *status* in Move.2 be ‘reversed’, or at least, further revised and expanded so that formerly optional steps such as the ones indicated above could be reconsidered, and particularly *recommended* to students, as being primary and effective for the realization of this important rhetorical move. Step.2.2 was performed by an array of linguistic signals, represented in the use of the following action verbs: ‘show’, ‘identify’, ‘foreground’, ‘uncover’, ‘demonstrate’, and ‘single out.’ Characteristic in this utilization is that these verbs were in the present simple tense or the present perfect tense only. Bunton’s model (and even Dudley-Evans’) does not tell us a great deal about which tenses are most appropriate for the rhetorical function of this step. In the case of the two steps identified previously, the tense used was generally the past simple, a logical and an acceptable grammatical choice, given the descriptive mode that characterise them. Why the present simple and present perfect for Step.2.2 in NSE conclusions is an open question still, especially if we consider the fact that the findings in chapter four on the Algerian EFL conclusions’ use of this step initially suggested the preference for using the past simple despite the fact that the linguistic signals utilised therein were the exactly same. Ex.9 gives a better picture as to how ‘Findings/result’ step is used:

**Ex.9:** I **have uncovered** the ways in which performances on “imaginary forces work” and how, reciprocally, audiences “deck ... kings” with their “thoughts.” The Chorus of Shakespeare’s *Henry V* invites the audience to be visceral participants in the performance they are about to watch. *Henry V* does...uniquely articulate this invitation. Moreover, I **have demonstrated** over the course of this thesis that many of Shakespeare’s plays invite audiences to respond not only intellectually but also emotionally and viscerally to the drama before them...

Ex.9 is taken from Eng.Concl.2 and it exemplifies how these linguistic signals were effectively used to consolidate the findings of this study. Positioned, as table.3.1 shows, right in between Move.1 (see Ex.2) and Move.3, the writer in this case has employed the verbs ‘uncover’ and ‘demonstrate’—two action verbs that best ‘describe’ the act of finding or producing results—in the present perfect to realize this step. Why this tense and not any other, it is not easy to speculate, probably given the power of ‘actualization’ that characterise the present perfect, the writer has opted to use it in order to ‘foreground’ the present-day validity of these findings, thus setting the stage for the use of Move.3.

Step.2.3, i.e. Claims, was found to be rather more prominent than Step.2.2, though again, not to the extent Bunton’s model claims. A common feature of this step is that NSE students had made no use of hedging devices to ‘regulate’ the intensity of their claims, important as these are for their validation and acceptability, though admittedly, no boosters either. The realization of Step.2.3 has tended to take what can be termed as a ‘narrative’ tone, the result of which might be ascribed to the fact that, in most instances where claims were introduced, and ‘Explanation’ or ‘Exemplification’ (or Information) step is often conjoined to help validate the claim, surprisingly a characteristic already claimed by Bunton!<sup>9</sup> This results in the claims being rather *too long* (a feature Bunton does not mention), thus making any more quotes a weary task for the reader/examiner. Observe Ex.10, taken from Eng.Concl.4:

**Ex.10:** At the beginning of the story the Mariner embarks upon his journey, passively experiencing the change in weather and the camaraderie of his shipmates. He, admittedly, shoots the Albatross for no apparent reason and immediately becomes an outcast amongst the

shipmates. The murder of the bird, precisely **because** no reason is given and the Mariner himself seems not to understand his actions, **can be seen** as an action begun in the subconscious. His subconscious action immediately identifies the Mariner with the Albatross, although the Mariner might not understand the implications of the shooting. The Albatross is the only androgynous object in the natural world, and by having the Albatross hung around the Mariner's neck, he is immediately **identified** as in between genders. In the liminal space of the sea, which is rife with gendered binaries, the Mariner remains **obliviously** neutral with a symbol of non-gender hung around his neck.

This example best illustrates how claims were generally made in the NSE *literature* conclusions examined here. In addition to the absence of any notable hedging devices, the writer, as we can see, has gone as far as to summarize, or more correctly, 'narrate' *copious* events (or scenes) from the poem under examination in order to pass her claim over to the reader. Needless to say that, since the generic relation between Step.2.3 and other steps such as 'Explanation', 'Exemplification' (and sometimes 'Information' too) is apparently *inextricable*, one might feel the need to question the legitimacy of having steps such as these in literature conclusions. As I have explained earlier, one of the main research goals of Bunton's was to develop a better, more effective and *teachable* model for Conclusions (both for ST and HSS fields). Accordingly, one of the major contributions of his research was a 'drastic' revision of earlier models. However, as we have seen, this revision has targeted the higher text level only (moves), whereas the lower text level has remained largely 'inactive.' Consequently, moves such as *Consolidation of Research Space* is regrettably thought to be realized by a staggering 'dozen' steps (more than all the steps of the three moves combined which Swales' CARS model proposes). Obviously, this could not have been as practical and 'teachable' in the writing classroom instructions as Bunton would have wished for his model to be. Ultimately, while revisions of this kind can only be forwarded based on larger corpora and more

rigorous analysis, it is possible to reconsider revising Bunton's model at the lower level, particularly when it comes to Move.2, by means of investigating the generic relations that 'bind' these steps with each other such as the case of Step.2.3 with the three 'optional' steps outlined above. Similar to Bunton's research results on the move structure, by 'merging' some of these steps together (for instance in the case of Step.2.3, Explanation and Exemplification would be dropped out of the model, and instead, Step.2.3 could be renamed as 'Claim as Explanation' or 'Claim as Exemplification'), this will help 'reduce' the staggering number of steps associated with HSS Conclusions (over 25 steps so far!), thus make the possibility of teaching students how to write effective and communicative conclusions a more successful and rewarding task.

### **1.2.3. Practical Implications and Recommendations**

The third and last move that Bunton described as cardinal in Conclusions, *Practical Implications and Recommendations*, was found to occupy 18.06% of the overall NSE corpus. Characteristic of this move, as the literature suggests, is the frequent use of strong modal verbs such as 'can', 'could', 'must' and/or 'should' or emphatic words such as 'necessary', 'important', etc. in making recommendations as Ex.11, from Eng.Concl.2 shows:

**Ex.11:** Shakespearean actors do not posit individual subjectivities onto their performances, but activate the affective potential in their lines. Conventions of contemporary theatre, and the representational nature of film, **can** sometimes mask the affective work that happens in performance. Empathy, however, remains **necessary** for the transmission of affect. Empathy remains **necessary** for performers since it **helps** them build the stakes of their performance.

Not all the six Concluding chapters, however, where this move was identified appeared to use this strategy to recommend implications and/or applications for their readers. In the case of Eng.Concl.3, the recommendation came in the form of a ‘warning’ or caution, a step already suggested in Bunton’s model.

**Ex.12:** As we **expose** children to complex works that require more of them, we will begin to see **improvements** both within their lives and society. This is an **investment** because children who think critically about texts are more likely to be able to think critically about situations they encounter. **If** they are taught to accept labels, they are more likely to label others and treat them according to those labels; because we cannot control who dictates labels, this is very **dangerous** and leaves children as the recipients of harsh treatment or as participants in doling out that treatment.

Other strategies for recommendations such as the case with Eng.Concl.1 employed neither strong words nor salient warnings, but merely followed the traditional method of making recommendations (Ex.13), thus showing apparently a wider range of available options for the realization of this important move than the literature has previously suggested:

**Ex.13:** As **readers, consumers, and teachers** of Young Adult Literature, these digital paratexts are **worthy** of our consideration not only for their **pedagogical value** that allows students to examine, connect, and interact with authors and fellow readers, but also as a way to actively **participate** in and **help** shape our shared media environment.

#### **1.2.4. Future Research *and* Concluding Restatement**

As I have discussed at the beginning of this chapter, NSE students did not seem inclined to recommend further research potentials for their fellow student researchers and the wider readers in general. Of the 8 English Conclusions examined in this study, only four of them had utilized Move.4; and even this utilization was

very brief (12 sentences out of 227), and it lacked a ‘motif’ since it did not point out ‘limitations’ in the research, a principle that is necessary for its realization (Eng.Concl.6, however, is an exception as Ex.14 shows below). The available literature that we have on Conclusions tells us that one reason for its rarity is the result of Move.3, where its rhetorical function is seemingly in *conflict*, instead of being *congruent*, with Move.4, as the former’s often tends to overshadow the latter’s.

**Ex.14:** the **scope** of this study **prohibited** delving deeply into Shelley’s day-to-day life and the development of his political and philosophical thought. An in-depth study of his correspondence would, no doubt, be **useful** in tracking the development of the sensibilities that come to be expressed practically in his prose and more abstractly in his poetry. Likewise, **further study** of a broader range of Shelley’s poetry would be **beneficial** for constructing a sense of the full scope of his prophetic vision.

Another more interesting example, taken from Eng.Concl.1, shows how likely probable the claim stated above about the misunderstanding which students tend to make between the rhetorical functions of Move.3 and Move.4, which has, in turn, created this sense of ‘confusion’ in the literature:

**Ex.15: Challenging** texts such as *The Invention of Hugo Cabret* **create** opportunities for readers, educators, artists, and scholars to **participate**, as I have here, in the **ongoing** and ever-changing **conversation** about the exciting transformations in Children’s Literature and our media environment.

An initial reading of this segment may well suggest that it is merely a continuation of Ex.13, as it ‘actually’ happened to come right after it in Eng.Concl.1. Additionally, both examples are *almost* identical in their rhetorical function given the fact that most of the linguistic signals that have triggered the function of Ex.13 are the same as those of Ex.15 (participate, readers, consumers, etc). A closer reading, however,

will confirm that, although the two examples may come sequentially in this conclusion, and have similar linguistic signals, their rhetorical functions cannot be seen as the same, for while Ex.13 is focused on the ‘pedagogical value’ of the research findings, Ex.15 is centred around the ‘ongoing and ever-changing conversation’ that characterizes the topic under investigation. Thus, the initial confusion resulted mainly from the lack of an explicit motif for using Ex.15, since no research limitations were introduced to ‘justify’ its use so as to clearly ‘demarcate’ its function from that of Move.3.

The *Concluding Restatement*, the last move proposed by Bunton, was rarely used, comprising only 4.40% of the entire NSE corpus. Only two conclusions (Eng.Concl.4 and Eng.Concl.6) were found to reiterate the research findings briefly at the end. Moreover, Move.5 was the only move that had a ‘fixed’ rhetorical position in the text since it was the only one that was not cycled. This suggests that, after all, not all moves in Conclusions can be safely cycled. Ex.16 shows how this move was generally realized in Eng.Concl.4:

**Ex.16:** And it is these unique **characteristics** that **continue** to make Shelley’s work so engaging and relevant today. His work *does* have a living and breathing history, just as he had hoped, and his words continue to speak and act today, especially in a time of increasing economic disparity, war, and the financial meltdown of a system of credit so immense Shelley could not even have dreamed it; it **is becoming** increasingly clear that his time was not so different from ours and that his ideas still have relevancy and agency.

## **2. Generic Analysis of the Arabic Master’s Conclusions**

### **Introduction**

In the previous section, I analyzed the generic organization of Master's dissertation *Conclusions* in literature as written by native students of English using Bunton's model for HSS Conclusions. The following section will now tackle the second and last native group selected for analysis, namely the Conclusions which Algerian students of Arabic literature write. Similar to the English corpus, the Arabic corpus comprises 8 Conclusions taken from dissertations in literature, submitted in partial fulfilment for the requirements of Master's degree in Arabic (Algerian) literature. The results of the analysis are shown in table3.2

**Table.8 Move structure of Arabic Master's *Conclusions***

Ara.Concl N#	Move structure	Number of sentences for each move					Total
		Move.1	Move.2	Move.3	Move.4	Move.5	
Ara.Concl.1	2-5	0	11	0	0	1	12
Ara.Concl.2	1-2	1	11	0	0	0	12
Ara.Concl.3	2	0	15	0	0	0	15
Ara.Concl.4	2- 5	0	6	0	0	1	7
Ara.Concl.5	1-2-4	9	18	0	4	0	31
Ara.Concl.6	1-2-5	2	9	0	0	0	12
Ara.Concl.7	2-5	0	10	0	0	2	12
Ara.Concl.8	2-5	0	19	0	0	2	21
Total		12	99	0	4	7	122
Percentage		9.83%	81.14%	0%	3.27%	5.73%	100%

## 2.1. Overview of the Findings

The analysis of the 8 Arabic Conclusions has revealed *very* interesting insights on the generic organization of this particular subgenre when it is used in Arabic Master's dissertations. First, the cycling phenomenon which the literature on English conclusions has repeatedly claimed is apparently not applicable to Arabic Conclusions. As table.3.2 clearly shows, none of the 8 Concluding chapters analyzed in this study has demonstrated any signs of cycling. This linear arrangement of

rhetorical moves is not a peculiarity of Arabic Conclusions solely. In Al-Qahtani's 2006 comparative study of Arabic and English RA introductions, he noted how the Arabic Introductions did not conform to the cyclical nature of Swales' CARS model, even in cases where the introductions were much longer.<sup>10</sup> Second, the overall rhetorical organization of Arabic Conclusions does not conform to Bunton's proposed model. Indeed, as the analysis of these Conclusions has revealed, Algerian students of Arabic literature appear to take a greater amount of liberty while making their rhetorical choices, considering only two moves as being obligatory or 'cardinal' instead of three, namely Move.2 and Move.5; the three remaining moves did not seem to receive any significant attention, with Move.3, *Practical Implications and Recommendations*, being non-existent anywhere in all 8 Arabic Conclusions (please note that this organization, and ultimately, this explanation are seen through the lens of Bunton's model *solely*; for an alternative explanation see section.2.3 and table.3.3 below). Third, while Arab students *did* utilize Moves.1, 2, and 5 as shown in table.3.2, the analysis in section.2.2 will show that this utilization is actually 'meant' to perform rhetorical functions *other than* what Bunton had assigned to each one of them. And finally, given such striking 'divergence' from Bunton's proposed model, Arabic Conclusions, in light of these interesting findings, seem to call for a comprehensive model that is essentially representative of their unique rhetorical characteristics, a call which I shall attempt to answer at the end of this section.

As mentioned previously, in Bunton's model, three rhetorical moves, out of five, are considered to be cardinal for the realization of an HSS Conclusion. These moves are: 1) the *Introductory Restatement* move, where the writer is expected to restate the purpose of his/her study or revisit his/her research questions and hypothesis; 2) *Consolidation of Research Space*, in which the writer is mainly

supposed to consolidate his/her research findings and/or 'boost' his/her claims; and 3) *Practical Implications and Recommendations*, where he/she is now expected to point out implications or recommend applications for the readers based on the study findings. The two remaining moves, i.e. *Future Research* and *Concluding Restatement*, being relatively less recurrent in Bunton's extended corpus, were considered to be merely optional. However, in the case of the Arabic Concluding chapters examined in this study, the findings seem to suggest 'radically' otherwise. As table.3.2 shows, Master students of Arabic (Algerian) literature were found to consider only two rhetorical moves as being 'obligatory' for the realization of their literature Conclusions and of which *only* one of them, i.e. Move.2, was found to be congruent with the three cardinal moves Bunton's model recommends; the second one being Move.5, a move that is 'supposedly' *least* to be expected in Conclusions. As regard to the other two cardinal moves, Arab students were found to pay no particular attention to them, with *Practical Implications and Recommendation* move having received a 'zero' use by Algerian students, important as this move is for the credibility and *worthiness* of the entire research paper. Move.1 *did* appear, however, in the corpus, but *very* occasionally and had a totally different rhetorical role, and comprising only 9.83% of the total Arabic corpus. This percentage, as can be seen in table.3.2, is higher than that of Move.5, (which came around 5.73%), and yet, while the latter is considered as obligatory in Arabic literature Conclusions, the former, though having the higher percentage, was deemed rather optional. Well, there is a reason for that. As we have seen in the previous section, the issue of move-status in GA studies is generally problematic, with ESP scholars being widely divided as to what can be accepted as a Move and as a Step in the case of Conclusions, for instance. Part of this issue springs from the fact that, given its distinctive goal-

oriented function in texts, a move's proportion is not determined by the length of sentences or the number of paragraphs (see section 2.3.1, in chapter two). Consequently, this 'volatile' characteristic creates a *discrepancy* whenever statistics are used to calculate the percentage that a particular move is occupying in a given text. For instance, in some cases, a move may be used *extensively* in one Conclusion such as Ara.Concl.5 (where the Introductory Statement had spanned three long paragraphs) but be completely absent in others, whereas in other cases, a move might be *moderately* employed and yet, be present in all or most of the samples. This is the reason why Move.1 and Move.5 turned out to have unequal percentages, though were later assigned different statuses because a move's status is not based on its percentage, but on its *frequency*. Of the 8 Arabic Conclusions examined here, Move.1 was found to be utilized in only three Conclusions (Arab.Concl.2, 5, and 6), which is approximately 37.5%, whereas this number soars to 62.5% of the total 8 Arabic Conclusions in the case of Move.5, where it was found to be employed in five Conclusions. Accordingly, although Move.1 had a higher percentage in the *total* body of the Arabic Conclusions, it could not have been assigned a 'cardinal' status since Move.5 was 'common' whereas Move.1 was rather 'rare' or at least, less frequent (less than 50%).

Another interesting feature in the Arabic Conclusions is that Arab students did not seem to recommend future research areas for their fellow students. Only one conclusion (Arab.Concl.5) had made use of this move, and even in this one particular case, the recommendation did not appear to have a valid 'motif' since no research limitations have been pointed out to justify its utilization, and its overall rhetorical organization appeared to suggest that the writers had actually 'intended' it to serve as a concluding statement for their conclusion. Consequently, *Future Research*

comprised only 1.68% of the overall Arabic corpus, thus confirming its ‘optional’ status, a characteristic already suggested by Bunton’s HSS model.

## 2.2. Analysis of Rhetorical Move Structure

### 2.2.1. Introductory Statement

One of the major findings which the generic analysis of the 8 Arabic literature *Conclusions* has yielded is that, although Arab students *did* actually utilize three of the five rhetorical moves that Bunton’s model proposes, their utilization was found to perform rhetorical functions *other than* what Bunton had previously assigned to each one of them. This is particularly apparent in the way that Arab students have employed Move.1 and Move.5. For instance, in the three cases where the *Introductory Restatement* was used, Arab students, as the examples below will illustrate in more details, did not seem inclined to *either* restate the purpose of their studies or revisit their initial research questions and/or hypotheses, the two prominent roles which Move.1 usually plays in HSS *Conclusions*. Instead, they have *preferred* to ‘introduce’ their research topics in a more ‘generalized’ manner, choosing, as they did, to foreground the ‘significance’ of the discipline of literature as a whole in some cases such as Ara.Concl.5 (see Ex.2.1), or in other cases, to narrow their focus down to mainly foregrounding the literary subject under investigation as in Ex.2.3, taken from Ara.Concl.6, or in others, such as Ex.2.4 from Ara.Concl.2, they have chosen to simply highlight what appears to be the relationship between a particular ‘setting’ or place and the literary work or its author in particular, thus paving the way to the utilization of Move.2 in order to show what the analysis of this ‘relationship’ has produced (and inspired the author to write).

Ex.2.1 يتميز الأدب بإثارة نفس المتلقي من المتعة واللذة المتأتمية من تناسق اللغة واختيار ألفاظها وحدة معانيها، فما الأدب إلا لحن عذب خالد يعزفه الأديب متربعا على

عرش الجمال الفني، مما يعني حرّيته من قيود الأغراض الأخرى، كما أنه سجل  
للتاريخ، فهو حامل لموقف صاحبه الإيديولوجي، وهو أيضا مرآة لعقل الأديب ونفسه،  
يجمع في عبقرية بين ما يثيره في النفس من متعة وما يقدمه من توجيه، حيث يرتبط  
بقضايا الصراع الإنساني ويرقى كلما كانت المعاناة شديدة والجراح عميقة.....

