A Corpus-Based Genre Analysis Study of Structural Move, Citation, Reporting Verbs and First Person Pronouns Practices in Master Dissertation Introductory Section of Language Sciences Students at University of Constantine 1

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Abstract

Genre analysis offers a space to analyze generic features such as *rhetorical moves*, *reporting verbs*, *first person pronouns*, and *citation* that facilitate the writing of academic genres and help to realize writers' communicative purposes. This study concerned itself with the investigation of the rhetorical organization of Master dissertation introductory sections using the Move Analysis method to Genre Analysis named Creating-A Research- Space (CARS) Modelproposed by Swales (2004). In addition, it explored how and for what purposes the aforementioned features were used. Both quantitative and qualitative methods were employed for the two levels of examining the data. Data analysis was based on a corpus of 17 introduction sections randomly selected from 80 Master dissertations in the field of Language Sciences. Having analyzed the data, move-step analysis revealed irregularity and randomness in the execution of the first two moves, and limitation in the set of steps used for expressing some functions in the last move than those proposed in CARS Model. Regarding the second analysis, the study indicated a very limited understanding of the range of functions offered by linguistic features and the roles they play to strengthen academic texts. We suggest these findings to add to the ever-evolving knowledge of how writing academic texts can be understood as having predictable and expected structures as well as functional significance for how they are interpreted.

Key words: Citation, first person pronouns, reporting verbs, rhetorical move structure

ملخص

تهدف هذه ا لدراسة البحثية إلى دراسة البنية البلاغية المتبعة في كتابة مقدمة مذكرات طلبة الماستر ، تخصص علوم اللغة ، بقسم اللغة الإنجليزية، جامعة منتوري قسنطينة1. ويمتد هدف هذه الدراسة إلى محاولة اكتشاف طرق توظيف بعض الأساليب البلاغية المصاحبة لهذه الخطوات السالفة الذكر (الاستشهاد، أفعال التقرير المستعملة في الاستشهاد، وضمائر المتكلم التي تبرز وجود الكاتب). وسعيا الى تحقيق هذا الهدف، تم اختيار سبعة عشر مقدمة اختيارا عشوائيا من بين ثمانين مقدمة، بغرض التحليل وفق نموذج "سوايلز" (2004) المعدل (خلق– مجال– للبحث). وقد استخدمت الدراسة الطرائق الكمية والنوعية على حد سواء لتحليل البيانات على المستويين. وقد أظهرت نتائج التحليل (الخطوة–مراحل الإجراء) أن هناك تطابق بين مقدمة مذكرات الماستر وبين نموذج "سوايلز" من حيث وجود الخطوات، ولكن مع عدم انتظام وعشوائية في تحقيق مراحل اجراء الخطوة الأولى، وغياب كلي للمراحل الإجرائية المقترحة لتحقيق الخطوة الثانية. وأما بالنسبة لطرق توظيف بعض الأساليب البلاغية، فقد بينت الدراسة أن هناك فهما محدودا لمجموع الوظائف التي تؤديها هذه الأساليب، وللدور الذي تؤديه في تدعيم النصوص الأكاديمية. و يمكن الإستفادة من النتائج التي توصلت إليها هذه الدراسة في فهم كيفية كتابة النصوص الأكاديمية على أنها ذات هياكل متوقعة ويمكن التنبؤ بها، فضلا عن أهميتها الوظيفية لكيفية تفسيرها.

الكلمات المفتاحية: الاستشهاد،ضمائر المتكلم التي تبرز وجود الكاتب،أفعال التقرير المستعملة في الاستشهاد،والبنية البلاغية

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1. Introduction

Producing a successful academic genre or a sub-genre involves competence in some related skills. Such competence includes the ability to organize the structure of the genre and understand the communicative purposes it serves, the ability to conduct inter-textual links to previous research -referring to and evaluating the work of others- and the ability to create a voice to one's work. These skills, among others, are expected to be used effectively by novice researchers. Unfortunately, these researchers, including LMD Master Students in the Department of English at the University of Constantine 1, face difficulties that hinder their writing process. Supervisors, however, should not stand idly by while the results obtained fromGenre Analysis studies may help overcome the challenge of providing their candidates with the needed assistance.

One principal aim of Genre analysis is the description of the rhetorical structure of texts based on two notions namely move (M) and step (S). Using these two notions, Swales proposed the Create a Research Space (CARS) model (1981, 1990, and 2004). With the belief that writing introductions are the most complex task, the opportunity Swales offered succeeded in coming up with a description that can account for the rhetorical organization of the research article introductions. However, his model has frequently been employed to analyze not only the structure of the research article (RA) introductions but also introductions in other academic genres such as Master and PhD dissertations (e.g., Bunton, 2002; Arulandu, 2006; Olivares, Salom and Monreal, 2008; GecikLli, 2013; Stapa, MohdMaasum and Abd Aziz, 2013 and Choe and Hwang, 2014).

Swales CARS model can be regarded as "one of the strongest descriptions of text structure to date" (Anthony, 1999, p. 39). In addition, the model is one of the most explicit genre pedagogies that have been widely preferred both in the teaching of different genres across disciplines and the analysis of the rhetorical organization of text genres. It has been used as a basic analysis model to present the overall structures of genres through the description of textual factures behind the rhetorical organization of the manuscripts in the writing process Geçikli (2O13, p.1). Moreover, when students are made aware that texts are composed according to the model's organizational formats and patterns, they will be able to understand better the coherence and logic of the information being presented, and they locate the main ideas and distinguish them from less important information (Grabe, 1997, p. 15).

In addition to the description of the rhetorical structure of genres, Genre Analysis offers a space to analyze the generic features that facilitate the writing of academic genres. *Citation*, *reporting verbs*, and *first-person pronouns* are probably the most needed and practical features through which research writers' academic competence is to be assessed. Their significance lies in their functional rather than linguistic role to offer one's own original contribution in a particular topic of interest. Citation is a fundamental aspect in academic writing through which research writers seek "to frame and support their own work and also to establish a niche for themselves" (Jalilifar&Dabbi, 2010, p. 91) The appropriate use of reporting verbs, as well, is crucial both in establishing the writer's own claims and establishing the credibility of other's claims. Bloch (2010, p. 219). The use of some first-person pronouns to control and increase the degree of their presence becomes also a key feature of successful academic writing. The most common reasons given for this, according to Millàn (2010), are to move academic writing "away from its traditional image of distance and impersonality" (p.36), and, on the part of the writer, to create an appropriate authorial identity in order to present themselves as competent

and original members of their discourse communities and to highlight the relevance of their contribution. Therefore, it is not enough for writers to express their tendency to focus on the use of these forms or merely develop an awareness of the principles and strategic ways of their correct use; but they should give them an important weight and must exploit their understanding of these devices in order to demonstrate their academic competence.

The purpose of this study is to examine the rhetorical structure (move-step analysis) of introductions written by LMD Master Students belonging to the Department of English at the University of Constantine 1. Using Swales' (2004) CARS model, the study aims at identifying and describing the moves that are considered obligatory or optional by student writers. Moreover, the study goes beyond this purpose to examine the most common rhetorical devices associated with the moves such as citations, reporting verbs and first person pronouns indicating the writers' presence.

This study is motivated by the two following primary questions:

1. Does the organizational pattern of Master dissertation introduction sections developed by student writers reflect the rhetorical moves as defined by Swales' CARS model?
2. How are the linguistic features of citation, reporting verbs and personal pronouns textually realized? Do they meet the communicative purposes of the introduction sections?

Supporting questions include:

1. Do all three moves have to be present (obligatory)?
2. Is the sequence of moves (1-2-3) according to Swales CARS model inviolable?
3. Are there any other features/ components of a move that are used by the novice research writers but not mentioned in the CARS Model?
4. What types of citations and reporting verbs are used in the introductions?
5. How often and in what ways are the first person pronouns used in the introductions?

