A Review of Genre Analysis of Academic Writings

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Abstract
Genre analysis has emerged as a crucial tool in deciphering and delineating the linguistic features of scholarly research articles. This article presents a comprehensive review of genre analysis in relation to academic writings, with a specific focus on research articles. By scrutinizing the structural components and rhetorical conventions manifested in academic discourse, genre analysis offers a framework for categorizing linguistic characteristics and communicative strategies employed in diverse genres. This review explores the application of genre analysis to thesis abstracts and presents case studies showcasing its implementation across various disciplines. Additionally, it discusses the challenges encountered in applying genre analysis to thesis abstracts. The article concludes by highlighting future directions for genre analysis in the context of thesis abstracts, emphasizing the significance of continued research and development in this area. Overall, this review contributes to the comprehension and advancement of genre analysis in academic writing, particularly in the realm of research articles and thesis abstracts.

Keywords: genre analysis, academic writings, thesis abstracts, rhetorical conventions

Introduction

Academic writing is a distinct genre that carries substantial significance within the realm of scholarly inquiry. Academic researchers employ a specific form of communication to communicate their results and make valuable contributions to the existing body of knowledge within their respective fields. Academic writing is characterised by a distinct set of standards and conventions that authors are expected to follow in order to create effective scholarly works. Norms and conventions play a crucial role in attaining respect within the academic community by means of disseminating research findings through publication.

Genre analysis is an essential method for comprehending and identifying the linguistic attributes of a genre in connection with its intended function and purpose. The aforementioned methodology offers a structural model for classifying the linguistic attributes and communicative strategies utilised in several genres commonly seen in scholarly communication (Manzoor, Majeed, & Munaf, 2020). The genre analysis approach has garnered considerable scholarly interest, focusing primarily on the examination of the structural components and rhetorical patterns displayed by many genres commonly seen in academic discourse (Casal & Kessler, 2023).

The primary objective of this study is to offer an in-depth review of the existing body of literature pertaining to genre analysis in the context of academic writing. The purpose of this review is to examine the structural components and rhetorical practices observed in academic writing, while also investigating the cultural and linguistic factors that influence this particular genre.

The adherence to a specified format or structure is a crucial aspect of academic writing, constituting one of its most essential structural features. The structure of this format encompasses an introductory section, a comprehensive review of existing literature, a detailed description of the methodology employed, presentation of the obtained results, and a thorough discussion of the findings. The introductory section plays a critical role in providing a comprehensive summary of the research problem, highlighting its significance, and clearly stating the research question(s) that will be addressed. The literature review section holds equal significance as it showcases the author's comprehensive understanding of prior research in the discipline and the ways in which their work adds to the existing body of knowledge. The methodology section provides a comprehensive overview of the research design, data gathering methods, and data analysis methodologies employed in the study. The findings of the study are presented in the results section, whereas the discussion part provides an interpretation of these findings and explores their implications for future research (Casal & Kessler, 2023).

An additional noteworthy aspect of academic writing is to its utilisation of technical terminology and specialised lexicon. The usage of discipline-specific vocabulary serves the purpose of establishing credibility and authority within the respective academic field. Nevertheless, it might be a formidable obstacle for those without expertise or those hailing from diverse disciplinary backgrounds (Bondi and Cavalieri, 2012). Rhetorical conventions constitute a vital element within the realm of academic writing. The aforementioned conventions encompass the utilisation of arguments grounded in facts, logical deduction, and critical examination. According to Bondi and Cavalieri (2012), it is imperative for academic writers to effectively articulate their ideas in a persuasive manner, while simultaneously demonstrating an awareness and acknowledgement of counterarguments.
The utilisation of genre analysis as an instructional instrument has been employed to facilitate students' comprehension of the established conventions associated with certain academic genres, as well as to enhance their proficiency in composing well within these genres (Bondi and Cavalieri, 2012). According to Manzoor et al. (2020), research has demonstrated that this particular technique has the potential to enhance students' writing abilities. This is achieved by offering them a structured framework that facilitates their comprehension of the many structural components and rhetorical conventions that are characteristic of different genres. Nevertheless, certain scholars have expressed reservations over the potential for genre analysis to become excessively prescriptive, potentially impeding students' ability to exhibit creativity and originality (Kosasih, 2018).

