

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
MOHAMED KHEIDER UNIVERSITY – BISKRA
FACULTY OF LETTERS AND FOREIGN LANGUAGES
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A Generic / Discourse Analysis of Research Articles and Students' Academic Writing Productions. A Corpus-based Study of Algerian Research Articles in the English Language Studies

Thesis submitted to the Department of English Language and Literature in Partial Fulfilment of the Requirements for the Degree of Doctorate in Teaching English as a Foreign Language (TEFL)

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Academic Year: 2024/2025

Dedication

To my parents, whose courage and devotion have inspired me all my life.

To my brothers, my sisters, and their respective families.

To all my friends...

Acknowledgement

First and above all,

I would like to thank Allah the first source of inspiration and blessings to me.

I owe a special debt to my supervisor Prof. Hacene HAMADA- ENS Constantine. for his time, endowment, and fruitful orientation during my thesis writing process.

Thanks to the board of examiners:

Prof. Ahmed Chaouki HOADJLI- Chairperson- University of Biskra.

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I am very honorable with Jury's praises.

I would like to seize this opportunity and thank all of the people who have supported me during my PhD journey.

Thanks to all who participated in the study.

Abstract

Academic community members share the findings of their research projects through research articles publication. Likewise, the Algerian doctorate students find it mandatory to publish their research findings that are most pertinent to the topic of their doctorate thesis. However, most candidates find this task challenging because of inadequate understanding of academic genre norms and writing skills. Their research articles submission tends to receive an amount of corrections before acceptance or completely rejected if they do not comply to the publication genre and criteria since academic writing of research articles is not given enough time and space for practice in the postgraduate program course. This study, through genre and discourse analysis, explores research articles and students' academic writing productions in the English language studies. It additionally seeks to investigate EFL Algerian doctoral candidates' perceptions and attitudes of writing research articles in order to determine the most common encountered difficulties, and suggests adequate strategies to solve their academic writing problems. Data collection was carried out through the use of a questionnaire administered to a sample of doctoral candidates and an interview of 2 academic writing teachers at Biskra university. To evaluate PhD students' awareness and their academic writing production when writing research articles, a PhD reference corpus of 20 first draft authentic research articles taken from 5 Algerian journals was used for genre and discourse analysis. The qualitative and quantitative data analysis determined that doctorate candidates face some academic writing problems because of inappropriate and scarce practice opportunities of this academic genre. PhD candidates were found to lack awareness of research articles methodology and structure. The teachers expressed their concern about the prominence of enhancing the teaching of research articles writing in Algerian universities as this skill is highly required among all the academic community. Hence, this study raises teachers and students' awareness to its subject matter and acknowledges the usefulness of a potential course that teaches scientific research articles methodology.

Keywords: research articles; academic writing; genre analysis; discourse analysis; corpus.

List of Abbreviations

AW: Academic Writing

CARS: Creating a Research Space

CDA: Critical Discourse Analysis

DA: Discourse Analysis

EAP: English for Academic Purposes

EFL: English as a Foreign Language

ERPP: English for Research Publication Purposes

ESL: English as a Second Language

ESP: English for Specific Purposes

GA: Genre Analysis

GBA: Genre-Based Approach

IMRAD: Introduction, Methodology, Results, and Discussion

L1: First Language

L2: Second Language

NR: New Rhetoric

PhD: Doctor of Philosophy

RA: Research Article

SFL: Systemic Functional Linguistic

SLA: Second Language Anxiety

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General Introduction

1. Background of the Study

Academic writing (AW, henceforth) is a key factor for successful doctoral degree completion. It does not solely assist to produce academic written forms like dissertations and research articles (RAs, henceforth), but also motivates PhD candidates to promote their thinking, knowledge, and identity as researchers (Paré, 2017). In this respect, it enables those candidates to interact with and participate in the research community.

The RA has become the dominant form of writing in modern academia, and the genre which is frequently used to disseminate scientific knowledge. Studies about RA features illustrate that this genre necessitates highly sophisticated linguistic skills and a careful balance of factual information and social interaction (Swales, 2004; Shaw et al., 2016).

Studies demonstrate that some PhD candidates have a negative feeling and attitude towards writing a RA (Abas & Abd Aziz, 2016). Nowadays, postgraduate students think that scientific papers' writing is a daunting task. This is due to, as Hanauer and Englander (2011) postulate, challenging factors, such as the unfamiliarity with the differences between scientific journal articles and other scientific papers; problems with linguistic elements like cohesion and coherence; and insufficient knowledge concerning the ethics of scientific publications in writing journal articles. In the same vein, young researchers claim that scarce resources and problems with accessing relevant current literature are major obstacles to producing such papers (Uzuner, 2008; Lillis & Curry, 2010). These hindering factors demotivate the students, reduce their interest in writing RAs, and, accordingly, their own talents begin to wither.

The heightened focus on dilemmas related to RAs writing paved the way for the emergence of the specific field of English for Research Publication Purposes (ERPP, henceforth), a subfield within English for Academic Purposes (EAP, henceforth). Cargill and Burgess (2008) define this recent subfield as “a branch of EAP addressing the concerns of

professional researchers and post-graduate students who need to publish in peer-reviewed international journals" (p.75).

One of the concerns of ERPP is the schemas of writing an academic and scientific article in order to be published. An example of schema could comprise the title, author(s), abstract, introduction, results and discussion, and conclusion (Whitesides, 2004). Another schema instance would be the title, author(s), abstract, introduction, literature review, statement of the problem, method, results, discussion, and conclusion (White, 2005). Moreover, ERPP searches for problems and difficulties encountered when those researchers are committed to writing, and suggests solutions and strategies to be implemented so that academic writers can overcome this thought-provoking task.

2. Statement of the Problem

The question of how to write a RA for most postgraduate students may seem complex, thought-provoking, and inevitable task. Writing RAs does not merely necessitate students to be academically skillful writers, but also needs them to be more knowledgeable of the different features and styles of discourse and genre, particularly academic rhetoric. Remarkably, all PhD students know that writing a RA is mandatory and requires a qualitative improvement of their RAs according to genre requirements and AW productions.

Although in recent years the topic has attracted the attention of some Algerian researchers, most of the studies that were conducted focused only on dissertation writing (Paré, 2017). The status of RAs in the Algerian context is still not fully covered. However, this study aims to fill this gap by the investigation of PhD students' awareness of this genre of AW, the examination of their AW production as a means of scholarly communication, and the exploration of teachers' standpoint towards RAs writing. Moreover, this research would make the task for PhD students easier, and its results would be practically fruitful and provide academic assistance as well as straightforward guidance to the field.

On one hand, this study aims to explore the way EFL Algerian doctoral candidates perceive the demanding task of writing RAs and to uncover the most common encountered difficulties candidates experience at the time of writing RAs. On the other hand, it aims to investigate the strategies mostly employed to successfully meet the requirements for national and international publication. Besides, this study is an initiative to aid students improve their RAs writing in academia and get used to the appropriate RA format in order to be accepted and published in high rank journals. At last, the study suggests some pedagogical implications and recommendations that would assist PhD candidates in their academic career in the foreseeable future.

3. Research Aims

The study strives to achieve the following aims: It analyzes and sorts out the criteria of good RAs according to genre characteristics. Second, it analyzes a sample of postgraduate students' drafts of RAs. Then, it assesses postgraduate students' needs in AW. Lastly, it determines a good methodology of the process 'How to write a RA' and suggests an implementation of AW courses for Master and PhD students. In addition, the study aims to investigate whether Algerian PhD students' perceptions of academic discourse reflect the norms of internationally accepted writing practice regarding rhetorical and interactive features of RAs. At the same time, the investigation is directed towards identifying the usual problems these researchers face while writing RAs as well as the strategies they use to deal with those problems.

4. Research Questions

The present study is an attempt to answer the following questions:

Q1: What are the criteria of good RAs according to genre characteristics?

Q2: How to methodically write a well-formed RA?

Q3: How do postgraduate students conduct RAs and how are AW courses taught?

Q4: How well do EFL Algerian doctoral candidates perceive the standard elements of RAs writing?

Q5: What are postgraduate students' needs, problems, and challenges of AW?

Q6: What strategies are employed to overcome the difficulties when writing RAs?

5. Research Assumptions and Hypotheses

It is assumed in this study that when AW of RAs is not given enough time and space for practice in the postgraduate program course, the PhD students may not develop the academically required skills for academic journal publication. Consequently, their RAs submission tends to receive an amount of corrections before acceptance or completely rejected if they do not comply to the publication genre and criteria. From the perspectives of this study, it is hypothesized that:

1. When less importance is given to the teaching of RAs requirements and methodology, PhD candidates would have insufficient AW skills while writing RAs.
2. When PhD candidates are not aware of the standards and conventions of RAs, their RAs may not be well-stated and methodically accepted in Algerian journals.

6. Research Methodology and Sample Population

This descriptive and analytic study uses both quantitative and qualitative collection and description of data. It is undertaken through a questionnaire administered to a sample population of twenty-four doctoral candidates and an interview of two AW teachers at Biskra university. Moreover, a discourse and genre analysis based method is applied to a collection of first submission RAs. The corpus-based approach is applied to study 20 RAs' templates submitted by PhD students from 5 Algerian journals in order to evaluate their AW and RA genre quality.

7. The Significance of the Study

This study's findings would contribute to the quality of research produced in Algerian universities by English PhD students as RAs are a salient means of academic communication. This study hopes to raise their awareness to the concept of RAs and AW production.

Additionally, this study is beneficial to teachers of academic and research writing as it brings the significance of RAs writing in the research community and provides them with a starting point on the way this intricate subject would be taught. In this case, they would be able to provide the students with the adequate knowledge to write more efficiently and academically and create a strong researcher persona.

This study may also have some contributions due to some reasons. First, it will be helpful for novice EFL researchers who aim at joining the scientific community to write research papers. It is also important because it sheds the light on essential sections of the RA, which are the abstract, introduction, method, results and discussion, and conclusion. Finally, this research strives to motivate more research on this topic and inspire students to explore it from different perspectives as it is heavily underrated as of date in the Algerian EFL context despite its potential benefits to Algerian researchers.

8. Structure of the Thesis

The thesis is entitled "*A Generic/Discourse Analysis of Research Articles and Students' Academic Writing Productions. A Corpus-based Study of Algerian Research Articles in the English Language Studies*". It is composed of a general introduction, five chapters, and a general conclusion.

The **first chapter** is about discourse and genre analysis of English for academic purposes (EAP). The **second chapter** concerns AW and RAs. The **third chapter** provides a description of the research methodology and procedures, and an analysis of the PhD students' questionnaire and AW teachers' interview. It is devoted to the exposition of the obtained

results through all the tools used in this study. It displays results and numerical findings in correspondence with the research questions and hypotheses put forward.

The **fourth chapter** has to do with corpus analysis of 20 RAs (templates) from 5 Algerian journals. These include: *Journal of Translation & Languages* (Oran 2 university), *Journal of Human Sciences* (Constantine 1 university), *Journal of El-Tawassol* (Annaba university), *Journal of Studies in Language, Culture and Society* (Bejaia university), and *Journal of Human and Social Sciences* (Sétif 2 university).

Chapter five contains the general discussion of results (PhD students' questionnaire, AW teachers' interview, and discourse and genre analysis of RAs sections). It provides the detailed discussion of the findings and answers the research questions, and verifies the study hypotheses. It ends with the limitations of the study and some pedagogical implications and recommendations.

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Introduction

This chapter provides a theoretical framework of discourse and genre analysis of English for academic purposes. The first section includes definition of discourse and discourse analysis; the elements of discourse; and the analysis of text from a critical perspective, including the analysis of the text at the whole text-level, at the sentence level and word level, and the analysis of the text in contextual interpretation. The second section, however, deals with genre and genre analysis. It represents a historical overview concerning genre in linguistic traditions, namely the New Rhetoric (NR) school, the Systemic Functional Linguistic (SFL) school, and the English for Specific and Academic Purposes (ESP/EAP) school. Then, it discusses genre and genre analysis within EAP. It concludes with a detailed explanation of discourse community, communicative purpose, and move structure since they frame the EAP genre analysis approach.

1.1. Discourse Analysis

Discourse analysis is a wide topic that comprehensively deals with discourse itself and its underlying trends and constructs, definitions, concepts, and generated branches and applications. We will attempt to shed light on its significant issues for our study.

1.1.1. Defining Discourse and Discourse Analysis

When attempting to define any concept, it is vital to consider the different perspectives given by specialists in the field of query. When it comes to defining a discourse, it is generally agreed that the latter is a collection of interpretations and ideas that a group of individuals use to exchange information and discuss a specific subject. It may also specifically pertain to verbal or written communication (Hamada, 2007). According to the Longman Dictionary of Language Teaching and Applied Linguistics, discourse refers to language that is created through communication (Richards & Schmidt, 2013). Discourse, in contrast to grammar, which regards to the regulations by which a language constructs grammatical units like

clauses, phrases, and sentences, encompasses more extensive linguistic units including paragraphs, conversations, and interviews.

Structuralists view discourse as a language that is used above the level of individual clauses (Stubbs, 1998). This discourse method primarily examines the structural aspects of language above the sentence, such as structure and harmony. However, it gives minimal consideration to the social concepts that influence how individuals utilize and understand language. It is plausible for this school of thought to hold such views since their sole focus when dealing with language is to highlight the vitality of form over any other consideration.

The functionalists highlight the social side of language by stating that discourse is the practical application of language (Brown & Yule, 1983). They assert that the understanding of language cannot be separated from the understanding of its intent and functions. Discourse is perceived as a method of communication that is structured and influenced by culture and society. Researchers that embrace this concept of discourse claim that language has both a referential and functional purpose, with its meaning and actions being intricately tied to the specific context in which it is employed (Brown & Yule, 1983). To accurately read a text, one should analyze the actions of the speaker or writer within the context of interpersonal, institutional, socio-cultural, and material factors. This indicates that the text discusses the tangible outcome of interaction, while discourse pertains to the actual process of interaction (Brown & Yule, 1983).

Foucault (1972) defines discourse as a collection of claims that establish a language that serves as a means of expressing and reflecting knowledge about a specific topic during a specific period in history. Thus, the topic is generated by discourse. It dictates the parameters for engaging in a meaningful discussion about a certain subject. It is clear that Foucault adds the temporal aspect of discourse and stresses its importance. Discourse therefore governs the

way a topic can be meaningfully discussed at a given time in a given setting. It also influences how ideas are put into practice and used to regulate the conduct of others.

Discourse Analysis (DA, henceforth) can investigate several aspects of language use, such as the arrangement of paragraphs, the overall textual organisation, and common patterns in conversational exchanges, including how speakers initiate, conclude, and alternate turns during a conversation. As illustrated by Nunan (1993), someone engaging in DA might examine language patterns throughout the text, words that connect various parts of the text, and the manner in which pronouns such as 'he' and 'she' refer to previous or upcoming elements within the text. Following the same thread, Yule (1996, p. 83) indicates that:

Discourse analysis covers an extremely wide range of activities, from the narrowly focused investigation of how words such as 'oh' or 'well' are used in casual talk, to the study of the dominant ideology in a culture as represented, for example, in each educational or political practices. When it is restricted to linguistic issues, discourse analysis focuses on the record (spoken or written) of the process by which language is used in some contexts to express intention.

The statement above indicates that DA encompasses a broad spectrum of analysis, spanning from the examination of individual words to the exploration of ideological aspects.

In this respect, DA is an analytical framework specifically designed for understanding the real written or spoken language within a communication environment. It is commonly regarded as a broad approach, framework, or simply a critical analysis associated with social constructionism or social power (Nunan, 1993). Certain discourse analysts employ grammatical structural analysis to examine texts, while others primarily rely on conversational analysis and speech act theory. Some discourse analysts may lack a systematic and thorough analytic approach. Alternatively, they seek out language usage patterns that could potentially be associated with social or power hierarchies and ideological beliefs. This last group of analysts launched another branch of DA, which is called Critical Discourse

Analysis (CDA, henceforth). The latter is a separate discipline of DA. It integrates the examination of language, the analysis of ideologies, and the study of cognitive processes. Currently, CDA is extensively employed as a prominent model in contemporary linguistics for analysing discourse.

1.1.2. Elements of Discourse

The discourse is composed of four elements as follows:

1.1.2.1. Cohesion and coherence

Discourse is the application of language in both spoken and written communication, emphasising the need of maintaining the integrity of both form and meaning (Setiawati & Rusmawati, 2019). Cohesion denotes the harmonious connection between the different aspects in a discourse, whereas coherence signifies the integration of meaning in a way that makes the discourse effective for communication. Moreover, Wang and Guo (2014) assert that discourse is considered the most elevated and comprehensive linguistic unit that surpasses individual sentences. Discourse consists of interconnected sentences that exhibit strong cohesion and coherence, resulting in the production of a unified flow of ideas. The interplay between cohesion and coherence is a crucial determinant of the accuracy and intelligibility of discourse. Discourse, as defined by Bouvier and Machin (2018), refers to a comprehensive entity of language and represents the most extensive grammatical unit. Discourse can manifest in various forms, such as whole essays, paragraphs, sentences, or even concise words that convey a comprehensive meaning.

Discourse pertains to the interpretation and significance of language, whether expressed orally or through the medium of writing. Discourse is comprised of a sequence of phrases that convey a chain of facts. The significance of a sentence within a discourse is intricately linked to contribute to the total sense. In their study, Dingemanse et al. (2015) define discourse as a linguistic phenomenon that involves both formal and semantic dimensions. Coherence, also

known as coherence of meaning, is connected to the tidiness of form, which is referred to as cohesion. The coherence of a speech is shaped and determined by the tidiness of its structure. There are two categories of discourse: oral and written. Oral discourse is communicated through spoken language, and written discourse delivers data via written language.

Cohesion in discourse refers to the seamless connection between different elements to establish a cohesive comprehension. Cohesion refers to the organisation and arrangement of sentences in a way that effectively communicates speech. According to Setiawati and Rusmawati (2019), cohesion means the link between phrases in discourse, incorporating both grammatical and lexical aspects. To establish cohesion, it is necessary to depend on harmonious ties. Additionally, extrinsic textual variables, as mentioned by Halliday and Matthiessen (2014, as cited in Idris et al., 2023, p. 288), also have a role. The compatibility between discourse and the natural world may establish the prerequisites for the creation of a comprehensive discourse. Halliday and Matthiessen (2014, as cited in Idris et al., 2023, p. 288) define coherence as a structured connection in terms of form, grammar, and vocabulary, which is then manifested through speech or writing. Besides, they categorized cohesion into two distinct variants: grammatical cohesion and lexical cohesion. Grammatical cohesion includes references, replacements, and combinations. On the other hand, lexical cohesion encapsulates reiteration, identical terms, hyponyms, and juxtapositions.

Solid discourse naturally establishes a unified and coherent meaning by connecting different ideas. According to Wang and Guo (2014), coherence refers to the process of combining knowledge and thoughts in an orderly manner to enhance the comprehensibility of the communication. Coherence is commonly seen as the logical and comprehensible connection between statements in a conversation or written text. Coulthard (2014, as cited in Idris et al., 2023, p. 289) similarly highlighted that coherence is not solely dependent on

cohesion, but is additionally shaped by factors such as previous experience, vocabulary, social and cultural contexts, and the potential to comprehend subtle meanings.

If the coherence of a discourse is adequately constructed, then the comprehension of the discourse will be effectively attained. To achieve a high-quality and comprehensive discourse, it is crucial to consider the unity and logical consistency of the resultant discourse. A well-structured discourse with logical connections and consistency will appear organised, allowing thoughts to be effectively communicated and adhere to language standards. Hence, indicators of cohesion and coherence in discourse are essential to facilitate readers' comprehension of the transmitted content.

1.1.2.2. Connecting elements/discourse connectors

Various designations have been used in the Academia to refer to joining elements. Quirk (1955, as cited in Chubarova & Rezepova, 2016, p. 57) specifically labels phrases like "as sort of," "you see," "you know," "I mean," "well," and so on as interpersonal signals that make the other person feel more comfortable and connected. Other phrases like "temporizers," "fillers in," "linking signals," and "discourse markers" are additionally useful to coordinate discourse parts.

There have been limited efforts to identify and categorise these elements, and the majority are not currently being pursued further (Quirk, 1955, as cited in Chubarova & Rezepova, 2016, p. 57). Consequently, there is no widely accepted scholarly lexis. The terminological disagreement arises from the diverse range of methodologies implemented to examine the discourse connectors. Furthermore, these concepts are employed to denote a distinct collection of measurements, which is selected based on the particular goals of the scholar (Quirk, 1955, as cited in Chubarova & Rezepova, 2016, p. 57).

The majority of language experts believe that connecting elements have vital features that contribute significantly to the organisation of discourse, along with their denotative and

connotative qualities. Their functional nature is to guarantee the accurate perception of the speech (Schiffrin, 1994, as cited in Chubarova & Rezepova, 2016, p. 58).

According to Chubarova and Rezepova (2016), discourse connectors are linguistic elements that serve the purpose of linking two or more statements together. They also convey one's motive and their emotional response to what they are communicating. It has been revealed that this set of items lacks clear limits and includes items that can be expressed by distinct segments of utterance. These may involve adverbs such as "thus," "therefore," and "however," interjections like "oh," numerals such as "first" and "second," performative verbs like "suppose" and "assume," set expressions such as "on the one hand" and "in addition," and syntactical constructions like "Let's start with" and "Let's move on to."

1.1.2.3. Shared background knowledge

In a discourse, it is also inevitable to have what is known as shared background knowledge. Hamada (2007) highlights that the level of coherence in a conversation or written text between the speakers and interlocutors is largely influenced by their shared background knowledge of the globe or a particular subject. Basic shared background knowledge is essential in every type of communication where thoughts exchange. It serves as the fundamental basis for any subsequent advancement in the process of sharing ideas and negotiating content among individuals. Without such shared background knowledge, misunderstandings may surface in the discourse.

1.1.2.4. Top-down and bottom-up processing models

The top-down and bottom-up processing approaches are commonly referred to as fundamental mechanisms for discourse understanding. Brown and Yule (1983) and Nunan (1993) regard them as core elements in linguistic harmony. In their study, Brown and Yule (1983) classify bottom-up and top-down as distinct functions of processing in language comprehension. During bottom-up operations, the analyst assesses the conceptual significance

of individual terms and statements construction, ultimately constructing a full explanation for the entire piece of writing.

Simultaneously, during top-down analyses, the discourse detector uses the background information and the combined connotation of the sentences that have previously been evaluated to anticipate the most probable interpretation of the following utterance. Brown and Yule (1983) argue that while bottom-up processing depends on familiarity with grammar and accuracy, this does not prevent us from using top-down procedures to forecast the intended message, even if the piece of writing contains errors. The fact that language practitioners concurrently employ both modes of perception is demonstrated by their prediction of expected significance at the stage of coherence. However, according to Brown and Yule (1983), top-down analysis is not solely dependent on harmony, but also on the setting, previous interaction, and prior information.

Foreign language learners should not merely be able to articulate their demands, but also comprehend the discourse they encounter in interactive situations. Discourse interpretation is an intellectual procedure that involves analysing the linguistic and informational arrangement in order to understand the objective of the speaker and the setting of communication (Hamada, 2007).

1.1.3. Analyzing Text from a Critical Perspective

Huckin (1997) claims that doing critical analysis can be done effectively by following a two-stage process. Initially, the investigator engages in the act of reading, listening to, or viewing a material with the intention of assuming the perspective of an average reader. Subsequently, they engage in a process of critical analysis, examining the text from many perspectives, posing inquiries, envisioning alternative constructions, and cognitively juxtaposing it with other written works (Huckin, 1997).

During this subsequent phase, they shift from investigation of broader text-level characteristics to the examination of more specific word-level elements. Put simply, they look into the subject matter by considering the characteristics that apply to the entire text, and then investigate the text by addressing the properties that apply to individual sentences and words within the piece of writing. This may have been intentionally accomplished, causing people to question the reason behind it. The final thing to do is to analyse the results within the framework of the social and cultural setting. The following stages will be clarified:

1.1.3.1. Analyzing the text at the whole text-level

Analyzing the text at the whole text-level includes the analysis of genre, framing, foregrounding / backgrounding, presupposition, and discursive difference.

1.1.3.1.1. Genre

According to Malmkjaer (2004), a genre can be defined as a certain sort of text or discourse that is identified by its distinctive elements of fashion or shape, as acknowledged by its audience. The concept of 'genre' is employed to denote certain categories of texts. Text can be classified based on its social objectives and contextual extent related to its intended audience. The discourse investigator had better ascertain the genre of the text being analysed and assess its adherence to such genre. GA enables the researcher to understand the reasons behind the presence of specific assertions in a text and how they fulfil the intentions of the work's author, as expressed via that particular genre (Huckin, 1997).

1.1.3.1.2. Framing

Huckin (1997) states that framing refers to the manner in which the message of a written or spoken text is conveyed, namely the point of view or stance that the author or writer adopts. This viewpoint is achieved by the synthesis of all of the parts into a cohesive entity.

1.1.3.1.3. Foregrounding / backgrounding

These concepts pertain to the author's deliberate emphasis on some subjects (that is, providing them linguistic vitality) while downplaying others. The essence of the text can be determined by the application of genres, since particular genres may have particular positions that inherently give importance to any material placed in those spaces (Huckin, 1997). For instance, newspapers typically prioritise sentences that appear at the start of the story, giving them more prominence, whereas those that emerge subsequently are offered less importance.

1.1.3.1.4. Presupposition

Authors may also affect viewers with the use of assumption. The latter refers to the implementation of language in a manner that assumes particular concepts as unquestionable, without considering or presenting opposing views (Huckin, 1997). This type of control seeks to influence individuals' decisions through the use of specific linguistic strategies. An example of this phenomenon at the textual level would be an advertising that portrays an item in such an exceptionally positive manner that it seems to have no competition. Many individuals would be convinced that there is no comparable item to this one. Consequently, people would choose to buy it despite the fact that they did not definitely require it.

1.1.3.1.5. Discursive difference

The text uses chosen statements to effectively communicate specific viewpoints that are more accurate, valid, trustworthy, and meaningful, while disregarding other expressions with the goal to bear on readers differently (Huckin, 1997). This corresponds to the concept of register and the attribution of voice to specific individuals, whether elected officials, corporate executives, company heads, government officials, workers, or anyone involved in illicit activities.

This concept is exemplified by the sentence "the police is securing the gate while the demonstrators are yelling at them," where the term 'securing' is employed to describe the actions of the police, and 'yelling' is used to characterise the behaviour of the demonstrators.

The term 'securing' conveys the notion that the law enforcement officials are safeguarding the building from the protesters, while 'yelling' suggests that the people are verbally abusing the authorities (Huckin, 1997).

1.1.3.2. Analyzing the text at the sentence level and word level

When analyzing the text at the sentence level and word level, the analyst takes into account the topicalization, agency, deletion/omission, insinuation, connotation, register, and modality.

1.1.3.2.1. Topicalization

The text is analyzed at the level of sentence in order to identify the topic sentence, which is a form of foregrounding. The topic of a sentence refers to the subject or theme that the thought is focused on. There is a frequent occurrence where the subject of a single sentence carries over into the subject of the following sentence. At this stage, during the process of generating the fundamental meaning associated with every statement, discourse researchers may observe that specific portions of data are presented as syntactic subjects and are thus accentuated (Huckin, 1997).

1.1.3.2.2. Agency

Readers can additionally recognize the agent in sentences. Several texts tend to portray certain individuals as the ones who take action and have authority, whereas some are viewed as passive receivers of such acts (Huckin, 1997). Throughout the whole text, the focus is on the police who take the lead in actions such as protecting, capturing, counseling, and so on, with regards to the demonstrators. Afterwards, the text highlighted the significance of the law enforcement personnel as a crucial entity.

1.1.3.2.3. Deletion/Omission

Omission denotes the deliberate exclusion of specific elements from a written work. Deletion is a powerful element in the process of turning anything into text. When an author chooses to neglect something, it frequently goes unnoticed by the reader and is therefore not

investigated closely (Huckin, 1997). Omission represents the final phase of backgrounding. The text conspicuously omits any reference to a specific paragraph that is expected to be included. The omitted words fail to reach the readers' perception, thereby rendering them unaware of its absence. As an illustration, if a text focuses on the government's implementation of a regulation rather than the public's perspective on that policy itself, the text may neglect to include the views of citizens.

1.1.3.2.4. Insinuation

Insinuation entails remarks that are subtly provocative (Huckin, 1997). Similar to presuppositions, they pose a challenge for readers to question. Insinuation often carries dual interpretations and is employed as a means of escape when the remarks are contested. The author can assert that they are innocent, feigning to be equipped with only one of these two interpretations in thought. For instance, the statement delivered by a minister, "the plague is not as significant as the plague in the year 2005," implies that the current plague is less hazardous than the one in 2005. This reassures citizens that there is no need to worry. However, it is important to note that this insignificance is based on preliminary data that indicate a lower number of cases compared to 2005 (Huckin, 1997).

1.1.3.2.5. Connotation

Connotation originates from the regular usage of a word or phrase inside a certain setting (Huckin, 1997). The text contains some words or phrases that possess unique interpretations. Connotations can be expressed via the technique of metaphor or different rhetorical devices. The term 'grammar', instantiates aversive associations for the majority of Americans, who harbor unhappy recollections of being rigorously instructed during elementary school by a strict grammar instructor. Labels might incorporate other connotations as well. When dealing with a very divisive political matter like abortion in the United States, it is exceedingly challenging to discuss either side without any bias or favoritism. An individual who holds a

stance against abortion would commonly be referred to as 'pro-life' by those who support their viewpoint, while their adversaries would describe them as 'anti-choice' (Huckin, 1997).

1.1.3.2.6. Register

Register represents a formal or informal level of the text, its level of intricacy, and its subject matter (Huckin, 1997). The text is crafted using academic or non-academic approaches. Authors have the ability to fool readers by adopting a false style of writing, known as a phony register, which manipulates readers into placing their confidence in the wrong location. The selection of utilizing first-person pronouns (e.g., I, me, my, we, our) and third-person pronouns (e.g., he, she, they, their, his, hers, him, her) might impact the register. Common instances of this would involve adverts published either in a cordial conversational style or in a commanding specialist manner.

1.1.3.2.7. Modality

Modality is a significant aspect of speech that is important to consider for the sake of DA. Modality is the manner in which statements are expressed, indicating the level of certainty and power they possess (Huckin, 1997). The use of modal verbs and phrases like 'may', 'might', 'could', 'would', 'can', 'must', 'maybe', 'probably', 'it seems', 'beyond a doubt', 'it is possible that', etc. primarily conveys this idea. By employing modal verbs and phrases, certain texts project an atmosphere of overbearing authority, while others, on the contrary, adopt an attitude of submission (Huckin, 1997). For instance, the statement 'the flood may be attributed to the unsanitary living practices' is employed to express the certainty of the causal relationship between the two events.

1.1.3.3. Analyzing the text in contextual interpretation

According to Huckin (1997), it is necessary to consider the broader social and cultural setting of the text. The context refers to the representation of principles within a society, which is observed and reported by an individual of its population. Nevertheless, the context is

perceived by considering the timing of the text's publication and the prevailing social and political milieu at that time.

1.2. Genre Analysis

In the second section of this chapter, we draw framework of 'genre' as a concept and genre analysis in relation to the existing literature.

1.2.1. Genre

The concept of genre has undergone several interpretations over the years. However, the one that is highly appraised is Swales' (1990), as cited in Hamada (2007, p. 88), an overview identifying the meaning of "genre" in the fields of folklore, linguistics, rhetorical studies, and literature. The latter is summarised in the table below:

Table 1

Conceptual Contexts and Meanings of 'Genre'

Genre in	Its meaning
Folklore studies	metaphysics and religion
Linguistics	register
Rhetorical studies	functions
Literature	art

A genre is described as typified rhetorical actions based on recurring situations (Miller et al., 2005). Genres are identifiable variations in speech that emerge within particular social settings. Miller argues that genres are not static structures or classifications, but rather they are moulded by the social and linguistic requirements of a specific society or population. Genres serve as an outline for interaction by setting up anticipated outcomes, established customs, and intended objectives. They function as instruments for attaining particular targets

and addressing repetitive circumstances. Genres facilitate efficient and significant interaction within a specific society or environment.

These explanations emphasize that genre is not only an inflexible structure, but an open and socially contextualized idea that includes verbal intentions, persuasive behaviors, and social settings. As a result, the notion of "genre" has attracted the interest of experts in various disciplines, particularly literature, applied linguistics, media, and arts.

The application of genre in literary, rhetoric, and linguistic studies sometimes extends over the concept described before. Within the field of Applied Linguistics, the analysis of genre has rapidly developed in the past few years. This is primarily due to the increased accessibility to enormous technological databases and the emergence of advanced data-analysis programs. As therefore, academics have identified three separate schools of thought in this discipline (Hyland 2002).

There exist three approaches to the study of genre. All of which have made a pedagogical impact on the fields of Applied Linguistics and Language Construction (Flowerdew, 2013). The genre categorization approaches can be classified into three schools: the New Rhetoric (NR) school, the Systemic Functional Linguistic (SFL) school, and the English for Specific Purposes (ESP) school (Hyon, 1996). Each of these schools acknowledges genre as social phenomena and agrees that particular genres have distinct shared qualities, norms, and limitations in terms of their language, intent, and target population. Nevertheless, their divergent perspectives on genre and GA deserve further elucidation.

1.2.1.1. The New-Rhetoric school

The New Rhetoricians, a mostly North American team of intellectuals specializing in rhetoric and academic instruction, provided a viewpoint on genre research. Miller et al. (2005) highlight genres' social and historical importance, and, according to them, genres are characterized by frequent occurrences and are deemed as rhetorical performances. . The New

Rhetoricians prioritize the contextual events in which genres occur and their social intents or acts, rather than paying attention to their structure or grammatical characteristics. In the view of experts such as Bazerman (1988) and Freedman & Medway (1995), genres are considered to be changing instead of static. This means that the thrust consideration should be given to the social roles of genres, the aim of the text, the target readership, and the writing conditions (Hyon, 1996).

They argue that students' heightened recognition and adoption of certain genres is contingent upon their comprehension of the social objectives of texts. Consequently, extensive interaction with genuine texts, that are peculiar to a particular genre, results in the acquisition of the rules and practical use of genres (Freedman & Medway, 1995). According to Hyland (2002), the analysis of settings is the primary focus of study in the NR school. This school relies on ethnographic methodologies to carry out genre-based investigations. The objective is to uncover the mind-sets, principles, and convictions that genres suggest about the authors' writing piece (Hyland, 2002).

The study of genre is always subject to evolution over time. As a result, this transition reduces the importance of the fixed explanation of generic characteristics and organization, and increases the understanding of genre analysts regarding the fundamental procedures in the text, historical advancements, and contemporary approaches to science (Bazerman, 1988). New Rhetoricians place significant emphasis on the following factors, as suggested by Bazerman (1988): Initially, they analyze the writer's underlying assumptions, objectives, and intentions. Furthermore, the NR analysts concentrate on the organization of the literature and community, as well as the writer's perspective. In addition, they consider the rhetorical settings in which genre is used, along with the analytical and figurative techniques. Finally, the researchers of NR emphasize the processes involved in generating knowledge and acknowledge the interplay of emerging knowledge.

1.2.1.2. The Systemic Functional Linguistic school

Ton (2019) defines the systemic functional linguistic (SFL) school of genre as an outline for language analysis that aims to comprehend the functioning of linguistic entities in diverse social situations and its role in the creation and interpretation of various textual forms. It is primarily shaped by and extensively derived from Halliday's 'social semiotic', which pertains to the interconnected system of meanings that construct a culture. SFL operates on the fundamental assumption that language is tightly linked to the social setting (Ton, 2019).

The SFL school utilizes genre as a method of characterizing how language is used within particular situations. These scholars are often recognized as Systemic-Functional Genrists (SFG) or the "Sydney School" in North America (Freedman & Medway, 1995; Hyland, 2002). The approach has been evolved from Hallidayan systemic functional linguistics. Their approach was determining the correlation between the structure and function of a particular language context. The concept of communication aims is regarded as a crucial component of genre, according to Hyland (2002).

Genre and register can be differentiated based on their framework and function. Additionally, genre is manifested through register, as stated by Flowerdew (2013). While the styles and targeted readerships of two example genres may differ, the utilized register stays basically identical (Flowerdew, 2013).

SFL inquiry elucidates structures that learners and instructors might employ to comprehend, modify, and create texts of particular genres (Hyland, 2002). It has the propensity to render the social views of genres prominently apparent (Flowerdew, 2013). Furthermore, it has the capacity to enhance the effect on marginalized populations by granting them a chance at socially esteemed styles of communication via an obvious and defined set of language options (Hyland, 2002).

1.2.1.3. The English for Specific Purposes school

The English for Specific Purposes (ESP) genre-based school originated in the 1960s with the aim of instructing English in a way that is tailored to certain contexts and academic settings. ESP is a specialized approach to teaching English that sheds light on certain fields like engineering, aviation, business, or medicine. The ESP cultural assets offer a unique perspective on the notion of genre. The development of teaching English for specific and academic purposes arose from the necessity to address the linguistic requirements of non-native English users in particular occupational or scholarly domains (Ton, 2019).

The primary objective is to provide learners with the essential linguistic abilities and information necessary for proficient interaction in their selected academic discipline or occupation. It explores genres as established methods of achieving specific communication goals within educational and occupational spheres (Bhatia, 2004). ESP investigation delivers efficient instructions to assist English learners in acquiring the essential abilities and language conventions required for reading and writing in their specific fields and careers (Hyon, 1996).

According to Swales (1990), a prominent academic in the field of English ESP who proved to have a significant impact on genre analysis, genre can be defined as “a class of communicative events, the members of which share some set of communicative purposes” (p. 58). Participants of the discourse community understand and describe these distinct communicative functions associated with different genres, either directly or subconsciously.

Swales (1990) defines discourse as language used in a certain social environment for a particular communication goal. A discourse community refers to the group of people who employ that specific discourse. The researcher observes that individuals belonging to discourse communities possess varying degrees of proficiency, and that the differentiation between a participant and a non-participant is a matter of different levels. Expert members are equipped with a greater ability to manipulate genre norms compared to amateurs due to their

extensive knowledge of the genre and their renowned position within the discourse community. As a result, those who are experts in a particular discourse community have a greater bearing on the specific genres within that community as opposed to marginal members. Therefore, they are prone to play a crucial role in establishing the limitations and, eventually, the evolution of a genre (Swales, 1990; Bhatia, 1993).

In ESP, GA focuses on exploring the presence or absence of specific linguistic characteristics. Put simply, ESP investigation heavily relies on SFL theory (Hyland, 2002), but distinguishes itself by its depiction of genre-specific structural norms. The ESP genre analysis methodology developed by Swales, known as the structural moves analysis, includes the four-move model (Swales 1981) and the Create a Research Space (CARS) model (Swales 1990). These models identify a set of typical moves seen throughout certain genres. For Swales (2004), these moves are discoursal or linguistic entities that serve a clear communicative purpose in written or spoken language. The subsequent moves are executed through a sequence of sub-moves or steps, which delineate the typical subject matter and language selections seen in a certain genre (Nwogu, 1997).

In conclusion, the three linguistic schools of genre approach the concept from varying viewpoints based on different factors and areas of emphasis. First, the NR approach prioritizes the analysis of rhetorical situations in which a genre is utilized. Second, the SFL school emphasizes the objectives, communication, and order of various genres. Furthermore, it stresses the clarification of how language is methodically employed and linked to certain situations through lexico-grammatical selections and rhetorical traits. However, ESP study defines genre as a collection of organized conversations used by members of particular discourse groups who have common social objectives. Despite the differences mentioned above, there is considerable overlap between these three approaches in terms of the recognition and analysis of genre.

1.2.2. Genre analysis

Perhaps the most effective and comprehensive pedagogical technique for examining and illustrating the writing standards intrinsic to academic genres is genre analysis. It is vital at this level of the current research to resolve into a number of scholarly definitions addressing GA with all its particulars. When highlighting the relevance of GA in academia, Swales (1990) argues that recognizing and comprehending the norms and expectations of various genres is crucial for achieving academic excellence. This explains how it is inevitable to have an adequate grasp of such method of analysis when dealing with AW.

Hyland (2002) better illustrate the vitality of GA when he asserts that GA can assist educators and learners in comprehending the anticipated norms and demands of particular genres, therefore enhancing writing proficiency. He underscores the significance of instructing learners in genre identification as a method to improve their writing proficiency. Such understanding will pave the way for a better application of the method when dealing with other elements beyond the structural level of the text.

GA is considered a derivative of fields like pragmatics and rhetoric. Bhatia (2004) states that it first arose to address the immediate writing requirements faced in non-native higher education contexts. It is frequently employed as a last-ditch effort to address the limitations of previous linguistic analyses, especially the 'register analysis', which is condemned for not including conversational and discourse qualities or, in Swales' terminology, having insufficient explication power (1990).

It is crucial to note that GA has a given link to DA. EAP's proposed mechanism for inquiry, which highlights textual discrepancies, can be seen as a convergence of DA and GA. However, Dudley-Evans (2002) offers a precise differentiation between the two concepts. At a higher level than the phrase, the study of language or text is referred to as discourse studies. This may entail analyzing the interconnectedness of sentences, paragraphs, or the overall

arrangement of the text. Applied discourse analysis draws conclusions regarding the functioning of texts. Conversely, text analysis is primarily concerned with identifying a variety of features that differentiate one type of text apart from another, specifically in the context of GA. The outcomes of this study rely on highlighting the disparities among various text types or genres.

Likewise, Bhatia (2004) differentiates between the use of GA in EAP and its application in other fields of study. He explains how pragmatics, GA, and DA interact. The scholar asserts that some of the general principles of pragmatics served as the main inspiration for DA, the study of language use outside of the confines of individual sentences. Specifically, the inclusion of context in the research and interpretation process has been a highly major achievement in the field of meaning study. Nevertheless, GA serves as a method for examining, deciphering, and documenting certain verbal exchanges occurring inside distinct scholarly and occupational environments. It regards contextual and specialized genre knowledge as crucial factors in its comprehension of genre.

GA in cross-linguistic research facilitates the examination of variations in genres across diverse languages and cultures. Through the analysis of genres in various languages, academics can reveal both commonalities and distinctions in how different cultures employ genres to meet their requirements for interaction. This contrasting methodology can offer significant perspectives for the instruction and acquisition of languages, particularly in settings that involve several languages and diverse cultures.

Bhatia (2004) views GA as a study of the variations in established behaviors within various groups of speakers, paying attention to the underlying reasons and mechanisms. He explains that GA involves studying cases of standardized or codified written documents within the framework of particular social and disciplinary methods, processes, and traditions. The goal is to comprehend how members of specific discourse communities create, perceive,

and apply these genres to accomplish their own social objectives, while also trying to understand the reasons behind their writing styles.

1.2.2.1. Discourse community

In most cases, a discourse community is an assembly of people who embrace a common understanding, beliefs, and modes of communication regarding a specific subject or issue. They frequently converse and debate relying on shared jargon, specialized language, and unique interaction strategies to express thoughts and enhance their comprehension within the context of the others. The notion is essential for conducting scholarly research that involve multiple languages and cultures. Especially in EFL situations, such as the current study that examines research articles (RAs) authored by Algerian PhD students, the interaction between both authors and readers significantly influences the way students organize their writings. Understanding the standards and requirements of the discourse community that a person wants to join plays a significant role in deciding if foreign individuals can become part of that group in question.

The concept of discourse community, which is undeniably vital to generic discourse, merits a more detailed explanation. Swales (1990, p. 24) proposed a model to recognize and investigate discourse communities. Swales posits that a discourse community has to meet specific parameters:

1. Common goals: Individuals within a discourse community hold a collective goal. This aim fosters a feeling of solidarity and commitment among the members of the community.
2. Specialized knowledge: Discourse communities have an exclusive reservoir of information that is specific to their discipline or topic area. This information enables individuals to interact proficiently and comprehend each other.

3. Communication norms: Members of a discourse community follow particular protocols for interaction, that involve the integration of specialized vocabulary and standard techniques of interaction. These conventions promote an atmosphere of inclusion and boost efficient discourse.

4. Membership criteria: Discourse communities establish specific standards to determine the eligibility of individuals for membership. The criterion might be either formal, requiring particular credentials or accreditation, or informal, depending on participants' expertise and engagement.

Discourse communities are characterized by their perpetually shifting nature. The debate inside these communities can be affected by the acquisition of novel information and concepts, in addition to technological advances and alterations in population.

1.2.2.2. Speech community

When it comes to what makes up a speech community, the following definitions are taken into account. According to the sociolinguist William Labov (1994), a speech community is a group of people who share common guidelines and standards for how language should be used. Patrick (2001) goes a step further when he adds more specific details of such shared elements to his definition of a speech community that it is identified based on the common linguistic regulations that exist among individuals, which are determined by factors such as place of residence, position in society, cultural surroundings, and race (Patrick, 2001).

Harping on the same string, Swales (1990) distinguishes between the meaning of discourse community and the ethnographic term speech community, which refers to communities of humans that share patterns of speech within a certain temporal environment. The notion of a speech community is crucial as it facilitates comprehension of language as more than simply a means of communication, but also as a social and cultural instrument. It impacts the ways people engage with each other, as well as the way they are understood by members of various

speech communities. Hence, the examination of speech communities aids in understanding the complicated structure of language within a community of individuals.

While the idea of discourse community originated from the concept of a speech community, it is necessary to establish clear distinctions between these two dichotomies. The primary distinction lies in the context. The first operates in scientific situations during which established structures and conventionalized techniques are used by those who pursue common objectives. The second, on the other hand, is a creation that lacks operational and goal-driven discourse behaviors, but shares the interpersonal requirements of its members, including integration and group unity (Swales, 1990).

1.2.2.3. Interpretive community

A set of people who use comparable interpretive models or methods to comprehend and make decisions regarding a given events or matter is referred to as an interpretive community. Stanley (1980) has written a great deal about the idea of interpretive communities, stating that one's interpretation is determined and impacted by the interpretive community to which one is affiliated rather than being an isolated undertaking. According to his view, the basis for societal agreement on generating meaning is an interpretive community, and the conventions and requirements that exist within that community establish the credibility of meanings.

Geertz (1973) has also examined the notion of interpretive communities in his research on anthropology. Geertz's "The Interpretation of Cultures" (1973) highlights the significance of culture and social setting as they impact the construction of meaning. According to his argument, individuals belong to various interpretive communities, including cultural, faith-based, or intellectual circles, and these communities shape their understanding of signs, customs, and social behaviors.

In the study of literature, the term of interpretive communities has been employed to examine how readers' understandings of texts are influenced by their affiliation with specific

social classes. Similarly, Stanley (1980) investigates the variations in students' understanding of literary works depending on their affiliation with diverse societies possessing distinct literary norms.

These materials illustrate that an interpretive community is a social entity distinguished by collaborative perceptions and methods of constructing significance. The idea is extensively debated in the disciplines of literature, anthropological studies, and sociology as a fundamental element in comprehending the way meaning is formed and exchanged within particular social situations.

1.2.2.4. Communicative purpose

The communicative purpose in a genre pertains to the underlying motive for the establishment or deployment of a specific sort of genre. According to the prevailing genre principle, genres are delineated by their resultant effect or intended objective. Swales (1990) contends that a shared characteristic among the areas of language study, rhetorical analysis, mythology, and literature is their focus on communicative intent and social activity when considering genre.

Mirhassani and Reshadi (2001) argue that the structure of a text is closely tied to the specific goals that a genre is traditionally intended to accomplish. They assert that the fundamental idea of genre, as it is currently understood in fields such as applied linguistics, EAP, and rhetoric, places great importance on the central role of communicative purpose and how it shapes both the superficial and underlying literary framework of a piece of writing.

Swales (1990) posits that academic genres comprise distinct communicative objectives, including the establishment of assertions, the presentation of opposition, and the adherence to a rational framework. The language utilized in AW is characterized by its formality and objectivity, with the primary goal of imparting a feeling of legitimacy and trustworthiness to the intended audience. Conversely, the primary objective of genres such as fiction or poetry is

to provide amusement and elicit emotional responses from the reader. These genres employ components of narration, metaphorical language, and imaginative storytelling to captivate readers' imagination and evoke their feelings. The primary aim of these genres is to exert effect over people's opinions, perspectives, or actions.

The inclusion of the guideline of communicative purpose is a notable advantage of EAP, as it directs readers' focus away from superficial aspects of texts and towards their socially contextualized purposes. Nevertheless, it is challenging to establish a precise description of communicative purpose for the intent of classifying texts. Assigning objective or function to texts is a complex task, often resulting in disputes between professionals within the field and genre analysts from outside, or even among the professionals themselves (Swales, 2004).

In recent years, Bhatia (2004) and Swales (2004) have emphasized the intricate character of genre and the challenging process of determining their communicative meaning. Bhatia (2004) states that the primary goal of GA is to comprehend and explain the complicated and ever-changing realm of texts. This complexity arises from the inclusion of diverse types of texts that often serve interconnecting and competing communicative functions. Likewise, Swales (2004) has revised his focus on the purpose of communication as an essential trait and organizing principle of genre.

1.2.3. Move structure

GA entails the examination of the organization, norms, and attributes of several genres. The concept of move structure is a crucial element in the field of GA, especially when analyzing textual genres. In the domain of GA, the term "move structure" pertains to the arrangement and order of various parts or elements within a specific genre. It aids in gaining a deeper understanding of the genre's aim, target audience, and communication objectives.

The recognition and evaluation of the structure of moves in GA is typically conducted by a methodical and practical assessment of a diverse set of texts that correlate to a particular

genre. Scholars examine the structure of details, the arrangement of segments, the kinds of moves performed, and the general logical and connected nature of the genre. An instance of move structure in GA can be observed in scholarly study publications. In accordance with Swales (1990), the introductions of research articles typically follow a specific pattern, which includes four basic moves: establishing the research territory, highlighting a knowledge gap, occupying the gap, and announcing the present study. Every action has a distinct objective and establishes the foundation for subsequent study.

GA has previously been implemented in business contexts, including business reports and legal documents. Analysts have discovered various structural components in business reports, including introduction, findings, analysis, conclusion, and recommendations (Bhatia, 2004). Lawful papers usually adhere to a specific structure, which comprises several sections such as heading, preamble, definitions, operative provisions, and closing (Paltridge, 2012).

The preceding instances emphasize the significance of move structure in GA. Through the analysis of the structure and arrangement of moves throughout a certain genre, scholars can acquire significant understanding of the communication intentions and established norms of that genre. Structural examination of moves can serve as a valuable instrument to grasp the construction and interpretation of genres by those they are meant for.

1.2.3.1. Move definition

Hyland (2002), an esteemed academic in the area of EAP, defines moves as constant arrangements of language assets that constitute a distinct section of the written work and contribute to the wider organizational structure of research papers. Certain language components and rhetorical roles are frequently linked to moves, aiding in the accomplishment of communicative goals in scholarly writing.

Swales (1990) conceptualized the genre of RA as comprising sections that employ various communicative methods to express the communicative intent of each segment. From this

perspective, a move can be seen as an entity for investigation that consists of individual stages indicated by specific language decisions. Subsequently, with the growth of GA in the context of EAP as a result of research internationalization and the consequent educational requirements for foreign inexperienced authors, the concept of move has become vital and evolved into a focal point in GA as a rhetorical component that deserves closer examination (Biber et al., 2007).

The concept of "move" has been handled in various ways by researchers in EAP, who have attempted to provide precise and explicit definitions. Referring to previous concepts, Biber et al. (2007) assert that certain discourse analysts contend that moves can differ in length, stretching from multiple paragraphs to more than one idea. Conversely, others view moves as a textual section composed of a collection of language characteristics (such as semantic significance, hypothetical written material, and illocutionary effect) that provide the section with a consistent direction and indicate the discourse content within it (Biber et al., 2007).

In the view of Swales (2004), the move in GA serves as a cohesive communication element that fulfils a specific role while writing or speaking. As it has occasionally been associated with an item of grammar like a sentence, expression, or paragraph, it is more accurately viewed as malleable with regard to its language usage. On one end of the spectrum, it can be expressed using a single clause, while on the other end, it can be conveyed by multiple sentences. According to Swales (2004), the move is not a formal component, yet a functional one.

Cargill and O'Connor (2013) present a detailed model that helps to better comprehend and recognize the typical patterns and moves encountered in scholarly writing. The authors suggest seven fundamental moves that are commonly prevalent in various academic fields:

1. Establishing a research territory: This move serves to describe the study subject, specify the research problem, and offer pertinent background details to construct the framework.

2. Establishing a niche: This move draws attention to the lack of investigation on a topic or issue in the current body of literature and underscores the importance of the present research in tackling that gap.
3. Occupying the niche: This move introduces the goals of the study, provides an overview of the research questions or hypotheses, and describes the methods and procedures used to study the research problem.
4. Constructing an argument: This move entails the act of showing and bolstering the primary assertions or justifications within the study through the use of proof from scholarly sources such as literature, data analysis, or other academic sources.
5. Planning, then modeling: This move centers around the examination of the research design, providing detailed explanations of the methodology, outlining the methodologies used for data collecting and analysis, and addressing any limitations and issues related to ethics.
6. Pursuing a methodological agenda: This move offers an elaborate explanation of the study process, delving into the specific procedures, tools, and techniques used to gather and analyze data.
7. Creating a research space: This move comprises the condensation and integration of the primary discoveries, the examination of their value, and the suggestion of potential avenues for further investigation.

1.2.3.2. Moves and steps

The EAP genre analysis approach focuses on analyzing literary moves which are recognized as patterns of text that serve certain purposes in communication. However, Swales (2004) highlights that moves are rhetorical and communicative entities that can be distinguished by grammatical elements like sentences and paragraphs.

According to Biber et al. (2007), the communicative purpose of a move is not always identified in a methodical manner. A paragraph is a much extended piece of writing that contains multiple communicative sub-functions. These sub-functions work together to form the entire communicative purpose of the paragraph. If a paragraph represents a single rhetorical move, the individual sections within the paragraph that accomplish the sub-functions are referred to as 'steps'. Those steps are the writers' choice of selecting solutions or tactics to effectively achieve their intended communication goals (Biber et al., 2007).

1.2.3.3. Move analysis

Move analysis is a method that follows a hierarchical structure to characterize the communicative aspects of texts in the most direct way (Biber et al., 2007). To conduct a move analysis and determine the text structure, it is necessary to evaluate particular parameters. Some are considered to be lexico-grammatical signals that explicitly indicate the communicative purpose of sequential sections of texts. Additional indicators that aid in identifying a shift from a single move to another include drawing conclusions based on the surrounding circumstances and understanding the established patterns of the genre. The subsequent techniques for move recognition, as illustrated by Biber et al. (2007, p.25), are commonly utilized:

- 1- Explicit lexical signals indicating information contained in a move like 'the aim of the present study...' indicating *occupying the niche*;
- 2- Preparatory statements which signal *the beginning* of a move or *a concluding move* like 'In conclusion';
- 3- Lexical items like 'reveal', 'indicate', 'suggest', 'find', etc., suggest a 'statement of finding' move, whereas 'is attributed to..', 'is due to..', etc. indicating an *explanation move*;
- 4- Knowledge of the generic, rhetorical, and organizational conventions, for example, a citation indicates CARS establishing a *territory move*;

- 5- Headings and sub-headings;
- 6- Inference from content (in the absence of explicit linguistic exponents, the researcher may resort to inference from the text content).

Despite numerous studies on genre inquiries, including some that involve multiple disciplines and languages, academics have not provided a comprehensive and clear explanation of the guidelines that should be utilized to define and distinguish different moves and steps. This indicates that they primarily depended on the ideas and intentions of writers, known as the ideational content. Additionally, they also relied on lexico-grammatical cues and other signals, like meta discourse and headings, that reflect changes in thoughts (Dudley-Evans, 2002). The most effective guideline for doing a corpus-based move analysis is the methodology suggested by Biber et al. (2007) is explained in *Table 2* below.

Table 2

General Steps Often Used to Conduct a Corpus-Based Move Analysis (Biber et al., 2007, p.16)

STEP 1	Determine rhetorical purposes of the genre
STEP 2	Determine rhetorical function of each text segment in its local context; identify the possible move types of the genre
STEP 3	Group functional and/or semantic themes that are either in relative proximity to each other or often occur in similar locations in representative texts. These reflect the specific steps that can be used to realize a broader move
STEP 4	Conduct pilot-coding to test and fine-tune definitions of move purposes
STEP 5	Develop coding protocol with clear definitions and examples of move types and steps
STEP 6	Code full set of texts, with inter-rater reliability check to confirm that there is clear understanding of move definitions and how moves/steps are realized in texts
STEP 7	Add any additional steps and/or moves that are revealed in the full analysis
STEP 8	Revise coding protocol to resolve any discrepancies revealed by the inter-rater reliability check or by newly 'discovered' moves/steps, and re-code problematic areas
STEP 9	Conduct linguistic analysis of move features and/or other corpus-facilitated analyses
STEP 10	Describe corpus of texts in terms of typical and alternate move structures and linguistic characteristics

A successful move analysis should take into account the overall operations mentioned earlier, along with each step outlined in the more comprehensive model proposed by Biber et al. (2007). It is essential to mention that only some of these procedures are strictly adhered to each review of moves. Bhatia (2004) asserts that GA is a valuable tool for EAP students to comprehend the requirements and norms of many academic genres, including research papers, case studies, and literature reviews. Move analysis is essential in GA, as it uncovers the characteristic structure and arrangement of many genres. Students can proficiently explore and create texts within a particular genre if they have a thorough understanding of the moves and purposes of that particular genre.

Conclusion

In this chapter, there is a synthesis of major concepts and ideas about the evolution of linguistic studies regarding discourse, genre, and genre analysis. Specifically, the chapter initially introduced discourse and discourse analysis as related to EAP. Moreover, 'Chapter One' presented genre and genre analysis in the context of theory with specific reference to a number of relevant notions and subfields. It then linked the concept to EAP context. Furthermore, this chapter attempted to discuss in theory the interplay between discourse and genre analysis within EAP. Lastly, significant features such as discourse community, communicative purpose, and move analysis were emphasized as determinant characteristics of genres in different contexts.

Chapter Two: Academic Writing and Research Articles

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Introduction

In this chapter, we draw a comprehensive framework of some concepts and constructs that bear a close relationship to the issues dealt with in this study. The first section of the chapter addresses issues related to AW. It elaborates about EAP and AW courses, and sheds light on their importance. Along with the chapter, account is given to EFL doctoral candidates' AW strategies and challenges as well as teachers perceptions on PhD candidates' AW practices and problems. Moreover, the second section of this chapter describes RAs as a specific genre type and explains their writing processes for publication. In here, the macro- and meso-structure of the article are defined (i.e. abstract, introduction, methodology, results, discussion, and conclusion). Some problems of writing in English publication for EFL doctoral candidates are identified and compared to the process requirements of publishing in journals.

2.1. English for Academic Purposes and Academic Writing

PhD students should have a thorough understanding of the principles and requirements of AW when generating RAs. As AW plays a crucial role in the effective attainment of a doctorate, It also helps to create scholarly written works such as theses and RAs and encourages PhD candidates to develop their critical thinking, expertise, and researcher identity (Paré, 2017). Hence, it allows candidates to engage and take part in the research community. Therefore, the subsequent section presents certain concerns associated with AW.

2.1.1. English for academic purposes courses

The field of English for Academic Purposes (EAP) originated in response to the increasing number of non-native English speakers enrolling in colleges that use English as the primary language of instruction. Several colleges have recognized the necessity of providing non-native English learners with education and proficiency in academic writing, reading comprehension, and terminology. Hutchinson and Waters (1987) and Bruce (2011) emphasize

that EAP specialists had better evaluate the students' current knowledge and identify their particular requirements in order to facilitate their academic progress.

Students at universities are offered EAP programs to address the demand for graduate and postgraduate students to comprehend English material and produce a variety of scholarly assignments in English. Typically, these English courses will have students from many fields of study, including arts, humanities and social sciences information technology, and science.

This may present a difficulty in delivering the optimal and more pertinent subjects and instruction, as AW criteria vary across distinct areas of study. In addition to mastering the academic standards and logical norms necessary for AW, learners must also navigate the elevated language found in new and often foreign genres. Hence, the significant concerns that university students encounter are the substantial requirements and obstacles associated with adopting EAP.

Universities offer courses specifically designed to address the writing needs and difficulties that students may have. At the college, there are mandatory courses like AW that graduates and postgraduates in Language and Literature Studies, Linguistics, Applied Linguistics, and related fields must attend.

2.1.2. Academic writing

The AW talent is a crucial ability utilized by students in all academic fields. This is due to the fact that a majority of the assignments at higher education institutions will involve writing. Generally, students' evaluation consists of a combination of written assignments and exams.

According to Chris and Zawacki (2006, as cited in Osman et al., 2021), AW refers to the type of writing that is mandatory and commonly utilized in the field of education, particularly in colleges and universities. Educators commonly associate learners' completion of tasks as AW. The definition of effective academic writing differs depending on the area of study

where students are enrolled. The process entails the use of specialty discourses that adhere to specific norms and regulatory requirements, which vary depending on the topic and style (Osman, 2004 & Samraj, 2005, as cited in Osman et al., 2021).

AW is a kind of communication employed by academics and investigators to articulate and disseminate their thoughts on their fields and specialized domains of knowledge (Chris & Zawacki, 2006, as cited in Osman et al., 2021). Furthermore, it is broadly accepted that it exhibits a formal atmosphere and manner, while simultaneously avoiding the use of complicated terms, convoluted grammar, and lengthy sentences. AW attempts to share novel data that align with prior research on philosophical notions or theories among a community of erudite scholars (Labaree, 2009).

The main principle for AW is to adopt a formal style, whose ideas are typically substantiated with citations. Citation is essential for verifying the accuracy of concepts and data, and even for demonstrating that the author has engaged with relevant literature and has scholarly expertise in the subject matter being discussed. The intellectually demanding job of citing effectively requires the skill of critical reading. Critical reading necessitates the reader to not just comprehend the text, but also to analyze it by discerning its strengths, shortcomings, consequences, and other relevant factors. Subsequently, the reader is expected to provide commentary and assess the entirety of the work (Craswell, 2005, as cited in Osman et al., 2021). The formality of writing is influenced by linguistic features, which include the right selection of transition words and language style.

In addition to the challenges of formatting and critically analyzing the text, there also remains the matter of successfully accomplishing the writing assignment. To effectively carry out the writing work, it is necessary to revise it several times to guarantee accuracy and appropriateness in terms of content, arrangement, and style. To ascertain the suitability, the author should evaluate several factors, including the intent, audience, culture, and discourse

community. The act of finalizing a written work typically follows a cyclical pattern rather than a linear one. A cyclical procedure refers to the interactive practice of a writer revisiting his/her written work on several occasions to make necessary modifications and adjustments (Osman et al., 2021).

2.2. The Importance of Academic Writing

The significance of AW has garnered the interest of numerous researchers, such as Hyland (2006), Liu (2013), Singh et al. (2017), and many others. A number of scholars offer different explanations for the objectives of AW. According to Hyland (2006), the creation of a carefully constructed academic work requires the writer to integrate intricate concepts with novel information. Besides, writing is a crucial ability in academic contexts as it involves significant techniques like planning, editing, revising, and publishing.

The research reveals plenty of justifications for the relevance and significance of AW to university students. For example, it improves the learning process of students (Qian & Krugly-Smolka, 2008). Several researchers consider outstanding writing abilities to be essential in social and instructional environments, since the generation of textual and written activity forms the cornerstone of colleges (Flaherty & Choi, 2013).

Students' AW plays a major role in educational institutions, serving varied functions depending on different situations. During this phase, students receive instruction on the art of composing academic texts. Students may be required to generate essays, papers, theses, written examinations, or reports with the primary objective of showcasing their expertise in the subject matter of their courses. When evaluating such writing, instructors prioritize the quality and structure of the work, including the language employed, organization of ideas, development of claims, grammatical accuracy, and proper use of punctuation marks.

At higher education, discipline expertise and comprehension are primarily demonstrated and appreciated via the use of AW. Students get a perception on the importance of AW by

noticing that writing follows specific established patterns in various situations. Singh et al. (2017) asserts that teachers should aid learners in understanding the complexities associated with AW. These factors encompass adopting a position, constructing a logical case, targeting a particular readership, and selecting a suitable writing approach.

Sidman-Taveau and Karathanos-Aguilar (2015) establish ten tenets that are essential for achieving efficient AW. The key elements include a well-defined purpose, active involvement of the audience, a distinct perspective, an individual emphasis, a coherent structure, robust evidence, comprehensive and lucid clarifications, proficient utilization of research, and accurate reference and writing method.

Barton (2007) argues in his work on the technique of AW that writing extends beyond the initial phases of spelling where learners may simply make or type on a writing sheet. The text consists of purposeful and well-structured thoughts, through which the writer shares and presents their ideas, viewpoints, beliefs, encounters, and factual information to the global audience. AW is directly related to the achievement of learners at university level (Arkoudis & Tran, 2007).

Indeed, students require a solid understanding of AW in order to effectively convey their perspectives and make meaningful contributions to the examination and setting that underpin their thoughts throughout the educational environment. As stated by Al-Fadda (2012), students' success in AW depends on their capacity to effectively understand, assess, and integrate the ideas of someone else, enabling them to develop their own academic style effortlessly.

As defined by Al-Fadda (2012), writing is an intellectual endeavor that displays learners' capacity for thought and language skills as they convey what they are thinking. When students write, they ought to remain cognizant of fundamental concerns. The text discusses various aspects related to AW, including the sorts of inquiries that may be posed, the methods used

for data collection and analysis, the typical genres and their intended function and structure, the techniques employed by authors to establish their unique style, and the suitable varieties of language to be used.

University students may be aware of the difficulties that arise when engaging in AW (Flaherty & Choi, 2013). A multitude of studies have extensively analyzed the challenges learners inevitably experience at college and in educational environments regarding AW (Zhu, 2004). University students produce a range of scholarly written works, involving educational essays (such as narrative, descriptive, expository, or persuasive essays), journal articles, conference papers, and research papers (Cameron et al., 2009).

In line with Zhu (2004), students are obliged to complete multiple intricate academic writing assignments such as research papers, theses, dissertations, and reports. They have to carefully and rationally express their viewpoints and effectively explain them with simplicity wherever necessary. Writers should take into account particular features of writing.

The key elements are understanding the intended viewership, coherence, systematic arrangement, syntax, paragraph elaboration, and grammatical precision (Zhu, 2004). Writers should be aware that AW is a complex and challenging task that requires various sub-skills at different levels, including intellectual, literary, interpersonal, language-related, and context-specific components (Flaherty & Choi, 2013).

2.2.1. EFL doctoral candidates' academic writing strategies

Prior to delving into students' AW strategies, it is essential to have a clear understanding of the concept of writing strategies. According to Hayes and Flower (1986), writing strategies refer to a deliberate strategy used by students or teachers to effectively enhance their writing skills or address specific situations or problems. For Graham and Harris (2000), professionals in education commonly recognize the phases of writing as pre-writing, drafting, rewriting, editing, and publishing. This sequence is known as the product process of writing. However,

Susser (1994) conducted a study that challenges the validity of this classification. In recent years, there has been a movement in educational writing from the focus on the final product to a focus on the process. Students and instructors do not only concentrate on the writing itself, but also provide significant consideration to the writing process.

Out of the many definitions of the process approach to writing, the description provided by Hayes and Flower (1986) appears to be the most thorough. According to researchers, it is a deliberate and strategic approach used by writers to navigate the challenges of writing. These strategies are the writer's conscious choices made to address both language-related and aesthetic difficulties (Flower & Hayes, 1986, as cited in Ou, 2013).

Over time, a small number of academics, such as Arapoff (1967), hold the belief that grammar acts as an obstacle to the writing process. Zamel (1976) has promoted this perspective, emphasizing the significance of employing the creative writing process. Nevertheless, alternative approaches to writing are endorsed by researchers, including pre-writing tactics (McKay, 1981), extracting information from journals (Spack & Sadow, 1983), and effectively utilizing feedback from literacy brokers (Keh, 1990).

The process-oriented approach to writing has been increasingly prevalent over the past few decades, resulting in students' writing being more liberated and unique in terms of generating ideas, planning, revising, editing, and disseminating. Experts analyze the likelihood of learners sharing similar writing methods depending on their language competency and task-related writing strategies (Raimes, 1987). Other scholars are attempting to discover novel categorization for writing strategies. Riazi (1997) classifies writing strategies into four distinct groupings: cognitive, metacognitive, social, and search strategies.

The academic field is abundant with research that is closely tied to various writing strategies. Some of the strategies that have been suggested include peer revision (Villamil & Guerrero, 1996), planning (Saddler et al., 2004), translating from the first language (Liao,

2006), allocating time (Reader & Payne, 2007; Roca et al., 2008), using models (Macbeth, 2010), writing from resources (Kennedy, 1985; Segev-Miller, 2004; Li & Casanave, 2012), rewriting and paraphrasing (Sun, 2009; Shi, 2012), and revision (Sommers, 1980; Kim, 2016; Achen, 2018).

The research investigations covered in this area and commonly discussed in this topic pertain to learning-related strategies. In whatever way, the available research indicates a lack of attention given to the writing strategies of ESL and EFL students in order to enhance their writing abilities (Matsumoto, 1995; Asmari, 2013; Rababah & Melhem, 2015). The explanations for the insufficiency of ESL and EFL writing strategies are diverse. L2 writers are required to employ specific strategies for specific tasks, which depend on their style of writing and the setting in which it is done (Ou, 2013). This instantiates one of the causes for this deficiency.

Mu (2005) categorizes thirty writing strategies into five groups: rhetorical strategies (such as organization, L1 usage, and formatting), cognitive strategies (such as revising, elaborating, and summarizing), metacognitive strategies (such as planning, monitoring, and evaluating), communicative strategies (such as reduction), and social/affective strategies (such as receiving feedback). Despite the challenges faced by researchers in determining efficient writing strategies, the preceding categorization remains valuable. However, it is important to note that every scholar classifies writing strategies differently, according to their own set of criteria (Ou, 2013).

2.2.2. EFL doctoral candidates' academic writing challenges

AW is a crucial talent for achievement at college and for pursuing a profession in academic circles. Mastery in AW is necessary in order to fulfil the requirements and reach the high standards of university-level writing. It encompasses a range of AW tasks, including Master's degree dissertations, abstracts, literature reviews, essays, journal articles, conference

articles, and research proposals. Nevertheless, AW is not a skill that is solely addressed in a particular class or specifically instructed (Antoniou & Moriarty, 2008). In a perfect situation, it is essential for a PhD student to possess the necessary knowledge and resources to acquire an excellent understanding of the required analytical writing skills.

AW lessons are often regarded as a demanding endeavor in numerous PhD syllabi globally (Mullen, 2006). They presume that learners are prepared to acquire it with self-reliance, while this is seldom available. Gomez (2014) argues that AW is a significant challenge for PhD candidates due to their lack of adequate preparation and support.

PhD students encounter challenges in comprehending the essence of AW at the institution of higher learning (Cadman, 1997; Dong, 1998). Writing at the advanced levels differs from writing at lower levels. A PhD student's AW should reflect the writer's viewpoint, contribute new data and expertise to the investigation's topic, integrate pertinent ideas and previously conducted investigations into the field of study, and communicate all of this material in a well-crafted scholarly style (Gomez, 2014).

The existing body of work on worldwide PhD students assumes the various challenges they encounter during their academic journey of writing, such as those identified by Shaw (1991), Casanave and Hubbard (1992), Paltridge (2002), Bitchener and Basturkmen (2006), Huerta et al. (2016), Holmes et al. (2018), and Zeiger (2021). Analysts examine the diverse difficulties that PhD candidates are grappling with and subsequently attempt to classify them into subgroups. The researchers categorize the primary topics into two groups: discourse-level problems, which include issues related to content quality, ideas growth, paragraph structure, and general writing competence; and sentence-level problems, which comprise appropriate grammar usage, scholarly terminology usage, punctuation, and spelling.

In his 2012 publication, Ferris provides a concise overview of the challenges faced by global PhD writers in the realm of AW. The research's results indicate that these students

encounter difficulties related to vocabulary, writing style, and sentence structure. Therefore, these issues hinder their capacity to generate proficiently written scholarly works. The scholar's conclusion is that learners hold insufficient writing abilities to produce lengthy scholarly written works. Bridgeman and Carlson (1983) highlight three primary issues that commonly arise among second language learners. The issues at hand are to students' insufficient proficiency in AW, limited grasp of proper punctuation and spelling, and subpar sentence construction.

The primary obstacles faced by L2 learners in regards to AW are primarily associated with their lexical components (i.e., vocabulary) and syntactic structure (Dong, 1998; Bitchener & Basturkmen, 2006; Al-Badi, 2015). Dong (1998) examined 169 non-native students who were writing their theses and dissertations at two universities in the United States. The investigation's outcomes revealed that students had difficulties related to vocabulary matters. A large proportion of non-native English speakers expressed their belief that vocabulary plays a crucial role in AW, whereas a small number of native English speakers indicated that vocabulary is an essential component when it comes to writing academically.

In a similar vein, Qian and Krugly-Smolska (2008) investigated the perspectives of four Chinese ESL postgraduate students from various disciplines in Canada. The study was to look into participants' experiences in producing the literature review through the use of interviews. The investigation's findings indicated that those involved encountered difficulties related to language. Everyone in the group owned restricted terms, with three out of four participants encountering challenges in selecting suitable concepts that align with their writing environment. The final contestant confronted difficulties in finding equivalents. Their work was atrociously impacted as a result of their failure to effectively paraphrase owing to their lack of vocabulary.

Additional scholars explored different facets of writing difficulties among second language learners. A research investigation carried out by Wang and Bakken (2004) demonstrated that overseas university learners face challenges involving syntax. The study investigated the research capabilities of graduate students in AW taking into account their cultural background, mother tongue, prior experience with English acquisition, and other relevant factors. The results indicate that out of seven L2 students, six have uncertain trust in their AW competence and expertise. Grammar correctness, sentence arrangement, and word employment were frequent shortcomings observed in L2 writing.

Imani and Habil (2012) conducted a study that examined the problem-solving skills of non-native students when it comes to AW and the intricate nature of language. The research attendees were selected from three distinct areas: Teaching English as a Second Language (TESL), Construction Contract Management (CCM), and Chemical Engineering (CE). According to a study that used a combination of research methodologies, scholars found that nearly all writers who were studying CCM and CE made grammatical mistakes, whereas the TESL writers demonstrated the highest level of syntactic sophistication.

Ariyanti and Fitriana (2017) carried out a study on the challenges experienced by EFL students in scholarly essay production and their desire to enhance their AW skills. The examination's conclusions indicated that participants endured difficulties in areas; for example, syntax, clarity and harmony, text construction, and lexicon. The examiners observed several prevalent grammatical weaknesses in the students' work like subject-verb agreement problems, incorrect word order, sentence fragments, pronoun misplacement, and mismatched tenses.

A prevalent difficulty among L2 learners is the impact of comments regarding their written tasks, as highlighted by Caffarella and Barnett (2000) and Bitchener and Basturkmen (2006). Caffarella and Barnett (2000) examined the significance of providing and getting feedback on

AW among university students. The results suggested that the respondents had a sense of discomfort when they received poor criticism on their AW assignments. Consequently, the learners developed more skepticism concerning their AW skills. Can and Walker's (2011) study found that L2 students had comparable attitudes and emotions when it comes to being given adverse remarks in their AW activities. The research results proved that students had feelings of embarrassment, reduced trustworthiness, and heightened stress. In addition, several students saw a decline in their drive to compose words, while others faced psychological challenges and anxiety about receiving unfavorable criticism, all of which had a detrimental impact on their writing abilities.

A significant number of second language learners utilize the APA style of writing for composing academic assignments. However, many individuals face difficulties and make numerous mistakes (Howard et al., 2010; Kokaliari et al., 2012). There is a shortage of concordance between the in-text citation and the references in the writing of some students (Lambie et al., 2008). Other students inaccurately cite the references in their paper (Howard et al., 2010). In any case, there is a scarcity of research that focuses on referencing and actual research conducted among higher education learners about the lack of expertise in this area (Petrić, 2007; Lambie et al., 2008; Mansourizadeh & Ahmad, 2011). Academics have identified four primary flaws in the writing tasks performed by students. The obstacles represented in this study are the absence of coherence, absence of good structure, insufficient use of actual research as evidence to support the claim, and the lack of integration of findings, especially in the literature review (Lambie et al., 2008).

Anxiety while writing academically is also crucially wide spread among doctoral students. The literature postulates that anxiety has a significantly negative impact on students' writing skills and academic achievement (e.g., Faigley et al., 1981; Lee, 2005; Shang, 2013; Rezaei & Jafari, 2014; Huerta et al., 2016). Several researchers have proposed a diverse array of

descriptions for linguistic anxiety. Second Language Anxiety (SLA) refers to the sensation of stress experienced by learners in another language's environment during activities such as reading, writing, listening, and speaking, (Huerta et al., 2016). According to scientists, writing anxiety is a condition in which the writers experience nervousness and unpleasant emotions that disrupt their writing procedure and lead to delays or difficulties in drafting (Huerta et al., 2016).

There is a vast amount of research on the relationship between students' writing anxiety and their academic achievement. For instance, numerous researchers in first and second language acquisition have explored the connection between students' anxiety in their written performance and the various variables associated with this issue. Such variables include the kind of essay, self-esteem in writing, writing proficiency, frustration, the procedure of writing, instructors' views on grammatical structures, nervousness regarding judgment, limitations in statistical analysis, and even more. Consequently, research implies a link between students' anxiety about writing and their mediocre academic achievement (e.g., Rabadi, 2020; Demirçivi, 2020; Aripin & Rahmat, 2021).

Writing anxiety is a significant issue that may hinder learners' writing abilities and lead to major academic difficulties. According to Lambie et al. (2008), several experts argue that the use of AW causes anxiety in second language students since they lack sufficient training for their written competencies. Similarly, Bloom's (1981) research on higher education respondents' writing revealed that participants had anxiety in relation to their AW. Additional difficulties may arise from inadequate writing abilities or inadequate work efficiency (Kilgore et al., 2013; Stewart et al., 2015), as well as poorer educational accomplishments (Martinez et al., 2011).

Several variables impact the challenges faced by the second language learners as they pursue their scholarly pursuits. The elements encompass personal, institutional, and

contextual aspects. The personal aspects comprise writing self-confidence (Mattern & Shaw, 2010), insufficient skill in the English language (Whitley & Grous, 2009), and misconceptions about writing principles (Irvin, 2010). In addition, Merriam et al. (2007) found that participants' age, recall, and absence of self-management have an impact on students' AW habits. It is believed by academics that factors such as class, racial background, and gender may also influence college learners' written academic skills (Merriam et al., 2007).

Furthermore, the institutional variables specifically focus on enhancing the academic ability to write. According to Plakhotnik and Rocco (2012), second language students' inadequate writing performance causes them to lag behind and be unprepared for the challenges of college and its requirements. Moreover, factors such as learners' cultural background and learning environment also have a bearing on their writing abilities (Whitley & Grous, 2009).

2.2.3. Teachers views on the writing performance and difficulties of EFL doctoral candidates

It is essential to examine the viewpoints and understandings of educators on PhD students' AW and the difficulties that higher education puts forward. Furthermore, it is indispensable to extract advice and guidance that professors may offer in order to mitigate the challenges experienced by L2 students in AW. Given the rigorous expectations of research on doctoral students, educators are required to tackle AW using more traditional approaches rather than solely relying on courses instruction. With regard to Montgomery and Baker (2007), instructors are responsible for accentuating the steps of AW and motivating learners to develop an effective plan using tactics and addressing challenges associated with AW.

In an investigation conducted by Behrens (1978), the scholar asserts that numerous educators expressed a lack of interest regarding their students' syntax difficulties, such as erroneous word utilization, misspelling, and punctuation marks. On the contrary, they pay

attention to the challenges they encounter at the level of discourse, such as organizing written language. In addition, an inquiry carried out by Bridgeman and Carlson (1983) investigated how professors perceive the AW talents of non-native advanced students. The research concluded that respondents were subjected to significant to minor difficulties in relation to the quality of paper structure like paragraph arrangement, vocabulary such as using the right term in the appropriate situation, the content low quality, and the insufficient handling of the subject at hand.

Throughout the research undertaken by Angelova and Riazantseva (1999), the scholars utilized identical standards to assess the writing of both L1 and L2 academic writers. Nevertheless, researchers displayed greater tolerance for grammatical faults made by non-native writers as long as these inaccuracies did not undermine the entire consistency. Several experts stated that they provided comments to the students of theirs regarding the structure of writing and grammar elements, either in the form of remarks or explicit adjustments. However, the opportunity for those learners to review and enhance their writing skills via amendments was not provided (Zhu, 2004).

According to the available evidence on empirical research, academics encountered difficulties in providing sufficient encouragement (Sidman-Taveau et al., 2015). Several scholars have identified significant challenges that teachers face while giving feedback on their students' scientific work. The teaching staff do not have efficient feedback methods to evaluate students' work, while others lack the occasion to offer individualized feedback to learners (Sidman-Taveau et al., 2015).

2.3. Research Articles

Research articles (RAs) are one of the means of scientific and academic communication. Through RAs, researchers can communicate their findings about a given subject area. EFL Algerian doctoral candidates find it mandatory to publish at least one article including results

pertinent to the topic of their thesis. Most of the candidates face an increased pressure and problems that stem from differences in rhetorical or argumentative styles and inadequate understanding of AW as well as discipline-specific standards and requirements. Therefore, this section presents some key matters concerning RAs writing.

2.3.1. Writing research articles for publication

Writing RAs to be published in prestigious national or international journals is a challenging task for PhD candidates. According to Mirovic and Knežević (2019), they need to achieve the dual requirements of adequate writing skills in English in relation to specialized terminology combined with the best use of grammar and other highly advanced language features. Producing RAs necessitates an elevated level of interactive proficiency, involving a delicate equilibrium between conveying information and engaging with the audience in a manner which guarantees approval of the author's standpoint (Hyland, 2005, as cited in Mirovic & Knežević, 2019).

Doctoral students ought to be knowledgeable of the macro- structure (that is, the order of sections) and meso-structure (that is, the order of information within each section) of RAs. In addition, they are in need of the practical knowledge that involves an effective display of facts, an appropriate argumentation construction, a good provision of well-chosen support for one's claim, and a correct citation practice (Hanauer & Englander, 2011).

Successful RAs writing originates from a well-defined structure and careful wording that reflect objectivity, responsibility, and explicitness in expressing oneself. Essentially, it sustains flexible interaction between the text and readers. The employment of these features would bring about RAs worthy of national or international publication. In contrast, their absence in doctoral students' writing results in texts that look inefficient or even ambiguous (Hanauer & Englander, 2011).

2.3.2. Defining the macro- and meso-structure of the article

The top-down approach to writing starts with defining the macro-structure of the article. This structure is the skeleton of the article and contains six common indispensable sections: abstract, introduction, methodology, results, discussion, and conclusion. Each of these sections has an intra-structure which is referred to as the meso-structure of the article (Docherty & Smith, 1999).

2.3.2.1. The abstract section

The abstract is the starting section of the article through which readers can understand the concise summary of the study (Mahrer, 1993). The decision on when to write the abstract goes always to the authors. Often, researchers write the abstract after the completion of the whole study. However, others firstly draft an abstract as a useful guide to write the subsequent sections (Thoirs, 2016). A good and informative abstract, as Alexandrov (2004) demonstrates, should have the following components:

- An introductory sentence comprehensible to a wide audience,
- A more detailed background information sentence comprehensible to specialists within the field,
- A sentence clearly defines the research question(s) addressed by the article,
- A sentence indicates the aim of the study,
- A sentence explicates the adopted methodology,
- A sentence summarizes the main findings,
- A concluding sentence, and
- Keywords.

The abstract is unquestionably the most crucial part of the article and often the first and only section read by a wide audience. Thus, it had better be a dedicated piece of work that captures the interest of the readers. This concise summary should be self-explanatory. In that,

it should not contain an outline of the research; instead, it must summarize the essential elements of the article. Any abstract has to be free of equations and references, and to extent possible, abbreviations. The journal usually specifies the maximum length of an abstract although it should not exceed 300 words in any case (Lin, 2010).

2.3.2.2. The introduction section

The introduction gives a familiarity to readers with the research. It explains the content of the first three sentences of the abstract in greater detail. The first part of the introduction should engage readers by establishing the scientific context of the study. This requires referring to seminal work in the field. Authors need to guide the readers from general to more specific aspects of their paper. They elucidate knowledge gaps and linking these to clear definition of their research questions. The introduction might subsequently mention and justify the methods as well as the scope and assumptions of the study. Further, it might conclude with a brief outline of all subsequent sections and the aim of the study. A good introduction, however, should be limited to a maximum of 600-700 words (Foote, 2006).

2.3.2.3. The methodology section

The methodology section specifies in a logical order the approaches (quantitative, qualitative, or mixed methods approach) used to address the research question(s). According to Creswell (2018), this requires mentioning a short explanation, the research design (e.g. descriptive), samples and participants, and tools of data collection.

2.3.2.4. The results section

The result section presents the relevant findings to answer the research questions either qualitatively, quantitatively, or both ways. The bulk of empirical findings should be exhibited in diagrams, figures, and tables. Besides, any result had better be accompanied by quantitative information about their uncertainty. If it is applicable, authors can elaborate more on that uncertainty in the discussion section. Comparison with findings from other studies may be

within the result section. In this case, authors should refer to the outcome of such comparisons briefly in the discussion section (Creswell, 2018). What to avoid in the result section is the following:

- Tables, figures, and text including redundant results,
- Methodology which in fact belongs to the methodology section, and
- Extensive discussion and interpretation of results that is normally related to the discussion section.

2.3.2.5. The discussion section

The interpretation of results is presented in the discussion section which is the most struggling one for both authors and readers owing to the lack of clear meso-structure. However, the order of the elements proposed on behalf of this section is as follows (Thyer, 2008):

- A repetition of the principal results in one or two sentences,
- An explanation of the strengths and weaknesses of the methodology, input, and results in several sentences,
- A discussion of the results concerning other studies in a number of sentences,
- A description of the significance of the research in relation to established knowledge in few sentences, and
- Raising awareness of the unanswered questions and future research requirements in one or two sentences.

The discussion section must exclude the biased account of the research and the unnecessary expectation. Attention should be paid to the discussion of the uncertainties and then the demonstration of their justifiability and limitedness. Additionally, if results refer to a specific area or field (i.e., specific generation, time period, geographic location, etc.), writers should illustrate to what extent their findings have broader validity. In essence, results ought

to be discussed clearly, precisely, and concisely. That is, this section indicates what the empirical evidence supports per se (Thyer, 2008).

2.3.2.6. The conclusion section

According to Thyer (2008), the conclusion section should not simply replicate the abstract but:

- answer the research question(s) and/or specify to what extent knowledge gaps could be addressed,
- provide readers with the central idea of the article, and
- make recommendations and outline future research based on the results and discussions presented earlier.

The conclusion section had better be limited to fewer than 250 words. After drawing conclusions, an article usually ends with:

- acknowledgements are given to, for example, those who provided information, funding, or review;
- a list of references which must be formatted consistently according to the journal's style guide;
- if necessary, appendices that give detailed information regarding methodology and/or results.

2.4. Problems of Writing in English Publication for EFL Doctoral Candidates

The potential problems of EFL doctoral candidates are not merely concerned with grammar and vocabulary. Candidates also need to have the appropriate rhetorical and argumentative skills. In addition, they should be familiar with the conventions of academic writing in a given discipline (Mirovic & Knežević, 2019). Among the important problems, mention may be made of the following (Jaroongkhongdach et al., 2012, as cited in Mudra, 2023):

- Lack of time
- Lack of resources or funds
- Lack of connections with the academic community in core countries
- Bias against scholars from peripheral countries
- Parochialism
- Problems with language
- Problems with the literature review and discussion sections of research articles
- Problems with research methodology

The problems stated above offer insights into the complexity that EFL doctoral candidates encounter in their attempts to get their RAs published nationally or internationally. International publication could be considered as an immense challenge to EFL PhD students. It is also noteworthy that the problems identified by Jaroongkhongdach et al. (2012), as cited in Mudra (2023), should not be regarded as problems specific to EFL learners in response to the demands of writing for scholarly publication. Some of these problems may also be experienced by researchers from English-speaking countries, especially among those who are at the early stage of their research careers.

2.5. Publishing in Journals

The processes involved in writing an article, submitting it to a journal and eventually seeing it published have sometimes been described as a challenge (Wellington, 2003). Many of these processes can be and have been examined, but there are still inappropriate and scarce practice opportunities given to this task.

The approach taken here is to examine the publishing process and the practices of writing, editing, and refereeing from the writers' perspective. If researchers scrutinize and reflect on these practices, the aim of getting published in a journal can, to some extent, be clarified, eased, and assisted. This part of the second section in this chapter tries to answer the

following questions: why do writers publish in journals? How should writers choose the appropriate journal and aim for it? What kind of responses could writers expect? What are the writers' obligations as a published author?

2.5.1. Reasons for publishing in journals

Writing an article, submitting it to a journal, and exposing oneself to unknown referees not only is hard work, but can also be daunting and fear-provoking. Why go to all this effort and possible pain?

According to Wellington (2003), there are several answers to this. First, by getting the work published in a refereed journal it becomes part of the literature. Journals act as an archive in a very important, tangible sense. The work is out there, on paper and housed safely and publicly in a library. Second, the written work has been given some sort of stamp of approval by outsiders. It acquires an authority, which a self-published, non-refereed paper does not.

Third, when the paper goes through the editorial and peer-review process, it should be the better for it. Many editors' aim is to act not so much as gatekeepers, yet as improvers or facilitators. This is a positive way for authors to view the submission and refereeing process as a way of making their paper better. Lastly, a published piece is far more likely to be read, to be disseminated and make a contribution than some sort of self-publication.

2.5.2. Choosing the appropriate journal and aiming for it

Wellington (2003) also mentions eight points that each writer should keep in mind before selecting the appropriate journal as follows: choosing the right target; weighing up the pecking order; assessing prestige, impact, and status; aiming for the target (the groundwork); writing and targeting; the waiting period; dealing with a journal's response to the author's submission; and reasons for acceptance and rejection. Thus, each point is explicated individually.

2.5.3. Choosing the right target

One should always aim carefully at one particular target, not two targets or three, only one. The first, and probably the biggest and most important, job is to decide which one (Wellington, 2003).

2.5.4. Weighing up the pecking order

Wellington (2003) claims that one of the first decisions is to decide on how high one should aim. An author may wish to have their work published in the most prestigious, well regarded, and widely read journals. Alternatively, they may be more of pragmatists who go for those lower in the hierarchy in the hope that their standards are more lenient, the rejection rate is lower, and the time between submission and publication is not too long. The possible time lag between submitting the article and seeing it in print is an essential criterion in choosing the right journal, and authors are well advised to do their best to decipher it.

2.5.5. Assessing prestige, impact, and status

There seems to be a range of factors by which people judge the status of a journal: Is it widely read and subscribed to? Who publishes it? Who publishes in it? Is it international? Is it the journal of first resort? Does it have a high rejection rate? Does it have a strong and wide intellectual base? None of these criteria is non-problematic (Wellington, 2003).

2.5.6. Aiming for the target (the groundwork)

After an author has decided on the level to aim at, more work needs to be done before they decide on the right target to which the paper will be submitted. Wellington (2003) recommends that the author ought to know the ground rules of a journal before writing for it. Some of these may be explicit and stated in writing; others may be implicit and will need to be discerned rather than read from a website or a back cover. After all this groundwork, it may be worth sending the editor a letter/email on which the writer outlines the article in a very short synopsis and asking whether it will be adequate (Wellington, 2003).

2.5.7. Writing and targeting

As long as the writer is sure that they really have observations or ideas which should be published, they need to select a journal carefully with a view to attracting the right type of reader. Then, they should proceed to write their paper to conform to that journal's scope and style. Failure to observe this simple precaution will certainly mean a rejection slip (Wellington, 2003).

2.5.8. The waiting period

Wellington (2003) elucidates that a good journal will notify the author and thank them for receipt of their article, an inefficient one may not. They will then have to wait. Some journals have a policy of not keeping authors in suspense for longer than a certain time. This policy seems humane and professional. Other journals, which are either less efficient or very lax with their team of reviewers, may keep authors waiting for many weeks or even months.

2.5.9. Dealing with a journal's response to the author's submission

For Wellington (2003), a journal is probably to respond in one of four ways:

- 1- The article may be accepted as it stands.
- 2- The article may be rejected; sometimes there is a recommendation that the author submit it to another journal, often because it is not deemed suitable or appropriate. In some cases, here may simply be a rejection.
- 3- Minor revisions may be mentioned; often this may be a strong suggestion or just a hint that if minor amendments are made (as outlined by one or more referees), then the article will be accepted.
- 4- More serious revisions may be said to be needed, but again there is often encouragement to make these and resubmit.

The fourth response is a common one, and authors should be ready to expect it. However, the response after a resubmission may still be one of the four above. Some journals will

require further changes or may be dissatisfied with those the author has made. If outright rejection occurs, then it is often due to the unsuitability of the journal. Authors in this case should vent their anger, persevere, and find another journal (Wellington, 2003).

2.5.10. Reasons for acceptance and rejection

The literature on journals eliciting their grounds for acceptance or rejection state that the criterion of acceptance is the immediate appeal. That is, the professional appearance of a typescript, an interesting title, and the following of the journal's guidelines. In contrast, reasons for immediate rejection are superficial treatment of a subject, not following journal guidelines, and poor writing. Other common causes are inappropriateness for the journal and trivial work (Wellington, 2003). From Wellington's (2003) sample of editors came several key suggestions for authors: write clearly, logically and sequentially; follow guidelines; have the typescript critiqued before submission; aim for clarity, coherence, and thoroughness of argument.

2.5.11. Kinds of responses writers can expect

The authors' article, after it is submitted, may be accepted or rejected. The rejection of the article might be polite or less polite depending on the editors' response (Wellington, 2003). Some common critical comments on journal submissions, as Wellington (2003) suggests, would be the following: inadequate methods or explanation; limited data or misused data; inadequate theory; wrong journal; poor presentation and style; unacknowledged bias; limited analysis and discussion; and dubious ethics.

2.5.12. The writers' obligations as a published author

Now, once an author has been notified that their RA has been accepted by a journal, they may think that their task is complete, but this is only partially true. There remains some crucial and unfinished business that will require their attention both immediately and thereafter. According to Thyer (2008), authors need to:

- Sign and return the author's agreement promptly,
- Respond to the copy editor's queries quickly,
- Correct the page proof rapidly,
- Keep their raw data and protocols for at least 5 years,
- Share their raw data and protocols with legitimate scholars,
- Send copies of their article to those who request one,

And proactively, they should send unsolicited copies of their RA to other scholars who are active in their area of research.

Conclusion

This chapter shed light on the wider account of the present study. It discussed various initiatives that attempt to figure out in a comprehensive image a number of concepts. It highlighted most prominently the constructs of AW and RAs and their importance in scientific and academic communication. Consideration was also given to PhD candidates' challenges and strategies when writing academically, especially RAs writing. Moreover, the chapter explained the structure of RAs. Lastly, it elucidated the process of publishing RAs and provided a comprehensive understanding on that unavoidable matter for EFL doctoral candidates.

Chapter Three: Research Methodology and Data Analysis

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Introduction

This chapter is fundamentally concerned with the practical side of the study wherein the primary focus is to investigate PhD candidates' perceptions and attitudes towards RA writing, the problems and difficulties they encounter, and the strategies they implement to overcome those challenges. Hence, the chapter demonstrates the methodology design, describes the informants' background, and explains the procedure used in this study including the description and analysis of the questionnaire and interview. It is a descriptive research design that uses both quantitative and qualitative descriptions of data. It is undertaken through a questionnaire administered to a sample of doctoral candidates, an interview of two AW teachers at Biskra university, and discourse and genre analysis-based method (i.e. a corpus-based approach to study RAs' templates written by PhD students from 5 Algerian journals and evaluate their AW productions). The aim of the aforementioned data collecting tools was to diagnose learners' existing knowledge with regard to RAs academic writing and to investigate whether teachers implement RAs writing instructions in their classes. However, for the sake of chapters balance, the corpus-based data analysis of some RAs templates will be discussed in the next chapter (Fourth chapter).

3.1. Methodology Design

According to Creswell (2018), descriptive designs help identify problems in a current practice with a view to improve outcomes. The purpose of a descriptive study is to describe and explore real-life situations and provide information of the elements as they occur. Therefore, we use in this study a descriptive method to provide a clear vision on EFL Algerian doctoral candidates' perceptions and attitudes towards RAs writing. Data collection was carried out through the use of two research instruments: a questionnaire was administered to a sample of doctoral candidates, and an interview addressed to two scientific and academic writing teachers at Biskra university. Data has been, then, analyzed both quantitatively and qualitatively.

3.2. Research Setting and Participants

This study took place within the English Language Department at Biskra university. It was carried out during the first semester of the academic year 2022/2023. It lasted for six to seven months (September 2022- March 2023). During the whole semester, PhD students received the questionnaire and the interview was conducted with two AW teachers at the same department in order to comprehend their attitudes towards the inclusion of RAs writing in AW sessions.

The informants are 24 doctoral students at the Department of Letters and English Language university of Biskra distributed as 3 males and 19 females. Few have registered for the second year, some for the third year, and the rest for the fourth year. They differ in terms of specialty, namely Teaching English as a Foreign Language (TEFL); Language Sciences; Sociolinguistics; English Literature / Civilization; Cultural Studies; EFL/ Teaching, Learning, and Assessment; Applied Linguistics; and Language and Literature. However, the two teachers who have been interviewed are tenured at the Department of Letters and English Language university of Biskra. One is a holder of a Magister degree in Language and Civilization while the other holds a Doctorate degree in English language and Education.

3.3. Data Collection Instruments

In the descriptive design, we opted for a questionnaire and an interview as the main data gathering tools. To start with, according to Brown (2001), as cited in Dornyei (2003), "questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (p.06). That is to say, questionnaires represent any form of list of questions which need to be answered; they can be list of questions, checklists, multiple choice items, and/or other sorts (Dornyei, 2003). In addition, the interview procedure is considered a

“method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses” (Kothari, 2004, p. 97).

Most importantly, employing the aforementioned data collecting instruments in the present study can be justified by a number of reasons. Firstly, the participants will receive the same set of questions which will help analyzing their various answers for the same situation to determine their RAs writing perceptions, problems and difficulties, and strategies. Secondly, analyzing teachers' interviews and students' questionnaires will assist in going beyond the numerical data to interpreting their own proper responses. Moreover, the implementation of the interview and questionnaire techniques together would help in treating in-depth the respondents' perceptions and views. Therefore, more valid conclusions would be reached and formulated.

3.3.1. PhD students' questionnaire

The questionnaire contains twenty questions divided into five sections (see Appendix B). The first section is concerned with background information questions about the learners. The second section is devoted to PhD candidates' perceptions and attitudes towards RAs writing. Contrariwise, the third section is dedicated to problems and difficulties encountered by PhD students in writing RAs. The fourth section is designed to explore the strategies employed by PhD students in writing RAs, yet the last section suggests some PhD students' recommendations for younger researchers concerning the RA writing. Here, the results of each section of the questionnaire is analyzed individually.

3.3.1.1. PhD candidates personal information

Q1: Are you a male or female?

Table 3*Gender*

Options	Frequency	Percentage
Male	03	12.50%
Female	21	87.50%
Total	24	100%

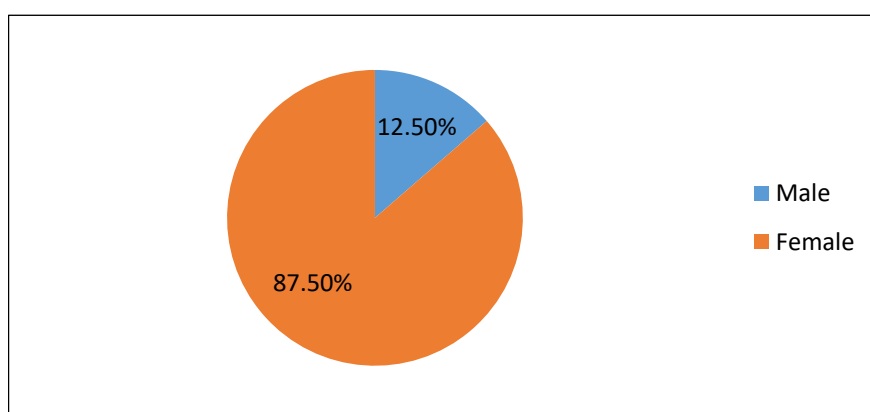
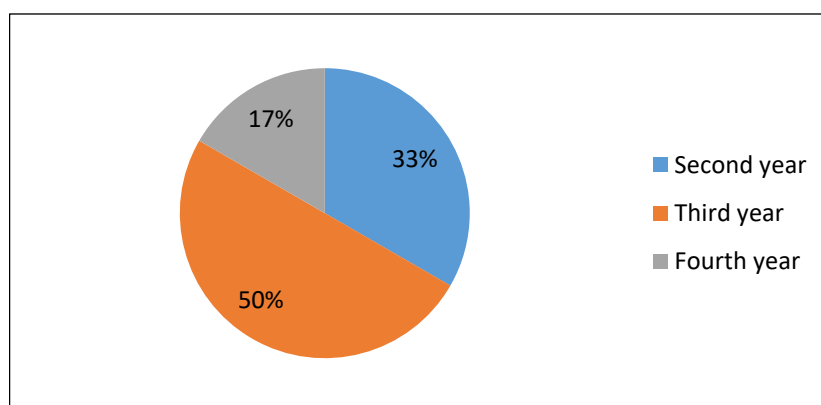
Figure 1*Gender*

Table 3 and Figure 1 above display that 87.50% of the participants was marked as females and the rest 12.50% as males. This, in fact, makes the case at the level of many departments throughout the country because of English as a major at university is most opted for by female applicants.