2. Review of the literature

2.1. Genre Analysis

Genre analysis is used to refer to an analytic approach for studying texts in terms of their communicative purposes (Hyland, 1990). Its central aim is to explain why genres are written the way they are rather than how they are written (Nielsen, 1997). It is the study of linguistic behavior in institutionalized academic or professional settings (Bhatia, in Miller, 1997), whether in terms of rhetorical actions, as in Miller (1984); or communicative purposes, as in Swales (1990). It is the study of how language is used within a particular setting; it is a means of studying spoken and written discourse for applied purposes (Swales, (1990).

In genre analysis, two types of text analysis were distinguished *lexico-grammatical* and *rhetorical or schematic structure of texts* (Rasmeenin, 2006).

Lexico-Grammatical Analysis

Genre Analysis at the lexico-grammatical level is used to investigate the linguistic features chosen by expert users of the genre to realize their communicative purpose (Henry & Roseberry, 1998) such as epistemic modality or hedges (Hyland, 1994, 1996) containing *model verbs* (would, will, could, may, might), *lexical verbs* (seem, appear, suggest, indicate, assume, believe), *adverbials* (probably, possibly, apparently, unlikely), *nouns*(assumption, claim, evidence), and *adjectives* (probable, possible, clear, reasonable), reporting verbs (Thomas & Hawes, 1994), and citation analysis (Thompson&Tribble, 2001).

Rhetorical Analysis

The second type of analysis is also referred to as 'structural move analysis' by Hyon (1996) or 'the identification of schematic units or moves' by Nwogu (1997). It aims at identifying the rhetorical structure or a structural move analysis of texts. Move analysis is a method within Genre Analysis proposed by Swales (1990) to analyze a genre rhetorically. It has been used to gain insights into the distinct rhetorical functions carried out by parts of a text. Analyzing in this fashion involves identifying the common moves in a corpus of texts representative of a genre, accounting for the presence of each move within the corpus for determining whether they are obligatory, optional or conventional, identifying their sequence to discover the common movement patterns, or examine steps or sub-categories within a single move (Tardy, in Hyland &Paltridge, 2011).

A move or "information segment" is a rhetorical unit performing a coherent communicative function. It can be a part of a sentence, a whole sentence, several sentences, or a paragraph with a uniform conceptual or semantic orientation which is typically signalled by linguistic cues and is given a name such as research finding, research conclusion, research problem, background information. Each rhetorical move can be realized by one or more steps, but not all moves comprise constituent steps (Samraj, 2009, as cited in Yun, 2011). Both moves and steps are functional units and can be 'optional' or 'obligatory' in a genre. Some moves or steps occurring regularly in a genre are considered obligatory; others occurring less frequently are considered optional. However, the criteria for defining an obligatory unit are not consistent. In some studies, an obligatory move or step, which refers to a unit, occurs in over 50% of a set of texts, or over 60 % of a set of texts, or even above 80% of a set of texts. In the study of Yun (2011), "a particular move is considered obligatory when it happens in the text over 80 percent of the cases" (p.16).

2.2. Swales' (1990) CARS Model

In his 1990-model of the structure of RA introductions, Swales proposes three moves, each of which is identified by some obligatory and optional steps. The general purpose of these moves is for the authors to justify their proposed research and create a research space for themselves. These frequently start with establishing the general topic being discussed (*Establishinga Territory*), followed by the creation of a research space within the territory (*Establishing a Niche*) which is then filled in the third move (*Occupying the Niche*).

2.3. Deviations from the CARS Model

As far as the applicability of the CARS model is concerned, Swales (1990) suggested that the model can account for the structural organization of RA introductions irrespective of the discipline. Although it seems that the model has adequately described the overall structure of introductions in different disciplines, several subsequent studies such as Anthony (1999) in Software Engineering, Lakic (2010) in Economics, Samraj (2002) in Wildlife Behavior and Conservation Biology, Habibi (2008) in the three related fields of English for Specific Purposes (ESP), Psycholinguistics and Sociolinguistics, and Ozturk (2007) in second language acquisition and second language writing have proved the fact that there is not a single model applicable to all fields.

2.4. Swales' 2004 Version of the CARS Model

In 2004 (as cited in IsıkTas, 2008; Ozturk, 2007), Swales revised some aspects of the CARS model in line with the results of some research studies, particularly those raised by Anthony (1999), and Samraj (2002). In comparison to Swales' (1990) model, the 2004 version of the CARS model has reduced the three steps in move 1 (Establishing a Territory) into one, i.e., reducing *Claiming Centrality* (M1S1), *Making topic generalization(s)* (M1 S2), and *Reviewingitems of previous research* (M1 S3) into *Topic generalization of increasing specificity* (M1S1). *A review of the literature* is now not limited to M 1 S3. Swales (2004, cited in IsıkTas, 2008; Ozturk, 2007) noted that the step occurs "throughout the introduction and indeed throughout the article as a whole".

The four steps of M2 (*Establishing a Niche*) offered in the 1990 version of the CARS model have also been reduced to two in the (2004) latest version. *Counter claiming* (M2 S1A), *Indicating agap*(M2 S1B), *Question raising* (M2 S1C), and *Continuing a tradition* (M2 S1D) become the following two steps: *Indicating a gap* (M2 S1A) or *Adding to what is known* (M2 S1B) and *Presenting positive justification* (M2 S2). This last step accounted for one of the limitations observed by Samraj (2002). IsıkTas (2008, pp. 20-21) indicated that the reason behind modifying M2 was the consequence of Swales' observations "that *Continuing a tradition* seems a rather odd choice of categorization since it does not answer the question of continuing a tradition of what?" And his acceptance that "*Indicating the gap* is by far the most common option [and] the rarer other options of *Counterclaiming*, or *Question raising* may not functionally be very different from *Gap-indication*" (IsıkTas, 2008, p. 21).

Another aspect of the CARS Model revised in the 2004 version is the third movement which was initially re-labelled*presenting the present work* instead of Occupying the Niche. Swales (2004, cited in IsıkTas, 2008) noted that it is apparent that separating the opening step *Outliningpurposes/Announcing present research* from later ones is not always easy. Moreover, he comments that more options such as summarization, " especially in papers whose principal outcome can be located in their methodological innovations, extended definitional discussions of key terms, detailing, and sometimes justifying, the research questions or hypotheses, and announcing the principle outcomes" (IsıkTas, 2008, p.21). Consequently, seven steps are offered for the realization of the third movement.These are, respectively, *Announcing present research descriptively and/orpurposively*(M3 S1), *Presenting research questions or hypotheses* (M3 S2), *Definitionalclarification*(M3 S3), *Summarizing methods* (M3 S4), *Announcing principal outcomes* (M3 S5), *Stating the value of the present research* (M3 S6), and *Outlining the structure of the paper* (M3 S7).

As a response to the problems and difficulties related to writing introductions, as one of the most complex research sections both linguistically and rhetorically, researchers in the different disciplines have adopted Swales' CARS model to identify the different moves that are routinely used by their participants. One important point that needs to be made in favor of his last version is the integration of mainly all the proposed new aspects through which disciplinary-distinctive are covered. This, no doubt, provides further insights that can be used. Swales' (2004) version is employed in this present research work to facilitate the process of analysis. (Table 1, Appendix A, shows Swales' (1990) vs. Swales' (2004) CARS model for structuring English RA Introductions.

2.5. Reporting verbs

Reporting verbs are generally defined as verbs that can be used to describe and report on others' work. In academic writing, they are intentionally used to discuss or report on others' ideas and research. Thus, blend other's work or other sources into one's writing to show his understanding and ability to make judgments about these sources. This can be realized through the use of verbs that indicate the author's agreement, disagreement or questioning, evaluation or examination, proving something, beliefs, and what s/he did to make the knowledge. According to Hyland (1998, as cited in Bloch 2010, p. 220), they are one of some grammatical devices to express a writer's stance in an academic paper. That is, strategies or ways writers use to show their opinions, evaluations and feelings on a given matter.

