

People's Democratic Republic of Algeria

Ministry of Higher Education

University of Mohamed Seddik Ben Yahia

Faculty of Letters and Languages

Department of Letters and English



**An Exploratory Cross-sectional Study of the Use of Metadiscourse in
Argumentative Essays in the Subject of Applied Linguistics Among Algerian
University Students of English at the University of Jijel**

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for the Degree of Master in Didactics**

Submitted by:

Aissam ABDELLOUCHE

Ayoub DERGHOUM

Supervised by:

Mohammed BOUKEZZOULA

Board of Examiners

Loubna KOUIRA

Chairperson University of Mohamed Seddik Ben Yahia

Asma BENALILECHE

Examiner University of Mohamed Seddik Ben Yahia

Mohammed BOUKEZZOULA

Supervisor University of Mohamed Seddik Ben Yahia

Academic Year: 2020-2021

People's Democratic Republic of Algeria

Ministry of Higher Education

University of Mohamed Seddik Ben Yahia

Faculty of Letters and Languages

Department of English



**An Exploratory Cross-sectional Study of the Use of Metadiscourse in
Argumentative Essays in the Subject of Applied Linguistics Among Algerian
University Students of English at the University of Jijel**

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for the Degree of Master in Didactics**

Submitted by:

Aissam ABDELLOUCHE

Ayoub DERGHOUIM

Supervised by:

Mohammed BOUKEZZOULA

Board of Examiners

Loubna KOUIRA

Chairperson University of Mohamed Seddik Ben Yahia

Asma BENALILECHE

Examiner University of Mohamed Seddik Ben Yahia

Mohammed BOUKEZZOULA

Supervisor University of Mohamed Seddik Ben Yahia

Academic Year: 2020-2021

Dedication

In the name of Allah, the Most Gracious, the Most Merciful

To Allah, my Creator

To the Beloved Prophet Mohammad (peace and blessings be upon him), my Master.

To my great parents, may Allah bless them,

To my dearest brothers and sisters, may Allah has mercy on them,

To my wife and sons ,may Allah protect them,

To my friends who encouraged and supported me,

To whosoever believes I can do it: You are my inspiration.

To whosoever thinks I will never do it: You are my motivation.

To whom I can't mention but never forget!

Aissam

Dedication

To my beloved parents!

Ayoub

Acknowledgment

First and foremost, our deepest gratitude is expressed to “Allah” for giving us strength and courage to keep going regardless of the pitfalls we stumbled across.

We would like to express our deepest gratitude to our supervisor **Mohammed BOUKEZZOULA** who accompanied us in this long-lasting journey and showered us with wholehearted support, guidance, and constructive comments.

Particular thanks are similarly expressed to **Loubna KOUIRA** and **Asma BENALILECHE** for taking the trouble to examine this modest piece of work.

Our thanks are also due to our teachers, classmates and Fly high School staff for their sage pieces of advice, guidance, and unconditional help.

A thank you must be given to all the participants who willingly and kindly furnish us with the data required to bring this research work to its end.

Last but not least, we would like to express our heartfelt thanks to our dearest friends for their help.

Abstract

The present study aimed at investigating the development of students' proficiency in the use of metadiscourse features in argumentative essays in the subject of Applied Linguistics. More specifically, it sought to answer one major research question: *does students of English proficiency in the use of metadiscourse features in argumentative essay in the subject of Applied Linguistics develop as these students move across the curriculum?*. To answer this question, a cross-sectional methodology was adopted to simulate a longitudinal investigation of the students' development in the use of the features under study. To do so, a timed essay writing test in the subject of applied linguistics was designed and implemented to elicit 45 argumentative essays from L3, M1 and M2 students which were analyzed following Hyland's model (2004). The results generated by the analysis show that students' proficiency in the use of both interactive and interactional metadiscourse markers have slightly improved as they move across the curriculum. As far as interactive metadiscourse markers are concerned, the corpus analysis has revealed that there is a noticeable improvement in the use of transitions, frame markers, evidential and code glosses, but significantly failed to demonstrate the required level with regard to one marker, namely endophoric markers. As for the interactional metadiscourse, the analysis of the corpus under study has shown that students' competence in using hedges, boosters, attitude markers, engagement markers, and self-mention have also slightly improved across the three levels. Although these results are indicative rather than conclusive taking into consideration the number of participants, the registered slight improvement despite the absence of writing instruction at both the master two levels are most probably due to extensive exposure to these features as a result of the intensive reading of specialized academic texts coupled with a growing awareness about the importance MD features in crafting effective arguments. Hence, an explicit and effective teaching of those aspects

within the framework of the genre-based approach especially at the most advanced levels of the curriculum is susceptible to yield more satisfying results as far as the issue in question is concerned.

List of Abbreviations

AM: Attitude Markers

B: Boosters

CG: Code Glosses

E: Evidentials

EFL: English as a Foreign Language

End.M: Endophoric Markers

Eng.M: Engagement Markers

ESP : English for Specific Language

etc.: etcetera

FM: Frame Markers

H: Hedges

L2 : Second Language

L3 : Licence 3

LMD : Licence Master Doctorat

M1 : Master 1

M2 : Master 2

MD : Metadiscourse

MSBY: Mohammed Saddik Ben Yahia

SM: Self-Mentions

T: Transitions

List of Tables

Table 01: Use of Hedges	34
Table 02: Use of Boosters	35
Table 03: Use of Attitude Markers	36
Table 04: Use of Self-mentions	37
Table 05: Use of Engagement Markers	38
Table 06: Use of Transitions	40
Table 07: Use of Frame Markers	41
Table 08: Use of EndophoricMarkers	42
Table 09: Use ofEvidentials	43
Table 10: Use of Code Glosses	44

List of Figures

Figure01: The Process Wheel	10
Table 02: A Process Genre Approach to Teaching Writing	11
Table 03: Features of Academic Writing.....	16
Table 04: Genres of Academic Writing	19
Table 05: Types of Academic Essay.....	21
Table 06: Use of Interactional Metadiscourse Markers Graph	39
Table 07: Use of Interactive Metadiscourse Markers Graph	45
Table 08: Interactivevs Interactional Use of Metadiscourse Markers Graph	49

Table of Contents

Dedications	I
Acknowledgment.....	III
Abstract.....	IV
List of Abbreviations	VI
List of Tables	VII
List of Figures.....	VIII
Table of Contents	IX
General Introduction.....	1
Introduction.....	1
1. Statement of the Problem.....	1
2. Aim of the Study.....	4
3. Methodology, Sample and Design.....	4
4. Structure of the Dissertation	5
Chapter One: Approaches to Teaching and Assessing of Academic Writing.....	6
Introduction.....	6
1.1. Product Approach	7
1.2. Process Approach	9
1.3. Genre Approach:.....	11
Conclusion	13
Chapter Two: Metadiscourse in Academic Essay Writing.....	15
Introduction.....	15

2.1. Definition of Academic Writing	15
2.2. Characteristics of Academic Writing.....	16
2.2.1. Complexity	16
2.2.2. Formality	17
2.2.3. Objectivity	17
2.2.4. Explicitness	17
2.2.5. Hedging	18
2.2.6. Responsibility.....	18
2.3. Genres of Academic Writing	18
2.4. The Importance of Academic Writing for EFL Learners	19
2.5. Academic Essay	20
2.5.1. Definition of Academic Essay.....	20
2.5.2. Types of Academic Essays.....	21
2.5.2.1.Descriptive Essays.....	21
2.5.2.2.Narrative Essays	21
2.5.2.3.Expository Essays	21
2.5.2.4.PersuasiveEssays	21
2.6. Argumentative Essay Writing.....	24
2.6.1. An Overview on Argumentative Writing.....	24
2.6.2. The Importance of Argumentative Writing.....	24
2.6.3. The Process of Argumentative Writing.....	25
2.6.4. Argumentative Essay Definition	25

2.7. Metadiscourse	26
2.7.1. Definition of Metadiscourse.....	27
2.7.2. Metadiscourse and Linguistic Theories.....	27
Conclusion	28
Chapter Three: Field of Investigation.....	29
Introduction.....	29
3.1. Research Methodology and Design	29
3.1.1. Data Collection Procedure	29
3.1.2. Population and Sampling	32
3.2. Data Analysis and Interpretation	32
3.2.1. Methodology of the Study.....	32
3.2.2. Students' Essays Analysis	34
3.2.3. Discussion of the results.....	46
Conclusion	50
General Conclusion	51
Pedagogical Implications	52
Limitations of the Study	54
Recommendations for further studies	55
References	51
Appendix	56
Résumé	57
الملخص.....	58

General Introduction

Introduction

- 1. Statement of the Problem**
- 2. Aim of the Study**
- 3. Methodology, Sample and Design**
- 4. Structure of the Dissertation**

General Introduction

Introduction

It is undeniable that a good command of writing skills is progressively seen as very important to equip learners for success at university. Writing is the skill on the basis of which most of students' achievements are evaluated across the English university curriculum. The most important writing genre on the basis of which students writing performance is evaluated is the essay. One of the most challenging, yet crucial, aspects of successful student essay writing in academic settings is the construction of a persuasive argumentative essay. Crafting persuasive argumentative essays depends, first and foremost, on the writers' ability to deploy adequate metadiscourse features. Consequently, it is logical that this aspect represents a very problematic issue in EFL students' argumentative essay performances. In the light of this, the present study aims at investigating the development of students' proficiency in the use of metadiscourse features in argumentative essays in content subject of the curriculum, namely the subject of Applied Linguistics.

1. Statement of the Problem

In the context of learning English as a foreign language, students face several challenges including writing throughout their university curriculum. The fact that writing as defined by Crystal (1995, p.257) "Most obviously writing is a way of communication uses a system of visual marks made on some kind of surface" has always had a central role in the academic arena is undeniable; academic writing has been defined in such many ways. For instance, Hyland defined it as an act of identity, and that it is a representation of the writer (Hyland, 2004, p.133). In addition to identifying academic writing, EFL students are required to know its types namely descriptive, analytical, persuasive and critical.

Each of the abovementioned types of academic writing has specific language features and purposes. In many academic genres, students need to use more than one type. A good case in point is the empirical dissertation where critical writing in the literature review is used to pinpoint any opportunity or gap in the existing research. In the second position, the methods section is mostly descriptive to summarize the methods used in order to collect and analyze information. Meanwhile, the results section is generally analytical and descriptive as reported on the data collected. Last but not least, the section of discussion is more analytical, as findings are related back to the research questions and persuasive as well, as interpretations are proposed to the findings. To put it in a nutshell, the aforementioned types are not in competition, but instead they overlap in the sense that EFL students are required to go at least one step further than critical, descriptive, and analytical to persuasive writing.

It is worth mentioning that in most academic writing, EFL students' achievements are evaluated via essay writing, most essays are argumentative. Argumentative essays aim at persuading readers using metadiscourse devices as a means for a better interaction to convince them of the writers' claim.

Argumentative essay is a genre of writing that requires the students to investigate a topic; generate, and evaluate evidence; and establish a position on the topic concisely. So, the college students are hoped to be critical in the argumentative essay. Because they have to bring up the issue that familiar by people and have their own argument before and how they can guide the readers into the writer's argument and believe it(Sabu& Vernandes,2019, p.60).

Persuasive argumentative essays, for sure, rely on the effective and appropriate use of meta-discourse devices to better clarify the writers' ideas and avoid misunderstandings especially with respect to assessing EFL students' achievements. More particularly, third year(L3), master one (M1) and master two(M2) students of English need to focus on

improving their writing proficiency and also need to be empowered with an expertise that they can use autonomously such as reading.

Metadiscourse is initially coined by the scholar Harris (1959, p. 28) as a new term to discourse analysis. According to Hyland (2005, p.1): “Metadiscourse is a widely used term in current discourse analysis and language education, referring to an interesting, and relatively new, approach to conceptualizing interactions between text producers and their texts and between text producers and users”.

Bearing in mind that metadiscourse markers fall down into two types: verbal and non-verbal; the former is concerned with words, the main concern of the current study, (Hornby, 2010, p.15) whereas the latter deals with the different types of “visual metadiscourse markers” (Kumpf, 2000, p.401; Saadi and Roosta, 2014, p.299), many linguists offer various models. In addition, the researchers of this study prefer Hyland’s model that is designed explicitly for academic writing (Zarei and Mansoori, 2011, p.39) in which the argumentative essay is the pillar in content subject of the curriculum of EFL students, namely the subject of Applied Linguistics.

In spite of the consideration given to writing as a skill in foreign language learning in the Algerian universities, students still have difficulties with it. For this reason, it is very important to enhance and improve the writing curriculum for EFL university students. Hence, the educational authorities strive to find alternative curricula whose purposes are framed in a set of guiding principles to meet the students’ requirements.

In doing so, the Algerian educational system has undergone several reforms in the higher educational system to meet the students’ requirements. The latest reform is the integration of the License, Master and Doctorate (LMD) system; the LMD focuses more on the learner-centered approach rather than the teacher- centered approach, and students are

supported through a special system that develops the study of self-learn skills which makes students take the responsibility for their studies inside and outside of the classroom.

