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**Department of English.**



**The Generic Organization of The Problem Statement in  
Master's Dissertations Written By Algerian EFL Students.**

*Dissertation Submitted to the Department of English in Partial Fulfillment of the  
Requirements for the Degree of Master in Language and Culture.*

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## ***Dedication 1***

*In the Name of Allah, the Most Merciful, and the Most Compassionate.*

*I dedicate this work*

*To the soul of my dear **mother** may god give her mercy and forgiveness*

*To my **father***

*To my dear **sister (Leila)***

*To my **brothers (Mourad,Radhouane,Soufiane)***

*To my **husband***

*To my beloved **son and daughter***

***Houcine and Lydia***

*Thank you for your support.*

**MRS. Wafa AGGOUN**

## **Dedication 2**

*I dedicate this work*

*To my husband:(cherguemouhamed amine )Thank you for being my rock, my partner, and my best friend. Your love and support mean everything to me.*

*To my mother: Mom, ( soumiacheriet) your unwavering love and guidance have shaped me into who I am today. I am forever grateful for your presence in my life.*

*To my children: ( adem and iline)My dear children, you are my greatest joy. Thank you for filling my days with laughter, love, and endless inspiration.*

*To my father: Dad,(miloud Cherie)t your strength and wisdom have been a guiding light in my life. Thank you for always believing in me and for being there when I needed you.*

*To my sister: Sis,(rania) you are not just my sibling but also my confidante and closest friend. Thank you for your unwavering support and the bond we share.*

*To my two brothers(:sifedin and mouhyedin) Thank you for being the best brothers anyone could ask for.*

*To my husband's father:(abdlhamid) I want to take this opportunity to express my heartfelt appreciation for everything you have done for our family.*

*To my husband's mother(aicha): I want to express my sincere gratitude for your love and acceptance. From the moment I became a part of your family*

*To my friends(:toutou and souhachamss) Thank you for being there.*

*To my entire family: Thank you all from the bottom of my heart.*

*MS. Chaima CHERIET*

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## **Abstract**

This study focuses on conducting a genre analysis of problem statements in EFL dissertations within the Algerian context, specifically at the Department of English, Abbess Laghrour University. The research aims to evaluate genre adherence, identify rhetorical moves, and assess student proficiency in writing the problem statement section in their dissertations. The research methodology adopts a mixed-methods design, incorporating corpus analysis of 30 randomly selected dissertations from the university's archive, as well as a questionnaire administered to master's level students at the same university. A non-probabilistic random sampling method was employed for selecting participants for the questionnaire. The CARS (Create a Research Space) model is utilized as a framework for data analysis.

The primary objectives of this research are to investigate the extent to which the rhetorical structure outlined in Swales' CARS model is adhered to in the problem statement section of EFL master's dissertations and to identify the common rhetorical moves and strategies employed by EFL master's students in their problem statements. The analysis reveals a lack of adherence to the CARS model, particularly in terms of establishing a research territory, identifying a niche, and occupying that niche. It suggests that students may not possess sufficient awareness of the various rhetorical moves required for an appropriate problem statement.

Educators are recommended to introduce the Swales' CARS model to EFL master's students, providing explanations and examples to help them understand the purpose of the model and the different rhetorical moves involved. Clear guidance should be provided to assist students in effectively structuring and presenting their problem statements.

**Keywords:** Genre analysis, Problem statement, EFL dissertations, CARS model, Moves.

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**General**

**Introduction**

## **General Introduction**

English as a Foreign Language (EFL) holds significant importance for non-native English speakers and is taught in various educational settings, such as universities and language schools. EFL students often encounter the task of composing dissertations as part of their academic requirements, focusing on various topics related to their course. However, many students face challenges when it comes to formulating a clear problem statement for their dissertations.

The problem statement plays a crucial role in every dissertation, as it sets the tone for the entire research endeavor and aids readers in understanding the study's objectives. Without a well-defined problem statement, the research may lack direction, leading to potentially irrelevant or inconsequential results. Therefore, the problem statement serves as a guide throughout the research process, assisting researchers in identifying research questions and objectives, which are vital for developing an appropriate research methodology. Moreover, the problem statement helps readers comprehend the significance of the research and its potential contribution to the field.

In this study, the researchers aim to enhance our understanding of the rhetorical moves and linguistic features commonly employed in EFL dissertation problem statements. The research involved analyzing the frequency and distribution of these moves and features within the collected corpus, comparing the findings to previous studies on problem statements in academic writing. To gain a comprehensive understanding of the characteristics of EFL dissertation problem statements, a review of existing literature on the subject is essential. Previous studies have recognized the importance of problem statements in academic writing and have explored the rhetorical moves and linguistic features frequently employed in such statements.

By conducting this analysis, the researchers seek to contribute to the body of knowledge regarding EFL dissertation problem statements, shedding light on their rhetorical and linguistic aspects.

## **Statement of the Problem**

The problem statement section in research writing plays a pivotal role in framing the study, establishing its significance, and guiding the overall research project. However, there is a dearth of research focusing specifically on the genre analysis of problem statements in EFL master dissertations, particularly at ABBES Laghrour Khenchela University. This knowledge gap raises concerns about the level of awareness, adherence to genre conventions, and proficiency in employing rhetorical moves within the problem statement section among EFL master students.

Furthermore, limited research has been conducted on the utilization of Swales' CARS model, which is widely recognized as an effective framework for organizing the rhetorical structure of scientific research introductions. The extent to which EFL master students at ABBES Laghrour Khenchela University apply the CARS model and demonstrate an understanding of its rhetorical moves remains largely unexplored.

Therefore, this study aims to address these gaps by conducting a comprehensive genre analysis of problem statements in EFL master dissertations at ABBES LaghrourKhenchela University. The study specifically examines the adherence to genre conventions, identify common rhetorical moves and strategies employed, and assess the students' awareness and understanding of the CARS model.

By exploring these aspects, this research seeks to provide valuable insights into the strengths, weaknesses, and challenges faced by EFL master students in crafting effective problem statements. Additionally, the study aims to contribute to the existing literature on genre-based pedagogies by proposing targeted interventions to enhance the students' writing skills and improve the overall quality of EFL master dissertations at ABBES LaghrourKhenchela University.

Through an in-depth investigation of the problem statement section, this study ultimately aims to enhance the students' competence in research writing, promote effective communication of research objectives, and contribute to the advancement of EFL education.

## **Research Questions**

This study aims to investigate the genre analysis of problem statements in EFL master dissertations at ABBES LaghrourKhenchela University. The research questions examine the adherence of dissertations to Swales' CARS model, identify common rhetorical moves, assess students' proficiency in employing these moves, explore students' awareness of genre conventions, and analyze the impact of problem statement quality on overall coherence. In this matter these questions are raised.

1. What challenges do EFL master students face in writing the problem statement section of their dissertations?
2. What are the common rhetorical moves and strategies employed in problem statements of EFL master dissertations?
3. To what extent do EFL master dissertations adhere to the rhetorical structure outlined in Swales' CARS model in the problem statement section?
4. What are the common rhetorical moves and strategies employed in problem statements of EFL master dissertations?

By exploring these research questions, this study aims to contribute to the understanding of problem statement writing in EFL master dissertations, rhetorical moves, and propose pedagogical interventions to enhance the students' writing skills.

## **Aims of the Study**

This study aims to investigate and analyze the genre conventions and rhetorical moves within the problem statement section of EFL master dissertations at ABBES Laghrour Khenchela University. The problem statement plays a crucial role in research writing, setting the stage for the study and outlining its significance. By examining the problem statement section, this study aims to shed light on the strengths, weaknesses, and challenges encountered by EFL master students in their research writing.

The primary objectives of this research are multifold. Firstly, the study seeks to explore the adherence to the rhetorical structure outlined in Swales' CARS model within the problem statement section of EFL master dissertations. By assessing the extent to which the students follow this recognized genre framework, the research aims to gain insights into the students' ability to effectively structure their problem statements.

Additionally, this study aims to identify the common rhetorical moves and strategies employed by EFL master students in their problem statements. By analyzing a range of dissertations, the research intends to uncover prevalent patterns and techniques used by the students to articulate their research objectives and justify the significance of their studies.

Furthermore, the research aims to assess the level of awareness and understanding among EFL master students regarding the rhetorical strategies required in the problem statement section. This investigation seeks to determine the students' grasp of the specific writing requirements and their proficiency in applying appropriate rhetorical moves.

Moreover, the study aims to explore the challenges and difficulties faced by EFL master students in effectively writing problem statements. By understanding the specific obstacles encountered by the

students, the research aims to propose targeted pedagogical interventions and strategies to enhance their problem statement writing skills.

Overall, this study aspires to contribute to the existing literature on genre-based pedagogies in EFL education and provide valuable insights into the specific context of problem statement writing in EFL master dissertations. The findings of this research will inform future research and practice in the field of EFL research writing, with a focus on improving the quality and coherence of problem statements. Ultimately, the study aims to enhance the overall research writing competence and academic development of EFL master students at ABBES Laghrour Khenchela University.

### **Significance of the Study**

The significance of this study lies in its potential contributions to both academic and pedagogical contexts. The findings of this research have several key implications:

***Academic Contribution:*** The study addresses a notable research gap by specifically investigating the genre analysis of problem statements in EFL master dissertations at ABBES Laghrour Khenchela University. By examining the adherence to genre conventions and rhetorical moves within the problem statement section, the study adds to the existing body of knowledge on research writing in the field of EFL education. The findings provide valuable insights into the strengths, weaknesses, and challenges faced by EFL master students, thereby enriching the understanding of this specific genre in the academic domain.

***Pedagogical Implications:*** The study's findings have practical implications for EFL education and pedagogy. By identifying the common rhetorical moves and strategies employed by EFL master students, the research informs educators about the areas where students may require additional support and guidance. The study also highlights the challenges faced by students in writing effective problem



statements, enabling educators to develop targeted interventions and strategies to enhance students' writing skills. The pedagogical implications derived from this research can ultimately contribute to improving the quality of EFL master dissertations and enhancing students' overall research writing competence.

**Future Research Directions:** The study's findings can serve as a foundation for future research in the field of EFL research writing and genre analysis. The identified gaps and challenges can inspire further investigations to delve deeper into specific aspects of problem statement writing.

In summary, the significance of this study lies in its potential to contribute to academic knowledge, inform pedagogical practices, guide curriculum development, and inspire future research endeavors in the field of EFL master dissertations' problem statement writing. The findings have the potential to positively impact EFL education by enhancing students' research writing skills and fostering a better understanding of genre conventions and rhetorical moves within the problem statement section.

## **Structure of the Study**

The study commenced with a comprehensive introduction that preceded two major chapters. The first chapter, dedicated to theoretical aspects, presented an overview of the subject matter. It delved into the theoretical underpinnings of genre theory, genre analysis, and contrastive genre analysis. Within this chapter, significant emphasis was placed on exploring the problem statement as an academic genre constructed by EFL researchers. Additionally, the chapter examined the various moves and sub-moves of the Swalesian CARS model.

Moving on to the second chapter, the focus shifted towards the practical aspects of the research. This section encompassed details regarding the compilation of the corpus, the approach and methods

employed for analysis, and, of utmost importance, a comprehensive presentation of the results followed by in-depth discussions.

Finally, the study culminated with a comprehensive conclusion that encapsulated the main findings of the research. The conclusion also provided implications derived from the findings as well as an acknowledgment of the study's limitations.

**Chapter I:**  
**Genre, Genre Analysis**  
**and Problem**  
**Statement.**

## **Chapter I: Genre, Genre Analysis and Problem Statement**

### **Introduction**

The literature review section of this study provides a comprehensive overview of existing research and scholarly contributions related to the problem statement genre in EFL master dissertations. This section aims to establish a theoretical foundation, identify gaps in the current knowledge, and contextualize the study within the broader academic discourse

The problem statement serves as a critical component of any research project, including EFL master dissertations. The literature review introduces key concepts of genre theory and genre analysis. It explores the theoretical frameworks and approaches employed in the study of genres. The literature review then focuses on genre analysis specifically within the context of academic writing. It discusses previous studies that have examined various academic genres, such as research articles, abstracts. Genre Analysis of the Problem Statement Genre: Within the broader scope of academic writing, the literature review narrows its focus to the problem statement genre. It explores previous research that has investigated the problem statement sections in different disciplines and research contexts. The literature review identifies gaps and limitations in the existing research on the problem statement genre in EFL master dissertations. It highlights areas where further exploration and investigation are needed. By reviewing the relevant literature, this section sets the stage for the subsequent analysis and discussion in the study. It establishes the theoretical framework, identifies gaps in the current knowledge, and highlights the significance of the research. The literature review ensures that the study is grounded in the existing scholarly discourse and contributes to the advancement of knowledge in the field.

### **I.1 Genre and Genre Analysis**

The problem statement section is a crucial component of any research project, providing a clear and concise statement of the research problem, its significance, and the research objectives. In the

context of EFL master dissertations, the effective formulation of a problem statement is essential for demonstrating the researchers' understanding of their research area and their ability to articulate a research gap. Therefore, understanding the genre conventions and rhetorical moves within the problem statement section is of paramount importance.

Genre theory and genre analysis have emerged as valuable frameworks for investigating the characteristics and conventions of specific genres within various academic disciplines. Swales' (1990) CARS model (Create a Research Space) is widely recognized as a seminal framework for analyzing the rhetorical structure and moves in academic genres. It provides a comprehensive approach to understanding how academic texts, including research articles and dissertations, are organized and how specific moves contribute to the overall communicative purpose of the genre.

Studies employing genre analysis within the realm of EFL writing have predominantly focused on research articles in various disciplines. However, there is a notable gap in the literature when it comes to genre analysis of problem statement sections in EFL master dissertations. This gap is particularly evident in the specific context of EFL education at ABBES LaghrourKhenchela University.

A few studies have explored genre analysis in the broader field of EFL academic writing, highlighting the importance of genre awareness and the need for explicit instruction on genre conventions. These studies have emphasized the role of genre analysis in enhancing students' academic writing skills and facilitating the development of effective problem statements. However, there is a dearth of research specifically investigating the problem statement genre in EFL master dissertations.

### **I-1-1 Definition of Genre**

Genre refers to a category or class of texts that share similar characteristics, conventions, and purposes. It is a way of categorizing and classifying texts based on their form, structure, content,

and intended audience. Genres exist across various forms of communication, including literature, film, music, art, and even everyday discourse.

A genre is characterized by its specific features and conventions that distinguish it from other genres. These features may include narrative structures, thematic elements, language styles, tone, and specific rhetorical moves. Genres provide a framework for both creators and consumers of texts, offering familiar patterns and expectations.

Genres serve multiple purposes, such as facilitating communication, enabling effective expression of ideas, and establishing shared understanding among a particular audience or community.

Wan Farah Fakhruddin, and Hassan (2015) suggestion highlights the continued interest among scholars in the study of genre. Previously, genre was primarily seen as a tool for categorizing texts and cultural objects based on their shared characteristics. However, the understanding of genre has evolved to recognize its broader functions and impacts.

Genre is now acknowledged as a powerful and dynamic force that goes beyond mere classification. It is seen as an ideologically active entity that shapes texts, meanings, and social actions. Genres not only reflect the existing social and cultural practices but also actively participate in shaping and influencing them.

Genres play a crucial role in organizing and generating different types of texts and social actions. They provide a framework and set of expectations for communication within specific contexts or communities. By adhering to genre conventions, communicators can effectively convey their intentions and meanings to others.

Furthermore, genres are not static entities but rather evolve and change over time. They are influenced by historical, social, and cultural factors, adapting to new contexts and emerging needs. This dynamic nature of genre highlights its ongoing relevance and significance in understanding communication practices.

Overall, scholars recognize genre as more than a classificatory tool. It is now regarded as a powerful and dynamic force that shapes texts, meanings, and social actions, playing a crucial role in the communication process.