2.6. Thomas and Hawes' (1994) classification of Reporting Verbs

Thomas and Hawes (1994, pp. 133-142) proposed a categorization to develop a detailed systemic network representing the options for reporting verbs and their choices. Depending on the kind of activity referred to, three categories were suggested.

1) Real-World or Experimental Activity Verbs: these verbs refer to some aspect of the methods/procedures involved in the conduct of the research experiment. They do not focus on the linguistic activity involved in the write-up of the research work, but go back a stage further and make reference to the activities involved in the actual experimental work itself. This category is divided into two subcategories:

First, **Findings Verbs** occur in statements of the overall findings of the research which have been generalized from the results. This in turn subdivided into the *Objective Verbs* and *Effect Verbs.* The former kindis neutral, that is, unmarked, concerning the reporting writer's assessment of the acceptability of the reported information. They give no explicit indication of the effect produced by the cited researcher's claim on the reporting writer. The latter sub-divisionsuggests more than the neutral communication of reported information. The cited researcher/author has affected the reporting writer, that is, s/he has been convinced by the research findings.Second, **Procedural Verbs** referred to experimental procedure activities and did not permit the report of information about findings.

2) Discourse Activity Verbs: these verbs refer to activities that are linguistic and involve interaction through speech or writing. The verbs can be categorized based on whether they indicate a tentative claim in the following element or whether they suggest one which is non-

tentative (certainty verbs). Based on the time reference in the proposition introduced by the tentative reporting verb (posterior or non-posterior), two groups of verbs were distinguished: *Pre-Experiment Verbs* refer to preliminary working hypotheses which will be tested out by the experimental study. Alternatively, *Post-Experimental* verbs might be useful in indicating that the reported proposition was arrived at after the experimental work. Reports with these verbs generally state conclusions/claims arising from the data and results obtained from the work which was carried out.

Certainty verbs are associated with reported propositions, stated in more conclusive and definite terms than are reported prepositions with Tentativity Verbs. They can be group into two further subclasses: (1) *Informing/Recording verbs* are verbs in reports that are associated with the neutral passing of information from the source author to the reader via the reporting writer. They objectively introduce reports as the writer appears not to interfere with the substance of what is being reported. The verbs are equivalent to said and do not imply any interpretation of the reported information by the writer.(2) *Argument Verbs* signal a role for the reported proposition as a supporting argument of the reporting writer. Such a role for the reported information is achieved by the writer's interpretation of the status of the reported information in particular ways, for example as a conclusion, or as the basis for a claim. In this sense, then, the verbs do not signal neutrality in the communication of the information as the writer's voice intervenes. They are considered a subset of Certainty Verbs in that they attribute a much higher degree of confidence, on the part of the original author, in asserting the proposition.

3) Cognition Activity Verbs: these verbs only refer to the mental activities that the researcher goes through, and ignore the fact that such mental acts have to be expressed as discourse activities to be available to a reader.

2.7. Citation

Citation is a fundamental aspect in academic writing through which research writers seek "to frame and support their work and also to establish a niche for themselves" (Jalilifar&Dabbi, 2010, p. 91). It is important and fair to relate the discussion of Citation in academic writing to Swales who initiated the study of citation analysis from an applied linguistic perspective. Swales (1990) differentiated between *integral* citation which appears in the sentence and *non-integral* which is placed outside the sentence and separated from it by brackets. According to Thompson and Tribble (2001), *integral citation* plays an explicit grammatical role in the sentence; in the case, that citation is a name followed by year number; the name is typically incorporated into the sentence as an integral part of the syntax of the sentence, whereas *non-integral citation* plays no explicit grammatical role in the sentence.

2.8. Citation Types in Academic Writing: Thompson and Tribble's (2001) typology

Extending the dichotomy adopted by Swales (1990) in which he divided citations into integral and non-integral, the distinction is further investigated by Thompson and Tribble(2001) who developed a set of citation categories that may be used in citation analysis studies to measure the different academic works.

1)Non-integral Citation

1) *Source:* this type of citation is called *source* citation because it indicates where an idea comes from. Its function is to attribute a proposition or an idea to another author. It provides evidence for a proposition that can remain unchallenged if the writer agrees with it, or can be countered by the ensuing argument.

2) *Identification:* this second type of non-integral citation identifies an agent within the sentence it refers to; that is, instead of including the name of the author within the sentence, it is placed in parentheses thereby focusing attention on the information.

3) *Reference:* this type of citation is often similar to a source citation in that it can provide support for the proposition made, but it also functions as a shorthand device. Rather than provide the information in the present text, the writer refers the reader to another text. This type is particularly common about procedures or too detailed proofs of arguments that are considered too lengthy to be repeated.

4) *Origin:* whereas Source citations attribute a proposition to a source, Origin citations indicate the originator of a concept or a product.

2) Integral Citations

A clear distinction can be made between integral citations which control a lexical verb *(Verb controlling)* and those that do not *(Naming).* A third type is a reference to a person that is not a full citation – this has been called a *Non-citation* form.

1. *Verb Controlling:* The citation acts as the agent that controls a verb, inactive or passive voice.

2. *Naming:* In Naming citations, the citation is a noun phrase or a part of a noun phrase. This primarily form implies a reification, such as when the noun phrase signifies a text, rather than a human agent.

3. *Non-citation:* The non-citation type refers to another writer but the name is given without a year reference. It is most commonly used when the reference has been supplied earlier in the text and the writer does not want to repeat it.

2.9. Author Presence Markers

Hyland (2002) links pronoun functions with authorial presence. According to him, writers use the first person/ authorial pronouns to fulfill some functions. He proposed a typology of five different discourse functions behind first-person pronouns in academic writing. The two first functions, *stating goal/or purpose* and *explaining a procedure,* involves little risk for the writer whereas *stating results/claims* and *elaborating an argument* involve high risk. The fifth and last function in the categorization which is *expressing self-benefits* represents the least threatening function. These functions were expected to occur with different distribution in the article sections, according to their aims: *Stating a Goal/Purpose* was expected in Introduction; *Explaining a Procedure* was expected in Method; *Stating Results/Claims* was expected in Results; and *Elaborating an Argument* was expected in Discussion (Martinez, 2005, p.178). These functions can be summarized in the following points:

1) State their discoursal purposes to signal their intentions and provide an overt structure for their texts, *(Stating a purpose).*

2) Describe the research procedures they used,*(Explaining a procedure).*

3)

4) Represent their unique role in constructing a plausible interpretation for a phenomenon, thereby establishing a personal authority based on confidence and command of their arguments,*(Stating results/claims).*

5) Disguise their responsibility when elaborating arguments and giving their opinions,*(Elaborating an argument)*

6) Comments on what they had personally gained from the project,*(Expressing self-benefits).*

2.10. What is a Corpus?

A corpus is generally defined as a collection of texts, written or spoken, which have been selected and brought together so that language can be stored in and studied by a computer. Unfortunately, this definition fails to capture some central issues pointed out later on in Biber, Conrad and Reppen (1998).They provided a definition that is most useful (until recently) and may still be the dominant one worldwide (O'keffe, McCarthy & Carter, 2007). To expand upon the above-mentioned definition, a corpus, according to them, is seen as a principled collection of texts available for qualitative and quantitative analysis. Therefore, the labeling of something as a corpus does not simply mean a collection of texts but involves the representation of something taking into account all the possible criteria included in the creation of a corpus and allowing the assessment of its representation. Corpora have opened different ways in which language features in a corpus are to be explored. There are two main kinds of approaches that can be employed. While the first kind of them known as the quantitative approach gives us information on the number of occurrences of a selected language feature, the second one, the qualitative, is concerned with turning out the quantitative findings in a way that can aid to discover facts of how these language features are used across a corpus.