As this except demonstrates, if compared to Bunton's conceptualization of Move.1, we find that the writer has not employed *any* linguistic signals that might be understood to correspond to this conceptualization, thus making the identification of its rhetorical function a rather difficult task. The writer does not restate a particular purpose, neither does she appear to revisit any specific research questions, nor does she seem to refer to any research hypotheses whatsoever. Instead, she maintains the same attitude towards her subject-matter for the rest of the first three paragraphs of her Conclusion, before she shifts her intention to presenting her research results by means of hyphenations. And yet, despite the lack of any indicative linguistic signals, the analysis has suggested that the first three paragraphs of this Conclusion can only be understood to serve *not* as an introductory (*re*)statement, but rather, as an introductory *statement*, since nothing was actually 'restated', a characteristic that can also be found in Ex.2.3 and Ex.2.4 below.

In addition to the absence of any linguistic signals that are characteristic of the *Introductory Restatement* move in Ex.2.1, there is another significant feature in the first three paragraphs of this Conclusion that assisted in determining their function as being the 'introductory statement' of Ara.Concl.5 and that is their overall rhetorical organization. In the first paragraph, the writer begins her Conclusion by introducing the reader/examiner to the discipline of literature as a whole, its significance to both readers and authors, in a 'general' way. Then, as she proceeds to the second paragraph, her primary focus grows gradually narrower and more exclusive until her

interests are boiled or narrowed down to the literary work that her dissertation has been investigating (see Ex.2.2). As it can be easily noticed, this rhetorical organization is undeniably reminiscent of Move.1, *Establishing a Territory* move, as proposed in Swales' CARS model, when it is realized by Step.2 (Topic Generalization as in the first paragraph) and Step.1 (Claiming Centrality as in the second). In Bunton's model, there is a mentioning of an 'optional' step in Move.1 that he referred to as 'gap/niche' (see section.2.2 in chapter two). Yet, in the case of Ara.Concl.5, the writer, though she did follow the steps that Swales recommends for Move.1 in CARS, she does not proceed further to establish a 'gap' or occupy a 'niche' as CARS and Bunton's gap/niche step suggest. Instead she 'chooses' to conclude her introductory statement by 'evaluating' or more correctly, by 'praising' the author's literary experience, before she shifts her rhetorical interests to presenting the research findings of her analysis. Now had she established a gap or occupied a niche as Bunton's model had proposed, this move would have been considered as an introductory (*re*)statement move since the 'gap' and/or 'niche' of her study is assumed to be already introduced in the introduction of her dissertation. However, since no such 'restating' feature was employed, this move can only be seen to serve a more distinctive rhetorical function, and that is the *Introductory Statement* of Ara.Concl.5.

**Ex.2.2** نشأت الرواية الجزائرية الفنية مستندة على الواقع المعيشي،  
 سياسيا،اقتصاديا، واجتماعيا، فرواية "مذكرات آخر إنسان على الأرض" بقدر ما تحلق  
 بنا في عوالم جميلة خلابة حالمة، تهمس في آذاننا، بل في قلوبنا بهموم تحملها، كما  
 أعطت بعدا جديدا ومنعطا استثنائيا في التجربة الروائية الفنية بالجزائر.....

Similarly, the following two examples illustrate how the 'introductory restatements' that Arab students have used at the beginning of their literature Conclusions lack the

mentioning of purpose or RQs and hypotheses, thus giving the impression that the way these students seem to ‘understand’ the function of the Introductory Restatement move is apparently different from that of Bunton’s characterization.

**Ex.2.3.** يعد الحديث عن الحداثة في الشعر الجزائري من أهم القضايا المطروحة في الآونة الأخيرة حيث حظيت باهتمام الباحثين والنقاد نظرا لحضورها في الشعر الجزائري وهذا الأخير يعد أرضا خصبة بخاصة إلى دراسات كثيرة لاستجلاء الكتابة الشعرية الجزائرية والوقوف على أهم الشعراء الذين سايروا ركب الحداثة.

Again, as this example shows, the writers in this case have begun their Conclusion by what appears to be Swales’ Step.1 of Move.1 in CARS model, Claiming Centrality. Yet, similar to the previous case, these authors do not proceed to establish or occupy what could have been a research ‘gap’ or a ‘niche’, which might have served as the purpose of their study or its research hypotheses. Instead, what immediately follows this brief paragraph is another briefer paragraph, exactly similar to the one that follows the three first paragraphs in Ara.Concl.5, where the findings were first introduced before they were presented by means of hyphenations (see Ex.2.13/1). These brief ‘somewhat’ introductory paragraphs are very common in the Arabic Conclusions examined in this study. In fact, this phenomenon of introducing the study findings in a brief paragraph before proceeding to present them in more details (usually by using hyphenations) was found to occur in all eight (8) Arabic Conclusions analyzed here. However, because these ‘introductory’ statements were found to be *solely* concerned with the study findings, and being somewhat constrained by Bunton’s model for HSS conclusions on which this entire study leans on, I had to consider them as *initially* belonging to Move.2, *Consolidation of Research Space* move. Nevertheless, given their distinctive ‘introductory’ feature and ‘frequent’ appearance, these statements will be later revised and included as

among the possible steps which Arab students utilize in order to realize the Introductory Statement of their literature Conclusions. (See table.3.3)

Ex.2.4. "لأن صرخة شاعر لا تبعث الروح الطليقة في الرفات" كما قال الشاعر  
ولكن الفضل كل الفضل لأوراس الذي أيقظ الأموات في قبورهم ونفخ في قلوبهم  
العشق حتى الجنون، أوراس اللغة التي لا تحددها الحدود ولا تحتاج إلى ترجمات.....

This example, the last one found to serve as an introductory statement for a Conclusion, is taken from Ara.Concl.2. Once again, the writers in this example appear to have no inclination to restate why they have decided to conduct their study in the first place or remind the reader what their initial research questions are. Instead, they have preferred to speak about the subject-matter of their research topic in a more generalized way, choosing an introduction that is essentially romantic or even 'poetic' to foreground the significance of this subject-matter and how it served as a source of inspiration for the literary work they have investigated.

### 2.2.2. Consolidation of Research Space

In the 8 Arabic Conclusions examined here, *Consolidation of Research Space* was the only move that conformed to Bunton's model in terms of status *only*. Arab students, the analysis has revealed, deem it 'obligatory' to consolidate their research findings so as to present them more comprehensively to the reader by means of hyphenations in most of the cases. Indeed, as table.3.2 shows, Move.2 has comprised a sweeping percentage of 81.14% of the overall Arabic corpus. This dominant aspect of Move.2 in Arabic Conclusions is particularly apparent in how these students have organized their conclusions. In four cases (Ara.Concl.1, 3, 7, and 8), Arab students were found to realize their conclusions mainly by two moves: Move.2, followed by a

brief and concise Move.5, and in other cases such as Ara.Concl.4, it was the only move employed for the realization of the entire conclusion.

<b>Steps</b>	<b>Number</b>	<b>Rate</b>
Findings/results	27	87.5%
Claims	24	87.5%
Method/theory	0	0%
Ref. to previous literature	5	12.5%
Explanation	23	100%
Information	0	0%
Significance	1	12.5%
Limitation	1	12.5%

Table.9 Steps in Move.2 as found in Algerian Arabic Conclusions

Part of the problem with current models on Conclusions (and Discussions), as I have discussed earlier, is that there is little consensus among ESP scholars regarding the issue of move status, and even in the more elaborate models available today such as Bunton's, the research has not yet provided teachers and researchers with sufficient comprehensiveness and precision regarding the issue of steps, particularly in the more prominent moves such as consolidation of research space in which a staggering 12 steps have been identified so far but which have not been revised still. The case of this move becomes even more profoundly problematic in Arabic conclusions where the analysis has unravelled a very *subtle* organization that does not conform to Bunton's framework or any other framework on Conclusions the literature yet has to offer. Broadly speaking, in the 8 Arabic Conclusions that I have examined in this study, Move.2 was found to follow an introduction-presentation-evaluation (IPE) structure, thus forming what can be termed as a *conclusion within a Conclusion*. In seven, out of eight, Arabic conclusions, Algerian students were found to *always* open up Move.2 with a brief statement (in some cases such as Ara.Concl.3

and Ara.Concl.7, it also served as an opening statement for the conclusion itself) where the findings are first introduced (see Ex.2.5, 2.7, 2.11, 2.12/1, and 2.13/1) before they are fully presented to the reader by either regular paragraphing system, or in most cases (5 out of 8), by means of hyphenations (Ex.2.8, 2.9, and 2.10). Then, having presented their findings and claims, Arab students would *often* incorporate a short statement in which the author or his/her literary work is being 'positively' evaluated (see Ex.2.5, 2.6, 2.11, and 2.12/2) such as in Ara.Conc.1 and Arab.Concl.8, or less frequently though, they would summarize the findings once again before Move.2 is being concluded (Ex.2.13/2).

Ex.2.5 من النتائج التي توصلنا إليها في هذا البحث أن نبل المشاعر لا تكفي لإنتاج فن نبيل، وأن جلال المضمون لا يعني بديلاً عن طاقة وأداة مخصصة تمتلك قدرة الإيحاء الفني وأنه من المهم تصوير الحياة المجسدة في رؤية الفنان على حسب المفاهيم التي يسترشد بها في أدائه الفني، ومن هنا فإن رصد الظواهر الفنية لمعنى الالتزام في الحركة الشعرية المتأثرة بالفكرة الإلزامية تتجلى في ما يلي:

Having said that, the writers in this Conclusion, for instance, (Ara.Concl.8) proceed directly to present their findings and research claims to the reader by using a series of short, hyphenated 'segments' in the form of brief summaries or rather, deductions or 'notes'. Then, as soon as they have finished presenting their findings and research claims, they move on to conclude the consolidation of their research by evaluating the author under investigation:

Ex.2.6 و خلاصة القول أن الشاعر محمد الغماري كان حقاً شاعراً ملتزماً وما يزال صاحب الكلمة القوية والنبر العالي والإيحاء القوي، وأن الالتزام في الشعر العربي المعاصر كان ضارباً في القدم واكتسب ميزة جديدة وهي الدعوة إلى اعتناق مبدأ الإيمان بفكرته والانغماس في الواقع المعاش والتعبير عن قضاياها.

The interesting aspect in this case (and the subsequent cases analyzed below) is that while Ex.2.6 might be initially seen as a valid and sufficient *concluding restatement*

for Ara.Concl.8, it actually is not, and cannot be understood to serve that rhetorical function for two main reasons. First, judging by the ‘norms’ set by Bunton’s model, a concluding restatement, as we have seen in section.3.1, cannot be cycled, neither can it be displaced, that is, it cannot be advanced in the text, from its rhetorical position at the end of a conclusion. And second, what is noticeable in this case (and the subsequent cases) is that the writers themselves did not ‘mean’ for Ex.2.6 to serve as the concluding restatement of their conclusion; that distinctive role is reserved to the ‘statement’ that comes right after Ex.2.6 (see Ex.2.14). Indeed, similar to the findings on the introductory restatement move discussed above, analysis in section.2.2.3 will show that Arab students do also have a differentiated understanding of what role a concluding restatement is supposed to play in Conclusions other than what Bunton’s characterization of Move.5 had previously implied.

This distinctive method of organizing Move.2 in an IPE structure in Arabic Conclusions is apparent all the cases. For instance, in Ara.Concl.5, the writer, having introduced her research topic (see Ex.2.1 and 2.2 above), she utilized another statement by which she first ‘introduced’ her research findings very briefly, and then, she presented them using hyphenations, before she concluded Move.2 by evaluating the author’s literary experience:

Ex.2.7 **ومن خلال تتبع مسارات البنية السردية للخطاب الروائي خلصت إلى حوصلة من النتائج هي أن:**

Similar to the previous case, the writer in this conclusion, having said that, moves on to present her research findings by means of hyphenations. These hyphenated segments such as Ex.2.8, 2.9, and 2.10 show, can be interpreted as ‘steps’ since some

of them such as Ex.2.8 and Ex.2.9 can be seen as ‘Claims’, and others such as Ex.2.10 as ‘Findings.’

**Ex.2.8** جاء الزمن في هذه الرواية متداخلا متشابكا، بحيث نجد الروائي قد عاد بذاكرته إلى زمن طفولته، ثم يعود إلى الحاضر ليسرد علينا تواجده بالمغارة بين أفراد قبيلته والملاحظ في هذه الرواية أن زمن الماضي هو المسيطر على أحداثها، فهي عبارة عن استرجاعات واستذكارات للماضي بحكم أنها مذكرات.

**Ex.2.9** الشخصية في هذه الرواية-الراوي خاصة-لا تكتمل بطاقتها الدلالية مرة واحدة وإنما تتنامى تدريجيا مع تتابع كل أحداثها، من البداية حتى نهاية فعل السرد، فهذه الشخصية تحمل رموزا دلالية تجعل القارئ يشغل تفكيره للكشف عن أبعادها الدلالية العميقة.

**Ex.2.10** وجدت عند دراسة البنية السردية بأن الكاتب اعتمد على صيغ تعبيرية، ورؤى وتعليقات الراوي، وهيمنة على الوقائع السردية التي تمنح الخطاب خصوصيته، لتمييزه عن باقي الخطابات الأخرى، فصاغ الراوي هذه الرواية في لغة سردية متميزة حيث لجأ إلى توظيف الحوار، الذي ساهم في إبراز الدلالات، والوصول إلى عمق المعنى

Now consider Ex.2.11, and see the way this writer had concluded Move.2 before she shifted her rhetorical interests to conclude the entire conclusion of her dissertation:

**Ex.2.11** كانت هذه أهم النتائج المتوصل إليها من خلال قراءة متواضعة لهذه الرواية، حيث عمل "بوعلام بطاطاش" النابع من واقعه، إذ قام بتحليله والتأمل فيه ودراسته، فانطبع في مخيلته وجسده، وبلوره في قالب روائي جدير بالقراءة والدراسة

Once again, this example might be considered as the concluding restatement of Ara.Concl.5, and the dissertation can be ‘wrapped up’ from this point on without ever affecting the communicative effectiveness of this conclusion. However, and similar to the rest of the eight cases where this structuring phenomenon was found to take place, Arab students did not seem inclined to finish their conclusions at this level and be happy about them. Rather, the way they appeared to conclude their dissertations in general and their concluding chapters in particular is rather different,

and incorporates a number of rhetorical features that cannot be understood to convey a sense of ‘restating’ research findings, a role that is assigned to Move.5 in Bunton’s model. These main rhetorical features, as the next section will show, vary considerably in the Arabic context with some students incorporating ‘prayers’ and religious referencing to close their conclusions and/or dissertation in general.

Following are some other examples that convey this sense of ‘introducing’ and ‘concluding’ Move.2, before ‘wrapping up’ the entire conclusion by means of another statement. These examples are provided in pairs, that is, the ‘introductory statement’ of the findings and the ‘concluding one. The first, Ex.2.12, is taken from Ara.Concl.1. The writer in this conclusion has begun by introducing the findings before she presented them. Having finished presenting her findings, she moved to conclude Move.2 by means of positively evaluating the author under investigation. The second example, Ex.2.13, is found in Ara.Concl.6. Once again, the writers first introduced their research topic (see Ex.2.3) and then, they introduced their research findings. After the findings were all presented (in hyphenations), they concluded Move.2 by evaluating the author in a positive way.

**Ex.2.12/1** بعد عرضنا المستفيض لرواية الأمير التي كشفت بأسلوبها المتميز عن كثير من التقنيات التي كونت أسرار اللعبة الفنية عند واسيني الأعرج نستخلص أهم ما وقفنا عليه في تحليلنا لإبراز أهم العناصر في الرواية:

**Ex.2.12/2** ولعل أهم ما يتميز به واسيني الأعرج أنه قام بكسر رتبة الزمن ولم يراع نظامه، كما أن أسلوبه يميل ميلا كبيرا للوصف (وصف الأشياء والناس ونفسياتهم) كما برز واسيني كذلك من خلال إخراجها للجزائر خلال حقبة زمنية مهمة بالنسبة للجزائريين وتقديمها للعالم العربي

**Ex.2.13/1** وبعد دراسة وتحليل ديوان "أوجاع صفصافة في مواسم الإعصار" ليوسف وغليسي اتضح أن هذا الشاعر قد حاول من خلاله طرح نمط جديد للكتابة وصياغة مخالفة لما هو مألوف وذلك من خلال مجموعة من الآليات منها:

أخيرا يمكن القول أن يوسف و غليسي قد استطاع أن يواكب تيار  
الحدثاء وذلك باعتماده على تقنيات حديثة تعتمد على أساليب كالحوارية والقص  
والتكرار وبذلك يمكن القول أنه خطى بالقصيدة الجزائرية خطوة معتبرة نحو منحنى  
الحدثاء

### 3.2.3. Concluding Statement

The concluding restatement move is the third and last move that Arab students were found to incorporate for the realization of their literature conclusions. Similar to the case of the introductory restatement move analyzed in section.2.3.1, Move.5 was also found to perform rhetorical purposes other than what Bunton had previously assigned to it, playing the role of a concluding *statement* rather than a concluding *restatement*. In Bunton's model for HSS Conclusions, the concluding restatement was considered 'optional' since its appearance is very rare, coming only in 4 conclusions out of 45 analyzed; and its main function is to reiterate the overall findings or claims of the study in order to 'wrap up' the Conclusion. This function, as we have just seen, was *partially* identified in what I have *initially* preferred to term as a 'concluding remark' of Move.2 (indeed as the examples above show, Arab students were not inclined to *actually* reiterate their findings but they were *mainly* interested in evaluating the author or the literary work under investigation). The reasons for this decision are previously explained as: 1) the generic model adopted for this study insists that a concluding restatement must always come at the end of the conclusion and that it cannot be cycled or displaced; and 2) apparent in these conclusions is the fact that Arab students did not feel it right to complete their conclusions or dissertations by merely reiterating their research findings. This role was found to be realized using a different type of linguistic signals, particularly by means of 'religious prayers' that convey a sense of closing or finishing a given task or assignment as shown in Ex.2.14.

Ex.2.14 ومسك الختام نسأل الله عز وجل أن نكون قد وفقنا في بحثنا المتواضع هذا، وأن يكون نبراسا يسير على خطاه كل باحث في مجال الأدب وزادا معرفيا لكل طالب علم

The above-quoted example is taken from Ara.Concl.8 and it was found to be the last statement which the writers had made in their conclusion (and dissertation as well). Now compare this example with Ex.2.6 (also taken from Ara.Concl.8) and see how the two statements are initially similar but ultimately different. In both examples, the main linguistic signal that was used to trigger their rhetorical functions is almost identical, a variation of the same exponent, (ومسك الختام) and (وخالصة القول). Also, taken each one apart, both examples can serve well the role of ‘concluding’ the dissertation in general and Ara.Concl.8 in particular. And yet, Arab students had incorporated both statements for the realization of the same conclusion, not out of a pure desire for repeating the same rhetorical function by means of two different statements (obviously that would have been considered redundancy and lack of coherence in the text), but the reason can be ascribed to the way Arab students *traditionally* seem to understand the notion of ‘concluding’ a given text (or task/assignment) in general.

Similar to the previous example, the writer in Ara.Concl.1, having evaluated the author under investigation (Ex.2.12), he proceeded to conclude his conclusion by means of a brief statement that conveyed the same ‘sense’ of religious referencing observed in Ex.2.14:

Ex.2.15 نتمنى أن نكون قد وفقنا في هذا العمل المتواضع البسيط، ونرجو من الله عز وجل أن يجعله ضوءا منيرا لغيرنا.