The English language department of Mohammed Soddik Ben Yahia University in Jijel was first opened in 2006 when the LMD system was introduced as immediate solution for the higher educational problems especially at the level of methodological and pedagogical foreign language teaching including teaching content modules such as Applied Linguistics where crafting argumentative essays that chiefly count on deploying metadiscourse devices adequately plays a vital role to evaluate the students' achievements. In this regard, the study seeks to answer the following research question:

Does students of English proficiency in the use of metadiscourse features in argumentative essay in the subject of Applied Linguistics develop as these students move across the curriculum?

2. Aim of the Study

The present study aims at investigating the development of students' proficiency in the use of metadiscourse features in argumentative essays in content subject of the curriculum, namely the subject of Applied Linguistics.

3. Methodology, Sample and Design

To check whether students of English proficiency in the use of metadiscourse features in argumentative essay in the subject of Applied Linguistics develop as these students move across the curriculum or not, researchers opt for a cross-sectional methodology to simulate a longitudinal investigation of the students' development in the use of the features under study. This choice was due to the shortage of time mainly on the one hand. On the other hand, a master's dissertation, as it's known to everybody, has to be submitted in no more than six months.

To the aforementioned end, a total of 45L3, M1 and M2students of English at Mohammed Seddik Ben YahyaUniversity in Jijel were randomly selected; they were willing to take part in the study. As a matter of fact, two reasons paved the way for the choice of the sample. The first reason was that they have been studying English as a foreign language for quite a longer period of time than their counterparts in first and second year license i.e. this makes them more qualified and competent in writing. The second reason is that all of them share a fair knowledge about both the topic and the type of the essay requested to write.

In doing so, 45 argumentative essays produced by the participants while completing a timed writing task in a content subject of the curriculum, namely the subject of Applied Linguistics were analyzed by drawing upon Hyland's model (2004) of metadiscourse as the analytical framework.

4. Structure of the Dissertation

The present study falls into two main parts namely the theoretical part and the practical one. The former is made up of two chapters entitled: *Approaches to Teaching and Assessing of Academic Writing* and *Metadiscourse in Academic Writing*. As the name of the first chapter implies, researchers clarify three main approaches to teaching academic writing: *product approach, process approach and genre approach*. As far as the second chapter is concerned, it highlights both the notion of academic writing and use, importance and purpose of metadiscourse devices in the argumentative essay. The practical part which is the third chapter is devoted to the research methodology and design in addition to data analysis and interpretation with a reference to Hyland's model (2004).

Chapter One: Approaches to Teaching and Assessing of Academic Writing

Introduction

1.1. Product Approach

1.2. Process Approach

1.3. Genre Approach:

Conclusion

Chapter One: Approaches to Teaching and Assessing of Academic Writing

Introduction

As academic writing is so important for students of all kinds, and as it is such a wide umbrella term, it is hardly surprising that there is a range of approaches and types of practices for it. Sometimes, they depend on the purpose and type of writing, sometimes upon the students' starting-point, sometimes upon an underlying philosophy, and in some other times simply on personal preferences.

The writing skill has been studied from various perspectives, and the three approaches to teaching writing; that is, product-based, process-based, and genre-based have been the source of a considerable number of studies. For example, Nunan (1991, pp.303-318) and Ruiz-Funes (2001, pp.226-334) have investigated the effects of the product-based approach whilst Cavkaytar, (2010, pp.133-139) and Murray (1993) have explored the impacts of the process-based approach upon all the learners' writing performance and specific features of writing. Additionally, Luo and Huang (2015, pp.200-208) have examined genre analysis for the sake of illustrating the structures, patterns, and moves in a specific genre just as Ahn (2012, pp.2-16), Elashri and Ibrahim (2013), and Reppen (2002, pp. 321-327) have focused on the relationship between a specific genre and writing pedagogy. However, it appears that only a little interest has been given to the comparative impacts of the three approaches on argumentative writing performance of learners.

The product-based approach originated from the conditional reflex of Pavlov's behaviorism which brought the idea of stimulus and response as the primary source of learning, whereas process approach came from the communicative theory which focuses on thinking and creating ideas, writing, and revising, that are the result of student-centered learning. The term 'genre,' according to Paltridge (2014, p.303) and Swales (2001, p.34),

was suggested in the 1980s, first in second language (L2) and then in English for Specific Purposes (ESP). According to Hyland (2003, p22), genre theory aims to explore how individuals use language to “orient to and interpret particular communicative situations” and how to use this knowledge for “literacy education”

1.1. Product Approach

In the product approach, a model is provided and various exercises are undertaken to draw attention to its important features. Students are then required to produce a similar or parallel text. One of the most explicit descriptions of the product approach is provided by Pincas (1982a, p. 82). She sees writing as being primarily about linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax, and cohesive devices.

Since 1976, the product approach has often been combined with the functional approach so that functional-product might be a more apt description. A lot of books contain practice in some of the main language functions commonly found in academic writing. In addition, attention is given to the organization of writing, its structure, cohesion, various grammatical aspects and academic style. Some of the books are organized into topics or themes, but most are organized according to language functions; the main ones are as follows:

- Description
- Narrative
- Instruction
- Explanation
- Definition
- Exemplification
- Classification
- Comparison and contrast

- Cause and effect
- Expressing: purpose, means, prediction, expectancy, reservation, result
- Generalization and specificity
- Discussion and argumentation (problem and solution)
- Drawing conclusions.

According to Pincas(1982a, p.22) in this approach, learning to write comprises four different stages: familiarization; controlled writing; guided writing; and free writing. The aim of the familiarization stage is to raise the learners' awareness of certain features of a particular text. The controlled and guided writing sections aim at pushing the learners to practice the already familiar skills with a growing freedom until the point when they are qualified and prepared for the free writing section, when they utilize their writing skill to demonstrate a genuine activity like a letter, story or essay. On the other hand, (Tangpermpoon, 2008, pp. 1-9) sees that learners begin with a pre-writing phase, continue with writing, and finish with revising their composition. Kroll (1990, p.130) points to four steps in the product-approach consisting of "presentation of rules for writing, demonstration of a text for discussion, analysis, having learners write based on the text, and correction of the learners' paper" .

Writing courses which follow the product approach are teacher-centered with little interaction among the learners. This approach views writing as a product which is learned through imitation, copying, and modifying the given models, and needs to be assessed by teachers' explicit feedback. Accuracy in employing lexicon, grammar, and transitional words are among the features which the approach emphasizes. In a product-based writing class, the instructor provides a topic, and the students write their ideas individually then give their writings to the teacher who assesses them by giving general comments. Therefore, almost no interaction takes place, or no sufficient feedback is provided.

All in all, a product-based writing class is a traditional one where standard model texts are used to guide students to write similar texts and the writing development is mainly the result of the imitation of the input i.e. texts provided by the teacher. As Haiyan and Rilong (2016, pp. 76-82) mention, one criticism against product-based writing instruction is that it considers writing as the final result.

1.2. Process Approach

Theoreticians of the process approach focused on writers rather than their products. This approach had no interest in copying models but rather aimed at promoting the creativity of writers and the development of proper and sufficient writing practices. In the process-based approach, writing is not considered as a linear and straightforward activity which is composed of independent steps; but is regarded as a set of interactive processes (Alodwan&Ibnian, 2014, pp. 139-155). Schmitt (2002) considers that this approach has redefined writing as a recursive, explanatory, and generative process. As such, a comprehensive process-writing practice, as White and Arndt (1991, p.7) suggest, can involve several stages consisting of “discussion (class, small, group, pair), brainstorming and note taking, asking questions, fast writing, selecting ideas, establishing viewpoints, drafting, and self-evaluation”.

Writing in the process approach is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure. There are different views on the stages that writers go through in producing a piece of writing, but a typical model identifies four stages: pre-writing; composing/drafting; revising; and editing (Tribble,1996, p.39)

This represents a cyclical process in which writers may head back to pre-writing activities, for instance, after doing some editing or revising. The below figure illustrates the writing process-based wheel.

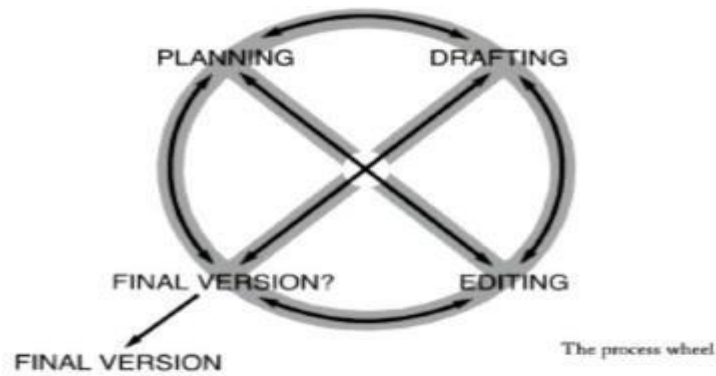


Figure 01: The Process Wheel

This approach emphasizes the composing processes which writers utilize, and thus puts meaning to the fore rather than form. The approach accords with the principles of learner-centeredness, encouraging individuals to take more responsibility for their own learning. By means of discussion, tasks, drafting, feedback, revisions and informed choices, students can make clearer decisions about the direction of their writing.

Feedback is an essential element in the process approach to writing. Keh (1990) discusses three types of feedback: peer evaluation, conferences (i.e. teacher-student interaction) and written comments (by the teacher). She concludes that each type of feedback has its uses and advantages. Feedback will be discussed in more details shortly. From the point of view of academic writing, this approach has the advantage of drawing attention to the constant need to draft and revise; in other words, encouraging students to be responsible for making improvements themselves. Perhaps the clearest exposition of what is entailed in process writing is contained in a resource book for teachers by White and Arndt (1991, pp. 299-303).

They:

See a process-focused approach to writing as an enabling approach... the goal of this approach is to nurture the skills with which writers work out their own solution to the problems they set themselves, with which they shape their raw material into a coherent message, and with which they work towards an acceptable and appropriate form for expressing it. (White & Arndt, 1991, p.300)

Summarizing, we can say that the process approach sees writing primarily as the practice of linguistic skills, and writing development as a spontaneous process which happens as a result of the teacher’s facilitation of the exercise of writing skills. This approach highlights the process that writers undergo from the beginning to the end of the written product. Sarhady (2015), Alodwan and Ibnian (2014), and Akinwamide (2012) found that the process-based writing instruction was more favourable than the product-based one as far as improving writing ability is concerned.

1.3. Genre Approach:

Genre is a concept over-burdened with definitions; it is both a social and a cognitive concept for grouping texts together, showing the writers’ typical use of language to face recurring situations. This term can be also defined as a “class of communicative events, the members of which share some set of communicative purposes.” (Swales, 1990, p.58)

Genres are also affected by other aspects of the situation, including the subject matter, the relationships between the writer and the audience, in addition to the pattern of organization. Martin (1993, p.120) put forward a diagrammatic explanation of genre.

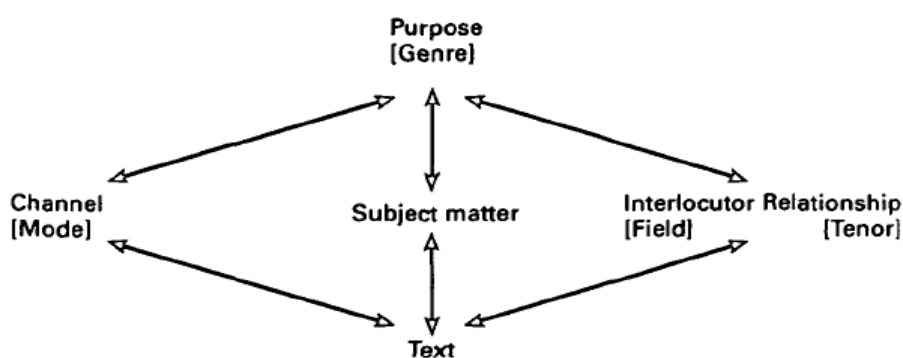


Figure 02: A Process Genre Approach to Teaching Writing

In defining genre, Davies (1988, p.129) follows Swales: “A genre is a recognized communicative event with a shared public purpose and with aims mutually understood by the participants in that event.”

Genre-based writing, as Hyland (2016) argues, is explicit, systematic, needs-based, and involves consciousness-raising tasks. In this case, language, content, and context not only are collaborated in genre-based pedagogy, but this kind of instruction expands upon the use of each genre in communication as well. As such, the structures of the target language for a specific context are explained explicitly, which heightens L2 learners’ awareness of the social setting, purpose, and audience of the text (Gebhard& Harman, 2011, pp. 45-55). Besides, genre pedagogies gradually build the learners’ confidence to become independent writers through guidance and support they receive from their teachers and the interaction with peers. Genre-based pedagogy has been practiced most effectively in Australia with primary, secondary, and EFL learners in addition to academic writing.

It has been pointed out, by Silva (1990, p. 146) among others that the primary focus should be on “academic discourse genres and the range and nature of academic writing tasks, aimed at helping to socialize the student into the academic context”.

The types of genre that students are expected to become familiar with, and to produce, include the following: essays, reports, case studies, projects, literature reviews, exam answers, research papers/articles, dissertations and theses. Each of these will have its own content, structure or format, style, and various conventions. From a genre-based view, people ordinarily write for different reasons; they tackle different contexts and choose different styles instead of relying on a single universal one (Badger & White, 2000, pp. 53-60).

