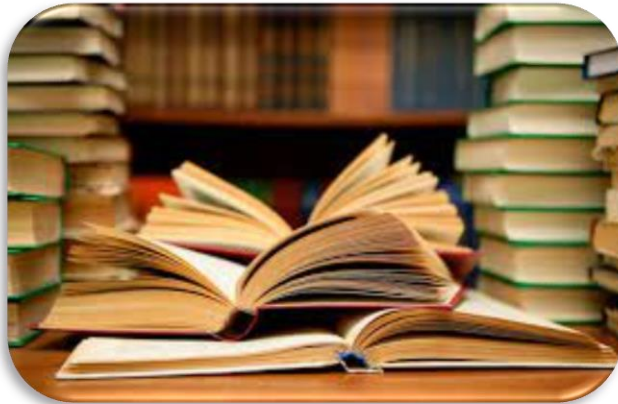## Research Paper

A Genre Study of Cross-gender and Cross-cultural Variations in IELTS Essays

Jafar Asadi[1*]

Ph.D. Candidate in TEFL, Department of English, Maragheh Branch, Islamic Azad University, Maragheh, Iran
JafarAsadi2015@gmail.com

ABSTRACT

Writing essays and articles has long been considered as a crucial mode of written discourse which is a difficult type of text for students, especially for English as foreign language (EFL) learners. Writing essays also makes up a significant part of the International English Language Test System (IELTS), as one of the most reputable English tests that is used to assess the language proficiency of those intending to study or work in an English-speaking context. This study offers a contrastive genre analysis of the essays written by male and female, and native and non-native writers in IELTS tests. The foremost purpose of the study is to discover whether native and non-native writers utilized the same rhetorical techniques in composing IELTS essays. Grounded on Swales' (1990) CARS genre framework, this research proposed a modified model for argumentative essays. The findings show some variations between male and female, native and non-native writers. The article has theoretical and pedagogical implications for teachers, learners, material developers, and syllabus designers, too.

Keywords: Academic writing, CARS model, Genre analysis, Move analysis, IELTS writing, Male & female writers, Native & nonnative writers

توسعه گفتمان آکادمیک مکتوب و فراگیری زبان انگلیسی
به طور کلی، توسعه گفتمان آکادمیک مکتوب و فراگیری زبان انگلیسی، به ویژه برای اهداف آکادمیک، مطالعه زبان و سبک های ارتباطی را افزایش داده است که محققان و دانشجویان باید به منظور اجتماعی شدن کافی در یک محیط تحقیقاتی تسلط داشته باشند. این پژوهش با استفاده از 20 مقاله پژوهشی مدیریت ورزشی (10 انگلیسی زبان و 10 نویسنده ایرانی) به بررسی استفاده از عناصر فراگفتمانی توسط نویسندگان بومی و ایرانی پرداخته است. ما به دنبال بررسی این بودیم که آیا استفاده از عناصر فراگفتمانی متفاوت است یا خیر. برای این منظور، مدل هایلند (2005) از فراگفتمان به عنوان چارچوبی تحلیلی برای شناسایی ویژگی‌های عناصر فراگفتمانی استفاده می‌شود. نتایج آزمون t مستقل نشان داد که تفاوت معناداری در استفاده کلی از فراگفتمان ها بین نویسندگان انگلیسی و ایرانی وجود ندارد. نتایج تحقیق می تواند پایه محکمی برای توسعه مواد آموزشی ایجاد کند.
واژگان کلیدی: گفتمان، فراگفتمان، نگارش آکادمیک، مقاله پژوهشی

INTRODUCTION

Producing and understanding English academic writing, particularly at the graduate level, is a big problem challenging non-native writers and speakers. Creating a good piece of academic writing such as essays, theses, and articles are considered a tough task by English as foreign language (EFL) learners as a result of either their insufficient language proficiency or unawareness of the structural and lexical procedures, principles, and rules of English academic writing. Discourse and genre analysis, thus, can bridge this gap and take this responsibility to provide EFL learners, by specifying the requisites of English academic writing genre, with the necessary support and training to equip them with the essential tools and enhance their writing ability. Using genre analysis, some studies (Jalilifar, 2010; Samraj, 2008) have explored various academic writing discourses in recent years to offer the outline of academic writings with a view to contribute to our understanding of various genres and help EFL learners in communicating their message more appropriately.

As instances of academic writing, the IELTS and TOEFL tests play a crucial role in the destiny of the candidates applying to work or study abroad. A significant section of these two tests is writing an essay whose subjective nature creates problems partially due to the complexity of structure related to the composition of the essays and the scoring scheme. It was, even, revealed that some IELTS candidates had poor performance in the writing module of the test albeit successful in other sections of it. This failure was reported to be engendered by, in addition to some minor weaknesses, inadequate awareness of IELTS essay genre requirements. This shortcoming could be remedied through the inclusion of relevant teaching/learning material in the curriculum. In this respect, the teacher also plays a significant part in producing genre awareness and promoting genre knowledge in the students.

