

The Generic Structure of the Conclusion Section in the Algerian Linguistics

Research Articles Published in English

الهيكل العام للخاتمة في مقالات الأبحاث اللسانية الجزائرية المنشورة باللغة الإنجليزية

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Abstract

ملخص

The emergence of the genre tradition contributed a lot in improving and facilitating the academic writing process for EFL researchers. One of the first genres that received much attention is the research article with its different sections. Accordingly, the present study aims at revealing the generic or rhetorical structure of some Algerian research articles conclusion section written in the field of linguistics. In other words, it attempts to investigate the structural organization of the conclusion section written by Algerian researchers. The study used Yang and Allison's (2003) move framework to analyze the research articles conclusion. In order to carry out this study we adopted a genre analysis approach to academic texts. Fourteen (14) research articles conclusions, written in English in the field of linguistics, were analyzed in this study. The research articles were published in the scientific journal 'Language and Translation'. The findings of the study showed that the Algerian linguistic research articles conclusions written in English seemed to violate the model suggested by Yang and Allison (2003). That is because only one move appeared in the whole corpus with total absence of some moves and steps. In addition, the study unveiled the structure of these conclusions following the obtained results. Finally, the study puts some recommendations and might have some pedagogical implications

Key Terms: EFL researchers, Genre, Structural, Move Analysis, Step

ساهم ظهور تقاليد النوع كثيرا في تحسين وتسهيل عملية الكتابة الأكاديمية للباحثين في اللغة الإنجليزية كلغة أجنبية. ومن بين الأنواع الأولى التي لاقت الكثير من الاهتمام نجد المقال العلمي بأقسامه وفصوله المختلفة. حيث تهدف هذه الدراسة إلى الكشف عن التركيب العام أو الخطابي لخاتمة المقالات العلمية الجزائرية المكتوبة في مجال اللسانيات. بمعنى آخر إنها تحاول التحقيق في التنظيم الهيكلي لقسم الاستنتاج الذي كتبه باحثون جزائريون. اعتمدت الدراسة النموذج المقترح من طرف (Yang and Allison-2003) لتحليل خاتمة المقالات العلمية. من أجل إنجاز هذه الدراسة اعتمدنا منهج تحليل النوع للنصوص الأكاديمية. وقد اعتمدت الدراسة على تحليل أربعة عشر (14) خاتمة مقالات علمية مكتوبة باللغة الإنجليزية في مجال اللسانيات. وقد تم نشرها في المجلة العلمية "اللغة والترجمة". وأظهرت نتائج الدراسة أن استنتاجات المقالات اللغوية الجزائرية المكتوبة باللغة الإنجليزية لا تتطابق مع النموذج الذي اقترحه يانغ واليسون - Allison and Yang (2003), ذلك لأن خطوة واحدة فقط ظهرت في المجموعة كلها مع الغياب التام لبعض التحركات والخطوات. بالإضافة إلى ذلك، ولقد كشفت الدراسة عن البنية العامة لهذه الاستنتاجات حسب النتائج التي تم الحصول عليها.

الكلمات المفتاحية: الباحثون في اللغة الإنجليزية كلغة أجنبية، النوع، الهيكلية، تحليل الحركة، الخطوة

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INTRODUCTION :

The interest on academic writing research has grown more as it is one of the major means of communication in discourse communities. Such importance motivated researchers to investigate this area from various aspects. There are different types of academic writing which are referred to by Swales (1981) as academic genres. One of these genres is the research article which is identified, according to Thomas and Hawes (1994) by “a recognizable communicative purpose and by the presence of characteristic features with standardized form, function, and presentation that are part of its general conventions” (p. 131). Therefore, it is not the language mastery that decided whether the research article is good or no, but rather the ability to use this language properly and well organize it to correctly express ones position.

This leads us to speak about an important concept which is regarded as a turning point in the history of academic writing. It is the concept of genre, which was earlier introduced by Swales (1981, 1990), and later on received much attention and was discussed by different scholars and linguists. Many scholars attempted to define genre from different perspectives such as literary, linguistic, and social points of view. Swales (1990) defined genre as a class of communicative events where the members of these events should share some common set of communicative purposes. A genre comprises a class of communicative events, the members of a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and therefore constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constraints choice of content and style. (Swales1990, p 58) .