2.11. Corpus-Based Approach

A corpus-based approach is an analytical approach that uses a collection of natural or real-world texts which are mostly the product of real-life situations to carry out linguistic analyses of different aspects of the language. Biber, Conrad and Reppen (1998, p. 4) describe four essential features as the basis for this. They pointed out that the approach is empiricallyused for analyzing actual patterns of language use which are observed in natural texts (spoken and written). The language of the corpus referred to here is the authentic language and composed from any real-life situation in which any linguistic communication takes place such as business meetings, textbooks, research papers, newspapers, telephone conversations, class lectures, etc. (Bennett, 2010). Furthermore, the approach relies on a corpus or corpora of naturally-occurring language as the basis for the analysis. The reference here is to the corpus of the study itself which can be written, spoken, etc. Additionally, the approach relies heavily on the use of computer software to manipulate and exploit linguistic data, determine the rules that govern the language, and count linguistic patterns as part of the analysis. Besides holding corpora, computers help to access and analyze a corpus through the use of a concordance program. Finally, they draw attention to the fact that the approach is not purely a qualitative approach to research since it uses "bodies of electronic encoded text, implementing a more quantitative methodology, for example by using frequency information about occurrences of particular linguistic phenomena" (Baker, 2006, pp. 1-2), which simply means the dependence

of the approach on both qualitative and quantitative analytical techniques to interpret the findings. The quantitative results generated from the corpus are taken and then analyzed qualitatively to find significance. However, although the corpus-based approach provides us with accurate results of "what is or is not present in the corpus" Bennett (2010, p. 2), it is unable to tell "what's possible or … incorrect in a language" (Bennett, 2010, p. 3). In addition to that, it is "not able to explain why something is the way it is" (Bennett, 2010, p. 3). For instance, it does not tell us why the frequency of a particular word has increased over time.

One major advantage of a corpus-based approach is that it makes it possible to identify and analyze complex 'association patterns'—the systematic ways in which linguistic features are used in association with other linguistic and non-linguistic features (Biber, Conrad &Reppen, 1996, p. 116).

The corpus-based approach provides numerous research techniques for analyzing data: collocations, keywords, frequency lists, clusters, concordance lines, etc. these techniques would probably ensure, and improve the reliability of the findings. Some research studies highlight the benefits obtained from the use of corpus-based techniques. For instance, based on explorations of the Michigan Corpus of Upper-level Student Papers (MICUSP), Römer&Wulff (2010, p. 101) provided an introduction to the central techniques in corpus analysis, including the creation and examination of word lists, keyword lists, concordances, and cluster lists. One of the aims of the study was to demonstrate "how … corpus methods can contribute to writing research and provide fruitful insights into student academic writing, particularly research on advanced student academic writing" (Römer&Wulff, 2010, p. 125). The results of their discussion indicated that one major advantage of a corpus/software-based approach to texts over a manual (non-computer-based) approach was the ability to examine a much larger amount of language data in a short time, and the ability to captured and described new aspects about language, in this case, student academic writing.

Corpora data have been exploited by some areas in linguistics. It has been used in lexical and grammatical studies, register variation and genre analysis, contrastive and translation studies, diachronic study and language change, language teaching and learning and many other areas. Thus, corpus analysis, as it is stated in Bibber, Conrad and Reppen (1998), can be illuminating "in virtually all branches of linguistics or language learning".

2.12. Corpus-Based Genre Analysis

Widening participation in text analyses has led to increasing support to the notion of corpus-based genre analysis in which there is a need for collaboration between corpus-based and genre-based analyses. Within this scope, a substantial collection of research studies is now available. Among them are Muñoz (2013), Salager-Meyer (1992), Moore (2002), Posteguillo (1999),Green et al. (2000), Pickard (1995), Bunton (2005), Pecorari (2006), Nelson (2006), Lewkowics (2009), Charles (2006, 2003), Martinez (2005), Henry and Roseberry (2001), Hyland and Tse (2005), Hyland (2008) and Ding (2007). These studies have added significantly to the understanding of the research genre and the direction of research that is currently drawing on. In addition, they showed that the integration of both corpus-based and genre-based approaches to text analyses can contribute to maintainingboth the diversity and homogeneity in the selection and analysis of texts.

3. Method

The present study employed both the quantitative and qualitative data analysis methods to meet the aims the present research sets itself to achieve. According to Given (2008), the term *quantitative research* refers to approaches to empirical inquiry that collect, analyze and display data in numerical rather than narrative form. This type of research method is used when accurate and precise data is required. It aims at testing pre-determined hypotheses and producing generalizable results. It uses statistical methods and its results either confirm or refute hypotheses. The other, *qualitative,* pole of contrast "is multi-method in focus, involving an interpretive and naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (Denzin& Lincoln, 1994, as cited in Adams, Fujii& Mackey in Sanz, 2005, p. 70). It is by definition exploratory research used when we don't know what to expect, how to define the issues, or lack an understanding of why and how affected populations are impacted by an emergency. Wood and Welch (2010) pointed out that the core of distinction between the two research methods lies in the fact that while Quantitative research is widely assumed to involve using statistical methods to test hypotheses, the qualitative methods are widely assumed to use qualitative data analysis and induction (p. 4). However, both methods are said to be appropriate for conducting research.

As far as this study is concerned, the quantitative design, on the one hand, is adopted to determine the frequency of occurrence of moves and steps and the move-step patterns. Moreover, it is used to determine accurately and precisely the frequency and distribution of the generic features (reporting verbs, citation practices, and author presence markers) across these moves. The qualitative data, on the other hand, is adopted to determine the rhetorical functions of the moves and steps in the study corpus; Swales' (2004) CARS model was used as a reference. In addition, it is used to describe the functions of the linguistic device.

The analyses, including move-step structure, reporting verbs, citations and author presence markers are conducted through hand-tagged or manual analyses. The underlying reason to justify the use of such kind of analysis is that this study is not merely based on the study of the structural organization and the lexico-grammatical patterning of the dissertation introduction sections but also considers rhetorical aspects. Even though wordlists, concordances and other kinds of electronic text-processing tools are usable, a manual analysis seems more appropriate in this case because it helps to retrieve information valuable to the qualitative analysis in a way that is impossible with electronic text processing tools. The potential of manual analysis, in this study, is to be able to examine the ways Master Students use rhetorical features (moves and linguistic features) to convey different communicative purposes. For this basis, the corpus is tagged manually to indicate the generic 'move structures' such as background, scope, and purpose as well as to show how and for what purposes different linguistic features are used in the introductory sections of the dissertation. This could play disorder with electronic text-processing tools.

The Study Corpus

The data of this study comprises a corpus of seventeen randomly selected master dissertations submitted to the faculty of letters and languages at the Department of Foreign Languages/English at Constantine 1 University, in 2013. The study focuses on this genre because it is one of the most important genres in academic writing, which have not been widely researched, at least in the Algerian setting. All the dissertations are selected from the same field of study (Language Sciences). Specifically, the model corpus examines the introduction section of these dissertations.

Data Analysis Procedure

The study is to analyze the introductions for the generic moves and steps used by the target research student writers to achieve their purposes. That is, it attempts to determine the moves in the introductions, the steps used to realize them, the allowable move order and the obligatory and optional moves and steps following Swales' (2004) CARS model.

The study is not restricted to the investigation of the rhetorical structure (move-step analysis) of the introduction section but attempts also to determine the most common features associated with the moves such as the verbs used to report others' work, the different types of citation used and the markers used to indicate the writer's presence. On citation feature, the classification scheme developed by Thompson and Tribble (2001) is used to sort out the data in this study. As far as reporting verbs are concerned, the adopted categorization is Thomas and Hawes' (1994). Moreover, in the present study, we seek to tag the most frequent first-person markers used as an indication of writer presence, to identify the rhetorical functions associated with their use and to investigate their distribution across the moves of the introduction section. The only cases of first-person intended to be examined are exclusive first-person pronouns and their possessive adjectives. In this process, the study is guided by Hyland's (2002) categorization framework of the functions of authorial reference realized through first person with exclusive reference: *Stating a Goal/Purpose*, *Explaining a Procedure*, *Stating Results/Claims*, *Elaborating an Argument* and *Expressing Self-benefits*.