The analysis of spoken and written genre and discourse has attracted the attention of both educators and linguists working, specifically, in the field of English for Specific Purposes (ESP), and, as Holmes (1997) states, was primarily intrigued by the educational necessity for devising appropriate ESP material and model for instruction, aiming at expanding and promoting non-native writers and speakers' ability and competence in understanding and creating good academic writing.

This study offered a contrastive genre analysis of the essays written by male and female, and native and non-native writers in IELTS task 2 essay tests. The main objective of the study is to discover the rhetorical techniques in composing IELTS essays. It also highlighted the possible differences between writers in writing IELTS essays in terms of their gender and culture. The study Grounded on Swales' (1990) CARS genre move framework and proposed a modified model of Swales' (1990) CARS genre move framework for the argumentative essays to adjust for the observed differences. In order to meet the research objectives, the following questions have been designed.

> *RQ1. Do native and non-native writers utilize the same rhetorical techniques in composing IELTS essays?*
>
> *RQ2. What are the differences between writers in writing IELTS essays in terms of their gender and culture?*

LITERATURE REVIEW

Academic Writing

Academic writing, entails any form of writing which is the product of organized research, study, and analysis, and efforts to enhance academic knowledge in a specialized context (Ezeifeka, 2014). Academic writing is a mode of self-expression that is formal, focused, succinct, organized with specialized vocabulary and structure, and intended to assist reader comprehension (Oshima & Hogue, 2017). It is a means for the realization of interpersonal connections and a system for writers to communicate meanings

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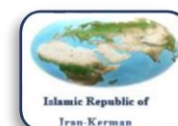
within a specific discourse community. It also attempts to connect professional writers to those who seek that knowledge and, therefore, leads to knowledge expansion and social relationships (Hyland, 2000).

Academic writing is considered a special genre, a significant concern for all academicians. It is an important skill for advanced ESL or EFL learners and offers writers a tool to expand their ideas and opinions and, thus, intrigue readers' mind to follow their voices and positions. It is a medium through which writers can interactively communicate their technical findings to their readers and, thus, develop knowledge of the field. Therefore, as Economou and Humphery (2015) hold, scientific or disciplinary knowledge is generated, scattered, and demonstrated through written text.

According to Hyland (2007), academic writing is a means by which social relations are created and maintained. In academic contexts, creating academic writing is a crucial issue for many scholars, especially with reference to writing essays and research-based articles. Genre-based methods to the teaching of writing have been utilized in numerous English language learning environments, particularly in the area of academic writing. This study adopts a genre-based technic to aid the learners prepare for the academic writing as well as essay writing parts of the IELTS and TOEFL tests as, based on recent test results, the writing sections of these tests are very challenging. Genre-based teaching framework is employed to help learners to meet their needs in attaining desired scores as well as enabling them to achieve future goals. This study, therefore, could have both practical and theoretical implications.

The IELTS Test
English is the international language of science, commerce, trade, and communication, a lingua franca among a vast majority of people who do not share a mutual language, a basis to employ people, and the medium of interaction and instruction in the world's top universities as well. Therefore, it is crucial to have a good command of English to go abroad and study and work in an English context. As a predetermined ability level in English is a prerequisite condition to study abroad in an English-speaking academic context, it causes difficulties for the prospective candidates. As a result, a valid and a trustworthy evaluation of language ability to get access into the international academic situations, is an issue of concern. The IELTS test is developed to assess applicants' English proficiency and provide information concerning the English level of the applicants.

The goal of English language proficiency testing of the prospective candidates is to make assessment of the linguistic skills of the testees with diverse linguistic, academic and cultural backgrounds. Proficiency tests, according to Alderson (1988), look forward and, thus, prognosticate later performance, in different later contexts, just as achievement tests look backward. Proficiency tests, furthermore, are most commonly employed to predict the preparedness of non-native speakers to apply for and attend academic settings instructed through the channel of English. Proficiency tests can also identify the strengths and weaknesses to prescribe additional remedy.

In addition, proficiency tests can predict the likelihood of success or failure of the test taker in later contexts as well. IELTS task 2 writing essay is possibly the most challenging part of the test based on test grades and reactions from test takers as a result of the subjectivity, intricacy, different constituents, organization, and the scoring system. According to many IELTS candidates, while they do well on other sections of the test, they are unable to achieve the same score and degree of success in writing.

Candidates for Australian universities similarly stated that writing was more bothersome for them particularly due to, as Blundell (2007) states, unfamiliarity with the genre and the particularity of IELTS writing essays' structure. Likewise, Lin (2006) attributes this fiasco in IELTS writing essays to the unawareness of genre-based approaches. Therefore, familiarity with essay writing genre could considerably enhance performance in this concern.