Q2: You are a PhD candidate registering for the:

Table 4*Registration Year*

Options	Frequency	Percentage
Second year	08	33%
Third year	12	50%
Fourth year	04	17%
Total	24	100%

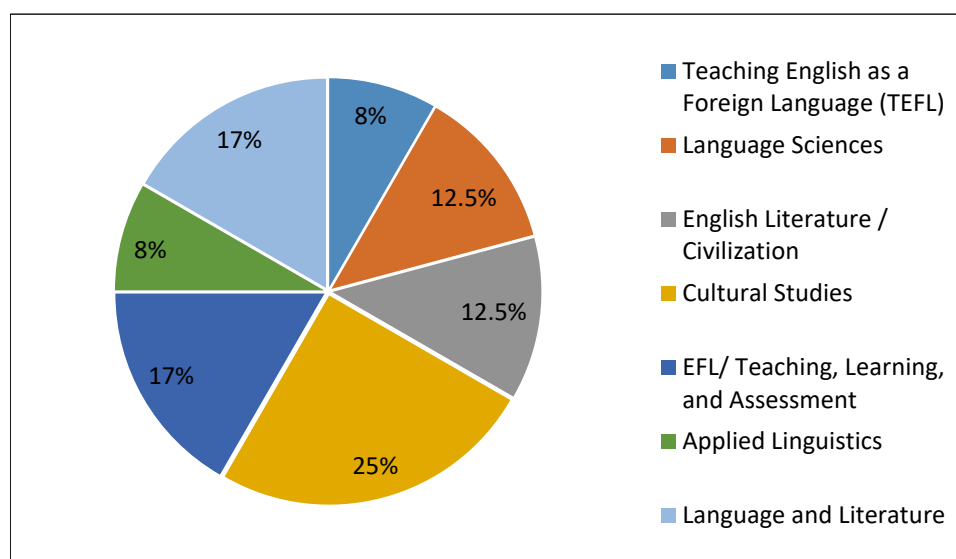
Figure 2*Registration Year*

Regarding the registration year for which PhD candidates are registering, eight students (33%) were registering for the second year. Twelve (50%) and four (17%) candidates were registering for the third and fourth year respectively. This indicates that the population under study has different levels, and differs in terms of expertise.

Q3: You major in:

Table 5*PhD Students' Specialty*

Specialty	Frequency	Percentage
Teaching English as a Foreign Language (TEFL)	02	08%
Language Sciences	03	12.5%
English Literature / Civilization	03	12.5%
Cultural Studies	06	25%
EFL/ Teaching, Learning, and Assessment	04	17%
Applied Linguistics	02	08%
Language and Literature	04	16%
Total	24	100%

Figure 3*PhD Students' Specialty*

PhD students' specialties, as speculated in Table 5 and Figure 3 above, marked a noticeable diversity. Two of them (08%) specialized in Teaching English as a Foreign Language (TEFL); three (12.5%) in Language Sciences; three (12.5%) in English Literature /

Civilization; six (25%) in Cultural Studies; four (17%) in EFL/ Teaching, Learning, and Assessment; two (08%) in Applied Linguistics; and four (17%) in Language and Literature. A multilateral participation is then highlighted in this study.

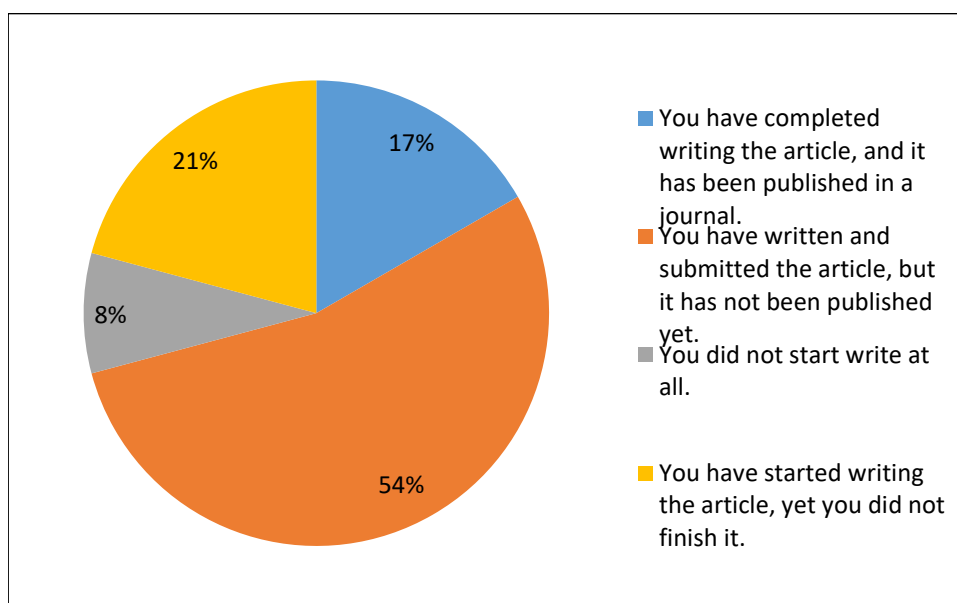
These diversities in terms of gender, level and registration year, and specialty of the population give a comprehensive view about the characteristics of the participants under investigation. Moreover, this multilateral participation objectively affects the study results in a way that valid and reliable findings will be drawn after the inquiry.

Q4: Concerning writing the thesis research article,

Table 6

Writing the Thesis RA

Options	Frequency	Percentage
You have completed writing the article, and it has been published in a journal.	04	17%
You have written and submitted the article, but it has not been published yet.	13	54%
You did not start write at all.	02	08%
You have started writing the article, yet you did not finish it.	05	21%
Total	24	100%

Figure 4*Writing the Thesis RA*

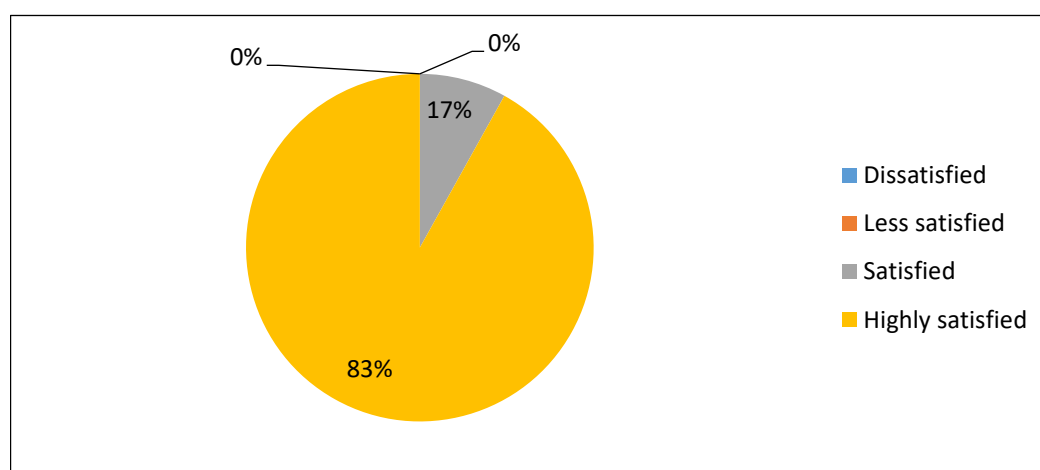
Concerning writing the RA, Table 6 and Figure 4 specify that some (17%) students have completed writing their articles that have been published in academic journals while a few of them (54%) have written and submitted the articles that have not been published yet. However, some (21%) students started writing their articles, but have not finished yet, while other (08%) students did not start writing at all. This indicates that most of the participants have little experience about the submission of articles to national and international journal institutions as well as less understanding of the ethics of scientific publication in writing RAs.

3.3.1.2. PhD candidates' perceptions and attitudes towards RAs writing

Q5: Are you satisfied writing your research article in English?

Table 7*PhD Students' Satisfaction of Writing the RA in English*

Options	Frequency	Percentage
Dissatisfied	00	00%
Less satisfied	00	00%
Satisfied	04	17%
Highly satisfied	20	83%
Total	24	100%

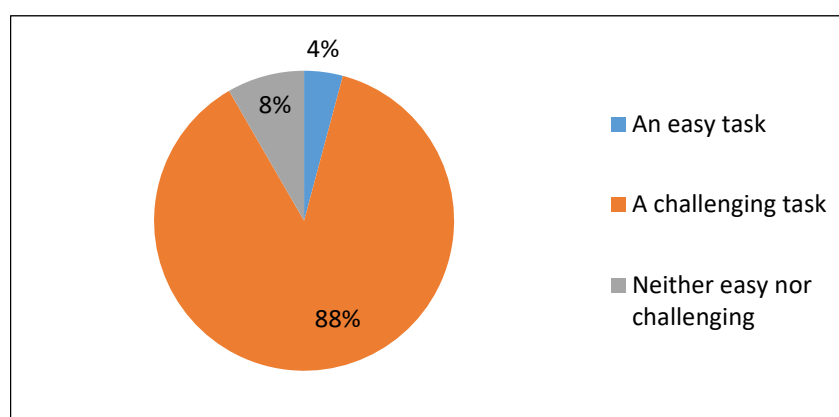
Figure 5*PhD Students' Satisfaction of Writing the RA in English*

The results from Table 7 and Figure 5, demonstrated above, revealed that twenty students with a considerable percentage of 83% are highly satisfied writing their research article in English, while four students representing an average of 17% seem to be satisfied in doing so. On the contrary, there was no student expressed dissatisfaction. These results exhibit the positive attitude towards writing RAs in English with the perception that English nowadays is the vehicle for accessing all relevant information relevant to their research topic.

Q6: You find writing research articles

Table 8*PhD Students' Attitudes Towards Writing RAs*

Options	Frequency	Percentage
An easy task	01	04%
A challenging task	21	88%
Neither easy nor challenging	02	08%
Total	24	100%

Figure 6*PhD Students' Attitudes Towards Writing RAs*

A large rate of 88% of responses by learners (21) responded that writing RAs is a challenging task. On the other hand, few (02) learners, establishing a percentage of 08% claimed that the task of writing RAs is neither easy nor challenging, and only one of them (04%) perceived the task as easy. It could be inferred that the students expressed, to some extent, their negative attitude towards RAs writing because the majority (21) considered it a challenging task.

Q7: During scientific and academic writing course, have you ever been taught writing RAs for national and international publication?

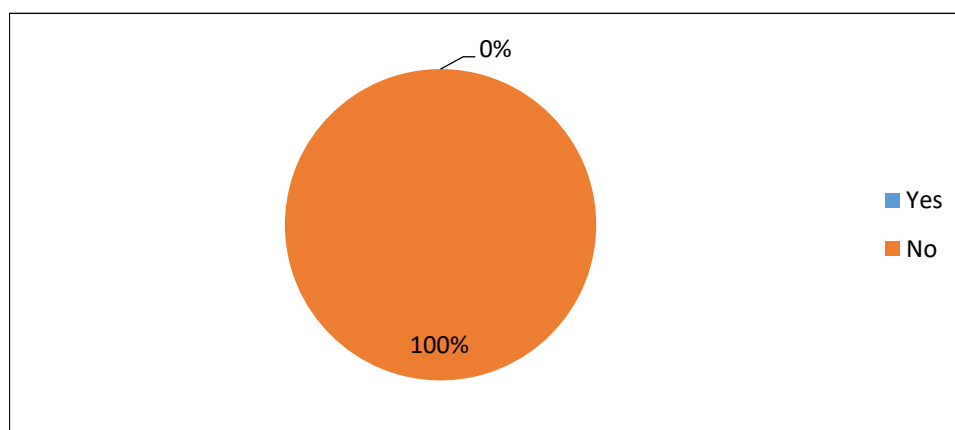
Table 9

Teaching Writing RAs for National and International Publication to PhD Students During Scientific and AW Course

Options	Frequency	Percentage
Yes	00	00%
No	24	100%
Total	24	100%

Figure 7

Teaching Writing RAs for National and International Publication to PhD Students During Scientific and AW Course

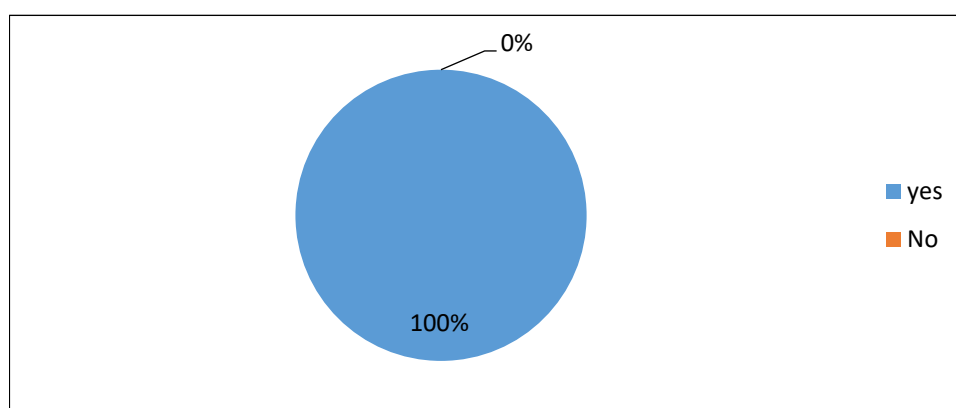


As illustrated by Table 9 and Figure 7, all students (24) asserted that they have not been taught writing RAs for national and international publication during scientific and AW course. These findings might suggest that students do not recognize the importance of writing RAs for national and international publication. It can also be deduced that their teachers of scientific and AW course might not shed light on RAs writing when teaching this subject.

Q8: Do you think that RAs have their own genre-specific characteristics?

Table 10*Genre-specific Characteristics of RAs*

Options	Frequency	Percentage
Yes	24	100%
No	00	00%
Total	24	100%

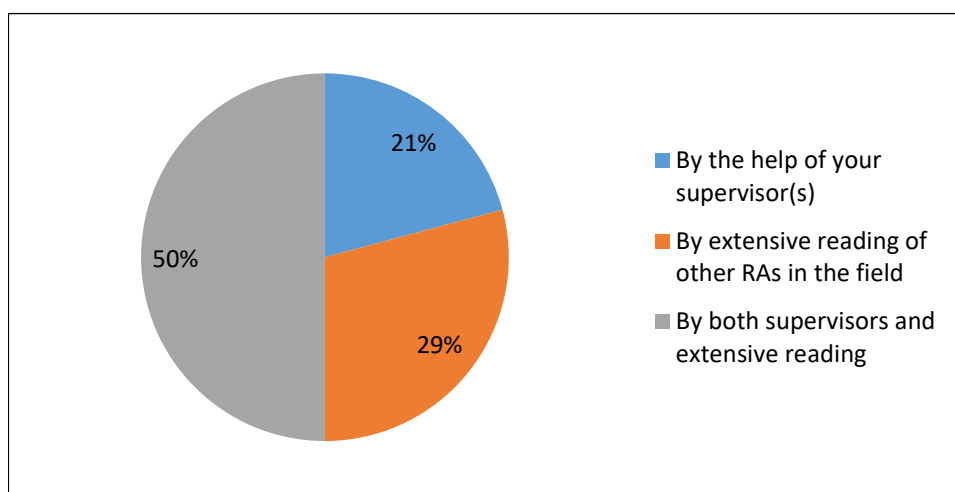
Figure 8*Genre-specific Characteristics of RAs*

According to participants' responses, as demonstrated in Table 10 and Figure 8 above, all students (24) perceive RAs as a specific genre with its own characteristics. It is clear that they do recognize to some extent that RAs are deemed to be a particular type of academic genre and have their own traits.

Q9: If 'yes', how have you learned those specific characteristics of RAs?

Table 11*Ways of Learning Genre-specific Characteristics of RAs*

Options	Frequency	Percentage
By the help of your supervisor(s)	05	21%
By extensive reading of other RAs in the field	07	29%
By both supervisors and extensive reading	12	50%
Other options	00	00%
Total	24	100%

Figure 9*Ways of Learning Genre-specific Characteristics of RAs*

The responses given for Question 05 showed that five participants (21%) rely on their supervisors in learning genre-specific characteristics of RAs, whereas seven participants (29%) read extensively other RAs in the field. However, twelve students (50%) have learned those specific characteristics of RAs by the help of both supervisors and extensive reading. Based on students' answers, it could be concluded that all participants seem to depend on both supervisors and extensive reading for help and directions on their RAs writing.

Q10: Regarding the macro-structure of RA (that is, the order of sections), a RA should have

.....

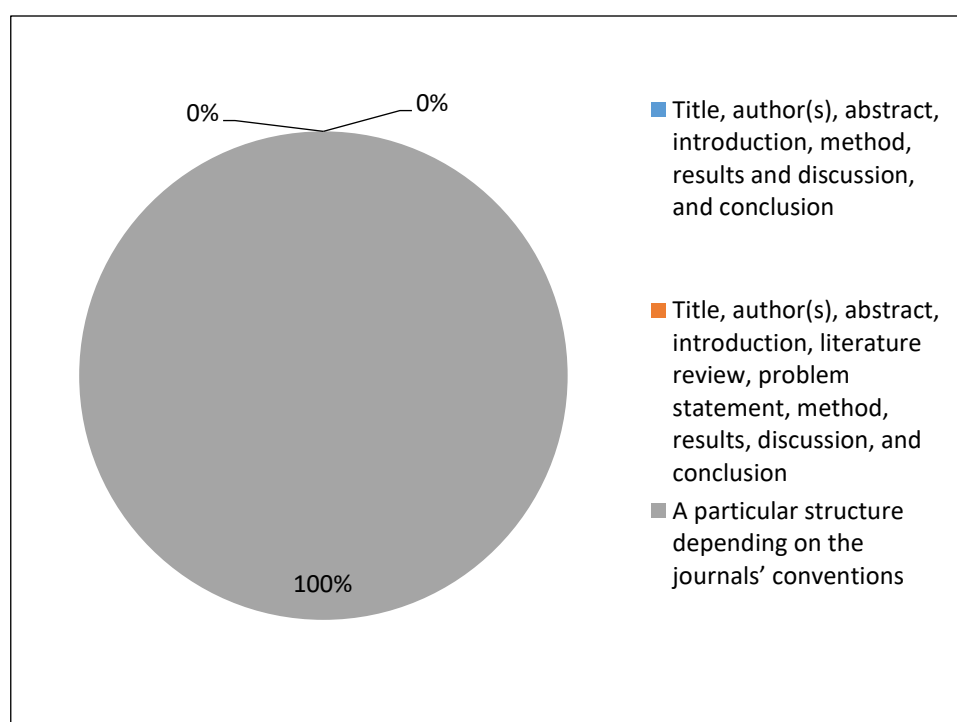
Table 12

The Macro-structure of RA (the order of sections)

Options	Frequency	Percentage
Title, author(s), abstract, introduction, method, results and discussion, and conclusion	00	00%
Title, author(s), abstract, introduction, literature review, problem statement, method, results, discussion, and conclusion	00	00%
A particular structure depending on the journals' conventions	24	100%
Total	24	100%

Figure 10

The Macro-structure of RA (the order of sections)



From Table 12 and Figure 10, all students (24) with a percentage of 100 % confirm absolutely that a RA should have a particular macro-structure depending on the journals' conventions. That is to say, the structure of RAs varies according to what the journal demands.

Q11: Concerning the meso-structure of RA (that is, the order of information within each section), when you are writing your RA, you need

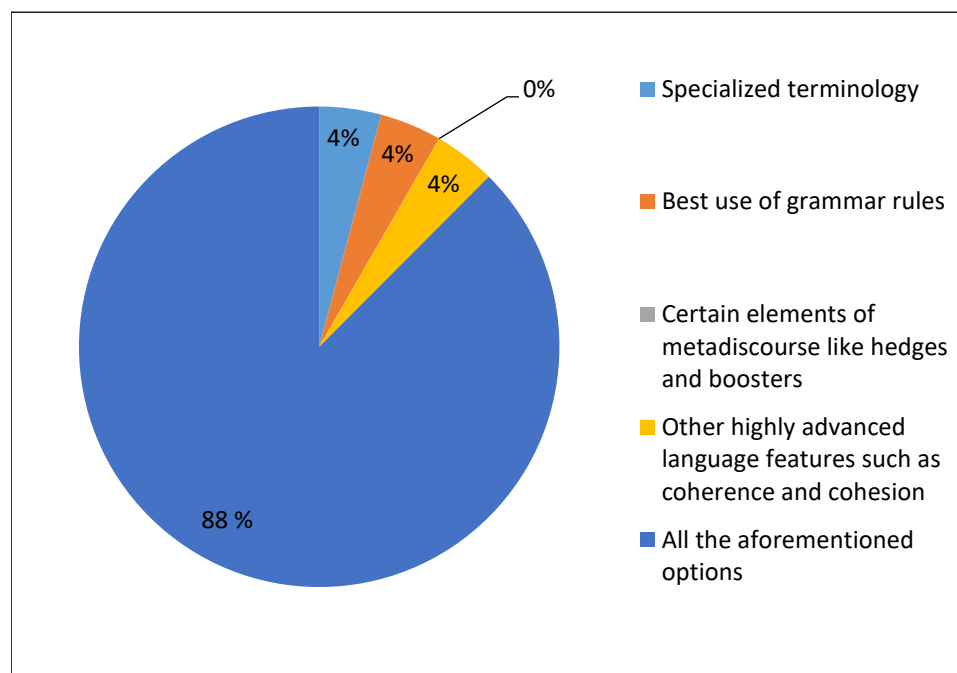
Table 13

The Meso-structure of RA (the order of information within each section)

Options	Frequency	Percentage
Specialized terminology	01	04%
Best use of grammar rules	01	04%
Certain elements of metadiscourse like hedges and boosters	00	00%
Other highly advanced language features such as coherence and cohesion	01	04%
All the aforementioned options	21	88%
Total	24	100%

Figure 11

The Meso-structure of RA (the order of information within each section)

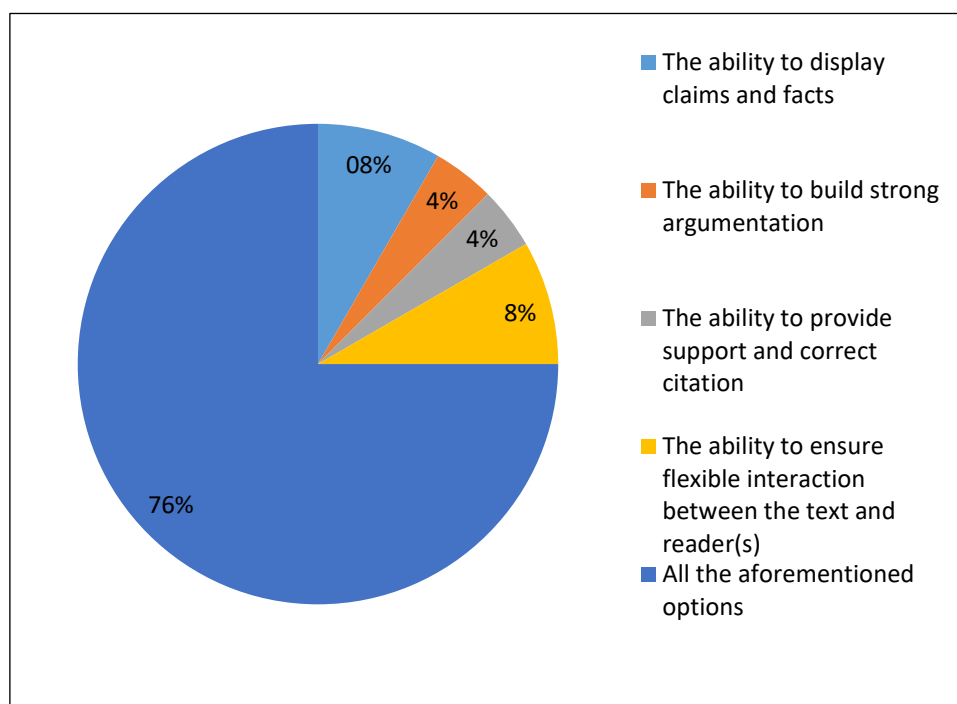


As Table 13 and Figure 11 revealed, a rate of 04 % of responses held that when writing RAs, students need specialized terminology. One learner (04%) claimed that writing RAs necessitates best use of grammar rules. A student (04%) stated that other highly advanced language features such as coherence and cohesion are necessary for RAs writing. Nevertheless, the majority of the respondents (21) with a percentage of 88% suggested that RAs writing needs specialized terminology, best use of grammar rules, certain elements of metadiscourse like hedges and boosters, and other highly advanced language features such as coherence and cohesion. Thus, their answers reflected their understanding of the meso-structure (that is, the order of information within each section) of RAs.

Q12: Being communicatively competent while writing your RA requires.....

Table 14*Communicative Competence Concerning Writing a RA*

Options	Frequency	Percentage
The ability to display claims and facts	02	08%
The ability to build strong argumentation	01	04%
The ability to provide support and correct citation	01	04%
The ability to ensure flexible interaction between the text and reader(s)	02	08%
All the aforementioned options	18	76%
Total	24	100%

Figure 12*Communicative Competence Concerning Writing a RA*

As for being communicatively competent while writing RAs' requirements, two participants (08%) believe that the ability to display claims and facts is necessary for writing RAs, yet only one student (04%) report that the ability to build strong argumentation is essential for that challenging task. Another student (04%) mentioned the ability to provide support and correct citation as the most crucial, while two students (08%) prioritized the ability to ensure flexible interaction between the text and reader(s). Contrariwise, eighteen participants (76%) opted for all the aforementioned abilities as complimentary and indispensable.

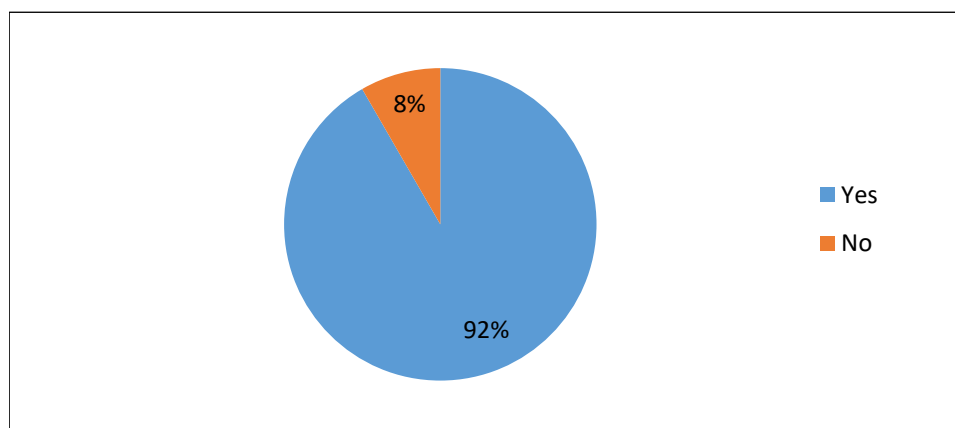
It could be deduced that the results were in line with the aforementioned responses (Q7). That is, almost all students assert that RAs writing does not solely necessitate specialized terminology, best use of grammar rules, certain elements of metadiscourse like hedges and boosters, and other highly advanced language features, but they also require being communicatively competent. In other words, they can display claims and facts, build argumentation, and provide support and correct citation in a way that ensures flexible interaction between the text and readers.

Q13: Does your RA writing generally reflect the conventions of academic writing or the standard practice in your field?

Table 15

The Conventions of AW or the Standard Practice of Writing RAs

Options	Frequency	Percentage
Yes	22	92%
No	02	08%
Total	24	100%

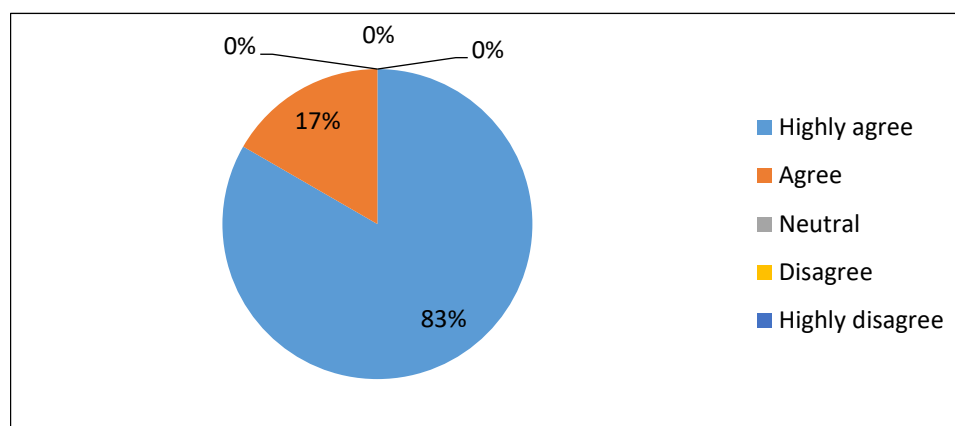
Figure 13*The Conventions of AW or the Standard Practice of Writing RAs*

It is noticed that twenty-two participants' responses (22%) clarified that their writing generally reflects the conventions of AW or the standard practice in their field of study unlike the other two participants (08%) who said that their writing does not.

Q15: Do you opt for this statement: *“successful RAs writing stems from a well-defined structure and careful wording that reflect objectivity, responsibility, and explicitness in expressing oneself.”*?

Table 16*Successful RAs Writing Requirements*

Options	Frequency	Percentage
Strongly agree	20	83%
Agree	04	17%
Neutral	00	00%
Disagree	00	00%
Highly disagree	00	00%
Total	24	100%

Figure 14*Successful RAs Writing Requirements*

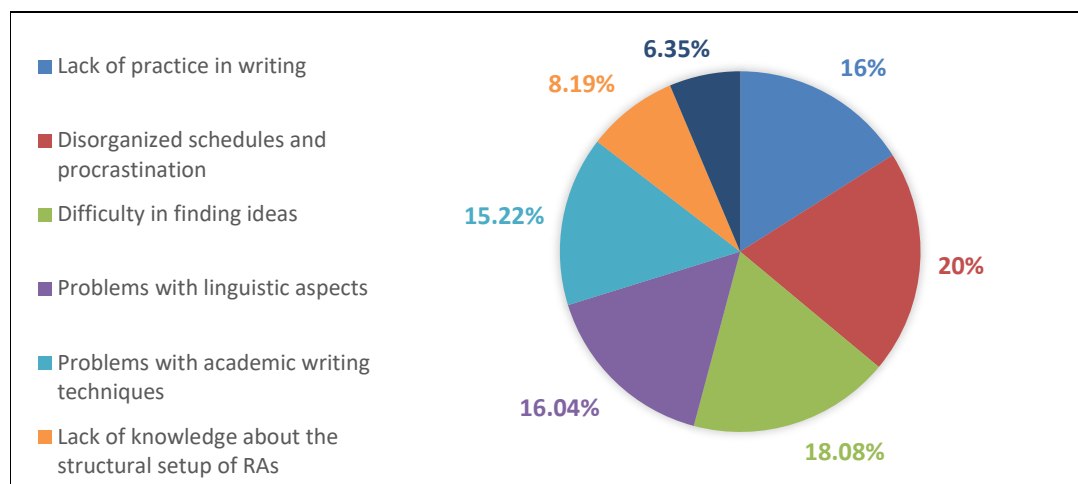
As shown in Table 16 and Figure 14, the scale designed to evidence to what extent PhD students agreed or disagreed to the statement displayed that the majority of the informants (83%) agreed that successful RAs writing stems from a well-defined structure and careful wording that reflect objectivity, responsibility, and explicitness in expressing oneself.

3.3.1.3. Problems and difficulties encountered by PhD students in writing RAs

Q16: What are the problems and difficulties you have faced when writing your RA?

Table 17*Problems and Difficulties Encountered by PhD Candidates in Writing RA*

Problems and difficulties	Frequency	Percentage
Disorganized schedule and procrastination	08	20%
Difficulty in finding ideas easily developed into a line of thought	06	18.08%
Problems with linguistic aspects like cohesion and coherence	04	16.04%
Lack of practice to write RAs	05	16.12%
Problems with academic writing techniques like summarizing, paraphrasing, quoting, and citation	03	15.22%
Lack of knowledge about the structural setup of RAs	02	8.19%
Shortage of resources and funds	01	6.35 %
Other options	00	00%
Total	24	100%

Figure 15*Problems and Difficulties Encountered by PhD Candidates in Writing RAs*

Regarding the problems and difficulties that PhD students encounter when writing RAs, 20% of the students had problems with disorganized schedule and procrastination. 18.08% had difficulties in finding ideas while 16.04% had problems with linguistic aspects like cohesion and coherence. Few (16.12%) suffer from lack of practice to write RAs. Regarding academic writing techniques, namely summarizing, paraphrasing, quoting, and citation, 15.22% of the respondents faced this type of difficulty. Lack of knowledge about the structural setup of RAs and shortage of resources and funds were a percentage (8.19%) and (6.35%) respectively. The figure above shows the problems and difficulties mostly encountered by PhD students when writing RAs.

Q17: How often do these statements apply to you when writing your RA? Put a tick (✓) in the suitable column.

Table 18*PhD Candidates RAs Writing Problems and Difficulties*

Items	Always (100%)		Usually (80%)		Often (60%)		Sometimes (40%)		Rarely (20%)		Never (0%)	
	F	%	F	%	F	%	F	%	F	%	F	%
1. I follow a plan that gives me a list of events or tasks and the times at which each one should happen or be done.	2	8.33%	3	12.5%	3	12.5%	4	16.66%	7	29.16%	5	20.83%
2. When I decide to make an orderly plan for the day or a time period, I procrastinate the work.	12	50%	4	16.66%	3	12.5%	4	16.66%	1	4.16%	0	00.0%
3. The delay and disorderly schedule get me feel less motivated and lazy to start writing, look for ideas, and read others' works.	7	29.16%	7	29.16%	4	16.66%	3	12.5%	2	8.33%	1	4.16%
4. I do not read other RAs, books, or references before I start writing.	0	00.0%	2	8.33%	4	16.66%	6	25%	6	25%	6	25%
5. The lack of reading deprives me from getting ideas easily developed into a line of thought.	13	54.16%	9	37.5%	2	8.33%	0	00.0%	0	00.0%	0	00.0%

6. I have many ideas on my mind but cannot express them with precision and concision.	10	41.66%	10	41.66%	3	12.5%	1	4.16%	0	0.00%	0	00.0%
7. I consider writing an uninteresting activity.	10	41.66%	10	41.66%	0	00.0%	3	12.5%	1	4.16%	0	00.0%
8. I prefer entertaining activities.	9	37.5%	6	25%	4	16.66%	3	12.5%	1	4.16%	1	4.16%
9. I try to understand the ethics of scientific publication in writing RAs.	2	8.33%	2	8.33%	3	12.5%	4	16.66%	7	29.16%	6	25%
10. I try to learn instructions about the submission of articles to national and international journal institutions.	0	00.0%	2	8.33%	2	8.33%	5	20.83%	10	41.66%	5	20.83%
11. I pay attention to linguistic aspects (e.g. cohesion, coherence)	7	29.16%	7	29.16%	5	20.83%	2	8.33%	3	12.5%	0	00.0%
12. I have difficulties with paraphrasing.	2	8.33%	2	8.33%	3	12.5%	3	12.5%	7	29.16%	7	29.16%
13. I have difficulties with summarizing.	1	4.16%	1	4.16%	2	8.33%	2	8.33%	10	41.66%	8	33.33%
14. I have difficulties with quoting.	0	00.0%	0	00.0%	1	4.16%	1	4.16%	12	50%	10	41.66%
15. I have difficulties with citation.	0	00.0%	0	00.0%	3	12.5%	3	12.5%	6	25%	12	50%

16. I struggle to retrieve the wanted academic lexes such as conjunctions, synonyms, antonyms, hyponymy, collocation, equivalence, etc.	1	4.16%	4	16.66%	4	16.66%	15	62.5%	0	00.0%	0	00.0%
17. I consider developing a line of thought (connecting ideas) a hindering factor when I write.	6	25%	9	37.5%	4	16.66%	5	20.83%	0	00.0%	0	00.0%
18. For example, I feel confused about how to connect the results with the introduction and discussion sections.	7	29.16%	7	29.16%	5	20.83%	5	20.83%	0	00.0%	0	00.0%

F = Frequency / % = Percentage

Item 1 in Table 18 shows that two students (8.33 %) stated they always follow a plan that gives them a list of events or tasks and the times at which each one should happen or be done. Another three participants (12.5%) said they usually follow that plan whereas three students (12.5%) mentioned they often follow an organized plan. Four participants (16.66%) said they sometimes follow a schedule. Seven participants (29.16%) reported they rarely follow that schedule while five participants (20.83%) never follow any plan. This emphasised that the problem that PhD students usually encounter is disorganized schedule.

In item 2, half of the students (50%) declared that they always procrastinate the work when they decide to make an orderly plan for the day or a time period. Four students (16.66%) stated that they usually procrastinate the work. However, three other students (12.5%) often procrastinated their work. Four students (16.66%) also declared that they sometimes delay the

work. Only one student (4.16%) rarely procrastinated the work; instead, they did it in time. The results from item 2 revealed that PhD candidates not only had problems with disorganized schedule, but also suffered from procrastination.

In item 3, seven students (29.16%) assured that the delay and disorderly schedule always get them feel less motivated and lazy to start writing, look for ideas, and read others' works. Another seven students (29.16%) usually felt that feeling of demotivation and laziness to start, and four students (16.66%) often felt that feeling. Three students (12.5%) stated that they sometimes tend to feel such feeling. By contrast, two participants, with an average of (8.33%), stated that they rarely experience that feeling, yet one student (4.16%) showed no interest and never felt that emotion when they start writing. It can be inferred that passivity and demotivation which stem from the delay and disorderly schedule are among the hindering factors that respondents face whenever they carry out a writing activity.

The fourth item of this question is a statement "I do not read other RAs, books, or references before I start writing", participants were asked how often that happened when they were committed to writing. According to the table 12, two students (8.33%) opted for 'usually'; four of them (16.66%) chose 'often'; six (25%) selected 'sometimes'; other six respondents (25%) ticked on 'rarely; and the six remaining ones (25%) went for 'never'. The findings indicated that PhD candidates have the sense that reading is the key to good writing.

The responses given for item 5 showed that thirteen participants (54.16%) always believe that the lack of reading deprives them from getting ideas easily developed into a line of thought, whereas nine participants (37.5%) usually agreed to this belief. However, two students (8.33%) reported that the lack of reading often hinders them from getting ideas easily developed into a line of thought. It might be concluded that the respondents seem to have difficulty in finding ideas easily developed into a line of thought at a time when they abandon reading.

The responses from item 6 yielded that ten participants (41.66%) always have many ideas on their mind but cannot express them with precision and concision, and an equal number of the participants to the latter (41.66%) stated that they usually have this kind of problem. Three participants (12.5%) said that they are often stuck when they write regarding this problem, while only one student (4.16%) sometimes considered it problematic. It is noteworthy to mention that one of the obstacles that deprive students from getting ideas easily developed into a line of thought is the accumulation of ideas on the mind with inability to express them precisely and concisely.

Item 7 showed that ten students (41.66%) affirmed that they always consider writing an uninteresting activity. Similarly, other ten students (41.66%) stated that they usually see writing as an uninteresting task. On the contrary, three students (12.5%) said that they sometimes write uninterestingly, and solely one (4.16%) rarely deemed writing uninteresting. The students' responses demonstrated that PhD candidates think the writing activities seem uninteresting.

While the responses from item 8 illustrated that the majority of the participants (37.5%) always prefer entertaining activities, six students (25%) reported that they favor activities that engender entertainment. Controversially, four students (16.66%) shared that they often like what makes them entertain, and three students (12.5%) declared that they sometimes tend to engage in entertaining activities. Another one (4.16%) rarely adored activities which are entertaining, yet the last one (4.16%) never did. It could be deduced that most of the participants tend to prefer activities that are entertaining in nature rather than sitting still and thinking about something to find writing ideas.

For item 9, two respondents (8.33%) stated that they always try to understand the ethics of scientific publication in writing RAs. Likewise, two students (8.33%) usually attempted to understand the ethics of scientific publication in writing RAs, and other three participants

(12.5%) often gave it a try. In addition, four students (16.66%) claimed that they sometimes pay attention to the ethics of scientific publication, but seven of them (29.16%) rarely did. Lastly, six students (25%) never gave an account to those ethics. The results confirmed that the doctoral candidates do not have a comprehensive understanding of the ethics of scientific publication in writing RAs.

The results from item 10 indicated that two doctoral students (8.33%) stated that they usually try to learn instructions about the submission of articles to national and international journal institutions. Identically, two respondents (8.33%) often attempted to learn instructions about the submission of articles to national and international journal institutions, and other five participants (20.83%) sometimes tried. Despite the fact that ten students (41.66%) claimed that they rarely shed light on the submission instructions, five of them (20.83%) never did. According to students' answers, some participants have a shortage of information about the submission instructions and have little experience about the submission of RAs to national and international journal institutions.

For item 11, seven respondents (29.16%) stated that they always pay attention to linguistic aspects like cohesion and coherence at a time of their writing. Likewise, seven participants (29.16%) usually considered those linguistic aspects of their writing. Five students (20.83%) often took into consideration the aspects of the language. Besides, two students (8.33%) said they sometimes consider cohesion, coherence, and other aspects of the language; whereas three participants (12.5%) rarely paid attention to those aspects. Based on the findings of the study, some respondents face problems related to linguistic aspects like cohesion and coherence.

The responses from item 12 yielded that seven participants (29.16%) always have difficulties with paraphrasing, and an equal number of the participants to the latter (29.16%) stated that they usually have this kind of difficulty. Five participants (20.83%) said that they

are often stuck when they write regarding this problem, while only two students (8.33%) sometimes considered it difficult. In addition, three candidates (12.5%) rarely consider paraphrasing problematic. It is essential to state that one of the difficulties that deprive students from writing academically is paraphrasing.

Item 13 demonstrated that one participant (4.16%) affirmed that they always encounter difficulties with summarizing, and equally one student (4.16%) stated that they usually encounter such difficulty. Two students (8.33%) said that they often see the technique of summarising as thought-provoking, yet another two students (8.33%) sometimes deemed it a challenging academic writing technique. However, ten participants (41.66%) rarely considered it difficult unlike the remaining eight candidates (33.33%) who never considered summarising problematic. This illustrates that summarizing is one of the difficulties that hinders students' academic writing production.

The results from item 14 indicated that one candidate (4.16%) declared that quoting often seems to be a difficulty for them, whereas for another candidate (4.16%) sometimes appears to be a demanding task. However, twelve students (50%), half the study population, said they rarely deem quoting problematic, while ten students (41.66%) declared that they never see it as difficult as that. On the basis of the findings, it is paramount to mention that quoting is also a challenging task for some students when writing an academic piece.

The responses given for item 15 illustrated that three respondents (12.5%) often have difficulties with citation, whereas other three participants (12.5%) sometimes encounter problems when they cite. Contrariwise, six students (25%) rarely experienced the problem of citation, and the remaining half of the students (50%) had a comprehensive knowledge about citation and never suffered from that problem at the time of writing. The findings reveal that few participants seem to have difficulties with citation.

The responses from the item 16 showed that one student (4.16%) assert that they always struggle to retrieve the wanted academic lexes such as conjunctions, synonyms, antonyms, hyponymy, collocation, equivalence, etc. Besides, four students (16.66%) usually suffered from retrieving the appropriate lexes. Likewise, four respondents (16.66%) declared that they often have difficulties finding the right scholarly vocabulary. However, the majority of the participants (62.5%) sometimes struggled to retrieve the desired academic lexes. This particular finding indicates the struggle that PhD candidates experience when they attempt to retrieve the exact academic words and/or expressions.

For item 17, six respondents (25%) reported they always consider developing a line of thought (connecting ideas) a hindering factor when they write. Nine students (37.5%) usually deemed the development of a line of thought a depriving factor when writing, while four of them (16.66%) often consider it a hampering factor. Moreover, five students (20.83%) said developing a line of thought is sometimes daunting. It can be inferred that PhD candidates perceive that developing a line of thought has a puzzling impact on their academic writing.

For item 18, it is an example on how the participants feel when connecting the results with the introduction and discussion sections in their RAs writing. Seven students (29.16%) always felt confused about how to connect the results with the introduction and discussion sections. Similarly, other seven respondents (29.16%) usually felt that feeling of confusion. Five participants (20.83%) stated that they often tend to feel such feeling. Likewise, the last five participants, with an average of (20.83%), reported that they sometimes experience that confusion. It can be concluded that this instance supports the perception that developing a line of thought has a puzzling impact on PhD candidates' AW.

3.3.1.4. Strategies employed by PhD students in writing RAs

Q18: What are the strategies you employ in writing your RA to overcome the difficulties of writing RAs so that you can meet national and international publication needs?

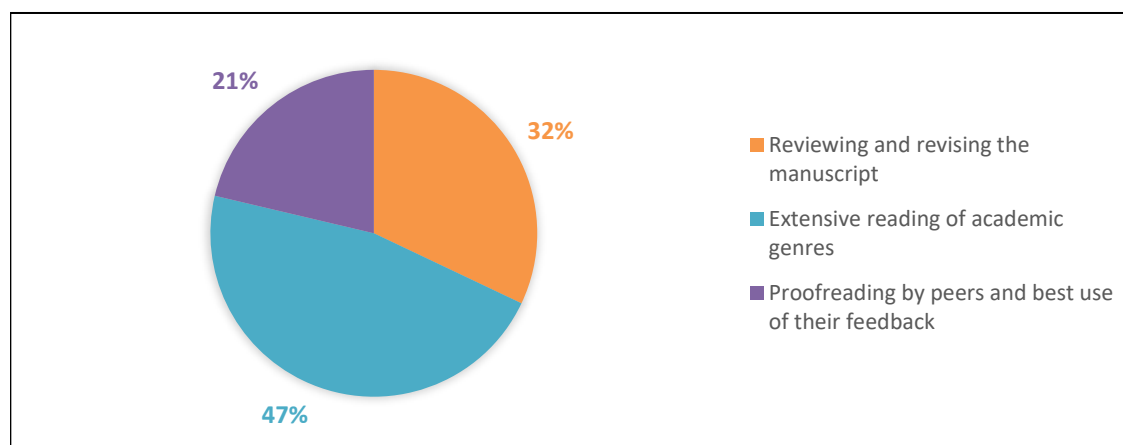
Table 19

Strategies Used by PhD Candidates to Overcome the Difficulties of Writing RAs

Strategies	Frequency	Percentage
Reviewing and revising the manuscript	08	32%
Extensive reading of academic genres (e.g. research articles, books)	11	47%
Proofreading by peers or native speakers and best use of their feedback	05	21%
Other options	00	00%
Total	24	100%

Figure 16

Strategies Used by PhD Candidates to Overcome the Difficulties of Writing RAs



When the participants were questioned about the compensation strategies, they used to overcome the difficulties of writing RAs, their responses varied according to the difficulty itself and to their personal use of intrinsic and /or social strategies. The results of this section are stated here and represented in Figure 3 above:

- Reviewing and revising the manuscript (32.05%),

- Extensive reading of academic genres (46.64%),
- And proofreading by peers and best use of their comments and feedback
(21.31%).

Q19: How often do these statements apply to you when writing your RA? Put a tick (✓) in the suitable column.

Table 20*Strategies Employed by PhD Students in Writing RAs*

Items	Always (100%)		Usually (80%)		Often (60%)		Sometimes (40%)		Rarely (20%)		Never (0%)	
	F	%	F	%	F	%	F	%	F	%	F	%
1. I write my RA because it is mandatory.	24	100%	0	00.0%	0	00.0%	0	00.0%	0	00.0%	0	00.0%
2. I go back to check carefully the RA's requirements and instructions.	12	50%	4	16.66%	3	12.5%	4	16.66%	1	4.16%	0	00.0%
3. I read other RAs and books to accustom myself to the methodological aspect and structure of RAs.	10	41.66%	6	25%	4	16.66%	2	8.33%	2	8.33%	0	00.0%
4. I read other RAs and books to borrow some lexical and syntactic components	2	8.33%	10	41.66%	3	12.5%	9	37.5%	0	00.0%	0	00.0%
5. I brainstorm and write down ideas about the topic.	13	54.16%	9	37.5%	2	8.33%	0	00.0%	0	00.0%	0	00.0%
6. I make an outline including the main points of my RA.	10	41.66%	10	41.66%	3	12.5%	1	4.16%	0	00.0%	0	00.0%
7. I ask my supervisor about the points I am not sure about, or I need help with.	6	25%	8	33.33%	4	16.66%	4	16.66%	2	8.33%	0	00.0%
8. I discuss what I am going to write with other PhD students, a supervisor, teachers, or a native speaker.	4	16.66%	6	25%	6	25%	6	25%	0	00.0%	2	8.33%
9. I go back to my writing to revise the content and make my ideas clearer.	12	50%	9	37.5%	2	8.33%	0	00.0%	1	4.16%	0	00.0%

10. I go back to my writing to edit the grammar, vocabulary, spelling, and punctuation.	15	62.5%	4	16.66%	2	8.33%	2	8.33%	0	00.0%	1	4.16%
11. In my RA, I pay more attention to the language (e.g. spelling, grammar, vocabulary) than to the content (e.g. ideas, organization).	0	00.0%	5	20.83%	6	25%	9	37.5%	3	12.5%	1	4.16%
12. In my RA, I pay more attention to the content (e.g. ideas, organization) than the language (e.g. spelling, grammar, vocabulary).	5	20.83%	4	16.66%	6	25%	9	37.5%	0	00.0%	0	00.0%
13. In my RA, I give almost equal attention to both the language (e.g. spelling, grammar, vocabulary) and the content (e.g. ideas, organization).	10	41.66%	6	25%	4	16.66%	2	8.33%	2	8.33%	0	00.0%
14. After writing, I discuss my work with my supervisor or others in the field to get feedback on how I can improve it.	2	8.33%	10	41.66%	0	00.0%	3	12.5%	9	37.5%	0	00.0%

F = Frequency / % = Percentage

Item 1 in Table 20 shows that all students (100%) reported they always write their RA because it is mandatory. This finding indicates that writing the RA for PhD students is obligatory and there is no way to avoid this challenging task. Besides, PhD students are practitioners of writing skills, aware of the essential nature of writing, and the challenges that might impose.

In item 2, half of the students (50%) declared that they always check the requirements and instructions of their RA. Four students (16.66%) stated that they usually check back the requirements and instructions, whereas three other students (12.5%) often check back the RA's instructions and requirements. On the other hand, four students (16.66%) declared that they sometimes check those instructions, yet only one student (4.16%) rarely checks the RA's requirements. It can be concluded that most of the students are attentive to RA's instructions and requirements. That is, they follow the instructions and write according to what the RA requires in order to produce a sophisticated academic piece of writing.

In item 3, ten students (41.66%) always read other RAs and books to accustom themselves to the methodological aspect and structure of RAs. Six students (25%) usually read other RAs and books to expand their knowledge about RAs' structure and methodology. Four students (16.66%) said that they often read other RAs and books, and two of them (8.33%) sometimes do that. The remaining two students (8.33%) declared that they rarely read other academic genres. The results accentuate the usefulness of extensive reading of academic papers and books. It means that when PhD students use this strategy, they can become more knowledgeable about the methodological setup of RAs.

For item 4, two respondents (8.33%) stated that they always read other RAs and books to borrow some lexical and syntactic components. Ten students (41.66%) usually read other RAs and books to reuse some vocabulary and expressions, while three of them (16.66%) often borrow some lexical and syntactic components. Besides, nine students (37.5%) said that they sometimes use this strategy. It can be inferred that PhD candidates perceive that extensive reading of RAs and books expands vocabulary and enhances the academic writing style.

Item 5 demonstrated that the majority of the participants (54.16%) affirmed that they always brainstorm ideas before writing, and nine students (37.5%) stated that they usually brainstorm ideas about their writing topic. However, two students (8.33%) said that they often

brainstorm ideas related to their writing topic of interest. This explains the essential role of brainstorming in developing writing among students and how planning ahead of time makes the writing process easier to follow for the study participants.

The responses from item 6 yielded that ten participants (41.66%) always outline their RA's main points, and an equal number of the participants to the latter (41.66%) stated that they usually plan their writing. Only three participants (12.5%) said that they often outline the main points of their RA, while one participant (4.16%) sometimes make an outline of their RA's essential points. This explains the significant role of drawing outline pre-writing, for it helps the study participants brainstorm, construct, and organize their ideas before writing.

The responses given for item 7 illustrated that six respondents (25%) always rely on supervisors for assistance and guidance, whereas eight participants (33.33%) usually reach out to supervisors and ask for help and guidance. Contrariwise, four students (16.66%) often sought supervisors' help, and other four students (16.66%) sometimes asked their supervisors for assistance. Lastly, two students (8.33%) rarely did ask for help and guidance from supervisors. The findings reveal that almost all participants seem to depend on their supervisors for help and directions on their writing.

In item 8, four students (16.66%) assured that they always share with their peers, supervisor(s), teachers, or a native speaker their writing plans. Six students (25%) usually discussed their writing plans with others in the field, and equally six other students (25%) often talked about their writing plans with others. In addition, another six students (25%) stated that they sometimes tend to discuss what they are about to write altogether. However, only two participants (8.33%) showed no interest and never discussed their writing with others. This suggests that PhD students feel the significant influence of their peers, supervisor(s), teachers, or a native speaker on their writing. Thus, they share their writing plans with them to improve their quality of writing.

The results from item 9 indicated that twelve students (50%), half the study population, said that they constantly revise their writing and clarify their ideas, while nine students (37.5%) declared that they usually do so. Nevertheless, two students (8.33%) stated that they often revise the content of their writing to make it more coherent, and only one student (4.16%) rarely revised the content of their writing. These findings indicate that the students pay attention to editing and revising their academic writing products. Thus, they recognize that proofreading crucially contributes to their writing improvement.

The responses from item 10 showed that the majority of the participants (62.5%) always edit their grammar, vocabulary, spelling, and punctuation in their writing, but four students (16.66%) claimed that they revise their writing from grammar, vocabulary, spelling, and punctuation mistakes. Two students (8.33%) asserted that they often refine their writing in terms of grammar, vocabulary, spelling, and punctuation. Likewise, two students (8.33%) declared that they sometimes go back to their writing and check their grammar, vocabulary, spelling, and punctuation, and only one student (4.16%) never did. This strategy was the most frequently used among graduate students where they showed a tendency towards editing problems on the language level. This particular finding indicates the participants' awareness of the importance of this efficient writing strategy.

In item 11, five participants (20.83%) stated that they usually pay more attention to written language over the content. Meanwhile, six students (25%) declared they often prefer to focus on language. Another nine students (37.5%) said that they sometimes pay more attention to the language of their writing than to the content. Three students (12.5%) rarely paid attention to the language, yet only one student (4.16%) never paid attention to the language of their writing over the content. It may suggest that most PhD students prefer paying attention to the writing content over the language.

For item 12, six respondents (25%) stated that they always consider the content of their writing over the language, four students (16.66%) usually chose content over language, and

six students (25%) often took into consideration the content over the language. Besides, nine students (37.5%) said that they sometimes consider the content over the language. The findings suggest that the participants in the study pay more attention to the content of their writing than they pay attention to the mistakes in the written language.

In item 13, ten students (41.66%) stated that they always give almost equal consideration to language and content in writing, and six students (25%) said that they usually pay balanced attention to language and content. Four students (16.66%) declared that they often pay equal attention to language and content. In addition to the two students (8.33%) who claimed that they sometimes give almost equal attention to both language and content, two of them (8.33%) also said that they rarely keep a balance between language and content. This shows that PhD candidates understand that, by means of accurate language (i.e., spelling, grammar, vocabulary) and clear and organized ideas (i.e., content), they can communicate their findings with reader(s). In other words, PhD students believe that both the language and content of writing are equally important.

In item 14, two students (8.33%) always discussed their post-writing with their supervisor(s) or others in the field to elicit feedback, ten students (41.66%) usually discussed their writing with others to improve their writing via feedback. Three students (12.5%) said that they sometimes discussed their writing with others to get feedback to improve their writing, and nine students (37.5%) rarely discussed their writing with others. The findings emphasize the paramount role of feedback as a useful strategy to the improvement of the students' AW.

3.3.1.5. PhD Students' Recommendations

Q20: On the basis of your experience in learning how to write RAs, what do you recommend for younger researchers?

The participants referred to a sort of advice that would be given to younger researchers based on their experience in learning how to write RAs. First, PhD students recommend that reading several articles in their field is the necessary prerequisite to writing. Second, they acknowledge the usefulness of a potential course that teaches scientific RAs methodology. Besides, they think it would be best to offer it at a time when novice researchers make their attempts at publishing RAs.

3.3.2. Teachers' Interview

The results obtained from this interview would help in treating the issue in depth, and assist in asserting and enriching the results of the other data gathering instruments, thereby establishing a profound view of the situation in focus. The interview includes twelve questions (see Appendix A). The first four questions (Q1, Q2, Q3, and Q4) are designated to gain general information about the teachers' academic qualifications, specialty, and work experience. The fifth question is designed to probe for teachers' current practice and experience regarding teaching scientific and academic writing course. The sixth question is dedicated to investigate whether the teachers have taken any training course on the ways of teaching scientific and academic writing. Question seven seeks to shed light on the most used strategies that they rely on to teach this subject if they have not received any training. Question eight is set to discover the materials or tools that are often employed in this course.

The importance of training students on RAs writing as a specific type of academic genre is the core concern of question nine. The tenth question targeted one of the major interests of this study which is to uncover if RA writing is paid much more attention than the other types of academic genre writing during the course. The next question's main objective is to understand teachers' perceptions that scientific and academic writing class may or may not be practical enough to prepare their students for writing RAs in the future. The last question is

devoted to the teachers' recommendations on the best ways to develop effective RAs writing production and publication that lead to the professional success in academia.

The study revealed that the two teachers who have been interviewed are tenured at the Department of Letters and English Language university of Biskra. One is a holder of a Magister degree in Language and Civilization while the other holds a Doctorate degree in English language and Education. The first teacher's experience is about ten years at the Department of Letters and English Language university of Biskra whereas the second teacher's is about five. Concerning teaching scientific and academic writing, one teacher reported that she has taught this subject for six years while the other teacher has taught it for only one year.

They declared that they had no experience or training in teaching scientific and academic writing before their current position. They stated that they had acquired knowledge on the subject through needs assessment and literature review, whether from books, articles, or other downloaded documents like teaching slides and online lectures provided at various university platforms. Concerning RA writing as a specific type of academic genre, they felt that they were not very confident and expressed their felt need for training as they claimed that it would be helpful for both teachers and students.

When discussing the use of materials, the teachers announced that the institution did not provide materials. Instead, they selected and adapted lessons as they thought they were appropriate for an AW course. They viewed the content as appropriate to meet their students' needs. During the course, they stated that they did not teach RA writing, nor was it given a significant priority. Rather, they prioritized theses, essays, and research proposals writing.

The teachers held that scientific and AW class was not practical to prepare students for writing RAs in the future because it needs practice from the part of learners and a valid syllabus that can be the result of collaborative work and research. This deficiency was also

due to insufficient training and time constraints. The teachers viewed this lack of training and time limitations as a shortcoming that hindered the students' RAs writing enhancement.

The teachers expressed their concern about the importance of enhancing the teaching of RAs writing in Algerian universities as this skill is highly required among all the academic community. They explained that publishing RAs is crucial to survive in the realm of scientific and academic communication. They recommended that students, as young researchers, had better spend much more time practicing their reading skills, and then focus on AW skills of RAs. In addition, they related students' future professional success to careful reading and effective AW production and publication. As a solution, they insisted on training novice scientific and academic writing teachers before inviting them for that big task of teaching. They also recommended that experienced professors in the field of AW should collaborate to design an appropriate course and relevant workshops specifically devoted to writing RAs targeting the needs of young researchers.

Conclusion

As the rationale in the present research has been to aid EFL students improve their RA writing through raising their awareness of AW importance, the study required certain set of methodological concerns to answer the questions, verify the hypotheses, and keep track of these research objectives. In this regard, the present chapter provided a detailed account of the methodology adhered to in this study. That is, this chapter depicted a full image and information about the research setting, participants, design, tools, and procedures used in this study. Each of these elements was described in details refereeing back the available literature and research. Then, it concluded with a brief summary of the results and analysis of the PhD students' questionnaire and AW teachers' interview.

Chapter Four: Genre and Discourse Analysis of Research Articles

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Introduction

This chapter concerns the discourse and genre analysis of the twenty selected RAs sections (abstract, introduction, method, results and discussion, and conclusion). It provides a clear description about the corpus and the five chosen Algerian journals. It then gives a detailed depiction of the adopted methodology together with the instruments or models used in the analysis of the corpus. The primary concern in this chapter is to identify the different moves and steps used to structure RAs sections written by Algerian PhD students in the field of English language studies. The chapter also sheds light on doctoral candidates' perception and AW production of RAs. Lastly, it discusses the frequency of occurrences of moves and their variations along the RAs sections with reference to different commonly used models.

4.1. Collection of the Study Corpus (RAs)

The sample RAs under study consists of twenty RAs that were collected from the database of an expert (the supervisor of the research project) who evaluated anonymously and regularly RAs that were submitted to Algerian research journals. These journals are *Journal of Translation & Languages* (Oran 2 university), *Journal of Human Sciences* (Constantine 1 university), *Journal of El-Tawassol* (Annaba university), *Journal of Studies in Language, Culture and Society* (Bejaia university), and *Journal of Human and Social Sciences* (Sétif 2 university). The articles were collected with the permission of the expert and the editors of these journals.

In sum, the total number of journals is representative of a limited number of journals in the eastern and western region of Algeria and represents a raw material for analysis. The expert critical comments and suggestions for improvement are a source of data that fed our research and they represent authentic insights into the challenges that face the young researchers.

4.2. Description of the Study Corpus

Twenty first draft authentic RAs written by Algerian PhD students (see Appendix C) were randomly selected from five Algerian journals: five from JTL (Oran 2 university), six from JHS (Constantine 1 university), four from JET (Annaba university), two from JSLCS (Bejaia university), and three from JHSS (Sétif 2 university). Most of the selected RAs follow Swales's (1990, 2004) IMRD (introduction, method, results, and discussion) structure. Moreover, the journals from which RAs were gathered discuss topics related to Linguistics, Applied Linguistics, TEFL, and Translation.

Those RAs are published from 2015 to 2023 and their online version is free access and downloadable in the *Algerian Scientific Journal Platform* (ASJP), see (<https://www.asjp.cerist.dz/>). The chosen RAs were archived as electronic portable document format (PDF) files and comprised a corpus of approximately 115425 words, including figures, tables, and references. Table 21 and 22 below summarize the corpus description.

Table 21

The Study Corpus

Journal's Name	Number of Selected RAs	Total number of selected RAs
Journal of Translation & Languages (Oran 2 university)	05	20
Journal of Human Sciences (Constantine 1 university)	06	
Journal of El-Tawassol (Annaba university)	04	
Journal of Studies in Language, Culture and Society (Bejaia university)	02	
Journal of Human and Social Sciences (Sétif 2 university)	03	

Table 22*Statistical Description of the Study Corpus*

Items	Corpus	Range
Words	115425	4128-6432
pages	330	12-18
Tables	73	2-5
Figures	39	2-3
References	564	14-24

A summary of the publication details of the five source journals is given below. This information was extracted from the journals' homepages.

1. The first journal: *Journal of Translation & Languages* (Oran 2 university)

Journal abbreviation: JTL

URL: <http://www.asjp.cerist.dz/en/PresentationRevue/155>

EISSN: 2600-6235

Periodicity: semestrial

Acceptance rate: 25%

Average response time: 167 days

Mean time to publish after acceptance: 25 days

Start year: 2002

Country: Algeria

Institution: university of Mohamed Ben Ahmed (Oran 2)

ASJP Impact factor: 0.5293

Content availability: all RAs freely available online without subscription

2. The second journal: *Journal of Human Sciences* (Constantine 1 university)

Journal abbreviation: JHS

URL: <http://www.asjp.cerist.dz/en/PresentationRevue/23>

EISSN: 2007-2588

Periodicity: semestrial

Acceptance rate: 82%

Average response time: 461 days

Mean time to publish after acceptance: 95 days

Start year: 1990

Country: Algeria

Institution: university of Mentouri (Constantine 1)

ASJP Impact factor: 0.1900

Content availability: all RAs freely available online without subscription

3. The third journal: *Journal of El-Tawassol* (Annaba university)

Journal abbreviation: JET

URL: <http://www.asjp.cerist.dz/en/PresentationRevue/27>

EISSN: 2352-9865

Periodicity: semestrial

Acceptance rate: 60%

Average response time: 542 days

Mean time to publish after acceptance: 393 days

Start year: 1995

Country: Algeria

Institution: university of Badji Moktar (Annaba)

ASJP Impact factor: 0.2502

Content availability: all RAs freely available online without subscription

4. The fourth journal: *Journal of Studies in Language, Culture and Society* (Bejaia university)

Journal abbreviation: JSLCS

URL: <http://www.asjp.cerist.dz/en/PresentationRevue/681>

EISSN: 1750-2676

Periodicity: semestrial

Acceptance rate: 72%

Average response time: 183 days

Mean time to publish after acceptance: 57 days

Start year: 2018

Country: Algeria

Institution: university of Abderrahmane Mira (Béjaia)

ASJP Impact factor: 0.0541

Content availability: all RAs freely available online without subscription

5. The fifth journal: *Journal of Human and Social Sciences* (Sétif 2 university)

Journal abbreviation: JHSS

URL: <http://www.asjp.cerist.dz/en/PresentationRevue/4>

EISSN: 1906-2588

Periodicity: semestrial

Acceptance rate: 50%

Average response time: 515 days

Mean time to publish after acceptance: 76 days

Start year: 2004

Country: Algeria

Institution: university of Mohamed Ben Ahmed (Sétif)

ASJP Impact factor: 0.2797

Content availability: all RAs freely available online without subscription

4.3. Methodology of Data Description and Analysis

The present study is a genre and discourse analysis of first draft genuine RAs taken from five Algerian journals. It uses the move-step analysis to reveal the rhetorical-structural organization of those RAs written by doctoral candidates in the field of English language studies. The research is descriptive since it attempts to describe how Algerian PhD students write and organize their RA sections (abstract, introduction, method, results and discussion, and conclusions) in order to meet the national and international requirement for publishing. The investigation is both qualitative and quantitative. It is qualitative since it uses the move-step identification to uncover the structure of the sections within the RA. In contrast, it is quantitative since it displays the word and sentence count, the frequency of occurrences and sequences of moves.

Since the RA is composed of different sections, the analysis does not draw on a single model per se, it rather deploys various models of analysis that relatively correspond with each move in the RA. That is, the abstract is analyzed through Hyland's (2000) five-move model. Swales' CARS model (1990) was utilised for move analysis of the introduction. The method is analyzed using Lim's (2006) framework. The moves of RAs results and discussion section are analyzed through a rubric that was adapted from Yang and Allison (2003). Lastly, another version of Yang and Allison's (2003) three-move model for conclusion sections of RAs is applied to analyze the conclusion section of RAs.

The inquiry aims to analyze the variations used by Algerian PhD students in structuring the parts of their RAs and assess their level of comprehension and proficiency in AW at a time of composing this category of paper. In simple terms, the emphasis is on recognizing the presence or disappearance and the qualities of the typical moves, regardless of their exact titles or any particular details in those primary models.

4.4. Data Analysis

The data were analyzed through counting and tabulating the frequency of occurrences and sequences of each move with the steps which realize them. Each section of the RAs was subjected to GA adopting distinct models. These models include: Hyland's (2000) five-move model for the abstract, Swales' CARS model (1990) for the introduction, Lim's (2006) model for the method, Yang and Allison's (2003) seven-move model for the results and discussion, and another version of Yang and Allison's (2003) three-move model for the conclusion.

4.4.1. The abstract section

The present investigation utilized Hyland's (2000) five-move model for large-scale analysis to examine the move and linguistic organization of every single abstract. This approach offers a greater level of specificity for each move, with every move representing the achievement of

communication objectives. Table 23 displays Hyland's (2000) five-move structure, which consists of the following components: Introduction, Purpose, Method, Product, and Conclusion.

Table 23

Hyland's Five-move Model of RAs Abstracts (Hyland, 2000, p.67)

Moves	Function
Move 1: Introduction	Establishes context of the paper and motivates the research or discussion.
Move 2: Purpose	Indicates purpose, thesis or hypothesis, outlines the intention behind the paper.
Move 3: Method	Provides information on design, procedures, assumptions, approach, data, etc.
Move 4: Product	States main findings or results, the argument, or what was accomplished.
Move 5: Conclusion	Interprets or extends results beyond scope of paper, draws inferences, points to applications or wider implications.

Move 1: Introduction (I)

This type of move is typically situated in the abstracts' initial sentence. Its purpose is to lay out the research surroundings and provide the framework for the investigation.

Move 2: Purpose (PP)

The second move is often positioned within the abstracts' initial 2 or 3 sentences, immediately after the introductory move. The goal of the research is stated and the objectives are outlined.

Move 3: Method (M)

This move presents specific details about the study and focuses on its various aspects, such as layouts, techniques, suppositions, methods, or facts. It provides an explanation of the methodology used in the investigation. This process involves several steps: outlining the necessary supplies, detailing the research methodologies, especially the tools and techniques used, and explaining the data analysis methods.

Move 4: Product (PD)

Move 4 encompasses the primary discoveries, claims, or achievements derived from conducted investigation processes. It is among the most commonly encountered moves in comparison to other moves.

Move 5: Conclusion (C)

This last move is employed to assert assumptions regarding the investigation and ultimately deduce the ramifications resulting from the findings.

4.4.1.1. Results of genre analysis of RAs abstract section

This section represents the results of genre analysis of RA abstracts. First, word and sentence count in the RAs abstract sections is shown in Table 24, then followed by the sequences and frequency of the occurrences of moves in each RA abstract (see Table 25 and 26).

4.4.1.1.1. Word and sentence count in the RAs abstract section

The overall word count of the twenty studied RAs abstracts is 2994, with a total of 132 sentences. The abstract length is rather concise, with the number of sentences ranging from three (03) to fourteen (14). Nevertheless, the word count varied from eighty-five (85) to two hundred thirty-four (234).

It has been observed that the majority of the RAs' abstracts were concise. The length of these abstracts varied as follows; the shortest abstract comprised eighty-five words (85) while

the longest was made of two hundred thirty-four (234) words. In addition to word count, the statistics reveal that the briefest abstract consisted of merely three sentences (03), which are excessively concise and inadequate for an abstract. This indicates that the RA abstract gets less significance. In contrast, the longest abstract comprised fourteen sentences (14). Table 24 illustrates the word and sentence count in the RAs abstract sections.

Table 24

Word and Sentence Count in the RAs Abstract Sections

RA Section	Words	Range	Sentences	Range
The abstract section	2994	85-234	132	03-14

4.4.1.1.2. Sequences of moves in the RAs abstract

The section shows the frequency and percentages of the sequences of moves throughout the abstract corpus. Table 25 below summarizes the move patterns in all 20 abstracts.

Table 25

Sequences of Moves in the RAs abstract

Sequences of Moves	Frequency	Percentage
I-PD-M-C	5	25%
M-PD	2	10%
I-M-PD	8	40%
PP-M-PD	5	25%

I (introduction), PP (purpose), M (method), PD (product), C (conclusion)

Table 25 provides an analysis of the corpus, which uncovers intriguing data on the writing process followed by Algerian PhD students when composing an abstract for a RA in the field of English language studies. Initially, it is noteworthy that not a single abstract encompasses

each of those five moves. Five abstracts (25%) are written in four moves, and two abstracts (10%) in two moves.

On the contrary, eight abstracts (40%) have a three-move framework, which renders it a particularly frequent form. 25% of the abstracts consist of moves 2, 3, and 4, following Hyland's (2000) model which is often referred to as purpose-method-product. These outcomes provide reinforcement for other investigations (e.g., Santos, 1996; Tseng, 2011; Darabad, 2016; and Hamadouche, 2023) that examine the prevalent structure of abstract writing in English language studies. It is concluded that move 1 (introduction) and move 5 (conclusion) are deemed elective.

4.4.1.1.3. Frequency of the occurrences of moves in the RAs abstract

It is essential to examine the moves occurrences in the RAs abstracts. Hence, Table 26 shows the frequency of the existing moves in the data analyzed.

Table 26

The Frequency of the Occurrences of Moves in the RAs Abstracts

Moves	Frequency	Percentage
Introduction	13	65%
Purpose	5	25%
Method	20	100%
Product (findings)	20	100%
Conclusion	5	25%

According to Table 26, among the most commonly encountered moves in the abstracts of the investigated RAs were the 'Method' move (M2) and the 'Product' move (M4). Conversely, the occurrence of the 'Introduction' move (M1), the 'Purpose' move (M2), and the 'Conclusion' move (M5) was significantly fewer. Thus, it may be deduced that certain writers do not adhere

to the typical five-move format of abstracts proposed by Hyland (2000). Consistent with prior research, this study supports the insights of Santos (1996), Tseng (2011), Darabad (2016), and Amnuai (2019), which suggest that a great deal of abstracts contain sections on purpose, method, and results.

4.4.1.2. Discussion of abstract section characteristics

The research results and the potential acceptance of specific moves as voluntary contrast the existing research that highlights the significance and roles of each individual move. Bhatia's (1993) model is unique in that it consists of four distinct moves, one of which is dedicated to delivering findings. Using one instance of an identical model might function as an indicator of the dissertation, speculation, aims, and ambitions. Additionally, it might function as an expression of the writer's motives or the issue they aim to address.

The above components serve the purpose of the research and also provide an opening or the realm to the paper. In contrast with various models, Bhatia's approach combines moves 1 and 2 instead of treating "introduction" and "purpose" as independent moves. Ultimately, discussing mandatory and discretionary moves appears to be impractical. It is more logical to discuss the criteria for drafting an abstract and the variations observed in specific examples.

An abstract's inclusion of each of its moves is justified with regard to literature because it is able to operate as an independent piece of writing. Lacking the presence of any supporting evidence or arguments, the audience might face challenges in comprehending the pertinence, importance, or framework of a specific investigation. However, Move 1 offers the viewer an overview, a preface, or a controversial point prior to stating the primary objective of the inquiry. This helps underline the significance of the subject at hand. Additionally, it is crucial to evaluate Move 5, which represents an explanation of the results (Hamadouche, 2023).

An individual lacking experience in the specific field of research might struggle to accurately understand the results or fully comprehend the importance of the study. Consequently, it is the responsibility of the writer to conclude the abstract by providing an appropriate explanation of the discoveries, which should be supported by the objectives and methodology employed, or by offering useful suggestions arising from the empirical inquiry. Indeed, the initial and final moves in AW are gaining greater significance in the current era of heightened competitiveness for publication and audience engagement (Hyland, 2000, as cited in Swales & Feak, 2009).

Some potential explanations might be deduced for such inclinations in composing an abstract in English language studies. One explanation is that the discipline prerequisite dictates the amount of moves. Another reason is that notwithstanding the extensive material available, PhD students are unfamiliar with the standards of this segment of the RA and have established erroneous tendencies through complying with insufficient instances.

4.4.2. The introduction section

The move analysis in this study employed Swales' CARS model (1990). Every RA introduction was thoroughly analyzed as a sequential series of moves and steps. An analysis was conducted on the structure of introductions in RAs written in the English language. The purpose was to identify the general framework used, ascertain if PhD students adhere to Swales' CARS model, and identify any preferences or variations in these introductions.

Swales' (1990) three-move model states that RA writers incorporate three moves in the introductions of their RAs. At first, they introduce the overarching subject of the discussion, carve out a specific area of focus, and then assert their perspective by taking control of that particular area (See Table 27 below).

Table 27*Swales CARS Model (1990, p.141)*

Move 1: Establishing centrality
Step1: Claiming centrality, and/or
Step 2: Making topic generalization, and/or
Step 3: Reviewing previous research.
Move 2: Establishing a niche
Step 1A: Counter claiming, or
Step 1B: Indicating a gap, or
Step 1C: Question arising, or
Step 1D: Continuing tradition.
Move 3: Occupying the niche
Step 1A: Outlining purpose, or
Step 1B: Announcing present research,
Step 2: Announcing principle findings,
Step 3: Indicating RA structure.

4.4.2.1. Results of genre analysis of RAs introduction section

The data has been initially analyzed by counting and tabulating the frequency of occurrence of each move and the steps/sub-steps realizing them (See Table 28 below). Subsequently, the analysis has been carried out in terms of the move-structure (frequencies of moves) of the RAs introductions written by PhD students (See Table 29 below).

4.4.2.1.1. Frequency of the occurrences of moves in the RAs introduction

Table 28 shows the frequency of occurrences of moves and the steps used to realize them in RAs introductions.

Table 28*The Frequency of the Occurrences of Moves and Steps in the RAs Introductions*

Moves and Steps	Frequency	Percentage
Move 1: Establishing centrality		
Step1: Claiming centrality	20	100%
Step 2: Making topic generalization	00	00%
Step 3: Reviewing previous research.	20	100%
Move 2: Establishing a niche		
Step 1A: Counter claiming	09	45%
Step 1B: Indicating a gap	12	30%
Step 1C: Question arising	06	5%
Step 1D: Continuing tradition.	00	00%
Move 3: Occupying the niche		
Step 1A: Outlining purpose	08	40%
Step 1B: Announcing present research	10	50%
Step 2: Announcing principle findings	03	15%
Step 3: Indicating RA strucutre.	03	15%

Table 28 illustrates that each of the three moves outlined in Swales' (2004) framework were present in the introductions of English language RAs taken from the five Algerian journals. The first move, known as "Establishing a territory," was included in the introductions of all the RAs, seemingly as a requirement. Doctoral candidates were observed establishing a research territory by presenting background information on the study subject, citing previous studies (100%), and highlighting the significance of the topic (100%).

According to Move 2, PhD students established research niches via Step1A (Counter claiming) (45%) and Step1B (Indicating a gap) (60%). That is to say, the existence of a gap in the literature was mostly established by Algerian PhD candidates via and/or contrasting conflicting previous research findings and/or stressing insufficient research in a specific aspect.

Speaking of the apparently a quasi-obligatory move (Occupying the niche), that third move was used by most of the Algerian doctoral students (95%) to present their work to the readers. This move was realized mainly via Step 1A (40%), Step 1B (50%). That is, by announcing present work descriptively and/or purposefully, presenting research questions or hypotheses, and definitional clarifications.

Only a few instances of Step 2 (Announcing principle findings) (15%) and Step 3 (Indicating RA structure) (15%) were observed in RAs introductions. This suggests that PhD students do not often tend to outline the structure of their paper or reveal their findings in the introductory sections of their RAs.

Based on the data in Table 28, it can be concluded that there is a minor distinction in the introductions of RAs authored by Algerian PhD students in the field of English language studies. This variation pertains to the way the three moves are implemented. Nevertheless, they exhibit moderate nuances in the manner in which they implement those moves through a series of different steps.

4.4.2.1.2. Sequences of moves in the RAs introduction

Table 29 shows the sequences of moves and steps within each RA introduction in the corpus.

Table 29*Sequences of Moves and Steps in the RAs Introductions*

Sequences of Moves and Steps	Frequency	Percentage
M1(S1-S3)-M2(S1a)-M3(S1a)	06	30%
M1(S1-S3)-M2(S1b)-M3(S1b)	08	40%
M1(S1-S3)-M2(S1b)	01	05%
M1(S1-S3)-M2(S1a)-M3(S1a-S2)	01	05%
M1(S1-S3)-M2(S1b)-M3(S1a-S3)	01	05%
M1(S1-S3)-M2(S1a)-M3(S1b-S2-S3)	02	10%

(M = move / S = step)

The findings showed in the above table that variations do exist in the move structure of the English language studies of RA introductions as compared to Swales' CARS model (1990). The table shows that two RAs introductions (10%) follow the linear move-pattern of M1(S1-S3)-M2(S1a)-M3(S1b-S2-S3) as described in the CARS model. The predominant move-structure M1(S1-S2)-M2(S1b)-M3(S1b) was found in eight RAs introductions (40%). The RA introduction encoded as M1(S1-S3)-M2(S1b) did not follow the move 3 it has only followed move M1-M2. One RA introduction (05%) showed the M1(S1-S3)-M2(S1a)-M3(S1a-S2) structure while another one (05%) displayed the pattern M1(S1-S3)-M2(S1b)-M3(S1a-S3). However, the other six (30%) remaining RAs introductions followed this form M1(S1-S3)-M2(S1a)-M3(S1a).

The deduction drawn from the sequences of moves and steps suggests that the sequence of moves in the RAs introductions of English language studies generated by Algerian PhD students conforms to all three moves, although it deviates from the intended structure in Swales' model (1990). Disparities were noticed in the arrangement of moves and steps within each individual move. For instance, only 10% of the RA introductions corresponded to the identical structure as demonstrated in the CARS model. The results additionally revealed that

one RA introduction move 3 was disregarded, and the prevailing structure has been designated as M1(S1-S2)-M2(S1b)-M3(S1b). The RAs introductions examined novel approaches in various contexts, devised a contemporary design, and proposed operational strategies to be implemented in the realm of English language studies.

4.4.2.2. Discussion of introduction section characteristics

The GA regarding distinct sections of RAs can yield reliable findings via the investigation of the sequences and frequency of moves, in addition to their accompanying language aspects. The results showed that there were discrepancies in the generic structures of RAs introductions in the area of English language studies. Specifically, the Algerian PhD students in their respective fields had different ways of presenting every segment of the introduction. Thus, the recognition of subtle variations in the generic structures of various RAs introductions might not be achieved solely through comparing the moves. Instead, a meticulous investigation of the individual steps and sub-steps, along with the way of their integration, was likewise necessary. The variations in the generic structure of these introductions can be attributed to the distinct necessities, anticipations, and standards of the field of study established and set forth by the participants within every scientific community of profession.

4.4.3. The method section

The method section of the RAs was examined applying Lim's (2006) categorization to analyze the rhetorical patterns utilized in the development of method sections in the English language studies. Lim's model represents one of the relatively few models that incorporate a comprehensive analysis of moves and steps connected to language characteristics, in accordance with the ESP approach to genre (Bruce, 2008).

The model comprises three primary moves: data collection/procedures description, variable measurement procedure(s) delineation, and data analysis/procedures elucidation. Tseng (2018) defines a move as a unit of text that can encompass a clause, one or more sentences, a paragraph, or even a longer section of text. The research examines the significance of a particular move with respect to the specific circumstances in which it is performed. The sentences were analyzed according to Lim's (2006) model.

The grouping of moves occurrences in RAs is potentially based on three guidelines: mandatory, typical, and voluntary (Kanoksilapatham, 2005). Consequently, each move that took place in all of the RAs was deemed mandatory, while moves occurring in less than 60% of the RAs were seen as voluntary, and those falling within the range of 60-99% were considered typical. The following table illustrates Lim's (2006) model.

Table 30*Lim's Model (2006, p.287)*

Move 1: Describing data collection procedure(s)**Step1:** Describing the sample

(a): Describing the location of the sample

(b): Describing the size of the sample/population

(c): Describing the characteristics of the sample

(d): Describing the sampling technique or criterion

Step 2: Recounting steps in data collection**Step 3:** Justifying the data collection procedure(s)

(a): Highlighting advantages of using the sample

(b): Showing representativity of the sample

Move 2: Delineating procedure(s) for measuring variables**Step 1:** Presenting an overview of the design**Step 2:** Explaining method(s) of measuring variables

(a): Specifying items in questionnaires/databases

(b): Defining variables

(c): Describing methods of measuring variables

Step 3: Justifying the method/s of measuring variables

(a): Citing previous research method(s)

(b): Highlighting acceptability of the method(s)

Move 3: Elucidating data analysis procedure(s)**Step 1:** Relating (or recounting) data analysis procedure(s)**Step 2:** Justifying the data analysis procedure(s)**Step 3:** Previewing results

Move 1, which pertains to the description of data collecting processes, including the choice of sample populations or topics, identification of sources of information, respondents or corpus decision-making, gathering information methods, and the context in which the data is gathered. This move consisted of three primary stages, specifically, delineating the sample, detailing the methods during gathering the data, and providing a rationale for the sample.

The first step, "describing the sample," is divided into four segments: The geographical location of the population being studied is typically provided at the start of the method section using locative supplements to indicate the collection places (Lim, 2006, p. 287). The scope of the sample/population is then described. The peculiarities of the analyzed group like gender, age range, quantity, extent of expertise, and any additional essential characteristics are clarified as well. Furthermore, the approach to sampling is explained, involving arbitrary, intentional, or purposeful gathering of data.

In the first move, labeled as step 2, the writer provides a historical overview of the steps involved in the evidence gathering process. Lim (2006) states that in this stage, writers provide a detailed account of the data gathering techniques, not only by describing the features of the participant group, yet additionally by using the past simple tense to sequentially narrate the order of steps followed in the entire procedures. This step is illustrated via sequential verbs such as 'was conducted' or 'were carried out'. The utilization of passive verbs is more prevalent than that of active verbs in this particular part (Deveci & Nunn, 2018; Lim, 2006).

The third step about 'justifying the data collection procedure(s)' involves making assertions regarding the benefits of implementing a sample and demonstrating the sample's representativeness. Specifically, this step elucidates the attributes and suitability of the methods (Lim, 2006). Furthermore, in order to demonstrate the validity of the data gathering

process, the investigators make reference to the methodologies employed in prior investigations.

In step 3A, titled "Highlighting advantages of using the sample," the writer emphasizes the merits of selecting the sample in contrast to other ones applied in past research. The author deployed optimistic vocabulary like 'benefit', 'reflective', 'fitting', and 'adequate' to draw attention to the beneficial aspects of the sample. The move 1 step 3B signifies the demonstration of the sampling's representativeness, which refers to the degree to which it accurately reflects the entire population.

In the second move under 'delineating procedure(s) for measuring variables', the authors provide an explanation regarding the way they assessed both dependent and independent variables. In Lim's (2006) inquiry, the respondents reported that composing the second move was the most challenging aspect of the method section. The move is located within particular segments of the text, such as 'study design', 'measures', and 'evaluation of the independent variables' (Lim, 2006). This move consists of three steps. Step 1 involves providing a description of the plan. Step 2 entails clarifying the method(s) used to measure variables. Step 3 requires defending the chosen method(s) for assessing variables.

Speaking of the third move, 'elucidating the data analysis procedure', the RAs' writer depict certain statistical processes in order to provide clarity on the information being analyzed. The move consists of three sequential steps: step 1 involves the act of establishing a connection or describing the evidence analysis procedure(s), step 2 entails providing a rationale for the chosen data analysis procedure(s), and step 3 includes offering a preliminary overview of the findings. Lim (2006) contends that move 3 step 1, which pertains to the evidence analysis technique, resembles move 1 step 2 and move 2 step 2. This is because the steps associated with the procedure for analyzing data are normally outlined in a logical sequence.

In step 2 of move 3, the author explains the reasons for choosing particular methods for analyzing the data. The purpose of this explanation is to demonstrate the suitability of the chosen approach (Lim, 2006). In step 3 of move 3, Lim (2006) demonstrates that the author provides an overview of the outcomes. These initial outcomes might be more thoroughly analyzed to generate pertinent results, similar to what comes next (i.e., the RA's results section).

4.4.3.1. Results of genre analysis of RAs method section

In this section, the results are presented in light of Lim's (2006) model.

4.4.3.1.1. Move 1: Describing data collection procedure(s)

This move consists of three primary stages: step one involves providing a description of the sample; step two entails detailing the procedures taken during data collecting, and step three requires establishing a justification for the chosen sample. The findings are displayed in Table 31.

Table 31*Frequency of Occurrences of Move 1 and Its Steps in the RAs Methods*

Moves and Steps	Frequency	Percentage
Move 1: Describing data collection procedure(s)		
Step1: Describing the sample	20	100%
(a): Describing the location of the sample	20	100%
(b): Describing the size of the sample/population	20	100%
(c): Describing the characteristics of the sample	20	100%
(d): Describing the sampling technique or criterion	14	70%
Step 2: Recounting steps in data collection	06	30%
Step 3: Justifying the data collection procedure(s)	11	55%
(a): Highlighting advantages of using the sample	06	30%
(b): Showing representativity of the sample	05	25%

A. Move 1 Step 1: Describing the sample

There are four other substeps that comprise the first step. This includes: delineating the sample's setting, specifying the sample/population dimension, elucidating the features of the sample, and clarifying the selection procedure or rationale.

a. Describing the location of the sample

All of the RAs (100%) went through step A, as shown in Table 32. Therefore, PhD students widely utilized it. In the field of English language studies, this phase is considered mandatory according to Kanoksilapatham's (2005) categorization.

b. Describing the size of the sample / population

This step is regarded mandatory in their RAs composing since it took place in 100% of the corpus (Table 32). In other words, every RA accurately stated the corpus length by supplying details like the total number of respondents or documents investigated.

c. Describing the characteristics of the sample

This one was observed across each of the twenty RA. It might be argued that it is a vital component of the methodology section.

d. Describing the sampling technique or criterion

Seventy percent (70%) of the RAs disclosed the method or rationale for sampling, as indicated by the results. Consequently, this procedure is considered typical practice when drafting the method part of RAs.

B. Move 1 Step 2: Recounting steps in data collection

The results indicated that this particular procedure existed in 30% of the dataset; hence, it is referred to as a voluntary step in the methodology section of the RAs.

C. Move 1 Step 3: Justifying the data collection procedure(s)

Claims on the demonstration of the benefits of utilizing a sample and illustration of the sample's representativeness are part of this step.

a. Highlighting advantages of using the sample

The findings displayed that this step appeared in 30% of the RAs method sections. According to Kanoksilapatham's (2005) classification, this step can be postulated as voluntary in the section.

b. Showing representativity of the sample

Results demonstrated that this step was found in 25% of the analyzed corpus. Consequently, doctoral candidates consider it a voluntary step.

4.4.3.1.2. Move 2: Delineating procedure(s) for measuring variables

First, "providing a description of the design"; second, "addressing the method(s) used to measure variables"; and third, "rationalizing the chosen method(s) for measuring variables"

constituted this move. Table 32 demonstrates where in the corpus move 2 and its corresponding steps occur.

Table 32

Frequency of Occurrences of Move 2 and Its Steps in the RAs Methods

Moves and Steps	Frequency	Percentage
Move 2: Delineating procedure(s) for measuring variables		
Step 1: Presenting an overview of the design	12	60%
Step 2: Explaining method(s) of measuring variables	20	100%
(a): Specifying items in questionnaires/databases	18	90%
(b): Defining variables	15	75%
(c): Describing methods of measuring variables	19	95%
Step 3: Justifying the method(s) of measuring variables	17	75%
(a): Citing previous research method(s)	13	65%
(b): Highlighting acceptability of the method(s)	04	20%

A. Move 2 Step 1: Presenting an overview of the design

The findings illustrated that this move occurred in 60% of the RAs method section. Thus, it is a typical step in PhD students' perception.

B. Move 2 Step 2: Explaining method(s) of measuring variables

This step of move 2 includes three declarations regarding the elements to be specified in databases and surveys; variables to be defined; and (3) ways to measure those variables.

a. Specifying items in questionnaires/databases

According to the results, this phase is commonly used in the drafting of RAs method sections and is found in 90% of the sample. That is why it is deemed typical.

b. Defining variables

As of the time of creating this section, 75% of the RAs adopted this step concerning the definition of variables. It is thereby viewed as typical.

c. Describing methods of measuring variables

From the results, 95% of the tested RAs from Algeria exhibited this step. Consequently, the RAs method section is the typical place to explain how variables are measured.

C. Move 2 Step 3: Justifying the method(s) of measuring variables

Part one of this phase is to mention the method(s) used in earlier studies, and part two is to emphasize how acceptable those methods are.

a. Citing previous research method(s)

The results demonstrated that this step has been employed in 65% of the research's samples; hence, it is regarded typical when authoring RAs method sections.

b. Highlighting acceptability of the method(s)

Twenty percent (20%) of the RAs did this step, based upon the outcomes of the study. Doctoral candidates are not required to include it; instead, it is considered a voluntary phase.

4.4.3.1.3. Move 3: Elucidating the data analysis procedure

This move has three steps: step 1 'relating or recounting data analysis procedure(s)', step 2 'justifying the data analysis procedure(s)', and step 3 'previewing results'. Table 33 presents the occurrences of this move in the corpus.

There are three stages to this move: presenting or describing the data analysis procedure(s), defending and providing a rationale for the chosen data analysis procedure(s), and previewing the outcomes. How often this move occurs in the samples can be seen in Table 33 below.

Table 33*Frequency of Occurrences of Move 3 and Its Steps in the RAs Methods*

Moves and Steps	Frequency	Percentage
Move 3: Elucidating data analysis procedure(s)		
Step 1: Relating (or recounting) data analysis procedure(s)	17	85%
Step 2: Justifying the data analysis procedure(s)	11	55%
Step 3: Previewing results	00	00%

A. Move 3 Step 1: Relating data analysis procedure(s)

According to Table 33, it is considered typical when drafting RAs since it dominates 85% of the RAs method sections.

B. Move 3 Step 2: Justifying the data analysis procedures

In relation to the findings, this step has been implemented in 55% of the sample studied. Accordingly, doctoral candidates who are writing RAs regard it elective.

C. Move 3 Step 3: Previewing results

In accordance with the data, none (00%) of the doctoral students' RAs investigated included an overview of the outcomes in the method section; thus, they perceive this step to be voluntary.

4.4.3.2. Discussion of method section characteristics

The results indicated that despite variation in the use, all moves and steps in Lim's (2006) framework were employed by PhD students in the English language studies. Rather, it turns out they used more moves than usual when constructing the method portion. As determined by the analyses of the findings, the participants displayed statistically notable variations in how they used the first and second move to write their RAs. Furthermore, these disparities

provide further evidence that the employment of genres does not merely vary among disciplines; instead, it also differs across languages (Farnia & Barati, 2017). When it comes to the structure of a sequence, language variances can provide something truly distinctive.

Results for the subdivisions of move1 step 1 (describing the sample) are consistent with those of other investigations that have shown each of the RAs include the sample depiction (e.g. Lim, 2006; Mackey & Gass, 2016). The entirety of these research studies deemed it a mandatory move. In addition, when explaining where the sample was taken and how it was sampled, doctorate candidates utilize plenty of steps, compared to the findings.

One probable explanation is that a large number of articles released within the field of English language studies are basically unaltered versions of Master or doctorate theses. The methodology parts of theses and dissertations tend to be more extensive. There might have been pressure on the authors to incorporate large portions of their graduation thesis for submission to journals.

Describing data collecting technique (the second step) and rationalizing data gathering procedure (the third step), two separate categories of the first move, were not as prevalent as the remaining ones. The results coincide with those of Lim's (2006) RA research, which demonstrated that the likelihood of move 1 step 3 occurring is reliant on the probability of move 1 step 2 existing. Most RAs viewed these steps voluntary, and PhD students did not reveal any inclination in their descriptions of those steps in their methods zones.

There were numerous steps taken to explicate the second move (defining procedure/s for research variables measurement) by PhD students. Put simply, they employed multiple tactics to offer a synopsis of the design, describe the variables measurement technique(s), and subsequently defend those approaches. This may occur because the journal reviewers place a premium on the methodology part. To fully comprehend the genuine reasons behind the

writers' decisions to structure each part of this genre-type in whatever manner it is presented, additional research into writers' perspectives is necessary.

The first step of the third move (describing the data analysis technique in the methods part) occurred repeatedly in most RAs that it should be considered typical. These phases were regarded as elective since PhD students did not often rationalize the data analysis processes (second step of move three) or review the findings (third step of move three) in the method areas.

Authors may employ different RA rhetorical structures to have their work accepted by journals; these structures differ across fields and languages. This suggests that writers may be asked to address their findings in other areas, including the results and discussion sections, by the journals that are part of the project. Therefore, publications in English language studies typically demand that writers detail their findings in the subsequent parts, as opposed to other fields where presenting an overview of the outcomes might be included in the method sections. This adds credence to the premise that the method section's rhetorical norm is domain-dependent (Cotos et al., 2017).

4.4.4. The results and discussion section

In this section, following an assessment tool revised by Yang and Allison (2003), the RAs' results and discussion section was examined. Seven moves and nine steps constitute the guideline. This portion in the RAs has been carefully reviewed in order to determine the specific moves and steps within this part of the paper. The results were obtained through arranging the annotated moves and steps into a table according to Yang and Allison's (2003) categorization. This part covers the prominence, language usage, and frequency of every move. The reference point to measure the significant quality of moves and steps in this part-genre study was suggested by Kanoksilapatham (2005). In response to this classification,

moves and steps are either mandatory (appearing in 100% of the whole corpus), typical (revealing in 60% to 99% of the whole corpus), or voluntary (disclosing in less than 60% of the whole corpus). Table 34 below demonstrates the model of Yang and Allison (2003).

Table 34

The Model of Yang and Allison (2003, p.376)

Move 1: Background information

Move 2: Reporting results

Move 3: Summarizing results

Move 4: Commenting on results

Step 1: Interpreting results

Step 2: Comparing results with literature

Step 3: Accounting for results

Step 4: Evaluating results

Move 5: Summarizing the study

Move 6: Evaluating the study

Step 1: Indicating limitations

Step 2: Indicating significance/advantage

Step 3: Evaluating methodology

Move 7: Deductions from the research

Step 1: Making suggestions

Step 2: Recommending further research

Step 3: Drawing pedagogic implications

Move 1: Background information

This stage enlightens the reader about the investigation by revealing its key claims regarding its purpose, conceptual foundation, and methodological procedure.

Move 2: Reporting results

The purpose of the second move is to communicate the research findings. Conclusions and supporting proof, including illustrations and outcomes from the statistical analysis, typically appear in this part.

Move 3: Summarizing results

Summarizing results is the subsequent move in the framework proposed by Yang and Allison (2003). In brief, this part condenses and displays certain combined findings. It is a synopsis of several findings derived from a specific inquiry.

Move 4: Commenting on results

The move that follows, "Commenting on Results," allows the writer to interpret the study's findings and provide commentary. The following four phases are involved in this portion: analyzing the findings, contrasting them to the existing body of knowledge, taking the outcomes into consideration, and then assessing them.

Move 5: Summarizing the study

The intent of the fifth move is to offer a concise overview of the study's findings. Authors utilize sentences that suggest an ending when they construct this move.

Move 6: Evaluating the study

With regard to the guidelines put forward by Yang and Allison (2003), the research evaluation is the following phase. First, the researcher may highlight the investigation's shortcomings; second, they can mention the research value or merits; and third, they may assess the study's methodological processes. This is done to determine if the inquiry is substantial in that field or not.

Move 7: Deductions from the research

Drawing conclusions throughout the analysis is the final phase that RAs' writers should implement while writing the results and discussion part (Yang and Allison, 2003). This strategy was used to provide more than just the findings themselves. It was intended to propose solutions to the problems that were found, emphasize the direction of future study, and comment on the educational and curricular ramifications.

4.4.4.1. Results of genre analysis of RAs results and discussion section

In this section, the results are presented in light of Yang and Allison's (2003) model.

4.4.4.1.1. Frequency of occurrences of moves 1, 2, 3, and 4 in the RAs results and discussion

The frequency of occurrences of moves 1, 2, 3, and 4 in the RAs results and discussion section is presented in Table 35.

Table 35

Frequency of Occurrences of Moves 1, 2, 3, and 4 in the RAs Results and Discussion

Moves and Steps	Frequency	Percentage
Move 1: Background information	11	55%
Move 2: Reporting results	20	100%
Move 3: Summarizing results	06	30%
Move 4: Commenting on results		
Step 1: Interpreting results	10	50%
Step 2: Comparing results with literature	17	85%
Step 3: Accounting for results	18	90%
Step 4: Evaluating results	04	20%

As presented in Table 35, there were 11 RAs included move 1 in the results and discussion section. It means that some PhD students tend to include background information in the

beginning of the section. Therefore, move 1 was considered a voluntary move when writing the RAs results and discussions, occurring at a frequency of 55%. However, move 2 was employed in all (20) RAs results and discussion section that is why it is categorized as a mandatory move with the frequency of occurrence 100%. It implied that 'reporting results' is the move that should not be absent as it is considered a crucial part in this section. Move 3 was classified elective (30%). That is, the absence of move 3 does not significantly affect the section.

The findings illustrated that there were 10 RAs employed move 4 step 1 (M4S1). In addition, almost all (17) RAs employed move 4 step 2 (M4S2) in their results and discussion sections. It indicated that 'comparing result with the literature' is considered crucial. Besides, 18 RAs used move 4 step 3 (M4S3) in the discussion section. Lastly, move 4 step 4 (M4S4) existed only in few (04) RAs in the field of English language studies.

According to the salience of those steps, both M4S1 and M4S4 manifested voluntary (50% and 20%). In contrast, M4S2 and M4S3 appeared typical (85% and 90%) in the RAs results and discussion section.

4.4.4.1.2. Frequency of occurrences of moves 5 and 6 in the RAs results and discussion

The number of moves 5 and 6 found in the study is presented in Table 36.

Table 36*Frequency of Occurrences of Moves 5 and 6 in the RAs Results and Discussion*

Moves and Steps	Frequency	Percentage
Move 5: Summarizing the study	05	25%
Move 6: Evaluating the study		
Step 1: Indicating limitations	05	25%
Step 2: Indicating significance/advantage	04	20%
Step 3: Evaluating methodology	01	05%

According to the above table, there are small numbers of move 5 (25%) and 6 (25%, 20%, and 05%) in this section. Moreover, both move 5 and 6 were categorized elective moves as the percentage of their occurrence was below 60%. It means that there is no significant effect when the writer made use of these moves when writing the RAs results and discussion section.

4.4.4.1.3. Frequency of occurrences of move 7 in the RAs results and discussion

The frequency of occurrences of move 7 is illustrated in Table 37 bellow.

Table 37*Frequency of Occurrences of Move 7 in the RAs Results and Discussion*

Moves and Steps	Frequency	Percentage
Move 7: Deductions from the research		
Step 1: Making suggestions	07	35%
Step 2: Recommending further research	04	20%
Step 3: Drawing pedagogic implications	07	35%

It can be noticed that move 7 occurred in few RAs which made it a voluntary move as well. However, the frequency of move 7 in the RAs results and discussion section was still higher than move 5 and 6.

4.4.4.2. Discussion of results and discussion section characteristics

After the analysis of the findings via Yang and Allison's (2003) model, it came to light that the RAs in the English language studies utilized each move in the template while generating the results and discussion part. Nevertheless, the frequency with which every move occurred varied.

It seems that certain moves were mandatory, others were typical, and some were voluntary. For example, in the results and discussion section of all RAs, it is mentioned that the second move was an essential one (100%). An additional illustration is that although 50% of participants in M1 and 55% in M4S1 were free to choose whether to include those statements or not, 90% of respondents in M4S3 were required to follow the typical path.

