

**A COMPARATIVE GENRE ANALYSIS OF ENGLISH  
ARGUMENTATIVE ESSAYS WRITTEN BY ENGLISH  
MAJOR AND NON-ENGLISH MAJOR STUDENTS IN AN  
EFL CONTEXT**

**Li Qian**

**A Thesis Submitted in Partial Fulfillment of the Requirements for  
the Degree of Master of Arts in English Language Studies**

**Suranaree University of Technology**

**Academic Year 2010**

การวิเคราะห์สัมพันธสารเชิงเปรียบเทียบของเรียงความโต้แย้งที่เขียนโดย  
นักศึกษาวิชาเอกภาษาอังกฤษ และไม่ใช่วิชาเอกภาษาอังกฤษในบริบทของการ  
เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

นางหลี่ เซียน

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต  
สาขาภาษาอังกฤษศึกษา  
มหาวิทยาลัยเทคโนโลยีสุรนารี  
ปีการศึกษา 2553

**A COMPARATIVE GENRE ANALYSIS OF ENGLISH  
ARGUMENTATIVE ESSAYS WRITTEN BY ENGLISH MAJOR  
AND NON-ENGLISH MAJOR STUDENTS IN AN EFL CONTEXT**

Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for a Master's Degree.

Thesis Examining Committee

\_\_\_\_\_

(Assoc. Prof. Dr. Anchalee Wannaruk)

Chairperson

\_\_\_\_\_

(Dr. Issra Pramoolsook)

Member (Thesis Advisor)

\_\_\_\_\_

(Dr. Butsakorn Yodkamlue)

Member

\_\_\_\_\_

(Dr. Jitpanat Suwanthep)

Member

\_\_\_\_\_

(Dr. Wutt Dankittikul)

Acting Vice Rector for Academic Affairs

\_\_\_\_\_

(Dr. Peerasak Siriyothin)

Dean of Institute of Social Technology

หลี่ เซียน : การวิเคราะห์สัมพันธสารเชิงเปรียบเทียบของเรียงความโต้แย้งที่เขียน  
โดยนักศึกษาวิชาเอกภาษาอังกฤษ และไม่ใช่วิชาเอกภาษาอังกฤษในบริบทของการเรียน  
ภาษาอังกฤษเป็นภาษาต่างประเทศ (A COMPARATIVE GENRE ANALYSIS OF  
ENGLISH ARGUMENTATIVE ESSAYS WRITTEN BY ENGLISH MAJOR AND  
NON-ENGLISH MAJOR STUDENTS IN AN EFL CONTEXT) อาจารย์ที่ปรึกษา :  
อาจารย์ ดร.อิสรา ประมูลสุข, 148 หน้า

การเขียนเรียงความโต้แย้งถือเป็นรูปแบบที่สำคัญของสัมพันธสารการเขียนมาเป็น  
เวลานานแล้ว อย่างไรก็ตามการเขียนเรียงความโต้แย้งยังคงเป็นการเขียนที่ยากสำหรับนักศึกษา  
โดยเฉพาะอย่างยิ่งสำหรับนักศึกษาที่ไม่ใช่เจ้าของภาษา ถึงแม้จะมีการศึกษาในการเขียนเรียงความ  
โต้แย้งที่แตกต่างระหว่างวัยผู้เขียน ระหว่างระดับการศึกษา ระหว่างวัฒนธรรมและภาษา แต่ยังไม่  
มีงานวิจัยในทำนองนี้กับผู้เขียนจากต่างสาขาวิชาในบริบทของประเทศจีน ดังนั้นวัตถุประสงค์ของ  
การศึกษานี้เพื่อศึกษาและเปรียบเทียบรูปแบบการเขียนเรียงความโต้แย้งในปัจจุบันของนักศึกษา  
วิชาเอกภาษาอังกฤษและที่ไม่ใช่ภาษาอังกฤษในมหาวิทยาลัยยงเหลิน ผู้วิจัยได้สร้างคลังข้อมูลใน  
การเขียนเรียงความเชิงโต้แย้ง 2 ชุด โดยชุดที่ 2 เขียนโดยนักศึกษาวิชาเอกภาษาอังกฤษจำนวน 100  
คน และชุดที่ 2 โดยนักศึกษาที่ไม่ใช่วิชาเอกภาษาอังกฤษอีกจำนวน 100 คน จากมหาวิทยาลัยยงเหล  
ลิน และผู้วิจัยได้เลือกตัวอย่างรูปแบบการเขียนเรียงความโต้แย้งของ Hyland ปี 1990 เป็นกรอบ  
แนวคิดในการวิเคราะห์โครงสร้างในการเขียนเรียงความและการศึกษาลักษณะทางภาษาในเรื่อง  
กาล จุดยืนผู้เขียน และกริยาช่วย ของเรียงความดังกล่าว ผลการศึกษาพบว่าเรียงความโต้แย้งส่วนใหญ่  
ถูกเขียนโดยอีกรูปแบบตาม 3 ขั้นตอนหลัก ๆ ที่ Hyland ได้เสนอไว้ และผลการวิจัยพบว่าไม่มี  
ความแตกต่างอย่างชัดเจนในส่วนของโครงสร้างเรียงความระหว่างนักศึกษาทั้ง 2 กลุ่ม ท้ายสุดจาก  
ผลของการวิจัยนี้ ผู้วิจัยได้เสนอแนะข้อคิดในการสอนการเขียนเรียงความโต้แย้งและหัวข้อในการ  
ทำวิจัยต่อยอดไว้ด้วย

สาขาวิชาภาษาอังกฤษ  
ปีการศึกษา 2553

ลายมือชื่อนักศึกษา \_\_\_\_\_  
ลายมือชื่ออาจารย์ที่ปรึกษา \_\_\_\_\_

LI QIAN : A COMPARATIVE GENRE ANALYSIS OF ENGLISH  
ARGUMENTATIVE ESSAYS WRITTEN BY ENGLISH MAJOR AND  
NON-ENGLISH MAJOR STUDENTS IN AN EFL CONTEXT. THESIS  
ADVISOR : ISSRA PRAMOOLSOOK, Ph.D., 148 PP.

ARGUMENTATIVE ESSAY/ GENRE ANALYSIS/MOVE-STEP STRUCTURE/

Argumentative writing has long been regarded as an essential mode of written discourse. However, argumentative writing is a difficult type of text for students, especially for non-native learners. Despite some studies on argumentative essays across ages, grade levels, cultures and languages, research has not yet been conducted on writers from different disciplines in the Chinese context. The purpose of this study was to investigate and compare the current rhetorical patterns of argumentative essays produced by English and non-English major students in TU. Two sets of corpus of English argumentative essays written by Tongren University students were built, 100 from English majors and the other 100 from non-English majors. Hyland's model (1990) was adopted as the analytical framework to analyze the move-step structure of the essays, and their linguistic features in terms of tense, attitudinal stance, auxiliary verb and markers were also investigated. Results revealed that the majority of the argumentative essays were found to follow the three stages and include obligatory moves set in the model. Findings showed that there were no significant differences in terms of move-step structure between the essays written by these two groups of students. The pedagogical implications based on the results of the study were proposed and the ideas for future research were discussed.

School of English

Student's Signature \_\_\_\_\_

Academic Year 2010

Advisor's Signature \_\_\_\_\_

## **ACKNOWLEDGEMENTS**

I would like to express my gratitude to the many people for their encouragement, assistance, and support which enabled me to complete this research.

First, I wish to express my sincere gratitude to Dr. Issra Pramoolsook, my thesis advisor, for his encouragement, advice and guidance about this research. I am very grateful to him for all the help he has kindly given to me. It was he who first inspired and interested me in the field of genre analysis. Without his assistance, it would not have been possible for me to complete this work. I also would like to express my gratitude to Assoc. Prof. Dr. Anchalee Wannaruk, Dr. Jitpanat Suwanthep and Dr. Butsakorn Yodkamlue for their valuable comments, advice and warm encouragement.

Many thanks and appreciation go to all teachers in School of English, Institute of Social Technology, Suranaree University of Technology. The knowledge obtained from them helped me grow academically and laid a theoretical and practical foundation for the completion of my work.

I am very pleased to acknowledge those who participated in the pilot study and the main study for their help with my data collection and conducting the interview. Without them, my research would not have been possible.

My heartfelt thanks go to all my colleagues who encouraged me a lot and worked as coordinators during my data collection, for their help and cooperation, without all

of which I could not have completed this thesis. I wish to express my respect and most grateful thanks to Tongren University for providing me support during my study in Thailand.

Last but not least, I wish to express my gratitude to my family for their continuous love, care, understanding and assistance. Without all of which, my thesis would have not been possible. It is really heartwarming to me throughout this project.

Li Qian

# TABLE OF CONTENTS

|   | <b>Page</b> |
|---|-------------|
| <b>ABSTRACT (THAI)</b> .....                                | I           |
| <b>ABSTRACT (ENGLISH)</b> .....                             | II          |
| <b>ACKNOWLEDGEMENTS</b> .....                               | III         |
| <b>TABLE OF CONTENTS</b> .....                              | V           |
| <b>LIST OF FIGURES</b> .....                                | IX          |
| <b>LIST OF TABLES</b> .....                                 | X           |
| <b>CHAPTER</b>  |             |
| <b>1. INTRODUCTION</b> .....                                | 1           |
| 1.1 Background to the Study.....                            | 1           |
| 1.1.1 Importance of English Language Teaching in China..... | 1           |
| 1.1.2 Development of ELT in China.....                      | 3           |
| 1.1.3 ELT in Universities in China .....                    | 5           |
| 1.1.4 The Context for the Present Study.....                | 6           |
| 1.2 Statement of Problems .....                             | 9           |
| 1.3 Purposes of the Study.....                              | 11          |
| 1.4 Significance of the Study .....                         | 12          |
| 1.5 Research Questions .....                                | 13          |
| 1.6 Terms Used in the Present Study .....                   | 13          |
| 1.7 The Structure of this Proposal.....                     | 15          |



## TABLE OF CONTENTS (Continued)

|   | <b>Page</b> |
|---|-------------|
| <b>2. LITERATURE REVIEW</b> .....                               | 17          |
| 2.1 The Product and Process Approaches in English Writing ..... | 17          |
| 2.2 Genre & Genre Studies .....                                 | 20          |
| 2.2.1 Definitions of Genre.....                                 | 20          |
| 2.2.2 Three Traditions of Genre Studies .....                   | 22          |
| 2.2.3 Overlaps and Distinctions among the Three Traditions..... | 25          |
| 2.2.4 Genre-Based Approach in Teaching Writing.....             | 27          |
| 2.2.4.1 Schema Theory .....                                     | 28          |
| 2.2.4.2 Explicit Instruction.....                               | 28          |
| 2.3 Argumentative Essay .....                                   | 30          |
| 2.3.1 Defining Argumentative Essay .....                        | 30          |
| 2.3.2 The Organization Structures of Argumentative Essays ..... | 34          |
| 2.3.3 Studies on Argumentative Writing .....                    | 37          |
| 2.4 Corpus-Based Studies .....                                  | 45          |
| 2.4.1 Discourse Analysis.....                                   | 46          |
| 2.4.2 Genre Analysis .....                                      | 47          |
| 2.4.3 Lexical Studies & Grammar Studies.....                    | 48          |
| 2.4.4 Linguistic Features.....                                  | 49          |
| 2.4.5 Language Learning and Teaching.....                       | 50          |
| <b>3. METHODOLOGY</b> .....                                     | 52          |
| 3.1 Data & Data Collection.....                                 | 52          |

## TABLE OF CONTENTS (Continued)

|  | <b>Page</b> |
|--|-------------|
| 3.1.1 Writer Participants .....                | 51          |
| 3.1.2 Procedure .....                          | 53          |
| 3.2 Analytical Framework.....                  | 54          |
| 3.3 Analysis Procedure .....                   | 58          |
| 3.4 Pilot Study.....                           | 60          |
| 3.4.1 Rationale of the Pilot Study .....       | 60          |
| 3.4.2 Methodology .....                        | 61          |
| 3.4.2.1 Data and Data Selection.....           | 61          |
| 3.4.2.2 Data Analysis .....                    | 61          |
| 3.4.3 Results and Discussions .....            | 62          |
| 3.4.3.1 Move Analysis .....                    | 62          |
| 3.4.3.1.1 Moves not Used at all.....           | 62          |
| 3.4.3.1.2 Moves Always/Mostly Present .....    | 63          |
| 3.4.3.1.3 Differences between EM and NEM ..... | 65          |
| 3.4.3.1.4 A Non-Argumentative Essay .....      | 67          |
| 3.4.3.1.5 New Moves .....                      | 67          |
| 3.4.3.2 Linguistic Features.....               | 68          |
| 3.4.4 Conclusion .....                         | 71          |
| <b>4. RESULTS AND DISCUSSION .....</b>         | <b>73</b>   |
| 4.1 Results.....                               | 76          |
| 4.2 Discussion .....                           | 79          |

## TABLE OF CONTENTS (Continued)

|  | <b>Page</b> |
|--|-------------|
| 4.2.1 Non-Argumentative Essays.....                    | 79          |
| 4.2.2 Moves Always/Mostly Present .....                | 80          |
| 4.2.3 Moves Rarely Present .....                       | 83          |
| 4.2.4 Non-Arguments.....                               | 84          |
| 4.2.5 New Moves .....                                  | 86          |
| 4.2.6 Differences between EM and NEM .....             | 90          |
| 4.2.7 New Move-Step Pattern .....                      | 92          |
| 4.3 Linguistic Features .....                          | 93          |
| <b>5. CONCLUSION AND PEDAGOGICAL LIMITATIONS .....</b> | <b>101</b>  |
| 5.1 Conclusion .....                                   | 101         |
| 5.2 Pedagogical Implications .....                     | 106         |
| 5.3 Directions for Future Study.....                   | 117         |
| 5.4 Limitations of the Study.....                      | 118         |
| <b>REFERENCES.....</b>                                 | <b>121</b>  |
| <b>APPENDICES.....</b>                                 | <b>134</b>  |
| <b>CURRICULUM VITAE.....</b>                           | <b>148</b>  |

## LIST OF FIGURES

| <b>Figures</b>                              | <b>Page</b> |
|---|-------------|
| 2.1 Li's Product Approach Model (2000)..... | 18          |
| 2.2 Li's Process Approach Model (2006)..... | 18          |
| 2.3 Toulmin's Model (1958).....             | 35          |
| 2.4 Hyland's Model (1990).....              | 35          |
| 2.5 Derewianka's Model (1990).....          | 36          |
| 2.6 Veel's Model (1997).....                | 36          |
| 2.7 Lock and Lockart's Model (1998).....    | 36          |

## LIST OF TABLES

| <b>Tables</b>  | <b>Page</b> |
|--|-------------|
| 3.1 Four Argumentative Essay Models.....                             | 54          |
| 4.1 Occurrence Percentage of Moves .....                             | 76          |
| 4.2 Occurrence Percentage of Tenses in the Information Move.....     | 94          |
| 4.3 Frequency of Phrases in the Proposition Move .....               | 95          |
| 4.4 Frequency of Words in the Proposition Move .....                 | 96          |
| 4.5 Frequency of Auxiliary Verbs in the Claim and Support Moves..... | 97          |
| 4.6 Occurrence Frequency of Markers in the Argument Stage.....       | 98          |
| 5.1 Modified Argumentative Essay Model for TU Students .....         | 109         |
| 5.2 Hyland's Model (1990).....                                       | 110         |

# **CHAPTER 1**

## **INTRODUCTION**

This chapter firstly discusses the background to the present study for topic contextualization and delimits EFL into a more specific context in which genre analysis is conducted by analyzing the argumentative essays written by tertiary EFL learners in a Chinese university. Then, it identifies the problems and addresses the significance of the study in this particular context. Finally it states the purposes of the present study.

### **1.1 Background to the Study**

#### **1.1.1 Importance of English Language Teaching (ELT) in China**

The widespread of English and its importance in international communication has established its status as an international language or a global language (Crystal, 1997). As economics and trade make the world ‘a global village’, English is having a great impact on the fields of economy, education and culture all over the world. In the last few decades, the English language has been gaining importance at an accelerated rate in the People’s Republic of China. China is a big country with a population of over 1.3 billion and has one of the oldest civilizations with a rich cultural history. It is perceived as one of the countries with fastest growing economy in the world. With the development of politics and economics in China since

the 1980s, there is an increasing demand to contact with different global areas. People are becoming enthusiastic to learn English throughout the country, especially since China's entry into the World Trade Organization in 2001 and the successful bid to host the 2008 Olympic Games. More and more students and adults are eager to pursue study opportunities in English speaking countries and seek job opportunities in foreign companies in China. English, thus, becomes absolutely and necessarily important all over the country. Wu (2001) pointed out that with China's increasing presence in international affairs and growing importance in global economy, there has been an unprecedented demand for proficiency in English. Definitely, English language education has been extremely important in China, and proficiency in English has been widely regarded as a national as well as a personal asset (Hu, 2002a). On the national level, English language education has been taken by the Chinese government as having a crucial role to play in national modernization and development. On the individual level, proficiency in English can lead to a host of economic, social and educational opportunities (Hu, 2005); it is a passport to higher education at home or abroad, lucrative employment in a public or private sector, professional advancement and social prestige (Hu, 2002b; 2003). People with a certain degree of proficiency in English have more opportunities to enter and graduate from university, to go abroad for further education, to secure desirable jobs in public and private sectors, foreign-invested companies or joint ventures. To sum up, English is perceived as a key to promoting international exchange, acquiring scientific knowledge and technological expertise, fostering economic progress, and participating in

international competition (Ross, 1992), as well as increasing superior national, social, and economic prestige.

### **1.1.2 Development of ELT in China**

The open-door policy initiated in 1978 plays a role of milestone in the history of English education in China. Wang (2007) identified four major phases in the development of ELT over the past two decades: the Restoration Phase, the Rapid Development Phase, the Reform Phase, and the Innovation Phase.

#### ***The Restoration Phase (1978-1985)***

Since 1978, English language teaching has undergone increasingly rapid development. The Chinese Government resumed the College Entrance Examination in 1977, and the first English Syllabus at tertiary level was issued by MOE in 1980. This syllabus only described the content of grammar teaching, while listening, speaking, reading and writing and other teaching contents were not included in this syllabus. Implementing of English teaching was based on the principles of audiolingualism and grammar-translation approaches at that time. The experts and educators felt an urgent need to reform ELT. Thus, ELT in China stepped into a Rapid Development Phase.

#### ***The Rapid Development Phase (1986-1992)***

The second phase came as a result of dissatisfaction of the traditional teaching methods, shortage of qualified teachers, and extremely limited resources. Much adjustment was made in teaching objectives for college English syllabus issued in 1986. Since the late 1980s, there has been a top-down movement to reform English language teaching (ELT) in China. An important component of this reform has been



an effort to import communicative language teaching (CLT) in the Chinese context (Hu, 2002a). CLT witnessed great changes in ELT and put it into a new stage.

### ***The Reform Phase (1993-2000)***

ELT in this phase focused more on the function of English for modernization and for international communication. The 1993 syllabi indicated the need to balance between the use of English for communication and the development of basic language skills to suit Chinese context. In 1999, MOE issued the new College English Teaching Syllabus, aiming at fostering the student English practical ability on the basis of the solid foundation of language. And this aim indicates that the focus has been shifted from grammar-translation approach in 1980s to developing four skills in 1990s.

### ***The Innovation Phase (2000 onwards)***

In order to meet the requirements and face the challenges in 21<sup>st</sup> century, MOE issued College English Curriculum Requirements (Revision) in 2004. The main teaching objective is to develop students' listening, speaking, reading, writing and translating skills. In 2007, College English Curriculum Requirements (MOE, 2007) was issued on the basis of the 2004 version. It serves as an authoritative document defining a new set of objectives, prescribing the content to be covered, recommending teaching model and assessment measures, and outlining the requirements to be achieved on the English course.

This section gives an overview of ELT development in China. It provides an overall picture of what happened in each phase. The following section will specify

ELT in university context, focusing on ELT for English and non-English majors in Tongren University (TU).

### **1.1.3 ELT in Universities in China**

College English in China refers to the English instruction for non-English majors who make up the largest proportion of students studying at the tertiary level. Each year, millions of students are enrolled in English instruction for non-English majors in colleges and universities. These students pursue undergraduate degrees in a variety of disciplines such as arts, sciences, engineering, medical science, and so on.

For all university non-English majors, a study of college English for two years is required. Students take a total of 240 teaching hours of English – about 60 hours each term (3 hours each week) – in order to meet the basic requirements. To examine the implementation of the curriculum and to evaluate classroom teaching and learning, students are assessed by taking a nationwide, standardized English proficiency test called College English Test Band 4 (CET-4) during or after the course. College English Test Band 6 (CET-6) can be taken after students pass CET-4. These two tests focus on testing students' language proficiency in grammar, vocabulary, listening, reading, and writing. Most of the test items are designed in multiple-choice format.

Based on the new requirements of economic and educational development, MOE issued new English Curriculum for English Majors in University in 2000. The aim of the curriculum is to cultivate multi-purposes English talents with solid basic skills, extensive knowledge, powerful ability and high quality. In order to achieve this purpose, three types of courses are offered, namely, English professional skills (listening, speaking,

reading, writing and translation), English professional knowledge (linguistics, English and American literature, and lexicology) and related professional knowledge (diplomacy, business, law, management, news, education, science and culture). The required teaching model is learner-centered pattern, aiming to develop student innovation ability. The evaluation of students' learning is mainly conducted through summative assessment, based on a variety of examinations and nationwide tests, such as TEM-4 (Test for English Majors Band 4) and TEM-8 (Test for English Majors Band 8). The total time for English majors in four years is more than 2000 hours and less than 2200 hours.

After a brief introduction to the ELT in universities in China, the context will be narrowed down into the teaching context where the present study will be conducted.

#### **1.1.4 The Context for the Present Study**

Tongren University (TU), whose predecessor is Tongren Teachers College, with approval of Chinese Ministry of Education, was founded in 2006. It is a new founded local comprehensive university, and it mainly prepares students for future career as middle school teachers. It is situated in Tongren city, which lies in the east of Guizhou Province. Compared with big cities in China, the economy and education in this region are backward for historical reasons. Therefore, the teaching and learning English there would be more challenging and demanding. TU is a small-sized university with a student population of about 7000. TU provides language programs of learning English as a foreign language for both English majors and non-English majors.

There are more than 40 faculty members in the English department, and about 20 instructors offer classes on different levels and skills for English majors. English major undergraduate students in TU are 553 in total. The other 20 teachers are responsible for College English instruction. Most teachers are BA holders and now some of them are working on MA. The staff structure in the English Department tends to be unbalanced. Young and less experienced teachers, who have been teaching for a short period, make up the majority of the faculty population. The vast majority of students at the university (80%) come from Tongren Prefecture. Each year, approximately 1500 students enter English classes. Generally, each English class comprises 50 to 60 non-English major students, or 30 to 40 English major students.

#### *An Overview of the College English Course & English Writing Course*

College English course is a compulsory course for all first and second year non-English major students in TU. The course equips students with basic English skills and knowledge which could be the reference for examinations and potential benefits for future career. The “one-teacher-package-class” model has been taken in College English classroom in which every English teacher teaches five skills. Unsurprisingly, in three hours per week teaching, compared with instruction in listening, and reading, much less attention has been devoted to writing. The textbooks for non-English majors are extensive ones which contain listening, speaking, reading, writing and translation sections. For the writing section, students are just asked to follow the sample models in textbooks without explicit instruction. The main writing

tasks in the textbooks focus on practical writing, such as notes, greetings, invitations, letters and resumes etc. Inadequate attention to writing attributes to large class size, time constraint, students' relatively low English proficiency, and the teacher's limited training in teaching writing (You, 2004).