This comprehensive literature study has offered valuable insights into the present status of scholarly inquiry concerning genre analysis in the realm of academic writing. The significance of comprehending genre conventions within various disciplinary contexts, along with the inclusion of cultural and linguistic variables in genre analysis, has been underscored by the review. Furthermore, it has been demonstrated that the utilisation of genre analysis can serve as an effective instructional instrument for instructing students in the realm of academic writing abilities. However, it is crucial to acknowledge and take into account the potential constraints associated with this approach. The ramifications of these findings hold significance for future research endeavours in this domain, as well as for educators seeking to enhance their students' writing proficiency through the utilisation of genre analysis.

**Literature Review**

**Genre Analysis of Academic Writing**

Genres can be defined as the customary language and structure employed in comparable forms of literature to effectively communicate with repeating events. Processes that are structured, purposeful, and impacted by social elements are what characterise genres. In essence, genres encompass the collaborative efforts of a collective to produce writings that fulfill particular objectives. Moreover, genres commonly consist of a series of successive actions that are carried out in order to achieve the desired objectives of the individuals involved (Abduganiyeva, 2023).

Genre analysis and corpus methodologies have been employed by Irawati (2022), Liu and Xiao (2022), Suherdi, Kurniawan, and Lubis (2020) to investigate the discourse patterns and structural characteristics of the discussion and conclusion sections in research publications across several academic disciplines. The researchers' discoveries offer valuable insights into the variations in move structure and rhetorical patterns observed within these areas. An additional field of inquiry pertains to the examination of personal statements via the lens of genre analysis, being an atypical form within the realm of academia (Li & Deng 2019). According to Li and Deng (2019), when seeking admission to institutions of higher education for advanced studies, it is customary for applicants to provide certain documents. These typically include completed application form(s), a curriculum vitae or resume, a personal statement or statement of purpose, letters of recommendation, academic transcripts reflecting their educational qualifications, and an official report of standardized test scores such as TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), GMAT (Graduate Management Admission Test), and GRE (Graduate Record Examination). Applicants possess an intrinsic inclination towards self-promotion with the objective of securing admission to the desired program. The Personal Statement (PS) is a crucial document in the admission process, carrying
significant weight. While numerous sources, including as books and websites, provide guidance on composing personal statements, there is a scarcity of academic research undertaken in this area. One of the contributing factors to the scarcity of such research is the recognition that the personal statement is classified as an opaque genre. Obtaining genuine samples of personal statements can pose challenges for researchers, as candidates frequently lack adequate theoretical and disciplinary assistance in the writing process.

The utilization of genre analysis frequently serves as the foundation for an English for Academic Purposes (EAP) course. A comprehensive grasp of academic genres is crucial for achieving writing proficiency. Xu's study analyzes computer science research papers to identify linguistic characteristics and rhetorical patterns (2022). It reveals that novice academics struggle with Q&A inquiries and comments. The study reveals that discussants must build rapport with the presenter, contextualize and justify questions, and justify fundamental statements for compelling communication. This helps new academics understand the communication goals and methods of conference interactions.

Batur and Strobl (2019) conducted a genre-based approach analysis on discipline-specific language learning in a mainstream computer science classroom. Computer Science (CS) is unique because students must master formal languages like modeling and programming languages and build computing-related language abilities in writing, reading, and speaking. Despite early publications on discipline-specific language acquisition in CS education, language-sensitive CS education and teacher qualification research is lacking. Thus, the Computing Education Research Group and the University Duisburg-Essen project "German as second language in all subjects" collaborate to create concepts and research methods on this topic. This paper shows first findings and provides an example of genre-based training material for UML class diagram descriptions.