Horowitz (1986, pp. 445-462) claims that genre-based writing instruction is a reaction against process writing since the latter was not able to satisfy the needs for writing

in academic contexts. Hyland (2003, pp. 17-29) also believes that after 30 years of pedagogical orthodoxy, the focus of L2 writing, under the influence of process theories, has moved from formal perspectives of writing to a genre-based approach. Later, in 2007, Hyland brought more practical processes for teachers in order to plan, sequence, support, and assess learning in genre-based pedagogy. The approach relies on a teaching-learning cycle and encourages strategies such as modeling texts and joint and independent construction.

Conclusion

The three approaches are sometimes presented as opposed to each other. That is to say “The process approach generally represented a reaction against the product-based approach whereas the genre approach represented a reaction to the so-called progressivist curriculum (Gee, 1997, p.25).

The shortcomings of product approaches are that process skills, like text planning, are marginalized, and that the prior knowledge and skills that learners bring to the classroom are underestimated. Their strengths are shown in their recognition of the learners’ need for linguistic knowledge about texts, and they comprehend that imitation is a way of learning.

The weaknesses of process approaches are that they often consider writing as the product of the same processes; that is to say, they give less importance to the kind of texts written by people and the purpose behind writing them; and that they supply the learners with insufficient input, precisely the linguistic knowledge, to write effectively. The main advantages are that they understand the value of the skills included in writing, and recognize that what learners bring to the writing classroom as pre-requisites has a great impact on the development of writing ability.

The negative aspect of genre approaches is that they underestimate the required skills to produce a text and that the learners are considered as passive. More positively, they admit that writing is the product of a social situation, and is a mirror of a specific purpose, and acknowledge that learning can occur consciously via imitation and analysis.

In short, an effective methodology for writing needs to incorporate the insights of product, process, and genre approaches in that they are not in competition but they overlap.

Chapter Two: Metadiscourse in Academic Essay Writing

Introduction

2.1. Definition of Academic Writing

2.2. Characteristics of Academic Writing

2.2.1. Complexity

2.2.2. Formality

2.2.3. Objectivity

2.2.4. Explicitness

2.2.5. Hedging

2.2.6. Responsibility

2.3. Genres of Academic Writing

2.4. The Importance of Academic Writing for EFL Learners

2.5. Academic Essay

2.5.1. Definition of Academic Essay

2.5.2. Types of Academic Essays

2.5.2.1. Descriptive Essays

2.5.2.2. Narrative Essays

2.5.2.3. Expository Essays

2.5.2.4. Persuasive Essays

2.6. Argumentative Essay Writing

2.6.1. An Overview on Argumentative Writing

2.6.2. The Importance of Argumentative Writing

2.6.3. The Process of Argumentative Writing

2.6.4. Argumentative Essay Definition

2.7. Metadiscourse

2.7.1. Definition of Metadiscourse

2.7.2. Metadiscourse and Linguistic Theories

Conclusion

Chapter Two: Metadiscourse in Academic Essay Writing

Introduction

The ability to write has become an important skill; it is a challenging task especially in a foreign language. Furthermore, in academic settings, learners are expected to have academic writing skills that are beneficial to operate in the various domains that require the use of language. Critical thinking is one of these skills that need to be developed. As a crucial task in such settings, the essay is one way to build and develop them. It is highly used at university to promote learners to be socially active. This chapter aims at reviewing the realm of academic writing briefly by clarifying how it is different from other types of writing. The emphasis is mainly on the use of meta-discourse in argumentative essay writing with a reference to academic writing common characteristics, genres and types.

2.1. Definition of Academic Writing

The concept of academic writing can be viewed from several perspectives by different experts. Academic writing, first, is defined according to Ingrid (2015) as a formal style which involves a variety of aspects and some standard conventions. In this vein, writing for academic purposes is mainly based on evidence and differs from one discipline to another. Besides, it depends largely on presenting facts, investigating knowledge, and providing arguments. The latter, hence, will reinforce one's thoughts and findings with logical justified answers. Bailey (2011, pp. 18-21) describes academic writing as a kind of writing skills that is characterized by the necessary standard to straightforwardly open the path to EFL learners to international English exams. As well as being consistent, Christine and John (2012, pp. 65-69) see academic writing as a style of a particular piece which should be suitable both in terms of the message being conveyed and the audience being addressed. Typically, to write academically is not only done for the sake of showing everything that the learner knows about the topic, but rather to show that s/he understands

and can think critically and logically about it. In short, academic writing cannot stand on its own by simply presenting the others' ideas, but rather it is the critical way of how to take part in a debatable academia in order to investigate a stated issue via presenting one's position and weighing up the others' perspectives.

2.2. Characteristics of Academic Writing

Academic writing is different from personal writing and creative writing as well. It has distinctive features which promote it to be used in higher education settings. Hence, university learners, as researchers, need to accomplish their language to be purely an academic one. Since informing is its main objective rather than entertaining, Gitana (2005) mentions that six main characteristics are to be highlighted: complexity, formality, objectivity, explicitness, hedging, and responsibility (see Figure 3).

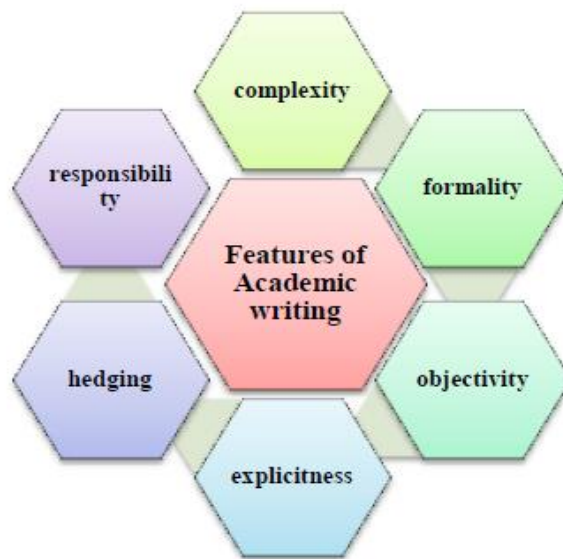


Figure 03: Features of Academic Writing

2.2.1. Complexity

Due to the use of several markers, academic written language is considered to be more complex than the spoken one; its complexity creates its power. It is characterized by the use of subordinate clauses, complement clauses, long sequences of prepositional

phrases, attributive adjectives and more passives. In addition, noun-based phrases and lexical variation are highly marked.

2.2.2. Formality

Academic writing has a formal tone; such as, the use of passive forms of the verb, impersonal pronouns (e.g. one), and phrases, complex sentence structures, and specialized formal vocabulary. This lies mainly in avoiding informal words and expressions, tautology, vague words or phrases and everyday similes. Hacker (1998, p.126) points out that: “Formal writing emphasizes the importance of its subject and the exactness of its information. Its tone is dignified, and it maintains a certain distance between writer and audience”. Formal language serves both professional and academic purposes. It is about what words to choose and how to put them together.

2.2.3. Objectivity

To write academically signifies the total negligence of the personal style i.e. one needs to be objective in conveying any given information or constructing any argument without demonstrating his/her own angle of view. Indeed, objective writing differs from the personal one in the sense that it is based on analyzing and evaluating others’ ideas using subject specific vocabulary rather than using everyday words. In addition, it takes information from different sources and uses evidence to express views. Personal feeling and experience are not reliable (The Open University, 2004).

2.2.4. Explicitness

Academic writing also involves being explicit. It is necessary for the writer to adopt appropriate words that clearly transmit his/her intention to satisfy his/her targeted audience.

Parts of texts should be coherently and cohesively related and organized. Explicitness lies in using the right signaling words. They display the writer's attitudes in any given discourse precisely. Thus, these connections mirror one's explicitness and facilitate its comprehension.

2.2.5. Hedging

Furthermore, cautious language, often called "Hedging", is marked to be a feature of academic writing. Writing academically necessitates the writer to be aware enough when deciding about a certain subject or even building strong claims. Tribble (1996, p.145) claims that hedging involves the extent of responsibility a writer takes either when expressing how his/her ideas are accurate or for the ideas themselves.

2.2.6. Responsibility

As a last feature, responsibility should be considered when making any claims or stating critical understanding and support them with appropriate evidence and justifications. The writer should be able to use any source of references via summarizing, paraphrasing and to acknowledge the referred sources. Failing to adhere to this feature will lead to plagiarism which is counted as an academic crime.

2.3. Genres of Academic Writing

Within the academic writing framework, one can produce different well-organized written pieces based on a clear reason s/he writes for. Bailey (2011) suggests notes, reports, projects, essays, dissertations/theses, and papers as the most common types of academic writing as shown in Figure 2. Despite the fact that they are governed by certain conventional rules, Gitana (2005) maintains that they differ in terms of their content, structure or format, and the purpose they are written for.

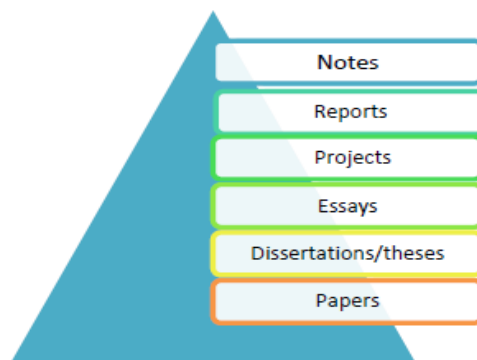


Figure 04: Genres of Academic Writing

Bailey (2011) sees that notes are the main points extracted from a lecture. Students write them in their personal style. Reports give descriptive details about a work that students have already done as conducting a survey. Concerning projects, he states that they are a form of research conducted by students who choose its subject by themselves. They can be done either individually or by a group of students. Essays are the most familiar assignment given to students, whose topic is chosen by the teacher and whose length extends between 1000 and 5000 words. As for dissertations or theses, they are prepared by higher degree students on a topic of their choice, and they extend over than 20000 words. Finally, he mentions that papers cover any academic production including essays, reports, presentations or articles.

2.4. The Importance of Academic Writing for EFL Learners

There are six main reasons which make academic writing important, notably, for EFL learners. Baratta (2007, pp. 118-120) stresses its importance because most of the exams often rely on the learner' writing proficiency to measure their knowledge. In this vein, Bailey (2011) sees that writing for academic purposes prepares EFL learners for a successful participation in international exams, such as IELTS, TOEFL, and things of the like. Thus, acquiring powerful academic writing skill will improve their chances for success. The importance of academic writing is also highlighted since it makes EFL

learners better thinkers and researchers. Instead of solely taking from others' ideas and styles, writing academically will develop one's skills in researching, evaluating information, organizing, arguing, responding to others' arguments, and analyzing. Additionally, academic writing betters EFL learners' understanding. In doing so, it gives them the opportunity to explain what they have learned via using the exact terminology and the suitable style to make information understood by the audiences. As far as it obliges learners to look at ideas from different perspectives, Hunter (2009, p.88) believes that writing academically teaches EFL learners how to think critically and objectively. Hence, they will learn how to arguably analyze theories from a number of different views and then state them in a logical and a reasonable way. "Academic writing provides an important means to personal self-expression" (Fitzgerald, Graham &Mc Arthur, 2008, p.105). In other words, it helps one to express him/herself clearly and appropriately. On the whole, academic writing is a helpful skill for people to learn early in academic as well as in real life.

2.5. Academic Essay

2.5.1. Definition of Academic Essay

As listed above, the essay is an academic writing genre. Indeed, Bailey (2011) considers it as the most common written piece. Zemach and Rumisek (2005, p.56) define an essay as: "a group of paragraphs written about a single topic and a central main idea". An essay develops a particular subject based on analyzing the involved main idea and proving it. In addition, Schwerin (2007, p.2) states: "essay writing is an instrument of communication; your essay should be a structured treatment of a particular topic". Hence, the task of writing an essay creates a communicative atmosphere between the writer and the reader in the way that transmits the writer's intentions and what interests him/her about the topic to attract and convince his/her targeted audience.

2.5.2. Types of Academic Essays

Developing a certain topic in an essay differs in the ‘why’. Variety in essays’ organization is the result of the purpose that the writer draws in mind and the needs s/he intends to fit. To build a paragraph in an essay, one can embrace an appropriate method to do so depending on the necessity (Hodges, 1990, p 50). Hence, four modes of essays exist: descriptive, narrative, expository, and persuasive. Each type has specific purposes (see Figure 5).