For English majors, a writing course is offered to the university students only in term seven with two hours per week. The Writing Course is viewed as a difficult course. So this may be the reason why this course is offered quite late because writing expects the writer to have high English proficiency as well as good writing skills. This writing course aims to improve students writing ability and help students compose good pieces of writing. On completion of this course, students will be able to write a variety of genres, such as letters, notes, notices, essay, book reports, course thesis and formal letters. The textbook for this course is designed by some experienced professors (Ding & Wu, 2005) in China and published by Higher Education Press. It consists of eight chapters arranged in the order from word, sentence, and paragraph level to essay level. Normally, the teacher teaches the course based on the principle of 'from simplicity to difficulty'. One characteristics of this textbook is the wide use of example sentences and paragraphs, and sample texts, half of which are selected from original English works and the rest are produced by Chinese students. These examples not only help students understand the ways of English writing, but serve also as models for them to follow. In addition, at the end of each chapter, exercises are offered for students to practice. However, nothing is

perfect and one big flaw of this textbook is the absence of writing argumentative essay in the essay composition chapter. Argumentative writing has long been highly regarded as an essential mode of writing discourse. Argumentative texts are required to produce in a variety of contexts. In academic settings, argumentative writing is an essential tool for students who have to write persuasively to make other people to accept their point of view on a particular topic. For test-takers, argumentative essay is a required genre to produce in different tests or exams, ranging from national level (CET-4, CET-6, TEM-4, TEM-8) to international one (TOEFL, IELTS). In workplace, individuals may try to persuade others to support their proposals or opinions. Obviously, competence in argumentative writing is especially vital for university students.

## **1.2 Statement of Problems**

Argumentative writing is an important and difficult type of text for students. Ferris (1994) stated that it is especially problematic for non-native learners because they have both linguistic and rhetorical deficits. Crowhurst (1991) noted that in student argumentative writing, one weakness is poor organization associated with a lack of knowledge of argumentative structure, and failure to elaborate reasons to support the arguments. The other weak point would be stylistic inappropriateness which the student writers have little knowledge of. Normally, they may produce inappropriate style of writing by using inappropriate registers of language, and wrong connectors (Crowhurst, 1987).

Gao (2007) identified a major problem of the lack of input of genre knowledge in teaching English writing in Chinese universities. The problem can be attributed mainly to inadequate emphasis placed on genre learning. Regardless of the variety of genres expected to be learnt by students, the curriculum and the textbooks do not put enough weight on genre teaching. Texts in textbooks are often simplified or adapted versions of authentic texts, or specially written texts with a view to covering particular grammar items and suiting students' linguistic competence. Such texts do not represent the target genres. Moreover, learners are not sensitized to the generic conventions concerning why the texts are written as they are and how they work. The real fact is that grammatical competence has traditionally been given the most important place in the teaching of languages, but generic competence has always been overlooked.

Genre is defined by Hyland as “abstract, socially recognized ways of using language for particular purposes” (2003a, p. 18). The purpose of an argument is trying to convince someone to agree with a claim you are making. To achieve this purpose, a clear idea regarding the key elements of argumentative essay genre is expected. Ferris (1994) further pointed out that little exposure to the convention of formal argumentation for ESL/EFL students would be another major problem. ESL/EFL students used simple sentences, less variety of sentence types and word choices because they had limited background knowledge of English forms of argumentation.

Inevitably, most English and non-English majors in TU are struggling with composing argumentative essay. Comparing with English majors, non-English majors have more difficulties and greater challenges when writing an argumentative essay. No

specific writing course and textbook are offered to them. In other words, these students have inadequate exposure to argumentative writing structure, and have little knowledge of this genre. As for English majors, one term of writing course and a textbook are offered; however, this textbook excludes writing argumentative essay in essay composing chapter. Still worse, writing teachers normally just follow the textbook, so there is no specific instruction to argumentative writing. In conclusion, writing argumentative essay is a demanding task for both English majors and non-English majors for inadequate exposure to this genre and little explicit instruction.

### **1.3 Purposes of the Study**

As mentioned above, argumentative essay plays an important role both in academic setting and in taking exams. However, students in TU are not informed of structure of argumentative essay so they are unfamiliar with the structure of this genre. The major purpose of the study is therefore to investigate current rhetorical patterns of argumentative essays produced by English and non-English major students in TU, so that the weaknesses of their writing could be identified, and therefore the improvement could be suggested. The second purpose is to explore current linguistic features of argumentative essay written by English and non-English major students in TU so that the information about language use could be obtained. The third purpose is to find out the similarities and differences by comparing the argumentative essays written by these two groups of students, so that the teachers could adapt in different ways when teaching different groups of students this genre. The last purpose is to



explore a possibility of using the findings from this research to compliment the good argumentative essay framework to propose a more suitable model for Chinese students in this particular context.

#### **1.4 Significance of the Study**

The study is significant because by analyzing the argumentative essays produced by students in TU using a selected framework, perhaps a certain current rhetorical patterns of argumentative texts composed by students in my context can be identified. Through the identification, weaknesses of these students will also be revealed and hopefully remedial can be proposed. Also, the significance for the present study is to be able to find out disciplinary differences in student argumentative writing to find out if there are any differences in the writing pieces in the same genre produced by students from different disciplines. At the same time, it may offer a valuable resource in the form of a rhetorical model for assisting writing instructors to help their students produce effective argumentative essays. The results from the study could increase students' awareness of rhetorical elements of argumentative structure, and remind textbooks designers and writing instructors of the existing gap between what they provide for learners and what students need to know about argumentative writing. Thus, it can recommend them on the development of curriculum materials and activities for writing classes. In addition, at least it could be a reference for those who intend to teach the genre of argumentative essay in EFL context and equip themselves with necessary input of knowledge of this genre.

## **1.5 Research Questions**

1. What are typical move-step structures of argumentative essays written by TU English major and non-English major students in current situation?

2. What are eminent linguistic features of argumentative essays written by TU English major and non-English major students?

3. What are similarities and differences in terms of move-step structure and linguistic features in argumentative essays between TU English major and non-English major students in?

## **1.6 Terms Used in the Present Study**

### **College English**

College English is a required basic course for all first and second year undergraduate non-English major students in China. The objective of College English is to develop students' ability to use English in a well-rounded way, so that in their future studies and careers as well as social interactions they will be able to communicate effectively.

### **CET**

The College English Test (CET) is a large-scale standardized proficiency test administered nationwide by the National College English Testing Committee on behalf of the Higher Education Department of the Ministry of Education (MOE) in China. The purpose of the CET is to examine the English proficiency of undergraduate students majoring in any discipline except English and ensure that Chinese

undergraduates reach the required English levels specified in the National College English Teaching Syllabi. The CET is comprised of the CET Band 4 (CET-4) and the CET Band 6 (CET-6). The both are held twice a year at the end of each semester. The students who have passed the CET-4 can take the CET-6.

### **TEM**

The Test for English Majors (TEM) is a nationwide proficiency test administered by the National Foreign Language Teaching Guiding Committee on behalf of the Ministry of Education (MOE) in China. TEM aims to examine the English proficiency of undergraduate English major students and ensure them to reach the required English levels specified in the National English Teaching for English Major Syllabus. TEM consists of TEM Band 4 (TEM-4) and the TEM Band 8 (TEM-8), which test listening, reading, vocabulary and grammar, writing, and translation. Passing the TEM-4 is a graduation requirement. TEM-8 is the highest level for English major students; it is taken during the end of the last academic or senior year.

### **Genre Analysis**

Genre analysis in the present study is conducted from two perspectives. It investigates the move-step structures of the genre of argumentative writing by students in TU, and identifies the linguistic features. Analyzing genre means investigating instances of conventionalized textual artifacts in the context of specific institutional and disciplinary practices in order to understand how members of specific discourse communities construct, interpret and use this genre to achieve their community goals and why they write it the way they do.

### **Linguistic Features**

Linguistic Features in the present study are concerned with the following four aspects: the tenses in the Information move, attitudinal stance in the Proposition move, auxiliary verbs in the Claim and Support move and markers in the Argument stage.

### **Argumentative Essay**

An argumentative essay can be defined as a kind of writing that starts with a controversial topic, followed by the writer's statement to show his or her position and delimit the topic. Then, the writer clarifies his or her point by providing logical, reasonable reasons along with elaborations to persuade readers to agree or accept his or her proposition, and that ends with a conclusion to restate the writer's position.

## **1.7 The Structure of this Thesis**

In this chapter, the background to the study is discussed. And then, existing writing problems are identified. Finally, the purposes and significance of the present study are presented.

In Chapter Two, the literature related to the present study is reviewed from three aspects: the problems with Product and Process Approach, genre and genre studies, and the use of corpus analysis.

Chapter Three presents research methodology for the present study, and a pilot study to test whether Hyland's model is workable or not in similar but much bigger corpora in the main study is reported.

Chapter Four describes the results from text analysis of 200 argumentative essays and provides the discussion of possible reasons and explanations for these results.

In Chapter Five, firstly, pedagogical implications for curriculum development, text materials design and classroom practices are proposed based on the revised model. Then, the conclusion, recommendations for future research and limitations of study are discussed.

## **CHAPTER 2**

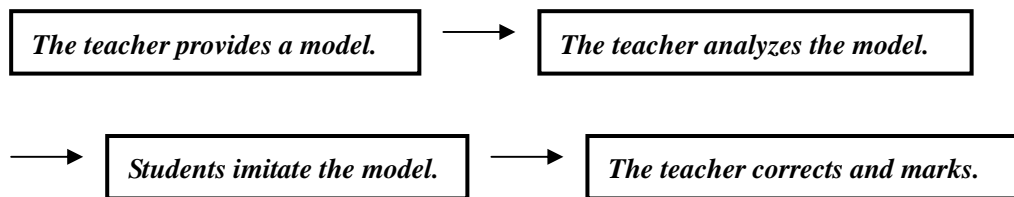
### **LITERATURE REVIEW**

This chapter first of all analyzes the constraints and limitations of product and process approaches. Then, it discusses the three traditions of genre studies and investigates overlaps and distinctions among them. Finally, it reviews what have been done on argumentative writing and corpus analysis.

#### **2.1 The Product and Process Approaches in English Writing**

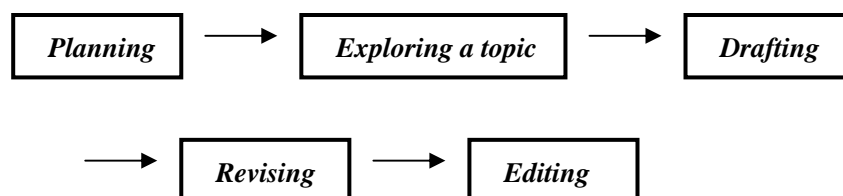
L2/FL writing instruction has been influenced much by L1 composition theories and pedagogies (You, 2004). There have been two primary dimensions of methodologies in writing classrooms: the product approach and the process approach. The product approach, built on behaviorism, focuses on final product of writing. Writing teachers think compositions should look like what is supposed to be. Brown (1994) concluded the criteria of a composition in this view: compositions were supposed to (a) meet certain standards of prescribed English rhetorical style, (b) reflect accurate grammar, and (c) be organized in conformity with what the audience would consider to be conventional. However, Li (2006) pointed out the problems of this approach which include emphasis on form rather than meaning, the lack of communicative function in a certain context, and writing without considering students' communication needs. Li (2000) suggested that the product approach needs

to be improved because in the process of writing, teachers dominate the class and emphasize on grammar and error correction too much. The following is a typical composition teaching model based on the product approach in China.



**Figure 2.1** Li's Product Approach Model (2000)

Inevitably, as a remedy of the product approach, the process approach was introduced into the Chinese ELT circle. This approach emphasizes that writing is a complicated, recursive process of discovery, and it focuses more on fluency than accuracy.



**Figure 2.2** Li's Process Approach Model (2006)

The model above is widely accepted by Chinese writing teachers. Under the guide of the teacher, students explore, discover and employ information in process of participating in writing process, which highlights the students' central role in writing process. However, many problems still exist such as ignorance of the development of

basic language competence which is what students lack and the same process for all text types without identifying writing with different genres (Liu, 2003). Hyland (2003a) discussed a number of limitations of the process approach. First, the approach represents writing as a decontextualised skill by foregrounding the writer as an isolated individual struggling to express personal meanings. It neglects the actual processes of language use. Put simply, there is little systematic understanding of the ways language is patterned in particular domains. Second, the process models disempower teachers and cast them in the role of well-meaning bystanders. This is a model of learning based on individual motivation, personal freedom, self-expression and learner responsibility, all of which might be stifled by too much teacher intervention. Third, this approach fails to characterize a certain genre. The same process for all text types leads to inexplicit teaching in the structure of target text types. Lock & Lockhart (1998) pointed out that process-oriented classroom practices lack sufficient direction in intervening in the writing process, and forms of writing necessary for academic success are not explicitly taught.

From a brief review of the product and process approaches above, it can be concluded that both approaches have weak points and limitations, such as the ignorance of developing linguistic competence, the lack of genre identification (realization), ignorance of communicative functions in a certain context, and the lack of sufficient guidance in writing process. Above all, neither of the two approaches is concerned with socially constructed meanings, ignoring the power outside the individual which helps guide purposes and shape writing. Genre-based approach



addresses these problems by offering students explicit and systematic explanations of how language functions in social contexts. This approach heavily focuses on the conventions that a piece of writing needs to follow in order to achieve communication purposes in a particular community.

## **2.2 Genre & Genre Studies**

### **2.2.1 Definitions of Genre**

The concept of genre has provided a valuable framework for researching aspects of writing, and its pedagogical applications have been intended for teaching and learning in educational contexts.

Martin (1984) gives a brief but clear definition of genre. 'Genre is a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture' (p. 25). He specifies its place in a functional model of language and social context, and defines genre as a recurrent configuration of meanings and a culture as a system of genres.

Swales (1990, p. 58) proposes a comprehensive definition in his book 'Genre Analysis: English in Academic and Research Settings' that has been extremely influential in the ESP work on genre analysis.

“A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style. Communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical action. In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience.”

The key point of this definition is the notion of genre as a class of communicative events with some shared set of communicative purposes. These events vary in their prototypicality. The communicative purpose of a particular genre is recognized by members of the discourse community.

Hyland (2003a) defines genre as “abstract, socially recognized ways of using language for particular purposes” (p. 18). He holds the belief that it is a way of getting something done to achieve some purpose through the use of language in particular contexts. Hyland further explains that

“Genre is based on the idea that members of a community usually have little difficulty in recognizing similarities in the texts they use frequently and are able to draw on their repeated experiences of particular contexts to read, understand, and perhaps write the text that occurs in them relatively easily by using conventionalized forms and communicative practices that individuals develop relationships, establish communities, and get things done” (cited in Johns et al. 2006, p. 237).

Twenty years later, Martin (2009) gives a further explanation to the original definition he proposed in 1984 in terms of educational linguistics work.

- (i) staged: because it usually takes us more than one phase of meaning to work through a genre,
- (ii) goal-oriented: because unfolding phases are designed to accomplish something and we feel a sense of frustration or incompleteness if we are stopped,
- (iii) social: because we undertake genres interactively with others (p. 13).

Martin's definition has provided the basis for the work of the Australian School of genre studies, who has focused on developing literacy in schoolchildren.

### **2.2.2 Three Traditions of Genre Studies**

From the definitions of genre from a variety of perspectives, differences can be identified existing in terms of emphasis on context or text. The term 'genre' has been interpreted in a variety of ways by experts from a number of traditions. These interpretations were concluded by Hyon (1996) who identified three traditions in genre studies: the New Rhetoric, the ESP approach, and the Australian School.

The New Rhetoric group consists of a group of experts and practitioners who work with a rhetorical tradition. New Rhetoric research mainly focuses on rhetoric, composition studies, and professional writing in L1 composition at university level, which has minimal contribution to L2 writing instruction. Many scholars in New Rhetoric studies tend to use ethnographic approach rather than linguistic methods in analysis of texts. New Rhetoric emphasizes the socially constructed nature of genre, and has helped unpack some of the complex relations between text and context. It focuses mainly on the rhetorical contexts in which genres are employed rather than detailed analyses of text elements (Hyland, 2003a). New Rhetoric has emphasized the dynamic quality of genres (Freedman & Medway, 1994). For this reason, people in this tradition strongly disagree with the explicit instruction of genres for they believe that genres are evolving through a dynamic process of interaction in a certain context, however, the inauthentic environment of the classroom fails to have the quality of the complex nature negotiations and audiences that an actual rhetorical event has (Hyland, 2004).

The ESP approach is based on John Swales's work (1990) on the discourse structure and linguistic features of scientific report. He proposed that genre is a class of communicative events which are shared by a group of people in the same community who tend to achieve the communicative purposes. These purposes are the rationale of a genre and help to shape the ways it is structured and the choices of content and style it makes available (Johns, 1997). Researchers in ESP keep the point that genre functions as a tool for analyzing and teaching the language for nonnative speakers in academic and professional settings. They tend to emphasize formal characteristics of genre more than the functions of texts (Hyon, 1996). John Swales and Vijay Bhatia are two exponents in ESP approach. The ESP approach aims to help second language learners increase their realization of global organizational patterns of range of academic writings through analyzing the structural moves. A genre in ESP work describes a class of communicative events, such as research article, dissertation, research report, seminar presentation, university lectures and business letters, etc. Those working in the Swalesian tradition (for example, Christine Feak and Tony Dudley-Evans) have tended to focus pedagogically on the tertiary level and beyond, on their mission to enable students to produce the genres required in their academic or professional settings.

The Australian School as one tradition in genre studies has based on the theory of systematic functional linguistics (SFL) which was developed by Michael Halliday. Systemic functional linguistics deals with the relationship between language and its functions in social settings. Jim R. Martin, a representative scholar of the

Australian approach, has developed the theories of genre under the systematic functional linguistics, establishing the link among form, function and context. This model of genre stresses the purposeful, interactive, and sequential character of different genres and the ways language is systematically linked to context through patterns of lexico-grammatical and rhetorical features (Christie & Martin, 1997), and it also emphasizes the significance of communicative purposes in society and aims to uncover and describe the rhetorical or schematic structures typically achieving these purposes. The Australian approach focuses on primary and secondary school genres and deals with migrant students who are learning English as a second language. “There is far greater emphasis by the Sydney School scholars on explicating textual features, using Hallidayan schemes of linguistic analysis” (Freedman and Medway, 1994d, p. 9). The emphasis at this stage is on the text’s social purpose, how this is achieved through its schematic structure, and its linguistic features.

The Australian School focuses on teaching the discourse conventions of school and workplace genres to equip students with linguistic knowledge for social success (Hyon, 1996), aiming to help the students from non-English speaking background who have inadequate exposure to a range of texts required in school, and provide access to linguistic and social resources for the adults with limited educational background. Those working in the Australian School have focused on the need to empower schoolchildren by endeavouring to provide equal access to the genres needed to function fully in society.

### **2.2.3 Overlaps and Distinctions among the Three Traditions**

These three traditions of genre have conceptual overlaps as well as differences. First of all, what they have in common is the emphasis on the function and meaning of language in context. “Genre studies aim to draw together language, content, and the context of discourse production and interpretation” (Paltridge, 2001, p. 2) “The aims of genre-based pedagogy in these different Australian contexts have been similar to those of both ESP and New Rhetoric in their overarching concern with helping students become more successful readers and writers of academic and workplace texts” (Hyon, 1996. p. 700). The practitioners of both the ESP and the Australian School hold the belief that the structures and features of the text should be taught explicitly by introducing and analyzing the models of genres. The emphasis in both traditions is on involving students in the process of composing a text of a particular genre, not simply on the text as product (Flowerdew, 1993a).

However, in terms of education context, the New Rhetoric emphasizes university composition in L1 context while the ESP approach focuses on academic and professional writing for non-English speakers at university level. The ESP approach is concerned about academic writing, such as research articles, dissertations, research reports, seminar presentations. It focuses on the implications of genre theory and analysis for ESP and English for professional communication classrooms, having nonnative speakers to familiarize themselves with language functions and linguistic conventions. Whereas, Australian work puts emphasis mainly on primary and secondary school in L1 setting, adult migrant English education and workplace training programs.

Regarding to empowering students, “New Rhetoric people think that learners are not likely to be perceived as needing the same degree of empowering as some of the key Australian populations” (Hyon, 1996. p. 702), because this tradition appreciates the nature of language. “The Australian School is concerned with teaching conventions of school genres” (Hyon, 1996. p. 701). Genre-based instruction in the Australian School is described as a tool for empowering students with linguistic resources for social success. However, since the target populations of ESP are normally graduates or people with good education, they do not need empowerment nor they are not likely to be perceived as needing the same degree of empowering as some of the key Australian populations.

For instructional framework, New Rhetoric has generally lacked explicit instructional frameworks for teaching students about the language features and functions of academic and professional genres. (Hyon, 1996). Many discourse models for ESP writing instructors are available but there are no detailed instructional methodologies in classroom. In contrast with the New Rhetoric and the ESP, the Australian School has several frameworks, and among them the Teaching and Learning Cycle earns the popularity in classroom instruction. This Teaching and Learning Cycle consists of three phases: modeling, joint negotiation text, and independent construction of text.

Also, differences lie in the emphasis on either context or text of each genre. “There is far great emphasis by Sydney School scholars on explicating textual features, while North American work has focused on unpacking complex relations

between text and context” (Freedman and Medway, 1994. p 9). They also pointed out that the most striking difference is both the prescriptivism and the implicit static vision of genre expressed in the Sydney School. In contrast, North American theorizing has emphasized ‘the dynamic quality of genres’. And ESP practitioners put much emphasis on communicative events in particular contexts. The ESP addresses a crosscultural and L2 dimension of writing instruction that is often lacking in SFL and New Rhetoric (NR) work, and it is more linguistic than NR and more oriented to the role of social communities than the Australian School (Hyland, 2004).

The present study will conduct genre analysis of argumentative essays written by the students in TU. Based on the definitions and overview of the three traditions of genre studies, argumentative writing in this study is regarded as a micro genre according to the tradition of Australian School. Similar to other genres, this genre has its typical conventionalized forms and communicative purposes in a particular genre-using community. The writers who lack the familiarity with the conventions of this genre may struggle to compose appropriate texts. Therefore, the genre knowledge shared by a particular genre-using community offers a guideline and framework to analyze the texts of such genre.

#### **2.2.4 Genre-Based Approach in Teaching Writing**

Schema theory and explicit instruction play significant roles in genre-based approach in teaching writing. They result in a good design of writing course and effective writing instruction to a certain extent.



#### **2.2.4.1 Schema Theory**

Schema theory plays a significant role originally in reading comprehension. It provides the relevance of schema-theoretic views of reading to the teaching of reading to EFL/ESL students (Carrel, 1983a). Schema theory suggests that readers can interact with a text effectively if they are able to relate it to something already known. From this perspective, schema theory is applied into teaching writing because schema activation stimulates student ideas for writing and to prepare what will be needed to create an effective text (Hyland, 2004). Carrel (1983b) distinguished the formal schema from the content schema, and she demonstrated that the formal schema is knowledge of how texts are organized, and what main features of particular genres are. Knowledge about text types are indispensable to understanding, enabling the reader to correctly identify and organize information by locating it in a conventional frame (Hyland, 1990). Schema activation helps students understand the conventions of organization, grammar, vocabulary, and content associated with a genre (Hyland, 2004). Thus, familiarity with text organization and conventional structures enable writers to compose more effective texts of the same genre.