In this quote Swales set clear characteristics that any type of text should possess in order to be classified as a genre, he focused on the communicative purposes for which the language is used. These features are the following:

- 1-A genre is a class of communicative events;
 - 2- What turns a communicative event into a genre is some shared set of communicative purposes;
 - 3- Examples of genre differ in their prototypicality;
 - 4- Rationale behind genre establishes constraints on allowable contribution in terms of their content, position and form;
 - 5-A discourse community's nomenclature for genres is an important source of insight;
- Genre analysis is a useful instrument in revealing and discovering the linguistic features of a genre and linking them to their function and purpose. It provides a technique to identify moves and linguistic features found in genres which is known as “the move analysis”. Genre analysis' target aim and function is to describe the way in which texts are structured and organized (Hopkins & Dudley-Evans, 1988). A move-based approach, within genre analysis investigating different English RA sections structures (Brett, 1994; Holmes, 1997; Kanoksilapatham, 2005, 2007; Lim, 2006; Nwogu, 1997; Peacock, 2002, 2011; Posteguillo, 1999; Swales, 1990; D. K. Thompson, 1993; Williams, 1999; Yang & Allison, 2003). The focus of this approach spread to further include studies on RAs written in other languages with reference to English (Loi & Evans, 2010; Yakhontova, 2006).

Genre studies started first on the research article as a genre (Swales, 1990) as different sections of the research article were analyzed such as the abstracts (Martín, 2003; Samraj, 2005;), the results sections (Thompson, 1993; Yang & Allison, 2003), discussions (Hopkins & Dudley-Evans, 1988; Holmes, 1997) and the introduction (Swales & Najjar, 1987; Swales, 1981, 1990; Samraj, 2002; Fakhri, 2004). The conclusion section, which is the focus of this study, has been analyzed by many researchers (Moritz, Meurer & Dellagnelo, 2008).

After that, genre analysis tradition was developed and attempted to reveal the rhetorical structure of other types of academic writing such as the dissertation (Bunton, 2002, 2005; Dong, 1998; Hyland, 2004; Kwan, 2006; Swales, 2004; P. Thompson, 2001, 2005) and Master's (M.A.). Different sections of the MA thesis structural organization were explored by Pramoolsook, 2014b; Samraj, 2008), Literature Review chapters (Nguyen & Pramoolsook, 2014a), Introduction and Discussion sections (Dudley-Evans, 1986), Results and Discussion (Nguyen & Pramoolsook, 2015b), Conclusions (Hewings, 1993) and the overall thesis organization (Chen & Kuo, 2012; Paltridge, 2002).

As far as the conclusion section is concerned, few researches were conducted to reveal the rhetorical structure of this important section. The conclusion is the last part and element of any research paper. This does not deny the fact that a conclusion should be well written to provide a general view of the whole research, also, to capture the main phases of the research and even pave the way for future studies through the implications and recommendations (Morales, 2012; Peng, 1987). Despite this great importance, some researchers consider the conclusion sections as a part of the discussion sections (Posteguillo, 1999; Swales, 1990) that justifies the paucity in research on it. It is probable that the only study that found and analyzed final sections called Conclusions and Pedagogic Implications is Yang and Allison (2003).

Statement of the Problem :

As far as academic writing is concerned, it is always challenging for EFL learners to belong to the scientific community and therefore become an expert writer or researcher. One of the main important steps towards being a researcher is to be able to write a research paper which has different forms and types. The research article is one of these types, it is as important as the thesis and dissertation. However, when it comes to writing a research article, more specifically the conclusion section, it is noticed that EFL learners face problems. Algerian researchers, who are not an exception, lack a solid, clear, common framework for writing the different sections of their research articles. Probably it is because most of them have received little or no formal instructions on academic papers writing during their postgraduate program. Salmani Nodoushan (2012) stated in this regard that one of the main reasons behind the difficulty in writing academic papers is the lack of knowledge about the conventional rhetoric structures set by discourse community experts. Writing a conclusion is problematic also because most of researchers ignore what to put and what to skip in this section. Usually most of the researchers start their career by writing a thesis or dissertation which is different in volume and structural organization sometimes. Thus, when they are asked to write a research article they link it to the thesis or dissertation writing.