Genre analysis has been utilized in the examination of technical report genres within the field of engineering studies, alongside research articles and personal statements (Parkinson, 2017; Kim & Olson, 2020). Although the available literature on this topic is scarce, prior investigations have focused on analyzing the organizational structure and rhetorical strategies employed in experimental study reports. These investigations have yielded valuable insights regarding the customary sections and structure of technical reports in the field of engineering, including the introduction, methodology, findings, and commentary. In general, the analysis of genre holds significant value in the examination and comprehension of the structural elements and rhetorical conventions present in diverse academic genres. Through the examination of various genres, scholars are able to acquire a deeper understanding of how writing is influenced by the expectations and objectives of different academic disciplines.

Swales' approach focuses on rhetorical moves, which are defined as coherent communicative purposes. Typically, research articles have three common moves: establishing the research territory, establishing a niche, and occupying the niche. Create a Research Space (CARS) model, which identifies steps within each move, is helpful for researchers and educators. The peer review report (PRR) is a genre that is often ignored in writing pedagogies, despite being necessary for knowledge production and development of academic identity. The PRR is a researcher's critique of a manuscript written by others within the same or related discipline. Mason and Chong (2023) analysed sixty-two peer review reports (PRRs) using Swale's Genre Analysis approach to examine the "hidden" genre of PRRs. They suggest that emotional and relational aspects of peer review process are important, and constructive criticism should be accompanied by compassion.
The act of disseminating scientific knowledge through the publication of research articles, namely research articles (RAs), has become a mandatory and integral aspect of an academic's professional existence. Consequently, there is an increasing demand for scholars to generate scholarly articles for global scholarly journals. Nevertheless, a significant number of authors, particularly those who are new to the field or lack expertise, continue to face challenges in attaining this objective due to their inability to conform to established norms and standards. A study by Khairani et al., (2023) examined the rhetorical strategies employed in full-length English research articles authored by esteemed Indonesian lecturers in the fields of hard and soft sciences during the initial phase of their professional journeys. The results indicated that, on the whole, the rhetorical frameworks of the papers, spanning from the abstract to the conclusion, had considerable similarities, thereby reflecting the standardised writing conventions inherent in a research paper. Nevertheless, a notable disparity may be observed in the methodology section, particularly the conspicuous omission of Move 5 in all articles pertaining to the social sciences and humanities. The observed phenomenon can perhaps be attributed to the influence of disciplinary conventions. The study's findings have the potential to provide valuable educational resources that can aid students and researchers in refining their skills in academic writing.

Wu and Buripakdi (2022) explored the experiences of EFL postgraduate thesis writing in Thailand, focusing on the perspectives of fifteen participants. The research highlights the culturally loaded social practice of writing a thesis, highlighting the development of agency and struggle for scholarly identity. It was found that despite challenges such as language mistakes, limited exposure to the thesis genre, and communication tensions, the students learn to handle the writing practice and fight for acceptance in academia. In another study, Manzoor et al. (2022) provide evidence suggesting that the introduction section holds greater significance in the abstracts of doctoral theses in the fields of applied linguistics and engineering. The distribution of goal, method, and conclusion shifts is approximately equal between the two distinct types of abstracts. The extended introductions of thesis abstracts demonstrate the primary emphasis of the writers on the subcategory of global context. Nevertheless, there seem to be some differences and parallels in the frequency of moves. Initially, it should be noted that not all abstracts adhered to the conventional five-move structure. Upon comparing the two corpora, it was seen that the frequency of Hyland's model motions exhibited a significant increase.

**Application of Genre Analysis on Thesis Abstracts**

An area that shows promise for future inquiry is the application of genre analysis in the scrutiny of thesis abstracts. Genre analysis is a linguistic methodology that centers on the examination of the composition and purpose of written or spoken texts within particular contextual frameworks. Through the utilization of genre analysis, scholars can enhance their comprehension of the rhetorical structures and linguistic characteristics employed in thesis abstracts, so contributing to a more profound study of this specific genre of scholarly writing (Casal and Kessler, 2023; Kessler and Polio, 2023; Sükan & Mohammadzadeh, 2022; Suwarni, 2021; Yu, 2021).