#### **2.2.4.2 Explicit Instruction**

Hyland (2004) proposed the principles of a genre-based approach which offer teachers in designing an L2 writing course. Writing with explicit outcomes and expectations is one of the important principles in genre-based approach. He demonstrated that explicit instruction helps students understand how texts are

organized in distinctive ways to achieve particular goals and suggested that teachers need to identify what is to be learned and assessed and to provide learners with the resources to achieve specific outcomes. Such instruction offers students an explicit understanding of how target texts are restructured and why they are written in the ways they are (Hyland, 2007). This explicitness gives teachers and learners something to shoot for making writing outcomes clear rather than relying on hit or miss inductive methods whereby learners are expected to acquire the genres they need from repeated writing experiences or the teacher's notes in the margins of their essays (Hyland, 2003b). By providing learners with an explicit rhetorical understanding of texts and a metalanguage by which to analyze them, genre teachers can assist students to see texts as artifacts that can be explicitly questioned, compared, and deconstructed, thereby revealing their underlying assumptions and ideologies (Hyland, 2003b). Genre-based approach offers teachers a means of presenting students with explicit and systematic explanations of the ways writing works by pulling together language, content and contexts (Hyland, 2007).

These two aspects reviewed above will be discussed in the Pedagogical Implications section in Chapter Five, which provides a link of schema theory and explicit instruction with genre-based approach.

## **2.3 Argumentative Essay**

### **2.3.1 Defining Argumentative Essay**

The terms ‘argument’ and ‘persuasion’ are used interchangeably in much of research. The term ‘persuasion’, originally from ancient Greek, was developed by the Greek philosopher Aristotle. According to Aristotle, a well-organized persuasion has three major components: introduction, argument and counterargument, and epilogue. Ethos, pathos and logos are three means of persuasion in persuasive discourse. Ethos is used in order to create a positive character of the writer; pathos is used when the audience is set into an emotional state by the speaker; and logos is employed when the speaker appeals to the reasonable side of the audience by using rational arguments. In order to make a well organized persuasion, a persuader must take the means of persuasion, the language, and the arrangement of the content into account.

Then, what is argumentative essay? Generally, argumentative writing refers to the type of writing that the writers write arguments in response to a persuasive topic by providing sound reasons to support it. According to Longman Dictionary of Teaching and Applied Linguistics, “Argumentative writing attempts to support of a controversial point or defend a position on which there is a difference of opinion” (p. 337).

Writing an argumentative essay is more challenging because producing an argument is more cognitively demanding than producing narrative (Crowhurst, 1990). In argumentative writing, the writer holds a position on a controversial issue, provides reasons and opinions, clarifies, and illustrates those opinions to persuade the audience

to agree or disagree with an issue (Reid, 1988). Applebee (1984) defines argumentative writing in a narrow perspective as “the writing that has a hierarchical, analytic structure and requires critical arguments to be systematically supported” (p. 87).

Connor (1987) gave a broad definition of argumentative writing: “written persuasive discourse integrates the rational and affective appeals and the appeals to credibility” (p.185). She stated that the task of persuasion is a complex cognitive process of problem-solving requiring the writer’s awareness of the audience expectation, the writer’s purpose, the rhetorical pattern, and the context of situation or problematic situation. According to Connor (1990), argumentative writing aims to change the reader’s initial opposing position to the final position that equals to the writer’s. Choi (1988, p.17) defines argumentative writing as “one kind of writing whose main purpose is to persuade the reader to accept the writer’s belief or opinion”. That is, the writer has a responsibility to demonstrate his or her position clearly to the reader. Thus, audience awareness is vital in an argumentative writing. Both Connor and Choi took audience awareness into consideration, but Connor provided a broader perspective on argumentative writing, taking it as a process of problem solving.

Reid (1988) indicated that the goals of argument include presenting an opinion to the reader, explaining, clarifying and illustrating that opinion, and persuading the reader that the opinion is valid to move the reader to action. An argument aims to convince the reader that the opinion is correct or, for a hostile audience, persuade the reader that the opinion is at least worth considering. Reid also suggested the process of achieving the goals of argumentative writing in which the

writer needs to decide upon the controversial topic or issue including making a list of arguments for two sides (usually a controversy has two sides, that the argument must be able to be answered “yes ” and “no” by different audience), write a thesis, develop reasons or arguments and organize them in order of importance and strengths, and use supporting evidence such as facts, examples, physical descriptions, statistics, and personal experiences.

Crowhurst (1990, p. 349) defines an argumentative essay as the kind of “writing that the writers take a point of view and support it with either emotional appeals or logical appeals”. Crowhurst focuses much on writers’ role in writing an argumentative essay instead of readers. In argumentative writing, the writers are expected to view writing as the act of persuasion in which they intend to persuade the reader to accept their position on the given topic or issue. That is, the student writers composing an argumentative essay need to have a careful plan by analyzing the presumed audience, anticipating and addressing the reader’s opposition, and producing thought-provoking arguments or reasons to convince the readers to think or act in the same way as the writer expects (Connor, 1990). To conform to the rhetorical approach of an argumentative essay, the student writer has to focus on a controversial issue, take a position and offer reasons and supporting evidence to persuade the reader to agree with him or her.

Obviously, these definitions indicate that the main elements of an argumentative essay consist of a controversial topic, the writer’s position, critical arguments, and reasons to support the position. The purpose of an argumentative

writing is to convince the reader to accept the writer's proposition. Writing an argumentative essay is difficult because it needs not only to be well organized around a clear thesis through illustration, but also to influence the reader's attitudes and viewpoints. Thus, the students' success in writing an argumentative essay lies in taking audience awareness into consideration, arranging and organizing components required in an argumentative discourse in a logical, systematic, and effective way. To achieve this purpose, students should be familiar with the way how an argumentative writing is structured.

Based on the review above, it seems that in writing an argumentative essay, the writer is expected to argue in support of his/her position on an issue to bring about the changes in attitudes, beliefs, and points of view in the readers. The production of argumentative writing occurs in the certain complex stages, and it requires the writer to attend to the context of situation and rhetorical goals, and it requires the writer to include several steps following the convention format of the essays: the introduction, the body and the concluding paragraph.

In my context, student writers are generally required to write argumentative essays on a variety of topics, such as *Should the University Campus be Open to Tourists? Should Students be Free to Choose Lecturers? Will Tourism Bring Harm to the Environment? Saving Money or Spending Tomorrow Money?* Therefore, a typical argumentative essay is expected to write like this: with a given controversial topic, student writers are required to present their own viewpoint about this controversial

issue, and provide logical, reasonable reasons to support their own propositions. Finally, they need to draw a conclusion about what they stated earlier. Based on these requirements and the particular situation in the institution where the present study will be conducted, argumentative essay can be defined as a kind of writing that starts with a controversial topic, followed by the writer's statement to show his or her position and delimit the topic. Then, the writer clarifies his or her point by providing logical, reasonable reasons along with elaborations to persuade readers to agree or accept his or her proposition, and that ends with a conclusion to restate the writer's position.

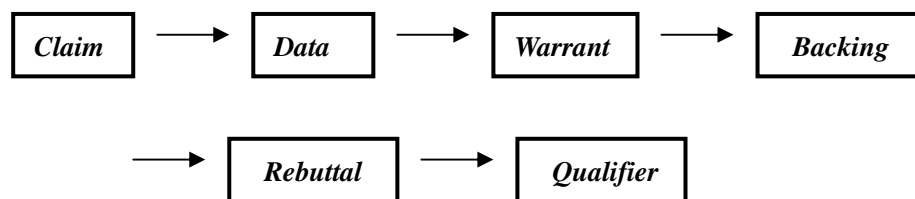
### **2.3.2 The Organizational Structures of Argumentative Essays**

A number of conventional structures or organizational patterns of argumentative writing have been explored and proposed by some scholars, and these patterns have been used as models for learners to follow and a criterion for teachers to evaluate students' writing quality.

“Superstructure is the organizational plan of any text and refers to the linear progression of the text” (Connor, 1990. p. 74). Tirkkonen-Condit (1985) proposed that an argumentative text can be described as a sequence which contains structural units of *situation*, *problem*, *solution*, and *evaluation*. In this study, the essays received one point for each of the components of superstructure: Two independent raters achieved a 100 percent agreement in identifying the occurrence of the superstructure components in the sample essays. In the study done by Connor (1987), after analyzing the argumentative essays written by learners from different

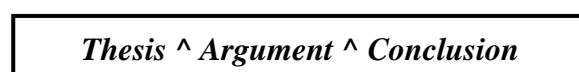
countries, Connor identified the same structure units as did Tirkkonen-Condit. The students' writing follows the same organizational pattern: Situation or introduction of the problem, problem development, solution, and evaluation of the solution. "The situation slot was reserved for background material, and the evaluation slot was used to evaluate the outcome of the suggested solution" (Connor, 1990. p. 74).

Other researchers proposed the rhetorical structure of argumentative writing in a different way. Toulmin (1958) proposed the earliest model for analyzing argumentative writing. Toulmin's model contains six elements. The first three are essential components of arguments including the claim, the data and the warrant. The rest are the backing, the rebuttal, and the qualifiers (see Figure 2.3).



**Figure 2.3** Toulmin's Model (1958)

Hyland (1990) proposed a preliminary descriptive framework of generic structure of argumentative essay. In this model, each stage contains several moves which are either obligatory or optional (see Figure 2.4).



**Figure 2.4** Hyland's Model (1990)



Derewianka (1990) proposed five stages in a hortatory argument genre (see Figure 2.5).

*(Background) ^ Thesis ^ (Preview) ^ Argument<sup>(n)</sup> [Point ^ elaboration] ^ Restatement of thesis/ Recommendation(s)*

**Figure 2.5** Derewianka's Model (1990)

Veel (1997) discovered the generic structure of argumentative writing written by Australian students (see Figure 2.6).

*Thesis ^ Arguments 1-n ^ Reinforcement of Thesis*

**Figure 2.6** Veel's Model (1997)

Lock and Lockhart (1998) identified the schematic structure of the genre of argument.

*Thesis ^ Argument<sup>n</sup> ^ Conclusion*

**Figure 2.7** Lock and Lockhart's Model (1998)

The meanings of the symbols used in the structures of argumentative writing are listed below:

$\wedge$  = followed by     $n$  = reiterative     $1-n$  = the number of arguments from one to several     $( )$  = optional     $[ ]$  = embedded

Despite the different appearances between the superstructure and rhetorical structure of argumentative writing, they share something in common. In

Tirkkonen-Condit's structure (1995), the phase of the introduction to the situation of a problem is similar to the Thesis stage in generic structure of argumentative writing. Both phases leave a room for background materials. Writing an argumentative text is viewed as problem-solving process in superstructure; a reasonable solution is needed in respond to the posed problem. This phase is similar to Argument Stage in which reasons are offered to support the position. In the last phase, evaluation functions as a measure to test the outcome of the solution, and Conclusion Stage reassures the reader of the writer's point of view.

### **2.3.3 Studies on Argumentative Writing**

A few studies have compared argumentative writing across age or grade levels, examining linguistic variables (e.g. Crowhurst, 1987, 1990), language functions (e.g. Craig, 1986) or structure elements (e.g. McCann, 1989), and analyses of quantity and types of persuasive appeals (e.g. Connor, 1990). Another comparative study between native and non-native English speakers on argumentative writing examined quantity, topical structure and rhetorical variables (e.g. Ferris, 1994).

Crowhurst (1987) studied the cohesive devices used in argumentative essay by students in grades 6, 10, and 12. The findings showed that the older students used synonyms and collocation more often, and showed that grade 6 students heavily used immature conjunctives, while students in grades 10 and 11 used a wide range of conjunctives.

Craig (1986) studied language functions used in argumentative writing by students in grades 6 and 11. Students in grade 6 tended to inform than persuade, and

their language used in their writing had more characteristic of speech than of the formal style of written language. For example, they had greater use of asserting positive opinions, requests for opinion.

McCann (1989) examined the structure of arguments by students in grades 6, 9 and 12. The results of the study indicate that the ninth and twelfth grade students wrote better quality of argumentative essays than the sixth grade students. When individual argumentative traits are compared, the sixth-graders were less effective than the ninth- and twelfth-graders in stating claims and using warrants. But the ninth-graders scored higher in their use of qualifications and rebuttals than the sixth- or twelfth-graders. The study concludes that the writing quality and the use of claims and warrants increased steadily from grade to grade.

Connor (1990) conducted research on development of linguistics/rhetorical measures to analyze and evaluate argumentative student writing. The main purposes of the study are to identify linguistic and rhetorical features contributing to the evaluation of teacher raters, and examine linguistic and rhetorical features of argumentative writing. 150 essays written by high school students from three English-speaking countries were investigated. The results of the study showed that the Toulmin measure (claim, data, warrant), credibility appeal (writer's personal experiences, knowledge of the subject, awareness of audience), and syntactic factor of Abstract verse Situated Style (nominalizations, prepositions, specific conjuncts and agentless passives) were best predictors of writing quality.

The results of the study by Connor (1990) have pedagogical implications. Teachers can take these linguistic and rhetorical measures to judge students' argumentative writing instead of vague impression of their writing. In addition, when teaching argumentative writing, teachers may emphasize on argumentative structure and the use of persuasive appeals which are indicators of good writing.

Crowhurst (1990) described argumentative writing based on 1200 compositions written by students in grades 5, 6 and 7 in several different studies he conducted in 1978, 1980, 1983. The study aims at examining evidence about students' performance in writing argumentative writing and suggesting teaching strategies. The description of these essays mainly focused on the length, conclusions, organization and language. The findings of the research revealed that problems in writing argumentative essay came from the lack of content, poor structure and immature language. Based on the problems, Crowhurst suggested some instructional strategies. For example, the given topic should be important to students, group discussion and pre-writing should be encouraged to clarify their thought, and familiarizing students with linguistic forms and structures of argument is necessary to facilitate both reading and writing argumentative essays.

After examining students' performance in writing argumentative essay and identifying problems which students were facing, Crowhurst (1991) designed a follow-up study of his earlier study (Crowhurst (1990)). The purposes of the study were to investigate whether students' writing of argumentative discourse can be improved by instruction, and whether reading persuasive can improve writing of

argumentative discourse. 110 students in two sixth grade classes in each of two schools fell into four groups by sex and ability. One group was the control group and the other three were experimental groups. Instruction was given in ten 45-minute lessons over five weeks, and pretest and posttest were taken. The findings of the study showed that students' argumentative writing was improved in a variety of ways by instruction, such as improved quality, and better organization. The use of text markers and conclusions can be taught easily. In contrast, generating relevant materials is much more cognitively demanding. Thus, improvement in writing quality cannot be expected only from exposure to the model. Connor (1991) has demonstrated the practical usefulness of using Toulmin's model of argument structure to assess the effectiveness of written argumentation.

Ferris (1994) compared the argumentative writing of native and non-native English speakers. This study analyzed 60 final examination compositions randomly selected from four groups of students for quantitative, topical structure, and rhetorical variables. Two groups were non-native speakers who enrolled in a basic writing course and a second-semester course, respectively. The other two groups were native speakers enrolled in different level of writing courses for native speakers. The results of this study showed that 1) native English speakers wrote longer papers; 2) the native speaker groups had lower ratios of subtopics to sentences than the non-native speaker. The second finding has a pedagogical implication that non-native speakers could benefit from learning how to analyze the topical structure of their essays. The small corpus may be the limitation of this study.

The argumentative essays in almost all research described above were written by students of different ages or grade levels in their first language – English. And in the study conducted by Connor (1990), though the argumentative essays were written by English native speakers, the writers came from different cultural backgrounds. Ferris (1994) conducted a comparative study on argumentative essay written by native and non-native English speakers. Three studies discussed Toulmin's model (Connor, 1990, 1991; McCann, 1989; Ferris, 1994). However, these researchers investigated this model from a variety of perspectives. McCann focused on the differences in argument structure presented by students from different grades; Ferris examined the nature and effectiveness of the writers' ideas and persuasive strategies within Toulmin's model, and Connor identified that the level of reasoning measured by Toulmin analysis was a powerful indicator of writing quality. From these studies, the research gaps that inspire the present study can be identified. Firstly, the English argumentative texts were written in L1 language and much research on argumentative essays was conducted across ages or grade levels and cultures, but to the best of my knowledge, no research has been conducted on essays written by students from different disciplines in a foreign culture background. Secondly, these studies investigated a variety of aspects of argumentative essays, but there was no single study examining move-step structure. Lastly, Toulmin's model of argument structure containing elements of claim, data and warrant have demonstrated the practical usefulness to assess effectiveness of written argumentation. Obviously, this

model is more appropriate for analyzing argumentative essays written by native speakers because it requires more advanced, complex argumentative strategies and reasoning skills which rarely appeared in non-native speakers' writing. Therefore, it is expected that there is a model suitable for non natives which needs to be investigated.

Meanwhile, the studies discussed above have provided a useful basis with interesting and helpful insights and ideas for the present research. Connor's cross-national study (1990) enabled detailed comparisons among linguistic and rhetorical features used by students from three English speaking countries. Each group has its own characteristic in terms of linguistic and rhetorical features. In the present study, the cross-disciplinary study enables comparisons among linguistic and rhetorical features employed by students from different specialties. Besides this, Ferris's study (1994) identified the differences regarding to textual variables including quantitative, topical structure, and rhetorical analysis between these two groups. Similarly, the present study attempts to identify the differences in linguistic and rhetorical features between English and non-English majors.

Chen (2002) analyzed the argumentative essays written by English majors from three writing classes in a leading university in Jiangshu Province. The students went to university in the years of 1999, 2000 and 2001, respectively, and all texts were argumentative essays composed in their fourth year. The study focused on the discourse connectives which connect two sentences or two paragraphs for transitional purposes. The findings showed that students tended to use the connectives: additive,

enumerative, expository, and comparative to organize and develop the discourse text. And additives, enumerative, adversatives, logical causal and summative are used most frequently by Chinese students. Students were aware of using discourse connectives, which made the texts understandable. However, the students used few types of connectives, and sometimes overused or misused discourse connectives. Moreover, the findings have pedagogical implications for both learners and instructors. However, this study investigated the use of discourse connectives employed by students in a leading university. Generally speaking, an average student in such university has much higher English proficiency than in ordinary ones. Therefore, the findings in this study may not be generalized to my situation.

Jin (2004) studied the use of discourse connectives in argumentative essays written by Chinese students based on the CLEC. Ninety-eight compositions with the same topic were randomly selected and divided into two groups based on their composition marks in CET-6. Those who got 6 points were in basic group and those who got 10 or above 10 point were in advanced group. The research compared the two groups and found the basic group used discourse connectives slightly more frequently than the advanced group. It was found that the frequency of discourse connectives use has negative correlation to composition grades, and the misuse of connectives in writing was a serious problem.

Wang & Zhang (2006) conducted a research on the use of chunks in Chinese learners' English argumentative writing based on SWECCL corpus (Spoken and Written English Corpus of Chinese Learners) which has one million words and



3059 argumentative writing texts with the length ranging from 200 to 800 words produced by undergraduate Chinese undergraduate English majors. The results of the study showed that Chinese students used fewer types of chunks and overused three-word chunks; Chinese learners show some features of spoken register in chunk use. ‘Noun + verb chunks’ (e.g. *some people think* online resources are very useful; *paper letters* are more personal.) ‘noun chunks’ (e.g. *the generation gap* between parents and children; *degree and certificate*) and ‘verb chunks’ (e.g. *taking bath* in early morning is good for health; *I hate to eat* at night) are most frequently used by Chinese learners. They tend to use active voice sentences by overusing the first and second person pronoun ‘we’ and ‘you’. The study gave only general information about the use of chunks. For example, the study showed that two-word chunks were used most frequently.

SWECCL is a state-sponsored social sciences project which was led and designed by Professor Wen Qiufang. The argumentative essays in this corpus were written by English majors (from the first to the fourth year) from 9 universities with different levels. Therefore, the findings of this study may not be generalized to my situation because I will have two sets of corpus from English and non-English majors.

Pang (2009) compared the use of four-word lexical bundles in argumentative essay based on WECCL and LOCNESS corpora. The aim was to improve the understanding of the structure and function of lexical bundles in argumentative writing by native English speakers and non-native English learners at the university level. Pang found that the Chinese learners use 4 times as many lexical

bundles as the native speakers do, but most of them are topic-related, while the native speakers use more functional bundles. It was also found that structurally the Chinese learners use more “verb phrases with active verbs” and “noun plus verb pattern”, while the native speakers use more “noun plus preposition pattern”. Regarding to functional analysis, the Chinese learners tended to use a special type of stance bundle, “third person plural”, while the native speakers use impersonal stance bundles instead.

So far, few empirical studies have been done on argumentative essays in China. Among the existing studies, almost all examined argumentative essays were written by university students who were English majors. These studies focused on a wide range of aspects, such as discourse connectives (Chen, 2002; Jin, 2004), question patterns (Wang and Zhang, 2006a), demonstratives in argumentative discourse (Wang and Sun, 2006), chunks (Wang and Zhang, 2006b), and lexical bundles (Pang, 2009). However, none of these studies touched move-step structure of argumentative writing in the Chinese context. Therefore, to enrich the existing findings about argumentative essays in China, there is a need to investigate move-step structure of this genre composed by Chinese English learners.

## **2.4 Corpus-Based Studies**

A corpus is a body of written text or transcribed speech which can serve as a basis for linguistic analysis and description (Kennedy, 1998. p. 1). It is widely accepted that a corpus is a collection of texts which is sampled to be representative of a particular language or language variety. Kennedy (1998) also described four areas of

activity in corpus linguistics: 1) corpus design and development, 2) corpus-based descriptions of aspects of English structure and use, 3) the particular techniques and tools used in corpus analysis, and 4) applications of corpus-based linguistic description. McEnergy et al. (2006) summarized the uses of corpus based on the Kennedy's categories discussed above. Only the items below are explained here because they are regarded to be related to the present study.

#### **2.4.1 Discourse Analysis**

Research on discourse has been conducted from two perspectives: linguistic features and internal organization of texts (Biber, et al., 2007). According to them, discourse analysis is grouped into three categories: 1) the study of language use, which deals with how words and linguistic structures are used in discourse context; 2) the study of linguistic structure, which focuses on lexio-grammatical features that indicate the organization of discourse; 3) the study of social practices and ideological assumptions that are associated with language and/or communication. This approach focuses on the social functions of discourse rather than the linguistic description of particular texts.

The corpus-based approach to discourse analysis is still far from perfect. Political discourse is perhaps the most important and most widely used data in discourse analysis (Partington, 2003). In addition to political discourse, academic discourse (e.g. Piper, 2000), business discourse (e.g. Koller, 2004), and a wide range of other discourses have been analyzed. The corpus-based approach allows researchers to deal with a quantity of texts, describing accurately the discourse features (Wen, 2003; Ma, 2002). So far, the studies on discourse analysis in China

have limited to the written features of lexis or syntax in spoken discourses (e.g. He, 1998, 2003). The present study attempts to investigate linguistic structure in a written discourse to enrich the existing findings from spoken discourses.