Table 1
Mean IELTS Academic Band Scores in Tests in 2010 (IELTS Worldwide, 2011)

	Listening	Reading	Writing	Speaking	Overall
Female	6.1	6.1	5.6	5.9	6
Male	5.9	5.9	5.4	5.8	5.8

A glance through the above table reveals that candidates performed better in other sections of IELTS but the writing module. Studying the mean band scores in terms of test takers' first language, another important issue emerges, that is, candidates from Asian countries have the smallest mean band score (5.1) for writing (IELTS Worldwide, 2011). As the minimum needed band score of 6.5 is required, (Blundell, 2007 and Graddol, 2006), to apply in many academic contexts, such a low mean band score is clearly a concern that necessities attention. Blundell (2007) states that the students entering into Australian universities reported essay writing as being a sticky issue, owing to having no prior contact with the genre. In the same vein, Lin (2006), ascribes this failure, in attaining the necessary band score, to generic unawareness and holds that the impact of genre methodologies in East Asia is restricted.

Genre and Genre Analysis
Genres are no longer merely considered as structures of certain textual organization, but rather as the sharing of meaning across diverse fields, domains, and communities. Genres, as information networks, are increasingly required in various situations including academic writing, as an adequate understanding of the academic writing genre, its features, and the textural patterns of the genres have great significance for all the academicians. This awareness of the organization, rhetorical and structural features, and the constituents of scientific writing genre contributes to a successful acculturation into the academic community. Genre analysis, therefore, is important for the teacher, student, and discourse community for a number of reasons including:

- It assists in finding out about communication and the social basis of writing.
- It is an effective means of exploring the features of written discourse.
- It helps us recognize the principles and characteristic features of the genres.

Genre is the consequence of frequent social actions happening commonly in recurring conditions and creating the characteristic structure of the form and content of genre. Genre, according to Swales (1981, 1990), is a class of communicative events whose communicative purposes are shared by the members of a particular discourse community. Genre, for Martin (1984), is a goal-oriented social activity which people, as members of their culture, engage in. An alternative conception of the notion of genre simply considers it, according to Bhatia (2001), as the media which makes possible for the members of professional or academic communities to communicate with each other. Bawarshi and Reiff (2010) provided an even better definition for the notion of genre. Accordingly, genre is ways of identifying, replying to, and acting meaningfully within, and aiding to recreate, recurrent situations.

Genre analysis is the study of the connection between a specific kind of a text and its context by dividing the text into moves which are small semantic units. Each move has a particular communicative goal which is common to all members of the discipline, and which works for a special function, and is indicated by the use of language in a certain way. The grouping and ordering of these moves reflect the linguistic structure, communicative goals, and rhetorical discourse of the genre. Genre analysis is performed for a number of reasons including:

- To find about the social context which different genres happen in.
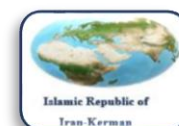
- To explore the common structural patterns and linguistic features of the text.
- To study the way social context impacts the organization and linguistic features of the text.

Numerous studies in the field of English Language Teaching (ELT) have explored how genres differ across linguistic and cultural communities (e.g., Ahmad, 1997; Connor, 1996), and some others have focused on variations of genre across disciplinary lines, linking particular discursive characteristics with disciplinary communities as well (Swales & Najjar, 1987; Melander, Swales, & Fredrickson, 1997). Various studies have been generally considering the organizational structures of research articles and essays. Generally, most of them have focused on the rhetorical organizations of these articles (Swales, 1981, 1990), but there are numerous researches which have been carried out on the organizations of different sections of research articles in several scientific fields (e.g., Brett, 1994; Holmes, 1997; Lindeberg, 1994), too. An extensive literature exists on the essay writing parts of the IELTS and TOEFL tests.

Meanwhile, some scholars (Raimes, 1990) explored reasons for apprehension with the writing segment of the TOEFL and IELTS tests. However, based on the literature (Moore and Morton, 2005), there also exists a relationship between IELTS essay writing and university writing. Accordingly, effective performance in university writing can be followed by a success in the writing sections of the IELTS and TOEFL tests.While genre studies have proved highly effective, there is, however, an inadequate body of research on the appropriacy of employing a genre approach to the teaching of IELTS essay writing. Given the high significance of IELTS in the life of many candidates, adopting the genre-based approach to tackle candidates' IELTS essay writing problem as well as developing academic writing in other contexts, could be beneficial, as this genre-based approach to teach writing is justified by Lin (2006), too.

Accordingly, the advantage of this approach is that it creates clear connection to the students' goals for writing beyond the classroom. Thus, the researcher embarked on this study which could be theoretically important and practically relevant, too.