There are diverse perspectives on genre within the field of genre studies. Scholars from different theoretical backgrounds have contributed to our understanding of genre and its functions. In particular, the New Rhetoric, English for Specific Purposes (ESP), and Sydney school groups have provided valuable insights into genre analysis.

Hyon's review in 1996 has been highly influential in the field of genre studies. Her work serves as a framework and map for linguistic and discourse analysis, guiding researchers in their exploration of genres. It has helped establish a foundation for understanding genres and their characteristics.

One of the influential papers in genre studies is Swales' work, which has been widely cited and referenced. Swales defines genre as a recognized communicative event that is characterized by specific communicative goals. These goals are acknowledged and agreed upon by the members of a professional or academic community where the genre is regularly used. Genres are often organized and standardized, imposing constraints on the content, structure, and perceived value of contributions made within that genre.

Bhatia, in agreement with Swales, shares a similar definition of genre. According to Bhatia, genre is a recognized communicative event with specific goals that are agreed upon by the community. Genres exhibit organization and standardization, and they impose restrictions on various aspects such as intent, placement, form, and value perception.

These perspectives emphasize the social aspect of genres, highlighting their role in specific communities and their adherence to shared conventions. They also emphasize the importance of understanding genres as communicative events with defined purposes and structures.

Overall, these perspectives contribute to the ongoing development of genre studies and provide valuable insights into the nature and characteristics of genres.

Bhatia (2002) suggests that genre analysis, despite its applied nature and focus on traditional language use, is adaptable and dynamic. It goes beyond mere description and instead aims to inform and provide insights. Genre analysis is characterized by its close examination of specific genres while maintaining a broad understanding of the larger context. It has an inherent inclination for progress and exploration, constantly seeking new avenues for development and utilization. In summary, genre analysis is seen as a versatile and evolving approach that combines informative analysis with a proactive orientation towards advancement and exploration.

### **I-1-2 Elements of Genre**

An impactful feature of genre, according to language teaching scholars, is that each genre consists of a variety of generic structures, which Swales (1990) classified as follows.

#### **I-1-2-1 Moves**

Moves are semantic structure units integrated in appropriate subject within the generic structure. A move, according to Swales (2004), is a discursive or rhetorical component that accomplishes a coherent communicative purpose in a form of speech or writing discourse. Swales (1981, 1990) demonstrate that a move can be made up of a single step or more. A single sentence can function as a move in some cases, but a group of paragraphs on the same topic can count as one move in others.

If a paragraph is followed by paragraphs that, for example, describe in detail the examples that back up the concept presented in the first paragraph, the applicable group of paragraphs can be thought of as a single move. Swales (1981, 1990) demonstrate that a move can be made up of a single step or more. A single sentence can function as a move in some cases, but a group of paragraphs on the same topic can count as one move in others.

If a paragraph is followed by paragraphs that, for example, describe in detail the examples that back up the concept presented in the first paragraph, the applicable group of paragraphs can be



thought of as a single move. In some situations, however, a group of paragraphs related to a single subject can be considered as one move. When a paragraph is followed by paragraphs that, for example, describe in detail the examples that support the idea presented in the first paragraph, the relevant group of paragraphs can be thought of as one move. Moves are realized through various steps which can be either required or optional. Obligatory moves are required to achieve the communicative functions of genre, whereas optional moves are chosen to increase communication effectiveness while not changing the communicative purposes of text.

### **I-1-2-2 Steps**

The word step, according to Dudley-Evans and St. John (1998), is a bottom level text component than the move that offers an in-depth perspective on the options available to the writer in laying out the moves. Steps are also referred to as sub-moves. They are text - based elements that are optional and can either be present or not appear in any text. A step has both a design and a semantic function that helps the core move achieve its communicative objective.

### **I-1-3 Academic Discourse Community**

According to Swales, a discourse community is characterized by several key elements:

**Common Goals:** Members of a discourse community share common objectives or purposes that unite them in their communication.

**Communicative Mechanisms:** The community has established ways of communication, including specific genres, conventions, and practices that members use to interact and convey meaning effectively.

**Responses and Feedback:** Within the discourse community, members engage in reciprocal communication, responding to each other's contributions, providing feedback, and generating further discussion.

**Genre:** Genres represent the various methods or forms of communication within the discourse community. Different genres have specific structures, conventions, and purposes that members recognize and utilize.

**Lexis:** A discourse community employs specialized terminology, vocabulary, and expressions that are unique to their field or domain. This shared language helps to facilitate effective communication within the community.

**Transmission of Knowledge:** A discourse community maintains a continuous flow of membership, with experienced members passing on their knowledge, expertise, and understanding to newcomers or novices. This transmission of understanding ensures the continuity and development of the community.

By incorporating these characteristics, a discourse community establishes a shared context, enabling effective communication and fostering collaboration among its members.

#### **I-1-4 Linguistic Approaches to Genre**

Linguistic approaches to genre focus on the analysis of language use and textual features within different genres. These approaches aim to uncover the linguistic patterns, structures, and strategies that characterize specific genres and how they contribute to communication within particular discourse communities. Here are some prominent linguistic approaches to genre:

##### **I-1-4-1 Systemic Functional Linguistics (SFL)**

SFL, developed by Halliday and his associates, explores how language functions in social contexts. It emphasizes the relationship between language structure and its social functions. SFL analyzes how language choices, such as lexicogrammatical choices and discourse structures, contribute to the realization of communicative purposes in different genres.

### **I-1-4-2 Discourse Analysis**

Discourse analysis examines the organization and structure of spoken or written texts. It focuses on how language is used in context to create meaning and social interaction. Discourse analysis identifies linguistic features, such as cohesion, coherence, and discourse markers, that contribute to the organization and interpretation of texts within specific genres.

### **I-1-4-3 Corpus Linguistics**

Corpus linguistics involves the analysis of large collections of texts, known as corpora, to identify patterns and frequencies of language use. Corpus-based genre analysis examines genre-specific linguistic features and explores how they vary across different contexts and communities. Corpus linguistics provides empirical evidence for the investigation of genre-related language use.

#### **I-1-4-4 Sociolinguistics**

Sociolinguistic approaches to genre examine the social and cultural factors that influence genre development and use. They explore how genres are shaped by sociocultural norms, power relations, and social identities. Sociolinguistic analyses consider how linguistic choices and genre conventions reflect and reproduce social structures and relationships.

These linguistic approaches to genre provide valuable insights into the relationship between language, discourse, and social context. They help uncover the ways in which language is structured, utilized, and interpreted within specific genres, contributing to our understanding of genre as a dynamic and socially situated phenomenon.

#### **I-1-5 Genre Analysis of Research Proposals**

The research proposal plays a crucial role in the process of writing a research paper. It serves as the initial framework and roadmap for the research project, outlining the key objectives, methodology, and significance of the study. The purpose of the research proposal is to convince the readers, such as supervisors, funding agencies, or academic committees, that the research is worth pursuing and has the potential to contribute to the field.

A well-written research proposal should provide a clear and concise overview of the research topic, research questions or objectives, and the rationale for conducting the study. It should outline the research design, including the methodology, data collection and analysis techniques, and any ethical considerations. Additionally, the proposal should highlight the anticipated outcomes or expected contributions of the research, demonstrating its potential impact and significance.

Cadman (2002) argued that she emphasizes the role of research proposals as not just gatekeeping assessment texts but also as texts that convey evaluated “readings” of students. This means that research proposals not only serve as a means to assess students’ research skills but also as a way to evaluate their overall academic abilities and potential as researchers.

Cadman (2002) suggests that research proposals operate within a framework of largely unarticulated standards for what a “researcher” is. This implies that there are implicit expectations and norms that researchers are expected to meet, and these standards may vary across disciplines and academic contexts. The research proposal, therefore, becomes a crucial text through which students must demonstrate their understanding of these standards and their ability to conform to them.

Furthermore, Cadman (2002) argues that learning how to present oneself as a researcher in the research proposal is essential for academic writing in a second or subsequent language. Writing academically involves not only mastering the language but also adopting the appropriate discourse conventions, rhetorical strategies, and disciplinary expectations. The research proposal provides an opportunity for students to navigate and internalize these conventions, helping them develop their academic writing skills in a specific field or discipline.

In summary, according to Cadman (2002), research proposals serve as gatekeeping assessment texts that evaluate students’ research skills and academic abilities. They also function as a means for students to learn and conform to the standards and expectations of academic research, particularly in the context of writing academically in a second or subsequent language.

Bin (2016) in his study regarding research proposals written by students seeking entry into MA/PhD programs in applied linguistics at Singapore University, he highlighted the significance of research proposals in assessing students’ capabilities and selecting future academic writers. It emphasized that research proposals for degree program admission have not been extensively investigated due to limited access to such texts.

Bin’s research revealed that the communicative purpose of research proposals, as well as disciplinary expectations, influenced the rhetorical structure and realization of moves within the proposals. The study shed light on this previously unknown genre and its pedagogical implications.

Overall, Bin's work contributes to the understanding of research proposals as a distinct genre and underscores their importance in evaluating students' potential and preparing them for academic writing in applied linguistics.

### **I-1-6 Genre Analysis of Research Papers and Theses Abstracts**

Saidi and Talebi (2021) highlighted that the abstract serves as a concise summary of the paper, allowing the academic audience to get an overview and make decisions based on it. Malikatul (2020) also emphasized that the abstract provides insights into the writer's intentions.

Saidi and Talebi (2021) mentioned Swales' IMRD framework (Introduction, Method, Result, Discussion) as a model for structuring abstracts. They further discussed Bhatia's four moves for writing abstracts, which include stating the study's goal or purpose, describing the research method, summarizing the findings, and providing conclusions.

In their study on genre analysis of abstracts in research articles in English for academic purposes, Saidi and Talebi (2021) found that their findings have pedagogical implications for academic writing courses, materials development, and instructor guidance. The study aimed to improve novice researchers' understanding of writing conventions and enhance their acceptance by scientific communities.

Overall, the abstract section plays a crucial role in providing a comprehensive overview of a research paper, and various models and moves have been proposed to guide its effective composition. Analyzing abstracts can contribute to improving academic writing skills and facilitating the integration of novice researchers into scholarly communities.

## **I-2 Problem Statement**

### **I-2-1 Definition of Problem Statement**

In their study, Azad and Pandya (202) provide a definition of the problem statement as a concise and focused statement that outlines the issue or problem addressed by a research project. The

problem statement is characterized by its brevity and clarity, aiming to effectively communicate the research problem to both experts and non-experts in the field. It is essential for the problem statement to be comprehensible to individuals with varying levels of expertise in the subject matter.

In a similar vein, Jamie (2023) emphasizes that a problem statement serves as a precise description of the issue or issues that a project intends to tackle. It not only presents the current situation but also outlines the desired future state and identifies any existing gaps between the two. The problem statement plays a crucial role as a communication tool, ensuring that all stakeholders involved in the project have a clear understanding of the problem at hand and comprehend the significance of the research study.

According to Hernon and Metoyer-Duran (1993), a problem statement, particularly in the context of exploratory research, establishes the existence and importance of a situation characterized by the interaction of two or more factors. This interaction leads to a perplexing or mysterious state, an undesirable outcome, or a conflict that renders the choice between alternative courses of action inconsequential. The purpose of the problem statement is to highlight and emphasize the significance of this situation, prompting further investigation and research to address the underlying issues.

In his proposal, Henry (2008) suggests that a problem statement serves as a description of a current situation that requires a resolution. It sets the context for the research inquiry and forms the basis for the research questions to be addressed. The problem statement holds utmost importance in any research endeavor. An effective problem statement typically consists of a concise single sentence, which is further supported by several paragraphs expanding upon the issue at hand. By providing this comprehensive description, the problem statement guides the research process and helps frame the study in a meaningful manner.

## **I-2-2The Main Objectives of the Problem Statement**

Hernon and Metoyer-Duran (1993) argue that, the problem statement represents the essence of the research issue, serving as the crystallization of the researcher's work. They highlight that the problem statement should be concise, acting as a tool to steer researchers away from making assumptions and providing guidance for their research. Interestingly, they note that certain lecturers, such as ethnic studies sociologists, may not use the term "problem statement" explicitly; instead, they pose a broader question to address the research inquiry.

Hernon and Metoyer-Duran (1993) further suggest that, based on the input from respondents, the significance of problem statements may hold greater weight in securing grant funding compared to preparing a paper for publication or conducting the actual study. They note that as the research progresses, the nature of the problem may evolve and change. Therefore, a historian points out the necessity for flexibility in terms of the researcher's responsibility to adhere strictly to the initial study plan. This indicates that researchers should be adaptable and open to adjustments as they navigate through the research process.

## **I-2-3-Form in Which Problem Statement Appears**

Hernon and Metoyer-Duran (1993) assert that when asked about the format of problem statements, the majority of faculty members believe that it takes the form of a question. More than three-quarters of the respondents perceive the problem statement as a statement of purpose, while more than half view it as a reflection of the study's focus. Additionally, four other forms of the problem statement were identified, including goal expression, objective statement, and hypothesis preparation. This suggests that there is some variation in how scholars conceptualize and articulate the problem statement, with different perspectives on its structure and purpose.



## **I-2-4 Attributes of Problem Statements**

According to Hernon and Metoyer (1993), several components are associated with the problem statement section in academic writing. These components, identified by the aforementioned scholars, include:

*Accuracy and precision:* A good problem statement should be concise and devoid of misleading information. The writer should avoid making irresponsible statements.

*Clarity of the research topic:* The researcher must clearly state what will be studied, using objective language and avoiding implicit terms.

*Formulation of a comprehensive question:* The problem statement should include a well-defined and comprehensive question that addresses the research topic.

*Identification of key words and terms:* The problem statement should highlight the major key words and terms relevant to the research topic.

*Emphasis on the importance and benefits:* The problem statement should emphasize the significance of the research topic, providing arguments and evidence to demonstrate its value. This helps to establish the relevance of the study.

*Avoidance of unnecessary words and terms:* Unnecessary words and terms should be avoided to prevent confusion and maintain clarity for the intended audience.

In addition, Tarvirdizadeh, SayedPaidary, and SyamimiBinti Mat Hussin (2016) propose that the problem statement is a crucial part of a research report. It encompasses the study's theme, the specific research problem within that theme, a justification for the problem based on previous research and practice, identification of insufficiencies or deficiencies in past studies or practical knowledge, and an explanation of the importance of addressing the problem for diverse audiences.

## **I-2-5-The Components of a Problem Statement**

According to Hernon and Schwartz (2007) a problem statement in the social sciences should include four parts:

**Guide:** The problem statement should serve as a guide for the research study, outlining the direction and purpose of the research.

**Proclamation of creativity:** This involves identifying a knowledge gap or research problem that needs to be addressed. It should be supported by a literature review that demonstrates the existing gaps in knowledge and highlights the need for further research.

**Proof of the study's main focus:** The problem statement should clearly state the main focus or central theme of the study. This helps to provide clarity and direction to the research.

**Clarification of the study's importance:** The problem statement should explain the significance of the study and outline the potential benefits or advantages that can be obtained from investigating the problem. It should address the "so what" and "how so" questions, highlighting the relevance and impact of the research.

The lead-in or introduction to the problem statement helps to set up the third component and engage readers by establishing the context and importance of the research topic.