### **2.4.2 Genre Analysis**

Corpora are also used to study different genres. Since corpora cover a wide range of genres, the corpus-based approach is appropriately employed for the study of genre analysis. Biber (1988) studied register and genre variations with the multifeature / multidimensional (MF/MD) analytical framework, which is viewed as a powerful tool for examining genre variations. MD studies investigate language use in individual texts, describing how linguistic features co-occur in each text. This approach can be used to show how patterns of linguistic features vary across individual texts, or across genres (Biber et al. 2007). This approach has been used extensively in (1) synchronic analyses of specific genres (Biber 1991; Biber and Finegan 1994; Conrad 1994); (2) diachronic studies exploring the differences between literary and non-literary genres in Early Modern English (Taavitsainen, 1997); (3) the definitional issues of genres and text types (Biber, 1989) and contrastive analyses (Biber, 1995). By using the MF/MD approach, the similarities and differences of various genres can be described in different dimensions.

However, little attention has been paid to corpus-based studies on genre analysis in the Chinese context. To fill the gap, the present study will analyze the move structure of the argumentative essays in two sets of corpora. Furthermore, linguistic features which are the realization of moves will be identified as well.

### 2.4.3 Lexical Studies & Grammar Studies

Corpora have proved to be invaluable resources for lexical studies. Lexical studies on collocation have been one main aspect in extensive use of corpora. Collocation has been studied for decades. Many linguists think that collocation refers to the characteristic co-occurrence of patterns of words. Actually, the term collocation was first used by John Firth. According to him, '*collocations of a given word are statements of the habitual or customary places of that word*' (1968, p. 181). A number of studies on collocation have been done, for example, Sinclair (1991), Hoey (1991), Stubbs (1995), McEnery and Wilson (2001) and Hunston (2002). For its center role in corpus linguistics (Wei, 2001), more and more attention has been drawn on from this field, and a number of research has been done in the Chinese context, for example, Pu (2003); Li (2003); Miao and Sun (2005) and Deng and Xiao (2005).

Corpora are also frequently used in grammatical studies. Corpus-based grammatical studies generally focus on the differences between written and spoken grammars. There are two traditions in this field. One is the Nottingham School, which got the name because the exponents Ronald Carter, Michael McCarthy and Rebecca Hughes are from the University of Nottingham. This group aims at identifying many features of spoken grammar that are absent in written grammars, while the other group, the Birmingham School (John Sinclair, Susan Hunston, Gill Francis and Elizabeth Manning) focuses on lexis in grammatical descriptions known as pattern grammar, revealing the connection between pattern and meaning instead of the traditional distinction between lexis and grammar. However, corpus-based

grammatical studies in China have been restricted to the traditional distinction between lexis and grammar. Such studies were conducted by, for example, Li (1995; 1998) and Wang (2003).

#### **2.4.4 Linguistic Features**

The analysis of linguistic features in small corpora has yielded remarkable discoveries about language use as well. For example, the choice of tense was identified in two parallel analyses of move registers by Henry and Roseberry (2001). This study compared a small corpus of introductions to guess speakers with a similar corpus of letters of application. The corpus of introductions to speakers consisted of 20 videotapes made by both English native speakers and non-native speakers. The corpus of letters of application consisted of 40 letters written by applicants from the USA, Britain, Australia, Canada, and New Zealand. Simple past tense was found in narrative mode, and present perfect tense or present perfect continuous in expository mode. At the same, a time marker or preposition of time is often found to accompany with these tenses.

Small corpus analysis can also reveal information about language variation across genres. Bondi (2001) looked at different genres within a given discourse area. Her study ranged from an analysis of functional units to specific lexico-grammatical patterns (self-projection and other-projection) used in the argumentative features of the discourse. Her research focused on meta-pragmatic expressions and the role they play in a variety of types of economics discourse in English. Some examined lexical

elements in this study belong to meta-argumentative expressions. Many refer to argumentative procedures, either to the semantic area of active roles (Claim and Justification), or to roles with a passive component, like agree, disagree.

#### **2.4.5 Language Learning and Teaching**

Corpus-based research has contributed to language learning and teaching since 1990s from three aspects: the direct use of corpora in teaching, the indirect use of corpora in teaching, and further teaching-oriented corpus development. The direct use of corpora consists of three aspects: teaching corpus linguistics as an academic subject, providing students with corpus knowledge, and teaching language and linguistics courses with corpus-based approach. The direct use of corpora has been extensively discussed by, for example, Tribble (2000) and Aston (2001). As for the indirect use of corpora, it is extensively used in syllabus design, materials development (e.g. Hunston, 2002; Sinclair, 2000). Finally, teaching-oriented corpora are particularly useful in teaching languages for specific purposes (LSP corpora) (Hyland, 1999; Carter and McCarthy, 2004; Hinkel, 2004), and in research on LI (developmental corpora) and L2 (learner corpora) acquisition (Carter and McCarthy, 1995). The implications of learner corpora have been used for curriculum design, materials development and teaching methodology (Keck, 2004). In China, learner corpora attract more attention of researchers, and studies on learner corpora focus mainly on CEA (Computer-aided Error Analysis) (for example, He, 2001; Wen, 2003; Gu and Wang, 2005) and CIA (Contrastive Interlanguage Analysis) (e.g. Ma, 2002; Deng, 2006). This research will benefit from indirect use of corpora in syllabus design,

materials development. The present study will save valuable raw database and serve as an evidence for improvement in writing course design and a reference for selection of appropriate writing textbooks for TU students.

This chapter provides a theoretical knowledge and framework for the present study. Through reviewing related literatures concerning the research topic, the limitations of the product and process approaches were identified. Thus, genre-based approach, putting emphasis on communicative purposes in social context, was introduced as a remedy to address the problems from the two approaches. Based on the review of three traditions of genre studies, the overlaps and distinctions among them were illustrated, and their particular contribution to language studies was discussed. Then, studies on argumentative essay, a micro genre according to the Australian School, were reviewed from both international and local perspectives. Therefore, the research gaps were also identified based on the review of existing studies on argumentative writing and corpus analysis. These research gaps inspire the present study to enrich the existing findings.



## **CHAPTER 3**

### **METHODOLOGY**

This chapter discusses research methodology from four aspects. First, it explains the size of corpus and how data will be collected. Next, an analytical framework for analyzing genre is proposed based on the needs in the present study. Then, analysis procedure is introduced. Lastly, the purpose to carry out a pilot study is defined and its results are reported.

#### **3.1 Data & Data Collection**

“The analysis of a genre based on data obtained from a small corpus of texts has become a widely used method of obtaining information about language use” (Henry and Roseberry, 2001. p. 93). Data for the present study were students’ writing pieces of the argumentative essay in TU. The corpus of texts consisting of 200 writing pieces derived from two sources: 100 writing pieces composed by English majors, and the other 100 pieces by non-English majors from other departments, such as Chinese, mathematics, and chemistry.

##### **3.1.1 Writer Participants**

Two hundred students were selected as writer participants among students who were required to write an argumentative essay on the given topic. Among them, 100 writer participants were English major students, who were second-year,

third-year and fourth- year students. The other 100 students were non-English major students who major in Chinese, Mathematics, Politics, History, Biology, chemistry and agriculture. All of them were second-year students.

### **3.1.2 Procedure**

Data were collected in September, 2010 with the help of the colleagues who are teaching in TU. It was really hard to have all data collected at one time because of the different schedules of students from different disciplines. Therefore, data collection was carried out at several times within two weeks when it was convenient for both teachers and students. Taking the fact that the students' poor English language level into consideration, much more than 200 students were required to write argumentative essays with more than 220 words on the same topic in one hour. But among them, only 200 pieces of writing were selected to guarantee the quality of the writing. The criteria of selection of the texts heavily depended on the text length required for the writing task. Texts were rejected if they appeared to be illogically written or shorter than expected. The topic *Should Smoking be Banned in All Public Places?* was given to the students (see Appendix A). The reason for choosing this topic is that banning smoking is a government policy which was announced at that time. This issue aroused a wide and heated discussion throughout the nation.

### 3.2 Analytical Framework

Four models for analyzing argumentative essay are available. These argumentative essay analysis frameworks were proposed respectively by Robert Veel, Graham Lock and Charles Lockart, Ken Hyland, and Beverly Derewianka. The four models are summarized as follows (see Table 3.1).

**Table 3.1** Four Argumentative Essay Models

| Researchers<br>/<br>Years | Rhetorical Structure  |
|---------------------------|---|
| Veel (1997)               | Thesis <sup>^</sup> Arguments 1-n <sup>^</sup> Reinforcement of Thesis  |
| Lock & Lockart<br>(1998)  | Thesis <sup>^</sup> Argument <sup>n</sup> <sup>^</sup> Conclusion   |
| Derewianka<br>(1990)      | (Background) <sup>^</sup> Thesis <sup>^</sup> (Preview) <sup>^</sup> Argument <sup>(n)</sup> [Point <sup>^</sup> elaboration] <sup>^</sup> Restatement of thesis/ Recommendation(s) |
| Hyland (1990)             | Thesis <sup>^</sup> Argument <sup>n</sup> <sup>^</sup> Conclusion   |

The first analysis model *Thesis<sup>^</sup> Arguments 1-n<sup>^</sup> Reinforcement of Thesis* was proposed by Veel (1997). Veel conducted the research based on the texts derived from Australian secondary science classrooms between 1990 and 1993. In this specific context, the language of science is considered as constructing a particular realm of scientific reality. It is more or less different from general school argumentative essay in terms of language use and grammatical patterns. In addition, Veel just provided the generic structure of this genre without giving detailed description of each stage of the genre of exposition.

One year later, the second model was proposed by Lock and Lockhart (1998) who identified the schematic structure of the genre of argument as *Thesis* ^ *Argument* ^ *Conclusion*. The analyzed texts were produced by tertiary level ESL students in the writing class in which they were free to choose their topics, purposes for writing and audiences. Lock and Lockhart gave a clear description of the schematic structure of the argument texts. “These texts begin with a thesis which identifies an issue and presents a proposition to be argued for, and this is followed by arguments to support the proposition. The texts end with a conclusion which consolidates the arguments and relates them to the proposition, or in some cases simply restates the proposition” (pp. 55-56).

Comparing with the previous two models discussed above, the schematic structure for hortatory argument genre, another type of argumentative genre proposed by Derewianka (1990) contains more stages: *(Background)* ^ *Thesis* ^ *(Preview)* ^ *Argument* <sup>(n)</sup> [*Point* ^ *elaboration*] ^ *Restatement of thesis/ Recommendation(s)*. This model was used to analyze the argumentative essays written by primary students who are English native speakers. Background information is needed only when the writer supposes that the reader may not be familiar with the field to be talked about. The thesis claims the position of the writer in terms of a particular issue. The preview functions as a signal move to indicate that arguments are coming, specifying the number of arguments or briefly summarizing the arguments. Normally, arguments are followed by elaboration with evidence and examples to support the writer’s position

of a particular issue. In the last stage, the writer restates the thesis and gives some recommendations to the issue.

In the same year, Hyland (1990) proposes a descriptive framework of the rhetorical structure of the argumentative essay: *Thesis ^ Argument ^ Conclusion*. He gives a very detailed description of the structure of each move in each stage. An argumentative essay begins with the thesis introducing the proposition to be argued. There are five moves in the thesis stage, namely, Gambit, Information, Proposition, Evaluation and Marker. Among them only Proposition is obligatory and the other four moves are optional. Argument discusses grounds for thesis. Four moves in this stage are Marker, Restatement, Claim and Support, and only Restatement is optional. Finally, the conclusion synthesizes discussion and affirms the validity of the thesis. In the Conclusion stage, four moves, namely, Marker, Consolidation, Affirmation and Close, are proposed and only Consolidation is obligatory.

These four argumentative essay analysis models have commonalities in terms of the elements of the structure of this genre. Each framework has three main stages: *Thesis ^ Argument ^ Conclusion/Restatement* and each stage more or less has the same purpose and functions. However, each model is identified and proposed in different contexts, which may determine whether such model can be used in the present study. Veel (1997) obtained the model based on the analysis of text produced by English speakers in science classroom. Exposition, such specific genre in this particular context, is for sure different from general school argumentative essay in

terms of language use and grammatical patterns. In addition, it seems too simple without more information about this generic structure. It may not be a very teachable model for students to follow. Lock & Lockhart's model (1998) seems fit for the context of the present study in terms of students' level and their language status for the texts in the study produced by tertiary level ESL students. However, this model has the same problem as Veel's model. The simple model is too easy to provide students detail moves to follow. Despite more detailed description of the move structure in Derewianka's model (1990), it provides analysis framework for the hortatory argument. The hortatory argument usually has a major difference from general school argumentative essay in that it ends with a strong recommendation, while for general school argumentative essay, it is closed with restatement of the thesis or conclusion of the arguments related to thesis. In addition, this model aims at analyzing texts produced by English natives at primary level. In this case, Derewianka's model is not the ideal framework for my context.

Hyland's argumentative essay analysis framework (1990) was adopted in the present study for the following reasons. First, from what discussed above, it seems that Hyland' framework is a comprehensive model for analyzing an argumentative essay. It provides a very detailed description of each move, which can be a good sample model to analyze argumentative essays. Next, this framework has proved valid because Hyland arrived at it by analyzing 65 top 10% of essays submitted for a high school matriculation in English. Then, this model was validated by analyzing some

journalistic materials from the British and American press. Finally, this framework has been employed to analyze the texts produced by non-English speakers, which are similar to the target writers in this present study. Therefore, Hyland's model was employed as a framework to analyze the texts written by the students in TU.

### **3.3 Analysis Procedure**

The moves and linguistic features were analyzed manually. In the present study, both the corpus categorization and the move analysis took a coding system. Two corpora were categorized according to students' majors. One set of corpus was coded *EM* which stands for English Major, while the other one was coded *NEM* which stands for non-English major. The texts were labeled from *EM001* to *EM100* to indicate the number of the pieces of writing, and the same happened to *NEM001* to *NEM100*. As for move analysis coding system, *I* stands for Information, *P* for Proportion, *M* for Marker, and etc. The advantage of using coding system is that the information can be interpreted easily and correctly even by using some simple codes. In this study, a set of moves and linguistic features characterizing the structure of the text were identified. After identifying the moves, the linguistic features of some moves were analyzed. The selection of these moves was based on two criteria. Moves with high frequent presence is the first criteria and move with the status as central moves according to Hyland (1990) is the second. In this way, the important move language information which is crucial in teaching and learning this genre was derived from the analysis of move structure and linguistic feature.

Both move analysis and linguistic features identification were conducted manually. This may lead to subjective results with low reliability. Despite the detailed description of moves in Hyland's model, some moves still seem to be vague and have no very clear boundaries among them. So, sometimes it is hard to categorize some sentences into to a certain move. The inter-rater reliability method is a good solution to this problem. In order to increase the accuracy of texts analysis and obtain high reliability, a researcher in TU with applied linguistics background, who specializes in genre analysis, agreed to analyze the texts as an inter-rater. Before texts analysis, it was decided that the rater needed to be trained. The training procedure was as follows: first, Hyland's model (1990) was presented, and definitions of the stages and moves were presented and discussed. Next, the worked examples from the pilot study were presented and further discussion was formulated. Finally, the inter-rater practiced analyzing texts, and disagreements discussed by the rater until a satisfactory level of inter-rater agreement was attained. After the rater became familiar with the texts analysis with Hyland's model (1990), 50 texts were selected randomly and analyzed by two raters. They worked separately and then compared the results from texts analysis. The statistical calculation for percentage agreement used in this study was the simplest and most common method of reporting inter-rater reliability. Holsti's (1969) coefficient of reliability (C. R.) indicates the number of agreements per total number of coding decisions. And it provides a formula for calculating percent agreement:



$$C. R. = 2m / n1 + n2$$

Where:  $m$  = the number of coding decisions upon which the two coders agree

$n1$  = number of coding decisions made by rater 1

$n2$  = number of coding decisions made by rater 2

When the C. R. value is above 0.75, it indicates excellent agreement. On the contrary, if the value is less than 0.75, it means low reliability. The two raters needed to discuss and reach the agreement where differences occurred. In this way, satisfactory inter-rater agreement could be reached.

After the analysis of all texts, the interviews with some teachers and student writers from different disciplines were conducted. The purpose of the interviews was to remove the uncertain issues in the findings, and to clarify whether the reasons and assumptions are consistent in what the informants really think. The interview questions were formulated based on the results from both the pilot study and the main study. The semi-structured interviews with teachers and students were conducted in Chinese to achieve better understanding of both the interview questions and responses. And the interviews were tape-recorded.

### **3.4 Pilot Study**

#### **3.4.1 Rationale of the Pilot Study**

Before carrying out the main study, it was necessary to conduct a pilot study to ensure the reliability of the main study. Therefore, the rationale of this pilot

study was to find out whether Hyland's analytical framework of argumentative essay (1990) was workable or not for the analysis in the main study.

### **3.4.2 Methodology**

#### **3.4.2.1 Data and Data Selection**

Two sets of corpus were built; one was the texts collected from English major students, and the other from non-English majors. 20 students were selected based on their general good performances in English classes. Among them, 10 are English majors and the other 10 are non-English majors. The researcher was studying in Thailand when data were collected, so some colleagues in TU helped the researcher to complete this task according to the given requirements. The 20 selected students were required to write an argumentative essay on the given topic *Online Evaluation to Teachers* with 200 words at least in one hour. The reason for choosing this topic is that it was a hotly debated controversial issue in TU at that time, and the university was considering keeping or stopping the online evaluation. In the Instruction part, background information about the topic was provided, and the requirements covered the length, content and basic elements needed to be contained in the argumentative essay.

#### **3.4.2.2 Data Analysis**

##### *Analytical Framework*

Hyland's model (1990) served as a starting point for analysis of these 20 argumentative essays. Genre analysis was conducted from two aspects: move

analysis and linguistic features. Hyland's model was taken as a framework in move analysis of the argumentative essays written by these two groups of students. According to this model, the English argumentative essay is characterized by a three stage structure (Thesis, Argument and Conclusion) which represents the organizing principles of the genre. And each stage contains several moves, some of which are optional elements. The structure of the argumentative essay proposed by Hyland is presented in Appendix A.

Due to the small size of the corpora, both move analysis and linguistic features identification were carried out manually. However, this may lead to the low reliability of this pilot study if everything is done manually. To alleviate this problem, the inter-rater method was used to obtain higher reliability. Two researchers worked collaboratively and had the analysis done by discussing, and reached the agreement whenever different opinions occurred.

### **3.4.3 Results and Discussions**

Some interesting results were found after 20 texts were analyzed. The results are reported here from two perspectives: move analysis and linguistic features.

#### **3.4.3.1 Move Analysis**

##### **3.4.3.1.1 The Moves not Used at All**

###### *Gambit move in the Thesis stage*

According to Hyland (1990), a gambit move is attention grabber. The function of this move is to capture the reader's attention, rather than

inform. None of the students' texts contains this move. The reason may be that the students lack such background knowledge about the function of this move, and also, the move requires certain skills which are beyond students' awareness and ability.

***Evaluation move in the Thesis stage***

An evaluation move provides a positive comment on the proposition, and it may follow the proposition to give a brief support. However, all students stated their own standpoints and stopped there, and none of the texts contains the move of evaluation. It is assumed that subconsciously students would rather give reasons later in argument stage. This may result from their lack of confidence because they worry about having nothing to say in the argument stage which is supposed to provide reasons for acceptance of the proposition.

***Restatement move in the Argument stage***

Restatement move is a repetition of proposition. The move functions as a reminder of the subject. The reason why students did not use it is probably because restatement is regarded as something unnecessary and tedious in Chinese tradition. So the students tried to impress the reader that they were skilled writers by avoiding this unnecessary move.

**3.4.3.1.2 Moves Always/Mostly Present**

***Information move in the Thesis stage***

The information move is almost a universal feature in the argumentative writing. This move usually presents background materials for topic

contextualization. All students' texts have the move of information. One possible reason is L1 transfer. People usually tend to provide necessary background information before the proposition is presented in Chinese culture. Therefore, students used the move of information easily and naturally. Another reason may be the sufficient information provided in the instruction section. When the topic was given to the students, some related background information was also provided in Chinese. The students possibly borrowed these ideas and presented them as the move of information.

#### *Proposition move in the Thesis stage*

According to Hyland (1990), the proposition is the central move in the thesis stage and it is the only obligatory move in this stage. The function of this move is to state the writer's position and delimit the topic. Among the 20 texts, only one text failed to present this move, thus confirming the compulsory status of this move. When writing an argumentative essay in Chinese, the writer is expected to state clearly his or her viewpoint about a specific topic. Thus, they can transfer this skill and knowledge from the Chinese tradition. This could explain the presence of this move as an obligatory move as well.

#### *Claim move in the Argument stage*

The central move in the argument stage is the claim. This move states reason for acceptance of the proposition. Eighteen out of 20 texts had the move of claim in the first move cycle. The high rate of appearance of claim may result from the same reason discussed for the Proposition. In the Chinese tradition,

where there is the proposition, there is a claim. However, the number of claim in the third move cycle reduced to 7. That is to say, most students could just offer two reasons to explain why they accepted the proposition. Still worse, not all claims were followed by a support, which is an indispensable part to the claim in a tied pair of moves. The failure of giving sufficient reasons and the support may result from the lack of the particular field knowledge related to the topic *Online Evaluation to Teachers*.

*(EM 03) The students have no an evaluation standard, they can't evaluate accurately.*

*(NEM 03) In this way, teachers can improve their teaching quality.*

#### **3.4.3.1.3 Differences between EM and NEM**

##### ***Marker in argument stage***

The marker indicates the sequence and functions as the connector between the steps in the argument and the proposition. It signals the introduction of a claim and relates it to the text. The significant difference between EM and NEM lies in the use of markers in the argument stage, which consists of a possible three move cycles repeated in a specific order. In the first move cycle, 8 texts written by English majors presented the move of marker, while only 2 by non-English majors have this move. Interestingly, the density of the use of marker becomes lower and lower as move cycles go on.

The difference between EM and NEM in terms of the use of markers may result from their majors. English majors are more aware of the use of

markers than non-English majors because they have much exposure to the English language. They have much more hours taking English classes and more tasks outside the classroom. Generally speaking, an average English major has better language proficiency than a non-English major, so the learner with better command of English know how to connect two sentences coherently and cohesively and to indicate a topic change by shifting to a new sequence with the use of markers.

*Average move frequency per person*

The texts by English majors have higher move density than the ones by non-English majors. This phenomenon shows English majors used more moves than non-English majors. An English major student used 9.7 moves on average, while a non-English major student used only 6.7 moves averagely. That is to say an average English major used 3 more moves than a non-English major in one piece of writing. Even though there is no significant difference between these two groups of students in terms of move density, it is expected that in bigger corpora, the number might be significantly different. This may indicate that English major students are more knowledgeable about argumentative writing than non-English majors because of more input and output. Also, this may reflect the limitations and constraints of “one-teacher-package-class” model in College English classroom in which four skills are taught by a single English teacher in TU. Inadequate emphasis on writing and insufficient systematic writing instruction and writing practice lead to their lack of writing knowledge and skills.

#### **3.4.3.1.4 A Non-Argumentative Essay**

There is an extreme case needed to be mentioned here. NEM 07 has only one move in the whole text. This piece of writing just provides the background information for topic contextualization. Strictly speaking, this piece of writing cannot be viewed as an argumentative essay because it fails to have basic components and features of this type of text. It is assumed that the writer of NEM 07 has no schemata of argumentative writing. He or she does not know what an argumentative essay is, and how it is structured. He or she didn't realize the clues from the instruction. Also this may reflect the untouched area in composition teaching in TU.