Genre type studies have devoted special attention to PhD theses. Some of these studies have concentrated on the specific sections of the PhD theses by following particular approaches in the analysis, the mostly followed one of which is Swales approach (e.g. Bunton, 2002, 2005; Kwan, 2006; Ridley, 2000). In other studies, the overall organization (e.g. Paltridge, 2002; Thompson, 2001) and textual features, such as meta-textual references (Bunton, 1999), stance (Charles, 2003), modal verbs and citation practices (Thompson, 2001, 2005) have been studied. In all of these cases, genre studies have contributed a lot to enhance our understanding of the principals, constituents, and writing procedures of various forms of academic compositions. Therefore, a genre-based approach to teaching writing could be highly beneficial for EFL students.

CARS Framework

John Swales (1990) is one of the prominent figures in genre analysis. He used genre analysis to study different elements and constituents of a text, text composition, text structure, text interpretation, and text use. Analyzing the introduction section of research articles, Swales proposed the Create a Research Space (CARS) model which influenced many other scholars to study texts of various genres, including article abstracts (Tseng, 2011), introductions (Swales, 1981), and results and discussion (Yang & Allison, 2003), to obtain knowledge into the structure of texts, their moves, and patterns.

Figure 1

Swales' (1990) CARS Model for Research Article Introductions

Move 1: Establishing a territory	
Step 1	Claiming importance of, and/or
Step 2	Making topic generalizations, and/or
Step 3	Reviewing items of previous research
Move 2: Establishing a Niche	
Step 1a	Counter-claiming, or
Step 1b	Indicating a gap, or
Step 1c	Question-raising, or
Step 1d	Continuing a tradition
Move 3: Occupying the Niche	
Step 1a	Outlining purposes, or
Step 1b	Announcing present research
Step 2	Announcing principle findings
Step 3	Indicating article structure

Analyzing journal articles, John Swales (1990) established the CARS (Creating a Research Space) Model as a way of demonstrating different discipline-based writing practices. The model tries to explain and describe the organizational patterns used in the composition of the introduction sections in scholarly research studies. The CARS model is a beneficial approach since it can help to: a) initiate the process of writing which is often the most challenging stage in writing, b) know the way in which an introduction provides the ground for the rest of paper, and finally, c) evaluate how the introduction section fits within the overall frame of the study.

The CARS model holds that writers, by and large, follow a common organizational pattern in response to two kinds of tasks involved in creating a specific field of research: a) the challenge of building a rhetorical space and, b) the challenge of intriguing readers' attention to that space. The model proposes three actions, to quote Swales three "moves", followed by specific steps, that indicates the development of an efficient introduction for a research article. These "moves" and steps might be used as a model for writing the introduction part to research articles.

Genre Analysis in Practice

Performing genre analysis is an example of a complicated academic endeavor which requires knowledge, experience, and expertise. It is the research procedure of analyzing all the structural, rhetorical, syntactic, and semantic aspects of a given genre, and an activity involving a series of steps which are specified before:

- Choosing of an appropriate sample of a certain text or genre.
- Analyzing the communicative features of the particular genre such as context, creator, audience, situation, and goal.
- Analyzing the impact of the communicative features on the linguistic and structural patterns of the text.
- Analyzing text organization, form, rhetorical structure, constituents, and function.
- Analyzing linguistic, semantic, and syntactic characteristics of the text.
- Analyzing the intertextual relationship between other genres.

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METHOD

Participants and Material

50 EFL learners of both genders were selected as the participants of the present study. They were EFL learners of a Language Institute who were chosen based on the available sampling to participate in this work. As the current study contained both male and female native and nonnative IELTS task 2 writing essays, we had 50 essays taken from two nonnative Iranian IELTS candidates. From among 50 essays, 25 essays were written by male and 25 by female candidates. Likewise, the same number of essays (50) were selected from native writers from which 25 essays were taken from male and the other 25 essays from female writers. With reference to the size of the essays, the minimum word count of IELTS task 2 essays is 250 words and it is necessary for the test takers to write at least 250 words. Thus, the size of the selected essays ranges from 250 words to 300 words with the average word count of 270 words.

Analytical Framework

While scrutinizing journal article introductions, John Swales (1990) developed the CARS (Creating a Research Space) Model as a way of indicating variations in disciplinary writing practices. This framework attempts to explain and describe the structural designs used in writing the introduction sections in research articles. The CARS model is a valuable approach in assisting novice writers to:

- Begin the process of writing which is often the most demanding step in writing.
- Identify the way in which an introduction provides the ground for the rest of paper.
- Evaluate how the introduction section fits within the overall frame of the study.

According to CARS framework, there are some shared organizational patterns in producing particular research. These patterns are called moves which writers are supposed to follow in the process of creating good and effective pieces of writings. These moves are further subdivided into specific steps some of which are obligatory and some are optional. These moves and steps might be used as a model for writing the introduction part to research articles.