Research Aim :

This study will focus on the description of the structural organization of the conclusion section of the research article. Our main aim is to see how Algerian researchers in the field of linguistics organize their research article conclusions. We decided to focus on this section mainly because it is the last step in writing a research article. Thus, it may receive little attention by researchers and writers. Also because the conclusion tends to summarize the whole research from the start till drawing some pedagogical implications and recommending further study. Therefore, we aim at seeing whether the research article conclusions written in English in the field of Linguistics by Algerian researchers follows the international norms of writing a conclusion using one of the common frameworks by Yang and Allison (2003). Our aim is not to evaluate the actual RA conclusions but to describe the pattern of writing an RA conclusion in the fore mentioned context.

Research Questions and Hypotheses :

In order to realize the research aims of the actual study, we raise the following questions:

- 1- Do research articles conclusions written by Algerian EFL researchers show any similarity with Yang and Allison's (2003) move framework for writing a conclusion?
- 2- What is the generic structure of Algerian RAs conclusions of linguistics written in English?

According the previously stated research questions, we formulate the following hypotheses:

- 1- The Algerian EFL researchers write their research articles conclusion in a brief way.
- 2- Most of the research articles conclusions do not conform to the model proposed by Yang and Allison (2003).

Methodology Description :

The study adopts the genre approach to academic writing. Therefore, a move-step analysis will be used in order to reveal the generic structure of the research articles conclusions written in English by Algerian EFL researchers in the field of Linguistics. Move-step identification will be carried out following a model proposed by Yang and Allison (2003) to conclusion genre analysis. We selected to work on Language and Translation Scientific Journal from which we extracted the research articles of linguistics that were written in English. Our corpus comprises (14) Fourteen research articles written in linguistics. We choose this scientific journal mainly because it is concerned with language studies which are the task of linguistics. The whole existing number of research articles was taken to analysis that is because we identified only fourteen (14) research articles written in English in the field of Linguistics.

Significance of the Study :

This study is significant and will have some contributions due to some reasons. First it will be helpful for any novice EFL researcher who aims at joining the scientific community ie, to writer any research papers especially the RA conclusion. It is important because it sheds the light at an important section of the RA which is the conclusion. This study is not only valuable for researchers, but only for methodology and writing teachers who can adopt a genre-based pedagogy to writing in general and writing a research paper in particular. Supervisors and supervisees may also find such study helpful in some ways during their academic journey.

Organization of the paper :

The actual research article starts with an introduction where a general background and framework of the study was highlighted, and then the problem statement and research questions and hypotheses were formulated with the research aims and significance. The second section is the methodology design where a detailed description of the chosen journal and selected corpus is provided. Together with the instrument or framework used in the analysis of the corpus. After that the results and discussion of the move analysis will be shown. This research paper ends with the conclusion that summarizes the study results and recommends further study.

2- Methods of Data Collection :

The present study is a genre analysis study which uses the move-step analysis to reveal the rhetorical-structural organization of the research articles conclusions. The study is descriptive since it attempts to describe how Algerian research article writers organize their conclusions in the field of linguistics when writing in English. The research is both qualitative and quantitative. It is qualitative since we use the move-step identification to uncover the conclusion structure. While it is quantitative since it shows the word and sentence count and even the frequency of each move and step.

2-1-The Journal Selection :

In order to carry out this study, we chose to work on research articles of English written in the field of Linguistics. The aim was to see how Algerian writers, who are EFL learners, use their English to express themselves in this particular field. Therefore, we had to select a scientific journal which publishes RAs in this field. Accordingly, we decided to extract RAs from the scientific journal "Language and Translation" which is a journal that "publishes original research and survey articles in the fields of Applied Linguistics, Translation and Interpreting studies, Discourse Analysis, Humanities and Social Sciences" (ASJP). The journal was created on 2002 and it publishes in six languages among which we have English. It is a biannual journal edited by the University of Oran2. This journal is published in both print and online versions. The online version is free access and downloadable in the Algerian Scientific Journal Platform (ASJP) from which we extracted our corpus see (<https://www.asjp.cerist.dz/>).

2-2-The Corpus :

The corpus of our study is composed of fourteen (14) linguistic research article conclusions written in English. After deciding about the journal, we selected only the research articles which were written in linguistics. Moreover, we illuminated all applied linguistics articles for more precision. Consequently, the remaining number of research articles written in the field of linguistics was fourteen. Therefore, the corpus was selected randomly and without any criteria. The research articles' titles varied across the field of linguistics as shown in the list (see the appendix).