#### **3.4.3.1.5 New Moves**

##### *Contradiction move in the Argument stage*

The contradiction move, a new move which does not exist in Hyland's model, provides a contradictory claim to the original proposition. The function of this move is to give a positive perspective of something that has been stated negatively. EM 03 presented the contradiction move which appeared in the thesis stage to state the advantages of online evaluation. However, the writer originally held the point that he or she disagreed with the online evaluation, and already provided two reasons as claims to support the proposition. It seems that the third claim (the contradiction move) is contradictory to the standpoint which the writer held. The presence of this new move probably attributes to the neutral personality of Chinese people who are always have neutral attitude towards people or things. They tend to take eclectic ways and rarely take risks to stand firmly on one side.



**Example:**

*(EM03) Its advantages are the students needn't worry about their evaluation to be known by anybody and it shows the equality between teachers and students.*

**Non-Supporting move in the Argument stage**

Non-supporting move provides an unrelated claim to the proposition. EM 06 presented two new moves, which are different from the one in EM3. These two moves seem irrelevant to the proposition, and they go far away from what are being discussed. One possible reason for this is that the writer didn't realize that he or she talked about something else that has nothing to do with the proposition. Another reason may be that the writer had little to say about this topic, and he or she just wanted to write whatever to reach the required text length.

**Examples:**

*(EM06) Students can evaluate teachers even during the class; this would not only distract students' attention, but also but also mess up teaching process.*

*(EM06) If students really have valuable suggestions, they should talk to teachers with respect.*

**3.4.3.2 Linguistic Features**

The analysis of linguistic features was concerned with tenses, specific functional words (attitudinal stance), auxiliary verbs and markers in particular moves. Due to the large number of the moves in Hyland's model, these four aspects were just mentioned in four moves: Information, Proposition, Claim and Marker in the Conclusion stage. The reason why these four moves were selected is

that they appeared in students' texts with much higher frequency than other moves. In addition, the Proposition move and the Claim move are viewed as key elements in argumentative writing.

### **The Information Move**

Present tense or present perfect tense is used in this stage to indicate the liveliness and contemporary relevance to the thesis to be argued. In addition, adverbs of time such as *recently*, *nowadays*, *in current time* were used to correspond with the tenses used in the information move. For example,

(EM 01) *Recently*, the problem of whether should evaluate teachers by students without sign their names online **has aroused** public concern.

(NEM 04) *Nowadays*, some universities **encourage** students to evaluate teachers through the Internet to promote teaching quality.

### **The Proposition Move**

The writers usually express their standpoint linguistically by using such words or phrases as follows

A

*in my opinion,...*  
*personally speaking,...*  
*when it comes to me,...*  
*as for me,...*  
*as far as I'm concerned,...*

B

*I'm on the first side of the argument,*  
*I strongly disapprove of...,*  
*I agree with...,*  
*I prefer to support the former one,*  
*I would like to*

The phrases in group A listed above indicate the writer's position of a particular controversial issue will come next. These phrases help prepare the

reader that the writer is going to state his or her proposition. Also, the functional words in group B such as *agree*, *disapprove*, *support* were used to signal the writer's stance. One function of these words is to claim ownership of the proposition. Some examples are given below.

*(EM 08) As far as I'm concerned, I prefer to support the former one.*

*(EM 10) However, I strongly disapprove of this way of evaluating.*

*(NEM 03) Personally speaking, I support the former one.*

*(NEM 08) As for me, I agree to the former one.*

### **The Claim Move**

Auxiliary verbs such as *can*, *will* were used in this move. For *can*, it helps the writer illustrate the potential of the online evaluation. And the writer uses *will* to indicate the probability and possibility the online evaluation may bring. Some examples are given below:

*(EM 02) The students can express their ideas freely about the way of teaching.*

*(NEM 02) I believe the feedback from students will enclose the relationship between students and teachers.*

### **The Marker move in the Conclusion stage**

Markers which indicate that a conclusion will be drawn appeared in 7 texts written by English majors, while only half of non-English majors used markers. Moreover, comparing with non-English majors, English majors used a wide range of markers, such as *all in all*, *in a word*, *in short*, *draw a conclusion*, *I conclude that*. For

non-English majors, among five texts presenting markers, four of them used *in a word*, and one used *all in all*. This possibly indicates that English majors have better knowledge about discourse markers than non-English majors. Some examples are given below:

*(EM 05) All in all, online evaluation is not only an effective method to develop teachers' specialized ability, but also an available way to correct the disadvantages and carry the advantages.*

*(NEM 04) In a word, online evaluation is needed.*

#### **3.4.4 Conclusion**

Results of the analysis of two corpora of 20 English argumentative essays by English major and non-English major students in TU showed that almost all the texts have three stages, and the majority contain the proposition and claim central moves which correspond well with Hyland's model (1990), the trial framework for this pilot study. Results also showed that similarities and differences exist between the texts by English majors and non-English majors, and new moves here been found as well. In conclusion, it can be said that Hyland's model can be used to explain the rhetorical structure of the pilot corpus and it yields interesting findings. Therefore, it is workable as an analytical framework of argumentative essays by English and non-English major students in TU in this pilot study.

Therefore, Hyland's model continued to be used in the main study. Considering the fact that the provision of background information about the topic in

the Instruction of the pilot study may be the reason that all students' texts contained the Information move, students were required to write an argumentative essay on a given topic but without providing any extra background information except the title, the time, the length and basic components needed for an argumentative essay in the main study. The twenty texts for pilot study were not included in the corpora in the main study. Moreover, a new topic was given to the students because the researcher expects to see whether the results found in the pilot study would found in similar but much bigger corpora with a new topic but different instruction in the main study.

## **CHAPTER 4**

### **RESULTS & DISCUSSION**

This chapter reports the results from text analysis and discusses the possible reasons and explanations for the results based on the researcher's assumptions, previous research and the interview data. This chapter starts with the report of the results from seven aspects in move analysis. Meanwhile, discussions for each finding were provided to explain the possible reason for such results. Then, the results from the analysis of linguistic features were reported from four aspects: tense, attitudinal stance, auxiliary verb and markers, which occurred in some obligatory moves and were frequently employed moves.

The present study aimed to investigate current rhetorical patterns and linguistic features of argumentative essay written by English and non-English major students at TU, and to find out the similarities and differences by comparing the argumentative essays written by these two groups of students. To investigate the answers to the research questions, data were collected in September, 2010 at TU. Two hundred pieces of writing were selected based on the required length (220 words above), 100 of which were written by English major students and the other half by non-English major students from the field of Chinese, mathematics, biology, chemistry, history, physics and agriculture. Two sets of corpus were built, categorized according to students' majors, and coded as EM and NEM. Hyland's model (1990) was adopted as

the analytical framework. Both move analysis and linguistic features investigation were conducted manually. A statistical method was used to ensure inter-rater reliability. The inter-rater, who obtained her MA degree from a British university, and now is working on her Ph.D., has a good command of English and a good applied linguistic background. The inter-rater and the researcher worked independently on randomly selected 50 students' essays. Once the analysis of 50 essays was finished, agreements and disagreements were calculated using Holsti's (1969) coefficient of reliability (C. R.) which indicates the number of agreements per total number of coding decisions. The C. R. value was 0.80, which indicates excellent agreement. This number revealed the inter-rater's coding results were consistent with those of the researcher's. After the data analysis, the interview questions for teachers and students were formulated, based on the interesting results from the pilot study and the main study, respectively for further probing, and the interviews were conducted to 5 teachers and 20 students. Among 5 teacher interviewees, 2 teach extensive reading to English majors; 1 teaches listening and English literature to English majors; 1 teaches writing to English majors; and another teaches English for non-English majors. These five teachers were coded as T1, T2, T3, T4 and T5 for easier description later in the discussion section. As for student interviewees, 10 were sophomores, juniors and seniors English major students, and the other 10 were second year non-English major students who were majoring in mathematics, history, politics, agriculture and Chinese.

Before selecting the interviewees, the researcher already had had some criteria for selection in mind. The two extensive reading teachers for English major students

were selected as teacher interviewees for two reasons. One was that extensive reading, a comprehensive course which aims to develop students' overall language abilities, is an important course to improve four skills. The other reason was that the researcher conducted the interview with the students first, most of whom stated that they learned about the argumentative essay structure from their extensive reading teachers, thus, the researcher wanted to confirm this statement. As for the reason for selecting of the teacher who teaches listening and English literature, it is because she is an experienced teacher and has been teaching English for 18 years at TU. So she knows very well about the students and situations of TU. Naturally, the only one writing teacher for English major students was selected because he knew more about writing and students' writing problems when writing an argumentative essay. One who teaches English for non-English majors was selected because she can provide information about writing argumentative essays produced by this group of students. As for the students, all of them were writers of the texts. 10 EM student interviewees were selected from three different grade levels to be interviewees, 3 are in their second year, 4 in the third year, and 3 in the fourth year. The reason for doing so is that the researcher attempted to obtain a relatively complete picture of students' writing experience and writing problems they have. As mentioned above, the other 10 student interviewees were second year non-English major students whose majors were mathematics, history, politics, agriculture and Chinese, respectively. The reason for selecting them from different fields is that the diversity in disciplines may contribute to diversity of answers which would enrich the interview data.



The interview questions for teachers were formulated strictly based on the results from the pilot study and the main study, which were closely related to move-step structures (see Appendix E). However, the interview questions for students focused more on their writing experience (see Appendix F) as they are different users of the genre. Students are those who write and have difficulties in writing whereas the teachers are those who have more knowledge about the genre and writing instructions and who want to see if the texts meet with the general requirements of the genre or not. So, the interview questions for both are meant to shed light from different angles which complement each other to provide a complete picture of the issues selected from the textual analysis results.

#### 4.1 Results

This table summarizes the occurrence percentage of each move in each corpus, and the average occurrence percentage of each move in the two corpora.

**Table 4.1** Occurrence Percentage of Moves

| <b>Moves</b> | <b>Occurrence Percentage (EM)</b> | <b>Occurrence Percentage (NEM)</b> | <b>Occurrence Percentage (EM+NEM)</b> |
|--------------|-----------------------------------|------------------------------------|---------------------------------------|
| Gambit       | 3%                                | 4.1%                               | 3.55%                                 |
| Information  | 100%                              | 87.7%                              | 93.85%                                |
| Proposition  | 89%                               | 84.7%                              | 86.5%                                 |
| Evaluation   | 4%                                | 11.2%                              | 7.6%                                  |

| <b>Moves</b>  | <b>Occurrence Percentage (EM)</b> | <b>Occurrence Percentage (NEM)</b> | <b>Occurrence Percentage (EM+NEM)</b> |
|---------------|-----------------------------------|------------------------------------|---------------------------------------|
| Marker        | 35%                               | 11.2%                              | 23.1%                                 |
| Marker        | 74%                               | 39.8%                              | 56.9%                                 |
| Restatement   | 0                                 | 0                                  | 0                                     |
| Claim         | 93%                               | 88.8%                              | 90.9%                                 |
| Support       | 73%                               | 63.2%                              | 68.1%                                 |
| Marker        | 57%                               | 41.6%                              | 49.3%                                 |
| Consolidation | 24%                               | 12.3%                              | 18.2%                                 |
| Affirmation   | 74%                               | 69.4%                              | 71.7%                                 |
| Cloze         | 31%                               | 22.4%                              | 26.7%                                 |

## **Examples of moves**

### **I. The Thesis Stage**

#### **1. The Gambit Move**

Since the advent of the tobacco, cigarettes become the man's favorite.

#### **2. The Information Move**

It is reported that the government will take measures to forbid smoking in all public places.

#### **3. The Proposition move**

As far as I am concerned, I'm oppose the ban of smoking in all public places.

#### **4. The Evaluation Move**

I think it is very necessary to carry out the policy because it will surely contribute to the whole world.

#### **5. The Marker Move**

There are several reasons as following.

### **II. The Argument Stage**

#### **1. The Marker Move**

*Firstly*, smoking in public places do harm to people's health.

#### **2. The Restatement Move**

The reason why I agree on banning smoking is that...

#### **3. The Claim Move**

Smoking does harms to people's health.

#### **4. The Support Move**

A lot of people die of the lung cancer every year.

### **III. The Conclusion Stage**

#### **1. The Marker Move**

All in all,...

#### **2. The Consolidation Move**

This action not only improves the environment but also enable people to be aware of the importance of their health.

### **3. Affirmation**

In a word, smoking should be banned in all public places.

### **4. The Close Move**

In this way, our society will become more and more beautiful.

## **4.2 Discussion**

### **4.2.1 Non-Argumentative Essays**

Two texts, NEM 005 and NEM 100, were taken out of the corpus because they are not argumentative essays. NEM 005 and NEM 100 only compared the two opposite opinions on the controversial issue, which is whether smoking should be banned in all public places. However, neither of these two writers expressed their own standpoints on this issue. That is to say, from the beginning to the end of the texts, little message was conveyed about the writers' proposition. Based on the definitions of an argumentative essay given in Chapter Two, NEM 005 and NEM 100 cannot be viewed as argumentative essays because the writer's opinion or position is a necessary element in an argumentative essay. Moreover, according to Hyland (1990), Proposition, a central move, is an indispensable component whose function is to furnish a specific statement of position. Obviously, these two texts failed to have this particular feature. In the pilot study, a non-argumentative essay (NEM 07) was reported as well, but this case is different from the ones mentioned above. NEM 07 only had the information move in the whole text, while NEM 005 and NEM 100 included more moves but without providing the writer's point of view on banning

smoking policy. Similarly, all these three pieces failed to include indispensable component(s) of this genre. It is assumed that the writers of NEM 005 and NEM 100 do not know the Proposition, the writer's position, is one of obligatory components in argumentative writing. It seems that both the students have only implicit knowledge about argumentative essay because they used some moves and provided reasons to support the standpoints. However, these standpoints were from other people but not from the writer. Interestingly, both the two non-argumentative essays were from the corpus for non-English major students. Moreover, a similar incidence occurred in the pilot study, which was exclusive to English major students as well. More will be elaborated later in comparison section.

#### **4.2.2 Moves Always/Mostly Present**

##### ***Information move in the Thesis stage***

As a universal element in the argumentative writing, the move of Information was found to be used in 93.85% of the texts. This finding is also consistent with that in the pilot study, in which all 20 students were found to have this move. A possible reason given by T4 is that they are university students, so it is most likely that they keep up with the current events around them on campus. If an essay topic is about current events, therefore the related information about these issues will be familiar to the students. Another reason provided by T3 reveals the relationship between the Information move and the issue being discussed. The Information functions as supporting materials to help increase the awareness of current situation

concerning the controversial issue, or attract the reader's attention to this issue. Obviously, all these reasons are different from the assumptions made by the researcher in the pilot study, which are L1 transfer or information transfer from the instruction section.

***Proposition move in the Thesis stage***

Among the 198 texts, only 28 texts were found not to present the Proposition move. That is to say, this move occurred in 86.5% of the texts. Despite the slight difference in occurrence percentage between the pilot study (95%) and the main study (86.5%), both findings were consistent with each other. According to the interview data, T3 and T4 provided possible reasons why the Proposition move occurred so frequently in essays. In their opinion, most students have opinion on significant topics, especially topics related to their health and to their environment. If the topic is one that students are familiar with, the Proposition move is a very natural thing to be able to use. However, T2 thinks this is because of L1 transfer. In a Chinese argumentative essay, the writer is required to claim his or her position on an issue. Students just transfer this skill naturally from the Chinese writing tradition. This confirms the researcher's assumption on the frequently occurrence of the Proposition move in the pilot study.

***Claim move in the Argument stage***

As the central move in the argument stage, the move of Claim appeared in 180 texts in the first move cycle. The high rate of appearance of this move may result from the following reasons. T1 thinks that it has something to do with the teaching

practice in class. When discussing something on a topic, students are normally expected to provide reasons to support their opinions. Moreover, according to T2 and T3, university students are equipped with reasoning, analyzing and logical skills and abilities to a certain extent. Once they give their opinions, supporting reasons must be present to accompany them. However, it seems to T4 that the claim, the reason for acceptance of proposition, would follow the proposition. When students are able to formulate the proposition or take a stand on a subject, the claim naturally comes after the proposition, functioning as complimentary materials. What discussed above is different from the researcher's assumption of L1 transfer provided in the pilot study. Interestingly, the number of claim in the third move cycle reduced to 92, That is to say, most students could just offer two reasons to explain why they accepted the proposition, as was found in the pilot study. Moreover, not all claims were followed by a support, which is an indispensable part to the claim in a tied pair of moves. The failure of giving sufficient reasons and the support may result from the lack of particular field knowledge related to the given topic. This assumption was confirmed by most student interviewees, who claimed that their failure of providing sufficient reasons to support their stand on a subject is their common problem when writing an argumentative essay. Generally, they lack an understanding of the field and the language needed to express this knowledge which is particularly important for EFL students. The following are examples to show when only claims were provided without any supporting details to support these claims.

*(EM 002) Smoking will waste your much money.*

*(EM 006) Smoking in public places is a bad habit and it harms public environment.*

*(NEM 001) We all know smoking is harmful to our health.*

*(NEM 018) Smoking is bad for the evaluation of a country's image in the world.*

#### **4.2.3 Moves Rarely Present**

##### ***Gambit move in the Thesis stage***

Only 7 out of 198 (3.55%) students' texts were found to contain this move (see Appendix D). This finding is consistent with the one found in the pilot study, in which none of the text was found to present this move at all. According to T4, the students lack understanding about perceived function of the Gambit, which supports the researcher's assumption in the pilot study. In his opinion, attention grabbing does not give information so it might not be seen as necessary by some students. Furthermore, it requires better master of written language and may be beyond some students' skill levels. This also agrees with that of Hyland (1990) who pointed out that the Gambit move requires certain skills which are beyond students' awareness and ability. However, T3 attributes the nearly absence of this move to the lack of knowledge about the structure of argumentative essay. This assumption confirms the demonstration of Crowhurst (1990), who identified a lack of knowledge about the structure of argumentative essay as one of the characteristic problems of student writers.

##### ***Evaluation move in the Thesis stage***

One hundred and eighty-five students out of 198 were found to express their own standpoints but stop there, and only 7.6% of the texts contained the move of



evaluation, giving a sound reason to give a brief support to Proposition. This finding is similar to the one in the pilot study, in which none of students was found to use the Evaluation move. The possible reason for this given by T4 is that Evaluation is higher order thinking and may be beyond students' skill levels. Therefore, most students just gave their positions on the given topic rather than gave a further explanation to the reason for their stances.

#### *Restatement move in the Argument stage*

Restatement move is a repetition of proposition. The move functions as a reminder of the subject. As mentioned earlier in Chapter Three, the Argument stage consists of a possible three move cycles repeated in a specific order in the pilot study. The majority of texts in the main study contained three move cycles as well. In 3 move cycles, only 5 students were found to use this move ( in the first move cycle, no text was found to present this move; in the second and third move cycles, 2 and 3 students used it respectively in each move cycle). T5 attributes this to students' unfamiliarity with the structure of an essay and ignorance of the need to restate their position on the proposition. According to T1, another reason could be that a restatement is a very direct speech act that may go against some tendencies to communicate in an indirect way common to the Chinese culture. One more reason is that the students do not know the function of this move, according to T2.

#### **4.2.4 Non-Argument Embedded in Argumentative Essay**

The narratives and dialogues to be described below, which function as one move in the text respectively, are part of an argumentative essay. Although both of

them were incorporated into the essays to help persuade the readers, they appeared little persuasive or argumentative.

### *Narratives*

One function of argumentative writing is to try to persuade the reader to accept the writer's belief or opinion. Argument is a typical characteristic in an argumentative writing. However, EM 074 was found to contain a short narration rather than an argument when he or she attempted to persuade the reader to stop smoking in public places.

It is a very satiric, once I was waiting for the train, there is a big sign said no smoking, but I also saw some people smoke in the waiting room, so I hope everybody should pay more attention on our health and environment.

This non-argument agrees with that of Crowhurst (1990), who found some student writers respond to persuasive tasks with writing not recognizably persuasive but with narratives that are informative but not persuasive. He assumed that probably the student writers used the more familiar narrative structure as a way of easing into an unfamiliar kind of writing. Narrative is more primary text type and less cognitive demanding than persuasive one, therefore the student writers tend to use easier one instead of more challenging, expected form.

### *Dialogues*

In addition to narratives, dialogues, another kind of non-argument, was found in the corpus. A dialogue is any two-way communication between two persons or within a group. The function of a dialogue is to communicate and convey

information. NEM 002 used this type of non-argument which made a conversational exchange between two persons.

Sometimes, I ask my friend why smoking, and if you can't smoke what can you. He tell me: "when I feel lonely or hurted, or if I have not it, I feel sad, looking as it is my girlfriend". I laugh at him: "you regard it as girlfriend, but she will kill you". Finally, I failed, because I try to smoke and find it well. But I love it less than now I can't make money.

This paragraph mainly informs the reader the reason why people smoke and the difficulty in stop smoking. However, it gives no attention to trying to persuade the reader not to smoke in public places. Also, this incidence confirms that of Crowhurst (1990), who had a similar finding with younger learners. One possible reason for such responses is that dialogues and description may be easier than giving reasons for EFL student writers with relatively poor English language proficiency and writing ability.

#### **4.2.5 New Moves**

##### ***Contradiction move in the Argument stage***

Five texts were found to contain a new move, called the Contradiction move in the Thesis stage. In NEM 052 and NEM 072, the writers originally held the point that they agreed with the banning smoking in all public places, and already provided two reasons as claims to support the proposition. However, it seems that the third claim is contradictory to the standpoint which the writer held, thus the name the Contradiction move. This claim stated the potential disadvantages of banning-smoking policy may bring. In a similar case, the writers of NEM 006, NEM

069 and NEM 080 strongly disagree with the government policy, while they pointed out either the harm or potential problems of smoking. T4 provided possible reasons for this new move of Contradiction. His assumption is quite different from the researcher's made in the pilot study. While the researcher attributed this to people's neutral personality. T4, however, assumed that the presence of Contradiction move reveals the internal conflict of the writer, especially related to the topic 'smoking'. On one hand, the students think the policy would cause people to stop smoking, on the other hand, they would not see anyone lose their jobs as the result of bankruptcy of tobacco industry. This may cause inner conflict, and that inner conflict is reflected through their writing. The other four teacher interviewees stated that the students may be uncertain about their positions on the issue. When they found the inconsistency with the original opinion, they could not stop and just let it go. Another possibility is that the students attempt to increase the words to reach the required length. Similar to the non-argumentative essays, all these five texts with Contradiction move were written by non-English major students. Further discussion will be had later in the comparison section, too.

***Examples:***

*(NEM 052) In my opinion, I think smoking should be banned in all public places..... Smoking can make them forget their sadness and unhappy. And smoking can make them very happy...*

*(NEM 006) In my view, smoking should not be banned in all public places..... Smoking is harmful to health, we shouldn't smoke too much, it harms yourself and it also harms others.*

***Non-Supporting move in the Argument stage***

EM 083 presented a new move which seems irrelevant to the proposition. He or she stated the difficulty in stopping smoking, which has little to do with the writer's stance. EM 099 provided two irrelevant moves, explaining the reasons why there are so many smokers, which is unrelated to the writer's standpoint about the government policy on banning smoking. Also, NEM 033 presented a new move as well. The writer claimed that smokers can receive the chemical element nicotine from other ways besides from smoking. One reason for this given by T4 is that the writers lack knowledge of the purpose and generic structure of the genre, so they just present all related or unrelated knowledge of the field they have, hoping that they complete the writing task without caring about the quality. According to the other 4 teacher interviewees, EFL students tend to write short texts. When students present all they know about the topic but find the texts are still short, they may try to write whatever to reach the required text length to satisfy the requirement of the writing task. This was discussed in the pilot study and confirms the researcher's assumption.