Instrumentation

Swales (1990) CARS (Creating a Research Space) Model of genre analysis was used for data analysis. Accordingly, the organizational patterns and rhetorical moves which contribute to the realization of writers' attitude and positions presented via the text were carefully examined. In order to establish reliability and validity, and to have a higher degree of accuracy, the essays were coded and double-checked manually two times in a one-month interval by the researcher.

Data analysis procedure

Data analysis was done in two steps, namely the qualitative and quantitative steps. In the qualitative phase, the instances of moves and steps were identified and coded in the texts under investigation. The results of the quantitative stage were tabulated which showed the writers' positions with reference to the essay questions. In the quantitative step, the qualitative data were analyzed and explanations added to each class. The cross-gender and cross-culture results for each group were compared and contrasted, with regard to the variable under study, to discover the possible similarities and variations among different texts and writers as well.

RESULTS AND DISCUSSION

The examination of the IELTS Task 2 writing section indicates that, overall, there are fixed classifications of the question types for the applicants to handle, in minimum 250 words, in about 40 minutes. The genre of all of the writings is essay format, and the test takers are required to do them based on their prior

knowledge and experience backed by some personal examples and facts. There are various rhetorical functions in each essay type which should make up the core of any teaching syllabus in introductory writing programs.

The dominant function in these essay types is argumentative which is generally realized in different questions such as "agree or disagree", "advantages and disadvantages", "problem and solution", and so forth. Each of these questions serves a specific functional purpose which is the demonstration of the query in the manner of divergent ideas or contrasting the ideas in a subjective fashion. The candidates are to plan the writing module in due time and come up with ideas to be formed, shaped, and supported in the body paragraphs. The ability to skillfully deal with the topic and provide convincing reasons followed by personal experiences and examples, to justify these issues, contribute to achieving the needed score. The writing samples are typically essays composed of 4 to 5 paragraphs out of which the first paragraph is the introduction, the next two or three are the body paragraphs, and the last one is the concluding paragraph to the essay. Each of these paragraphs works for a special apparent function to achieve the general goal of the essay which is the binding element of the whole essay.

Analysis of the IELTS Essays

As mentioned earlier, we analyzed 50 native IELTS essay, 25 from male writers and 25 taken from female writers, as well as 50 non-native essays in which 25 essays were assigned to each gender. These essays are minimally 250 words and maximally 300 words with the average word count of 270 words. The essays are written on a variety of topics including art, education, sport, obesity, crime, leisure time, tourism, shopping, charity work, travel, and so on which are all very common topics in IELTS task 2 writing essays. The candidates are required to do these essays in 40 minutes in which they have to plan the essays, generate ideas, organize the essay structure, write the rough draft, revise and edit the initial version, and eventually finalize it. This is a demanding task and needs quite a great deal of knowledge and practice in various above-mentioned stages as well as a good deal of essay genre awareness to achieve the expected score.

The analysis of the selected essays using Swales' framework suggests important trends. All the essays follow a uniform direction in general. The writers in most of the essays initiate the writing process using a similar trend which makes the basis of, more or less, all IELTS essays. They have been instructed to consider the following format for the essays to get a higher band score. The overall procedure used in most of the essays is as follows:

1. Establishing a territory through generalizing the topic and claiming topic centrality and significance. The writer also talks about his preference in brief which is to be developed in the paragraphs to come.

2. Having established topic centrality and importance, in the first step, the writer goes on to expand the first prospect stated in the essay question. Development of the first viewpoint is accomplished through giving reasons, examples and personal experiences in an objective way. The next step is to argue against the first view in a separate paragraph, or sometimes in the same paragraph, in the same manner as it was done for the first idea. Using the impersonal tone of reasoning, the writer tries to be objective and convince the reader to accept the ideas presented in the essay. Later, the writer indicates the gap, if applicable, to pursue the argument and make the ground to offer his/her own view. Here, the writer may be subjective and employ a personal style.

3. Following the two moves mentioned above, the writer arrives at the conclusion. The concluding paragraph, generally starting with some fixed expressions such as 'in conclusion' or 'to sum up', has a particular format, too. The writer makes an outline for the essay. He, then, makes a balance

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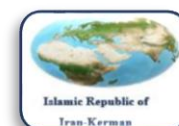
in dealing with the two contrasting prospects to indicate some sort of compromise and states his own preference with reference to the opposing viewpoints.

Operationalization of Swales' CARS Genre Analysis Model

The original Swales' Model is established for the analysis of the introduction section of theses and research articles. Applying this framework to IELTS task 2 writing essays, the researcher found some incompatibility in the model and, thus, decided to make some modification to the original model to make it fit for IELTS writing essays as well. As article introductions, their components, and the writing procedures are somewhat different from the IELTS task 2 writing essays, this minor modification could better take into account the IELTS essays as well as could serve as a model for instructing introductory writing courses as well as IELTS essays.