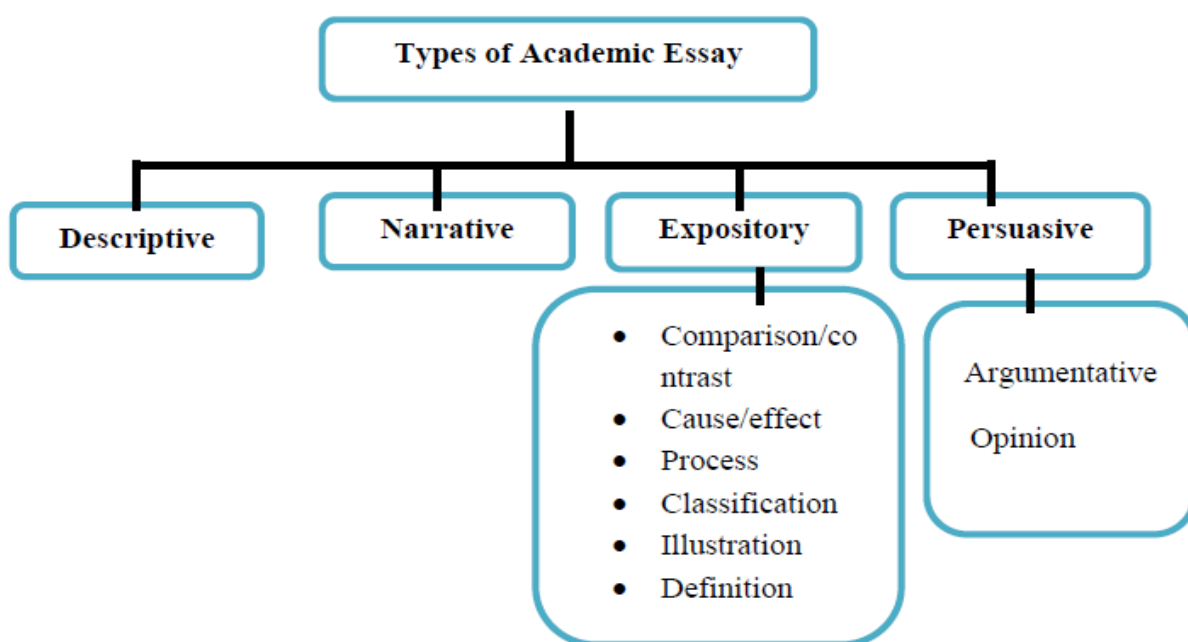


Figure 05: Types of Academic Essay

2.5.2.1. Descriptive Essays

Descriptive essays are written to depict what has been seen, heard, smelt, tasted or felt. A good writer creates a picture by his/her words and seeks to involve his/her reader in the communicative world s/he draws to appeal to the reader’s emotions. There are four points that a writer of description need to highlight: to draw his/her writing on a specific and dominant point, to carefully select the appropriate words and diction, to demonstrate an angle from which s/he builds a good description, and to maintain the order of a text based on its coherence.

2.5.2.2. Narrative Essays

This mode involves a narration of a story or an experience. Some consider it a subcategory of the expository mode as it tells an experience and fact that happens to a person. However, since it has a relation to personal knowledge, it can be built in a story telling framework with all its features. It is all about the introduction in which the writer proves his/her creativity to attract his/her reader's attention. When telling the details, parts of text need to cooperate to show that the story is vivid. Chronological order and time sequence should be respected. The common verb tenses used in narration are present simple, past perfect, and passive past simple. A well-made narrative essay draws an interesting conclusion that describes the result of the story (Savage & Mayer, 2005).

2.5.2.3. Expository Essays

It is stated that this type presents facts and interprets them. A variety of subcategories of essays are to be highlighted under this purpose. Comparison and contrast essays, for Savage and Mayer (2005) are written pieces that evaluate similarities and differences between two subjects or ideas. Transitional words are of valuable use in this kind of essays as long as they help the writer to clearly state his/her ideas.

For cause and effect essays, the ultimate aim is to explain the factors and their consequences of a given phenomenon in a detailed manner.

Fawcett (2013, p. 76) reports that process essays display either the explanation of how something is done or the description of how something can work. Oshima and Hogue (2006) describe it as the 'how to' essays which are based on the chronological order in organizing the ideas.

Classification essays are the type of dividing a group of things that are similar into subgroups according to certain criteria.

Illustration essays are used when developing a point and supporting it with examples separately.

Definition essays summarize the different definitions of a certain term from the author's different angles based on experience (Fawcett, *ibid*).

2.5.2.4. Persuasive Essays

In this part, the meaning of persuasion is taken similar to argumentation. In spite of their minor differences, some people reject to use them interchangeably (Savage & Mayar, 2005). Since the major goal of this type is to gain people's acceptability of the opinion, the following types exist: opinion essays and argumentative essays.

Opinion essays are the discourse in which the author gives his/her opinion on a controversial subject and works on persuading his audience. It has a similar introduction to the argumentative one. Thesis statement carries the author's point of view. Control over the body is settled via the topic sentence that functions as a support to his/her claim. What follows support it with facts, explanations, and reasons to clarify the picture for the reader. Under the term of persuasion, counterarguments and their refutation do exist in this type (Savage & Mayar, *ibid*).

Argumentative essay is necessary in the land of academia since it gives learners opportunity to persuade the others to adopt their stance. Stephen and Laurie (2014, p.35), in their definition of this genre of writing, mention that: Argumentative essay takes a stand on an issue and uses logic and evidence to change the way of readers think or to move them to action. When you write an argumentative essay, you follow the same process you use when you write an essay. However, argumentative essays use special strategies to win audience approach and to overcome potential position. In short, an argumentative essay covers an issue to offer its acceptability based on evidence. In spite of the fact that it

follows the same standards when writing an essay, it is special in the nature of attracting the audience and gaining their conviction.

The essay is a vital task set at university as it has a valuable contribution in EFL teaching. It measures EFL learners' abilities and requires the use of their thinking skills. This beneficial tool enables them to discover who they are in revealing their intellectual strengths and weaknesses, their abilities and lacks. Hence, it cooperates in enhancing themselves when learning how to organize ideas and prioritize them, when taking it in its general term. Specifically, one can establish a strong personality in society and make the right judgments. It is by engaging in debates and gaining the audience agreement. To successfully achieve it, argumentative writing constructs certain skills and features to be well applied.

2.6. Argumentative Essay Writing

2.6.1. An Overview on Argumentative Writing

One kind of academic writing is argumentation. In the tertiary level of education, argumentative writing is referred to a formal style of arguing convincingly, which requires a clear thinking and logic. The writers of such mode are required to explicitly state a main issue, present supporting evidence and reasoning, and use a formal language and academic terminology. Further, writing argumentatively requires one to be objective and to include opposing views with due care. To convince, argumentation should be presented straightforwardly and directly.

2.6.2. The Importance of Argumentative Writing

Argumentative writing is a cardinal type in academia and has been proven by many researchers to be the most important one. Indeed, Kuhn (1991, pp. 49-55) considers

argumentation to be a thinking skill, essential to idea formulation, problem-solving, and a good judgment. According to him, argumentation is needed for a full participation in society. In this respect, argumentation is involved everywhere; for instance, participating in job interview requires critical discussion and hence argumentation. Although argumentative writing is deemed to be one of the most difficult writing types, which involves all other writing skills, it prepares learners for the kinds of tasks demanded in higher tertiary level courses and future careers (McCann, 1989, pp. 62-75).

2.6.3. The Process of Argumentative Writing

Toulmin (1958) considers the production of an argumentative text as a cognitive process of problem-solving. The goal of the writer, then, is to change the reader's initial position to the final position that equals that of the writer. Fundamentally, the process of writing argumentatively consists of four main structural elements: situation, problem, solution, and evaluation. As seen by Connor (1987, pp. 157-169), the situation includes the background of the issue under discussion; the problem is a statement of non-desirable condition of things, while the solution is a statement of the desirable condition, and it is often followed by an evaluation.

2.6.4. Argumentative Essay Definition

There is a wide range of definitions that explain what argumentative essay is from different angles. Generally, argumentative essay writing is produced where a conflict arises between beliefs and attitudes of the writer and the reader. Hyland (1990, pp. 66-78) assumes that the purpose of writing an argumentative essay is to convince the audience, which needs critical thinking as well as a stated opinion. So that, readers will accept the writer's argument and believe that the opinion is true. According to Dally (1997), argumentative essay is constructed around a specific statement or main premise included in

a debatable context within the field where people are put in. In sum, the content of an argumentative essay needs to be reasonable and writers should organize their ideas when they attempt not to judge others. Two types are emphasized in argumentative essays with distinct functions: analytical and hortatory modes as stated in Wulan (2014, pp. 41-49). While the former gives a clear explanation to the readers, the latter has a social function to persuade them.

2.7. Metadiscourse

The term metadiscourse was originally coined by the American linguist Harris (1959); however, its functions had been utilized in written and oral discourse throughout history. In fact, what has brought metadiscourse to prominence is the growing interest in discourse analysis studies. Interestingly, all researchers of metadiscourse, to a certain degree, share the same general starting point that Harris asserts: that metadiscourse is language about language.

In the emergence of applied linguistics and its subfields in 1950s and 1960s, a growing interest in exploring rhetorical differences and textual aspects in English academic writing and English as a second language (L2) writing emerged as well. Rhetorical differences among languages, such as the responsibilities and expectations of the writer and reader, the writer's voice and attitudes, and many other rhetorical features peculiar to languages, have contributed to the development of a relatively recent field called metadiscourse. According to Hyland, (2004, p. 115) metadiscourse reveals how writers from different cultures have different preferences in conveying their ideas.

Metadiscourse focuses on how writers compose their texts, express their attitudes, consider their readers' knowledge, and provide necessary transitions thereby facilitating communication and helping readers follow and engage with the text easily. Metadiscourse embodies the notion that communication is not only "the exchange of information," but

also involves attitudes, assumptions and personalities of those who communicate. Examples of metadiscourse can be seen on page 33.

2.7.1. Definition of Metadiscourse

Metadiscourse has been defined from different perspectives since the term was first proposed by Harris in 1959. Harris (1991, pp. 55-60) assumes that metadiscourse is a technique of understanding language in use or reflecting writers'/speakers' intention to guide audience's perception of texts (as cited in Hyland, 2005). Williams (1981,p.226) defines metadiscourse as "writing about writing, whatever does not refer to the subject matter being addressed". This suggests that as we write, two levels are involved. On one level, the propositional level, we deliver information about the topic of our text. In this respect, the ideational content is to be extended. On the other level, the level of metadiscourse, we donot add propositional material but help our readers "organize, classify, interpret, evaluate, and react to such material" (Kopple, 1985, p.83). Metadiscourse, therefore, is discourse about discourse or communication about communication. More precisely, Crismore, Markkanen, and Steffensen (1993, p.39-40) redefine metadiscourse in their article entitled "*Metadiscourse in Persuasive Writing: A Study of Texts Written by American and Finnish University Students*" as "linguistic material in text, written or spoken, which does not add anything to the propositional content but that is intended to help the listener or reader organize, interpret and evaluate the information given".

2.7.2. Metadiscourse and Linguistic Theories

As mentioned earlier, metadiscourse initially emerged from the discourse analysis field, which in turn emerged from linguistic theory. The majority of metadiscourse theorists have adopted the interpersonal and textual functions in Halliday's model as the

theoretical foundations for their definitions and models of metadiscourse (Hyland, pp.92-93). The interpersonal and textual functions represent the core stone of his model. That is, under the interpersonal level, he lists metadiscourse categories of illocution markers, validity markers, narrators, attitude markers, and bits of commentary. And under textual markers, Kopple (1985, p.87) suggests that text connectives (e.g., *therefore, however, moreover, etc.*) and code glosses (e.g., *for example, in other words, etc.*) are included.

Conclusion

It has been shown in this chapter that the essay is a vital task set at university as it has a valuable contribution in EFL teaching. It measures EFL learners' abilities and requires the use of their thinking skills. The argumentative essay is considered as a common assignment needed for multiple purposes. Hence, we concentrated, in this chapter, on the main issues that make the academic writers familiar and aware of the term MD as an interactive and rhetorical character of academic writing. So, we started off by giving a definition, characteristics and genres of academic writing respectively. Then, the importance of academic writing essay for EFL learners and its types were highlighted. Finally, this chapter concluded with a review of the argumentative essay and the use of metadiscourse as a means of interaction between the writer and the reader.

Chapter Three: Field of Investigation

Introduction

3.1. Research Methodology and Design

3.1.1. Data Collection Procedure

3.1.2. Population and Sampling

3.2. Data Analysis and Interpretation

3.2.1. Methodology of the Study

3.2.2. Students' Essays Analysis

3.2.3. Discussion of the results

Conclusion

Chapter Three: Field of Investigation

*“If we knew what it was we were doing,
it would not be called research, would it?”*

Albert Einstein

*“Research is to see what everybody else has seen
and to think what nobody else has thought.”*

Albert Szent-Gyorgyi

Introduction

After boning up on the literature in the erstwhile two chapters, the current chapter is devoted to the practical part which attempts to find out the extent to which students' proficiency in the use of meta-discourse features in argumentative essays in content subject of the curriculum, namely the subject of Applied Linguistics has developed. Therefore, the chapter in hand describes the research methodology followed in the collection of data starting with a description of the research tool used in the dissertation along with the population and the sample. Then, it presents the analysis, discussion and interpretation of the results. In addition to answering the research question, the chapter provides pedagogical recommendations, states the limitations of the study and sets some suggestions for further research.

3.1. Research Methodology and Design

3.1.1. Data Collection Procedure

The present study is based on quantitative as well as qualitative data collection and analysis. One research instrument that is considered appropriate to be used to gather the adequate data for the study is a writing argumentative essay test in which students were requested to craft an argumentative essay in one of the content subjects in the university

curriculum namely Applied Linguistics to advocate one of the views about the source of language: is language innate or acquired? Applied Linguistics was selected as a testing field in that students at Mohammed Seddik Ben Yahia University have been studying this module since their first year unlike some other modules so as they have a fair knowledge about the subject matter though participants were provided by six (06) discrete sentences for both views i.e. Innatists and Behaviourists about the topic of the test. In addition, the students (L3, M1 and M2) are supposed to be equipped with the necessary knowledge and techniques to write a well-structured, concise and precise argumentative essay deploying the suitable metadiscourse devices.