***Examples:***

*(EM083) It is not easy to give up smoking.*

*(EM099) Many adults begin to smoke for it looks cool, especially for some actors in movies.*

*(NEM033) Smoking have other ways to receive nicotine nowadays, we have many ways to receive nicotine.*

*Suggestion/Recommendation move in the Conclusion stage*

Some writers provide some suggestions or recommendations for the government, the smokers or the public. These statements are not accounted for in Hyland's model (1990), so they are categorized as a new move called "the Suggestion/Recommendation move. The Suggestion move aims to help carry out the government policy by providing suggestions or recommendations. There are 10 texts that presented this move. Among them, EM 010, EM 051, EM 094 and NEM 006 suggested that a specific area in public places should be given to the smokers; EM 074 recommended that the government should forbid the product of tobacco; both EM 97 and NEM 098 advised the smokers to give up smoking. EM 099 gave suggestions for both the government and the smokers. The presence of this new move may attribute to the following reasons. T3 thinks that if the students have good understanding of the issue, and have deep insights into this issue, then, they are likely to provide suggestions or recommendations. According to T4, whether to offer the Suggestion move depends on the topic. In a recent lesson he taught students about global warming, he found the Suggestion move came about quite very frequently because global warming happens in their real life. The more they are familiar with the argument or topic, the more they are likely to have this move.

*(EM 074) Government...doesn't allow the factory to produce the cigarettes.*

*(EM 094) Government should set a special place for the people who really can't give up smoking.*

*(NEM 098) I think smokers had better give up smoking, not only in private places, but also in the public places.*

#### **4.2.6 Differences between EM and NEM**

To answer the Research Question three, a comparison between EM and NEM in terms of move-step structure is needed. This comparison is significant because the differences in argumentative essays between these two groups of students may provide a guideline for teachers to adapt different ways when teaching different groups of students the argumentative genre. Despite no significant differences between EM and NEM, the following three items are still worth noting, which provide insights into apparent differences between disciplines.

##### *Average move frequency per person*

The result showed that an average English major student used more moves than an average non-English one. 10.6 moves occurred on average in the text written by an English major, while only 7.59 moves occurred on average in an non-English major' essay. Though there was no significant difference between these two groups of students both in the main study and the pilot study (9.7 moves/per English major, 6.7 moves/per non-English major), the existing slight difference is still worth dealing with. Based on the interview with teachers and students, most interviewees claimed that the difference lies in students' majors. EM students have more English language exposure to the English language, so they have better understanding of nature of English, especially sentence, paragraph and essay structures. They have greater

awareness of those things. It is easier for them to include more moves in their paper because they have more linguistic knowledge on the structure of essay.

### *Contradiction move*

The contradiction move, a new move that does not exist in Hyland's model, was found in students' essays. Interestingly, this new move was only found in essays written by non-English majors, though its occurrence frequency was very low (only 5 essays present this move). Despite the provision of possible reasons in terms of the presence of this move in students' essay in 4.2.5, no any sound reason for such a difference between the English majors and non-English majors was given. It is assumed that English majors have better knowledge about English argumentative essay. They know how it is structured and know the purpose of this genre, which is to convince the reader that the writer's opinion is correct or it is at least worth considering. English majors are more skillful at making their claims consistent with the Proposition. According to most of the NEM student interviewees, their problems when writing an argumentative essay are normally at syntactic, vocabulary, grammar or sentence levels, while for most of EM student interviewees, their problems usually related to essay level, such as reasoning skills and logical skills. This may indicate that English majors have better command of English, when writing an argumentative essay, non-English majors focus more on the basic language level. Thus, they pay little attention to the appropriateness of the content.

### *Non-argumentative essays*



As mentioned earlier, two non-argumentative essays which cannot be regarded as real argumentative essays only appeared in the corpus for non-English major students, including the one in the pilot study. Proposition, an obligatory move, was absent in these two essays. According to the student interviewees, they learned about the structure of argumentative essay from teachers, books and CET, but most of them just knew about it in general at the stage level rather than in specific at the move level. Moreover, 65% of the student interviewees supposed that English major students have a better basic knowledge about writing argumentative essay than non-English major students. In their opinion, English major students have much more exposure to English because they have to take more English courses due to a requirement of the specific discipline, and they have more opportunities to use English. Thus, they have better knowledge about English, specifically, about the argumentative writing.

#### **4.2.7 New Move-Step Pattern**

A new pattern of argumentative essay was identified, which is quite different from Hyland's model. Although only 12 texts were written in this pattern, it is worth taking into account because it is possible that much more than 12 TU students used this pattern whose texts were not included in the two sets of corpus. In the new pattern of *Information + Advantages (Claim+Support) n+ Disadvantages (Claim+Support) n+ Proposition*, it starts with the background materials for the topic contextualization. Next, it lists the advantages of smoking or banning smoking,

meanwhile, possible reasons are provided to support these advantages; then, the disadvantages are analyzed, which is similar to what happens to advantages. Finally, the writer expresses the stance through comparison the advantages and disadvantages stated earlier. The difference between this new model and Hyland's model is that it shows both sides of arguments. On the contrary, Hyland's model just only requires information of one opinion. Students learn about the new pattern from the following three sources according to the teacher and student interviewees: from the English teachers in high school; from reading materials and reference books for CET when they were preparing for it; from the writing teacher at university. Through the exposure to these sources, the students are encouraged to say both sides of pros and cons, and write about advantages and disadvantages of an argument of a topic. In doing so, students' great understanding of arguments is improved.

### **4.3 Linguistic Features**

The analysis of linguistic features was concerned with tenses, specific attitudinal stance, auxiliary verbs and markers in the moves of Information, Proposition, Claim and Support, and in the Argumentative stage. Comparatively, these selected moves appeared with high frequency. Moreover, the Proposition, Claim and Support are indispensable moves according to Hyland (1990).

#### *The Information Move*

**Table 4.2** Occurrence Percentage of Tenses in the Information Move

| <b>The Information Move</b> |           |            |
|-----------------------------|-----------|------------|
| <b>Tenses</b>               | <b>EM</b> | <b>NEM</b> |
| Present Tense               | 30%       | 50%        |
| Present Perfect Tense       | 31%       | 14%        |
| Future Tense                | 39%       | 36%        |

Three tenses were mainly used in the move of Information, which are present tense, present perfect tense and future tense. Present tense and present perfect tense are used in this stage to indicate the liveliness and contemporary relevance to the thesis to be argued. In addition, adverbs of time such as *recently*, *nowadays* were used to correspond with the tenses used in the Information move. This is consistent with what was found in the pilot study. However, future tense was only found used in the main study. This incidence is related to the topic which is about a will-be-done action in the main study. Therefore, future tense was frequently used in the essays to show that the government policy on smoking will be put in force in a future time. These three tenses described above were alternatively used to highlight the features of the move of information. It was found all English major students use the Information move. Among these 100 moves, 30 were written in present tense, 31 in present perfect tense and 39 in future tense. Among the 86 Information move used by non-English major students, 43 times were written in present simple tense, 12 in

present perfect tense and 31 in future tense. Some students employed both present simple and present perfect tense in one move, or any two of these three tenses in one move. *Examples:*

(EM 037) **Recently**, the problem of smoking should be banned in all public places **has aroused** people's concern.

(NEM011) From January, 2011, in China, smoking **will be banned** in all public places.

(NEM 055) **Nowadays**, it is **reported** that a new policy will be carried out.

#### *The Proposition Move*

**Table 4.3** Frequency of Phrases in the Proposition Move

| <b>The Proposition Move</b> |           |            |
|-----------------------------|-----------|------------|
| <b>Phrases</b>              | <b>EM</b> | <b>NEM</b> |
| in my opinion               | 30        | 35         |
| as far as I'm concerned     | 13        | 7          |
| personally speaking         | 6         | 0          |
| as for me                   | 10        | 2          |
| from my standpoint          | 2         | 3          |
| in my viewpoint             | 2         | 3          |
| from my perspective         | 0         | 1          |

**Table 4.4** Frequency of Words in the Proposition Move

| <b>The Proposition Move</b> |           |            |
|-----------------------------|-----------|------------|
| <b>Words/Phrases</b>        | <b>EM</b> | <b>NEM</b> |
| think                       | 24        | 25         |
| agree                       | 18        | 19         |
| support                     | 15        | 3          |
| oppose                      | 1         | 0          |
| approve                     | 1         | 0          |
| believe                     | 1         | 4          |
| confirm                     | 1         | 0          |
| dislike                     | 1         | 0          |
| reject                      | 0         | 1          |

The words or phrases in Table 4.3 and Table 4.4 were found to be used to help the realization of this move, which is consistent with the finding in the pilot study. The phrases in Table 4 indicate that the writer's position of a particular controversial issue will come next. These phrases help prepare the reader that the writer is going to state his or her proposition. Such phrases appeared in 63 texts of EM, and in 51 texts of NEM. Among the phrases, *in my opinion* was mostly used by both EM and NEM (47.6%, 68.6%). Also, the functional words in Table 5 such as *agree*, *think*, *support* were used to signal the writer's stance. Such words were used in 55 texts of EM, and in 49 texts of NEM. Among the words, *I think* was mostly used by both EM and NEM

(43.6%, 51%). One function of these words is to claim ownership of the proposition.

For example,

*(EM 035) As far as I'm concerned, smoking should be banned in all public places. .*

*(EM 045) Personally, I would say yes to this ban and I firmly support it.*

*(NEM 008) in my opinion, I reject smoking very much.*

*(NEM 031) From my viewpoint, I'm very agree with the government's decision...*

*The Claim Move and the Support Move*

**Table 4.5** Frequency of Auxiliary Verbs in the Claim and Support Moves

| <b>The Claim Move and the Support Move</b> |           |            |
|--|-----------|------------|
| <b>Auxiliary Verbs</b>                     | <b>EM</b> | <b>NEM</b> |
| will                                       | 168       | 157        |
| <b>Auxiliary Verbs</b>                     | <b>EM</b> | <b>NEM</b> |
| can  | 46        | 57         |
| may  | 5         | 7          |
| could                                      | 1         | 2          |
| would                                      | 0         | 1          |

The Claim is the central move in the Argument stage, and the Support move is obligatory in this stage. Meanwhile, the Support move is an indispensable second part to the Claim in a tied pair of claim-support moves (Hyland, 1990). Therefore, linguistic features were identified in these two go-hand-in-hand moves. Unsurprisingly, the linguistic features in terms of the use of auxiliary verbs were

found consistent with those found in the pilot study. Auxiliary verbs such as *can*, *will*, *may*, *could* were found to be used in these two moves. These four auxiliary verbs appeared in 74 texts of EM, and 69 texts in NEM. Among them, *will* and *can* were frequently used. For *can*, it helps the writer illustrate the potential of smoking or the ban of smoking, and the writer used *will*, *may* or *could* to indicate the probability and possibility the government policy on smoking may bring. Some examples are given below:

(EM 033) *It **could** lung cancer.*

(EM 082) *It is obvious that cigarettes **would** produce some waste gas which pollutes our environment.*

(NEM 024) *Smoking in public places **will** result in many bad effect and don't have benefit at all.*

(NEM 027) *Smoking **can** influence other people's health.*

*The Marker move in the Argument stage*

**Table 4.6** Occurrence Frequency of Markers in the Argument Stage

| <b>The Marker move in the Argument stage</b> |                                  |                                   |
|--|----------------------------------|-----------------------------------|
| <b>Markers</b>                               | <b>Occurrence Frequency (EM)</b> | <b>Occurrence Frequency (NEM)</b> |
| first(ly)...., second(ly)...., finally       | 65                               | 23                                |
| to begin with...., then...., last...         | 4                                | 0                                 |
| on one hand...., on the other hand           | 6                                | 14                                |
| moreover/furthermore                         | 4                                | 1                                 |
| what's more                                  | 7                                | 2                                 |
| in addition/additionally                     | 5                                | 2                                 |

Markers which indicate the sequence and connections between the argument and the proposition were found to be used by both English major and non-English major students. In the first move cycle, 74 texts by English majors presented this move, while 39 by non-English majors. In the second move cycle, the number of this move occurrence increased to 84 and 47, respectively. Interestingly, the number decreased to 64 and 29 in the third move cycle. Two main devices for achieving the function of the Marker move were found to be used. One device was listing signals such as '*first(ly)...*, *second(ly)...*, *finally*', etc. Most students used such signals in the main study, which corresponds to that in the studies by Hyland (1990) and Chen (2002), who claimed that such markers to frame the sequence were loved by students. The other device is transition signals to indicate the step to another sequence, marking addition, contrast, condition, specificity, etc. For example, words or phrases like *additionally*, *in addition*, *what's more*, *moreover*, *on the other hand* were found to be used. However, the students tended to use few types of markers, and sometimes misused discourse connectives. They used *above all* instead of *first of all*, *at last* instead of *lastly*, *in one hand* instead of *on one hand* for instances. Also these misuses of marker both in the Argument stage and the Conclusion stage were found in the study of Chen (2002). Some examples are given below:

(NEM 015) **At last** (*lastly*), I read in the newspaper and in my gardening magazine that the ends of cigarettes are so poisonous that if a baby swallows one, it is likely to die.

(NEM 039) **In all** (*All in all*), online evaluation is needed.



(NEM 047) ***In total*** (*In conclusion*), *smoking should be banned in all public places.*

(EM 008) ***At first*** (*First of all*), *it's very impolite to smoke in public places.*

The results were reported from two main perspectives: move analysis and linguistic features. The findings related to move analysis fall into seven categories: 1) moves rarely present; 2) moves always/mostly present; 3) non-argumentative essays; 4) non-arguments; 5) new moves; 6) differences between EM and NEM; and 7) new pattern. Discussion for each result was provided based on 1) the pilot study; 2) the researcher' assumption; 3) previous work; and 4) the interview data. As for the results from analysis of linguistic features, first of all, present tense, present perfect tense and future tense were reported to be use in the move of Information; secondly, in Proposition, students writers expressed their position linguistically by employing attitudinal words and phrases to show their or stance or attitude towards the issue; next, some auxiliary verbs were used in the move of Claim and Support to indicate the potential, probability or possibility of the effect the policy will bring; and lastly, the use of markers lacks variety and accuracy.

In conclusion, the three research questions raised in Chapter One have been answered in this chapter based on the results from this study. In the next chapter, the modified Hyland's model as a product of the analysis will be proposed, and the pedagogical implications derived from these results as well as the limitations and ideas for future research will be discussed.

## **CHAPTER 5**

### **CONCLUSION & PEDAGOGICAL IMPLICATIONS**

This concluding chapter is divided into two sections: pedagogical implications for curriculum development, text materials design and classroom practices and the conclusion of the present study. This chapter starts with the conclusion section which summarizes how the three research questions are answered. Then, pedagogical implications based on the results of the present study are proposed. This chapter ends with the recommendations for future research and limitations of study.

#### **5.1 Conclusion**

The major concern of this study was primarily to investigate the move-step structures and linguistic features of argumentative essays written by English major and non-English major students at TU in current situation. The minor purpose was to identify the similarities and differences of argumentative essays composed by these two groups of students. And the last purpose was to explore a possibility of getting a new model based on the results from this study which is more suitable for Chinese students in this particular context. To achieve these objectives of this study, two sets of corpus were built. Each consists of 100 argumentative essays from English major and non-English major students at Tongren University respectively. Hyland's model (1990) served as the analytical framework to analyze these 200 texts. Genre analysis

was conducted manually, and Holsti's C. R. (1969) was employed to ensure the reliability of their results. Then, the semi-structured interviews with 5 teachers and 20 students were conducted individually to remove uncertain issues in the findings.

To answer the first research question regarding what are typical move-step structures of argumentative essays written by TU English major and non-English major students in current situation, move analysis was conducted. In general, most argumentative essays written by TU English major and non-English major students contain three stages: *the Thesis stage*, *the Argument stage* and *the Conclusion stage*. In the Thesis stage, the Information move and the Proposition move occurred very frequently in students' texts, while, the Gambit, Evaluation and Marker rarely appeared; the majority of students' essay had two move cycles, and few had four move cycles in the Argument stage. The Claim move was presented more often than the other three moves. One thing worth noting here is that the Support, which is viewed as a tied pair to the Claim, appeared mostly in the first move cycle. This indicated that students need to explore more about the topic so that they are able to provide sufficient evidences to support their stance. Interestingly, as the only one obligatory move in the Conclusion stage, the occurrence frequency of the Consolidation is much lower than that of the Affirmation which is optional. The possible reason is that Affirmation requires less cognitive demanding and lower order thinking. In short, the majority of the argumentative essays composed by TU English major and non-English major students included the three stages and obligatory moves

in Hyland's model (1990), indicating that the model can be used to explain the rhetorical structure of the Argumentative Essay in this particular context.

However, three main new types of move which do not exist in Hyland's model (1990) appeared in some students' texts. These three new moves were Contradiction, Irrelevance and Suggestion/Recommendation. The presence of the first two new moves in students' essays displayed the inconsistency with or irrelevance to the Proposition. Therefore, the two new moves should be avoided in students' written work. But as for another new move of Suggestion/Recommendation, it is likely that this new move can be included in the model because it provides possible solutions to the problem of the issue being argued, and facilitate the writer's insights into the issue as well.

The presence of New Pattern of argumentative essay highlighted the finding of the move-step structure of argumentative essays written by TU English major and non-English major students. Although only the minority of students used this pattern (13 texts), it is still worth noting. As mentioned in Chapter three, the students' essays were selected based on the required text length, so it is possible that much more students whose texts were not included in these 200 essays used this pattern. Many students were fond of using this new pattern because it is very popular in CET, which normally requires test-takers to compare two opposite opinions, and then provide their own after weighing at the advantages and disadvantages of the issue being argued.

To answer the second research question concerning what eminent linguistic features of argumentative essays written by TU English major and non-English major

students are, the linguistic features in terms of tenses, attitudinal stance, auxiliary verbs and markers were identified. The present tense, the present perfect tense, and the future tense were mostly used in the Information move to indicate the liveliness, current relevance and future action to be carried out.

Some words such as *agree*, *support* and *reject* were used to indicate the writer's stance on the controversial issue and the ownership of the proposition. And the phrases such as *in my opinion*, *from my view point*, and *as far as I'm concerned* were used to signal the writer's opinion is coming next. These linguistic features help the realization of the Proposition move.

Auxiliary verbs such as *can*, *will*, *may*, *could* were found to be frequently used in the Claim and Support moves. These auxiliary verbs help writers provide possible reasons and support to the point they hold. They indicate the potential, probability and possibility of the issue being argued.

As for the answer to the third research question regarding the similarities and differences in terms of move-step structure and linguistic features in argumentative essays between TU English major and non-English major students, a comparative study was conducted.

#### ***Similarities:***

As noted earlier, the Information, Proposition and Claim moves occurred mostly in the argumentative essays written by both English major and non-English major students. This indicated that the students knew they needed to provide some background materials before pushing forward their stance. Proposition and Claim are

obligatory moves, so it is easy to explain why they appeared with high frequency. Most of the students expressed their own opinions on the topic and naturally provided sound reasons as support to the Proposition. On the contrary, the moves of Gambit, Evaluation and Restatement rarely appeared in students' texts.

Besides, there are two new moves, the Irrelevance move and Suggestion/Recommendation move, that appeared in the argumentative essays written by English major and non-English major students. The presence of Irrelevance move in the Argument stage implied the students lack knowledge of the purpose and generic structure of the genre or it is a way to increase text length. However, the presence of Suggestion/Recommendation in the Conclusion stage seemed to appear in a positive way. After the writer illustrated the reasons and support to his or her proposition, some suggestions on the topic were given about how to make the government policy more effective. Possibly, from the results of the study, the new move of Suggestion/Recommendation could be added into Hyland's model (1990) as one optional move in the Conclusion stage. The display of this move can deepen the writer's insights into the controversial issue and may provide solutions to the problem.

***Differences:***

On average, the English major students at TU used more moves than the non-English major students did. It is likely that an essay with more moves has done a good job of presenting the claims, of supporting that claims with relevant and appropriate evidences and of dealing with a good conclusion because it may cover

more aspects and elements which meet the requirements of an argumentative essay. In other words, an essay with fewer moves may not be able to address all the components of effective argument. That is to say, an English major student was able to write an argumentative essay on the same topic with more moves, which gave him or her an advantage over a non-English major student.

Also, the results of analysis showed that only non-English major students used the Contradiction move. As discussed above, this finding may indicate the English major students have better knowledge about argumentative writing and better command of English. According to the student interview data, non-English major students paid more attention to grammatical accuracy of sentences rather than to the consistency and appropriateness of the content.

Another difference between EM and NEM worth noting is that non-argumentative essays occurred only in the corpus for non-English major students. This difference indicated that English major students more or less have better understanding of argumentative essay because they have more exposure to it.

## **5.2 Pedagogical Implications**

The results from the present study are of great significance for teacher educators and materials developers both in theoretical and practical perspectives. Particularly, the results strengthen pedagogical claims about the importance of genre-based approach, which provides valuable resources for classroom practices.

Writing problems of TU students are often due to the lack of input of genre, the lack of knowledge about the structure of argumentative writing, and ‘an inability to correctly marshal the resources of content and organization to meet the demands of the argumentative genre’ (Hyland, 1990, p. 75). Despite the importance of the process approach in writing class, social theorists claim that because process approaches emphasize individual cognition at the expense of language use, they fail to offer any clear standpoint on the social nature of writing (Martin, Christie & Rothery, 1987). Instead, genre approaches view writing as purposeful, socially situated responses to particular contexts and communities (Hyland, 2003b). It seems that a more interventionist pedagogy is necessary to extend students’ control over the argumentative genre.

Genre-based approach builds on the theory of Zones of Proximal Development (ZPD) proposed by Vygotsky (1978). ZPD emphasizes on the collaboration between teacher and learner. Through teachers’ provision of scaffolding and support to learners, learners move towards their potential level of performance. Kay & Dudley-Evans (1998) claimed that ‘a genre-based approach is empowering and enabling, allowing students to make sense of the world around them and participate in it’ (p. 310). It enables students to enter a particular discourse community, and discover how writers organize texts; it promotes flexible thinking and informed creativity, since students need to learn the rules before they can transcend them. Teachers can help students familiarize the structure of argumentative genre and obtain necessary knowledge to make meanings effective by providing such scaffolding.



Genre pedagogies promise very real benefits for learners as they pull together language, content, and contexts, while offering teachers a means of presenting students with explicit and systematic explanations of the ways writing works to communicate (Hyland, 2007). Therefore, the results presented in the study have pedagogical implications in the following ways under the framework of genre-based approach.

### **A Model for TU Student Argumentative Essays**

A model for TU student argumentative essays, modified from Hyland (1990), was proposed based on the results from analyzing of 200 texts written by TU English major and non-English major students. The main modifications were made to Hyland's model (1990) from three aspects. First, moves which rarely occurred in students' texts were left out. Second, new moves which do not exist in Hyland's model were added. Third, the move status were changed (some obligatory moves were changed into optional ones, and optional moves into obligatory ones in Hyland's model). Table 5.1 sets out this model for TU students' argumentative essays, with changes made in italics.