2-3-The Instrument of Analysis :

Yang and Allison's (2003) Move model for conclusion sections of RAs was applied to analyze the conclusion sections of RAs. Yang and Allison (2003) offered a series of moves to academic papers conclusion that may correspond all this section in all papers. The model consists of 3 moves as shown in Table 1:

Move 1: summarising the study

Move 2: Evaluating the study

Step 1: Indicating significance/advantage

Step 2: Indicating limitations

Step 3: Evaluating methodology

Move 3: deductions from the research

Recommending further research

Drawing pedagogical implications

Table 01 Moves and steps in RA conclusion sections (Yang & Allison, 2003, p. 379)

As can be seen in Table (01), the model is composed of three moves, therefore, in order to conclude the research paper three main moves are followed; Move1 'Summarizing the study', 'Evaluating the study', and 'Deduction from the research'. Move 2 incorporates 3 steps, including 'Indicating significance/advantage', 'Indicating limitations', and 'Evaluating methodology'. Move 3, consists of two steps which are 'Recommending further study' and 'Drawing conclusion'. Besides that, the model that was proposed by Yang and Allison (2003) was supported with illustrative definitions and examples for each move and move-step. The examples and definitions were extracted from the analyzed corpus in their study as follows;

Move 1 (Summarizing the study), in this move authors provide a brief explanation of the main points and the overall results from the perspective of the study (e.g. The research presented in this paper offers..., in summary);

Move 2 (Evaluating the study), this move evaluates the overall study by

1 - Expressing the limitations (e.g. The present study has raised a number of interesting differences, however a larger corpus is required to establish how far they can be generalized...);

2- Indicating the contributions (e.g. What is new in your study is the links you try to find with school performance, and within family dynamics of the accommodation process...) or ;

3 - Evaluating the methodology (e.g. ...He performed very well in the experiment, but it is questionable whether his experimental data represent the strategy she would employ outside of the laboratory);

Move 3 (Deductions from the research), in this move authors move beyond the results by suggesting what can be done to solve the problems identified by the research, Recommending further study (e.g. Further research might be conducted within a single discipline to specify the degree of variability according to sub-discipline...) or; Drawing pedagogic implications (e.g. The findings of this study may have implications for teaching ...)" (pp. 382-383);

3- Results and Discussion :

The fourteen analyzed research articles conclusions' total number of words was two thousands and eight hundred thirty- four words (2834). As far the normal size of the conclusion is concerned, such average (203 words per conclusion) seems insufficient. The conclusion size is almost short, the number of sentences ranged from three (03) to

nineteen (19). While, the number of words ranged between sixty-eight (68) and four hundreds and seventy five words (475).

We noticed that most of the RAs conclusions, which comprise the corpus of our study, were brief, generally the writers conclude their RAs in short paragraph (s) which summarizes and closes the discussion. That can justify the finding of the study later on in terms of move-step absence. The length of these conclusions varied as follows; the shortest conclusion comprised sixty-eight words (68) while the longest was made of four hundred and seventy five words. In addition to word count, the statistics show that the shortest conclusion was made of only three sentences (03) which are too short and brief for a conclusion. This shows that less importance is given to the research article conclusion. On the other hand, the longest conclusion comprised nineteen sentences.

Conclusion code	Number of words	Number of sentences
C01	68	03
C02	169	06
C03	71	03
C04	217	06
C05	372	19
C06	151	08
C07	243	11
C08	243	11
C09	134	05
C10	99	02
C11	319	13
C12	475	15
C13	159	05
C14	114	05
Total	2834	112

Table 02: Statistics on Words and Sentence Count in the RAs Conclusions :

In order to answer the research questions, and therefore, find out the generic structure of the Algerian research articles conclusions of linguistics written in English, we needed to make a move analysis of these conclusions based on Yang and Allison (2003) framework. After that, obtained results were compared to the model so that we reveal how the conclusion section is organized in our context. Additional identified moves were counted and added to constitute a model of these research articles conclusions.