This ‘type’ of moves that involves the use of religious references and connotations is common in Arabic academic discourse though also problematic at the

same time. For instance, research has found that Arab students (and scholars) may often choose to begin and/or conclude their research introductions by means of reciting prayers, bestowing praise on the Prophet (PBUH), and/or by quoting verses from the Holy Koran or sayings from the Hadith (Fakhri, 2004; Al-Qahtani, 2006). The same rhetorical ‘phenomenon’ is also found to take place in theses acknowledgements (Al-Ali, 2010), where Arab students were sometimes found to thank and appreciate ‘God’s assistance’ more than that of the actual individuals who have helped in the research process such as supervisors, colleagues, and friends. However, the problem with this type of moves is not their frequent occurrence in Arabic academic genres but rather, it is in the way scholars and researchers have tended to treat and interpret them. In Al-Qahtani’s 2006 study of Arabic RAs, he noted how Arab scholars had the tendency to incorporate statements that contained references to religious sources such as the Koran in the composition of their RA introductions. Yet, instead of analyzing them and assigning a particular rhetorical role to them, Al-Qahtani *dismissed* these statements entirely from his analysis, deeming them ‘problematic’ and even ‘irrelevant’ on the ground that they were found ‘not applicable’ to the generic framework that he had adopted for his study (Swales’ CARS model). Conversely, in Al-Ali’s 2010 study of 100 theses acknowledgements, while he *did* find this academic practice to differ considerably from the more established models available in the literature such as Hyland and Tse’s model (2004), these statements were analyzed and were later on assigned specific rhetorical roles in Arabic acknowledgements such as *Praising and Thanking Allah (God)* move for the statements (or moves) that showed Arab students thanking God for assistance and guidance, etc. or *Closing* move for the statements in which Arab students concluded their acknowledgements by means of either praising God a

second time or ‘supplicating’ Him for blessings and so on. (It is worthy to note that the statements Al-Ali had identified in *Closing* move of Arabic acknowledgements are almost similar to the ones identified in the Arabic conclusions examined in this study).

### **2.3. A Model for Arabic Conclusions in Literature**

As I have said at the beginning of this section, given the striking ‘divergence’ of the 8 Arabic conclusions analyzed in this study with the model that Bunton has proposed, it was necessary to develop, or at least, suggest a framework that might help *explain*, albeit partially, the way Algerian students of Arabic literature tend to organize their Master’ dissertation conclusions, and *better* capture the ‘distinctiveness’ of their rhetorical choices and materials. Indeed, it was not possible to withhold the discussion at the point of Bunton’s model since the study findings, if solely interpreted through the lens of this framework, may easily suggest that some Arabic conclusions such as Ara.Concl.5 and Ara.Concl.6 are redundant or incoherent since both are found to employ two concluding statements, and others such as Ara.Concl.3 and Ara.Concl.7 are inadequate, and lacking a communicative purpose since no restatement of purpose or research questions are provided or a concluding restatement is included. Yet, seen from a different lens, these Conclusions are indeed rhetorically coherent and communicatively effective enough to achieve their purposes, otherwise why would the expert members of the discourse community to which they belong choose to approve them and award, in return, a Master’s degree in Algerian literature to their respective writers? The answer to this question is simple: Algerian students *do* write Conclusions and they do achieve their communicative purposes, only by means of a different ‘sense’ of how a conclusion might be organized as shown in table.3.3.

Broadly speaking, Algerian students were found to utilize four moves for the realization of their literature conclusions. These moves are: 1) Introductory statement, 2) Consolidation of research space, 3) Evaluation, and 4) Concluding statement. As we have seen, the analysis has found that Algerian students always begin their conclusions by a short statement where the study findings are first introduced to the reader and briefly discussed. Usually, this move comes at the beginning of the conclusion (see Ex.2.5, 2.13 and 2.14), but *sometimes*, it can be preceded by another introductory statement in which the writer may alternatively introduce his/her research topic (Ex.2.1, 2.2, and 2.3). Then, having introduced the study findings, the students always proceed to 'present' and 'consolidate' their study findings in details. I have chosen to retain Bunton's move since it was the only one that seemed to conform to his model. Its realization, however, varies from Bunton's characterization, for in one hand, Arab students tend to use hyphenations to present their findings (Ex.2.8, 2.9, and 2.10) and on the other hand, the way Arab students tend to 'consolidate' their findings is not meant to 'highlight' them. Rather, they are brief summaries, or to be more accurate, 'deductions' or 'notes.' After the findings are presented and laid bare to the reader and/or examiner, Arab students shift their rhetorical intentions to what appears to be a 'positive' evaluation of the literary work and particularly, the author under investigation (see Ex.2.6, 2.11, 2.13, and 2.14). This move was predominant in Arabic conclusions, and comes in the third place in terms of frequency of occurrence, behind Move.1 and Move.2, coming in seven Arabic conclusions out of eight.

**Table.10 Rhetorical Moves in Arabic Literature *Conclusions***

Usually present ( $\geq 50\%$ )	present ( $\geq 25\%$ )	Freq
<b>Introductory statement</b>		<b>100%</b>
	Research topic	<b>37.5%</b>
Research findings		<b>100%</b>
<b>Consolidation of research space</b>		<b>100%</b>
<b>Evaluation</b>		<b>87.5%</b>
Evaluation of the author		<b>62.5%</b>
Evaluation of literary work/topic		<b>50%</b>
	Summary of the findings	<b>25%</b>
<b>Concluding statement</b>		<b>62.5%</b>
Religious referencing and closing prayers		<b>62.5%</b>

The last move, concluding statement, though less frequent in comparison with the rest of the moves, is nevertheless important owing it to its unique rhetorical realization by means of religious references and closing prayers.

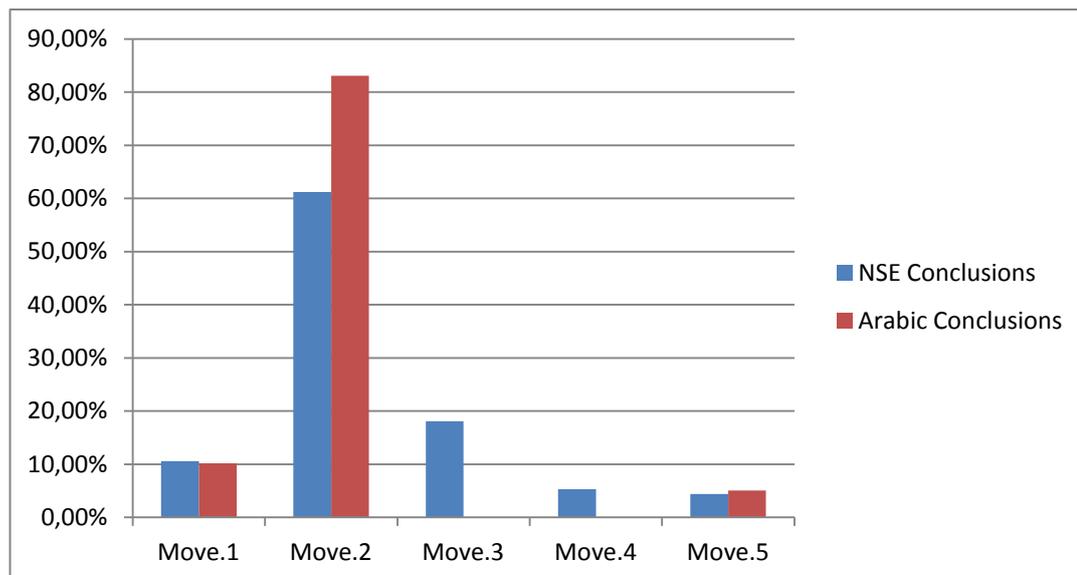
It is noteworthy to mention, however, that table.3.3 is not meant to serve as an ‘actual’ model for the way Algerian EFL students tend to realize their Master’s conclusions in literature. As I said, given the limited corpus accumulated for this study and the lack of professional expertise, this framework is primarily meant to serve more as an ‘explanation’ for the way the 8 Arabic conclusions are organized rather than a general model for Arabic conclusions in literature. Further research and larger corpora will no doubt yield more interesting insights regarding their generic organization.

### **3. Comparison and Discussion**

One of the two main research questions that the present dissertation has set out to answer is whether the rhetorical organization of Master’s dissertation *Conclusions*

in literature that Algerian students write are similar to, or different from, those which English students write; and in case they are different, then, what are these differences and how can they be accounted for. Accordingly, as we have seen in sections.3.1 and 3.2, the generic analysis of the two native groups has shown that, while similarities in terms of status, communicative purpose, and/or participants, etc. (see table.2.4) may well exist between NSE and Arabic conclusions, the differences are nevertheless remarkable (Figure.3). These differences come particularly from two main sources: 1) the overall rhetorical organization of the conclusions, and 2) the rhetorical function of the moves that realize these conclusions. In the following section, I will delve *comparatively* deeper into these differences in order to try and understand how each difference affects the way both NSE and Algerian students realize their Master's dissertation conclusions in literature.

Investigating the overall rhetorical organization of academic and professional genres (and/or subgenres) is at the heart of genre analytic studies of written discourse. Part of this importance, as I said earlier, lies in the fact that understanding how a particular genre or subgenre is rhetorically realized helps scholars and writing instructors develop better, more effective learning materials for students and novice researchers, Swales' CARS model for RA introductions being a seminal example. In the case of the concluding chapters accompanying Master's literature dissertations which native students of English and Arabic write, the analysis has revealed that, as far as rhetorical organization is concerned, the two native groups differ considerably to the extent that an alternative framework was proposed to help, albeit partially, *explain* the unique rhetorical strategies that Algerian students followed in order to realize this section of their dissertations.



**Figure.3** The distribution of rhetorical moves in NSE and Arabic Conclusions

The global structure of the English conclusions that I examined in this study did not appear to differ from the model that Bunton had proposed for HSS conclusions. NSE students usually open up their conclusions with an introductory statement where the purpose of their research or study hypothesis is *restated*. This rhetorical strategy (which Bunton terms as Introductory Restatement) serves as a reminder for the reader/examiner of what the study was initially about. While not all 8 conclusions examined here have made use of this strategy, in the six (6) cases (75% of the total NSE corpus) where it was detected, it has followed this exact realization. Conversely, Algerian students turned out to be rather ‘direct’ or more engaged (to borrow Hyland’s term) in the way they have opened up their conclusions: No ‘restating’ of any study purpose or research hypothesis was found in all 8 Arabic conclusions. Instead, they have *usually* opted to immediately introduce their research findings to the reader/examiner before they are fully presented.

The second stage in the rhetorical organization of English and Arabic conclusions seems to follow different patterns as well. While both groups deem it

‘obligatory’ to consolidate their research spaces, a procedure already recommended by Bunton and Swales and Feak, the way these findings are presented to the reader/examiner was found to differ considerably from one another. NSE students, having restated their purpose or hypothesis, would proceed to present their study results, using *always* regular paragraphing system. Moreover, these results are not poured out all at once. Rather, they are put through a series of cycles, thus allowing NSE students to highlight them gradually, and in the cases where the findings were thought to be significant or what Dudley-Evans refers to as ‘unexpected outcomes’, this cycling phenomenon allows for *emphasis* by means of cycling them more than once or twice. In this respect, Algerian students differ from their English counterparts. As we have seen in the previous section, judged through the lens of Bunton’s model for HSS conclusions, the analysis has suggested that Algerian students follow an introduction-presentation-evaluation pattern, forming what might be termed as a conclusion within a conclusion. This *subtle* organization does not conform to any of the notable models on conclusions that I have reviewed for this study (see section.3 in chapter one). Additionally, the analysis has also revealed that Algerian students of Arabic literature, unlike NSE students, rarely employ paragraphs to consolidate their findings and claims. Instead, the majority of them were found to ‘prefer’ the use of hyphenations to ‘list’ their study results. This rhetorical strategy gives the impression that Algerian students are far less concerned with the issues of style and form, a fact that seems to contradict Abu Slymane’s (2005) claim, quoted earlier on in the general introduction of this dissertation, that one of the main concerns a writer ought to take into account in the composition of his/her conclusion is that of ‘elegance of style and a careful choice of sentences and expressions.’ Accordingly, while these claims can only be verified by larger corpora

and further rigorous analysis, it is safe to say that Arabic conclusions can *only* be understood and accounted for by means of ‘authentic’ models that are necessarily representative of the unique rhetorical strategies that Arab students in general, and Algerian students in particular, utilize in order to achieve their communicative purposes and meet the expectations of their discourse communities’ experts.

The rhetorical differences between English and Arabic Master’s dissertation Conclusions do not cease at the level of how each group opens up their concluding chapters and/or presents their research findings and claims. A third significant difference is also manifested in the way each group reacts or *makes use* of their study results. In the case of NSE students, since the overall rhetorical organization of their conclusions was found to be rather congruent with Bunton’s model, their reaction is ‘logically’ manifested in ‘pointing out’ implications and/or ‘recommending’ practical applications for the reader/examiner based on the findings of their studies. In so doing, it is possible to say that NSE students have successfully achieved the most fundamental communicative purpose a Conclusion is supposed to play in dissertations, and that is primarily to highlight *why the study findings matter* in the first place. Contrary to this, Algerian students, far from suggesting any particular applications, tend to react differently, choosing, as they do, to evaluate ‘positively’ the author and/or literary work under investigation for the apparent reason of ‘reinforcing’ their significance in the eyes of the reader/examiner or more likely, to manifest their personal admiration towards them. This ‘divergence’ from Bunton’s model, however, (and the rest of the models available in the literature), particularly at this important rhetorical level, poses a serious question about what do Algerian students *really intend* or mean to achieve when they set out to write their conclusions. In the absence of this rhetorical strategy in Arabic conclusions, it is

possible to say that, unlike NSE students, Algerian students are not concerned with the commercial side of doing research, and that is to ‘promote’ it in order to ‘sell’ it. This lack of ‘promoting’ research findings is not a peculiarity of Arabic conclusions solely. In their analysis of English and Arabic abstracts, Al-Ali and Sahawneh (2011) have found that, while the main focus of English writers in their research abstracts is on promoting their research results for the purpose of *selling* them to their peers in the business, Arab writers have tended to focus more on *telling* or ‘listing’ them with no apparent promotional or commercial prospects. Similarly, Swales and Al-Harbi (2011) compared 28 English and Arabic abstracts and noted how Arab researchers have the tendency to use very little, if any, promotional tools to promote their research topics and findings.

The fourth and last difference between the rhetorical organization of English and Arabic Master’s conclusions is manifested in the way that each group has chosen to ‘wrap up’ their conclusions. As we have seen in section.3 in chapter one, up to the time of Bunton’s revised model for HSS conclusions, earlier frameworks have never mentioned the existence of a concluding strategy in Conclusions. Part of the reasons why springs from the fact that these earlier studies were mainly confined to the analysis of Discussions, where the conclusion is surprisingly considered as nothing more than a concluding step, among others, that make up this section. And even in the studies that have later targeted Conclusions *per se*, the findings have suggested that, although an HSS concluding chapter might *possibly* incorporate a concluding (re)statement, in reality, this practice is extremely rare. Ultimately, NSE students were found to pay no particular attention to this practice, though, again, in the cases where it had been employed, it had conformed to Bunton’s model. Algerian students, the analysis revealed, have also shown a tendency to go further and ‘close’ their

conclusions, instead of wrapping them up abruptly at the level of findings evaluation. However, the way this practice is realized in Arabic conclusions was found to differ radically from Bunton's characterization. Instead of summarizing the major research findings and claims as the model recommends, Algerian students have opted to incorporate religious references, represented in the use of 'closing prayers' as found in the Islamic tradition to *conclude* their conclusions in general and their dissertations in particular. Al-Ali (2010), in his analysis of the acknowledgements accompanying Arabic Ph.D dissertations, has found the same practice utilized. One logical interpretation to this unique rhetorical phenomenon, he argued, is that the idea of 'closing' or finishing a given assignment in Arabic context, particularly when this assignment is *arduous* such as writing an entire dissertation, is perceived differently. This perception, he explained, can be attributed to the 'socio-cultural' components inherent in the Arabic society. Thanking God (Allah) for assistance and invoking blessings and supplications are widely practiced by Arab individuals irrespective of their social status or profession, since in Al-Ali's words, 'according to the Qur'anic prescriptions, thanking and praising Allah for his munificence results in increasing the graces of Allah and getting very close to His mercy', since Allah is believed to be 'the source of inspiration, health, patience, perseverance and strength.'<sup>11</sup>

While the last difference, i.e. the closing strategy of the Arabic Master's conclusions, can be safely attributed to the influence of the unique socio-cultural practices of the Arabic society, the question *why* do English and Algerian Master's students tend to organize this section of their literature dissertations in these two *completely* different rhetorical ways is not easy to speculate about. Bhatia (2012)

makes an excellent point when he ‘admits’ that after more than forty years of direct involvement with genre theory in ESP, the most important question in the field, that is, why do people from different research disciplines and professions and/or different cultural backgrounds *write the way they do*, remains practically unresolved yet.<sup>12</sup> And even in Swales’ notable publications (1990, and 2004), the emphasis has always been on *how* genres and subgenre are generically constructed (rhetorical preferences); the *why so* question is always ‘deferred.’ Given this reality, my attempt in this study is not to try and *provide* a definitive interpretation for the reasons *why* these two groups write their conclusions the way they do. Rather, my attempt is to try and explain *how* come these students arrive at realizing their conclusions the way they did.

In my opinion, one possible explanation for this might be attributed to the nature of the writing instructions and materials that each group receives and uses in the writing classroom. For instance, Bawarshi and Reiff (2010) explain how recent writing guides and textbooks in the English speaking world that target NSE students have become increasingly well aware of the insights which genre analytic studies of academic and professional genres have been uncovering for the past two decades or so. These ‘new’ guides and textbooks, far from relying on suggestive recommendations and/or vague speculations about, say, what is supposedly considered to be a ‘good’ thesis introduction or conclusion such as their earlier editions, have been *steadily* incorporating genre analysis techniques to design writing tasks, activities, and models, in addition to providing students with invaluable advice on the preferred writing conventions that discourse communities privilege, and sometimes, demand.<sup>13</sup> Notable examples (provided by these two authors) of some of these popular guides and textbooks among NSE students are those of Devitt, Reiff,

and Bawarshi's *Scenes of Writing: Strategies for Composing with Genres* (2004), Trimbur's *The Call to Write* (2002), and particularly, Bullock's *The Norton Field Guide to Writing* (2005). Moreover, guidebooks and manuals that are primarily marketed for NNS students of English such as Swales' CARS model (1990), Dudley-Evans' writing program for advanced NNS students of English (1995), and particularly, Swales and Feak's frequently recommended textbook, *Academic Writing for Graduate Students: Essential Tasks and Skills* (2000) are very popular among native students and teachers of English too. One proof of the influence of genre analysis on the writing instructions that NSE students receive is evidenced in this study by how the overall rhetorical organization of their conclusions was found to be minutely *conformant* to Bunton's model for HSS conclusions. This model itself, as we have seen in previous sections, is a mere revision of previous studies on conclusions, especially Dudley-Evans', and its terminology such as 'consolidation of research space' move for instance, is borrowed from Swales and Feak's textbook. Students, especially at this advanced tertiary level, are supposed to be *attuned* with the issues of communicative purpose, rhetorical organization, and discourse community. Therefore, incorporating genre analysis findings and recommendations to enhance the 'quality' of their academic writing assignments such as Master's dissertations and Ph.D theses becomes crucial to them.