Figure 2

Modified Version of Swales' (1990) Model

Move 1: Establishing a Territory
Step 1: Topic Generalization
Step 2: Claiming Importance
Move 2: Establishing a Niche
Step 1: Expanding the First Viewpoint
Step 2: Counter-claiming the First Viewpoint
Step 3: Indicating a Gap
Move 3: Occupying the Niche
Step 1: Outlining the Essay
Step 2: Balancing the Conflict
Step 3: Arguing For One Viewpoint

The *introduction* paragraph of all of the essays corresponds to move 1 of the three moves specified in Swales' (1990) CARS model of genre analysis. Swales' Move 1 acts to generalize the topic and claim the significance and centrality of the topic which are considered as critical in the paragraphs to come. Move 1, in turn, contains three steps, some obligatory and some optional, from which step 1 and 2 assist to realize the functions stated for move 1. Steps 1 and 2 claim the importance of the topic and make topic generalizations to expand it to other issues relevant to the topic. These steps further try to limit the topic, present the point, and indicate that the contradictory issues are to be discussed through new assumptions and, then, are resolved later. Step 3, from among these three steps, is obligatory and involves the reviewing of previous research. The key role of the opening paragraph, thus, is to create a 'space' for the entire writing and provide the ground for message delivery.

The next move, move 2, consists of some steps and functions for the development of the argument initiated in move 1, through the provision of conflicting ideas, to consolidate earlier claims. Using the objective tone of presentation, the first step in move 2 argues for the first viewpoint vigorously, by means of facts or examples and avoiding subjective remarks, and makes efforts to convince the reader and prepare for the next viewpoint in the second step. The next step provides a counter-claim for the first argument, using contrastive elements, and indicates and emphasizes the contrast between the two paragraphs. The last step serves to establish a gap or 'niche' and suggests inadequate arguments in case the writer wants to add more contrasting and challenging arguments. The writer here, therefore, indicates

the limitations presented earlier by means of negative statements and, hence, strengthens the shortcomings of the earlier argument by presenting a new outlook. This step, thus, functions as the weakening assertion against the former steps.

Move 3, which contains three steps, acts as the conclusion for the essay. Out of the three steps in move 3, step 1 is obligatory and involves outlining the purposes, using expressions like 'To conclude', 'To sum up', 'In my opinion', 'In conclusion', etc., and announcing the current research. The next two steps are optional and their existence depends on the presence of the step 3 in the former move. Step 2 presents a balance indicating that the writer, after some revisions, confirms both contrasting prospects, or rather employs step 3 suggesting arguing for one of the views.

Essay Analysis Elaborated

All the writers follow all the three moves in the production of the selected IELTS task 2 writing essays with no exception. There are, however, some variations among the writers in using the steps in the original Swales' model as some of the steps best apply to research articles or theses. The writer, therefore, tried to modify the framework to better explain these variations in the essays. The modified version, more or less, completely fits all of the essays. It is, therefore, recommended that in general writing courses as well as IELTS essay writing courses this revised framework be included to enhance EFL learners and IELTS candidates' awareness in writing genre requirements.

Analyzing the essays, it was indicated that the first move in Swales' model just corresponds to the introduction part of the essay. Meanwhile, it is worth stating that the first move was successfully applied in all the essays by native writers. This is because all the writers need to create a background or 'territory' in the reader and pave the way for the acceptance of the relevant ideas coming later. Some of the non-native writers, however, have ignored this move and have failed to establish topic significance and centrality. They have plunged into the body directly without providing appropriate background which is displayed in table 1. This background is constructed by means of making topic generalization and establishing topic centrality and importance. This step is critical as it foreshadows all the content coming next, intrigues readers' minds to pursue the argument, and builds expectations in the reader on what to wait for in the rest of the essay. The native writers, thus, have outperformed non-native in this respect.

Table 2
Frequency and Percentage of Move 3 (Establishing Background) in IELTS Essays

Move 1	Number	Frequency	Percent
Native Male	25	25	100
Native Female	25	25	100
Non-native Female	25	19	76
Non-native Male	25	20	80
Total	100	89	89

Having established the background, the writer is to argue for and against the ideas stated in the essay question which is made possible through the second move. In this phase, the writer presents his argument for the two sides or aspects of the topic. In the first part, or 'step', the writer develops the first prospect objectively to persuade the reader to follow him. This is followed by the, second step, expansion of the second argument, in the same manner, which is generally claiming against the first argument. This is usually indicated by contrastive expressions such as 'while', 'however', 'on the other hand', etc. offering the two sides of the same issue in a positive/negative or advantage/disadvantage mode. Finally, the writer

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indicates a gap in the in dealing with the opposing prospects and discuss about his own solution or favoring of the two opposites. The subjectivity in this concern, as well as providing enough convincing argument for his views, contributes most to the attainment of a high score in the essay. The body paragraphs in the essays are the counterparts to the second move in Swales' model, but the steps specified in the model does not stand for all the elements in the essay. The researcher, thus, revised the framework and replaced some steps and removed some to better deal with the patters of the essay in an effective way. The revised model, therefore, best applies and fits the essays to successfully account for all the components involved in the essay. Concerning this move, all the writers have employed it, but there is some variations in the steps employed in the essays as some have failed to, for example, explicitly state their own opinions as was required from them. This failure will sure lead to a reduction in the grade and losing score.