Forty five (45) argumentative essays, fifteen (15) of each year, were collected on the 16, 17, 18 and 19th of May 2021 at 9.30 every day in the amphitheater 03 at the department of English of Mohammed Saddik Ben Yahia University. The essays were analyzed with the help of four (04) classmates highlighting the correct use, no use and erroneous use of metadiscourse markers which are chiefly used to create a good interaction between the writer and the reader in reference to MD dimensions namely interactive and interactional as Kopple (1985), separates them. However, Kopple explains that the function of the 'interactive MD' is to help guide readers through the text while that of the 'interactional MD' is to involve the reader in the argument. Interaction with the reader is firmly anchored in his framework and he further details the categories of the interactive and interactional MD, providing comprehensive examples for each sub-category. The sub categories of the 'interactive' MD are manifested as 'transitions', 'frame markers', 'evidentials', 'endophoric markers' and 'code glosses'. For the 'interactional' MD categories, they are realized as 'hedges', 'boosters', 'engagement marker', 'attitude markers' and 'self-mention'.

The number of meta-discourse markers was counted with regard to their use of interactive metadiscourse markers: transitions (T) e.g. in addition, frame markers (FM) e.g. finally, endophoric markers (EM) e.g. as noted above, evidentials (E) e.g. according to x and code glosses (CG) e.g. namely, and interactional ones: hedges (H) e.g. about, boosters (B) e.g. in fact, attitude markers (AM) e.g. unfortunately, self-mentions (SM) e.g. I, and engagement markers (EM) e.g. consider. After that, the researchers managed to classify the obtained data within 10 tables. Each table shows the frequency of a specific MD maker as regards its correct use, no use and erroneous use of the years as well as the total number and the percentage of the whole participants. It is worth mentioning that the number of frequencies (correct use, no use and erroneous use) of a grade is referred to as the obligatory context of the MD marker being under investigation while total number of the obligatory contexts of the participants represents 100% of the obligatory context of the sample.

The analysis of this corpus is, foremost, based on the obligatory context which is, as defined by Brown, “Each obligatory context can be regarded as a kind of test item which the [subject] passes by supplying the required morpheme or fails by supplying none or one that is incorrect” (as cited in Tonekaboni and Samaei, 2015).

For more clarifications, researchers managed to compare the interactive use of MD markers to the interactional ones using bar graphs (see page: 49) to mark any improvement vis- à-vis the use of meta-discourse features in argumentative essays in content subject of the curriculum, namely the subject of Applied Linguistics among the students as they move across their university curriculum.

3.1.2. Population and Sampling

The population targeted by this study is that of third year, master one and master two students at the department of English at Mohammed Seddik Ben Yahia University, Jijel. Forty-five (45) students from L3, M1 and M2 are chosen randomly to write argumentative essays about language acquisition (in the Applied Linguistics) to be the sample of this research. The selection of the population level is based on the fact that L3, M1 and M2 students are expected to write academically and answer in the form of essay in their examinations.

3.2. Data Analysis and Interpretation

3.2.1. Methodology of the Study

Researchers go for a cross-sectional methodology, cross-sectional studies are observational in nature and are known as descriptive research, to simulate a longitudinal investigation, a type of correlational research that involves looking at variables over an extended period of time, of the students' development in the use of the features under study to check whether students of English proficiency in the use of meta-discourse features in argumentative essay in the subject of Applied Linguistics develop as these students move across the curriculum or not.

The framework of the present study consists of selecting ten (10) linguistic features of Hyland's model 2004 which provides a clear picture on how interaction appears in the academic context. The model highlights the importance of interaction between the writer and the reader. Hyland (2004) divided MD into two main groups: interactional and interactive. The below table clarifies the groups better.

Interactive	help to guide reader through the text	Examples
Transitions	express semantic relation between main clauses	in addition/ but/ thus/ and hence / therefore / similarly/ however
Frame markers	refer to discourse acts, sequences, or text stages	finally/to conclude/ my purpose is/ this section summarizes
Endophoric markers	refer to information in other parts of the text	see fig., noted above, in the (present) report
Evidential	refer to source of information from other texts	according to X (y, 1999), in our previous work
Code glosses	help readers grasp meanings of ideational material	namely/ such as/ in other words / like
Interactional	involve the reader in the argument	Examples
Hedges	withhold writer's full commitment to proposition	might/ perhaps/ possible/ about / may
Boosters	emphasize force or writer's certainty in proposition	in fact/ definitely/ it is clear that / strongly/ undoubtedly/it is evident / certainly
Attitude markers	express writer's attitude to proposition	unfortunately/ I agree/ surprisingly
Engagement markers	explicitly refer to or build relationship with reader	consider/ note that/ you can see that
Self-mentions	explicit reference to author(s)	we/ my/ our / I /

3.2.2. Students' Essays Analysis

Table 01: Use of Hedges

Years	Obligatory Context	Correct Use	No Use	Erroneous Use
L3	31	20	1	10
	100.00	64.52	3.23	32.26
M1	30	20	1	9
	100.00	66.67	3.33	30.00
M2	27	20	1	6
	100.00	74.07	3.70	22.22
Total	88	60	3	25
Percentage	100.00	68.18	3.41	28.41

The table above represents the use of hedges (H) by L3, M1 and M2 students. It shows that (68.18 %) of their use was correct, (28.41%) was wrong while students did not use hedges at all where necessary with a percentage of (3.41 %).

All students of MSBY University use H with a total frequency of (88), but with different frequencies for each year. As you notice, the correct use of H in M2 is the most frequent (74.07%) in the corpus followed by M1 (66.67%) and L3 (64.52%). The Erroneous use of H is more frequent among L3 students (32.26%) than M1 (30.00%) and M2 (22.22%). No use which is the least frequent have approximately the same frequency for all years: L3 (3.23%), M1 (3.33%) and M2 (3.70%).

From this table above, it can be deduced that most participants inserted hedges in their written products in order to show their uncertainty and reluctance to present propositional information though the nature of the essay in hand, argumentative, does not usually involve a lot of hesitancy and uncertainty. This might be due to the students' poor background with regard to the argumentative essay structure and process.

Table 02: Use of Boosters

Years	Obligatory Context	Correct Use	No Use	Erroneous Use
L3	39	23	12	4
	100,00	58,97	30,77	10,26
M1	39	29	6	4
	100,00	74,36	15,38	10,26
M2	42	32	6	4
	100,00	76,19	14,29	9,52
Total	120	84	24	12
Percentage	100,00	70,00	20,00	10,00

The results of table 2 indicate that most of the participants were able to use Boosters (B) appropriately (70%) among which the highest percentage (76.19%) goes to M2 students while (74.36%) of B were used by M1 students. An average frequency (58.97%) of correct use of B was marked by L3 students. As regards the erroneous use of B, M2 students failed in using them accurately up to (09.52%) whereas M1 and L3 students had the same less proficiency with a percentage of (10.26%); that makes (10%) of the whole erroneous use. Concerning the no use of B, students miss them with a total percentage of (20%) : L3 (30.77%), M1 (15.38%) and (14.29%).

Results in table 02 indicate that students are aware that involving boosters in argumentative essays is very important to express certainty and confidence especially M2 students who have had a lot of experience writing this type during their academic years through the teaching-learning process of the argumentative essay that takes a whole more than a year and a lot of practice to ensure students' ability to produce convincing essays.

Table 03: Use of Attitude Markers

Years	Obligatory Context	Correct Use	No Use	Erroneous Use
L3	23	12	4	7
	100,00	52,17	17,39	30,43
M1	28	18	4	6
	100,00	64,29	14,29	21,43
M2	25	20	2	3
	100,00	80,00	8,00	12,00
Total	76	50	10	16
Percentage	100,00	65,79	13,16	21,05

The table above shows that all students of English use attitude markers (AM); this use is manifested in three main sets for each year. First of all, the first group is the correct use which, as you can see, is of the highest frequency (65.79%) amongst the rest two sets; L3 students type (52,17 %) whereas M1 students holds a frequency of (64,29%). As for M2 students, their frequency was the highest (80%). This implies that students improve their proficiency as regards the use of the MD marker being discussed as they move across the university curriculum. The same thing holds true as far as the second category is concerned namely the no use and the erroneous use. This may be clarified better as follows: the no use is of a low frequency (13.16%); L3 (17,39 %) and M1 (14,29 %) are higher than M2 (8 %). The erroneous use frequency is relatively low (21,05%) yet remains higher than that of the no use. L3's no use of AMs represents the highest frequency in this group with a percentage of (30,43%), followed by M1 that are of (21,43%) percent. Then M2 rest with the frequency of (12,00%). Possibly, one of the reasons behind this remarkable development is that students build their learning autonomy throughout the years especially when they reach preparing their dissertations' phase.

Table 04: Use of Self-mentions

Years	Obligatory Context	Correct Use	No Use	Erroneous Use
L3	15	11	2	2
	100,00	73,33	13,33	13,33
M1	21	16	3	2
	100,00	76,19	14,29	9,52
M2	21	18	2	1
	100,00	85,71	9,52	4,76
Total	57	45	7	5
Percentage	100,00	78,95	12,28	8,77

According to the results obtained, most participants were familiar with the use of self-mentions (SM) as shown in the above table (78.98%), unlike L3 and M1 students who used SM correctly with roughly the same frequency: (73.33%)and (76.19%) respectively, M2 ones' frequency was the highest (85.71%). As for the no use of the metadiscourse maker being under investigation, it is noticed that students did not use SMs with approximately the same frequency despite their grades (L3: 13.33%, M1: 14.29% and M2: 9.52%). In so far as the erroneous use is concerned, L3 students misused SMs with a percentage of (13.33%) while the M1 group types (9.52%) and M2 rates (4.76%).

Bearing in mind that self-mentions are among the interactional metadiscourse markers which are used mainly to refer to the author explicitly, students seize the opportunity to make use of them to adopt one of the views when writing the argumentative essay about the given topic in an attempt to involve the reader in the argument. The above results are the best proof for what has just been explained.

Table 05: Use of Engagement Markers

Years	Obligatory Context	Correct Use	No Use	Erroneous Use
L3	22	16	2	4
	100,00	72,73	9,09	18,18
M1	25	19	3	3
	100,00	76,00	12,00	12,00
M2	30	24	4	2
	100,00	80,00	13,33	6,67
Total	77	59	9	9
Percentage	100,00	76,62	11,69	11,69

From the results obtained, the researchers observed that most of the Engagement Markers (Eng.M) (76.62%) were used correctly by the participants, which means that students care about the reader and work on building a relationship with him/her so that they can easily convince him/her of the attitude adopted. Besides, the researchers noticed that Eng.M were not used (L3; 9.09%, M1; 12% and M2; 13.33%) by students where there must be. This can be explained as a lack of estimating where these markers should be used as it can be due to lack of practice. It is also attention attracting that these MD markers are wrongly used: L3 (18.18%), M1 (12%) and M2 (6.67%) making a total of (11.69 %) of the obligatory context.

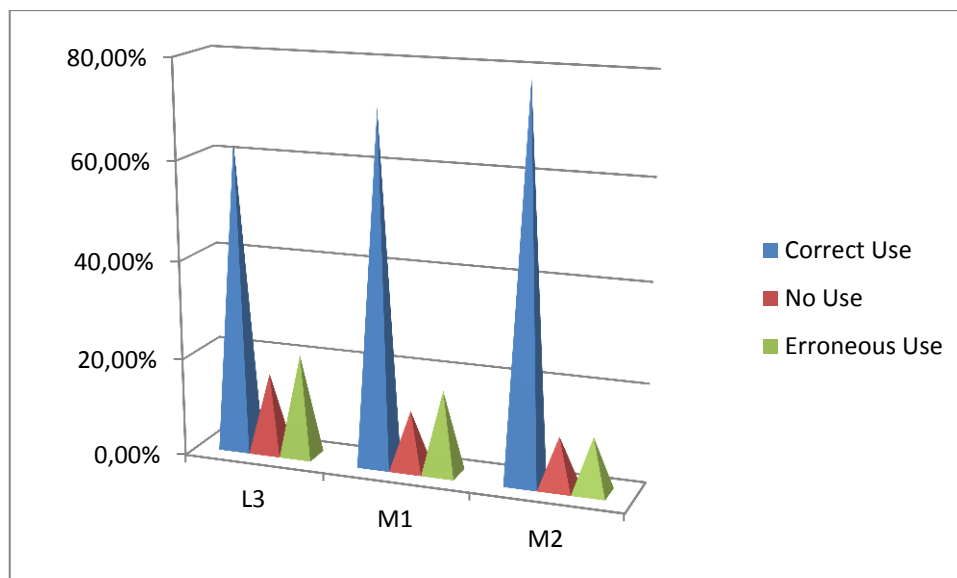


Figure 06: Use of Interactional Metadiscourse Markers Graph

As a matter of fact, argumentative essays are one of the common genres that EFL students have to produce sooner or later. It is considered the most difficult kind of writing for EFL learners as it involves the writer's interaction with readers to grasp their expectations. This shows that interaction in an argumentative essay is very important which is achieved via using metadiscourse markers.