Previous research has firmly established the significance of thesis abstracts within scholarly discourse. These abstracts serve a crucial role in succinctly summarizing the main findings and contributions of a research study. According to Sükan and Mohammadzadeh (2022), abstracts have emerged as essential tools for investigators, functioning as a distinct genre in academic writing because they offer them a chance to choose the appropriate study for their
investigation. However, it is still necessary to investigate the composition of these abstracts and the ways in which they differ among various academic fields.

By incorporating genre analysis into the examination of thesis abstracts, scholars are able to explore the typical strategies and linguistic elements utilized within this particular genre (Sükan & Mohammadzadeh, 2022). Conducting such a study can provide useful insights into the conventions and expectations related to writing thesis abstracts. This, in turn, allows students and researchers to improve their comprehension of the academic discourse community in which they are actively participating (Tardy et al., 2022; Yu, 2021).

Furthermore, the application of genre analysis to thesis abstracts demonstrates significant promise for enhancing the field of academic writing and English language instruction. By analyzing the organization and linguistic characteristics of thesis abstracts, scholars can get a more comprehensive comprehension of the norms and conventions linked to this particular genre (Derakhshan & Nadi, 2019; Kessler & Polio, 2023). The acquisition of this useful knowledge can afterwards be employed to develop instructional materials that are tailored to specific writing needs and to produce curriculum that is impactful.

Additionally, the integration of genre analysis within the examination of thesis abstracts has the potential to broaden its applications to interdisciplinary research. Researchers have the ability to uncover discipline-specific rhetorical patterns and linguistic traits by conducting comparisons and contrasts of abstracts from various disciplines (Blake, 2021; Pratiwi & Kurniawan, 2021). This analysis serves to enhance our comprehension of the communication methods employed by different academic disciplines in conveying their research findings, while also promoting the exchange of ideas and collaboration across multidisciplinary boundaries.

The application of genre analysis to thesis abstracts yields a diverse range of effects. Genre analysis has the potential to offer useful insights on the broader function of thesis abstracts within academic discourse in addition to its applications in academic writing and English language training (Amnuai, 2019; Qin, 2022). Through the analysis of the role of thesis abstracts in the processes of knowledge generation and dissemination, scholars can get a more profound comprehension of their importance within the academic community.

Moreover, a significant avenue for future scholarly inquiry pertains to the investigation of the impact of cultural elements on the formulation of thesis abstracts. Abstract writing in academic societies can vary based on cultural origins and disciplinary traditions, leading to different expectations and practices. The examination of these cultural variances can provide a more comprehensive comprehension of the genre and enhance cross-cultural communication and collaboration. Through an exploration of the influence of cultural elements on thesis abstracts, scholars have the potential to establish connections among disparate academic communities and cultivate a scholarly discourse that is more comprehensive and varied (Li, 2020; Yu, 2021). This study has the potential to enhance the efficacy of abstract writing in many cultural and disciplinary contexts, hence fostering increased comprehension and cooperation across the global academic sphere.

In addition to the aforementioned topics of research, another intriguing route for additional investigation is to the evaluation of the efficacy of various linguistic methods utilized in thesis abstracts. Through the examination of rhetorical strategies and language selections present in these abstracts, scholars can get significant knowledge on the efficacy of various linguistic techniques in effectively communicating study outcomes and captivating readers. This acquired understanding can afterwards be employed to create instructional resources that are tailored to
concentrate on these proficient linguistic methods, thereby aiding pupils in enhancing their talents in composing abstract texts.

Moreover, it is of great importance to investigate the influence of thesis abstracts on the assessment of research excellence. The examination of various rhetorical patterns and linguistic characteristics included in abstracts can yield significant insights into the impact of abstracts on the overall assessment of research. This information can provide guidance to researchers in formulating abstracts that successfully highlight the merits of their research and augment its perceived caliber. Scholars can enhance their abstract writing skills to better correspond with readers' expectations and preferences by comprehending the connection between abstracts and the impression of research.