With regard to the writing instructions and materials that Algerian Master students of Arabic literature receive and use, it is not easy to draw reliable insights from them. The multiple 'popular' writing guidebooks that I have consulted and which Algerian students frequently rely on for guidance and assistance have turned to offer very little (if any at all) insights on *how* Arabic academic discourse is 'actually' organized. All these guidebooks, old and new, and with no exceptions,

have failed to produce any writing frameworks for classroom instructions that are essentially based on either empirical or ethnographic research into the rhetorical preferences common in Arabic academic genres and subgenres (indeed, after almost two years of research on Arabic conclusions, I have to say that I have *never* come across a genre-based model on this section). For instance, in Abu Slyman's influential *Writing a Research Paper* (2005), the nature of instructions given to students on how to realize their dissertation conclusions were found to have nothing to do with the rhetorical patterns this section typically follows in Arabic context. Instead, they have mainly revolved around urging students to pay attention to the 'choice of sentences and expressions' and a preference for using 'an elegant style' and so on.<sup>14</sup> Another recent guidebook written specifically for Algerian L.M.D students by Mohammed Khene, a professor of Arabic linguistics at the University of Biskra, titled *The Methodology of Scientific Research* (2011) was found to take a similar course. In this guidebook (it is noteworthy to mention that this guidebook is not intended for commercial purposes since it was recommended that it be distributed freely to students), the emphasis was mainly about three issues: 1) the historical developments of Arabic writing throughout the ages, 2) the characteristics of a 'good' researcher, and 3) how to access, collect, and analyze data, and how to 'print' the research paper and defend it (the last two issues feature prominently in Abu Slyman's guidebook as well). When the issue of the sections accompanying Master's and Ph.D dissertations was finally brought to light, the author had surprisingly 'skipped' tackling it by simply 'mentioning' that dissertations usually 'consist' of introduction, body, conclusion, and bibliography<sup>15</sup>. How these sections are realized in the Arabic context, and what are the intricate strategies that each discursive situation poses on their realization, and many other fundamental issues

that students encounter every day during the writing process of these sections were never discussed. The remaining writing guidebooks that I have consulted such as Salah and al. (2001) and Akeel (1999) were also found to follow similar writing instructions, choosing to discuss issues as varied as style, data collection, numeration, printing, etc. How Arabic academic discourse is rhetorically organized in different genres and/or subgenres, however, is never explained to these students.

From what has been discussed above, one may get the impression that, since Arabic writing textbooks do not incorporate a genre-based approach in the instructions they provide students with, the rhetorical organization of Arabic dissertations and their accompanying sections is rather ‘disordered’ and lacks a *shared* structural framework. Yet, as we have seen in section.3.2 (this chapter) while it is true that Arabic conclusions which Algerian students write *do* differ considerably from Bunton’s model (and the rest of the models available in the literature), their overall rhetorical realization is far from being ‘disorderedly.’ As the generic analysis of the 8 Arabic conclusions has clearly shown, these conclusions do actually ‘share’ a common structural organization. Generally speaking, Algerian students first introduce their research findings, and then, they proceed to fully present them. Having done that, they tend to ‘positively’ evaluate the author and/or literary work under investigation before they finally ‘wrap up’ their conclusions by means of supplications or prayers. Now *why* exactly this common sense order, I believe this can only be answered by further studies into the rhetorical practices common in Arabic academic communities since, as we have seen, research on these issues and text types are extremely rare, thus making any interpretations always short of precision. For instance, it would be interesting to conduct an ethnographic investigation on the Arabic writing classroom (including students, teachers, and

supervisors) to see how Algerian students are instructed about Arabic academic writings, the kind of writing materials that teachers use, and the nature of feedback supervisors offer to students during the writing of their theses and dissertations.

#### **4. Summary**

The main focus of the present chapter was to try and answer the question as to whether the overall rhetorical organization of Master's dissertations in literature which native students of English and Arabic write are similar or different, and if they are different, then, what are these differences and how can they be accounted for. To answer this question, 16 English and Arabic (8 each) conclusions were analyzed for their possible rhetorical moves using Bunton's model for HSS conclusions. The results have suggested that the two groups, though they may share many contextual factors, as far as the rhetorical realization of their conclusions is concerned, the differences are considerable. In the case of NSE conclusions, students were found to follow in the footsteps of Bunton's model, beginning their conclusions with an introductory restatement in which the study purpose or research hypothesis is restated. After that, the research findings and claims are consolidated, before possible recommendations for applications are suggested to the reader/examiner. Students are, then, free to either point out future research areas for improvements and/or conclude their conclusions by summarizing the main findings of their studies. However, Arabic conclusions were found to differ considerably from Bunton's model, and ultimately, from NSE conclusions as well. Algerian students 'prefer' to open up their conclusions by introducing their research findings briefly, before they are fully presented to the reader/examiner, using in most cases hyphenations instead of regular paragraphing system. Then, once the study results are laid bare, they tend to 'positively' evaluate the author and/or literary work under investigation for the

apparent purpose of reinforcing their significance and worthiness in the eyes of the reader/examiner or more likely, to manifest their admirations towards them. Finally, students proceed to ‘close’ their conclusions by means of prayers and supplications for God (Allah).

With the exception of the last strategy utilized in the Arabic conclusions, one possible explanation to these different organizations of the same section, the study suggested, can be attributed to the writing instructions that each group receives, though in the case of the Arabic group, given the paucity of studies on these intricate pedagogical issues, and the absence of clarity in the writing materials available to students, it was suggested that only further research on the rhetorical practices of Arabic students in general, and Algerians students in particular, can prove (or disprove) these claims.

The next (and final) chapter of this dissertation will analyze the rhetorical organization of Algerian EFL students’ literature conclusions, using, again, Bunton’s model as a framework for analysis. The main research question this chapter will attempt to answer—now that we know more about the rhetorical organization of English and Arabic (Algerian) Master’s conclusions—is for which of these two native groups EFL students’ realization most adheres to and why so. It is hoped that answering this important question will help both students and teachers of English better understand the rhetorical realization of this section in EFL context, the possible difficulties that may arise from overlapping rhetorical strategies, and particularly, this comparison, it is hoped, will raise EFL students’ awareness to the fact that since communicative effectiveness and conventions of English and Arabic conclusions differ, their rhetorical organization needs to be congruent with the demands to which their discourse community belongs to, in this case, English.

- 
- <sup>1</sup> David Bunton, 'Linguistic and Textual Problems in Ph.D and M. Phil Theses: an Analysis of Genre moves and Metatext' (Ph.D diss., University of Hong Kong, Hong Kong, 1998), 199.
- <sup>2</sup> David Bunton, 'The Structure of Ph.D Conclusion Chapters', *Journal of English for Academic Purposes* 4 (2005), 216.
- <sup>3</sup> Ibid.
- <sup>4</sup> Ibid., 217.
- <sup>5</sup> Ibid., 217-218.
- <sup>6</sup> Bunton, 'Ph.D and M.Phil Theses', 198-199.
- <sup>7</sup> Ibid.
- <sup>8</sup> Bunton, 'Ph.D Conclusion Chapters', 210.
- <sup>9</sup> Bunton, 'Ph.D and M.Phil', 207.
- <sup>10</sup> Abdulkhaleq Al Qahtani, 'A Contrastive Rhetoric Study of Arabic and English Research Article Introductions', (PhD diss., Oklahoma State University, 2006): 85-86.
- <sup>11</sup> Mohammed N. Al-Ali, 'Generic Patterns and Socio-cultural Resources in Acknowledgements Accompanying Arabic Ph.D Dissertations', *Pragmatics* 20 (1) (2010): 20.
- <sup>12</sup> Vijay K. Bhatia, 'Critical Reflections on Genre Analysis', *Ibérica* 24 (2012): 18.
- <sup>13</sup> Anis Bawarshi and Mary Jo Reiff, *Genre: An Introduction to History, Theory, Research, and Pedagogy* (West Lafayette, Indiana: Parlor Press, 2010), 195.
- <sup>14</sup> Abed el Wahab Abu Slymane, 'Writing a Research Paper' (Riyadh: Al-Rushd, 2005), 215.
- <sup>15</sup> Mohammed Khene, *The Methodology of Scientific Research: According to LMD System*, (Biskra: n.p., 2011), 48.

## Chapter Four: Analysis of Algerian EFL Master’s Conclusions

### Introduction

As stated at the end of chapter three, chapter four will analyze the rhetorical organization of Master’s conclusions in literature as produced by Algerian EFL students, using Bunton’s model for HSS conclusions. For this undertaking, eight conclusions were selected from Master’s dissertations submitted to the University of Bejaia in partial fulfillment of Master’s degree in English literature and civilization. The results of the analysis are showcased in table.4.1.

**Table.11 Move Structure of Algerian EFL Students *Conclusions***

Eng.Concl N#	Move structure	Number of sentences for each move					Total
		Move.1	Move.2	Move.3	Move.4	Move.5	
EFL.Concl.1	1-2-5	3	81	0	0	6	88
EFL.Concl.2	1-2-5	4	27	0	0	6	33
EFL.Concl.3	1-2-1-2-5-1	15	62	0	0	8	85
EFL.Concl.4	1-2-5	5	12	0	0	3	20
EFL.Concl.5	2-5	0	13	0	0	3	16
EFL.Concl.6	1-2-5	5	29	0	0	4	38
EFL.Concl.7	1-2-5	4	17	0	0	1	22
EFL.Concl.8	1-2 -5	5	26	0	0	5	36
Total		41	267	0	0	36	342
Percentage		11.98%	78.07%	0%	0%	10.52%	100%

### 1.1. Overview of the Findings

Following the results of the analysis showcased in table.4.1, it is possible to make three initial observations regarding the generic organization of Algerian EFL students’ conclusions. First, as far as the overall rhetorical organization is concerned, Algerian EFL conclusions in literature did not conform *entirely* to Bunton’s model. While students were found to utilize three rhetorical moves, out of five, which the

model recommends, the nature of this utilization has ‘favored’ moves over others. For instance, of the three moves identified here, only two of them had shown congruity with Bunton’s model in terms of status, i.e. Move.1 and Move.2; the third rhetorical move employed being Move.5, supposedly the least to be expected in conclusions, whereas other moves such as Move.3, *Practical Implications and Recommendations*, though highly recommended and deemed cardinal for the realization of a ‘good’ dissertation conclusion, was found to receive a ‘zero’ use by Algerian EFL students. Second, as regard to rhetorical function, the three moves employed were *minutely* correspondent to Bunton’s characterization. Accordingly, whenever students had made use of Move.1, it was exclusively to ‘restate’ the purpose and/or hypothesis of their studies (the case of EFL.Concl.3, however, is special as the analysis will show shortly after), Move.2 was used to ‘consolidate’ the research findings, claims, and the study method/theory, and Move.5, following Bunton’s conceptualization of a Concluding Restatement, was found to summarize the major research findings and claims. And finally, as table.4.1 also shows, and with the exception of EFL.Concl.3, all seven conclusions analyzed in this study have shown no inclination to cyclicity: the arrangement of the three moves, as we can see, has followed a linear ordering. Interesting in the Algerian EFL corpus, however, is the identification of ‘new’ steps that do not necessarily appear in Bunton’s model for HSS conclusions. These steps were detected in EFL.Concl.3, one of the two longest conclusions in the entire study corpus, and they were the reason *why* Move.1 and Move.2 had been cycled.

## **1.2 Analysis of the Rhetorical Moves of Algerian EFL Conclusions**

In the following section, we will now see in more details how the above stated claims were made, particularly, how Algerian EFL students have utilized the three

moves identified in their corpus in order to realize their literature conclusions and how this utilization has conformed to a degree with Bunton' model. Examples are provided, followed by comments and explanations whenever necessary.

### **1.2.1. Introductory Restatement**

As it was explained in section.1.2.1, in chapter three, in terms of identification, the Introductory Restatement move is the easiest one: It either appears at the beginning of the conclusion or it does not appear at all. Moreover, it was also revealed that its cyclical nature is primarily conditioned by its utilization at the beginning: If it was not used as such, then, it cannot be reused. As regard to its rhetorical function, the Introductory Restatement, more than any other move, helps the writer 'revisit' his/her research purpose and/or initial research hypothesis, which, by the time the reader/examiner has arrived at the concluding chapter, are already a distant memory in their minds. Accordingly, this move serves the important role of 'connecting' the conclusion with the rest of the dissertation, particularly with the more prominent sections such as the Introduction. In Bunton's model, Move.1, as we have seen, is assigned one specific function, (that is to restate the purpose or hypothesis or gap/niche). However, following the 'new' steps identified in EFL.Concl.3, and to which I will be returning in more details later, it is possible to say that the 'restating' function of Move.1 is not entirely confined to the purpose of the study or its driving hypothesis. Rather, it can go as far as to cover the reasons of 'the choice of research topic' and/or 'the research difficulties' encountered as well.

In the Algerian EFL corpus selected for this study, the Introductory Restatement was found to occur in seven, out of eight, conclusions, thus confirming its apparent 'obligatory' status for Algerian EFL students. In total, it has comprised

11.98% of the entire corpus, coming in the second place, and behind only the usually longer Move.2. Its utilization, as the following examples will show, and with the exception of EFL.Concl.3, was found rather very brief and straightforward, coming always at the beginning of the conclusion, and spanning, in most cases, the first paragraph only before it completely disappears from the text. The linguistic signals that have triggered the function of the moves are put in bold in the following examples.

**Ex.1:** Throughout the course of my dissertation, I **have aimed** to demonstrate that domestic violence is a result rather than a cause and thereby stress its vicious circle. Therefore, I **have attempted** to disclose the circumstances which lead and push to knit the act of aggressiveness and oppression...

This is the opening paragraph of EFL.Concl.1. The writer of this conclusion has opted, from the onset, to 'restate' the aim of her study, using the same linguistic signals as recommended by Bunton, represented in the use of the action verbs 'aim' and 'attempt' in their present perfect forms. This tense, as stated earlier, is particularly suitable for the rhetorical function of Move.1 as it allows the writer to refer to an action that has already been performed in the past but which has only been completed in the present time. Moreover, and similar to the remaining seven cases analyzed here, the writer of this conclusion does not cycle Move.1 (or any other move of her conclusion): in most cases, the moment the first paragraph ends and the second paragraph begins, Move.1 disappears from the text. Likewise, Ex.2 reveals similar strategic realization:

**Ex.2:** Throughout this work, **our objective** was to establish the presence of the social dilemma in *The Crucible*. The seventeenth century Puritan in America witnessed an era of undistinguished behaviour. Arthur Miller's going back to the heart of Salem's hard time and even his stretching things are mainly to tell the truth. This dissertation **has tended**

to **divulge** the social disturbances of the puritan community at that time urged by the strict credos fervently fed and the American society of the 1950s which consisted of social and political disturbances as well.

Once again, in this example, (taken from EFL.Concl.6), we notice the same linguistic signals that usually trigger the rhetorical function of Move.1: ‘our objective’ and the action verb ‘tend’ in its present perfect form. The writer in this conclusion, like its predecessor, does not make use of any cycles: and though his Introductory Restatement spans paragraph one and the beginning of paragraph two, the moment he shifts his rhetorical attention to consolidate his research claims and method, Move.1 disappears and never recurs.

The third example that I will give regarding the conformity of Move.1 which Algerian EFL students have utilized with Bunton’s model is taken from EFL.Concl.3. This selection is particularly interesting since the two new steps identified in this corpus were found to be used in this conclusion. Additionally, the Introductory Restatement of this conclusion, while it did follow Bunton’s characterization, it did not, however, come right at the beginning; that position is preserved for another kind of a statement as Ex.3 shows:

**Ex.3:** History is full of extreme situations where human beings had undergone many severe and difficult experiences such as wars, slavery, earthquake, and tornados... All these examples were in certain situations the stimulus and the reason why human mind gave birth to some literary works. Some of them translated pain and suffering of certain minorities into well-known masterpieces. Toni Morrison’s *Beloved* and Suzan Abulhawa’s *Mornings in Jenin* are two different novels, written by two women about and for two distinct groups of people. *But the differences between these two masterworks are so obvious and this is not my research work’s aim.*

Having said that, the writer in this conclusion proceeds directly to announce the purpose of his study in paragraph two, as Ex.4 shows:

**Ex.4:** This dissertation **has aimed** at establishing the parallels between Morrison's and Abulhawa's works. I **tried** to look beyond the main differences and to **find out why** the two books are alike... In addition, I **have tried** to highlight how the past, the present, and the future are so tightly related and reshaped through the role of remembering.

Now a quick reading may suggest that Ex.4 could have sufficed as the Introductory Restatement of EFL.Concl.3. Yet, as Ex.3 shows, the writer, instead of announcing his study purpose at the beginning of his conclusion by means of using Ex.4, he 'preferred' to first introduce the topic in a general way, writing, as he did, about how literary 'masterpieces' are usually inspired by the 'pain and suffering' that 'extreme historical situations' and events (such as wars, slavery, etc.) incur on the 'human mind' and imagination. Then, in order to exemplify and reinforce his 'claim', he went on and cited two literary works whose inspiration was the results of such extreme historical conditions (slavery in America and the Palestinian-Israeli conflict). These two examples happen also to be the subject-matter of comparison in his dissertation. The interesting part in Ex.3, however, is the last sentence employed to conclude the opening paragraph of EFL.Concl.3. I have chosen to italicize it in order to foreground its significance and particularly, its 'role' in triggering the rhetorical function of Move.1 as being an introductory restatement and not something else. This sentence, more than any of the fifteen (15) sentences that comprised Move.1 in this conclusion, has best exemplified how an Introductory Restatement can be successfully achieved by using the 'Gap/niche' step that Bunton's model recommends. Now from this example, it is easy to see how this strategy is performed; and it was this exact type of sentences that Algerian students of Arabic literature have failed to incorporate in Ara.Concl.2, 5, and 6, thus missing

the ‘restating’ function which their introductory statement could have likely achieved (see section.2.2.1, in chapter three).

It is noteworthy that, in addition to the identification of new steps in this conclusion (see section.1.2.3, below), the use of Move.1 in this particular case has demonstrated a ‘peculiar’ aspect in its cycling, coming, surprisingly, at the end of the conclusion, thus displacing Move.5 from its ‘fixed’ rhetorical position, as table.4.1 shows. While this might be a peculiarity of this particular conclusion, or a lack of attention from the writer, since the dissertation has been approved, this move remains where it is and cannot be omitted. Observe Ex.5:

**Ex.5:** My dissertation’s **aim was** to find order out of chaos in two literary works, one written by a well known Afro-American writer and the second by an Arab-Palestinian writer. Through all the similarities that have been mentioned, I can say that the two communities represented in the two books are eternally bound.

Now it was not possible to consider this example as a concluding restatement since 1) its rhetorical realization is obviously that of an introductory restatement, and 2) the writer, before using this move in that particular position, he had clearly ‘summarized’ the main research findings and claims of his study, thus Move.5, as we know it, was conventionally used. Yet, this does not explain why Move.1 should be cycled at the very end of this conclusion. In my opinion, there might be one ‘logical’ explanation to this. As I said in the methodology section when I described the corpus of this study, EFL.Concl.3 is one of the two longest conclusions in the entire corpus, comprising seven pages in total. Ultimately, this use might be seen as an attempt or need to ‘actualize the purpose of his study again so as to remind the reader/examiner

what the dissertation was all about for one last time; after all, a seven pages conclusion might be quite ‘too much’ for a Master’s dissertation’ purpose.

### **1.2.2 Consolidation of Research Space**

The Consolidation of Research Space move was the second rhetorical strategy that Algerian EFL students had used in order to realize their literature conclusions. This move was found to occur in all eight conclusions analyzed here, thus confirming its ‘obligatory’ status for these students. Moreover, as table.4.1 shows, it has comprised a massive percentage of 78.07% of the total EFL corpus, an expected figure given the high number of steps associated with its rhetorical realization and the complete absence of two other important moves (Move.3 and Move.4). Similar to Move.1, *Consolidation* was found to show some ‘divergence’ from Bunton’s conceptualization as a result of EFL.Concl.3. However, as regard to function, and in all eight cases, Algerian EFL students had made use of it to exclusively consolidate the findings and claims of their studies, in addition to discussing their research methods and/or theories. The main difference Move.2 has demonstrated with Bunton’s model is that, given its ‘large’ size in comparison with the rest of the moves and the multiple steps that contribute to its realization, students are always advised to use cycles to help ‘distribute’ it to different parts of the conclusion instead of ‘cramming’ it in one single position. Yet, as the table above shows, no such recommendation was carried out by Algerian EFL students: with the exception of EFL.Concl.3, Move.2 had a ‘fixed’ position in the text, coming, as we can see, always between Move.1 and Move.5.