**Table 5.1** Modified Argumentative Essay Model for TU Students

| <b>Stage</b>   | <b>Move</b>   |
|--|---|
| <p><b>1. Thesis</b><br/>Introduces the proposition to be argued.</p>   | <p><b>Information</b><br/>Presents background material for topic contextualization.<br/><b>Proposition</b><br/>Furnishes a specific statement of position.<br/><b>(Evaluation)</b><br/>Positive gloss – brief support of proposition.<br/><b>(Marker)</b><br/>Introduces and /or identifies a list.</p>   |
| <p><b>2. Argument</b><br/>Discusses grounds for thesis.<br/>(four move argument sequence can be repeated indefinitely)</p> | <p><b>Marker</b><br/>Signals the introduction of a claim and relates it to the text.<br/><b>Claim</b><br/>States reason for acceptance of the proposition.<br/><b>Support</b><br/>States the grounds which underpin the claim.</p>  |
| <p><b>3. Conclusion</b><br/>Synthesized discussion and affirms the validity of the thesis.</p>                             | <p><b>(Marker)</b><br/>Signals conclusion boundary<br/><b>(Consolidation)</b><br/><i>Presents the significance of the argument stage to the proposition.</i><br/><b>Affirmation</b><br/><i>Restates proposition.</i><br/><b>(Suggestion)</b><br/><i>Provides suggestions for the issue being argued.</i><br/><b>(Close)</b><br/>Widens context or perspective of proposition.</p> |

**Table 5.2** Hyland's Model (1990)

| Stage  | Move  |
|--|---|
| <p><b>1. Thesis</b><br/>Introduces the proposition to be argued.</p>   | <p><b>(Gambit)</b><br/>Attention Grabber – controversial statement of dramatic illusion.</p> <p><b>(Information)</b><br/>Presents background material for topic contextualization.</p> <p><b>Proposition</b><br/>Furnishes a specific statement of position.</p> <p><b>(Evaluation)</b><br/>Positive gloss – brief support of proposition.</p> <p><b>(Marker)</b><br/>Introduces and /or identifies a list.</p> |
| <p><b>2. Argument</b><br/>Discusses grounds for thesis.<br/>(four move argument sequence can be repeated indefinitely)</p> | <p><b>Marker</b><br/>Signals the introduction of a claim and relates it to the text.</p> <p><b>(Restatement)</b><br/>Rephrasing or repetition of proposition.</p> <p><b>Claim</b><br/>States reason for acceptance of the proposition.</p> <p><b>Support</b><br/>States the grounds which underpin the claim.</p>   |
| <p><b>3. Conclusion</b><br/>Synthesized discussion and affirms the validity of the thesis.</p>                             | <p><b>(Marker)</b><br/>Signals conclusion boundary</p> <p><b>Consolidation</b><br/>Presents the significance of the argument stage to the proposition.</p> <p><b>(Affirmation)</b><br/>Restates proposition.</p> <p><b>(Close)</b><br/>Widens context or perspective of proposition.</p>  |

The modified model can be used for teaching and guiding the teacher's assessment of student's argumentative writing. The use of it could avoid simply giving marks or grades to students' written work by first impression (Hyland, 1990). In addition, by moving away from vague ideas and impression of students' writing, teachers can

intervene more effectively in writing. Moreover, teacher can provide explicit criteria for assessment and feedback, which is a way of integrating teaching and assessment so that improvement of writing can be suggested based on explicit understanding of text requirement (Hyland, 2007). In the following section, the implications for teaching are proposed first, and the ideas for assessment are discussed next.

First of all, from a broader perspective, genre theory should be included in curriculum which guides the design of textbooks and the implement of teaching practices. TU students' previous experience of learning to write at secondary school or at university would have been generally product-based and exam-oriented. Composition instruction, if there are some, typically focuses on sentence level and grammatically accuracy with some instruction in organization. Based on the textbooks for both English major and non-English students, it seems that a wide variety of genres are expected to be learned by university students. However, neither the curricular nor textbooks have included any single word about genre. Also, neither of them has put emphasis on genre. Thus, developing a framework for a flexible genre-based writing curriculum for EFL learners is necessary. Materials developers designing textbooks for EFL learners should choose a wide variety of genres. The materials should reflect the text's linguistic complexity and help the writer process the linguistic input and retrieve the necessary information for output.

Secondly, a significant topic should be chosen when teachers assign writing tasks of composing argumentative essays as a topic plays a significant role in writing an argumentative essay. Crowhurst (1990) claimed that students write better when they

write on issues that really concerned them. The topic has impact on generating content, formulating arguments and using language. If the topic is about the issue the students are familiar with and feel strongly about, they may be better at providing sound claims and supports in the Argument stage. Thus, teachers need to explore meaningful, interesting topics and guide students to look for information on these topics to make sure students prepare themselves for sufficient arguments.

Thirdly, teachers should help students build and develop field knowledge. From the results of the present study, obviously, students are struggling with writing argumentative essay, particularly with the Argument stage. Their difficulties are usually associated with the lack of a particular knowledge about the topic. Apart from the formal schema that needs to be activated, the content schema which consists of background knowledge and subject-matter knowledge also needs to be activated because it is relevant to the content of a particular text and to the text content and topic. Activating the schema engages students in a warming-up stage which enables them to think of what they already know about the topic they are going to write on (Anderson, 2003), and schema activation encourages students to arrive at determining a purpose, organization and readership (Paltridge, 2001). Therefore, to activate schema is crucial for students to know something about the topic, which makes it possible to develop the related knowledge into a complete essay. To achieve this purpose, the teacher would provide students with some information and mostly encourage them to look for more information about the topic through newspapers, books and the Internet searching by themselves. Then, encourage students to share

what they already know to increase their knowledge about the topic that they will write on, providing opportunities for students to collaborate with each other and with teachers as they are preparing for writing. In short, during this phase, teachers would include activities for extending students' topic searching skills, introducing relevant vocabulary and developing the base for related knowledge.

Fourthly, teachers should present complete text or range of texts with similar schematic structure as writing models. Teachers can select and provide good models of argumentative genre, analyzing representative samples of the genre to identify their stages and typical linguistic features, deconstructing and analyzing the language and structure. The evidence from the results showed that TU students need a good understanding of how an argumentative text is organized and structured. Students need to be exposed to such text type and a method of understanding how the contexts and purposes of texts are related to their schematic structures and linguistic knowledge. Thus, by providing and analyzing text samples of the genre, it is a way to familiarize students with the structure and linguistic features of this genre. In this way, teachers would help students increase the awareness of the structure and the purpose of the argumentative genre. Meanwhile, students are empowered with strategies and skills necessary to replicate these features in their own writing. Also, it is possible to choose poor writing scripts as bad models for students as suggested by Hyland (1990). He pointed out that badly organized texts could also provide opportunities for analyzing weaknesses and examples of ineffectual communication. In this way, students can have better understanding of how a good essay is organized, and how it

is written to achieve the communicative purposes in a particular context by comparing what happen to selected models in a target genre with students' own writing. However, exposure to model texts in the absence of explicit instruction does not help students too much. Since 'presentation of the model alone was not successful in producing improvement. Improvement in overall quality was hardly to be expected from a single exposure to the model' (Crowhurst, 1991, p. 330). Therefore, explicit instruction of argumentative genre is necessary and required in classroom practices.

Thus, fifthly, teachers should offer students explicit instruction in argumentative writing. Writing instruction needs to offer students an explicit knowledge of how target texts are structured and why they are written the way they look like because learning to write requires outcomes and expectations. Evidence from the results showed that TU students lack explicit knowledge about argumentative writing and some of them just have very unclear ideas about this genre. Certain elements of English argumentative essay may be more problematic for NEMS than for EMS, which is due to the NEMS' relatively limited exposure to the conventions of English argumentative essay. Student writers may benefit from more specific instruction in the discrete elements of an argument, including how to formulate an effective claim, how to support claim with evidence effectively and how to reach the requirements of argumentative genre. The explicitness sets very clear outcomes and expectations of writing rather than obtains the knowledge from unanalyzed samples, from repeated writing experience and from teachers' comments and suggestion (Hyland, 2003b). Students would be sensitized to argumentative genre by sharing the teacher's familiarity with such genre.

Explicit instruction also should involve development of linguistic competence, particularly to non-English major students, whose limited linguistic knowledge prevents them from conveying meaning to the acceptable level. Therefore, explicit instruction should be concerned with linguistic features, such as vocabulary use, discourse markers and how texts are grammatically patterned. As Hyland (2007) suggested, vocabulary and grammar are integrated into the exploration of texts and contexts rather than taught as a discrete component. This helps students not only see how grammar and vocabulary choices create meanings, but to understand how language itself works, acquiring a way to talk about language and its role in texts. In summary, explicit instruction in argumentative writing provides students with a knowledge of appropriate language forms shifts writing instruction from the implicit and exploratory to a conscious manipulation of language and choice (Hyland, 2007).

Next, teachers should encourage students to make good use of positive L1 transfer. Definitely, students have various skills and specific knowledge for writing argumentative essay in L1. The repertoire of strategies can be transferred from L1 to L2. L1 influences L2 writing in terms of rhetorical patterns such as paragraph organization, linear organization structure, coordinating conjunctions, indirectness devices, rhetorical appeals and reasoning strategies (Uysal, 2008). Kubota (1998) claimed that L1 writing skills affected the quality of ESL organization. Chinese vocabulary, discourse and Chinese writing styles were found to have direct or indirect effects on English writing (Wang & Wen, 2004). Wang & Wen (2002) claimed that the



L2 writing process is a bilingual event. L2 writers have both L1 and L2 at their disposal when they are composing in L2 and the tendency of L1 occurrence varies with individual composing activities. Students should be encouraged to compare writing argumentative essay in L1 and L2, finding out the similarities and differences between these two and borrowing useful writing strategies, skills, rhetorical device and relevant knowledge from L1. The contrasting linguistic patterns in Chinese and English need to be explicitly taught to L2 learners. In the event that students have difficulty making the transfer, teachers as experienced writers can provide necessary support to them.

Lastly, as for implications for assessment, both diagnostic assessment and achievement assessment can be done with the assistance of the modified model. Under this framework, diagnostic assessment can help teachers diagnose problems the students have with their writing, identifying areas the students need to improve, and allowing teachers to provide interventions needed for improvements. In this way, the model not only enables teachers to monitor the progress of students' writing and link teaching with assessment, but also provides a very clear picture of what is expected and required to write an acceptable argumentative essay. Also, achievement assessment can be done when students complete their writing task. Hyland (2007) suggested that achievement assessment occurs when students' writing abilities are gradually stretched until they can achieve successful independent performance in this genre. It is the right time to give an overall assessment to students' work.

### **5.3 Directions for Future Study:**

Some unresolved issues emerged during the research process, which can serve as directions for future research. First, although most of the texts in the present study used supports to support claims, it seemed that some supports were more effective and persuasive than others. A great number of them were less persuasive and had very loose organization without displaying students' good logical and reasoning skills. It would be significant to investigate the nature of the Claim and Support moves, and how supports function as real, good evidence to support claims, what are characteristics of effective support, and how to empower students with logical and reasoning skills to improve the effectiveness of claim and support. Second, a future study can be done to evaluate the effectiveness of the elements in the modified model structure which contribute to good quality of argumentative essays written by university EFL students. Additional instructional studies are needed to investigate how the modified model can be employed to help EFL students write English argumentative essays. To the best of my knowledge, few studies have been conducted on analysis of move-step structure of English argumentative essay in Chinese context. Only Qin & Karabacak (2010) did this with Toulmin's model (1958). This study investigated the relationship between the use of Toulmin elements and the overall quality of English argumentative essay. The correlational analysis found that the overall quality of English argumentative essays was not correlated with the fundamental Toulmin elements. Therefore, there is a need to investigate the effectiveness of the modified model on the argumentative essay written by EFL learners. Thirdly, future

study can investigate and then develop a set of assessment criteria of argumentative writing based on the modified model. Normally, the holistic scoring rubric provides no diagnostic information and may overlook subskills; whereas, analytic scoring rubric often gives vague description. It would be useful to develop a scientific and systematic genre-based scoring rubric. Therefore, teachers can intervene more effectively in offering feedback on writing as suggested by Hyland (2007). Thus, the overall quality of students' argumentative writing can be improved.

#### **5.4 Limitations of the Study:**

It should be noted that there are several limitations in this study. Meanwhile, these limitations of this particular study suggest several directions for further research on second language argumentative writing. The first limitation was the size of corpus. The corpus of this study was relatively small (200 texts). Moreover, the source of selection of corpus lacked diversity because all texts were from one university-Tongren University, where students have relatively low English language proficiency. Therefore, the results of the present study cannot be generalized because it fell short of painting a complete picture of argumentative essays written by all EFL students in Chinese context. Thus, the findings of the present study cannot be final. Future replications should look at larger numbers of texts written by students from more universities or institutions to determine whether the results are consistent with bigger different populations. Future work with diverse learners in diverse contexts with larger corpus would benefit researchers, teachers, and, ultimately, writers.

In addition, the quality of the texts may not be ensured due to time pressure and students' lack of devotion. The texts for the present study were written in one hour; moreover, the students knew the quality of their essays would not account for their academic performances, nor contribute to their marks or grades even though they were told that it was part of achievement for that term. As a result, a great number of the students may write their essays in a casual way and did not take the writing task seriously. For the sake of future studies, learner corpora should be built. Students' written work can be kept as original source for research. Learner corpus can provide opportunity and convenience for teacher researchers to conduct research on students' overall writing performances and tracing their writing development. Learner corpus can give researchers a wide empirical basis, which makes it possible to uncover their distinctive lexico-grammatical and stylistic signatures (Gilquin, et al. 2007). The implications of learner corpora can be used for curriculum design, materials development and teaching methodology (Keck, 2004). Also learner corpora allow comparative study on argumentative essays with good quality and poor quality to be carried out more easily and effectively.

The next limitation of the study may result from the teacher interviewees' partial understanding of the Hyland's structure elements as well as from the exclusion of student interviewees' opinions about move-step structure. The researcher presumed that the 5 teacher informants have the knowledge about the move functions of the Hyland's structure. Despite the detailed explanations of the structure elements of

argumentative essay proposed by Hyland, some teacher interviewees seemed that they did not have a full understanding of the functions of all components. As a result, their answers to some interview questions may have deviated from the topic of move-step structure. The answers may have been more satisfactory and useful if the interviewee's understanding of the functions of the structure elements of argumentative essay was enhanced. As for the limitation from the student interviewees' perspective, the interview data lacked the student interviewees' information about move-step structure for time consideration. The interview questions for students focused more on their personal experience of writing, which may miss the information about move-step structure from a different angle. Conducting the interview with students by asking questions about move-step structure would be time-consuming because the students have little knowledge about it, so the researcher need much time to explain it. Moreover, it is probably a time-consuming and ineffective task because the students may not be capable enough of understanding completely the move-step structure. To facilitate the understanding of move-step structure, after explaining the structure elements in detail, several texts can be given to the teacher and student interviewees to analyze with the help of the researcher. In doing so, the interviewee would be more familiar with the moves and their definitions and functions. Thus, their answers to the interview questions on move-step structures would get to the point directly, and the information about it from the students' side could enrich the interview data.



## REFERENCES

- Adamson, B. (1997). *The English Language Since 1976*. Plenary presentation at the National Foreign Language Teaching and Research Association. China Education Society, Nith Annual Conference, Jinan, PRC.
- Applebee, A. N. (1984). *Context for Learning to Write: Students of second school instruction*. Norwood, NJ: Ablex.
- Anderson, N. (2003). Reading. In D. Nunan (Ed.), *Practical English Language Teaching* (pp. 67-86). New York: McGraw-Hill.
- Aston, G. (2001). *Learning with Corpora*. Houston, TX: Athelstan.
- Biber, D. (1988). *Variation Across Speech and Writing*. Cambridge: Cambridge University Press.
- Biber, D. (1989). A typology of English texts. *Linguistics*, 27, 3-43.
- Biber, D. (1991). Oral and literate characteristics of selected primary school reading materials. *Text*, 11, 73-96.
- Biber, D. (1995). *Dimensions of Register Variation: A cross-linguistic comparison*. Cambridge: Cambridge University Press.
- Biber, D. and Finegan, E. (1994). *Sociolinguistic Perspectives on Register*. New York: Oxford University Press.
- Biber, D., Connor, U. and Upton, T. A. (2007). *Discourse on the Move: Using corpus analysis to describe discourse structure*. John Benjamins Publishing Company.

- Bondi, M. (2001). Small corpora and language variation. In Ghadessy, M., Henry, A. and Roseberry, R. (eds.). *Small Corpus Studies and ELT Theory and Practice*. (pp. 135-174). Philadelphia: John Benjamins Publishing Company.
- Brown, H. D. (1994). *Teaching by Principles: An interactive approach to language pedagogy*. New Jersey: Prentice Hall Regents.
- Carrel, P. L. (1983 a). Schema theory and ESL reading pedagogy. *TESOL Quarterly*, (17)4, 553-573.
- Carrel, P. L. (1983 b). Some issues in studying the role of schemata, or background knowledge, in second language comprehension. *Reading in a Foreign Language*, 1 (2), 81-92.
- Carter, R. and McCarthy, M. (1995). Grammar and spoken language. *Applied Linguistics*, 16(2): 141-158.
- Carter, R. and McCarthy, M. (2004). Talking, creating: interactional language, creativity, and context. *Applied Linguistics*, 25(1), 62-88.
- Chen, X. R. (2002). Using discourse connectives in composition: An investigation of Chinese learners' argumentative writing. *Foreign Language Teaching and Research*. 34 (5), 350-354.
- Chinese Ministry of Education (2000). *The English Curriculum Guidelines for University English Majors*. Beijing: People's Education Press.
- Chinese Ministry of Education (2007). *College English Curriculum Requirements*. Beijing: People's Education Press.



- Choi, Y. (1988). Text structure of Koreans speakers' argumentative essays in English. *World Englishes*, 7 (2), 129-142.
- Christie, F. and Martin, J. R. (eds.). (1997). *Genre in Institutions: Social processes in the workplace and school*. New York: Continuum.
- Connor, U. (1990). Linguistics/Rhetorical measures for international persuasive student writing. *Research in the Teaching of English*. 24 (1), 67-87.
- Conrad, S. (1994). Variation in academic writing: Textbooks and research articles across disciplines. Paper Presented at the Annual Conference of the American Association of Applied Linguistics. Baltimore.
- Craig, S. G. (1986). The effect of audience on language functions in written argument at two grade levels. Unpublished doctoral dissertation, University of British Columbia, Vancouver.
- Crowhurst, M. (1987). Cohesion in argument and narration at the three grade levels. *Research in the Teaching of English*. 21, 185-201.
- Crowhurst, M. (1990). Teaching and learning the writing of persuasive/argumentative Discourse. *Canadian Journal of Education*. 15 (4), 348-359.
- Crowhurst, M. (1991). Interrelationships between reading and writing persuasive discourse. *Research in the Teaching of English*, 25(3), 314-338.
- Crystal, D. (1997). *English as a Global Language*. Cambridge: Cambridge University Press.

- Deng, Y. C. and Xiao, D. F. (2005). A study of collocations of English delexical verbs by Chinese college English learners. *Foreign Language Teaching and Research*, 196(7), 7-10.
- Deng, Y. C. (2006). A corpus-based study on conjunctive adverbs in Chinese learners' English argumentative writing. *China English Teaching*. 6, 32-36.
- Derewianka, B. (1990). *Exploring How Texts Work*. Rozelle, New South Wales: Primary English Teaching Association.
- Ding, W. D. and Wu, B. (2005). *A Basic Course in Writing*. Higher Education Press.
- Ferris, D. R. (1994). Rhetorical strategies in student persuasive writing: Differences between native and non-native English speakers. *Research in the Teaching of English*, 28 (1), 45-65.
- Firth, J. (1968). A Synopsis of Linguistic Theory' in F. Palmer (eds.) *Selected Papers of J. R. Firth 1952-59*. London: Longmans. 168-205.
- Flowerdew, J. (1993). An educational, or process, approach to the teaching of professional genres. *ELT Journal*. 47 (4): 305-316.
- Freedman, A. and Medway, M. (eds.). (1994). *Genre and the New Rhetoric*. London: Taylor & Francis.
- Gao, J. (2007). Teaching writing in Chinese universities: Finding an eclectic approach. *Asian EFL Journal*, 20, 18-33.
- Gilquin, G., Granger, S. & Paquot, M. (2007). Learner corpora: The missing link in EAP pedagogy. *Journal of English for Academic Purposes*, 6: 319-335

- Gu, K. and Wang, T. S. (2005). The effect of language factors on the use of English present perfect tense. *Modern Foreign Languages*, 1, 53-60.
- Hammond, J. (1987). An overview of the genre-based approach to the teaching of writing in Australia. *Australian Review of Applied Linguistics*, 10 (2), 163-181.
- He, A. P. (1998). Successful and unsuccessful turn bidding in English conversation. *Foreign Languages*, 114 (2), 51-57.
- He, A. P. (2001). An analysis of students' spelling errors. *Foreign Language Teaching and Research*, 3, 199-205.
- He, A. P. (2003). A corpus-based analysis of English teacher talk in English classes. *Modern Foreign Languages*, 26 (2): 161-170.
- Henry, A and Roseberry. R. (2001). Using a small corpus to obtain data for teaching a genre. In Ghadessy, M. , Henry, A. and Roseberry. R. (eds.). *Small Corpus Studies and ELT Theory and Practice*. (pp. 93-133). Philadelphia: John Benjamins Publishing Company.
- Hinkel, E. (2004). Tense, aspect the passive voice in L1 and L2 academic texts'. *Langue Teaching Research*, 8(1), 5-29.
- Hoey, M. (1991). *Pattern of Lexis in Text*. Oxford: Oxford University Press.
- Holsti, O. (1969). *Content Analysis for the Social Sciences and Humanities*. Don Mills: Addison-Wesley Publishing Company.
- Hu, G W. (2002a). Recent important developments in secondary English-language teaching in the People's Republic of China. *Language, Culture and Curriculum*, 15, 30-49.

- Hu, G. W. (2002b). English language teaching in the People's Republic of China. In Silver, Hu & Iino (eds.), *English Language Education in China, Japan, and Singapore* (pp.1-77). Singapore: National Institute of Education.
- Hu, G. W. (2003). English language teaching in China: Regional differences and contributing factors. *Journal of Multilingual and Multicultural Development*, 24, 290-318.
- Hu, G. W. (2005). English language education in China: politics, progress, and problems. *Language Policy*, 4, 5–24.
- Houston, S. (2002). *Corpora in Applied Linguistics*. Cambridge: Cambridge University Press.
- Hyland, K. (1990). A genre description of the argumentative essay. *RELC Journal*, 21(1), 67-78.
- Hyland, K. (1999). Talking to students: metadiscourse in introductory coursebooks. *English for Specific Purposes*, 18(1), 3-26.
- Hyland, K. (2002). Genre: language, context, and literacy. *Annual Review of Applied Linguistics*, 22, 113-135.
- Hyland, K. (2003a). *Second Language Writing*. Cambridge: Cambridge University Press.
- Hyland, K. (2003b). Genre-based pedagogies: A social response to process. *Journal of Second Language Writing*, 12, 17-29.
- Hyland, K. (2004). *Genre and Second Language Writing*. Michigan: The University of Michigan Press.

- Hyon, S. (1996). Genres in three traditions: implications for ESL. *TESOL Quarterly*, 30(4), 693-722.
- Jin, K. (2004). An analysis of discourse connectives in English argumentative writing. *Journal of Jimei University*. 7 (4), 84-85.
- Johns, A. M. (1997). *Text, Role and Context: Developing academic literacies*. Cambridge: Cambridge University Press.
- Johns, A. M., Bawarshi, A., Coe, R. M., Hyland, K., Paltridge, B., Reiff, M.J. and Tardy, C. (2006). Crossing the boundaries of genre studies: Commentaries by experts. *Journal of Second Language Writing*, 15, 234-249.
- Kay, H. and Dudley-Evans, T. (1998). Genre: what teachers think. *ELT Journal*, 52(4): 308-314.
- Keck, C. (2004). Corpus linguistics and language teaching research: bridging the gap. *Language Teaching Research*, 8(1), 83-109.
- Kennedy, G. (1998). *An Introduction to Corpus Linguistics*. London: Longman.
- Koller, V. 2004. Businesswomen and war metaphors: Possessive, jealous and pugnacious? *Journal of Sociolinguistics*, 8 (1), 3-22.
- Kubota, R. (1998). An investigation of L1–L2 transfer in writing among Japanese university students: Implications for contrastive rhetoric. *Journal of Second Language Writing*, 7(1): 69–100.
- Li, J. H. (2006). The impact of main writing theories both at home and abroad on writing instruction in China. *Foreign Language Teaching Abroad*. 2, 41-46.