Consistent with previous research (Hussin and Nimehchisalem, 2018), this investigation revealed that the majority of common moves were "Reporting results" and "Commenting on results" (M2 and M4). This makes it reasonable because the examination's findings constitute an integral research component which is addressed within the portion of the article dedicated to discussions. Additionally, it is an extremely pivotal aspect of any study because it provides solutions for every single investigator's queries.

Given the rarity of the "reporting results" and "summarizing results" moves occurring simultaneously in texts, Yang and Allison (2003) viewed the "reporting results" phase as quasi-mandatory. "Commenting on results" stands out as a particularly prevalent and repetitive move in the sections of discussion, making it the de facto standard. The results and discussion section's primary purpose is to examine the outcomes' importance in light of

relevant prior research and elaborate on any novel insights that emerged from the investigation.

It is additionally recognized from the present research that moves 5, 6, and 7 have been employed in a limited amount. In Move 5, "summarizing the study," researchers compile all of the investigation's findings into one piece of writing. In Move 6, "evaluating the study," they can highlight the strengths and weaknesses as well as the method of analysis.

In the seventh move, the study's conclusions are presented through the provision of recommendations and perspectives. The findings seemed sufficiently evident that is why the fifth move was scarcely used. In addition, the sixth and seventh moves tend to be less prevalent in the RAs' discussion portion because of the conclusion and recommendation segment, which incorporates suggestions, recommendations, and implications.

The RAs' results and discussion sections feature two distinct patterns of rhetorical construction: the repeated pattern and the structured pattern. The sequence of repetition indicates that specific moves were performed multiple times within a particular part. Those developed a variety of structures, but eventually consolidated into a recurring design. Certain moves have been recognized and mixed in various manners. A certain number of move patterns, including moves 2, 4, and 7, have proven to be favored and implemented more often compared to others. The results correspond with those of Bardi's (2015), who found that RAs' discussion sections contained some recurrent moves.

It implies that the absence of a clear distinction between the discussion and finding sections resulted in the occurrence of recurrent patterns in the moves construction. The author likely desired to convey the results of the investigation straightforward by providing immediate feedback and explanations since there were actually certain outcomes in the research that required clarification. On the contrary, the discussion section, which was kept

apart from the results section, followed a sequential organization similar to Yang and Allison's (2003) model.

Some RAs' results and discussion sections start with the inquiry's outcomes, then the author's perspective, and finally, referrals to other works that either corroborate or contradict the current conclusions. However, within other RAs discussions, the researcher also put out several potential suggestions before deducing the investigation's conclusions.

4.4.5. The conclusion section

Twenty RAs were chosen for analysis, and their conclusion parts were analyzed using Yang and Allison's (2003) move framework for RAs. This part of any scholarly article should follow the steps laid forth by Yang and Allison (2003). Table 38 shows the three phases that compose the structure of the framework:

Table 38

Yang and Allison's (2003, p.379) Three-move Model of RAs Conclusion

Move 1: Summarizing the study
Move 2: Evaluating the study
Step 1: Indicating significance /advantage
Step 2: Indicating limitations
Step 3: Evaluating methodology
Move 3: Deduction from the research
Step 1: Recommending further research
Step 2: Drawing pedagogical implications

Table 38 demonstrates that the moves "summarizing the study," "evaluating the study," and "deduction from the research" are the three basic building blocks that jointly constitute the framework. These phases are then performed to end the investigation report. In the second

move, researchers should consider three parts: "indicating limitations," "evaluating methodology," and "indicating significance/advantage." The two steps, "Recommending additional research" and "drawing conclusion", form the third move. Furthermore, Yang and Allison (2003) provided descriptions for every single component to reinforce their concept. The following are the explanations that were retrieved from the body of text that was evaluated in their research:

Move 1 (Summarizing the study)

In this part, the writers summarize the inquiry's key findings and provide a concise analysis of the research standpoint.

Move 2 (Evaluating the study)

The second phase assesses the study as a whole by doing the following:

1. Identifying the study's shortcomings
2. Highlighting the accomplishments
3. Assessing the approach in question

Move 3 (Deductions from the research)

Here, the writers do not just report the findings, but they also provide solutions to the issues raised from the investigation along with recommendations for future inquiries and education-related consequences.

4.4.5.1. Results of genre analysis of RAs conclusion section

Using a methodology developed by Yang and Allison (2003), the study conducted a move analysis of the Algerian RAs' findings in English language studies to determine their generic organization. This allowed uncovering the structure of the conclusion section within the context of English language studies by comparing the collected findings to the framework of Yang and Allison's (2003).

4.4.5.1.1. Word and sentence count in the RAs conclusion section

The twenty analyzed RAs conclusions' total number of words is 4193 whereas the total number of sentences is 177. The conclusion size is almost short because the number of sentences ranged from two (02) to seventeen (17). However, the number of words ranged between thirty-eight (38) and four hundred and five (405).

It has been observed that the majority of the RAs tend to have concise conclusions. Typically, the authors end their RAs with a brief paragraph or paragraphs that condense and complete the debate. This can provide a rationale for the subsequent results with regard to the missing of particular steps or moves. The range of lengths for these conclusions was characterized by the following: the briefest conclusion consisted of thirty-eight (38) words, whereas the lengthiest one included four hundred and five (405) words. Moreover, the findings indicate that the briefest conclusion contained merely two sentences (02), and this is deemed excessively concise and insufficient for an adequate conclusion. It also implies that the RA conclusion receives little significance. On the contrary hand, the longest conclusion consisted of seventeen sentences (17). Table 39 exhibits the quantitative data regarding the number of words and sentences found in the conclusion part of the RAs.

Table 39

Word and Sentence Count in the RAs Conclusion Section

RA Section	Words	Range	Sentences	Range
The conclusion section	4193	38-405	177	02-17

4.4.5.1.2. Frequency of occurrences of moves in RAs conclusion

It is crucial to scrutinize the moves occurrences in the RAs conclusions. Thus, Table 40 shows the frequency of the existing moves in the data analyzed.

Table 40*The Frequency of the Occurrences of Moves in the RAs Conclusions*

Moves and Steps	Frequency	Percentage
Move 1: Summarizing the study	20	100%
Move 2: Evaluating the study		
Step 1: Indicating significance / advantage	00	00%
Step 2: Indicating limitations	01	5%
Step 3: Evaluating methodology	00	00%
Move 3: Deduction from the research		
Step 1: Recommending further research	06	30%
Step 2: Drawing pedagogical implications	01	5%

An effort was made to determine if the conclusions generated by Algerian PhD students in the area of English language studies adhere to the standards of RAs style of writing, particularly those set forward by Yang and Allison (2003), through the GA of those conclusions. Data analysis revealed that out of the entire corpus, just one move, "Summarizing the Study," was present. Since this phase often serves to succinctly encapsulate the fundamental results or central idea behind the study and bring closure to the discussion section, it looked mandatory (100%) in the RAs' conclusions.

There was a noticeable lack of several steps in the findings as well, including the first step of move 2 (showing relevance or benefit) and the third step of move 2 (examining technique). Only a small number of conclusions included other moves-steps. As an illustration, just a single conclusion (05%) contained the second step of move 2. Even if it provides and explains the investigation's value, drawing pedagogical implications of the study was solely acknowledged within a single conclusion, representing a 5% occurrence rate.

With six occurrences (30%), requests for additional research were the second most common phase in the corpus. Accordingly, contingent upon the study's circumstances, the aforementioned moves can appear to have been entirely voluntary in the realm of English language studies.

4.4.5.2. Discussion of conclusion section characteristics

The move analysis revealed that the Algerian RAs of the English language studies were not compatible with the model put forward by Yang and Allison (2003). This leads to speculate that Algerian PhD candidates tend to adopt a somewhat distinct approach when drafting the conclusions of their RAs. There was a single recognizable move in the entire corpus, and that was to summarize the study. Seven conclusions also included suggestions for further research or recommendations, as well as education-related implications and restrictions. These three phases are crucial for a RA conclusion although they appeared to be voluntary in this situation.

The lack of methodological counsel prior to and during participation in a research community can be attributed to the occurrence of such results. Instructions for writing a dissertation or thesis, on the other hand, may take the forefront. A further potential cause is that empirical studies are not necessary in this area of study since it is largely theoretical. Instead, it concentrates on building upon prior research, analyzing and critiquing the theories of others, and debating related topics. Another vital aspect to understand is that different journals have different standards and examples of RA composition. Put simply, prior to a research study being published, several journals have specific requirements that must be met.

Conclusion

This chapter presented data obtained from the genre and discourse analysis of the twenty selected RAs. All results and data gathered from the analysis were displayed in details. It

regards the presentation of the findings accounting for the same order highlighted in the RAs sections (i.e., abstract, introduction, method, results and discussion, and conclusion). The analysis of the corpus under investigation underwent presenting and discussing the findings and making inferences based on different commonly used models of genre and discourse analysis. The next chapter is fully devoted for a detailed discussion of the overall findings.

Chapter Five: General Discussion, Limitations, and Pedagogical Implications and Recommendations

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Introduction

The current chapter provides a discussion of the obtained results displayed in chapters three and four. The findings in this chapter are schematized as one picture of the whole rather than separated sets of results gathered through each research instrument. As it stands, the present chapter portrays a holistic image of the findings that contribute to the understanding of the RAs and PhD students' AW production in the English language studies, and to the investigation of EFL Algerian doctoral candidates' perceptions of RAs and RAs writing difficulties and strategies. Thus, in light of the findings, we will attempt to answer the research questions and confirm or disconfirm the hypotheses. The discussion procedure in this chapter attempts also to link the present study results as well as deductions to the context of similar studies in the literature. Besides the general discussion of the whole findings, the chapter concludes with some limitations and pedagogical implications and recommendations for students, teachers, and novice researchers.

5.1. Discussion of PhD Students' Questionnaire and Teachers' Interview

The discussion of results is set in two sections that are devoted respectively to students' perception of writing RAs on one hand and the problems and strategies related to writing RAs on the other hand so that the research questions regarding these issues would be answered.

5.1.1. Perception of writing RAs

The findings show how the participants perceive the act of writing RAs, to varying degrees, as a process that is governed by an established structure and a number of writing conventions, which all together target the achievement of explicitness, responsibility, objectivity, and interaction with the reader(s).

One general tendency reported by all participants in this study is that they write RAs almost exclusively in English and that they feel highly satisfied (90.91%) with this task which would significantly facilitate their writing. This positive attitude towards writing RAs in

English is the result of the perception that English is nowadays the vehicle for accessing all relevant information relevant to their research topic. Furthermore, they all state that English terminology defines all the key concepts in their domain.

Although none of the participants has been taught writing RAs, during their higher education curricula for national and international publication, their responses illustrate that they perceive RAs as a specific genre with its own characteristics. For instance, the presentation of results in a journal article differs from that of a conference. Moreover, they indicate that the features of RAs in their specialty differ from those of other specialties, reflecting the view that RAs have their own genre-specific characteristics; they are discipline-specific too (Flowerdew, 2006). Some informants declare that they have learned those traits with the help of their thesis supervisors while some others demonstrate that they have acquired those items by reading other papers in their research field.

Regarding the structure of RA, the participants' responses claim that they have a comprehensive understanding of the macro-structure (that is, the order of sections) of RAs. They have acquired this knowledge by virtue of extensive reading of other RAs in the field. Those macro-structures differ in the order of the sections from one RA to another depending on the journals' conventions, but each section is indispensable.

Their answers also mention that they are knowledgeable of the meso-structure (that is, the order of information within each section) of RAs. Most of them (97%) are aware that their writing does not solely necessitate specialized terminology, best use of grammar rules, certain elements of metadiscourse like hedges and boosters, and other highly advanced language features, but they also require being communicatively competent. In other words, they can display claims and facts, build argumentation, and provide support and correct citation in a way that ensures flexible interaction between the text and readers. However, little writing

practice has made them less competent in this challenging task. This is why these candidates have problems and difficulties when they are committed to writing.

Remarkably, some of the participants' responses clarify that their writing generally reflects the conventions of AW or the standard practice in their field of study. Others suggest that authors do not always adhere to those conventions; instead, they have some freedom in their writing, especially when it comes to language. According to the participants' experience and to what they have learned and acquired in their studies, it is concluded that they perceive that successful RAs writing stems from a well-defined structure and careful wording that reflect objectivity, responsibility, and explicitness in expressing oneself.

5.1.2. Problems and difficulties in writing RAs

The most common problems that have been reported by the respondents are related to the difficulties they faced when trying to write RAs. One of the obstacles most often experienced by doctoral candidates is that of chaotic timeline and procrastination. The informants do not follow a plan that gives a list of events or tasks and the times at which each one should happen or be done. Additionally, when they decide to make an orderly plan for the day or a time period, they procrastinate the work, especially paper writing. The delay and disorderly schedule get the students to feel lazy to start writing, look for ideas, and read others' works. Passivity and lack of self-confidence are among the hindering factors that respondents face whenever they carry out a writing activity. Therefore, passivity and lack of self-confidence have made PhD students demotivated and less interested in writing RAs.

According to the participants, the feeling of passivity in reading and lack of motivation made it difficult for them to find ideas when they put their pens down. Only few students (sometimes 40%) read books or references, which deprives them from getting their ideas easily developed into a line of thought. Controversially, some participants suffer from the fact

that they may have many ideas on their mind but cannot express them with precision and concision. In addition, they think the writing activities seem uninteresting. They tend to prefer activities that are entertaining in nature rather than sitting still and thinking about something to find writing ideas. These difficulties are a big package in hindering efforts to create scientific papers.

Another internal difficulty raised by the students is a lack of training and insight into writing RAs; as a consequence, they become constrained in writing journal articles. This is confirmed by the questionnaire's data distributed to the respondents. According to the question 4 in section one and question 2 (row 9 in the table) in section three, it has been found that most of the doctoral candidates (76.22%) neither have RAs published in journals, nor do they have a comprehensive understanding of the ethics of scientific publication in writing RAs. This is due to the fact that, on the basis of the question 1 and question 2 in the questionnaire (row 10 in the table, Appendix 1) in section three, other participants (43%) have little experience about the submission of articles to national and international journal institutions as well as the shortage of information they get.

A journal article is said to be complete and acceptable if it contains unified and integrated components written sophisticatedly. The aspects that develop a well-written RA are cohesion and coherence. Cohesion is the ties and connections that exist within texts while coherence is a logical or meaningful relationship between one sentence and another (Yule, 2020). However, based on the findings of the study, some respondents (6.12%) face problems related to cohesion and coherence aspects.

When it involves linguistic characteristics, the respondents report encountering style challenges that hinder their ability to achieve the needed clarity, adaptability, and sophistication in their writing. They struggle to retrieve the required specific academic lexes,

such as conjunctions, synonyms, antonyms, hyponymy, collocation, equivalence, etc. as means to avoid repetition and monotony of having the same sentence structure.

In contrast, learners often become aware of additional issues that they confront, primarily via feedback provided by their reviewers or supervisors. Problems with summarizing, paraphrasing, quoting, and citation have become a challenge that gets in the way of the students' writing. These problems having related to AW techniques concern the achievement of clarity, concision, and effectiveness in the presentation of arguments that enhance the persuasive force of the study under investigation.

Developing a line of thought has also a puzzling impact on the respondents' writing. For example, based on question 2 in the questionnaire (row 18 in the table, Appendix B) in section three, they (sometimes 40%) feel confused about how to connect the results with the introduction and discussion sections. Moreover, students' unfamiliarity with the journal's structural setup and lack of resources and funds discourage the students from engaging in the writing task. Regarding the lack of insightful experience in writing RAs, as expressed by the respondents, the academic community should support the organization of regular training sessions of seminars and workshops for young researchers and novice university teachers.

5.1.3. Strategies of writing RAs

Doctoral candidates seem to be aware of some problems that are inherent to RAs writing process. Thereby, they reported that they rely on some strategies to meet local and international publication requirements. These strategies include reviewing and revising the manuscript, reading more papers and AW reference books, and proofreading by peers (colleagues, teachers, supervisors, reviewers, language specialists, etc.) or native speakers.

When the focus is on the RA's linguistic or rhetorical aspects, the respondents usually reread their RAs to improve their writing style after writing. They, as an illustration, use

various vocabulary or sentence structure in order to make the RA look like a sophisticated piece of academic discourse.

Extensive reading of academic papers and books is another strategy that most of the candidates assert its usefulness. Once they read others' works, they accustom themselves to the methodological aspect of RAs and the way this type of genre is structured. Additionally, they improve the ability to reuse language segments from the published RAs in their field. The candidates view this ability as a legitimate strategy since it involves borrowing lexical and syntactic components, not a copy-paste process.

In addition to extensive reading of academic texts within their field, PhD students direct their attention to peer comments and feedback. They assume this strategy could help develop RAs writing skills and increases a researcher's outputs, especially if the peer is familiar with the nuanced publication culture of the given academic field, such as supervisors and reviewers. However, this point becomes even more pertinent when considering that peers in academics could offer more comprehensive, constructive, and professional feedback than native English speakers who mainly concentrate on language use in general.

5.2. Discussion of the Generic and Discourse Analysis Findings of Algerian RAs

The sections of RA including the abstract, introduction, method, results and discussion, and conclusion are discussed according to the selected models. Therefore, this part aims to address the research questions and validate the hypotheses based on the analysis of the articles.

5.2.1. The abstract section

The data indicate that not a single abstract in the English language RAs exhibit each of the rhetorical moves outlined in the established model presented by Hyland (2000). Five abstracts (25%) are written in four moves, and two abstracts (10%) in two moves. In contrast, a three-

move structure has been identified in eight abstracts (40%) making it the most recurrent pattern. Five abstracts (25%) are composed of moves 2, 3 and 4 or according to Hyland's (2000) model, for illustration, purpose-method-product.

A large proportion of the abstracts examined in the current investigation (65%) adhere to the widely recognized rhetorical framework in the field by including a minimum of the three mandatory moves of 'purpose, 'methodology,' and 'findings.' This is compatible with previous investigations that have differentiated between mandatory, typical, or voluntary moves (e.g., Santos, 1996; Tseng, 2011; Darabad, 2016, as cited in Hamadouche 2023, p 20).

Additionally, there have been instances where moves have not been effective in conveying their intended rhetorical message. Doctoral candidates often make generalizations that might be used in any study or even delve into unnecessary theoretical issues rather than outlining their main goals, methods, findings, or suggestions.

Some potential explanations can be deduced for the prevalence associated with these motifs in abstract writing within the English language studies. The first one is that the amount of moves is dictated by the institutional prerequisite; the second is that, although the abundance of material, PhD students have established inappropriate behaviors by imitating insufficient instances and are thus unaware of the norms of this RAs part (Hamadouche, 2023).

5.2.2. The introduction section

The GA of RA introductions written by Algerian PhD candidates in the English language studies using Swales' CARS model (1990) helped explore the structure of this section and its variations. The results have shown that the move pattern proposed by the CARS model is not closely followed by PhD students in their RA introductions. There were only two RA introductions out of twenty (10%) which followed M1-M2-M3 move pattern described by

Swales. The most commonly used structure of RA introduction in this discipline was M1(S1-S3)-M2(S1b)-M3(S1b).

Variation in move-pattern and organization of steps within each move has been found in their RA introductions. All the three moves existed, but the only difference was in the organization of move and steps. However, move 3 was barely found than move 1 and 2 as it happened with one RA introduction in this study [(M1(S1-S3)-M2(S1b))]. Moreover, The inquiry reported that Algerian PhD English students preferred establishing the territory and establishing a niche where they claimed centrality of the topic, made generalizations, indicated gap, and provided previous studies related to their topic to show its importance and try to prove their research topic.

These variations and mismatches can be justified on one or a combination of the following grounds. First, it is because of the doctoral candidate's unfamiliarity with the conventions and formalities of academic discourse and generic structures. Second, it may be due to the novelty of the topic under discussion which deters the PhD student from criticizing previous research. Another reason is that the generality or specificity of the topic of the study. That is, some topics are either so general or specific that may have evaded the attention of the academic circle or have failed to arouse their interest.

Other major cause is that the researcher is building his current research upon his earlier claims, assertions, or studies (established territory). In other words, the research in question is deep-rooted in a longer experience or research by the same researcher (Swales, 1990). Moreover, it is owing to the dislocation for the sake of emphasis: utilizing move 2 in the initial, third or last position (sometimes even after move 3) is a strategy adopted by the writer to emphasize the current research as being innovative, unprecedented, or informative in one

way or another, compared to previous research. Finally, another anticipated issue is the absence of any noteworthy investigation(s) that may be referenced or relied on.

5.2.3. The method section

The present part-genre study was an attempt to determine the rhetorical moves utilized by PhD students in the method section of English language studies RAs. The findings showed that the Algerian doctoral candidates have a tendency towards presenting the process in the method sections through extensive application of moves in the corpus.

One explanation of writing such RAs might relate to the high percentage of unaltered Master dissertations and PhD theses released in the field of English language studies. The methodology parts of the latter type of paper tend to be more extensive. Several writers have probably felt pressured to replicate large portions of their works for submission to higher-education journals.

Results also stated there were variations in writing the RAs method section among the Algerian RAs journals. Authors of different disciplines utilize different patterns in the organization of the method sections. For instance, some steps are found mandatory while others were either typical or voluntary in the corpus. That is, not merely does the employment of moves vary cross-disciplinary (Hyland, 1999 & Peacock, 2011), but also the findings of the present study indicated that the norms in writing RAs could vary cross-linguistically. It means the writers' social and cultural background might influence their choice in language use (Hatipoğlu, 2007).

Two suggested reasons may explain those findings. First, it is probably because of the journal referees who put more emphasis on the details of the method section so that the authors are required to develop each section of the RA according to the journals' conventions. Second, the absence of some steps in the method section suggests that writers may use various

RA rhetorical organizations to get published in journals and it varies across languages and disciplines. It means that the journals under the study may require the writers to discuss their findings in other sections such as results and discussion sections. This, in turn, provides credibility to the idea that the method section's rhetorical norm is field-specific (Cotos et al., 2017).

5.2.4. The results and discussion section

This study has addressed questions regarding the occurrence of moves along with their constituent steps and the manifestation of the rhetorical organization in the corpus of Algerian RAs findings and discussion sections written by PhD students in the English language studies.

The findings reached two concluding remarks. First, all moves in Yang and Allison's (2003) model were employed in the RAs when writing the results and discussion section in the field of English language studies. However, the number of occurrences of each move was different. It has been inferred that few moves manifested mandatory, some typical, and others voluntary. It is because RAs, before being published, have been reviewed by their supervisors in their fields so that the rhetorical organization has possibly conformed to the typical conventions shared among the discourse communities.

Second, the non-conformities in organizing the rhetorical moves (e.g., randomized patterns or incomplete steps) have caused another problem; that is the lack of clarity as another important element of the findings and discussion section.

The findings also stated that despite the changes in the rhetorical moves of the discussion section, some rhetorical moves such as M2 "Reporting results" and M4 "Commenting on results" are crucial and basic components of the discussion section. Moreover, variations in writing the discussion section are not only occurring across disciplines, but also across types of journals.

This indicates that the lack of separation between the discussion and finding sections led to continual loops in the move patterns. Perhaps the author wanted to render the outcomes of the research more apparent by providing explicit feedback and explanations as there were certain findings mentioned in the investigation. On the contrary, the discussion section, which was kept apart from the results section, followed a sequential organization similar to Yang and Allison's (2003) approach.

5.2.5. The conclusion section

The GA of RAs conclusions was conducted with reference to a well-known framework to research paper conclusion section introduced by Yang and Allison (2003). That analysis was carried out to evaluate the actual corpus and see how RAs conclusions are written in the intended context.

After the analysis, the results of the study showed that the RAs conclusions are not compatible to the model suggested by Yang and Allison (2003). Only one move (move 1) was identified in the whole corpus, with total absence or slight appearance of the other moves and steps. That was probably due to the absence of the methodological guidance before and while getting involved in a research community or because of the journals' conventions that specify certain steps to be followed before being able to publish the research paper. Another reason is that the nature of the field of research itself constrains the inclusion of some moves and exclusion of others.

5.3. The Study Research Questions and Hypotheses

This study attempts to answer the six primary research questions and confirm two essential hypotheses that were previously proposed in this thesis. Here in this section, we provide a recapitulation of the main findings obtained along the study using the PhD students'

questionnaire, AW teachers' interview, and discourse and genre analysis of RAs as research tools. These findings are cited herein regarding both the research questions and hypotheses.

As for the first question concerned with the criteria of good RAs according to genre characteristics, respondents regard RAs as a distinct genre with its own traits, even though none of them have been instructed to write RAs as an element of their college courses for national or worldwide publication. As an illustration, a conference report and a journal article are very different in how they portray the findings. In addition, they suggest that RAs in their field are distinct from RAs in others', which supports the idea that RAs are unique not just to genre but also to discipline (Flowerdew, 2006). Some participants claim to have acquired these characteristics from their thesis supervisors, whereas others show evidence of having read relevant articles in their area of study.

Concerning the second research question that is an inquiry about how to methodically write a well-formed RA, the participants' answers indicate that they fully comprehend the macro-structure, or the sequence of sections, of RAs. They have learned this from reading widely amongst other RAs in the literature. The sequence of sections in these macro-structures varies from a RA to another according to the standards of the journals, yet every part is fundamental.

The participants seem to be mindful of the meso-structure (i.e. the arrangement of data inside every part) of RAs. They are cognizant of the fact that being communicatively competent is just as important as knowing field-related vocabulary, using grammar guidelines correctly, and being able to employ metadiscourse components like boosters and hedges. Put simply, they have the ability to present assertions and evidence, construct arguments, and offer backing and accurate citation in a manner that permits versatile reader-text interaction. Nevertheless, they are less skilled at this difficult endeavor since they have not written much.

For this reason, these applicants encounter numerous challenges whenever they attempt to write.

Referring back to the third research question, which investigates the ways AW courses are taught and postgraduate students' conduction of RAs, the AW teachers' interview revealed crucial facts. The instructors made the announcement that the college did not supply materials. Rather, they picked and chose which courses to include in the AW class based on their best judgments. In their opinion, the material was suitable for their students. Neither the teachers nor the course administration made RA writing a major focus or requirement. The writing of theses, essays, and proposals for study took precedence instead.

Due to the necessity for students practice and an effective curriculum that can emerge from collaborative effort and research, the instructors of the scientific and academic writing classes claimed that their classes did not adequately prepare their students to write RAs in the foreseeable future. Limited time and inadequate training contributed to this shortfall as well. Educators believed students' RAs writing was not improved simply because of a lack of training and time constraints.

As for the fourth study question related to how well EFL Algerian doctoral candidates perceive the standard elements of this academic genre, it was determined that the participants possess a general understanding of the norms and guidelines of RAs writing. They are very aware of the need to be clear, reliable, and unbiased in their writing. They have acquired and embraced these fundamental characteristics of AW via self-directed learning. This might be attributed to the extensive research of the genuine literature in the respective domain. The applicants additionally demonstrated a good comprehension that using specific linguistic characteristics aids to construct robust argumentation. One aspect that PhD students displayed less familiarity with is the ability to differentiate between scientific journal articles and other

scientific works. Furthermore, they lacked adequate understanding of the ethical considerations involved in producing journal articles.

The findings, with respect to the fifth and sixth study questions, revealed that the most commonly experienced difficulties are associated with disorganized timelines and postponement, challenges in generating thoughts and scholarly terminology, not enough instruction and coaching, limited understanding of the organizational structure of RAs, scarcity of assets and finances, and issues with aspects of language such as coherence and cohesion. The strategies often used to effectively fulfil the criteria for national and international publication include thorough perusing of academic genres, meticulous proofreading and editing, and exploiting the input of language facilitators such as classmates, instructors, supervisors, reviewers, and experts.

These findings on the sequence of the research questions align with the two research hypotheses that have already been formulated in this study. They confirm the first hypothesis that PhD candidates have insufficient AW skills while writing RAs because of the fact that less importance is given to the teaching of RAs requirements and methodology. However, the second hypothesis is disconfirmed claiming that PhD candidates are not aware of the standards and conventions of RAs, and it is the reason why their RAs are not well-stated and methodically accepted in Algerian journals. Instead, the participants have a basic understanding of what is expected of them when it comes to RA writing norms and requirements. They recognize the significance of being straightforward, reliable, and neutral when they write.

5.4. Limitations and Pedagogical Implications and Recommendations

In this part, the limitations of the study are mentioned, and then pedagogical implications and recommendations are suggested.

5.4.1. Limitations

In the current work, the main limitations are that the sample of twenty RAs was quite restricted to English language studies. In addition, this work should only be considered a snapshot since the genre will continue to undergo changes over time. Future studies could follow similar steps to look at different genres in order to help differentiate and improve the analysis of a genre.

This research solely analyzed RAs that followed the problem-solution model and as such any findings within may only be applied to such articles. The features selected for analysis were chosen based on a thorough review of the available literature. However, the analysis of other lexicogrammatical characteristics such as nominalization and the examination of non-IMRD sections such as reference lists and acknowledgments or non-verbal material such as figures and tables may have yielded interesting results.

Other limitation lies in the fact of not having genre analysts in our context. The presence of experts 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.

While the genre of RAs has been studied in some detail by previous researchers, a corpus comprising a considerable number of full texts has not until now been compiled and examined. Therefore, what have been found in this study can be expected to change.

New kinds of corpora will undoubtedly be developed as the corpus analysis will develop new techniques to undertake new applications. The world of research publishing is constantly evolving and with the emergence of e-readers and on-line storehouses of articles, the genre will continue to change. This study studies those Algerian RAs that were open access and published as peer-reviewed articles in English between 2015 and 2023. Thus, it is not meant

to be comprehensive of all articles in the genre, but future studies may well show comparable findings.

The small sample of the present study will constrain generalizing the findings because this study was limited to only 24 PhD students at the Department of Language and English Literature at Biskra university. For this reason, the established inferences are specific to this sample, and they may not represent all Algerian universities or any other EFL/ESL learning setting.

In spite of the fact that these limitations may be seen as drawbacks, they can be explored as key points to inspire further research. Therefore, with this intention, it is recommended to extend the corpora to be representative enough for this kind of genre and to enable a thorough textual analysis.

5.4.2. Pedagogical implications

Studies on GA could have pedagogical implications for students and novice researchers. These studies can provide them with valuable information about the conventions of a particular genre and the reasons underlying such conventions in the social practice of a given community (Bhatia, 1997).

Many studies have been conducted in the field of genre following different approaches and methods. Regardless of the approach they follow in their studies, researchers explore the structural features and conventions others use to communicate via genres. The significance of such studies is that they provide theoretical and pedagogical implications in teaching these genres. Therefore, they are rich resources from which students can learn linguistic features and rhetorical skills to communicate successfully.

The present work can be useful for teachers, students, researchers, supervisors, and journal editors. It can be a good source and reference for any researcher in the field of GA. Besides, it

sets a good basis for supervisors and supervisees about the different steps and moves of writing RAs sections. Teachers can include such proposed models to teach AW of any research paper.

The study is significant and can have future contribution in the fields of writing, research methodology, and GA. It can give a hand for novice and young researchers who aim at joining a discourse and scientific community. In addition, it may be useful for supervisors and 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 this study can also be useful for the researchers who aim to publish in the journal, the journal editors, and the researchers who are going to conduct further studies on the papers published in that journal. The researchers can become aware of the commonly needed elements in the papers, avoid the common serious problems found in this study, and increase their chances of being accepted. The journal editors can change the *Office Word* template produced for the authors and add the missing elements found in this study in order to make authors submit more organized, well-written, and comprehensive manuscripts.

A genre approach helps students to become more flexible in their thinking and gives an understanding of how they can use writing as a tool to share information or to participate in social activities. Hence, the results of the current investigation could shed light on the characteristics of RAs in different fields. Writing teachers who wish their students to be proficient regarding this genre type and writing undergraduates who have become eager to join different groups of discourse may both benefit from this subject.

GA is a key resource for teaching writing, particularly in the field of EAP. Therefore, it describes communicative activities through the use of language and makes them explicit to the students. Such explicitness provides students with the appropriate knowledge to manipulate

language according to their writing purposes. In doing so, the study may serve as a useful material for students to get familiarized with the generic structure of RAs sections. It may also provide an insightful guidance to the future researchers to explore this least researched area.

English for research publication purposes (ERPP) include using the data collected as a guide to build instructional resources. As a result, they could help knowledge facilitators in ERPP of English language studies expand their toolbox for understanding the layered arrangement of rhetorical strategies used by novice learners. The current situation calls for an approach to teaching AW with an eye on worldwide publication, or ERPP, that makes use of corpus-driven genre teaching.

This pedagogy involves the incorporation of data-driven learning by using the corpus (i.e., a massive collection of the actual language use and patterns) within the framework of genre pedagogy. The corpus becomes the primary learning resource to understand the target genre. However, such pedagogy may not be effectively working in the classrooms where the learning resources are from the expert writing corpus or the students' writing corpus only. It requires the combination of both corpora to highlight the conformities and non-conformities of the rhetorical structures along with the linguistic realizations.

The present study must be viewed with caution since the findings cannot be generalized to other contexts. The exploration of the relationship between the rhetorical moves and their lexical density level in the PhD students' RAs sections from different disciplines might also be an insightful continuum.

The current review paper suggests various pedagogical implications for the teaching-learning of EAP. EAP instructors can further educate themselves by discovering in details the various functions of RAs sections. They may familiarize themselves with the rhetorical structure of each section in different disciplines. In addition, the reviewed move models can

be used as materials in EAP teaching. In this, several move models may be presented to help students understand how RAs of different disciplines should be written.

The inquiry's results can be applied to guide EAP methods of instruction by providing educational guidelines. This will help graduates, especially those interested in EAP and its ongoing study and implementation, become more cognizant of the generic regulations and existent distinctions found in the RA parts within the context of their discipline.

According to what was found in the present investigation, integrating genre-based exercises and assignments into AW curricula and resources is suggested as a way to introduce beginner researchers to AW norms and make it easier for academic organizations to embrace them. Consequently, academics who aspire to submit their scholarly papers in esteemed, peer-reviewed journals in the area might utilise the conclusions of the research to deliver specialized genre-based instruction.

In essence, the present paper is an important asset for doctoral candidates and novice researchers. Their research writing can significantly be improved by taking the various reviewed models and studies as a guideline when they write RAs. The comparison between RAs published in different types of journals would enlighten postgraduates and novice writers of the preferred structure of each RA section published in high impact factor journals.

This study will extend GA to the discipline of English language studies, thus enriching scholars' knowledge of genre theory and expanding the scope of genre-based studies. Increasing interest in genre-based research in studies like the current one will have benefits for L1 and L2 pedagogic applications. This study had its focus also on the implications of genre theory for EFL classrooms.

In an effort to better understand design components within the English language studies RAs and their ability to discriminate between genres, the present study aims to pinpoint the

macro- and micro-structure of RAs and analyze their genre-specific qualities. This knowledge could be advantageous to learners throughout their educational pursuits. Genuine instructional resources and contemporary instances are greatly sought after by EFL students and prospective investigators to make them effectively ready for AW. Here, the twenty RAs selected for the research could be beneficial for EFL classes.

Individuals pursuing advanced degrees in English may benefit from the results of the current research that relied on authentic corpus. It is possible to demonstrate the steps and their moves to the learners, explain the distinctions among the data sets, and supply illustrations that will assist the readers' understanding. Even yet, it can be accomplished for educators to recognize that learners' articulation of methodological components is dictated by the topic of the inquiry rather than by stylistic standards (Cotos et al., 2017).

Researchers are under a growing obligation to submit their work, and the prospect of rejection due to noncompliance with academic standards makes this issue increasingly urgent (Peacock, 2011). Finding a way to communicate oneself professionally might be a tedious and tiresome endeavor for amateur scholars, especially when having one's work acknowledged might result in an elevated credibility, prominence, academic acceptability, and scholarship (Kanoksilapatham, 2007).

Hyland (2007) claims that learners gain a clear comprehension of the framework and purpose of the works they are composing via genre-based writing education. According to Hyland (Ibid), teachers can better understand their students' unique communication needs and the processes involved in meaning creation when they analyze and classify the texts their students are asked to produce.

In sum, investigating genre from different perspectives is the best strategy to have a much better understanding of the genre particularly in this era where genres develop quickly to meet

the needs of the community. Such development helps the emergence of new genres and hence may affect the way researchers define and perceive them. This is the reason why they need to investigate every possible aspect of genre either on the textual or social levels.

5.4.3. Pedagogical Recommendations

Based upon the findings of the present study and the reviewed literature, some suggestions and pedagogical recommendations seem to be appropriate. To begin with, it is recommended that RAs, which are very important means of academic communication, should be given a greater attention by university teachers through designing a comprehensive course, presenting it in a methodological way, and adopting an appropriate assessment.

AW teachers are recommended to take an advantage of the idea of peer coaching. That is, the three pillars of this approach to professional development are organizing, observing, and evaluating. This technique involves paired AW instructors, typically those who have had training, going to each other's classes to offer feedback on instructional methods, point out ineffective behaviors, and offer advice. In order to track students' application of scholarly terminology, delivery, evaluation techniques, and advancement monitoring, teachers independently choose what to concentrate on and what tools to utilize.

It is noteworthy that AW teachers put into use mentoring strategy. In other words, with the objective to facilitate the instruction process, this developmental technique aims to pair knowledgeable educators with their less proficient colleagues. Mentoring is a two-way street: mentees receive guidance, assistance, and motivation from more seasoned educators, while mentors get chances to think back on their own experiences while helping new instructors. Helping new instructors adjust to the classroom setting and make a lasting impression on students is a constant necessity. In addition to providing guidance on classroom management and instructional strategy, mentors are able to aid educators in developing their teaching skills.

Formative or constructive feedback ought to be one of the thrust foci of AW teachers. More clearly, feedback is among the most significant actions that instructors can do for their students. The significance of this feedback on the student's motivation, both internal and external, makes it the central component of evaluation. In addition to enhancing students' learning chances, it is a vital part of a productive process of learning and the teacher-student relationship.

Casual conversations, educational environments, qualitative evaluation tasks, collaboration, teamwork, learning through projects, and many other methods provide instructors with possibilities to provide students with constructive feedback. Students can benefit from such endeavors since they offer formative feedback and allow them to practice what they have learned. Educators are not the only people who can give feedback; classmates are also good sources. The utilization of proof by the instructor to direct the student's instruction is another distinctive feature of this inspection. Additionally, daily activities should be founded according to learning approaches regarding the way learners learn.

Professionals in the field of instruction in languages claim that EFL students are driven to strive for academic language competency in areas such as lexicon, syntax, spelling, and others via engagement and encouragement. This implies that students are more inclined to engage in AW to achieve a level of proficiency similar to that of native speakers when they have an individual or accredited incentive to master the way RAs are written (Gardner, 2010). Referring to intrinsic motivation instead of extrinsic motivation makes things simpler in this context (Gardner & Lambert, 1972).

Learners that are intrinsically motivated tend to take charge of their own learning and meet their own requirements. There is an enormous amount of material available to educators who want to tap into their students' intrinsic motivation to do well in AW. Through emphasizing

the significance of RAs writing for the reader's understanding and the writer's efficiency, teachers can attract their students' attention in AW classes. Students who hold these views are encouraged to be proactive in pursuing their own education and to participate enthusiastically in AW activities in the educational environment.

As for EFL learners, they should expose themselves to a permanent extensive practice of scholarly writing through using the available technology (e.g. smart phones), and also they should concentrate more in-depth on studying the mechanics of academic language to understand the nature of the language of research through nonstop practice. This will enable them to obtain better performance in the foreseeable future.

With the intention to gain a better understanding of the habits and shortcomings of Algerian researchers when writing for an academic audience, extra inquiry into the subject would be helpful. One should look into the rhetorical disparities between the native language and culture of Algerians and English and its related culture(s). The transmission of discourse norms from one culture to another is a common source of rhetorical aberrations (Connor, 1996).

Similarly, experts in EAP and genre research are sought out to develop AW programs that would equip graduates for publishing and conducting research while simultaneously covering up for their inexperience in this area. Meanwhile, magazines and universities ought to advocate for senior academics to compile guidelines and frameworks to codify and harmonize various scholarly achievements to ensure that they can compete on a global scale.

As the results of this study revealed another gap in the field of EFL academic writing in Algeria, we consequently suggest some steps to be taken in order to better improve the field of RA writing by implementing the genre-based theory in teaching AW 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 emphasis should be put on methodology teaching by organizing seminars and conferences which spot the light on this less covered area in Algeria.

Due to the variations observed among RAs, it is thus deemed necessary that this course introduces doctoral candidates and fresh scholars to the RAs genre along with the common rhetorical strategies, procedures, and sub-strategies used by writers in their respective area of study. Investigators often find RAs to be rhetorically complicated and challenging to compose, which makes it important for them to devote much consideration to the salient language characteristics employed in each move, step, and sub-step. This will assist them meet the objective of every part of the research paper.

On the one hand, a possible way for an analyst to understand and make sense of a RA's overall structure is to examine its generic arrangement related to a specific field in any given framework. On the other hand, students ought to anticipate that they will encounter differences or perhaps the complete nonexistence of certain steps in particular fields due to the intricate and unexpected character of both the world and human behavior. Accordingly, it is recommended that the existing structures be utilized merely as a foundation for the analyst to examine the rhetorical components of RAs, providing them with clues regarding what to anticipate and concentrate on. As a result of their extensive research, RAs may occasionally develop a revised framework that better fits their field of study.

Whenever they seek accurate outcomes, teachers and young researchers should focus on important language aspects utilized for different types of communication in addition to move patterns and how often steps, sub-steps, and moves appear. By having subject-matter

specialists double-check the findings and interpret them on the basis of their unique insights, they will render the GA findings more reliable.

In this study, the participants referred to a sort of advice that would be given to younger researchers based on their experience in learning how to write RAs. First, the majority (66.24%) recommend that reading several articles in their field is the necessary prerequisite to writing. Second, they acknowledge the usefulness of a potential course that teaches scientific RAs methodology. Besides, they think it would be best to offer it at a time when novice researchers make their attempts at publishing RAs.

The golden tip is that novice researchers should never take their RA writing lightly and carelessly. It is a vital step in their academic path. It is not solely a way to gather the required points for graduation. Their article is their identity as researchers. They should make sure to write it right so that whoever reads their paper will take something from it, and it will be a reflection of who they are as researchers. I once heard an academic said, “your writings in academia are your ID” and I firmly believe in that. If you have problems in RA writing, read extensively other RAs and seek help from professionals in the field then practice. Verily, practice makes perfect/permanent!

Hopefully, the reached conclusions and the provided suggestions would be beneficial for all of EFL researchers, teachers, and students who wish to ameliorate their RAs writing. Undeniably, more research is immensely needed in this area of study to come up with more advantageous solutions to all of the language practitioners and writers.

Conclusion

This chapter attempted to provide a holistic discussion of the obtained results displayed in chapters three and four. The results were discussed as inter-related variables and correlated findings of the study. In this respect, findings were then portrayed as one image of the whole

rather than sets of results in isolation. The current chapter demonstrated the findings that contribute to the understanding of the RAs and PhD students' academic writing production in the English language studies, and to the investigation of EFL Algerian doctoral candidates' perceptions of RAs and RAs writing difficulties and strategies. In doing so, the discussion attempted to link results and inferences to the context of similar studies in the literature. Then, some limitations and pedagogical implications and recommendations were offered by the end of the chapter.

General Conclusion

At the university level, the ultimate objective of studying a second or foreign language entails, besides academic success, the ability to effectively communicate one's findings using academic language. In the current study, it was put forward that learning English for academic purposes (EAP) in a non-English speaking environment brings learners into a big challenge to acquire the essential academic features of language pertaining to research, academic writing, and discourse and genre analysis. This postulation was taken as a starting point to carry out the present study which provided some useful insights into the process of writing RAs by EFL Algerian doctoral candidates concerning the way they approach this burdensome task, the most common encountered difficulties, and the strategies mostly utilised to solve the problems of writing RAs.

An investigation at Biskra university was carried out using a questionnaire addressed to PhD students, an interview with two AW teachers, and a discourse and genre analysis-based method (i.e. a corpus-based approach to study 20 RAs' templates written by PhD students from 5 Algerian journals and assess their AW productions) were run to answer a set of questions and attempt to aid EFL teachers and students achieve particular endeavors.

The aim of this research was to explore the EFL doctoral students' awareness of and teachers' attitude to RAs writing and hence try to improve their AW while writing this type of genre so that they can meet the requirements of national and international publication. In doing so, the study relied on a generic and discourse analysis of a collection of first submission RAs that have been selected randomly from 5 Algerian journals.

This research process made use of RAs and AW questionnaire and interview that focussed on awareness-raising instructions and activities in order to shed light on

perceptions about the significance of integrating the process of RAs writing within an AW course for young researchers. As it stood, this research held also the aim to aid EFL teachers improve their teaching methods concerning AW productions as well as to better their students' understanding of RAs writing as a form of academic language genre. In essence, the different research steps have tried to answer the following research questions:

Q1: What are the criteria of good RAs according to genre characteristics?

Q2: How to methodically write a well-formed RA?

Q3: How do postgraduate students conduct RAs and how are AW courses taught?

Q4: How well do EFL Algerian doctoral candidates perceive the standard elements of RAs writing?

Q5: What are postgraduate students' needs, problems, and challenges of AW?

Q6: What strategies are employed to overcome the difficulties when writing RA?

The different investigative procedures involved in the research methodology tried to provide evidence for the following research hypotheses:

1. When less importance is given to the teaching of RAs requirements and methodology, PhD candidates would have insufficient AW skills while writing RAs.
2. When PhD candidates are not aware of the standards and conventions of RAs, their RAs may not be well-stated and methodically accepted in Algerian journals.

To bring about the research objectives and answer the research questions, methodology decisions were made in light of the quantitative and qualitative approaches. It was undertaken through a questionnaire administered to a sample of doctoral candidates, an interview of two AW teachers at Biskra university, and a discourse and genre analysis-

based method (i.e. a corpus-based approach was applied to study 20 RAs' templates submitted by doctoral candidates from 5 Algerian journals in order to evaluate their AW and RA genre quality).

These instruments were meant to gather data and answer the questions exploring the levels of awareness that EFL teachers and PhD students at Biskra university held about the underlying perceptions of RAs writing as part of their academic language teaching, learning, and practice. Respectively, parts of the doctoral candidates' questionnaire and teachers' interview included sections that investigated the most common encountered difficulties and adequate strategies to solve the problems of writing RAs. Moreover, a discourse and genre analysis of 20 first draft genuine RAs taken from five Algerian journals was used to efficiently evaluate PhD students' awareness and their AW production when writing RAs.

The literature review, in chapter one, provided a comprehensive understanding of discourse and genre analysis of EAP. The second chapter highlighted most prominently the constructs of AW and RAs and their importance in scientific and academic communication. It explained the structure of RAs and the process of their publishing.

The third chapter discussed the methodological issues of the study. These pertain to the research method, design, and the different tools used for collecting data about the participants' views, perceptions, awareness levels, difficulties, strategies, and performance. This chapter also described the research setting and participants and specified the different procedures used in the study. It concluded with the results and analysis of the PhD students' questionnaire and AW teachers' interview. Chapter four, on one hand, displayed the results obtained through the corpus-based analysis of the selected RAs. Chapter five, on the other hand, offered a detailed discussion of the findings,

answered the research questions, tested the formulated hypotheses, and cited the limitations of the study as well as some pedagogical implications and recommendations.

The study findings reflected that the participants are generally aware of the standards and conventions of RAs writing. They are conscious of the necessity to be explicit, responsible, and objective in their writing. They have learned and adopted these standard features of AW through self-teaching process. That was due to the extensive reading of the authentic material in the field. The candidates also had clear understanding that applying certain linguistic features assists to write strong arguments. The feature that doctoral students were less familiar with is making the distinction between scientific journal articles and other scientific papers as well as insufficient knowledge concerning the ethics of scientific publications in writing journal articles.

The results of the discourse and genre analysis showed that most of RAs sections were not compatible to the models suggested in the study. Results also stated there were variations in writing the RAs sections among the Algerian RAs journals. Authors of different disciplines utilized different patterns in the organization of the RA sections. For instance, some steps were found obligatory while others were either conventional or optional in the corpus. That is, not merely did the employment of moves vary cross-disciplinary, but also the findings of the present study indicated that the norms in writing RAs could vary cross-linguistically. It means the writers' social and cultural background might influence their choice in language use.

These variations and mismatches could be justified on one or a combination of the following grounds. First, it was because of the doctoral candidate's unfamiliarity with the conventions and formalities of academic discourse and generic structures. Second, it might be due to the novelty of the topic under discussion which deters the PhD student from

criticizing previous research. Another reason is that the generality or specificity of the topic of the study. That is, some topics were either so general or specific that might have evaded the attention of the academic circle or have failed to arouse their interest.

The findings also illustrated that the frequently encountered problems are related to untidy timeline and procrastination, difficulty in finding ideas and academic lexis, insufficient training, lack of knowledge about the structural setup of RAs, shortage of resources and funds, and problems with linguistic elements like cohesion and coherence. The strategies frequently employed to successfully meet the requirements for national and international publication are extensive reading of academic genres, proofreading, and the best use of literacy brokers' feedback like colleagues, teachers, supervisors, reviewers, and language specialists.

Doctoral candidates would benefit from supervisor support in developing their RAs writing, yet the need to rethink and strengthen the role of implementing an academic course about RAs writing in Master studies to help future researchers overcome this inescapable process is also recommended.

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Appendices

Appendix A

Teachers' Interview

Dear teachers,

Indeed, knowledge is created and structured between participants (Liang, 1967 as cited in Cohen et al., 2007). For this reason, we will be very thankful if you answer this interview which is a part of a research that is conducted for the sake of investigating EFL Algerian doctoral candidates' perceptions and attitudes towards research articles writing. Thus, it would be a great pleasure for us to provide succinct and sincere responses as this will lead to the success of this investigation. Please, respond as objectively as possible, and thank you in advance for your cooperation!

- 1- Are you a part-time teacher or full-time teacher?
- 2- What academic qualifications do you hold (i.e., Magister, doctorate, etc.)?
- 3- In what do you major (e.g. Applied Linguistics, TEFL, etc.)?
- 4- How many years have you been teaching at the Department of Letters and English Language?
- 5- How many years have you been teaching scientific and academic writing?
- 6- Have you taken any training course on how to teach scientific and academic writing?
- 7- If no, on what strategies do you rely to teach this subject?
- 8- What materials or tools do you often use in teaching scientific and academic writing?
- 9- Regarding research articles (RAs) writing as a specific type of academic genre, do you think training students on how to write RAs is helpful for the teacher, the students, or both?
- 10- During the course, do you pay a considerable attention to RA writing or other types of academic genre writing?
- 11- Do you believe that scientific and academic writing class is practical to prepare students for writing RAs in the future? (Please, elaborate!)
- 12- If you assume that the students' future professional success is related to effective academic writing (e.g. RAs writing) production and publication, what do you recommend that it would be best to deal with this matter?

Appendix B

PhD Students' Questionnaire

Dear PhD students,

We will be very thankful if you answer this questionnaire which is a part of a research that is conducted for the sake of investigating **EFL Algerian doctoral candidates' perceptions and attitudes towards research articles writing**. Bear in mind that there is no wrong or right answer. Thus, it would be a great pleasure for us to provide succinct and sincere responses as this will lead to the success of this investigation. Please, respond as objectively as possible by ticking the appropriate answer that accords with your opinion, and thank you in advance for your cooperation!

N.B.

RA: Research Article

Section one: Personal information

1- Gender

Male ☐ Female ☐

2- You are a PhD candidate registering for the:

-second year ☐ -third year ☐ -fourth year ☐

3- You major in:

-Applied Linguistics ☐ -Teaching English as a Foreign Language (TEFL) ☐
-Sociolinguistics ☐ -American Civilization ☐ -Language Assessment ☐
- Cultural Studies ☐ - Others

4- Concerning writing the thesis research article,

- a- You have completed writing the article, and it has been published in a journal. ☐
- b- You have written and submitted the article, but it has not been published yet. ☐
- c- You did not start write at all. ☐
- d- You have started writing the article, yet you did not finish it. ☐

Section Two: PhD candidates' perceptions and attitudes towards RAs writing

5- Are you satisfied writing your research article in English?

- Dissatisfied ☐
- Less satisfied ☐
- Satisfied ☐
- Highly satisfied ☐

Why? (Please, elaborate!)

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.....
.....
.....

6- You find writing research articles

- An easy task ☐
- A challenging task ☐
- Neither easy nor challenging ☐

7- During scientific and academic writing course, have you ever been taught writing RAs for national and international publication?

Yes ☐ No ☐

8- Do you think that RAs have their own genre-specific characteristics?

Yes ☐ No ☐

9- If 'yes', how have you learned those specific characteristics of RAs?

- By the help of your supervisor(s) ☐
- By extensive reading of other RAs in the field ☐
- By both supervisors and extensive reading ☐
- You can add other options

.....
.....
.....

10- Regarding the macro-structure of RA (that is, the order of sections), a RA should have

- a- Title, author(s), abstract, introduction, method, results and discussion, and conclusion. ☐
- b- Title, author(s), abstract, introduction, literature review, problem statement, method, results, discussion, and conclusion. ☐
- c- A particular structure depending on the journals' conventions. ☐

11- Concerning the meso-structure of RA (that is, the order of information within each section), when you are writing your RA, you need

- a- Specialized terminology ☐

- b- Best use of grammar rules ☐
- c- Certain elements of metadiscourse like hedges and boosters ☐
- d- Other highly advanced language features such as coherence and cohesion ☐
- e- All the aforementioned options ☐

12- Being communicatively competent while writing your RA requires

- a- The ability to display claims and facts ☐
- b- The ability to build strong argumentation ☐
- c- The ability to provide support and correct citation ☐
- d- The ability to ensure flexible interaction between the text and reader(s) ☐
- e- All the aforementioned options ☐

13- Does your RA writing generally reflect the conventions of academic writing or the standard practice in your field?

Yes ☐ No ☐

14- Some authors do not adhere to those conventions. (Elaborate, please!)

.....

15- Do you opt for this statement: “successful RAs writing stems from a well-defined structure and careful wording that reflect objectivity, responsibility, and explicitness in expressing oneself.”?

-Strongly agree ☐ -Agree ☐ -Neutral ☐ -Disagree ☐ -Highly disagree ☐

Section Three: Problems and difficulties encountered by PhD students in writing RAs

16- What are the problems and difficulties you have faced when writing your RA?

- a- Disorganized schedule and procrastination ☐
- b- difficulty in finding ideas easily developed into a line of thought ☐
- c- Problems with linguistic aspects like cohesion and coherence ☐
- d- Lack of practice to write RAs ☐
- e- Problems with academic writing techniques like summarizing, paraphrasing, quoting, and citation ☐
- f- Lack of knowledge about the structural setup of RAs ☐
- g- Shortage of resources and funds ☐

h- You can add other options

.....

17- How often do these statements apply to you when writing your RA?

Put a tick (✓) in the suitable column.

Items	Always (100%)	Usually (80%)	Often (60%)	Sometimes (40%)	Rarely (20%)	Never (0%)
1. I follow a plan that gives me a list of events or tasks and the times at which each one should happen or be done.						
2. when I decide to make an orderly plan for the day or a time period, I procrastinate the work.						
3. The delay and disorderly schedule get me feel less motivated and lazy to start writing, look for ideas, and read others' works.						
4. I do not read other RAs, books, or references before I start writing.						
5. The lack of reading deprives me from getting ideas easily developed into a line of thought.						
6. I have many ideas on my mind but cannot express them with precision and concision.						
7. I consider writing an uninteresting activity.						
8. I prefer entertaining activities.						
9. I try to understand the ethics of scientific publication in writing RAs.						
10. I try to learn instructions about the submission of articles to national and international journal institutions.						
11. I pay attention to linguistic aspects (e.g. cohesion, coherence)						
12. I have difficulties with paraphrasing						
13. I have difficulties with summarizing						
14. I have difficulties with quoting						
15. I have difficulties with citation						
16. I struggle to retrieve the wanted academic lexes such as conjunctions, synonyms, antonyms, hyponymy, collocation, equivalence, etc.						
17. I consider developing a line of thought (connecting ideas) a hindering factor when I write.						
18. For example, I feel confused about how to connect the results with the introduction and discussion sections.						

Section Four: Strategies employed by PhD students in writing RAs

18- What are the strategies you employ in writing your RA to overcome the difficulties of writing RAs so that you can meet national and international publication needs?

- a- Reviewing and revising the manuscript ☐
- b- Extensive reading of academic genres (e.g. research articles, books) ☐
- c- Proofreading by peers or native speakers and best use of their feedback ☐
- d- You can add other options

.....

19- How often do these statements apply to you when writing your RA?

Put a tick (✓) in the suitable column.

Items	Always (100%)	Usually (80%)	Often (60%)	Sometimes (40%)	Rarely (20%)	Never (0%)
1. I write my RA because it is mandatory.						
2. I go back to check carefully the RA's requirements and instructions.						
3. I read other RAs and books to accustom myself to the methodological aspect and structure of RAs.						
4. I read other RAs and books to borrow some lexical and syntactic components						
5. I brainstorm and write down ideas about the topic.						
6. I make an outline including the main points of my RA.						
7. I ask my supervisor about the points I am not sure about, or I need help with.						
8. I discuss what I am going to write with other PhD students, a supervisor, teachers, or a native speaker.						
9. I go back to my writing to revise the content and make my ideas clearer.						
10. I go back to my writing to edit the grammar, vocabulary, spelling, and punctuation.						
11. In my RA, I pay more attention to The language (e.g. spelling, grammar, vocabulary) than to the content (e.g. ideas, organization).						
12. In my RA, I pay more attention to the content (e.g. ideas, organization) than the language (e.g. spelling, grammar, vocabulary).						
13. In my RA, I give almost equal attention to both the language (e.g. spelling, grammar, vocabulary) and the content (e.g. ideas, organization).						

14. After writing, I discuss my work with my supervisor or others in the field to get feedback on how I can improve it.						
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Section Five: PhD Students' Recommendations

20- On the basis of your experience in learning how to write RAs, what do you recommend for younger researchers?

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Appendix C

List of Selected RAs

First Journal	
<i>Journal of Translation & Languages (Oran 2 university)</i>	
Number of Research Articles	Title
RA 1	Procedures to Minimize Difficulties Faced by Pilots while Taking Standardized English Tests: The Case of the English for Aviation Language Testing System
RA 2	The Negative Impact of Chat Language on Academic Writing: A Case Study
RA 3	The Influence of Supervisor-Supervisee Communication Gap on Supervising EFL Master Dissertations
RA 4	The Implication of Cross-cultural Pedagogy in EFL Contexts: Assessing Students' Perceptions and Intercultural Awareness
RA 5	Exploring EFL Doctoral Students' Perceptions of Employment Interviews for a Faculty Position
Second Journal	
<i>Journal of Human Sciences (Constantine 1 university)</i>	
Number of Research Articles	Title
RA 1	The Effect of Combining the Competency Based Approach and the Multiple Intelligences Theory on the Development of EFL Students' Speaking Skill
RA 2	Flipped Classroom Learning and its Role in Increasing Educational Attainment Field study, Department of Sociology _University of M'sila_
RA 3	Video Use and EFL learners' Politeness Patterns
RA 4	Investigating the Role of CBA in Promoting the Teaching

	of the Target-Language Culture in the Algerian EFL Classes
RA 5	Views on Student-centered Assessment amid the Pandemic. Case of EFL Teachers at Ibn Khaldoun University of Tiaret, Algeria
RA 6	Rethinking Assessment and its Role in Supporting the New Educational Reform (LMD) in Algeria

Third Journal

Journal of El-Tawassol (Annaba university)

Number of Research Articles	Title
RA 1	Being Under Control: The Power of Using Checklists When Writing
RA 2	Exploring Teachers' Attitudes towards Teaching Vocabulary to Algerian Tertiary Students through the Use of Short Stories
RA 3	EFL Classroom Seating and Anxiety Reduction
RA 4	Critical Discourse Analysis: A Functional Research Tool for News Reports Analysis

Fourth Journal

Journal of Studies in Language, Culture and Society (Bejaia university)

Number of Research Articles	Title
RA 1	National Identity Construction in EFL Settings in Algeria: Official Educational Discourse Analysis
RA 2	Learners' Identity Through Their Academic Writing: Comparing Voice Construction of EFL and ESL Learners' Academic

Fifth Journal

Journal of Human and Social Sciences (Sétif 2 university)

Number of Research Articles	Title

RA 1	ICTs Implementation in Teaching Linguistics and EFL Students' Test Achievement. Case study: 1st year students of the English Branch at Mohamed Khider University of Biskra- Algeria
RA 2	Writing a Thesis: A Challenge for Language Teachers and Learners: Towards Suggesting a Writing Support Centre
RA 3	Teaching and Assessing Problem Solving as a Higher-Cognitive Skill in EFL: Towards a More Sustained Policy

Procedures to Minimize Difficulties Faced by Pilots while Taking Standardized English Tests: The Case of the English for Aviation Language Testing System

Received: day/ month/ year; **Accepted:** day/ month/ year; **Published:** day/ month/ year

Abstract: *Pilots must show their communicative abilities through a standardized proficiency test so they can operate on international airspace. In Algeria, it has been noticed that a large number of pilots face numerous difficulties in different areas while sitting for the test. Accordingly, the researcher in this paper seeks to answer two questions. First, what are the main difficulties faced by these pilots before and while taking the language proficiency test? Second, how can these difficulties be diminished so the pilots can have better test scores? A descriptive study using qualitative data are opted for in this study. A semi structured questionnaire is administered for twelve (pilots) and a semi structured interview for three (03) assessors, in addition to an observation process by the researcher to collect sufficient data from the targeted sample. The results show specific difficulties faced by pilots such as the unfamiliarity with the test, the lack of English language use in their personal and professional lives, the confusion caused by computerized tests, in addition to stress and anxiety. As a result, the researcher and the assessors agreed on the importance of intensive training for all candidates before sitting for the test; designing specialized materials to fulfil learners' linguistic needs, and encouraging further practice.*

Keywords: *Applied Linguistics - Assessment - Aviation English – ESP - TEFL- TESOL- Testing*

Corresponding author : surname & name

الملخص: يجب على الطيارين إظهار قدراتهم التواصلية من خلال اختبار الكفاءة ال قياسي حتى يتمكنوا من العمل في المجال الجوي الدولي. في الجزائر، لوحظ أن عددًا كبيراً من الطيارين يواجهون صعوبات عديدة أثناء الاختبار. وعليه يسعى الباحث في هذه الورقة إلى الإجابة على سؤالين. أولاً، ما هي الصعوبات الرئيسية التي واجهها هؤلاء الطيارون قبل وأثناء اجتياز اختبار الكفاءة اللغوية؟ ثانياً، كيف يمكن تقليص هذه الصعوبات حتى يتمكن الطيارون من الحصول على درجات اختبار أفضل؟ تم اختيار دراسة وصفية باستخدام البيانات النوعية في هذه الدراسة. يتم إجراء استبيان لمدة اثني عشر (طيار) ومقابلة لثلاثة (03) مقيمين، بالإضافة إلى عملية ملاحظة من قبل الباحث لجمع البيانات الكافية من العينة المستهدفة. تظهر النتائج صعوبات محددة يواجهها الطيارون مثل عدم الإلمام بالاختبار، وعدم استخدام اللغة الإنجليزية في حياتهم الشخصية والمهنية، والارتباك الناجم عن الاختبارات المحوسبة، بالإضافة إلى التوتر والقلق. ونتيجة لذلك اتفق الباحث والمقيمون على أهمية التدريب المكثف لجميع المرشحين قبل الجلوس للاختبار. تصميم مواد متخصصة لتلبية الاحتياجات اللغوية للمتدربين، وتشجيع المزيد من الممارسة.

الكلمات المفتاحية: الاختبار - التقييم - تعليم اللغة الإنجليزية لمستعملي اللغات الأخرى - تعليمية اللغة الإنجليزية - اللغة الإنجليزية كلغة تخصص - اللغة الإنجليزية للطيران - اللسانيات التطبيقية.

1. Introduction

After the Chicago International Convention of 1951, the ICAO recommended in the Annex 10 ICAO (VOL I, 5.2.1.1.2) the use of the English language as the international language of aviation. In other words, any radiotelephony conversation held by aeronautics professionals in the international airspace must be in English. Therefore, nowadays it is highly required for all aviation personnel, most notably pilots and air traffic controllers (ATCs), on international airspace, to communicate effectively using the English language. Pilots must show their communicative proficiency by taking a standardized language test approved by the International Civil Aviation Organization (ICAO). There is a shortlist of approved tests that can be found online and test

providers must rely on one of them. The EALTS (English for Aviation Language Testing System) is one of these tests and it has been used in this country since 2015.

The Private Academy is the test provider in the area and a large number of candidates have sat for the test in a period of two years (nearly 300 candidates as stated by the president of the academy). The significance of the study comes from the significance of the test and its effect on candidates' performance and accreditation to be operational pilots, as language is one of the main safety concerns in the fastest growing industry nowadays. Barrette (2013) explains "The implication of this is that all pilots and controllers involved in international operations that do not share a common language have to have stated on their license their level of English language proficiency". Flanagan (2013) adds "Language is a component of communication and the ability to speak at a certain level of proficiency in order to communicate with each other if something unexpected occurs is essential,". As a result, it is crucial for test providers and assessors to eliminate any discomfort or confusion before tests and make sure candidates share their real language level with minimal impeding factors.

2. The ICAO Linguistics Requirements

Communicative competence is defined as the appropriate usage of language between participants in a specific social context or situation (Hymes, 1972). The communicative issues have always been and still are a concern to civil aviation policy makers. Breakdown of communication, which is more than just grammatical formations, but more of a working aspect of language use (Assassi and Benyelles, 2016: 167) is in fact crucially important in aviation radiotelephony; in other words, it must be avoided at any cost given the catastrophic consequences to which they may lead. The following table shows three examples of aviation accidents that were caused by breakdown of communication.

Dates	Aircrafts	Companies	Effects	Victims
1977	Two 747 Boeings	KLM (Royal Dutch Airlines) &	Collided on the runway in Tenerife	583 victims

		Pan American Airlines		
1990	Boeing 707	Avianca Flight	Crashed into a village due to fuel exhaustion near the JFK airport	73 victims
1995	Boeing 757	American Airlines	Flew into a terrain in Cali	159 victims

TABLE 1: THREE MAJOR CRASHES CAUSED BY BREAKDOWN OF COMMUNICATION

The reason behind this focus on the working aspect of language, English in this case, is to shed light on fluency and interaction as well and not only the knowledge of grammatical rules and a set of lexical items that marks out a competent language learner. Equally important, the ICAO linguistic requirements focus on fluency and interaction given the significance of the very limited talking time on radiotelephony that is counted in seconds only. This is seen in the ICAO (2006) and the Civil Aviation Authority (2016), both manuals of radiotelephony communication, that encourage brief and straightforward messages that reduce the risk of errors and misunderstanding. There is a six holistic descriptors chart on which Aviation English Certified Assessors must rely to evaluate candidates' language based on six levels of proficiency as it is shown in (Appendix A).

The rating scale starts with level one labelled as (Pre-Elementary level 1) and ends with level six (Expert level 6). Every holistic descriptor (Pronunciation, Structure, Vocabulary, Fluency, Comprehension and Interaction) has six levels of mastering the descriptor itself as shown in the table (Appendix A). Accordingly, every descriptor focuses on specific language aspects. Pronunciation takes into account the degree of effect of mother tongue interference, rhythm, stress and intonation on the clarity of the message. Structure focuses more on the relationship between the grammatical and sentence patterns, and the precision of the

delivered message; so, the clearer the message is in terms of structure, the better the level of the candidate will be.

As for vocabulary, the descriptor considers common, concrete and work related lexical items. However, covering a wide range of vocabulary will help the test takers' final scores and level. Fluency, as a descriptor in aviation English, refers to the appropriate use of tempo, discourse markers and connectors with little to no interference with the quality of the information. In accordance with vocabulary, comprehension requires the understanding and successful deciphering of common, concrete and work related topics; furthermore, it is highly required to be familiar with and comprehend a range of speech varieties and registers particularly on unexpected turn of events, i.e. non-routine situations such as incidents and accidents. Finally, interaction as a skill requires the pilot to maintain a clear and continuous flow of information exchange by checking, clarifying and confirming data until the communication is satisfactory to both ends. To sum up, it is compulsory for aeronautics professionals while operating in international airspace to make sure they send and receive very clear messages as it plays a major role in ensuring the flights' safety.

3. The English for Aviation Language Testing System (EALTS)

The EALTS is a language proficiency test, it is approved by the ICAO and used around the world to test native and non-native speakers' language proficiency to fulfil the international linguistic requirements in aviation. The EALTS is

a multi-level, English for Aviation language testing system designed to assess the language proficiency of commercial flight crew, recreational pilots and air traffic controllers in the context of aviation and aeronautical communications for ICAO Language Proficiency Requirements compliance. The EALTS

measures and reports proficiency in the skills of speaking and listening across all levels of the ICAO Language Proficiency Rating Scale from Pre-Elementary Level 1 to Expert Level 6. (EALTS handbook, 2012: 2)

It is important to note that the EALTS is not the only aviation English test in this country. however, after a closer look over different tests, the researcher decided to consider the EALTS given its fairness to candidates as it focuses more on common, concrete and work related topics rather than less important language items. This is in compliance with the ICAO linguistic requirements.

The EALTS consists of a listening and speaking test. The two language skills in relation to the frequency of use are the most occurring in the target situation (radiotelephony communication). The listening test takes up to forty minutes of testing time (individual test), it is a computer based test in which candidates listen to aeronautical communication recordings and then to questions and choose three main options: positive, negative or not mentioned. The candidates are allowed to take notes at all stages of the tests (both listening and speaking). The speaking test on the other hand (paired test) is divided into three main tasks. Each task must be limited into an average of seven minutes.

In the first task, the interlocutor assessor sits facing the two candidates, the assessor asks simple questions related to common, concrete and work related topics such as: What is your job? Where do you work? Where have you had your training? And how many flight hours do you have so far? The second task focuses more on asking for information and confirming existing data. The candidates sit back to back then listen to an indistinct recording that contains a communication between aviation professionals who are operational at the time of the communication. The candidates listen to the recording that is divided into short segments and exchange information, clarifying and confirming to one another what they have heard until they are satisfied with the general and detailed information on the recording. The last task is related to a professional reaction in non-routine situations. The assessor provides each candidate with an unusual scenario and then gives them one minute to prepare their responses. An example of a non-routine scenario is: *you*

are flying from Algiers to London, while on cruise you experience a sudden depressurization. Each candidate reads out and talks about what s/he should do and at the end the other candidate asks or comments about something her/his colleague has said. It is very important to note that the objective of the EALTS test is to assess candidates' language comprehension and performance only, without marking or judging their specialized knowledge in aeronautics or their operations.

4. Research Methodology

To answer the research questions, the researcher opted for a descriptive study aiming at eliciting data of a qualitative nature to understand respondents' perspectives and opinions in order to pinpoint problems they face before and after sitting for the pilots' English proficiency assessment. This will help the researcher suggest solutions and recommend practices that may diminish the negative impact of these issues.

The study outcomes are based on the responses collected through a semi-structured questionnaire designed for teachers and assessors so as to have a specialized and experienced view of the issues under investigation. A semi-structured interview is selected for candidates (pilots) to give more freedom for them to respond in any manner, language, or explanation they feel comfortable with to ensure the quality of the obtained data. Finally, as the researcher is an assessor himself, a participant observation process based on rubrics designed in an observation grid is chosen for the sake of checking the validity of the responses and the reactions and facial expressions of the candidates as the latter plays a major role into the display of emotions and attitudes.

5. Results and Discussion

- Candidates' (Pilots) Interview Description

Interviews are seen as a rich data and source provider. We can observe this data collection tool from two angles, the researcher's and the instrument's. First, it provides the researcher with in-depth information that might not be elicited from other research instruments. Second, and the other way around, the researcher as an interviewer and

most notably in a face to face situation can notice much more and can provide a contextual and an emotional basis to interviewees' responses. Duff (2008: 134) clarifies "Interviews are one of the richest sources of data in a case study and usually the most important type of data to be collected. Interviews provide the researcher with information from a variety of perspectives." In other words, interviews provide resourceful information especially in discussing controversial issues in education. The researcher designed a semi structured interview for ten (10) pilots working for both national aviation companies (Company one and company two – according to the year of establishment), all of these pilots need to pass the test so they can remain operational in their positions. The interview, in this case, is chosen mainly because of its flexible and rich nature, particularly when dealing with a specialized sample (pilots).

Rubric One – Before the Test

Gender

According to the researcher's practices as an assessor, it has been noticed that the majority of pilots in this country working for both national companies are males.

Males	Females
09	01

TABLE 2. RESPONDENTS' GENDER

As shown above, nine out of ten pilots are males, as this shows both males' interest and engagement to this profession.

Age, Rank and Flight Hours

This question is designed to have a clearer idea on our respondents' age, rank and flight hours since the beginning of their professional careers. It is worth noting that the candidates did not include flight hours during their training.

Age Range	25 - 34	35 - 44	Older than 45
Number of Candidates	06/10	02/10	02/10
Rank	First Officer		Captain
Number of Candidates	08/10		02/10
Flight Hours Range	4000 – 5999 Hours	6000 – 7999 Hours	More than 8000 Hours
Number of Candidates	05/10	02/10	03/10

TABLE 3. CANDIDATES' AGE, RANK AND FLIGHT HOURS (Hs)

English Language Level

The current English language level of respondents who are directly involved in the research process (candidates) plays a major role in the identification and analysis of their linguistics needs, or as labelled in ESP, needs analysis. The following table shows the collected responses of pilots concerning their language levels.

Level	Respondents /10
Beginner	02/10
Intermediate	06/10
Upper Intermediate	02/10

Advanced	00/10
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TABLE 4. CANDIDATES' ENGLISH LANGUAGE LEVEL

Most of our candidates chose "intermediate" as their current language level (six out of ten), on the other hand, only two pilots labelled their level in English as beginner and two as upper intermediate, while none of them believe that they have an advanced foreign language proficiency.

Candidates' Current English Language Classes

This question is administered for the sake of having a general idea on the efforts our candidates make to learn the language given its importance for their professional careers. Five (5) pilots responded negatively, whereas two of them were taking private courses in local schools, but they were not satisfied yet they claimed they attend regularly. Three pilots, of a younger age, explained that they prefer to be self-taught using mobile phone applications and educational websites.

Candidates' Awareness of the ICAO Linguistic Requirements

All of the respondents are well aware of the ICAO linguistic requirements and what is necessary to ensure a smooth transition of information and avoid any breakdown of communication. It has been noticed during the interview and throughout their responses that communication is crucial to ensure flights' safety.

Standardized Tests

The responses varied from one respondent to another. What is common between the pilots' careers are the main standardized tests taken in this country such as the middle and secondary school standardized tests. However, two pilots took other tests as they used to work with law enforcement (national gendarmerie) as helicopter pilots. Three respondents took standardized tests abroad during their training as they claimed. The researcher had to elaborate the question to help respondents sort standardized tests from other types of tests.

Candidates' Achievements in Standardized Tests

Passing a specialized English language test is imperative for their careers and mainly to be operational with their companies. All of the pilots sat for tests before, the test is called RELTA (RMIT English Language Test for Aviation) provided by the Royal Melbourne Institute of Technology. The experienced pilots sat for the test multiple times. Six pilots said that they had failed the test recently and they have decided to try with a different test provider.

Candidates' Knowledge about the EALTS

Apart from the brief elaboration the assessors gave concerning the testing process, candidates had no previous knowledge about the test, its phases or the testing methods applied. The candidates who have sat for the RELTA test before could build a close image for what to expect during the EALTS test.

Candidates' Experience Related to the EALTS

The respondents answered negatively as either they never sat for this type of tests or they had taken the RELTA test.

Rubric Two – After the Test

Candidates' Feedback after the Test

The candidates had similar responses as far as the testing process and content are concerned. They believed they encountered some difficulties within the listening test, more precisely, with comprehension. Two of the candidates faced more difficulties as they declared they felt very anxious and it had affected their performance in the speaking test. The two most experienced pilots (Table 3) said that they faced technical issues with the computers as they could not have a solid grip over the mouse and the listening devices and that was an impediment towards keeping up with the questions and suggestions in addition to the short time allotted to answering.

Comparison with Other Tests

Generally, candidates felt less anxious and more at ease given the nature of the test and the testing environment, most notably in comparison to other tests they took.

Main Challenges faced by the Candidates

The candidates (10/10) declared that anxiety, shyness and fear of committing mistakes, both language and specialty content mistakes, had a considerable negative impact on their language production and performance. As for preparation, candidates agreed on the importance of preparation and three of them focused more on preparation and how sitting for this kind of high stakes tests requires both psychological and linguistic preparation.

None of the candidates complained about the testing environment, neither the physical and non-physical context ensured by the test provider caused any discomfort or resentment to the candidates. The content of the test was not a matter for complaint either; however, candidates said that it would serve them better if the preparation phase before the test where assessors elaborate the content and the method of the test could take more time with more practice.

As stated earlier in this section, more experienced candidates (Table 3) faced technical problems related to audiovisual aids during the listening test. They declared “even if the assessors helped us installing all devices, we faced some issues with these devices and keeping up with the fast pace of the recordings and the limited timing given for answering questions”.

Finally, on a question related to the assessors’ performance, nine pilots added that there were no problems understanding or interacting with assessors, while one candidate said that he sometimes could not follow what has been said due to the assessor’s fast speaking pace.

Candidates’ Advice and Suggestions

Three respondents shed more light on the psychological issues they faced and proposed more preparation, more time and a practical side of the preparation in the form of tryouts or a tentative test similar to the official one. Four candidates out of ten objected to the random selection

of the pairs who take the test together and they said they prefer to sit for the test with someone they know to feel more at ease and comfortable. Three candidates showed their concern when it comes to the listening test and the unclear audio materials (recordings).

Concerning the audiovisual aids used during the listening test, two candidates proposed a tentative test on the same computers of the official test so they can get used to the devices (mouse and headset). Finally, the second phase of the speaking test, in which candidates sit back to back (see 3. The English for Aviation Language Testing System), caused some comprehension issues for six candidates who did not quite understand the process even if they answered positively during the test protocol elaboration by the assessors before the test.

Candidates' Speculations for Passing or Failing the Test

Five candidates out of ten felt confident and reassured of their success, the other five candidates felt skeptical mostly because of the anxiety and hesitation they showed during their performance on the speaking test. Two out of the last five candidates added that their answers during the speaking test were not convincing or accurate and parts of them were wrong.

- Teachers' and Assessors' Questionnaire Description

Given its reliability and how much time and effort it saves, the questionnaire is a frequently selected data collection tool in social and human sciences, more precisely teaching English as a foreign language. It is crucial to realize the importance of a well-designed questionnaire and its effect on the quality of the responses the researcher collects (Domyci, 2003). Thus, we have chosen the questions very carefully taking into account important aspects of our study, the research questions, and the coherence of the rubrics. The questionnaire is administered to three certified assessors (EALTS) and four EFL (English as A Foreign Language) teachers and researchers at the National University. The researcher believes that assessors and specialized teachers are central to the detection and mitigation of learning issues and malpractices.

Profession and Rank

The first question is designed to collect data related to respondents' educational background and current profession. The first question is associated to the second which discusses respondents' experience. The two questions are highly important for the study to have a clear idea on teachers' and assessors' experience and practices vis a vis assessment and evaluation in general, and high stakes tests in particular.

The majority of respondents are university professors with different ranks from assistant professor "A" (either with no doctoral project or currently in one for less than three years), to assistant professor "A" (three years or more working on a doctorate project). Additionally, two of the university professors already have a doctorate degree (associate professors B). Both of the Private Academy Assessors hold bachelor's degree

Specialty Experience

The second question, as stated above, is related to the first one. The purpose is to identify the experience our respondents have in teaching English as a foreign language and the specialty they graduated studying or researching currently.

The data on the table shows the similarity respondents have with their main area of specialty (applied linguistics - Didactics). As far as the experience is concerned, there is a vast difference between the least and most experienced (02 years – 19 years).

Respondents' Experience with Standardized Tests

All respondents answered positively to this question. They all sat for standardized and high stakes tests. There are similar tests they sat for such as the elementary, middle and secondary school final exams; and there are different tests in the form of general English tests like the IELTS and TOEFL (five respondents). Four teachers claimed that they have taken such type of tests when they were filing for a teaching position either in middle or secondary school.

Respondents' View Concerning Candidates before and after the Tests

The two Aviation English assessors had similar responses to this question. They have both noticed the candidates' unbalanced mental state before the test, throughout the large number of candidates they have tested in their careers, they claimed they have witnessed different degrees of nervousness and anxiety. One of the respondents added "we have noticed many candidates who consumed tobacco and coffee, and we have noticed that those are very stressed as well; however, this does not hide the fact that even other candidates felt very anxious and stressed, before and during the test". On the other hand, assessors said that the candidates felt less stressed and noticeably relieved after the test.

Standardized Tests and Evaluation between EGP and ESP

All of the respondents answered positively and they believe that high stakes tests cause different mental issues that are manifested throughout learners' behaviors, both verbal and physical reactions. One of the respondents asserted that is quite rare to find mentally stable and calm test takers even if the assessor knows that they are high achievers. Another respondent pointed out that even if the age factor is different between EGP and ESP test takers, the reactions and behaviors before and during the test seem similar.

Main Issues Candidates Face during this Type of Tests

The respondents indicated that the abnormal mental state of any test takers affects their performance and it is inevitable to feel anxious and stressed, even minimally, particularly during high stakes tests. The reasons behind taking the test and its value, the testing physical environment, the assessors' and invigilators' behavior, the content and the preparation for the test, were all different issues that test takers face and that affect their performances according to what the respondents claimed.

The Assessors' Role in Minimizing the Threat of these Issues

Specialized professors stated that assessors' duties are not only related to questioning or invigilating, so they advised to create a friendly and comfortable testing environment and take into account the candidates' stressful nature during these educational events. However, respondents affirmed that this task is easier said than done, impediments such as chaotic settings, lack of equipment in addition to the large number of test takers cannot help them pay attention to comforting and stabilizing the test takers' mental state. The two ESP assessors confirmed what is stated above except for the environment, which as they claimed "in ESP tests like these we did not face any of the issues related to the environment, large numbers of candidates and equipment".

Proposed Solutions

The Aviation English assessors focused more on interaction and clarification with their candidates to create a friendly and comfortable testing environment. On the other hand, specialized professors said that there is a difference between ESP tests and EGP or specialized tests as they must pay more attention to test designs, content and testing methods; afterwards centering the focus towards the mental state of candidates before and during the test.

5. Conclusion and Recommendations

The accuracy and naturalness of the collected data plays a major role in ensuring the validity and reliability of the research outcomes. It is important to note that the research outcomes the researcher obtained are not to be generalized nor altered for the sake of studying a different sample. The researcher in this paper tried to be as objective as required by eliminating the observation process he opted for as a third data collection tool. As he is a specialized professional in teaching and an Aviation English assessor as well, he relied only on data collected from other colleagues both assessors and professors in addition to our main focus, which are the aeronautics professionals' (pilots).

The results show an immense focus on the psychological side of testing, most importantly before and during the test. Candidates feel mostly nervous and stressed before the test due to lack of preparation, unfamiliarity with the test content or testing methods, in addition to the value and significance of the test, bearing in mind that succeeding in this test is one of the requirements to become or remain operational as a pilot. The candidates mentioned the prior preparation and sitting for the same version of the test as a tryout before sitting for the official one. It is important to know that the test provider of the EALTS does not allow such technique and they provide documents and a video to help candidates have the clearest idea about the test, its stages, its components and its requirements. As stated within the background of the study, the EALTS does not require the accuracy and correctness of the specialized information from candidates, it is a test designed for testing candidates' language comprehension and production only. And this is explained to every candidate before every single test.

As for specialized teachers, they are all for creating a comfortable testing environment and paying attention to test takers' mental state given its immense impact on their performance and test results. As a result, it is crucial to rethink about the stage before sitting for the test and help learners be familiarized more with the test content and different stages of the EALTS through a tentative test or a tryout so they can apply whatever they have taken as information from the assessors or seen in the EALTS elaboration video. This way, both the assessors and the test takers will face less issues. Most importantly, the technical difficulties faced by more experienced pilots with computers, comprehension hitches and breakdown of communication the interlocutors face in the second task of the speaking test because of their unfamiliarity with the task, are both issues that can be minimized through the application of a beta-test or tryouts. After all, a successful communication is a vital matter for the safety of any flight, and breakdown of communication is never to be ignored or underestimated starting from the Aviation English test itself. Thus, an intensive training and formal and informal individual or collective meetings in addition to advice after the test will help candidates psychologically, which affects positively their test performance and language learning; and eventually, ensuring the flights' safety. “

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APPENDICES

APPENDIX I. ICAO HOLISTIC DESCRIPTORS AND LANGUAGE PROFICIENCY RATING SCALE (ICAO DOCUMENT 9835, 2010)

ENGLISH FOR AVIATION LANGUAGE TESTING SYSTEM Appendix A: ICAO Holistic Descriptors and Language Proficiency R				
ICAO Holistic Descriptors of operational language proficiency (Appendix to Annex 1 of the C				
Product questions about:				
1. communicate effectively in radio-only (telegraph/radiotelephony) and in face-to-face situations;				
2. communicate on common, standard and well-defined topics with accuracy and clarity;				
3. use appropriate communication strategies to exchange messages and to recognize and resolve misunderstandings (e.g. to check, confirm, repeat, rephrase and ask for clarification);				
4. handle successfully and with confidence the language challenges presented by a combination of unpredictable turn of events that require a				
5. use a defined or agreed-upon set of strategies to the appropriate context.				
ICAO language proficiency rating scale (Attachment to Annex 1 of the Convention on Inter				
Level	Pronunciation	Structure	Vocabulary	Fluency
Expert Level 5	Intonation, stress, rhythm and articulation, though possibly influenced by the first language or regional accents, are clear and consistent with understanding.	Both simple and complex structures and sentence patterns are consistently and accurately used.	Vocabulary range and accuracy are sufficient to communicate effectively on a wide range of familiar and unfamiliar topics. Vocabulary is diverse, current and readily to request.	Ability to sustain a continuous discourse on a wide range of familiar and unfamiliar topics. Fluency is consistent and accurate.
Good Level 4	Intonation, stress, rhythm and articulation, though influenced by the first language or regional accents, are clear and consistent with understanding.	Basic grammatical structures and sentence patterns are consistently and accurately used. Complex structures are used with some accuracy.	Vocabulary range and accuracy are sufficient to communicate effectively on a wide range of familiar and unfamiliar topics. Vocabulary is diverse and accurate.	Ability to sustain a continuous discourse on a wide range of familiar and unfamiliar topics. Fluency is consistent and accurate.
Operational Level 3	Intonation, stress, rhythm and articulation, though influenced by the first language or regional accents, are clear and consistent with understanding.	Basic grammatical structures and sentence patterns are used consistently and accurately. Complex structures are used with some accuracy.	Vocabulary range and accuracy are sufficient to communicate effectively on a wide range of familiar and unfamiliar topics. Vocabulary is diverse and accurate.	Ability to sustain a continuous discourse on a wide range of familiar and unfamiliar topics. Fluency is consistent and accurate.
Pre-Operational Level 2	Intonation, stress, rhythm and articulation are mostly influenced by the first language or regional accents and are not consistently clear and consistent.	Basic grammatical structures and sentence patterns are used consistently and accurately. Complex structures are used with some accuracy.	Vocabulary range and accuracy are sufficient to communicate effectively on a wide range of familiar and unfamiliar topics. Vocabulary is diverse and accurate.	Ability to sustain a continuous discourse on a wide range of familiar and unfamiliar topics. Fluency is consistent and accurate.
Typical Elementary Level 1	Intonation, stress, rhythm and articulation are mostly influenced by the first language or regional accents and are not consistently clear and consistent.	Basic grammatical structures and sentence patterns are used consistently and accurately. Complex structures are used with some accuracy.	Vocabulary range and accuracy are sufficient to communicate effectively on a wide range of familiar and unfamiliar topics. Vocabulary is diverse and accurate.	Ability to sustain a continuous discourse on a wide range of familiar and unfamiliar topics. Fluency is consistent and accurate.

The Negative Impact of Chat Language on Academic Writing: A Case Study

Received: day/ month/ year, **Accepted:** day/ month/ year, **Published:** day/ month/ year

Abstract: *EFL Students are taught to practice language and communicate appropriately in their classes. Any improper use of language is surely unacceptable in formal contexts. Nevertheless, they intentionally or unintentionally break literacy rules, usually under the impact of exhaustive use of certain communication technological tools. This study sheds light on the effects of chat language, as a common communication medium, on EFL students' academic writings. It aims to demonstrate how this "cyber language" has interfered into the students' written assignments. A quasi-experimental research was conducted based on the written scripts' analysis of 100 participants enrolled at second year license of English in Sidi Bel Abbes University. The main findings revealed that the overwork of the chat affects negatively the students' language literacy, by transferring the standard of written of computer-mediated communication (chat) into the participants' academic productions mainly in the examinations, and hence it leads them to generate less formal pieces of writing. In addition, the current work exhibits some features of the chat language found in the students' writings, involving graphemes, errors of punctuation, vowel deletion, and alphanumeric homophony.*

Keywords: *Academic- addiction- chat- cyber language- EFL students- writing*

Résumé : *Les étudiants EFL apprennent à pratiquer la langue et à communiquer de manière appropriée dans leurs classes. Toute utilisation inappropriée du langage est certainement inacceptable dans des contextes formels. Néanmoins, ils enfreignent intentionnellement ou non les règles d'alphabétisation, généralement sous l'impact d'une utilisation exhaustive de certains outils technologiques de communication. Cette étude vise à expliquer les effets du langage de chat, en tant que moyen de communication courant, sur les écrits académiques des étudiants, et à démontrer comment ce «cyber langage» a interféré dans les travaux écrits des étudiants. Une recherche quasi expérimentale a été menée sur la base de l'analyse des scripts écrits de*

100 participants inscrits à la licence d'anglais en deuxième année à l'Université de Sidi Bel Abbès. Les résultats ont révélé que le chat affecte négativement la maîtrise de la langue des étudiants, en transférant le niveau de communication écrite de la communication assistée par ordinateur dans les productions académiques des participants principalement dans les examens, et par conséquent, il les conduit à générer des écrits moins formels. En outre, le travail actuel présente certaines caractéristiques du langage de chat trouvées dans les écrits des étudiants, impliquant des graphones, des erreurs de ponctuation, la suppression de voyelle et l'homophonie alphanumérique.

Mots clés : écrits académiques - écriture- étudiants EFL -chat- cyber langage- langage de chat.

الملخص يتم تعليم طلاب اللغة الإنجليزية كلغة أجنبية لممارسة اللغة والتواصل بشكل مناسب في فصولهم. من المؤكد أن أي استخدام غير لائق للغة غير مقبول في السياقات الرسمية. ومع ذلك، فإنهم ينتهكون قواعد معرفة القراءة والكتابة عن قصد أو عن غير قصد، وعادة ما يكون ذلك تحت تأثير الاستخدام الشامل لبعض أدوات تكنولوجيا الاتصالات. تلقي هذه الدراسة الضوء على تأثيرات لغة الدردشة، كوسيلة اتصال مشتركة، على الكتابات الأكاديمية لطلاب اللغة الإنجليزية كلغة أجنبية. ويهدف إلى توضيح كيفية تدخل "اللغة الإلكترونية" في المهام الكتابية للطلاب. تم إجراء بحث شبه تجريبي بناءً على تحليل النصوص المكتوبة لـ 100 طالب ليسانس الثانية للغة الإنجليزية في جامعة سيدي بلعباس. كشفت النتائج الرئيسية أن إدمان الدردشة يؤثر سلباً على معرفة الطلاب اللغوية، من خلال نقل معيار الاتصال المكتوب بواسطة الكمبيوتر (الدردشة) إلى الإنتاج الأكاديمي للمشاركين بشكل رئيسي في الامتحانات، وبالتالي يؤدي بهم إلى توليد مقالات ونصوص أدبية غير رسمية. بالإضافة إلى ذلك، يعرض العمل الحالي بعض ميزات لغة الدردشة الموجودة في كتابات الطلاب، بما في ذلك الجرفونات وأخطاء علامات الترقيم وحذف حرف العلة والتماثل الأبجدي الرقمي. الكلمات المفتاحية: إدمان- دردشة- لغة الإنترنت -طلاب اللغة الإنجليزية كلغة أجنبية- الكتابة

1. Introduction

We are living in the digital era since the emergence of the web in mid-1990. Life of millions of people have improved. The internet facilitated their communications, and altered their social, economic, political, and even linguistic practices (Crystal 2008, p 240). In learning English as a Foreign Language (EFL), writing is a basic skill, yet "electronic communication technology has

[remarkably] revolutionized the composing process and participation in writing activities” (Xu et al, 2018). As for many countries the same case in Algeria, where the Algerian EFL learners have become good users of communication technology, and mainly Facebook. For several causes, Facebook has become the most used network among those learners and it created an environment in which the written English is practiced differently with a new form.

2. Literature review

Over the past few years, experts and educationalists strongly believed that education is undergoing a major change; this change has been influenced largely by the development of information technology. Chatting has become inevitable and indeed, the reality can be observed in the learners’ daily routines; they chat everywhere even at universities and schools. Chatting is a clear outcome of CMC.

2.1. Definition

The term CMC was first coined by Hiltz and Turoff in their study of computer conferencing, in 1991, where they used it as a mode of electronic communication. The term, CMC itself has been used in various ways by various researchers (Thurlow, Lengel, & Tomic, 2004, p. 15). The term CMC, thus, has multifarious definitions. As such, They consider it as “a domain of information exchange via computer”. CMC includes data exchange that occurs on the broad, cooperative collection of networks ... Messages may undergo a range of time and distribution manipulations and encode a variety of media types. The resulting information content exchanged can involve a wide range of symbols people use for communication.” (p. 24)

Additionally, CMC is the coding and decoding of linguistic and other symbolic systems between sender and receiver for information processing in multiple formats through the medium of the computer and allied technologies such as PDAs, mobile phones, and blackberries; and through media like the internet, email, chat systems, text messaging, , and many more to be invented. As is seen, the term computer itself is no longer limited to desktop and laptop devices but generalizes onto smaller but even

more powerful gadgets like palmtops, mobile phones, and PDAs, all with internet connectivity (Bodomo, 2010; p.6).

Internet as a new boom of communication, mainly a recent medium of computer-mediated communication has a decisive influence on English language. The swift spread of internet use has led to create different varieties of language and new orthographic forms. Further, Kim (2016) stated that "Technology has revolutionized the way that we communicate with each other, the way we use language, the way we read and write, the way we think and the way we teach"

2.2. The impact of chatting on students' academic writing

Thanks to the advancement development of CMC conventions, a new language "cyber language" has been found and emerged to cover the social interaction, and hence the educational skills. In fact, Students' keen to know these technological media led them to be techno-addicted in as sending e-mails and chatting with each other. Therefore, they unintentionally build a kind of specific net language.

Though this latter was restricted to online interaction only, it leapt to education through the concept of integrating Information Communication Technology (ICT) to teaching and learning. Students started adopting chat language in their writings. As Segerstad (2018) stated, "the rapidity and ease of sending e-mails may influence the way people write, and what they write about" (p.120). Yet, the electronic language is negatively affecting the way they write. They find themselves writing the same way they chat.

Further, Greiffenstern (2019) proposed that "Some see negative influence on the use of language, fear of deterioration of language due to the language features which developed in connection with the increasing of use of computers and internet, some worry that so young people might no longer know correct spelling and grammar". Net language is harming and damaging students' ability of writing a formal language. In the same vein, Papaja (2015) added "Vandal who are doing to our language what Genghis Khan did to his neighbors eight hundred years ago pillaging our punctuation, savaging our sentences, raping our vocabulary"

2.3. Statement of the Problem

Writing plays an important role in social, cultural, professional and academic contexts. Since developing appropriate writing skills in foreign language is considered as a standard for producing good essays for exams and coursework, henceforth, students have to adopt formal academic English in order to deal with at university work. The present study determines the relationship between chatting and academic writing. It takes into account the need of formal writing of EFL learners, and displays that the use of technology is not necessarily beneficial to students' production. The extensive use of chatting may lead to poor writing produced by the learners. In addition, EFL learners should be aware of the main features of chat language such as spelling errors, use of abbreviations, and lack of punctuation. The main aim of the present study is to shed the light on the importance of academic writing to students' educational journey, and how it is decreased due to the over use of the communicative technology or "chatting language".

3. Methodology

In order to confirm the negative impact that chatting language has on learners' writings, a quantitative approach is adopted to the research based on a descriptive method to depict how chatting affects the academic writing and helps in collecting the necessary data about the theme under study.

The sample being randomly selected is composed of 100 Master Students who have a good deal of knowledge concerning the different rules of grammar besides the writing skills mainly punctuation and correctness. These latters are asked to respond to the distributed Questionnaire designed to know how CMC language affects negatively EFL learners' formal proficiency in writing.

4. Results and discussion

The data collected were analyzed as follow:

How often do you surf on the net?

The aim of this question is to know if Master two Students are net habitual users. The result showed in the following graph presents that 75 students surf on the net every day; 18 others use the internet more than once a week. This graph clearly demonstrates that Master two students are good users of the net.

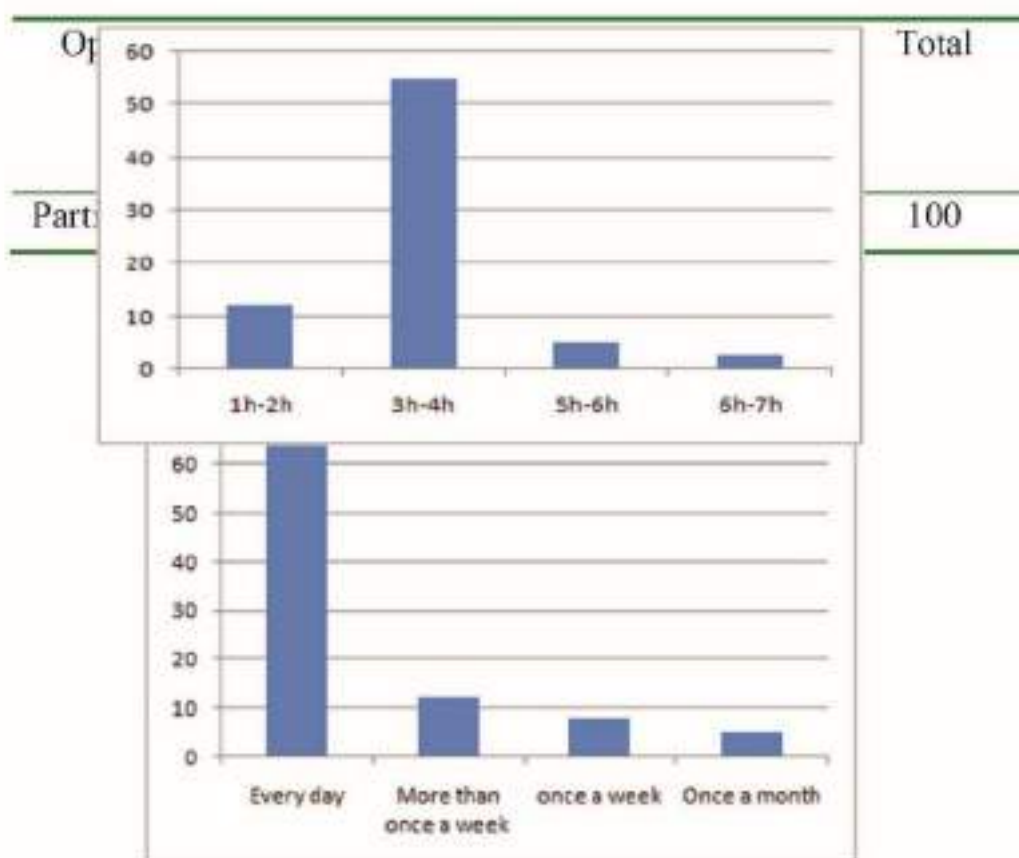


Fig.1. Students' Frequency of Using Internet

Do you chat every day?

The main concern of this research is presented in this question; it describes whether students are familiar of chatting and how much time they spend on. The graph shows that all students chat and the

majority of them chat for 3 to 4 hours per a day.

Options	1h-2h	3h-4h	5h-6h	6h-7h	Total
Participants	12	55	5	3	75
Percentage	16,00%	73,33%	6,67%	4,00%	100%

Table 2: Students' Frequency of Using Chat

Fig2. Students' Frequency of Using Chat

Which tool do use for the chat?

The purpose of the current question is to discover which communication medium are more used for chat by the sample. The results show that 50 students prefer using Messenger more than Viber, Whats up and Skype.

Options	Whats up	Viber	Messenger	Skype	Total
Participants	8	10	50	7	75
Percentage	10,67%	13,33%	66,67%	9,33%	100%

Table 3: Chat Tools used by Students

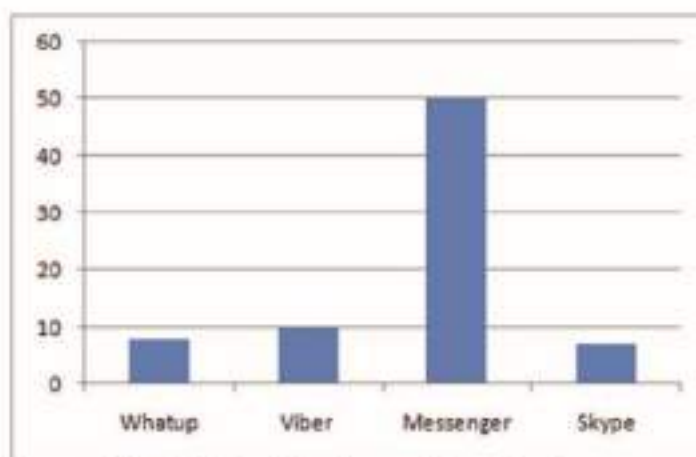


Fig 3. Chat Tools used by Students

Which Language do You use When you are Chatting?

The results illustrated in the graph below confirm that many of the students (40) use English for chatting. The other high number (29) presents the group of students who use both languages "English

and French” which clearly means that students code switch languages “English and French”) within CMC.