As regard to the steps used to actualize Move.2, most of the strategies that Bunton’s model proposes were found to exist in the EFL corpus, except ‘Question-

raising' and 'Limitation' steps. However, given the high number of steps associated with this move (a dozen or so), the present section will exemplify only the three main steps, i.e. 'Findings/results', 'Claims' and 'Method/theory' utilized by these students.

Steps	Number	Rate
Findings/results	29	100%
Claims	54	100%
Method/theory	22	75%
Ref. to previous literature	3	37.5%
Explanation	29	100%
Information	4	12.5%
Significance	0	0%
Limitation	0	0%
<i>Research difficulties</i>	3	12.5%

Table.12 Steps in Move.2 as found in Algerian EFL Conclusions

The analysis has revealed that Algerian EFL students pay a great deal of attention to consolidating their research findings. This step was performed using an array of linguistic signals, represented in verbs such as 'identify', 'reveal', 'disclose', 'find', 'demonstrate', 'decipher', 'figure out', and 'fathom out' etc. The following two examples, taken from EFL.Concl.1 and EFL.Concl.3 respectively, demonstrate how some of these verbs are used to do so:

**Ex.7:** Through analyzing domestic violence in the two novels, I **demonstrated** the roots of subjugation in the African and the Afro-American families and communities. Thereby, I **figured out** that racism was one of the major causes which contributed to the violent construction of the abusive characters' psyches in the two novels. Hence, the seeds of the inferiority complex which were planted by racist stereotypes developed in...

This example, like the rest of the examples identified in the EFL corpus, tend to make a frequent use of this kind of verbs. Moreover, these verbs are always used in

their past simple tense. It may seem that, as far as the business of ‘highlighting’ one’s research findings is concerned, the present perfect tense might be a much suitable choice since, unlike any other tense, it helps actualize past actions into the present time. However, what the past tense performs, which the present perfect cannot do, is that using it allows the writer to give the impression that the action performed (in this case, the findings obtained), are ‘finished’ and cannot be ‘changed’, thus apparently giving more ‘weight’ and ‘authority’ to the research findings. Now observe Ex.8:

**Ex.8:** From the analysis, I **identified** the two chaotic systems in *Beloved* and *Mornings in Jenin*, which are fictional and literary worlds in which the characters evolved; in other words, it is the development of the plot and the characters in each books. Then, I **identified** the small change in the initial conditions that are applied in these chaotic systems and provoke the butterfly effect. In *Beloved*...

Similar to Ex.7, the writer in this example has made use of the verb ‘identify’ in the past simple form in order to highlight what he has identified by using a particular literary theory (chaos theory). The rest of the sentences that have triggered this step were found to follow the same pattern of realization, using the verbs listed above, always in the past simple tense to actualize Move.2

The second major step that Algerian EFL students have employed is that of ‘Claims.’ Characteristic of these claims is that they tend to be ‘strong’ or ‘overt’, resulted from the use of very little hedging devices, a procedure that is generally not advisable. Following are two more examples, taken from EFL.Concl.7 and EFL.Concl.6 respectively:

**Ex.9:** The trilogy **can be** considered a semi-autobiographic can literary work... Each voice in it corresponds to the playwright’s past experience, and the Mannon family members represent O’Neill’s own family. **In fact**, the trilogy **can be** reviewed as a literature of trauma regarding the

playwright's obsession with personal traumatic of his family members, and which inspired him to interpret it in an artistic literary production. **Besides**, O'Neill blends literature and personal biography to give the play a realistic background.

In this example, the student, as we can see, has presented his claim about the causal relationship between playwright Eugene O'Neill's *Mourning Becomes Elektra* and his own family as what can be termed a 'scientifically' proven truth or 'fact.' The degree of certainty that Ex.7 demonstrates is 'high', and is revealed by the use of the modal verb 'can' in the present simple tense (instead of could, might, it is possible, etc.) and the prepositional phrase 'in fact.' Now whether or not this is the exact case of O'Neill's play, students making these strong and 'overconfident' claims risk the chance of being misunderstood, or in other cases, this can result in 'contradictory' effects, causing their claims to appear rather 'shallow' and vulnerable, thus becoming easily dismissed. The second example, Ex.10, also reveals the same attitude of Algerian EFL students towards their claims:

**Ex.10:** Miller's realistic portrayal of the social hardships set upon individuals and what can be generated from the misleading of its institutional settlements. He **did** reveal the injustice of the personal affairs of some to save themselves to the detriment of innocent souls that suffered wild consequences. As established through the two characters of John Procter and Samuel Parris,...

The third major step that Algerian EFL students have employed, as I said earlier, to realize Move.2 is 'Method and/or 'Theory.' In Bunton's model, 'Method' is considered as cardinal whereas 'Theory' as merely optional. However, and following the observations made in section.1.2.2, in chapter three, Bunton's model, after all, is not exclusively recommended to the narrower literature conclusions. Rather, it is designed to cover the writing needs of the broader HSS conclusions. Accordingly, it

was revealed that, as far as literature conclusions are concerned, it might be possible to ‘reverse’ the statutes in Move.2, where many optional steps such as ‘Theory’, ‘Information’, and/or ‘Explanation’ could be legitimately considered as cardinal.

Ex.11, from EFL.Concl.3 exemplifies how ‘Theory’ step is realized:

**Ex.11:** The second comparison between the two books was approached through **psychoanalysis**, analyzing the main characters. This **theory** has **proved** to be **the most appropriate** to study the main characters because it is the one that **helped** me explain and compare between the main characters’ journeys into their painful past. In addition, it **provided** me with the vocabulary that was used to name some characters’ behaviour. The first common psychological characteristic in *Beloved* and *Mornings in Jenin*’s main characters is the repression of the past...

Since ‘Theory’ step is considered optional in Bunton’s model, it has received meager attention in his analysis (the same thing can be said about the rest of the optional steps of Move.2). Consequently, very little is known about its rhetorical characteristics or the general pattern its realization follows in conclusions. Nevertheless, from what appears in the analysis of the EFL corpus, it is possible to say that one main use of it centered on evaluating ‘positively’ the theory adopted for the research, rather than summarizing its application method or historical uses and developments, for instance (the two main characteristics that are usually found in the review of literature section when the research theory is tackled). This ‘positive’ evaluation, as Ex.11 clearly shows, is manifested in the student’s use of verbs such as ‘prove’, ‘help’, and ‘provide’, in addition to the adjective ‘appropriate’ in the superlative form. One possible explanation for this distinct utilization might be ascribed to the influence of the communicative purpose of conclusions. Students writing about their research theories in this evaluative tone are probably meant to ‘highlight’ the significance, and particularly, the ‘reliability’ of the theory adopted,

and therefore, that of the research findings and claims (whose obtainment was the result of the adopted theory). As we have seen in section.3, in chapter one, the principle of highlighting research findings, claims, applications, and/or recommendations (and sometimes future research areas too) is at the heart of a ‘good’ conclusion’s rhetorical function in the entire dissertation.

### 1.2.3. The Concluding Restatement

The third and last generic move that Algerian EFL students had employed is Move.5, the *Concluding Restatement*. As I have mentioned earlier, Move.5 was the only move that did not conform to Bunton’s model in terms of status. The literature tells us that, although the chances of coming across a concluding restatement in HSS conclusions are probable, in reality, this rhetorical practice is extremely rare. However, in the case of the Algerian EFL corpus examined here, all 8 conclusions were found to incorporate this supposedly ‘optional’ move, even surpassing Move.1, as it was only used in seven cases. The interesting aspect in this utilization is that, while the move status might seem to contradict Bunton’s model, the rhetorical function of Move.5 as used by Algerian EFL students was minutely correspondent with it. In all cases, and with the exception of EFL.Concl.3, it had shown no particular divergence. Moreover, as table.4.1 shows, in seven, out of eight cases, it had occupied its usual position in the text, that is, the end of the conclusion, and in all cases, it was found to display no cyclical features. Observe Ex.12:

**Ex.12:** In this dissertation, we **have shown** the awareness of Christopher Marlowe and Oscar Wilde of the existence of a kind of

malaise in both the Elizabethan and Victorian societies. This is mainly **illustrated** through their interpretation of their characters' personalities. Each of the protagonists' tires to surpass his humanness through attaining perfection, but at the end all their efforts led them to eternal damnation.... Ultimately, we **conclude** that human beings cannot go against Nature's laws neither can they transgress God's will.

This example is from EFL.Concl.2 and it is taken from the last paragraph, to be accurate. As we can see in table.4.1, this move comes right after Move.2: neither implications and/or applications are being recommended, nor are future research areas being pointed out, in between. Instead, the writer, having consolidated her research findings and claims, proceeds directly to 'wrap up' her conclusion (and practically, her dissertation as well) by means of 'reiterating' the main points her study has uncovered. This is achieved by the use of action verbs such as 'show' and 'conclude' at the beginning and the end of the paragraph respectively. For a concluding restatement, and unlike the introductory restatements, verbs are generally conjugated in the past simple tense; however, in the case of Algerian EFL conclusions, the tense that has dominated this move was found to be the present perfect. Of the eight conclusions analyzed in this study, only two of them (EFL.Concl.5 and EFL.Concl.6) were found to use the more 'appropriate' past simple tense to realize Move.5; the six remaining cases had all opted for the present perfect. Now whether this is 'rhetorically' correct or incorrect, these kinds of assessments rarely find their ways into genre analytic studies of academic and professional discourse, where the main concern is on the rhetorical organization, rather than on 'stiff' syntactic correctness (Swales, 1990; Bhatia, 2004). Nevertheless, these common 'errors' might be easily overcome by writing instructions that include information on not only how moves are rhetorically realized, but also how they are syntactically realized. I say 'errors' because students at this

advanced level have supposedly a greater command of their syntactic skills, which means that these mistakes are merely the result of a lack of ‘awareness’ of the appropriate tenses particular moves demand, rather than the use of tenses in general.

Another example, taken from EFL.Concl.6, shows this time how the past simple is appropriately used to realize Move.5 in this conclusion:

**Ex.13:** In this dissertation, we **showed** the attentiveness of Arthur Miller in describing the disorder breaking down society. He **wrote** *The Crucible* in a scoop marrying two periods alike in their features; and the rise of tensions with no embarkation on a flat space **helped** him fashion a tragic story telling realities...**Therefore, we can say at the end** that Arthur Miller’s *The Crucible* is really a replica of the American social dilemma.

This example shows best how the past simple serves better the rhetorical function of Move.5. The writer in this conclusion, in using the past simple, was able to distinguish the concluding restatement of his conclusion from the rest of the moves. Indeed, had the linguistic signal ‘conclude’ not been used in Ex.12, it would have been difficult to decide on the its rhetorical function in the text as it can easily serve the role of opening statement of Move.2, or in extreme cases, it might as well serve the role of an introductory restatement in the form of ‘Gap/niche’ step. As it is, in shifting the tense at the beginning of his conclusion from the present perfect (Ex.2) to the past simple at the end, the writer of EFL.Concl.6 was better able to make the transition from ‘having still more to say’ in Move.1 to ‘having nothing more to say’ in Move.5, thus successfully concluding his conclusion in general and his dissertation in particular.

#### **1.2.4 The Identification of New Steps in Algerian EFL Conclusions**

As I said at the beginning of this chapter on reviewing the findings on Algerian EFL conclusions, the interesting aspect about this corpus is the identification of ‘new’ steps that did not appear in Bunton’s extended model for HSS conclusions. These were all detected in EFL.Concl.3. The analysis of these steps has proven rather difficult, particularly when I came to decide on what rhetorical move they might serve. Accordingly, and following in Bunton’s advice, I went on and analyzed both the introduction and review of literature sections where these steps were supposedly first employed. The analysis has shown that, though these steps have utilized the same strategy of realization, that is, to ‘restate’ a particular action, (instead of consolidating, recommending, etc), their rhetorical functions were found to serve two different moves, i.e. Move.1 and Move.2.

**Ex.14:** My choice was to study Tony Morrison’s *Beloved* and Suzan Abulhawa’s *Mornings in Jenin* since on the one hand both are historic fiction, mainly about and for their respective communities. On the other hand, they are so original by openly adopting a new way of expressing their opinions, and which is distinct from the same kind of writers that who have dealt with the same subject, slavery and Israeli-Palestinian conflict. They bring to light...

This is the first example that did not fit in Bunton’s model. In this case, the writer, having restated the purpose of his study (see Exs.3 and 4), should have normally proceeded to consolidate his research space. However, what followed the two long paragraphs that comprised Move.1 is another ‘longer’ paragraph where he apparently referred to the reasons why he first ‘chose’ to study these two novels (Ex.14). A closer reading of the introduction section has revealed that this student had already mentioned this issue in his dissertation, as Ex.15 demonstrates:

**Ex.15:** I chose these two literary masterpieces because in each new page and new corner we have this chaos which is beautifully described

band which reveals itself through a large display of characters, but also through the role of time, especially the past... In *Beloved*, we are faithfully immersed into a black female character's life named Sethe... In *Mornings in Jenin* too, we are openly and powerfully absorbed by Amal's iron marked fate, and the one shared by millions of Palestinians around the world...

As the two examples above show, both express the writer's initial reasons for choosing to compare these two literary works such as originality, excessive depiction of chaos, and the 'painful' past the two authors share, etc. Swales proposed that, since this step is not uncommon in introductions, it would be preferable to name it 'Inspiration for topic'<sup>i</sup> in conclusions too, a name I shall retain. However, what Swales does not answer is what rhetorical move it is intended to serve? According to Bunton, given the fact that this step revolves around the 'work carried out' in general and particularly, since it is directly related to the purpose of the writer, it might be convenient to list it under Move.1.<sup>ii</sup> Now observe the second example that did not fit in Bunton's framework as well:

**Ex.16:** It was not easy to compare between these two powerful works; however, I had finally understood why and how both the institution of slavery and the Israeli-Palestinian conflict had been a source of inspiration to generations of writers... **It was really challenging**, especially when I came to deal with *Mornings in Jenin* as a recent work and about which very few criticism was provided.

This example comes right after the end of the third paragraph which comprised 'Inspiration for topic' step in Move.1. As we have seen, in Bunton's model, none of the moves and their accompanying steps that he has proposed refers to the writer's mentioning or 'restating' of his/her 'Research difficulties' as Swales proposed to call it (a name I will also retain). In the piece of advice that I have received from Bunton regarding the analysis of these three intricate steps, he suggested that such

uncommon rhetorical practices in conclusions can be better understood tracking them where they were frequently used; in the case of Ex.16 (and Ex.18), he pointed out the Methodology section. However, EFL.Concl.3 does not include such a section: it is mainly divided into three chapters. The first chapter provided detailed biographies of the two authors investigated, and the books' major settings; chapter two discussed these two works through the lenses of psychoanalysis, whereas the third and last chapter tackled them using chaos theory. The only place where the writer had alluded to 'research difficulties' was in the introduction, and precisely speaking, in 'Reference to previous literature' step, when he came to review the second selected book, *Mornings in Jenin*, where he justified the lack of literary criticism about it in his study to the fact that the book was recently published, as Ex.17 shows:

**Ex.17:** As it is clear, all the major criticisms cited above are about *Beloved* because it has largely been studied from its publication in 1987. Concerning *Mornings in Jenin*, there is no notable literary criticism that is available, because it has not been studied yet, since it is first published in 2007, and then, in 2010.

It is easy now to see that Ex.16 is actually a 'restatement' of Ex.17, the latter also known in the literature of introductions as 'Research difficulties' step. Yet, although it has incorporated a characteristic that is typically associated with Move.1, Bunton suggests that, since the main concern in Ex.16 is on the research methodology in general, it would be appropriate to consider it as a variation or a 'sub-step' of the 'Method' step, meaning that 'Research difficulties' should be listed as serving Move.2. The same thing can be said on Ex.18:

**Ex.18:** What helped me to persist in using chaos theory is the fact that both *Beloved* and *Mornings in Jenin* bring to light how characters are immersed in the same causes which give birth to different reactions...

Similar to the case of Ex.16, Bunton proposed that this example, too, could be considered as a ‘sub-step’ of ‘Theory’ step, and be listed under the more overarching Consolidation of Research Space move, since the main concern is the ‘theory’ being applied.

### **1.3 Comparisons and Discussion**

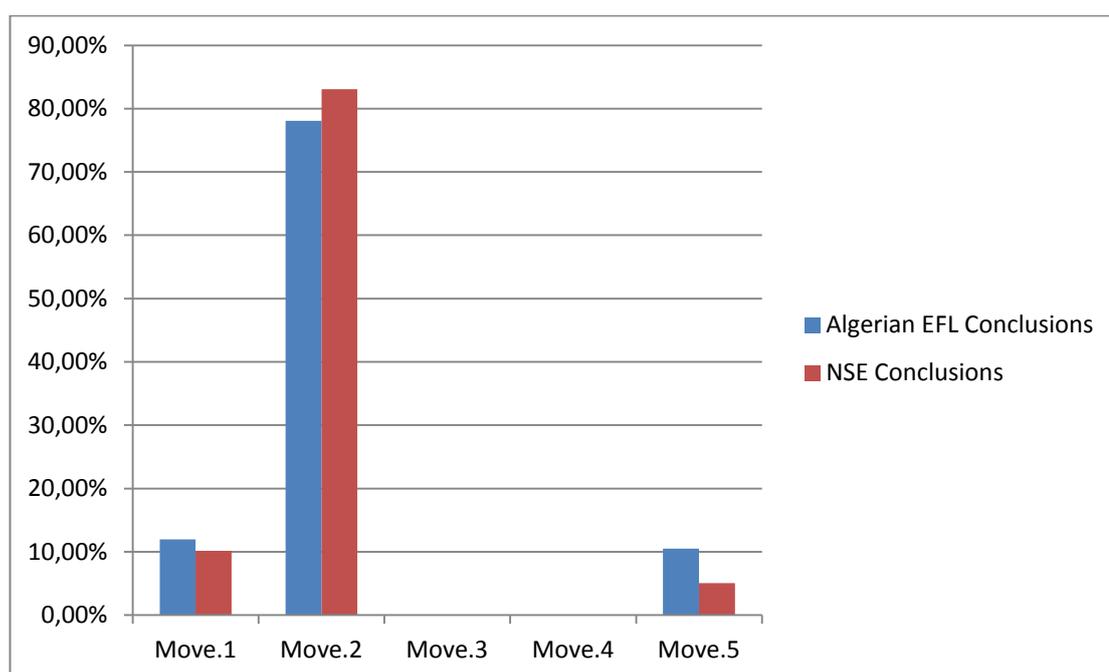
Following the insights provided by the analysis of the Algerian EFL conclusion above, it is possible to turn to the third main interest of this chapter, which also happens to be the third main question of this dissertation, that is, as far as rhetorical organization is concerned, to which of the two native groups examined here do Algerian EFL conclusions subscribe the most and why. As I explained at the end of chapter three, I will first begin by comparing Algerian EFL conclusions to the NSE conclusions, the similarities and differences will be highlighted and accounted for, and then, I will compare them to the second group examined in this study, the Master’s conclusions that Algerian students of Arabic literature write, again the similarities and differences will be highlighted and explained as well. Finally, chapter four concludes with a summary of the findings obtained both from the generic analysis of the Algerian EFL conclusions and the comparisons with the two native groups.

#### **1.3.1. Comparison with the NSE Master’s Conclusions**

In chapter three, the generic analysis of the NSE literature conclusions has revealed that these conclusions had conformed to a *large* extent with Bunton’s model for HSS conclusions. This conformity, as we have seen, includes both the rhetorical preferences of these students and the function of the moves utilized therein.