Genre analysis has become a significant instrument for examining thesis abstracts in several academic fields. This methodology allows scholars to discern patterns and linguistic characteristics that are peculiar to a particular subject, hence enhancing communication and collaboration across different academic fields. Subsequent research endeavors may direct their attention towards examining the impact of cultural elements on the formulation of thesis abstracts, so elucidating the manner in which diverse academic communities mold their practices of abstract composition in accordance with cultural and disciplinary conventions.

In order to enhance our comprehension of genre analysis within the framework of thesis abstracts, it is imperative to take into account the impact of cultural elements on their composition. Abstract writing is influenced by the distinct cultural and disciplinary customs found among various academic communities (Ludwig & El-Hani, 2020; Redianis, Putra & Anggayana, 2019). The examination of these cultural impacts offers useful insights into the role of abstracts as rhetorical devices in many situations, enabling efficient communication and collaboration across cultural barriers (Tursunovich, 2022).

Methodology
The literature review methodology for the present study involved a systematic search of thirty-nine articles on the topic “A Review of Genre Analysis on Academic Writings.” The search was conducted using various academic databases, including Scopus, Web of Science and other indexed databases. The search terms used included "genre analysis," "academic writing," and "disciplinary genres."

The initial search yielded a total of 123 articles, which were screened based on their relevance to the research question. The screening process involved reading the article's abstract, introduction, and conclusion to determine whether it met the inclusion criteria. The inclusion criteria for this study were articles that focused on genre analysis in academic writing, specifically in different disciplinary contexts.

After screening, thirty-nine articles were selected for further review. These articles were analyzed using a thematic analysis approach, which involved identifying patterns and themes in the data. The data analyzed included the articles' introduction, methodology, results, and discussion sections.

Analysis of Findings
In order to gain a thorough understanding of the structure of thesis abstracts, it is crucial to analyze the distinctive patterns and linguistic characteristics that are prevalent within different academic disciplines (Lu, 2019; Sun & Crosthwaite, 2022). The objective of this endeavor might
be achieved by conducting case studies within diverse academic disciplines, with the intention of revealing the distinctive genre conventions and linguistic strategies employed within each respective field.

Thesis abstracts play a crucial role in academic research articles (Kuswoyo & Siregar, 2019) as they provide a concise summary of the research conducted (Miteva, 2023). To gain a deeper understanding of the genre structure of thesis abstracts, researchers have utilized genre analysis methods to examine different disciplines and their unique practices. One such study, conducted by Suherdi, Kurniawan and Lubis (2020), the genre structure of the discussion sections by Indonesian undergraduate EFL students from different disciplines from an interdisciplinary perspective is analyzed. This research yielded valuable insights that can be applied to the teaching of thesis writing. By understanding how experts and scholars in the field of applied linguistics construct the structure of the discussion section, students can be inspired to improve their own writing through specific genre.

Similarly, in the field of engineering, genre analysis has been employed to explore the structure and linguistic features of thesis abstracts. A case study conducted by Gao and Pramoolsook (2021) focused on analyzing thesis abstracts in the discipline of electronic engineering. This study evaluated the results and discussion section of Chinese and Thai electronic engineering (EE) research articles (EERA) . The corpora's move-step structural differences were assessed. This study may propose EERA for beginning authors. Allowable generic variances in the field may also boost EE researchers' and genre practitioners' research article genre expertise. Another case study by Maher and Milligan (2019) examined thesis abstracts in the field of mechanical engineering, the results of a corpus analysis of introduction sections in fifty seven master theses in mechanical engineering and a genre analysis of sixteen of their introduction sections are presented. Through a concordance analysis of the most frequent keywords, the typical discourse functions employed by students when writing about their research in this section are revealed. The genre analysis confirms the presence of most of the elements of Swales's CARS schema in the theses in the field of Master of Science (MSc). These findings contribute to the knowledge of this understudied field in applied linguistics and can inform the design of materials and courses for MSc engineering students, with a focus on vocabulary, rhetorical structures, and academic socialization.