Options	English	French	Both	Other	Total
Participants	40	4	29	2	75
Percentage	53,33%	5,3%	38,67%	2,67%	100%

Table 4: Students’ Language Used for Chatting

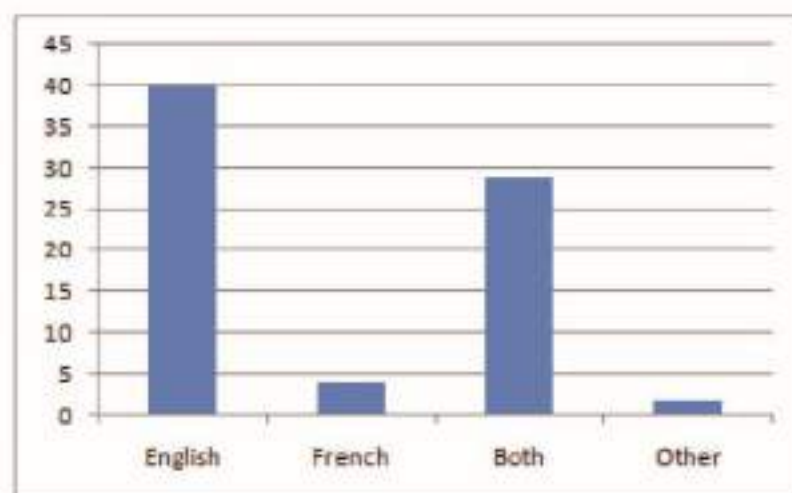


Fig.4 Students’ Language Used for Chatting

5- Which words do you use in chat?

From this question the data collected illustrate that 15 students use a lot of entries, while the use of shortcutting is by 35 students. Usually entries and shortcutting are written without vowels with only graphemes and alphanumeric homophony.

Since chatters key concern is to send messages and to communicate quickly, saving time and space. Thus, they do not care for Language construction. They use short cuttings that save time and at the same time convey the intended meaning.

Options	Entries	Short cutting	Both	Total
Participants	15	35	25	75
Percentage	20,00%	46,67%	33,33%	100%

Table5: Words Used in Chat

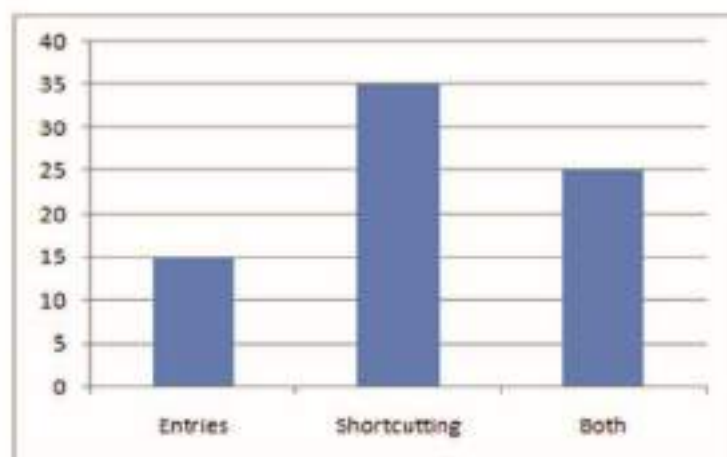


Fig. 5: Words Used for Chat

6- Do You Use Punctuation Marks while Chatting?

The result entails that students do not care about the right punctuation. Two participants only use punctuation marks while chatting.

Options	Yes	No	Total
Participants	2	73	75
Percentage	2,67%	97,33%	100%

Table 6. Use of Punctuation in Chat

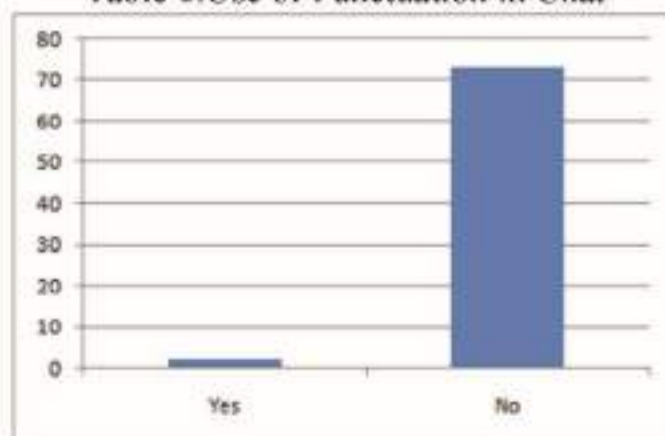


Fig. 6. The Use of Punctuation in Chat

7- Could you please state some words you use in chatting?

By answering this question the researchers will collect some words that EFL students are using in their writing. All of the illustrated abbreviations and entries are presented in the following table:

Chat Language	Formal language
NN	No
Y	Why
C	See
Eg	Example
Esp	Especially
Wan2	Want to
CUL8R	See you later
FYI	For Your Information
MYOB	Mind your own business
GTG	Got to go
IMO	In my opinion
GB	Good bye
IDK	I don't know
Gn8	Good night
IYKWIM	If You Know What I
WYSIWYG	What You See Is What You Get

Table7: Examples of chat language

5. Conclusion

This study investigates the relationship between chatting and formal writing. It aims to find the main characteristics which identify the chat language. The collected data from the questionnaire revealed that Master two students adopt writing briefly as a new form of writing; they do not write long sentences, instead, they write short cuttings and entries. This habit of shortening sentences affects their academic production. In addition, the participants use “code switching” in writing using Formal English, French, and Netspeak language. Isaac & Ganesh (2019,) summarize the negative effects of chat language on students’ academic writing and the mix up of Netspeak with Academic English language:

- The use of unacceptable acronyms and shortcutting.
- Lack of punctuation or no respect of using it.
- Misspelling words.
- Inappropriate use of subject verb agreement.

- The ambiguity meaning concluded of reading students' piece of writing.

Further, Crystal explains in his book "txtn the gr8 db8", texting which has specific features as abbreviations, omissions, and other features makes students ignore language standards, and do not give it its importance. "Text messages destroying our language" (p. 07). To sum up, Lee (2018), in describing the interference of net language, states that it is a "continuing assault of technology on formal writing" (as cited in Oxley, 2020). He states that chat language is like an offensive violation on academic writing.

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The Influence of Supervisor-Supervisee Communication Gap on Supervising EFL Master Dissertations

Received: day/ month/ year; **Accepted:** day/ month/ year; **Published:** day/
month/ year

Abstract: The aim of this research paper is to explore the opinions of Master's Degree Graduates in EFL about the supervisor-supervisee communication gap since supervision process witnessed great challenges at the University of 8 Mai, 1945, Guelma where students' inability to meet the deadline of their Master Dissertation is potentially due to supervisors' late feedback and lack of guidance. To uncover graduates' views about that, a structured questionnaire was administered to 89 Master Graduates between 2016 and 2019. Quantitative data revealed that 55.05% of the students did not meet the deadlines although 62.33% of the candidates worked in pairs. Besides, 42.85% of the graduates perceived writing dissertations as difficult due to lack of supervisor's guidance. In addition, 38.46% of the participants admitted that they suffered from the problem of non-response; meanwhile, 53.48% of the informants testified a problem of late response. Therefore, 60.67% of Master's Graduates insisted that face-to-face meetings remain necessary in the Digital Age. Consequently, findings confirmed that lack of communication can ultimately lead to graduation delay.

Keywords: Lack of communication – Lack of guidance – Late-feedback – Late response – Supervisor-supervisee communication gap – Writing dissertations.

الملخص: تهدف هذه الورقة البحثية الى استكشاف آراء خريجي الماستر في اللغة الإنجليزية كلغة أجنبية حول الفجوة التواصلية بين المؤطر والمؤطرة، حيث تُشهد عملية التأطير تحديات كبيرة في جامعة 8 ماي 1945، قالمة، ومن المحتمل أن سبب عدم قدرة الطلبة على إنهاء مذكرة الماستر في الوقت المحدد هو التصحيح المتأخر ونقص التوجيه من طرف المؤطر. ولكشف آراء المتخرجين حول ذلك، تم إجراء استبيان كمي لعينة مكون من 89 متخرجاً

ما بين سنتي 2016 و2019. وقد كشفت النتائج الكمية أن 55.05% من الطلبة لم يتمكنوا من إنهاء المذكرة في الوقت المحدد رغم أن 62.33% من المترشحين قاموا بإعداد المذكرة بشكل ثنائي. كما أكد 42.85% من المتخرجين صعوبة كتابة المذكرات نظرا لقلّة التوجيه من طرف المؤطر. كما اعترف 38.46% من المشاركين أنهم عانوا من مشكل عدم الرد من قبل المشرف، وفي نفس الوقت، شهد 53.48% من المشاركين مشكل الرد المتأخر، ولهذا أصّر 60.67% من الحاصلين على شهادة الماستر على أن اللقاءات وجها لوجه تبقى ضرورية في العصر الرقمي، وبهذا فقد أكدت النتائج أن نقص التواصل يؤدي الى تأخر التخرج. الكلمات المفتاحية: التصحيح المتأخر، الرد المتأخر، الفجوة التواصلية بين المؤطر والمؤطر، كتابة المذكرات، نقص التواصل، نقص التوجيه.

1. Introduction

Writing the dissertation is an integral part in a Master Programme in Algerian Universities. Students spend two years to complete their Master Degree and three years in Licence (Bachelor's) Degree. Second-year Master Students of English in the University of 8 Mai 1945 (Guelma) are supposed to write at least sixty-page dissertation in one semestre, starting from February to mid-June. The dissertation is coefficient 15 in addition to the mark of the training report which is coefficient "2" after training students to teach in the Middle or Secondary School. Also, students are given a mark for personal work by their supervisor that is coefficient "3". However, some supervisors are not well-prepared for the role of supervisor, they lack the necessary experience that could enhance the supervision process. Furthermore, most of supervisors in the department of English are struggling to achieve an effective supervision of Master Students given the fact that they are still supervisees/PhD candidates; hence, some of them are torn between finishing their Doctoral Research and guiding Master Students in writing their dissertations in addition to correcting the training report. As a result, they are working under stress due to the multi-dimensional role they are

playing as teachers, PhD candidates, and supervisors. Thus, they are working under stress by correcting students' research and postponing their own research to a non-precise date. Acting simultaneously as a supervisor and a supervisee has seriously complicated the task for teachers, which affected supervision practices negatively since many students were unable to meet the deadline fixed by the administrative staff.

On the other hand, students who are enrolled in the Second-year Master Programmes are supposed to have an acceptable proficiency level since they got their Licence within the LMD (Licence-Master-Doctorate) System of education after the completion of three years of study in Licence (Bachelor of Arts), which is not the case with many students. It was observed that some supervisees in the Department of English, University of 8 Mai 1945, Guelma are struggling to write a high-quality dissertation; they still need training about research techniques and academic writing skills although they studied "research methodology" and "advanced reading and writing skills" as well as "online research" and "ICTs" (Information and Communication Technologies). Apparently, no studies were conducted in the Algerian context about the challenges and the problems of Master Dissertations' Supervision in Foreign Language Learning either at graduation or at post-graduation levels. A semi-structured interview was conducted by Bakhou and Bouhania (2020) to explore *thesis writing difficulties* faced by Algerian Master Students in some provinces of Algeria: Adrar, Ourgla, ELoued, Bechar, Oran, Béjaia, Batna, and Blida. Results indicated that the main difficulties in writing Master Dissertations include low academic writing proficiency, lack of supervisor support, and lack of research participants' cooperation (p. 243). So, lack of supervisors' support was a prominent problem in these provinces. The aim of this research is to focus on supervision practices and the problem of supervisor-supervisee communication gap as well as the effective role of the supervisor in directing students' research and providing them with constructive feedback and effective guidance by minimizing the communication gap between Master's Candidates and their supervisors.

1. Literature Review

1.1 Definition of Supervision

In this article, the meaning of the term *supervision* is related to supervising students' dissertations rather than "supervision of instruction" that is "the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning" (Mohammed, Yusuf, & Mbitsa, 2015, p. 22). In this respect, supervising teachers relies on "observation and coaching" to improve their performance (Marshall, 2009, p. 20). This is mainly apparent through inspectors' work which aims at affective teaching.

Abiddin considered dissertations' supervision as "an inter-relational process, including interior and exterior factors as well as individual that occur between student and supervisor" (2006). The teacher-student relationship is based on mutual discussion, interaction, and development of interpersonal skills. The teacher-as-a-supervisor needs to collaborate with her/his supervisees in order to face obstacles and achieve a well-written academic work; however, not all teachers are able to perform this role effectively. Furthermore, some novice teachers need training to raise their awareness about the role of supervisors in guiding students towards a well-structured academic work.

The process of supervision is not easy since "it requires time, dedication and, more importantly, adequate training to qualify for the role" and "an understanding of educational theories and practical educational techniques including constructive feedback, communication skills" (Abdulla, 2008, p. 6). Therefore, it will be great if teachers are trained to become supervisors.

Some guidelines about training students to conduct Doctoral Research in Higher Education were proposed by The UK Research Councils' Joint Statement by focusing on "research skills and techniques, research environment, research management, personal effectiveness, communication skills, networking and team-working, and career management" (2001, as cited in Allen, 2010, p. 74). This implies that research techniques and communication skills are highly advocated in maintaining effective supervision. Furthermore, a highly independent researcher could be qualified to conduct research efficiently within a motivating research environment where each supervisee should act as a good manager of his/her own research and career. In

addition, networking should be highly promoted through online supervisor-supervisee collaboration by using different mediums of online communication.

On the whole, we can define supervision as the process through which supervisees cooperate with their supervisors to accomplish a certain task where the supervisor plays the role of director, guide, collaborator, and feedback provider; while, the supervisee acts as a researcher, an academic writer, and a self-assessor. Tele-collaboration is highly advocated in the Internet Age where both face-to-face and online feedback could enhance students' writing of dissertations.

1.2 Supervising Master Dissertations versus Supervising Doctoral Theses

Previous research in the field of supervision focused more on Postgraduate/Doctoral Research rather than Undergraduate/Master Research. Dillon and Mallot (1981) conducted an experimental study in which 35 Master Students and 5 PhD students of Psychology from the University of Western Michigan (USA) were enrolled (p. 195). They compared the Behavioural and the Standard Systems (p. 197). Findings indicated "no difference between the performance of the PhD students as supervisees and the performance of the MA supervisees" (p. 198). However, Behavioural-system students finished their thesis earlier than Standard-system students (p. 201).

Murphy, Bain, and Conrad (2007, p. 209) conducted an interview in an Engineering Faculty (Singapore) about PhD Supervision to specify the role of the supervisor: two main roles were indicated: first, research direction and responsibility (controlling beliefs) versus guidance (guiding beliefs); second, either focus on the tasks (task-focused beliefs) or focus on the development of the supervisees (person-focused beliefs). Eventually, four useful orientations to supervision were distinguished: first, controlling and task-focused; second, controlling and person-focused; third, guiding and task-focused; fourth, guiding and person-focused (Murphy et al., 2007, p. 219). Murphy et al. concluded that supervision is considered as *a form of teaching* between supervisors and their supervisees (2007, p. 228). Moreover, Maphalala and Mpofu (2017, p. 109) examined supervision of Doctoral Research in distance learning at the

University of South Africa (Unisa). They found that 76% of postgraduate students were satisfied with “the library services” (2017, p. 121) while 69% of them agreed that supervisors’ guidance was useful (2017, p. 119).

Concerning Master Supervision, Dysthe (2002) investigated the shortcomings of individual supervision and stressed the importance of collective supervision (as cited in Dysthe, Samara, & Westrheim, 2006, p. 300). In this respect, Dysthe et al. (2006) provided a new collective supervision model including three features: First, supervision groups encompassing two to three supervisors and their Master’s students. Second, student colloquia in which the same students work together without their supervisors. Third, individual supervision. The aim behind their model was raising students’ academic writing proficiency and facilitating research conduct as well as time organization to meet the deadline (p. 300). Simultaneously, Anderson, Day, and McLaughlin (2006, p. 151) conducted an interview with 13 supervisors and 15 supervisees, in addition to a survey with 91 Master Students in the University of Edinburgh (UK) to explore both supervisors and Master Students’ views about the process of supervision and the supervisory relationship. They concluded that supervisors’ commitments and actions include mainly helping students select a topic in which they are highly interested as well as monitoring and guiding the supervision process (2006, pp. 163-164). Anderson et al. also argued that the role of the supervisees is to be responsible for what they write and for “progressing the dissertation” by ensuring “commitment” and following supervisor’s directions (2006, pp. 157-158). Abdallah, Hillerich, Romero, Topp, and Wnuk (2010) also conducted a 45-minute interview with Gunnar Lindstedt, “an experienced supervisor”. The interviewee indicated that two important elements constitute the supervision process, namely form and content. The former is related to time-management and communication while the latter is based on directing students about how to deal with problems (p. 2). Abdallah et al. (2010) concluded that the supervisor should provide students with ongoing support “giving him the most possible autonomy without letting him stand alone” (p. 3).

Wichmann-Hansen, Thomsen, and Nordentoft (2015) studied the challenges encountered by supervisors in the Collective

Academic Supervision Model applied in a Master Programme in Guidance and Counselling at Aarhus University (Denmark). Three main challenges were pointed out by them: First, equal participation by students in the group. Second, answering students' inquiries and raising their involvement. Third, promoting students' analytical skills (p. 20). Among the other problems investigated by researchers in relation to Master Supervision, Dysthe et al. mentioned "overdependence on the supervisor" and "lack of ownership and mismatch of personalities" (2006, pp. 299-300). Thus, students should act independently from the teacher by designing their own research agenda under the control of the supervisor so that they could promote their autonomy in research by moving from teacher-guidance to self-guidance.

1.3 The Effective Roles of a Supervisor:

Based on their self-study, Gravis and Pendergast (2012) discussed the importance of the *relational supervision* approach where supervision is "based on an advisory role, quality control role, supportive role and guiding role" (p. 33). For them, this type of supervision is better than *traditional* supervision that views the supervisor as the "expert" and the student as the "apprentice" (Gravis & Pendergast, 2012, p. 33). Within the new role of the teacher in the learner-centred approach, the supervisor should act as a facilitator, an organizer, and a monitor who guides students towards effective planning, design of research tools, and division of chapters especially when students have a low English proficiency that may prevent them from getting a good insight into the topic. However, facilitation does not imply doing the work for students. It rather denotes directing them towards good design of the academic work. Undoubtedly, the role of the supervisor is helping students "relate theory to practice" (Dowie, 2008, p. 35). Rensburg, Myers, and Roets (2016) concurred that supervision is based on "professional commitment" (p. 2). They further stressed the importance of providing students with academic support, emotional support, writing support, assessment, and feedback (pp. 6-7). Rensburg et al. (2016) also highlighted the necessity of supervisor-student communication in which constructive and written feedback play central roles (pp. 8-9).

Another important role that should be played by supervisors is raising supervisees' awareness about "digital ethics"

(Ismail, 2018, p. 118). They must direct their supervisees' attention towards academic honesty and plagiarism avoidance. Within this scope, using automatic detection of plagiarism could be very influential in enhancing the role of the teacher as an assessor of students' research (Abdaoui, 2018, p. 386). Furthermore, supervisors are evaluators and feedback providers. Online feedback could be used to gain time and effort during the process of supervision. Apparently, some supervisors are not playing an effective role vis-à-vis providing students with assessment and feedback. This idea is supported by Ismail who argued that:

[A]lthough it is recommended that educational supervisors should have an understanding of educational theories and practical educational techniques including constructive feedback, communication skills and dealing with difficulties, regrettably this is not the case. (2018, p. 117)

A supervisor-supervisee communication gap appears to persist despite the availability of various mediums of communications in the Digital Age. Problems of non-response or late response from the supervisor could affect students' emotional status and make them feel confused, irritated, and lost. This could result in lack of guidance and delay in writing the dissertation especially when hand-written feedback is lacking. Communication with the supervisor is highly influential because supervision process is based on *constructive feedback* which is not an easy task to accomplish as explained by Dowe who stated that "to criticise someone else's work, even constructively, is difficult" (2008, p. 35). According to Rensburg et al., constructive feedback is related to "to strategies for improvement and using appropriate language in a collaborative rather than a lecturing style" (2016, p. 9).

Supervisors could also play the role of counselors. In psychology, counselling is viewed as "a therapeutic experience for otherwise reasonably healthy persons faced with problems" (Rao, 1991, p. 22). It is defined by the *Division of Counselling Psychology* as "an active, collaborative relationship which can both facilitate the exploration of underlying issues and can empower people to confront change" (2008, as cited in Sims, 2010, p. 454). In the same line, the supervisor could collaborate with his/her supervisees to uncover new things and get accustomed to

new learning situations through research and dissertation writing. Nonetheless, the counsellor needs to be “trained” to provide help (Rao, 1991, p. 22). The same for a supervisor whose intellectual support is not enough because s/he needs to be trained especially when s/he supervises students’ dissertations for the first time.

Being a supervisor is not an easy task to accomplish; due to the unavailability of clear guidelines about what a supervisor must do, learning through experience or learning through doing has characterized supervisors’ career especially in the case of PhD Supervision which is described by Halse as “a process of ‘becoming a supervisor’” (2011, p. 11). Consequently, the role of the supervisor is multi-dimensional; s/he should maintain a strong relationship with his/her supervisees based mainly on communication. Although there are different tools of communication in the digital era, students still witness lack of communication with supervisors which is really a problematic issue.

Cornelius and Nicol (2016) encouraged “flexibility” by supporting supervisees in online environments through distance and blended learning (p. 2). Seemingly, some supervisors may feel anxious and disengaged towards their role of supervising students because of some problems like “lack of experience” and “lack of clarity” about what to do exactly as a supervisor in addition to students’ low academic writing proficiency (Cornelius & Nicol, 2016, p. 9).

1.4 Communication Gap between Supervisees and Supervisors

Communication is defined as “a process by which people arrive at shared meanings through the interchange of messages” (B. Rubin, M. Rubin, Haridakis, & Piele, 2010, p. 3). Thus, no exchange of information results in a communication gap between the two sides. Communication between students and teachers is highly advocated to enhance learning and supervision. Petty (1980) explained that “the phenomenologist and symbolic interactionist approaches to the analysis of teacher-pupil relationships provide persuasive reasons for believing that pupils’ achievements may be related directly to their ability to communicate with their teachers” (p. 25). This implies that writing a good dissertation is related directly to effective communication with the supervisor. Therefore, students and their supervisors

should avoid what Masek called “communication breakdown” since it can lead to the delay of graduation or drop-out (2017, p. 2). This could be achieved when students “overcome the communication barrier” (Masek, 2017, p. 1). This indicates that the only way to receive support from supervisors is to maintain a strong relationship with him/her based on interaction, discussion, and communication.

2. Methodology

2.1 Context

Second-year Master Students at the department of English in 8 Mai 1945 University (Guelma) are struggling to finish their dissertations on time. Many candidates are complaining about the communication barriers between supervisors and their supervisees especially in the pandemic situation (Covid-19). Hence, a survey was made to confirm the existence of a communication gap between teachers-as-supervisors and students who graduated from 2016 to 2019.

2.2 Participants

The current study was conducted in October, 2020 through the quantitative descriptive method (Koul, 2009, p. 106) by administering a structured questionnaire directed to Master's Degree Graduates in EFL from 2016 to 2019 to explore their opinions about the process of supervision and the problem of supervisor-supervisee communication gap. Eighty-nine participants, aged between 25 and 27 years responded to the survey which was administered online using Google Forms because of the current pandemic situation (Covid-19) on the one hand, and the difficulty to meet graduates in EFL face-to-face.

2.3 Instruments

The questionnaire is chosen as a research tool because it is considered as reliable tools of data collection in the process of teaching and learning (Richard & Lockhart, 1996, p. 10). The questionnaire consists of twenty (20) questions distributed over three sections. The first section (*three questions*) is about General information about the sample. It explored Masters' graduates' age and graduation year, in addition to writing the dissertation individually or in pairs. The second section (*eight questions*) investigated topic selection and writing the dissertations. It aims mainly at collecting data about topic choice,

dissertations' writing difficulties, and meeting the deadline. The third section (*nine sections*) surveys the views of Master's Graduates in EFL about the supervisor's role and students' attitudes towards their supervisors.

4. Results and Discussion

Quantitative data from Master Graduates' questionnaire indicated that the population's age ranges from 25 to 27 years. More importantly, 37.66% of the participants declared that they wrote their Master Dissertation individually while 62.33% of them wrote it in pairs. Pair work in writing Master Dissertations at the department of English in 8 Mai 1945 University (Guelma) is due to the considerable lack of supervisors and the growing number of second-year Master Students. Evidently, only students who graduated between 2016 and 2019 responded to the online survey in spite of the fact that there are EFL Master's Graduates in 2014 and 2015. Answers to the first question of section two are indicated in Table 1:

Options	Frequency	Percentage
Students' choice of the topic	18	20.22%
Teachers' choice of the topic	2	2.35%
Both (based on mutual discussion/collaboration)	69	77.52%
Total	89	100%

Table 1. Supervisors' versus Supervisees' Topic Selection

Specifying a good topic for the dissertation is related to problem identification. Within this scope, originality is highly appreciated in selecting topics. So, whose role is it to select a topic? Is it the supervisor's job since s/he is more experienced or the candidates' task? Concerning responses to this question, the majority of informants (77.52%) are convinced that topic selection is neither the responsibility of the supervisor nor the supervisee alone. It should be based on mutual discussion and collaboration. Students should be given the opportunity to choose topics in which they are interested so that they could feel more motivated and engaged. Additionally, more than two-thirds of the population (65.16%) argued that what attracts them to a specific topic is originality; 31.46% opted for availability of sources as the cause behind topic selection. The rest of the population (3.37%) of the

participants argued that easiness of the topic could lead to their selection of the theme. Table 2 shows Master's Graduates' perception of whether it is difficult to write the dissertation or not.

Options	Frequency	Percentage
Easy	63	70.78%
Difficult	26	29.21%
Total	89	100%

Table 2. Master's Graduates' Perceptions of Dissertation Writing as Easy or Difficult

As shown in Table 2, 70.78% of the informants considered dissertation writing as difficult. Concerning the causes behind the difficulties in dissertation writing, the majority of participants (71.42%) asserted that they faced difficulties due to the lack of sources. Choosing original topics may sometimes lead to unavailability of sources. Interestingly, 42.85% of the respondents considered the lack of supervisor's guidance and collaboration as the reason behind difficulties in writing the dissertation. Consequently, supervisors should have clear instructions about effective supervision and supervisors' role. 19.04% of Master's Graduates in EFL admitted that writing the dissertation is difficult due to their low academic writing proficiency. As a result, students' academic writing must be enhanced before having access to the Master's Programme, either independently or through formal instruction.

Concerning the aspects that students focused on when writing their dissertation, research methodology was ranked first with 65.16% of responses. Paraphrasing took the second rank with a percentage of 61.79%. The practical part was listed third with 51.68% of students' responses. The fourth rank was allocated to vocabulary with a percentage of 34.83%; while grammar was ranked fifth with a percentage of 24.71%. This indicates that students give more importance to research methodology and design because they are aware of its useful contribution to the achievement of a well-structured dissertation. They further noticed the utility of the practical part which reflects the students' original contribution to the field of research. Students also considered paraphrasing as very interesting, they know that academic dishonesty threatens their career as a student as well as their professional career in the future. Some of them appreciated the use

of suitable vocabulary that shows a good lexical competence in English. Consequently, grammar was ranked in the last position although many grammatical errors are often spotted in students' dissertation writing. In Table 3, students' opinions about the most difficult aspect in writing dissertations are displayed:

Options	Frequency	Percentage
The theoretical part	34	38.2%
The practical part	18	20.22%
Writing style (APA/MLA)	17	19.1%
Paraphrasing	19	21.34%
Grammar	0	0%
Vocabulary	1	1.12%
Total	89	100%

Table 3. Students' Opinions about the Most Difficult Aspect in Writing Dissertations

As it is shown in Table 3, participants provided different viewpoints about that. So, no general consensus was made by the informants about a specific aspect. The results indicated that 38.2% of Master's Graduates argued that the theoretical part is the most difficult feature in writing the dissertation. This may be due to the fact that it takes a long time to collect and review the literature as well as paraphrase the statements of authors and write the references' list. Besides, 21.34% of the respondents maintained that paraphrasing is the most difficult factor in writing their dissertations. Students are struggling to reword others' ideas and words. This may be due to many reasons such as lack of understanding of authors' statements, lack of vocabulary, lack of academic writing proficiency...etc. Moreover, 20.22% of the population concurred that the practical part is the most difficult aspect of dissertations' writing. This implies that research is not an easy process, it needs a well-qualified student who is able to design research tools and conduct empirical research. 19.1% of the informants viewed writing styles (APA/MLA) as the most difficult aspect of Master Dissertations' writing. Not all the students use them easily when making both in-text citation and bibliography citation. 1.12% of Master's Graduates admitted that vocabulary is the most difficult feature in writing dissertations. None opted for grammar as the most difficult part in writing dissertations; this denotes that the informants did not face problems with grammatical competence.

More than half of Master's Graduates (55.05%) confessed that they were unable to meet the deadline (mid-June); they finished their dissertation in September although 32.65% of them started writing the theoretical part in February while 26.53% of them started writing their dissertation in March. This confirms the fact that one Academic Semestre (four months and half: from February to mid-June) is not enough for conducting research and writing the dissertation. 36.73% of the informants confessed that they started their dissertations in April, which shows that they were very late. Although 2.04% of the respondents started in December and the same percentage (2.04%) in January, they did not finish on time.

A supervisor is expected to help her/his supervisees meet the deadline and write both the theoretical and practical part proficiently. S/he must guide Master's Candidates during the process of Master Dissertation writing by moving gradually from research proposal design and writing to the fulfillment of a well-structured dissertation. The most effective three qualities of a supervisor as indicated by the informants are: corrector (73.03%), feedback provider (71.91%) and guide (65.16%) as displayed in Table 4:

Options	Frequency	Percentage
Director	26	29.21%
Facilitator	12	13.48%
Feedback provider	64	71.91%
Corrector	65	73.03%
Guide	58	65.16%
Monitor	12	13.48%

Table 4. The Most Effective Three Qualities of a Supervisor

It is observed from Table 4 that 29.21% of the respondents claimed that among the qualities of the supervisor is director while 13.48% of the informants acknowledged the quality of being a facilitator and a monitor especially within the learner-centred curriculum. Master's Graduates not only affirmed that the first quality of the supervisor is corrector but 55.05% of them preferred non-automatic correction. In other words, they announced that the traditional way of correction using colours to highlight errors in *Word Processing* is better than automatic correction.

As supervisor-supervisee communication is very important, 85.39% of the participants were convinced that the Internet is supposed to facilitate communication with the supervisor through different mediums of communication. The most used medium as indicated by them is emails (88.15%). Phone calls were ranked in the second position with 42.1% of responses. Then, Facebook Messenger represents the third tool of communication with a percentage of 35.52%. Supervisors rarely used mobile messages to contact their supervisees (7.89%), the same for Skype (1.31%) and WhatsApp (1.31%) as well as Facebook Messages (1.31%). On the contrary, 14.6% of the respondents were against the fact that the Internet has made communication with the supervisor easier; this is due to many reasons as explained by them. The first reason is the problem of late response as chosen by 53.84% of the informants. The second reason is the problem of non-response that was selected by 38.46% of the population. The third cause behind that is the ambiguity of some instructions and guidelines offered through emails as uncovered by 23.07% of the graduates. Furthermore, 15.38% of the participants claimed that all these factors are responsible for the difficulties of communication through the Net.

Despite the fact that 85.39% of Master's Graduates ensured that the Internet facilitated communication with the supervisor, 55.05% of the students did not meet the deadlines. Therefore, informants were asked about what they usually do in case of non or late response from the supervisor to handle the problem of communication gap and avoid delay. Their answers are displayed in Table 5:

Options	Frequency	Percentage
I just wait (nothing to do)	52	58.42%
I ask for clarifications/guidance from my peers	34	38.20%
I ask for clarifications/guidance from other teachers	24	26.96%

Table 5. Students' Solutions in Case of Late or Non-response

As indicated in Table 5, 58.42% of the students feel helpless when they receive late or non-response from the supervisor; in other words, they have no solution in this situation. 38.2% of the informants declared that they ask for

clarifications/guidance from their peers. Hereby, students appreciate peers' collaboration as an effective way to get help in moments of need in order not to waste time waiting for the late answers from the supervisor. 26.96% of the respondents opted for seeking guidance from other teachers whenever their supervisor neglect their urgent messages or emails. In the same line, 60.67% of the respondents asserted that supervision meetings (face-to-face) remain necessary in the age of technology; however, 30.33% of them claimed that face-to-face meetings are sometimes necessary. 8.98% of the informants argued that there is no need for face-to-face meetings in the Internet Age since online/electronic feedback is enough.

Effective supervision is highly advocated in Foreign Language Learning (FLL). To reach high-quality dissertations, supervisors should play several roles. Concerning the most essential roles of supervisors, the students' answers are indicated in Table 6:

Options	Frequency	Percentage
Informing supervisees about ethical issues/codes	27	30.33%
Directing supervisees towards effective information retrieval and citation	58	65.16%
Fixing deadlines for each chapter	39	43.82%
Providing continuous guidance	76	85.39%
Providing supervisees with references	30	33.7%
Other	5	5.61%

Table 6. The Most Essential Roles of Supervisors

As displayed in Table 6, the majority of the participants (85.39%) are aware of the essential role of the supervisor as a *guide* who should always listen to supervisees' inquiries and provide them with advice, valuable comments, and constructive feedback. Moreover, 65.16% of the informants argued that the supervisor has to direct supervisees towards effective information retrieval and citation techniques. In addition, 43.82% of the respondents indicated that fixing deadlines for each chapter is among the essential roles of supervisors since it could help students organize their time and avoid delay. Besides, 33.7% of Master's Graduates in EFL argued that providing supervisees with references is among the roles of the supervisor. What is more, 30.33% of the participants declared that informing them about ethical issues and

codes is a principal role that must be played by supervisors. Eventually, 5.61% of the population suggested other roles they consider as effective roles too. Five roles were suggested as follows:

- Providing feedback as soon as possible.
- Taking responsibility for supervisor's wrong recommendations in oral defense especially when s/he asks students to change something that was correct in the beginning.
- Knows how to deal with students (relational supervision).
- Maintaining a good friendly relationship.
- Being a hard worker and showing interest in the topic.

As a result, students are aware of the importance of immediate feedback, hard work, and respect in relational supervision. They underestimate supervisors' wrong guidelines especially when s/he does not assume responsibility in the viva. Students' attitudes towards their supervisors are displayed in Table 7:

Options	Frequency	Percentage
Positive	60	67.41%
Negative	29	35.58%
Total	89	100%

Table 7. Master's Graduates' Attitudes towards their Supervisors

Ajzen (1993) defined attitude as "an individual's disposition to react with a certain degree of favorableness or unfavorableness to an object, behaviour, person, institution, or event" (p. 41). Attitudes may be affected by the conditions in which students worked to finish their dissertations and the relationship with their supervisor. Apparently, more than two-thirds (67.41%) of the population claimed that they have positive attitudes towards their supervisors while 35.58% of the respondents asserted that their attitudes towards their supervisors are negative. Perhaps, they are within 55.05% of Master's Graduates who did not meet the deadline.

5. Conclusion

Following supervisors' guidelines would help Master's Candidates write a well-structured dissertation and meet the deadline, which is not the case for 55.05% of Master's Graduates although 62.33% of the candidates worked in pairs. More importantly, 70.78% of the respondents pointed out that writing dissertations is difficult. 42.85% of them further considered lack of guidance as the cause behind this difficulty. Accordingly, lack of communication persists despite accessibility to technology. In this respect, 38.46% of the participants admitted that they suffered from the problem of non-response and 53.48% of them witnessed a problem of late response that could affect candidates' time-management negatively. Interestingly, 60.67% of Master's Graduates insisted that face-to-face meetings remain necessary in the Digital Age. As a result, second-year Master Students' delay and inability to meet the deadline is due to supervisor-supervisee communication gap. We highly recommend that the supervisor should look for ways to fill the communication gap which could sometimes result in postponing students' research and writing. Clear instructions about supervisors' roles should also be specified in the department of English so that teachers know what is expected from them as Master Students' Supervisors. In short, Supervisors who are still writing their Doctoral Thesis have to manage their time effectively by allocating enough time to Master Dissertations' Supervision, teaching tasks, examinations' correction, and their own thesis. Without supervisors' support and cooperation, students will struggle to overcome the difficulties they face in writing their dissertations.

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The Implication of Cross-cultural Pedagogy in EFL Contexts: Assessing Students' Perceptions and Intercultural Awareness

Received: 21/ 03/ 2019; **Accepted:**day/ month/ year, **Published:**day/ month/ year

Abstract:

The present study addresses the reasons behind students' difficulties in dealing with unfamiliar cultures related to the language users whose mother tongue is English. It attempts to investigate the effect of classroom instruction on the learning process and examine the role of including culture-oriented topics into the instructional routines. To reach the designed objective, it will be of great importance to assess the amount of learners' exposure to the cultural aspects related to the foreign language they are learning for the purpose of determining whether the incorporation of culture into teaching is beneficial. Furthermore, the study attempts to look for the suitable strategies and didactical techniques that may facilitate the integration of culture into the courses. It highlights the apparent connection between culture and language and how they can reflect successful language acquisition built on an emphasis on instructional approaches that integrate culture in a number of ways. While gathering data for this research work, quantitative means were of great importance in extending the researcher' knowledge on the chosen topic.

Key words: *cultural awareness_cross-cultural pedagogy
intercultural communication,*

Corresponding author :

الملخص:

يهدف هذا البحث إلى معالجة الإشكالية المتعلقة بكيفية التطرق إلى المواضيع المتعلقة بالثقافة كما ينطرق إلى تحديد الاستراتيجيات التي تصبو بطريقة أو بأخرى إلى تنمية الكفاءات التي تمكن الأساتذة والطلبة على حد سواء من دمج المواضيع ذات المحتويات الثقافية في الأقسام التي تدرس فيها اللغة الإنجليزية كلغة أجنبية وذلك من خلال البحث في نجاعة المنهجيات التي تهدف إلى خلق الكفاءات المتعلقة بتنمية الوعي ما بين الثقافات. تم جمع المعلومات اللازمة عن طريق استبيان يرصد درجة اهتمام ووعي الطلبة بمدى أهمية الثقافة كعنصر فعال في تنمية القدرات والمهارات اللغوية من خلال إثراء رصيد الطلبة حول كل ما يتعلق باللغة الإنجليزية.

الكلمات المفتاحية :

الثقافة التربوية، الكفاءة الثقافية، الوعي الثقافي

1. Introduction

Technological advances have increasingly introduced changes among communities and have brought people into contact; this creates a growing interest in the intercultural dimension as a key to enhance cultural awareness. As far as learning foreign languages is concerned, the lack of familiarity with the cultures related to the target language may negatively impede the process of accumulating the knowledge needed to become successful speakers. In recent decades, researchers are attempting to best satisfy students' needs regarding the language system as a whole believing that teaching a foreign language is inaccurate and incomplete without the integration of the related culture. In the light of what has been mentioned before, the study attempts to provide standards for foreign language instruction that can be adopted in the university curriculum. It identifies a number of techniques that contribute to an effective English language instruction grounded on the development of intercultural communication and understanding.

2. Review of the Related Literature

It is obviously seen that culture is the mirror through which one can reflect social practices and behavioural norms. Accordingly, syllabus designers should create a multitude of

opportunities for learners to be in contact with the target culture i.e. the one that is related to the English-speaking countries. This can be realized through reinforcing the intercultural activities and dimensions that make them intercultural ethnographers who seek to discover otherness in a number of ways. In fact, the emergence of the communicative approach has stressed the importance of cultural knowledge in the foreign language classroom by creating real-life contexts and exposing learners to different communicative situations that make them compare and contrast the similarities and differences between their own and foreign cultures. For instance, to be able to reflect upon the characteristics of others, learners need first to be familiar with what is part of their own cultures. Thus, the content of instruction should be designed in a way which develops learners' cross-cultural awareness.

2.1 Culture: Definition and Characteristics

Throughout history, many scholars have tried to conceptualize definitions that cover any dimension related to culture. For instance, Trivonovich presents more than 450 different definitions of "culture" as a concept (as cited in Croft, 1980:550). Culture may be perceived as an integrated model of characteristics including language, traditions, values, relationships and classifications of social groups. Similarly, Moran (2001:24) proposed a definition that reflects five facets: products, practices, perspectives, communities, and persons. He announces that "culture is the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts". It is a complex dimension encompassing knowledge, perceptions, beliefs, arts, laws, morals, customs, traditions, and any other skill acquired by social groups. Lochman and Kappel (2008) perceive it as anything mixed up with related and different aspects such as religion, traditions, social norms, history, linguistic features, etc. According to Moran (2001:4), "culture is the great achievement of people as reflected in their history, social institutions, works of art, architecture, music and literature". Similarly, Brown defines it as "a system of integrated patterns, most of which remain

below the threshold of consciousness, yet all of which govern human behavior just as surely as the manipulated strings of a puppet control its motions". (1994:123)

Thompson's words define the term "culture" as follows:

The pattern of meanings embodied in symbolic forms, including actions, utterances, and meaningful objects of various kinds, by virtue of which individuals communicate with one another and share their experiences. (1990: 132).

In attempt to enlarge the aforementioned definitions, Brislin (1990) announces that populations' cultural features shape their social identities and sense of membership. Those widely shared values and goal-directed activities that help people identify themselves as members of the same cultural group.

2.2 Dimensions of Culture

The definition of the term culture has been the subject of concern for many scholars. Robinson's study (1985) provides four definitions as an attempt to clearly and concisely define the concept: behaviourist, functionalist, cognitive and symbolic definitions. The behaviourist one is related to social behaviours (traditions and customs). The functionalist is concerned with the social functions of those behaviours in a given society (the rules and reasons for behaving in that way). The cognitive reflects any process of interpreting data, ideas and concepts, whereas the symbolic definition considers culture as anything inherited consisting of meanings transmitted through history and represented through systematized symbols. Therefore, culture is represented in the form of traits that characterize social groups. Adaskou et al (1990) distinguish four dimensions: the aesthetic one which includes cinema, music, literature and media, the sociological one which refers to family relationships, social rules, norms and customs, the semantic one which is related with the personal ideas and judgments that a specific group of inhabitants have towards different aspects and the pragmatic or sociolinguistic aspect which reflects knowledge, linguistic features and all that build successful social interactions. Another classification has been developed by Doyé (1999) who divides

the term into two distinct dimensions: the first is concrete in its nature like tools, and architecture while the second is symbolized through abstract norms like ideas, beliefs, attitudes, values, etc. thus, one may define culture in terms of thoughts (the set of values and ideas that characterize a specific population), and social distributions (the way in which meaning is expressed and transmitted via communication).

2.3 Language and Culture

Language is the medium through which one can convey meaning, human sentiments, considerations, requests and wishes using a set of combined letters, signs and signals. That verbal and non-verbal means of transforming ideas into sounds that express the intended meaning can be learned easily when correlated with other facets counting cultural characteristics. Thus, learning a non-native language without being in a frequent contact with its culture is deficient. As everybody knows, English is the most broadly spoken language throughout the world. Its universal spread results from colonization in addition to the economic, political and military power of the U.S.A. Consequently, it starts to be used for different targets including trade, tourism, scientific researches and worldwide relationships. The question which arises is whether it is a necessity to teach culture by the side of English as a foreign language or there is no need to implement it. This raises great controversial negotiations among scholars on how to define culture for learners through linking it with language courses and establishing parallel sequences by focusing on paralinguistic features, and intercultural competencies as well as linguistic or grammatical skills.

Kramsch (2001) stresses the idea that language is bound up with culture in different manners. In fact, it is inevitable to learn a certain language in isolation from its culture; thus, it is essential to rise teachers' appreciation of culture in educational contexts through supporting the culture-language approach and any instructional methodologies that emphasize grammatical structures along with social or cultural dimensions.

2.4 The History of Culture Teaching

Foreign language learning requires the acquisition of different components including grammatical rules, communication patterns, accuracy, fluency, vocabulary items as well as other dimensions. Recently, there has been a growing interest in developing the cultural knowledge of foreign language learners which makes them aware of the customs, beliefs, social norms and all that concern other countries specifically the English-speaking ones. The importance of associating culture with language learning has been the concern of many teachers and researchers. In fact, two main viewpoints have influenced the teaching of culture. One pertains the implementation of the aspects of civilization, literature, arts, customs, habits, and social practices by emphasizing facts rather than meanings. On the other hand, other pedagogies concentrate on cross-cultural learning which entails comparison between one's own and the target country in terms of cultural characteristics.

In the 1960s, scholars made an attempt to encourage culture teaching through focusing on learners' perceptions and attitudes. Brooks (1960) has introduced a number of culture-based topics or 'hors d' oeuvres' including a set of aspects (greetings, taboos, contrasts in town and country life, forms of politeness, etc). This suggestion contributed to a shift of focus from teaching geography and history to the cross-cultural approach. In the 1970s, scholars started to concentrate on the sociolinguistic patterns as a key component in developing students' cultural knowledge about otherness. Consequently, the role of culture in the classroom was reinforced and the audio-lingual method was replaced by CLT that creates more integration of language and culture through communicative situations. In the 1990s, scholars begin to explore the way culture should be taught in the foreign language classroom and its vital importance to successfully achieve the teaching objectives. "It is obvious that language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determines the texture of our lives". Sapir (1970: 207).

Culture and language are indivisible since culture describes who talks to whom, about what, and how language can be used to reflect social identities; it also portrays the different

circumstances that lead to various behaviours. Duranti's (1997: 24) defines it as "something learned, transmitted, passed down from one generation to the next, through human actions, often in the form of face-to-face interaction, and, of course, through linguistic communication"

3. Statement of the Problem

Teaching is a demanding profession which needs flexibility and the ability to deal with any situation in an appropriate manner. Instructors are supposed to be as familiar as possible with their learners' process of learning and the difficulties they encounter for the purpose of meeting their needs and introducing new techniques to better cope with emerging situations. In fact, learning a foreign language is not an easy task, for it demands the acquisition of a set of linguistic features, large lists of vocabulary items, a number of grammatical rules, a strange pronunciation and new cultural norms. This leads to different learning problems related to the exposure to a new culture with its different patterns and characteristics. Consequently, learners conceptualize some stereotypes and form comparisons between the native and the foreign cultures. Teachers are the ones who raise awareness among students by introducing a variety of techniques that contribute to intercultural instruction. For instance, the contact learners have with the new culture through the foreign language has a direct influence on their views; this drives them to stereotype ideas that can influence their attitudes, cause confusion and sometimes refusal; therefore, the suggested work attempts to discuss the attitudes that some learners have towards the cultures related to the English language especially university students. It also examines their degree of exposure to the intercultural dimension of teaching as a key to enhance effective communication. In other words, this investigative study attempts to shed light on the opinions and attitudes of learners regarding the English-speaking countries and cultures, and determine how and to what extent these attitudes are reflected in the classroom applications.

4. Target Population

The population under investigation helps in the applicability of the study to a particular situation. The total number of participants is 40 (from Djilali Liabes university at Sidi-Bel-Abbes); it consists of undergraduate students, aged from 18 to 22. The participants were provided with clear information regarding the aims of study, the research tools and rules of confidentiality. They were informed that participation in this study is voluntary and for academic purposes only.

5. Instrumentation

While gathering data for this research work, quantitative means were of great importance in extending the researcher's knowledge on the chosen topic. The quantification of data was done through the use of a questionnaire that includes close and open-ended questions for the sake of providing answers to the research questions and testing the possible answers. The questions were organized in the form of rubrics for the sake of facilitating the gathering and interpretation of the obtained results. The questionnaires have been given to 40 students; yet, five versions cannot be considered as valid copies as they include irrelevant responses.

6. Interpretation of the Main Findings

The introductory question attempts to test whether respondents know something about the people whose mother tongue is English, especially the British and the American people. For instance, a great number of participants confirmed that they have a considerable amount of knowledge on the British and American cultures. However, when being asked to give comments and mention the aspects they are familiar with, the provided definitions were inadequate and incomplete in the way they could not cover all the aspects related to culture. The results are clearly explained in the table below:

Question	Response
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Do you know something about the British people?	Yes	91.42%
	No	8.57%
Do you know something about the American people?	Yes	100%
	No	0%

Table1. *Familiarity with the British and American Cultures*

Asking students whether they encounter difficulties when it comes to activities about culture resulted in a great percentage (74.28%) that reflects the response “yes”, whereas only few respondents affirmed that they face no difficulties when dealing with activities based on cultural contents (See the figure below).

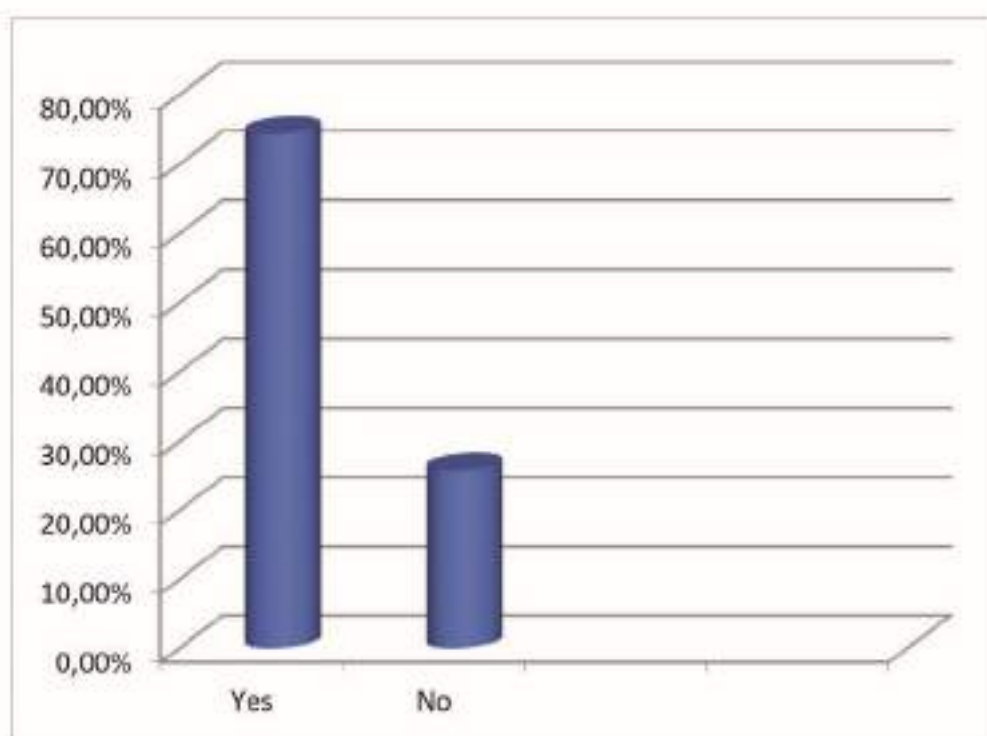


Figure1. *Difficulties in Cultural Activities*

Certainly, preparing research projects gives many opportunities to foreign language learners to discover different cultural aspects and enlarge their cultural backgrounds. Respondents' responses to that question revealed that a

considerable number of students prepared projects and research papers on different topics; yet, cultural ones are somehow neglected. Being interested in knowing about other cultural identities provides valuable information about otherness in terms of similarities and differences. This helps in coping with challenges that each individual had to deal with especially when it comes to learning languages; this may in one way or another help reinforce the acceptance of differences.

As far as open-ended questions are concerned, the responses were rich in terms of explanations; the overall purpose of these questions is to determine the aspects in which learners show some of their ethnocentric attitudes. Through reading all the comments, the researcher realizes that some stereotyping attitudes are generated in terms of ethnicity, civilization, daily life practices, traditions and other related aspects. As a final question, the investigator attempted to ask whether they refuse to learn a foreign language in case they do not like the culture and civilization associated with the native speakers of that language. The results revealed that 62.85% expressed their refusal to learn the language meaning that they engage their personal opinions and stereotypes in their process of learning. This in turn affects the way they proceed to a better understanding of otherness in terms of differentiation among cultures. Thus, communication may occur in an inappropriate and ethnocentric manner (See figure 2)



Figure2 Students' Perceptions

The questionnaire administrated to the selected group of participants is constructed for the purpose of reflecting attitudes towards the cultures associated with the target language; it encompasses questions that highlight the participants' familiarity with and exposure to culture in educational settings. Based on above-mentioned difficulties and on evidence generated from the research procedures, one can find answers to the formulated questions suggested in the early stages of the research work. It has been concluded that some students are not familiar enough with the target culture as they possess ethnocentric judgments and stereotypes. Hence, the intercultural dimension of foreign language instruction can reduce the problematic by enabling learners to positively act in the context of diversity and respect those who have different cultural backgrounds

Being exposed to a new culture with its different patterns and characteristics makes the learner conceptualize certain stereotypes, generalize negative ideas and form comparisons between the native and the foreign cultures. Therefore, it is recommended to raise awareness among students by introducing a variety of techniques to make them interculturally competent.

7. Practical Considerations and Recommendations

Enlarging the amount of culture in classes can be done through games, discussions and any effective activities that promote culture learning. Oxford (1994) suggests the concept 'cultural texture' to describe the cultural aspects or topics that should be taught to encourage learners to become actively involved in experiences of cultural understanding and positive comparisons. Such experiences promote the development and the discovery of what is familiar and what is unfamiliar i.e. similarities and differentiations.

7.1 Culture Test

That kind of activities enables learners to determine the correct responses in relation to the target culture by giving a list of possible answers to some examples. This can make them test their personal data regarding those behaviours. Thus, they start to

be engaged in individual and group discussions as well as critical comparisons to discover the correct answers.

7.2 Ethnographic Activities

An effective technique to learn about the cultures of others is to make the foreign language learner in contact with real-life contexts. The ethnographic approach can be followed by making one visit an English-speaking country to find out details by using interviews with foreigners and taking notes on cultural features and behaviours. This task engages the learner in authentic situations that facilitate the direct access to cultural knowledge.

7.3 High Culture

This approach encourages teaching literature as a way to promote language as well as culture acquisition, since literary texts are rich in terms of details that reflect the social life and values of another community. Literature is the key for teachers to portray the behaviours, thoughts, attitudes, traditions, and linguistic rules related to the target language. It is the mirror which provides an opportunity for learners to discover what is strange and what generally defines otherness.

7.4 Culture Capsules

This task refers to the brief descriptions of the cultural aspects in relation to the target language and culture. Those descriptions push learners to compare and contrast different items for the purpose of promoting cultural awareness and understanding. Figuring out similarities as well as differences can be done through organizing oral discussions or written expression tasks in the classroom with the help and guidance of teachers.

7.5 Culture Clusters

This activity is one of the techniques that increase the readiness and openness to discover and know about other cultures. A culture cluster is a group of culture capsules or descriptive interpretations about specific aspects related to the native speakers. These analytical descriptions help in shaping students' openness to be culturally involved in the process of accumulating knowledge about other people.

7.6 Culture Assimilators

This approach to teaching culture was developed by Fiedler (1971). The assimilator consists of brief descriptions of a situation which leads to positive interaction between native speakers from the target culture and others. The discussions are followed by explaining the meaning of what happens in the interaction and therefore choosing the appropriate interpretation.

8. Conclusion

In addition to teaching the linguistic knowledge, teachers should familiarize themselves and their students with the non-verbal communication and characteristics related to the target culture for the purpose of promoting intercultural awareness. The content of instruction may implicitly or explicitly reduce learners' cultural ambiguity; thus, courses should be based on culture-oriented topics that make the foreign language learner acquire knowledge about how other people are different, and how to compare and contrast without constructing negative perceptions.

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Exploring EFL Doctoral Students' Perceptions of Employment Interviews for a Faculty Position

Received: day/ month/ year; **Accepted:** day/ month/ year, **Published:** day/ month/ year

Abstract:

In a growing competitive employment market, the employability of EFL doctoral graduates at Algerian universities is becoming of great concern to many parties due to the large pools of applicants and the short hiring windows, over the last years under the umbrella of LMD system. Among the selection methods used by faculties in the hiring process is the job interview. Due to the fact that most candidates, may have similar CVs in terms of qualifications and experience, their performance during employment interviews could make the difference in getting a faculty position or not. The aim of this paper is to investigate the faculty hiring interview from the lenses of applicants (interviewees) in order to determine EFL doctoral students' readiness and consciousness of the employment interview that they are likely to take after graduation to get an assistant lecturer position. To reach this aim, a survey is conducted with twenty EFL doctoral students from different Algerian universities using an online questionnaire. Results highlight two major findings: doctoral students' unconsciousness about selection procedures in the hiring process; and needs to enhance applicants' communicative skills in employment interviews.

Keywords: *employment interview – EFL students' perceptions- faculty position*

Résumé :

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Parmi les méthodes de sélection utilisées par les facultés dans le processus d'embauche figure l'entretien d'embauche. Étant donné que la plupart des diplômés en doctorat peuvent avoir des CV similaires en termes de qualifications et d'expérience, leurs performances lors des entrevues d'emploi peuvent faire la différence en vue d'obtenir un poste d'enseignant universitaire ou non. Dans le présent article, l'entrevue d'emploi est examinée du point de vue des postulants (personnes interviewées). L'étude cherche à susciter les perceptions des diplômés en doctorat de l'anglais comme langue étrangère « EFL » de l'entretien d'embauche qu'ils sont susceptibles de passer après l'obtention de leurs diplômes afin d'être embauchés comme enseignants à temps plein au sein de l'université. Pour atteindre cet objectif, une enquête est menée auprès d'une vingtaine de diplômés en doctorat de l'anglais comme langue étrangère « EFL » de différentes universités algériennes au moyen d'un questionnaire en ligne. Les résultats mettent en lumière deux constatations importantes : l'inconscience au sujet des procédures de sélection dans le processus d'embauche et la nécessité d'améliorer les compétences en communication des candidats lors des entrevues d'emploi

Mots clés : *l'entretien d'embauche- les perceptions des doctorat de l'anglais- poste de professeur*

1. Introduction

The employment /job interview can be regarded as a popular selection technique used by many institutions to assess candidates and their suitability for specific jobs. It has also been a popular topic for research for around 100 years (Macan, 2009). Its ubiquity has prompted some to suggest that “it is rare, even unthinkable, for someone to be hired without some type of interview” (Huffcutt & Culbertson, 2010, p. 185). However, when someone applies for an academic position, a different sort of interview is expected than when applying for a job in a private clinic, hospital, or school setting (Ezell, 2002). The employment interview has been investigated from different angles by researchers. In spite of the fact that a considerable amount of

research has been conducted in human resources field in different organizational and workplace settings to present adequate interview structure for more validity and reliability, little research about faculty hiring interviews was conducted in an EFL setting to identify. Therefore, this study attempts to fill in that gap of research in academic institutions by investigating the employment interview from the lenses of job applicants for a faculty position who are Algerian EFL doctoral students. In the past decade, applicant perceptions of selection procedures have become an important theme in personnel selection research. Among the reasons for this growing interest is that applicant perceptions are related to various individual and organizational outcomes such as job acceptance intentions, recommendation intentions, and perceptions of organizational attractiveness (Lievens et.al, 2003). Because of the large pools of applicants and short hiring windows for Algerian Ph.D. graduates, getting a faculty position is becoming a very competitive matter. Besides having a good CV (eg: class rank, publication history, research area, experience), job applicants are expected to perform well during employment interviews which are an important part in faculty hiring process especially that most new graduates may have similar CV in terms of experience and qualifications (Lipovsky,2006). Recently, with social media spread, it is observed that many doctoral students and graduates who are seeking a faculty position join groups concerned with recruitment across Algerian universities. Members in such groups continuously post and share information about Algerian universities recruitment adverts and the number of positions offered in addition to the required condition and speciality relatedness. Throughout reading the comments and informal discussion of the group members, it is observed that novice graduates who have similar CVs in terms of qualifications and experience, share many concerns about the way employment interviews are conducted and evaluated as their performance and successful communication during the employment interview

which is a major part in the hiring process could make the difference in getting the position or not. The present study aims at exploring the perceptions of EFL doctoral students of employment interviews for a faculty position so that possible implications could be suggested in order to fill in the gap between students' readiness and expectations in employment interviews communication. For that aim, a questionnaire is conveniently conducted with 20 EFL English doctoral students to answer the following research questions:

1. What are the perceptions of EFL doctoral students of the employment interview for a faculty position?
2. To what extent are EFL doctoral students of English prepared for employment interviews to get a faculty position?

2. Review of the Literature

1.1 The employment interview

The employment interview has been defined as "a face-to-face interaction conducted to determine the qualifications of a given individual for a particular open position" (Huffcutt & Youngcourt, 2007, p. 182). It is also defined as a personally interactive process of one or more people asking questions orally to another person and evaluating the answers for the purpose of determining the qualifications of that person in order to make employment decisions (Levashina et al, 2014, p.243). Among organizational decision-makers, interviews have been found to be the assessment method most preferred by supervisors (Lievens et al, 2005) and human resources (HR) practitioners (Topor, Colarelli, & Han, 2007). Moreover, applicants perceive interviews as fair as compared to other selection procedures (e.g., Hausknecht, Day, & Thomas, 2004) and applicants expect interviews as part of a selection process (Lievens et.al, 2003). In fact, from an applicant's perspective, obtaining a job interview is fundamental to job search success (Saks, 2006).

1.2 Impression management (IM) in employment Interviews

The employment interview is a prime place for candidates to manage impressions due to its interpersonal nature, ambiguity, short duration, and high stakes. (F. Lievens & H. Peeters, 2008). An important issue pertaining to interview research is the use of impression management (IM) tactics. It has recently received greater attention in the literature (Van Iddekinge, McFarland, & Raymark, 2007). IM is defined as 'the conscious or unconscious attempt to control the images that are projected in... social interactions' (Schlenker, 1980, p. 6) and frequently may be used by job applicants within an interview setting (Ellis et al., 2002). It has also been shown that when candidates of job interviews provide more details, personalize their responses and are more specific in their answers, they give a better impression of their expertise to interviewers (Scheuer 2001, Lipovsky 2006). It is also crucial that interviewees at job interviews create a good impression since it can result in a positive outcome (Teoh et al, 2012). It has been believed that interviewee's communicative skills, engaging expression of work desire and good display of stance and evaluation are not less important than information regarding candidate's employable skills and work experience (Fox & Spector, 2000; Schuh, 1973).

2. Method

The study at hand employs an online questionnaire created with Google docs. The aim of the study is to elicit LMD English doctoral students perceptions of employment interviews and the way in which they are conducted and evaluated in faculty hiring at university. According to Osuala (2004) survey research design is most appropriate for studies which center on individuals and their opinions, beliefs, motivation and behavior. Mixed method approach is used in the analysis of the questionnaire

(quantitatively with closed questions and qualitatively with the open ended questions). The questionnaire was sent to EFL doctoral students at different Algerian universities. Contacts of the respondents were conveniently gathered with the help of some doctoral students and teachers who are among organizing members of conferences (from Oran, Batna and Canstantine). About 50 questionnaires were sent to EFL doctoral students but only 20 were returned.

2.1 Participants

Participants in this study are 20 English doctoral students from different Algerian universities at various stages in their PHD studies. They are 6 males and 14 females aged between 25 and 36 years old. 60% of them were under 30 years old. Their field of PHD are various as follow: *Applied Language Studies, Applied Linguistics, Didactics and Culture, TEFL, Intercultural Communication, Sociolinguistics, Literature, ESP, Language Studies and Applied linguistics and new technologies*. For their current positions, the majority of respondents 65% are part time teachers at university. While 10% are jobless, 15% are teachers in middle and secondary school, and the rest are working at private schools.

2.2 Description of the questionnaire

The questionnaire is divided into three main Sections. The first section consists of demographic information of the respondents including their age, sex, current position besides being doctoral students and their Ph.D field. The second section is devoted for applicants' perceptions and expectations about employment interviews for a faculty position to see their awareness about the way the hiring process run in the Algerian universities; the types of frequently asked questions they would expect during employment interviews; what interviewers focus on and the role of employment interviews in the hiring process. Other questions in this section focus on how applicants might prepare themselves

for employment interviews and whether they took any training course in employment communication. Four questions in section two were designed using 5 points Likert scale of agreement and one question uses the scale of frequency. Items in question 5 related to the frequently asked questions during employment interviews were gathered from the literature, and some guides for faculty hiring practices (Christopher D. Lee 2016) in addition to authentic interviews held at Algerian universities. The third section entails one open -ended question about applicants' future plans and aspirations with the aim of showing how applicants' future aspirations are and how positive image of themselves is constructed.

3. Data Analysis

The first section of the questionnaire was concerned with the demographic information about the respondents. It is presented in the description of participants' section.

The second section is meant for examining applicants' perceptions and expectations about employment interviews. As for the answers to the first question (Q1) in section two, 95% of respondents said that they had never taken any course about employment communication skills or Business English during their educational career. From the outset and according to these results, a gap in applicants' performance during employment interviews may be expected. Moreover, in the second question (Q2) which is about how the hiring process to recruit teachers is conducted at Algerian universities 85% of applicants answered that they knew how it was conducted, and 82, 4% of them said that the hiring process was conducted through a structured interview and evaluation of the CV while 23,5% thought it was through a written contest and the rest believed that it was through the evaluation of the CV only. However, in question three (Q3) the majority of respondents 85% said that they did not know how employment interviews were scored in teachers' hiring process at

Algerian universities. Answers to questions (Q1, Q2, Q3) showed that though the majority of respondents knew how the hiring is conducted ; yet they ignore how the employment interview is scored.

With regards to respondents answers about the way they perceived the role of employment interview in the teachers' hiring process in question four (Q4), it was found that they held different attitudes. The majority 55% agreed that employment interviews were of great importance in the hiring process .45% of them said that employment interviews were true filters for selecting candidates. While 35% agreed that they were partly important in the hiring process. 30% strongly agreed that employment interviews were just a formality. However, 40% strongly disagreed with the idea that employment interviews had no role at all and the other 30% added that there were other things to be considered in the teachers' hiring process like experience, qualifications, motivation, real classroom performance of the teacher, students' view, quality of Ph.D. thesis, experiences abroad, teachers' knowledge of the subject matter or the modules to be taught, added to their mastery of language appearing in their accuracy and fluency, and training in teaching pedagogy. Results obtained from the analysis of (Q4) highlight the importance of employment interviews in the hiring process for applicants who believe that obtaining a job interview is fundamental to job search success. Also results show that applicants expect interviews as part of a selection process.

As for the expected questions during the employment interview in question five (Q5), answers of respondents were ranked using the frequency scale from the frequently asked, sometimes asked, rarely asked to never asked questions. From Figure.1, it is apparent that introducing oneself to interviewers was the most frequently asked question according to applicants answers 90%. This is probably because such type of question is the first step in interviews where it is also crucial that interviewees at job

interviews create a good impression since it can result in a positive outcome (Teoh Mei Lin, 2012) .Moreover, the question about research field or topic was highly expected by 85% of applicants. The reason behind applying for a faculty position in a specific university was expected by 55% of applicants. In addition, the way to motivate students was expected by 60% of applicants according to their answers.

Among the questions that were ranked as frequently asked during employment interviews by applicants were related to subjects that they can teach at university with a rate of 60 %; the characteristics of a good teacher ranked also as high as 65%; and the way to solve problems of discipline with students in the classroom received 55% by applicants as well.

This illustrates that applicants' expectations are generally related to teaching and research fields. Probably, these expectations are due to the nature of academic employment interviews which are different from other job interviews (Ezell,2002). Another reason for these results may go back to the type of training that they received during their Ph.D. studies which are basically related to teaching and conducting research.

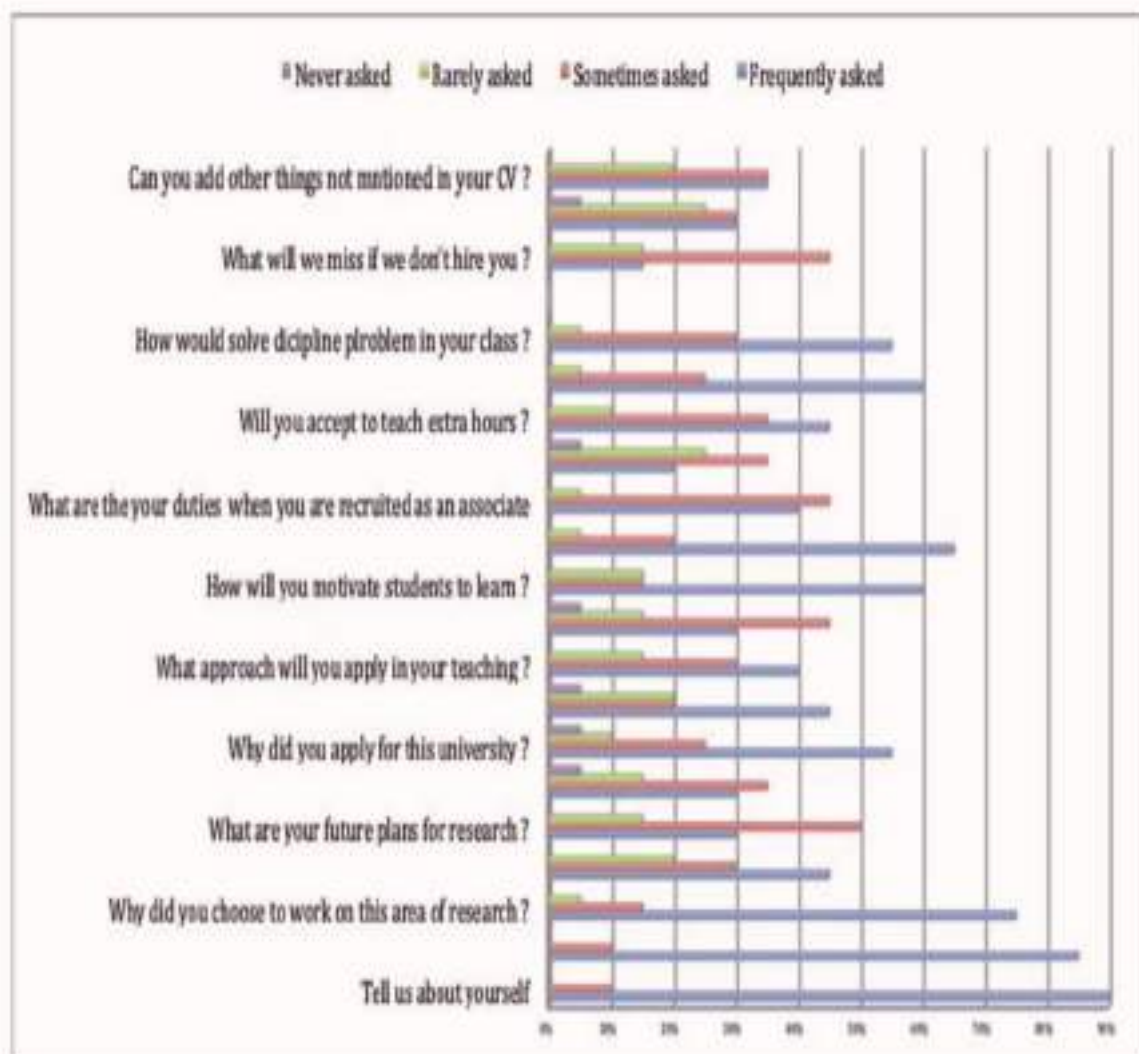


Figure N° 1: Expected Questions During Employment Interviews

With regard to applicants' concerns about employment interviews

in question six (Q6), the majority of them 65% strongly agreed that the absence of a clear scale of evaluation stood as a major one. In addition, competition with skillful candidates and the lack of training in employment communication skills represented a rate of 50% for each one. Another concern was nepotism or bias to some candidates that was represented with a rate of 60%. Other results are shown in the following figure2.

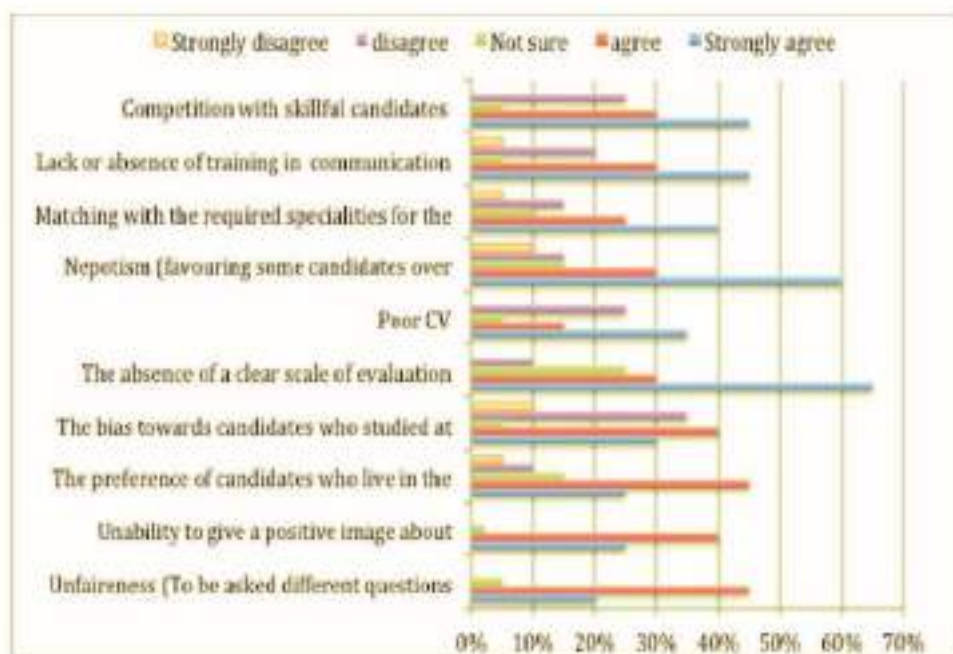


Figure 2 : Applicants' Major Concerns about Employment Interviews

Further analysis of applicants' answers about the way to prepare for employment interviews in question (Q7) revealed that the majority 75% strongly agreed that consulting hired teachers about their experiences with employment interviews was the best way to prepare themselves. 55% of them said that they would prefer searching about the most frequently asked questions on the web and training themselves to answer them. Moreover, 50% of the applicants opted for joining groups on facebook concerned with teachers' hiring and discussing the topic with members. About

40% agreed with the idea of watching tutorials about employment interviews on the net to get prepared for employment interviews. Also, 40% opted for reading guides or booklets about employment interviews and only 30% agreed with the option of attending a private course about employment communication skills.

What can be inferred from the above answers of (Q7) is that applicants had a propensity to consulting recruited teachers as this might be the easiest and direct way to know how employment interviews run, therefore get prepared for them as each Algerian university might represent a different context.

The last question (Q8) in the second section is related to applicants' expectations about what interviewers focus on during employment interviews. Most applicants 65% strongly agreed that interviewers focused on one's ability to communicate and summarize; self-confidence and knowledge in the subject matter (field of speciality). 60% of their answers thought they the focus was on fluency and accuracy in speaking. In addition, 50% agreed that characteristics and attitudes of applicants might receive more attention from interviewers, whereas 50% said relevant teaching experience. The same rate that is 50% went for publication in the field of speciality. Applicants' non-verbal appearance, education, training and other skills were believed less important according to the answers of respondents.

These results showed that applicants expected questions that focused on communicative skills, teaching methods and research competence. This is due to the nature of employment interviews where it has been believed by Fox & Spector (2000) and Schuh (1973) that interviewee's communicative skills, engaging expression of work desire and good display of stance and evaluation are not less important than information regarding candidate's employable skills and work experience.

The last section of the questionnaire is pertained to applicants' future plans and aspirations after joining university (Q9). Most of applicants' answers 75% lied in two columns: teaching and doing research. Only 5% of them had a global and different goal that was contributing for a better university. Moreover, it was noticed that 50% of applicants' goals were general and unspecified; only 35% of them were specific and clear. As far as teaching is concerned, 40% of applicants stated that they would search and apply new teaching methods for better learning. 10% of them added that they would focus more on developing e-learning and online teaching, and 10% showed interest in improving student-teacher relationship and student level. Only 5% of them said they would develop and design new and interesting teaching materials. For those who opted for doing research 40%, their answers were divided between two goals: publishing articles and organizing conferences. Lastly, 5% said that they would encourage collaborative work and other 5% said that they would join research laboratories for doing more research.

Further analysis of the open ended question (Q9) showed that applicants aspiration were similar , to a great degree , and related to teaching and research. It was inferred that they lack communication skills and tactics to manage this type of questions to create a positive impressions and different image about themselves.

4. Results and Discussion

This section discusses important findings with regard to the research questions that sought to investigate the perceptions of LMD English doctoral students about employment interviews for a faculty position, and the extent to which applicants were prepared for employment interviews. Major findings are summarized below:

a) Unconsciousness about selection procedures in the employment interview :

It was found that applicants held different attitudes about employment interview's role in faculty hiring. Though the majority of applicants (82,4%) in (Q2) expect interviews as part of a selection process (e.g., Lievens, De Corte, & Brysse, 2003) little was known about the selection and evaluation procedures of employment interviews in the Algerian universities according to the answers of applicants. (in Q 3, the majority 85% of applicants did not know how employment interviews were scored in teachers' hiring process).

b) Needs to enhance applicants communicative skills :

Applicants shared many concerns about employment interviews mainly the lack of training in employment communication skills and this is due to the fact that (95%) of them had never taken any course about employment communication skills or Business English during their educational career (as shown in Q1). In addition, Many applicants appeared unaware about employment communication skills namely tactics for managing and creating a positive image in interviews (this was noticed mainly in the open-ended question about applicants aspirations and future plans after joining university). Their plans and aspirations after being hired were general and unspecified and lied in two columns : teaching and doing research (75%). Thus, raising applicants awareness about employment communication skills and impression management tactics are not less important than preparing them in their academic tasks and their field of speciality as it has been believed that interviewee's communicative skills, engaging expression of work desire and good display of stance and evaluation are not less important than information regarding candidate's employable skills and work experience (Fox & Spector, 2000; Schuh, 1973).

5. Conclusion

The aim of this research was to investigate EFL doctoral students' perceptions and expectations of employment interviews for a faculty position in order to suggest possible implications for further research. The study utilized a questionnaire with a mixed method approach for the analysis. The present study has some limitations that should be noted, as well as some implications for future research. As for the limitations, results cannot be generalized as the case study is not representative to the whole population. In addition only one tool was possible to be used in this research that is the questionnaire.

The findings of this study highlight a number of areas for future research. First, a large scale study with more participants would provide more data, and therefore a more reliable view. Second, this study explores the employment interviews from the angle of applicants who are EFL doctoral students. Further research may investigate the employment interview from the lenses of interviewers. Another area for research worth considering is to investigate real employment interviews conducted at Algerian universities to generate more reliable and realistic data in terms of types of questions asked and selection procedures in addition to the impression management tactics used by applicants to create a positive image about themselves. Follow up interviews with all the parties including interviewers and interviewees might be to investigate the issue further in order to be able to design ESP courses to train doctoral students in employment communication and pave their way to get a faculty position. In a word, the present study could stand as an exploratory phase for further description of real faculty hiring interviews.

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Appendix: Questionnaire

Dear doctoral student,

You are kindly requested to answer this questionnaire which is part of a Ph.D research in ESP. The aim of this survey is to reveal EFL doctoral students' perception of employment interviews that they are likely to take after getting graduation in order to be hired as full-time teachers at university. Your answers will remain anonymous and will be used for the sake of research purposes only. Your help and cooperation would be deeply appreciated.

Part One : General Information about the Applicant

- Sex :
- Age.....
- **Current position** : Besides being a Ph.D student ,you are :

part time teacher	working at private school	Working in middle school	Working in secondary school

Others, please specify.....

- Field of speciality of PHD.....

Part Two : Applicants Perceptions and Expectations of Interviews for a Faculty Position

1. Have you received any course about employment communication skills or Business English during your educational career ?
 Yes No.....
 If yes what was the name of the course.....

2. Do you know how is the hiring process conducted to recruit teachers at university ?
 YES NO.....
 If yes is it through ?

written contest	Structured interview	Evaluation of CV	Evaluating of the CV and interview

3. Do you have any idea about how job interviews are scored in the teachers' hiring process at Algerian universities?

Yes No

If yes say the mark given to the candidate :

4. How do you perceive the role of employment interviews in the teachers' hiring process at university ?

	Strongly agree	agree	Not sure	diagree	Strongly disagree
Employment interviews are just a formality					
Employment interviews are true filters for selecting candidates					
Employment interviews are partly important in the hiring process					
Employment interviews are of great importance in the hiring process					
Employment interviews just reflect the candidate's CV					
Employment interviews have no role at all					
There other things to be considered					

Please specify other things to be considered if any

.....

5. How do you rank the following questions that are expected to be asked during employment interviews ?

	Frequently asked	Sometimes asked	Rarely asked	Never asked
Tell us about yourself				
What is your research/thesis topic ?				
Why did you choose to work on this area of research ?				
What is new in your research / what contributions have you made in scientific research ?				
What are your future plans for research ?				
Would you choose this university in case you pass the interview in another university ?				
Why did you apply for this university ?				
What is your teaching philosophy ?				
What approach will you apply in your teaching ?				
Are you a strict or an permissive teacher ?				
How will you motivate students to learn ?				
Who is a good teacher, according to you?				
What are the your duties when you are recruited as an associate lecturer B ?				
What are your major strengths/ weaknesses ?				
Will you accept to teach extra hours ?				
Which modules/ subjects you can teach ?				

How would solve discipline problem in your class ?				
What will we miss if we don't hire you ?				
What make you a different candidates				
Can you add other things not mentioned in your CV ?				

6. What are your concerns when taking an employment interview

	Strongly agree	agree	Not sure	disagree	Strongly disagree
The absence of a clear scale of evaluation					
Competition with skillful candidates					
Unfairness (To be asked different questions with regards to the other candidates)					
Unability to give a positive image about oneself					
Poor CV					
Lack or absence of training in communication skills to manage this type of interviews					
Matching with the required specialities for the offered positions					
The bias towards candidates who studied at that university where employment interviews are held					
The preference of candidates who live in the same city where is the university located					
Nepotism (favouring some candidates over others because of some personal ties or relationship)					
Other things ?					

Please specify other things if any

.....

7. How would you prepare yourself for an employment interview ?

	Strongly agree	agree	Not sure	disagree	Strongly disagree
Consulting recruited teachers about their experiences with employment interviews					
Watch tutorials about employment interviews on the net					
Attend a course about employment communication skills in a private school if possible					
Join group discussions on facebook concerned with hiring teachers for a faculty position					
Search about the most frequently asked questions on the internet and train myself to answer them					
Read guides, booklet or handbooks about employment interviews					
Do nothing because I believe they are just a formality					
I will just improvise on the day of the interview and depend on my own skills					

8. What do you think interviewers focus on during employment interviews at university ?

	Strongly Agree	agree	Don't know	disagree	Strongly Disagree
Appearance (dressing, body language,..... other things)					
Characteristics and Attitude (the way an applicant greets, smiles, eye contact, hesitation in speaking.....)					
Perception of oneself (creating a positive image about oneself)					
Fluency and accuracy in speaking					
Ability to communicate and summarize					
Self-confidence					
Knowledge in the subject mater (field of speciality)					
Relevant teaching experience					
Education, training, other skills					
Publication in the field of speciality					
Other things					
Please specify other things if any					

Part Three : Applicants and Impression Management

9. How would you answer this question in an employment interview

What are your aspirations /plans for the future after joining university?

.....

Electronic link of the questionnaire

- https://docs.google.com/forms/d/1ZOSbfuwx8rpitRS3mONtDR70z8K0B_CBYc29BG2KUQM/edit

The Effect of Combining the Competency Based Approach and the Multiple Intelligences Theory on the Development of EFL Students' Speaking Skill

Received: Day/Month/Year ; Accepted: Day/Month/Year

Abstract

This paper investigates the extent to which change of teaching style affects students' achievements, more specifically their development of the speaking skill within a specific academic subject-matter course. The researcher seeks to investigate whether learners' performance on a specific topical knowledge speaking test will be enhanced if we implement an instructional design that incorporates the principles of the Competency-Based Approach and the Multiple Intelligences Theory. In order to achieve the research objective, a quasi-experiment was implemented at the level of the English department- Larbi Ben M'hidi University. The study was conducted on three intact first-year groups and it went over three phases: pretesting, treatment, and post-testing. The research findings revealed that combining the Competency-Based Approach and the Multiple Intelligences Theory yields better results in students' development of the speaking skill.

Keywords: Competency based approach; English as a foreign language learning ; multiple intelligences theory ; speaking skill.

[Authors]

Résumé

de style d'enseignement influe sur les résultats des élèves, et plus particulièrement sur le développement de leur aptitude à parler dans le cadre d'un cours spécifique. Le chercheur essaie de déterminer si les performances des apprenants lors d'un test de connaissance théorique spécifique seront améliorées si nous mettons en œuvre une conception pédagogique intégrant les principes de l'approche par compétences et de la théorie des intelligences multiples. Afin d'atteindre l'objectif de la recherche, une quasi-expérience a été mise en place au niveau du département d'anglais, Université Larbi Ben M'hidi. L'étude a été menée sur trois groupes intacts de première année et s'est déroulée en trois phases: pré-test, traitement et post-test. Les résultats de la recherche ont révélé que la combinaison de Cet article examine dans quelle mesure le changement l'approche par compétences et de la théorie des intelligences multiples donne de meilleurs résultats pour le développement des compétences à l'oral de l'élève.

Mots clés: Approche par compétences; théorie des intelligences multiples; Apprentissage de l'anglais comme langue étrangère; aptitude à parler.

ملخص

تهدف هذه الدراسة إلى التحقق من الآثار المختلفة لأساليب التدريس على مستوى تحصيل الطلبة و بشكل أكثر تحديدا على تميزها من مهارة التحدث ضمن درس ذو محتوى أكاديمي محدد. يسعى الباحث إلى التحقيق فيما إذا كان أداء المتعلمين في اختبار محادثة خاص بمكاسب معرفية محددة سيتم تعزيزه إذا قمنا بتنفيذ تصميم تعليمي يتضمن مبادئ المقاربة بالكفاءات و نظرية الذكاءات المتعددة. من أجل تحقيق أهداف الدراسة استخدم الباحث تصميمًا شبه تجريبي و قام بتنفيذه على مستوى قسم اللغة الإنجليزية جامعة العربي بن مهيدي. أجريت الدراسة على ثلاث مجموعات للسنة الأولى و مرت بثلاث مراحل: الاختبار القبلي إخضاع المجموعات التجريبية للتجربة والاختبار البعدي. أظهرت نتائج التصميم شبه التجريبي أن الجمع بين المقاربة بالكفاءات و نظرية الذكاءات المتعددة يعطي نتائج أفضل في تحسين مهارة التحدث لدى الطلبة.

الكلمات المفتاحية: المقاربة بالكفاءات ؛ تعلم الإنجليزية كلغة أجنبية ؛ نظرية الذكاءات المتعددة ؛ مهارة التحدث.

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I- Introduction

The major aim of higher education is to prepare a highly-skilled and qualified workforce. There is, in fact, no one single route to develop successful individuals, but it is believed that the implementation of CBE along with the integration of MIT into our current teaching systems can be one of the best ways to make our community deliver rounded citizens that can lead productive, prosperous lives.

Students need to be prepared for a world that is not just looking for individuals who possess disciplinary knowledge, but rather for ones who own the competence of effectively utilizing such knowledge in practical, real-life situations. The target of the teaching process should go beyond transmitting abstract information to include qualifying our students to be better information processors, critical thinkers, and problem solvers.

The key to improving our learners' achievements may be in the hands of the students themselves. The solution may lie in adopting a teaching approach that caters more for learners' different profiles, an approach that makes students' needs its starting point, and one that encourages autonomy by giving students more control over the learning process. This study attempts, therefore, to investigate whether students' achievements will be boosted if we implement a learner-centered instructional design. This instructional design will draw on the principles of the Competency Based Approach (CBA) and the Multiple Intelligences Theory (MIT). It should be noted that the language skill our study will primarily target is the speaking skill. Our choice is justified by the fact that speaking is a very important skill that is rarely addressed and assessed within conventional systems.

II- Competency Based Education

Unlike input-based instructional approaches, which hinge on the assumption that effective learning will take place through the improvement of the syllabi and materials students will be exposed to, outcome-based approaches, such as CBA, contend that educators' focus should rather be directed towards what learners will be able to do by the end of the instruction. CBA is an approach where stakeholders responsible for the development of society and employment are involved by educational institutions in deciding about curricula, syllabi, and their objectives. It is more about making learners receive the type of instruction that would make them acquire the generic and specific competences required in the workplace. Sanchez and Ruiz (2008) define CBA as follows:

[It] consists in developing the necessary generic or transversal (instrumental, interpersonal and systemic) competences and the specific competences pertaining to each profession. The aim is to endow students with scientific and technical knowledge, and enable them to apply such knowledge in diverse complex contexts. To this end, knowledge is integrated along with attitudes and values in ways that are appropriate for each student's personal and professional life (p.33).

According to Garrett and Lurie (2016), Competency-Based Education (CBE) is:

An instructional system in which the time it takes to demonstrate competencies varies and the expectations about learning are held constant. Students acquire and demonstrate their knowledge and skills by engaging in learning exercises, activities, and experiences that align with clearly defined programmatic outcomes. Students receive proactive guidance and support from faculty and staff. Learners earn credentials by demonstrating mastery through multiple forms of assessment, often at a personalized pace (p. 2).

A more comprehensive definition was provided by Spady (1994) who states that CBE is:

a data-based, adaptive, performance-oriented set of integrated processes that facilitate, measure, record and certify within the context of flexible time

parameters the demonstration of known, explicitly stated, and agreed upon learning outcomes that reflect successful functioning in life role (p. 22).

This operational definition articulates the main characteristics of CBE and identifies the six critical elements which combine to generate a full-blown CBE program. These are:

- **Outcomes:** Evidently, the most important aspect of this definition of CBE is the concept of competency. Unlike traditional programs, in which learners' success and failure was determined in closed classrooms through paper-pencil tests, competency based programs associate students' success with the attainment of the targeted competences. What is specific about CBE is that prospective life roles and their attendant activities are the prime movers in framing outcome goals and desired competences.
- **Time:** CBE advocated a shift from a time-based to an outcome-based school organization. This means that opportunities for evaluation and instruction should not be necessarily determined within fixed time parameters. CBE makes it clear that learner's attainment of outcome goals should be teachers' prime concern and flexibility with the required time is highly advisable.
- **Instruction:** Teaching objectives within CBE are directly connected with the life-roles required of the learner after training. Instructional programs are designed in a way which guarantees that students be equipped with the necessary skills and competences needed at workplace. Instruction revolves around exposing learners to the range of experiences and activities that might promote success in a given area.
- **Measurement:** Within CBE, assigning grades and making placement decisions is based on measurement criteria that are explicit, agreed upon, criterion-referenced, and known in advance by students. Clearly, CBE reduces the discretion of individual teachers in determining both the criteria to be used in evaluation and the uses to which the latter can be put.
- **Certification:** In a competency based program, certification is earned only through competency demonstration. Learners are not simply certified according to such criteria as attendance and compiling some course credits.
- **Program adaptability:** A salient characteristic of CBE programs is that they are highly dynamic. Learners' performances are a reflection not only of their ability and endeavor but of the adequacy and appropriateness of the instruction provided, the evaluation tools used, or the goals themselves. Educators should be continuously adapting their instructional programs to suit students' needs and they can take learners' performances as indicators (Spady 1994).

Competency-Based Language Teaching (CBLT) is an application of the principles of Competency-Based Education to language teaching. According to Nunan (2013) "teaching ESL to competencies requires the instructional focus to be on functional competencies and life-coping skills. It is not what the students know about language but what they do with the language" (p. 25). Auerbach (1986) identifies eight features involved in the implementation of CBLT programs in language teaching:

1. A focus on successful functioning in society. The goal is to enable students to become autonomous individuals capable of coping with the demands of the world.
2. A focus on life skills. Rather than teaching language in isolation, CBLT teaches language as a function of communication about concrete tasks. Students are taught just those language forms/ skills required by the situations in which they will function. These forms are normally determined by needs analysis.
3. Task- or performance-oriented instruction. What counts is what students can do as a result of instruction. The emphasis is on overt behaviors rather than on knowledge or the ability to talk about language and skills.
4. Modularized instruction. Language learning is broken down into meaningful chunks. Objectives are broken into narrowly focused sub-objectives so that both teachers and students can get a clear sense of progress.
5. Outcomes are made explicit. Outcomes are public knowledge, known and agreed upon by both learner and teacher. They are specified in terms of behavioral objectives so that students know what behaviors are expected of them.

6. Continuous and ongoing assessment. Students are pre-tested to determine what skills they lack and post-tested after instruction on that skill. If they do not achieve the desired level of mastery, they continue to work on the objective and are retested.
7. Demonstrated mastery of performance objectives. Rather than the traditional paper-and-pencil tests, assessment is based on the ability to demonstrate pre-specified behaviors.
8. Individualized, student-centered instruction. In content, level, and pace, objectives are defined in terms of individual needs; prior learning and achievement are taken into account in developing curricula. Instruction is not time-based; students progress at their own rates and concentrate on just those areas in which they lack competence (pp. 414-415).

The philosophical foundations that form the basis of CBLT originate from a behaviorist learning theory and an experimentalist view of education. Instead of basing instructional programs on the acquisition of knowledge, competency based curricula take as a starting point the analysis of what people need to do. However, Burns and Klingstedt (1972) pointed out that CBE can, and should, be viewed and utilized in different ways by educators adhering to thought patterns other than behaviorism and experimentalism. Dewey (1938, as cited in Burns & Klingstedt, 1972), who is considered by many as the father of experimentalism, admitted that:

Any theory and set of practices is dogmatic which is not based upon critical examination of its own underlying principles. . . furthermore, anyone who is looking ahead to a new movement in education . . . should think in terms of education itself rather than in terms of some 'ism' about education, even such an 'ism' as 'progressivism' [experimentalism] (p. 13).

The competency based movement was able to adapt with the major changes fields like education and psychology have witnessed. CBLT has espoused ideas coming from the cognitive, constructivist, and humanistic camps. The concept of competence has been enlarged to include besides the discrete, observable behaviors the underlying attributes (such as knowledge, required cognitive capacities, and attitudes) and successful social, contextual coping strategies.

III- Gardner's Theory of Multiple Intelligences

As the co-director of Harvard's Project Zero, a research group established in 1967 and dedicated to the study of cognition, creativity, and the arts ; Gardner "received an interesting assignment: to write a book about what had been established about human cognition through discoveries in the biological and behavioral sciences. Thus was born the research program that led to the theory of multiple intelligences" (Gardner, 2003, p. 3).

Although it has attracted some controversy and criticism, Gardner's theory of multiple intelligences has, indeed, revolutionized the world of psychology and changed the way in which the notion of intelligence should be looked at. First introduced in the 1983 book, *Frames of Mind*, the theory challenged the traditional view of intelligence as a unitary, biologically determined cognitive ability that could be simply measured and defined quantitatively through the IQ tests. Gardner, instead, saw the mind "as a series of relatively separate faculties, with only loose and non-predictable relations with one another" (Gardner, 1993, p. 32).

According to MI theory, IQ tests' emphasis on the linguistic and the logical/mathematical abilities has been one of the biases of conventional ideas about intelligence. In contrast, the theory claims for other autonomous and equally important abilities or intelligences to be acknowledged. Intelligence ceased to be defined only by the concept of academic intelligence in the light of MI theory, and the concept of cultural intelligence, which includes the academic intelligence and other types of it, was introduced. Gardner (1999) defined intelligence as "a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture" (pp. 33-34). He "saw intelligent behavior as related to specific kinds of functioning in the real world" (Mason & Wilcox, 2009, p. 498).

In *Frames of Mind* (1983), Gardner originally identified seven different intelligences: verbal/linguistic, logical/mathematical, spatial/visual, bodily/kinesthetic, musical, interpersonal, and intrapersonal. An eighth intelligence, the naturalist intelligence, was added to the list in the late nineties. A brief description of the eight intelligences can be summed up as follows:

A/ Verbal/Linguistic Intelligence (VL)

In Gardner's words (1999), VL intelligence "involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals" (p. 41). Linguistically gifted people possess an advanced verbal sense of humor as they are generally capable of effectively manipulating linguistic components and structures. They often use language to make puns, analogies, tongue twisters, and jokes.

B/ Logical/Mathematical Intelligence (LM)

LM intelligence, according to Gardner (1999), "involves the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically" (p. 42). Those gifted in mathematical/logical intelligence tend to think rather sequentially and linearly, reason using deduction, and easily discern patterns in data. Their problem solving capacities are rapid, typically non-verbal, unpredictable, and may seem to be invisible to the problem solver (McKay, 2008; Kincheloe & Feltman 2007).

Although this type of intelligence, along with VL intelligence, is of great importance in the academic setting, especially in conventional schools; Gardner (1999) asserts they are not necessarily superior to other intelligences.

C/ Musical Intelligence (M)

M intelligence involves the ability to identify sound patterns, create, communicate, and understand meanings made out of sound. It is characterized by auditory imagery and therefore entails skill in the performance, composition, and appreciation of musical patterns (Gardner, 1999).

D/ Bodily-kinesthetic intelligence (BK)

Gardner (1999) concisely defined BK intelligence as a person's ability of using "one's whole body or parts of the body (like the hand or the mouth) to solve problems or fashion products" (p. 42). From a biological perspective, the motor cortex is believed to be responsible for the control of bodily movement. "In right-handed people, motor control is located in the left hemisphere; in left-handed people, motor control is located in the right hemisphere" (McKay, 2008, p. 713). BK intelligence is ideally demonstrated by dancers, actors, athletes, figure skaters, craftspeople, surgeons, bench-top scientists, mechanics, and many other technically oriented professionals.

E/ Spatial/Visual Intelligence (SV)

SV intelligence involves the capacity of effectively recognizing and manipulating "patterns of wide space (those used, for instance, by navigators and pilots) as well as the patterns of more confined areas (such as those of importance to sculptors, surgeons, chess players, graphic artists, or architects)" (Gardner, 1999, p. 42). Spatially intelligent people often see things that other people miss and apply their spatial abilities to arts such as sculpture, invention, painting, photography, interior design, and architecture.

F/ Interpersonal Intelligence (IR)

IR intelligence—one of Gardner's two personal intelligences—denotes "a person's capacity to understand the intentions, motivations, and desires of other people and, consequently, to work effectively with others" (Gardner, 1999, p. 43). In the interpersonal system we recognize elements such as facial expressions, gestures, other body language, and verbal cues.

G/ Intrapersonal Intelligence (IA)

IA intelligence—Gardner's second personal intelligence—"involves the capacity to understand oneself, to have an effective working model of oneself—including one's own desires, fears, and capacities—and to use such information effectively in regulating one's own life" (Gardner, 1999, p. 43). Strong IA intelligence allows the person to successfully monitor his own emotions, construct self-concept, and understand how he fits in relation to other people.

H/ Naturalistic Intelligence(N)

N intelligence is characterized by the ability to recognize and classify different species of flora and fauna in nature. It involves the person's capacity to situate himself in the natural environment (McKay, 2008; and Kincheloe & Feltman, 2007).

The intelligences Gardner identified correspond to different content areas. He conducted a study where he "combed the literature from brain study, genetics, anthropology, and psychology in an effort to ascertain the optimal taxonomy of human capacities" (Gardner, 2003, p. 3). While his predecessors based their arguments on one field, analysis of data collected using psychometric instruments, he "reviewed evidence from a large and hitherto unrelated group of sources: studies of prodigies, gifted individuals, brain-damaged patients, idiots savants, normal children, normal adults, experts in different lines of work, and individuals from diverse cultures" (Gardner 1983, p. 9). Gardner admits, therefore, that the list of intelligences he proposed is far from being exhaustive. He believes that the precise number of intelligences is not known, and more importantly, human intelligences according to him cannot be identified only through statistical analyses of cognitive test results.

IV- MI Theory and Language Teaching

One of the main manifestations of the enormous success MI theory has achieved is the inspiration it gives to different types of projects, most notably those related to education. Immediately after the release of *Frames of Mind* in 1983, the theory started to produce astonishing effects and Gardner himself "was amazed at how many individuals said that they wanted to revise their educational practices in the light of MI theory" (Gardner, 2003, p. 6). MIT was, and still is, the centre of many studies and researches in the field of education, including, of course, second and foreign language teaching.

Although MI theory was not created as a curriculum or model for educational institutions, hundreds of schools in the USA and around the world are applying it in their educational practices. Some of these schools base their curricula on the principles of the theory. A famous example is the Key School in Indianapolis, Indiana, which is, according to Gardner (2003), "the first school in the world organized explicitly around MI theory" (p. 7).

Researchers are optimistic about MI theory and believe that through it teachers would rather invest in learners' wide range of abilities. MI theory according to them has the potential to revolutionize the educational field if appropriately applied. Pritchard (2009) declared: "If the ideas set out by Gardner are to be taken seriously, then there are ramifications for the ways in which teachers teach and for the types of activities in which children in school are expected to take part" (p. 35).

V- Methodology**V.1. Research Method**

This study sets as a goal investigating the differential effects three different teaching styles may have on learners' speaking performance on a specific topical knowledge test. A quasi-experimental design was opted for in order to examine how change in teaching style affects the development of learners' ability to express knowledge of a specific academic content orally. The research is merely quasi-experimental because the participants were not randomly chosen by the researcher; they were rather assigned to different groups by the English department administration at Larbi Ben M'hidi University.

V.2. Participants

Participants in this study are first year LMD students from the department of English at Larbi Ben M'hidi university in the academic year 2015/2016. Three groups were selected and assigned randomly to control and experimental groups "A" and "B". Only sixteen students from each group were part of the study because the researcher

had to eliminate learners who did not attend regularly, learners who did not carry out the tasks required of them, and those who did not take the pre and/or post test.

V.3. Instrumentation

The present study investigates whether difference in teaching style would affect learners' speaking performance in a linguistics class. Thus, the research was an attempt to establish a causal relationship between two variables:

- The dependent variable, which is learners' development of the ability to express knowledge of a specific academic content orally.
- The independent variable, which is, as stated before, teaching style. The independent variable in this study has three levels:

- 1) Teaching using the traditional method where students are passive receivers of information.
- 2) Teaching by implementing the principles of CBA.
- 3) Combining the principles of CBA and MIT.

Experimentation was, therefore, used as the main method for gathering data and testing the research hypotheses which were formulated as follows:

H1: Experimental group A will outperform the control group in the specific topical knowledge speaking test.

H2: Experimental group B will outperform both the control group and experimental group A in the specific topical knowledge speaking test.