Metadiscourse refers to linguistic devices which writers include to help readers decode the message. They are divided into two main dimensions namely interactional and interactive. As for interactive MD, it aims at helping guide readers through the text while of interactional MD is to involve the reader in the argument.

The above bar chart shows the frequency of interactional MD markers used by Algerian students in their argumentative essay writing. The correct use is the highest frequency among the corpus: L3, M1 and M2 which implies the effectiveness of the approach, genre approach, followed by the teachers to help students improve their interactional use of MD markers proficiency. Another evidence that supports the aforementioned view is the decrease of both the no use and erroneous use of the interactional MD markers frequency throughout the students' course.

Table 06: Use of Transitions

Years	Obligatory Context	Correct Use	No Use	Erroneous Use
L3	125	103	13	9
	100,00	82,40	10,40	7,20
M1	124	103	13	8
	100,00	83,06	10,48	6,45
M2	144	129	8	7
	100,00	89,58	5,56	4,86
Total	393	335	34	24
Percentage	100,00	85,24	8,65	6,11

The previous table shows that all the participants made use of Transitions (T) as they comprise an range of conjunctions, used to mark additive, contrastive, and consequential steps in the discourse; L3 use of T is divided into (82.40%) as correct, (7.20%) as wrong and (10.40%) as no use. In the same vain, M1 use of it falls into (83.06%) as correct, (6.45%) as wrong and (10.48%) as no use while M2 use of the MD marker is broken into (89.58%) as correct, (4.86%) as wrong and (5.56%) as no use. The researchers concluded that T were used appropriately with a percentage of (85.24%), followed by (8.65%) as no use and (6.11%) was wrongly used. One possible explanation of the obtained results is that transitions tend to be more extensively and carefully marked in the soft fields, perhaps reflecting the more discursive nature of these disciplines and the need to rely more on the careful crafting of a coherent and persuasive discourse.

Table 07: Use of Frame Markers

Years	Obligatory Context	Correct Use	No Use	Erroneous Use
L3	27	17	8	2
	100,00	62,96	29,63	7,41
M1	30	24	4	2
	100,00	80,00	13,33	6,67
M2	31	26	4	1
	100,00	83,87	12,90	3,23
Total	88	67	16	5
Percentage	100,00	76,14	18,18	5,68

Being references to text boundaries or elements of schematic text structure, including items used to sequence, to label text stages, to announce discourse goals, and to indicate topic shifts, this table denotes the use of frame markers (FM) by EFL students. It displays that (76.14 %) of their use was correct, (5.68%) was wrong while students did not use FM at all where necessary with a percentage of (18.18 %). The high frequency of the correct use displays the students' understanding of the adequate use of frame markers to link sequences in the argument.

All students use FM with a total frequency of (88), but with different frequencies for each year. As you observe, the correct use of FM in M2 is the most frequent (83.87%) in the sample followed by M1 (80%) and L3 (62.96%). The Erroneous use of FMs is more frequent among L3 students (7.41%) than M1 (6.67%) and M2 (2.23%). No use is more frequent than erroneous use for all years: L3 (29.63%), M1 (13.33%) and M2 (12.90%). Concerning the considerable frequency of the no use and erroneous use of frame markers, it can be an inevitable result of the students' focus on the content more than the form. On the other hand, frame markers can be easily confused with transitions, something that makes the situation worse.

Table 08: Use of Endophoric Markers

Years	Obligatory Context	Correct Use	No Use	Erroneous Use
L3	4	1	2	1
	100,00	25,00	50,00	25,00
M1	5	2	2	1
	100,00	40,00	40,00	20,00
M2	4	1	2	1
	100,00	25,00	50,00	25,00
Total	13	4	6	3
Percentage	100,00	30,77	46,15	23,08

The results of table 8 show that most of the participants were not able to use Endophoric Markers (End.M) (46.15%) among which the highest percentage (50%) goes to M2 and L3 students while (40%) of End.M were not used by M1 students. This unexpected result might be due to the lack of experience to interrelate things of the same sort. In addition, though End.M make additional material salient and available to the reader in recovering the writer's intentions by referring to other parts of the text, students might not have enough practice to learn the above mentioned technique, the time allocated is not sufficient, or the approach of teaching writing is out of date. The below details may clarify things better.

A frequency (40%) of correct use of them was marked by M1 students when (25%) was marked by both L3 and M2. As regards the erroneous use of End.M, M2 and L3 students failed in using them accurately with the same percentage of (25%) whereas M1 students had less proficiency with a percentage of (20%).

Table 09: Use of Evidential

Years	Obligatory Context	Correct Use	No Use	Erroneous Use
L3	25	17	5	3
	100,00	68,00	20,00	12,00
M1	29	23	2	4
	100,00	79,31	6,90	13,79
M2	31	26	3	2
	100,00	83,87	9,68	6,45
Total	85	66	10	9
Percentage	100,00	77,65	11,76	10,59

The above table shows that all students use Evidentials (E) which indicate the source of textual information that originates outside the current text is classified in three main sets namely correct use, no use and erroneous use. First of all, the correct use, as you can see, is of the highest frequency (77.65%) amongst the rest two sets; L3 students type (68 %) whereas M1 students holds a frequency of (79.31%). As for M2 students, their frequency was the highest (83.87%) indicating the value placed on the greater use of citation as central to the argumentative or persuasive force of the text. The second class is the no use. The latter is of a low frequency (11.76%); L3 (20 %), M1 (6.90 %) and M2 (8 %). The last classification is the erroneous use. Its frequency is relatively lower than that of the no use (10.59%). L3 and M1's erroneous use of E have relatively the same frequency: L3 (12%) followed by M1 (13.79%); in contrast, only 6.45% of E use among M2 students was wrong. A good justification in point is that while the use of E is important to M2 and M1 students in building a skilled writer identity and a disciplinary informed text as a preparation for writing their dissertations, L3 students were less concerned about establishing their academic credentials.

Table 10: Use of Code Glosses

Years	Obligatory Context	Correct Use	No Use	Erroneous Use
L3	32	21	6	5
	100,00	65,63	18,75	15,63
M1	34	25	5	4
	100,00	73,53	14,71	11,76
M2	39	31	5	3
	100,00	79,49	12,82	7,69
Total	105	77	16	12
Percentage	100,00	73,33	15,24	11,43

According to the obtained results, most participants were familiar with the use of Code Glosses (CG) as shown in the table above (73.33%); L3 (65.63%), M1 (73.53%) and M2 (79.49%). Despite the fact that code glosses give cues to the proper interpretation of elements, comment on ways of responding to elements in texts, or call attention to or identify a style, and despite the ease and common use of them, a lot of students fall in the trap of easiness and either use them wrongly or did not use them at all. Here are some statistics to demonstrate the point: as for the no use of the MD marker being under investigation, it is noticed that students did not use CG with approximately the same frequency despite their grades (L3: 18.75%, M1: 14.71% and M2: 12.82%). In so far as the erroneous use is concerned, L3 students misuse CG with a percentage of (15.63%) while the M1 group types (11.76%) and M2 rates (11.43%).

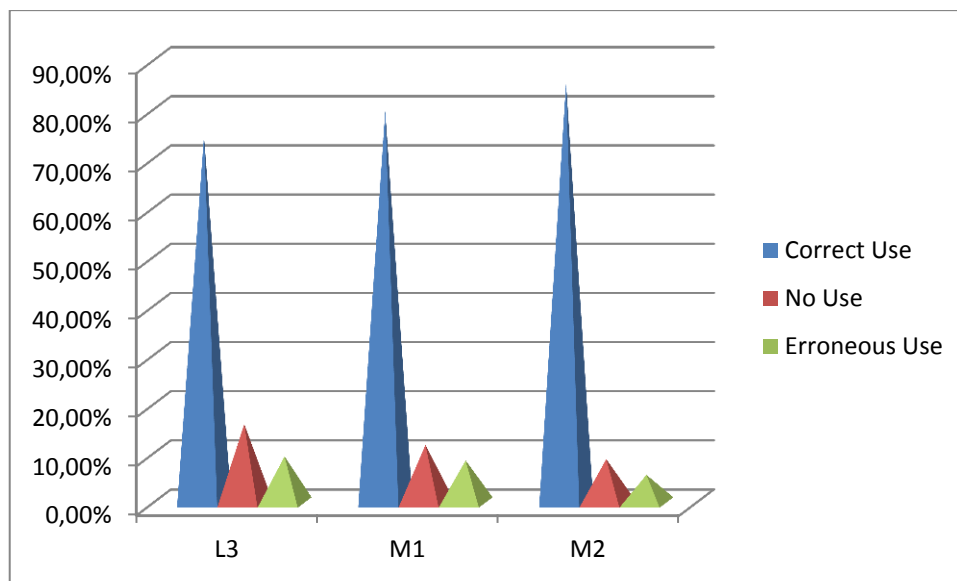


Figure 07: Use of Interactive Metadiscourse Markers Graph

As it is mentioned above on page 30, interactive MD aims at helping guide readers through the text. Interactive resources allow the writer to manage the information flow to explicitly establish his or her preferred interpretations. They are concerned with ways of organizing discourse to anticipate readers' knowledge and reflect the writer's assessment of what needs to be made explicit to constrain and guide what can be recovered from the text.

Transitions, code glosses, and frame markers were also far more heavily employed in the interactive metadiscourse of EFL students at MSBY university, suggesting a clear audience orientation and greater attempts to organize their discourse in ways that readers are most likely to understand. This is what can be noticed in the above bar chart which displays the gradual improvement of students as regards the correct use of interactive MD markers.

It is also worth noticing that across the course, students lessen committing mistakes and error of the five categories of the interactive MD which, to a big deal, shows the effectiveness of reading academic books.

In conclusion, in recent years, there has been a growing interest in the interactive and rhetorical character of academic writing, expanding the focus of study beyond the ideational dimension of texts to the ways they function interpersonally. Such a view argues that academic writers do not simply produce texts that plausibly represent an external reality, but use language to offer a credible representation of themselves and their work, and to acknowledge and negotiate social relations with readers.

3.2.3. Discussion of the results

Figure 08 (see page 49) summarizes the frequency of use of the various categories of metadiscourse in the 45 argumentative essays written by L3, M1 and M2 students at the department of English of MSBY University with regard to their correct use, no use and erroneous use. The figure highlights the use of interactive and interactional MD markers within the same year to find out which of the dimension is more frequent among students to interact with their readers. On the other hand, the bar chart was designed in an attempt to see whether there is a development of the students' proficiency as regards MD markers or not as they move across the academic years.

As far as L3 students are concerned, researchers observed that their correct use of interactive MD markers is more than interactional one. This is not surprising because a lot of previous researches have reported a more frequent use of interactive than interactional metadiscourse in various kinds of academic writing produced by advanced writers. Meanwhile, the no use is the same for both dimensions whereas the interactional erroneous use is higher in frequency than that of the interactive MD markers. This implies that L3 students are more into helping guide readers through the text than involving the reader in the argument.

Unlike L3 students, M1 students were able to use both interactive and interactional MD markers adequately hitting the same frequency (79.73%). Such no difference can also

be observed in the no use and erroneous use. This leads the researchers to deduce that there is a remarkable development in the use of MD as students move across the curriculum. This development might be due to several reasons among which we can mention: the mental growth of the students i.e. the increase of the autonomy sense to learn, the effectiveness of the approach being used by the teachers while teaching the writing course ... among many others.

M2 students, like M1 ones, used both dimensions with the same frequency vis-à-vis the correct, erroneous and no use with a slight development at all levels. As mentioned above, M2 students are much concerned with the preparation of their dissertation which obliges them to read academic book extensively that, in turn, help them acquire the use of MD markers of all categories inductively.

All in all, writing is nowadays considered as a social engagement in which writers interact with their readers not only to convey messages, but also to help their receivers to understand them .It means that writers predict their readers' requirements and expectations, and respond to them. Metadiscourse is based on a view of writing as a social interaction, and reveals the ways writers and readers interact with each other within the text. Texts can be analyzed and classified based on different kinds of interactions they create with their readers, and different kinds of persuasion sought by writers.

Some kind of metadiscourse can be more appropriate than others-or even necessary-in some kinds of texts. Teaching metadiscourse means sensitizing students to rhetorical effects and features that exist within a given genre and community and equip them with enough resources to interact with their readers in their own world.

Previously, writing was taught by either imitating sample works from experts or by focusing on elements and grammatical points, and the role of metadiscourse features was neglected. Explicit knowledge of grammar and application of rules are just one part of

writing. The other part, however, is accommodating the ideas within the expectations and understandings of the relevant readers through the appropriate use of metadiscourse.