### **I-2-6-Genre Analysis OF Problem Statement**

(Jalilifar, Firuzmand, Roshani,2011) claimed that writing a successful and convincing research proposal needs much more than linguistic skills ,but how the text is used in a context, and any new writer should be familiar with the generic structures set by scholars .They also mentioned that the problem statement is the most important part or the research proposal. (Hernon& Schwartz, 2007) also stated that once we write the problem statement every part becomes clear and the writing drifts from it. But even with all the claims about the importance of problem statement in the research papers it attracts less attention from scholars than the other parts of the research papers and theses . (Jalilifar ; Firuzmand; Roshani,2011)claimed that , despite the significant role that the problem statement (SP) plays in proposals and theses, its rhetorical structure has received relatively less attention.a number of studies have been published using cars models for their analysis .in most studies the model was used to define the orgnization and sequencing of movements in the research

paper. (Nimehchisalem, Tarvirdizadeh , SayedPaidary ,Syamimi,Binti Mat Hussin , 2016) analyzed the problem statement section in Iranian EFL graduate English students theses The findings from the analysis of their written samples revealed that some students neglected to identify a problem as an academic issue based on a gap in the prior studies and neglected to suggest solutions. Students' In academic settings, having knowledge of the PS's rhetorical structure might help them produce works of higher quality. (Jalilifar ; Firuzmand ; Roshani,2011) also made a genre analysis of the problem statement section of MA proposals and theses in applied linguistics, they used Swales (1990) create a research space or what is known as CARS model in analyzing 100 statement of the problem section in proposals and theses ,Findings showed claiming centrality and outlining purposes, are viewed as optional steps because they appear in less than half of the proposals, and question-raising is not considered a potential step for move three because of its appallingly low frequency. The study's findings offer recommendations for post-graduate non-native students on how to enhance the generic structure of this text type in their proposals or theses.

### **Conclusion**

In conclusion, the theoretical chapter of this study has provided a comprehensive overview of genre analysis, specifically focusing on the problem statement genre in EFL dissertations. The chapter has explored key concepts, theories, and frameworks related to genre analysis, including genre theory, genre analysis methods, contrastive genre analysis, and the problem statement genre. The chapter has also highlighted the relevance of Swales' CARS model in analyzing the rhetorical structure of research articles, including the problem statement section. This theoretical foundation sets the stage for the subsequent analysis and interpretation of the data, contributing to a deeper understanding of genre conventions and their application in EFL research writing.

**Chapter II: Research  
Methodology, Data  
Analysis and  
Discussion of the  
Findings**

## **Chapter II: Research Methodology, Data Analysis and Discussion of the Findings**

### **Introduction**

The methodology section of this study outlines the research design, sampling procedure, and data collection instruments used in the investigation of problem statement sections in EFL master dissertations. This section provides an overview of the approach taken to gather and analyze data, ensuring a comprehensive examination of the research topic.

### **II-1-1 Methodology**

#### **II-1-1-1 Research Design**

A mixed-methods research design was adopted to explore the problem statement genre in EFL master dissertations. This design incorporates both qualitative and quantitative methods to capture an understanding of the students' writing practices and perceptions.

**Sampling Procedure:** For the corpus analysis, a sample of 30 postgraduate EFL student dissertations was randomly chosen from the academic archives of ABBES Laghrour Khenchela University. The selection aimed to represent a diverse range of research topics and ensure a comprehensive analysis of the problem statement sections. Additionally, a non-probabilistic random sampling technique was employed to administer a questionnaire to 41 Master 2 students the sampling, providing insights into their awareness and experiences with the problem statement genre. The sampling for the dissertation was determined using a sample size calculator, which resulted in a total of 98 respondents. However, since the dissertations were conducted in pairs and each pair addressed the same problem statement, the actual population size was limited to 41 pairs.

#### **II-1-1-2 Data Collection Instruments**

The primary data collection instruments included the selected dissertations and a structured questionnaire. The dissertations served as the source for the genre analysis, while the questionnaire gathered information on the students' perceptions, experiences, and understanding of the problem statement genre. The questionnaire consisted of multiple-choice, comments, and open-ended

questions, designed to capture a range of responses and provide comprehensive insights into the research topic.

By employing a mixed-methods research design and utilizing both dissertations and a questionnaire, this methodology ensures a comprehensive exploration of the problem statement genre in EFL master dissertations. The research design and sampling procedure guarantee a representative sample, while the data collection instruments facilitate the collection of rich and diverse data for analysis

### **II-1-1-3 Data Analysis and Discussion**

#### **❖ (CARS) Create A Research Space Model**

CARS model in research article introductions is a framework developed by John Swales that guides authors in structuring their introductions to effectively establish the context, identify gaps or research opportunities, and present their research objectives and findings. It consists of three moves: (1) Establishing the Context by highlighting the importance, making general statements, and reviewing previous research, (2) Identifying a Gap or Research Opportunity by counter-claiming, indicating a gap, raising questions, or continuing a research tradition, and (3) Presenting the Research Objectives and Findings by outlining the purpose, describing the research conducted, summarizing the main findings, and indicating the article's structure.

#### **❖ Move 1: Establishing the Context**

- **Step 1:** Highlighting the importance or significance of the research Example: Recent interest in X has been growing, indicating its relevance in the field.
- **Step 2:** Making general statements about the topic Example: The attributes of X are still not fully understood.
- **Step 3:** Reviewing previous research on the subject Example: Several studies have indicated the need for further investigation in this area (Gordon, 2003; Ratzinger, 2009).

#### **❖ Move 2: Identifying a Gap or Research Opportunity**

- Counter-claiming previous research findings Example: While Jones and Riley propose a certain method, a closer examination reveals its limitations.
- Indicating a gap in existing research Example: Previous studies have not adequately addressed the issue of Y.
- Raising questions for further research Example: The current findings raise several questions that require further investigation.
- Continuing a research tradition Example: This study builds upon previous research by exploring X in a new context.

❖ **Move 3:** Presenting the Research Objectives and Findings

- Outlining the purpose of the study Example: In this article, we argue for the importance of...
- Describing the research conducted Example: This paper describes three separate studies conducted between March 2008 and January 2009.
- Summarizing the main findings Example: The findings of the study indicate a significant correlation between X and Y.
- Indicating the structure of the research article Example: This paper is organized as follows: Section 1 provides an introduction, Section 2 presents the methodology, Section 3 discusses the findings, and Section 4 offers conclusions and implications.

### **I-1-1-4 Corpus Analysis**

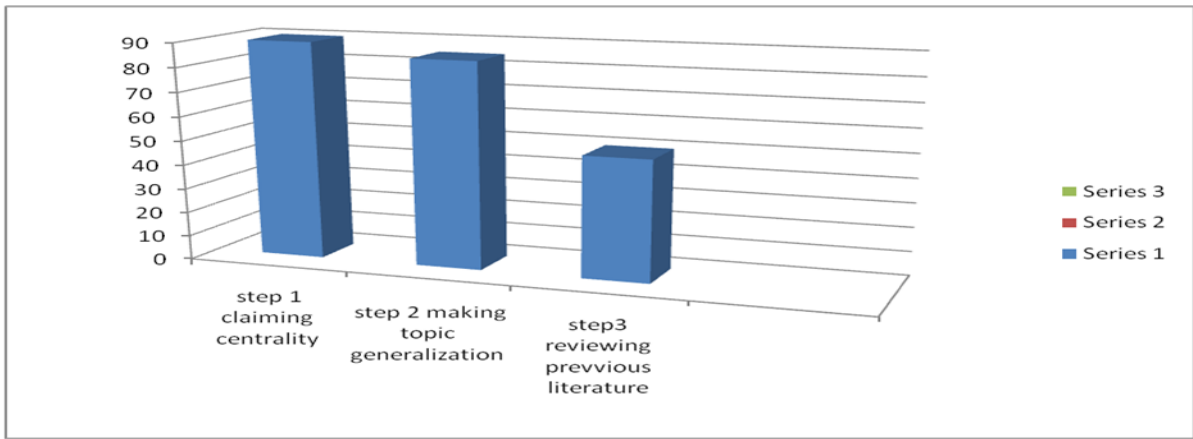
#### **Table 1: Corpus Analysis of 30 Dissertations**

#### **1-4-1: Corpus Codification**

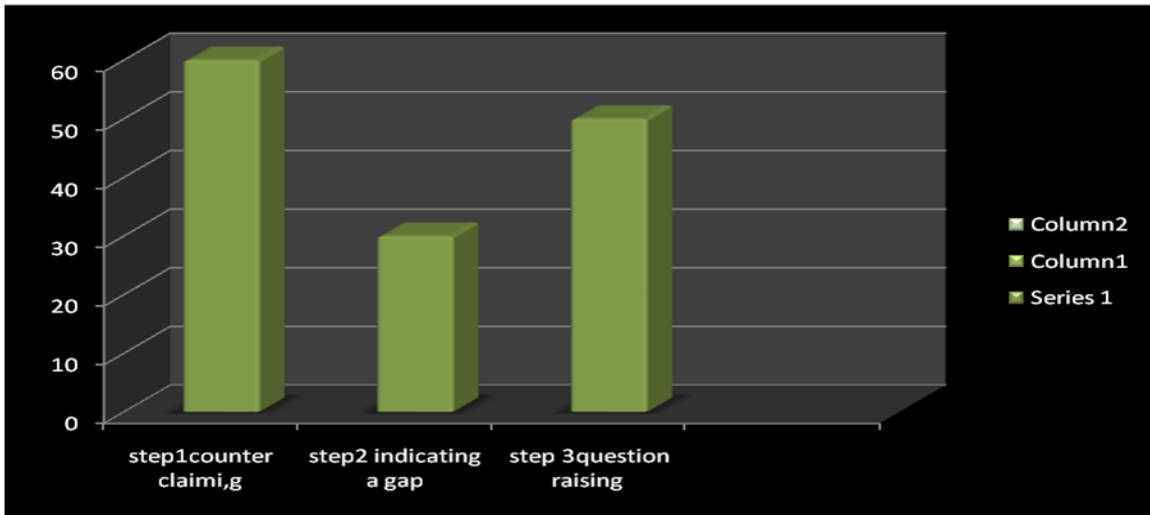
After collecting the entire corpus, each text belonging to the genre was assigned a code. In this case, the letter "D" was used to designate texts that were dissertations.

	Move one			Move two			Move three		
	Step1	St	Step3	Step1	Step2	Step3	Step1	Step2	Step3
D1	+	+	+	+	-	+	+	-	-
D2	+	+	-	+	+	-	+	-	-
D3	+	+	+	+	-	+	+	-	-
D4	+	+	+	+	+	-	+	-	-
D5	+	+	+	+	-	+	+	-	-
D6	+	-	+	+	-	+	+	-	-
D7	+	-	+	+	-	-	+	-	-
D8	+	+	+	+	+	-	+	-	-
D9	+	-	+	+	-	-	+	-	-
D10	+	+	+	+	-	-	-	-	-
D11	+	+	+	+	-	-	+	-	--
D12	+	+	+	-	+	-	-	-	-
D13	+	+	+	+	-	+	+	-	-
D14	+	+	+	+	-	-	+	-	-
D15	+	+	+	-	+	-	+	-	-
D16	+	+	+	-	-	+	+	-	-
D17	+	+	+	+	-	-	+	-	-
D18	+	+	+	+	-	+	+	-	-
D19	+	+	+	+	-	+	+	-	-
D20	+	+	+	+	-	+	+	-	-
D21	+	+	+	+	-	-	+	-	-
D22	+	+	+	+	-	+	-	-	-
D23	+	+	+	+	-	-	+	+	-
D24	+	+	+	+	-	+	-	-	-
D 25	0	0	0	0	0	0	0	0	0
D26	0	0	0	0	0	0	0	0	0
D27	0	0	0	0	0	0	0	0	0
D28	0	0	0	0	0	0	0	0	0
D29	0	0	0	0	0	0	0	0	0
%	90%			60%			20%		

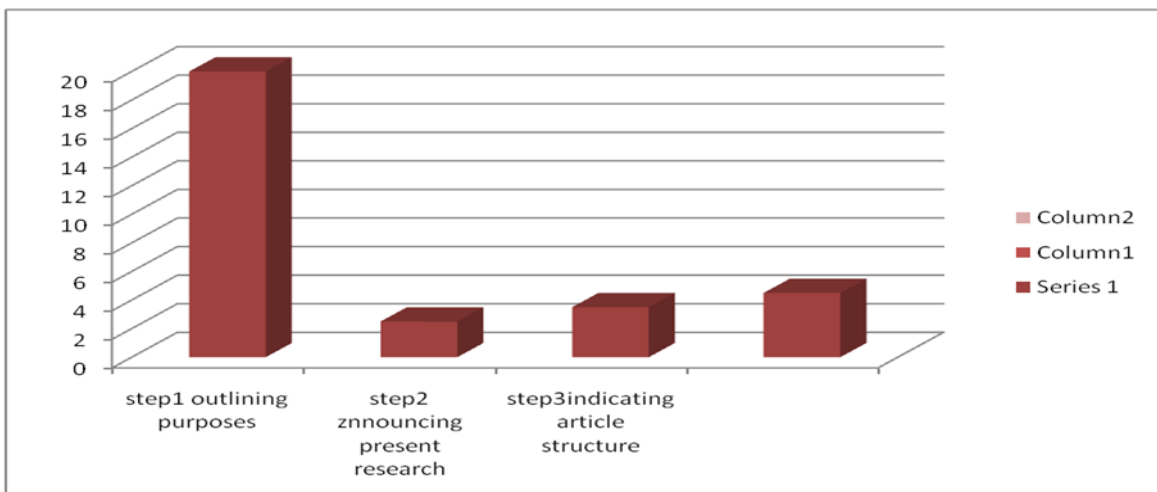




**Figure 1: Frequency of Steps of Move 1**



**Figure 2: frequency of steps of move 2**



**Figure 3: Frequency of Steps of Move 3**

## ***Dissertation 1***

### **Statement of the Problem**

*Semiotics tend to show the different signs, images, stereotypes ...etc. According to Eco (1986), semiotics is concerned with everything that can be taken as a sign. Hollywood, according to History.com website, is one of the most famous American houses of production and it can easily be an influencer. Movies produced in Hollywood show many signs and stereotypes of other cultures. However, the majority of studies that present a movie analysis mostly set the shades on the general stereotypes presented in movies or on stereotypes about either Muslims or African-Americans. There is only limited handling of stereotypes linked to European or Asian countries, especially if these stereotypes are positive by nature. This research attempts to investigate the British stereotypes presented in Titanic using a semiotic framework.*

### **Move 1: Establishing a Territory**

#### **Step 1: Claiming Centrality**

The problem statement claims centrality by stating that media plays a significant role in covering different aspects of human life, particularly in wars. It suggests that media's coverage of wars is an important topic of study.

#### **Step 2: Making Topic Generalizations**

The problem statement makes generalizations about media coverage of wars, stating that not all media cover wars in a right and appropriate way. It highlights the existence of objective and subjective media coverage, which can lead to a distorted image of what is happening in certain areas of the world.

#### **Step 3: Reviewing Previous Items of Research**

The problem statement doesn't explicitly mention previous research or specific studies related to media coverage of the Iraq war. However, it refers to the presence of media biases and the potential for media to hide certain unknown aspects. This implies that previous research may exist on similar topics.

## **Move 2: Establishing a Niche**

The problem statement establishes a niche by indicating the need to investigate whether British and American media coverage of the Iraq war is objective or biased. It highlights the specific context of the Iraq war and focuses on media coverage by these particular countries, suggesting that there may be a gap or lack of understanding in this area.

## **Move 3: Occupying a Niche**

The problem statement partially addresses this move by stating the research objective of investigating the objectivity or bias in British and American media coverage of the Iraq war. It outlines the purpose of the research and the desire to uncover any hidden aspects.

## ***Dissertation 2:***

### **Statement of the Problem**

*In the field of teaching English as a foreign language, gender may be a catalytic factor affecting the process of teaching-learning English .For that reason, so many studies have been conducted regarding this subject as an attempt by researchers to understand its role in the process of teaching-learning English as a foreign language.*

## **Move 1: Establishing a Territory**

### **Step 1: Claiming Centrality**

The problem statement suggests that gender is a factor that may have an impact on the process of teaching and learning English as a foreign language. It implies that there is a lively and significant research area exploring the role of gender in this context.