And the null hypothesis which was formulated as:

H0: 'Change in the teaching style will have no effect on students' development of speaking performance on a specific topical knowledge test'. In statistical terms, there will be no statistically significant difference between learners' performance on the specific topical knowledge speaking test across the three groups.

The schema of the study was organized in the following way;

The design: quasi-experimental

Control group: 16 students.

Experimental group A: 16 students.

Experimental group B: 16 students.

Duration: The study was carried out over the whole academic year 2015/2016. Students of the three groups took the pre-test in the second week of September 2015 and the post-test was administered in the first week of May 2016. The total number of treatment sessions was twenty five sessions; one hour and a half per week.

V.4. The Procedure

The study began by selecting, randomly, three groups: a control group and two experimental ones. Then, the research went through the following three important phases:

V.4.1. The Pre-test

The speaking test was designed and developed by the researcher. This pre-test was administered to three intact groups during the second week of September, 2015 at the level of the English department at Larbi Ben M'hidi university- Oum el Bouaghi. It was in the form of an interview and it was comprised of two main parts. First, a warm up phase where students were asked some biographical questions just to prepare them and make them feel more relaxed and comfortable. After that, participants were asked more specific questions (six questions precisely) about language and linguistics (Appendix A).

The main purpose of the pre-test was to assess learners' background knowledge in that specific field, linguistics, before the implementation of three different instructional methods in order to investigate the effect of each teaching style on the development of participants' ability to express knowledge of a specific academic content orally.

Students' performance on the pre-test was scored on a scale from one to sixteen. The researcher relied on three main criteria to evaluate learners' performance: -Accuracy (5 points) -Fluency (5 points) -Specific topical knowledge (6 points)

Accuracy and fluency were evaluated according to two five-scale checklists respectively (Appendix C) and specific topical knowledge was scored out of six because learners were asked six questions (about language and linguistics); one point for each correct and complete answer.

It is worth mentioning that the researcher did not score the pre-test on the spot; the participants' speaking performance was recorded and evaluated later according to the aforementioned criteria.

V.4.2. The Treatment

After the administration of the pre-test, experimental group *A* and experimental group *B* underwent a treatment period which lasted the whole academic year 2015/2016, precisely, twenty five weeks with one session of ninety minutes per week. It is worth reiterating that the experiment was conducted in a linguistics class. During that treatment period, two different teaching styles were implemented; each group received the same content using a different instructional method.

First, the instructional method that was used with experimental group *A* was competency based (Appendix D). The teacher/researcher within this approach tried to move away from the traditional, teacher-centered methods that grant the learners no opportunity to take the initiative and exhibit their creativity. This approach is more learner-centered and therefore required students to be more active. Learners were all the time made aware of the objectives of each course beforehand and were therefore more responsible for their own learning since they had to collaborate together and with their teacher to reach those set objectives.

Second, with experimental group *B*, an instructional design where multiple intelligence-based techniques, coupled with CBA, was implemented (Appendix E). Combining the learner-centered approach (CBA) and theory (MIT) made learners' roles in the classroom exceed being plain passive receivers of knowledge. Furthermore, the implementation of MI-based instruction guaranteed more variation; it allowed students to perceive information and deploy their skills in a multitude of ways across various domains.

When implementing MIT, the researcher took account of three main factors: a) Content of the course, b) age of the students and c) means available to the researcher.

The researcher made sure that the way he engaged experimental group *B* multiple intelligences, as illustrated in lesson plans *B* (Appendix E), was appropriate to the course content and to the learners' age. For example, it was difficult to incorporate a large number of activities from the bodily-kinesthetic or musical domains. If it were a general English course, more diversification would have been possible, if not needed, but since it was about presenting specific content lectures, we had to choose activities and techniques that match the nature of the content covered in this module.

The control group, it should be pointed out, received no treatment. Over the same period of time, students of this group were taught using the traditional method; learners were merely passive recipients of information (Appendix F).

V.4.3. The Post-test

The post-test took the same form as the pre-test, an interview. It was therefore comprised of two main parts: First, a warm up phase where students were given the chance to be readied and relaxed. After that, they were asked six questions that specifically relate to language and linguistics; questions similar to the pre-test questions. In order to eliminate the possibility that it is only the learners' memorization that is being tested, questions from the pretest were paraphrased by the researcher to ensure that participants taking the post-test will be rather tested on their understanding of the materials. The post-test was administered in the first week of May, 2016.

Similar to the pretest grading procedure, the posttest was not scored by the time learners answered the questions. Students' responses were recorded and evaluated later according to the same criteria used in scoring the pre-test (accuracy (5/ 5), fluency(5/5), and specific topical knowledge (6/6)), (Appendix B)

It should be reiterated that the researcher selected only 16 students to eventually take the post-test. Some participants were eliminated due to the following reasons:

- Some students did not take the pretest and/or the posttest so it was not possible to make them part of the study; the progress they could have made during the treatment period could not be traced or documented.
- Some students (from experimental groups A and B) did not attend regularly and others did not carry out the projects or the home-works they were assigned. Eliminating this category of subjects was an obvious decision as they cannot be considered as students receiving the treatment implemented in this study.

VI- Results Analysis

The Statistical Package for the Social Sciences (SPSS) version 21 was used to describe and analyze data for this study. To make the reading and interpretation of data easier and more organized, we went through the following steps:

- The researcher started by carrying out some necessary descriptive statistics;
 - First, an account of the participant's scores in the pre-test and post-test was reported.
 - Second, data obtained from the three groups (the control group and experimental groups A and B) in the pre and post-tests were compared via the calculation of the mean, median, mode, standard deviation and frequency distribution of scores.
- After that, another set of statistical measures, known as inferential statistics, were used to examine the relationship between the variables of the study. So:
 - The researcher conducted a between groups one way Analysis of Variance (ANOVA) to test the null hypothesis.
 - After that, to test the alternative hypotheses, compare between the results of the three groups in the post-test, and determine which group means are significantly different from each other, we undertook a planned comparisons test.

VI.1. Scores Frequency Distribution

As mentioned earlier, participants' performance in both the pre-test and the post-test were graded out of sixteen (16) and their results were as follows:

VI.1.1 Scores Frequency Distribution of the Three Groups in the Pre-test

Tables 1, 2, and 3 illustrate that pre-test scores in the three groups ranged from "5" to "7.5".

Table 1. The Control Group Scores Frequency Distribution in the Pre-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 5.00	2	12.5	12.5	12.5
5.50	3	18.8	18.8	31.3
6.00	6	37.5	37.5	68.8
6.50	4	25.0	25.0	93.8
7.00	1	6.3	6.3	100.0
Total	16	100.0	100.0	

Table 2. Experimental Group A Scores Frequency Distribution in the Pre-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 5.00	3	18.8	18.8	18.8
5.50	3	18.8	18.8	37.5
6.00	7	43.8	43.8	81.3
6.50	1	6.3	6.3	87.5
7.00	1	6.3	6.3	93.8
7.50	1	6.3	6.3	100.0
Total	16	100.0	100.0	

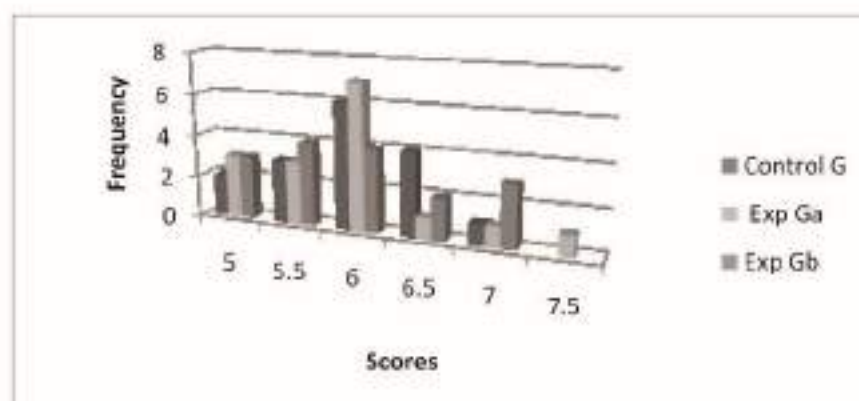
Table 3. Experimental Group B Scores Frequency Distribution in the Pre-test

	Frequency	Percent	Valid Percent	Cumulative Percent
5.00	3	18.8	18.8	18.8
5.50	4	25.0	25.0	43.8
6.00	4	25.0	25.0	68.8
6.50	2	12.5	12.5	81.3
7.00	3	18.8	18.8	100.0
Total	16	100.0	100.0	

According to my experience, teaching this module (linguistics) for at least three years before carrying out this research, first year students come equipped with limited linguistic skills and enter this course having restricted background knowledge about that subject matter. I was, therefore, expecting the same from the participants in this study. This was confirmed after the pre-test was administered. Just from the scores frequency distribution tables, we can notice that, at the beginning of the study, the learners' achievements were low. Most importantly, we notice as well that students' levels in each group and also across the three groups were close; the difference between the highest mark and the lowest one was only 2.5.

From figure 1, we can see clearly that the control group and the two experimental groups' scores frequencies in the pre-test are approximately similar in most cases.

Figure 1. The Three Groups Scores Frequency Distribution in the Pre-test



To get a clearer image and make a better reading of the data of the participants' scores in the pre-test, we had to measure central tendency and represent the center of our data set. For that purpose, three basic statistics were used: the mean, the median, and the mode. It should be noted that we have also used standard deviation as a measure of dispersion.

The mean is the most commonly used measure of central tendency. It is the sum of scores divided by the total number of scores. As displayed in table 4, the three groups mean scores were as follows:

$$\bar{X}_{Cpre} = 5.96$$

$$\bar{X}_{Eapre} = 5.90$$

$$\bar{X}_{Ebp} = 5.93$$

(Where \bar{X}_{Cpre} refers to the control group mean value, \bar{X}_{Eapre} refers to experimental group A mean, and \bar{X}_{Ebp} refers to experimental group mean score).

We notice here that the mean values of the three groups are very close and the difference between them is not significant.

Table 4. Mean, Median, Mode, and Standard Deviation of the Three Groups in the Pre-test

	Control Gr Pre-test	Experimental Gr A Pre-test	Experimental Gr B Pre-test
N Valid	16	16	16
Missing	0	0	0
Mean	5.9688	5.9063	5.9375
Median	6.0000	6.0000	6.0000
Mode	6.00	6.00	6.00
Std. Deviation	.56181	.68845	.70415

In addition to that, Table 4 illustrates that the most repeated value (*the mode*) in the control group and the experimental groups as well was "6". The *median* was also the same across the three groups, "6".

The distribution of data is symmetric, meaning that both halves of the distribution curve around the midpoint are mirror images of each other, because the mean and the median (of the three groups) were at approximately the same point (also because the standard deviation in the three groups is small: 0.5/0.6/0.7 respectively).

The collected data demonstrate clearly that achievement scores of students from the *control group*, *experimental group A*, and *experimental group B* in the pre-test were comparable to a great extent. We can safely declare that students, across the three groups, had approximately the same proficiency level before the treatment period.

VL1.2. Scores Frequency Distribution of the Three Groups in the Post-test

As displayed in tables 5, 6, and 7, participants' post-test scores ranged from "6" to "9" in the *control group*, from "7.5" to "13.5" in *experimental group A*; and from "10" to "14" in *experimental group B*.

Table 5. The Control Group Scores Frequency Distribution in the Post-test

	Frequency	Percent	Valid Percent	Cumulative Percent
6.00	2	12.5	12.5	12.5
6.50	2	12.5	12.5	25.0
7.00	6	37.5	37.5	62.5
Valid 7.50	3	18.8	18.8	81.3
8.00	2	12.5	12.5	93.8
9.00	1	6.3	6.3	100.0
Total	16	100.0	100.0	

Table 6. Experimental Group A Scores Frequency Distribution in the Post-test

	Frequency	Percent	Valid Percent	Cumulative Percent
7.50	1	6.3	6.3	6.3
8.50	1	6.3	6.3	12.5
9.00	1	6.3	6.3	18.8
9.50	1	6.3	6.3	25.0
10.00	1	6.3	6.3	31.3
10.50	1	6.3	6.3	37.5
Valid 11.00	1	6.3	6.3	43.8
11.50	1	6.3	6.3	50.0
12.00	2	12.5	12.5	62.5
12.50	4	25.0	25.0	87.5
13.00	1	6.3	6.3	93.8
13.50	1	6.3	6.3	100.0
Total	16	100.0	100.0	

Table 7. Experimental Group B Scores Frequency Distribution in the Post-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 10.00	2	12.5	12.5	12.5
11.50	1	6.3	6.3	18.8
12.00	2	12.5	12.5	31.3
12.50	2	12.5	12.5	43.8
13.00	5	31.3	31.3	75.0
13.50	3	18.8	18.8	93.8
14.00	1	6.3	6.3	100.0
Total	16	100.0	100.0	

Figure 2. The Three Groups Scores Frequency Distribution in the Post-test

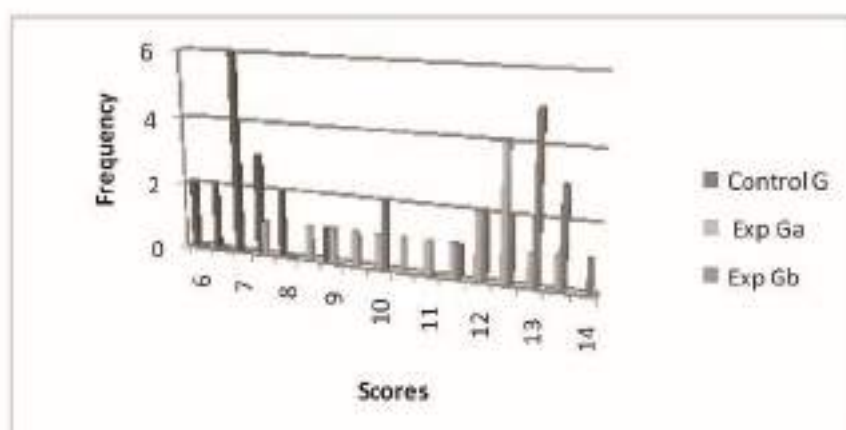


Table 8 shows that students from *experimental group A* and *experimental group B* have clearly outperformed the *control group* students. And participants from *experimental group B*, in turn, have outperformed *experimental group A* students.

Table 8. Mean, Median, Mode, and Standard Deviation of the Three Groups in the Post-test

	Control Group Post-test	Experimental Group A Post-test	Experimental Group B Post-test
N Valid	16	16	16
Missing	0	0	0
Mean	7.1563	11.1250	12.5000
Median	7.0000	11.7500	13.0000
Mode	7.00	12.50	13.00
Std. Deviation	.7690	1.7750	1.1690

There is a considerable difference between the mean scores of the three groups:

$$\bar{X}_{Cpost} = 7.15 \quad \bar{X}_{Eapost} = 11.12 \quad \bar{X}_{Ebpst} = 12.5$$

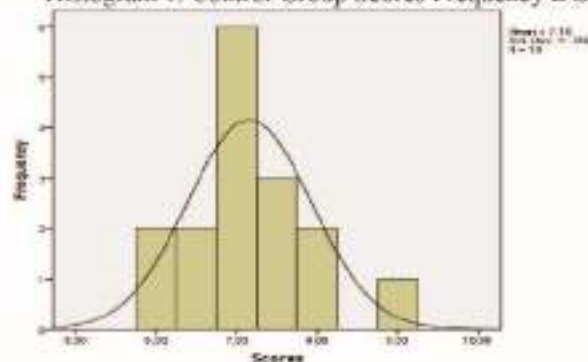
(Where \bar{X}_{Cpost} refers to the control group mean value, \bar{X}_{Eapost} refers to experimental group A mean, and \bar{X}_{Ebpst} refers to experimental group mean score).

We can notice from table 8 and histogram 1 that data obtained from the *control group* were normally distributed; the values of the *mean*, *median*, and *mode* (7.15, 7, and 7 respectively) were at approximately the same point with a small standard deviation (0.76). This means that students' scores in the *control group* did not vary too much.

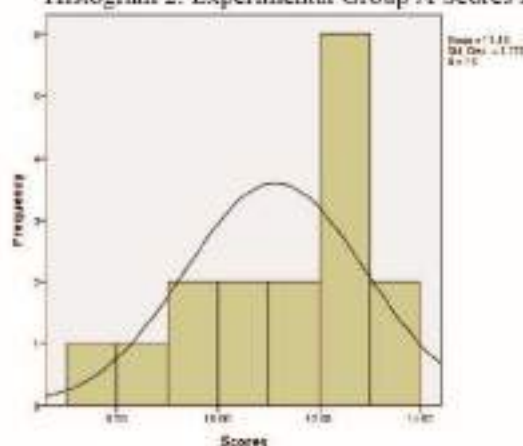
Results recorded by experimental groups *A* and *B*, as clearly demonstrated in table 8 and histograms 2 and 3, show that data were slightly skewed to the left. We had the mean scores of both experimental groups to the left of the median, $\bar{X}_{Eapost} = 11.12$

to 11.75 and $\bar{X}_{E\text{post}} = 12.5$ to 13 with relatively high standard deviations; 1.77 and 1.17 respectively. Consequent upon the finding that data were slightly skewed, the *mode* was considered as the best indicator of central tendency. Experimental group *B*'s mode (13) was higher than the modal value of data obtained from experimental group *A* (12.5).

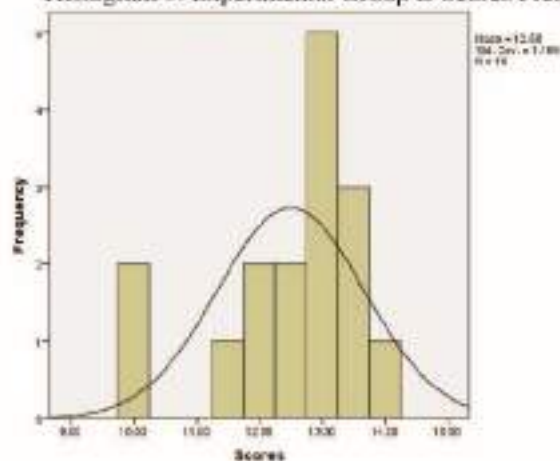
Histogram 1. Control Group Scores Frequency Distribution in the Post-test



Histogram 2. Experimental Group A Scores Frequency Distribution in the Post-test



Histogram 3. Experimental Group B Scores Frequency Distribution in the Post-test



To sum up, the descriptive statistics carried out so far showed that the participants started from the same level because their scores in the pre-test were comparable to a great extent. Then, after going through the treatment period, students in the three groups made some improvement. It is clear though that while students' achievements have improved significantly in both *experimental groups A* and *B*, participants from the *control group* did not make a similar progress.

VI.2. Testing the Hypotheses

A research report would usually seek to generalize the findings of the study from the selected sample to a wider population. Large amounts of data can be made user-friendly by applying descriptive statistics but they cannot be enough if the purpose is to make the claim that results obtained from the sample are valid to the whole target population as well. To attain such an aim, implementing inferential statistics is indispensable.

"Inferential statistics are those that can be used to make inferences to the population that the sample is assumed to come from" (Larson-Hall 2010, p.44). They are, therefore, typical for testing hypotheses about relationships between variables and deciding whether any change on the dependent variable of the study is due to the manipulation the independent variable.

A massive number of statistical measures are available to the researcher and choice of the right kind of statistical analysis depends on the nature of the gathered data and on the particular questions the researcher is trying to answer (Crawley, 2015). The inferential statistics we decided to employ then are the following:

- **The between groups one way ANOVA:** We decided to use this statistical measure to test the null hypothesis because it the most appropriate one when the aim is to examine the difference between more than two groups.
- **The planned comparisons test:** Which is a test used to make all possible comparisons between the three groups' achievements. For that reason, it is a necessary procedure for testing the alternative hypotheses of the study.

VI.2.1. Testing the Null Hypothesis

The main aim of this study is to investigate the relationship between two variables. First, students' performance on a specific topical knowledge speaking test; which is the dependent variable. Second, teaching style which is the independent variable.

The independent variable in this research is organized at three levels:

- Teaching using the traditional method.
- Teaching using CBA
- Teaching using CBA and MIT combined.

To conduct the research it was necessary to choose three groups to be the sample of this study. The first group was taught in a traditional way (the control group). With the second group the teacher/researcher implemented CBA and with the third group both CBA and MIT where applied.

The null hypothesis of the research was then formulated as follows:

H0: Change in teaching style (the traditional method, CBA, or CBA and MIT combined) will not have an effect on students' performance on specific topical knowledge speaking test.

Since we were planning on the examination of the difference between three groups mean scores, the most appropriate inferential statistical measure to employ was the *Between Groups One Way ANOVA*. Kerr, Hall, and Kozub (2002) stated that: "One-way ANOVAs are employed to address research questions that focus on the difference in the means of one dependent variable and one independent variable with two or more levels" (p. 79).

So, the null hypothesis predicted that there will be no statistically significant difference between the means of the control group, experimental group A and experimental group B in the post-test. To check the validity of this hypothesis we run a *between groups one way ANOVA* using SPSS software and the results were as follows:

Table 9. Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Control Group Post-test	16	7.1563	.75852	.19213	6.7467	7.5658	6.00	9.00
Experimental GroupA Post-test	16	11.1250	1.77482	.44371	10.1793	12.0707	7.50	13.50
Experimental GroupB Post-test	16	12.5000	1.18905	.29228	11.8771	13.1229	10.00	14.00
Total	48	10.2604	2.62149	.37838	9.4992	11.0216	6.00	14.00

Table 10. Test of Homogeneity of Variance Results

Levene Statistic	df1	df2	Sig.
6.525	2	45	.003

Table 10 displays the results of the homogeneity of variance test. "In testing the homogeneity of variance assumption researchers hope that the probability will be greater than 0.05 as they want to accept the null hypothesis that the variances are not significantly different" (Kerr, Hall, and Kozub, 2002, p.91). The Levene test we conducted found that the assumption of homogeneity of variance was not met, $p = .003$.

We carried out then an ANOVA test and results are illustrated in table 11:

Table 11. ANOVA Test Results

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	246.385	2	123.193	72.363	.000
Within Groups	76.609	45	1.702		
Total	322.995	47			

The ANOVA revealed a significant between-group effect of teaching style change (the independent variable) on the participants' performance on a specific topical knowledge speaking test (the dependent variable), $F(2, 45) = 72.36, P < .001$.

Since the p value is less than .05 (which means that only 5% of the results is due to chance while 95% are likely to be sure) the null hypothesis is rejected.

VI.2.2. Testing the Research Hypotheses

The ANOVA test allows the researcher to only check whether or not all of the groups' means are equal; it does not help in the identification of which means are significantly different from each other. To test the set alternative hypotheses, we had to contrast the control group mean with the two experimental groups means, and also compare between the means of experimental group A and experimental group B. For that purpose, we employed a planned contrasts test which is used when you wish to test specific preplanned hypotheses concerning the differences between a subset of your groups (Tavakoli 2012).

The research hypotheses were formulated in the following way:

H1: Experimental group A will outperform the control group in the specific topical knowledge speaking test.

H2: Experimental group B will outperform both the control group and experimental group A in the specific topical knowledge speaking test.

Tables 12 and 13 display results of the planned comparisons test:

Table 12. Contrasts Coefficients

Contrast	Group		
	Control Group Post-test	Experimental GroupA Post-test	Experimental GroupB Post-test
1	1	-1	0
2	0	1	-1

Table 13. Planned Contrasts Test Results

	Contrast		Value of Contrast	Std. Error	t	df	Sig. (2-tailed)
Scores	Assume equal variances	1	-3.9688	.46131	-8.603	45	.000
		2	-1.3750	.46131	-2.961	45	.005
	Does not assume equal variances	1	-3.9688	.46352	-8.208	20.434	.000
		2	-1.3750	.53131	-2.588	25.954	.016

Because a Levene Test found that the homogeneity of variance assumption had been violated, $p=.003$, hypothesis tests were based on unequal variances (we should, therefore look at results on the bottom line of table 6.25).

A significant effect was found for the first comparison, which contrasted the control group ($M=7.15$, $SD=.77$) with experimental groupA ($M=11.12$, $SD=1.77$), [$t(20.43) = -8.20$, $p < .0001$]. The second test compared experimental groupA with experimental groupB ($M=12.5$, $SD=1.17$), this comparison was also significant [$t(25.95) = -2.58$, $p = .0016$]. The research hypotheses (H1 and H2) were therefore confirmed.

To sum up, this study proves that the teaching style implemented affects students' development of the speaking skill. On specific topical knowledge speaking test, Students who were taught using an instructional design that draws on both CBA and MIT outperformed students who were taught using a merely competency based instructional design and students who were taught using the traditional method.

VII- Conclusion

This study was an attempt to investigate whether students' achievements will be boosted if we incorporate teaching practices that draw on CBE and MIT principles. We had special interest in tracing learners' speaking skill development within a specific academic subject-matter course. To achieve such an aim, a quasi-experimental design was implemented at the level of the English department, Larbi Ben M'hidi university. Three intact groups were chosen randomly to take part in the study (a control group and two experimental groups, A and B). After the administration of the pre-test, which showed that students had almost the same proficiency level at the beginning of the study, the teacher/researcher employed three different teaching styles over the whole academic year 2015/2016. The control group received no treatment and was taught using the traditional method. Experimental group A was taught using CBA, and experimental group B was taught using an instructional design that combined CBA and MIT. Participants were then post-tested and the results confirmed the research hypotheses and proved that the incorporation of competency-based+MI-inspired inspired teaching techniques may significantly improve learners speaking skill.

Appendices

Appendix A The Pre-test

A) Warm-up Questions:

1. Hello, Could you tell me your name please?
2. How is it going?
3. Where are you from?
4. Are you a good student?
5. Did you choose to study English? Why?

B) Questions about Language and Linguistics:

1. Do you have any idea what linguistics is? How can you define it?
2. Can you specify what is to be studied about language?
3. What is, according to you, the importance of studying linguistics?
4. How can you define language?
5. What is the importance of language? What do we use language for?
6. What makes human language distinct from other systems of communication?

Appendix B

The Post-test

C) Warm-up Questions:

1. Hello, can you remind me of your name please?
2. How are you today?
3. Was studying English your choice?
4. Do you regret it/did you change your mind?

D) Questions about Language and Linguistics:

1. What is linguistics?
2. Can you specify what is to be studied about language?
3. How can you define language?
4. Can you explain how linguists' theories differed in identifying what the nature of language is?
5. What is the importance of language? What do we use language for?
6. What makes human language distinct from other systems of communication?

Appendix C

The Specifications for the Speaking Skill Test

Accuracy		Fluency	
Little or no language production	1	Little or no communication. Very hesitant and brief	1
Poor vocabulary, mistakes in basic grammar, very strong foreign accent	2	Utterances sometimes difficult to understand	2
Adequate but limited vocabulary, makes obvious grammar mistakes, slight foreign accent	3	Gets ideas across but hesitantly and briefly	3
Good range of vocabulary, occasional grammar slips, slight foreign accent	4	Effective communication in short turns	4
Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent	5	Easy and effective communication, uses long turns	5

Appendix D

A Sample Lesson Plan for Experimental Group A

Lesson Title: Characteristics of Human Language

Department of English

Level: 1st Year LMD

Time Frame: 90 mins x 3

Resources: Blackboard, chalk, handouts, paper/pencil.

Objectives:

- Students will be able to demonstrate understanding of, explain, and discuss concepts related to the salient characteristics of human language with the whole class using coherent and cohesive speech.

Target Competencies

- Be able to autonomously decipher complex definitions and linguists' statements about features specific to human language.

- Successful management of the event.

Indicators

- Employ a number of higher-order thinking skills (such as deduction, guessing, making inferences, synthesis, analysis, evaluation and argumentation) in order to attain a good understanding of certain concepts independently (with the guidance of the teacher).

- Demonstrate skill in optimizing content organization.

	<ul style="list-style-type: none"> - Use the appropriate strategies and techniques to successfully transfer knowledge to the audience. - Make the students' background knowledge usable by relating it to the new tasks. - Be cognizant of audience engagement (through successful interpretation of body-language for example) while delivering a presentation. - Change strategies midstream when the currently used ones are not working. - Articulate respond to unrehearsed comments and questions during and after the presentation
- Engage in a variety of self-development activities.	<ul style="list-style-type: none"> - Plan for the use of self-development strategies. - Demonstrate willingness to experiment, modify, and evaluate when applying newly acquired knowledge and skills - Critically reflect on own actions and experiences to identify areas for personal growth. - Achieve personal growth by accepting and acting upon feedback received from the teacher and peers.

Procedure:

Phase 1:

- Students will be required to prepare reports about seven salient language characteristics and present them in class (the characteristics are: Creativity, displacement, duality, cultural transmission, arbitrariness, discreteness, prevarication).
- Each student will be given the freedom to choose his partner and then students and the teacher will discuss choice of the topics (i.e., the characteristics) each pair will work on.
- Students are made aware of the course objectives and competencies they are required to achieve.

Phase 2:

- The teacher makes it clear that students should abide by the following instructions when they make class presentations:
 - Do not just read and you are invited to improvise.
 - Use your voice and body effectively. You have to be intelligent in using the appropriate verbal and non-verbal aspects that will help you get your audience attention and succeed in getting your message across.
 - Make your presentation more interactive. You can achieve this purpose resorting to such techniques as asking questions, making polls, and brainstorming in order to build on what the audience have as background information to reach the new information.
 - Tend to your classmates' needs and explain further what they cannot fathom.
 - Be alert to your classmates' body language and facial expressions and make a good interpretation of such cues. Provide more clarification in case such non-verbal aspects indicate that further explanation is required.

Phase 3:

- Students will make the class presentations following the aforementioned instructions.
- The teacher should not interfere. Only if necessary should he provide students with some indirect feedback to put them on the right track.

Phase 4:

- The teachers provides students with feedback on their performance and re-explains the concepts that have been mis-explained by students.

Appendix E

A Sample Lesson Plan for Experimental Group B

Lesson Title: Characteristics of Human Language

Department of English

Level: 1st Year LMD

Time Frame: 90 mins x 3

Resources: Overhead projector, Computer, speakers, videos, songs, internet, blackboard, chalk, handouts, paper/pencil.

Objectives:

- Students will be able to demonstrate understanding of, explain, and discuss concepts related to the salient characteristics of human language with the whole class using coherent and cohesive speech.

Target Competencies	Indicators
- Be able to autonomously decipher complex definitions and linguists' statements about features specific to human language.	- Employ a number of higher-order thinking skills (such as deduction, guessing, making inferences, synthesis, analysis, evaluation and argumentation) in order to attain a good understanding of certain concepts independently (with the guidance of the teacher).
- Successful management of the event.	- Demonstrate skill in optimizing content organization. - Use the appropriate strategies and techniques to successfully transfer knowledge to the audience. - Make the students' background knowledge usable by relating it to the new tasks. - Make good use of technological aids. - Be cognizant of audience engagement (through successful interpretation of body-language for example) while delivering a presentation. - Change strategies midstream when the currently used ones are not working. - Articulate respond to unrehearsed comments and questions during and after the presentation.
- Engage in a variety of self-development activities.	- Plan for the use of self-development strategies. - Demonstrate willingness to experiment, modify, and evaluate when applying newly acquired knowledge and skills - Critically reflect on own actions and experiences to identify areas for personal growth. - Achieve personal growth by accepting and acting upon feedback received from the teacher and peers.
Procedure:	Intelligences Engaged
<p>Phase 1:</p> <ul style="list-style-type: none"> - Students will be required to prepare reports about seven salient language characteristics and present them in class (the characteristics are: Creativity, displacement, duality, cultural transmission, arbitrariness, discreteness, prevarication). - Each student will be given the freedom to choose his partner and then students and the teacher will discuss choice of the topic (i.e., the characteristics) each pair will work on. - Students are made aware of the course objectives and competencies they are required to achieve and master. 	VL, LM, IR, IA, N.

<p>Phase 2:</p> <ul style="list-style-type: none"> - The teacher makes it clear that students should abide by the following instructions when they make class presentations: <ul style="list-style-type: none"> ➤ You should incorporate educational technologies in your presentation: PowerPoint, videos, songs, pictures, . . . etc. ➤ Do not just read and you are invited to improvise. ➤ Use your voice and body effectively. You have to be intelligent in using the appropriate verbal and non-verbal aspects that will help you get your audience attention and succeed in getting your message across. ➤ Make your presentation more interactive. You can achieve this purpose resorting to such techniques as asking questions, making polls, and brainstorming in order to build on what the audience have as background information to reach the new information (students are allowed to use dictionaries and the internet). ➤ Tend to your classmates' needs and explain further what they cannot fathom. ➤ Be alert to your classmates' body language and facial expressions and make a good interpretation of such cues. Provide more clarification in case such non-verbal aspects indicate that further explanation is required. 	VL, LM, IR, IA, BK, SV
<p>Phase 3:</p> <ul style="list-style-type: none"> - Students will make the class presentations following the aforementioned instructions. - The teacher should not interfere. Only if necessary should he provide students with some indirect feedback to put them on the right track. 	VL, LM, IR, IA, BK, SV, M, N
<p>Phase 4:</p> <ul style="list-style-type: none"> - Students' performance in "phase 3" is tape recorded and in this phase (4) the tapes will be played giving each student the opportunity to self-evaluate his presentation and also comment on his classmates' performance. - If necessary, the teacher interferes and provides feedback (with the priority given to indirect feedback). 	VL, LM, IR, IA, BK, SV, N, M

Appendix F

A Sample Lesson Plan for the Control Group

Lesson Title: Characteristics of Human Language

Department of English

Level: 1st Year LMD

Time Frame: 90 mins x 3

Resources: Blackboard, chalk, paper/pencil.

Objectives:

- Students will acquire more knowledge about the phenomenon under study in linguistics, that is "language".
- Learners will be able to understand what makes human language unique, compared to other species' systems of communication, through the identification of its salient features.

Procedure:

- The teacher will provide students with information about a number of characteristics linguists claim to be specific to human language.
- The teacher will explain those characteristics one at a time. Clarifying on key words in each definition and providing examples which illustrate that animals' systems of communication lack the following features:

- 1- Creativity

-
- 2- Displacement
 - 3- Duality
 - 4- Cultural transmission
 - 5- Arbitrariness
 - 6- Discreteness
 - 7- Prevarication
-

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Flipped Classroom Learning and its Role in Increasing Educational Attainment

Field study, Department of Sociology _University of M'sila_

Received: 9/5/2020 ; Accepted: Day/Month/Year

Abstract

This study aims to reveal the contribution of Flipped Classroom Learning in increasing the educational attainment of students of sociology at the University of M'sila, where we adopted the descriptive method and used a questionnaire tool to collect data and information to achieve the objectives of the study. The population of this study was represented in the third year students of Sociology, the sample was selected randomly through distributing 120 questionnaires to students who continuously attend TD sessions in the modules of Governance and Personal and Professional Project, during the first and second semesters of the academic year 2018/2019. A random sample of 73 students was selected, and after analyzing the questionnaires using SPSS, the results of the study showed that Inverted Classroom Learning contributes to increasing the educational attainment of Sociology students of University of M'sila. In light of this, a number of suggestions were presented, the most important of which is urging teachers to work through Inverted Classroom Learning because of its benefit to him and to the students, with the encouragement of the University to apply the Inverted Classroom Learning through the development of strategies and devices to follow it.

Keywords: Digital Learning, Traditional Learning, Inverted Learning, Learning achievement, Educational Technology.

Résumé

Cette étude vise à révéler la contribution de l'apprentissage inversé en classe dans l'augmentation du niveau de scolarité des étudiants en sociologie à l'Université de M'sila, où nous avons adopté la méthode descriptive et utilisé un outil de questionnaire pour collecter des données et des informations pour atteindre les objectifs de l'étude. La population de cette étude était représentée dans les étudiants de troisième année de sociologie, l'échantillon a été sélectionné au hasard en distribuant 120 questionnaires aux étudiants qui assistent en permanence aux sessions TD dans les modules de gouvernance et de projet personnel et professionnel, au cours des premier et deuxième semestres de la année académique 2018/2019. Un échantillon aléatoire de 73 étudiants a été sélectionné, et après avoir analysé les questionnaires à l'aide de SPSS, les résultats de l'étude ont montré que l'apprentissage inversé en classe contribue à augmenter le niveau de scolarité des étudiants en sociologie de l'Université de M'sila. À la lumière de cela, un certain nombre de suggestions ont été présentées, dont la plus importante est d'encourager les enseignants à suivre l'apprentissage inversé en classe en raison de ses avantages pour lui et pour les élèves, avec l'encouragement de l'Université à appliquer l'apprentissage inversé en classe grâce à le développement de stratégies et de dispositifs pour le suivre.

Mots-clés : apprentissage numérique, apprentissage traditionnel, apprentissage inversé, acquis scolaires. Technologie didactiques.

ملخص

هدفت هذه الدراسة إلى الكشف عن مساهمة التعلم بطريقة الفصل المقلوب في زيادة التحصيل العلمي للطلاب علم الاجتماع بجامعة المسيلة، حيث اعتمدنا على المنهج الوصفي واستخدمنا فيه أداة الاستبيان لجمع البيانات والمعلومات لتحقيق أهداف الدراسة، تمثلت مجتمعة هذه الدراسة في طلبة السنة الثالثة علم الاجتماع، وتم اختيار عينة الدراسة بطريقة عشوائية من خلال توزيع 120 استمارة على الطلبة الذين يحضرون بشكل مستمر تطبيقات في مقاييس الحوكمة والمشروع الشخصي والمهني، خلال السداسي الأول والثاني من السنة الجامعية 2018/2019، اختبرت عينة عشوائية عددها 73 طالب، بعد تحليل الاستمارات باستخدام spss أظهرت نتائج الدراسة أن التعلم بطريقة الفصل المقلوب يساهم في زيادة التحصيل العلمي للطلبة علم الاجتماع بجامعة المسيلة، وفي ضوء ذلك تم تقديم مجموعة من الاقتراحات أهمهاحث الأساتذة على ضرورة العمل بالتعلم عن طريق الصف المقلوب لما لها من فائدة له وللطلبة. مع تشجيع الجامعة للعمل بالتعلم عن طريق الصف المقلوب من خلال وضع استراتيجيات وأجهزة تتابع ذلك.

الكلمات المفتاحية: التعلم الرقمي، التعلم التقليدي، التعلم المقلوب، التحصيل العلمي، تكنولوجيا التعليم.

I. Introduction :

One of the most prominent features of the Era is the enormous progress in two fields of great importance for Educational Science, the Cognitive field and the Technology field. As a result of this progress in both fields, the educational process has been put in the face of many pressures and challenges, including the explosion in knowledge accompanied by large inflation in human knowledge and the increase in quantity and quality. In addition to the increase in the number of learners and the lateness in the teaching approaches and methods used in our educational system to cope with the nature of this progress and its requirements, Which led to the creation of an educational system that is concerned with quantitative expansion only, unable to accommodate the numbers of individuals to continue their lifelong learning or training using self-learning until they reach levels of performance that fit with the nature of the time and the needs of society. And from it, the Effective Instruction reflects its goals, contents and educational methods, interested in students learning of the appropriate amount of functional scientific knowledge and more continuous learning as well as its interest in some other behavioural aspects such as the acquisition of some skills and the formation of scientific inclinations and the development of scientific thinking and innovative. However, the adaptation of learners with this vast amount of knowledge does not result in memorizing and retrieving information, but by understanding and applying this information and mastering the required learning skills. It depends on the role of University to provide students with concepts and information, and special attention must be given to students' learning in various ways of scientific and innovative thinking. One of the basics of the success of today's generation is learning how to think, when dealing with any problem, scientifically and objectively and finding innovative solutions to problems. As it depends on the analysis of educational goals to be achieved and testing appropriate teaching treatments that match the nature of learning and its developments at this time, and through the foregoing we can put forward our research problem is as follows:

How does Inverted Classroom Learning method contribute in increasing the academic attainment of students at Mohamed Boudiaf University in M'sila?

II. The Methodology of the Study:

This study aims to identify learning by the inverted classroom method and its contribution to increase the educational attainment of students at Mohamed Boudiaf University in M'sila, and the descriptive approach has been used because it is appropriate for this type of studies.

III. The Aims of the research:

This study aims to:

- Identify the concept of digital learning and inverted learning.
- Study the reality of learning in an inverted classroom and its contribution in increasing the educational attainment of students at Mohamed Boudiaf University in M'sila.

IV. The Content of the research:

According to the objectives of the research, and to address the problem of the study it was divided into two parts:

- I. The concept of digital education.
- II. The concept of inverted learning
- III. The field study in the Department of Sociology at the University of Mohamed Boudiaf, M'sila.

The field of educational digital content is considered as one of the main fields in the application of the digital empowerment program in education. As the Ministry of

Education is keen on providing digital educational content for the curricula. As well as providing teachers, students and specialists with digital content design skills in accordance with international standards, and publishing school production of educational content to publish schools' distinguished production of digital educational content in order to generalize the benefit according to specific rules and policies.

V. Objectives of the project:

- Provide digital educational content for the curricula.
- Introduce teachers, students, and parents to the available digital educational content.
- Provide teachers and students with the skills of creating, licensing and publishing digital educational content.
- Publish schools' production of digital educational content.
- Provide teachers and specialists with the skills to employ digital educational content in learning processes according to ISTE standards.
- Study and evaluate the latest developments in the field of digital educational content.
- Develop standards for evaluating digital educational content
- Develop strategic partnerships in the field of digital educational content
- Evaluate the field of digital educational content.

Learning is meaningful when the student raises questions through which he finds sources of information, processes information and creates new knowledge related to his personal world and life in the technological age during the 21st century. The goal of learning is "meaningful" when developing the ability to think and to innovate, Self-learning and encouraging personal development, and social intervention.¹ P25

Today, e-learning can be considered as a new method of teaching that depends on providing educational content and communicating skills and concepts to the learner through information and communication technologies and its multimedia, in a way that allows the student to interact actively with the content and with the teacher and colleagues simultaneously or asynchronously in time, place and speed. That best suits the learner's circumstances, ability, and managing all scientific and educational activities and requirements electronically through the electronic systems designated for that.

And e-learning collects all electronic forms of learning and teaching, as it uses the latest methods in the fields of education, publishing and entertainment by adopting computers, their storage media and their networks.

The most important modern technologies in education:

Many modern technologies have emerged in the field of education to cope with civilizational progress. There is an urgent need to learn about modern technological methods and other educational innovations that help eliminate traditional teaching practices that make the scheduled book a single reference and among these technologies are the following:²

- Educational Technology.
- Information and Communication Technology.
- Multimedia Labs.
- Advanced Science Labs.
- Language Labs.
- Educational computer.
- The Internet.
- The video conference network.
- Satellite Technology.
- Virtual Reality Technology.
- Interactive video.

It led to rapid transfers in the field of technology, including digital education.

1. The Concept of Digital Education:

Muhammad Saleh Al-Owayed et al. 2002 define it as learning that aims to create an interactive environment full of applications based on computer and internet technologies and enables the student to access learning resources at any time and from anywhere.³

Education is carried out using electronic digital information in the computer and internet tools, whether learning in the classroom or distance learning.⁴

And for reference, there are two types of e-learning:

I. **Synchronous e-learning:** it is called automatic or interactive learning because it depends on the education simultaneously, where all the participants in the class communicate in one time and the teacher interacts with the students directly, and all students can interact with each other directly And with the teacher at the same time.⁵

II. **Asynchronous e-learning:** it is a communication between the teacher and the learner, through which the teacher can put information sources with a teaching and presentation plan on the educational site. Then the learner enters to the website at any time and follows the instructions he set to complete the learning process without a simultaneous interactive communication with the teacher.⁶

Table 01: Shifts in educational practices resulting from the use of digital technology⁷

Educational practices	From	To
Classroom activities	Centering on the teacher	Centering on the learner
The teacher's role	Fact reader and a single source of educational material	Collaborator, learner, guide
The learner's role	Listener, recipient of information	Collaborator, discoverer, researcher, expert in the educational material
Educational goals	Focus on facts	Build relationships that help in innovative performance
The concept of knowledge	Just an accumulation of facts	Constructive and purposeful
Success guide	The amount of facts that can remember	Quality in understanding
Evaluation	Linear, reference norm	Non-linear, taken reference

2. The Concept of Inverted Learning or Reflex Learning (inverted):

2-1-Definition of inverted learning:

Key letters intended for this learning in Arabic can be disassembled:

Figure 01: Meaning of the word reflex learning (FAHCE)



Source: Prepared by the researcher

It may be called inverted classrooms where the lecture and homework are reflected in all its forms. It is considered a form of education that includes technology to benefit from self-learning and use time in the classroom to perform activities and assignments. This learning depends on other concepts and methods such as active learning and student involvement.⁸

2-2-The concept of an inverted learning strategy:

An educational strategy that aims to employ technological developments in the educational process. To switch roles between what happens in the class and what happens before entering it, by preparing the subject of the lesson and sending it to learners, before the process of explaining it by the teacher and is available over time. This leads to perform activities and assignments in the classroom that enhances his understanding of the material.⁹

And converting the class or traditional lecture, within the inverted learning through the available and appropriate technology, to registered lessons on the Internet so that students have the access to them outside the classroom to do other activities inside the class such as problem solving and discussions and solving assignments. It is a form of learning in which teaching through technology on the Internet replaces direct teaching in the classroom. Technology in this context can take many forms, including video, presentations, developed e-books, audio lectures, and interaction with other students through electronic forums and others, the video is common in this field and basically the teacher is the one who produces the lectures and makes them available to students on the Internet at home and before coming to the class.

Many radical changes have taken place in the education sector due to new development in information and communication technologies using computers, smartphones and their applications; being a useful tool in various educational fields, and accordingly many developed countries focus on technology-based learning methods to deal with different learning methods among young people. Even third world countries are making efforts to take advantage of the technological expansion in the field of computer and smart phones, the latter has become popular among students because it contains many applications, which makes it easy for the student to perform multiple tasks at once.¹⁰

The first work in this area is by Eric Mazur at Harvard, who invented the peer education model in the 1990s. Professor Mazur found that computer-assisted education provided training rather than lectures, and as a result my associate teachers and I could address many common misconceptions that could persist in other models without revealing them. We think we are just beginning a process and the computer will soon become an integral part of education," he said. Computers will not replace teachers, but they will certainly provide them with an important vital tool to improve quality. Maureen Lage, Glenn Platt, and Michael Treglia, published the research paper: A Gateway to Creating an Inclusive Learning Environment in 2000. They discussed reverse education (called "upside down" or "reverse classroom") in introductory courses at the University of Miami. The authors emphasized how reverse education allowed us to have a variety of learning styles, although there was no reference to "reverse education" and "differentiated learning".

In 2000, J. Wesley Baker presented the paper "The classroom flip: Using web course management tools to become the guide by the side" at the 11th International Conference on Teaching and University Education. The words "Be a guide by the side", rather than "the sage on the stage", have been cited several times - the motto of the movement of the flipped classroom system. In this respect, Baker offers the classroom system core model in which teachers use web tools and web course management software to deliver online learning while the student evaluates his "homework". In the classroom, teachers have time to go deeper with effective learning activities and collaborative efforts with other students.¹¹

2-3-Characteristics of inverted learning:¹²

- To ensure well utilization of lecture time, allowing more time for investigation activities,
- Learning is learner-centered and allows the repetition of the lesson for more than once based on their individual differences.
- It does not provide interactive and collaborative activities in the classroom that focus on innovative and investigative skills.
- The teacher uses the class more to direct, motivate, assist, and build stronger relationships with learners.
- The student becomes a researcher for the sources of information, which develop critical thinking, self-learning and gain experience, communication and cooperation skills among students.
- To give the student the motivation to prepare before the time of the lecture, by taking short tests, writing short assignments on the Internet, or solving worksheets to get marks.
- To provide a mechanism to evaluate the student's understanding because tests and short assignments that the student performs are an indication of the weaknesses and strengths in their understanding of the content, which help the teacher to focus on them.
- To providing the student with complete freedom to choose the time and speed in which they learn.
- To provide immediate feedback from the teacher during the lecture, and give therapy to weak students.
- To stimulate social and educational communication between the students when working in small participatory groups.
- To help to fulfil the knowledge gap caused by the student's absence of the classroom.

Challenges facing the inverted classroom:

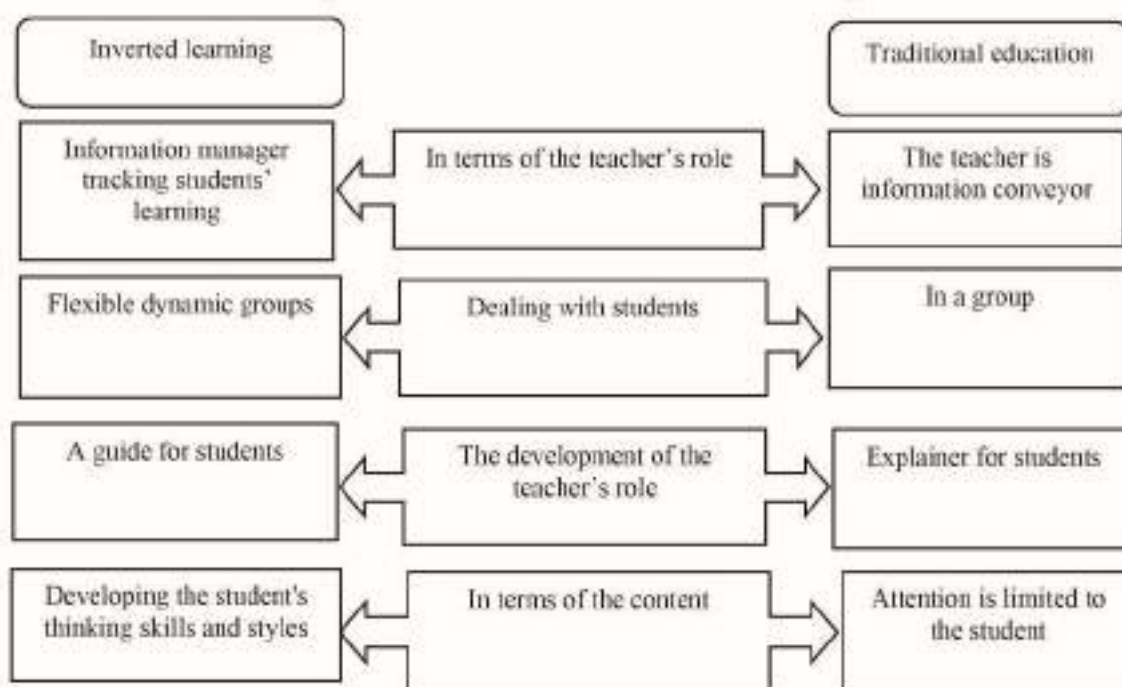
Despite the interest in inverted learning as an educational model, there are some challenges that it faces, including:¹³

- Lecture registration requires an extraordinary effort and awareness from the institution or the producer of these lectures.
- There are basic elements in an inverted learning paradigm, among which are elements related to their performance outside the class boundaries and the elements that perform inside the classroom, which must be complementary to ensure students' understanding and motivation.
- Submitting an inverted learning model needs additional work, which requires new skills in teacher performance.

2-4-The teacher's role in inverted learning:

The role of the teacher has changed through inverted learning according to five basic axes, which are explained through the following figure:

Figure 02: The teacher's role in inverted learning



Source: Lina Suleiman Mahmoud Bisharat, previous reference, p. 13 (Adapted)

The traditional model of education is based on presenting lectures or giving presentations during which the teacher explains a specific subject then asks students to complete the assignments at home. Therefore, the one who seeks information is not the learner but he is the teacher. Information and knowledge are now accessible to everyone thanks to information and communication technology. It is logical for the student who needs it and not the teacher to search for it. Hence, the inverted class focuses on the learner as an effective component that contributes with his partners and with the mental tools and knowledge resources that are available in the effective building of the necessary skills and competencies.

2-5-Stages of implementing reflected learning:¹⁴

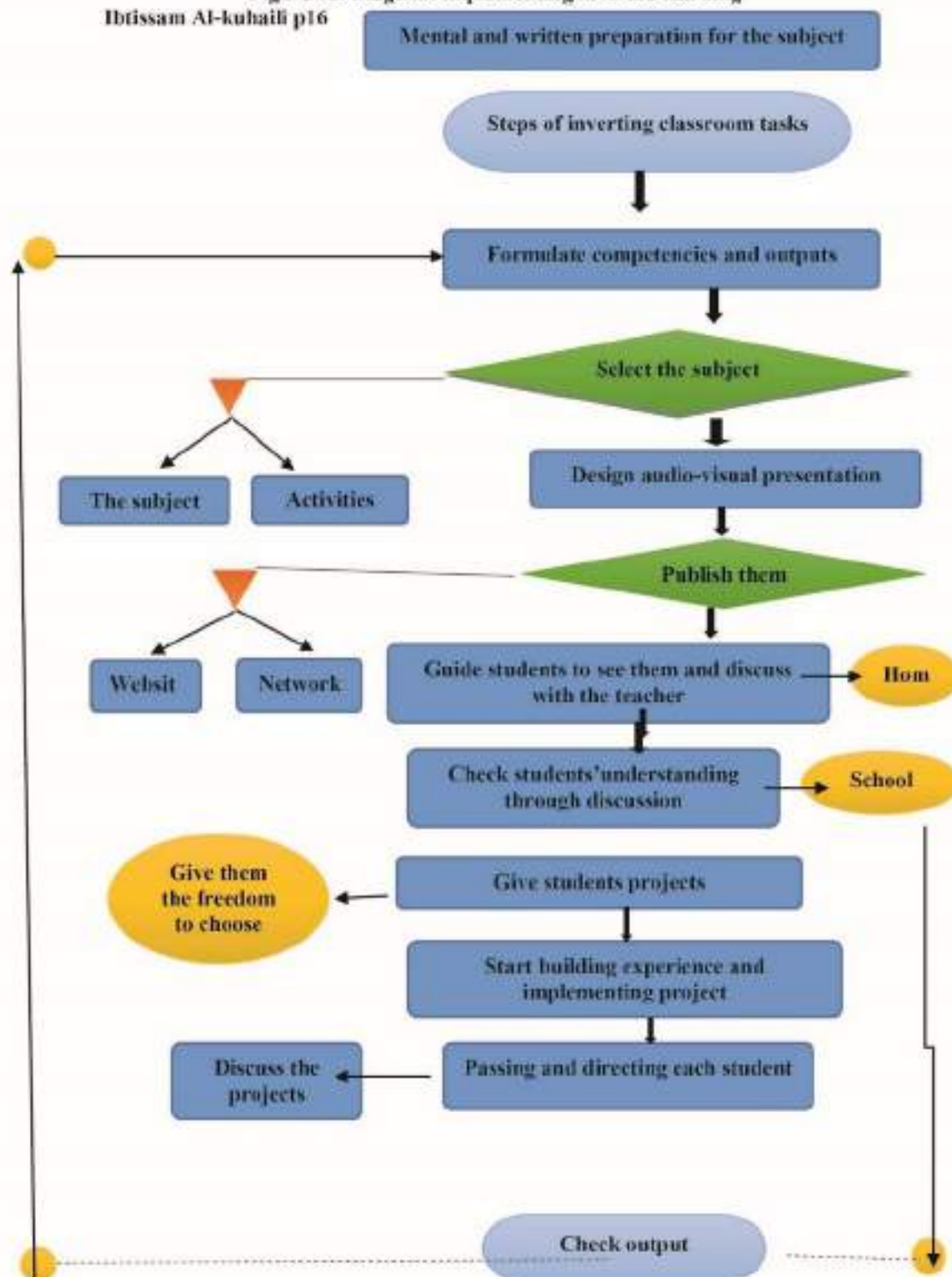
According to Al-Kahili, the stages of implementing the reflected learning strategy can be summarized in what were called the six stages:

- Determining: determine the topic or lesson to be presented in inverted class, if it is valid for reverse.
- Analysis: analysing content into values, knowledge, skills and content analysis into important concepts that must be known.

- Design: an educational or interactive video design that includes the scientific subject with sound and images limited to no more than ten minutes.
- Guidance: direct students to watch video from the Internet or CDs at home, at any time.

Figure 03: Stages of implementing inverted learning

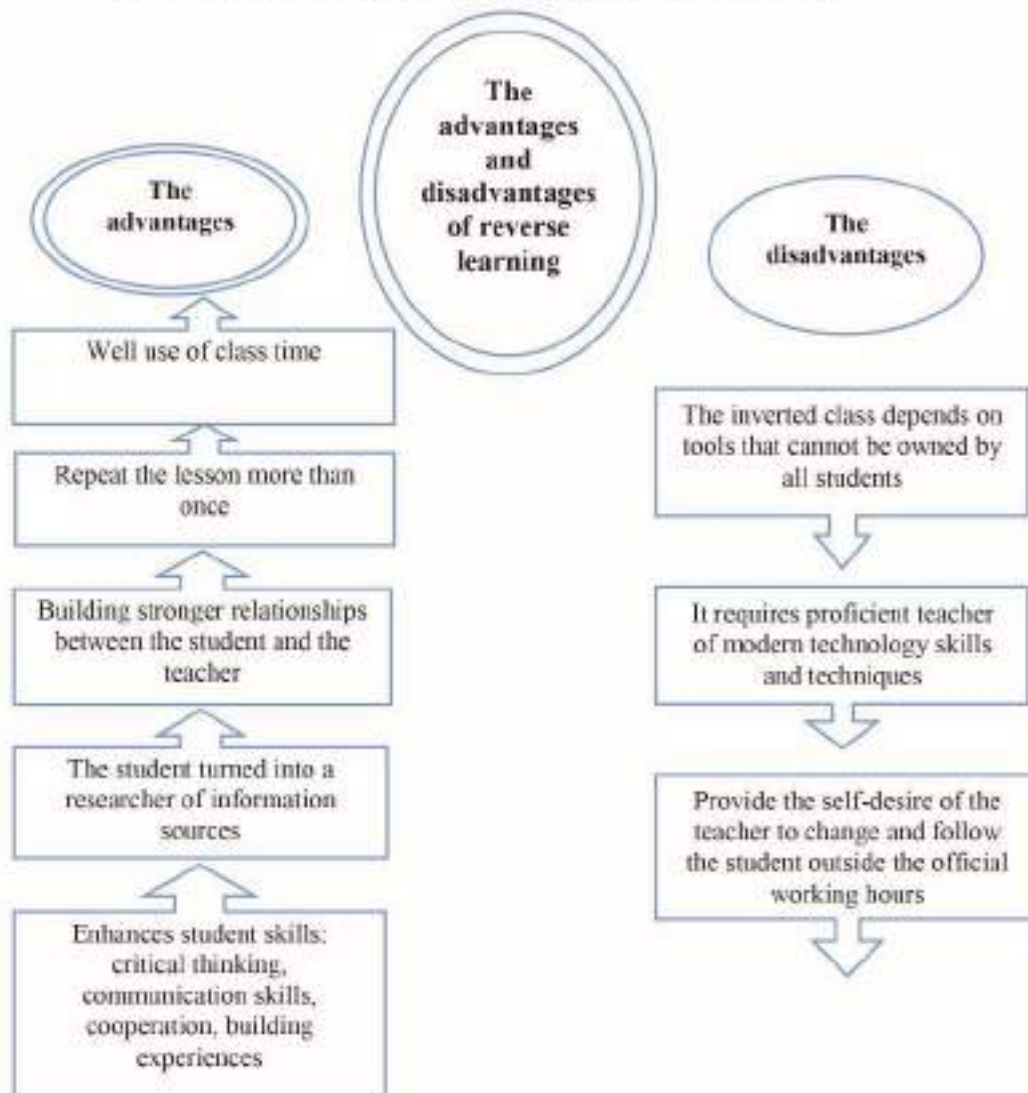
Ibtissam Al-kuhaili p16



2-6-The advantages and disadvantages of inverted classroom:

Through the above, we can draw some of the advantages and disadvantages of adopting an inverted learning strategy:

Figure 04: The advantages and disadvantages of reverse learning



Source: Prepared by the researcher

3-The Field Study:

1- Study population and sample:

The population of this study was represented in the third year students of sociology, and the sample was randomly chosen by distributing 120 forms on students who continuously attend TD sessions in the modules of governance and professional personal project that the teacher teaches during the first semester of the academic year 20018/2019.

And 76 forms were retrieved, three of which were excluded because they did not match the required conditions, bringing the number of forms approved in the analysis to 73.

2- Study tool:

The study tool was to distribute a form on students related to the contribution of the inverted learning method to increasing educational attainment, as the form contained

12 statements and Likert Scale was used, so that each statement corresponds to a list that carries the following options: (always, sometimes, never)

To prepare the approval guide to analyse the responses of the study sample individuals to the questionnaire expressions: the following statistical tools were used: the arithmetic average, the standard deviation. Students were also supported with topics, videos and video lectures that serve the inverted learning method.

3- The results of the field study:

For answering the question: How does inverted classroom learning method contribute to increasing the educational attainment of sociology students at Mohamed Boudiaf University in M'sila? The results obtained are shown in the table below.

Table 01: Attitudes of students of sociology at the University of Mohamed Boudiaf towards the method of teaching according to the inverted classroom and its contribution to increasing educational attainment

Number	Statement	Always		Sometimes		Never		Arithmetic average	Standard deviation
		Repetition	percentage	Repetition	percentage	Repetition	percentage		
1	Inverted classroom learning helps in building relationships between group members.	45	84.9	8	15.1	0	00	2.85	0.361
2	Inverted classroom method helps exchange information and ideas between group members.	51	96.2	2	3.8	0	00	2.96	0.192
3	Inverted classroom method helps to learn from each other	50	94.3	3	5.7	0	00	2.94	0.233
4	Inverted classroom learning provides opportunities for discussion with the environment, whether students or teachers	51	96.2	2	3.8	0	00	2.96	0.192
5	Inverted classroom method increases the effectiveness of learning to focus on learning activities	44	83.2	9	17.0	0	00	2.83	0.379
6	The lecture became more interesting and comprehensible by using the	44	83.0	9	17.0	0	00	2.83	0.379

	Inverted Classroom method								
7	Inverted classroom method helps overcome the problem of individual differences between learners	36	67.9	17	32.1	0	00	2.68	0.471
8	Inverted classroom method helps the student's research process and achieve a high degree of assimilation rather than relying on what the innovation offers in the class only	43	81.1	10	18.9	0	00	2.81	0.395
9	The inverted classroom method helps to keep the learning impact by enriching the student's work and discussion with his colleagues	39	73.6	14	26.4	0	00	2.74	0.445
10	Inverted classroom learning helps and promotes critical thinking and creativity	41	77.4	12	22.6	0	00	2.77	0.423
11	Inverted classroom increases motivation to learn and obtain the best knowledge and skills	39	73.6	14	26.4	0	00	2.74	0.445
12	Inverted classroom is best used in other courses and traditional lectures	46	86.8	7	13.2	0	00	2.87	0.342
	All paragraphs							2.83	0.2842

Source: Prepared by the researcher, based on questionnaire data and SPSS ,V 25 outputs

It is clear from Table 01 that the respondents' response to their attitudes towards the method of teaching in the inverted classroom as follows:

-The total arithmetic average of the responses of the sample individuals to the statements of the inverted classroom teaching is 2.83%, which is greater than the hypothetical average estimated by 2. This indicates their total agreement that learning in the way of teaching in the inverted classroom contributes to increasing their educational attainment, which is confirmed by the standard deviation that is 0.22842. This can be explained by providing students with complete freedom to choose the time and speed with which they learn.

-We also note from the previous table that statement 2 and statement 4 marked the largest approval rate of 96.2% of the sample members that the inverted classroom method "helps by exchanging information and ideas between group members". And that the inverted classroom method "provides opportunities for discussion with the environment, whether students or teachers" consecutively, while 3.8% of the respondents said that the inverted classroom method does not encourage this.

-We can also notice that the lowest approval rate was related to phrase 7, that is: "the inverted classroom method helps in overcoming the problem of individual differences between learners" as the approval rate reached 67.9%. This indicates the presence of social interaction in various forms between students and teachers. This was confirmed by paragraph 8, which states, "inverted classroom method helps the student's research process and achieve a high degree of assimilation rather than relying on what the innovation offers in the class only" with an approval rate of 81.1%.

-We notice that learning by the inverted classroom method creates relationships between members of the group, which allows the exchange of ideas and information between students. 84.9% of respondents agreed to statement 1. While 15.1% of respondents agreed that learning inverted classroom does not encourage the formation of relationships between group members, due to the limited time and intensity of lectures and lessons, except that paragraph 3 which states that "the inverted classroom method helps in learning from each other" confirms this with an approval rate equal to 94.3 %.

-As for the effect of learning in the inverted classroom method, we note that the study sample agrees with a high percentage of 83.0% on statement 5, which states, "the inverted classroom method increases the effectiveness of learning to centre on learning activities". Which allows the student to obtain the best knowledge and skills and become capable of innovation, and this was confirmed by the sample of the study through their approval of paragraph 10, which states, "inverted classroom learning helps and promotes critical thinking and creativity" with an approval rate of 77.4%.

Through the previous analysis, we conclude that the inverted classroom method contributes in increasing the educational attainment of the Sociology student at Mohamed Boudiaf University in M'sila.

The following visual examples are from students' outputs on social media channels. YouTube

Thinker Malik bin Nabi and his social contributions.

https://www.youtube.com/watch?v=SWZKg_lq0fk&t=64s

Customs and traditions of Bou Saada city

<https://www.youtube.com/watch?v=pTDoEXJKsvU&t=46s>

Newsletter on green enterprise.

https://www.youtube.com/watch?v=-_B3xyCVclVE

-This coincided with the students' participation in organizing and preparing a scientific seminar organized by the school's standards professor, which was held in order to support the possibility of applying the learning style in the university, and was the date of the scientific seminar on November 27, 2018 (<https://www.univ-msila.dz/ar/?p=9623>) and the idea of upside-down learning was explained. (ZellaguiWahiba, 2019)¹⁵

VI. Conclusion:

Through our study of the research entitled Inverted Classroom Learning and its Role in Increasing Educational Attainment, Field study, Department of Sociology _University of M'sila_ We came up with a set of results and suggestions presented as follows:

First: The results

- Learning through the inverted classroom contributes in increasing the motivation for learning and obtaining the best knowledge and skills.
- Learning through the inverted classroom contributes in raising the level of assimilation of students and obtaining the best knowledge and skills.
- Learning through the inverted classroom contributes in strengthening the relationship between the teacher and the student and it becomes based on appreciation and respect.
- Learning through the inverted classroom contributes in generalise the benefit of knowledge and exchanging information between students, this contributes in the elimination of individual differences.
- From the field study, it is clear that learning through the inverted classroom is the best way to increase students' educational attainment compared with traditional methods.

Second: Recommendations

- Urging the teachers to work with the inverted classroom method because of its benefit to him and the students.
- Urging the university to encourage the work with the inverted classroom method by developing strategies and devices to follow up on that.
- Encouraging teamwork at the university that stimulate and contributes to the exchange of knowledge and group learning.
- Conducting training sessions for teachers to show the importance and advantages of using learning through the inverted classroom.

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¹ Omalma Samih El-Zein(2016), p. 25

² Abdul Samii, et al. (2005) p. 36-51

³ Yasmina Ashalal.2014 p. 414

⁴ Al-Othman Manal(2009) p. 26

⁵ Nabil Gad Azmy(2014) P. 86

⁶ Ayman Yassin(2015), p. 103

⁷ Hamdi Ahmed Abdel Aziz(2008) p. 14

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⁹ Lina Suleiman Mahmoud Bisharat(2017), p. 9.

¹⁰ Al-Mashhadani & Al-Rawe, (2018), p1-2

¹¹ YehiaMohamadainHassabSeydou,2018. p.8

¹² Mazur, et al.(2015) p1-26.

¹³ Roberts, Tim.S. (2004) p5-6

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Video Use and EFL learners' Politeness Patterns

Received: Day/Month/Year ; Accepted: Day/Month/Year

Abstract

This study focuses on the use of videos as a teaching support in EFL classrooms to develop EFL learners' linguistic politeness. It seeks at scrutinizing students' attitudes towards videos' incorporation in a formal learning setting. The major purpose of this research is to study videos' impact on EFL learners' communicative competence of linguistic patterns. For this purpose, 30 second year EFL learners take part in this research. The participants are randomly selected from the University of Badji Mokhtar Annaba, Algeria. Focus group interviews and checklist questionnaires are used in order to study EFL learners' perceptions about videos' incorporation in EFL classrooms.

Keywords: Linguistic politeness, EFL learners, Authentic materials, Visual learning, Communicative competence.

[Authors]

Résumé

Cette étude se concentre sur l'utilisation de vidéos comme support pédagogique dans les classes EFL pour développer la politesse linguistique des apprenants EFL. Il cherche à examiner les attitudes des élèves à l'égard de l'incorporation de vidéos dans un cadre d'apprentissage formel et leur impact sur le développement de leur compétence communicative des modèles linguistiques. A cet effet, 30 apprenants EFL de deuxième année participent à cette recherche. Les participants ont été sélectionnés au hasard à l'Université de Budji Mokhtar Annaba, Algérie. Des entretiens de groupe de discussion et des questionnaires sont utilisés afin d'étudier les perceptions des apprenants EFL sur l'incorporation des vidéos dans les classes EFL.

Mots clés: Politesse linguistique, Apprenants EFL, Matériaux authentiques, Apprentissage visuel, Compétence communicative.

ملخص

تركز هذه الدراسة على استخدام مقاطع الفيديو كدعم تعليمي في الفصول الدراسية للغة الإنجليزية في الخارج لتطوير الأدب اللغوي لمتعلمي التعليم الأجنبي. وهو يسعى إلى التدقيق في مواقف الطلاب من دمج مقاطع الفيديو في بيئة تعليمية رسمية وتأثيرها على تطوير كفاءاتهم في التواصل مع الأنماط اللغوية. ولهذا الغرض، يشارك في هذا البحث 30 من متعلمي اللغة الإنجليزية الأجانب في السنة الثانية. وتم اختيار المشاركين عشوائياً من جامعة باتنجي مختار عنابة في الجزائر. يتم استخدام المقابلات والاستبيانات الخاصة بمجموعة FOCUS من أجل دراسة تصورات متعلمي اللغة الإنجليزية الأجانب حول دمج مقاطع الفيديو في الفصول الدراسية للغة الإنجليزية الأجنبية.

الكلمات المفتاحية: الأدب اللغوي، متعلمي اللغة الإنجليزية الأجنبية، المواد الأصلية، التعلم البصري، الكفاءة في التواصل.

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I- Introduction :

The crucial relationship between language and culture gained importance on its own sake, only in the 1990s as a result of several improvements and changes that have characterized second language acquisition research. Language learning saw different improvement phases. As a matter of fact, it moved from Chomsky's in 1965, linguistic competence to Hymes 1972, communicative competence. In this context, Hymes (1972)¹, considers socio-cultural context importance. Moreover, language learning classrooms welcomed the incorporation of technology.

In this research article, the emphasis is on English foreign language learners' attitudes towards the use of authentic videos on developing their linguistic politeness patterns. Henceforth, this research article attempts the sort out the benefits of authentic videos on EFL learners' linguistic politeness principles. Likewise, it seeks potential solutions from the part of EFL learners on how to use these videos to gain benefit without any damage. Accordingly, recommendations and suggestions can be taken into consideration for the deployment of authentic videos in the EFL classroom as a teaching support for linguistic politeness instruction.

1.1. Linguistic Politeness

Many scholars have suggested different definitions to linguistic politeness. For example, Ide (1989, p. 225)², believes that linguistic politeness refers to "...the language associated with smooth communication realized through (1) the speaker's use of intentional strategy to allow his or her message to be received favourably by the addressee, (2) the speaker's choice of expressions to conform to the expected and or prescribed norms of speech appropriate to the contextual situation in individual speech communities...". According to Lakoff (1990, p. 34)³, linguistic politeness refers to "a system of interpersonal relations designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interchange". Moreover, Fraser (1990)⁴, claims that previous theories have pictured linguistic politeness as the process of avoiding misunderstandings in a given interaction due to linguistic expressions that create respect between interactants. Thus, in other words, linguistic politeness refers to the process of keeping social relationships stable.

Further, Holgraves (2002)⁵, views linguistic politeness; as an equivocal concept that combines linguistic, social, and cognitive patterns. In different terms, linguistic politeness is seen as a process of selecting linguistic items according to the communicative contexts. Similarly, Kasper (2005)⁶, agrees that linguistic politeness refers to the process of deploying specific linguistic expressions in relation to the "communicative event". In addition, Bloomer, Griffith, and Merrison (2005, p. 108)⁷, claim that in any interaction "we always have a choice of what we say or write and one of the linguist's tasks is to uncover what choice x does that choice y doesn't." So, these viewpoints refer to "linguistic politeness" as a system of "linguistic choices" making in order to attain diverse "communicative objectives". According to Lounis (2015)⁸, it is evident that linguistic politeness plays a significant role in any social interaction as it creates and provides "equilibrium" between interactants.

1.2. Authentic Materials

As the focus of this research article is to prove authentic videos' influence on EFL learners' linguistic politeness. Yet, the field of language learning noticed an importance emergence of multimedia. In this regard, Graddol (1997, p. 16)⁹, views that multimedia occupies the intersection of globalization as it influences different fields like education, business, and culture. Language teachers embraced the use of authentic materials like videos ages ago. Nonetheless, the literature in this field has seen different definitions for authentic materials.

In this regard, Little et al., (1988)¹⁰, view that authentic materials are used for teaching goals to introduce the social contexts where they are produced. Besides, Nunan (1989)¹¹, claims that authentic materials are not materials necessarily made for the sake of academic purposes. In addition, Bacon and Finnemann (1990)¹², agree with Nunan and claims that authentic materials refer to any material produced by a native speaker for other goals than pedagogy. According to Rivers (1987)¹³, authentic materials tend to enhance language learners' interest in language learning. Moreover, Kim (2000)¹⁴, argues that authentic materials help language learners in coping and overcoming social and cultural obstacles.

Furthermore, Harmer (2006)¹⁵, adds that authentic videos play an important role as they tend to develop language learners' intercultural awareness and creativity. In other words, we can infer that authentic videos would play an important role in teaching linguistic politeness as it develops language learners' communicative competence thereby avoiding cross-cultural communication misunderstandings and failure. Thus, Milano Schepers (2014)¹⁶, contends that authentic videos are effective in teaching pragmatics and linguistic politeness refers to a relevant and teachable aspect of pragmatics. In other terms, we may infer that authentic videos play an important role in teaching linguistic politeness.

Moreover, Milano Schepers (2014)¹⁷, claims that linguistic politeness may be taught through different learning materials. For example, media represents an interesting tool in learners' educational lives. Yet, it provides both language teachers and language learners with an unlimited range of language learning resources to use inside the language classroom. However, these resources need to meet the right social, cultural, and linguistic items that should be relevant to the language learning goals. As shown by Lewis (1996, p. 2)¹⁸, "it is the quality and quantity of the input to which the learners are exposed which is the single most important factor in their progress".

II– Methods and Materials:

2.1 Purpose of the Study

Technology's emergence in the world of education met a significant approval. Considering technology invasion in language classrooms, different investigations have been done in order to sort out the impacts of technological education. Thus, the major purpose of this research article is to demonstrate foreign language learners' attitudes towards the incorporation of authentic videos in EFL learning settings. In addition, it seeks at analyzing the effectiveness of authentic videos in developing language learners' communicative competence development. Chiefly, this research article focuses on identifying the impact of authentic videos in terms of developing EFL learners' linguistic politeness concerning polite greetings and thanking.

2.2 Research Questions

This research article attempts to address the following research questions. To enumerate, the first research question that this research article deals with is:

1. What are EFL learners' attitudes towards the use of videos for foreign language learning?

The first research question deals with language learners' opinions regarding the incorporation of authentic videos in language classrooms. In order to answer the first research question, Checklist questionnaires have been used. Then, the second research question that this research article tackles focuses on EFL learners' attitudes concerning

the incorporation of authentic videos on developing their linguistic politeness patterns in particular:

2. What are EFL learners' attitudes towards the use of videos to develop their linguistic politeness patterns?

The second research question highlights language learners' opinions concerning the influence of authentic videos on the instruction of linguistic politeness patterns without considering other aspects of authentic videos' impact. Focus group discussion has been used to answer this research question.

2.3 Sample

The informants taking part in this study are 30 second year EFL learners at the English department, University of Badji Mokhtar Annaba, Algeria. The participants taking part in this research article are from the same social background. Their ages vary from 19 to 21 years old. The informants were chosen randomly, following a simple random sampling method.

2.4 Research Instruments

In this research article, two research tools have used for data collection procedure: Checklist Questionnaires and Focus group interviews

2.4.1 Checklist Questionnaires:

Dornyei (2003, p. 3)¹⁹, declares that "Asking questions is one of the most natural ways of gathering information". The researcher opts for checklist questions design.

2.4.2 Focus Group Interviews:

According to Lewis (2000)²⁰, a focus group interview represents a "...carefully planned discussion designed to obtain perceptions in a defined area of interest in a permissive, non-threatening environment". Focus group interviews deal with the second research question and aim at gathering qualitative data. Actually, Focus group interviews focus on a discussion with the group of thirty informants taking part in this study. In this regard, Jamieson and Williams (2003, p. 272), contend that "the philosophical underpinning of the focus group' method is founded upon the ideology that it's through interaction and communication that people do develop their "perceptions and attitudes". However, Harvey-Jordan and Long (2002:20), highlight that neither the group's size nor time constraint issues should interfere with members' participation.

2.5 Procedure

The research's aims at analyzing authentic videos' influence on language learners' politeness principles. Thus, in this study, a semi experimental procedure has been used. This research procedure went through three phases.

Phase 1:

The first phase represents a step where the researcher studies EFL learners' opinions about videos incorporation impact on foreign language learning process. During this phase, EFL learners have been given "Checklist questionnaires". The aim behind the use of a "Checklist questionnaires" is to scrutinize EFL learners' views regarding authentic videos and their willingness to accept video as a teaching support for foreign language learning.

Phase2:

The second phase represents a step where the researcher provided EFL learners' opinions with the opportunity to deal with video in their EFL classrooms to develop their linguistic politeness. Thus, the researcher integrated videos in the EFL classroom for period of five weeks. EFL learners had to deal with these videos during two hours per day.

Phase3:

The second phase represents a step where the researcher studies EFL learners' opinions about the incorporation of authentic videos in their EFL classrooms to develop their linguistic politeness. For this purpose, the research opted for a focus group interview with EFL learners, during which they disclosed about their points of views and expectations. The aim was to explore EFL learners' opinions about incorporating authentic videos in EFL classrooms as a teaching support to enhance their linguistic politeness.

III- Results and discussion :

This research's findings represent both research instruments' results. Firstly, Checklist questionnaires' results that represent quantitative data. Then, Focus group interviews' results that constitute qualitative data.

3.1 Checklist Questionnaires' Findings

Checklist questionnaires' results reveal EFL learners' attitudes towards the use of videos as a teaching support for foreign language learning. Questionnaires' results represent quantitative results.

3.1.1 Are videos helpful for English foreign language learning?

Answers	Respondents	Percentage
Yes	28	93,33%
No	2	6,66%
Neutral	0	0%

Table N°01: Videos as a Teaching Support

The first question studies whether videos are helpful in EFL classroom. Table n°01 results indicate that 28 FL learners (93,33%) replied "yes". Whereas, just 2 EFL learners (6,66 %) replied "no", with no "neutral" response.

3.1.2 Which types of videos are beneficial?

Answers	Respondents	Percentage
Authentic Videos	10	33,33%
YouTube Videos	10	33,33%
Pedagogical Videos	0	0%
Cartoons/ Movies	10	33,33%

Table N°02: Different Videos in EFL Classrooms

The second question deals with the types of videos that may be beneficial in EFL classrooms. Table N°02 results show that 10 EFL learners (33,33%) opted for authentic videos. Similarly, 10 EFL learners (33,33%) selected YouTube videos. In addition, 10

EFL learners (33,33%) selected cartoons and movies. However, pedagogical videos weren't selected.

3.1.3 In which modules are videos recommended?

Answers	Respondents	Percentage
Listening and speaking	25	83,33%
Literature	2	6,66%
Grammar	3	10%

Table N°03: Recommendations for Videos Based-Learning Modules

The third question studies which modules are more likely to integrate videos' use. Actually, table n°03 results indicate that 25 EFL learners (83,33%) selected listening and speaking sessions. Whereas 2 EFL learners (6,66%) opted for literature and 3 EFL learners (10%) chose grammar.

3.1.4 Would you like using videos in the listening and speaking session?

Answers	Respondents	Percentage
Listening and speaking	25	83,33%
Literature	2	6,66%
Grammar	3	10%

Table N°04: Videos' Use in Listening and Speaking Sessions

The fourth question studies whether the participant would like using videos in their listening and speaking session, and as shown in table N°04, 30 EFL learners (100%) replied "yes" with 0 responses for "no".

3.1.5 What are the benefits of videos' integration in EFL classrooms?

Answers	Respondents	Percentage
Developing EFL learners' language use	19	63,33%
Developing EFL Learners' intercultural communication	24	80%
Breaking the routine	20	66,66%
Engaging EFL learners in their learning process	8	26,66%
Embracing modern education	18	60%
Providing the real context in the EFL classroom	27	90%

Table N°05: Videos' Benefits in EFL Classrooms

The fifth question focuses on studying the benefits of videos' use in the EFL classroom according to the participants. Thus, the results shown in table n°05 reveal that 19 EFL learners (63,33%) agree that videos' use would develop EFL learners language use. Then, 24 EFL learners (80%) assume that videos' use would develop EFL learners' intercultural communication. Similarly, 27 EFL learners (90%) views that videos' use in the EFL classroom would bring the real context of language use. Whereas, 20 EFL learners (66,66%) assume that videos' use would break the teaching routine, and 18 EFL learners (60%) believe that using videos in the EFL classroom would build a bridge with modern education. However, 8 EFL learners (26,66%) view

that videos' use in the EFL classroom would engage language learners in their learning process.

3.1.6 What are the obstacles of videos' integration in EFL classrooms?

Answers	Respondents	Percentage
Lack of materials	19	63,33%
Teachers' lack of technological know how	10	33,33%
Time constraints	5	16,66%
Learners' distraction	5	16,66%

Table N°06 : Videos' Use Obstacles

The sixth question deals with the obstacles of videos' integrations in the EFL classroom. According to the results shown in table n°06, 19 EFL learners (63,33%) consider the lack of materials as an obstacle for videos' use in the EFL classroom. Whereas, 10 EFL learners (33,33%) consider teachers' lack of technological knowledge as an obstacle to videos' use in EFL classroom. However, 5 EFL learners (16,66%) selected time constraints; assuming that using videos in the classroom may be time consuming, and 5 EFL learners (16,66%) selected learners' distraction, believing that learners may be easily distracted.

3.1.7 What is the link between videos' integration in EFL classrooms and foreign language learning?

Answers	Respondents	Percentage
Developing EFL learners' language use	11	36,66%
Developing EFL learning teaching and learning strategies	4	13,33%
Coping with the new era of education technology	4	13,33%
Providing EFL learners' with authentic materials	15	50%

Table N°07 : Videos' Use and Foreign Language Learning

The seventh question focuses on the link between videos' use and foreign language learning. Table n°07 results indicate that 11 EFL learners (36,66%) consider that the link lies on developing EFL learners' language use. Then, 4 EFL learners (13,33%) view that the link is about developing the teaching and learning strategies. Similarly, 4 EFL learners (13,33%) consider that the link is to cope with the new era of education technology. Whereas, 15 EFL learners (50%) view that it's about providing EFL learners with authentic materials.

3.1.8 Do you think that videos' integration in EFL classrooms may influence EFL learners' language use?

Answers	Respondents	Percentage
Yes	27	90%
No	3	10%
Neutral	0	0%

Table N°08: Videos' Impact on EFL Learners

The eighth question studies EFL learners' opinions regarding whether videos' use may influence EFL learners' language use. According to the results shown in table n°08, 27 EFL learners (90%) assume that video' use in the EFL classroom influences EFL learners' language use. However, 3 EFL learners (10%) consider that videos' use in the EFL classroom doesn't influence EFL learners' language use, and we get no "neutral" responses.

3.1.9 How would videos' use in EFL classrooms affect EFL learners' language use?

Answers	Respondents	Percentage
Yes	27	90%
No	3	10%
Neutral	0	0%

Table N°09: Videos' Impact on EFL Learners' Language Use

The ninth question focuses on how would videos affect EFL learners' language use. Table n°09 results show that 25 EFL learners (83,33%) agree that videos' use affects EFL learners' language use through providing correct grammatical sentences. Whereas, The 30 participants (100%) selected that video' use may affect EFL learners' language use through providing native speakers' real contexts of language use. Similarly, the 30 participants (100%) select that videos' use may affect EFL learners' language use through providing correct pronunciation.

3.1.10 Do you agree with the idea of integrating videos in your EFL classroom?

Answers	Respondents	Percentage
Yes	27	90%
No	3	10%
Neutral	0	0%

Table N°10: Videos' Integration in EFL Classrooms

The last question studies the participants' opinions regarding the incorporation of videos in their EFL classroom. Table n°10 shows that 30 EFL learners' (100%) agree with the use of videos in their EFL classrooms.

3.2 Focus Group Interviews' Findings

Focus group interviews take place after the use of videos in the EFL classroom. This way, EFL learners may disclose about their video use experience. The 30 participants were divided in two groups for focus group interviews. The purpose behind this division was to decrease the size group and to provide all the participants with equal participation opportunities.

3.2.1 First Focus Group Interview's Results

After getting provided with video use in the EFL classrooms opportunities, EFL learners participated in a focus group interview to communicates their opinions, either to praise this experience or to criticize it, or both of them.

First Question Answers: How did you find videos use in the EFL classroom?

Participants' facial expressions show that they enjoyed videos' use in the EFL classroom. But we had to go through the group interview. Student 1: Personally, I found it innovating and interesting. Student 2: "It is something new, that we listen and

see at the same time." Student 3: "It breaks the routine." Students 4 and 5: "we tend to watch YouTube videos to understand anything related to our studies. Thus, we enjoyed it." Student 6: "I liked the idea especially that it was possible to re-watch again and the teacher intervened each time we had questions." Student 7, 8 and 9: "It's something new at the beginning we were a bit puzzled. Then we get use to!" Finally, the six remaining students were really enthusiastic and reveal that "It is enjoyable, interesting, and helpful especially in and EFL classroom."

Second Question Answers: Did it eliminate the EFL teacher's presence?

The participants deny the presumed idea that videos' integration in the EFL classroom would drop EFL teachers' role. Student 3, 4, and 5: the teacher's role didn't change and the teacher kept asking question, explaining and repeating to avoid any misunderstanding. Student 6, 8, 9, and 9: the teacher intervened each time we needed him and even when we didn't ask! Students 10, 11, 12 and 13: the teacher was guiding us and manipulating the videos. Students 14 and 15 claim that: Absolutely not! The teacher's role remained the same and we didn't notice any neglect from the teacher's part or reliance on the videos.

Third Question Answers: Did you like integrating videos in your EFL classroom?

All the participants agreed and confirmed that they like integrating videos in their EFL classrooms. The responses varied between a set of three answers for all the participants: "Yeah, absolutely!" "Definitely!" "Of course, I like it"

Fourth Question Answers: Did video use influence your EFL learning?

The participants agreed that videos' use has indeed influenced their EFL learning. The participants' responses varied from "Yeah, it did!" to "Yes, of course!"

Fifth Question Answers: Explain how, please?

Actually, students 1, 2, 3, 4 and 5 explained that: "Videos use has influenced their pronunciation and challenged them to check different words' pronunciation." Then, students 8, 10 and 11 claim that: "Videos use influenced my pronunciation and enhanced my vocabulary knowledge." Moreover, students 6, 13 and 15 contend that "Videos use has frustrated us at the beginning. But we just needed to get used to native speakers' accent". Furthermore, student 7 reveals that: "Videos use influenced my language use. Now, I know when and where to use different expressions." Student 12 agreed with students 7 and adds "The same goes for me!"

Sixth Question Answers: Did videos use influence your intercultural communication skills?

The participants were reluctant to answer since this question may embody different aspects of intercultural communication. Thus we had a set of responses varying between 4 different answers: Students 12, 7, and 13 claim "Yes, as far as we're dealing with what we have seen. We may assume that it had influenced our intercultural communication." Then, a group of students 2, 3, 4, and 5 discussed together and show "Yes, to a certain extent!" Moreover, the pair-group of students 10 and 11 agree with second group's answer. Further, students 6, 8, and 9: "We think that we need more exposure to videos in order to develop our intercultural communication." Finally, students 1, 14, and 15: "Yeah, of course we can't deny this fact. Videos' use has developed our intercultural communication about the language situations dealt with in the videos.³

Seventh Question Answers: Did it affect your linguistic politeness?

Participants smiled at this question and students 1 replied: "This question is more explicit than the previous one!" Actually, participants 1, 2, 7, and 12 claim "Yeah, it enlightened our linguistic politeness principles!" Then, participants 3, 4, 5, 6, and 8 reveal "Indeed, it had. Videos were almost dealing with linguistic politeness patterns. Thus, it gave us a clear picture" Further, participant 9 and 10 claim "yes, of course! In addition, it influenced our intonation as well!" Finally, the participants 11, 13, 14, and 15 claim: "Yes, absolutely! We tend overuse and misuse some expressions. But now we grasped when and how to use them."

Eighth Question Answers: Do you have any comments?

Participant 1 claims that "Since the majority of the participants enjoyed the experience and took benefit. I assume for myself and for the rest of the group (I think) that we did not use videos just for a trial!" Then, participants 2, 3, 4, 5 and 6 add: "We hope that we'll use video regularly!" Further, participants 10, 11, 12, 13, 14 and 15 highlight that: "It would be great if we may use videos in different modules." Then, participants 7, 8, and 9 add: "It was a great experience. But we hope that we'll keep using them!"

3.2.2 Second Focus Group Interview's Results

First Question Answers: How did you find videos use in the EFL classroom?

All the participants agreed and confirmed that they find videos' use in their EFL classrooms novice, challenging, and interesting. Participant 25 claims "It represents a new teaching strategy and it challenges us to focus" The rest of the participants agreed with the latter comment and participants 20, 22, 23, and 30 and "It is breaks the routine and creates a new and enjoyable teaching atmosphere!"

Second Question Answers: Did it eliminate the EFL teacher's presence?

The participants dejected the preconceived idea that videos' integration in the EFL classroom would eradicate EFL teachers' presence. Student 16, 17, and 20: the teacher's role remained the same. Then, Student 22, 25, 27, 28, and 29: "We didn't notice any difference concerning the teachers' role!" Further, participants 18 and 19: "The teacher kept explaining and clarifying everything and when we needed help the teachers intervened!" Finally, participants 21, 23, and 26 claim that: "The teacher guided from the beginning till the end, and as far the teacher's role is concerned; there's no difference either with videos or without them."

Third Question Answers: Did you like integrating videos in your EFL classroom?

All the participants show that they liked integrating videos in their EFL classrooms. The participant 18 replied: "Yeah, I liked and enjoyed this new experience." The rest of the participants agreed with their classmate claiming "yes, we totally agree!" Further, participant 20 adds "It breaks the routine and represents a novice strategy for foreign language learning inside the EFL classroom." Similarly, the rest of the participants agreed with the latter claim. To conclude, participant 25 mentions "we represent the geek generation and videos use goes along with our interests and hobbies. Thus, it's obvious that we'd like it!" The participants replied: "Yeah, that's it!"

Fourth Question Answers: Did video use influence your EFL learning?

All the participants acknowledge that videos' use did in fact influence their EFL learning. Participants' responses embody a set of three answers. Firstly, we get "Yes,

totally!" for participants 16, 18, 19, 20, 22, and 25. Secondly, we get "Yes, we can't deny this fact!" for participants 17, 24, 27, and 30. Finally, we get "Of course, it had influenced it!" for participants 21, 23, 26, 28, and 29.

Fifth Question Answers: Explain how, please?

Participant 18 replies: "Through influencing our pronunciation, intonation, and language use." Then, participants 16, 17, 19 and 20 clarify: "It provides us with visual and auditory information at the same time. Thus, visual information clarifies and explains ambiguous auditory information." Moreover, participants 22, 23, 24, and 25 add "facial expressions, gestures, intonations add extra-meaning." Further, participant 30 explains "It provides us with correct and proper language use situations and examples." Then, participant 28 agrees and adds "This enables us to use the foreign language appropriately outside the EFL classroom." Finally, participants 26, and 27 "videos use embodies all what has been said...", participants 29 clarifies "It may influence and has all those different impacts depending on learners' pace and level."

Sixth Question Answers: Did videos use influence your intercultural communication skills?

The participants got puzzled when faced with this query. Actually, the 15 participants remained silent reflecting on the question for a short time. Then, the participant 28 "I think that it would be better to develop and clarify this question to avoid any misunderstanding!" But, participants 16, 17, 19, and 20 reply "Yeah, it did develop our intercultural communication concerning the language use situations dealt with in the videos." Then, participant 18 agrees with the latter answer. Finally, participants 26, 27, 29 and 30 claim "Yes, to a certain extent". Finally,

Seventh Question Answers: Did it affect your linguistic politeness?

Participant 28 replies directly "This is why I have asked to clarify and develop the previous question." Then, participants 21, 22, 23, 24 and 25 claim "Yeah, it seems and sounds clearer than the previous question." Further, participants 16, 17, 18, 19, and 20 reply "Yeah, it developed our linguistic politeness patterns about what we have seen in the videos and similar communicative situations." In addition, participant 28 adds "Yes, I totally agree that it has clarified and organized our linguistic politeness according to the target language principles." Further, participants 26 clarifies "Actually videos' use show intonation's importance when dealing with linguistic politeness patterns" Then, participants 27 and 29 claim "It is true that intonation adds extra meaning!" Finally, participant 30 discloses "I think that I didn't pay too much importance to linguistic politeness patterns before videos' use experience. Thus, I'm thankful!"

Eighth Question Answers: Do you have any comments?

All the participants showed a big smile and we get a set of three similar answers. Firstly, we get "using video regularly". Secondly, we get "Approving the use of videos for each session". Finally, we get "We'd like to spread videos' use over different modules."

3.3 Discussion

This study focuses on EFL learners' linguistic politeness and authentic materials' impact. Actually, the aim behind this research lies on studying EFL learners' opinions about videos' use as authentic materials in the EFL classroom. In order to reach our results, we went through two research questions: 1) What are EFL learners' attitudes towards the use of videos for foreign language learning? And, 2) What are EFL

learners' attitudes towards the use of videos to develop their linguistic politeness patterns? Thus, for data collection procedure, we used Checklist design questionnaires to answer the first research question and Focus group Interviews to answer the second research question. In fact, Questionnaires results indicate that EFL learners show positive attitudes towards the use of videos for foreign language learning. In other terms, EFL learners agree with the idea of videos as a teaching support for foreign language learning for their different advantages and their significant impact on developing EFL learners' language use since they provide correct spoken utterances and both visual and auditory information. In addition, Focus Group Interviews' findings show that EFL learners show positive attitudes regarding the use of videos to enhance their linguistic politeness. According to EFL learners, videos as an authentic material provide real contexts of language use. Thus, this may help EFL learners to use English accurately and effectively. According to EFL learners, videos offer concrete situations of politeness patterns that may help them overcome pragmatic failure. In addition, EFL learners claim that videos overcome over-use and misuse problems related to linguistic politeness principles. Despite this positive attitude, EFL learners reveal some problems related to videos' use in the EFL classroom. According to EFL learners, the lack of materials represents an important obstacle for videos' integration. Moreover, they assume that teachers' lack of technological knowledge is another problem to handle, especially that it may cause other problems like time constraints and sensitive atmosphere in the EFL classroom. However, these obstacles may be dealt with through creating technology equipped classrooms.

IV- Conclusion:

This research dealt with two research instruments, to study EFL learners' and EFL teachers' opinions about the use of videos in EFL classrooms as a teaching support to develop EFL learners' linguistic politeness. The researcher opted for checklist design questionnaires and focus group interviews to deal with EFL learners. According to the questionnaires, EFL learners show a positive attitude and a high degree of enthusiasm about the videos' incorporation in EFL classrooms. However, we can not deny the existence of a reluctant behaviour, which is explained in terms of lack of materials, time constraints and lack of technological knowledge. Then, focus group interviews reveal a positive attitude and a high degree of enthusiasm from the part of EFL learners about the use of videos in their EFL classrooms to support their linguistic politeness. Actually, EFL learners are really enthusiastic to use video in their EFL classrooms for different reasons. First of all, it goes with the new wave and the learning setting should build a bridge with EFL learners' social environments. Secondly, videos provide EFL learners with the opportunity to listen to native speakers in real life situations, which would develop EFL learners' communicative skills and language use performance. Thirdly, integrating videos in the EFL classroom would break the teaching routine and new atmosphere in the classroom. Last but not least, videos may enhance peer and self-assessment, collaborative learning and e-learning. Important to mention that EFL learners are willing to cooperate with the changes that videos' use would bring about. However, EFL teachers' need to ensure required materials' acquisition and skills to embark in such teaching and learning adventure. To conclude, Both EFL teachers and EFL learners approve the use of videos in EFL classrooms to enhance EFL learners' linguistic politeness since they provide EFL learners with real life situations of language use. However, incorporating video in EFL classrooms represent important challenges like the lack of materials and technological know-how skills. Thus, to use video with foreign language learners, it is important to provide the required materials and possess an average knowledge of technological skills.

- Appendices :

Appendix 1:

Students' Questionnaire

Dear students,

This questionnaire forms part of a research article. It aims at investigating the impact of video instruction on developing students' intercultural awareness regarding politeness patterns at the University of Badji Mokhtar Annaba.

Instructions:

- ✓ Please read carefully each question and provide honest answers that reflect you inner thoughts.
- ✓ Check (X) in the box that reflects your answer.
- ✓ The survey is anonymous and confidential.

1. Are videos helpful for English foreign language learning?

Yes	No	Neutral

2. Which types of videos are beneficial?

Authentic	YouTube	Pedagogical	Cartoons/Movies

3. In which modules are videos recommended?

Listening and speaking	Literature	Grammar

4. Would you like using videos in the listening and speaking session?

Yes	No

5. What are the benefits of videos' integration in EFL classrooms?

Developing EFL learners' language use	Developing EFL Learners' intercultural communication	Breaking the routine	Engaging EFL learners in their learning process	Embracing modern education	Providing the real context in the EFL classroom

6. What are the obstacles of videos' integration in EFL classrooms?

Lack of materials	Teachers' lack of technological know how	Time constraints	Learners' distraction

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7. What is the link between videos' integration in EFL classrooms and foreign language learning?

Developing EFL learners' language use	Developing EFL learning teaching and learning strategies	Coping with the new era of education technology	Providing EFL learners' with authentic materials

8. Do you think that videos' integration in EFL classrooms may influence EFL learners' language use?

Yes	No	Neutral

9. How would videos' use in EFL classrooms affect EFL learners' language use?

Through providing correct grammatical sentences	Through providing native speakers' real contexts of language use	Through providing correct pronunciation

10. Do you agree with the idea of integrating videos in your EFL classroom?

Yes	No

Thank you for your cooperation!

Appendix 2:

Focus Group Interview:

1. How did you find videos use in the EFL classroom?
2. Did it eliminate the EFL teacher's presence?
3. Did you like integrating videos in your EFL classroom?
4. Did video use influence your EFL learning?
5. Explain how, please?
6. Did videos use influence your intercultural communication skills?
7. Did it affect your linguistic politeness?
8. Do you have any comments?

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Investigating the Role of CBA in Promoting the Teaching of the Target-Language Culture in the Algerian EFL Classes

Abstract

Over the last two centuries, the place of culture in language teaching has been present in different approaches and methods to language teaching. However, few studies were conducted to examine the teaching of culture under the framework of the Competency-Based Approach (CBA). Therefore, this study purports itself to investigate the role of CBA in upholding and fostering the teaching of culture in the Algerian context. In the light of this, a questionnaire was submitted to seventy secondary school EFL teachers at the district (Wilaya) of Oum El Bouaghi, Algeria. The obtained results disclose that there is a great awareness among EFL teachers of the significant role of culture in language teaching/learning. Nevertheless, the majority of them displayed a lack of what constitutes this role in terms of CBA classroom practices. Moreover, the amount of the target language culture is inadequately supplemented in the secondary school textbooks, notably through activities.

Key words: The Competency-Based Approach; Interdisciplinary; Target language culture; Cultureteaching ;Language Teaching.

Résumé

Au cours des deux derniers siècles, la place de la culture dans l'enseignement des langues a été présente dans différentes approches et méthodes d'enseignement des langues. Cependant, peu d'études ont été menées pour examiner l'enseignement de la culture dans le cadre de l'Approche par Compétences (CBA). Par conséquent, cette étude prétend enquêter sur le rôle de CBA dans le maintien et la promotion de l'enseignement de la culture dans le contexte algérien. À la lumière de cela, un questionnaire a été soumis à soixante-dix enseignants EFL du secondaire du district (Wilaya) d'Oum El Bouaghi, Algérie. Les résultats obtenus révèlent que les enseignants d'EFL sont très conscients du rôle important de la culture dans l'enseignement / l'apprentissage des langues. Néanmoins, la majorité d'entre eux ont montré un manque de ce qui constitue ce rôle en termes de pratiques de classe de CBA. De plus, la part de la culture de la langue cible est insuffisamment complétée dans les manuels du secondaire, notamment par des activités.

Mots clés: L'approche par compétences ; Interdisciplinaire ; Culture de la langue cible ; Enseignement de la culture ; Enseignement des langues.

ملخص

على مدى القرنين الماضيين، كانت للثقافة مكانة حاضرة في مختلف المناهج و الطرق لتدريس اللغة. ومع ذلك، كانت هناك أبحاث قليلة لدراسة كيفية تدريس الثقافة في إطار المنهج القائم على الكفاءات أو المقاربة بالكفاءات. وبالتالي، تهدف هذه الدراسة إلى التحقيق في دور منهجية المقاربة بالكفاءات في دعم وتعزيز تدريس الثقافة في السياق التعليمي في الجزائر. في ضوء هذا، تم تقديم استبيان إلى سبعين من مدرسي اللغة الإنجليزية على مستوى ثانويات مقاطعة (ولاية) أم البواقي، الجزائر. تكشف النتائج التي تم الحصول عليها عن وجود وعي كبير بين معلمي اللغة الإنجليزية بالنور الهام للثقافة في تدريس / تعلم اللغة. وعلى الرغم من ذلك، أبدى غالبية المعلمين نقص ملحوظ في ما يمثل هذا الدور (دور الثقافة في تدريس اللغة) من حيث الجانب التطبيقي تحت إطار منهجية المقاربة بالكفاءات. علاوة على ذلك، كمية الجانب الثقافي غير متوفر بصورة معتلة في الكتب المدرسية للطور الثانوي، لا سيما فيما يتعلق بالأنشطة و التمارين الثقافية.