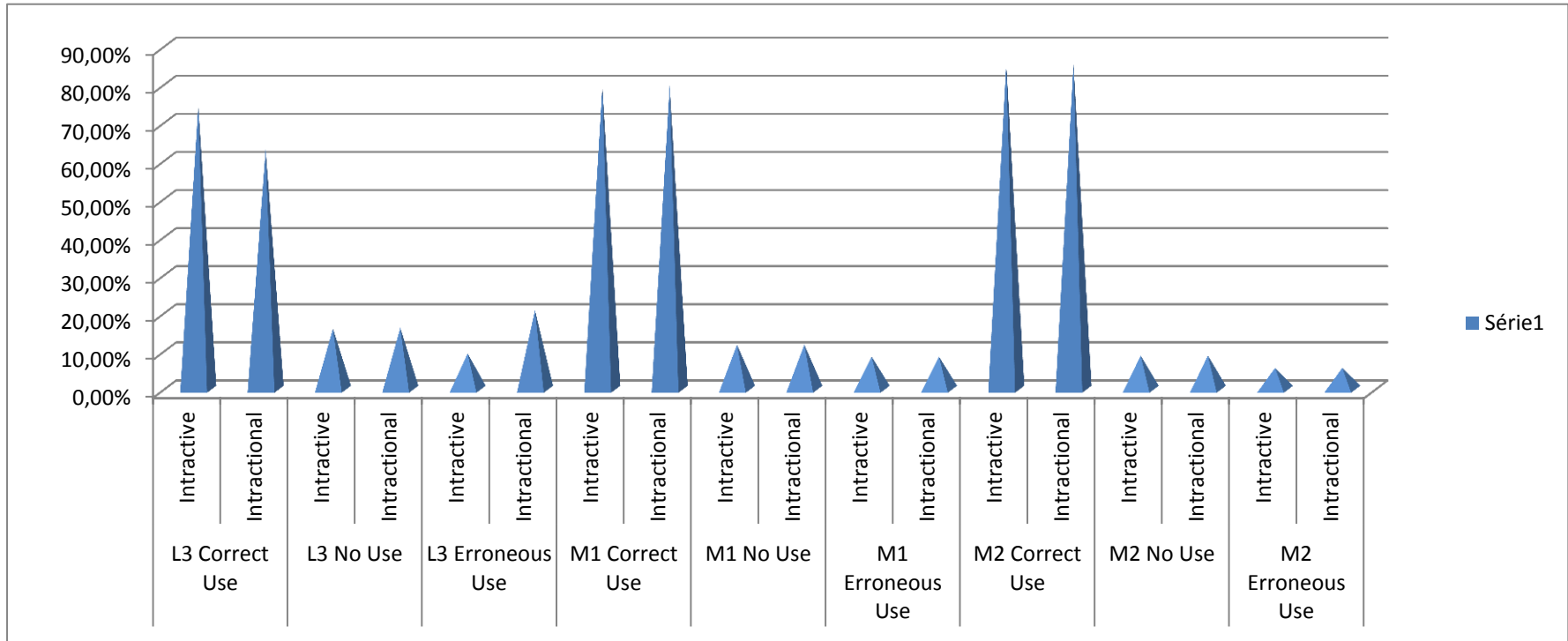


Figure 08: Interactive vs Interactional Use of Metadiscourse Markers Graph

Conclusion

To sum up, this section reported on the findings of the quantitative and qualitative analysis of 45 L3, M1 and M2 students of English at MSBY University argumentative essays vis-à-vis the use of metadiscourse devices in the subject of Applied Linguistics across their curriculum using a cross-sectional study to simulate a longitudinal study due to the shortage of time. The chapter clarifies the research methodology and design: data collection procedure which was achieved through a guided timed test (see the appendix) in addition to population and sampling which was randomly selected.

The results obtained from the analysis of each year with regard to metadiscourse correct use, no use and erroneous use show that students' proficiency in the use of both interactive and interactional metadiscourse markers to interact with the reader has slightly developed as they move across the curriculum. As for interactive metadiscourse markers, the corpus analysis has revealed that there is a noticeable development in the use of transitions, frame markers, evidential and code glosses, but significantly failed to demonstrate the required level with regard to one marker, namely endophoric markers. Regarding the interactional metadiscourse, the analysis of the corpus under study has shown that students have also slightly developed as well in demonstrating the adequate use of interactional metadiscourse namely hedges, boosters, attitude markers, engagement markers, and self-mention. This development is probably thanks to so many factors as the exposure to the language and the students' awareness about the importance of the MD features under study.

Chapter Three: Field of Investigation

Introduction

3.1. Research Methodology and Design

3.1.1. Data Collection Procedure

3.1.2. Population and Sampling

3.2. Data Analysis and Interpretation

3.2.1. Methodology of the Study

3.2.2. Students' Essays Analysis

3.2.3. Discussion of the results

Conclusion

General Conclusion

Writing is the skill on the basis of which most of students achievements are evaluated across the English university curriculum. The most important writing genre on the basis of which students' writing performance is evaluated is the essay. One of the most crucial, yet challenging, features of successful student essay writing in academic settings is constructing a persuasive argumentative essay. Crafting persuasive argumentative essays depend, first and foremost, on the writers' ability to deploy adequate metadiscourse features. Therefore, it is not surprising that this aspect represents one of the most problematic issues in EFL students' argumentative essay performances. In the light of this, the present study aimed at investigating the development of students' proficiency in the use of metadiscourse features in argumentative essays in content subject of the curriculum, namely the subject of Applied Linguistics. In this regard, the study sought to answer the following research question:

Does students of English proficiency in the use of metadiscourse features in argumentative essay in the subject of Applied Linguistics develop as these students move across the curriculum? To answer this question, we opted for a cross-sectional methodology to simulate a longitudinal investigation of the students' development in the use of the features under study.

In doing so, researchers divided the present study into two main parts namely the theoretical part and the practical one. The former is made up of two chapters. The first one is entitled *Approaches to Teaching and Assessing of Academic Writing* where researchers clarified three main approaches to teaching academic writing: *product approach, process approach and genre approach*. The second chapter, *Metadiscourse in Academic Writing*, highlighted both the notion of academic writing and use, importance and purpose of metadiscourse devices in the argumentative essay. As far as the third chapter i.e. the practical

part is concerned, it is devoted to the research methodology and design in addition to data analysis and interpretation with a reference to Hyland's model (2004).

45 argumentative essays produced by L3, M1 and M2 students while completing a timed writing task in a content subject of the curriculum, namely the subject of Applied Linguistics were analyzed. The results obtained from the analysis show that students' proficiency has slightly developed in the use of both interactive and interactional metadiscourse markers as they move across the curriculum. Concerning interactive metadiscourse markers, the corpus analysis has shown that there is a visible development in the use of transitions, frame markers, evidential and code glosses, but significantly failed to establish the required level with regard to one marker, viz. endophoric markers. As for the interactional metadiscourse, the analysis of the corpus under study has displayed that students have also slightly developed as well in demonstrating the adequate use of interactional metadiscourse namely hedges, boosters, attitude markers, engagement markers, and self-mention.

To put it in a nutshell, although both M1 and M2 students do not study Written Expression as module in their curriculum, they have noticeably developed their proficiency in the use of metadiscourse features in argumentative essay as they move across the curriculum for two main reasons: their exposure to the language via extensive reading in an attempt to prepare their dissertations and their growing awareness about the importance MD features in crafting effective arguments. Hence, an explicit and effective teaching of those aspects with the framework of the genre approach is undoubtedly effective to yield better results.

Pedagogical Implications

After the discussion of the results mentioned above, these implications are to be identified for EFL learners in writing argumentative essays. Fundamentally, it is paramount to

consider learners' errors especially those which are related to interaction i.e. the use of MD devices and use them as a reference to teach. Besides, peer and group correction must be encouraged among learners. In this respect, Klassen (1991) states that correcting the essay provides an interesting activity for students to do since "it is more fun for them to correct other students' errors than their own" (p.136). Hence, the criteria, including the features of academic writing and argumentative essay in particular are to be highlighted in assessing this genre.

Style, Format, structure

- The essay discusses in detailed the topic with the balance in its five-paragraphs (Introduction, three-body paragraphs and the conclusion).
- Thesis statement fully addresses the complexity of the question, takes a position (a clear opinion), and provides organizational patterns for the essay.
- Supporting paragraphs have topic sentences, provide evidence with analysis, and have transitional sentences(MD markers)
- Essay contains an argument "for" with its supporting evidence and counterargument(s) with its refutation
- Conclusion analyzes significance of evidence in relation to the essay question
- Control of language is impressive and contains insignificant errors.
- On the whole, essay maintains a clear, relevant and logical organization that is organized into multiple sections that creatively and intelligently build up to support a unique and complex argument taking into account the opposing side.

The following activities are proposed to enhance the argumentative essay writing:

Activity 1: Teaching Theoretical Foundation

Teaching the theoretical basis and the main terms related to argumentation, and how it is characterized. The different patterns and how they should be used. This will help the students to enrich their understanding of the world of argumentation.

Activity 2: Small Group

Working in small groups to answer some questions related to the field of argumentation based on a reading text such as the following:

1. What is the writer's claim? And what does s/he want us to believe?
2. What reasons does s/he use to support the claim?
3. What facts, quotations, evidence, or specific details does s/he give to support these reasons?
4. Is there a counterclaim? What is it?

Activity 3: Peer Evaluation

Providing the learners with a list of the mistakes related to opinions and arguments' structure extracted from learners' drafts to correct them and suggest the right answers. Accordingly, learners will learn from their own mistakes and develop their views to the issue.

Limitations of the Study

Further studies can be the result of the limitations of this study. The sample of 45 EFL students was very small to be generalized on all EFL students since it cannot be judged as a reflection of their levels. Besides, data were collected from the University of Mohammed Soddik Ben Yahia in Jijel which do not mean necessarily that they are applicable for all universities. Accordingly, further research need to cover a large sample from different universities. Another aspect which can be viewed as a limitation of the current research is the period in which the data were being collected which was under specific circumstances that were characterized by various public restrictions including the quarantine period due to the global pandemic known as COVID 19.

Recommendations for further studies

At the end, it is hoped that the present study is worthy and detailed in the attempt of looking for further future research. It is also preferred that future research will be conducted on how to faster the teaching and learning of argumentative essay with much emphasis on using MD features appropriately, the structure and the different patterns since some learners cannot produce a well-organized argumentative essay.

References

- Ahn, H. (2012). Teaching writing skills based on a genre approach to L2 primary school students: An action research. *English Language Teaching*, 5(2), 2-16.
- Akinwamide, T. (2012). The influence of process approach on English as second language students' performances in essay writing. *English Language Teaching*, 5(3), 16-29.
- Alodwan, T.A.A., &Ibnian, S.S.K. (2014). The effect of using the process approach to writing on developing university students' essay writing skills in EFL. *Review of Arts and Humanities*, 3(2), 139-155.
- Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal*, 54(2), 153-160.
- Bailey, S. (2011). *Academic writing: A handbook for international students* (3rded.). London: Routledg.
- Baratta, A. (2007). *A developmental analysis of features of academic writing*. University of Manchester.
- Brandon, K., & Brandon, L. (2011). *Paragraphs and essays with integrated readings* (11thed.). (pp.287-341). Boston, Mass.: Wadsworth.
- Cavkaytar, S. (2010). Benefitting from writing process method to improve written expression skills in primary education. *The Journal of International Social Research*, 3(10), 133-139. Retrieved from http://www.sosyalarastirmalar.com/cilt3/sayi10pdf/cavkaytar_serap.pdf
- Christine, B. F., & John, M. S. (2012). *Commentary for academic writing for graduate students: Essential skills and tasks*. (3rded.). Michigan.
- Connor, U. (1987). Argumentative patterns in students essays: cross-cultural differences & counter arguments during writing. *Journal of Educational Psychology*, 97(2), 157–169.
- Crismore, A., Markkanen R., &Steffensen, M. (1993). Metadiscourse in persuasive writing: a study of texts written by American and Finnish university students. *Written Communication*, 10, 39–71. Erlbaum
- Crystal, D. (1995). *The Cambridge Encyclopedia of the English Language*. Cambridge: CUP.
- Davies, F. 1988. Designing a writing syllabus in English for Academic Purposes: process and product. In P. C. Robinson (Ed.) *Academic Writing: Processand Product*, ELT Documents 129.
- Elashri, E. A. E., & Ibrahim, I. (2013). The effect of the genre-based approach to teaching writing on the EFL Al-Azhar secondary students' writing skills and their attitudes towards writing. Retrieved from <https://files.eric.ed.gov/fulltext/ED539137.pdf>

English and Persian Advertisements. *International Journal of Language Learning and Applied Linguistics*

Fawcett, S. (2012). *Evergreen: A Guide to writing with readings* (9th ed.). Boston, MA: Wadsworth

Firkins, A., Forey, G., & Sengupta, S. (2007). Teaching writing to low proficiency EFL students. *ELT Journal*, 61 (4), 341-352.

Fitzgerald, J., Graham, S., & McArthur, A. C. (2008). *Handbook of writing a research*. (6th ed.). (p.105) New York: The Guildford Press

Gass, S.M., & Mackey, A. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum.

Gebhard, M., & Harman, R. (2011). Reconsidering genre theory in K-12 schools: A response to school reforms in the United States. *Journal of Second Language Writing*, 20(1), 45-55.

Gee, S. 1997. 'Teaching writing: a genre-based approach'. Review of English Language Teaching 62: 24-40.

Hacker, D. (1988). *Rules for Writers: A Concise Handbook*. New York: St. Martin's Press.

Haiyan, M., & Rilong, L. (2016). Classroom EFL writing: The alignment-oriented approach. *English Language Teaching*, 9(4), 76-82.

Harris, Z. S. (1959). The transformational model of language structure. *Anthropological Linguistics*, 1(1), 27-29.