Step 2: Making Topic Generalizations The statement acknowledges that numerous studies have been conducted to understand the role of gender in the process of teaching and learning English as a foreign language.

**Step 3: Reviewing Previous Items of Research** Although not explicitly mentioned in the problem statement, it can be inferred that previous research has explored the relationship between gender and the process of teaching and learning English as a foreign language.

## **Move 2: Establishing a Niche**

The problem statement does not explicitly establish a niche within the existing research.

However, it indicates that there is a need for further investigation to understand the role of gender in the process of teaching and learning English as a foreign language.

## **Move 3: Occupying a Niche**

The problem statement does not elaborate on the steps of occupying a niche as described in the CARS model, such as outlining purposes, announcing present research, presenting principal findings, or indicating the structure of the research dissertation.

### ***Dissertation 3:***

**STATEMENT OF THE PROBLEM** : *There could be possibly no room for doubt that , media plays a significant role in covering different aspects of human's life , and it has a crucial role that can be clearly seen in wars . It also gives a picture of some human excesses that exist everywhere in some countries like Iraq , Palestine , Afganistan ....etc . However , not all media cover wars in a right and an appropriate way . Some are objective and represent actions as they really are . Some others are subjective and biased in transferring events to the audience , which leads to people having a wrong image of what is really going on in some areas of the world . What we are really seeking to investigate is to know whether British and American media coverage of Iraq war is done in an objective way or there is a certain kind of bias to hide some unknown things*

## **Move 1: Establishing a Territory**

### **Step 1: Claiming Centrality**

The problem statement claims centrality by asserting the significant role of media in covering various aspects of human life, particularly in the context of wars. It emphasizes the importance of media's portrayal of human excesses in countries like Iraq, Palestine, and Afghanistan.

### **Step 2: Making Topic Generalizations**

The problem statement makes generalizations about media coverage of wars. It states that not all media cover wars in the right and appropriate way, highlighting the presence of both objective and

subjective coverage. It suggests that biased media coverage can lead to a distorted understanding of events in certain areas of the world.

### **Step 3: Reviewing Previous Items of Research**

The problem statement doesn't explicitly reference previous research or specific studies on media coverage of the Iraq war. However, it acknowledges the existence of objective and subjective media representations, which implies the potential for previous research in this area.

### **Move 2: Establishing a Niche**

The problem statement partially establishes a niche by expressing the desire to investigate whether British and American media coverage of the Iraq war is objective or biased. It focuses on a specific context and highlights the need to determine if there is a certain kind of bias to conceal unknown aspects.

### **Move 3: Occupying a Niche**

The problem statement does not fully address Move 3. It doesn't provide a detailed plan for how the research will occupy the established niche. It does not outline the specific research methods, principal findings, or the structure of the research dissertation.

### ***Dissertation 4:***

#### **Statement of the Problem:**

*Currently, there is a lot of debate about how technological developments and the Internet have impacted upon learning and teaching approaches in schools. Particularly, students' perception about internet technology is extremely significant, as students have to accept new technologies before they can be successfully implemented into school activities. Improving EFL students' abilities to read fluently and to comprehend texts is a hard task that cannot be done easily because reading is a complex skill and needs to be done not just inside the classroom. Obviously, reading inside the classroom is not enough for EFL students to train themselves to read fluently*

## **Move 1: Establishing a Territory**

### **Step 1: Claiming Centrality**

The problem statement claims centrality by stating that there is a lot of debate about how technological developments and the Internet have impacted learning and teaching approaches in schools. It suggests that this topic is significant and currently under discussion.

### **Step 2: Making Topic Generalizations**

The problem statement makes generalizations about the significance of students' perception of internet technology in implementing it into school activities. It acknowledges the importance of students accepting new technologies before successful implementation can occur.

### **Step 3: Reviewing Previous Items of Research**

The problem statement doesn't explicitly reference previous research or specific studies in this field. However, it alludes to the ongoing debate and suggests that there is existing research or discussions on the impact of technological developments and the Internet on learning and teaching approaches in schools.

## ***Dissertation 5***

### **Statement of the Problem**

*Since media transmits political input from political actors to the public, it is justifiable to argue that sometimes media has been used in an erroneous way by powerful people or countries for the misinformation cover up crimes and to safeguard a perfect political reputation. The whole world knows about the assassination of the Saudi journalist Jamal*

## **Move 1: Establishing a Territory**

### **Step 1: Claiming Centrality**

The problem statement claims centrality by asserting that media transmits political input from political actors to the public. It highlights the potential misuse of media by powerful individual or countries for purposes such as misinformation, covering up crimes, and protecting political reputation.

## **Step 2: Making Topic Generalizations**

The problem statement makes generalizations about the erroneous use of media in certain situations. It suggests that media can be used by powerful entities for misinformation and to manipulate public perception.

## **Step 3: Reviewing Previous Items of Research**

The problem statement doesn't explicitly reference previous research or specific studies on the misuse of media for misinformation or covering up crimes. However, it implies that such cases have been widely reported and known, as it mentions the assassination of the Saudi journalist Jamal.

### ***Dissertation 6:***

#### **Statement of the problem**

*Many researchers argue that beginner learners who have low self-esteem, low self-worth, negative self-talk and low self-confidence, exert low performance and insufficient efforts to learn which result a low level of achievement. Therefore, a research into the field of psycho pedagogy has covered the relationship between self-concept and learners level of achievement; students should master their capacities and be able to improve their self-concept constructs in an effective and appropriate manner in order to improve their scores and their high level of achievement. In this regard, the present research's problems and questions at issue are whether pupils of AyebDerraji Middle School can learn EFL effectively if they believe in their abilities or not*

#### **Move 1: Establishing a Territory**

##### **Step 1: Claiming Centrality**

The problem statement claims centrality by stating that researchers argue beginner learners with low self-esteem, low self-worth, negative self-talk, and low self-confidence tend to have low performance and insufficient efforts in learning, leading to a low level of achievement. It emphasizes the importance of the relationship between self-concept and learners' level of achievement.

## **Step 2: Making Topic Generalizations**

The problem statement makes generalizations about the relationship between self-concept and achievement in the field of psycho pedagogy. It suggests that students need to master their capacities and improve their self-concept constructs in an effective and appropriate manner to enhance their scores and achieve high levels of accomplishment.

## **Step 3: Reviewing Previous Items of Research**

The problem statement alludes to previous research in the field of psycho pedagogy that has explored the relationship between self-concept and learners' level of achievement. However, it doesn't provide specific details or cite specific studies.

## **Move 2: Establishing a Niche**

The problem statement establishes a niche by focusing on the research problem and questions related to the effective learning of EFL (English as a Foreign Language) by pupils of Ayeb Derraji Middle School based on their belief in their abilities. It addresses the specific context of the school and the importance of self-concept in EFL learning.

## **Move 3: Occupying a Niche**

The problem statement partially addresses Move 3 by stating the research problem and questions but does not provide a detailed plan for occupying the niche. It does not outline the specific research objectives, methods, anticipated findings, or dissertation structure.

## ***Dissertation 7***

### **Statement of the Problem**

*Culture and language are complementary to each other, incorporating culture into language teaching have been one of the crucial topics in foreign language teaching. Although many language teachers realize the importance of incorporating culture into their classrooms, they do not always know what aspects of culture to teach or how to teach. Furthermore, culture assimilator is one technique of teaching culture that helps learners to improve their intercultural communicative competence, enhance their abilities, their way of thinking and it makes teaching and learning*



*process easier and fun. Nowadays, it is very important to educate learners and prepare them to interact with native speakers of the target culture. The problem; however, is that EFL learners at the University of Abbes Laghrour of Khenchela, who experience old and ineffective techniques of learning culture that are suitable for beginners not advanced levels like*

### **Move 1: Establishing a Territory**

#### **Step 1: Claiming Centrality**

The problem statement claims centrality by stating that incorporating culture into language teaching is a crucial topic in foreign language teaching. It emphasizes that many language teachers recognize the importance of incorporating culture but struggle with what aspects of culture to teach and how to teach them.

#### **Step 2: Making Topic Generalizations**

The problem statement makes generalizations about the challenges language teachers face in incorporating culture into their classrooms. It highlights the need for effective techniques to teach culture and mentions the use of a specific technique called culture assimilator, which helps learners improve their intercultural communicative competence and enhances their abilities and way of thinking.

#### **Step 3: Reviewing Previous Items of Research**

The problem statement does not explicitly reference previous research or specific studies on incorporating culture into language teaching or the use of culture assimilators. However, it implies that there is existing research or knowledge on the topic.

### **Move 2: Establishing a Niche**

The problem statement establishes a niche by focusing on the problem of EFL learners at the University of Abbes Laghrour of Khenchela who experience old and ineffective techniques of learning culture that are more suitable for beginners than advanced levels. It addresses the specific context of the university and highlights the need for improved techniques to teach culture to advanced EFL learners.

### **Move 3: Occupying a Niche**

The problem statement partially addresses Move 3 by identifying the problem faced by EFL learners at the University of Abbes Laghrour of Khenchela. However, it does not provide a detailed plan for occupying the niche in terms of specific research objectives, methods, anticipated findings, or dissertation structure.

### ***Dissertation 8***

#### **Statement of the Problem**

*Learning a foreign language is a complicated process that needs both self-confidence and a strong presence on the stage. An interactive learner in the classroom with a noticeable emotional intelligence would undoubtedly learn better and faster. However, at the University of Abbes Laghrour, students and teachers belonging to the English department usually underscore the cultural background linked to gender role in the English classes as well as the attributes related to gender like emotional intelligence. Students are clueless when it comes to presenting their ideas and comprehending how to unlock the door of emotionality during classes. And since only few*

### **Move 1: Establishing a Territory**

#### **Step 1: Claiming Centrality**

The problem statement claims centrality by stating that learning a foreign language is a complicated process that requires self-confidence and a strong presence on the stage. It emphasizes the importance of an Interactive learner with noticeable emotional intelligence in achieving better and faster language learning.

#### **Step 2: Making Topic Generalizations**

The problem statement makes generalizations about the situation at the University of Abbes Laghrour, where students and teachers in the English department tend to overlook the cultural background linked to gender roles and attributes related to gender, such as emotional intelligence. It highlights the lack of understanding among students in terms of presenting their ideas and unlocking emotional engagement during classes.

### **Step 3: Reviewing Previous Items of Research**

The problem statement does not explicitly reference previous research or specific studies on the cultural background linked to gender roles, emotional intelligence, and language learning. However, it implies that there is existing research or knowledge on the topic.

### **Move 2: Establishing a Niche**

The problem statement establishes a niche by focusing on the specific context of the University of Abbes Laghrour and the English department. It addresses the problem of students and teachers overlooking the cultural background linked to gender roles and attributes related to gender in English classes, as well as the lack of understanding and engagement in presenting ideas and emotions.

### **Move 3: Occupying a Niche**

The problem statement partially addresses Move 3 by identifying the problem faced by students and teachers at the University of Abbes Laghrour. However, it does not provide a detailed plan for occupying the niche in terms of specific research objectives, methods, anticipated findings, or dissertation structure.

## ***Dissertation 9***

### **Statement of the problem**

*Teaching English to young learners in schools has become an important educational policy all over the world. Many countries around the world has a great concern over teaching English to younger levels due to the growing power of the language around the world trying to cope with the new Educational policies.*

*It is worth remembering that each learner has his inner incentive for learning a foreign language and the teacher task is to develop this motivation Educational policy developers should be provided with advice, based on current research and good classroom practice, on effective curriculum development for young learners to enhance the learning experience of children. Greater opportunities need to be found for sharing ideas and experiences amongst teachers of English both*

*nationally and internationally it should be better understand teachers' perceptions of their roles and responsibilities, including the challenges they face.*

### **Move 1: Establishing a Territory**

#### **Step 1: Claiming Centrality**

The problem statement claims centrality by stating that teaching English to young learners in schools has become an important educational policy worldwide. It highlights the growing concern among many countries to cope with the global power of the English language and adapt to new educational policies.

#### **Step 2: Making Topic Generalizations**

The problem statement makes generalizations about the motivation of learners in learning a foreign language, emphasizing the role of teachers in developing this motivation. It also mentions the need for effective curriculum development for young learners and the importance of sharing ideas and experiences among teachers of English nationally and internationally.

#### **Step 3: Reviewing Previous Items of Research**

The problem statement mentions the importance of advice based on current research and good classroom practice for curriculum development in teaching English to young learners. However, it does not provide specific references to previous studies or research findings.

### **Move 2: Establishing a Niche**

The problem statement establishes a niche by focusing on the specific context of teaching English to young learners in schools worldwide. It addresses the need for effective curriculum development, enhancing the learning experience of children, and understanding teachers' perceptions of their roles and responsibilities.

### **Move 3: Occupying a Niche**

The problem statement partially addresses Move 3 by identifying the need for advice based on research and good classroom practice for curriculum development. However, it does not provide a

detailed plan for occupying the niche in terms of specific research objectives, methods, anticipated findings, or dissertation structure.

## ***Dissertation 10***

### **Statement of the problem**

*Teaching English to young learners in schools has become an important educational policy all over the world. Many countries around the world. has a great concern over teaching English to younger levels due to the growing power of the language around the world trying to cope with the new Educational policies.*

*It is worth remembering that each learner has his inner incentive for learning a foreign language and the teacher task is to develop this motivation Educational policy developers should be provided with advice, based on current research and good classroom practice, on effective curriculum development for young learners to enhance the learning experience of children. Greater opportunities need to be found for sharing ideas and experiences amongst teachers of English both nationally and internationally it should be better understand teachers' perceptions of their roles and responsibilities, including the challenges they face.*

### **Move 1: Establishing a Territory**

#### **Step 1: Claiming Centrality**

The problem statement indicates that teaching English to young learners in schools has become an important educational policy globally. It suggests that many countries have a significant concern about teaching English at younger levels due to the increasing influence of the language worldwide and the need to align with new educational policies.

#### **Step 2: Making Topic Generalizations**

The statement highlights the importance of understanding the inner motivation of each learner for learning a foreign language, particularly English. It implies that developing this motivation is an essential task for teachers.

**Step 3: Reviewing Previous Items of Research** The problem statement mentions the need for educational policy developers to have advice based on current research and good classroom practice for effective curriculum development for young English learners. It also emphasizes the importance of sharing ideas and experiences among English teachers to enhance the learning experience of children.

### **Move 2: Establishing a Niche**

The problem statement establishes a niche by emphasizing the need for guidance and recommendations for curriculum development in teaching English to young learners. It suggests that there is a gap in providing advice based on current research and classroom practice to enhance the learning experience of children. Additionally, it highlights the importance of understanding teachers' perceptions of their roles, responsibilities, and the challenges they face.

### **Move 3: Occupying a Niche**

The problem statement does not explicitly outline the steps of occupying a niche, such as outlining purposes, announcing present research, presenting principal findings, or indicating the structure of the research dissertation.

## ***Dissertation 11***

### **Statement of the Problem**

Based on the researcher experiences in the field of English Language Teaching (ELT), some of the studies shows that d that most students are incapable of expressing themselves in a clear, correct and comprehensible manner when they write, and they are hesitant and show less self – confidence when they are asked to write a piece of writing, this may derives them to commit errors in grammar, confuse preposition and conjunctions, miss auxiliary verbs. Consequently, those factors affect students to display a weak level in this productive skill. Thus the current study is an attempt to identify the kind of difficulties that first year master degree of Abbes Laghrour university students face when they asked about writing in English besides, to propose solutions to overcome writing difficulties

## **Move 1: Establishing a Territory**

### **Step 1: Claiming Centrality**

The problem statement highlights the significance of the research topic by stating that most students struggle with expressing themselves clearly and correctly in writing. It emphasizes the impact of these difficulties on students' self-confidence and their overall performance in the productive skill of writing.