The first level of analysis is to check the elements constituting the introduction section of Master dissertations, determine their communicative purpose (s) and the linguistic clues and devices used to realize these purposes. Then, the researcher determines the most frequent of these elements and, therefore, classifies them in terms of obligatory, convention and option. The second level of analysis is to identify and analyze the moves and steps and determine the move structure of the introductions using CARS model developed by Swales (2004). On the basis of their frequencies, the researcher classifies them as obligatory, optional moves and steps. The data are examined again to find the generic features associated with the moves particularly: citations, reporting verbs, and personal pronouns. The researcher starts with counting their occurrences. Then, she moves to identify the rhetorical functions associated with their use and to investigate their distribution across the moves of the introduction section.

4. Results

The overall objective of the present study is to describe and understand the way LMD Master Students develop their dissertation introduction sections. The focus of the investigation has primarily been on its rhetorical organization, specifically investigating its moves and steps using the move analysis method to genre analysis which is introduced by Swales' (2004) called Creating-A-Research-Space (CARS) Model.

Move/Step Analysis

Table 2.*Move and step patterns in the dissertation Introductions*

INTRODUCTI-ON	THE MOVE AND STEP PATTERNS
INTR.1	[M2][M3S1][M3S2][M3S4][M3S7]
INTR.2	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR.3	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR.4	[M2][M3S1][M3S2][M3S4][M3S7]
INTR.5	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR.6	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR.7	[M1] [M3S1][M2][M3S2][M3S4][M3S7]
INTR.8	[M2][M3S1][M3S2][M3S4][M3S7]
INTR.9	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR.10	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR. 11	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR.12	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR.13	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR.14	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR.15	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR.16	[M1][M2][M3S1][M3S2][M3S4][M3S7]
INTR.17	[M1] [M3S1][M2][M3S2][M3S4][M3S7]

As displayed in table two, the three moves proposed in Swales (2004) CARS Model appeared in almost all the introductions. However, three out of 17 introductions (introductions 1, 4 and 8) do not have moveone. In addition, although the most common pattern is M1-M2-M3, employed without cycling of the moves, other configurations such as M1-M3-M2-M3 (introductions 7 and 17), or M2-M3 (introduction 1, 4 and 8) also occur.

Table 3: *Optional/obligatory move/step*

Move/step	Percentages of move/step occurrences	Optional/ obligatory	
		Swales(2004)	Current study
M1	85, 35%	Obligatory	*Obligatory*
M2	100%	Obligatory	*Obligatory*
S1A	5, 88%	Obligatory	*Optional*
S1B	00%	Obligatory	*Not probable*
S2	00%	Optional	*Not probable*
M3	100%	Obligatory	*Obligatory*
S1	100%	Obligatory	*Obligatory*
S2	100%	Optional	*Obligatory*
S3	00%	Optional	*Not probable*
S4	100%	Optional	*Obligatory*
S5	00%	Not probable	*Not probable*
S6	00%	Not probable	*Not probable*
S7	100%	Not probable	*Obligatory*

Based on the percentages assigned in this study (over 80%, a move or step will be considered obligatory), all three moves are classified obligatory whereas the steps are either obligatory (M3S1, M3S2, M3S4, M3S7) or not probable (M2S1B, M2S2, M3S3, M3S5, M3S6), with only one optional step (M2S1A) as an exception. (see table 3 above)

Citation Analysis

Table 4. *Frequency and distribution of in-text citation per move*

INTRODUCTION NUMBER	MOVE			Total number of citations in each introduction
	M1	M2	M3	
INTR.1		-	-	-
INTR.2	3	8	-	11
INTR.3	-	-	-	-
INTR.4		-	-	-
INTR.5	6	-	4	10
INTR.6	-	-	-	-
INTR.7	-	-	-	-
INTR.8		1	-	1
INTR.9	-	-	-	-
INTR.10	2	2	-	4
INTR.11	2	1	2	5
INTR.12	1	-	-	1
INTR.13	-	2	-	2
INTR.14	4	-	3	7
INTR.15	3	1	-	4
INTR.16	-	-	-	-
INTR.17	7	1	-	8
Total	28	16	09	53

As shown in table four, seven out of 17 introductions have no in-text citation. Table fouralso shows that citation is predominantly preferred in M1. This may be due to the communicative purpose of M1 which provides more or less information on the research topic as it includes definitions and explanations based on different trends on the research topic.
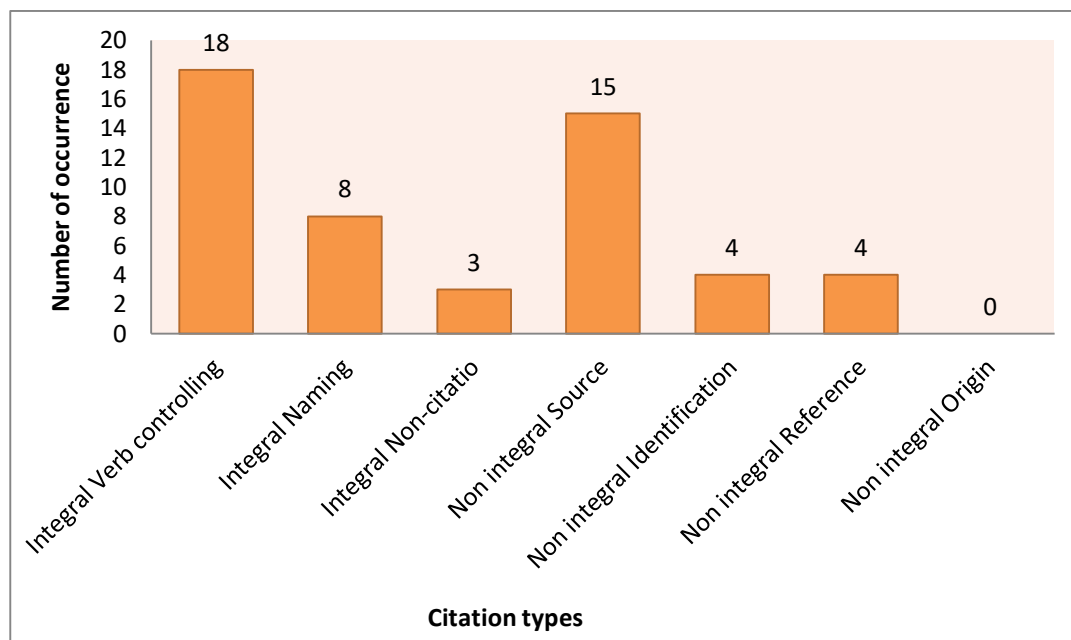

*Figure 1.*The proportion of citation types in the study corpus

Figure one above shows that Master's students use different categories within integral and non-integral types of citation, but to different degrees. Non-integral citation is mostly realized by "Source" citation (15 occurrences), "Identification" and "Reference" citation (4 occurrences for each). The function of "Origin" is ignored. Within integral citation (figure 1), the function of "Verb Controlling" is more commonly used among integral ones (18 occurrences). "Naming" with 8 occurrences is closer to "Verb controlling" than "Non-citation" which occurred in the last rank (3occurences).