Hinkel, E. (2002) *Second Language Writers' Text*. Mahwah, NJ: Lawrence.

Hinkel, E. (2002). *Second language writers' text*. Mahwah, NJ: Erlbaum

Hodges, J. C. (1990). *Harbrace College Handbook*. San Diego: Harcourt Brace Jovanovich.

Hornby, A. S. (2010). *Oxford Advanced Learner's Dictionary of Current English* (8th ed.). Oxford.

Horowitz, D. M. (1986). What professors actually require: Academic tasks for the ESL classroom. *TESOL Quarterly*, 20(3), 445-462.

Hunter, C. (2009). *Planning and writing university assignments*. Otago University, New Zealand.

Hyland, K. (1990). A Genre Description of the Argumentative Essay. *RELIC Journal*, 21 (1), 66-78.

Hyland, K. (2003). Genre-based pedagogies: A social response to process. *Journal of Second Language Writing*, 12(1), 17-29.

- Hyland, K. (2004). Disciplinary interactions: Metadiscourse in L2 postgraduate writing. *Journal of Second Language Writing*, 13(2), 133-151. <https://doi.org/10.1016/j.jslw.2004.02.001>
- Hyland, K. (2005). *Meta-discourse: Exploring Interaction in Writing*. London, UK: Continuum.
- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*, 16(3), 148-164.
- Hyland, K. (2016). *Teaching and researching writing*. New York, NY: Routledge.
- Ingrid, S. S. (2015). *The importance of academic writing skills at the university*. BINUS University , English in Higher Education. Jakarta.
- Keh, C. L. 1990. Feedback in the writing process: a model and methods for implementation. *ELT Journal*, 44 (4).
- Kroll, B. (Ed.). (1990). *Second language writing: Research insights for the classroom*. Cambridge: Cambridge University Press.
- Kuhn, D. (1991). *The skills of argument*. Cambridge: Cambridge University Press.
- Kumph, E, P. (2000). Visual Metadiscourse: Designing the Considerate Text. *Technical Communication Quarterly*,
- Leki, I., Cumming, A., & Silva, T. (2008). *A synthesis of research on second language writing in English*. New York: Routledge.
- Luo, J., & Huang, T. (2015). Genre-based analysis of American tourism brochure. *Open Journal of Social Sciences*, 3(09), 200-208. DOI: 10.4236/jss.2015.39028
- Martin, J. R. 1993. 'A contextual theory of language' in B. Cope and M. Kalantzis (eds.). *The Powers of Literacy: A Genre Approach to Teaching Writing*. London: Falmer Press.
- McCann, T.M. (1989). Student argumentative writing: Knowledge and ability at three grade levels. *Research in the Teaching of English*, 23(1), 62-75.
- Mourssi, A. (2006). *The role of motivation and learning strategies in improving second language learners' writing*. (Unpublished doctoral dissertation). University of Birmingham, UK.
- Mourssi, A. (2013). Theoretical and practical linguistic shifting from product/guided writing to process writing and recently to the innovated writing process approach in teaching writing for second/foreign language learners. *International Journal of Academic Research in Business and Social Sciences*, 3(5), 731-751.
- Murray, D. (1993). Assumptions. In L. Cleary, & M. Linn (Eds.), *Linguistics for teachers*. New York, NY, McGraw-Hill.
- Nunan, D. (1991). *Language Teaching Methodology*. London: Prentice-Hall.

- Oshima, A., & Hogue, A. (2006). *Writing Academic English* (4th ed.). White Plains, NY: Pearson Longman.
- Paltridge, B. (2014). Genre and second-language academic writing. *Language Teaching*, 47(3), 303-318.
- Pincas, A. 1982a. *Teaching English Writing*. London: Macmillan.
- Pincas, A. 1982b. *Writing in English 1*. London: Macmillan.
- Rashtchi, M., & Ghandi, M. (2011). Writing revision strategies: Do they enhance writing ability? *Man and the Word (ZmogusirZodis)*, 13(3), 67-80.
- Reppen, R. (2002). A genre-based approach to content writing instruction. In J.C. Richards & W. A. Renandya (Eds.). *Methodology in language teaching: An anthology of current practice*. (pp. 321-327). Cambridge: Cambridge University Press. Retrieved from <http://eng249.pbworks.com/f/Kumpf.pdf>
- Ruiz-Funes, M. (2001). Task representation in foreign language reading-to-write. *Foreign Language Annals*, 34, 226–234.
- Saadi, Z. K. & Roosta, M. (2014). Investigating Textual, Interpersonal, and Visual Metadiscourse Markers.
- Sabu, V. and Vernandes, B., 2019. An Analysis of Student's Critical Thinking Skills in Writing Argumentative Essay. *VIVID: JOURNAL OF LANGUAGE AND LITERATURE*, VOL.8NO.2(2019), p.60.
- Sarhady, T. (2015). The effect of product/process-oriented approach to teaching and learning writing skill on university student performances. *International Journal of Language and Applied Linguistics*, 1(2), 7-12.
- Savage, A., & Mayer, P. (2005). *Effective academic writing 2: The Short Essay*. Oxford: university Press.
- Schmitt, N. (2002). *An introduction to applied linguistics*. London: Arnold & Oxford University Press.
- Schwerin, C. (2007). *Essay Writing: Developing Academic Essay Writing Skills in English*: Von-Melle-Hamburg Germany.
- Silva, T. 1990. Second language composition instruction: developments, issues and directions in ESL. In B. Kroll (Ed.) *Second Language Writing*. Cambridge: Cambridge University Press.
- Stephen R, M., & Laurie G, K. (2014). *Cengage advantage books: The pocket wadsworth handbook* (6th ed). Dressel University: Cengage learning
- Swales, J. 1990. *Genre Analysis*. Cambridge: Cambridge University Press.
- Swales, J. M. (2001). Metatalk in American academic talk: the cases of point and thing. *Journal of English Linguistics*, 29(1), 34-54.

- Tangpermpoon, T. (2008). Integrated approaches to improve students' writing skills for English major students. *ABAC Journal*, 28(2), 1-9.
- Ting, W. (2010). *Study of "the Product Approach" and "the Process Approach" in writing class for university students*. Second International Workshop on Education Technology and Computer Science. DOI: 10.1109/ETCS.2010.186
- Toulmin, S. (1958). *The uses of arguments*. Cambridge: Cambridge University Press.
- Tribble, C. (1996). *Writing*. Oxford: Oxford University Press.
- VandeKopple, W. (1985). Some exploratory discourse on metadiscourse. *College Composition and Communication*, 36(1), 82-93. doi: 10.2307/357609
- White, R., & Arndt, V. (1991). *Process writing*. Longman: London. *World*, 5(4), 299-303.
- Williams, J. (1981) *Style: Ten Lessons in Clarity and Grace*. Boston: Scott Foresman
- Wulan, R. (2014). Problems faced by EFL learners in writing argumentative essay. *Journal of English Education*, 3(1), 41-49.
- Zemach, E. D., & Rumisek, L.A. (2005). *Academic Writing from Paragraph to Essay*: Macmillan, Education.

Appendix



People's Democratic Republic of Algeria
Ministry of Higher Education
University of Mohamed Seddik Ben Yahia
Faculty of Letters and Languages
Department of English



Dear students,

You are kindly requested to craft an argumentative essay to advocate one of the views about the source of language. Your work makes a part of our dissertation.

As it is known to everybody, unlike hard sciences, soft sciences are recursive in the sense that they complete one another. In the light of this, the history of language acquisition has always been up for discussion among such many linguists as behaviourists who believe that language is acquired whereas innatists who claim that language is biologically inherited. So, according to you, is language innate or acquired?

Using the below cues, in a well-structured argumentative essay defend your argument.

Innatists' Hypothesis	Behaviourists' Theory
<p>1/ Noam Chomsky proposed the idea that humans are born with a basic knowledge of language and don't have to learn it from fresh</p> <p>2/ language is biologically inherited</p> <p>3/ Nativists view 'The Poverty of the Stimulus' argument as evidence that we must have an innate knowledge of language.</p> <p>4/ considers that each child is born with a language template which is developed throughout their education</p> <p>5/ children even with a very low IQ manage to learn language often at the same speed as normal children</p> <p>6/ Chomsky claims that children's brains are programmed to learn language.</p>	<p>1/B.F. Skinner looks at language development as a type of imitation process.</p> <p>2/ Behaviourists believe that we are born with a blank slate, also known as tabula rasa.</p> <p>3/ Communication and language can be said to be two different things.</p> <p>4/ B.F. Skinner argued that children learn languages based on behaviourists reinforcement by associating words with meanings.</p> <p>5/ B. F. Skinner believed that children learn language through operant conditioning i.e. children receive "rewards" for using language in a functional manner.</p> <p>6/ behaviours and actions could be controlled by their consequences.</p>

Your contribution is highly appreciated.

Résumé

Le métadiscours est un aspect rhétorique universel des langues incarnant l'idée que le but de l'écriture n'est pas seulement informatif ; il s'agit plutôt d'un acte social qui améliore une interaction écrivain-lecteur et établit des relations de communication efficaces, créant ainsi un texte convivial. La présente étude vise à étudier le développement de la compétence des étudiants EFL dans l'utilisation des caractéristiques du métadiscours dans les essais argumentatifs dans le sujet du programme, à savoir le sujet de la linguistique appliquée. Cette étude a été réalisée grâce à une analyse qualitative et quantitative. Pour la collecte des données, les chercheurs ont utilisé un outil de recherche ; un test écrit a été utilisé pour évaluer les performances de 45 étudiants dans la rédaction d'essais argumentatifs dans la section du département d'anglais de l'Université Mohammed Saddik Ben Yahia à Jijel. Les résultats ont révélé que la plupart des participants n'ont pas seulement échoué à structurer un essai argumentatif bien organisé selon ses normes et modèles académiques, mais ils ont également trouvé l'essai argumentatif très difficile par rapport aux autres types d'écriture d'essai, en particulier lorsqu'il s'agit de déployer de manière appropriée des dispositifs de métadiscours. Cela peut se justifier par le fait qu'ils n'accordent pas beaucoup d'importance aux techniques d'écriture d'une part. En revanche, ils sont moins motivés pour écrire, et le temps consacré à l'enseignement de ce genre d'essai est extrêmement court. Pour conclure, certaines activités sont proposées pour améliorer l'utilisation par les étudiants des dispositifs de métadiscours dans la rédaction d'essais argumentatifs, encourager les étudiants à écrire en dehors de la classe et leur donner la possibilité d'améliorer leurs capacités à produire des essais argumentatifs.

المخلص

شهدت أدوات الميئا خطاب خاصة المتعلقة بالأدوات التفاعلية في النصوص و السياقات الأكاديمية اهتماما متزايدا في الآونة الأخيرة . وهذا يعني أن البحث في الكتابة في السياقات الأكاديمية بدأ يركز على الملامح الخطابية مثل أدوات الميئا خطاب التفاعلية التي يستخدمها الكتاب لإبراز صوتهم في الكتابة . الميئا خطاب أو ما وراء الخطاب هو جانب بلاغي عالمي للغات يجسد فكرة أن الغرض من الكتابة ليس إعلاميًا فقط ؛ بل هو اجتماعي يعزز التفاعل بين الكاتب والقارئ وبناء علاقات تواصل فعالة ، وبالتالي إنشاء نص سهل للقارئ. تهدف الدراسة الحالية ،إذن، إلى التحقيق في نتائج تحليل نوعي وكمي لمقالات حجاجية لخمس و أربعين (45) طالب (ة) من حيث التطور و الإتقان اذ تم تجميع خمسة عشرة مقالا لكل من طلبة السنة الثالثة ليسانس، الأولى و الثانية ماستر بجامعة محمد الصديق بن يحي - جيجل- قسم اللغة الانجليزية بواسطة اختبار كتابي في مادة اللسانيات التطبيقية. لقد استعملنا في هذه الدراسة نموذجا يعود للباحث الشهير هايلاند (2004) لاستكشاف كيفية استخدام أدوات الخطاب التفاعلية من قبل طلبة السنوات الثلاث وتحديد مدى صحة، خطأ أو عدم استعمالها. أظهرت النتائج أن كل مجموعة استخدمت أدوات الميئا خطاب بشكل مختلف، مع استعمال أكبر لهذه الأدوات من طرف الطلبة كلما تقدموا في المستوى كما كشفت النتائج أن معظم المشاركين لم يفشلوا فقط في بناء مقال حجاجي منظم وفقاً لمعايير وأنماطه الأكاديمية ، ولكنهم وجدوا أيضاً أن المقال الحجاجي صعب للغاية مقارنة بالأنواع الأخرى من المقالات. يمكن تبرير ذلك من خلال حقيقة أنهم لا يولون أهمية كبيرة لتقنيات الكتابة من ناحية. ومن ناحية أخرى ، فإنهم أقل حماساً للكتابة ،ضف الى ذلك أن الوقت المخصص لتدريس هذا النوع من المقالات قصير للغاية. في الختام ، تم اقتراح بعض الأنشطة لتحسين استخدام الطلاب لأدوات الخطاب الفوقي في كتابة المقالات الحجاجية وتشجيع الطلاب على الكتابة خارج الفصل الدراسي ومنحهم الفرصة لتعزيز قدراتهم في إنتاج المقالات الحجاجية.