### **Step 2: Making Topic Generalizations**

The problem statement generalizes the difficulties faced by students in writing, such as grammar errors, confusion with prepositions and conjunctions, and missing auxiliary verbs. It suggests that these difficulties contribute to a weak level in writing.

### **Step 3: Reviewing Previous Items of Research**

The problem statement refers to the researcher's experiences in the field of English Language Teaching (ELT) and mentions that some studies have shown students' challenges in writing.

However, it does not provide specific references to previous studies or research findings.

## **Move 2: Establishing a Niche**

The problem statement establishes a niche by focusing on the specific context of first-year master's degree students at Abbes Laghrour University. It addresses the need to identify the difficulties these students face in writing in English and proposes solutions to overcome these difficulties.

## **Move 3: Occupying a Niche**

The problem statement partially addresses Move 3 by indicating the purpose of the current study, which is to identify the writing difficulties faced by first-year master's degree students and propose solutions. However, it does not provide a detailed plan for occupying the niche in terms of specific research objectives, methods, anticipated findings, or article structure.

In summary, the problem statement aligns with Move 1 of the CARS model by claiming centrality, making topic generalizations, and mentioning the importance of previous research. It also

addresses Move 2 by establishing a niche related to identifying and overcoming writing difficulties among first-year master's degree students. However, it does not fully address Move 3 in terms of outlining the research plan and how the research will occupy the established niche.

To fully apply the CARS model, more specific details about the research objectives, methods, anticipated findings, and dissertation structure would need to be provided

## ***Dissertation 12***

### **Statement of the Problem:**

*Reading, thus, is one of the four basic skills that learners need for communication and, from the active reading theory perspective, it is an interactive process between the reader and the written material. However, for students, it is considered as one of the most difficult skills to be acquired, since they face many difficulties during the reading process. These difficulties may be manifested in their disability to distinguish between the main idea and the supporting details, their confusion about the meaning of the words, or their lack of concentration leading them to forget what they read as they continue reading. Whatever the forms of the current challenges, active reading strategies are required to help students build up their own knowledge, understand the reading material easily, and take the most of the text in front of*

### **Move 1: Establishing a Territory**

#### **Step 1: Claiming Centrality**

The problem statement highlights the importance of reading as one of the four basic skills for communication. It acknowledges that reading is considered difficult for students, and they face various challenges during the reading process.

#### **Step 2: Making Topic Generalizations**

The problem statement generalizes the difficulties faced by students in reading, such as difficulty distinguishing between the main idea and supporting details, confusion about word meanings, and lack of concentration leading to forgetting what has been read.



## ***Dissertation 13***

### **Statement of the Problem**

*Acquiring a new language can unlock the door for learners to new vocabulary, grammar, culture, and most importantly it is more of a door into communication. Even so, the linguistic competence solely cannot guarantee an effective communication. The deep structure of language is the building block of the cognisance of what is transmitted. This has paved the way to the rise of “the pragmatic competence” as a better discernment of EFL learners’ deficiencies in their intercultural interactions.*

*EFL learners, despite being equipped with a pragmatic competence, their interactions with people belonging to different cultures are subject to breakdowns. This issue that has favoured the integration of culture in the teaching-learning process has given birth to the development of the “intercultural competence”. The requisiteness of both pragmatics and culture within the same scope has impelled scholars to investigate what is called the “intercultural-*

### **Move 1: Establishing a Territory**

#### **Step 1: Claiming Centrality**

The problem statement highlights the importance of acquiring a new language as a means to unlock communication and explores the role of linguistic competence and pragmatic competence in effective communication. It also introduces the concept of intercultural competence and its relevance in the teaching-learning process.

#### **Step 2: Making Topic Generalizations**

The problem statement generalizes that linguistic competence alone is not sufficient for effective communication and that EFL learners may experience breakdowns in their interactions with people from different cultures. It suggests that the integration of culture and the development of intercultural competence are necessary to address these deficiencies.

### **Step 3: Reviewing Previous Items of Research**

The problem statement refers to the rise of “the pragmatic competence” and the development of intercultural competence” as areas of research that have been investigated by scholars.

However, it does not provide specific references or detailed review of previous research in these areas.

#### **Move 2: Establishing a Niche**

The problem statement establishes a niche by focusing on the relationship between linguistic competence, pragmatic competence, and intercultural competence in the context of EFL learning.

It suggests that further research is needed to understand the interplay between these competences and how they contribute to successful intercultural interactions.

#### **Move 3: Occupying a Niche**

The problem statement partially addresses Move 3 by identifying the need for further investigation into the “intercultural-...” However, it does not provide a detailed plan for occupying the niche in terms of specific research objectives, methods, anticipated findings, or Dissertation structure.

### ***Dissertation 14***

#### **Statement of the Problem**

*Teachers are speaking to develop their way of teaching a EFL ( English as Foreign Language) to improve their students language and achievement in exams, through the use of technologies and methods of modern learning such as Blended Instructions or learning in the field of education in order to keep pace with technological development and to achieve satisfactory results , therefore the research examines the effect of using blended instructions on the achievement of master two English students*

## **Move 1: Establishing a Territory**

### **Step 1: Claiming Centrality**

The problem statement emphasizes the importance of teachers' efforts to improve their students' language skills and achievement in exams in the context of teaching English as a Foreign Language (EFL). It also highlights the use of technologies and modern learning methods, specifically Blended Instructions, as a means to enhance teaching and keep up with technological development.

### **Step 2: Making Topic Generalizations**

The problem statement generalizes that using blended instructions can have an effect on the achievement of master two English students. It suggests that investigating the impact of blended instructions on student achievement is a relevant and important area of research.

### **Step 3: Reviewing Previous Items of Research**

The problem statement does not explicitly review previous research on the use of blended instructions in EFL teaching or its effects on student achievement. However, it acknowledges the use of technologies and modern learning methods as a response to technological development in the field of education.

## **Move 2: Establishing a Niche**

The problem statement establishes a niche by focusing on the specific context of master two English students and their achievement in the context of EFL teaching. It suggests that further research is needed to understand the effect of using blended instructions on the achievement of these students.

## **Move 3: Occupying a Niche**

The problem statement partially addresses Move 3 by indicating the research objective of examining the effect of using blended instructions on the achievement of master two English students. However, it does not provide specific details about the research methodology, anticipated findings, or article structure.

In summary, the problem statement aligns with Move 1 of the CARS model by claiming centrality, making topic generalizations, and introducing the concept of using blended instructions to improve student achievement in EFL teaching. It also addresses Move 2 by establishing a niche related to the impact of blended instructions on master two English students' achievement.

However, it does not fully address Move 3 in terms of providing specific details about the research methodology, anticipated findings, or article structure. To fully apply the

CARS model, more specific information about the research plan and structure would need to be provided

## ***Dissertation 15***

### **Statement Of The Problem**

*Nowadays, new efforts are demanding that English should be taught as the first foreign language in Algeria, starting from the primary school cycle rather than French because English is a lingua franca, a language which is used all over the world. Also, it is considered as the language of science, economy, communication and research. Therefore, this change urges to rethink about the educational system concerning the second foreign language in Algeria. since the primary educational stage based on the efforts of teachers, so we should know their position towards introducing English language in Algerian primary schools.*

### **Move 1: Establishing a Territory**

#### **Step 1: Claiming Centrality**

The problem statement highlights the current trend and demand for teaching English as the first foreign language in Algeria, starting from the primary school cycle. It emphasizes the importance of English as a global language used in various domains such as science, economy, communication, and research.

#### **Step 2: Making Topic Generalizations**

The problem statement generalizes that the change in language policy in Algeria's educational system, particularly regarding the introduction of English as the first foreign language in primary

schools, necessitates a reevaluation of the role of the second foreign language. It suggests that understanding the position of teachers towards introducing English in primary schools is crucial.

### **Step 3: Reviewing Previous Items of Research**

The problem statement does not explicitly review previous research on the introduction of English as the first foreign language in Algerian primary schools or the teachers' perspectives on this matter.

### **Move 2: Establishing a Niche**

The problem statement establishes a niche by focusing on the specific context of Algeria's educational system and the change in language policy regarding the teaching of English. It proposes investigating teachers' positions towards introducing English in Algerian primary schools as a means to gain insights into the implementation of the language policy change.

### **Move 3: Occupying a Niche**

The problem statement partially addresses Move 3 by stating the research objective of exploring teachers' perspectives on introducing English as the first foreign language in Algerian primary schools. However, it does not provide specific details about the research methodology, anticipated findings, or dissertation structure.

## ***Dissertation 16***

### **statement of the problem:**

*This urgent shift from face-to-face learning inside classroom into online e-learning outside the classroom has created several challenges for EFL teachers. The curiosity, the need to investigate and the questions that have risen in their minds pushed the researchers to challenge and find out its positive and negative effects on the local university's community.*

*The researchers' main objective was to find out:*

- ✓ *How and if online learning process was helpful during the Corona virus pandemic situation?*

## **Move 1: Establishing a Territory**

### **Step 1: Claiming Centrality**

The problem statement highlights the urgent shift from face-to-face learning inside the classroom to online e-learning outside the classroom during the Corona virus pandemic. It emphasizes the challenges faced by EFL teachers due to this shift and the curiosity and questions raised by researchers regarding the positive and negative effects of online learning on the local university's community.

### **Step 2: Making Topic Generalizations**

The problem statement generalizes that the transition to online learning has created challenges for EFL teachers and raises questions about the effectiveness of online learning during the pandemic situation.

### **Step 3: Reviewing Previous Items of Research**

The problem statement does not explicitly review previous research on the effects of online learning during the pandemic or the challenges faced by EFL teachers in this context.

## **Move 2: Establishing a Niche**

The problem statement establishes a niche by focusing on the specific context of the urgent shift to online learning during the pandemic and its impact on the local university's community. It states the researchers' main objective of exploring how online learning was helpful during the pandemic situation.

## **Move 3: Occupying a Niche**

The problem statement partially addresses Move 3 by stating the research objective of examining the helpfulness of the online learning process during the Corona virus pandemic. However, it does not provide specific details about the research methodology, anticipated findings, or dissertation structure.

## ***Dissertation 17***

### **Statement of the problem**

*One of the greatest issues facing student's willingness in learning is that lack of interest in what they are learning and from whom they are learning. The teacher plays a big role in this issue, yet it is his job to solve this issue and try to build up a good atmosphere for his students in order to make them more concerned about studying. The essence of this problem characterized on the type of teacher-student relationship, the lack of connection between the instructors and their learners affect negatively on students production, and that causes the lack of interest in learning, which eventually decrease their educational outcome.*

### **Move 1: Establishing a Territory**

#### **Step 1: Claiming Centrality**

The problem statement highlights the issue of lack of interest in learning among students and identifies the teacher's role in addressing this issue. It suggests that the type of teacher-student relationship and the lack of connection between instructors and learners negatively affect students' production and decrease their educational outcomes.

#### **Step 2: Making Topic Generalizations**

The problem statement generalizes that lack of interest in learning and the teacher-student relationship have a significant impact on students' willingness to learn and their educational outcomes.

#### **Step 3: Reviewing Previous Items of Research**

The problem statement does not explicitly review previous research on the relationship between teacher-student connection, interest in learning, and educational outcomes.

### **Move 2: Establishing a Niche**

The problem statement establishes a niche by focusing on the specific issue of lack of interest in learning and its connection to the teacher-student relationship. It highlights the negative impact on students' production and educational outcomes.

### **Move 3: Occupying a Niche**

The problem statement partially addresses Move 3 by emphasizing the importance of the teacher's role in solving the issue and creating a positive atmosphere for students to increase their interest in studying. However, it does not provide specific details about the research methodology, anticipated findings, or dissertation structure.

## ***Dissertation 18***

### **Statement of the Problem**

*Since media transmits political input from political actors to the public, it is justifiable to argue that sometimes media has been used in an erroneous way by powerful people or countries for the misinformation cover up crimes and to safeguard a perfect political reputation. The whole world knows about the assassination of the Saudi journalist Jamal18*

### **Move 1: Establishing a Territory**

#### **Step 1: Claiming Centrality**

The problem statement asserts the significance of media as a channel for transmitting political input from political actors to the public. It argues that media has been misused by powerful individuals or countries to cover up crimes and protect political reputations, citing the example of the assassination of the Saudi journalist Jamal Khashoggi.

#### **Step 2: Making Topic Generalizations**

The problem statement generalizes that media can be used erroneously to manipulate information, misinform the public, and protect political interests.

#### **Step 3: Reviewing Previous Items of Research**

The problem statement does not explicitly review previous research on the misuse of media for misinformation or the specific case of Jamal Khashoggi's assassination.



### **Move 2: Establishing a Niche**

The problem statement establishes a niche by focusing on the specific issue of media's misuse in covering up crimes and safeguarding political reputations. It highlights the global awareness of the assassination of Jamal Khashoggi as a prominent example.

### **Move 3: Occupying a Niche**

The problem statement partially addresses Move 3 by identifying the misuse of media for misinformation and reputation protection. However, it does not provide specific details about the research methodology, anticipated findings, or article structure.

In summary, the problem statement aligns with Move 1 of the CARS model by claiming centrality, making topic generalizations, and highlighting the issue of media's misuse in covering up crimes and safeguarding political reputations. It also addresses Move 2 by establishing a niche related to the specific case of Jamal Khashoggi's assassination. However, it does not fully address Move 3.

## ***Dissertation 19***

### **Statement of The Problem**

*Throughout the decades, languages have been proved to be the most effective and almost the only way for communication next to verbal communication and other ways. Languages are considered the key for people around the globe to express their thoughts, feelings and more.*

*Thus, people today tend to examine and learn other people's and other cultures languages and the easiest way to facilitate that is using translation.*

*Translation is a global notion now due to its unbelievable importance such as gathering people from different cultural backgrounds into one scope. It's considered by many language scholars an art, a solution and an interesting field of study.*

*Translation may seem easy as you are aware of both The SL and the TL, but this does not mean that you are ready to translate, moreover, a translator needs to take in consideration several aspects in the process of translating and will face some obstacles if they did not. The live example*

*of what has been just said is master EFL students at the university of Abbes Laghrour Khenchela, where a lot of students have been facing numberless difficulties when it comes to translating, but this didn't stop them from carrying on with their translation courses, rather than that, they came up with some known strategies that helped them in their translating process*

### **Move 1: Establishing a Territory**

#### **Step 1: Claiming Centrality**

The problem statement asserts the importance of languages and translation as effective means of communication and expresses the significance of translation in bringing people from different cultural backgrounds together.

#### **Step 2: Making Topic Generalizations**

The problem statement generalizes the importance of translation as an art, a solution, and an interesting field of study. It also highlights the difficulties and obstacles faced by master EFL students at the University of Abbes Laghrour in translating effectively.

#### **Step 3: Reviewing Previous Items of Research**

The problem statement does not explicitly review previous research on translation difficulties or strategies adopted by students in the translating process.

### **Move 2: Establishing a Niche**

The problem statement establishes a niche by focusing on the specific issue of translation difficulties faced by master EFL students at the University of Abbes Laghrour. It also raises questions about the students' ability to translate effectively and the types of problems they encounter.

### **Move 3: Occupying a Niche**

The problem statement partially addresses Move 3 by posing questions about students' translation abilities, the types of problems they face while translating from Arabic to English, and the strategies they adopt to overcome these challenges. However, it does not provide specific details about the research methodology, anticipated findings, or article structure.

### **Step 3: Reviewing Previous Items of Research**

The problem statement does not explicitly refer to previous research or provide specific references to support the claims made about students' difficulties in reading.