3-1-The Move Analysis of the Research Articles Conclusions :

The study attempted to see whether Algerian research articles conclusions conform to the norms of writing a conclusion more specifically those proposed by Yang Allison (2003). The data analysis showed the presence of only one move in the whole corpus; Summarizing the study. This move seemed obligatory in the RAs conclusion because it tends to sum up the main findings or idea of the research and closes the discussion chapter on the other hand. Whereas, the results showed a total absence of many move-steps such as; move2-1 (indicating significance and/or advantage) and move2-3(evaluating methodology). Other moves-steps were identified in few conclusions. Move2-2 for instance was identified only in one conclusion. Drawing pedagogical implications of the study also, was identified only in one conclusion despite of its high importance as it give and justifies the research significance. The

second most identified move-step in the corpus was the recommendations or suggestions for further study as it was found in four conclusions. Consequently, the previous moves may seem optional in the field of linguistics depending on the nature of research itself. Besides that, some new moves were spotted out as they were used by the RAs conclusion writers (moves written in *italics* are the newly identified one in the corpus)

Move-steps	Instances	percentage
Move 1 – Summarizing the study <i>1- Justification</i> <i>2- Quotes (referring to other research)</i> <i>3-Background</i>	14	100
Move 2 – Evaluating the study 1. Indicating significance/advantage	00	00
2. Indicating limitations	01	7,14
3. Evaluating methodology	00	00
Move 3 – Deductions from the research 1. Recommending further study	04	28,57
2. Drawing pedagogic implication	01	7,14

Table 03: Move-step Instances and Percentage in the RAs Conclusions

3-2-The Structural Organization (Generic Structure) of the RAs Conclusion

The results of the move analysis showed almost no compatibility between the Algerian research articles of linguistics written in English and the model proposed by Yang and Allison (2003). Therefore, we concluded that Algerian research article writers (researchers) seem to follow different moves and steps when writing their RAs conclusions. Only one move was identified in the whole corpus. It is worth restating that the RAs were written in the field of linguistics more precisely (Theoretical Linguistics) so most of them were theoretical or critical reviews which needed no study to be implemented. While, suggesting further research or recommendations, besides pedagogical implications and limitations appeared in three conclusions. Hence, these three move steps which are quite important in any conclusion seemed to be optional. The move analysis showed also the total absence of some move of others moves and move-steps (see table 04). The results showed an emergence of new move steps (which we consider as steps since they were included in the summary section). Two steps were identified in the corpus, M1-1 providing justification where the researchers tend to strengthen their arguments. Move1-2 also, completed the previous step by quoting for other researchers and referring to other similar results found by other researchers.

Conclusion Code	The Move Structure
C01	M1-M3-1
C02	M1-M3-1
C03	M1
C04	M1
C05	M1
C06	M1
C07	M1
C08	M1-M3-1-M3-2
C09	M1
C10	M1

C11	M1
C12	M1-M2-2-M3-1
C13	M1
C14	M1

Table 04: The Move Structure of the Algerian Research Articles Conclusions of Linguistics

The justification for such results can be led to the absence of the methodological guidance before and while getting involved in a discourse/research community. It is noticed that most of master/magister and even PhD programs offered by Algerian universities seem to miss this important section which is ‘teaching conventions of writing different types and sections of the research papers’. Instead, the focus is maybe, on guidelines of writing a thesis or dissertation. Another reason might be the nature of the field of research itself which is almost theoretical; hence, it does not require an empirical study to be made. Instead it relies on linking previous research ideas, discussing and commenting on others’ theories. Moreover, it is worth mentioning that each journal has its own norms and sample of research article writing. That is to say that some journals specify certain steps to be followed before being able to publish the research paper. Accordingly, the results of the move analysis of our corpus revealed a different model of generic structure of writing an English research article conclusion in the field of linguistics. The structural organization of these conclusions can be summed up in the following table (05)

Move1: summarizing the research (here writers tend to sum up the main points discussed in the research, providing quotes and justifications)
Move2: expressing limitations of the research and shortcomings
Move3: Step1: Recommendations or suggestions for f further study Step2: Pedagogical implications

Table 05: The Generic Structure Model of the Algerian Research Article Conclusions in the Field of Linguistics.