Accordingly, NSE literature conclusions were found to *generally* begin with a brief statement where the purpose of the study is being restated. Then, students would *always* proceed to consolidate their research findings and claims before possible implications and/or application are being recommended to the reader/examiner. From that level on, NSE students—always in line with Bunton’s model—appear to take a greater amount of liberty as to whether or not they might point out future research areas and/or ‘wrap up’ their conclusions by means of summarizing the major study results. In the case of the Algerian EFL conclusions, it is possible to say that, following the insights outlined previously in this chapter, Algerian EFL students’ organization differs to *some* extent from Bunton’s model, and ultimately, from that of the NSE conclusions (Figure.4). It is true that, with a few exceptions, the rhetorical function of the moves that these students had used to realize their concluding chapters was found to be *minutely* correspondent with Bunton’s model. For instance, similar to the NSE students, Algerian EFL students were found to open up their conclusions with a brief introductory restatement of the study purpose, using the same linguistic signals that Bunton has recommended for Move.1. Additionally, both the realization of Move.2 and Move.5 were largely congruent with this model as well. However, the differences between the two groups are also persistent, and at times, intriguing and stark. Unlike NSE students, their Algerian EFL counterparts were found to make no particular use of the findings which their studies have unraveled in the sense of recommending possible implications and/or applications for their readers. This move, i.e. *Practical Implications and Recommendations*, though it has received a significant amount of attention from the NSE students, where it has comprised 18.06% of their conclusions, and ranking second only behind the usually longer Move.2, in the Algerian EFL corpus, it was practically non-existent. Instead,

it was Move.5, the *Concluding Restatement*, which reigned supreme over the choices of these students, being present in all eight conclusions, thus replacing, or more correctly, eradicating Move.3. This choice, as the analysis has shown before, goes against that of the NSE students (and Bunton’s model), where closing their conclusions by means of a brief summary of the major study findings and claims was found to be the last strategy they might think of using.



**Figure.4** The distribution of moves between Algerian EFL and NSE Conclusions

In addition to differences in some rhetorical choices and preferences, the arrangement of the moves that these two groups have used is also different. In the eight literature conclusions that comprised the NSE corpus, the analysis has found that all the five generic moves in the model were used, though to varying degrees. The interesting feature in this utilization, however, is that, in most cases, their arrangement did not ‘ideally’ follow the model, but confirming to what the literature tells about conclusions, it has come through a series of cycles, in which moves were being used and reused for a second and a third time, particularly, in the case of

Move.2, *Consolidation of Research Space*. This feature did not appear in the Algerian EFL corpus. As we have seen earlier on in this chapter, although the analysis has produced no more than three rhetorical moves, and with the exception of one particular case, none of the seven conclusions has demonstrated any signs of cycles: students were found to open up this section with a brief introductory restatement of the study purpose, followed by a ‘detailed’ consolidation of their research findings and claims, and then, they conclude by a short summary of the main study results. And even in the one exceptional case where the cycling phenomenon has taken place (EFL.Concl.3), it was largely the result of new steps that were not originally found in Bunton’s model. Interesting enough, what these two groups have in common (in addition to the rhetorical function of the moves) is that none of them has shown any ‘tendency’ to point out future research areas for their fellow student researchers. It is true that, in Bunton’s assessment, this strategy is ‘optional’ and therefore, its appearance in the concluding chapters of HSS theses and dissertations is not frequent. However, while the NSE students, being apparently conscious about the existence of such a move, had made a use of it, though, again, in the way that Bunton recommended, since no particular attention or effort was put into it, having comprised no more than 5.28% of the entire NSE corpus, in the case of the Algerian EFL conclusions, this move did not exist at all, having received a ‘zero’ use.

### **1.3.2. Comparison with the Arabic Master’s Conclusions**

In the previous comparison, it was suggested that the Algerian EFL conclusions, while they might share some affinities with the NSE conclusions, their overall rhetorical organization is found to be different in some other important respects as well(Figure.4). The nature of these differences is *primarily* ascribed to the

choice of moves that each group has 'opted' to use in order to realize this particular section of their dissertations. Interestingly, these differences become even more intricate and profound in comparison with the conclusions that Algerian Master's students of Arabic literature write. As we have seen in chapter three, one of the 'boldest' findings (or claims) that the generic analysis of these conclusions has revealed is that Bunton's elaborate model for HSS conclusions is 'not applicable' to their organization to the extent that a new framework was proposed to help explain, albeit partially, the unique rhetorical strategies which Algerian students had followed while composing this part of their dissertations. Consequently, both the overall rhetorical organization of these conclusions and the function of the moves used therein had shown a distinctive, though shared, rhetorical patterning. Generally speaking, Arabic conclusions begin with a brief introductory statement where the findings are first introduced to the reader before they are fully presented. This presentation, in itself, is so unique that it did not conform to any model on conclusions the literature has yet to offer, coming, in most cases, in the form of short, hyphenated segments or 'notes.' Then, students usually proceed to evaluate 'positively', or rather praise the author (or literary work) under investigation before the conclusion is finally wrapped up by means of religious prayers or some other form of supplication. Now the interesting aspect about this comparison is that, though the Algerian EFL students share both the same cultural (and linguistic) background with these students, their conclusions, both in terms of organization *and* realization, differ *significantly*, if not *almost* radically altogether. As it is, far from introducing any research findings at the beginning of their conclusions, the Algerian EFL students have 'preferred' to restate the purpose of their studies instead; and far from using any form of hyphenations (or numerations), their presentation of research

findings and claims has taken the form of regular paragraphing system. But most importantly, though both groups have apparently deemed this an ‘obligatory’ procedure, the Algerian EFL students, far from incorporating any form of religious expressionism, have closed their conclusions by simply summarizing the main research results.

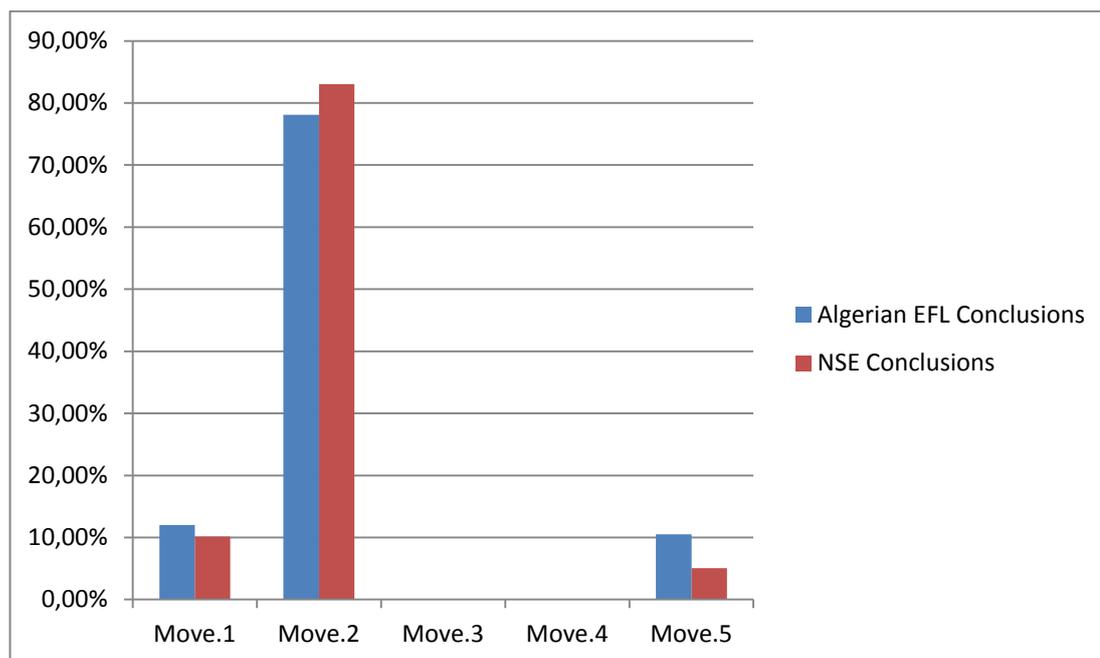


Figure.5 The distribution of moves between Algerian EFL and Arabic Conclusions

This does not mean that the differences between them are absolute, however. Like I said, one common denominator between these two groups of students is a *shared sense of choice* regarding which generic moves actually serve ‘best’ the communicative purpose of conclusions. In both corpuses, a concluding strategy of some kind or another was apparently deemed an ‘obligatory’ or cardinal procedure for the organization of Arabic and Algerian EFL Master’s conclusions in literature. In addition to that, both groups have demonstrated the same ‘non-pragmatic’ attitude towards the findings their studies have uncovered. As table.3.2 and table.4.1 showed, none of the 16 cases analyzed here had appeared to make any recommendations

about possible implications and/or applications for the reader/examiner: the moment the consolidation is completed, the rhetorical attention of both groups shifts to seemingly less important strategies (positive evaluation and/or closing) and the study results, instead of being highlighted, or more accurately, promoted, they take immediately a *backseat* in their conclusions. The third and last common feature the analysis has produced is that the two groups tend to make no use of cycles in their conclusions: all the moves that I have identified in these conclusions have followed a linear ordering, coming sequentially, and with their placement having a 'fixed' positioning in the text. Another additional feature, which also happened to be the only common feature among all the three groups investigated in this study, is that both Algerian and Algerian EFL students have shown no interest whatsoever in pointing out possible areas for future research and improvements to their fellow student researchers, a lack of interest that translated into a 'zero' use of Move.4 in the Algerian EFL corpus.

Even at this point, though the comparisons outlined above have revealed some interesting insights, the question *which* of the two discourse communities is most influential on the rhetorical organization of the Algerian EFL Master's dissertation *conclusions* in literature remains partially 'unresolved' yet. As we have clearly seen, in both cases, and at many generic levels, these conclusions have shown striking similarities (and differences) with the two native groups, thus making any definitive judgments an almost 'impossible' task. In one hand, the rhetorical function (and realization) of the moves used therein was found rather 'identical' to the NSE conclusions, where the same linguistic signals were used in order to trigger the same rhetorical purposes, and on the other hand, the rhetorical 'preferences' of these students had demonstrated a remarkably similar trajectory to the one followed by the

Algerian (Arab) students regarding the choice of moves incorporated, particularly their shared attitude towards Move.3, important as this one is for the achievement of a conclusion's communicative purpose in theses and dissertations. Nevertheless, while it might seem a 'pickle' to decide on it, in my opinion, and following the observations I was able to accumulate throughout my analysis of these three groups, especially the comparisons I have conducted among them, it is possible to say that the Algerian EFL students, though they belong to the same discourse community as the NSE students, their conclusions are not 'purely' NSE-like, and at the same time, while they might share the same 'cultural' and linguistic background with the Algerian (Arab) students, again, their conclusions are far from being 'squarely' Arabic. Rather, they are more likely to be the outcome of both groups combined together, or more accurately, the *intersection* of the two native communities.

Al-Qahtani refers to this type of models as 'hybrid' models, as opposed to what he termed 'homegrown' models<sup>iii</sup> such as the one which the generic analysis of the Algerian conclusions has produced. This type of models that EFL students follow is explained by the fact that EFL students (Arab/Algerian, in our case), in composing their English assignments such as the writing of a dissertation introduction and/or conclusion, rely on a wide range of rhetorical strategies to cope with the difficulties they encounter along the way. These 'hybrid' models suggest that among these strategies is the students' 'prior knowledge' of genres and/or subgenres regardless of the language used to realize them, or what Aviva Freedman famously called the students' 'dimly felt sense' of the new genre or subgenre.<sup>iv</sup> Drawing on Freedman's initial findings, Bawarshi and Reiff (2010) recently conducted a study on this phenomenon, particularly, to answer the questions as to 'how do students use their prior knowledge' of genres and/or subgenres when writing new ones, and as 'to what

extent does [it] help or hinder the students' ability to gain access to [English] academic discourse'<sup>v</sup> and the results have suggested that the students' 'felt sense' does indeed play a role in 'formulating' and 'modifying' this 'prior knowledge' to meet the exigencies of the new genres.<sup>vi</sup> Freedman and Bawarshi and Reiff belong to the so-called NR camp, and their research results, one way or another, demonstrate their 'loud' advocacy for the 'immersion model' in the teaching academic writings; however, the interesting aspect is that, in the case of Algerian EFL students at the university of Bejaia, no instruction as to how to write their dissertations are actually provided beyond the widely taught 'student's essay', thus leaving them with two options: 1) reading previous dissertations in their own disciplines, and/or relying on their prior knowledge of what such practices such as 'Introduction', 'Conclusion', etc. generally imply. As the findings on the Algerian EFL corpus in this study suggested, these students apparently tend to go for both options while writing their Master's dissertation *Conclusions* in literature.

Now, there is little doubt as to where do Algerian EFL students seem to derive their 'understanding' of what a conclusion's purpose is supposed to communicate in literature Master's dissertations. The lack of promotional signals (and the emphasis on research findings only in terms of consolidation and summary), is a major characteristic of Arabic academic and professional discourse, where the main focus of scholars is on the research as being a 'practice' rather than on research as being a 'product.' Indeed, similar to the case of the Arabic conclusions examined in chapter three, this shared feature raises serious questions as to whether or not Algerian EFL students have successfully achieved the communicative purpose of their conclusions, and if not, then, what purpose did they set out to communicate when they wrote this section of their dissertations, but most importantly, in the absence of Move.3, then,

how is it possible to distinguish this particular section from that of, say, a ‘summary’? The answer to these legitimate questions lies in the fact that, unlike Arabic conclusions, Algerian EFL conclusions, judged through the lens of Bunton’s model, do not require ‘fundamental rewriting’ since the rhetorical utilization of the moves is found to be conformant, and that the lack (or absence) of moves in favor of others can be easily compensated by guided writing instructions. This is not to be understood that the Algerian Master’s students of Arabic literature are in need of some corrections of any sort, or worse, since the moves’ realization was divergent from the model to the point of contradiction, their case is hopeless. On the contrary, the fact that these conclusions were approved by the expert members of their discourse communities is indicative enough that these *students are doing just fine*. Improvements that I might suggest in the concluding chapter of this dissertation are only meant to help these students (and the Algerian EFL students as well) understand the realities surrounding the ‘business’ of academic discourse.

## **Summary**

In this chapter, I set out to answer the second major question of the present dissertation that is, in terms of rhetorical organization, to which of the two native groups examined in chapter three, i.e. NSE and Algerian Master’s students, is most influential. To answer this question, 8 Algerian EFL conclusions, taken from Master’s dissertations in English literature, were analyzed for their possible rhetorical moves and accompanying steps, using Bunton’s model for HSS conclusions. The analysis has revealed that Algerian EFL students have followed three generic moves only, out of five, which the model recommends. Broadly speaking, these students begin their conclusions with a brief introductory statement

where the purpose of the study is being ‘restated.’ This function, as we have seen, is not entirely confined to the study purpose or hypothesis, but it can be expanded to cover issues as varied as the reasons for the choice of topic, or the research difficulties encountered along the way. Then, having done that, they always proceed to provide a detailed consolidation of their research findings and claims, in addition to the method followed (or theory applied) before they wrap up their conclusions with a brief recapitulation of the main study results. Accordingly, in terms of move-function, these conclusions can be described as being congruent with Bunton’s model.

The difference with Bunton’s model, however, lies in the choice of moves used in the conclusions. In Bunton’s framework, there moves, out of five, are considered to be cardinal for the realization of a ‘good’ HSS conclusion. These are: Move.1, Move.2, and Move.3; the two remaining moves, while they might appear occasionally, their utilization is deemed optional, depending on the students’ own choices. However, in the case of the Algerian EFL conclusions, though students deem it obligatory to use Move.1 and Move.2, as the model recommends, their attitude towards the use of Move.3 and Move.5 was found to contradict it. Instead of focusing on ‘highlighting’ their research findings by means of suggesting some useful applications and/or implications, they have opted to overlook this procedure, choosing to focus exclusively on summarizing them.

Following these insights, the study suggested, in answer to question two, that the overall rhetorical organization of the Algerian EFL conclusions are neither the results of the influence of the writing practices of English academic discourse solely, nor are they the crude product of the cultural and linguistic background of these students. Rather, it is the combination of both, or what Al-Qahtani has termed

‘hybrid organization.’ From the former, one can clearly notice the influence of the student’s essay (also known as college’s essay) on the rhetorical realization of the moves used in these conclusions. And from the latter, it is obvious that the choice of those moves is largely dictated by the common practices of academic research as inherent in Arabic academic discourse, and Arab EFL discourse in general. Accordingly, it was suggested that both discourse communities, though contradictory to each other, are nevertheless, equally influential on the Algerian EFL conclusions.

## Endnotes

---

<sup>i</sup> John Swales, Personal Communication, May 4, 2016.

<sup>ii</sup> David Bunton, Personal Communication, May 9, 2016.

<sup>iii</sup> Abdulkhaleq Al-Qahtani, ‘A Contrastive Rhetoric Study of Arabic and English Research Article Introductions’ (Ph.D diss., Oklahoma State University, 2006), 145.

<sup>iv</sup> Aviva Freedman, ‘Learning to Write Again: Discipline-Specific Writing at University’, *Carlton Papers in Applied Language Studies* 4 (1987): 101.

<sup>v</sup> Anis Bawarshi and Mary Jo Reiff, *Genre: an Introduction to History, Theory, Research, and Pedagogy* (West Lafayette, IN: Parlor Press, 2010): 115.

<sup>vi</sup> Ibid.

# General Conclusion

## 1 Introduction

The aim of the present dissertation has been two folds. First, given the rapidly growing interest in cross-cultural studies of academic discourse, particularly the writing assignments that advanced students from different cultures and languages produce such as Master's and Ph.D dissertations, I have endeavored, through the analysis of a sample of Master's dissertation *Conclusions* in literature, to examine, and later on compare, the rhetorical organization that native students of English and their Arab (Algerian) counterparts generally follow in order to realize this section of their dissertations. And second, urged by the long, and still ongoing, debate about the possible influences that the students' cultural and linguistic backgrounds exercise upon their second and/or foreign 'English' compositions, I have attempted to shed some light on this intricate issue by means of analyzing another sample of concluding chapters—represented this time by *those* written by Algerian EFL students of English literature—for their possible rhetorical patterns as well, and by comparing them to the findings which the first question has yielded, attempted to explain them. As it turned out, the answers that these two questions produced have revealed interesting insights on both the overall rhetorical organization of each group and the relationships that bind, and separate, each group from one another.

## 2. General Findings and Observations

Given the complexity of research design outlined above, it was necessary to first and foremost ground my study in theory, starting from the early stages of corpus selection up till the time when the study findings were finally compared and

accounted for. Accordingly, and in order to constantly maintain control over this design, I had adopted Connor's and Moreno's model for cross-cultural studies of academic discourse. Largely constructed upon the concept of *tertium comparationis*, or what is known in general terms as 'common platform of comparison', the model's three proposed analytical stages have served as the backbone to this dissertation. Additionally, given the narrow focus of my research on Conclusions, a highly recommended, but rarely studied, academic subgenre for Master's and Ph.D dissertations, I had opted to use Bunton's model for HSS conclusions, not as a reference point of assessment, however, but merely as a 'guidepost' to assist me in the analysis. These two models, once applied, had yielded very interesting insights on each group's rhetorical organization (and realization).

## **2.1. NSE and Arabic Master's Conclusions**

Guided by these two theoretical frameworks, I was able to identify the overall rhetorical organization of both the NSE and Arabic (Algerian) Master's conclusions. This process included investigating the function of each generic move used therein and the linguistic realization it had ultimately followed. As regard to the NSE conclusions, my application of Bunton's model had shown that English students did not actually differ from the basic writing instructions that ESP scholars generally recommend for the composition of a 'good' HSS conclusion (Bunton's model itself is largely the revision of earlier models). This conformity, as we have seen, was manifested at all generic levels. In terms of function, all the five moves detected in this corpus were utilized to achieve the same roles Bunton assigns to each one of them, whether that meant *restating* a specific study purpose, or *consolidating* research findings and claims, or *recommending* possible applications and/or *pointing out* potential areas for future research, etc. Similarly, this conformity expanded to

cover the rhetorical choices of these students. In Bunton's assessment, students writing their concluding chapters are *only* required to use the first three moves; the last two remaining ones are merely optional. This was the exact case of the NSE students. As the analysis had revealed, the first three moves had comprised the largest percentages in the overall NSE corpus, also the most *frequently* used. Move.1, though described as being 'brief', had occupied a relatively high percentage, coming in the third place, with 10.52% in total, and was identified in six out of 8 cases, that is, 75% (a frequency shared with Move.3). Move.2, described as the 'largest' part in conclusions, had come in the first place, spanning more than half the entire corpus (59.64%), and add to this, it was the most frequently employed move, coming in all eight conclusions (100%). The third and last option, Move.3, significant as this particular move *is* for the achievement of a conclusion' communicative purpose, had come in the second place, and only behind the usually longer Move.2, where it had comprised 16.66% of the total NSE corpus. The last two remaining moves, Move.4 and Move.5, were barely used, with the former comprising only 7.45% and the latter only 5.70%. An additional feature that confirmed to what the literature on conclusions tells us is that these moves did not come in order, but were put through a series of cycles in most of the cases.