### **Move 2: Establishing a Niche**

The problem statement establishes a niche by emphasizing the need for active reading strategies to help students overcome their reading difficulties. It suggests that these strategies can assist students in building their own knowledge, understanding reading materials more easily, and making the most of the text in front of them.

### **Move 3: Occupying a Niche**

The problem statement partially addresses Move 3 by highlighting the importance of active reading strategies. However, it does not provide a detailed plan for occupying the niche in terms of specific research objectives, methods, anticipated findings, or dissertation structure.

## ***Dissertation 20***

### **STATEMENT OF THE PROBLEM :**

*There could be possibly no room for doubt that , media plays a significant role in covering different aspects of human's life , and it has a crucial role that can be clearly seen in wars . It also gives a picture of some human excesses that exist everywhere in some countries like Iraq , Palestine , Afganistan ....etc . However , not all media cover wars in a right and an appropriate way . Some are objective and represent actions as they really are . Some others are subjective and biased in transferring events to the audience , which leads to people having a wrong image of what is really going on in some areas of the world . What we are really seeking to investigate is to know whether British and American media coverage of Iraq war is done in an objective way or there is a certain kind of bias to hide some unknown things .*

## **Move 1: Establishing a Territory**

### **Step 1: Claiming Centrality**

The problem statement asserts the significance of media in covering various aspects of human life, particularly in the context of wars. It acknowledges that media can give both accurate and biased representations of events.

### **Step 2: Making Topic Generalizations**

The problem statement generalizes that not all media cover wars in a right and appropriate way, and highlights the existence of subjective and biased coverage that can lead to a distorted image of events in certain areas of the world. It specifically mentions the British and American media coverage of the Iraq war as a subject of investigation.

### **Step 3: Reviewing Previous Items of Research**

The problem statement does not explicitly review previous research on media coverage of wars or the objectivity/bias of British and American media in the context of the Iraq war.

## **Move 2: Establishing a Niche**

The problem statement establishes a niche by focusing on the investigation of whether the British and American media coverage of the Iraq war is done objectively or if there is a certain kind of bias that conceals certain aspects.

## **Move 3: Occupying a Niche**

The problem statement does not fully address Move 3. It does not provide specific details about the research methodology, anticipated findings, or article structure.

## ***Dissertation 20:***

## **Move 1: Establishing a Territory**

### **Step 1: Claiming Centrality**

The problem statement asserts the significance of media in covering various aspects of human life, particularly in the context of wars. It acknowledges that media can give both accurate and biased representations of events.

## **Step 2: Making Topic Generalizations**

The problem statement generalizes that not all media cover wars in a right and appropriate way, and highlights the existence of subjective and biased coverage that can lead to a distorted image of events in certain areas of the world. It specifically mentions the British and American media coverage of the Iraq war as a subject of investigation.

## **Step 3: Reviewing Previous Items of Research**

The problem statement does not explicitly review previous research on media coverage of wars or the objectivity/bias of British and American media in the context of the Iraq war.

## **Move 2: Establishing a Niche**

The problem statement establishes a niche by focusing on the investigation of whether the British and American media coverage of the Iraq war is done objectively or if there is a certain kind of bias that conceals certain aspects.

## **Move 3: Occupying a Niche**

The problem statement does not fully address Move 3. It does not provide specific details about the research methodology, anticipated findings, or dissertation structure.

## ***Dissertation 21***

### **Statement of the Problem:**

*Currently, there is a lot of debate about how technological developments and the Internet have impacted upon learning and teaching approaches in schools. Particularly, students' perception about internet technology is extremely significant, as students have to accept new technologies before they can be successfully implemented into school activities.*

*Improving EFL students' abilities to read fluently and to comprehend texts is a hard task that cannot be done easily because reading is a complex skill and needs to be done not just inside the classroom. Obviously, reading inside the classroom is not enough for EFL students to train themselves to read fluently*

## **Move 1: Establishing a Territory**

### **Step 1: Claiming Centrality**

The problem statement highlights the ongoing debate about the impact of technological developments and the Internet on learning and teaching approaches in schools. It emphasizes the significance of students' perception of internet technology in successfully implementing it into school activities.

### **Step 2: Making Topic Generalizations**

The problem statement generalizes that improving English as a Foreign Language (EFL) students' reading abilities and comprehension is a challenging task that requires more than just classroom instruction. It acknowledges that reading inside the classroom alone is insufficient for EFL students to develop fluent reading skills.

### **Step 3: Reviewing Previous Items of Research**

The problem statement does not explicitly review previous research on the impact of technological developments and the Internet on learning and teaching approaches, or on improving EFL students' reading abilities. However, it acknowledges the ongoing debate, suggesting that previous research and discussions exist in this field.

## **Move 2: Establishing a Niche**

The problem statement establishes a niche by focusing on the significance of students' perception of internet technology in implementing it into school activities and the challenges in improving EFL students' reading abilities outside the classroom.

## **Move 3: Occupying a Niche**

The problem statement does not fully address Move 3. It does not provide specific details about the research methodology, anticipated findings, or dissertation structure.

## ***Dissertation 22***

### **Statement of the problem**

*Teaching English to young learners in schools has become an important educational policy all over the world. Many countries around the world .has a great concern over teaching English to younger levels due to the growing power of the language around the world trying to cope with the new Educational policies.*

*It is worth remembering that each learner has his inner incentive for learning a foreign language and the teacher task is to develop this motivation Educational policy developers should be provided with advice, based on current research and good classroom practice, on effective curriculum development for young learners to enhance the learning experience of children. Greater opportunities need to be found for sharing ideas and experiences amongst teachers of English both nationally and internationally it should be better understand teachers' perceptions of their roles and responsibilities, including the challenges they face.*

### **Move 1: Establishing a Territory**

#### **Step 1: Claiming Centrality**

The problem statement emphasizes the importance of teaching English to young learners in schools as an important educational policy worldwide. It highlights the concern of many countries in adapting to the new educational policies and coping with the growing power of the English language.

#### **Step 2: Making Topic Generalizations**

The problem statement generalizes that each learner has their own inner incentive for learning a foreign language, and it is the teacher's task to develop this motivation. It also highlights the need for providing advice to educational policy developers on effective curriculum development for young learners based on current research and good classroom practice.

### **Step 3: Reviewing Previous Items of Research**

The problem statement does not explicitly review previous research on teaching English to young learners or on effective curriculum development. However, it acknowledges the need for current research-based advice for educational policy developers, suggesting that previous research and discussions exist in this field.

### **Move 2: Establishing a Niche**

The problem statement establishes a niche by focusing on the importance of teaching English to young learners and the need for effective curriculum development. It highlights the role of teachers in developing learners' motivation and the need for greater opportunities for sharing ideas and experiences among English teachers.

### **Move 3: Occupying a Niche**

The problem statement partially addresses Move 3 by emphasizing the need for advice to educational policy developers, but it does not provide specific details about the research methodology, anticipated findings, or article structure.

## ***Dissertation 23***

### **Statement of the problem:**

*In oral expression sessions, at the department of English at Abbes Laghrour University – khenchela-students cannot express their ideas, feelings, and their thoughts in a good English language; they lack both fluency and accuracy. students have poor oral performance outside or inside classrooms or in different places or situations. Most of them struggle with pronunciation, grammar, and vocabulary to convey clear messages to listeners. So, speaking skill activities should be used like: scripts, drama and sketches which can help students to scamp their English language to develop their speaking skill in both aspects, fluency and accuracy*

### **Claiming Centrality**

The problem statement highlights the issue of students' poor oral expression skills in English at Abbes Laghrour University. It emphasizes that students lack both fluency and accuracy in



expressing their ideas, feelings, and thoughts. The importance of oral performance in various situations is also mentioned.

### **Step 2: Making Topic Generalizations**

The problem statement generalizes that many students struggle with pronunciation, grammar, and vocabulary, which hinders their ability to communicate effectively in English. It suggests that specific speaking skill activities, such as scripts, drama, and sketches, can help students improve their speaking skills in terms of fluency and accuracy.

### **Step 3: Reviewing Previous Items of Research**

The problem statement does not explicitly review previous research on oral expression skills or the effectiveness of speaking skill activities. However, it presents the current situation at the university and proposes a solution, implying that there may be previous research and discussions on similar topics.

### **Move 2: Establishing a Niche**

The problem statement establishes a niche by focusing on the specific context of oral expression skills at Abbes Laghrour University and the need for activities that can improve students' speaking skills. It highlights the importance of both fluency and accuracy in oral communication.

### **Move 3: Occupying a Niche**

The problem statement partially addresses Move 3 by proposing the use of specific speaking skill activities to improve students' oral expression. However, it does not provide specific details about the research methodology, anticipated findings, or dissertation structure.

## ***Dissertation 24***

### **Statement of the problem**

*Politzer (1959, p100-101) states that "if we teach a foreign language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which students attaches the wrong meanings." Language without culture is a set of symbols which can be misinterpreted. Modern studies and methods came to stress that the language proficiency*

*need more than the proficiency of structural elements. Just mastering the grammar does not insure one's ability to use language in real life settings. One should have some insights on the way of living and thinking of the foreign language speaker.*

*The purpose of learning a foreign language for students is to communicate in a perfect way with the others. Also, it is to exchange cultures and not fall in misunderstandings and breakdowns of communication. Moreover, students need to know the appropriate way of behaving and speaking in a foreign language and culture because students face and encounter a gap between the classroom courses and the real life aspects of interacting with a foreign environment or different cultures. Thus, misunderst*

### **Move 1: Establishing a Territory**

#### **Step 1: Claiming Centrality**

The problem statement emphasizes the importance of teaching both language and culture together in foreign language education. It quotes Politzer to support the claim that teaching a foreign language without teaching its associated culture can result in misinterpretation and incorrect meanings being attached to language symbols.

#### **Step 2: Making Topic Generalizations**

The problem statement generalizes that language proficiency requires more than just mastering structural elements and grammar. It highlights the need for insights into the way of living and thinking of the foreign language speaker. It also states that the purpose of learning a foreign language is to communicate effectively, exchange cultures, and avoid misunderstandings and breakdowns of communication.

#### **Step 3: Reviewing Previous Items of Research**

The problem statement refers to Politzer (1959) as a source that highlights the importance of teaching language and culture together. It does not explicitly review other previous research, but it aligns with the broader field of foreign language education that recognizes the significance of cultural understanding in language learning.

## **Move 2: Establishing a Niche**

The problem statement establishes a niche by focusing on the specific issue of teaching foreign language without adequate attention to culture and its implications on language proficiency and effective communication. It highlights the gap between classroom courses and real-life interactions with a foreign environment or different cultures.

## **Move 3: Occupying a Niche**

The problem statement partially addresses Move 3 by presenting the importance of teaching language and culture together and the potential consequences of neglecting cultural understanding in language education. However, it does not provide specific details about the research methodology, anticipated findings, or dissertation structure.

### ***Dissertation 25***

Dissertation without ps

### ***Dissertation 26***

Dissertation without ps

### ***Dissertation 27***

Dissertation without ps

### ***Dissertation 28***

Dissertation without ps

### ***Dissertation 29***

Dissertation without ps

### ***Dissertation 30***

Dissertation without ps

## **Discussion of the Findings**

In the summaries provided for the problem statements (D2 to D24), it appears that most of them partially address Move 1 of the CARS model by claiming centrality, making topic generalizations,

and acknowledging the importance of previous research. They also touch upon Move 2 by establishing a niche related to specific research areas or gaps in the field. However, they generally do not fully address Move 3, which involves outlining the research plan, anticipated findings, and a dissertation structure.

To fully apply the CARS model, it is necessary to provide more specific details about the research objectives, methods, anticipated findings, and dissertation structure. This would help readers understand the unique contribution of the research and how it fills the identified gap in the field.

Overall, the problem statements could benefit from more clarity and specificity in terms of articulating the research goals and approach. This would enable researchers to fully apply the CARS model and effectively structure their research dissertation, leading to a more comprehensive and well-organized presentation of their work.

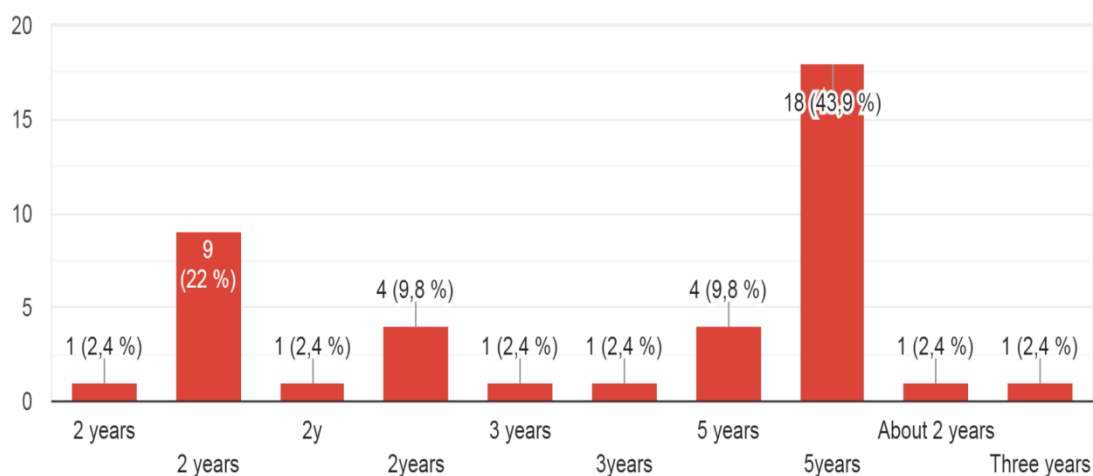
## **II-2 Analysis of Data Obtained of the Questionnaire**

**Table2:** The Duration of MRU Courses

Number of Years	The Percentage
2 years	53,7
3 years	7,2
5 years	39

1- How long have you been taking courses in reserach methodology?

41 réponses



**Figure 4:** The Duration of MRU Courses

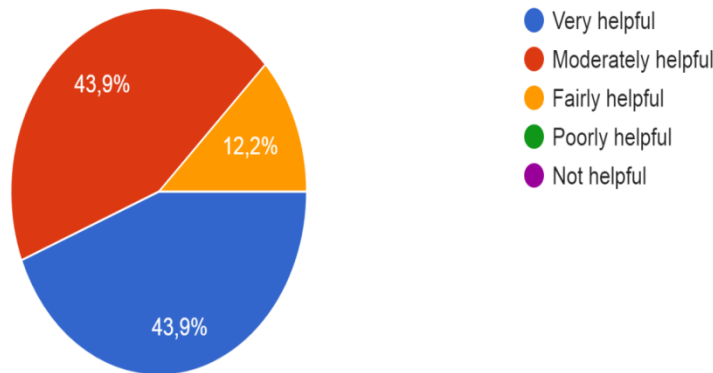
The objective of this inquiry is to differentiate between EFL LMD students and EFL Classic students. Based on the provided data, it can be inferred that students who have been enrolled in MRU courses for a duration of five years are classified as LMD students. Conversely, students who have pursued these courses for a period of two years fall under the category of classic students. Notably, certain responses indicate that a subset of students has engaged in MRU courses for three years, suggesting that they may have repeated the final year of their studies.

**Table3:** Helpfulness of the MRU Courses

Comment	The Percentage
Veryhelpful	43,9
Moderatelyhelpful	43,9
Fairlyhelpful	12,2
Poorlyhelpful	*
Not helpful	*

2- How do you evaluate MRU courses in regard to doing research (presentations, assignments, etc) at university along your past years? .