4- Conclusion

This study aimed at revealing the different rhetorical moves and steps followed by Algerian researchers in writing their research article conclusions in English in the field of Linguistics. This analysis was conducted with reference to a well known framework to research paper conclusion section proposed by Yang and Allison (2003). The aim of the study was not to evaluate the actual corpus but rather to capture an image and create a model of RAs conclusions in the intended context. Fourteen RAs conclusions were taken from a well known and a ranked Algerian Scientific Journal entitled “Language and Translation”. The RAs were written in the field of linguistics. The results of the study showed that the RAs conclusions do not correspond to the model proposed by Yang and Allison (2003). Only one move (M1) was identified in the whole corpus, with total absence or slight appearance of other moves and steps. Furthermore, the research findings revealed a different model which best represents the rhetorical (generic) structure of the research articles conclusions of

English written by Algerian researchers in the field of linguistics. The model comprises three moves; move1 is devoted for summarizing the main points dealt with in the research paper (such as aims, methodology findings). It was noticed also, that Algerian writers tend to provide justifications for their research findings and even quote for other authors to back up their arguments. The second move (Move2) was devoted mainly to state limitations and shortcomings of the conducted research which will pave the way to further studies in the future. The last move, Move3, was realized through two different steps which were recognized in some conclusions. Through step1, some researchers recommend further research to be done in the field. Also, and based the study results, they recommended some steps to be taken in order to fix any issues therefore, provided solutions. Step2 justified the significance of the research and the illustrated any possible contributions in the future.

Despite the obtained results of the present study, it is still important to state that it has some limitations. First the results of the present study are restricted. In other words, we cannot generalize the results unless we enlarge the scope of the study. Other limitation lies in the fact of not having a genre analyst in our context, the presence of an expert would have helped a lot in clarifying any sort of ambiguity faced by the researcher when identifying the moves/steps boundaries. Using specified software would have helped also in saving both time and energy, but we preferred to make a manual analysis

The present work can have some useful pedagogical implications; therefore it can be useful for teachers, students, researchers as well as supervisors. It can be a good source and reference for any researchers in the field of genre analysis. Besides it sets good basis for supervisors as well as supervisees about the different steps and moves of writing a conclusion. Teachers can include such proposed models to teach academic writing more specifically the conclusion section of any research paper. The study is significant and can have future contribution in the fields of writing, research methodology, and genre analysis. It can give a hand for novice and young researchers who aim at joining a discourse, scientific community. In addition, it may be useful for supervisors as well as supervisees while writing an academic paper. Such studies are of great importance since they shed the light on an ambiguous area of research. The results of our study revealed another gap in the field of EFL academic writing in Algeria mainly in the field of linguistics. Hence, we suggest some steps to be taken in order to better improve this field. It is very important to give more attention to this sub-genre which is the conclusion section. That can be done through implementing the genre-based theory in teaching academic writing in general and research papers in particular. Decision makers and program designers are invited to devote more time in postgraduate programs for teaching the rhetorical conventions set by experts in the field in order to allow the students or novice researchers into the discourse community. More attention should be given to methodology teaching by organizing seminars and conferences which spot the light on this less covered area in Algeria.

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Appendix

List of the Research Articles of English Written in Linguistics

Code	Research Article Title	Publishing Year
RA1	Investigating Language Contact Situation in Algeria	2015
RA2	Language Dilemma in Algerian Higher Education Pre-university schooling in Arabic and medical studies in French	2015
RA3	An Environmental Understanding of Culture and Speaking The Case of Prosody	2015
RA4	Borrowing Adaptation Routines in Oran Arabic	
RA5	Attitudes Towards Code-Switching: a case study of Kabyle speakers living in Oran	2016
RA6	Children Second Language Acquisition Pre-elementary and elementary level	
RA7	Code-Switching in the Conversation of Salespersons and Customers in Oran Spoken Arabic	2015
RA8	Crosslinguistic Influence during Second Language Acquisition -The Reasons behind	2016
RA9	Dialectal Arabic, MSA and Formal Education in Algeria	2015
RA10	Globalization, Language Planning, and the Future Prospect of English in Algeria	2015
RA11	Adaptive Linguistic Change and Ecolinguistic Structures Some processes of language dynamics within an Algerian dialect	2008
RA12	The effect of bilingualism and language attitudes on Algerian students’ language proficiency in medical sciences	
RA13	The Language of Advertising: The Case of Code-Switching and Code-Mixing in the Algerian Advertising Scenery	2016
RA14	Plurilingualism and Language Policy: the case of Algeria	2015