Reporting Verbs

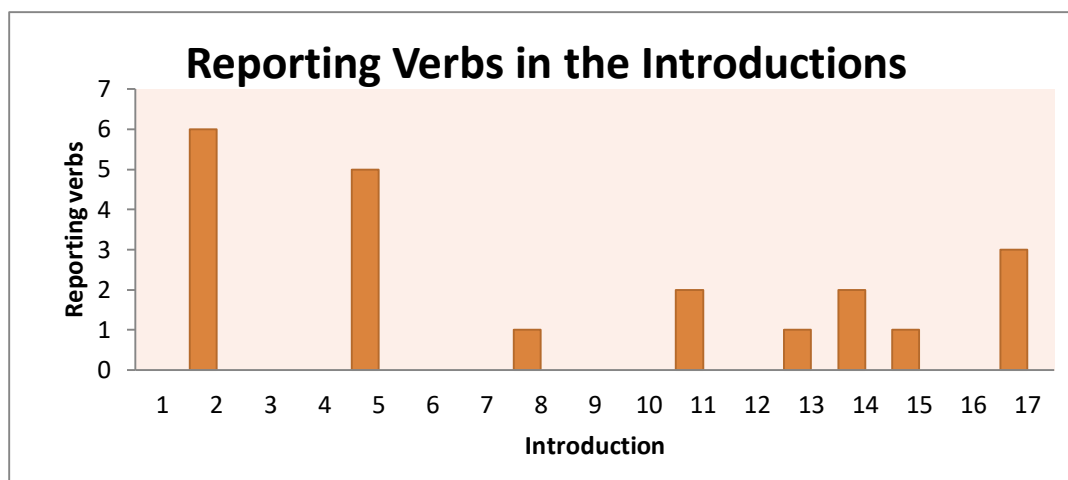*Frequency and Distribution of Reporting Verbs*

*Figure 2.*Frequency of reporting verbs in the introductions

Figure two above shows that reporting verbs used in citation occur with a low frequency; the study recorded no reporting verb in more than half of the introductions.Besides, fewer instances are observed in the remaining introductions.

Table 5.*Distribution of reporting verbs across the moves*

Move	Introduction Number																	Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
M1		3	0		3	0	0		0	0	1	0	0	1	1	0	3	12
M2	0	3	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	5
M3	0	0	0	0	2	0	0	0	0	0	1	0	0	1	0	0	0	4
																		21

Table five showsthatreporting verbs are predominantly preferred in M1 of the introduction section(12 occurrences) where the research student writers tend to make background generalizations of their work supported by information from other sources. As far as M2 and M3 are concerned, the distribution of reporting verbs are similar in some way(five and four occurrences respectively).

Types of Reporting Verbs Employed

As far as types of reporting verbs used to refer to the work of others are concerned, the analysis, generally, reveals a clear preference for reporting information as Discourse activities. Of the verbs referring to this category, the analysis shows that *informing verbs*, which are associated with neutral passing of information from the source to the reader without any indication of persuasive intent on the part of the writer, are the only common verbs; this finding shows the degree to which Master Students detach themselves from the reported proposition. Extracts below show the use of informing verbs used to accompany a citation:

1. *Many researchers such as Brown Doglas (2000) and R.C Gardner (1985), **state** that motivation does affect, to a large extent, SLA – more especially the four language skills- in the sense that the learning process is related to the learner's own feelings and personal desire towards the language to be taught.[INTR.14]*

2. *English prepositions as **explained**by Yates (1999: V), are "just little words that never change in form; they are pronounced softly, in unstressed syllables; they aren't"t even given capital letters in book titles; native speakers choose the correct ones without thinking". Mastering their use causes troubles to Algerian students even at advanced levels... [INTR.8]*

3. *…….. Griffee (1992, p.6) also **notes** that songs are an operative factor in arousing the learners' involvement amusingly and less tediously. [INTR.11]*

The extracts above introduce the report from the sources neutrally without commenting on what has been reported. The verbs 'note, explain and state' are used to pass information to the reader without showing any intention to persuade the reader or to adopt a stance towards the material cited.

Author' Presence Markers

Table 6.*Frequency of first-person pronouns used as indicating writers' presence in the study corpus*

Introduction	1st personsingular (I)	1st person plural (we)	Possessive adjectives	
			Our	Us
INTR.1	-	1	2	0
INTR.2	-	8	4	1
INTR.3	-	7	2	1
INTR.4	-	5	2	0
INTR.5	-	1	1	0
INTR.6	-	2	1	0
INTR.7	-	3	3	1
INTR.8	-	3	2	0
INTR.9	-	4	5	0
INTR.10	-	3	2	2
INTR.11	-	7	5	0
INTR.12	-	8	2	0
INTR.13	-	12	1	0
INTR.14	-	1	1	1
INTR.15	-	10	5	1
INTR.16	-	8	5	0
INTR.17	-	2	0	0
Total	00	85	43	07

Table six shows that first-person plural 'we' with 85 occurrences are the most frequently used. It is followed by its possessive adjective 'our' with a frequency of 43 occurrences. The possessive adjective 'us' records less frequent occurrences; only seven occurrences are recorded. However, no occurrence of the first person singular 'I' was recorded. Of the introductions, the 13th and 15th had the highest frequency of 'we' at 10 and 12 occurrences respectively while the 1st, 5th, and 14th with only one occurrence had the lowest frequency.

Table 7. *Distribution of first person pronouns and possessive adjectives per move*

Pronoun	INTRODUCTION																	total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1st pers. Singular *I*	MOVE 1																	
		00	00		00	00	00		00	00	00	00	00	00	00	00	00	00
	MOVE 2																	
	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
	MOVE 3																	
	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
1st pers. Plural *we*	MOVE 1																	
		00	01		01	00	00		01	00	02	02	00	00	02	00	00	09
	MOVE 2																	
	02	02	01	01	01	00	00	00	01	01	00	01	01	00	03	01	00	15
	MOVE 3																	
	03	06	06	04	00	02	02	04	03	02	05	05	11	01	05	07	01	67
Poss. Adj. *OUR*	MOVE 1																	
		00	00		00	00	01		00	00	00	00	00	00	01	00	00	02
	MOVE 2																	
	00	00	00	00	00	00	00	00	00	00	00	00	01	01	01	01	00	04
	MOVE 3																	
	02	04	02	02	01	02	00	02	05	02	06	02	00	00	04	05	00	39
Poss. Adj. *US*	MOVE 1																	
		00	00		00	00	00		00	00	00	00	00	00	01	00	00	01
	MOVE 2																	
	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
	MOVE 3																	
	00	01	01	00	00	00	01	00	00	02	00	00	00	01	00	00	00	06

As shown in table seven, the heavy presence of 'we' is notable in the M3; 67 occurrences are recorded compared to 15 occurrences in the M2 and 09 in the M1. Similarly, 'our' is more frequently used in the M3 (39 occurrences). Only four occurrences are recorded in the M2 and 2 in M1. Table seven also shows fewer uses of 'us' in M3 (two and one occurrences respectively). In addition, no occurrence is recorded in the M2.

In M3, students present their aim, research questions and hypotheses, what tools they tend to use and how they structure their work. Thus, this move gives a chance for the writer to show his/her presence which may be risky in the other two moves. 'We' is the most common and preferred marker for students' personal presence in the study corpus. 'We' and 'our' are mainly found to be used for stating a goal or purpose. Examples,

1) *Through this research, **we** aim at investigating the students' attitudes toward teachers' Form-Focused and Meaning-Focused oral feedback in writing. [INTR.2]*

2) ***We aim** to examine the effects of cooperative learning on learners' writing. [INTR.4]*

'We' and 'Our' were also used to explain a procedure (methodological issues). For example:

1) *We have decided to work on a questionnaire as **our** main research tool.3. The first kind is the one that is submitted to the oral expression teachers, which is a population of ten teachers,we would like to focus on some points that might help **us** in the research. From this angle of the issue, we are going to question them about the real impediments that learners are having, and that causes them to unsatisfying speaking performance, besides their beliefs concerning the efficiency of interaction, as well as the collaborative task in improving the speaking skill of the learners. **We** are going to ask them whether they appreciate the talk in English or not and if they are actually noticing the increase in their language while interacting with each other. [INTR.3]*

Furthermore, 'we', 'our' and 'us'are used to express self-benefits. For example:

1) *So, by the end of this research, **we** will be able to evaluate the functionality of code switching in teachers' classrooms Discourse in teaching English as a foreign language. [INTR.13]*
2) *The questionnaire's results are of vital importance for **our** research. The analysis of the students' questionnaire will show **us** to what extent the students' responses correlate either positively or negatively with our hypothesis. [INTR.2]*
3) *The correlation of the results obtained from these tools would help **us** confirm/infirm the hypothesis. [INTR.7]*
4) *This test will help **us** to find out to what extent these two variables may affect each other. [INTR.10]*

Other functions of 'We' and 'Our'not mentioned in Hyland (2002) are also explored.For instance, they are used for stating the research questions (examples 1 to 4) making hypotheses (examples 5 to 9) and organizing the research (examples 10 to 13).