41 réponses

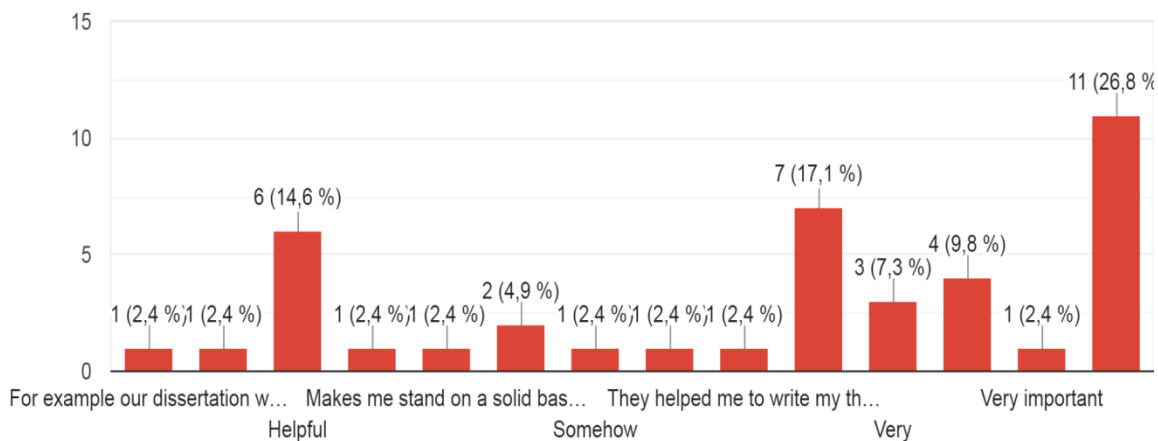


**Figure5:** Helpfulness of the MRU Courses

The results indicate that a significant proportion of the students (43.9%) perceive MRU courses as highly beneficial to their academic journey at the university. Furthermore, an equal percentage (43.9%) of respondents rated the courses as moderately helpful. The remaining portion of participants (12.2%) expressed a somewhat lower level of satisfaction, considering the courses to be only fairly helpful

3- How useful were those MRU courses

41 réponses



**Figure6:** The Degree of Usefulness of MRU Courses

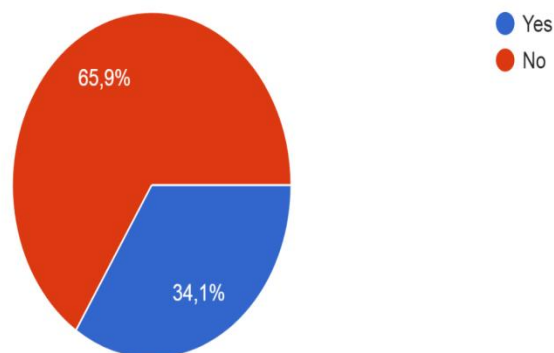
The data analysis revealed that a majority of students found the MRU courses to be beneficial in assisting them with their dissertation writing. However, it is noteworthy that the extent of perceived usefulness varied among individual students. While most students reported significant benefits, a few indicated that the courses were not as helpful. Overall, the majority of respondents acknowledged that the MRU courses played a pivotal role in facilitating the successful completion of their projects.

**Table 4:** Students’ Introduction to an Appropriate Dissertation

Yes or No Answers	ThePercentage
yes	34,1
no	65,9

4- Have you been introduced to writing up an appropriate research dissertation?

41 réponses



**Figure7:** Students’ Introduction to an Appropriate Dissertation

The table illustrates that a substantial proportion of students (65.9%) indicated that they have not received adequate guidance on how to effectively craft a research dissertation. Conversely, the

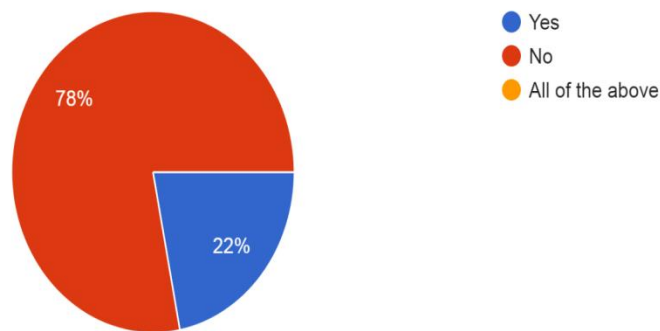
remaining portion of the student population (34.1%) reported being knowledgeable about the essential components and techniques required to produce a high-quality dissertation.

**Table 5:** Students' Accomplishment of the Different Parts of the Dissertation

yes or no answers	ThePercentage
yes	22
no	78

5- Have you been trained to accomplish the different parts of a dissertation gradually?

41 réponses



**Figure8:** Students' Accomplishment of the Different Parts of the Dissertation

The table presents that a significant percentage of the population (78%) lacks training in successfully completing the various sections of a dissertation. Conversely, a smaller proportion of the population (22%) reported having received training that enables them to systematically and effectively tackle the different components involved in the dissertation writing process.

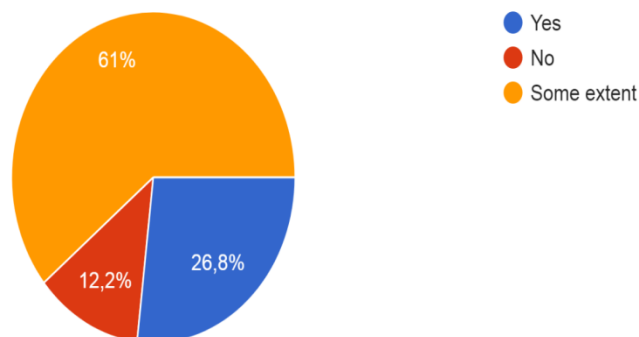


**Table 6:** MRU Contribution in Achieving an Appropriate Dissertation

yes or no /to some extent	ThePercentage
yes	26,8
no	12,2
To some extent	61

6- The MRU courses I had during my academic career have taught me the systematic steps to do achieve an appropriate MA dissertation .

41 réponses



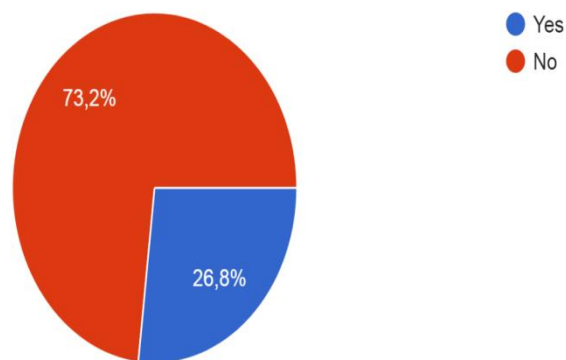
**Figure 9:** MRU Contribution in Achieving an Appropriate Dissertation

The presented data indicates that a small percentage of the population (12.2%) has not been exposed to the various steps involved in crafting a well-structured dissertation. On the other hand, a portion of the students (26.8%) reported having knowledge of the necessary steps to be followed in order to produce a good dissertation. The majority of the population (61%) acknowledged having a certain level of familiarity with these steps, but did not claim to possess a thorough mastery of them.

**Table 7:** MRU Treatment in Dept with the Research Proposal

Yes or No Answers	The Percentage
yes	26,8
no	73,2

7- The MRU courses dealt with the process of writing a good research proposal in depth  
41 réponses



**Figure 10:** MRU Treatment in Dept with the Research Proposal

According to the table, a significant majority of the population (73.2%) expressed that the MRU courses they undertook during their studies did not extensively cover the various components of a research proposal in a detailed manner. Conversely, a smaller percentage of respondents (26.8%) believed that these MRU courses effectively instructed them on the necessary elements required to develop a well-structured research proposal.

**Table 8:** The Parts of a Typical Research Proposal

<b>The Parts of a Typical Research Proposal</b>	<b>Number of Answers</b>
title	1
thebackgroundstudy	4
the statement of the problem	1
the aims of the study	5
the significance of the study	1
datagatheringtools	2
population	1
sampling	2
Abstract	5
conclusion	1
references	1
researchmethodology	3
the introduction	1
variables	1
research questions	3

The table provides a breakdown of the number of responses concerning different components of a research proposal. Among the responses, one participant mentioned the title, four participants mentioned the background study, one participant mentioned the statement of the problem, five participants mentioned the aims of the study, one participant mentioned the significance of the study, two participants mentioned the data gathering tools, one participant mentioned the population, two participants mentioned the sampling, five participants mentioned the abstract, one participant mentioned the conclusion, one participant mentioned the references, three participants mentioned the research methodology, one participant mentioned the introduction, one participant mentioned the variables, and three participants mentioned the research questions.

**Table 9:** What is The Statement of the Problem Briefly

The most Important Parts of a Problem Statement	Number of Answers
The literature review To find the gap of the research	1
Separate Part	1
Don'tunderstand	1
Sources and perspectives	1

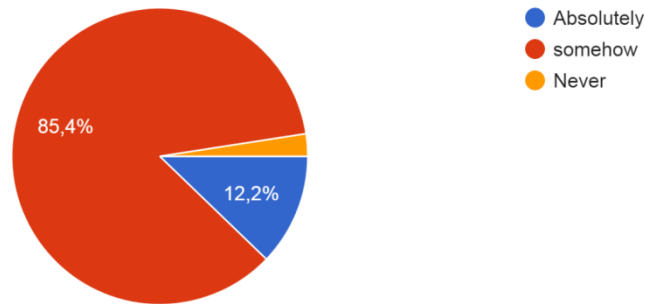
The purpose of the question posed to the population was to assess their understanding of the different components that constitute a well-constructed problem statement. However, it is noteworthy that the majority of the population chose to skip this question, resulting in only four responses being collected. Among the responses, one participant identified the literature review as a crucial part of identifying the research gap. Another participant provided a vague response stating a "separate part." One participant expressed their lack of comprehension, indicating that they did not understand the concept. The final response mentioned "sources and perspectives" as components related to the problem statement.

**Table 10:** The Problem Statement as a Separate Part

The MRU Courses Adressed The Sp Separately	ThePercentage
Absolutely	85,4
somehow	12,2
Never	2,4

10- My academic formation in MRU throughout the past years implicitly addressed the SP is a separate part:

41 réponses



**Figure 11:** The Problem Statement as a Separate Part

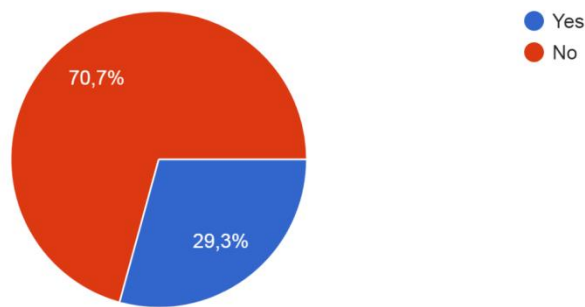
The presented data indicates that a significant majority of the population (85.4%) reported being taught that the problem statement is a distinct and separate component of the research proposal. On the other hand, a smaller percentage of respondents (12.2%) indicated that they were taught that the problem statement is not entirely separate from the research proposal. Interestingly, the remaining portion of the population expressed the viewpoint that the problem statement cannot be completely separated from the research proposal.

**Table 11:** Student's Knowledge of the Writing Models

Yes or No Answer	The Percentage
yes	29,3
No	70,7

11- MRU courses taught me that there are models to write a good SP

41 réponses



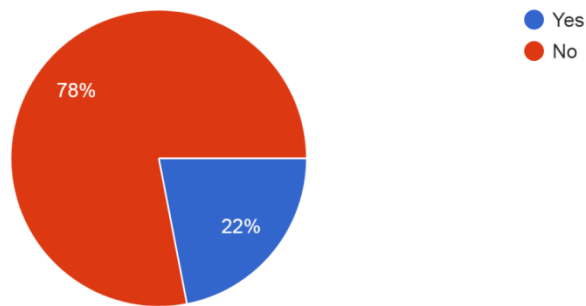
**Figure12:** Student’s Knowledge of Writing Models

The collected data reveals that a significant majority of the population (70.7%) has not been exposed to any specific model or framework for writing a well-structured research project. Conversely, a smaller portion of the population (29.3%) reported being familiar with one or more models of writing for research purposes.

**Table 12:** Students Knowledge of CARS Model

Yes or No Answer	The Percentage
yes	29,3
No	70,7

12- Are you familiar with the Create A Research Space model model about writing succesful research introductions  
41 réponses



**Figure 13:** Students Knowledge of CARS Model

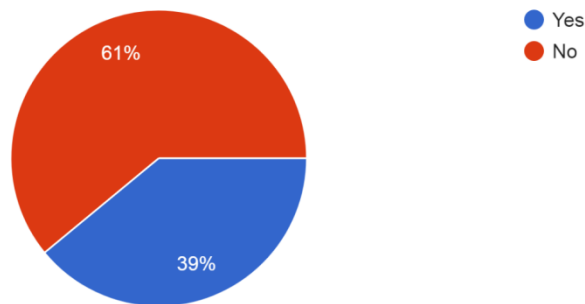
The responses obtained indicate that a significant majority of the population (78%) is not familiar with Swales' "Create a Research Space" (CARS) model or its principles. Conversely, a smaller proportion of the population (22%) stated that they are familiar with this particular model of writing and its associated concepts.

**Table 13:** Student's Awareness of the Different Steps of SP

Yes or No Answer	The Percentage
yes	39
No	61

13- Are you aware that an appropriate SP contains moving through a set of steps to make it well-written

41 réponses



**Figure 14:** Student’s Awareness of the Different Steps of SP

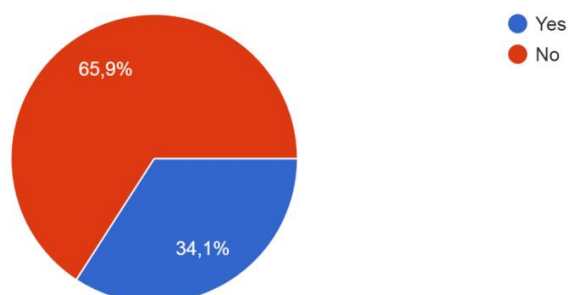
The findings indicate that a majority of the population (61%) has not received formal instruction or training on the various steps required to effectively develop a well-written problem statement in their dissertations. Furthermore, the remaining portion of the population (39%) reported lacking exposure to these different steps altogether.

**Table 14 :** Student’s Awareness of the First Move of CARS Model

Yes or No Answer	The Percentage
yes	34,1
No	65,1

14- Have you been taught that any part of a theses needs you to establish your territory

41 réponses





**Figure15:** Student’s Awareness of the First Move of CARS Model

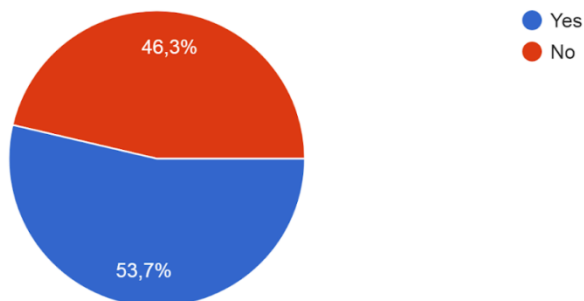
The findings reveal that a significant majority of the population (65.1%) did not utilize the first move in the CARS model, which involves establishing a territory, while writing their research projects. In contrast, a smaller percentage of the population (34.1%) reported employing this specific move as part of their writing process.

**Table 15:** Awareness of the Second Step of the First Move in CARS Model

Yes or No Answer	The Percentage
yes	53,7
No	46,3

15- Have you been taught that a topic Generalization is important in writing a good problem statement?

41 réponses



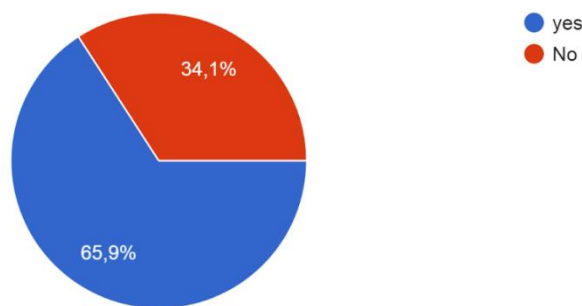
**Figure16:** Student’s Awareness of the Second Step of the First Move in CARS Model

The objective of the question was to determine the familiarity of writers with the step of making a topic generalization in writing their research projects. The findings indicate that a majority of the respondents (53.7%) reported being familiar with the process of making a topic generalization in their research writing. However, the remaining respondents stated that they do not possess the knowledge or understanding required to effectively make a topic generalization in their research projects.