Contrary to this, my application of Bunton's model on the Arabic conclusions had failed to produce any significant results or reliable explanations to the extent that an entire framework was alternatively proposed to help explain the unique rhetorical patterns that Algerian Master's students of Arabic literature had thoroughly followed. This 'divergence' was apparent at all levels, beginning with the function of the generic moves used therein to the choice of the moves themselves. Moreover, unlike anything the major models on HSS conclusions have yet to recommend, the analysis

revealed that Algerian students have a ‘strong’ *liking* to use hyphenations in order to realize Move.2, instead of regular paragraphing system. These hyphenated segments (or notes) were predominantly employed throughout these conclusions, where only three cases, out of eight, were found to be immune. Given the rarity of this practice (while I cannot generalize such claims, I can safely say that, following the several models on conclusions (or discussions) that I have studied for this dissertation, none of them has actually mentioned the use of hyphenations as a substitute for paragraphs), the motifs behind it remain a mystery still—probably a means to foreground each research finding and/or claim separately, thus giving it more weight or drawing as much attention as possible to each one of them. The only thing that such a practice *surely* tells us so far is that, contrary to what the literature claims about Arabic academic discourse, as far as literature conclusions are concerned, Algerian (Arab) students are obviously far less concerned with the issues of style and form, an accusation that continues to surround Arabic prose in general.

The framework that I proposed is by no means definitive or instructive. Rather, it was meant to be suggestive and explanatory. Indeed, given the ‘odd’ nature (to borrow Mukattash’ term) of the results obtained, it was not possible to withhold the conversation at the point of Bunton’s model and be happy about them. Judged through the lenses of this model, the Arabic conclusions that Algerian Master’s students of literature write could be easily dismissed as lacking any ‘common sense’ organization, having incorporated, as they did, neither an introductory (re)statement, nor a concluding one. Moreover, the realization of Move.2 was found to form what could be termed as a *conclusion within a conclusion*. Therefore, the framework that I proposed was essentially meant to explain the unique rhetorical patterns of these students, and also, since no model on Arabic conclusion is available (to my

knowledge), the framework that I suggested, it is hoped, will spur further applications and analysis, either for approval, revision and expansion, or even rejection.

My comparison of these two discourse communities' conclusions had suggested that both groups differ significantly and at several levels. In terms of move function, Move.1 in the NSE corpus was found to perform the role of restating the initial study purpose; in the Arabic corpus, it merely served as an introduction of the study findings. Move.5 had summarized the findings in the former, whereas it only incorporated a 'closing' prayer in the latter, the study findings were never mentioned, thus making its function in the text rather questionable. In the case of Move.2, while both parties had 'consolidated' their findings and claims in details, English students had made use of regular paragraphs for the presentation of results; their Arab (Algerian) counterparts had opted for using mostly hyphenations, presenting their findings and claims in the form of 'note-taking' or listing. As for the choice of moves, these differences deepen. Unlike the English students that conformed to Bunton's model, the Arabic students had followed a different set of choices, preferring to focus their energy on listing the findings for the purpose of positively evaluating the materials under investigation (praise), instead of making use of them to recommend implications and/or applications for the reader. In addition to this, these students deemed it an obligatory procedure to wrap up their conclusions, a feature that is considered merely optional for the English students.

## **2.2 Algerian EFL conclusions**

The generic analysis of the Algerian EFL conclusions had suggested a hybrid organization that combined rhetorical features from both the English and Arabic conclusions. In terms of move function, these conclusions had shown a remarkable

congruity with Bunton's model, and ultimately, with that of the NSE conclusions. This could be attributed to the influence of the student's essay (college essay), a common academic practice that is widely taught in EFL/ESL writing classrooms, including Algeria. In this practice, students are extensively taught the basic steps of writing 'English' college-level essays and the main parts associated with it, beginning with *how* to introduce the topic and form a thesis statement about it, to the essay body in which the topic is being either analyzed, compared and contrasted, or critiqued, etc., and then, how to conclude the essay by means of summarizing the major study results, observations, and/or claims. However, in terms of move choice, Algerian EFL students had demonstrated similarities to their Algerian counterparts, particularly their attitude towards Move.3, where, in both groups, its use was found to be non-existent. This lack of promotional linguistic devices is a common feature in Arabic EFL/ESL academic discourse, where the focus of researchers is generally channeled towards 'telling' or describing their research findings instead of 'promoting' them by means of foregrounding their useful applications to readers (examiners and/or peers). Additionally, while the function (and realization) may be different, in both groups a concluding strategy was found rather obligatory. A last common feature between the two can also be seen in the lack of cycles.

In addition to these insights, the analysis of these conclusions has produced unexpectedly two more 'steps' that were not initially included in Bunton's model. The interesting aspect about them is that while their realization was similar, that is, restating a given item from the research, their function was found to serve two different moves. The first one, called 'inspiration for topic', a name suggested by Swales, given its concern with the 'work carried out' in general, was listed under the more overarching Move.1, whereas the second step 'research difficulties' was

deemed fit for the communicative function of Move.2, since it is concerned with ‘Method’ and/or ‘Theory’, two steps that are already listed therein.

### **3. Implications for the Writing Classroom and Future Research**

As I said earlier on in this dissertation, the primary objective of genre analytic studies of academic and (professional) discourse is to help students and writing teachers navigate the several subtleties that teaching how to write ‘academically’ imposes on both parties. A widely held view among ESP (and LSP) researchers is the fact that knowing how a given *specialized* text is rhetorically organized leads to designing better, more effective writing materials. This is particularly the objective of the present investigation.

The analysis of the Algerian and Algerian EFL conclusions in literature has revealed some serious problematic features in them. These features, while they might seem obstinate or inherent in the discourse itself, can, however, be effectively amended by thorough writing instructions *and* a conscious-raising sense of what academic discourse and the world of publishing imply in reality. The main problem these students apparently face in writing their concluding chapters is the lack (or absence) of promotional devices in their texts. An obvious reason for this springs from a ‘vague’ understanding of what a conclusion’s *purpose* is supposed to *communicate* in theses and dissertations (or even RAs), mistaking it, as it seems, for a mere ‘summary’ of the results and discussion section. This is clearly manifested in the fact that these students have made no use whatsoever of their research findings to recommend implications and/or applications for the readers (examiners/peers, etc.), a strategy that is widely considered by ESP specialists as cardinal for the realization of a good conclusion. In a highly competitive world where scientific research is

primarily viewed as more of ‘product’ rather than an actual ‘practice’, Algerian and Algerian EFL students (the would-be-researchers) must be taught to first and foremost *reflect* critically on the practices that surround the production and dissemination of disciplinary knowledge inside and *outside* the classroom. This can be successfully achieved by incorporating a series of conscious-raising questions *into* the courses teachers prepare for the teaching of how to write conclusions for academic purposes such as the following:

- 1) *Why* do you think your research will matter; what contributions you intend to make; and to whom?
- 2) Which *section(s)* of your research paper you believe is most *convenient* for the achievement of this purpose and *why*?
- 3) Write a list of the words you believe will most draw ‘positive’ attention to your research implications and/or applications.
- 4) Consider which discipline these words are most frequently used in (promotions/marketing)
- 5) In your opinion, why do you think academic discourse and marketing are becoming increasingly *cross-disciplinary*?

These questions are intended to draw students into discussion, and therefore, it is advisable to try and discuss them before the course is presented. Indeed, students may have different and probably contradictory opinions; however, teachers must always keep in mind that the ultimate objective of this discussion is not simply to spur students into speaking. Rather, it has to be ‘guided’, always revolving on helping them ‘realize’ the importance of using promotional devices to highlight their research findings by means of recommending implications and/or application for readers.

In addition to this, the analysis of the Arabic conclusions has suggested that Algerian Master’s students of literature are likely to use hyphenations to consolidate their research claims and findings as an *alternative* to regular, interconnected

paragraphs. While this practice might seem perfectly acceptable in the case of these students (given the fact that the supervisors and examiners of these dissertations have approved it), it might be more ‘appropriate’ to present them by means of paragraphs, instead. This does not downgrade the power of this practice in Arabic conclusions in any way, particularly when it comes to ‘listing’ or ‘categorizing’ certain items of the research; however, since Move.2 is always described as being the ‘largest’ part of the concluding chapter, its realization should not be confined to a mere long ‘checklist’ that might span two and a half or three pages. Rather, findings and claims have to be presented *properly*, using coherent and complete sentences and paragraphs, thus allowing for comparisons, contrasts, classifications, etc. instead of merely numerations. This will make readers (examiners in the case of our students) less ‘weary’ and more open to accept the results; no doubt that a long, disjointed list of ‘fragmented’ findings and claims is likely to leave a ‘negative’ impression.

One last recommendation that I would like to make, based on the findings of the present dissertation as well, is about the practice of applying ESP writing models to investigate the rhetorical organization of a given academic genre (or subgenre) in the L1. As we have seen in the case of the Arabic conclusions examined in this study, Bunton’s model, when applied, has failed to produce adequate results or reliable explanations. Of the five moves it recommends, only one of them, i.e. Move.2, was found to fit in, and even in this one particular case, the realization was radically different. The rest of the moves that I have identified in this corpus were practically ‘inapplicable.’ Researchers, particularly NNS of English, applying these models to analyze their native languages’ academic writings are often confronted with two *extreme* options: either to accept the ‘norms’ set by these models as a reference point, or reject them altogether. In my opinion, as far as academic writings

are concerned, neither of the two is helpful for teachers or students. To take these norms—sometimes *idiosyncratic* of English or ESL/EFL texts—at face value can lead to misinterpretations of the L1’s unique rhetorical patterns, thus encouraging stereotypical judgments about them. And to reject them entirely is, again, unwise and non-beneficial since, after all, these models are the outcome of a long and *disciplined* research conducted by experts in the field and their primary objective is to *enhance* the quality of academic writings in general. Accordingly, one may wish to have the best of both worlds. For instance, in my study, instead of dismissing the rhetorical patterns that Algerian students had followed in order to organize their conclusions simply on the ground that they were ‘not applicable’ to Bunton’s model, I have *opted* to assign each pattern a particular role based on its function in the text, whether that was an introductory statement, evaluation, or concluding statement. In so doing, I have succeeded in avoiding any misjudgments that would have inevitably arisen from adopting the initial results the model had suggested by labeling these conclusions as, say, ‘incoherent and incomplete’ (missing moves), or ‘lacking common sense order’ (a conclusion within a conclusion), etc. And at the same time, far from rejecting Bunton’s model entirely, I have ‘appropriated’ some useful elements from it, based not on how these conclusions should be *reorganized* but merely on what they further *need* to be fully functional. With this principle in mind, all the patterns identified therein were retained, and yet, given the exigencies imposed by present-day academic research, it was necessary to comply with some of the insights Bunton’s model provides by urging students (the future researchers) to incorporate promotional devices in the organization of their conclusion.

## Bibliography

Abu Slymane, I. Abdel Wahab. *Writing a Research Paper* (9<sup>th</sup>). Riyadh: Al-Rushd, 2004.

Al-Ali, N. Mohammed. 'Generic Patterns and Socio-cultural Resources in Acknowledgements Accompanying Arabic Ph.D Dissertations.' *Pragmatics* 20 (2010): 1-26.

Al-Ali, N. Mohammed and Yara Sahawneh, 'Rhetorical and Textual Organization of English and Arabic PhD Dissertation Abstracts in Linguistics.' *SKY Journal of Linguistics* 24 (2011): 7-39.

Al-Qahtani, A. Abdulkhaleq. 'A Contrastive Rhetoric Study of Arabic and English Research Article Introductions'. PhD diss., Oklahoma State University, 2006.

Akeel, Hussein Akeel. *The Philosophy of Scientific Research*. Cairo: Madbouli Publishing, 1999.

Amara, Farida. 'A Genre Analysis of Algerian Magister Dissertations in Linguistics and Didactics: the Case of English Department of University of Algiers'. Magister thesis, University of Tizi Ouzou, 2009.

Atkinson, Dwight. *Scientific Discourse in Sociohistorical Context*. Mahwah, NJ: Lawrence Erlbaum, 1999.

Bawarshi, S. Anis and Mary Jo Reiff. *Genre: an Introduction to History, Theory, Research and Pedagogy*. West Lafayette, IN: Parlor Press, 2010.

Bazerman, Charles. *Shaping Written Knowledge: The Genre and Activity of the Experimental Article in Science*. Madison: University of Wisconsin, 1988.

———. 'The Life of Genre, the Life in the Classroom.' In *Genre and Writing: Issues, Arguments, Alternatives*, edited by Wendy Bishop and Hans Ostrom, 19-26. Portsmouth: Boynton/Cook, 1997.

Belcher, Diane. 'Trends in Teaching English for Specific Purposes.' *Annual Review of Applied Linguistics* 24 (2004): 165-186.

Benesch, Sarah. *Critical English for Academic Purposes: Theory, Politics, and Practice*. Mahwah, NJ: Lawrence Erlbaum, 2001.

Bhatia, K. Vijay. *Analyzing Genres: Language Use in Professional Settings*. London: Longman, 1993.

———. 'A Generic View of Academic Discourse.' In *Academic Discourse*, edited by John Flowerdew, 21-39. London: Longman, 2002.

———. *Worlds of Written Discourse: a Genre-based View*. London: Continuum, 2004.

———. 'Critical Reflections on Genre Analysis.' *Ibérica* 24 (2012): 17-28.

Bhatia, K. Vijay, John Flowerdew, and Rodney H. Jones. 'Approaches to Discourse Analysis.' In *Advances in Discourse Studies*, edited by Vijay K. Bhatia, John Flowerdew, and Rodney H. Jones, 1-17. New York, NY: Routledge, 2008.

Bitchner, John and Helen Basturkman. 'Perceptions of the Difficulties of Postgraduate L2 Thesis Students Writing the Discussion Section.' *Journal of English for Academic Purposes* 5 (2006): 4-18.

Bunton, R. David. 'Linguistic and Textual Problems in Ph.D and M.Phil Theses: An Analysis of Genre Moves and Metatext.' Ph.D diss., University of Hong Kong, 1998.

———. 'The Structure of Ph.D Conclusion Chapters.' *Journal of English for Academic Purposes* 4 (2005): 207-224.

Chesterman, Andrew. *Contrastive Functional Analysis*. Amsterdam, Philadelphia: John Benjamins, 1998.

Connor, Ulla. *Contrastive: Cross-cultural Aspects of Second Language Writing*. New York: Cambridge, 1996.

———. 'Mapping Multidimensional Aspects of Research: Reaching to Intercultural Rhetoric.' In *Contrastive Rhetoric: Reaching to Intercultural Rhetoric*, edited by Ulla Connor, Ed Nagelhout, and William V. Rozycki, 299-319. Amsterdam, Philadelphia: John Benjamins, 2008.

———. 'New Directions in Contrastive Rhetoric.' *TESOL Quarterly* 4 (2002): 493-510.

Connor, Ulla and Ana Moreno. 'Tertium Comparationis: a Vital Component in Contrastive Rhetoric Research Methodology.' In *Direction in Applied Linguistics: Essays in honor of Robert B. Kaplan*, edited by Paul Bruthiaux, Dwight Atkinson, William Eggington, and William Grabe, 153-164. Clevedon, England: Multilingual Matters, 2005.

Dudley-Evans, Tony. 'Genre Analysis: An approach to Text Analysis for ESP.' In *Advances in Written Text Analysis*, edited by M. Coulthard, 219-228. London: Routledge, 1994.

Fairclough, Norman. *Analyzing Discourse: Textual Analysis for Social Research*. London: Routledge, 2003.

Fakhri, Ahmed. 'Rhetorical Properties of Arabic of Arabic Research Article Introductions.' *Journal of Pragmatics* 36 (2004): 119-38.

———. *Fatwas and Court Judgments: a Genre Analysis of Arabic Legal Opinion*. Columbus, OH: The Ohio State University Press, 2014.

Freedman, Aviva. 'Learning to Write Again: Discipline-specific Writing at University.' *Carlton Papers in Applied Language Studies* 4 (1987): 95-116.

Frye, Northrop. *Anatomy of Criticism: Four Essays*. London: Penguin, 1957.

Hamadouche, Mokhtar. 'Intercultural Studies in the Arab World from a Contrastive Rhetoric Perspective.' *Arab World English Journal* 2 (2013): 181-188.

Hinds, John. 'Reader versus Writer Responsibility: a New Typology.' In *Writing Across Languages: Analysis of L2 Text*, edited by Ulla Connor and Robert B. Kaplan, 141-152. Reading, MA: Addison-Wesley Publishing Company, 1987.

Holmes, Richard. 'Genre Analysis and the Social Sciences: An Investigation of the Structure of Research Article Discussion Sections in Three Disciplines.' *English for Specific Purposes* 4 (1997): 321-337.

Hopkins, Antony and Tony Dudley-Evans. 'A Genre-based Investigation of the Discussion Sections in Articles and Dissertations.' *English for Specific Purposes* 7 (1988): 113-121.

Hyland, Ken. *Genre and Second Language Writing*. Ann Arbor: University of Michigan Press, 2004.

———. *Academic Discourse: English in a Global Context*. London: Continuum, 2009.

———. ‘Genre Pedagogy: Language, Literacy, and L2 Writing Instruction.’ *Journal of Second Language Writing* 16 (2007): 148-164.

Johns, Ann, Anis Bawarshi, Richard M. Coe, Ken Hyland, Brian Paltridge, Mary Jo Reiff, and Christine Tardy. ‘Crossing the Boundaries of Genre Studies: Commentaries by Experts.’ *Journal of Second Language Writing* 15 (2006): 234-249.

Kaplan, B. Robert. ‘Contrastive Rhetoric.’ In *Functional Approaches to Writing Texts*, edited by Tom Miller, 18-32. Washington, D.C: United States Information Agency, 1997.

———. ‘Contrastive Rhetoric and Discourse Studies: Who Writes What to Whom? When? In What Circumstances.’ In *Discourse and Social Life*, edited by Srikant Sarangi & Malcolm Coulthard, 82-101. Harlow, UK: Pearson Education Limited, 2000.

———. Foreword to *Contrastive Rhetoric: Revisited and Redefined*, edited by Clayann G. Panetta, vii. Mahwah, NJ: Lawrence Erlbaum, 2001.

Khene, Mohammed. *The Methodology of Scientific Research: According to LMD System*. Biskra: n.p., 2011.

Kubota, Ryuko and Lehner, Al. ‘Toward Critical Contrastive Rhetoric.’ *Journal of Second Language Writing* 13 (2004): 7-27.

Li, Xiaoming. ‘From Contrastive Rhetoric to Intercultural Rhetoric: a Search for Collective Identity.’ In *Contrastive Rhetoric: Reaching to Intercultural Rhetoric*, edited by Ulla Connor, Ed Nagelhout, and William V. Rozycki, 11-24. Amsterdam, Philadelphia: John Benjamins, 2008.

Long, H. Michael. *Second Language Needs Analysis*. Cambridge: Cambridge University Press, 2005.