The following are some examples:

1) ***Our** research questions are the following:* **[INTR.5]**
2) *And overall, can **we** see the use of songs for foreign language learners as beneficial or just an enjoyment factor that must take no place in their English curriculum?* **[INTR.11]**
3) *To carry out this study, and at aiming to fulfil the previous objectives which are the functionality, and the usefulness of code-switching as a teaching technique and a learning strategy, **we** will ask the following questions:* **[INTR.13]**
4) *Phrasal Verbs Hence, **our** research study suggests questions to be answered like the following:* **[INTR.15]**
5) *Based on the above-stated research questions, **we** hypothesize that:* **[INTR.4]**
6) *In the light of the above questions, **we** can hypothesize that: if students are taught the inductive approach, their grammatical knowledge will be enhanced.* **[INTR.7]**
7) *Based on these research questions, **we** hypothesize that:* **[INTR.9]**
8) *So, **we** will hypothesize that as follows:* **[INTR.13]**
9) *From what has been stated earlier, **we** can hypothesize that:* **[INTR.17]**
10) *In the second section of this chapter, **we** introduce temporal prepositions, temporal declarative sentence elements, temporal sentence context, temporal prepositions classification and a deep analysis of the exact use temporal prepositions.* **[INTR.8]**

11) *The thirds chapter, that represents the practical part, will include **our** experiment which deals with two groups.* **[INTR.11]**

12) ***Our** research consists of two chapters. The first chapter will review the literature, and the second one will include the empirical part of **our** study.* **[INTR.16]**

13) *In the second section **we** will examine Phrasal Verbs through context and its role in facilitating the learning of Phrasal verbs.* **[INTR.15]**

Turning to the second move, less intrusion of first persons (plural/singular) and their possessive forms is apparent. They are not employed to express agreements, disagreements or interest in a position as declared by Hyland (2002). Student writers of our corpus seem to consider themselves as ordinary students rather than academic scholars with lots of knowledge and confidencein them. They simply employ first persons to perform the functions of stating a problem, a point of discussion, an observation or proposing a solution to a problem.

1) *Thus, the problem **we** are confronted with, in this present research, is the students' inability to interact in English [INTR.1]*

2) *In that sense, foreign language learners and specifically, the students of **our**interest, …… Phrasal Verbs" meaning. To help these students encounter the aforementioned problem, **we** are going to suggest some solutions for the on-going matter. [INTR.15]*

'We', 'our' and 'us'are also found to perform different other functions in the first move which arenot mentioned in Hyland (2002). The following examples are an illustration:

1) *Hence **we** believe that to make them speak they should be got to say something. [INTR. 3]* **Assuming shared belief**

2) *It is necessary, if **we** need to enhance quality in students' writing; **we** have to raise their awareness to coherence and cohesion. [INTR.12]* **Indicating a necessity**

3) *Language develops in parallel with the growth of its learner passing through different stages. **We** consider first year pupils as learners of first stage, after a period of time **we** will have different levels of that same stage, i.e. even learners of the same year generally do not have the same level. [INTR.11]* **Justifying a proposition**

4) *For that reason, the students, of **our** interest, need to depend on context to infer the meaning of Phrasal Verbs since most Phrasal Verbs have not one meaning but, in fact, multi-distinctive ones. [INTR.15]* **Indicating a reason**

5) *To help those students overcome their troubles in understanding the meaning of Phrasal Verbs, **we** are going to supply Grammar teachers with a given questionnaire; as well as Second Year English Students who will receive another questionnaire and try to provide **us** with collected data to analyze and suggest solution for the aforesaid problem. [INTR.15]* **Explaining a procedure**

To sum up, the study shows that 'we'is the most frequently used whereas 'I' is completely ignored. 'Our' and 'us' are also used but with lower frequency than 'we'. Inaddition,unlike the two preceding devices explored in the study, first-person pronouns were predominantly preferred in M3than M1 and M2. They are generally employed to perform simple and non-risk functions such as stating the research purposes and questions, making hypotheses, explaining the methodology and organizing the research.

5. Discussion

Swales (2004) proposed that M1 is realized by establishing a general statement on the topic and then more specific information and citations are required. In this study, M1 is realized via other strategies. It goes beyond a mere statement that the topic is important and interesting. Many srategies are used to establish a territory. These include the area being

problematic, challenging, outstanding, ambiguous, influential, recent and controversial. Topic generalization is also made by providing definitions, explanations and examples.

Swales (2004) proposed that M2 which is *'Establishing a Niche'* can be realized using some steps which are Step 1A, Step 1B or Step 2 which are respectively 'Indicating a gap', 'Adding to what is known' or 'Presenting positive justification' (optional step). In this study, most of the introductions do not contain an M2 (Indicating a gap); that is they do not tend to establish a niche in the research done previously. The exception is one introduction. Instead, a research space/niche is created by using different strategies that motivate to conduct a study such as research questions, indicating the relationship between the two variables of research, stating a real-world problem combined with a suggested solution. In all the introductions, this step occurs under the section heading 'Statement of the problem'.

The last move in the model is M3 which is 'presenting the present work' with possible use of citation. In realizing this move, Swales specifies an obligatory Step 1 which is 'Announcing present research descriptively and/or purposively'. All the introductions in the corpus are found to have realized this move using Step 1 (Announcing the research purposively). Swales, further, proposes that this last move can also be realized using any three optional steps (presenting RQs or Hypotheses (Step 2), Definitional clarifications (Step 3), Summarizing methods (Step 4). Among these steps mentioned, Step 2 and step 4 are observed in all the introductions. Three other steps that are 'probable in some fields but unlikely in others' are also proposed. These are 'Announcing principal outcome (Step 5), 'Stating the value of the present research' (Step6), and 'Outlining the structure of the paper' (Step 7). All the introductions in the corpus use Step 7. However, Steps 3, 5, and 6 are not observed.

To sum up, the analysis of the dissertation introduction sections of LMD Master Students shows that the rhetorical structure of all introductions conforms mostly to Swales (2004) proposed model in terms of the presence of the moves. Except for three introductions in which M1 (*Establishing a Territory*) is absent; it seems clear that Master 2 dissertation introductions tend to take a three-move structure. Although the analysis highlighted the three move patterns in the corpus of introductions, M1-M2-M3 pattern is more prevalent than the two other patterns (M1-M3-M2-M3 or M2-M3). These findings confirm part of our hypothesis that the introduction section of Master 2 Language Sciences dissertations have a sequence of the three moves as in Swales (2004) CARS model: *Establishing a Territory, Establishing a Niche* and *Presenting the Present Work.* However, this pattern is employed without cycling of the moves.

Concerning move realization, student writers appear irrespective of Swales' way of realization of the first move. Instead of "Topic generalization of increasing specificity", a range of different strategies have contributed to the building of the content of the move. Likewise, different roads were taken to fulfill the second move. The last move (M3), as shown in the analysis, rests on four simple functions which reflect the student writers' understanding of the third move as just a purpose, research questions and hypothesis, method and structure (M3 S1, M3 S2, M3 S4 and M3 S7 respectively), while, according to Swales' (2004) CARS Model, this move provides more options such as extended definitional discussions of key terms and announcing the principle outcomes. It also provides more opportunities to restate the study's value or interestingness towards the end of the introduction. In general, these findings

indicates irregularity and randomness in the execution of the first two moves and limitation in the set of steps used for expressing some functions in the last Move than those proposed in the CARS Model.