**Table 16:** Student’s Knowledge of the Second step of the Second Move in CARS Model

Yes or no Answer	Percentage
yes	65,9
No	34,1

16- Have you been taught that in a good problem statement, indicating a gap is important?  
41 réponses



**Figure17:** Student’s Knowledge of the Second step of the Second Move in CARS Model

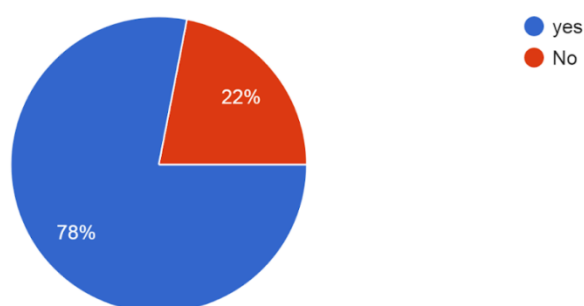
As indicated in the provided table, the data reveals that a majority of the population (65.9%) is familiar with the process of indicating a research gap in their dissertation writing. Conversely, a smaller percentage of the population (34.1%) stated that they have not received training or guidance on how to effectively identify and articulate a research gap in their academic projects.

**Table 17:** Students Awareness of the third Move in CARS Model

Yes or No answer	percentage
yes	22
No	78

17- have you been taught that in a good problem statement occupying a niche must be taken into consideration?

41 réponses



**Figure 18:** Students Awareness of the third Move in CARS Model

Based on the mentioned table, the findings reveal that a significant majority of the students (78%) who took part in the questionnaire expressed a lack of knowledge or understanding regarding effectively occupying a niche during the process of writing their research studies. Conversely, a smaller portion of the population (22%) reported being trained or equipped with the necessary skills to appropriately occupy a niche within the context of their dissertations.

### **Results and Interpretation of the Questionnaire**

The results of the questionnaire conducted with EFL master 2 students at the University of ABBES Laghrour Khenchela indicate several key findings regarding the problem statement section in their research projects.

Firstly, it is evident that the problem statement section was not given sufficient importance despite its crucial role in research writing. This suggests that the students may not fully comprehend the significance of a well-developed problem statement in framing their research projects effectively.

The findings from the tables demonstrate that the students have not been adequately introduced to the different components of a research proposal and have not engaged deeply with them. This lack of understanding regarding the various sections of a research proposal, including the problem statement, indicates a potential gap in their research writing knowledge and skills.

Moreover, the majority of the students appear to be unaware of the rhetorical moves required for writing an academic problem statement. This lack of awareness suggests that they may struggle to effectively communicate the purpose, significance, and research gap in their projects.

Furthermore, the analysis of the data reveals that most of the students are unfamiliar with writing models, particularly the Swales CARS model, which is widely used in contemporary studies. This indicates a potential gap in their knowledge of genre conventions and the specific requirements for constructing a well-structured problem statement.

Based on these findings, it is clear that there is a need for further attention and support in teaching and guiding EFL master 2 students at the University of ABBES Laghrour Khenchela in developing their problem statement writing skills. Providing explicit instruction on the different components of a research proposal, raising awareness of rhetorical moves, and introducing genre models like Swales CARS model can be valuable pedagogical interventions to address these gaps.

By focusing on improving the students' understanding and application of the problem statement section, educators can enhance their overall research writing competence and facilitate the production of high-quality master dissertations. Future studies could delve deeper into the specific challenges faced by the students in relation to problem statement writing and explore effective pedagogical strategies to address these challenges.

## **Conclusion**

In conclusion, this chapter presented the results of genre analyses of postgraduate EFL students' dissertations at ABBES Laghrour Khenchela University, focusing on the problem statement section. The Swales' CARS model was employed to analyze the rhetorical structure and strategies within the problem statements. The findings were presented using graphic columns and tables, highlighting the similarities and differences among the dissertations.

Additionally, the chapter incorporated the responses from EFL master 2 students at the same university, gathered through a questionnaire administered via Google Forms. The questionnaire

responses were also presented in graphic columns and tables, providing percentages for each answer. These responses were carefully analyzed in each table.

The data collection process was rigorous and the analysis was conducted meticulously. The findings were organized and presented under each graphic and table, allowing for a clear understanding of the results obtained from the genre analyses and the questionnaire.

This chapter contributes to the understanding of the genre conventions and rhetorical moves employed in problem statement writing among postgraduate EFL students at ABBES Laghrour Khenchela University. It sheds light on the gaps and challenges faced by EFL master 2 students in their problem statement writing.

The data presented in this chapter serves as a foundation for further discussions and recommendations in subsequent chapters. It provides a basis for proposing pedagogical interventions and strategies to improve the problem statement writing skills of EFL master 2 students at the university.

Overall, this chapter establishes the groundwork for the subsequent chapters by presenting the results of the genre analyses and questionnaire responses. The findings contribute to the existing literature and lay the foundation for further research and practical implications in the field of EFL research writing.

# **General Conclusion**

## **General Conclusion**

The analysis reveals that while some problem statements in EFL master dissertations adhere to the CARS model, a significant number do not effectively follow its recommended structure and moves. The establishment of a research territory, identification of a niche, and occupation of that niche are often lacking or inadequately developed in certain problem statements.

One common issue identified in the genre analysis is the insufficient establishment of the research territory. Problem statements frequently lack a comprehensive introduction to the research area and fail to provide the necessary background information for readers to understand the context. As a result, the significance and relevance of the research problem may not be effectively conveyed.

Moreover, the identification of a niche within the existing literature is often incomplete or unclear. Problem statements commonly lack a thorough literature review that critically analyzes previous research and identifies the gaps or limitations in the field. Without this identification of a specific research gap, the problem statement may lack the necessary justification for the study.

Furthermore, the occupation of the identified niche is frequently insufficient in problem statements. The lack of a clear and concise research problem or question hampers the ability to address the research gap effectively. The problem statements often lack specificity, making it challenging for readers to understand the precise focus of the research and the expected outcomes.

Additionally, the rhetorical strategies recommended by the CARS model are not consistently employed in problem statements. Researchers often fail to utilize rhetorical questions, vivid examples, or persuasive language to engage readers and highlight the importance of the research problem. This lack of rhetorical effectiveness undermines the overall impact and persuasiveness of the problem statement.

In conclusion, the genre analysis of problem statements in EFL master dissertations using Swales' CARS model reveals a lack of proper application. The findings suggest that many problem statements do not effectively establish the research territory, identify a niche, or occupy that niche within the existing literature. To improve the quality of problem statements, researchers in the field

of EFL should focus on providing comprehensive background information, conducting a thorough literature review, formulating specific research questions, and employing rhetorical strategies to engage readers effectively.

### **Summary of the Findings**

The findings of the genre analysis suggest that the Swales' CARS model is not properly applied in EFL master dissertations at the University of Abbes LaghrourKhenchela. It appears that the students are not adequately aware of the different rhetorical moves required for an appropriate problem statement.

The analysis reveals a lack of adherence to the CARS model, specifically in terms of establishing a research territory, identifying a niche, and occupying that niche. Problem statements often lack a comprehensive introduction to the research area, resulting in a lack of necessary background information for readers. Consequently, the significance and relevance of the research problem may not be effectively conveyed.

Furthermore, the identification of a specific research gap within the existing literature is often incomplete or unclear. The problem statements frequently lack a comprehensive literature review that critically analyzes previous research and identifies gaps or limitations in the field. This deficiency undermines the justification for the study and weakens the overall impact of the problem statement.

The occupation of the identified niche is also insufficient in many problem statements. The lack of a clear and concise research problem or question makes it challenging for readers to understand the precise focus of the research and the expected outcomes. This lack of specificity hampers the effectiveness of addressing the research gap.

Additionally, the findings indicate that the students are not well-versed in the rhetorical strategies recommended by the CARS model. There is a lack of utilization of rhetorical questions, vivid examples, and persuasive language to engage readers and emphasize the importance of the



research problem. This deficiency in rhetorical effectiveness diminishes the overall persuasiveness of the problem statement.

In summary, the genre analysis suggests that the application of the Swales' CARS model in EFL master dissertations at the University of Abbes LaghrourKhenchela is not adequate. The students appear to be unaware of the different rhetorical moves required for an appropriate problem statement. To improve the quality of problem statements, there is a need for increased awareness and understanding of the CARS model and its application in order to effectively establish the research territory, identify a niche, and communicate the research problem in a clear and persuasive manner.

### **Pedagogical Implications**

The pedagogical implementation for the genre analysis of the problem statement section in EFL master students can be approached in the following ways:

Introduce the CARS model: Educators should introduce the Swales' CARS model to EFL master students, explaining its purpose and the different rhetorical moves involved. Provide clear explanations and examples to help students understand how to effectively structure and present their problem statements, focusing on how they adhere to the CARS model and effectively establish the research territory, identify a niche, and occupy that niche. Discuss the rhetorical strategies employed and the impact they have on the overall effectiveness of the problem statement. Provide step-by-step guidance and support as they develop their problem statements, emphasizing the importance of incorporating a literature review, identifying research gaps, and formulating clear research questions. Gradually reduce support as students gain proficiency, allowing them to apply the model independently.

By implementing these pedagogical strategies, EFL master students can enhance their understanding and application of the problem statements, particularly in relation to the CARS model. These practices can help students develop the necessary skills to craft effective problem

statements that establish the research context, identify research gaps, and justify the significance of their studies in the field of EFL.

### **Limitation of the Study**

The genre analysis of problem statements in EFL master dissertations, like any research study, may have certain limitations. Some of the limitations that could arise in this particular study include:

**Limited access to dissertations:** Accessing a sufficient number of EFL master dissertations for analysis may present a challenge. The availability of dissertations for study could be restricted due to factors such as institutional policies, privacy concerns, or restricted access to specific university databases. Limited access to dissertations may result in a smaller sample size, which could impact the generalizability of the findings.

**Time constraints:** Conducting a comprehensive genre analysis requires a significant amount of time and effort. The study may be limited by the available time frame for data collection, analysis, and interpretation. Time constraints may necessitate a smaller sample size or limit the depth of analysis, potentially affecting the comprehensiveness and robustness of the findings.

**Variability in problem statement quality:** EFL master dissertations may vary in terms of the quality of their problem statements. The problem statements may exhibit inconsistencies in adherence to the CARS model or lack clarity and coherence. The analysis may encounter challenges in assessing the effectiveness of the problem statements due to variations in quality across different dissertations.

**Scope limitation:** The study may focus solely on problem statements and may not encompass other sections of the dissertations. While problem statements are important in research writing, other sections, such as the literature review or methodology, also contribute to the overall effectiveness of a research study. The limitations of focusing solely on problem statements should be acknowledged.

A limitation of this study is the non-probabilistic random sampling of MA students, which yielded a sample size of only 41 respondents. The researchers encountered difficulty in reaching the entire population as the students had completed their studies and left social media groups, resulting in a limited number of participants.

Despite these limitations, a well-designed genre analysis of problem statements in EFL master dissertations can still provide valuable insights into the genre conventions, challenges, and potential areas of improvement. Researchers should consider these limitations and make efforts to mitigate their impact, ensuring that the findings are interpreted within the scope and context of the study.

### **Suggestions for Further Research.**

Based on the genre analysis of problem statements in EFL master dissertations, several suggestions for further studies can be proposed to expand our understanding of this area. These suggestions include:

**Comparative analysis:** Conduct a comparative analysis of problem statements in EFL master dissertations from different universities or educational contexts. Compare and contrast the adherence to the CARS model, rhetorical strategies employed, and overall effectiveness of problem statements. This comparative approach can shed light on potential variations and identify best practices across different contexts.

**Longitudinal analysis:** Conduct a longitudinal analysis to examine the evolution of problem statements in EFL master dissertations over time. Analyze problem statements from dissertations spanning several years or decades to observe any shifts in genre conventions, rhetorical strategies, or problem statement quality. This longitudinal perspective can provide insights into the development and changes in EFL research writing practices.

**Qualitative interviews or surveys:** Supplement the genre analysis with qualitative interviews or surveys of EFL master students and supervisors to gather their perspectives on problem statement writing. Explore their awareness and understanding of the CARS model, challenges encountered, and strategies employed during the writing process. These insights can provide a deeper

understanding of the factors influencing the application of the model and potential areas for improvement.

Cross-cultural analysis: Conduct a cross-cultural analysis of problem statements in EFL master dissertations from different cultural and linguistic backgrounds. Investigate the potential influence of cultural and linguistic factors on the genre conventions, rhetorical strategies, and overall effectiveness of problem statements. This cross-cultural perspective can contribute to our understanding of the impact of cultural and linguistic diversity on research writing practices.

By pursuing these suggestions for further studies, researchers can deepen our understanding of problem statement writing in EFL master dissertations, explore effective instructional strategies, and contribute to the development of genre-based pedagogies in EFL education.

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**Appendices**

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### ***1- The Questionnaire:***

[https://docs.google.com/forms/d/e/1FAIpQLSeKyqU2tr\\_w92WGfkv5UdcZdKdIRZvEL9BtYLcf6UrORRsyCA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeKyqU2tr_w92WGfkv5UdcZdKdIRZvEL9BtYLcf6UrORRsyCA/viewform?usp=sf_link)

### ***2-Resume***

***3-Sample size Calculator: <https://www.calculator.net/sample-size-calculator.html>***

## 2. Résumé

Cette étude se concentre sur la réalisation d'une analyse de genre des énoncés de problématique dans les dissertations en anglais langue étrangère (EFL) dans le contexte algérien, plus précisément au département d'anglais de l'université Abbess Laghrour. La recherche vise à évaluer la conformité au genre, identifier les mouvements rhétoriques et évaluer la compétence des étudiants dans la rédaction de la section de la problématique dans leurs dissertations. La méthodologie de recherche adopte une conception mixte, intégrant une analyse de corpus de 30 dissertations sélectionnées de manière aléatoire à partir des archives de l'université, ainsi qu'un questionnaire administré aux étudiants de niveau master de la même université. Une méthode d'échantillonnage aléatoire non probabiliste a été utilisée pour sélectionner les participants au questionnaire. Le modèle CARS (Create a Research Space) est utilisé comme cadre d'analyse des données. Les principaux objectifs de cette recherche sont d'étudier dans quelle mesure la structure rhétorique décrite dans le modèle CARS de Swales est respectée dans la section de la problématique des dissertations de master en anglais langue étrangère (EFL) et d'identifier les mouvements rhétoriques communs utilisés par les étudiants de master en anglais langue étrangère (EFL) dans leurs problématiques. L'analyse révèle un manque de conformité au modèle CARS, en particulier en ce qui concerne l'établissement d'un territoire de recherche, l'identification d'une niche et l'occupation de cette niche. Cela suggère que les étudiants peuvent ne pas avoir une conscience suffisante des différents mouvements rhétoriques requis pour une problématique appropriée. Il est recommandé aux éducateurs d'introduire le modèle CARS de Swales aux étudiants de master en anglais langue étrangère (EFL), en fournissant des explications et des exemples pour les aider à comprendre le but du modèle et les différents mouvements rhétoriques impliqués. Des directives claires doivent être fournies pour aider les étudiants à structurer et présenter efficacement leurs problématiques.

***Mots-clés : Analyse de Genre, Enoncé du Problème, Dissertations EFL, Modèle CARS, Moves.***