Some scholars performed a transdisciplinary genre analysis of social science thesis abstracts. Al-Shujairi et al. (2019) analyzed the discussion sections of sixteen Malaysian research articles. Eight research articles were from applied linguistics and eight from medical sciences. The study investigated research paper discussion sections in applied Linguistics and medical sciences. The rhetorical maneuvers and steps of the two disciplines were compared with examples given to show the linguistics realizations linked with each action and step. The study also found three important results. First, it gives a framework for study article debate motions and steps. Following the suggested strategies and procedures for writing the discussion section may improve the quality of a research article, increasing the likelihood of novice authors publishing in esteemed journals like Institute for Scientific Information (ISI) and Scopus. In addition, this study examined the linguistic manifestations—chunks, phrases, and coherent devices—used to construct each conversation move and step. These linguistic divisions will help inexperienced authors organize and cohere their discussions, allowing them to properly communicate this section's fundamentals.

Various business reports from different industries were analyzed to identify the key elements and language patterns that are characteristic of this genre (Joseph and Lim, 2019; Qian,
2020). The researchers found that business reports often include sections such as an executive summary, an introduction, a methodology, findings, and recommendations. By familiarizing students with these genre conventions, educators can help them develop the necessary skills to write effective business reports in their future careers.

The careful analysis of the role of thesis abstracts in multidisciplinary research is warranted, in addition to the investigation of disciplinary-specific patterns. In light of the increasing emphasis on collaboration and the integration of many fields of study, it is becoming increasingly common for research projects to encompass multiple disciplines. Crafting thesis abstracts that effectively reflect the interdisciplinary nature of the research presents a distinctive difficulty. In order to tackle this difficulty, scholars have the opportunity to undertake comparative studies of thesis abstracts derived from interdisciplinary research endeavors. Through an analysis of the rhetorical strategies and linguistic aspects utilized in these abstracts, scholars have the ability to discern recurring patterns and effective techniques that effectively communicate the multidisciplinary essence of the research. The aforementioned analysis can afterwards contribute to the formulation of recommendations or frameworks for composing abstracts in multidisciplinary settings, thereby facilitating researchers in effectively conveying the interdisciplinary elements of their research.

**Conclusion**

In conclusion, the utilisation of genre analysis in the examination of thesis abstracts exhibits considerable potential in augmenting scholarly writing and English language pedagogy. Through the examination of the structure and intended function of thesis abstracts in distinct academic disciplines, researchers can acquire a more profound comprehension of the rhetorical frameworks and language attributes utilised in these abstracts. Consequently, this facilitates the enhancement of students' and researchers' understanding of the academic discourse community in which they are actively engaged. Moreover, the incorporation of genre analysis in the investigation of thesis abstracts holds the promise of expanding its utility in interdisciplinary research. This approach enables researchers to identify discipline-specific rhetorical patterns and linguistic characteristics by conducting comparative analyses of abstracts across different disciplines. The purpose of this analysis is to improve our understanding of the communication strategies utilised by many academic fields to explain their research findings. Additionally, it aims to facilitate the sharing of ideas and collaboration among different disciplines.

The application of genre analysis in examining thesis abstracts presents a prospective option for future academic investigation. Through the examination of the organisational framework and language attributes included in thesis abstracts within several academic disciplines, researchers can get a more profound comprehension of the rhetorical patterns and linguistic traits utilised in these abstracts. Consequently, this facilitates the enhancement of students' and researchers' understanding of the academic discourse community in which they are actively engaged. Moreover, the use of genre analysis in the investigation of thesis abstracts holds the potential to expand its utility in multidisciplinary study and to explore the influence of cultural factors on the construction of thesis abstracts. The exploration of these study domains has substantial potential in augmenting the quality of academic writing and the training of the English language.

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A Review of Genre Analysis of Academic Writings

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A Review of Genre Analysis of Academic Writings

Wang, Puteri Zarina & Haddi

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