الكلمات المفتاحية: منهجية المقاربة بالكفاءات ; متعدد التخصصات ; ثقافة اللغة المستهدفة ; تعليم الثقافة ; تعليم اللغة.

I- Introduction

Our global world is filled by challenges and competitions. Everyone is required not only to have a high educational level, but also demanded to have special capabilities commonly called skills. The English language is the most needed skill nowadays. Studying a foreign language, we usually encounter the everyday life of its speakers which reveals the culture embedded in that particular language. Despite the place of culture and its role in different FLT methods and approaches, the priority given to it may vary from one approach to another. Now, since CBA is currently the main innovative approach carried out by the Algerian Ministry of Education, and given the growing desire of Algerian EFL teachers to bring the cultural aspect more into the language classroom, the researcher decided to design a questionnaire accordingly. The latter was deployed to examine the teachers' competence regarding teaching the cultural element under the platform of CBA and what is required in order to accomplish this endeavour.

I- Competency-Based Approach (CBA) in History

The Competency-based approach (CBA) movements started with USA efforts to reform teacher education and training in the 1970s (Brown, 1994; Hodges & Harris, 2012). By the end of the 1970s, Competency-Based Language Teaching (CBLT), which follows the ideology of CBA, was mostly used in "work-related and survival-oriented language teaching programs for adults" (Richards & Rodgers, 2001:141). Brown's historical account, largely informed by Australia's competency-based vocational education model, traced the development through the first generation which appeared in the application of scientific management to work roles then, the second generation which was concerned with the development of mastery learning models in the U.S during the 1920s and 1930s. He suggested that the third generation of competency-based approaches were primarily concerned with formative vocational education and training which is rooted in the behaviourist models of human psychology namely: the work of Burrhus Frederic Skinner.

Brown (1994) continues to argue that when the word "competency" began to be used widely in association with this model of instruction and learning, the teacher education movement in US has come to light as the fourth generation, moving beyond vocational training to education. Literature also shows that since the 1990s, CBA has been regarded as "the state-of-the-art approach to adult ESL" (Auerbach, 1986, p.411) so that any refugee in USA who wished to receive federal assistance had to go through competency-based program (Auerbach, 1986, p.412) in which they learned a set of language skills "that are necessary for individuals to function proficiently in the society in which they live" (Grognet & Crandall, 1982, p.3).

II-1-Definition of Competency-Based Approach

Richards and Rodgers (2001) stated that CBE (Competency-Based Education) refers to a movement in education that promotes reporting objectives taking into consideration "precise, measurable descriptions of the knowledge, skills, and behaviours students should possess at the end of a course of study" (p. 141). CBA, unlike other approaches, is an educational movement that circles around outputs or outcomes of learning. It addresses what the learners are expected to do rather than what they are expected to learn about. It was defined by the U.S. Office of Education as a performance-based process leading to demonstrated mastery of basic life skills necessary

for the individual to function proficiently in society (U.S. Office of Education, 1978).

Relating CBA with time management, Mendenhall (2002) argues that the most essential feature of CBA is that it gauges learning instead of time. He continues to say that learners' progress is demonstrated via their exhibition of their competence. That is to say, they have proved that they well grasped the necessary knowledge and skills sought after a certain course, paying little heed to how long it takes.

II-3- CBA: An Approach to Language Teaching/Learning

II-3-1- Theory of language and learning

CBA adheres to the "functional and interactional perspective on the nature of language (Richards & Rodgers, op.cit, p. 143). The functional approach regards language as a vehicle which transmits functional meaning. According to Finocchiaro and Brumfit (1983), this view asserts the communicative endeavour of language learning. It concentrates on what people need to do or what they need to fulfil through speech. The interactional approach views language as a device for the fulfilment of both interpersonal relations and social exchanges between persons. This view is fundamental for establishing and safeguarding social relations. CBA visualises learning and teaching as both cognitive and socio-constructive processes.

II-3-2-Learning / teaching activities

CBA'S tasks and activities are specifically designed to meet learners' real life needs and to build up a certain competence. These activities are real-world tasks which "may be related to any domain of life" (Richards & Rodgers, 2001, p.144).

Prabu's (1987) provided a remarkable classification of activities in which he labelled: 'reasoning- gap activities' and 'opinion-gap activities'. The former refers to information which you ask your students to derive from that which you give them. Much as in an information gap activity, they are required to grasp and transmit information, however; the information that they are asked to convey is not exactly the same that they comprehend. They are asked to use reason and logic to decide what information to convey and what resolution to make for the problem at hand. The latter, on the other hand, are those that ask students to convey their own personal preferences, feelings or ideas about a particular situation. CBA also promotes group work activities. According to (Caruso & Woolley, 2008; Mannix& Neale, 2005), group work can help students enhance a set of skills that are growingly crucial in the professional world.

II-3-3- Teachers' and Learners' Role

Teachers' role, under the framework of CBA, is not specifically determined; however, it has to do with language and language learning theories. Building on their personal experiences and professional skills, teachers have to provide positive and constructive feedback in order to help the students to improve their skills. She/he needs to be mindful of the learners' needs so that everybody feels welcome in class (Richards & Rodgers, 2001, p.146). Teachers should also give clear instructions to enable learners to accomplish the various learning activities that the necessary competencies are dealt with properly.

In any approach, teachers should always facilitate the process of language acquisition via hypothesis making and hypothesis testing. According to the constructivist theory, which CBA is built upon, teachers are not supposed to be just knowledge transmitters, but also researchers; in the sense that they

Further, culture is embedded in all forms of language use: in forms of greeting, compliments, norms of politeness and so on (Saville, 2003). Stressing the interdependence of language and culture, Brown (2000:177) declares: "A language is a part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture."

III-2-Need and Goals for Culture Teaching

Lafayette (1997, p.57) argues that before the 1950s and, culture in language classrooms was merely the teaching of a literary content, which was addressed to advanced level students only. On the other hand, Risager asserts that culture has always been present in the content of language teaching, though it was till the 1960s that culture pedagogy began to develop as an independent discipline, "Language teaching has admittedly always had a cultural dimension in terms of content, either universal/encyclopedic or national" (Risager, 2007, p.04). Kramsch (2006: 11) also agrees with him: "Culture has always been an integral component of language teaching"

From 1990 onward, the necessity of integrating culture in FLT curricula continues to gather momentum not only in Europe and USA but all over the world; so as to primarily raise the awareness of the learners about the differences between cultures, and then help them to be culturally competent and convey communication in the society of the target language.

Scholars have different perspectives regarding the major goals of teaching culture. For instance, Lafayette (1978) suggests a set of goals of teaching culture which allow learners to recognise and / or interpret: major geographical feature of the target country (or countries); historical events pertaining to the target culture, including architecture, literature, and arts; everyday cultural patterns (eating, shopping, greeting); to evaluate the validity of generalizations about foreign cultures; to value different people and societies.

According to Tomalin&Stempleski (1993), the teaching of culture helps the learners to develop an awareness of the fact that all people exhibit culturally-conditioned behaviours. That is, age, sex, social class and where people live shapes their speech pattern and behaviour. Moreover, culture teaching triggers the learners' intellectual curiosity about the TC, and to encourage empathy towards its people. Additionally, learners should be able to conscious about the conventional behaviours in common situation in the target language.

IV-Methodology of Research

Concerning the present study, a descriptive method was opted: A questionnaire was used with secondary school Algerian teachers of English; it is made up of 33 questions organized into six main sections.

Section one titled "background Information" (Q1-Q6). Section two titled "Approaches to teaching the English Language and its Culture" (Q7-Q14). Section three titled "Teaching Culture under the Framework of CBA" (Q15-Q23). Section four is titled "The Place of Culture in the Secondary School Textbooks of English" (Q24-Q31). Section five is named "Teachers' Familiarity with the Target Culture" (Q32). The last section is titled "Further suggestions" (Q33).

- Section I: "Background Information" (Q1-Q6): In this part of the questionnaire, teachers are required to provide some general information about the degree(s) held (Q1), employment status (Q2), teaching experience (Q3) and which level (middle or secondary) they teach (Q4). Finally, to see whether they have already been abroad or not (Q5-Q6).

Section II: "Approaches to teaching the English Language and its Culture" (Q7-Q14): This section aims at exploring the teachers' views about teaching English and its culture.

- Section III: "Teaching Culture under the Framework of CBA" (Q15-Q23) this part of the questionnaire is the essence of our study. It generally seeks to inspect the teachers' viewpoint regarding teaching culture within CBA.

- Section IV: "The Place of Culture in the Secondary School Textbooks of English" (Q24-Q31): As its name clearly states, this section seeks out to examine the place of culture in the Algerian secondary school textbooks of English. Section V: "Teachers' Familiarity with the Target Culture" (Q32): this section concerns itself solely with investigating the teachers' familiarity and knowledge about culture via only one question with a variety of options.

Section VI: "Further suggestions" (Q33): this section is a space for teachers to freely comment, suggest and express their opinions on the subject matter.

IV-1--Sampling and Participants

Unlike more complicated sampling methods, we opted for simple random sampling that is meant to be an unbiased representation of a group. The targeted sample, therefore, consist of 70 out of 193 working teachers from all over the district of Oum El Bouaghi.

V-Discussion

The results of the questionnaire can be synthesized and categorized as follow:

V-1-Teachers' Perceptions of Teaching the Target Culture and its Language

- CBA is proved to be widely implemented in EFL classes (78.6%) though the teachers still resort to other approaches and methods mainly GTM, the Communicative and the Natural approach (Q6).

Table 01.Approaches and Methods used by Teachers

Option	N	%
a	22	31.4
b	18	25,7
c	55	78.6
d	1	1.4

The majority of the teachers think that teaching/learning the TC is as significant and critical as teaching/learning its language (92.6%; Q7), and they should be introduced side by side in the language classroom (91.4%; Q12); however, the TC should not be instructed at the initial stages as the FL under CBA (Q15; 77.1%).

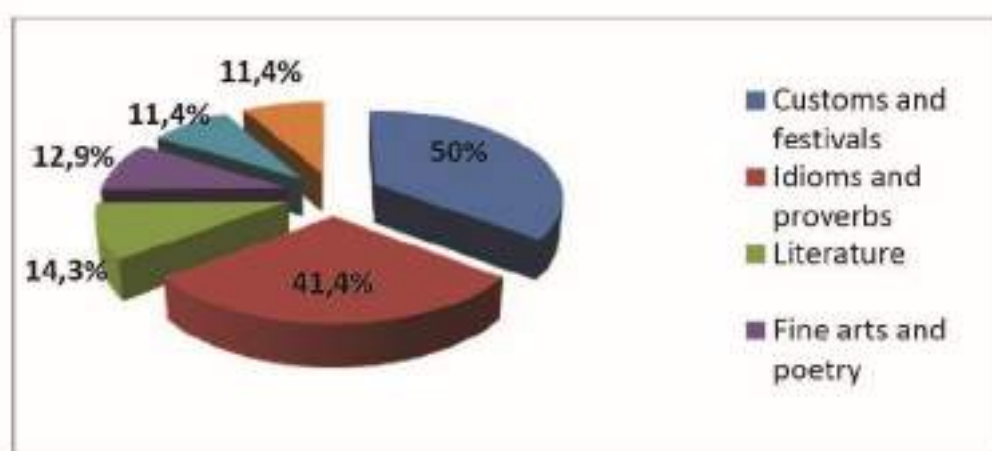
Table 02. The Importance of Teaching TLC in EFL

Option	N	%
Yes	65	92,9
No	5	7,1
Total	70	100

V-2-Teaching Culture under the framework of CBA

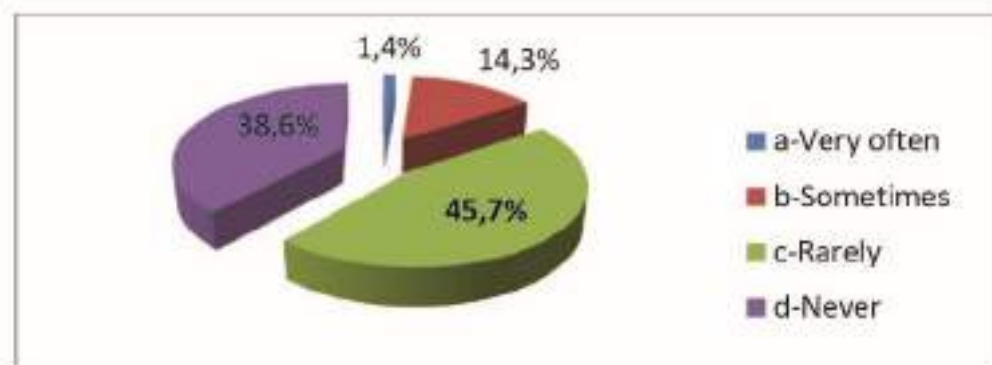
- Almost all of the teachers think that within CBA, their pupils are better exposed to 'customs and festivals, and 'idioms and proverbs', whilst history, geography, literature and fine arts are considered subaltern (Q17; 91.4%).

Figure 1. Cultural Topics and Themes Taught by the Teachers



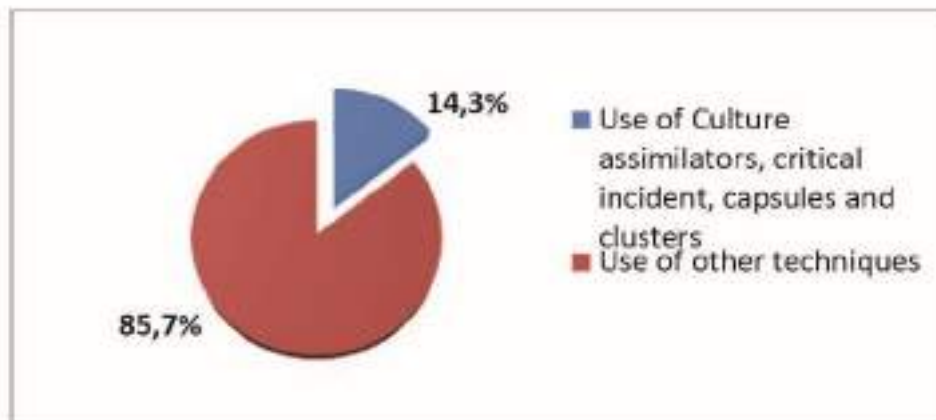
Q19 shows that almost half the respondents (45.7%) declared that they rarely employ cultural activities in their CBA class. Less than that, those who opted for option 'd' (38.6%) have never dealt with any aspect of culture whatsoever. On the other hand, few teachers (14.3%) stated that they sometimes display/design cultural tasks to their pupils. Only one teacher mentioned that s/he frequently deal with culture. We can divide the results above into two main groups: 'ab' and 'cd' with 15.7% and 84.3%, respectively. Accordingly, we deduce that the participants tend to overlook the cultural aspect in their teaching, or they find difficulty to devise cultural-based activities/lessons under CBA.

Figure 2. Presenting Culture-Based Activities/Lessons within CBA



Q20 delineates that most of the respondents opted for multiple techniques for teaching the TC. 'Culture quizzes' (c) and 'media/visuals' (e) took the highest portion and a large number of teachers (68.6% and 64.28% respectively). Few teachers added 'Kinesics and body language' (f) and 'Independent activity sheet' (g) with percentages of 21.4% and 24.3% respectively. It seems like the least chosen techniques were 'Culture assimilators' (8.6%), 'Culture capsules and clusters' (5.71%) and 'Critical incidents' (7.14%). Teachers might not be familiar with these techniques; that is why they do not use them in class. Only one teachers suggested using texts that present either our or the others' culture.

Figure 3. Techniques Used in Teaching the TC



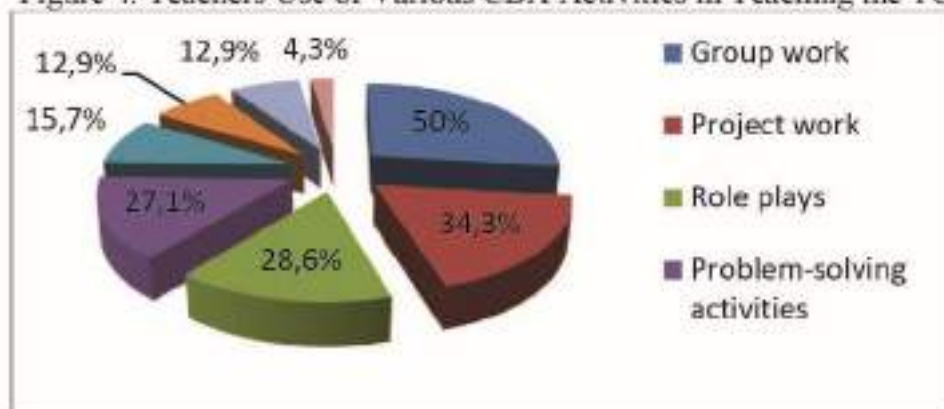
- Results in Q21 indicate that great part of the participants (80%) stated that they apply CBA activities when teaching the TC. 20% of them answered negatively.

Table 03. Teachers' Use of CBA Activities in Teaching FC

Option	N	%
Yes	56	80
No	14	20
Total	70	100

Half the teachers in Q21 picked out 'Group work' as a major activity in teaching the TC under CBA. Up to 34.3% opted for 'Project work' activity while 'Role plays' and 'Problem-solving' activities were selected by 28.6.7% and 27.1%, respectively. Few stated that they use 'Storytelling' in presenting cultural lessons, and fewer have equally chosen 'Information-gap' and 'Opinion-gap' activities with 12.9%. 'Reasoning-gap' activity was nearly overlooked (4.3%).

Figure 4. Teachers Use of Various CBA Activities in Teaching the TC



V-3- The place of culture in the secondary school textbooks of English

- At the three levels, as Q25 shows, more than half the respondents believe that the amount of culture is quite moderate (60%, 58.6% and 64.3% respectively). Less than third of them think that this amount is considerable at 1stAS and 2ndAS textbooks with close percentages of (26.7% and 20%).

Table 04. Teachers' Perception of the Amount of Culture in the Textbook

Option	A great deal		Considerably		Moderately		Not at all	
	N	%	N	%	N	%	N	%
1 st AS	10	14.3	24	34.3	42	60	0	0
2 nd AS	5	7.1	20	28.6	41	58.6	0	0
3 rd AS	5	7.1	9	12.9	45	64.3	0	0

Q26 indicates that half the participants, at the level of 1st and 2nd years, showed a discontent with the cultural content displayed in the textbooks (51.4% and 50%, respectively). Up to 64.3% of third year teachers stated that they are not pleased with the cultural content in 3rd year's textbooks. It is clear that most teachers are unsatisfied with the amount of culture embedded in all textbooks.

Table 05. Teachers' Satisfaction with the Course book Cultural Content

Option	Very satisfied		Satisfied		Dissatisfied		Very dissatisfied	
	N	%	N	%	N	%	N	%
1 st AS	0	0	8	11.4	36	51.4	5	7.1
2 nd AS	0	0	6	8.57	35	50	4	5.7
3 rd AS	1	1.4	8	11.4	45	64.3	5	7.1

Answers to Q29 state that half the participants, at the level of 1st and 2nd years, showed a discontent with the cultural content displayed in the textbooks (51.4% and 50%, respectively). Up to 64.3% of third year teachers stated that they are not pleased with the cultural content in 3rd year's textbooks. It is clear that most teachers are unsatisfied with the amount of culture embedded in all textbooks.

Table 06. Teachers' Viewpoint Regarding the Themes Included in the Textbooks

Option	a		b		c	
	N	%	N	%	N	%
1e AS	11	15.7	32	45.7	38	54.3
2eAS	40	57.1	13	18.6	8	11.4
3eAS	11	15.7	33	47.1	35	50

Data from Q30 point out clearly that the participants of the three secondary levels singled out 'slightly' (c) to be the case. In other words, 1stAS, 2ndAS and 3rdAS textbooks do not sufficiently cater for culture-based activities (with percentages of 62.9%, 67.2% and 64.3, respectively). Nearly a quarter of 1st, 2nd and 3rd year teachers stated that the textbooks totally overlook cultural activities. Less than 15% of them, at the three levels, mentioned that activities based on culture are embodied moderately in the textbooks, while the very few (1stAS; 2.9%), (2ndAS, 3rdAS; 1.4%) declared that it is significant. So, there is a consensus among teachers that culture-gear activities are somewhat supplied in the secondary school textbooks.

Table 07. Teachers' Viewpoint Regarding the Themes Included in the Textbooks

Option	Significantly		Moderately		Slightly		Not at all	
	N	%	N	%	N	%	N	%
1eAS	2	2.9	10	14.3	44	62.9	17	24.3
2eAS	1	1.4	7	10	47	67.1	15	21.4
3eAS	1	1.4	7	10	45	64.3	16	22.9

II- Conclusion

The present article aimed at giving a brief overview of the Competency-Based Approach as well as a glimpse on culture and culture teaching and how the former promotes the teaching of the latter. As found in this study, CBA is widely applied in the Algerian EFL classes though some teachers still resort to other methods and approaches as a means of instruction. Furthermore, a great majority of the teachers recognize that the TC is indisputably an integral part of foreign language learning. Therefore, accordingly, pupils should be better exposed to little 'c' culture rather than big 'C' culture. In addition, results show that a high percentage of the participants rarely design culture-related activities in their CBA classes, only few of them do so. Moreover, when teaching culture within CBA classes, we found that the majority of teachers resort to a variety of techniques such as: culture quizzes, independent activity sheet, media/visuals and neglecting the three major techniques proposed by Seelye (1993): culture assimilators, culture capsules and culture clusters. Seemingly, 'group work', 'project work' and 'role plays' appeared to be the most chosen CBA activities in presenting the cultural component at the expense of some other important ones. It is also found that the amount of culture in the secondary school textbooks is quite moderate as indicated by half of the respondents, and yet they manifested a clear discontent and dissatisfaction. Besides, culture-based activities, according to more than half of them, are not sufficiently catered for in these textbooks. By this study, CBA takes into account the cultural component and approaches the issue of its integration in language classroom differently, emphasizing the role as well as the place of culture in its teaching program. The teacher's role, therefore, is indubitably critical and most certainly challenging.

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Views on Student-centered Assessment amid the Pandemic. Case of EFL Teachers at Ibn Khaldoun University of Tiaret, Algeria

Received: Day/Month/Year ; Accepted: Day/Month/Year

Abstract

This paper attempts to collect EFL teachers' opinions regarding student-centered assessment. Specifically their views on adopting the take home tests/exams into their assessment practices. For this purpose, a short questionnaire was administered to teachers at the English Language department working at Ibn Khaldoun University of Tiaret, Algeria. The obtained results demonstrate that the majority of the sample is familiar with the technique and encourages using it more often. However, a slight minority of them actually attempts to adopt it due to doubts about the authenticity of work, plagiarism and lack of seriousness from the students' side.

Keywords: Learning responsibility; Pandemic; Self-assessment; Student-centered assessment; Take home test/exam .

Résumé

Cet article tente de recueillir les opinions des enseignants EFL concernant l'évaluation centrée sur l'élève. Plus précisément, leur point de vue sur l'adoption des tests / examens à emporter dans leurs pratiques d'évaluation. À cette fin, un bref questionnaire a été administré aux enseignants du département de langue anglaise travaillant à l'Université Ibn Khaldoun de Tiaret, en Algérie. Les résultats obtenus démontrent que la majorité de l'échantillon est familier avec la technique et encourage son utilisation plus fréquente. Cependant, une petite minorité d'entre eux tente en fait de l'adopter en raison de doutes sur l'authenticité du travail, du plagiat et du manque de sérieux du côté des étudiants.

Mots clés: Responsabilité d'apprentissage; Pandémie ; Auto-évaluation; Évaluation centrée sur l'étudiant; Passez le test / examen à la maison.

ملخص

البحث يجمع آراء معلمي اللغة الإنجليزية فيما يتعلق بالتقييم المتمحور حول الطالب. تحديدا وجهات نظرهم حول اعتماد الاختبارات أو الامتحانات المنزلية في ممارستهم التقييمية. لهذا الغرض ، تم توجيه استبيان قصير للمعلمين في قسم اللغة الإنجليزية العاملين في جامعة ابن خلدون بتيارت ، الجزائر. تظهر النتائج أن غالبية العينة على دراية بال تقنية وتشجع على استخدامها. ومع ذلك، فإن أقلية بسيطة منهم تعتمد في الواقع بسبب الشكوك حول أصالة العمل، والانتحال ، وعدم الجدية من جانب الطلاب.

الكلمات المفتاحية:

مسؤولية التعلم ، جائحة ، تقييم ذاتي ؛ تقييم متمركز حول الطالب ؛ إجراء التقييم / الاختبار المنزلي

I- Introduction :

Assessment methods and purposes differ from teacher-directed instruction to student-centered learning. In teacher-directed instruction, teachers use assessments to determine grades, which in turn are used to motivate students and provide parents with information about their children's progress. Assessment is often based on objective tests; however, in recent classroom assessment, activities are designed to involve students in examining their own learning, focusing their attention on their learning needs and changing understanding rather than on a grade. Thus, the use of such assessment techniques is a must in the recent learning/teaching environment.

Moreover, in this globalized world and in such time of pandemic teachers and students are bound to use online and take home assessment. However, there are mixed views and a lot of uncertainty regarding the effect of the take home test/technique when it comes to the EFL context at Ibn Khaldoun university of Tiaret, Algeria. We can notice that despite teachers being aware about its usefulness, they rarely use it if not at all. With this case study by using anonymous quantitative tools (questionnaire), we aim at obtaining responses that reflect teachers' truest opinions about how they view student-centered assessment? and what are their perceptions regarding the use of the take home exam as a technique?

1.1. STUDENT-CENTERED ASSESSMENT

As stated by Lea, Stephenson, & Troy (2003: 324), *'Student-centered assessment embodies sound assessment practices that can be incorporated into any educational setting but are especially critical in student-centered learning contexts, where active engagement in learning and responsibility for the management of learning are core assumptions'*. Thus, assessment becomes a process revolving around the student where he is required to be in charge of his learning and manage its progress.

Furthermore, McMillan (1988) states that student-centered assessment as any good assessment practice articulates targets that are not necessarily easy to obtain, but they are appropriate for learning. Feedback also is provided to faculty, students and state through these techniques in order to deepen learning. According to McMillan (1988), student-centered assessment is valid and reliable for the given context, and it is practicable and efficient.

Overall, student-centered assessment is set to have multiple qualities among them the feature of being individualized- through setting differentiated learning targets revolving around the learner's needs, interests and strengths...etc.- and providing focused feedback-. Furthermore, this kind of assessment does more than measure and report student learning or the lack of it, it also focuses on growth and progress. Student-centered assessment promotes learning and growth by providing useful feedback to the students themselves, their teachers, and others about what the students need in order to progress toward the learning target. This quality of student-centered assessment echoes modern conceptions of formative assessment in that assessment is a moment of learning, not just grading, ranking, or sorting.

According to Allal (2010), self-assessment, peer assessment, and portfolios as classroom assessment practices have the potential to not only help students learn core content knowledge and skills, but also to develop important self-regulatory habits. Hence, this quality of self-regulated learning entails the ability to manage one's own learning and growth is a key type of expertise needed for 21st-century college and career success.

In the same vein, student-centered assessment combines a variety of assessments as an ongoing process of evaluation that covers the before, during and after parts of the lesson. Thus, a teacher may use role plays, oral reports, projects, essays at various stages of the course. Consequently, teachers will have enough data not only about the fact that learners learn, but, they will learn more about when, how and why they learn.

Some learner-assessment techniques enable the teacher to assess learners' thinking and memory functions. As examples, we can suggest that essays may be used to assess learner's thinking while oral exams help collecting quick information. Tests generally are for assessing knowledge and content retention, performances are good to

evaluate the application of information within contexts and portfolios, self-reports or diaries are good to gather diverse data about the learner. The choice of the assessment tool depends on what the teacher wants to know about the learner and what aspect of his learning he wants to evaluate.

1. 2. THE TAKE HOME EXAM

The Assessment process is a necessary part of academic studies on all levels. The in-class, closed-book, invigilated pen-and-paper exam format is regarded as the traditional method. However, there are certainly other assessment methods in use. According to Bengtsson (2019: 1) "Take home exams are open book exams that students complete at a location of their choosing. While students do not require an internet connection to synchronously (same time) participate in the exam, they do require an internet connection to download the exam and upload their submission. Take home exams allow students to develop skills to retrieve, apply and synthesize information, providing an opportunity to assess higher levels in Blooms Taxonomy". Thus, this student-centered format is different from the traditional one in the sense that it is less stressful and more inviting to creativity and higher order thinking processes.

In addition, Aggarwal (2003:1) states that "technological advancements and student demands have necessitated a shift from a "brick and mortar synchronous environment" to a "click and learn asynchronous environment". This means a clear change in the format of the assessment activity and its presentation. Thus, a shift is needed from learning on the universities' terms to learning on the students' terms, or as Hall (2001: 56) phrased it: "take-home exams fit the new millennium student's lifestyle".

Generally speaking, this type of assessment offers a chance to work on the task according to the student's pace, in his own space and with much ease. He will have access to internet, his personal notes and course materials as resources. Usually, take home test/exam is time limited. Teachers give a margin of 24 hours to turn in the final product instead of the one and half or two stressful hours in class. The final work also has a maximum word limit to respect in order to facilitate the correction task for teachers.

Moreover, the authenticity of the work is the main point that teachers focus on; thus, students are advised to work alone without assistance or collaboration. The exam can be accessed online on a shared space for both teacher and students. This online space allows regular checks of the submitted work to expose plagiarism and unauthentic submissions.

When it comes to assessing the take home test/exam, teachers are advised to work on a grid that facilitates scoring. In the same vein, Heriot-Watt University (2020) proposed a scoring grid that helps assessing the submission as follows:

Table 01. Take Home Exam Grades' Descriptors.

The Heriot-Watt Assessment and Progression System Grades Descriptors		
Grade		
Excellent (A)	<i>Knowledge, understanding, application</i>	<i>Analysis, synthesis and evaluation</i>
	A comprehensive, highly structured, focused and concise response to the assessment task(s).	A deep and systematic engagement with the assessment task(s), with consistently impressive demonstration of a comprehensive mastery of the subject matter
Very Good (B)	<i>Knowledge, understanding, application</i>	<i>Analysis, synthesis and evaluation</i>
	A thorough and well-organized response to the assessment task(s)	A substantial engagement with the assessment task(s)

Good (C)	<i>Knowledge, understanding, application</i>	<i>Analysis, synthesis and evaluation</i>
	A competent response to the assessment task(s)	An intellectually competent engagement with the assessment task(s)
Satisfactory (D)	<i>Knowledge, understanding, application</i>	<i>Analysis, synthesis and evaluation</i>
	An acceptable response to the assessment task(s)	An acceptable level of intellectual engagement with the assessment task(s)
Adequate (E)	<i>Knowledge, understanding, application</i>	<i>Analysis, synthesis and evaluation</i>
	The minimum acceptable standard of response to the assessment task(s) for the award of credit points	The minimum acceptable level of intellectual engagement with the assessment task(s) for the award of credit points
Inadequate (F)	<i>Knowledge, understanding, application</i>	<i>Analysis, synthesis and evaluation</i>
	A response to the assessment task(s) which is unacceptable	No intellectual engagement with the assessment task(s) or an unacceptable level of intellectual engagement with the assessment task(s)

Source: Guide to Semester 2 Take-Home Exams: General Information, Heriot-Watt University, (2020:06)

Overall, the grid evaluates students' success in addressing the exam question, the level of intellectual and reflection reflected in it, the way they illustrated and supported their arguments and their spelling and grammar mistakes. Finally, such type of assessment may seem less serious than in-class examination which is time limited and more stressful. However, teachers have to explain that grading for this exam is stricter for the reason that students have had enough resources and time to perform better.

II– Methods and Materials:

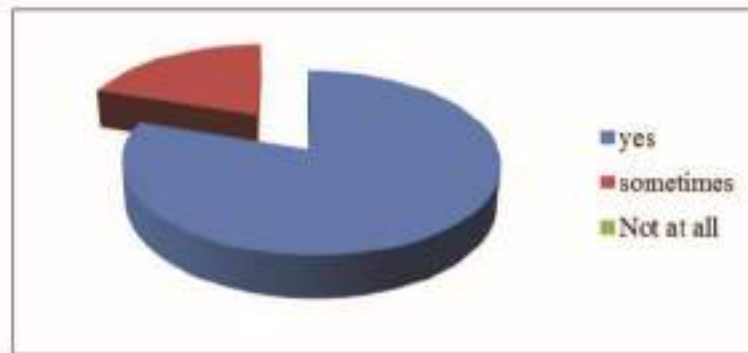
This case study targets the EFL teachers at Ibn Khaldoun University of Tiaret, Algeria. More specifically, 20 teachers from both genders: 12 males (60%) and 8 females (40%). They cover various modules that improve the main four skills: speaking, writing, reading, listening. The sample was asked to fill in an online questionnaire of eight short questions asking about their assessment practices as well as their views on the take home exam/test.

III- Results and discussion :

The data collection tool was designed with its simple nature to collect direct answers about the topic. The gender of the sample also had a role to play in how results can be interpreted later on. In general, the sample population in a majority (80%) is young with an age group ranging between 25-40 years old.

The first question collected opinions on whether the sample is student-centered in their teaching practices. 16 of them (80%) confessed being so and only 4 members (20%) said that they are "sometimes".

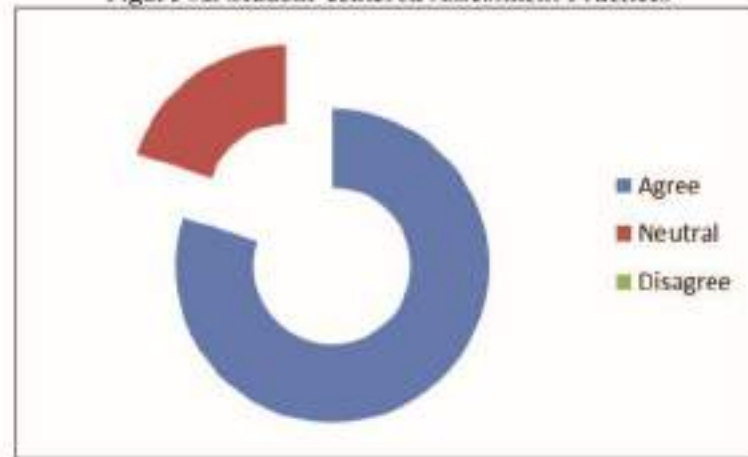
Figure 01. Student-centered Teaching Practices.



Source: The Author

Furthermore, the teachers were asked whether they agree with shifting the assessment techniques to more student-centered ones. The same number of teachers (80%) expressed their agreement with the statement.

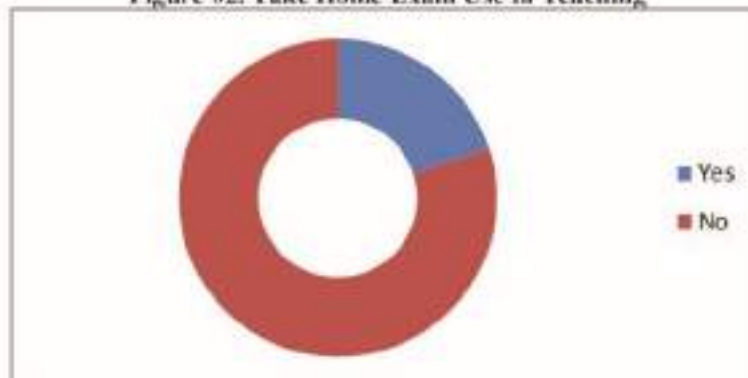
Figure 02. Student-centered Assessment Practices



Source: The Author

Moreover, there was a contradiction when teachers were asked whether they were familiar with the take home exam or not. 16 of them answered with "yes" and only 4 said "No"; however, when asked about whether they use such technique in their own assessment the opposite occurred as shown in the figure below:

Figure 02. Take Home Exam Use in Teaching



Source: The Author

In brief, teachers argued in their open-ended question about the reasons behind their avoidance to use this technique that:

R1: Students lack motivation since they are used to the conventional techniques of assessment.

R2: Accessibility of resources to everyone. Assessment and grading issue.

R3: The high possibility of cheating, test results' reliability and validity.

R4: unauthentic contribution due to students seeking online, peers' help.

Finally, They had still positive views when asked about the impact of such technique -if adopted properly- on students' learning arguing that:

R1: It allows the teacher to get insights about learners' abilities and use of sources. More authentic assessment of higher order abilities.

R2: it will enable students to mean while completing the task and will make them more serious and responsible

R3: In case home-tests are consciously and individually done by the students, they promote higher-order thinking skills and allow time for reflection. Doing so, this type of testing can impact positively students' perception and abilities and help teachers diversify the assessing process.

Mainly, teachers responded to closed-ended questions that were directed to target the main objectives of the study. However, they were given freedom to comment on the last two open-ended questions and share their teaching experiences.

Overall, the results matched to a far extent the researcher's assumptions about the EFL teachers at Ibn Khaldoun university of Tiaret, Algeria. First of all, teachers in spite of their young age, familiarity with this assessment technique and agreement that there should be a shift to more student-centered assessment they do not opt for it nor do they try to implement it even as a regular assessment way.

The reason behind such negative behavior is due to lack of trust in the student's capacity and skills to handle this task on his own. Teachers doubt that the student will have to recur to peers, family members or the web for help. Moreover, teachers are skeptical of student's ability to produce an authentic material reflecting deep higher order thinking with convincing arguments.

Second, taking into consideration their assumed skills in ICT(s) as a young generation, they could use an online controlled and regulated format of it to ensure students' motivation. In such times of pandemic, if students were trained to adopt online take home test it would have been time and effort saving. However, teachers argue that a good deal of students do not have access to enough facilities to perform the task.

Finally, teachers also discussed the way such assessment technique can be evaluated and graded. They admitted that once the student is not being supervised in person, it would make the grading and authenticity of the answer hard to evaluate.

To sum up, EFL teachers at Ibn Khaldoun university do realize that classrooms around the world are shifting to more student-centered practices. Even when it comes to assessment, take home tests/exams are widely used. However, for our Algerian context, it seems that teachers –and even students- do not possess enough faith and motivation to use it. They still use arguments such as authenticity and seriousness whereas around the world such arguments have been handled with strict criteria and grading boundaries.

As a matter of fact, authenticity issue can be solved by running the students' final product through a plagiarism detecting site. Whereas, strict deadlines and word count can help in the serious handling of the task as examples. What needs to be said is that teachers are contradicting themselves claiming that they are student-centered where they rely on teacher-centered practices mostly and this need to change in the 21st century.

IV- Conclusion:

This case study attempted to elicit EFL teachers' view on take home exams at Ibn Khaldoun university of Tiaret, Algeria. After the obtained data was analyzed, teachers expressed positive opinions regarding the assessment technique in theory. They admitted finding it a good way to help the student learn at the same time that he is being assessed. Also, they confessed finding this way more encouraging to critical thinking as it offers time for reflection.

However, they do not use it personally as they do not trust the students seriousness and ability to survive the task. The findings reflect how teacher-centered the majority of teachers are at this particular context as they used somehow valid reasons for their avoidance. However, the technique is widely used across the world

and the given arguments presented as excuses could simply be dealt with following worldwide practices.

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Rethinking Assessment and its Role in Supporting the New Educational Reform (LMD) in Algeria

Received: Day/Month/Year ; Accepted: Day/Month/Year

Abstract

The Algerian government undertook in recent years a global reform of the system of higher education to meet new requirements imposed by the new socio-economic context. It adopted the "LMD: Bachelor/Master/Doctorate" system. After eight years of implementation, it is worthwhile to evaluate some important aspects of this new system. This paper is an attempt to investigate both the nature and the implementation of this new system and its influence on teaching English as a foreign language. It seeks to answer some questions related to the improvement of learning and teaching English and the development of a new curriculum in the LMD reform. In addition, the paper provides a comparative analysis of both systems: the LMD and the classical one. It attempts to examine the validity and effectiveness of the students' regular assessment in the LMD reform, which, contrary to the one in the classical system, has become compulsory. The main issue here is the degree of efficiency of this kind of assessment.

Key words: *Classical System, LMD Reform and Assessment*

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Résumé

Le gouvernement algérien a entrepris ces dernières années une réforme globale du système d'enseignement supérieur afin de répondre aux nouvelles exigences imposées par le nouveau contexte socio-économique. Il a adopté le système «LMD: Licence/ Master/Doctorat». Après huit ans de mise en œuvre, il convient d'évaluer certains aspects importants de ce nouveau système. Cet article tente d'analyser à la fois la nature et la mise en œuvre de ce nouveau système et son influence sur l'enseignement de l'anglais en tant que langue étrangère. Il cherche à répondre à certaines questions relatives à l'amélioration de l'apprentissage et de l'enseignement de l'anglais et à l'élaboration d'un nouveau programme dans le cadre de la réforme du LMD. En outre, le document fournit une analyse comparative des deux systèmes: le LMD et le classique. Il tente d'examiner la validité et l'efficacité de l'évaluation régulière des étudiants dans la réforme du LMD, qui, contrairement à celle du système classique, est devenue obligatoire. La principale question est le degré d'efficacité de ce type d'évaluation.

Mots clés: Système classique, réforme et évaluation du LMD.

ملخص

قامت الحكومة الجزائرية في السنوات الأخيرة بإصلاح شامل لنظام التعليم العالي لتلبية المتطلبات الجديدة التي يفرضها السياق الاجتماعي والاقتصادي الجديد. اعتمدت نظام ل م د " ليسانس / ماستر / دكتوراه ". بعد ثماني سنوات من التطبيق، يجدر بنا تقييم بعض الجوانب المهمة لهذا النظام الجديد. هذا المقال عبارة عن محاولة لاستكشاف طبيعة وتطبيق هذا النظام الجديد وتأثيره على تدريس اللغة الإنجليزية كلغة أجنبية. يسعى المقال للإجابة على بعض الأسئلة المتعلقة بتحسين تعليم وتعلم اللغة الإنجليزية وتطوير منهج جديد في الإصلاح. بالإضافة إلى ذلك، يقدم المقال تحليلاً مقارناً لكلا النظامين. يحاول البحث التحقق من صحة وفعالية التقييم المنتظم للطلاب في إصلاح ل م د، والذي بخلاف التقييم في النظام الكلاسيكي، أصبح إلزامياً. القضية الرئيسية هنا هي درجة كفاءة هذا النوع من التقييم.

LMD

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Introduction

The LMD reform was introduced in Algeria in the year 2004-2005; this reform is intended to let the Algerian educational system and research go hand in hand with the international ones. Thus, the Algerian educational reform is an example of how our government tries to apply the same reform adopted in developed countries; such implementation seemed to represent the best choice in order to follow the pace of the twenty-first century internationalization. However, a successful introduction of the LMD system is yet dependent on its integration in the context of the Algerian university. In this respect, although the equivalence of diplomas is to a higher extent 'guaranteed', it is necessary not only to locate the LMD project in the economic and social development, but also to make it relevant to the Algerian context. In this paper, we are going, first, to describe the educational reform (LMD) and its implementation in the context of Algerian universities, and second, to explore the system of assessment in higher education and the type of assessment applied in the LMD system.

1. The Nature and Implementation of the LMD System

The current higher educational framework in Algeria is commonly known as the LMD (BMD in English) system (Bachelor/ Master/ Doctorate). This system is now fully operational in our universities. Its major contribution is in pedagogical matters because it provides principles, objectives, and modes of learning assessment in synchrony with those in effect in other parts of the world, thus facilitating student mobility. The LMD system includes 3 cycles of qualification leading to a Bachelor's degree, a Master's degree and a Doctorate.

1.1. Objectives

The objectives of higher education under the LMD system are:

- ✓ Integrating, as appropriate, multidisciplinary approaches and facilitating the improvement of educational quality, information, guidance and support of the student;
- ✓ Developing professional higher education, meeting the needs of diploma training and fostering the validation of experience in relation to the economic and social sectors;
- ✓ Encouraging mobility, increasing the attractiveness of training at national and international levels.
- ✓ Facilitating syllabus design by methods using information technology and communication and developing distant education.

1.2. Degrees

The LMD system trains for obtaining three diplomas and degrees:

BAC+3 (level of the Baccalaureate + 3 years of studies): "licence" (L) (Bachelor of Arts)

BAC+5: Master's degree (M)

BAC+8: Doctorate (D)

The training is divided into semesters of two session examinations held at the end of each semester. Each curriculum (BA and Master's courses) and each module (teaching unit) is worth a certain number of ECTS (European Credit Transfer Systems). ECTS are credits that allow to assess the whole study semester (lectures, tutorials, practical work, work placement, term paper, project, personal work etc). Each semester is worth 30 ECTS. The "Licence" curriculum corresponds to a validation of 180 ECTS (6 semesters). The Master's degrees correspond to a validation of 120 ECTS (4 semesters).

The application of the LMD system in Algeria is considered a new reform adopted from the Anglo-Saxon countries programme which has showed its success and

has been adopted by many countries of the world. The LMD system started to be applied in Algeria fourteen years ago specifically during the academic year (2004/2005) and not all universities agreed to do it. It was only included in such universities as Béjaia, Constantine and Mostaghanem; now it is implemented in all the universities of Algeria.

In the light of the Algerian past experience, a deep reflection at the national level as well as comparison with the current systems of education in other countries have helped elaborate ambitious and clear objectives. The students being at the center of the concerns of the university, they are at the heart of our educational reforms. The following are the students' benefits from the application of this new reform:

- ✓ The implementation of a flexible and efficient training program, for general studies and professional training, enabling students to access employment and the socioeconomic fabric.
- ✓ The reinforcement of students' methodological, linguistic and communication skills.
- ✓ The capitalization of modules and the possibility of reorientation through the provision of bridges between the various teaching units.
- ✓ The implementation of a regular assessment system.
- ✓ The preparation of the student for integration in society, and employment market.
- ✓ The organization of continuing education.
- ✓ The transmission of cultural values.

2. Comparison between the LMD System and the Classical One

A question that is worth asking is what characterizes the LMD system, and what distinguishes it from the classical one. It is rather to compare the two systems as applied in our environment.

When it comes to the comparison between the two systems, we may notice many differences such as the number of courses, the allotted time, the syllabi content, the evaluation tools, and especially the students' workload which is the core of this new system 'LMD. In other words, the weekly teaching load in the LMD system is practically less than the old system; the new system, thus, leaves plenty of time for students because it is based on a very active student participation in their own education through a lot of personal work (projects, presentations, etc...). It allows teachers to elaborate programmes that go with their students' needs and interests. Moreover, it gives much importance to the students' personal work that helps them to succeed in their teaching units. The major difference between the two systems is the percentage devoted to the students' workload which has a great impact on their success or failure since the mark, once accredited, will not be changed.

3. The English Language in the LMD System

Since learning a language requires equally the awareness of its culture, it is no surprise that a great number of students realize that after three years or more, they find it difficult to communicate in English. Teaching in our departments of English seems to rely on the vision that the essence of language is in its structure and all the languages depend on grammar in the same way.

Thus, learning a language needs time and effort. No surprise that even we teachers felt frustrated of not being able to answer all the questions asked by our students especially when it comes to some aspects of the language, and if asked how much time it takes to learn English. The sincere answer is normally: all life.

Indeed, there is a problem of competence; during the period of learning, we have some students who succeed by vigorous jumping and clambering just to have the

least general knowledge of the language; the others remain stuck at the bottom with the illusion that English is difficult and obscure, and this feeling is intensified especially when they look to the offer of the market which is inexistent. We should have a different view of our teaching of the language; recently, the Algerian university has adopted the LMD system of teaching, a system which compels the students of all fields to sell their competence; how? Take the example of the English language: it is very needed in the job market, but what kind of English is needed? Academic English is needed at school and university, business English is needed in firms, and banks and scientific English in all fields of technology and in all the departments of science. Undoubtedly, English as a foreign language in our departments must keep up to date by giving greater importance to listening comprehension, reading, writing as starting points to get inside the English bath for the only aim to catapult our future intellectuals to greater horizons of communication since the latter is indeed the crucial measure of how educated anyone deserves to be considered. Before a child speaks, he listens to his surrounding intelligently then he speaks with an amazing competence improved with experience; some people go to London, stay there a month more or less, then they acquire what we call a communicative competence; they speak English! Our student after four years is still hesitant! The accumulated experience of our departments in teaching the new LMD system attempted to add new visions vis-à-vis foreign language teaching.

4. Assessment in Higher Education

Education theory and research provide a wider view determining the fundamental role of assessment. That is to say, assessment is seen as a technique that empowers the student learning process. For students "assessment has always defined the actual curriculum" (8). Gibbs sees assessment as "the most powerful lever teachers have to influence the way students respond to courses and behave as learners"(5). Students use assessment as a basis for deciding where and when to direct their learning effort and how much effort to make (5). This suggests students are extrinsically motivated in the way they study. They seek qualifications and progression more than being motivated by the subject matter (4).

4.1. Definition of Assessment

Assessment is usually considered as an educational requirement. Universities oblige teachers to grade students at the end of topics and courses. Generally, there is a social prospect that graduates receive a statement of qualification, and assessment is a necessary part of that process. "Employers may want accounts of what the student can do and the student ...will also want such a summative verdict" on their university studies" (2).

Different types of assessment can have a powerful influence on the learning behaviour of students, and assessing the performance of students is one of the most important activities educators undertake. The development of appropriate assessment strategies is therefore a key part of effective curriculum development.

Assessment practices have implications for the corporate community, professional bodies, as well as for national governments and funding bodies. In addition, it is now recognized that assessment is not only to assess learning, and to diagnose, and to provide for quality assurance of institutions and individuals, it also serves to develop student learning. Different assessment practices are needed to satisfy these different purposes and stakeholders. As Luckett and Sutherland indicate

...If purposes of assessment remain implicit and vague, there is danger that different purposes become confused and conflated, so that assessment as a consequence fails to play an educative role. (7)

Therefore, assessment must be designed to realize the learning outcomes and the objectives of the curriculum. "Assessment needs to be incremental" so that students have the opportunity to use the assessments as a guide for improving their learning and understanding (1).

4.2. Formative and Summative Assessment

There is much uncertainty about the connection between formative and summative assessment. One view is that formative means nothing more or less than numerous, but small, summative testing that are part of a regular regime of unit/class assessments followed up by scores/grades noted and given back to students. Another opposite view is that both types are totally dissimilar in purpose that is for making positive validity of each, they must be completely detached in concept and development. Indeed, they are based on distinctive understandings of the suitable interrelationships among curriculum, instruction, and assessment.

The literature is divided on the virtues of combining formative and summative elements into the same assessment. Crooks supports combining these elements in assessment. A persuasive argument for the latter view is the importance of summative assessment in driving the student learning effort. According to Brown, they are not opposites but "ends of the same continuum"(1).

4.2.1. Formative Assessment

It is important to be specific about the meaning and practice of formative assessment.

An assessment activity is formative if it can help learning by providing information to be used as feedback, by teachers, and by their students, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged (9).

Beyond this definition, there are three other important features of formative assessment. The first is that feedback should be a three way process: it is from students to teacher so that the teacher can place the students' level of achievement from teacher to students so that the teacher can help with the students' understanding and/or broaden it, and from student to student so that students can assist one another through classroom interactions. Thesecondmainfeatureisthatformativeassessmentitselfcansuggest many steps, ranging from assessments that are narrowly diagnostic in their nature to assessments (including detailed information about the skill or domain) to those that are broader in the imature (usually evaluating how students organize many features of the skill or domain) and, as such, provide "curriculum diagnostic" information to a teacher, such as how to plan the next few lessons. The third key feature of formative assessments is that feedback can be carried out through both verbal and written exchanges, and over various time periods.

4.2.2. Summative Assessment

It is necessary at this point to clarify the distinction between formative and summative, assessment, starting with a definition of summative:

An assessment activity is summative insofar as it is being used to provide a summary of what a student knows, understands or can do, and not to help by providing feedback to modify the

teaching and learning activities in which the student is engaged. (9)

Summative assessments have multiple roles. In terms of the student, they can be used to examine general improvement and so can provide guidance, recognition, or motivation in terms of what has been achieved; they can also constitute admission to a further level of education or employment. For the teachers, they can provide a global and external guide to the success of their efforts, and for institutions or institution districts (or states) they can be used as a basis for measuring the accountability of the teacher and/or educational institution.

Assessments of what students learn during college are typically used for one of two purposes: improvement or accountability. In the former, faculty members and other institutional personnel gather evidence about how well students are attaining the intended course, program, or institution outcomes, and then use this information to improve student's performance by modifying pedagogical approaches as well as institutional policies and practices. In this sense, assessment for improvement is essentially an internal matter. In contrast, assessment data collected for the purpose of accountability are used primarily to demonstrate that the institution is using its resources appropriately to help students develop the knowledge, skills, competencies, and dispositions required to function effectively.

The LMD system provides a unique situation where teachers are stretching assessment to a large limit in order to increase the students' assessment as a means for internal improvement, while in the classical one it was driven by state accountability.

Both of these reforms have integrated the students' assessment into their planning. While the LMD system is emphasizing internal improvement, the classical one viewed the students' assessment as a means for approaching internal improvement.

The purpose of the students' assessment efforts in each system varies from internal improvement to external accountability with each reform having some degree of each. In the classical system, teachers' initially developed their students' assessment efforts in response to an increase in external accountability, but within the LMD reform, they have moved to purposes that suggest internal improvement.

It becomes clear that a reform emphasizing internal improvement is more likely to have students' assessment as part of their planning process and show stronger students' assessment efforts across the institution. The other that emphasizes external accountability has generally developed and implemented the students' assessment practices in just a moderate way.

Determination of the students' mastery of the course work and skills in every module under the LMD reform is done through regular assessment, which can take the form of examinations, tests, homeworks, presentations, reports or any other form of work. Every institution elaborates regulations for the assessment of the students' knowledge and skills and makes them available to them. These regulations concern, among others, the modes of assessment, cheating, late submissions and absences as well as the procedures for the consultation of the exam sheets by students. The mark of the module is composed of the overall average of the marks of its component elements. The weighting takes into account the nature of assessments and the hourly volume of the elements as well as their nature. This weighting is determined by the teaching staff of the module. A module is acquired either by validation or by compensation. A module is validated if its mark is superior or equal to the minimal mark fixed in the description of the track. A student who has not validated one or several modules benefits from a make-up exam in all the non-validated modules. Compensation is attained through averaging of all modules.

Conclusion

Most teachers at the English Language Department welcome the implementation of the LMD system in the field of foreign language teaching even if they have some remarks about its application. They see that the new system is of a great help especially for their learners in terms of motivation and self-reliance, precisely. The new system is based on the learners' personal work to a great extent; teachers think that its implementation would give the students a strong will to be self-

reliant rather than spoon-fed learners. Moreover, the particular importance given to the formative assessment will reach good results because the percentage devoted to the so-called "TD mark" that has a great impact on their final marks. Therefore, this would be a motivating factor for students to do their best, to undertake research, to look for knowledge more and more in and out of the classroom. In addition, the teachers believe in the effectiveness of "Formative Assessment" and insist on making their students aware enough of this important issue.

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Abstract

Self-assessment techniques are fundamental tools in the educational system that can pave the way to instructors for "The involvement of students in identifying standards and / criteria to apply to their work and making judgments about the extent to which they met these criteria and standards" ⁽¹⁾. The present article examines the rationales of using writing checklists with "master one" students at the department of English of 8 Mai 1945, Guelma University (Algeria). The study findings revealed by the questionnaire show that motivation, arrangement, delegation, productiveness, and creativeness are the major reasons behind using writing checklists.

Key Words: Self-assessment – Techniques - Writing checklists – productiveness.

تحت السيطرة: قوة استخدام قوائم المراجعة عند الكتابة

ملخص

تقنيات التقييم الذاتي هي أدوات أساسية في النظام التعليمي يمكن أن تمهد الطريق للمدرسين من أجل "مشاركة الطلاب في تحديد المعايير / المقاييس لتطبيقها على عملهم وإصدار الأحكام بشأن مدى استيفائهم لهذه المقاييس والمعايير" ⁽¹⁾. يبحث هذا المقال في الأسس المنطقية لاستخدام قوائم تدقيق الكتابة مع طلاب "ماستر واحد" في قسم اللغة الإنجليزية بجامعة 8 ماي 1945، قالمة (الجزائر). تبين نتائج الدراسة التي كشف عنها الاستبيان أن: الدافعية، الترتيب، التفويض، الإنتاجية والإبداع هي الأسباب الرئيسية وراء استخدام قوائم مراجعة الكتابة. الكلمات المفتاحية: التقييم الذاتي - التقنيات - قوائم المراجعة للكتابة - الإنتاجية.

Être sous contrôle: le pouvoir d'utiliser des listes de contrôle lors de la rédaction

Résumé

Les techniques d'auto-évaluation sont des outils fondamentaux du système éducatif qui peuvent ouvrir la voie aux instructeurs en ce qui concerne «l'implication des étudiants dans l'identification des normes et / ou critères à appliquer à leur travail et leur capacité à juger dans quelle mesure ils respectent ces critères et normes». ⁽¹⁾. Le présent article examine les raisons d'utiliser des listes de contrôle avec des étudiants de master 1 du département d'anglais à l'Université 8 mai 1945 de Guelma (Algérie). Les résultats de l'étude révélés par le questionnaire montrent que la motivation, l'arrangement, la délégation, la productivité et la créativité sont les principales raisons de l'utilisation de listes de contrôle.

Mots-clés: Auto-évaluation - Techniques - Rédaction de listes de contrôle - Productivité.

Introduction

It is not researchers only who are looking for an effective system to follow in order to accomplish a writing assignment or task in the right way. Higher Education (HE) writer students are also considered as a part of this research journey. Therefore, students' participation to develop and improve their writing skill and accordingly their autonomy is an essential aspect that should be stressed to track their own interests so that learning and mainly learning to write becomes more effective and meaningful. Students sometimes make the wrong of going ahead into getting the answer to the writing question in the very first paragraphs without following the convention that any essay should be divided into three parts introduction, body, and conclusion and that the answer should be elaborated equally in those three sections. In addition, when writing any type of text many students are experiencing many writing problems and hardships and they often find themselves with no guidance, hence dropping some necessary steps or neglecting important writing traits and strategies. So, within this scope we will try to direct students toward the value of writing checklists and the reasons behind using them as a way of improving and developing their quality of writing.

Literature Review

1.1 The Writing Skill

Writing is highly valued in language teaching and learning and it is a real key to learners' academic and professional success. Numerous linguists have shed light on the area of foreign language writing, a field that has a multilingual tone and commonly a problematic nature for most EFL learners; apparently for a major factor among others, that is transfer which is "...bidirectional, and includes transfer of knowledge, skills and, very importantly, the use of the writer's total linguistic repertoire at product and process levels" ⁽²⁾. This makes EFL students usually experience a number of writing hardships. The multifaceted nature of the writing skill was best pictured by ⁽³⁾ in which he affirmed that writing is an arduous exercise that increasingly urges the engagement of the various cognitive, linguistic and psychomotor components. ⁽⁴⁾ Hold the same position as Westwood, in viewing that the writing skill demands mastery of the different elements at both "... the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts "and consequently, students' written productions reflect their constraints, bounds and blocks regarding their writing.

Moreover, writing can be considerably explained as being the process, the steps any writers or student writers go use so as to come up-produce- with a written piece in its final shape. ⁽⁵⁾ confirmed that writing seems to be a complicated and compound process that consists the following stages: Planning, drafting, reviewing, and revising. ⁽⁶⁾ in the same line proposed that the procedure of composing or writing is enhanced through : "Engaging students' mind with minimal marking and by ensuring their positive feelings with demonstrated improvement". Those powerful expressions suggests to teachers, instructors, and linguists or simply to writers to stress and concentrate on the exercise/ procedures -the collective writing steps- of writing rather than hunting just the final finished product. Indeed, student writers are invited and pushed to discover meanings in their performances. Henceforth, instructors and learners should focus on how writing is processed rather than what is found at the end or what is produced finally. Moreover, educators (teachers) still own an important role in spotting out what learners need to improve, develop and correct in their pieces of writing.

For a number of EFL students, writing in English seems to be a thought-provoking and complicated activity; this is mainly due to the nature of the skill itself, the ability to write is not innate skill, however; it is learned as a set of exercises in formal instructional setting. Those steps are known as the writing process; where student writers design, draft, revise, and

edit their writing pieces taking into consideration the different writing trait that assist them to produce proficient piece of writing.

1.2 EFL Writing Challenges

Writing is the most complex of the communication skills that requires the longest time to master. It is one of the macro skills that need to be taught because it is not a natural ability (ibid) that we are born with, but rather, has to be learned. Accordingly, we need to learn how to write; otherwise, we will never evolve our writing competence to be proficient writers⁽⁷⁾. Writing issues hardly appear in alone, and advancement in writing move in the same line with the development of non-writing-specific skills. The following are collection spot lights on EFL learners writing issues:

1. "Poor planning or no planning participates in producing deficient and puzzling writings" (ibid).
2. "Lack of grammar knowledge can limit conversation; lack of vocabulary knowledge can stop conversation"⁽⁸⁾.
3. Deficiency in phonological awareness and ineffectual segmenting terms into component sounds and syllables (ibid).
4. "Students face linguistic hardships that is language used in speech is not as the same as writing"⁽⁹⁾.

⁽¹⁰⁾ Listed a group of writing problems in his well known book entitled: *Developmental Variation and Learning Disorder* which are:

- Trouble in getting started working on a writing assignment.
- Mental writing block (tiredness) during the process of writing.
- Plenty careless errors.
- Ailing designed papers.
- Difficulty in Organization.
- Illegible handwriting or letter formation.
- Inadequate use of vocabulary.
- Make use of unfit colloquial language.
- Problems in word formation and sentence construction.
- Difficulty in gathering thoughts and developing them.
- Absence of audience.

The previous stated writing issues are linked to a various levels, which are of:

1. **Level of:** Focus/ Attention writing troubles.
2. **Level of:** Spatial ordering issues.
3. **Level of:** Sequential ordering issues.
4. **Level of:** Memory problems.
5. **Level of:** Language difficulty.
6. **Level of:** Higher-order cognition problems.

1.3 Self-assessment

According to ⁽¹¹⁾ the term assessment applies "the variety of ways used to collect information on a learner's language ability or achievement". It is, then, a term which covers various practices as tests, short essays, reports, and writing portfolios or large scale examinations. ⁽¹²⁾ constricted more this general description of the term where she said that: "Assessment is part of a process that identifies what we want students to learn, provides them with good opportunities to learn those things, and then assesses whether they have learned those things." In other way of defining the term, assessment is to decide visible, mensurable expected outgrowths of learner learning, ensuring that all students have enough opportunities and chances to complete and attain those outgrowths; it is that systematic collecting, analyzing and deciphering results. There are three types of assessment that can be used by

learners and teachers within the classroom context which are formative, summative and diagnostic assessments.

The concern of assessing students' written compositions is usually teachers', learners are totally absent from the scene of assessment; most importantly, "... as learners themselves, were not qualified to give advice on English writing" ⁽¹³⁾. Moreover, just receiving the scores for a piece of work or examinations cannot really be of great benefit or help for students to make them get better marks in the forthcoming tests since they do not know actually where they missed up and how to fix this miss. So learners "...need to know what they have to do to move up a grade so they can build on their strengths while addressing areas of their relative weaknesses" ⁽¹⁴⁾. We are speaking here about the need for making learners aware of, engaged in and in charge for their own learning process to achieve that change. "We should not look back unless it is to derive useful lessons from past errors and for the purpose of profiting by dearly bought experience" ⁽¹⁵⁾.

So, the concept of inviting students to self-assess their works or performances was neither popular nor usual practice long time ago, however, during the past few years with the emergence of the concepts of learner autonomy and self-directed learning, the notion of self-assessment was built to the point that it is now established that in the absence of self-evaluation and self-assessment it can't be denied; there will be no real autonomy.

⁽¹⁶⁾ offered a description for self-assessment in which he affirmed that "to self-assess and set goals for learning is the second half of helping students ... Self-assessment is a necessary part of learning, not an add-on that we do if we have the time or the "right" students". That is, self-assessment stands at the center of the learning process. The author added that within the procedure of self-assessment, learners are engaged in coping with the following issues:

1. With self-assessment students are the detectors of their good sides and weaker points.
2. Students via self-assessment can register knowledge they learned as well as knowledge they still question and acquired.
3. Self-assessment technique offers evaluative information.
4. Self-assessment enables students to take advantage of both responses: their classmates and their own so as to decide on what they have to work on more.

According ⁽¹⁷⁾ self-assessment inclines to improve and sustain learners learning, and it advances their capacity to be assessors of learning. Thus, according to ⁽¹⁸⁾ so as to be an operative learning method, students required to be familiarized with the view of self-assessment; he defined it this way an operation of judging one's own work and it is related to self-evaluation and self-appraisal. Also he recognized several and different intentions for self-assessment which are: assess, judge and evaluate the extent of comprehending the content. Show the accomplishment of the results and goals. And produce student self- development.

⁽¹⁹⁾ provided his own explanation for the notion of -self-assessment- he said that self-assessment belongs to formative assessment in which learners assess works in continuing manner for the purpose of finding ways to improve and develop their work.

1.4 Writing Checklists: A Better Way to Write

Self-assessment occasions were set up to grant learners many opportunities to contemplate on their learning advance. Among those opportunities; what we call self-monitoring checklists or self-assessment checklists. The latter were defined as those "tools students can use to make sure they have met all the requirements of an assignment that will be assessed" ⁽²⁰⁾. That is to say checklists are as roadmaps that guide and control students to the way of fulfilling a given -writing- assignment successfully. According to ⁽²¹⁾ he defined checklists as rating scales that are "used to help students assess their performance in a structured fashion. Given a checklist or scale and an orientation to its use, students can rate how well they performed on a given task". Checklist is a working guide for both instructors

and students that serve the aim of directing the two about what criteria should be considered and to what degree they act on a given project; that is to say what is done and what is left to be done.

A fundamental side of efficient writing instructions is teacher and peer feedback. Yet instructors and teachers have to identify the group of variables that have huge impact on how they assess and evaluate students' written compositions. Those variables which were listed by ⁽²²⁾ are:

1. Teacher's scoring reliability.
2. Students' skills with writing mechanics.
3. The paper's representativeness of a student's true writing ability.

The authors (ibid) stressed that "students improve their writing quality when they use explicit criteria (e.g., rubric traits) to self-evaluate their writing performance". That is to say learners do or write better when they follow clear, comprehensible a set of explained instructions and directions.

Elsewhere checklists are considered as detailed sections within the stages of the writing process that are persistent steps- prewriting, drafting, revising, editing, and publishing- which provide assistance and guidance to student writers whenever they solving a writing task or they meet a writing difficulty within their writing tasks. The effectiveness of using writing checklists was best pictured also by ⁽²³⁾ when he stated that: "checklists assist the students in assessing their own work. Because these checklists state specific skills, the students can verify for themselves that they have displayed that skill in their writing". That is to say those writing checklists play the role of road lights or street lighting; because it provides a number of crucial benefits for writing checklists users, it can be utilized to foster students writing skills and keep them in safe area due to the guide notes or the rubrics within the checklist that tell the writer what can he do, drop, omit or be careful of certain writing gaps... etc. As well as it pushes them to produce more and accordingly it increases the quality of their writing.

Checklists are key writing ingredient that supplies instructors, teachers, and students with feedback about their learning process. Checklists describe/ frame the different benchmarks and standards that are fully directive notes, guidelines or rubrics; learners can take into consideration for particular piece of work. Checklists can be very fruitful and effective if they are designed with the learners or they are given before tackling the writing task. Concerning their usage they can be used either by teachers or by students in order to assess, evaluate or regulate their written productions ⁽²⁴⁾.

According to ⁽²⁵⁾ a piece of writing has two major qualities which are: what it looks like and what it sounds like. The two are among the essential writing zones of editing and revision and each zone of them deals with different writing aspects:

- **First Zone:** what a piece of writing looks like; it is directly related to the writing conventions such as: grammar, spelling, punctuation and neatness "One might refer to this as writing etiquette or politeness to the reader".
- **Second Zone:** what a piece of writing sounds like; concerning this area student writers are more concerned with the flow and the arrangement of the sentences do they sound good and better organized and sophisticated, do they leave strong and powerful impact that might touch the readers.

Passing a lot of time trying to refine and proof a given piece of writing can be a dull task that might make the students lost interest in continuing writing itself. But doing so – spending considerable time working on a piece of writing; writing and rewriting drafts and copies- is very significant to produce proficient writers. For this purpose learners should be learned the different writing strategies to refine, edit, and revise their work efficiently.

Following checklists can be of great help for students. So there are a given remarks that should be there in any writing checklist:

1. Any writing checklist should be manageable; and that students can achieve.
2. In any checklists avoid having long criteria and just keep it to the point.
3. Students should be trained on how to edit and revise with the help and guidance of checklists otherwise they may not succeed in doing it.

The nature of writing- tangible and concrete- permits and facilitate its assessment. So, writing assessment today is miles away from the red pen crosses and circles when the main writing ingredients were: grammar, grammar, and grammar. And thanks to employing and designing such writing tools teachers and assessors are finally convinced that assessment of writing covers a large writing skills and mechanics.

2. The Study

2.1 Method and aim of the study

The study was conducted through the quantitative descriptive method ⁽²⁶⁾ by gathering information through administering a questionnaire to the selected population. The aim of the designed questionnaire was to investigate the rationales of or behind using checklists by the students when writing in the department of English at the University of 8 Mai 1945-Guelma (Algeria).

2.2 Setting and participants

The study was carried out in the department of English at the University of 8 Mai 1945-Guelma- Algeria. The targeted population in this study were three groups composed of 20, 21, and 22 students, a total of 63 LMD master one students; which represents the whole population, they aged between 21 to 31. At this level learners are presumed to have attained a certain level of English proficiency since the majority of them had more than eight (08) years of English study.

3.3 Research Instrument

In the second semester of the academic year 2016-2017, a questionnaire was structured for master one LMD students of English. It includes closed ended as well as open ended questions that aim at collecting quantitative data. It is divided into three sections. Each section is related to the aspect of the investigation.

The introductory section covers learners' general information: Sex, years of English learning. Section two sheds light on information linked to students' attitudes and awareness toward studying the writing skill. The purpose of this section is investigating students' perceptions of themselves as student writers alongside with the quality of their writing or whether their language competence is enough to create a good piece of writing or there are other writing traits which are essential as grammar and correctness to produce what we can name a good piece of writing. Additionally, it seeks to elicit the factors that shape a good writing. Furthermore, it highlights what writing aspects students writers find most difficult for them, and what writing traits they should develop.

The last section in the questionnaire which has the core answers for the study questions, aims mostly at figuring out and detecting the possible and the different reasons or rational behind using checklists when writing by the surveyed students.

3. Results and Analysis

A total of sixty three (63) questionnaires were handed to master one LMD students of English at the University of 8 Mai 1945-Guelma- Algeria. The questionnaire findings were gathered and analyzed as in what follows:

Section One

With regards to the population under investigation, the female students (95.23%) outnumbered the male ones (4.76%). And more than (90%) of them have been learning

English for more than eight years (08). Accordingly, we can assume that our respondents have acceptable structural knowledge and are familiar enough with the English language system.

Section Two

Answers to the question about learners' attitudes toward writing, demonstrated that the overwhelming majority of the surveyed students (79.36%) like and enjoy writing tasks. And they provided the following justifications for their choice:

1. Students feel more comfortable in writing than in speaking.
2. Students think that writing is the appropriate approach to convey their ideas and the best way to express themselves.

Only (20.63%) of them affirmed that they do not like to write, and hence, we can consider them as unmotivated writers, and they gave the following explanations for their selection:

1. Students consider writing as a dull and boring activity, and they find writing a difficult task that requires time and practice.
2. Students feel stressed when they are writing.
3. Students do not feel interested about the topic of writing to be discussed.

A considerable proportion of students (69.84%) when asked about whether they considered themselves good writers, believed that they are not qualified enough to be classified as skilled writers; this signifies that learners are aware of their writing flaws. While (30.15%) of the participants claimed that they have the qualities of proficient writers.

Concerning students' poor writing marks, we noticed that their choices are integrative combining two to four options. Likewise, there is a frequent repetition of the following options: option (a) that refers to content and organization of ideas. Then option (c+b) that represent correct grammar and lexis respectively. And finally option (d) that represents the writing techniques. From the previous mentioned results, we can deduce that learners view relevant content and organization of ideas besides correct grammar and vocabulary as the major writing parts in which they lack competence and to a great extent those areas represent the core / the heart of the writing skill, that is to say the essentials of writing., their choices matches to a great extent those writing difficulties and problems stated in the literature review section. Students' choices are more into language difficulty, sequential ordering problems and spatial ordering problems.

Furthermore, regarding how learners could improve their writing skills, the participants suggested the following points:

- a. To read a lot (books, journals, short stories, and online materials ...etc.).
- b. To find different texts and summarize them.
- c. To practise (writing) and get feedback.
- d. To use online applications and writing blogs.
- e. To read texts and try to imitate them.
- f. To join reading and writing online conferencing.
- g. To have the well of writing.

According to the students' suggestions and responses, we can notice that they are conscious and mindful about the different activities that can assist them to overcome their writing problems. Hence, this means that learners are either careless students neglecting reading, practicing writing and all the previous mentioned points or they really try their best but still face writing problems.

Section three

The last question has two parts which are whether students use writing checklists when they write and in what way checklists assist them in polishing their writing. The findings of the first part was (26.98%) of the participants used writing checklists and (73.01%) of the surveyed students admitted that they do not use checklists when they write.

Concerning the second part of the question students' answers fall into five categories (rationales) as the following:

a. Rational One:

The informants said that checklists motivated them to make decisions and encouraged them to take actions concerning their writing pieces. It acts as a motive of pushing them to write. It is just like a hunting game whenever the hunter –writer- catches or knows how to grab a certain hunt –checklist rubric or writing item- this way or method prompts him/ her to grab and catch more.

b. Rational Two:

The students agreed on that checklist splits up the whole writing activity (assignment) into smaller and specific tasks; which make students more comfortable and stimulate them to think clearly and produce more. That is to say students' writing mission will become easier when following checklists that divide their work that allow them to engage their thinking in individual sub-writing tasks.

c. Rational Three:

The participants reported that by involving checklists in their writing process, they could reach a considerable amount of completing tasks/ parts of writing more rapidly and effectively and this encourages learners to be more productive writers. That is to say checklists divide the task into smaller parts which make writing more into fun activity rather than having it as one block.

d. Rational Four:

By following a checklist, the students said we could stay on the track i.e.: It assists the learners to be more organized without missing any writing step or writing trait. Checklists are efficient tools that guarantee learners not to skip, miss, or forget any writing detail. Checklists are effective tools that control and guide learners in their road to write a piece of writing through the different guidelines, notes and rubrics within their writing checklists.

e. Rational Five:

Writing checklist provides great chance to learn about the different factors of effective writing, mainly when learners check and revise their writing pieces. A checklist that contains different writing traits such as: word choice, grammar, organization, fluency, voice, sentence structure and arrangement, spelling, punctuation and other traits that can assist students become successful writers and assessors of their work.

Conclusion

Writing is a highly complex skill; that demands several efforts and stairs of intensive revision to have final draft in hand. It is a spiral process and not a linear one; i.e., the fluent writer goes through recursive steps; so as to first construct, organize and then express and translate their thoughts into written products and compositions. Moreover, teachers can select among the different orientations the one that suits best their learners' needs, and purposes. Whatever writing approach, method, technique or strategy was adopted or taught, teachers have to evaluate their learners' writing. This feedback might be an assessment; that comes to draw the attention to the learners' scarcity. For improving the learners' recital, students need practice and constant attention.

Setting goals for yourself is a crucial point in accomplishing what you plan or what you want, and having a checklist will support you to meet those planned goals. As indicated by the findings from the survey: motivation, arrangement/ organization, productiveness, delegation, and creativeness are the main reasons/ rationales behind utilizing checklists when writing that were listed by the students in the department of English.

Reaching proficiency in writing is the result of using self-assessment strategies. Self-assessment appears when learners evaluate their work or their performance; and this process can advantage learners concerning the time (save time). With the use of self-assessment

strategies-checklist- learners develop editing, writing, and their critical thinking skills. Although reaching those goals or fruits resides in the use of self-assessment mainly self-assessment checklist that is built on reflection.

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Appendix: Questionnaire for Students

Dear student,

This questionnaire is part of a research work that aims at collecting some information about your writing ability; in terms of what can lead you as a learner to produce a proficient writing composition; calling the help of writing checklists in the English as foreign language (EFL) context.

You are kindly requested to respond to the following questions either by ticking the appropriate box (es), rating order, or give full answer (s) on the broken lines whenever necessary.

May I thank you for your cooperation and for the time devoted to answer the questionnaire.

Thank you!

SECTION ONE: Background information

1. Participant's sex:

1	Female	
2	Male	

2. Years of English learning:

SECTION TWO: Students' attitudes and awareness toward learning the writing skill

3. Do you enjoy writing activities?

1	Yes, I do	
2	No, I do not	

4. Do you think of yourself as a good writer?

1	Very good	
2	Good	
3	Acceptable	
4	Poor	

5. What makes you get poor marks in writing?

a	Content and organization of ideas	
b	Appropriate vocabulary	
c	Correct grammar	
d	Writing techniques (e.g. spelling and punctuation)	

6. To be proficient writer, I would improve the writing skills by:

1	.....
2	.....
3	.....
4	.....
5	.....

Section Three:

7. Do you use writing checklists when you write?

1	Yes, I do	
2	No, I do not	

If YES, in what way checklist helps you in polishing your writing compositions?

1	.....
2	.....
3	.....
4	.....
5	.....

Exploring Teachers' Attitudes towards Teaching Vocabulary to Algerian Tertiary Students through the Use of Short Stories

Abstract

The purpose of this paper is to explore Composition teachers' teaching practices, and their insightful perspectives towards using short stories as an instrument in teaching vocabulary based on students' exposure to short story texts. It explores teachers' integration of short story texts via composition curriculum. In light of that, a questionnaire administered to sixteen teachers of composition who teach third year students at Larbi Ben M'Hidi University institution. Data treated using statistical software program (SPSS version 23) and results demonstrated statistical difference with teachers' responses.

Key words: Algerian Tertiary Students', Composition curriculum, Vocabulary Teaching, Short Stories.

استكشاف مواقف المعلمين تجاه تدريس المفردات لطلاب التعليم العالي الجزائريين من خلال استخدام القصص القصيرة

ملخص

الغرض من هذه الورقة هو استكشاف ممارسات التدريس لمعلمي التعبير الكتابي، وجهات نظرهم الثاقبة نحو استخدام القصص القصيرة كأداة في تدريس المفردات بناءً على تعرض الطلاب لنصوص القصة القصيرة، وتكشف الورقة تكامل المعلمين لنصوص القصة القصيرة عبر منهج التعبير الكتابي. في ضوء ذلك، تم توجيه استبيان إلى ستة عشر معلماً من معلمي التعبير الكتابي يقومون بتدريس طلاب السنة الثالثة في مؤسسة جامعة العربي بن مهيدي. تم معالجة البيانات احصائياً باستخدام برنامج احصائي حديث (الإصدار 23 الحزمة الإحصائية) وظهرت النتائج اختلافاً احصائياً مع استجابات المعلمين.

الكلمات المفتاحية: طلاب التعليم العالي الجزائريين، نهج التعبير الكتابي، تدريس المفردات، القصص القصيرة.

Explorer les Attitudes des Enseignants envers L'enseignement du Vocabulaire aux Etudiants Algériens du Supérieur à travers l'utilisation de Nouvelles

Résumé

Le but de cet article est d'explorer les pratiques d'enseignement des professeurs d'expression écrite et leurs perspectives perspicaces sur l'utilisation des nouvelles comme instrument d'enseignement du vocabulaire basé sur l'exposition des élèves à des textes de nouvelles. Il explore l'intégration par l'enseignant de textes de nouvelles via le programme de composition. À la lumière de cela, un questionnaire administré à seize professeurs de composition qui enseignent aux élèves de troisième année de l'établissement universitaire Larbi Ben M'Hidi. Les données traitées à l'aide d'un logiciel statistique (SPSS23) et les résultats ont démontré une différence statistique avec les réponses des enseignants.

Mots-clés : étudiants algériens du supérieur, programme de composition, enseignement du vocabulaire, histoires courtes(les nouvelles).

1. Introduction

In 21st century era, the position of vocabulary in English language teaching (ELT) moved through drastic changes that spark new teaching terminologies. The shift change of Tertiary level and higher education teaching resources, materials, and instruments metamorphosed drastically towards building students' linguistic knowledge and consolidating their lexicon. In light to that, the recent change of instructors' materials at University level leads to enriching Second/Foreign language students' vocabulary knowledge and enhancing their stock of vocabulary words. Moreover, promoting their lexicon knowledge that make English language teaching (ELT) experience an interesting venture. Accordingly, the new updated-methods that have launched recently by academicians and researchers transformed vocabulary teaching to become vital, fluid and fruitful. In this vein, Sternberg (1987) demonstrated that vocabulary is one of the best indicators for intellectual ability and an accurate predictor of overall verbal intelligence and success at school. Further, a rich vocabulary is a valuable asset and an important attribute in many areas of life, not just in school.

The new approaches and especially that of competency-based approach or the latest communicative approach had affected the teaching of vocabulary at a certain level. With the advent of new vivid instruments, methods, and tools in teaching English as a second/foreign language, the position of vocabulary-metamorphosed immensely aimed at bringing new teaching terminologies into vocabulary teaching industry. Accordingly, teaching vocabulary should serve the development of the four language skills. In this regard, Ghanbari and Marzban (2014, p. 3855) state that "vocabulary can lead the learners be more confident in using the language". Likewise, according to Wei and Attan, (2013, p.1) whom they state, "Upon knowing a sufficient number of words, learners would be able to chain these words together to construct meaning for communication".

The new millennium offered English language teaching new pathways that make vocabulary-teaching instruments' an interesting and a fresh experience for Second/Foreign language learners. Especially when it comes to integrate literary texts mainly(short stories) in teaching curriculum; due to its richness of vocabulary knowledge (items and concepts) that aid to build students' linguistic competence and promote their cultural enrichment. In light to that Collie and Slater (1990: 3), assert, "There are four main reasons which brought literature into the ESL classroom. They are considered to be valuable authentic materials for cultural enrichment, language enrichment, and personal involvement". In addition, Mrat (2016: p.82) added "Literature is a rich source of meaningful input for language learners, and it is useful to enhance language proficiency".

Algerian higher education embraced the advent of literary texts mainly (short stories) within the teaching of vocabulary at University Institutions. Algerian context is one of the several contexts that brought new updated teaching-learning trends and terminologies within the teaching of short stories to Second/Foreign language students. In this vein, Barton (2001, p. 88) points out "And, the more they read, the more their vocabularies will grow". In fact, the implementation of short stories into Composition curriculum had received consensus among instructors' because short stories are rich with vocabulary words and lexicon knowledge that aid Second/ Foreign students' to retrieve and retain them easily and fluidly. Short stories are considered very powerful teaching tools and especially for vocabulary enhancement. To this end, Pesola (1991), states, "storytelling gives more fruitful results with

young language learners than anyone else". On his part, Richgels (2000) asserts, "story recall provides students with an opportunity to organize the sequence of events, to utilize the vocabulary items found in story and to expand children's comprehension of the world as well. Additionally, Abdalrahman (2021: p.4) states, "literature helps learners learn the meaning of the words in context".

At Algerian University level, the case of most composition teachers who instruct composition to graduate students at Larbi Ben M'Hidi University Institution, encounter some pitfalls and difficulties while teaching vocabulary using short stories. Teachers' find difficulties when it comes to ask students find themselves the meaning of certain vocabulary words, and conceptions that have ambiguous identification or double meaning, and especially that of multicultural/transcultural short story texts. These texts characterized with uploaded cultural vocabulary conceptions which students found ambiguous, complex, and culturally different. In fact, Students' difficulty in retrieving vocabulary meanings of complex lexicon words made teachers' struggle to make them understand words with no other support, and without referring them to other sources such as advanced grammar dictionary, oxford dictionary, and other digital dictionary sources like Merriam's Webster dictionary. The present paper aims to explore composition teachers' teaching practices, attitudes, and perspectives, in addition to their methods in teaching vocabulary to graduate students' using literary texts and mainly (short stories). The paper also aims to highlight to what extent short stories help students' to build their vocabulary knowledge, and strengthen their lexical stock of vocabulary words and conceptions.

2. Aims of the Present Paper

The present paper aims to:

1. Explore EFL Composition Instructors/Teachers' teaching practices regarding their use of Short Stories in developing Algerian Tertiary students' vocabulary knowledge.
2. Highlight the importance of integrating short stories in Graduate Composition (Written Expression) to strengthen Tertiary students' vocabulary knowledge.
3. Pinpoint the status of vocabulary within Composition teaching curriculum that incorporates short stories,
4. Indicate the relevance between short stories learning and vocabulary knowledge.

3. Research Questions

The present paper aims to answer the following research questions:

1. To what extent do short stories aid Tertiary students' in building their vocabulary knowledge and enriching their lexicon baggage?
 2. To what extent do vocabulary knowledge of Algerian Tertiary students' generated from constant exposure of short stories develop students' vocabulary knowledge?
3. Do short stories help to build Algerian Tertiary students' vocabulary knowledge?

4. Research Hypothesis

In light with the preceding stated Research Questions, one formulated Research Hypothesis is stated as follows:

- If Composition teachers' integrate short stories within Composition instruction effectively using updated-methods, it will aid Tertiary students' to build their vocabulary knowledge and develop their lexicon words.

5. Background Study of the Paper

Numerous studies were put forward such as that of Bakhodrirovna(2015), Parvareshbar (2016), Rodriguez (2017),Ahmed (2017), Abdalrahman (2022), Bhatti et al (2022), all seeking to provide with a theoretical framework, and practical results to elicit the research gaps of these studies, and to supply the study at hand with relevant results.

Bakhodrirovna (2015), in his paper, discussed the problems in the development of Students' vocabulary skills and several factors in which this skill could not be developed. In fact, different methods used by different teachers in order to review their positive and negative sides. The importance of vocabulary emphasized using three strategies. All exams and tests based on mostly vocabulary, future workersconsidered the best if they possessed a large vocabulary. Vocabulary is the source for trading and so on. Therefore, it is stated that building and activating learners' background knowledge, motivating them are some of the main goals in teaching vocabulary skills.

Parvareshbar (2016), in his paper, aimed to investigate the effect of using short stories on enhancing vocabulary learning of Iranian intermediate EFL learners. The purpose of the study was to come up with new methods of enhancing learners' vocabulary which enable both teachers and students to better cope with language learning and teaching. The design of the study is of quasi-experimental pretest-posttest. The participants were in two classes each of which had twenty-five students. One of the classes considered as the control group, and the other group was experimental. The analysis of data using independent sample t-test showed that there was no significant difference between two groups at the outset of the study. After the treatment period, a posttest given to both groups to see if there was a significant difference between the two groups. The magnitude of sig (2-tailed) on posttest was 0, 01 that is lower than 0, 05. Therefore, the difference is significant and the experimental group outperformed the control group. This could be attributed to the effect of using short stories on improving vocabulary performance of learners. The results have some implications for language teachers and materials developers.

Rodriguez (2017), in his paper, showed the findings that Teachers shared of a research project whose main goal was to describe the impact of developing students' linguistic competence through listening and reading short stories. It was carried out among third-semester students at Universidad Santo Tomas- Tunja (USTA). The main theoretical aspects that supported this study were English teaching and literature, teaching English through short stories, and encouraging student speaking by using short stories. The study conducted within the framework of collaborative action research. Hence, the instruments used to gather information were to be about student artifacts (written compositions and oral reports), the teacher's journal, and a survey. Some of the most important findings were about a significance showed in vocabulary and expressions through reading and listening, and that reading was useful for improving their oral competence, and that the students' exposure to the target language engaged them to improve their language acquisition and practice. This research also fostered students' awareness of literature.

Ahmed (2017), in his paper, indicated that teaching English has progressed rapidly with the changing requirements of society. This study has not only the purpose of testing vocabulary enhancement using short stories, but also monitors its effect on rural and urban population at secondary level. The present study utilized Pretest, posttest experimental design. Before the commencement of study, 50 students took their pre-test from rural site and 50 students took their pre-test from urban site. Only those 20, 20 students selected from both sites whose accumulative score was almost the same. After this, five short stories taught to both groups for five weeks with the same methodology. After the completion of coaching, a post-test conducted. Marks of Pre-test and Post-test of both rural and urban groups were compared to see difference in learning. Data analyzed statistically using SPSS 20 for windows. Analysis of data proved that urban group had statistically significant improvement as compared to rural group.

In his paper, Abdalrahman (2022) demonstrated that second language learning starts with learning and using its words. When learners know how to use the basic or common words of the target language, they can communicate better, and, thus, master the receptive and productive skills of the language. In light of this, English instructors started using literary works to expand the learners' vocabulary and achieve the learning outcomes. In this regard, the use of short stories for vocabulary acquisition and instruction is an effective strategy that help both learners and teachers achieve their goals and purposes. This study is descriptive delving into the utilization of short stories in teaching and learning vocabulary. The study suggested that both levels should be taught as both are used in both written and spoken discourses.

On their turn, Bhatti et al (2022) indicated that short stories are becoming very popular around the globe. Learning vocabulary, a crucial component of learning a foreign language, is at the heart of teaching a language and is important for language learners. The researchers believe that vocabulary plays a crucial part in learning any language. Therefore, it is crucial to look at the best strategies for enhancing vocabulary learning. With the aim of effectively utilizing short stories to improve vocabulary at the primary level, the current study was created to raise awareness among elementary-level teachers about how they might develop the English vocabulary of their students. The study was experimental with a pretest-posttest design. Sixty students were randomly selected from an elementary school in Bahawalpur, Pakistan. Twenty-five close-ended questions (MCQ's) type questions for pre-test and post-test and the English reading assessment survey (ERAS) questionnaire were used to collect data, and the data were analyzed using SPSS. The results showed that most students spoke about three things: the value of short stories in vocabulary learning, their interest in reading short stories, and their approval of using short stories.

6. Method and Instrument of the Paper

6.1. Background of Respondents

The given paper explores Composition teachers and instructors' perspectives, their attitudes, and their perceptions regarding teaching vocabulary using innovative short stories. It explores an investigation of a quantitative questionnaire that administered and submitted to sixteen teachers who instruct Tertiary students' in their graduation level. In fact, participants of the paper teach at the English Department of Larbi Ben M'Hidi University Institution. The questionnaire designed as an instrument to collect data from respondents. And, therefore, it is comprised of fifteen of 15 item questions; 14 of the questions treated statistically using SPSS (version 23), except for the last question that have not received statistic treatment, and hence, was oriented to Teachers to receive their implications, recommendations, and suggestions to

integrate effectively vocabulary within innovative short stories. The questionnaire is consisted of Yes/No questions and Multiple-choice questions. Wallace (1998) stated that Yes/NO questions yield straightforward answers from respondents.

7. Analysis of the Teachers' Questionnaire

7.1. Reliability and Validity for Teachers' Questionnaire

The quantitative questionnaire administered to 16 Instructors of Composition treated and analyzed statistically using Social Package for Social Statistics (SPSS 23). Internal consistency of the questionnaire item tested using Cronbach's Alpha Coefficient (up than 0, 50 is valid and reliable). The Cronbach's Alpha coefficient of the present paper is 0, 71, that is an adequate degree that reflects that Teacher's questionnaire is suitable for the paper. The Cronbach's Alpha showed that the paper is reliable and valid.

Reliability Scale : ALL VARIABLES

Reliability Statistics	
Cronbach's Alpha	N of Items
,718	10

8. Frequency Table (Frequencies)

Table1: Gender Representation

1. Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	6	37,5	37,5	37,5
	Female	10	62,5	62,5	100,0
	Total	16	100,0	100,0	

Source : SPSS Statistical Analysis

Table one of part one represents gender domination of Female participants with 62, 5% of participants. While, Male participants demonstrate 37, 5% of participants. It indicates that Female respondents outnumber Male ones.

Table2 : Teachers' Professional Career

2. Professional Career					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MB postgraduate	4	25,0	25,0	25,0
	Magister	6	37,5	37,5	62,5
	PhD/Doctorat Student	6	37,5	37,5	100,0
	Total	16	100,0	100,0	

Source : SPSS Statistical Analysis

Table 2 demonstrates equal responses from Magister and doctoral students with 37, 5% for each option. While, MB Postgraduate teachers represent 25% of participants.

Table 3: Teachers' teaching years

3. How long have you been teaching English subject to graduate students in Algerian EFL University institutions?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 Years	2	12,5	12,5	12,5
	2-5 Years	3	18,8	18,8	31,3
	+ 5 Years	11	68,8	68,8	100,0
	Total	16	100,0	100,0	

Sources : SPSS Statistical Analysis

Table 3 demonstrates that a large portion of respondents opted for more than five years option representing 68, 8% of participants. While, some respondents opted for 2-5 years option representing 18, 8% of participants. Whereas, other participants opted for 1-2 years option representing 12, 5% of participants. It indicates that most respondents opted for more than five years option.

Table 4 : Teachers' training

4. Have you received any in-service training to teach English discipline in Algerian University institutions?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	15	93,8	93,8	93,8
	Yes	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

Source : SPSS Statistical Analysis

Table 4 demonstrates that a large portion of respondents opted for No option representing 93, 8% of participants. While, yet one participant opted for Yes option representing 6, 3% of participants. It indicates that most respondents have not received any in-service training in their teaching career.

Table 5: Teachers' consensus about their integration of short stories to expand students' vocabulary words

5. As an instructor of composition in Algerian University, are you with integrating short stories to expand graduate tertiary students' vocabulary words?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	100,0	100,0	100,0

Source: SPSS Statistical Analysis

Table five of part two demonstrates that a large portion of participants opted for Yes option representing 100% of participants.

This table has an arithmetic mean about 2, 00 and its normative deviation is about 0, 00 with severity level about 0, 00(t-test).

Table 6: Teachers' teaching practices and the development of students' vocabulary

6. Do the EFL curriculum you are currently using in your graduate written expression instruction maintain the development of students' vocabulary based on short stories?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	18,8	18,8	18,8
	Yes	13	81,3	81,3	100,0
	Total	16	100,0	100,0	

Source: SPSS Statistical Analysis

Table six of part two demonstrates that a large portion of participants opted for Yes option representing 81, 3% of participants. While, other participants opted for No option representing 18, 8% of participants.

This table has an arithmetic mean about 1, 81 and its normative deviation is about 0, 40 with severity level about 0, 00 (T-test).

Table 7: Teachers' implementation of short stories to foster graduate students' vocabulary

7. To what extent, are you with using short stories to foster graduate students based on narration/short stories means and methods to foster graduate students' vocabulary expansion and knowledge in your written expression instruction?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	12,5	12,5	12,5
	Strongly agree	14	87,5	87,5	100,0
	Total	16	100,0	100,0	

Source: SPSS Statistical Analysis

Table 7 demonstrates that a large portion of participants opted for strongly agree option representing 87, 5% of participants. While, other participants opted for Agree option representing 12, 5% of participants.

This table has an arithmetic mean about 3, 87 and its normative deviation is about 0, 34 with severity level about 0, 00 (T-test).

Table 8: Teachers' incorporation of Short Stories to promote Students' vocabulary words

8. As an Algerian instructor of written expression, to what extent do you effectively incorporate innovative short stories to promote graduate students' vocabulary words?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely	4	25,0	25,0	25,0
	Moderately	11	68,8	68,8	93,8
	Fairly	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

Source: SPSS Statistical Analysis

Table 8 demonstrates that most participants opted for moderately option representing 68, 8% of participants. While, other participants opted for extremely option representing 25% of participants. Yet, one participant opted for fairly option representing 6, 3% of participants.

This table has an arithmetic mean about 1, 81 and its normative deviation is about 0, 54 with severity level about 0, 00 (T-test).

Table 9: Teachers' difficulties while selecting short stories filled with vocabulary knowledge

9. Do you encounter difficulties while selecting appropriate short stories that go with students' suitable vocabulary choice of words in your third year' composition instruction?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not sure	4	25,0	25,0	25,0
	Yes	12	75,0	75,0	100,0
	Total	16	100,0	100,0	

Source : SPSS Statistical Analysis

Table 9 demonstrates that a large portion of participants opted for Yes option representing 75% of participants. While, other participants opted for not sure option representing 25% of participants. It indicates that most participants do encounter difficulties while selecting appropriate short stories that contain adequate vocabulary knowledge.

This table has an arithmetic mean about 2, 75 and its normative deviation is about 0, 44 with severity level about 0, 00 (T-test).

Table 10: Teachers' Selection of home Works and Assessment

10. Do your selection of lessons, home works and assessment of graduate students' composition is based on the selection of short stories that seeks to promote students' vocabulary knowledge?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4	25,0	25,0	25,0
	Yes	12	75,0	75,0	100,0
	Total	16	100,0	100,0	

Source: SPSS Statistical Analysis

Table 10 demonstrates that a large portion of participants opted for Yes option representing 75% of participants. While, other participants opted for No option representing 25% of participants.

This table has an arithmetic mean about 1, 75 and its normative deviation is about 0, 44 with severity level about 0, 00 (T-test).

Table 11: Teachers' satisfaction about their students' knowledge

11. Are you satisfied about your graduate students' vocabulary knowledge based upon using short stories in composition instruction?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5	31,3	31,3	31,3
	Yes	11	68,8	68,8	100,0
	Total	16	100,0	100,0	

Source : SPSS Statistical Analysis

Table 11 shows that a large portion of participants opted for Yes option representing 68, 8% of participants. While, other participants opted for No option representing 31, 3% of participants

This table has an arithmetic mean about 1, 69 and its normative deviation is about 0, 47 with severity level about 0, 00 (T-test).

Table 12: Teachers' Choice of materials

12. What are the most selected materials you use in your instruction of written expression to develop students' vocabulary knowledge based on innovative short story instruction?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Students' immersion with short stories that contain complex vocabulary words flash cards of vocabulary items	4	25,0	25,0	25,0
	Guessing students to infer meaning of vocabulary from context using authentic short stories	12	75,0	75,0	100,0
	Total	16	100,0	100,0	

Source: SPSS Statistical Analysis

Table 12 demonstrates that a large portion of participants opted for guessing students to infer meaning of vocabulary from context representing 75% of participants. While, other participants opted for students' immersion with short stories that contain complex vocabulary words representing 25% of participants.

This table has an arithmetic mean about 2, 75 and its normative deviation is about 0, 44 with severity level about 0, 00(T-test).

Table 13: Teachers' Inquiries to Students about expanding their Lexicon Knowledge

13. In your teaching instruction, to what extent do you ask students questions connected with developing vocabulary words and expanding their lexicon knowledge?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely	11	68,8	68,8	68,8
	Moderately	5	31,3	31,3	100,0
	Total	16	100,0	100,0	

Source : SPSS Statistical Analysis

Table 13 demonstrates that a large portion of participants opted for extremely option representing 68, 8% of participants. While, other participants opted for moderately option representing 31, 3% of participants.

This table has an arithmetic mean about 1, 31 and its normative deviation is about 0, 47 with severity level about 0, 00(T-test).

Table14: Teachers' satisfactory towards their teaching materials

14. In comparison with other teachers' teaching ways and methods, to what extent are you satisfied about the major resources you have used to develop your graduate students' vocabulary knowledge based on short story instruction?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fairly satisfied	11	68,8	68,8	68,8

	Satisfied	5	31,3	31,3	100,0
	Total	16	100,0	100,0	

Source: SPSS Statistical Analysis

Table 14 demonstrates that most participants opted for fairlysatisfied option representing 68, 8% of participants. While, other participants opted for satisfied option representing 31, 3% of participants.

This table has an arithmetic mean about 2, 31 and its normative deviation is about 0, 47 with severity level about 0, 00(T-test).

9. Discussion of the Results

Statistical results of part one reveals gender representation and ensures that Female participants outnumber Male ones representing 62, 5% of participants. Concerning teachers' professional career, MB postgraduate and doctoral students receives equal responses with 37, 5% of participants. Regarding teachers' teaching years, most participants opted for more than five years option representing 68, 8% of participants'. Moreover, concerning teachers' training, a large portion of participants opted for No option representing 93, 8% of participants.

Part 2 results demonstrate that all participants opted for Yes option representing 100% concerning teachers' consensus about their integration of short stories to expand students' vocabulary. Regarding teachers' teaching practices and the development of students' vocabulary, a large portion of participants opted for Yes option representing 81, 3% of participants. In other responses, most participants opted for strongly agree option representing 87, 5% of participants. Regarding teachers' incorporation of short stories to promote students' vocabulary words, most participants opted for moderately option representing 68,8% of participants. In addition, a large portion of participants opted for Yes option representing 75% of participants regarding teachers' difficulties while selecting short stories filled with vocabulary knowledge. Concerning teachers' selection of home works and assessment, a large portion of participants opted for Yes option representing 75% of participants. Concerning teachers' satisfaction about their students' knowledge, a large portion of participants opted for Yes option with 68, 8% of participants. In addition, concerning teachers' choice of materials, most participants opted for guessing students to infer meaning of vocabulary from context representing 75% of participants. Lastly, regarding teachers' inquiries to students about expanding their lexicon knowledge, most participants opted for extremely option representing 68, 8% of participants. Overall, regarding teachers' satisfactory about their teaching materials, most participants opted for fairlysatisfied option representing 68, 8% of participants.

10. Suggestions and Recommendations for Teaching Vocabulary

Actually, question15 did not receive statistic calculation, and, therefore, was oriented to generate pedagogical guidelines and recommendations from Teachers to teach vocabulary in an effective way:

- Short Stories are authentic materials that aid Tertiary students to increase their vocabulary expansion knowledge.
- Language instructors should expose Tertiary students' with vocabulary materials that stimulate students to delve into form and content of the language utilized.