The final move, move 3, in Swales' framework, is the conclusion counterpart of the essays involved in our analysis. The conclusion is the restatement of the topic and writer's opinion for or against the ideas specified in the essay question. While there exist four steps in the original model, we included three steps in the modified version to adapt for the variations in the essays. Meanwhile, the three moves were employed somewhat differentially by the writers. Move 3 makes up the last part of the essays and all the writers are attentive to it in a similar way. There are, however, some differences in the steps utilized in the move. While, for example, all native writers use the first step, i.e., outlining the essay, in their writings, some non-native writers have failed to employ this step and, thus, essay outline is absent in some non-native essays.

Table 3
Frequency and Percentage of Step 1 of Move 3 (outlining) in IELTS Essays

| Step 1 (of Move 3)	Number	Frequency	Percent
Native Male	25	25	100
Native Female	25	25	100
Non-native Female	25	18	72
Non-native Male	25	16	64
Total	100	84	84

As Table 1 shows, native male and female writers all have employed step 1 in IELTS essays, however, female and male non-native writers have used step 1 in their essays 72 and 64 percent, respectively. This issue which is the result of ignorance or unfamiliarity of essay genre and an important failure, thus, needs attention from teacher and tutors in both IELTS essays and EFL writing training programs as well so that novice non-native EFL writers would follow well-known models and great writing will be achieved. Another variation between native and non-native writers involves the application of step 3 in the IELTS essays. Step 3 requires the explicit expression of writers' position with reference to the essay question which is termed 'task response' in the essay rating scheme and comprises 25 percent of the whole essay score. This failure in attending to this step will lead in a loss of score which necessitates an immediate and urgent remedy. As the table 2 displays, all native writers have completely expressed their position concerning the topic, however, 76 percent of non-native writers have done this in their writings.

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Table 4

Frequency and Percentage of Step 3 of Move 3 (Taking Position) in IELTS Essays

Step 3 (of Move 3)	Number	Frequency	Percent
Native Male	25	25	100
Native Female	25	25	100
Non-native Female	25	19	76
Non-native Male	25	19	76
Total	100	88	88

Figure 1 best illustrates the point and a glance through figure 1 pictorially describes the point stated above. In terms of move 1, native males and females have applied it successfully, but non-native male writers have not performed that well, although male writers have a better performance as compared to the female group. The same native supremacy is still prevailing as they have done perfectly in move 2 and 3 in spite of the above average performance of non-native writers. Although non-native writers of IELTS essays have a perfect performance in move 2, they have failed the same level in move 3. This failure necessitates attending to the issue by the integration and inclusion of relevant plans and tasks in the curriculum and text books designed for non-native learners. This study, therefore, recommends a genre-based approach to the teaching of writing different genres like articles, abstracts, introductions, and essays.

Figure 3

Overall Moves in the IELTS Essays
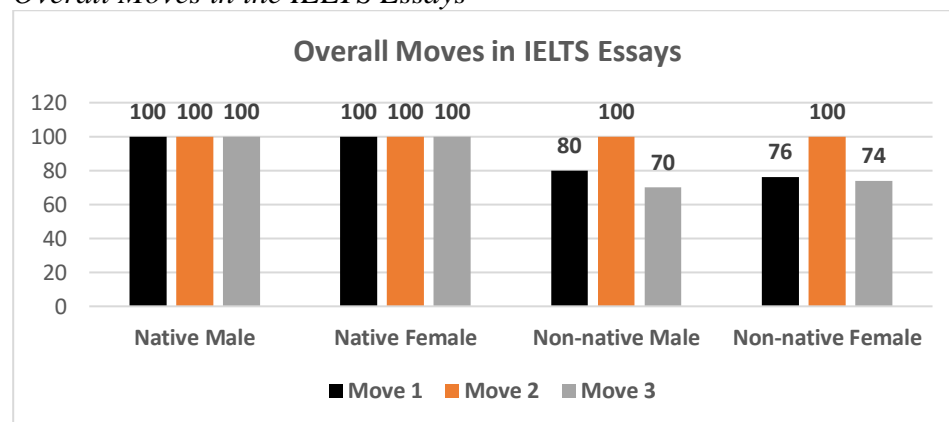
Academic writing, in general, and writing IELTS task 2 essays, in particular, is considered a tough and challenging task for EFL learners, language teachers, and even native speakers. Writing involves attending to various writing sub-components such as punctuation, spelling, grammar, structure, organization, poor vocabulary, purpose, cohesion and coherence, and position, as well as an awareness of different writing styles such as reflective, descriptive, expository, persuasive, narrative, and personal. The analysis of the IELTS essays revealed major problems in generating ideas, supporting arguments, lexical variation, cohesion and coherence, and taking position.