Based on the percentages assigned in this study (over 80%, a move or step will be considered obligatory), all three moves are classified obligatory whereas the steps are either obligatory or not probable, with only one optional step (M2S1A) as an exception.

Interestingly in the study corpus, citation collocates strongly with two functions. The first is related to the use of citation for the purpose of attribution (source); it can therefore be seen that once a source citation is employed, the role of the student writer is only to attribute information to the source authors without any creativity (evaluation) from their part. We would then agree with Petric (2007, p. 247) in his assessment of this function when he notes that this citation function is a "characteristic of student writing in general" and that it "helps [them] display their knowledge of the topic" and is "rhetorically the simplest one." If we look at the use of "source" function, we see the students' intention to show less reliance on the authors' voice; they tend to be dependent on their voice, but the responsibility for the truth value of the proposition is implied as resting with the authors. The second function regards the student's attention which is directed towards the focus on what may help them support their claims. Their selection to emphasize the author, especially in the subject position through the use of "Verb controlling" citation reveals their intention to show a strong point for their claims by emphasizing the authors rather than information. In both cases, we can say that student writers tend to indicate their stance as writers.

The study also finds that Thomas and Hawes' (1994) classification of reporting verbs is not fairly used which reveals that the Master Students do not use reporting verbs appropriately. For instance, it is already known that the verb '*found*' belongs to the real-world activity verbs. More particularly, it is placed under the objective (finding) sub-category which is associated with expressing the reporting writers' attitudes towards the findings through neutrally providing a judgment about the adequacy and value of the reported information with no explicit indication of the effect produced by the cited researcher's claim on the reporting writer. Furthermore, according to the classification mentioned above, the argument verbs '*claim*' and '*argue*' imply an evaluative role through providing an interpretation to the information cited. However, they are employed to pass information from the source to the reader without showing any intention to persuade the reader or to adopt a stance towards the material cited. In another word, although these verbs are classified under different sub-categories other than informing verbs, their contextual use, as informing verbs, seems inappropriate.

Unlike the two preceding devices explored in the study, first-person pronouns were predominantly preferred in the third move than the first and second ones. They are generally employed to perform simple and non-risk functions such as stating the research purposes and questions, making hypotheses, explaining the methodology and organizing the research.

6. Pedagogical Implications

The objective behind this study, as mentioned previously, is to investigate the rhetorical structure (move-step analysis) of introductions written by LMD Master Students belonging to the Department of English at the University of Constantine 1. Using Swales' (2004) CARS model, the study aims at identifying and describing the moves that are considered obligatory or optional by student writers. Moreover, the study aims to explore the most common rhetorical devices associated with the moves such as citations, reporting verbs and first-person pronouns indicating the writers' presence.

The study findings can shed light on the significance of several suggestions:

- ✓ To raise Master students' awareness of
  - – The generic conventions are available for the writing of academic genres.
  - – The standard move structure of the "introduction section, in particular.
  - – The different rhetorical features are suitable for strengthening the production of academic genres and sub-genres.
- ✓ Teach Swales' (2004) CARS model to help grasp the complexity Master students may face in the performing of Academic genres and sub-genres.
- ✓ Provide some typical examples illustrating the moves and steps presented in Swales' (2004) CARS model with elicitation and a brief discussion of the linguistic signals expressed in the examples.

7. Conclusion

The overall objective of the present study is to describe and understand the way LMD Master Students develop their dissertation introduction sections. The focus of the investigation has primarily been on its rhetorical organization, specifically investigating its moves and steps using the move analysis method to genre analysis which is introduced by Swales' (2004) called Creating-A-Research-Space (CARS) Model. The findings of this analysis show to what extent this model is well suited to the study data. The second level of analysis is investigating how and for what purposes LMD master students use some of the linguistic features in their introductions. In this study, linguistic features are limited to citation, reporting verbs used in citation and author presence markers.

The results of move-step analysis of LMD Master Dissertation introductions shows the presence of the three moves proposed in Swales' (2004) CARS model, but, in a few cases, move one is not observed. Moreover, although the introductions show the same set of moves, differences are nevertheless apparent in the way of their realization. This is particularlyevident in the first two moves where various other devices are employed. Move three, on the contrary, contains more than half the steps proposed in CARS model. On the whole, these findings show the tendency of LMD Master Students to establish a territory, establish a niche and Present their work in sequential order in the way suggested by Swales (2004), although not necessarily with the same steps as in his model. Furthermore, it appears from the quantitative examination of the linguistic features that citation is the most distinctive feature of the first move, though it also occurs in the other two moves. Qualitatively, it is mostly employed to attribute information to the source author without any evaluation (Non-integral Source) or to emphasize the author in the subject position rather than information to strengthen their claims (Verb Controlling).

Similarly, it is observed that reporting verbs are predominantly preferred in the first move and generally employed to pass information from the source to the reader in a neutral way, that is, without any indication of persuasive intent on the part of the writer. Unlike the two preceding features, first-person pronouns were predominantly preferred in the third move to perform very simple functions but their use is avoided in any position that may carry any risk.

We would say in a word that identification of the rhetorical structure of a genre/sub-genre such as the dissertation introduction section has proved to be a complex task. The analytical framework adopted in the study for the analysis appears to be highly important and helpful for the researcher to identify the set of Moves and steps specific to the introduction section and for the student writers to write clear and more effective introductions. Therefore, it is no doubt needed to familiarize students with its various aspects and their linguistic manifestation in addition to the communicative purposes associated with each. Moreover, the various rhetorical devices employed in the introduction sections appeared to be problematic to the student writers. This suggests the need to introduced research student writers to the various rhetorical functions of these devices to avoid their use in isolation.

Recommendations

A final word this study may add in this respect is that master students should be encouraged to approach texts through corpus-based analyses taking into account the qualitative and the quantitative analyses in the description of their structure and the lexical items which are relevant to their understanding, with particular attention to those aspects investigated in this study as well as others such as hedging, modality, bundles, boosters, acronyms etc. Such work takes master students beyond the lexical level and maybe beneficial on many different levels. It would enhance and strengthen their language awareness, i.e., it helps them to be more precise and aware of the contributions of linguistic structures to possible interpretations of a text. This would, in turn, enhance their writing skills. If master students are not exposed to the available conventions of a genre, they may create some strategies to find solutions to the problems they face in their writing. Genre analysis through its "move analysis method" proposed by Swales brought to light these conventions. The insights gained from this method of analysis are of paramount importance to structure academic genres. Moreover, presenting them with different textual features, forms and functions, will undoubtedly lessen their inappropriate use.

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Appendices
Appendix A

Table 1.*Swales' (1990) vs. Swales' (2004) CARS model for structuring English RA Introductions*

Swales' (1990) CARS Model	Swales' (2004) CARS Model
Move 1	
Establishing a Territory.	Establishing a Territory(citation required) via
Step1: Claiming centrality and/or Step2: Making topic generalization and/or Step3: Reviewing items of previous research	Topic generalizations of increasing specificity.
Move 2	
Establishing a Niche	Establishing a Niche (citations possible) via :
Step1A: Counter-claiming or Step1B: Indicating a gap or Step1C: Question- raising or Step1D: Continuing a tradition	Step1A: Indicating a gap or Step1B: Adding to what is known Step2: Presenting positive justifications (optional)
Move 3	
Occupying a Niche	**Presenting the Present Work (citations possible) via:**
Step 1A Outlining purpose or **Step 1B** Announcing present research **Step 2** Announcing principal findings **Step 3** Indicating RA structure	**Step 1**: (obligatory) Announcing present research descriptively and/or purposively (obligatory) **Step 2***: (optional) Presenting research questions or hypotheses **Step 3**: (optional) Definitional clarifications **Step 4**: (optional) Summarizing methods **Step 5**: (PISF**) Announcing principal outcomes **Step 6**: (PISF) Stating the value of the present research **Step 7**: (PISF) Outlining the structure of the paper

*Steps 2-4 are not only optional but less fixed in their order of occurrence than the others

**PISF: Probable in some fields, but unlikely in others