- Integrating short stories in the language courses, especially language skills to acquire words in their context and to be better absorbed.
- Instructors should use short stories to teach vocabulary more proficiently in order to nurture the four language skills.
- Teachers of Composition could expand their Tertiary students' vocabulary by directing them into activities such as inferring meaning of words from context, using flash cards which contain vocabulary words, and solving tasks which involve guessing words.
- Teachers of Composition should develop in students 21st century skills such as critical thinking, problem solving, and intuition to help them absorb lexicon words swiftly.
- Teachers should train students to use their cognitive skills and metacognitive skills in the right teaching context.
- Exposing students to multicultural/transcultural short stories that are culturally different are good and helpful for acquiring new vocabulary words different from their own culture.

8. Conclusion

In light of the data gathered from Instructors of Composition, statistical results revealed that teachers' share almost the same attitudes regarding teaching vocabulary; still they have different methods, and talents which they have used throughout their teaching practices, and materials. The teaching of vocabulary using authentic short stories involved many creative ways, and methods that every Instructor use to instruct Tertiary students. In addition, to directing them through activities such as inferring words from context, and solving problems, in order to expand their lexicon knowledge and develop their cognitive skills appropriately. It is therefore, found that exposing students to multicultural/transcultural short stories, which are fully uploaded with different cultural dimensions are helpful for acquiring new words dissimilar from their own. Overall, Algerian instructors share almost the same views and perspectives, but they are different in their teaching ways, instruments, and methods.

The present paper was undertaken statistically using Social Package for Social Statistics (SPSS 23). Results indicate that Algerian Instructors of Composition have positive perspectives and attitudes towards teaching vocabulary using innovative short stories in their instruction. It is proved through the hypothesis that short stories are useful ways to expand Tertiary students' vocabulary enrichment, their lexicon knowledge, and build their stock of words. The given hypothesis go positively with the results that have treated statistically. The Cronbach's Alpha obtained from the statistical analysis of entire paper is 0, 71 that reflects validity and reliability and ensures that the quantitative questionnaire is suitable for the paper.

Implications posit that Teachers could expand their Tertiary students' vocabulary by directing them into activities such as inferring meaning of words from context, and using flash cards which contain vocabulary words, and solving tasks which involve guessing words. In addition, Language instructors should expose Tertiary students with vocabulary materials that stimulate students to delve into form and content of the language utilized. Moreover, Stories are authentic materials that aid Tertiary students to increase their vocabulary expansion. Likewise, Instructors should use short stories to teach vocabulary more proficiently to nurture the four language skills. Additionally, Teachers of Composition should develop in students 21st century skills such as critical thinking, problem solving, and intuition to help them absorb lexicon words swiftly. Lastly, Teachers should train students to use their cognitive skills and metacognitive skills in the right teaching context. Overall, Exposing

students to multicultural/transcultural short stories that are culturally different are good and helpful for acquiring new vocabulary words different from their own culture.

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Appendix

Teachers' Questionnaire

Dear Teacher,

I would be gratefully glad if you spare few minutes of your time to fill in a questionnaire of a paper entitled: "Exploring Teachers' Attitudes towards Teaching Vocabulary to Tertiary Students through the Use of Short Stories"

Your contribution will be insightfully guiding the paper properly in terms of teaching practices.

Section one: Professional Background of the Participants

Tick the right box

1. **Gender:**
 - Male
 - Female
2. **Professional Career**
 - MA postgraduate
 - MB post graduate
 - Magister
 - PHD/ Doctoral student
 - Professor
3. How long have you been teaching English Subject to graduate students in Algerian EFL University Institutions?
 - A. 1-2 Years
 - B. 2-5 Years
 - C. + 5 Years
4. Have you received any in- service training to teach English discipline in Algerian University Institutions?
 - NO
 - YES

Section 2: The Position of Vocabulary Teaching using Literature (Short Stories) in Algerian University Institution

5. As an Instructor of Composition in Algerian University, are you with integrating Short Stories to expand graduate Tertiary Students vocabulary words?
 - Yes
 - No
6. Do the EFL curriculum you are currently using in your graduate Written Expression instruction maintain the development of students' vocabulary based on short stories?
 - Yes
 - No
7. To what extent, are you with using short stories to foster graduate Students' vocabulary expansion and knowledge in your Written Expression instruction?
 - Strongly agree
 - Agree
 - Strongly disagree
 - Disagree
8. As an Algerian instructor of Written Expression, to what extent do you effectively incorporate innovative short stories to promote graduate students' vocabulary words?
 - Extremely
 - Moderately
 - Fairly
9. Do you encounter difficulties while selecting appropriate Short stories that go with students' suitable vocabulary choice of words in your third Years' Composition instruction?
 - No
 - Yes
 - Not sure
10. Do your selection of lessons, home works and assessment of graduate Students' Composition is based on the selection of short stories which seeks to promote students' vocabulary knowledge?
 - Yes
 - No

11. Are you satisfied about your graduate students' vocabulary knowledge based upon using short stories in Composition instruction?

- Yes
- No

12. What are the most selected materials you use in your Instruction of Written Expression to develop students' vocabulary knowledge based on innovative short story instruction?

- Students' exposure to authentic Short Stories that are filled with vocabulary knowledge
- Students' immersion with short stories that contain complex vocabulary words
- Flash cards of vocabulary items
- Guessing students to infer meaning of vocabulary from context using authentic short stories
- Choice of vocabulary words

13. In your teaching instruction, to what extent do you ask students questions connected with developing vocabulary words and expanding their lexicon knowledge?

- Extremely
- Moderately
- Fairly

14. In comparison with other Teachers' teaching ways and methods, to what extent are you satisfied about the major resources you have used to develop your graduate Students' vocabulary knowledge based on short-story instruction?

- Very satisfied
- Satisfied
- Fairly satisfied
- Not satisfied

15. As an Algerian instructor of Composition, what are your suggestions and recommendations to integrate effectively vocabulary knowledge via Short stories to expand their lexicon words and develop their vocabulary knowledge?



EFL Classroom Seating and Anxiety Reduction

Abstract :

The aim of the present article is to consider anxiety as a crucial factor in the success or failure of English as Foreign Language (EFL) students. The teacher's and the learner's roles to cope with this obstacle are of vital importance in the reduction of the individual and pedagogical constraints. The study is based on a think-aloud protocol with the participation of six teachers of oral expression from four Algerian university: Annaba, Oran, Mostaganem and Batna. Six models of seating arrangements have been suggested to the teachers-participants to define the outcomes of each and its impact on anxiety reduction, so that optimal oral expression achievements can be maximized.

Key Words: Anxiety, Seating arrangement, Action-Zone, Verbalizer

Disposition de Classe d'Anglais Langue Etrangère et la Réduction de l'Anxiété

Résumé:

Notre article vise à examiner l'anxiété comme facteur crucial dans le succès et l'échec des apprenants de l'anglais langue étrangère. Le rôle indispensable de l'enseignant et de l'apprenant face à cet obstacle est d'une importance vitale dans l'allègement des contraintes individuelles et pédagogiques. Notre étude est basée sur la technique de réflexion à voix haute (think-aloud) de six participant-enseignants d'expression orale de quatre universités: Annaba, Oran, Mostaganem et Batna. Six modèles de disposition de classe ont été proposés aux participants, qui procèdent à l'observation en expliquant à voix haute tout au long de l'observation les effets de chacun des modèles et son impact sur la réduction de l'anxiété des apprenants pour des résultats optimaux dans l'expression orale.

Mots-clés: Anxiété, Disposition de classe, Zone d'action, Verbalisateur

تنظيم الجلوس والسيطرة على التخوف في قسم ملخص الانجليزية كلفة أجنبية

يهدف مقالنا إلى فحص قلق كونه عامل أساسي يساهم في فشل المتعلمين أو الطلاب الراغبين في التعلم الانجليزية كلفة أجنبية. وعلى حسب هذا القلق يبرز دور المعلم أو الأستاذ والمعلم في مساعدة المعلم في التحكم في هذا التخوف والسيطرة عليه والتغلب على هذا الحاجز وتحويله إلى نقطة قوة و من هنا نستنتج أن دور المعلم والبيداغوجي لا يبدل له لنجاح المسيرة التعليمية للطلاب. اعتمدت دراستنا على ما يسمى تفكير بصوت عال وهو بروتوكول ناتج عن شراكة ستة أساتذة مختصين في التعبير الشفوي قادمين من عدة جامعات (عذبة، بلتة، وهران، مسغانم). اقترح ستة نماذج عن التسيير الكلاسيكي إلى المساهمين، لتقييم بعدها نتيجة كل منها وما لخص له من قلق المتعلمين وتحصيل جهودهم في مجال التعبير الشفوي.

الكلمات المفتاحية : التخوف، تنظيم الجلوس، منطقة النشاط، المتحدث.

Introduction:

Popularisation of teachers' awareness of the anxiety issue rising from their personal teaching becomes the adequate strategy to better understand some "un-chartered" territories of classroom world. Teachers, researchers and educationists have to focus more on classroom "processes", on students' emotional states, their individual particularities as crucial variables, their personal psychological behaviour as part of their maturation-process and personality factors as well as their motivational ones. Some classroom situational variables are over-multiplied by the presence of individual variables namely the anxiety process. They seem to be neglected as educationists' attention seems to be exclusively and continually drawn on curriculum design, teaching methodology and testing tools. Once the listing of the individual differences internal / external variables are detected one should raise the question of what anxiety reduction strategies are to be used by the learners to overcome their anxiety problems in a classroom situation. What intervention strategies are to be used by the teacher to enable the high-anxious learners overcome their anxiety and so increase their participation rate and their voluntary hand-raising in the oral classroom?

Objective of the study

One of the greatest principles EFL teachers learnt is the importance of avoiding boredom and fears in the class. Therefore, each lesson needs to be a unique one in terms of variety, quality, quantity and the way it is undertaken. In the Algerian University EFL sessions students spend greater part of their time listening at the expense of speaking and reading. However, from the very beginning, the learner is asked to speak during the one hour and a half of the oral expression session.

We have raised some individual problems, variables for which there are no complete satisfactory solutions. In this paper we deal with developing positive social learning classroom environments in order to reduce anxiety in oral EFL classes and to enhance the learners' will towards a better learning and more perseverance for more powerful communicative achievements. Importance will be given to the oral production as being a preliminary skill to the writing one. One should not neglect the necessity of listening and reading as being the milestones receptive skills on which the productive ones will be adjusted.

Method

The study is based on the think-aloud protocol of six EFL university teachers from different areas of Algeria: two teachers from Oran University, two from Annaba University, one from Batna University, and one from Mostaganem University. All these teachers have taught oral expression at different times of their careers. They willingly and eagerly discussed all the issues concerning EFL classroom seating arrangement and interaction. However, teachers were not aware that their viewpoints will be used as a think-aloud protocol for our study. This would make the work more objective and realistic.

The participant teachers were asked to identify the types of seating-arrangement they favoured when teaching oral expression. Furthermore, a suggestion of five different seating-patterns (bare of any comment or explanation) has been supplied to the participants to analyze, discuss and identify the types of activities they think most appropriate for each pattern. They were asked to clarify the reasons for which they thought the pattern is most suitable, most importantly used as anxiety reduction process. The participants were asked to talk freely about the exhibited figures and were requested to draw the outcomes for each pattern. At the same time, we were

taking notes while listening to them. These issues are seemingly futile yet of an urgent need if anxiety is to be lowered in the Algerian University EFL classroom.

Anxiety Reduction Practices

It is very crucial to clarify that some severe anxiety reactions holders cannot find serious help from language teachers who have neither sufficient time nor are they adequate experts or therapists to deal with such cases. However, some behavioural modification techniques employed by therapists, such as systematic desensitisation and relaxation exercises may inspire language teachers to help their anxious learners overcome their stress and so optimal oral expression achievements can be maximised.

One may consider that the most important and difficult task for changing the language learning contexts does not depend on the teacher's decisions but on the administration or institution ones. However, there is much to be done and to be suggested in terms of classroom management for oral expression purposes. Richardson and Woolfolk (1980) stated that anxiety effects can extend beyond the classroom.

Just as math anxiety serves as a critical job filter, channelling some women and some members of other minority groups away from high-paying, high demand math and engineering careers, foreign language anxiety too, may play a role in students' selections of courses, majors, and ultimately careers.⁽¹⁾

Richardson, 1980: p 131

From the above evidence the impact of FL anxiety may be enormously a factor in students' objections to FL requirements.

Nowadays, there is a colossal revival of interest in English study both as English for Specific Purposes in conjunction with business and industrial purposes, and as an essential part of a traditional education.

English bearing an intrinsic humanistic value is endlessly being a passport for sciences and world business. Private English language schools and centres are increasingly flourishing in Algeria with great demands on the establishment of English language requirements. Therefore, teachers will be faced with an even greater increase in the number of high-anxiety students vulnerable to English language study. High demands and emphasis are, today, on spontaneous public speech in English as well as on the spot-speaking English in classroom situations. In fact, oral English classroom context is unavoidably itself an anxiety-provoking situation mainly if we take into account the current modern emphasis on communicative competence that really poses particular difficulties for high-anxious students. Concerning this specific issue we stress the need to have:

- A supportive teacher
- A supportive language teaching group.
- Good pedagogical practices.
- Relaxed atmosphere and environment.
- Anxiety reduction techniques.
- Humanistic education as presented by Moskowitz' Caring and Sharing (1978) ⁽²⁾.

These supportive aspects will recognize students' feelings and emotional variables together with the feelings of isolation and helplessness in order to offer concrete treatments and guidance. Anxiety reduction practice and strategies for attaining English language confidence are significant and of vital importance.

Row-column Seating Arrangement:

In this traditional seating arrangement, the teacher is a gate-keeper guarding the students on regular basis, and by the same

token, helping them become putative members of the classroom discourse community. He is an authority, a decision

maker and taker with great power over the students.

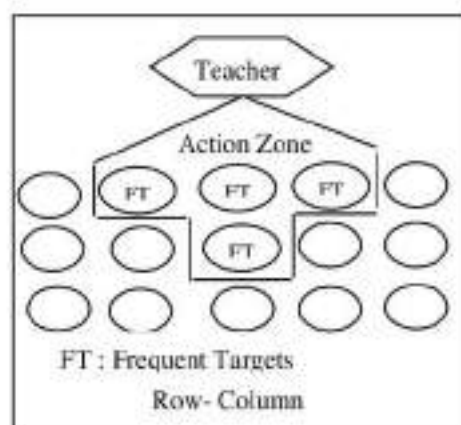


Figure One

As shown in figure one, teaching in this pattern is authoritarian, and the teacher is a knowledge-provider. The teacher is passive recipient in terms that much receptiveness is encouraged and little production or participation from the part of the learners is expected. There is no chance for decision-making or taking, the leadership role being the teacher's most "ownership". Like in any army-ranking or hierarchy learners are "officers", mere decision followers and consumers.

Although hierarchy is necessary to efficient operation, it creates communication difficulties because information is passed up and down...quite selectively.⁽³⁾

Hopper, 1979: 124

Learners are most of the time teacher dependent. In fact, organization is highly centralized, with decisions made at the top (the teacher). Learners have minimum contact with their teachers or classmates. Interaction is highly structured, formal and governed by classroom as well as teacher's rules. Learners have fewer opportunities that can be used to develop new ideas or stimulate a freedom of expression. In this pattern the differentiation from both parts - teacher and learner- leads to hierarchy in a

formal system as the one reflected in the organization chart of a company.

Speakers tend to look away when giving their speeches, and look back at their audience when finished. This is a way used for inclusion purposes.

Thus, it is important to include every member of the audience, if possible, without favoring any particular area of the room. Eye-contact alone cannot make a speech successful. But a lack of good eye-contact can create a barrier not easily overcome even if all other elements of the speech are excellent. (Hopper :342 op. cit)

In the action-zone students are in a better position to be able to see the teacher's eye movement and so determine when it is appropriate to comment or interact with the teachers.

High Verbalizers

According to Mehrabian (1971) ⁽⁴⁾, there is a universal tendency for people to approach things they like and draw away from those that like less. Walberg (1969) ⁽⁵⁾ suggests that students sitting in the front seats are the ones who like classroom activities. Those who position themselves at the back seats with greater distances from the teacher may be expressing

anxiety and a negative attitude towards the classroom activities, tend to be more introverted and expressing a preference for work that allows them to be by themselves.

Koneya (1973) ⁽⁶⁾ observed students of the traditional row-column setting and found that low verbalizers chose action-zone seats more frequently than moderate or high anxiety students. He also found that moderates who sat in the action zone participated more than moderates outside the central area. High anxious learners tended to maintain their silence no matter where they sat. The basic reason for putting students and teachers together is the assumption that interaction facilitates learning and reduces anxiety. We also believe that teachers should try to maximize participation because students' responses are a sign of how they are learning and how they are feeling. By participating the students may become involved, develop less anxiety and greater ease in their oral production.

Row-column Interaction:

In the row-column pattern there is no face-to-face interaction between students at the front of the room and those who are at the rear, and vice-versa. At any moment of the lesson, only the teacher or one student can be talking; the rest remains

silent, passive listeners or recipients. Interaction with seat neighbours is usually discouraged and discussion between and among students is severely restricted. To avoid chaos and maintain discipline, the teacher must take on the role of an autocrat to decide who may speak, in what order, and for how long. There are obviously some subject-matters for which the row-column seating pattern is suitable; for example, mathematics, chemistry, and physics. Unquestionably, there are some other patterns that are more suitable and appropriate to the oral expression classroom where face-to-face interaction is but a vital feature or component for the speaking activity.

Designing Anxiety Reduction Seating

Since the primary objective inside the oral class is for students to communicate in the TL without fears, we suggest that oral expression teachers should encourage their students to work in pairs and small groups. To this end, we think about changing the pattern of seating as a tool for facilitating teachers' instruction as well as reducing students' worry and hence encouraging them to participate. Examples of possible seating are recommended in the following figures:

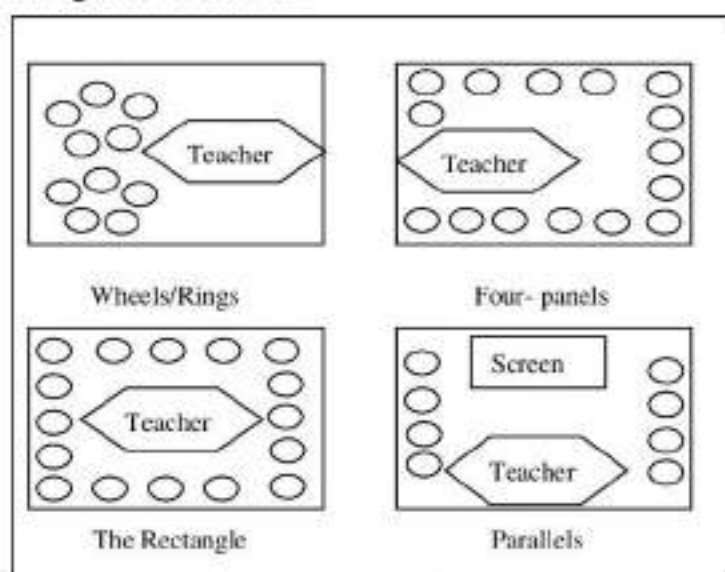


Figure Two

Wheels or Rings:

In "wheels" seating-arrangements the teacher is rarely an information-provider, a guide moving from one group to another to gear the discussion and learning towards the target objective(s) of the lesson. The learner is active, analyzing, solving problems, making discussions. From time to time they are information seekers: e.g.: student: *How do we call this in English, Sir?* Students may be involved in the preparation of small group-works; playlets, reports' writing or plan's setting. They have a sense of responsibility and the speaking activity is shared even if paralleled with writing. The leadership may move from the teacher to the students and vice-versa. The teacher acts as a regulator and a modulator of the learning activity. S/he has less power over the students than in the row-column seating because students may move or make some noise. Learners are involved in a give and take process in their speaking activity and the teacher is the major facilitator of learning.

Four-panels

As shown in figure two, this sitting arrangement is meant for a class group to be divided into subgroups. Each group is making report to other groups about an already established clear and neatly pre-prepared topic or subject-matter. Each subgroup has his student reporter to read out the parts that have been dealt with by the subgroup members. Learners have a sense of responsibility, the leadership role while making the presentation. Decision-making and taking are two interwoven shared processes by the peer-group. The student develops a strategy of keeping silent and careful listeners observers of others' presentation, about which they may be encouraged to ask some brief questions or utter some comments. They may also take brief notes about each presentation. They develop a self-concept and autonomy which make them teacher-independent.

High anxiety or shy learners may develop a sense of involvement and efficiency with all their gaps being covered by the peer-group.

The teacher is an audience-member and has a lot of space or patrolling area to move from one location or subgroup to another and allow equal time-consumption and organization.

There is no authoritarian teaching due to the fact that learners are autonomous and the teacher is but a "teacher in absentia". The learner can produce the same and better products even in his absence and without his/her help. Learning is a shared activity by the classroom speaking community.

The Rectangle:

In figure two, the rectangle spaced arrangement is meant for large group discussion and learners may be involved in a two-faceted possibility:

Learners: group member or leader.

Teacher: leader or group member.

The learner may be either audience member or speaker while the teacher may be either a discussion leader with great or little involvement, or an audience member.

This setting requires flexibility from both the teacher and the learner. Acceptability from both parts leads to a give and take learning process. Learners need to know the rules of interrupting, politeness structures, and argumentative speech. They also need to learn when to speak and when to remain silent and what type of gestures goes with what required language. This discussion setting involves a lot of spontaneity, smoothness and diplomacy from both parts. The teacher is to gear the discussion towards the target objectives and guides students in a step by step learning activity. The speaking activity is shared and so is the power. Learners have a

lot of receptiveness but also a lot of oral productions. Reactions and discussions or counter-arguments are highly encouraged by the teacher who is rather a facilitator of learning, a liberer "freer" of expression.

Parallels

Parallel pattern is appropriate for the use of some electronic devices (T.V, video-tapes, retro-projector, computer... etc). The teacher who uses media is an information provider supplying students with additional comments. Learners may interact with either the teacher or with each other. The teacher may move from the back to the front area of the classroom. The discussion is a fluctuating process between teacher-learner or vice-versa. This pattern may also be used for debate purposes where learners may be divided in two groups: one being the pros (the proponents group) and the other being the cons (the against group) with a student-judge and a student-reporter. Visual elements are used as a departing point for the oral activity. It presents a challenging topic.

The teacher acts as a guide, a conflict gearer when necessary with short pauses for highlighting some points, ideas, structures or catch-words or sentences produced by the learner. Such pauses may

be used conveniently by the teacher as time for relaxing the atmosphere between the two sub-groups.

The student-judge who is the one who stands as a careful listener "bon écouteur" and observer to decide which group has been most powerful, argumentative and convincing. The student-judge acts as a "supporter" for either group giving his own arguments and reasons for his supportive decision.

The student-judge takes notes of all the activity and reads aloud the main arguments, comments undertaken in the oral activity. A summary is needed as well as a conclusion and points to remember and suggested areas of talk for future gatherings are to be proposed. Such reports may be the object of publication on the students' Journal or department Journals. Here, the oral activity may be stretched to a written one.

The Horse-shoe:

The horse shoe or "U" shape and also called the semi-circle setting proved to incorporate the meaning of cooperative problem-solving. In their interaction, participants are more effective with more oral outcomes.

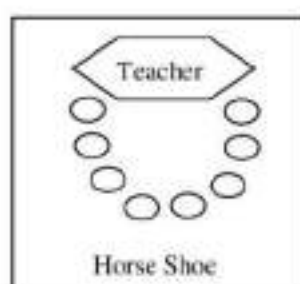


Figure Three

As highlighted in figure three, both sides-teacher and learners need a greater sense of participation and responsibility of outcomes than the groups that participate in the more authority-centered interaction. In this cooperative interaction both sides may be more satisfied with this type of

opportunity and like the other participant better as a person.

In fact both the leader (teacher or learner) and the follower (teacher or learner) expect a cooperative relationship between them. They both get their way towards reaching a joint decision. The teacher's rank is

lowered in this organization in terms of the importance in creating a climate for flexibility and responsiveness to an ongoing and changing learning/teaching process. Students may be encouraged and rewarded for transmitting positive arguments to the teacher.

Organization is highly decentralized, with decisions made at lower and upper levels of it. The participants have more eye-contact with either teachers or classmates. The speaking task is much formalized and organized by classroom rules or norms although it fluctuates between formal and informal structures as far as language is concerned.

Competition is raised, anxiety is reduced and interaction is maximized in terms of quality and quantity. This type of teaching may lead to outside-classroom cooperative learning or peer-teaching. Also autonomous learning or "self-teaching" may be a byproduct of such teaching practices.

There are some other possibilities one may suggest: the \wedge or \vee shapes that have the same interaction outcomes as the U shape. Also, the group reports may be represented in a way of having tables ordered in long line panel in front of class with the teacher's desk and the other learners tables removed at the back of the classroom. The audience may face the panel in a semi-circle or shape as to have constant eye-contact with as much as group members of the audience possible seeking for a mutual agreement and feedback from both parts.

- 1- Team-teaching/learning is of a vital importance to help the students reduce their anxiety and so increase their oral outcomes.
- 2- Teaching is but a professional communication where all the participants share their experiences with one another. So

communication must be a shared activity.

- 3- High density or overcrowding in a narrow space slows down the process of language attainment and oral production. Each student carries already his physical personal bubble that need not be obstructed. Teachers ought to avoid claustrophobia.

As a result of such components, communication becomes self-rewarding and two-ways-rewarding. Teacher's feedback to the learner and the act may be reversed also. The classroom physical environment affects, reduces or encourages anxiety as well as learners' willingness to communicate and increases their will to share an oral activity. Learning here is no longer individual but it becomes a social activity in which the students and the teacher are involved. This involvement is enhanced, bettered and maximized according to the physical and social classroom environment factors. By social environment in a classroom situation it is meant the student-teacher as well as student-student relationships.

Results of the study

The results of the think-aloud protocols have showed that positive environmental factors have good effects on social student-student and student-teacher interrelationships.

Changing from traditional row-column sitting to other sitting-arrangements such as wheels, two panels, rectangle sittings, and other arrangements have positive effects for the students and the teacher. However, the U shape, also called horse shoe, or semi circle shape gives far more reaching results.

A- For the student:

- 1- Moving from the logic of passive learning to the logic of apprenticeship.

- 2- Development of sense of participation, involvement, and sharing.
- 3- Development of sense of autonomy and independence.
- 4- Development of sense of group as well individual responsibility.
- 5- Possibility of group-work outside the classroom.
- 6- Development and exchange of learning strategies.
- 7- Development of sense of leadership and decision-making and taking.
- 8- Development of a "savoir", "savoir faire" and "savoir être".
- 9- Learning the management of time.

B- For the teacher:

- 1- Addressing him/herself to a restricted number of subgroups than to overcrowded class.
- 2- Monitoring, modulating rather than teaching.
- 3- Attitude of undertaking rather than that of authority.
- 4- More feedback and two-ways feedback.
- 5- A lot of flexibility, adaptability and acceptability.
- 6- A lot of tactics and diplomacy (tactfulness) in conflict gearing.
- 7- The teacher is a facilitator of learning.

Pedagogical Implications

The existence of FL anxiety must first be acknowledged by teachers so that they can deal with anxious learners. In fact, there are some alternatives in the classroom situation to overcome by:

- Detecting and helping anxious learners to cope with the existing anxiety provoking situation.
- Making the learning environment i.e. seating arrangement and

circumstances less stressful and viable.

- Bring students to engage and participate in classroom activities that they fear most and so defeat their unpreparation or indifference to the activity.

Teachers probably have noticed negative anxiety effects on learners' outcomes mainly in communicative situations. Extremely anxious students would purposely avoid engaging in classroom communicative activities they fear most. They may seem unprepared, non interested, or absent-minded. If anxiety and anxiety behaviours are given much consideration, teachers would be careful before attributing poor student performance solely to laziness, lack of ability, inadequate background, or low motivation. The urgent question here is: What specific techniques may be used to reduce students' anxiety?

Techniques for teaching relaxation are included in Benson's (1976) ⁽⁷⁾ "The Relaxation Response" and Jacobson's (1973) ⁽⁸⁾ "Progressive Relaxation".

Behavioural contracting is an anxiety reduction method for students having troubles attending and participating in the learning task. The learner agrees to spend a specific time-lapse on a task, and then reports back to the teacher on her/his success. Another anxiety reduction contracting method is the one experienced by the researcher with the students not approving a specific topic of discussion in the classroom. The learner is asked to write down all his/her reasons for his/her not approving the topic or the method used by the teacher. This technique proves to be very adequate to bring the learner to participate in the English-learning process. Later s/he will have to present his/her work orally to the classroom peers and comment seriously and freely in English about a topic and its selection, with teacher's

comments about success in expressing one's thoughts. Amongst all these corrective practices on FL anxiety are the ones adequate as specialised sports that help in severe anxiety reactions. In this context Mc Coy (1979) ⁽⁹⁾ dealt with students' anxieties in the FL classrooms. For example Jacobson (1938), Benson (op. cit), and Mc Coy (op. cit) proposed some specific techniques for teachers to help their learner's to allay their anxiety. Also some relaxation exercises, behavioural contracting and journal keeping for achieving effective language learning strategies are included. Behavioural contracting is an anxiety reduction method for learners having difficulty attending to the learning task. For instance, the student is advised to spend a specific amount of time on an activity, such as going to the language laboratory, and then to report back to the teacher on her/his success. To make the learning context less stressful is the most difficult task for a language teacher. For, the teaching- learning process inevitably takes place in a formal academic institution where both evaluation and judgement of others are unavoidably related to performance. In this context, unavoidable anxiety is likely to flourish.

Before any firm conclusion regarding optimal interventions, teachers should question themselves about their teaching practices. How much do the Moskovitz' teaching practices contribute to the FL anxiety reduction? The increases of FL requirements in conjunction with an increased emphasis on spontaneous

communication in language sessions render the target language the most threatening aspect particularly for anxious students. Teachers can alleviate to a certain extent their learners' anxiety and help them cope with their isolation feelings and hopelessness so as to attain self-confidence in FLL and its communicative aspects.

If we are to improve FL teaching at all levels of education, we must recognize, cope with, and eventually overcome debilitating foreign language anxiety as a factor shaping students' experience in foreign language learning. ⁽¹⁰⁾

(Horwitz, E. Horwitz, M. and Cope, 1986:132)

Conclusion:

Our study has focused on defining the types of speaking environments essential for EFL learners and anxiety reduction. The seating arrangements have been dealt with thoroughly, their advantages and drawbacks have been scrutinized. Unless we discuss such seemingly futile teaching/learning elements to optimize the oral output EFL teachers are condemned to remain in a status-quo condition. Teachers need to make their classroom most rentable in terms of oral expression and less anxiety leading.

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Introduction:

Discourse analysis is widely used in media research, as media are dominating presenters of language in society and the world at large. However, Critical Discourse Analysis (CDA) is considered one of the best research tools to approach the study and analysis of the language of media. Moreover, of the different media genres, prominent CDA scholars have given news the most attention as news reporting comes from institutions that are socially, economically, politically and culturally situated. Linguistically, the text is central to news, so we need a close analysis of the news text. CDA emphasizes the need to examine critically the role of news language as it is articulated from some particular ideology, and CDA researchers focus on the relationship between language and discourse in the structure and representation of society to describe, interpret, and explain such connections. This paper investigates how CDA can reveal the relationship between the linguistic structures and the socio ideological contexts in the news reports/texts of Al-Jazeera English. Focus is laid on some linguistic features, namely choice of vocabulary items and their relationship to the socio-ideological contexts.

1- Critical Discourse Analysis:

CDA is an interdisciplinary approach to discourse analysis that goes beyond linguistic analysis, to include the broader social, political, historical, cultural and ideological contexts of language use; it draws on both social theory and linguistics⁽¹⁾. Linguistically speaking, it is based on the systemic-functional approach developed by Halliday^{(2) (3)}, and critical linguistics^{(4) (5)}.

Discourse is usually analysed in linguistic terms, either as forms larger than the single sentence i.e. text or as language-in use, i.e. real language used by people⁽⁶⁾. CDA on the other hand considers discourse – language use in speech and writing – as a form of social practice as it highlights the social context in which this discourse occurs⁽⁷⁾.

CDA is critical in terms of making transparent social practices and discourse practices and the relationship between them in an effort to raise social responsibility and awareness. As Wodak states:

CDA studies real, and often extended, instances of social interaction, which take (partially) linguistic form. The critical approach is distinctive in its view of (a) the relationship between language and society, and (b) the relationship between analysis and the practices analysed.⁽⁸⁾

The distinction between CDA and discourse analysis lies in the critical analyst main concern with the unveiling of some social situations that are related to power misuse, inequalities, hegemony, crisis and are understood as ideological effects. From a CDA viewpoint, these situations are legitimated through discourse. Moreover, what is important for the critical analyst is how discourse is analysed in relation to the wide social, ideological and historical contexts in which it takes place. Accordingly, discourse is social practice as the way we produce and consume or interpret it is shaped by society.

A CDA vital principle is that speakers make choices concerning vocabulary and grammar, which are most of the time principled and systematic⁽⁹⁾. This notion of language choice is drawn from Systemic Functional Linguistics (SEL). Thus, if language choice is systematic it means it is ideologically driven. The main pioneering CDA scholars and their approaches are van Dijk Socio-cognitive Model^{(10) (11)}, Wodak Discourse Historical Approach^{(12) (13)}, and Fairclough Critical Language Study Approach^{(14) (15) (16) (17) (18)}.

Media texts are a common subject of analysis in CDA as media and more specifically news, are ideologically driven and have a great influence on readers or audiences' view of the world. Readers/audiences interpret texts against their background knowledge and the information they already have about events. More significantly, one of the main sources of information and beliefs used to form such interpretations are the news. Therefore, there is a dialectical relationship between news discourse and ideology, in other words, news discourse

shapes and is shaped by people's beliefs and ideologies. One method to analyse such relationship is CDA.

2-The Study:

This study adopted the three stages of Fairclough's theoretical framework ⁽¹⁹⁾ in the version of CDA to analyse the news reports: description, interpretation, and explanation.

2-1 Description:

The stage of description is concerned with "formal properties of the text" ⁽²⁰⁾. The analyst tries to identify and label formal features of a text like lexicalisations, nominalisations, transitivity, the use of the passive and active voice, choice of mood and modality and many other vocabulary and grammatical features.

Analysis at this level involves the use of Halliday's Systemic Functional Grammar (SFG), a lexico-grammatical theory framed on the notion of choice that sees language as "networks of interlocking options" ⁽²¹⁾. Fairclough adopts Halliday's SFG in news discourse analysis, specifically in the descriptive stage of the framework. The choice of SFG is purposeful as it provides a multifunctional representation of social reality, and as it is the ideological functioning of the discursive strategies that is of interest to CDA.

Language is seen as multidimensional: texts concurrently represent experience, social relations and identities, and they reflect textual processes (Table 1). In this connection, Fairclough ⁽²²⁾ states that formal features of a text have experiential, relational and expressive or connective values. A formal feature with experiential value explains how the text producer's experience of the social world is represented in the text; it is related to contents, knowledge and beliefs. A formal feature with relational value is concerned with how relations and social relationships are denoted in the discourse between the producer and recipient or participants in general. The expressive value accounts for how the text producer evaluates reality, by positioning subjects and social identities. These features have structural or long-term effect on participants' knowledge, social relations and social identities (Table 1). Fairclough identifies another formal feature with connective value i.e. how parts of a text are connected together. He also claims that any formal feature may simultaneously have some mixture of these values, as is the case for our study. Eventually, analysis of the textual features is the basis for the two stages of interpretation and explanation that will justify the choice of certain formal features and not others.

Table 1. Formal features of a text

Dimensions of meaning	Values of features	Structural effects
Contents	Experiential	Knowledge
Relations	Relational	Social relations
Subjects	Expressive	Social identities

Source: (Fairclough 2001:94)

Lexicalization is the most obvious way in which the particular experiential, relational and expressive values of words and their meanings, of a discourse are signalled. Pertinent to the relationship between lexical items and ideology, ideological differences between texts can easily be spotted via their encoding in vocabulary choices ⁽²³⁾. This is possible because words do not carry unitary and consistent meanings: they have an etymology, a history, connotations, personal associations, metaphorical uses and meaning derived from the surrounding context. Similarly, they may constitute sites of struggle for meaning and value. It is significant to mention that words may carry different meanings simultaneously. They may have experiential as well as relational and expressive meanings. For example the word *fighter* has an experiential value as it represents a conflict or war and it can have a relational value with other words like *soldier* or *rebel*; or it can express a negative aspect as opposed to

soldier. In this respect, the choice of using *freedom fighter* instead of *militant* or *rebel* undoubtedly is ideologically driven and has an ideological effect on readers as well.

2-2 Interpretation:

This dimension is concerned with how people interpret and reproduce or transform texts. It mediates between the dimensions of discourse as text (description) and social context (explanation). Interpretation is concerned with the interaction between text production and interpretation processes, in other words the text is seen as a product of a production process, and as a resource in the interpretation process.

Interpretations are made through a combination of what is in the text and what is in the interpreter's head, or what Fairclough named "members' resources (MR)". So the producers and interpreters use MR when they produce and interpret texts as their knowledge of language, representations of the natural and social worlds they live in, values, beliefs, assumptions, and so on ⁽²⁴⁾. In making interpretations, MR are considered as interpretative procedures, which are cognitive processes of participants. Formal features of the text are cues, which trigger interrelated elements of the interpreters' MR. For that reason we cannot describe textual features of texts without making interpretations at the same time.

The present analysis focused on the interpretation processes, i.e. interpretation of the situational and intertextual contexts. The intertextual context is a matter of deciding which historical series a text belongs to, as discourses and the texts that occur within them have histories.

2-3 Explanation:

The aim of the stage of explanation is to describe such properties of the interaction process by referring to its social context regarding discourse as social practice. The MR, which people use to produce and interpret texts are not only cognitive, but they are social and ideological as well, as they have social origins. Therefore, discourse includes social conditions that are related to three contexts of the communicative event: the situational, the institutional and the societal.

2-4 Data Collection:

As media usually claim to be neutral in their representation of events, they are good research data for research in CDA, in order to analyse the underlying meaning and ideology of their language. Our study was based on the analysis of data collected from Al-Jazeera English website ⁽²⁵⁾ using Fairclough's CDA framework. The data consisted of internet news dealing with the 2003 Iraq war issue. We concentrated on events highlighting the fifth anniversary of the war i.e. March 19, 2008. The selection covered the period from March 18 to March 24, 2008, to attain maximum representativeness of the data. All relevant news texts in the website during this period were downloaded and collected regardless of their length. We used the computer program AntConc 3.5.7 w 2018 ⁽²⁶⁾ to extract relevant word frequency lists and concordances in a Keyword-in-Context format wherever appropriate. This software involves several tools for generating concordances, word collocates and text analysis.

Concordance tool gives a list of all occurrences of a selected item (node) in a corpus, displayed in sequence of words in a sentence or clause, that is, in KWIC (Key Word in Context) format. At the very centre of the sequence lies the 'node' word, along with the words to its left and right positions. Concordance lines allow for the investigation of collocates and lexico-grammatical patterns in that the lines are displayed horizontally, which facilitates the observation of word combinations.

3- Results and Discussion:

3-1 Description and Interpretation of Lexical Terms:

Our study laid emphasis on the analysis of experiential, relational and expressive meanings of lexical items. The analysis of how lexical items are employed in Al Jazeera News Reports corpus (ANR) shows the main concerns of the news producers, and the encrypted ideologies.

At this level, the focus is on rewording, overwording, and lexical reiteration⁽²⁷⁾. Reiteration is the repetition of some lexical items used for the confirmation of certain idea or because they belong to the same lexical set of the topic under consideration. It can be carried out explicitly using the identical item in many sentences or implicitly using synonymy, near-synonymy or antonymy of the original items.

3-1-1 Nouns and Adjectives in ANR

This section deals with the top ten nouns and adjectives in ANR. A close look at Table 2 brings forth a handful of meaningful information.

Table 2. Top nouns and adjectives in ANR

Rank	Nouns	N°	Adjectives	N°
1	Iraq	96	Iraqi	38
2	US	96	Shia	16
3	soldiers	30	Sunni	16
4	attacks	28	armed	14
5	Iraqis	28	sectarian	13
6	war	26	military	12
7	country	25	American	11
8	Baghdad	22	main	10
9	Bush	22	political	09
10	surge	21	southern	08

Remarkably, the top nouns are *Iraq* and *US* with a high equal number of occurrences compared with the other nouns. Ranking equally with *Iraq*, the word *US* shows the emphasis on the US major role in the Iraq war even after five years of the invasion. In this way, the writer puts *US* in the same position as *Iraq* and this positioning is significantly ideological. The word *US* collocates mostly with *Iraq*, *military*, *said*, *soldiers*, *forces* and *president*.

Figure 1: A partial screenshot of US concordance list

Line	Text	US
17	ies driven by sectarian interests. Last year the US embassy in Baghdad documented a high level	ALIAZEE
18	ties driven by sectarian interests. Last year the US embassy in Baghdad documented a high level	ALIAZEE
19	none of the failures or challenges that the US faces in Iraq, or that Iraq faces under	ALIAZEE
20	leader of an Awakening Council unit allied with US forces against al-Qaeda in Iraq, said the	ALIAZEE
21	en General David Petraeus, the commander of US forces in Iraq, \u00adadmits that the country	ALIAZEE
22	en General David Petraeus, the commander of US forces in Iraq, \u00adadmits that the country	ALIAZEE
23	en General David Petraeus, the commander of US forces in Iraq, \u00adadmits that the country	ALIAZEE
24	ple, into chaos and bloodshed. \u00ad Iraqis and US forces still face daily attacks from armed group	ALIAZEE
25	people, into chaos and bloodshed. Iraqis and US forces still face daily attacks from armed group	ALIAZEE
26	a year ago. An increase or "surge" in US forces, which over the past year increased the	ALIAZEE
27	a year ago. An increase or "surge" in US forces, which over the past year increased the	ALIAZEE
28	it was a year ago. An increase in US forces, which over the past year raised the	ALIAZEE
29	that "progress is tenuous" in Iraq. Iraqis and US forces \u00adare attacked on a daily basis.	ALIAZEE
30	national reconciliation". In recent months the US has sent 30 000 extra troops to Iraq in what	ALIAZEE

The noun *Iraq* in its turn collocates typically with *US*, *soldiers*, *said*, *military*, *war* and *invasion*. Again, there is a strong relational meaning between the two terms *Iraq* and *US* in ANR that expresses the dominating role of US, and the dependence of Iraq status quo on US power. Additionally, the presence of the term *Bush*, the US president, in the top nouns list and the absence of the Iraqi president, reinforces this argument.

Figure 2: A partial screenshot of *Iraq* concordance list

Line	Text	Source
53	at toppled the government of Saddam Hussein, Iraq's president. "Because we acted the world is	ALJAZEE
54	Since the US military toppled Saddam Hussein, Iraq's president, it has faced a violent	ALJAZEE
55	at toppled the government of Saddam Hussein, Iraq's president. "The war is estimated to	ALJAZEE
56	st be reviewed before the provincial elections." Iraq's presidential council on Wednesday signed	ALJAZEE
57	only solution to help Iraqis," Nouri al-Maliki, Iraq's prime minister, said at the talks. The	ALJAZEE
58	the war in Iraq entered its sixth year, Iraq's prime minister said that Iraqis must select	ALJAZEE
59	s accompanied by national reconciliation of Iraq's sectarian communities. Cause of deaths	ALJAZEE
60	ing between armed factions from both sides of Iraq's Sunni-Shia sectarian divide rages on.	ALJAZEE
61	ing between armed factions from both sides of Iraq's Sunni-Shia sectarian divide rages on. The	ALJAZEE
62	have fled. Unity urged on Iraq war anniversary Iraq's president has welcomed the remo	ALJAZEE
63	UN warning The UN's senior official in Iraq said on Thursday that time is	ALJAZEE
64	own," James Bays, Al Jazeera's correspondent in Iraq, said on Wednesday, "But they show that at	ALJAZEE
65	own," James Bays, Al Jazeera's correspondent in Iraq, said on Wednesday, "But they show that at	ALJAZEE
66	allied with US forces against al Qaeda in Iraq, said the six Iraqis were members of his	ALJAZEE

The third main noun in the list is *soldier(s)* with 30 occurrences. A close analysis of this word using the clusters and collocates tools, showed that it collocates mostly with *US*, *killed*, *American* and *allied* and less with *Iraqi*. More importantly, Al Jazeera English henceforth AE assigns them a victim role in the war, by focusing on the death toll of soldiers. This representation raises doubts about the role of US and its success in general. In ANR, the frequent use of such words as *attack(s)*, *death(s)*, *Iraqis* and *troops* signifies the deep concern of AE over such concepts or matters as attack (s) on soldier(s), Iraqis and troops and the consequence of these attacks, which is the death(s). Generally, it reflects the scene of war in Iraq after five years of US invasion, an image that is not positive.

Figure 3: A partial Screenshot of *soldiers* and *Iraqi* collocates

Concordance: Concordance for the Word: Current Date: 2008/08/08 Word List: Concordance						Concordance: Concordance for the Word: Current Date: 2008/08/08 Word List: Concordance					
Total No. of Collocates Types: 10						Total No. of Collocates Types: 12					
Rank	Word	Count	Percentage	Collocate	Count	Rank	Word	Count	Percentage	Collocate	Count
8	/	0	0	5.16229	civilians	4	13	11	7	3.98643	us
9	6	5	1	2.52091	us	5	12	5	7	0	dead
10	6	0	6	1.88150	forces	6	9	0	9	5.30094	killed
11	6	2	4	0	between	7	9	2	7	3.47086	iraq
12	6	5	1	0	an	8	8	3	5	2.09148	xa
13	3	1	4	5.05944	toll	9	8	7	1	0	two
14	5	0	5	0	a	10	8	8	0	0	more
15	1	1	1	5.54486	thousands	11	7	7	0	0	than
16	4	1	3	4.37494	security	12	6	1	5	0	have
17	1	3	1	4.84442	governments	13	5	1	4	0	were
18	4	3	1	0	from	14	5	1	4	0	all
19	4	4	0	0	for	15	5	5	0	5.74040	american
20	4	1	3	4.56990	death	16	4	4	0	0	four
21	4	0	4	5.73751	capital	17	4	3	1	4.15297	deaths

For adjectives, *Iraqi* takes the first position in ANR, and collocates with *civilians*, *US*, *forces*, *toll*, *thousands* and *security*. The presence of *Shia*, *Sunni*, and *sectarian*, provides evidence for Iraqi internal division among religious groups during the war. The adjective *American* is present in the top list of adjectives, and collocates more with *soldiers*, *Iraq*, *wounded*, *surge*, *people* and *forces*; highlighting again AE concern of showing the role of US. The high frequency of the terms *armed* and *military* compared to *political*, stresses that there is more focus on military instead of political resorts.

3-1-2 Lexical Items Pertaining to Violence and Security

Many important issues appear in ANR; but the key ones are undoubtedly those related to violence in general and more specifically to sectarian violence and terrorist attacks.

Table 3. Lexical items related to violence and security

Lexical items related to		No.
Violence	Dead, deadly, death(s), died, attack(s), Killed, killing(s), Soldier(s), Troop(s), Military, War, Armed, army, Forces Violence, Bomb(s), bombing, Fight, fighters, fighting, Invasion, Wounded, wounding, Blast(s), Explosion, explosives, Fire, fired, Militia, Combat, Rocket(s), Battle(s), Gun, dangerous, Injured, Mortar, weapons, raided	404
Security	security, peace, safer	28

Table 3 shows two groups of wordings. The first group is associated with words of war and violence, whereas the second is related to words of security and peace. The difference in frequency between lexical items of the first group and the second one is so drastic, reflecting a dominating atmosphere of war, conflict and violence in Iraq under the US leadership in the fifth anniversary of the war.

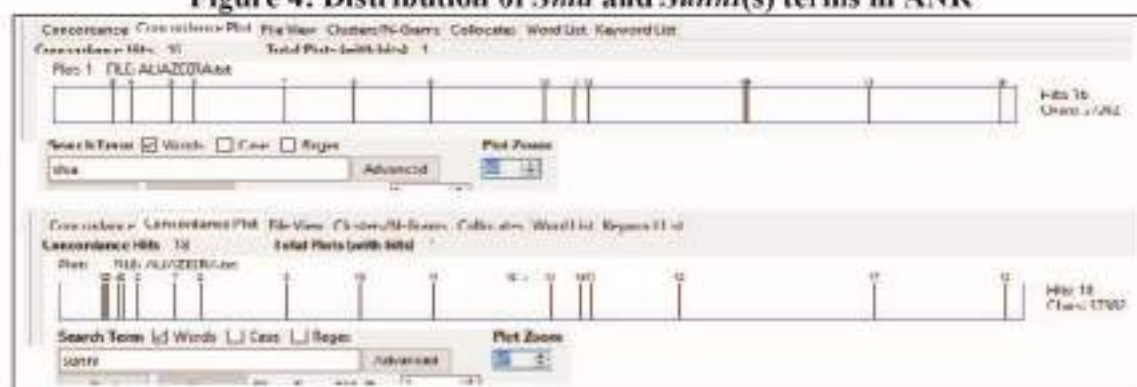
3-1-3 Lexical Items Related to Sectarian Division

One of the major issues in Iraq war that raises doubts about the US role is the internal conflict between Iraqis, more precisely between the two major groups of Sunni and Shia.

Table 4. Lexical items related to sectarian division

Lexical items related to		No.
Sectarian division	Sectarian	13
	Sunni(s)	18
	Shia	16
Total		47
Unity	Unity, unite	2

From Table 4, we can say that the gap of frequency between the terms is not balanced. The rate of words related to sectarian division is greater than the one related to unity. The use of the two terms of *Sunni* and *Shia* in itself is a sign of difference and division among Muslims. The word *sectarian* collocates with *communities*, *interests*, *divide*, *killings*, *fighting*, *Shia*, *end* and *violence*, which reinforce the reality of the internal division and conflict among the Iraqis.

Figure 4: Distribution of Shia and Sunni(s) terms in ANR

Using the tool of concordance plot, we tried to see how the terms *Shia* and *Sunni(s)* are distributed throughout the news reports. As Figure 4 shows, AE used these two terms in almost all the news reports, the hits appear from the beginning until the end of the corpus. So, AE employed the lexical items *Shia*, *Sunni* to reveal the internal conflict in Iraq in the fifth war anniversary.

3-1-4 Lexical Items Related to Terrorism

Another key issue related to the Iraq war is Al Qaeda, which is considered by the US as a terrorist network.

Table 5. Lexical items related to terrorism

Lexical items	No.
Al Qaeda	12
Bin laden	02
Extremists	03
Terrorist(s),terror, terrorism	07
Fighters	07
Total	31

Table 5 shows a complex depiction of the distribution of lexical items related to *Al Qaeda* and other anti-US presence groups in Iraq. *Al Qaeda* comes at the top of the list (12 occurrences), followed by *terrorist* and *fighters*. The term *Al Qaeda* is usually associated with US in ANR, as it was the main motive for the invasion. AE used the term *fighters* to refer to Iraqi fighting groups and to *Al Qaeda* and anti- *Al Qaeda* groups, as illustrated in the following examples:

- *The peace talks are the second attempt by Maliki to end sectarian fighting that has gripped the country since suspected Sunni fighters blew up a Shia shrine in February 2006.*
- *He said the Awakening Council fighters were wearing reflective vests which distinguished them as anti-al-Qaeda fighters.*
- *The airstrikes came about two hours after US soldiers stopped at the two checkpoints to meet with the fighters, according to a local leader.*
- *More than 80 per cent of soldiers killed have died in attacks by al-Qaeda in Iraq, Sunni and Shia fighters, casualties.org said.*

Surprisingly AE did not employ the term *terrorists* directly but used the indirect speech by US president or military. AE did not refer to *Al Qaeda* fighters as *terrorists* in a direct way; this choice of *fighters* instead of *terrorists* is undoubtedly ideological and part of the channel's policy, examples:

- *Bush further says: "We have learned through hard experience what happens when we pull our forces back too fast - the terrorists and extremists step in, fill the vacuum, establish safe havens and use them to spread chaos and carnage.*
- *However, the US military said that the aerial attack had been launched after five people "were spotted conducting suspicious terrorist activity," in an area known for roadside bomb attacks.*

These terms show a complex image of the different conflicting groups, *Al Qaeda*, pro-US fighters and other groups.

3-2 Explanation:

The purpose of this dimension of analysis was to search for the socio-ideological trigger of the choice of the linguistic elements used in ANR and hence, justification of the interpretation articulated on them, by analysing two contexts: the situational and institutional.

3-2-1The Situational Contexts:

The situational contexts pertinent to the analysis are the events preceding or following the construction of the corpus of news discourse. More specifically, events linked to the fifth anniversary of the Iraq war and the role and status of the US after five years of presence in Iraq are the focal points.

The United States-led invasion of Iraq began in March 20, 2003 by a multinational coalition of U.S. and U.K. troops supported by smaller legations from Australia, Denmark, Poland, and other nations. The conflict has been called the Iraq War, "Gulf War II", or the "Second Persian Gulf War". It has been also referred to as "Operation Iraqi Liberation" or "Operation Iraqi Freedom" ⁽²⁸⁾. US officials stated that the main reason for the invasion was Iraq's possession of Weapons of Mass Destruction (WMD), which posed a threat and danger to the security and interests of the United States, Europe and other Middle East countries. In

addition, the Bush administration accused Iraqi president Saddam Hussein of supporting Al-Qaeda and other terrorist groups, but no proof of such relationship was found.

Coalition forces were able to defeat Saddam regime and took control of Iraq's major cities in just three weeks. They captured him in December 2003 and an Iraqi court executed him in December 2006. Despite the defeat of Iraqi former military forces, and the announcement of victory by US led coalition, another form of war began. An intense guerrilla war of insurgents of different sects (Sunni, Shia, Kurds and Turkmen) against coalition forces, a conflict between Sunni and Shia groups, and Al-Qaeda operations, resulted in thousands of civilian, insurgent and coalition military deaths. After the Americans overthrew Hussein, they searched for evidence in Iraq to reinforce both reasons of the invasion but have so far found nothing.

US led coalition forces occupied Iraq as an attempt to establish a new democratic government. In 2005, they put Shia to rule the country, which further inflamed sectarian violence between Sunni and Shia and continuous destabilization of the Iraqi government. As Iraqi forces began to take responsibility for security, and as public opinion for troop withdrawals increased, the coalition began to withdraw their forces. Estimates of the number of people killed in the war range from over 150,000 to more than one million.

At the fifth anniversary of the war, George Bush made a speech declaring that the military surge strategy had been a success and that America's policy was victorious in Iraq. However, images on the ground were totally the opposite, the death toll of American forces reached 4000, and war critics were less optimistic. The images of a country at war as roadside bombs, suicide attacks and sectarian violence, were as vivid as ever even five years after the US-led invasion of Iraq.

News coverage of the war played a major role in transmitting the fighting and the suffering in Iraq. Reporters from different news networks, as CNN, BBC, and especially the Arab network Al-Jazeera, revealed civilian casualty scenes, which were rarely seen in the other media. President Bush has consistently referred to the Iraq war as "the central front in the *War on Terror*", and has argued that if the U.S. pulls out of Iraq, "terrorists will follow us here."⁽²⁹⁾

All these situational events had a link to the production of the news discourse on the Iraq war fifth anniversary, as we found lexical items related to all these events.

3-2-2The Institutional Context of Al-Jazeera:

Discourse as social practice has a close relationship with its underlying institutional contexts, in order to explain more the interpretations of the news discourse. Pertinent to the present analysis is the institution of Al-Jazeera.

Al-Jazeera English is a 24-hour English-language news and TV channel headquartered in Doha, Qatar, launched in 2006. It is one of the most important English-language news channels worldwide, and the sister channel of the Arab-language Al-Jazeera, which was established in 1996. Instead of being run under central command, news management rotates around broadcasting centres in Kuala Lumpur, Doha, London and Washington, DC. It is one of the great achievements of Sheikh Hamad bin Khalifa AlThani in a process to make it an independent satellite TV network free from government control and influence⁽³⁰⁾.

Al-Jazeera English is the world's first English-language news channel headquartered in the Middle East. It aims to provide English speakers and the world a perspective that is different from the Western worldview. The main principles of the channel are to give voice to untold issues and events, bridge cultures and challenge established visions and ideas. The Arab language channel Al-Jazeera is largely behind changing the news policy in the Middle East and the Arab world in general as it gives more freedom to the production of news⁽³¹⁾. With the launch of Al-Jazeera English, the world is receiving news in English but with different perceptions from those of the famous English speaking channels like CNN or BBC. The online news network, launched in 2003, like the television network, covers events across the

world. The idea was to offer viewers an alternative to CNN, the BBC and other Western news outlets.

Many media experts considered Al-Jazeera coverage of the war on Iraq as marking an end to the hegemony of Western especially US media. In fact, its coverage of the war was unique and unprecedented. It was so not only in reporting the images of horror and victims, but also proceeded to view the war as illegal and should not have been occurred as stated by Faisal Bodi, senior editor for Al-Jazeera's Web site⁽³²⁾.

Reporting the war was different for Arab networks and Western ones. Arab networks rejected the war from the start and considered it as unjust and illegal. Al-Jazeera highlighted the same view, focused on the victims, and showed the violent images of the war, while Western news media reported more on the military missions of the troops. This is what the analysis revealed about lexical items use in Al Jazeera corpus, anti-war views, that reflect the network ideology. Therefore, there is a strong relationship between discourse and ideology, which is reciprocal and one of the main tenets of CDA.

Conclusion:

This paper demonstrated how CDA as a research tool is used to analyse news reports. Adopting Fairclough's CDA framework, the study analysed news reports of Al Jazeera English coverage of the Iraq war. The analysis focused on the issue of the Iraq war to reveal the ideological underpinnings of Al Jazeera as an institution. The first stage of analysis was based on linguistic features mainly lexicalisation, followed by the interpretation of the use of such items. The findings revealed that the news reports highlight an anti-war air and a total focus on the negative side of the war. There was emphasis on anti-US and anti-coalition atmosphere and a hint to a failure of the war in Iraq after five years of the invasion. The subsequent explanation reinforced these interpretations by analysing the situational and institutional contexts of the Iraq war issue and Al Jazeera English respectively. Describing the Iraq war issue from other sources than Al-Jazeera showed that the war was a real failure, which turned a whole country to turmoil. The main aim of Al-Jazeera as an institution was to broadcast news in a way different from its western counterparts. CDA as a research tool is effective for analysing the news reports and demonstrating the hidden power of language. It shows how, through language, certain institutions position themselves and hold their ideologies and agendas. More importantly, CDA can be more effective to raise awareness among readers and listeners about the hidden meanings of news. This paper, however, is limited and can be further exploited to widen the scope of the findings with the same CDA framework, for other issues or other news agencies. Other analytical features as transitivity, rhetorical devices, cultural and political contexts, can also be investigated.

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National Identity Construction in EFL Settings in Algeria: Official Educational Discourse Analysis

Submission: 00/00/0000

Acceptance: 00/00/0000

Pulication: 00/00/0000

Abstract:

Many researchers have been interested in the evaluation of English Language Teaching (ELT). Focusing on the intercultural dimension, the evaluation covers the three important elements in a classroom setting: textbooks, instructors and students. No study, to the best of our knowledge, has addressed the issue of identity within the intercultural context of ELT settings. Accordingly, the present study analyses the official documents in order to explore the policy of the Algerian stakeholders regarding the construction of the young learner's identity through EFL course. This led us to re-examine the most basic assumptions about what language does and what a language course should seek to achieve. The obtained results gave important insights into how identity construction in the EFL context is approached in the official documents.

Key words: official discourse; education; EFL; national identity; interculturality

1- Introduction :

Constitutionally speaking, Algeria is a multicultural, diverse country with different linguistic groups and languages coexisting together. Although

the concept “multiculturality” is known in Algeria, its understanding seems to be limited. The Algerian Constitution of 2016 recognizes and protects the ethnic and cultural diversity in the country, which, in theory, should serve to foster language teachers’ multicultural awareness and practices.

Following this, we believe that multiculturalism in EFL Algerian classroom is a subject that needs to be studied taking into account not only linguistic realities —because it is not a simple superposition of languages— but also multiple cultural interactions due to the simultaneous learning about local and foreign cultures. For this reason, the learner should be considered as a social being that makes use of the markers of his/her identity to value his/her country and respect those of others.

Moreover, we think that, in practice, the linguistic and cultural diversity of the Algerian nation should not only be celebrated in yearly occasions. The understanding of multiculturalism should not be narrowed to formal education on certain traditions of each linguistic group across the country. Instead, multiculturalism should be acknowledged in its broader sense: as the mutual respect and acceptance established between individuals belonging to different ethnicities, social groups, professions, genders, etc., but also among groups within the borders of the same community.

Bearing this in mind, official educational discourses in Algeria are now being challenged by the reconstruction of a conflict-free country. Developing a national identity in young learners through foreign language education in general can also lead to the strengthening of discourses of mutual understanding, tolerance, and multicultural dialogue by building a space for negotiation, peace, and harmony while criminalization of ethnic, linguistic, cultural, and racial discriminations are being implemented.

Base on this broader understanding of multiculturalism, our aim through the present paper is to analyze the official discourse regarding the construction of national identity through the teaching of EFL. As a natural arena for intercultural education, ELT through official directives can serve as a cornerstone for an educational transformation in the country, not only by promoting ICC but ultimately by favoring multicultural dialogue and understanding among the different linguistic communities.

We should not, however, forget the fact that this transformation gives rise to a three-fold challenge for teachers and materials designers: the teaching of the language as a tool of communication, intercultural communication guaranteeing subsequently (comprehensive) openness to the world, and achieving school mission of constructing national identity among learners.

2- Algeria's linguistic situation and foreign languages education policies: An overview

With approximately 45,017,901 inhabitants (according to the 2021 Worldometer elaboration of the latest United Nations data), Algeria's linguistic heritage is rich and diverse; this is far from its mistaken label of being monolingual and monocultural owing to the predominance of Arabic language. From a sociolinguistic perspective, there are two broad linguistic groups in Algeria: Arabophone and Berberophone.

Arabic is the most used language across the country. This is obviously the so-called popular Arabic, dialectal or quite simply called Algerian Arabic (more than 60% of the population is Arabic-speaking) used as the lingua franca. The use of so-called classical, academic, literal, literary, standard Arabic or, more prestigiously, the language of the Koran, is restricted to

administrative/official use (administrative documents, departments of state, educational institutions, etc.).

Tamazight, also known as Berber language, is an official national language. It is the mother tongue of 35% of the Algerian population (Ouahmiche, Beddiaf & Beddiaf, 2017). In 2002, it was recognized as an official national language and it has been taught since the 2007/2008 school year in different regions of the country. It has several local dialects (Kabyle, Mozabite, Targui, Chaoui, Chenoua). These strongly oral dialects served as the foundation for the birth of the Tamazight.

The French and English languages are foreign languages. The French language is taught from the 3rd year of primary school, the English language is instructed later in schooling: in the 1st year of middle school. However, there are other languages taught but a little later—in the secondary school curriculum- such as Spanish and German.

Base on these linguistic realities, it would be more coherent to expect a curriculum to define educational practices, skills to be developed, and teaching materials reinforcing national identity construction in interculturally contextualized learning settings.

3- Methodology

Drawing on the discussion in the preceding sections, the aim of this section then is to outline the research issue behind this study and the specific research questions it led to.

3-1- Research question and hypothesis

Despite the multitude of means and the diversity of current teaching/learning techniques that the foreign language teacher may use, the official directives are of particular importance not only from a pedagogical point of view but also from social, political, and ideological perspectives. To

respond to the multiple challenges concerning identity, modernity, scientific and civilizational role, it is quite possible that the closest routes by which the processes of modernization and the identity formation of the Algerian young learners build on the official educational discourse which should be reflected in curriculum and textbooks as well in the form of texts and images. It is in this context that we are interested, namely the degree of representativeness of the concept of national identity disseminated in Algerian official educational discourse. Therefore, it is logical to formulate the following research question:

- What place would national identity construction and interculturality enjoy in the official educational discourse in Algeria?

Given that Algeria is one of the countries to have affirmed their multicultural characteristic and to have adopted a law on multiculturalism, recognized as an essential dimension of society, the general hypothesis underpinning this research is that foreign languages education policies in Algeria challenges the traditional and communicative views on ELT with their new focus on intercultural and multicultural perspectives.

3-2-Corpus

In this study, the former president' speech and three official documents have been analyzed. The choice of this document as a support for analyzing the official discourse regarding the instructions given to educational sector in Algeria vis-a-vis identity-related issues can be explained in two ways. First of all, these documents are the last legal provision dealing with identity issue in Algeria. More precisely, some of them are legislative texts which organize the question of national languages in national education sector. This is why it will be considered the most recent official discourse regarding language policy and identity construction. Second, these

documents are preceded by a reform launched in 2003. The reform, which aims to modernize the Algerian school and to open up to the world, has adopted a policy of promoting language teaching, especially foreign languages.

3-2-Analysis criteria

To analyze the documents in question, the “absences/presences technique” implemented in critical discourse analysis of texts has been applied. This technique helps the researcher to highlight the elements, aspects, and concept of national identity which are present in or absent from the official documents. Therefore, it is very pertinent to mention that “textual analysis can often give excellent insights about what is “in” a text, but what is absent from a text is often just as significant from the perspective of sociocultural analysis” (Fairclough, 1995, p. 5).

4- Results

First, we would begin with the former president’ speech on educational reform implemented in 2003. With regard to the role of school in constructing national identity, the former president A. Bouteflika stated in 2000 that:

The renovated Algerian school... will train a citizen with indisputable benchmarks, faithful to his principles and values but also capable of understanding the world around him.

The role of the school being very important, president’ speech proves that the educational reform was launched in order to put the Algerian school back on a global level. As stated above, the new educational policy is expected to enrich the personality of the Algerian citizen and equip him with the necessary tools to face the world without denying his origin.

As for the other documents at hand, the internal diversity of Algerian society mentioned above is well represented in both *Loi n° 08-04 du 23 janvier 2008 portant Loi d'orientation sur l'Education Nationale* and *la loi d'orientation de l'éducation nationale* (2008). The statements and texts of the two documents do mention ethnic and linguistic specificities with great emphasis. In that, the three dimensions of the Algerian identity —Islam, arabité, amazighité— are given great importance.

Moreover, the concept of national identity comes up nine (9) times in *la loi d'orientation de l'éducation nationale* (2008), thirteen (13) times in *Référentiel général des programmes* (2009). Throughout the documents, derivatives terms such as "national community", "national education", "national unity", "national conscience" etc., are recurring. Within the theoretical framework of the documents designers, these concepts have been inserted within the targeted skills and values aimed at preparing learners for interculturally responsive citizenship.

In Article Two, Chapter One, Title One of the Law (page 36), the fundamental principles as well as the purposes of the school are formulated:

The Algerian school aims to train a citizen endowed with indisputable national benchmarks, deeply attached to the values of the Algerian people, able to understand the world around them, to adapt to it and to act on it and able to open up to universal civilization

In the same chapter, the aims of education in regard to the addressed issue are outlined as follows:

- *Rooting in our children the feeling of belonging to the Algerian people; raising them in the love of Algeria and the fertility of belonging to it as well as in the attachment to national unity, territorial integrity and representative symbols of the nation;*

- *Strengthening awareness, both individual and collective, of national identity, the cement of social cohesion, by promoting values related to l'Islamité, l'Arabité and l'Amazighité;*
- *Creating the foundations for constructing a society committed to peace and democracy and open to universality, progress and modernity, by helping students to appropriate the values shared by Algerian society, based on knowledge, work, solidarity, respect for others and tolerance, and ensuring the promotion of positive values and attitudes in relation, in particular, to the principles of human rights, equality and social justice.*

Very close to this, *Référentiel général des programmes* stipulates that teaching/learning programs must prepare learners for:

Essential competitiveness by strengthening attachment to national identity and developing the skills necessary for successful adaptation to the world of intercultural communication, to the international labor market. (p.5)

Conceptualizers of RFP are aware that in a constantly changing and boiling world, it has become imperative to reframe the fundamental missions of the school. The school, in its mission of socialization, has evolved towards learning how to live together where "the individual must develop attitudes and behaviors in order to be able to live with the citizens of the world" (p .7).

As far as languages education is concerned, EGP explains that:

Language teaching in the education system is based on three guiding principles: mastery of the Arabic language, promotion of Tamazight, learning of foreign languages (p. 43)

With special reference to foreign languages education, Chapter Three of the same document states that one of school's missions is to:

act on the learner, by establishing a *savoir-fair* to perceive a world that is as heterogeneous as it is reconciled with its cultural differences. These must be perceived as a source of wealth and the teaching aids must be chosen with the aim of showing culturally reconciled specificities.

In Byram's (1997) model of ICC, otherness and interculturality constitute a paradigm of self-identification. The definition of learner's national identity stems from the opposition of culturally distinctive features of his/her identity compared to those of the other: the opposition is not considered here in clash and conflict, but enrichment and diversity. Taking into account the foreign culture in the definition of learner's own culture and his/her identity is a necessity even an essential vector of the training for citizenship as stipulated by *la loi d'orientation de l'éducation nationale* (2008).

5- Discussion

The analysis carried out for documents allows us to identify a number of data likely to give us an insight about Algerian stakeholders' policy regarding national identity construction in relation to foreign languages education. It also indicates awareness of the fact that learning a foreign language requires not only linguistic and communicative skills but also cultural and even intercultural skills to apply. As such, the use of this language cannot be asserted independently of the values emanating from a cultural universe of reference. (Byram, 1997)

An analytic reading of the official educational documents reveals that the interests and needs of young learners are one of the foundations of the Algerian educational reformed in 2003. In addition to the focus on students and their personal development, official discourse also focuses on

strengthening national identity by strengthening "the feeling of belonging to a nation" (RGP, 2009, p. 28), which is acknowledged as being multicultural.

The multicultural education policy promoted through the official educational discourse in Algeria is part of the trend of globalization. Indeed, far from being an isolated phenomenon, this recognition of the need for multicultural education stems from the ethno-cultural richness of the Algerian society. The analyzed discourse adopts a teaching philosophy of a universal nature which promotes human and citizen rights of maintaining their ethnic, cultural, and linguistic specificities.

An interesting concern for this research is that official discourse stipulates an intercultural EFL teaching which contributes to national identity constructing among young Algerian learners by placing them in a space that permanently fosters their awareness of their identity in line with the aspirations of a generation more open to the universal values. The intercultural dimension of foreign language classroom allows learners to develop their personality and identity, to open up to new cultural experiences and to enrich their disposition towards otherness. It is therefore about ensuring that learners are offered the means that allow them to become aware of the deeply social nature of human beings, and to contextualize their culture in relation to the culture of the Other.

However, adopting multicultural policies is not the same as implanting them in a functional way in everyday reality. As far as this study is concerned, the integration of multicultural education presupposes structural changes in curricula, teaching materials used in the classroom, as well as a change of mentality within teachers.

6- Conclusion

Reflection on the link between foreign language teaching and National Identity construction has been the main concern of this research. An ideological apparatus par excellence, official educational discourse has been regarded in this paper as a means through which any State models its citizens of tomorrow: by offering them a general framework of thought accentuating a certain number of perceptions, values, behaviors, and reactions presented as the corollary of belonging to the Nation.

Bearing this in mind, two official documents have been analyzed with focus on the mission and purposes of the Algerian school regarding foreign languages teaching/learning and national identity construction they stipulate. The analysis indicated that the official educational discourse puts forward an Algerian national identity whose pillars are Islam, Arabité, and Amazighité. The official educational discourse acknowledges the Arabic-Tamazight bilingualism aspect of Algerian society.

With regard to foreign languages education, they highlight the need to promote the mastery of at least two foreign languages. They give clear signs of official recognition of the importance of foreign languages to support the education system to enhance Algerian opportunities in the era of globalization. This discourse legitimates the intercultural approach to education. By including foreign languages in Algerian education policy, *both documents* envisage the construction of a new Algerian citizen able to cope with global challenges.

We can conclude that stakeholders' intention is not to make school as simply a place for building knowledge. According to official discourse, educational institutions, through foreign language education, constitute a place with various functions including the construction of national identity

among young learners. It is indeed important that the official educational discourse does not deny the cultural and linguistic origins of the students, but that it takes into account their diversity and plurality, not only to better integrate them but also because these students, culturally and linguistically, enrich the school.

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LEARNERS' IDENTITY THROUGH THEIR ACADEMIC WRITING: COMPARING VOICE CONSTRUCTION OF EFL AND ESL LEARNERS' ACADEMIC

Abstract

Voice is a relatively new concept in academic writing. Writers express their identity by constructing voice in their academic essays. Writers' voice indicates their own position and thoughts towards a phenomenon. This study aims to comparatively analyse the EFL and ESL learners' voice construction in their higher education academic written compositions. Halliday (1978) systemic functional grammar approach is used to analyse three participants' academic essays. In doing so, the linguistic features of EFL and ESL learners' voice construction will be determined. The study also aims to find out whether students use collectivist or individualist ideology in their construction of voice in written essays. The findings reveal that EFL learners follow a collectivist ideology in constructing their voice while ESL learners try to make a balance between collectivist and individualist voice. In addition, the over-use of personal general subject "we" is shown in EFL learner's construction of their academic writing voice. The article provides background to the evolution of voice as a writing difficulty and state the research questions and aims. There follows a definition of the concept "voice in academic writing", literature review, and a brief introduction to Halliday's (1978) systemic functional grammar approach. An outline is provided of the data selected for analysis. The results of three participants' essays and follow up interviews will be presented. The article concludes with a brief discussion of the study findings and potential implication for further researchers.

Keywords: Academic writing, Voice construction, systemic functional grammar, EFL learners, ESL learners.

1. Introduction

In as far as linguistic as a social system is concerned, individuals use different modalities to express different meanings in spoken or written discourses. For example, learners use the written medium to express their ideas, thoughts and feelings and turn them into inked symbolic words (Hamoy, 2014; Raimes, 1983). Accordingly, Ivanic and Camps (2000, p. 5) illustrate that writing is projecting self-identity through an influencing example of an Irish participant saying: *"What I don't like about writing is that when I write, people know I'm Irish"*. This shows that person's identity framed through written symbols, social constructs and previous cultural experiences. Hence, this requires an understanding of how these meanings and voices constructed on learners' academic writings. For this purpose, short-scaled study is conducted that aims to find out how EFL (1) and ESL (2) learners-belonging to the Arabic context-

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construct their own voices based on the linguistic choices they select, following Systemic Functional Grammar approach.

It is undeniable that writing is a complex, challenging and cognitively demanding skill. It involves sub-skills than any other academic task (Graham, Harris & Schmidt, 1997; Teo, 2006; Tangpermpoon, 2008; Al-Badwawi, 2011; Soureshjani, 2013). "it involves not only knowledge about grammar and vocabulary but rather it depends on high levels of personal regulation because writing is a self-planned, self-initiated and self-sustained activity" (Zimmerman & Risemberg, 1997, p.73). For this sake, a growing body of research about teaching and learning writing are introduced, but L2 learners are still struggling and facing writing difficulties that is not rather surprising (Graham, Harris & Santangelo, 2008). This is related to language deficiency (Watcharapunyawong and Usaha (2013), to lack of language learning strategies (Senécal, Koestner & Vallerand, 1995; Cohen, 2003; Park, 2008; Magno, 2009), to unawareness of the stages of the writing process (Al-Magableh, 1995; Alsawalha and Chow, 2012), to low motivation and negative self-efficacy beliefs (Graham, 2006; Pajare, 2003), so on and so forth. In as far as this present study concerned, EFL learners encounter a challenge at the level of voice expression in their own academic writing essays due to a collectivist construction ideology (Hirvela and Belcher, 2001; Helms-Park & Stapleton, 2003). This end will be the focus of my present study that aims at identifying how EFL and ESL learners express their voices and whether they are similar or different. Following this central aim and research question, the following sub-aims and questions have been structured.

As this study attempts to comparatively analyse EFL and ESL learners' voice construction in their academic essays, three students' written assignment samples have been analysed, using the approach of Halliday "systemic functional grammar". Hence, my research was based on the premise of knowledge construction and meaning creation. To achieve the stated aims, the following questions are posed as guidelines of this small-scaled project:

1. Do EFL and ESL learners construct their voices based on individualistic or collectivist ideology?
2. Is there a difference between an EFL and ESL voice construction?
3. What are the specific grammatical features of our sample participants' voice construction?
4. Are their linguistic choices proper for the impersonal voice required for academic writing or not?

However, before proceeding to the analysis of ESL and EFL learners' written samples, definition of the concept "voice" is provided.

2. Literature Review and Theoretical Framework

2.1. Academic Writing Voice Meaning and Origin

Voice is a highlighted concept since the 1980s when Elbow defines it as individuals' own voice inked in papers (Elbow, 1981; Ivanic & Camps, 2001). It is important in the academic writing discourses and pedagogy (Hirvela & Bechler, 2001; Helms-Park and Stapleton, 2003). Despite the fact that Hyland (2002) spotlighted the view that EFL (English as foreign language) teacher encourages learners to suppress their sounds from the academic discourse. This leads to the emergence of plagiarism and fake ideas (Hyland, 2002; Hutchings, 2013). However, in the western context voice is very welcomed in learners' academic contributions unlike the non-western (Hirvela & Belcher, 2001). In this vein, Matsuda (2001) refuted this strong association

of voice to western cultures and the ideology of individualism. This is due to the emergence of collectivist culture of voice that applies for EFL learners (Matsuda, 2001; Helms-Park & Stapleton, 2003). Accordingly, the notion that “*learners from so-called interdependent cultures (i.e., cultures where collective values take precedence over individualism) lack individualized voice in their L2 writing*” (see for example (Atkinson, 1997; Fox, 1994; Hinkel, 1999; Li, 1996; Ramanathan & Atkinson, 1999; Wu & Rubin, 2001 as cited in Helms-Park & Stapleton, 2003: 246). This justifies the absence of personal voices in L2 writing compositions. That is due to the learners’ social norms and acculturation (Atkinson, 1997; Fox, 1994; Hinkel, 1999; Li, 1996; Ramanathan & Atkinson, 1999; Wu & Rubin, 2001 as cited in Helms-Park & Stapleton, 2003).

Voice in writers’ pieces of writing project their cultural and historical identity through the linguistic choices in regard to social contexts (Ivanic & Camps, 2001). That is to say, the way learners write reflect their cultural and historical backgrounds. In this sense, Hashimoto 1987 refers to voice as the ability of asserting and presenting personal views and stances referencing it sometimes through first person expression, like “I” or “in my opinion” (Ivanic and Camps, 2001, p. 7). In fact, voice is a complex concept to consider due to its relation with culture, identity and beliefs, if not its representation (Zare-ee, Hematiyan & Matin, 2012). On the other hand, Hutchings (2013, p. 315) claims, “voice can be used to refer to the student’s own views and to the ability to present other views as other voices-in which community of the student’s voice also has a place”. In other words, voice allow students to present others, self and the surrounding community views. This is let me to argue, in this study, that voice is presentation of ones’ own knowledge about the outside surrounding context, others and the inside understanding of concepts. For the good writing voice, Hamoy (2014) argue that it makes writing sounds more academic, but he does not explain what in fact a good voice means. This might be attributed to the different writing criterion assessment and teachers’ philosophical writing instruction that may or may not support the idea of voice hearing in any piece of writing.

2.2.Literature Review

A thoroughgoing or all-inclusive review of the literature of constructing voice in academic writing would be impossible. While there have been some studies on ESL or EFL students’ academic writing and voice construction, less studies have comparably investigated the EFL and ESL learners’ academic writing voice construction, using the Hallidyan approach of “systemic functional grammar”. For example, Hutchings (2013) conducted a study about how referencing skills contribute to the students’ voice and identity presentation in their academic writing. He stated that referencing other scholars works allow the learners to engage in the process of critical formulation of voices and their own identities accordingly (Hutchings, 2013). He adopted the narrative and discourse approach for the analysis of ESL learners’ voices. He highlighted the importance of referencing skills and the likelihood of using them as a basement of self-voice construction in learners’ academic writings. Similarly, Zare-ee, Hematiyan and Matin (2012) examined EFL learners individualized academic writing voices. They argue that individualized voice is a possession of L1 not L2 writers. They concluded that learners’ need a mastery of linguistic and rhetorical devices to express their authoritative and personal voices. They proposed the need of further research on the arena of how voices represent writers’ identity. As an answer to this implication, Helms-Park and Stapleton (2003) examined the relationship between L1 voice features and L2 writing quality. They used a

special Rating Scale in their study considering (assertiveness; self-identification; reiteration of central point; and authorial presence and autonomy of thought) in the learners' writing samples. Their findings reveal that there is no such a strong relationship between the two-mentioned variables. They ended up their study propounding that there might be some, if not at all, relationship between the linguistic and rhetorical devices and the quality of students' writing in some genres and at certain writing proficiency levels. Hamoy (2014) has further investigated ESL learners' interpersonal voice construction comparing it to the westerns or the so-called native speakers of English. He concluded that ESL's has failed to create a western-like voice in their written compositions. Recently, in his doctoral thesis, Olivier (2017) examined the doctoral students and supervisors from the faculties of Humanities and Social Sciences at a South African university perceptions on voice as a social construct in academic thesis writing. The findings revealed the issues of translation of PhD students hide their own voice and find difficulties in taking a strong position variant from the reviewed scholarly works. Following all the previous research works conducted on academic writing voice, this present work will fill a gap in representing a comparison between ESL and EFL voice construction belonging to the Arabic context. In doing so, some features EFL and ESL students' voice style construction will be identified.

2.3. Why Systemic Functional Grammar as an Analysis Approach?

One of the main principles of Systemic Functional Linguistics is the rejection of the idea that syntax is autonomous from semantics and pragmatics. In fact, the morph-syntax of languages is motivated by the meanings that it conveys. Besides, analysis of the morpho-syntactic system might refer constantly to the analysis of meaning. To support this argument, Halliday (1973, 1994 cited in Halliday & Christian, 2014) declare that there is no boundaries between semantics and grammar, and they are interrelated in considering that language is a set of social systems and functions. In this vein, Halliday (1978, p.125) summarises the interconnection between social interaction, choice and text in the following quote:

Social interaction typically takes a linguistic form, which we call text. A text is the product of infinitely many simultaneous and successive choices in meaning, and is realized as lexico-grammatical structure, or 'wording'. The environment of the text is the context of situation, which is an instance of the social context, or situational type. The situational type is a semiotic construct which is structured in terms of field, tenor. (Halliday, 1978, p.125)

In other words, the simultaneous presence of the three macro functions (i.e., social interaction, choice and text) in a text allows generating meaning and differentiating between the writers' voice and other scholar voices. Hence, this approach views a language from three different positions, ideational, interpersonal and textual. The explanation of each language function is beyond the scope of this small-scaled study. Again, in this study, I am mainly interested in the how my participant construct voice with using certain linguistic concepts in their written compositions. The use of systemic functional grammar is the appropriate approach for doing so. It is important to state

2.3.1. Features of Voice Analysis

As mentioned in the previous section, the study findings will be grounded on the approach of Halliday. Following the three positions (ideational, interpersonal and textual) criteria and emphasising more on the interpersonal. This is due to the claim of Ivanic and Camps (2001) that students' personal voice is settling in the interpersonal positioning. To Justify, Halliday (1993, p.107), interpersonal positioning:

Builds up into a rich array of speech functions, modalities, personal forms, keys, and various dimensions of force and attitude by which the speaker enacts immediate social relationships and, more broadly, the whole pattern of the social system with its complexity of roles, statuses, voices, and the like. (Halliday, 1993, p.107)

Ivanic and Camp (2001) focused on three positions in general and concluded on the importance of interpersonal metafunction of language in their study. However, this study focuses only on the interpersonal function and unfold the features of my participants' voice constructions through the medium of language and lexis selection.

3. Methodology and Research Design

This study is purely qualitative, analysing three EFL and ESL students' voice construction in academic essays. Semi-structured interviews conducted with each participant to clarify the reasons of their linguistic choices in expressing their writing voice.

4.1.Participants

Three participants belonging to three Arabic (Algerian, Arabi-Saudi and Libyan) contexts were involved in the current study. They are all writing assignments and/ or dissertation for the fulfilment of a master's degree (see the table below). The only difference is that one is an EFL learner and the two are ESL learners studied at the University of Southampton. The participants are assigned research names for anonymity purposes.

Table 1.

Students' Profiles and Written Task Completion

Students' Research Names	Dissertation / Essay/Titles	Background of the participants
Ali	Social Dilemma and Individual Tragedy in Eugene O'Neill's The Iceman Cometh	➤ Master student in Algeria ➤ Analysis of a novel involving their personal understandings
Dali	Critical review of an article of intention and realities in implementing communicative curriculum reform	➤ Libyan-Master Student at the University of Southampton. ➤ Reviewing the article critically and providing a personal reflection and evaluation.
Maria	Literature review of learners' and learning processes in the FL classroom.	➤ Arabia-Saudi Master student at the University of Southampton. ➤ Summarising the works of others related to the topic under emphasis and providing personal motivation and reflection.

4.2.Research Setting and Method of Data Collection

The process of data collection conducted online. some ESL and EFL Arabic learners were contacted via e-mail, sending them a consent form where the purpose of the study is

explained. Although 14 students signed the informed consent form, only three academic written essays were received from three participants. As explained before, one EFL and two ESL students took part in this study. After receiving the files, the essays were codified according to the themes and persons gender, ensuring that all three essays grouped together by nickname pseudo and kept in a secure location. Hence, the method of data collection is sample essays' analysis supported by a follow up online interview.

4.3.Data Analysis

Three assignment samples were received from students' different cultural backgrounds (see the table below). The students asked to write a master dissertation and assignments that are part of their final examination for a master qualification. Some extract from the dissertations and assignments were selected to demonstrate the learners' personal representation that is analysed through Halliday Systemic Functional Grammar. This is through considering mainly the interpersonal function of the participants' language. Specifically, the study focuses on the type of subject and adjuncts to demonstrate the grammatical structure of their voice construction.

The first step before proceeding into the analysis of the data, each essay was codified with a pseudo name. Then, each essay analysed individually based on the two grammatical features mentioned above (type of subjects and mood adjuncts). After doing this, the results of each essay were compared to determine the similarities and differences in ESL and EFL voice construction and for answering the research questions set at the beginning of this research.

The following table shows the features that will be analysed.

<i>Grammatical Features</i>	<i>Meanings</i>
Clauses	The main clauses in general
Clause subjects	Subjects of all types of clause (e.g main and subordinates, adverbial etc)
Personal specific subject	First person (I), names of authors
Personal general subject	Including (he, we and they)
Impersonal subject	Unhuman subjects, (e.g, this subject)
Mood adjunct	Modal verbs (might)

5. Data Findings and discussions

This section presents the findings from EFL and ESL students' academic essays.

5.1.Findings of Essay analysis

5.1.1. Essay One: Ali's Voice construction

Table 2.

Analysing the Voice Construction in Ali's essay

Essay one		
Grammatical Features	Statistics	Examples
Clauses	22/ 5.28%	In the iceman, we witnessed life and death of illusion.
Clause Subject	25/ 6%	"It"
Personal Specific Subject*	09/ 00 2.16%/ 00%	O'Neil/ no personal pronoun "I"
Personal General Subject	04/ 0.96%	We
Impersonal Subject	09/ 2.16%	This dissertation
Mood Adjunct	00/ 00%	

In this essay, the writer uses 4 (0.96%) personal general subject out of 420 words to express his opinions and views in regard to the novel analysed instead of personal subject "I" or "in my opinion". For example, the writer said, *"over the course of this dissertation, our attempt has been to demonstrate the issue of dreams and illusion and its demystification which lead to the plight of the character at the end"*. Here, the writer expressed his views in a collectivist manner instead of interpersonal individual position. This may be due to the educational culture that requires collectivism and suppresses individuals on views in their academic writings. I noted the lack of mood adjunct in this piece of writing that might be attributed to the reason mentioned before adding to the factual emphasis on this educational culture. The writer sometimes uses the novelist name to refer to his own view because in my opinion no one can detect what are the implying meanings of writers. To exemplify, the following extract supports the previous argument *"O'Neil demonstrates the pathology of the characters who remote themselves from society and imprisoned in their tiny misty world..."* I noted that the writer of this essay uses so many unhuman entities (impersonal subjects totalled 9) to refer to certain aspects in his study. This shows his abstractness and more interpersonal distance. For instance, *"the play is a psychological drama"*. This also might refer to the writer factual expression of ideas that can be justified through the absence of the mood adjuncts that express uncertainty. Overall, this single essay is not enough for understanding all the Algerian writers' view construction. However, this specific Algerian writer tend to express his ideas using the collectivist position and avoiding responsibility of factual statements. Based on personal experience in the Algerian education, this may be related to the criteria of academic writing that requires more objectivity and avoidance of "I", in essence. Though literature is a field open to multiple personal interpretations, the analysed piece of work reflects the opposite, no openness to personal understandings of concepts but to collectivist views that represent *"the self"*.

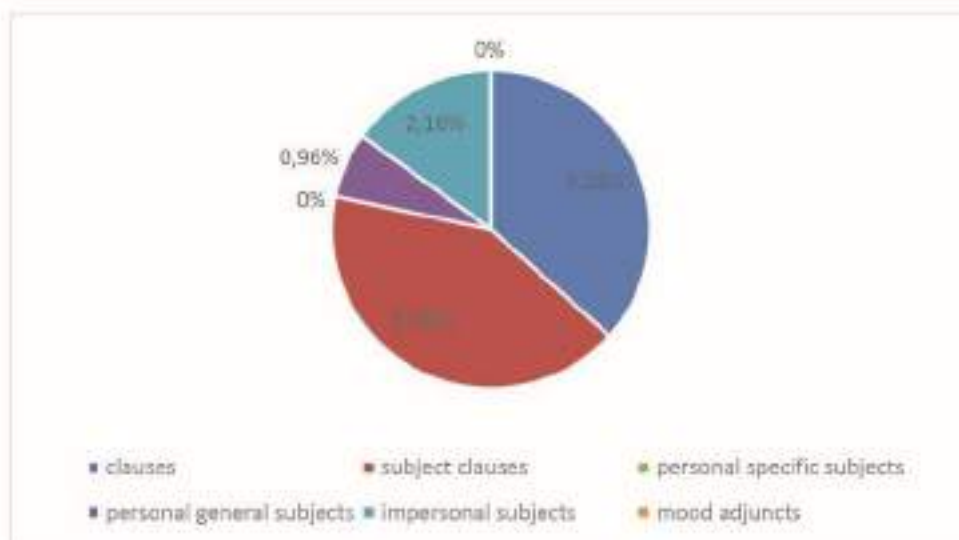


Figure 01: Pie Chart Showing the Percentages of the Data Findings of the First Essay

5.1.2. Essay two: Dali's Voice construction

Table 03.

Analysing the voice construction in Dali's essay

Grammatical Features	Essay Two	
	Statistics	Examples
Clauses	69/ 3.59%	The aim of the current paper is to review an empirical study.
Clause Subject	82/ 4.27%	The Researchers
Personal Specific Subject*	21/ 1.09%	Clifton, I , my experience
Personal General Subject	7/ 0.36	We, they
Impersonal Subject	54/ 2.81%	This study, this section.
Mood Adjunct	3/ 0.16%	It might not be enough

In this second essay, the writer reviewed an article in 1920-word length essay. She used 21(1.09%) first personal pronouns to express her ideas and evaluation of the article under emphasis. For example, she used a unique expression "*in my own experience*" to refer to her self-representation and autobiographical understanding of a concept. To exemplify my argument from the essay, *my own experience in secondary school was eighteen years ago so these teachers were teaching the old curriculum*. The writer also selected a range of 54 impersonal subjects that shows a strong abstractness and avoidance of referencing humans' entities. According to Hamoy (2014, p.41) "*proficient academic writers rely heavily on the impersonal Subject, such as: "This paper states..." and "The focus of this study..." in order to remove all human responsibility and to create objectivity*". This shows how the writer selection of lexicogrammar phrases demonstrates her objective voice construction that is related to the western culture feature. This finding is in line with those of Hamoy (2014). He said "*If writers are effective at creating the objective voice, impersonal Subject will be a common feature.....In Western academic culture, writers use features that try to mask their own opinion in order to create objectivity*" (Hamoy, 2014, p. 37). However, I noted that she used few (3 in total) general subjects unlike the first essay that shows a collectivist point of view upon concepts, compared

to three mood adjunct that represent the western culture writing style (specifically, British culture). This can be justified through the influence of our participant of the British academic writing style, as she is student at the University of Southampton. In Summary, my ESL participant seem to adopt the British writing style in particular and the westerns in general that might be justified by her overuse of impersonal subjects (54). For example, *this empirical study shed lights on an important issue in the field of ELT in the Lybian context*. This grammatical feature of this essay might also be due to the purpose and the requirement of the assignment; reviewing and critically evaluating an article require more objectivity and neutral standpoints.

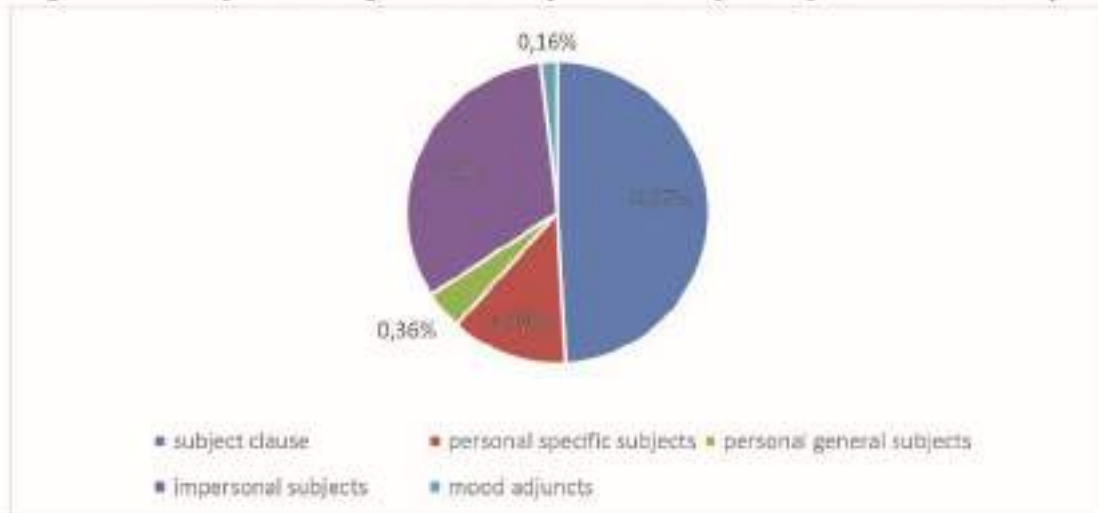


Figure 02: Pie Chart Showing the Percentages of the Data Findings of the Second Essay

5.1.3. Essay three: Maria's Voice construction

Table 04.

Analysing the Voice Construction in Maria's Essay

Grammatical Features	Essay Three	
	Statistics	Examples
Clauses	41/ 4.44%	Language learning has a long history filled with different approaches and theories.
Clause Subjects	41/ 4.44%	Teachers
Personal Specific Subject*	00/ 4 00%/ 0.43%	No I, but there is names of authors (e.g., Littlewood)
Personal General Subject	29/ 3.14%	Teachers, Teaching methods
Impersonal Subject	08/ 0.87%	This study
Mood Adjunct	00/ 00%	

In this essay, the writer wrote a theoretical overview about learning and teaching approaches. I noted that the writer uses 29 personal general subjects out of 927-word length essay. This refers to the more abstract ideas in her writing and reference to unhuman entities. As an academic writing requires more objectivity and generalisation, she uses only general subjects and impersonal subject with a total of 29 and 8 respectively. To exemplify, she wrote, *"The purpose of the study was to investigate whether changing the starting age and language*

habit to insert my own thoughts and standpoints. In this case, I asked her what are the differences you noted comparing the criteria of academic writing in your home country? *She answered, "Well, in my country they like a word "we" instead of "I", I think this is a culturally common criteria, but here in the UK I observed the need of including yourself at least in one part of the academic essay.*

Maria's reply: For the first question, "I noted that you use no personal specific subjects, what are the influencing factor? She said, *"as I am an Arabia-Saudi student before coming to the UK. My academic writing is banned from using the word "I" so I kept this as a basis of my academic writing here in the UK"*. For the second question, she answered, *"I am quite confused in fact which criteria because after failing in a module because no voice only citing others works as I was instructed back in my country. Now, I think I need to adopt the UK academic writing criteria that is cite other works, explain or paraphrase then give my own voice"*.

As noted from the data above, our ESL participants' previous learning experiences seem to influence their academic writing style in the UK. One of them (Dali) tries to adjust the academic writing criteria in accordance to her present institution. For example, she inserts her own voice with the use of "I" and many impersonals as well as the use of some mood adjuncts as demonstrated in her essay analysis (table 02 p. 09). Although the use of mood adjuncts makes the writing sounds less objective, less academic and open to bias and subjectivity (Hamoy 2014). For Maria case, she kept her previous institution criteria of writing an academic essay and according to her she failed in one assignment, because she did not follow one of the essential criteria of her present institution that is *"hearing the writer voice and not only citing others' works"*. Our EFL learner participant seem to adopt a non-western culture of writing and a collectivist ideology. This kind of writing according to the findings of Hamoy (2014) refers to giving responsibility to the whole instead of specific proportion of humans. According to our EFL participant, his institution does not support the inclusion of "I" but they prefer a collectivist voice including teachers or supervisors who participated in the contribution of their final work and the use of impersonals. In my opinion, this mood of instruction makes the learner a handicap of self-expressing albeit academic writing requires more objectivity. In this sense, Hamoy (2014: 17) concluded, "the voice that is typical in Western academic writing is one of objective authority and power, but writers need to maintain a balance in order to convey information, while not coming off as rude". This means that the writer needs to include his own voice but not in an exaggerated manner and keep the pace of an academic writing.

5.3. Discussion of the Major Findings

In general, the findings of my study are summarised in the following listed points:

- First, both Ali (EFL learner) and Maria (ESL learner) construct their voices using a collectivist ideology with the use of general subjects (a total of 14 and 29 respectively) and suppressing the presence of a first personal pronoun "I" (0% in both essays). However, in the essay of Dali both the collectivist and individualistic views are present in her work and the extensive use of impersonal subjects. This is similar to Hamy (2014) deductions who classified these kinds of writers as proficient academic writers. The aforementioned findings provide us an answer to my first research question "do EFL and ESL learners construct their voices in a collectivist or individualistic ideology? In essence, it depends on the educational background of the writer, so every academic piece of writing depends on the culture of the writer. This let me argue that

there is no perfect way of describing a unique academic writing style either for ESL or for EFL.

- Second, there is not a significant difference on the ESL and EFL voice construction since they are all belonging to the Arab culture. However, the only difference is between Dali's essay and the two other essays, where she did a balance between all the grammatical features required for voice construction in an academic writing. Again, this answers my second research question "Is there a difference between an EFL and ESL voice construction?"
- Third, for the EFL learner participant, uses the general personal pronoun "we" to construct his voice compared to the ESL learner that uses personal pronoun "I" or "in my experience" to refer to her personal voice. Unlike the two participants mentioned before, Maria's way of constructing voice differs completely, she only references other works and uses their own voices in her writing. She neither uses "we" nor use "I" to refer to her own voice. In every sentence, she acknowledges an author or directly start with an author name. This may reflect her rote learning experiences in her country that handicapped her own position in an academic written composition.
- Forth, our participants seem to select some linguistic features that are appropriate to their cultural academic writing criterion for constructing their own personal positions. For example, in Ali's essay, he uses "we" and some impersonal subject to refer to what he thinks about a concept or what he is going to talk about in his essay. The same process for the other two ESL learners uses some impersonal subjects (in this study for example) to refer to their task requirement in their specific academic essay. However, what differentiate the three is the use of general subject for avoiding responsibilities and making it more valid in reference to the whole population rather than a single person referring to him/herself only.

In short, Hamoy (2014, p. 37) argues, "in western academic culture, writers use features that try to mask their own opinion in order to create objectivity". This means that the western writers present their voices in an indirect way to avoid bias and subjectivity. However, in the non-western culture, writers construct their voices based on the inclusion of the academic population in a holistic manner with the use of a grammatical feature "we". Again, this specific grammatical feature "we" used in an EFL Arabic context to sound more academic and reach certain intensities of objectivity. Although this single sample is not enough to produce generalisability of the findings, it remains a case to focus on and enlarge the population for future researchers' valid and consistent findings.

6. Implications and Recommendations for Further Research

In light of the study's findings and limitations, there are a few suggestions that can be made for future research. Firstly, since the findings of this study are context-dependant and sweeping generalizations cannot be made, it would be interesting to investigate larger sample of EFL and ESL learners' voice construction in their academic writing (e.g., Master dissertation or Ph.D thesis). Secondly, future research should consider recruiting participants from both genders. As mentioned earlier, although the participating teachers were from different backgrounds, the study only involved one male and two female participants, hence only one male perspective is brought into the analysis, which may lack understanding of the different writing styles of both men and women. Thirdly, future research should consider expanding the features of analysis

and using other analysis frameworks such as discourse or textual analysis when seeking a comprehensive multi-layered investigation. This suggestion does not undermine the value of using systemic functional grammar as a methodological lens for examining students' voice construction in academic writing. Fourthly, although this study has attempted to investigate the difference in voice construction between ESL and EFL higher education students belonging to Libyan, Arabi Saudi and Algerian context, it is advisable to analyse other ELT contexts in the Arab and European world. The findings of this study implicate that universities require to integrate trainings about how students can carefully construct voice in their academic writings. There is an urgent need for awareness raising training and importance of distinguishing between authors viewpoints and the readers viewpoints. In what follow, I suggest some strategies to develop voice in academic essay.

- Strategies for developing voice in an academic essay adapted from Gillet et al. (2009):

 1. Make a claim based on evidences (start paragraph with own claim and proceed with other author evidences)
 2. Showing confidence and caution using language such as some studies, appeared to be, likely to ..
 3. Making connection and comparisons between scholars claims and findings. For example, this research found 80% academic fail to.....In contrast, the qualitative research determine that
 4. Analyze, evaluate and draw conclusions about the information you have found in sources. For example, Anna (2020) empirically evidenced the importance of incidental vocabulary learning. Schmith (2002), on the other hand, claimed that intentional learning helps learners develop their vocabulary. From this premise, it become important to experiment the effect of both intentional and incidental learning on learners' vocabulary development.
 5. Synthesize and signpost your claims.