The analysis of the selected IELTS essays also indicated that native writers, in most cases, showed a superior writing style and a wide range of structural, linguistic, and lexical prowess in producing the essays. They were in a higher place in terms of ease of interpretation, argumentation ability, expression of the position, information transfer, ideas negotiation, and flow of communication. This is maybe due

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to the fact that all native writers background language was English and they have been living and studying in context where English is the medium of communication and interaction. In addition, the essays selected were high band score ones written by expert IELTS teachers and tutors who were familiar with the pattern, structure, and rhetorical content of IELTS essay genre.

In general, essay writing failure could be assigned to different factors which have differentially impacted students' writing performance among which, for example, to Bhatia (1993), and Swales and Feak (2004), rhetorical structure, context-specific vocabulary, and taking position with reference to essay question are considered as crucial. In addition, in a conversation with the non-native IELTS candidates, cohesion, syntactic and structural accuracy, lack of confidence, limited ideas relevant to the topic, and fear of failure also play a significant part in the effective accomplishment of the writing task.

Tips for Writing an Effective IELTS Task 2 Essay
Having analyzed IELTS task 2 essays and identifying the difficulties the writers encountered in this laborious task, the researcher came up with the ideas of developing some guidelines for creating a good argumentative essay, in general, and for the IELTS writing task 2 module, in particular. In producing essays, the writer is advised to attend to the following:

- Understanding the essay question
- Planning the ideas, format, parts, and supporting details
- Answering the question explicitly
- Planning the introduction, body, and conclusion
- Planning the structure and organization
- Writing, drafting, editing, and revising
- Checking for cohesion and coherence, logical flow, transition, any ambiguous expression
- Checking for lexical and structural variation
- Checking for writing mechanics, i.e., spelling, grammar, and punctuation
- Checking the word count

CONCLUSION AND IMPLICATIONS

We have witnessed an increase in the impact and application of genre-based approaches to the teaching of language, especially in academic writing as an extremely important field of language. There exists a wide range genre study on theses, dissertations (Dudley-Evans, 1994), articles (Peacock, 2002), and essays. In the current study, we studied 50 native and 50 non-native IELTS essays form both male and female writers. We studied and analyzed these essays using Swales' (1990) genre model and found similarities and variations between native and non-native writers in the use of the moves and steps contained in the framework. These findings could be of great importance for both EFL learners as well as academicians in their task of writing articles and thesis as this is a tough and challenging task which many EFL learners and academics face, and according to Johns (2008), has not been appropriately considered in the literature, and, thus, needs to be dealt with in theory and practice.

We suggest a solution to deal with the problem of the failure in academic writing particularly research article and IELTS essays. The researcher recommends the genre-based approach as a way of addressing the issue of academic writing and enhancing EFL learners writing ability and specifically the demanding task of writing an argumentative essay for the IELTS and TOEFL candidates. Swales' model and, especially our revised edition, can be best applied to essay genre patterns and, thus, the argumentative structure of the essays can be reconstructed in the same way to serve as a model to train themselves and adapt their writing style to the requirements of the essays and develop their writing ability.

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This study has both theoretically and pedagogically implications. In this study we proposed a modified version of Swales' (1990) genre model to keep up with the writing requirements of the academic community and the increasing demand of applying to study or work in an English context as well. This revised model could be used as a standard model for EFL learners and the candidates of international English proficiency tests such as IELTS and TOEFL to enhance their writing ability. This study could be practically relevant, too, as most graduate students, academics, EFL learners, and IELTS candidates face problems in their writing ability and conforming to the requirements of argumentative essay genre. The findings of the study, and particularly the modified model, could be greatly important for fostering writing ability and expanding reasoning and argument in writers. Another implication of this research involves material developers, curriculum designers, and teachers. Material developers are recommended to use the findings of the study by providing appropriate teaching and learning materials for an effective instruction to take place. Meanwhile, curriculum designers are also required to make up for any shortcomings in the curriculum by including relevant materials. Teachers, too, are expected to familiarize themselves with genre structures and enhance learners' awareness of the pattern and organization of academic writing and, especially, writing essays for such English proficiency tests as IELTS and TOEFL as a crucial field of writing research-based articles and essays.

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Biodata

Jafar Asadi is a Ph.D. candidate in TEFL. He has been involved in teaching English for more than twenty years. He has authored three books as "Reading comprehension third Edition", "Developing reading comprehension", and "Keep up your English through reading comprehension". His research interests are academic discourse, genre Analysis, meta-discourse knowledge, and skills.

Email: *JafarAsadi2015@gmail.com*