Martin-Martin, Pedro. ‘The Teaching of Academic Writing to English as a Second Language Students: a Functional Genre-based Approach.’ *Revista de Lenguas para Fines Específicos* 19 (2013): 329-351.

Master, Peter. ‘Positive and Negative Aspects of the Dominance of English.’ *TESOL Quarterly* 32 (1998): 716-725.

Matsuda, K. Paul and Atkinson, Dwight. 'A Conversation on Contrastive Rhetoric.' In *Contrastive Rhetoric: Reaching to Intercultural Rhetoric*, edited by Ulla Connor, Ed Nagelhout, and William V. Rozycki, 277-298. Amsterdam, Philada: John Benjamins, 2008.

Moreno, Ana. 'The Explicit Signaling of Premise-conclusion Sequences in Research Articles: a Contrastive Framework.' *Text* 18 (1998): 545-585.

———. 'The Importance of Comparable Corpora in Cross-cultural Studies.' In *Contrastive Rhetoric: Reaching to Intercultural Rhetoric*, edited by Ulla Connor, Ed Nagelhout, and William V. Rozycki, 25-41. Amsterdam, Philada: John Benjamins, 2008.

Motta-Roth, Désirée. 'The Role of Context in Academic Text Production and Writing Pedagogy.' In *Genre in a Changing World*, edited by Charles Bazerman, Adair Bonin, and Débora Figueiredo, 317-336. West Lafayette, IN: Parlor Press, 2009.

Mukattash, Lewis. 'Some Remarks on Arabic-English Contrastive Studies.' *Ponzan Studies in Contemporary Linguistics* 37 (2001): 115-126.

Paltridge, Brian and Sue Starfield. *Theses and Dissertation Writing in a Second Language: a Handbook for Supervisors*. New York, NY: Routledge, 2007.

Pennycook, Alastair. *English and the Discourses of Colonialism*. London: Routledge, 1998.

Salah, Abu Al-Qaseem, Ahmed C. Hamad, Suleiman Y. M. Abdullah, Abdul Al-Wahab Abdullah Mohammed, Ali Abdullah Al-Hakim, Affaf A. R. Mohammed, and Essam M. Abdul Madjid. *Guide for Writing Research and Scientific Studies*. Khartoum: Sudan University of Science and Technology, 2001.

Samraj, Betty. 'Disciplinary Variation in Abstracts: The Case of Wildlife Behaviour and Conservation Biology.' In *Academic Discourse*, edited by John Flowerdew, 40-56. London: Longman, 2002.

Smart, Graham. 'Ethnographic-based Discourse Analysis.' In *Advances in Discourse Studies*, edited by Vijay K. Bhatia, John Flowerdew, and Rodney H. Jones, 56-66. New York, NY: Routledge, 2008.

Spack, Ruth. 'The Rhetorical Construction of Multilingual Students.' *TESOL Quarterly* 31 (1997): 765-774.

Swales, M. Swales. *Genre Analysis: English in Academic and Research Settings*. Ann Arbor: University of Michigan, 1990.

———. *Research Genres: Explorations and Applications*. Cambridge: Cambridge University Press, 2004.

Swales, M. John, and Christine B. Feak. *Academic Writing for Graduate Students: Essential Tasks and Skills*. Ann Arbor: University of Michigan Press, 1998.

Swales, M. John, and Lafi M. Al-Harbi. ‘Arabic and English Abstracts in Bilingual Science Journals: Same or Different?’ *Languages in Contrast* 11:1 (2011): 70-86.

Whorf, L. Benjamin. *Language, Thought and Reality: Selected Writings of Benjamin Lee Whorf*, edited by John B. Carroll. Cambridge, MA: MIT Press, 1956;

Yakhontova, Tatiana. ‘‘Selling’ or ‘Telling’? The Issue of Cultural Variation in Research Genres.’ In *Academic Discourse*, edited by John Flowerdew, 216-232. London: Longman, 2002.

## المراجع بالعربية

أبى سليمان، عبد الوهاب إبراهيم. كتابة البحث العلمي: صياغة جديدة، الرياض : هكتبت الرشد، 2004م.

خان، محمد. منهجية البحث العلمي: وفق نظام ال LMD، بسكرة: جامعة محمد خيضر، 2011.

صالح، أبى القاسم عبد القادر وآخرون. المرشد في إعداد البحوث والدراسات العلمية، الخرطوم. جامعة السودان للعلوم والتكنولوجيا، 2001.

.عقيل، حسين عقيل. فلسفة مناهج البحث العلمي، القاهرة: مكتبة مدبلي، 1999.

# Appendices



cenemoh 2002 &lt;hmohellebi2002@gmail.com&gt;

---

**Inquiry**

2 messages

---

**hacene mohellebi** <hmohellebi2002@gmail.com>  
To: david@davidbunton.com

Tue, May 20, 2014 at 4:54 PM

Dear David Bunton,

First of all, dear Professor, please allow me to introduce myself. I am 23 years old and I am a post graduate student from Algeria. And I'm working on my thesis that is likely to investigate conclusions (in Arabic).

Prof. so much was written on introductions and too much academic energy went into there; However, with the case of conclusions, very little was said, and with a few notable exceptions (Bunton, 1998), no progress was really achieved.

Sir, I'd like to know more about the method you have applied in your 1998 investigation--for your help will really mean the world to me: as I am almost desperate right now!

I'll be very happy--truly grateful, if you could help me--guide me at least!

Best regards!

Hacene.

---

**David Bunton** <david@davidbunton.com>  
To: hacene mohellebi <hmohellebi2002@gmail.com>

Sat, May 24, 2014 at 3:44 AM

Dear **hacene mohellebi**

Thanks for your message. The 1998 study was my PhD thesis, with a corpus of 21 PhD and MPhil theses overall, but only the 13 PhD theses were used for the study of Conclusions.

I did a much broader study after that with a corpus of 45 PhD thesis Conclusions and I'm attaching that 2005 JEAP article - where you'll be able to read fully about the methods I used.

Best wishes

David

David Bunton  
17 Harriet Street, Strathalbyn, SA5255, Australia  
T: +61 8 8536 3069 M: +61 404 228 322 S: davidbunton  
[www.davidbunton.com](http://www.davidbunton.com)

[Quoted text hidden]

---

 **DBunton PhD Thesis Conclusions JEAP.pdf**  
150K



7/6/2017

Gmail - Inquiry

From: hacene mohellebi [[hmohellebi2002@gmail.com](mailto:hmohellebi2002@gmail.com)]

Sent: Tuesday, May 27, 2014 1:57 PM

To: Mohammed Al-Ali

Subject: Inquiry

[Quoted text hidden]

Jordan University of Science and Technology accepts no liability for any damage caused by any virus transmitted by this email.



cenemoh 2002 &lt;hmohellebi2002@gmail.com&gt;

---

**File(s) for "Arabic and English abstracts in bilingual science journals: Same or different?" requested from Deep Blue**

1 message

---

**deepblue@umich.edu** <deepblue@umich.edu>  
To: hmohellebi2002@gmail.com

Thu, Mar 3, 2016 at 2:26 PM

Dear hacene,

I am happy to send you the attached file(s) from "Arabic and English abstracts in bilingual science journals: Same or different?" (2027.42/88142). Thank you for your interest.

Best regards,

John M. Swales

---

 **swales-arabic\_english\_abstracts.pdf**  
143K



cenemoh 2002 &lt;hmohellebi2002@gmail.com&gt;

---

**Inquiry**

2 messages

---

**cenemoh 2002** <hmohellebi2002@gmail.com>  
To: pmatsuda@asu.edu

Wed, Feb 3, 2016 at 11:02 PM

Good morning,

Sir, I'm an Algerian postgraduate student and I'm engaged in writing my Master dissertation. I have a question related to your position on intercultural rhetoric. In 2004 Connor suggested an 'embrella term' for contrastive rhetoric, intercultural rhetoric; while you acknowledged the 'neuristic' value of the new term, you argued that CR doesn't need a new name as much as it needs a 'defensible' theoretical framework (2008). Later, Connor (2008), drawing on mostmodern mapping techniques, proposed a theoretical framework for intercultural rhetoric. My question, sir, is what are your thoughts on Connor's new framework? Do you still hold to your position that CR doesn't need a name change or do you endorse Connor's new framework?

I'll appreciate your thoughts on this matter.

Best regards,  
Hacene Mohellebi

---

**Paul Kei Matsuda** <pmatsuda@asu.edu>  
To: cenemoh 2002 <hmohellebi2002@gmail.com>

Thu, Feb 4, 2016 at 3:08 AM

Hi Hacene,

Thanks for your message. I'm not sure where you got the idea that I was arguing that it doesn't need a new name. I do explicitly say that changing the name is a good idea, though it's not enough.

I don't know if Ulla remembers, but she got the idea of postmodern mapping at my dissertation defense, when she asked about my mapping of the field of L2 writing.

I'm attaching a sequel to the 2008 dialogue as well as my 1997 article on CR. Hope you find them helpful.

Cheers,

Paul

=====  
Paul Kei Matsuda, Ph.D.  
Professor of English  
Director of Second Language Writing  
Arizona State University  
[pmatsuda@asu.edu](mailto:pmatsuda@asu.edu) | [pmatsuda.faculty.asu.edu](http://pmatsuda.faculty.asu.edu)

Concurrent Professor of Applied Linguistics  
Nanjing University, China  
Zhengzhou University, China

Founding Chair  
Symposium on Second Language Writing  
[sslw.asu.edu](http://sslw.asu.edu) | @sslwtg

President  
American Association for Applied Linguistics  
[aaal.org](http://aaal.org) | @aaalinks

Series Editor  
Parlor Press Series on Second Language Writing  
[parlorpress.com/slw.html](http://parlorpress.com/slw.html)

---

Upcoming Conferences

Symposium on Second Language Writing  
Arizona State University, USA  
October 19-22, 2016  
<http://sslw.asu.edu/2016> | #sslw2016

American Association for Applied Linguistics  
Orlando, Florida  
April 9-12, 2016  
<http://aaa.org> | #aaal2016

---

---

**From:** cenemoh 2002 <[hmohellebi2002@gmail.com](mailto:hmohellebi2002@gmail.com)>  
**Date:** Wednesday, February 3, 2016 at 3:02 PM  
**To:** Paul Kei Matsuda <[pmatsuda@asu.edu](mailto:pmatsuda@asu.edu)>  
**Subject:** Inquiry

[Quoted text hidden]

---

**2 attachments**

 **2013belcher\_nelson\_ir\_dialogue.pdf**  
856K

 **1997jslw.pdf**  
1422K



cenemoh 2002 &lt;hmohellebi2002@gmail.com&gt;

---

**Re: Inquiry: new steps identified**

2 messages

---

**cenemoh 2002** <hmohellebi2002@gmail.com>  
To: John Swales <jmswales@umich.edu>

Wed, May 4, 2016 at 7:32 PM

Good morning, professor,

Sir, I have written to you before and I was more than happy to receive your kind help.

I'm just completing my dissertation (finally!), in which I have analyzed Master's dissertation Conclusions in literature.

I have one last question related to some of the steps that I have identified in my corpus which, apparently, do not appear in any of the models I have consulted. I just can't "make up" my mind on their rhetorical function.

Some students write about their choice of research topic in their conclusions, ex: " my choice to study these two novels was..." and in other cases, they mention research difficulties they have encountered, ex: "it was not easy to compare ...since ..." or "what helped me to persist in using this theory was ...." and so on.

Sir, I'd be grateful to receive your insights on these intricate steps.

Best regards, Mr. Swales

Hacene.

Le 20 mai 2014 21:59, "John Swales" &lt;jmswales@umich.edu&gt; a écrit :

You might like to look at the third edition of "Academic Writing for Graduate Students (swales &amp; Feak), which discusses this issue. There is also Basturkman, Parkinson and other articles.

On Tue, May 20, 2014 at 10:22 AM, hacene mohellebi &lt;hmohellebi2002@gmail.com&gt; wrote:

dear Mr. Swales,

First of all, dear Professor, please allow me to introduce myself. I am 23 years old and I am a post graduate student from Algeria. And I'm working on my thesis that is likely to investigate conclusions (in Arabic).

Sir, so much was written about introductions and too much energy of academic investigations went into there. However, with conclusions, very little was said (though it is a very important part where the student-writer finds his/her own true and final voice).

I would like to know whether there is any standard system of analysis on conclusions (like Swales 1990 CARS model; Dudley-Evans 1986 model, both on introductions; Bunton's modified CARS Model, 2002) or any other methodology to follow in dealing with generic analysis of conclusions.

Dearest Professor, I will be very happy--truly grateful if you could help me--guide me in this!

Best regards

Hacene.

---

**John Swales** <jmswales@umich.edu>  
To: cenemoh 2002 <hmohellebi2002@gmail.com>

Wed, May 4, 2016 at 8:34 PM

I think it would be quite possible for you to name the new steps; the first might be "inspiration for topic", and the second simply "research difficulties". Both of these are not unknown in theses.

jms

[Quoted text hidden]



cenemoh 2002 &lt;hmohellebi2002@gmail.com&gt;

**Re: Inquiry: new steps identified**

2 messages

**cenemoh 2002** <hmohellebi2002@gmail.com>  
To: David Bunton <david@davidbunton.com>

Tue, May 3, 2016 at 5:55 AM

Good morning, Mr. Bunton

Professor, it's been quite sometime since I last wrote to you and I was grateful to have received help from you, sir, as it's not very easy to get in touch with notable scholars such as you.

Pro, I'm on the point of completing my Magistère thesis in which I have adopted your 2005 model for HSS conclusions. I have one question related to some of the steps that I have detected in my corpus that do not feature in your model. Some students for instance write about their choice of research topic, ex: "my choice was to study... ..since..." and others mention research difficulties that they have encountered, ex: "it was not easy to compare between ..." or "what helped me to persist in using this theory ..., etc."

I find it hard to decide on the rhetorical function of these two steps and which move they actually serve.

I'll appreciate your insights on these interesting findings, sir.

Best regard.

Hacene.

Le 26 mai 2014 11:06, "hacene mohellebi" <hmohellebi2002@gmail.com> a écrit :

Thank you so much, Mr. Bunton! You have no idea what it means for me to receive something--anything from you, sir!  
The article was truly amazing and useful!

Best regards.

Hacene.

2014-05-24 2:44 GMT+01:00 David Bunton <david@davidbunton.com>:

Dear **hacene mohellebi**

Thanks for your message. The 1998 study was my PhD thesis, with a corpus of 21 PhD and MPhil theses overall, but only the 13 PhD theses were used for the study of Conclusions.

I did a much broader study after that with a corpus of 45 PhD thesis Conclusions and I'm attaching that 2005 JEAP article - where you'll be able to read fully about the methods I used.

Best wishes

David

David Bunton  
17 Harriet Street, Strathalbyn, SA5255, Australia  
T: +61 8 8536 3069 M: +61 404 228 322 S: davidbunton  
[www.davidbunton.com](http://www.davidbunton.com)

On 21 May 2014 00:24, hacene mohellebi <hmohellebi2002@gmail.com> wrote:

Dear David Bunton,

First of all, dear Professor, please allow me to introduce myself. I am 23 years old and I am a post graduate student from Algeria. And I'm working on my thesis that is likely to investigate conclusions (in Arabic).

Prof. so much was written on introductions and too much academic energy went into there; However, with the case of conclusions, very little was said, and with a few notable exceptions (Bunton, 1998), no progress was really achieved.

Sir, I'd like to know more about the method you have applied in your 1998 investigation--for your help will really mean the world to me: as I am almost desperate right now!

I'll be very happy--truly grateful, if you could help me--guide me at least!

Best regards!

Hacene.

David Bunton <david@davidbunton.com>  
To: cenemoh 2002 <hmohellebi2002@gmail.com>

Mon, May 9, 2016 at 2:54 AM

Dear Hacene

For some of these steps in the Conclusions, you may need to look at the Introduction or Methodology chapters to get more understanding of what they are saying, as that's where these 3 issues were probably first raised.

To take them in turn:

**1 Choice of research topic, ex: "my choice was to study... ..since..."**

Isn't this in Move 1 - Introductory Restatement of research purpose? In work on Introductions, I and others have found there's a wide range of how a research purpose is stated: only some have research questions or hypotheses - others only have 'work carried out'.

**2 Research difficulties, ex: "it was not easy to compare between ..."**

See what this student says in the Methodology chapter - that may shed more light on the rhetorical purpose of putting this in the Conclusions.

Is this part of Move 2: Consolidation of Research Space - the Method step? You may feel it needs an extra step, or a sub-step, of 'Research Difficulties'? But it's possible that explaining the difficulty of making a comparison is simply part of re-iterating / consolidating the Method.

**3 "What helped me to persist in using this theory ..., etc."**

Again - check the Methodology chapter.

In the Conclusions chapter, this could also be part of Move 2 - Consolidation of Research Space - the Method step, or perhaps the Theory step.

Does this help?

Best regards  
David Bunton

David Bunton  
17 Harriet Street, Strathalbyn, SA5255, Australia  
T: 08 8536 3069 M: 0404 228 322 S: davidbunton  
[www.davidbunton.com](http://www.davidbunton.com)

[Quoted text hidden]

## Résumé

L'étude du discours académique à travers les cultures et les langues gagne du terrain parmi les analystes de genre et des rhéteurs contrastifs dans de nombreuses régions du monde. Cependant, dans le cas de la région arabe, ce type d'enquête, en dépit d'avoir une valeur pédagogique vitale pour l'enseignement de l'arabe et l'anglais comme une langue étrangère, a été largement négligée. La présente thèse est une tentative d'analyse transculturelle de l'organisation générique des conclusions accompagnant les thèses de master en littérature, écrit par trois catégories d'étudiants: natifs de l'anglais, natifs/locuteurs de l'arabe et des étudiants algériens de l'anglais comme une langue étrangère. Pour cette fin, j'ai adopté le modèle de Connor et Moreno (2005) pour les études interculturelles de discours académique et le modèle générique de Bunton (2005) pour les conclusions. Les résultats de l'analyse ont montré des aperçus intéressants concernant les stratégies rhétoriques que chaque groupe avait utilisés en vue d'organiser cette partie de leurs thèses. L'organisation des étudiants anglais a été trouvée en grande partie en harmonie avec le modèle de Bunton. Cette congruence comprend à la fois le statu des mouvements utilisés et de leur fonction rhétorique dans le texte. Contrairement à cela, les conclusions arabes ont été trouvés pratiquement inapplicables au modèle de Bunton, après avoir démontré une divergence frappante en termes de statu de mouvement et la fonction rhétorique dans la mesure où un modèle alternatif a été proposé pour aider à expliquer et à tenir compte de ces différences. Parmi les cinq mouvements Bunton recommande, seulement Move.2 a été trouvé à se conformer partiellement, puisque même dans ce cas la conformité avait couvert le statu uniquement; son organisation rhétorique diffère sensiblement comme il a été réalisé en utilisant des césures, au lieu des paragraphes. En ce qui concerne les conclusions écrit par des étudiants algériens de l'anglais comme une langue étrangère, conformant à ce que la littérature nous apprend sur le discours académique de cette catégorie des étudiants, leur structure schématique a suivi ce qui semble être une organisation «hybride», empruntant des stratégies rhétoriques des deux groupes autochtones. Dans l'ensemble, on pense que les facteurs qui influent sur l'organisation des conclusions rédigé par les étudiants algériens et anglais peut-être les résultats des instructions d'écriture et du matériel d'apprentissage que chaque groupe autochtone reçoit et utilise, mais aussi les différentes attitudes culturelles envers ce que le discours académique implique en réalité. En conséquence, d'après ces résultats, il est recommandé qu'enseigner la façon d'écrire des conclusions à des fins académiques dans la classe arabe et la classe d'anglais comme une langue étrangère devrait être plus sensible aux réalités entourant le discours académique d'aujourd'hui.

**Mots clés:** L'analyse contrastive, l'analyse de genre, Anglais, Arabe, Anglais comme langue étrangère, transculturel, conclusion.