I also suggest the following activity that enable learners to develop their voice in writing:

- Ask the following questions while reading an article or a book. How did the authors choose to present their voice? For example:
- Did they comment on the source because it *provides* something for their writing (e.g. an example or quotation that the authors use)?
- Do you think they made their *own point* and inserted the reference to show support?
- Do you think they *paraphrased* from a sentence from the source? Or did they *quote*?

7. Conclusion

Writing is a social engagement that requires the writers' voicing or positioning clearly their opinions and arguments to show criticality. This study aims to comparably investigate the voice construction features of ESL and EFL learners in their academic essays. That allowed an understanding of the concept of voice construction in ESL and EFL learners own academic written compositions. In addition, this study arrived at some interesting results that need to be taken into consideration by national and international institutions and teachers. Teachers should integrate the approach of Halliday in analysing the academic written works of learners to make them sound more academic and objective. Moreover, supervisors need to make remark on the grammatical features that their undergraduate and doctoral students utilise for a presentation of

their own voices. This is to raise the students' awareness about the importance of including their voices and standpoints as an essential requirement in an academic writing for various reasons. First, it enables the students show their understandings of concepts and interrelationship made between the background readings and the personal thoughts. Second, relating this academic concept into the social life of the students, teachers' encouragement of students' personal voice constructions develops on learners as human entities certain degree of self-responsibility, criticality, and trustworthiness. It also creates on their mind positive self-judgments and reflections. A pedagogical training on developing voice in academic writing is recommended for EFL and ESL learners (see the suggested activity above). Clearly constructing voice in academic writing enable understanding your own position as a writer in interaction with your readers and other scholars in the same field of research. Further research in the field can integrate a pedagogical approach to teaching voice construction to EFL and ESL students and verify whether there is an improvement in their clear and objective voice construction. A thorough analysis of larger sample of doctoral students' essays, identifying the linguistic features they use to clearly construct their voices, is needed in further research.

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ICTs Implementation in Teaching Linguistics and EFL Students' Test Achievement.
Case study: 1st year students of the English Branch at Mohamed Khider University of
Biskra- Algeria

Abstract

From our own experience in teaching the Linguistics course to 1st year classes of the English Branch (EB) at Mohamed Khider University of Biskra (MKUB), we have noticed the students' poor achievement when tested in Linguistics. Such poor achievement urges us to rethink our methods in teaching such a demanding course as Linguistics. The present paper is about implementing ICTs in teaching Linguistics and its impact on EFL students' test achievement. We hypothesize if we teach Linguistics using judiciously ICTs, the students' test results will significantly improve. We have tested our hypothesis by teaching linguistics to a group of 25 students (1st year classes) in the language laboratory relying on the Data Show device. Our main objective is to discover the students' attitudes towards learning linguistics in a new setting (Language Laboratory) using new teaching aid (Data Show). To collect data for this study, we have conducted a feedback interview with the 25 students who have undergone the experience of studying linguistics in the language laboratory via the Data Show. The results disclose that the implementation of ICTs used in teaching linguistics has shown its positive impact on the students' test achievement.

Keywords: ICTs, Linguistics' Teaching, EFL Students, Test Achievement.

1. Introduction

It is worth noting that language learning requires the implementation of new teaching methods due to the changes of the globalization era. Both teachers and learners have to engage seriously in the application of such new techniques, hence, to achieve satisfactory results. According to Yusuf (2005), *"The field of education has been affected by ICTs, which have undoubtedly affected teaching, learning, and research"*, in the same breath, Al-Ansari (2006) advocated that *"A great deal of research has proven the benefits to the quality of education"*. (Cited in Ul-Amin, n.d., p.2). In other words, no one could deny the positive

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Commentaire [1]: The effect of ICT in implementing the teaching of linguistics on EFL students' attitude to test achievement.

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Commentaire [2]: This is a rationale of the study. The abstract starts from the next sentence.

ACER 10/5/15 10:40

Commentaire [3]: Use the passive voice.

effects of ICTs in the field of education. Besides, Dudeney & Hockly (2007, p.7) pointed out that “Although the use of ICT by language teachers is still not widespread, the use of technology in the classroom is becoming increasingly important, and it will become a normal part of ELT practice in the coming years”. Differently stated, if the use of ICT tools is optional nowadays, it will be compulsory in the next years.

Furthermore, the authors of ‘ICT in School Education: Primary and Secondary’ (2010, p.3) opined that:

There is no conclusive research to prove that student achievement is higher when using ICTs in the education space, either in the developed or developing countries, there is a general consensus among practitioners and academics that integration of ICTs in education has a positive impact on the learning environment.

In the same breath, they advocated that “ICTs act as and provide students and teachers with new tools that enable improved learning and teaching”. That is to say that even if experience of using ICT tools in the language classroom has shown its positive impact on the teaching learning process in general; however, when it comes to the students’ achievement in tests, it is not positive to the extent that using ICT tools leads to students’ high test scores.

The present paper aims to spot light on the deficiencies of first year students of the English Branch (EB) at Mohamed Khider University of Biskra-Algeria (MKUB) in their Linguistics course. We believe in the effectiveness and efficiency of integrating ICTs in the language classroom. On the one hand, we have attempted to teach Linguistics in the Language Laboratory (LL) using the Data Show to a group of 22 students. On the other hand, we have taught the same lectures to two other groups of 34 students in the classroom, and then the 76 students have taken the same test to see the impact of teaching Linguistics in the LL on the students’ test results.

2. Methodology

The study of the present paper concerns three groups of 86 students (1st year level) of the EB at MKUB. The researcher has taught the same lectures (i.e., same content) of the Linguistics course to one group (22 students) in the LL and to two groups (64 students) in the classroom. The lectures concern the second semester of the academic year 2011/2012 (i.e., February to May 2012). At the end of the course, all the 86 students have taken the

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Commentaire [4]: Exact source ; authors

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Commentaire [5]: Indicate whether this is a quasi-experimental study and use the passive voice

same test, and then we have compared the test' results (viz., grades), therefore, to see the effect of teaching Linguistics in the LL on the students' test results. After that, we have conducted a feedback interview with the group taught in the LL. Ten questions were asked as they appear in later sections.

3. ICTs and Language Learning

As far as language learning is concerned, decision makers in the field of education advocate that integrating ICT in the language classroom is of a great help for both pillars of the teaching learning process. According to the author(s) of ICT in Education (2014, p.1), *ICT or "Educational technology is utilized by learners and educators in many settings, such as home, school, higher education, and business and professions"*. Besides, Gray et al. (2007, p.407) state that *"Current government policy in the UK places teachers of all subject areas under pressure to embed ICT into their pedagogic practice to improve teaching and learning"*. In the same vein, Samuel and Bakar (2006, p.1) opined that *"The utilization and integration of ICT tools can indeed assist students in acquiring English Language competency as well as enhance the quality of their learning experience"*. Differently stated, embedding ICT in the language classroom has its immense effect on the quality of teaching.

In the era of globalization, the integration of ICT tools in the language classrooms is a pre-requisite to improve the quality of teaching as well as learning. Teachers in the first place have to rethink their teaching methods and techniques. Unfortunately, some teachers and learners still resist the new changes coming with the latest reforms in higher education (i.e., LMD system). De Szendeffy (2005, p.1) stated that *"...there are still some who, due to their limited interest or user headaches (or even beliefs about technology), have not been able to foresee the immense potential of computers in their classes"*. In other words, some teachers neglect the benefits of using ICT tools in their classes simply because of their limited interest or even limited knowledge to use such new tools appropriately.

In the case of the EB of MKUB, many teachers keep using their old methods and techniques and refuse to integrate ICT tools in their classes. Some teachers reported that the implementation of ICTs requires adequate training. Besides, some other teachers claimed that the insufficient number of language laboratories stands behind their

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Commentaire [6]: The test results are compared

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Commentaire [7]: in order to

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Commentaire [8]: Afterwards, a feedback interview was conducted

resistance to the new changes. Teachers argued that ICTs tools are effective if they are available in good conditions, with sufficient number and adequate training.

4. Benefits of Integrating ICTs in Language Classrooms

There is no doubt that the implementation of ICTs in the language classroom has its positive impact on the teaching learning process. It helps teachers to raise their students' motivation with the audio visual aids. It enables teachers to present their courses in varied ways using colors, music, etc. Furthermore, it encourages shy students to engage in learning as it gives them the opportunity to practice the language freely. Padurean and Margan (2009, p.100) stated four different advantages of ICTs in foreign language teaching including: *capacity to control presentation, novelty and creativity, feedback, and adaptability*. Besides, Houcine (2011, p.2) summarized the benefits of ICTs for language learners in the following four points:

- *ICT increases learners' motivation and thus enhances personal commitment and engagement;*
- *ICT improves independent learning;*
- *Learners' collaboration and communication are more important;*
- *Learners' attainment and outcomes are improved.*

Furthermore, Isisag (2012, p.2) opined that "*Lectures become more interesting and less ordinary which boosts learners' engagement*". In other words, researchers from different countries in different contexts agreed that using ICT in the language classroom has proven its effectiveness in the improvement teaching and learning.

As far as the present study is concerned, the LL environment was so encouraging in that it has motivated almost all the students. It has been noticed that even those students who were used to be passive have shown their interest in the course (i.e., raising their hands to participate, share ideas with their peers and asking questions). Moreover, it has been observed that the students' level of concentration was higher because of the way the content was presented in the slides of the PowerPoint presentation of the lectures.

5. The Analysis of the Students' Feedback Interview

The current analysis seeks to verify the hypothesis, which is couched as follows: *If we implement ICTs (namely, Data show) in teaching linguistics to first year classes, there will be*

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Commentaire [9]: Do you have evidence for such arguments : observations, interviews, surveys ? Is it just a general consideration?

an improvement in their Linguistics' tests scores. It should be acknowledged from the onset that an interview is deemed to be the first best choice and the linchpin in the testing of the aforementioned hypothesis. In the same breath, the interview in question is mainly concerned with the implementation of ICTs (viz., data show "DS", henceforth) within a well-defined setting (viz., language Laboratory "LL", from now on) in teaching linguistics for 1st year classes.

We have purposefully sampled one specific group of the 1st year classes. The criterion of the selection has been a less crowded class that would be taught a tutorial in *Linguistics* through the medium of DS in the LL. This deliberate choice of the group is premised by the fact that the implementation of new techniques and methods in teaching linguistics may enhance students' achievements in this course as far as the degree of motivation, comprehension, and test scores are concerned.

5.1. Description of the Interview Conditions

The feedback interview took place after teaching the second semester linguistics' lectures via data show. It is consisted of 10 questions targeting different elements such as the setting, the students' attitudes towards the use of ICTs, the teacher's explanation, and the test scores. Indeed, the selected group comprises 22 students, but who accepted to be interviewed were only 8. The other 14 students who didn't accept justified their refusal with the lack of time since they were busy revising for the exams.

5.2. Findings of the Study

The present section is devoted to the interpretation and analysis of the findings of the study. The results are demonstrated in pie charts as follows:

Question 1: The setting in which you attended the Linguistics tutorials was

- a. motivating
- b. demotivating
- c. neutral

Please, justify:

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Commentaire [10]: Reformulate : When teaching linguistics to first year classes is implemented through ICTs, the learners' linguistic test score would improve.

ACER 10/5/15 11:06

Commentaire [11]: For how many weeks, sessions, hours ???

ACER 10/5/15 11:09

Commentaire [12]: But only 8 of them accepted to be

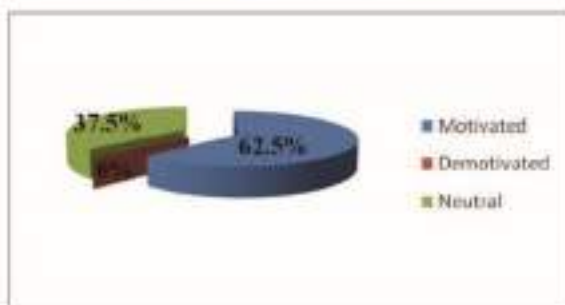
ACER 10/5/15 11:06

Commentaire [13R12]: interviewed

ACER 14/5/15 12:48

Commentaire [14]: This section presents the data collected from the interview (see appendix) and provides some analysis and interpretations of the study findings. Please, add an appendix of the 10 questions at the end of the paper

Chart 1: Language laboratory and learners' motivation



Comment

The first question seeks the students' attitude towards the setting in which they attend the ling tutorials. A quick glance at the pie chart above reveals that 62.5% of the interviewed students answered that the new setting (namely, the Language Laboratory) is motivating, while 37.5% have a neutral attitude towards the setting. On the one hand, the solid majority of the respondents estimated at 62.5% justified its answer stating that it is different from the classroom. Besides, it is a new environment in the teacher knows how to send the information as it accommodates their needs. On the other hand, the 37.5% justified their neutral position viewing that the environment is important sure, but the most important thing is the students' number "less is better" while others feel the same just as in the classroom.

Question 2: Would you consider the setting in question

- a. comfortable and relaxing
- b. nervousness inducing
- c. neutral

Please, justify.

ACER 14/5/15 12:50

Commentaire [15]: investigates

ACER 14/5/15 12:50

Commentaire [16]: inquires

ACER 14/5/15 12:51

Commentaire [17]: (62.5%)

ACER 14/5/15 12:52

Commentaire [18]: their

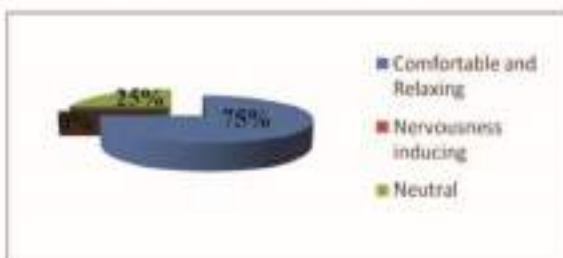
ACER 14/5/15 12:55

Commentaire [19]: In this new environment, the teacher knows how to present the information that ...

ACER 14/5/15 12:57

Commentaire [20]: UNCLEAR , ambiguous ,STATEMENT

Chart 2: Language laboratory and learners' comfort



Comment

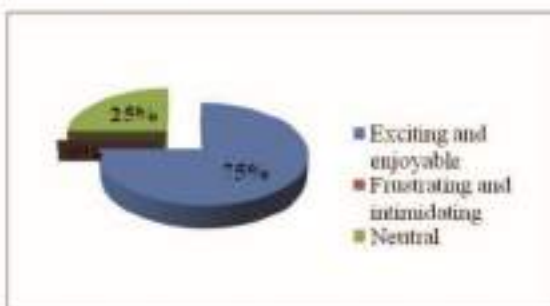
The second question is a follow-up to the first question which undertakes to test the students' attitudes towards the setting. 75% of the students viewed that the setting is comfortable and relaxing because *silence and calmness are the dominant features of the new environment unlike the classroom in which they are used to get disturbed by those students standing outside mumbling and waffling* (Emphasis added). Whereas 25% of the interviewed students opined that the setting in question is neutral neither comfortable nor relaxing nor nervousness inducing without stating the reasons behind such attitude.

Question 3: The use of the Language Laboratory in teaching linguistics was

- exciting and enjoyable
- frustrating and intimidating
- neutral

Please, say why?

Chart 3: Language laboratory and learners' excitement



ACER 14/5/15 12:58

Commentaire [21]: Diagnose, investigate, explore

ACER 14/5/15 12:58

Commentaire [22]: was

ACER 14/5/15 12:58

Commentaire [23]: However,

ACER 14/5/15 12:58

Commentaire [24]:

ACER 14/5/15 13:00

Commentaire [25R24]: was

ACER 14/5/15 13:00

Commentaire [26]: ; semi Colon

ACER 14/5/15 13:01

Commentaire [27]: or

Comment

Still a third question deals with the students' attitudes towards the use of the LL in teaching linguistics. Again, 75% of the sample in question viewed that teaching linguistics in the LL is exciting and enjoyable claiming that it enhances their degree of concentration, enables them to be independent from the handouts, improves their degree of understanding, increases Teacher-Student interaction, and raises their interest in the course as compared with the other modules. Stating that "... it becomes really a unique session in contrast with the other modules", while the other 25% with the neutral attitude stated that sometimes it helps them summarize the most interesting ideas, and other times they fell lost between the explanation of the teacher and the slides via the data show.

ACER 14/5/15 13:02

Commentaire [28]: this third question also deals

Question 4: The use of ICTs in presenting complex concepts in Linguistics was:

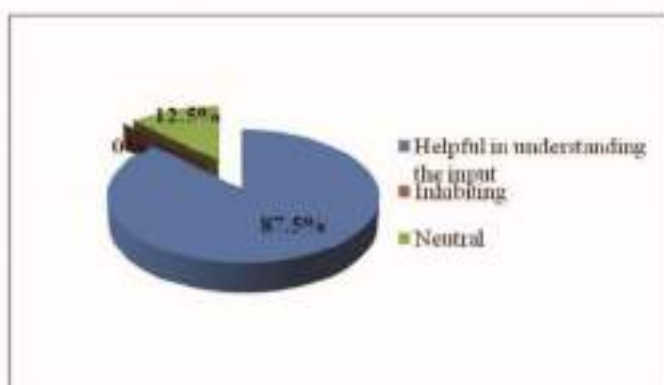
- a. helpful in understanding the input
- b. inhibiting
- c. neutral

Please, explain.

ACER 14/5/15 13:04

Commentaire [29]: use the past tense, the reporting verb of the topic sentence (viewed) is in the past

Chart 4: ICTs' implementation and Linguistics teaching



Comment

In order to obtain the students' points of view about the use of ICTs in presenting complex concepts in linguistics, we included the fourth question. Chart 4 indicates that the

vast majority of the targeted population (87.5%) agreed that the use of ICTs (namely data show) **is** helpful in understanding the input (i.e., the complex concepts in linguistics) providing the following arguments:

- ✓ It leads the student to put all his/her concentration in the main concepts of the lecture.
- ✓ It helps the student to take the course easily even if it is difficult because the visual presentation makes it easy to understand the lesson.
- ✓ It helps discussing with the teacher.
- ✓ It is very helpful for summarizing the lectures, moving pictures and colors is a good manner to avoid boredom.
- ✓ It is clear and includes the summary.
- ✓ It helps understanding the lesson more than without the use of ICTs because students listen to the teacher and follow the presentation at the same time.

From the above mentioned reasons, we have noticed the strong agreement of the students **about** the positive impact of the use of ICTs on the students' understanding of the complex concepts in linguistics. Moreover, it can be seen from chart 4 that a minority of students (12.5%) **who take a neutral position** and did not provide any argument.

Question 5: Do you think you got much profit in learning in?

- a. Language Laboratory
- b. Classrooms
- c. Large classrooms

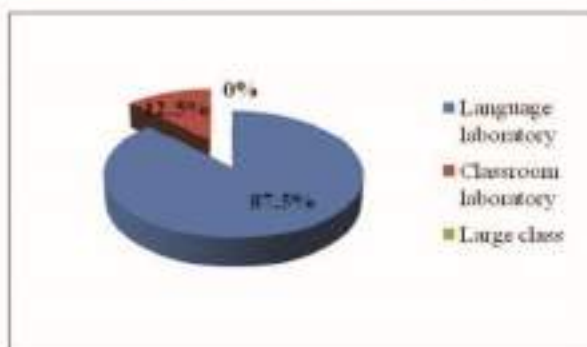
Please, justify.

ACER 14/5/15 13:05
Commentaire [30]: was

ACER 14/5/15 13:06
Commentaire [31]: on

ACER 14/5/15 13:07
Commentaire [32]: took a neutral position but

Chart 5: Setting types and Linguistics teaching



Comment

Moving to another aspect related to the new setting (LL), we raised a question seeking where the students get much profit in learning. The answer provided by 87.5% of the interviewed students demonstrated that the LL gains the dominance over the classroom and the large classroom while only 12.5% of the participants stated that they get much profit in learning in classrooms. The first students' team (87.5%) justified their answer stating that the environment is calm "no noise", and undoubtedly more comfortable when compared with the large classrooms that are so noisy because of the large number of students (i.e., it exceeds 60 studentss). Besides, it is an opportunity to practice technology in class. The second students' team (12.5%) gave priority to the classrooms and the secondary position to the LL, and the last position is for the large classroom where concentration and understanding can be hardly achieved.

Question 6: The use of ICTs in teaching linguistics

- Met your expectations and needs
- Confirmed your negative attitudes
- You did not feel any difference

Please, justify.

ACER 14/5/15 13:10

Commentaire [33]: this question seeks to explore, find out, where

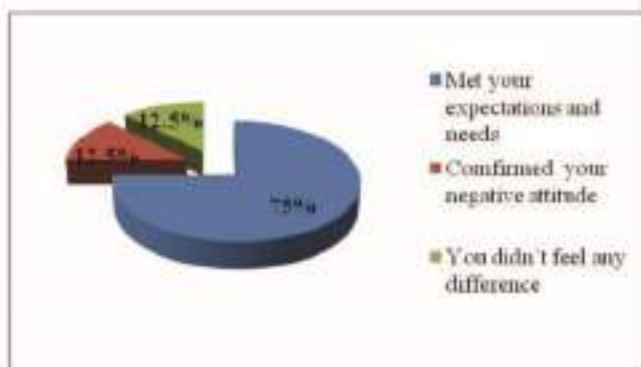
ACER 14/5/15 13:13

Commentaire [34]: for the students

ACER 14/5/15 13:12

Commentaire [35]: past tense correlation

Chart 6: ICTs and learners' needs



Comment

Another question about the use of ICTs in teaching linguistics is included. 75% of the students opined that the use of ICTs in teaching linguistics meets their needs and expectations. 12.5% of the students argued that it confirms their negative attitudes, and still 12.5% others stated that they did not feel any difference. The 75% of the students justified their answer stating the following:

- ✓ It is more attracting, enjoyable, and interesting because they do not feel that the lesson is boring.
- ✓ It meets only 50% of the expectations and needs because they need more examples and exercises.
- ✓ We are living the period of technology, so using such devices would effectively help us reach the goal of the session, (understanding the content).

In addition to the questions about teaching linguistics in the LL and the use of ICTs, we included other question items about the teacher's explanation and the students' behavior

ACER 14/5/15 13:16

Commentaire [36]: The answers to this question about... revealed that

ACER 14/5/15 13:16

Commentaire [37]: Omit this phrase,

ACER 14/5/15 13:17

Commentaire [38]: satisfied

ACER 14/5/15 13:18

Commentaire [39]: confirmed

ACER 14/5/15 13:18

Commentaire [40]: who were satisfied

ACER 14/5/15 13:18

Commentaire [41]: the following arguments

ACER 14/5/15 13:20

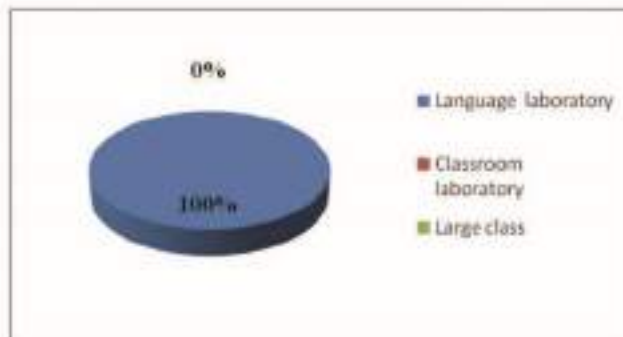
Commentaire [42]: use the passive voice : other question items were included ...

Question 7: You felt that your teacher explained better in

- a. Language Laboratory
- b. The classroom
- c. The large classroom

Please, explain.

Chart 7: Language laboratory and teachers' performance



Comment

The seventh question is about the students' attitude towards the teacher's explanation.

100% of the students state that they feel that their teacher explains better in the LL rather than either in the classroom or in the large classroom. Their strong agreement was justified as follows:

- ✓ The teacher is more comfortable with the use of ICTs.
- ✓ The teacher will not feel bored with the students.
- ✓ The teacher gains control over the main points of the lecture thanks to the use of ICTs, unlike the classroom where the teacher makes more efforts to transmit the message, in the LL is totally the opposite "S/he uses few words to mean much".
- ✓ The teacher's voice is clearer thanks to the silent environment, less number of students, and the teacher's position "everyone can see the teacher (high place)".

Besides, they also agreed that the teacher explains wherever s/he is but the new setting "LL" and the use of ICTs facilitates the task and render it better.

ACER 14/5/15 13:21

Commentaire [43]: past tense

ACER 14/5/15 13:22

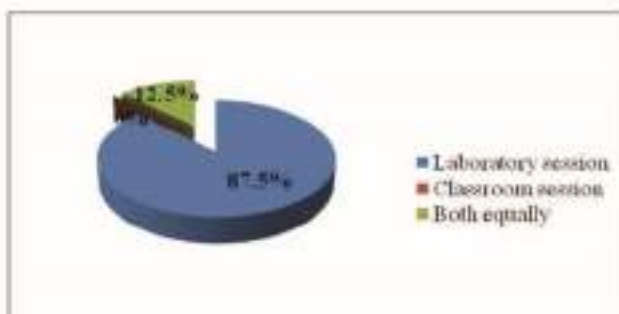
Commentaire [44]: past tense

Question 8: You feel that you achieve better after

- a. Laboratory sessions
- b. Classroom sessions
- c. Both equally

Please, justify.

Chart 8: Language laboratory and learners' performance



Comment

In the same context but moving to the second pillar of the Teaching Learning process “the student”, we raised the eighth question. The latter seeks the students’ attitudes towards their achievement as far as the teaching setting is concerned. 87.5% of the students strongly agreed that they achieve better after language laboratory sessions and 12.5% of them viewed that their achievement is the same after both the laboratory sessions and the classroom sessions. The 87.5% of the students provided the following arguments supporting their answer.

- ✓ They admit that the laboratory sessions are more comfortable and understandable than classroom sessions.
- ✓ They feel more motivated and active when compared to the classroom sessions.
- ✓ They benefit a lot from the colors used in the slides to memorize the lectures’ main ideas.

ACER 14/5/15 13:23

Commentaire [45]: OMIT

ACER 14/5/15 13:24

Commentaire [46]: Question number 8

ACER 14/5/15 13:24

Commentaire [47]: achieved

ACER 14/5/15 13:25

Commentaire [48]: was

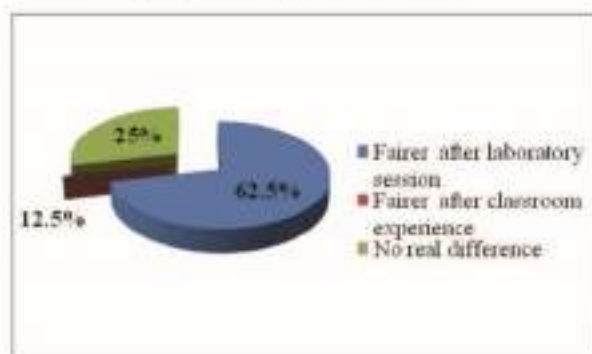
- ✓ They prefer if the lecture will be divided into two parts: the first part in the classroom for the theory, and the second part in the laboratory for the practice (more details and illustrations).

Question9: You feel that your teacher scored the tests

- Fairer after the laboratory sessions
- Fairer after classroom sessions
- No real difference

Please, justify.

Chart 9: Language laboratory and test scores



Comment

Since the core of our investigation is testing and tests, we judged it essential to address the two last questions. Question 9 is about the students' position towards their teachers' tests scoring. 62.5% of the interviewed students advocated that their teacher scores the tests fairer after the LL sessions without stating clear reasons behind such an answer. 25% of them viewed that there is no real difference between the teachers' scoring of tests either after laboratory sessions or classroom sessions. 12.5% think that scoring is linked to the test paper in the first place. *"I think scoring is according to the test paper (Answer paper) unless they will remember the active and good students and treat them differently".*

ACER 14/5/15 13:26

Commentaire [49]: this study

ACER 14/5/15 13:26

Commentaire [50]: OMIT

ACER 14/5/15 13:28

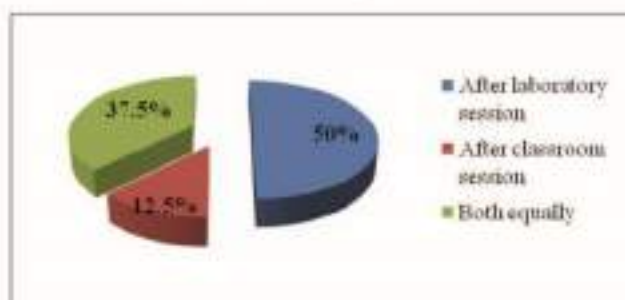
Commentaire [51]: PAST TENSE when reporting ; keep the present tense when transcribing the students arguments

Question 10: Your test type and format mirrors classroom practices better

- a. After laboratory sessions
- b. Classroom sessions
- c. Both equally

Please, explain.

Chart 10: Test types and classroom practices



Comment

Last but not least, question 10 looks for whether or not the test type and format mirrors classroom practices. Once again 50% of the informants agreed that the test type and format mirrors classroom practices better after laboratory sessions because having linguistics' lectures in the LL is motivating. Moreover, it increases their degree of comprehension and concentration and one of the students stated: "I like the module more, I understand more". 37.5% of the students viewed that the test type and format mirrors classroom practices better after laboratory sessions while only 12.5% of the students who are for the idea that the test type and format mirrors classroom practices better equally after both laboratory and classroom sessions without stating the arguments. The noticeable thing from the provided answers through this interview is that there is a positive attitude towards teaching ling via "data show" in the LL. In other words, teaching linguistics in a new setting with the implementation of ICTs has its positive impact on the students' attitudes in the first place, even though the impact on their achievement is significant to some extent.

ACER 14/5/15 13:30

Commentaire [52]: Answers to question 10 would determine

ACER 14/5/15 13:31

Commentaire [53]: omit

ACER 14/5/15 13:32

Commentaire [54]: PAST TENSE when reporting ; keep the present tense when transcribing the students arguments

6. Conclusion

The interest in ICTs has increased with the era of globalization. Researchers in different fields especially in education have paid a special attention to the effects of implementing ICTs on improving the quality of teaching. Indeed, integrating ICT in the language classroom is a necessity to renew the teaching methods and increase learners' motivation. Decision makers in higher education should think seriously about supplying universities with the adequate materials that help teachers cope with the new changes and achieve better results. Moreover, the class size should be reduced so that all the students could have the opportunity to learn in the LL. From our own experience, teaching a large group of 45 students in the LL is quite impossible because the students' number exceeds the capacity of the LL (i.e., 22 booths). Briefly, we conclude that ICT is beneficial unless it is available in good conditions (viz., sufficient in quantity and preceded by adequate training).

7. Recommendations

From the findings of this study, we would like to suggest the following recommendations:

- Decision makers in higher education should provide universities and institutions with sufficient equipments.
- Teachers have to change their negative attitudes towards technology to benefit from its advantages.
- Teachers should have effective training programs before integrating ICT tools in their classes.
- Learners should have positive attitudes towards ICT tools and welcome their integration in their classrooms.

ACER 14/5/15 13:35

Commentaire [55]: this short exploratory study of

ACER 14/5/15 13:36

Commentaire [56]: was

ACER 14/5/15 13:37

Commentaire [57]: although

- Learners should get rid of their fear to use computers and other tools which may help improving their level.

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ACER 14/5/15 13:38

Commentaire [58]: be familiarized with the ...

ACER 14/5/15 13:38

Commentaire [59]: modern media technology and

ACER 10/5/15 10:42

Commentaire [60]: Date

ACER 14/5/15 13:40

Commentaire [61]: Add you appendix here

Writing a Thesis: A Challenge for Language Teachers and Learners: Towards Suggesting a Writing Support Centre

Abstract

In the Algerian higher education context, master students in foreign languages are required to write a thesis to get their final degree. However, through observation, the author noticed the students' difficulty to get engaged in their research from the beginning through the choice of an appropriate topic, to the end through writing their research up using an appropriate academic style. In addition, teachers face the problem of language adjustment and correction instead of monitoring the learners' research skills, critical thinking abilities and mastery of concepts related to the field of interest. This paper comes to classify the problems both learners and teachers face when working jointly on the final product of the master; that is the thesis. The product of the ethnographic research is the suggestion of a Writing Support Centre.

Key words: Thesis Writing, ELT, EAP, Academic Writing, Tutoring, Language Support Centre.

Introduction

Writing- as a performance and an analytical skill- remains challenging for English as Foreign Language (EFL) students (Idri, 2014). Concerning writing in a foreign language, it is an approved difficulty for many EFL learners. Difficulties may result from both the cognitive aspect like lack of an appropriate composing process and the affective aspect such as writing apprehension and negative experiences from instruction and evaluation (Sy-ying Lee, 2005).

When dealing with master students in Algeria, there should be a correct understanding of the diverse structures of writing through practical as well as theoretical approaches. In this reflection, we suggest including EAP instruction at the graduate level where teachers need to focus the organization of writing at many levels from the phrase to the whole text (Appendix 02). Learners are supposed to reach the master level with the ability to distinguish between the different genres related to academic writing in English.

Many professionals and researchers in the field of ELT focused on writing. In this paper, we focused on academic writing as an existing problem in master students at Bejaia University. Since seven years of supervising master students working on their theses, we observed that they cannot develop their ideas using the appropriate academic style. Although they choose topics of interest, they display difficulties in constructing their thoughts correctly. In a paper presented in the EAP Conference (Idri, 2015), we focused on the problems Algerian EFL masters face when writing their dissertations. Difficulties students face were classified according to: accuracy, academic style, cultural clues and language interference. A number of recommendations such as teaching EAP, tutoring learners were suggested as parts of the curriculum at its early stages. This present paper comes as a follow up of the paper and suggests a project to diminish such writing deficiencies learners face at an advanced level.

Before presenting the project, the paper raises four main questions:

ACER 15/5/15 21:03

Commentaire [1]: Suggesting a Support Centre for Dissertation writing in EFL at Bejaia University.

ACER 15/5/15 21:05

Commentaire [2]: Master (supervisor the degree)

ACER 15/5/15 21:05

Commentaire [3]: dissertation

ACER 15/5/15 21:09

Commentaire [4]: research from the initial step of choosing a topic to the final research outcome of writing the dissertation according to an academic style.

ACER 15/5/15 21:12

Commentaire [5]: During the supervision process, teachers waste a lot of time on the problem of...

ACER 15/5/15 21:13

Commentaire [6]: This exploratory study attempts to ...

ACER 15/5/15 21:09

Commentaire [7]: Master (dissertation).

ACER 15/5/15 21:09

Commentaire [8]: OMIT

ACER 15/5/15 21:14

Commentaire [9]: Where is the study conducted? what are the research tools?

ACER 15/5/15 21:14

Commentaire [10]: Dissertation

ACER 15/5/15 21:19

Commentaire [11]: Productive performance, synthetic ability (writing is not analytic; it is a productive performance that can be observed and measured)

ACER 15/5/15 21:23

Commentaire [12]: OMIT redundant sentence

ACER 15/5/15 21:24

Commentaire [13]: Lack of parallelism in the paragraph development: three distinct ideas

ACER 15/5/15 21:27

Commentaire [14]: Self evaluation and self efficacy claimed by the AUTHOR

ACER 15/5/15 21:27

Commentaire [15]: Which project.

- Q1. How well is the Master students' academic writing performance?
- Q2. Do master students possess the required skill to write academically?
- Q3. How can teachers and learners collaborate to make thesis writing fun?
- Q4. How feasible is it to create Language Support Centres for EAP in Algerian Universities?

Academic Writing: the Challenge

The writing skill is a vital skill that learners need to develop. Hence, understanding the nature of writing and the processes it involves helps students develop their writing proficiency. Writing is also an important predictor for academic success, this is why many attempts were made in the area of teaching writing to explore and develop the effective strategies that should be followed in order to achieve practical writing instruction.

Focusing academic writing implies EAP learning and teaching in higher education. That is why, the center needs to focus on challenges students meet, needs analysis to find out the differing styles of student writing depending on language background and how to address these in class (EAP conference, 2015). Models of analysis of academic and scientific discourse already exist such as register, discourse and genre. Hence, needs analysis can help design syllabi specific to ESP/EAP and taught in the centers. Writing centers is not a novice idea in the world, many internationally accredited universities have already established such centers. However, no university in Algeria possess such centers, though writing centers have developed an array of programs and strategies for providing writing support (Lawrence & Zawacki, 2015).

Tutoring and Accompaniment as a Pedagogic Activity

Tutoring is essentially a mission of pedagogical support and consists not only of accompanying the student in aspects of reception, information, orientation but also helping him realize his personal works and construct his formation course. This will facilitate the matter for the learner in his learning enterprise.

Tutoring is, then, an innovative pedagogical task introduced in education. Its philosophy is based on handling individual learning through tasks students will make. The instructor here is far from being the leader, the manager, but a guide, a coach, an evaluator, a supervisor, a facilitator. In this concern, Pothier (2003: 94-97) attributes three major roles to the tutor. He [the tutor] is the mediator (at the level of the placement of didactics), a facilitator (at the level of the specific knowledge which leads to learning) and an evaluator of progress. Therefore, when the evaluator is the tutor, difficulties learners face can be managed. Moreover, Demazière (2003) relates tutoring to a number of forms of guidance which co-exist in a given device. For him, each system where tutoring is integrated, a number of constituting points is crucial. These concerns are:

- The importance of the students taking of responsibility and initiative to reach the level of self-formation. Here, there will be less self-negative evaluation and center scan help develop this quality in the learners.

ACER 15/5/15 21:32

Commentaire [16]: Repetition : Writing is a vital skill that.....

ACER 15/5/15 21:32

Commentaire [17]: Focusing on

ACER 15/5/15 21:38

Commentaire [18]: Heavily loaded sentence : rewrite it properly distinguishing the importance of the CENTRE's role

ACER 15/5/15 21:38

Commentaire [19]: Specific syllabi to ESP/EAP that would be taught at the writing centres

ACER 15/5/15 21:39

Commentaire [20]: Singular or plural ???

ACER 15/5/15 21:39

Commentaire [21]: No evidence for such a statement : CMT

ACER 15/5/15 21:41

Commentaire [22]: CENTRE or CENTER. Keep homogeneous spelling all over the paper

ACER 15/5/15 21:48

Commentaire [23]: Same paragraph

- Individualizing the course and giving more time to individual work using the available materials and resources. In the project we present, learners will choose what to learn in writing and get individualized support.
- Usual supervision and coaching under the form of interviews. We also add focus groups, support groups and counseling in the center.

These are a few points related to the term tutoring as explained by a number of researchers elsewhere. In Algeria, the notion of tutoring is still novel and remains unclear for many people although it makes one of the core elements of the LMD system introduced since 2004. At this level, conferences of universities held since January 2008 reported:

every student should take profit from a reception device, accompaniment and support which promotes his success and helps him assure a coherence in his pedagogical course as well as his orientation (National Conference of Universities: LMD Vocabulary, Mars, 2004: 37)

The tutor, hence, becomes an important actor in this educational system and in the learning process as a whole. Moreover, the tutor can also be a guide, a companion, but never a problem-solver; his skill should and must be acquired by the student himself as the Socratic Method dictates. That is to say, he should develop the students' problem-solving capabilities, their communicative skills with the diverse partners of formation. In other words, the tutor is not to be an expert in the content, but rather a companion of the student in collecting appropriate data in a maximum of autonomy. Again, it is vital to find out equilibrium between the student's supervision and the necessity to develop his sense of initiative, his autonomy and his ability to face novel, complex situations. These principles are unfortunately not present in our teaching practices. **That why, such centers we suggest in this paper can complete our mission.**

Figure 02 presents the relationship between the LMD system in Algeria and tutoring:



Figure 01. The LMD System and Tutoring

Tutoring has as an objective the diminution of failure in university by providing learners with the needed support to make it possible for them to:

ACER 15/5/15 21:48

Commentaire [24]: Do not personalise the problem; say « the teaching practices »

ACER 15/5/15 21:50

Commentaire [25]: rewrite: hence, treating writing support centres would complete the LMD mission in higher education

ACER 15/5/15 21:53

Commentaire [26]: The main objective of tutoring is to reduce ...

ACER 15/5/15 21:52

Commentaire [27]: In order to make them able to

- Integrate with the university milieu;
- Have their personal works supervised ;
- Have a good knowledge and insertion of the professional world.

The Writing support centers can help learners with difficulties in writing get engaged in learning, integrated in the university context, have positive attitudes towards assessment and evaluation (promote self-assessment and peer-reviewing).

Methodology

Our work aims at identifying the challenges behind academic writing performance in English and suggests a writing center as a space of collaboration and tutoring. It also links between academic writing performance and writing theses at the master level.

The paper is part of a long ethnographic research that started in 2008/2009 when the first master students in Algeria started their theses. With the adoption of the LMD¹ system in Algeria in 2004/2005, the reform aimed at adjusting the educational system to international standards. Our ethnographic study was based on our supervision of master works and on the analysis of their texts. In addition, an online journal with ten instructors from diverse universities was used. Its aim is to collect data about the difficulties both learners and teachers have when preparing their master theses. The final technique was three focus groups we held in 2014 and 2015 with Master I and Master II Applied linguistics and ELT option.

This seven years ethnographic research is qualitatively driven. The used techniques are:

- Analysis of the students' performance (Teacher-correction of the learners' products).
- Participant observation (Learners' experiences, their enquiries, their fears through permanent contact with them either in the classroom as an instructor or outside the classroom in tutoring sessions).
- Three focus groups in the research methodology sessions.
- Online journals with ELT instructors who supervise master students. Ten ELT instructors from different universities in Algeria (5 females and 2 males, having between 1 and 32 years of experience took part in the study (Idri, 2015; online EAP Conference).

Results

During the supervision period of students' works, we could notice that a number of students struggle with language accuracy.

¹ LMD : Licence/Master/doctorat

ACER 15/5/15 21:54

Commentaire [28]: Which one, the research project, this study or the writing centre ?!!!!

ACER 15/5/15 21:55

Commentaire [29]: dissertations

ACER 15/5/15 21:58

Commentaire [30]: same paragraph ; there is no indication of such a method in the abstract or the introduction

Examples of such language deficiencies can be presented:

Student 1: "The present work is conducted in nearly six months and the problem **tackled** in this research needs an experiment so as to **prove** our hypothesis"

This student for instance has mis-spelt the word "tackled" and mis-used the word "prove". The first is a spelling problem and the second is a methodological and lexical inaccuracy.

Student 02: "so the problem that can be introduced here is, if the negative feedback **that** the teacher **may** give **to** his learners **can** limit their relationship **which** is **in main the** interaction between them."

One can notice problems in bold red summed up in: capitalization, punctuation, language transfer, subordination, redundancy and style.

This student has serious problem in writing. All of his reports are inaccurate. Here are two examples:

Student 03: Q8: Does teaching academic writing to 3rd year students **leads** them to write better essays?

Q9: What are the specific techniques **should be based by the teacher** during teaching academic writing in classroom?

Many other examples

Student 04: statement of the problem and research questions

My research questions are the following :

- Is negative transfer a cause of errors in the writings of EFL students?
- What types of errors? **common** in the writings of EFL students, in other words which of these errors are due to the influence of the students' first language?

Student 05: This **lead us** to ask some questions are: Why EFL students at university of Bejaia find difficulties **for** producing a logical meaningful writing especially in exams? **And** how **can use** vocabulary development as **a mean for** providing a good thinking process, in order to develop accuracy and fluency in their writing skill (2015).

These were some examples of the learners' errors. At a master level, a learner is supposed to have acquired the necessary skill to write accurately.

This kind of observations and common errors made the job of the teacher complicated. Focus shifted from guiding the learner on methodological bases to correcting language errors.

After the analysis of the learners' works all along the seven years and the teachers' responses, the following difficulties are drawn:

Classification of Writing Difficulties

ACER 15/5/15 22:01

Commentaire [31]: learners'

ACER 15/5/15 22:02

Commentaire [32]: same paragraph. NO one sentence. One paragraph

According to the observation of Master students writings and the ELT teachers' responses, the following difficulties have been enumerated:

- The use of non-effective transitions (problem of coherence).
- Quotations from the literature are not clearly referred to, copy-paste mechanisms are often used by the learners.
- Grammar deficiencies in English and mistakes in surface features: inappropriate use of tenses, vocabulary, punctuation, spelling, and capitalization. Errors in subordination and paragraph organization. This makes the essay's paragraphs **do** not adhere to the main idea of the research topic.
- The wording of the **thesis** statement is most of the time **not** clear and precise. In addition, some information are not relevant to the thesis statement (this causes a problem of unity).
- Lack of genre knowledge related to **thesis** writing: text structures, language functions, coding conventions, etc. This leads to a limited mastery of the academic language and style
- *Content and discourse* problems: Coherence, clarity, redundancy, repetition, long sentences.
- Problems of *interference* from French, Arabic and Berber to English are all found in the learners' writings (Bejaia is a multi-lingual and multi-cultural region).

Methodological Problems

- One teacher wrote: "Well, the first difficulty I notice is the methodology, the students for sure have learnt by heart the different steps of research, I always ask them about it and they answer, but I think that they did not understand how to put it into practice. So, when it comes to application, big questions arise as: how to start, how to make review of literature, how to quote a critic, whether/when to quote or paraphrase" (Idri, 2015)
- The rhetorical sections making up those moves are mixed up and inconsistent. Take the example of the abstract, many students do not know what to be put in it.
- Research methodology problems such as formulating hypotheses, narrowing down a research problem, choosing an appropriate research design and/ research tools, discussing the research results, explaining their implications in their research context, etc.
- formulating hypotheses, narrowing down a research problem, choosing an appropriate research design and/ research tools, discussing the research results, explaining their implications in their research context, etc. proved to be common problems as revealed by the teachers.

In terms of the classification of academic writing problems, the following figure summarizes them in relation to accuracy, academic style, cultural clues and language interference:

ACER 15/5/15 22:03

Commentaire [33]: OMIT

ACER 15/5/15 22:05

Commentaire [34]: dissertation

ACER 15/5/15 22:04

Commentaire [35]: nother

ACER 15/5/15 22:04

Commentaire [36]: nor

ACER 15/5/15 22:05

Commentaire [37]: dissertation

<p>accuracy</p> <ul style="list-style-type: none"> • problems of coherence and cohesion in students' writings. • problems with writing basic sub-skills as paraphrasing, quoting, and defending their point of view, tense use and the shift from one tense to another, the use of connectors, punctuation, definite and indefinite articles. 	<p>academic style</p> <ul style="list-style-type: none"> • lack of socialisation into the academic culture, that is to say, the students are not well trained and made accustomed to do academic writing (academic essays). 	<p>cultural clues and language interference</p> <ul style="list-style-type: none"> • Many students fall into code-switching and code-mixing. Bejaia students are fascinated by the English culture, but influenced by the French one as well. They are also Berbers but the educational system and the Algerian official language is Arabic. This mixture created cultural issues and apparent language interference especially when writing (spelling and vocabulary are influenced by French and sentence structure and ideas are influenced by both Arabic: students tend to take recourse to literal translation from these languages into English).
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Figure 02. Students' common problems (accuracy, academic style, cultural clues and language interference (Idri, 2015).

As concerns the focus groups adopted from last year until now, three focus group were adopted as a new way to teach research methodology. The master entitled: Applied linguistics and ELT was designed by Dr. Nadia Idri and accepted in 2014. The Department of English started the first group with 12 students. This year, 22 students are taking part in the courses. In the following table, a numbers of observations are summarized as a result of the focus group method:

Table 01. Focus Group results (Master 1 and Master 2 levels, 2013-2014 and 2014-2015)

Group 1, Master 1: AL&ELT, 2013-2014	Group 2, Master 2: AL&ELT, 2014-2015	Group 3, Master 1: AL&ELT, 2014-2015
<p>1. First year of this new master. The pioneers were not accustomed to project-based instruction.</p> <p>2. Students faced the problem of writing many projects in a short period of time with oral presentations. They expressed their inability to manage. Focus groups helped them manage this problem.</p> <p>3. Choice of the topic for the methodology assignment was made during the focus group sessions. This facilitated the task.</p>	<p>1. First year of this new master. The pioneers were not accustomed to project-based instruction.</p> <p>2. Students faced the problem of writing many projects in a short period of time with oral presentations. They expressed their inability to manage. Focus groups helped them manage this problem.</p> <p>3. Choice of the topic for the methodology assignment was made during the focus group sessions. This facilitated the task.</p>	<p>1. Choice of the topic was required from October, 2014. Students started choosing ideas, but not topics by May, 2015. Students discussed the difficulty of finding up a research topic during the focus group session.</p> <p>2. Students find PBI challenging but beneficial. This can help them develop their academic thinking.</p> <p>3. Students could not respect the deadline. They negotiated deadline extension with even the administration.</p>

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Suggestions and Recommendations

Teaching academic writing

- The solution is to design a new writing curriculum based on these objectives, and to focus on writing skills'
- Teach academic conventions related to dissertation writing (hedging, in-text citations& APA/MLA referencing systems. Since students possess a poor knowledge about academic English, a support team at university should be created to tutor learners and make them aware of the characteristics of academic English and explain the "How" and the "Why" to write academically.
- Assessing foreign language writing in an academic context should not only focus on content assessment, but the emphasis should be only on evaluating sentence level features such as grammar, punctuation and spelling and on the structure and organization of the students' essays. We should also think of varying assessment techniques to well accompany the learner on an ongoing basis: (authentic assessment, peer-assessment, self-assessment and portfolio assessment).

Accuracy and coherence

We need to put more focus on teaching text structures, grammar and language functions, writing process right from the first two years of graduation. This is available in the schedule but needs more emphasis, especially practice.

Cultural clues and language interference

- Teach academic culture, make learners aware about language interferences,
- Motivate and push learners to read intensively to expose them to academic writing, develop their thinking in English and help them avoid language transfer.
- Motivate and push learners to read extensively chosen texts of British and American cultures and on academic writing. This is more likely to help learners discover the cultural clues and avoid language interference.

Teaching EAP (to reduce problems in academic writing)

- EAP is also necessary for students of other departments. For English Master students, topics meant to be covered superficially in EAP are dealt with extensively in methodology units (study skills, research methodology, bibliographic research, writing a thesis, etc.) and writing subjects (academic writing.)

Implications: Language Support Centre for EAP (LSC-EAP)

LSC-EAP's Role and Description. These support centers will be based on teams and group of advanced learners (Master students and post-graduate students) as well as ELT professionals, who will be engaged in meeting learners with difficulties, accompany them and tutor them in order to cope with their problems.

ACER 15/5/15 22:11

Commentaire [38]: WHO ?? teachers, course designers

ACER 15/5/15 22:10

Commentaire [39]:

ACER 15/5/15 22:12

Commentaire [40]: Of which course, class ????

LSC-EAP's main goal is to develop academic writing in English and offer innovative ideas to help learners follow the international standards in academic writing. It also aims at fostering tutoring and accompaniment and bridging the gap between learners and teachers.

Project Objectives

- Help learners with linguistic and writing difficulties diagnose their problems, share them with other students, develop appropriate writing strategies through focus groups (These proved efficient tools during the ethnographic research).
- Train learners develop their critical-thinking, autonomy, logic and do-it-myself spirit.
- Promote tutoring and accompaniment through counseling and support teams as a follow up of the tutoring within the LMD system.
- Focus on language skills, research skills, communication skills and English use in specific contexts and use of specific genre in writing.
- Strengthen the notion of team work, cooperation and introduce learners to peer-reviewing.
- Strengthen the link between learners and teachers through writing scaffolding tasks and common projects they can share within the center.
- Foster out-of-class language learning and use.
- Adopt Project Activities
- Design a program of workshop series to help define learners' difficulties, needed content for trainings, create support teams, etc. This will help train learners on an ongoing basis to write a successful piece writing.
- Create a team of tutors and counselors that can work in the center and online.
- Organize competitions on a regular basis based on academic achievement, successful writing.
- Set a website to network with the ELT community engaged in research.
- Create a magazine for learners and publish students' writings on a regular basis.
- Teaching EAP (to reduce problems in academic writing). EAP is also necessary for students of other departments. For English Master students, topics meant to be covered superficially in EAP are dealt with extensively in methodology units (study skills, research methodology, bibliographic research, writing a thesis, etc.) and writing subjects (academic writing.)

Conclusion

Students are also encouraged to identify the challenges behind writing in a second or a foreign language and to reflect on the diverse effects which are attained based on different linguistic decisions. Both learners and teachers should, then, collaborate together to successfully learn and teach writing. This will lead learners to make the right decision about making the

adequate linguistic structures, the right stylistic choices, the right cross-cultural variations to convey the meant writing communicative purpose. In addition, we encourage the EFL community to develop critical thinking in the learner and enhance autonomy.

Such centers, if created and facilitated by stakeholders, can host learners and teachers to solve many of the problems learners meet not only at the level of writing but also at the level of interaction, motivation, learning strategies, critical thinking, learner autonomy and many other positive outcomes related to both content and context.

Finally, such support centers become a need to cope with writing problems learners face when required to fulfill a salient writing task as a thesis.

Appendixes

Appendix 1: Online Journals designed for ELT Instructors

In order to contribute in this research, your teaching experience is quite salient for us to enumerate the problems Algerian masters encounter when writing academically. The following questions are addressed to university teachers who taught academic writing or supervised masters when writing their theses.

Q1. Profile information

Job Title, affiliation, years of experience teaching at university, years of experience teaching/supervising EFL masters

Q2. How do you assess your EFL masters' academic writing?

Q3. Do EFL masters possess the required skill to write academically?

Q4. To what extent do Algerian EFL masters face problems when writing up their research papers?

Q5. Would you enumerate the difficulties Algerian EFL masters encounter when writing their research works?

Q6. Suggestions concerning:

- Learners' academic style
- Accuracy and coherence
- Cultural clues and language interference
- Teaching EAP (to reduce problems in academic writing)

Thank you for your attention

AGER 15/01/22 18

Commentaire [41]: This is not a CONCLUSION.
It is about the Advantages of the Resource Centre

The program will be based on continuing sessions all along the academic year for learners with difficulties. Each session will involve a mixture of tutor input, group discussion and small-group practical activities. Students will be

expected to read selected parts of the core texts or selected articles before each

session and post reflective comments on a class blog.

1. Introduction and overview of academic writing
2. English for Academic Purposes
3. Academic Literacy and academic integrity
4. Critical thinking and argumentation
5. Accuracy in academic writing: grammar and vocabulary
6. Critical Reading and writing
7. Subjectivity and Voice in Academic writing
8. Writing genres and discourse communities
9. Needs analysis
10. Assessment and feedback in EAP
11. The Final product: participation in academic events

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Résumé

La résolution de problèmes est une compétence fondamentale dans l'éducation, et pour l'enseigner et l'évaluer efficacement dans le domaine de l'Anglais comme langue étrangère, une démarche plus soutenue et à multiples facettes est nécessaire. Cette étude a pour objectif de contribuer à l'élaboration d'une telle démarche, et de démontrer que pour un enseignement et une évaluation efficaces de la résolution de problèmes différents paramètres devraient être pris en compte. Pour ce faire, un grand nombre de données qualitatives sont analysées en adoptant le modèle de «l'analyse interprétative». L'article décrit la résolution de problèmes comme une compétence cognitive supérieure. Des notions telles que «problème» et «résolution de problèmes» sont examinées. Pour l'enseignement de la résolution de problèmes, le modèle de Polya (1957), le modèle de Bransford et Stein (1993) et l'apprentissage par la résolution de problèmes sont discutés et suggérés. Les résultats de l'étude indiquent que la résolution de problèmes devrait être enseignée et évaluée en utilisant des objectifs pédagogiques significatifs et en traitant des problèmes nouveaux, intéressants et modérément difficiles. Les résultats témoignent également de la nécessité de mettre l'accent sur l'évaluation formative associée à l'évaluation basée sur la performance en utilisant les formats d'évaluation appropriés. La justification relative à l'applicabilité de la taxonomie de Bloom (1956), de la taxonomie de Quellmalz (1987) et de la taxonomie de Marzano (2001) à l'évaluation de la résolution de problèmes a fait également l'objet d'une discussion approfondie.

Mots clés : enseignement - évaluation - résolution de problèmes - Anglais comme langue étrangère - analyse interprétative

Abstract

Problem solving is a fundamental skill in education, and to teach and assess it effectively in EFL a more sustained and multifaceted policy is needed. This study intends to contribute to the development of such a policy and demonstrate that for an efficient teaching and assessment of problem solving different parameters should be taken into account. To do so, a large set of qualitative data are analyzed adopting the 'interpretive analysis' model. The article portrays problem solving as a higher-cognitive skill. Notions such as 'problem' and 'problem solving' are examined. For teaching problem solving, Polya's (1957) model, Bransford and Stein's (1993) model and the problem-based learning approach are discussed and suggested. The results of the study indicate that problem solving should be taught and assessed through the use of meaningful instructional objectives and by dealing with issues which are new, interesting and fairly challenging. The findings, too, amply testify to the necessity of putting the emphasis on formative assessment conjoined with performance-based assessment using the suitable assessment formats. The rationale relative to the applicability of Bloom's Taxonomy (1956), Quellmalz' Taxonomy (1987), and Marzano's Taxonomy (2001) for assessing problem solving is also discussed profoundly.

Key words: teaching - assessment - problem solving - EFL - interpretive analysis

ملخص

يمثل حل المشكلات مهارة أساسية في التعليم، ولتعليمه وتقييمه بفعالية في اللغة الإنجليزية كلفة أجنبية، هناك حاجة إلى سياسة أكثر استدامة ومتعددة الأوجه. تهدف هذه الدراسة إلى المساهمة في تطوير مثل هذه السياسة وإثبات أنه لتدريس وتقييم حل المشكلات بشكل فعال يجب أخذ معايير مختلفة بعين الاعتبار. لتحقيق ذلك، تم تحليل مجموعة كبيرة من البيانات النوعية اعتماداً على نموذج "التحليل التفسيري". يصف المقال حل المشكلات كمهارة معرفية عالية، تمين خلال البحث فحص مفاهيم مثل "مشكلة" و "حل المشكلات". من أجل تعليم حل المشكلات، تمت مناقشة واقتراح نموذج بوليا (1957)، ونموذج برانسفورد وستاين (1993) ونهج التعلم القائم على حل المشكلات. تشير النتائج إلى أن حل المشكلات يجب أن يتم تدريسه وتقييمه اعتماداً على أهداف تعليمية جيدة وذات مغزى، بالإضافة إلى التركيز على مشكلات جديدة، هادفة وصعبة بشكل مناسب. تدل نتائج الدراسة أيضاً على ضرورة التركيز على التقييم التكويني المرتبط بالتقييم القائم على الأداء باستخدام نماذج التقييم المناسبة. إن الأساس المنطقي المتعلق بتطبيق تصنيف بلوم (1956)، وتصنيف كويلمالز (1987)، وتصنيف مارزانو (2001) لتقييم حل المشكلات نوقش أيضاً بعين.

الكلمات المفتاح

تعليم - تقييم - حل المشكلات - اللغة الإنجليزية كلفة أجنبية - التحليل التفسيري

Introduction

Developing students' cognitive abilities to become effective problem solvers inside and outside school contexts is important in the teaching/learning process, and good problems relating to higher-order thinking skills are being regarded as crucial determinants of the quality of instruction and learning. This

goes in tune with Popper (1972, p.181) who contends that "science starts from problems (rather than from observations or even from theories ...". Popper clearly indicates that problem raising is the source of knowledge. This is quite reasonable because human actions, either relative to observing or to developing theories, are generally stimulated by the need to solve problems. Jonassen (2000, p. 63), too, claims that "problem solving is generally regarded as the most important cognitive activity in everyday and professional contexts." One can, therefore, expect teachers to involve students in new problem situations that might motivate them to work creatively all along the knowledge process. This, however, should occur jointly with the teachers' guidance to allow students to act coherently and methodologically, which are both crucial assets in problem solving.

This interpretive study principally intends to familiarize EFL teachers and students with the literature and advances made in the field of problem solving. Indeed, the study anticipates many of the issues which EFL students and teachers alike are likely to encounter during the teaching learning process. To help the reader have a clear understanding of the issue under investigation, a pivotal question arises: What levels of students does the policy fit? On this point, it is important to indicate that there are different levels of students. Harmer (1998, p.12), for example, used several terms which are: 'beginners', 'false beginners', 'elementary', 'lower intermediate', 'intermediate', 'upper-intermediate' and 'advanced'. It follows that the answer is: the policy can be used with 'elementary students' onwards. This is because 'beginners' or 'false beginners' cannot use EFL to show their intellectual abilities in knowledge utilization as, for instance, in solving problems. By contrast, elementary students, though with difficulties, can. About this category, Harmer writes: "elementary students are no longer beginners and are able to communicate in a basic way. They can string some sentences together, construct a simple story or take part in predictable spoken interactions" (Harmer, 1998, p.12). To put it in a nutshell, elementary students can have access to language items which may, more or less, pave them the way to express their opinions and thoughts.

The significance of this study resides in its emphasis on the diverse parameters that all play a crucial role in the teaching and assessment of problem solving. The parameters interact with one another and they essentially include instructional objectives, the understanding of what problem solving really mean, the teaching and assessment practices, the students' needs and motivation. In this vein, the study has its foundations the instructional objectives. Argumentatively, instructional objectives that syllabi or textbooks include shape the teaching learning situations. The notion of accountability is at the heart of any education system. Teachers cannot teach anarchically; that is, they are accountable for the administration with respect to the principle of standardization. In the Algerian context, for example, and more specifically in the classes which prepare the Baccalaureate examination, teachers ought to respect the syllabus. Accordingly, if the EFL syllabus does not stress problem solving, this will inevitably negatively impact the teaching and assessment of problem solving.

Research Questions

Teaching and assessing problem solving as a higher-cognitive skill in EFL classes is an issue worth investigating. In this context, key questions arise, such as:

- 1/What does problem solving really mean?
- 2/How can teachers teach and assess problem solving as a higher-order thinking skill in EFL classes effectively?
- 3/ Can problem solving be effectively taught and assessed without stressing the various parameters involved in it?
- 4/What implications can answers to such questions yield for instruction?

Methodology

The present paper deals with a qualitative research based on the interpretation of qualitative data gathered from various academic sources: journal articles, books, articles from anthologies, and one

monograph all written by leading authors in the field of problem solving. To make things clearer, Dörnyei (2007, p.19) explains that qualitative data mainly relate to “recorded spoken data” and “written (field) notes and documents of various sorts.” Such a kind of data is principally linguistic.

For the analysis of the data, the study adopts the ‘interpretive analysis’. At this point, Newby (2014, p.463) articulates that “with this approach we do not accept the data at face value and seek to go behind and inside it to identify hidden meanings.” This indicates that researchers using this kind of approach should be critical and target deep analysis to reach reliable results. The use of interpretive analysis implies that “the research outcome is ultimately the product of the researcher’s subjective interpretation of the data” (Dörnyei, 2007, p.38). In this respect, it is necessary to remind that the expression “subjective interpretation” should not be viewed as covering any kind of interpretation. Instead, the researcher’s interpretations should be based on sound arguments, reliable and valid principles, and on standards set by leading professionals of the field in which the study is being done. The interpretations, in brief, should sound convincing, logical and conform to common sense.

To attract the readers’ attention to the significance of qualitative research, Stake (2010, p.16) advocates that “qualitative researchers have strategic choices, leaning more one way or another. . . aiming at knowledge production or toward assisting practice or policy development.” The idea is that when qualitative research is done appropriately, it generates flexibility and fosters critical investigation of a large set of issues.

Three sections make up this study. The first provides and discusses definitions of concepts such as *problem* and *problem solving* with the view to arguing for problem solving as a complex and higher-thinking skill. In the second section, focus is put on the teaching and assessment of problem solving in EFL classes, as well as on the procedures that might help to create the right environment for it. At this point, the study explains Polya’s model, Bransford and Stein’s model, as well as the problem-based learning approach and argues for their relevance for teaching problem solving, on the one hand. On the other hand, to assess problem solving in EFL classes the study puts emphasis on formative assessment joined with performance-based assessment and the appropriate assessment formats, as well as on Bloom’s Taxonomy (1956), Quellmalz’ Taxonomy (1987), and Marzano’s Taxonomy (2001). The third section of the study is devoted to the presentation and discussion of the results.

1- Definitions of the notions of problem and problem solving in the literature

The examination of the diversity of literature on problem solving shows that various definitions of the concept have been provided by a number of scholars (e.g., Duncker, 1945; Polya, 1962; Shafiel and Shafiel, 1967; Shuell, 1990). The intent then is to uncover the very sense of problem solving embodied in those definitions, and the implications such definitions might have for EFL teaching and testing.

To raise the issue of problem solving, a good starting point is the question: What actually is a problem? Answers to what a problem is provide a key to the study and investigation of problem solving. It is, thus, important to consider definitions of ‘problem solving’ hand in hand with those of ‘a problem’. In this vein, Carter (1988, p. 552) draws attention to the necessity of getting the meaning of a problem for a good understanding of problem solving. He writes:

The character of problem solving that has emerged in our literature is based on the very limited perspective provided by the information-processing model of cognitive psychology. The trouble with this model is that it has misrepresented, to a large degree, what a problem is. I suggest that we cannot fully understand problem solving until we fully understand what a problem is; the concept of problem must be at the heart of any theory of problem solving.

The above quotation shows that knowing what a problem will, according to Carter, inevitably influence the representation one has about problem solving. More importantly, problem understanding should lay the groundwork for any problem solving theory. Two main arguments can support this point. One is that there is overwhelming evidence which shows that researchers on problem solving develop models whose “problem understanding” usually represents the initial stage. The second argument is that the statement “the concept of problem must be at the heart of any theory of problem solving” falls in with common sense. Shaped differently, all the steps involved in problem solving ought to cater for what to do and what not do for reaching the goal state, which in turn is determined by the solver’s understanding of the problem.

Jonassen (2011, pp. 1-2) notes that "the word "problem" derives from the Greek *problema*, meaning obstacle", and that a problem is synonymous with "*dilemma*," "*quandary*," "*obstacle*," "*predicament*," and "*difficulty*". A scrutiny of this polysemous list brings into light two inherent features of a problem: its 'difficulty' and its 'open-endedness'. The former invites the solver to make recourse to his/her cognitive abilities such as reasoning, intelligence, creativity, and critical thinking all along the problem-solving process, while the second signals that there is no one single relevant solution to the problem. In school environments, students can be told about the importance of profound thinking as the key to novelty and diversity concerning intellectual products. What matters is the active role of students in learning, and not answers to previously encountered problems. Consequently, a crucial principle in education should be made visible: "open-ended questions plant in people open-mindedness."

It is worthwhile indicating that the definitions of problem solving that will be presented in quotations will inevitably add value to the research, as they familiarize the reader with the different representations that different authors expressed about problem solving. The quotations therefore serve the purposes of clarity, exhaustiveness and reliability of the research.

To begin with the definitions of problem solving, Karl Duncker (1945, p.1) opened his monograph, *On Problem Solving*, with the title "Introduction and Formulation of the Problem" where he explained that:

A problem arises when a living creature has a goal but does not know how this goal is to be reached. Whenever one cannot go from the given situation to the desired situation simply by action, then there has to be recourse to thinking. (By action we here understand the performance of obvious operations.) Such thinking has the task of devising some action which may mediate between the existing and the desired situations.

Here Duncker propounds the view that problem solving is not a simple process in which the solver transforms the problem situation to the goal state merely by mechanically or routinely performed actions. Rather, problem solving involves the solver's thinking abilities that allow him/her to create the appropriate ideas that might pave the way to the solution. This implicitly suggests that Duncker's definition embodies a set of key terms and expressions that are closely tied to problem solving such as 'imagination', 'intelligence', 'creativity', 'reasoning', 'critical thinking', 'decision making' and 'mental representation of the problem'. In a nutshell, the definition excludes routine and mechanical activities from problem solving and represents problem solving as a complex skill.

Another definition of problem solving that portrays it as a highly distinguished human activity is given by the mathematician Polya (1962, p. ix) in the following terms:

Solving a problem means finding a way out of a difficulty, a way around an obstacle, attaining an aim which was not immediately attainable. Solving problems is the specific achievement of intelligence, and intelligence is the specific gift of mankind: solving problems can be regarded as the most characteristically human activity.

A set of key terms such as 'difficulty' and 'obstacle' are incorporated in Polya's definition of problem solving. The task of the teacher then is to raise an awareness that solving a problem mainly means overcoming hindrances. In this regard, Polya (1962, p. 117) contends that "*where there is no difficulty there is no problem*." It is, however, important to draw attention to the point made by the National Council of Teachers of Mathematics (NCTM) (1989: 10) that a problem "should be complex enough to offer challenge but not so complex as to be insoluble" (quoted in Lewis and Smith, 1993, p.132). In a similar vein, Delisle (1997, p.17) points out that "a problem that is too easy or too difficult will not further students' growth." The problem, therefore, should be appropriately challenging and not immeasurably tricky, so as to keep students far from problems that are usually more psychologically-generated such as demotivation and anxiety. In addition, Polya's definition of problem solving highlights that problem solving takes place when the solution is not obtained as it is the case when solving routine problems. 'Intelligence' is another key term in the definition. Intelligence here relates mainly to the quality in which new problems are handled. Finally, problem solving is the most valuable human performance because it is the product of the highest-cognitive skills that humans possess.

Shaftel and Shaftel (1967, p.44) provide a definition of problem solving where they insist on risk-taking in problem solving training:

In essence this view of problem solving conceives of it as a discovery process, a search—one that often requires creative thinking and the eventual synthesis of many ideas. Such a procedure does not flourish in a school environment that emphasizes only the “right” answer and that is based on the intellectual authority of the teacher. It requires an atmosphere in which it is safe to speculate, to *guess*, to test out ideas even at times to be wrong. It is a search in which all notions are respected for try-out, then critically evaluated for their consequences. Problem-solvers need a zest for exploration; they need to learn to really listen to each other’s ideas before accepting or challenging counterproposals.

The examination of Shafel and Shafel’s definition indicates the importance of “discovery learning” for the authors. Under this constructivist approach, learners, as stated by Richards and Schmidt (2010, p176), “develop processes associated with discovery and inquiry by observing, inferring, formulating hypotheses, predicting and communicating.” And for that to happen, the teaching process should be based on principles whose focus is on discovery and inquiry. In addition, for Shafel and Shafel problem solving is a process that involves higher-cognitive skills, mainly ‘creative thinking’ and ‘synthesis’ which serve to elicit open-ended questions rather than close-ended ones. In the former type of questions, students, as mentioned in Shafel and Shafel’s definition, are allowed “to speculate, to guess, to test out ideas even at times to be wrong”; whereas in the latter type, the students are called on to give “right” answers. Finally, Shafel and Shafel highlight the necessity of respecting others’ ideas and evaluating them objectively and critically. This can be fostered by communication among the problem solvers.

Shuell (1990, p.102) links the existence a problem situation when someone attempts to reach an objective following a set of alternative steps, and that the beginning is generally not successful. He sees problem solving as: “a goal directed activity that requires an active search for and generation of possible alternative actions and decision making as to which course of action to follow next.” Included in this process is the cognitive evaluation of the practicability of different alternatives. The solver, then, proceeds to the verification of the alternative he/she has selected to check its effectiveness (Shuell, 1990, p.102). The definition set out by Shell, if implemented, is likely to lead to solution generation as it underlines the basic components of effective problem solving, mainly sound decision making, deep thinking, and cognitive evaluation. Such components reflect, to a larger extent, intellectual maturity.

In line with the above definitions, Jonassen (2011, p.1) defines a problem as “a question or issue that is uncertain and so must be examined and solved”. What can be deduced from this is that any question or issue whose path to solution is not direct or obvious stands for a problem and the solver, accordingly, needs to examine the problem and generate its solution. The very idea here is that problems are featured by ‘uncertainty’ and ‘difficulty.’

A careful consideration of the aforementioned definitions of problem solving by Duncker, Polya, Shafel and Shafel, Shell, and Jonassen informs that problem solving concerns only new problems. In support of this claim, Bransford and Stein (1993, p.7) rightly affirm that “*most theorists’ definitions of “problem” assume that it is nonroutine.*” More importantly, all the definitions tap into higher-level thinking as a cornerstone in problem resolution. This is why problem solving is viewed as a kind of thinking (Mayer and Wittrock, 2009), a “cognitive process” (Jonassen, 2011, p.3), or as “a mental, or cognitive, activity” (Goldman, 1983, p.31). Following such definitions, students could be asked to discuss new issues such as demotivation and what should be done to overcome it in EFL classes, taking into account the students’ learning abilities. This has deep implications for instruction in the sense that teachers need to look for ways that might enable students to become productive thinkers; something which is best manifested through solving complex problems. Teachers, too, are called on to provide their students with rich content to learn through discussions that are based on logical thinking and reasoning. And as far as problem solving in EFL classes is concerned, debates on open-ended questions and novel issues among students seem to be promising. Accordingly, the implementation of the ideas incorporated in the definitions in teaching and assessing problem solving in EFL classes should be done with many great care and efforts. The idea is that there should be a careful consideration of the instructional objectives and the assessment activities to ensure that they meet the students’ needs, and that they are reliable, and achievable with regard to the students’ learning abilities and time limits. Teachers, as a result, need to be professionally competent.

Other scholars have also sustained the idea that problem solving is a high and complex thinking skill (Brookhart, 2010; Gross and McDonald; Heine, 2010; 1958; Palumbo, 1990; Shuell, 1990; and Schunk, 2012). For example, Heine (2010, p.27) explains that research on problem solving “investigates how humans solve complex tasks for which they do not have any immediate solutions.” With this in mind, teachers become more aware that for solving problems there are going to be cases where students will need more time to think and reflect on the alternatives to provide. This seems to be problematic as the process of problem solving might become time consuming. Two solutions can be suggested to handle with this situation: one is to stress the instructional objectives which are meaningful to students, and the other is to teach students the methodological skills as, for instance, how to manage time and set outlines appropriately.

Brookhart (2010, p.100) claims that “for problems that require higher-order thinking, the solution strategy is not immediately apparent. Problems that require higher-order thinking are nonroutine problems.” Brookhart uses Bloom’s terms “apply-level problems” for qualifying such kind of problems. An example could be an exercise where English learners are asked to apply a grammatical rule to conjugate, say, the verb “to listen” in present tense. In EFL classes, therefore, stress should be on effective communication through which novel issues are debated and discussed. The students at this level need to provide sound explanations for their own analysis. For example, to assess the students who prepare the BAC examination, teachers are called on to include issues which revolve around problem solving. At this stage, the students are expected to be able to create solutions to challenging problems. For example, this issue can clarify the case: *Nowadays, many couples are facing the problem of divorce. What should be done to solve such a social problem? Illustrate with concrete examples.*

Of the most defining features of problem solving is that it is both a thinking and creative skill. Schunk (2012, pp. 299-300), for instance, argues that solving problems “does not take place when students’ skills become so well established that they automatically execute actions to attain goals.” This implies that it is necessary that the activities or the tasks in which the students are involved stress knowledge production rather than reproduction, and that evidence can be provided that the solutions generated can be defended and explained by sound arguments. As a result, the inferences to draw from the students’ knowledge are primarily indicators of mastery of a set of skills that go beyond a simple recall of information stored in permanent memory. If this is done, it is possible to create a very enjoyable learning environment where students feel that they can perform intelligently.

It should be indicated that there are situations “when solving problems is not problem solving” (Shuell, 1990, p.103). Such statement is of a great value in that it attracts attention to the importance of deep learning through which the students’ intellectual powers become more visible. As a result, what is required in problem solving is critical reasoning blended with an effective problem-solving strategy. This, nevertheless, requires a strong education system in terms of good administration, good teachers, well-developed teaching materials, enjoyable classroom settings, and effective teaching and assessment methods.

II- Teaching and Assessing Problem Solving in EFL

II-1- Teaching Problem Solving

Students’ learning is enhanced by two coalescent elements: teaching and assessment (Gronlund and Brookhart, 2008). Nonetheless, successful and efficacious teaching and assessment practices are fundamentally determined by the quality of the instructional objectives (e.g. see Brumfield and Carrigan, 2011; Gronlund, 2004; Gronlund and Brookhart, 2008; Woollard, 2010). On this point, Woollard (2010, p. 69) articulates that “objectives are the foundation upon which learning sequences can be built, and they are also the foundation for assessments.” This underlines the canonical role of instructional objectives in education. With this in mind, the teaching materials like syllabi and textbooks should stress problem solving. And for describing how the instructional objectives should be, Woollard uses the acronym SMART standing for:

- Specific
- Measurable
- Achievable
- Reinforceable
- Timely

Firstly, the objectives are specific in that they target students' output and tell them the performances they should exhibit after each period of instruction. Secondly, measurable objectives delineate the students' achievements that are inventoried and recordable in a concrete way. Thirdly, achievable objectives mean that they appropriately fit the students' learning abilities. Fourthly, 'reinforceable' objectives allow teachers to teach and assess them with flexibility. Fifthly, the objectives "should be timely in terms of frequency, duration and occurrence" (Woollard, 2010, pp. 69-70). The most noticeable advantages of the instructional objectives, henceforth, lie in the fact that they lay the foundations for good lesson planning and meaningful and organized instruction with its two inseparable aspects: teaching and assessment. Conclusively, on the basis of the importance of problem solving which has already been highlighted and explained, the instructional objectives should be designed in the sense to improve students' abilities in problem solving.

The classic distinction between "learning by rote and learning by understanding" made by Max Wertheimer (1959) has deep implications for the teaching of problem solving. The idea is that the rote method of instruction is useful in getting good results on "retention tests", and bad results on "*transfer tests*" (cited in Mayer and Wittrock, 2009, p.705). The underlying argument in favor of learning by understanding is that it allows students to know the very sense of principles and how to make use of them for constructing novel solutions. Students, in this case, can argumentatively justify their actions and decisions when engaged in problem resolution. Conversely, the final goal of rote learning is to get students reach high academic standards in extensive declarative knowledge. As a result, it can be stated that if learning by understanding is really emphasized by teachers, the teaching methods and the assessment culture might likely enable students to become competent problem solvers. By way of illustration, in the teaching and assessment of argumentative essays, the explanation of the various elements of this kind of composition through clear examples should be at the center of teachers' practices.

For teaching problem solving, the following four-stage model has been suggested by Polya (1957):

- Understand the problem.
- Devise a plan.
- Carry out the plan.
- Look back.

Polya's model locates the solver's mental and physical engagement at the heart of the problem solving process. The model, in fact, starts with a stage at which the solver needs to know exactly what he/she is required to do. After this stage, the solver engages in setting a plan that might facilitate the generation of alternatives. The stage "carry out the plan" requires the solver to concretize his/her ideas. Finally, in the fourth step of the model, reflection is foundational. In other words, the evaluation of the effectiveness of the solution allows the solver to learn deeply about the nature of problem solving.

Like Polya, Bransford and Stein (1993, p.20) have developed the following model called the IDEAL approach to problem solving:

I= Identify problems and opportunities

D= Define goals

E= Explore possible strategies

A= Anticipate outcomes and Act

L= Look Back and Learn

The first stage relates to problem identification, as well as to the positive attitudes that problem solvers need to have towards problems. Positive attitudes can be of a great psychological support for problem solvers because the students' perceived self-efficacy in problem solving will increase. Conversely, negative attitudes can impede the solvers' enthusiasm to think deeply about the ways leading to the goal state. The second component is related to goal setting, in that the solver is called on to have a clear idea of what he/she wants to get. The third stage indicates that there is no one method for solving problems and the solver's task is to try out potential procedures permitting to get the solution. Stage four

relates to expecting probable results in solving the problem, as well as taking the necessary actions following the strategy chosen. Finally, the solver examines the results of his/her actions and the lessons to get from the process of solving problems. This is related to learning by doing.

A careful examination of the two models examined above reveals that both put students at the center of problem solving. They are, as a result, in line with the principles of the student-centered approach under which students are encouraged to perform autonomously and dynamically. Additionally, one practical advantage of the models is that they are not complicated. In fact, teachers can use them with higher-achieving and lower-achieving students. These are the main reasons for which they appear to be ideal for teaching problem solving.

In an article entitled "Problem Solving in the Classroom", Henton et al., (1979) insist that to teach problem solving, it is necessary to create situations in which students deal with "a new question", use information in a synthetically, as well as proceed by trial and error. Again, the students ought to acquire the ability to evaluate acceptable and unacceptable solutions. What needs clarification, however, is that for the strategies set by Henton et al to be effective, tasks need to be clear, stimulating, achievable, authentic, and benefic for students inside and outside the classroom. More importantly, Robertson (2001) explains that in solving problems in any content area, it is necessary to make a decision about the "choice of process" as the first step to make. As a result, the aforementioned models developed by Polya, as well as by Bransford and Stein may prove very helpful.

As to the teaching approach that can be used to best teach problem-solving, Lohman and Finkelstein (2000, p.305) assert that "repeated exposure to PBL (problem-based learning) would provide students with more opportunities to experience and practice key aspects of the problem-solving process." This statement pinpoints to the idea that it is in the context of problem-based learning that problem-solving can be promoted and this by experiencing and taking recurrent actions in solving novel and ill-structured problems. In this vein, Goodman (2008, p.255) writes that "problem-based learning is a teaching method that encourages active learning by students." This active learning can be understood in terms of the students' involvement in building new knowledge.

As to the effectiveness of PBL, Delisle (1997, pp.8-13) puts forth a set of principles of which we single out the following:

- *Problem-based learning deals with problems that are as close to real-life situations as possible.*
- *problem-based learning promotes students' active engagement with learning.*
- *Problem-based learning promotes an interdisciplinary approach.*

It is to be indicated that the choice of problem-based learning as an approach under which students can be involved in effective problem solving has been made for two main reasons. The first reason is that such an approach is constructivist (e.g., see Schunk, 2012) bearing in mind that in a constructivist perspective students are encouraged and guided to dynamically and strategically build knowledge. With regard to problem solving, this can be understood in terms of creating solutions to problems requiring higher-cognitive processes. The second reason is concerned with 'heterogenous classrooms', in that problem-based learning enables students with mixed learning abilities to successfully perform in the classroom (e.g., see Delisle, 1997). In many situations 'heterogenous classrooms' can impede the process of teaching and learning in general and that of problem solving in particular. Nonetheless, by giving each individual student the opportunity to take risk and to try out his/her alternatives, the instructional process, as a result, might flow smoothly.

II-2- Assessing Problem Solving

II-2-1- Key Issues

Assessment is a powerful instructional tool and as was previously mentioned it should be based on instructional objectives which are 'specific', 'measurable', 'achievable', 'reinforceable', and 'timely' (Woollard, 2010, p.69). If carried out appropriately, it is likely to result in the improvement of students' achievements. Indeed, Jonassen (2011, p.353) writes that "probably, the fastest way to enhance learning in schools, universities, and corporate training venues is to implement assessments that assess meaningful learning, such as problem solving." Central to the understanding of the function of assessment in promoting students' progress, however, is the understanding of the nature of formative assessment (e.g., see Andraide and Cizek, 2010; Brookhart, 2008; OECD, 2005; and Phye, 1997).

Formative assessment is defined by Popham (2008, p.6) as “a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.” It is, nevertheless, worth indicating that the information to be gathered from such a type of assessment should be used for the sake of decision making. With regard to problem solving, teachers, on the one hand, can see the extent to which their practices have brought about positive change in their students’ abilities to cope with novel issues, and whether they need to keep using the same teaching procedures, to adjust, or to change them. On the other hand, students, through feedback can be informed about their problem-solving strengths and what needs improvement and how. Teachers as well, can use positive feedback as a source of motivation. In brief, it can be stated that not only can formative assessment promote students’ performance, but it also allows teachers to mediate on the effectiveness of their teaching procedures.

If teachers want to get students go forward in problem solving, they need to understand that students are influenced by the nature of assessment, in that they approach learning following the assessment content and principles. Pickford and Brown (2006, p.1), for instance, precise: “if we focus the tasks we set them on recall and memorization, that’s what they’ll do! If, however, we want them take a deep rather than a surface approach to the development of practical skills, we need to design practical assignments intelligently.” This means that the notion of ‘washback’ is at the heart of any assessment system. Similarly, Jonassen (2011, p. 354) affirms that crucial to the learning of problem solving is the use of well-designed and adequate forms of assessment. He adds “if we teach students to solve problems but assess only their ability to recall what they have memorized for a test, then students will not invest mental effort in learning to solve problems” (Ibid). Consequently, assessing students’ abilities to solve challenging issues will undoubtedly have a positive washback on the students’ achievement in problem solving. Argumentatively, students will be more concentrated on the mastery of the contents and skills that might ensure success to them. This appears to be very rational.

It is not possible to think of an efficient problem solving unless the students are motivated to get actively involved in it. Some suggestions on how such an aim can be reached are made by Santrock (2001, p.498 quoted in Berry, 2008, p.107) who clarifies that:

Assessments that are challenging but fair should increase students’ enthusiasm for learning. Assessments that are too difficult will lower students’ self-esteem and self-efficacy, as well as raise their anxiety. Assessing students with measures that are too easy will bore them and not motivate them to study hard enough.

Here Santrock pinpoints to the teachers’ responsibility to strive to be good assessors by knowing what to assess and how to assess it. In EFL classes, teachers can, for example, develop problem-solving tests that are challenging and fit the students’ abilities, and through which the students are asked to display their communication skills both orally and in writing.

To assess reasoning strategies, Quellmalz (1997, pp.109-110) makes a set of recommendations which are mainly applicable to the assessment of problem solving. According to her, stress should be on the tasks that are beneficial to students, take place recurrently, and are complex. By complex, it is meant that the tasks require students to integrate a range of reasoning skills rather than “discrete” or “isolated skills.” Second, issues that foster students’ divergent thinking and require various solutions should be valued more than questions that require one single right answer. Another point on which light should be cast is that rather than just dealing with the product, the assessment formats should also emphasize the process of “inquiry”. In addition, students should be assessed so that to measure their abilities to apply their background knowledge when solving new problems. Moreover, direct assessment tasks that target students’ reasoning abilities should be emphasized. By so doing, information about what needs improvement can be given to students. Finally, teachers ought to help their students to become self-regulated, so that their progress when solving reasoning tasks can be monitored by themselves.

It is worth indicating that the reasoning strategies developed by Quellmalz have almost the same characteristics as those of performance-based assessment identified by Aschbacher (1991), Herman, Aschbacher, and Winters (1992). The characteristics, indeed, include: ‘constructed response’, ‘higher-order thinking’, ‘authenticity’, ‘integrative’, ‘process and product’, ‘Depth versus breadth.’ (Cited in O’Malley, and Valdez Pierce, 1996, p.5)

The overall aim in mentioning Quellmalz' recommendations, as well as the characteristics of performance-based assessment is to come to a better understanding of how assessment of reasoning strategies and performance based assessment look. The recommendations and the characteristics, in essence, offer guidelines that can help teachers implement problem solving in their classrooms, as well as become more aware of those behaviors that tell them that problem solving is taking place. By way of illustration, teachers could ask their students to discuss the advantages and disadvantages of the Internet and see how the students make use of their reasoning abilities by speaking or writing.

For a more fruitful assessment of problem solving, assessment literacy with regard to the various types of testing items and their roles is fundamental. The main types include: 'multiple choice', 'true-false', 'matching', 'short answer', 'essay', and 'interpretive exercise.' The first four types are not favorable for assessing complex learning; whereas the last two: "essay" and "interpretive exercise" are (Berry, 2008, p. 69). Moreover, in commenting the ineffectiveness of traditional assessment, Hamm and Adam (2009, pp.35-36) state that "multiple-choice testing, for example, just doesn't do a good job of capturing the essence of today's students." This is because such a testing does not prepare students to better cope with the unpredictability and complexity of real-life situations.

As regards the types of tasks dealing with problem solving, (Berry, 1998; McMillan, 2007 cited in Berry, 2008, p.69) identify the following reasoning tasks: "decision-making, drawing inferences, creative thinking, hypothesizing, generalizing and learning strategies including analyzing, drawing inferences, comparing, recombination, grouping, and association". Nevertheless, the issue that needs resolution at this stage is: How can teachers engage their students in performing the reasoning tasks proposed by Berry and McMillan? To the point, two suggestions can be made. The first is to base the teaching learning process on clear, achievable, and meaningful objectives stressing reasoning. The second suggestion concerns the teachers' task to motivate and encourage students to get engaged in performing the tasks. This can be done individually or collaboratively.

II-2-2- Some Taxonomies for Assessing Problem Solving

Among the taxonomies that can be used in assessing problem solving are Bloom's Taxonomy (1956), Quellmalz' Taxonomy (1987), and Marzano's Taxonomy (2001). A quick glance at them reveals that Bloom's Taxonomy includes six levels developed hierarchically and which are: 'knowledge', 'comprehension', 'application', 'analysis', 'synthesis', and 'evaluation'. Quellmalz' Taxonomy includes 'recall', 'analysis', 'comparison', 'inference', and 'evaluation'. As to Marzano's Taxonomy, it bears a more specific dimension with four levels: 'retrieval', 'comprehension', 'analysis', and 'knowledge utilization'. A detailed description of these taxonomies goes beyond the scope of this paper.

A point worth explaining is the applicability of the aforementioned taxonomies to the assessment of problem solving. First of all, Bloom's Taxonomy is applicable to problem solving because, as it is stated by Moseley et al., (2005, p.288), the taxonomy covers the broad categories of knowledge, namely 'productive thinking', 'building understanding', and 'information gathering', as well as 'higher-order thinking'. Second, Quellmalz' Taxonomy principally includes levels which need "the application of a thinking or reasoning component to construct a solution to the assessment probe" (Phy, 2005, p.47). Finally, about the applicability of Marzano's Taxonomy to problem solving, Moseley et al., (2005, p.288) mention that "the inclusion of a knowledge utilization level, dealing with the orchestration of thinking, makes Marzano's taxonomy meaningful in real-life problem-solving contexts in the workplace and elsewhere." In this context, it is of great importance to throw light on the point that "reproductive skills generally map onto Bloom's categories of knowledge, comprehension and application, while productive skills involve analysis, synthesis and evaluation." (Moseley et al., 2005, pp. 254-255)

But the question which arises at this level is: How can teachers assess their students' abilities to solve problems by making use of the taxonomies. An answer to this question is twofold. On the one hand, the thinking levels relating to problem solving should be targeted. On the other hand, teachers need to target those levels by asking questions that include action verbs. For example, Woollard (2010, p.68) suggests a list of action verbs relating to each cognitive of Bloom's Taxonomy and which can cover, as well, the levels of Quellmalz' Taxonomy and Marzano' Taxonomy. We hence select examples of which are:

- **analysis:**analyze, compare, contrast, criticize, differentiate, discriminate, distinguish, examine.
- **synthesis:**arrange, assemble, sequence, build, collect, formulate, compose, construct, create,
- **evaluation:**appraise, defend, judge, rate, select, support, value, argue, assess, grade, evaluate.

III- Results and Discussion

The definitions of problem solving provided and discussed in this article, as well as its teaching and assessment have produced a number of results that we discuss in the following.

Firstly, learning to solve problems effectively is highly important in education. This suggests that schools should foster and motivate students to become competent problem solvers. Students ought to have access psychological support in order to develop positive attitudes towards problems and problem solving. Obviously, if students view problem solving as a valuable skill, they are likely to approach it dynamically and actively. Therefore, communication between teachers and students is indispensable. In plain terms, teachers are expected to show their students that knowledge is, to a greater extent, problem solving.

Secondly, it has already been explained and argued that problem solving is a higher-order thinking skill and that solving routine problems is not problem solving. Argumentatively, reproducing previously encountered solutions does not call on the students to make recourse to their ingenious mind. For example, asking students to conjugate the verbs in present continuous tense is not problem solving. Solving novel problems, on the other side, represents an evidence that students are able to analyze, synthesis, infer, evaluate, criticize, and create. In brief, following Wertheimer (1959 as cited in Mayer and Wittrock, 2009, p. 705) solving routine problems is the focus of "rote learning", whereas resolution of novel problems is the concern of "learning by understanding."

Another point brought into light is the one indicating that teaching and assessment should be based on objectives that tell the students what they will be able to do, meet their needs, their cognitive abilities, and can be taught and assessed within time limits. This allows teachers and students to get focused on the actions to undertake and the decisions to make in the teaching/learning process. And as far as the teaching and assessment of problem solving is concerned, the learning objectives should invite the students to construct solutions to issues that challenge their mental powers and trigger their imagination.

Besides, it appears through our analysis that for a fruitful teaching of problem solving teachers are called on to care about students' regular engagement in practicing and experiencing novel problem situations. This can be done individually or collaboratively emphasizing trial and error, risk taking, guessing, and learning by doing taking into consideration the teachers' guidance. This inference is in harmony with the principles of constructivism and the student-centered approach. Many positive effects can, hence, ensue such as enjoyable sessions, enthusiasm, increase in students' self-confidence and motivation.

The research outcomes mention that students need to be trained to make use of problem-solving models such as those developed by Polya (1957) and Bransford and Stein (1993), as well as get familiarized with problem-based learning, so as accustom them solve problems strategically. To the point, problem-solving models are similar to those road signs that inform people about which direction (s) to follow in order to reach their destination. The most visible advantages are saving time and increasing the chance of getting the solution.

An important conclusion to bring into light concerning the assessment of problem solving is that assessment culture should be based on well-designed instructional objectives that ensure for students success in solving problems dynamically and creatively. Put more plainly, the inclusion of issues revolving around critical reasoning in the instructional process is one of the teachers' responsibilities. The more students are familiar with such a kind of issues, the more they will be able to solve problems with an analytical mind. In this vein, it could be argued that the students' performance in problem solving is considerably determined and affected by the nature of the assessment activities. This is what is known in the testing literature as 'washback' or 'backwash'.

In this article, Bloom's Taxonomy, Quellmalz' Taxonomy and Marzano's Taxonomy have been suggested as assessment tools that can be used by teachers to ensure effectiveness in the assessment of problem solving. The taxonomies can be used to stress the levels involving higher-order thinking skills, namely analysis, synthesis, evaluation and inference coupled with open-ended questions, bearing in mind the necessity to vary the assessment formats as Jonassen (2011, p.354) argues: "single forms of

assessment betray the richness and complexity of problem solving."The questions, however, should not be so complex as to demotivate the students; that is, they should be appropriately and reasonably difficult.

The research confirms the idea that teachers need to assess students formatively. Teachers on this issue ought to be explicit when informing students about their problem solving strengths and weaknesses, and what should be done to get rid of the weaknesses. The conclusion to draw from this result is fundamentally about the effectiveness of ongoing assessment in enhancing students' learning abilities in general and in problem solving in specific. More importantly, ongoing assessment of problem solving tells teachers what positive impact their teaching procedures have had on their students' achievements.

Moreover, the research outcomes underline the idea that the limits of the traditional testing methods whose focus is on the "right" answers should be recognized. Put more plainly, conventional testing does not revolve around issues that students are likely to face in real-life. This implies that stress should be on alternative types of assessment, specifically performance-based assessment whereby students can be assessed on what they can do with their own to construct in-depth solutions to new problems.

Finally, on the basis of the findings we come to make a reasonable assumption that might attract the attention of those involved in education or simply stakeholders. In that to teach and assess problem solving as a higher-cognitive and complex skill in EFL efficaciously, it is necessary to bear in mind that various principles and parameters which primarily revolve around the nature of the problems, the students' needs and levels, the teaching and assessment practices should be taken into account. This article has been written with the aim of developing a policy that brings into light the principles and parameters. This is why we think that the study may contribute to the enhancement of problem solving in EFL classes.

Implications

Considering the above mentioned conclusions the research has come to, it is hoped that they might attract the attention of the educational authorities in charge of the questions of evaluation in EFL programmes. Accordingly, the following points need highlighting:

- 1- Problem solving is a cognitive skill worthwhile stressing.
- 2- Problem solving takes place when students are asked to analytically think through reasonably challenging and novel issues.
- 3- Both teaching and assessment of problem solving should be based on instructional objectives which are 'specific', 'measurable', 'achievable', 'reinforceable', and 'timely.'
- 4- Learning by understanding is a key to the enhancement of problem solving.
- 5- Problem solving can be effectively taught by making use of problem solving models such as those developed by Polya and Bransford and Stein, as well as problem-based learning.
- 6- Students need to be involved in solving problems individually and in groups.
- 7- Teachers are expected to assess their students in solving problems formatively and by implementing the right assessment types like performance-based assessment and the relevant assessment formats.
- 8- Assessment of problem solving can be done by adopting Bloom's taxonomy, Quellmalz' Taxonomy and Marzano's taxonomy that I have just written above.

Conclusion

Problem solving is a complex cognitive skill and to teach and assess it effectively in EFL different parameters should be stressed. The research findings indicate that the teaching and assessment practices should be based on instructional objectives that benefit students inside and outside of school contexts. Students need to get regularly involved in approaching novel and appropriately challenging problems using problem solving models such as Poly's (1957) model and Bransford and Stein's (1993) model. To assess students' problem solving abilities, emphasis should be on formative assessment conjoined with performance-based assessment taking into account the appropriate assessment formats. In this regard, the study has justified the applicability of Bloom's Taxonomy (1956), Quellmalz' Taxonomy (1987), and Marzano's Taxonomy (2001) to the assessment of problem solving.

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Résumé

Les membres de la communauté académique partagent les résultats de leurs projets de recherche à travers la publication d'articles de recherche. De même, les étudiants algériens en doctorat considèrent qu'il est obligatoire de publier les résultats de leurs recherches qui sont les plus pertinents pour le sujet de leur thèse de doctorat. Cependant, la plupart des candidats trouvent cette tâche difficile en raison d'une compréhension inadéquate des normes de genre académique et des compétences en écriture. Leurs articles de recherche soumis ont tendance à recevoir un certain nombre de corrections avant d'être acceptés ou complètement rejetés s'ils ne se conforment pas au genre et aux critères de publication, car la rédaction académique d'articles de recherche ne dispose pas de suffisamment de temps et d'espace pour la pratique dans le cadre du programme de troisième cycle. Cette étude, à travers l'analyse de genre et de discours, explore les articles de recherche et les productions académiques des étudiants dans les études de langue anglaise. Elle cherche également à enquêter sur les perceptions et attitudes des candidats algériens en anglais langue étrangère à l'égard de l'écriture d'articles afin de déterminer les difficultés les plus courantes rencontrées, et suggère des stratégies adéquates pour résoudre leurs problèmes d'écriture académique. La collecte de données a été réalisée à travers l'utilisation d'un questionnaire administré à un échantillon de doctorants, et d'une interview de deux enseignants en écriture académique à l'université de Biskra. Pour évaluer efficacement la prise de conscience des étudiants en doctorat et leur production en écriture académique lors de la rédaction d'articles de recherche, un corpus de référence de doctorat composé de vingt premiers jets d'articles de recherche authentiques, pris dans cinq revues algériennes a été utilisé pour l'analyse de genre et de discours. L'analyse des données qualitative et quantitative a révélé que les candidats de doctorat rencontrent des problèmes d'écriture académique, en raison d'une pratique inappropriée et rare de ce genre académique. Il a été constaté que les candidats de doctorat manquaient de sensibilisation à la méthodologie et à la structure des articles de recherche. Les enseignants ont exprimé leur préoccupation quant à l'importance de renforcer l'enseignement de l'écriture d'articles dans les universités algériennes, cette compétence étant très demandée par l'ensemble de la communauté académique. Ainsi, cette étude sensibilise les enseignants et les étudiants à son sujet et reconnaît l'utilité d'un cours potentiel qui enseigne la méthodologie des articles de recherche scientifique.

Mots-clés: articles de recherche; écriture académique; analyse de genre; analyse du discours; corpus.

الملخص

يشارك أعضاء المجتمع الأكاديمي نتائج مشاريع أبحاثهم من خلال نشر مقالات الأبحاث. وبالمثل، يجد الطلبة الجزائريون الدارسون لنيل الدكتوراه أنه من الضروري نشر نتائج أبحاثهم التي تتعلق بشكل أكبر بموضوع أطروحة الدكتوراه الخاصة بهم. ومع ذلك، يجد معظم الطلبة أن هذه المهمة تشكل تحديًا بسبب فهمهم غير الكافي للمعايير الأكاديمية للأنواع النصية ومهارات الكتابة. تميل مقالاتهم البحثية المقدمة إلى تلقي عدد من التصحيحات قبل القبول أو تُرفض تمامًا إذا لم تمتثل لنوع ومعايير النشر، نظرًا لأن الكتابة الأكاديمية للمقالات البحثية لا تحظى بوقت ومساحة كافيين للممارسة في برنامج الدراسات العليا. ولذا تهدف هذه الدراسة، من خلال تحليل الأنواع النصية والخطاب، إلى استكشاف مقالات البحث وإنتاج الكتابة الأكاديمية لطلبة الدكتوراه في دراسات اللغة الإنجليزية. كما تسعى لاستقصاء تصورات وتوجهات الطلبة الجزائريين الذين يتعلمون اللغة الإنجليزية كلغة أجنبية تجاه كتابة مقالات البحث، من أجل تحديد الصعوبات الأكثر شيوعًا التي تواجههم، وتقديم استراتيجيات ناجعة لحل مشاكلهم في الكتابة الأكاديمية. وقد تم جمع البيانات من خلال استخدام استبيان تم توزيعه على عينة من طلبة الدكتوراه، وإجراء مقابلة مع مدرسين للكتابة الأكاديمية في جامعة بسكرة. كما تم استخدام مجموعة بيانات مرجعية للدكتوراه؛ تتضمن عشرين مقالة بحثية أصلية من خمسة مجلات جزائرية لتحليل الأنواع والخطاب، من أجل تقييم فعال لوعي طلبة الدكتوراه وإنتاجهم الأكاديمي عند كتابة المقالات. وقد أظهر تحليل البيانات النوعية والكمية أن طلبة الدكتوراه يواجهون بعض مشاكل الكتابة الأكاديمية؛ بسبب الفرص غير المناسبة والنادرة لممارستها. واتضح أن طلبة الدكتوراه يعانون نقصًا في الوعي بمنهجية وهيكل مقالات البحث. كما عبّر المدرسون عن قلقهم حيال أهمية تعزيز تعليم كتابة المقالات في الجامعات الجزائرية؛ حيث أن هذه المهارة مطلوبة بشكل متزايد بين أفراد المجتمع الأكاديمي بشكل عام. وبالتالي، تثير هذه الدراسة وعي المدرسين والطلبة على السواء لموضوعها، وتقرّ بفائدة دورة محتملة يُلقّنون فيها منهجية كتابة المقالات العلمية.

الكلمات المفتاحية: المقالات، الكتابة الأكاديمية، تحليل النوع، تحليل الخطاب، مجموعة بيانات.