- Li, L. (1995). The Typicality and non-typicality of English compound transitive verbs. *Foreign Language Teaching and Research*, 5(1), 17-20.
- Li, L. (1998). A study of core and non-core verbs based on English link verbs. *Foreign Language Teaching and Research*, 15(3), 46-50.
- Li, S. (2000). An important measure for improving English writing instruction: process approach. *Foreign Language World*. 1, 19-23.
- Li, W. Z. (2003). A learner corpus-based study on keywords. *Modern Foreign Languages*, 23(4), 156-161.
- Liu, K. P. (2003). An effective way to improve Chinese students' English writing ability. *Foreign Language Teaching*. 6, 33-37.
- Lock, G. and Lockhart, C. (1998) Genre in an academic writing class. *Hong Kong Journal of Applied Linguistics*, 47-64.
- Ma, G. H. (2002). Contrastive analysis of linguistic features of English between Chinese and EFL and ENL essays. *Foreign Language Teaching and Research*, 34(5), 345-349.
- Martin, J. R. (1984). Language, register, and genre. In F. Christie, (eds.), *Children Writing* (pp.21-29) Geelong: Deakin University Press.
- Martin, J. R. (2009). Genre and language learning: A social semiotic perspective. *Linguistics and Education*, 20, 10-21.
- Martin, J., Christie, F., & Rothery, J (1987). Social processes in education: A reply to Sawyer and Watson (and others). In I. Reid (Ed.), *The Place of Genre in Learning: Current debates* (pp. 35–45). Geelong, Australia: Deakin University Press.

- McEnery, A. and Wilson, A. (2001). *Corpus Linguistics*. Edinburgh University Press.
- McEnergy, T, Xiao, R and Tono, Y. (2006). *Corpus-Based Language Studies*.  
Routledge Applied Linguistics.
- Miao, H. Y. and Sun, L. (2005). The chunking effect of delexicalized high-frequency verb collocations. *Journal of PLA University of Foreign Languages*, 28(3), 40-44.
- McCann, T. M. (1989). Student argumentative writing, knowledge and ability at three grade levels. *Research in the Teaching of English*, 23, 62-76.
- MOE Department of Development and Planning (2001). Statistics on China's educational development in 2000.  
Retrieved from <http://www.edu.cn/20011219/3014655.shtml> on December 29, 2009.
- Paltridge, B. (2001). *Genre and the Language Learning Classroom*. Ann Arbor, MI: University of Michigan Press.
- Pang, P. (2009). A study on the use of four-word lexical bundles in argumentative essays by Chinese English majors--a comparative study based on WECCL and LOCNESS. *CELEA Journal*, 32 (3), 25-45.
- Partington, A. (2003). *The Linguistics of Political Argument*. London: Routledge.
- Piper, A. 2000. Some have credit cards and others have giro cheques: 'Individuals' and 'people' as lifelong learners in late modernity. *Discourse and Society*, 11 (3), 515-542.

- Pu, J. Z. (2003). The collocations and chunks in English vocabulary teaching. *Foreign Language Teaching and Research*, 23(6), 176-181.
- Qin, J. J. & Karabacak, E. (2010). The analysis of Toulmin elements in Chinese EFL university argumentative writing. *System*, 38: 444-456.
- Reid, M. J. (1988). *The Process of Composition* (2nd edition). Englewood Cliff, NJ: Prentice Hall.
- Ross, H. A. (1992). Foreign language education as a barometer of modernization. In Hayhoe, R. (eds.) *Education and Modernization: The Chinese experience* (pp. 239-254). Oxford: Pergamon.
- Sinclair, J. (1991). *Corpus Concordance Collocation*. Oxford: Oxford University Press.
- Sinclair, J. (2000). Lexical Grammar. *Naujoji Metodologija*, 24, 191-203.
- Stubbs, M. (1995). Collocations and semantic profiles: On the cause of the trouble with quantitative methods. *Function of Language*, 2(1), 1-33.
- Swales, J. M. (1990). *Genre Analysis: English in academic and research settings*. Cambridge: Cambridge University Press.
- Taavitsainen, I. (1997). Genre conventions: personal affect in fiction and non-fiction in early Modern English. In Rissanen, M. Kytö, M. and Heikkonen, B. (eds.). *English in Transition*, pp. 185-266. Berlin: Mouton de Gruyter.
- Tirkkonen-Condit, S. (1985). *Argumentative Text Structure and Translation*. Jyväskylä: University of Jyväskylä.



- Toulmin, S. E. (1958). *The Uses of Argument*. Cambridge, UK: Cambridge University Press.
- Tribble, C. (2000). Practical uses for language corpora in ELT. In Brett, P. and Motteram, G. (eds.). *A Special Interest in Computers: Learning Teaching with Information and Communications Technologies*, pp. 31-41. Kent: IATEFL.
- Uysal, H. H. (2008). Tracing the culture behind writing: Rhetorical patterns and bidirectional transfer in L1 and L2 essays of Turkish writers in relation to educational context. *Journal of Second Language Writing*, 17: 183–207.
- Veel, R. (1997). Learning how to mean – scientifically speaking: apprenticeship into scientific discourse in the secondary school. In Christie, F. and Martin, J.R. (eds.). *Genre and Institution: Social processes in the workplace and school*, pp. 161-195. Continuum Studies in Language and Education.
- Vygotsky, L. (1978). *Mind in Society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wang, K. F. (2003). A corpus-based study of English-Chinese/Chinese-English correspondent sentences. *Foreign Language Teaching and Research*, 34(3), 215-219.
- Wang, L. F. & Wen, Q. F. (2004). Influences of L1 literacy on L2 writing: A study of chinese tertiary EFL learners, *Foreign Language Teaching and Research*. 36 (3): 205-212.
- Wang, L. F. and Zhang, Y. (2006). A corpus-based study on chunks in English argumentative writing of Chinese EFL learners. *CAFLE*. 110, 36-41.

- Wang, Q. (2007). The national curriculum changes and their effects on English language teaching in the People's Republic of China. In Cummins, J & Davison, C. (eds.), *International Handbook of English Language Teaching*, pp. 87-105. Springer.
- Wang, W. Y. & Wen, Q. F (2002). An Investigation into L1 Use in the L2 Writing Process Of Tertiary-level English Learners in China. *Journal of PLA University of Foreign Languages*. 25 (4 ): 64-76.
- Wen, Q. F. Ding, W. Y. and Wang, W. Y. (2003). Features of oral style in English compositions of advanced Chinese EFL learners. *Foreign Language Teaching and Research*, 35(4), 268-273.
- Wu, Y. A. (2001) English language teaching in China: Trends and challenges. *TESOL Quarterly*, 35, 191-194.
- You, X. Y. (2004). "The choice made from no choice": English writing instruction in a Chinese University. *Journal of Second Language Writing*, 13 (2), 97-110.

# Appendices

## APPENDIX A

### The Instruction for the Writing Task

It has been announced by Chinese Ministry of Health that smoking will be banned in all public places and office buildings from January 1, 2011. What's your opinion about this? Do you agree or disagree? Write an argumentative essay with 200-250 words in 1 hour on the topic 'Should Smoking Be Banned in All Public Places?'. Your essay should cover the following components: 1. your own opinion about this topic; 2. supporting details to support your idea; 3. conclusion to your statements.

自 2011 年 1 月起，中国将在所有室内公共场所、室内工作场所、公共交通工具和其它可能的室外工作场所完全禁止吸烟。你对这个禁烟令的看法是什么？写一篇题为 'Should Smoking Be Banned in All Public Places?' 的议论文（200-250 字，时间为 1 小时）。内容包括：1. 对这个有争议的话题进行介绍；2. 论点及论据（你的观点及支撑你观点的论据）；3. 对你的观点陈述做出总结。

## APPENDIX B

### Elements of Structure of the Argumentative Essay

| Stage  | Move  |
|--|---|
| <p><b>1. Thesis</b><br/>Introduces the proposition to be argued.</p>   | <p><b>(Gambit)</b><br/>Attention Grabber – controversial statement of dramatic illusion.<br/><b>(Information)</b><br/>Presents background material for topic contextualization.<br/><b>Proposition</b><br/>Furnishes a specific statement of position.<br/><b>(Evaluation)</b><br/>Positive gloss – brief support of proposition.<br/><b>(Marker)</b><br/>Introduces and /or identifies a list.</p> |
| <p><b>2. Argument</b><br/>Discusses grounds for thesis.<br/>(four move argument sequence can be repeated indefinitely)</p> | <p><b>Marker</b><br/>Signals the introduction of a claim and relates it to the text.<br/><b>(Restatement)</b><br/>Rephrasing or repetition of proposition.<br/><b>Claim</b><br/>States reason for acceptance of the proposition.<br/><b>Support</b><br/>States the grounds which underpin the claim.</p>  |
| <p><b>3. Conclusion</b><br/>Synthesized discussion and affirms the validity of the thesis.</p>                             | <p><b>(Marker)</b><br/>Signals conclusion boundary<br/><b>Consolidation</b><br/>Presents the significance of the argument stage to the proposition.<br/><b>(Affirmation)</b><br/>Restates proposition.<br/><b>(Close)</b><br/>Widens context or perspective of proposition.</p>   |

## Hyland's Model (1990)

### Examples of moves

#### I. The Thesis Stage

##### 1. The Gambit Move

*Many foreign employers complain about the sub-standard graduates produced in PNG.*

##### 2. The Information Move

*Since independence PNG has spent a lot of money financing the tertiary system and has not obtained good value for its money.*

##### 3. The Proposition Move

*I strongly propose the idea that our rural community schools be given first priority in terms of government funding.*

##### 4. The Evaluation Move

*This is primarily because it is the base of our education system.*

##### 5. The Marker Move

*There are a number of reasons for increasing assistance to community education.*

#### II. The Argument Stage

##### 1. The Marker Move

*Another way to improve the standards is to ...*

##### 2. The restatement Move

*The second reason why more money should be directly at the tertiary sector is ...*

##### 3. The Claim Move

*With the basic skills we learn from community schools it would be easier for us to understand the trade and economy of our country.*

##### 4. The Support Move

*...all children should be allowed a basic education.*

#### III. The Conclusion Stage

##### 1. The Marker Move

*To conclude ...*

##### 2. The consolidation Move

*Thus the quality of the graduates is improved and the various sectors of the community are satisfied.*

##### 3. The Affirmation Move

*To sum up, I strongly advise that more money should be spent on the primary sector.*

##### 4. The Close Move

*The future of the country will be jeopardized if nothing is done to improve this sector.*

## APPENDIX C

### The Results of the Pilot Study

|       | Thesis |   |   |   |   | Argument |   |   |   |   |   |   |   |   |   |   |   | Conclusion |    |   |    |
|-------|--------|---|---|---|---|----------|---|---|---|---|---|---|---|---|---|---|---|------------|----|---|----|
|       | G      | I | P | E | M | M        | R | C | S | M | R | C | S | M | R | C | S | M          | Co | A | CL |
| EM01  |        | v | v |   | v | v        |   | v | v | v |   | v | v |   |   |   |   | v          | v  |   | v  |
| EM02  |        | v | v |   |   |          |   | v |   |   |   | v |   |   |   |   |   |            |    | v | v  |
| EM03  |        | v | v |   |   |          |   | v |   |   |   | v |   |   |   | v |   | v          |    | v |    |
| EM04  |        | v | v |   | v | v        |   | v | v | v |   | v |   | v |   | v | v |            | v  | v |    |
| EM05  |        | v | v |   | v | v        |   | v |   | v |   | v | v | v |   | v | v | v          | v  | v |    |
| EM06  |        | v | v |   |   | v        |   | v | v |   |   |   |   |   |   |   |   |            |    | v |    |
| EM07  |        | v | v |   |   | v        | v | v |   |   |   | v |   |   |   |   |   | v          |    |   |    |
| EM08  |        | v | v |   |   | v        |   | v | v | v |   | v | v | v |   | v |   | v          | v  |   |    |
| EM09  |        | v | v |   |   | v        |   | v | v | v |   | v | v |   |   |   |   | v          | v  |   | v  |
| EM10  |        | v | v |   | v | v        |   | v | v |   |   |   |   |   |   |   |   | v          | v  | v |    |
|       |        |   |   |   |   |          |   |   |   |   |   |   |   |   |   |   |   |            |    |   |    |
| NEM01 |        | v | v |   |   | v        |   | v | v | v |   | v | v | v |   | v | v |            | v  |   | v  |
| NEM02 |        | v | v |   |   |          |   | v | v | v |   | v | v |   |   |   |   | v          |    | v |    |
| NEM03 |        | v | v |   |   |          |   | v |   |   |   | v |   |   |   |   |   | v          |    | v |    |
| NEM04 |        | v | v |   |   |          |   | v | v |   |   | v |   |   |   |   |   |            |    | v |    |
| NEM05 |        | v | v |   |   |          |   | v |   |   |   | v |   |   |   | v | v | v          | v  |   | v  |
| NEM06 |        | v | v |   |   |          |   |   |   |   |   |   |   |   |   |   |   | v          | v  |   |    |
| NEM07 |        | v |   |   |   |          |   |   |   |   |   |   |   |   |   |   |   |            |    |   |    |
| NEM08 |        | v | v |   | v | v        |   | v |   |   |   | v |   |   |   | v |   |            |    |   |    |
| NEM09 |        | v | v |   |   |          |   | v | v |   |   | v |   |   |   |   |   |            |    |   |    |
| NEM10 |        | v | v |   |   |          |   | v |   |   |   | v | v |   |   |   |   | v          | v  |   |    |

EM=English Major

NEM=Non-English Major

G=Gambit

I=Information

P=Proposition

E=Evaluation

M=Marker

R=Restatement

C=Claim

S=Support

Co=Consolidation

A=Affirmation

CL=Close





|              | Thesis |    |    |   |   | Argument |   |    |    |    |   |    |    |    |   | Conclusion |    |    |    |    |    |
|--------------|--------|----|----|---|---|----------|---|----|----|----|---|----|----|----|---|------------|----|----|----|----|----|
|              | G      | I  | P  | E | M | M        | R | C  | S  | M  | R | C  | S  | M  | R | C          | S  | M  | Co | A  | CL |
| EM033        |        | v  |    |   |   |          |   |    |    |    |   |    |    |    |   |            |    |    |    |    |    |
| <b>Total</b> | 3      | 33 | 27 | 0 | 6 | 24       | 0 | 30 | 22 | 27 | 0 | 29 | 18 | 24 | 0 | 24         | 16 | 15 | 13 | 21 | 10 |

EM=English Major      NEM=Non-English Major      G=Gambit      I=Information  
P=Proposition      E=Evaluation      M=Marker      R=Restatement      C=Claim  
S=Support      Co=Consolidation      A=Affirmation      CL=Close

### The Results of the Main Study (2)

|       | Thesis |   |   |   |   | Argument |   |   |   |   |   |   |   |   |   | Conclusion |   |   |    |   |    |
|-------|--------|---|---|---|---|----------|---|---|---|---|---|---|---|---|---|------------|---|---|----|---|----|
|       | G      | I | P | E | M | M        | R | C | S | M | R | C | S | M | R | C          | S | M | Co | A | CL |
| EM034 |        | v | v |   | v | v        |   | v | v | v |   | v | v |   |   | v          |   | v |    | v | v  |
| EM035 |        | v | v |   | v | v        |   | v | v | v |   | v |   | v |   | v          |   |   |    | v |    |
| EM036 |        | v | v |   |   |          |   | v | v | v |   | v |   |   |   |            |   | v |    | v | v  |
| EM037 |        | v |   |   |   |          |   |   |   |   |   |   |   |   |   |            |   |   |    |   |    |
| EM038 |        | v | v |   |   | v        |   | v | v | v |   | v |   | v |   | v          |   |   |    | v | v  |
| EM039 |        | v |   |   |   | v        |   | v | v | v |   | v | v | v |   | v          | v |   |    | v |    |
| EM040 |        | v | v |   | v | v        |   | v |   | v |   | v | v | v |   | v          | v | v |    | v |    |
| EM041 |        | v | v |   |   | v        |   | v | v | v |   | v | v | v |   | v          |   | v |    | v |    |
| EM042 |        | v |   |   |   |          |   | v | v | v |   | v | v |   |   |            |   | v | v  | v |    |
| EM043 |        | v | v |   | v | v        |   | v | v | v |   | v | v | v |   | v          | v | v |    | v |    |
| EM044 |        | v | v |   |   | v        |   | v | v | v |   | v | v | v |   | v          | v | v |    | v |    |
| EM045 |        | v | v |   |   | v        |   | v | v | v |   | v | v | v |   | v          | v |   |    | v |    |
| EM046 |        | v |   |   |   |          |   |   |   |   |   |   |   |   |   |            |   |   |    |   |    |
| EM047 |        | v | v |   |   | v        |   | v | v | v |   | v | v | v |   | v          | v |   | v  | v |    |
| EM048 |        | v | v |   | v | v        |   | v | v | v |   | v | v |   |   |            |   | v |    | v | v  |
| EM049 |        | v | v |   |   | v        |   | v | v | v |   | v | v |   |   |            |   | v |    | v |    |
| EM050 |        | v | v |   |   | v        |   | v | v | v |   | v | v |   |   |            |   | v |    | v |    |
| EM051 |        | v | v |   | v | v        |   | v |   | v |   | v | v | v |   | v          | v |   |    |   | v  |
| EM052 |        | v | v |   | v |          |   | v | v | v |   | v | v |   |   |            |   |   |    | v |    |
| EM053 |        | v |   |   |   |          |   | v |   | v |   | v | v |   |   |            |   | v |    | v | v  |
| EM054 |        | v | v |   | v | v        |   | v | v | v |   | v | v |   |   |            |   | v |    | v |    |
| EM055 |        | v | v |   | v | v        |   | v | v | v |   | v |   | v |   | v          | v |   |    | v |    |
| EM056 |        | v | v |   |   | v        |   | v | v | v |   | v | v | v |   | v          | v | v |    | v |    |
| EM057 |        | v | v |   | v | v        |   | v | v | v |   | v | v | v |   | v          | v |   |    | v | v  |
| EM058 |        | v | v |   | v | v        |   | v | v | v |   | v | v |   |   |            |   |   |    | v | v  |
| EM059 |        | v | v |   | v | v        |   | v | v | v |   | v | v | v |   | v          | v | v | v  |   |    |
| EM060 |        | v | v |   |   | v        |   | v | v | v |   | v | v | v |   |            |   | v | v  | v |    |

|       | Thesis |    |    |   |    | Argument |   |    |    |    |   |    |    |    |   |    | Conclusion |    |    |    |    |
|-------|--------|----|----|---|----|----------|---|----|----|----|---|----|----|----|---|----|------------|----|----|----|----|
|       | G      | I  | P  | E | M  | M        | R | C  | S  | M  | R | C  | S  | M  | R | C  | S          | M  | Co | A  | CL |
| EM061 |        | v  | v  | v | v  | v        |   | v  |    | v  |   | v  | v  |    |   |    |            |    |    | v  |    |
| EM062 |        | v  | v  |   | v  | v        |   | v  | v  | v  |   | v  | v  | v  |   | v  |            |    | v  |    | v  |
| EM063 |        | v  | v  |   | v  | v        |   | v  | v  | v  |   | v  | v  | v  |   | v  | v          | v  | v  | v  |    |
| EM064 |        | v  | v  |   |    | v        |   | v  | v  | v  |   | v  | v  | v  |   |    |            |    |    |    | v  |
| EM065 |        | v  | v  |   | v  | v        |   | v  | v  | v  |   | v  | v  | v  |   | v  |            |    | v  |    | v  |
| EM066 |        | v  | v  |   | v  | v        |   | v  | v  | v  |   | v  | v  | v  |   | v  | v          | v  |    | v  | v  |
| Total | 3      | 66 | 57 | 1 | 23 | 51       | 0 | 61 | 49 | 58 | 0 | 60 | 45 | 44 | 0 | 43 | 29         | 34 | 18 | 50 | 19 |

EM=English Major      NEM=Non-English Major      G=Gambit      I=Information  
P=Proposition      E=Evaluation      M=Marker      R=Restatement      C=Claim  
S=Support      Co=Consolidation      A=Affirmation      CL=Close

### The Results of the Main Study (3)

|       | Thesis |   |   |   |   | Argument |   |   |   |   |   |   |   |   |   |   | Conclusion |   |    |   |    |
|-------|--------|---|---|---|---|----------|---|---|---|---|---|---|---|---|---|---|------------|---|----|---|----|
|       | G      | I | P | E | M | M        | R | C | S | M | R | C | S | M | R | C | S          | M | Co | A | CL |
| EM067 |        | v | v |   | v | v        |   | v | v | v |   | v | v | v |   | v | v          | v |    | v | v  |
| EM068 |        | v | v |   | v | v        |   | v | v | v |   | v | v | v |   | v |            |   | v  |   | v  |
| EM069 |        | v | v |   | v | v        |   | v | v | v |   | v | v | v |   | v |            |   | v  |   | v  |
| EM070 |        | v | v |   | v | v        |   | v | v | v |   | v | v |   |   |   |            |   | v  |   | v  |
| EM071 |        | v | v |   |   | v        |   | v |   | v |   | v |   |   |   |   |            |   | v  |   | v  |
| EM072 |        | v | v |   | v | v        |   | v | v | v |   | v | v | v |   | v | v          | v | v  |   |    |
| EM073 |        | v | v |   |   | v        |   | v | v | v |   | v | v | v |   | v |            |   | v  |   | v  |
| EM074 |        | v | v | v |   |          |   | v |   |   |   |   |   |   |   |   |            |   | v  |   |    |
| EM075 |        | v | v |   |   | v        |   | v | v | v |   | v | v | v |   | v |            |   |    |   | v  |
| EM076 |        | v | v | v |   |          |   | v |   | v |   | v | v | v |   | v | v          | v |    | v | v  |
| EM077 |        | v | v |   |   | v        |   | v | v | v |   | v | v | v |   | v | v          | v |    | v |    |
| EM078 |        | v | v |   | v | v        |   | v | v | v |   | v | v | v |   | v | v          |   | v  |   |    |
| EM079 |        | v | v |   |   | v        |   | v |   | v |   | v | v | v |   | v |            |   |    | v | v  |
| EM080 |        | v | v |   | v | v        |   | v | v | v |   | v | v | v |   | v | v          | v |    | v |    |
| EM081 |        | v | v |   |   | v        |   | v | v | v |   | v | v | v |   | v | v          | v | v  |   |    |
| EM082 |        | v | v | v | v | v        |   | v | v | v |   | v | v |   |   |   |            | v |    | v | v  |
| EM083 |        | v | v |   | v | v        |   | v | v | v |   | v | v |   |   |   |            |   |    | v |    |
| EM084 |        | v | v |   |   |          |   | v |   |   |   | v |   |   |   |   |            |   | v  |   | v  |
| EM085 |        | v | v |   |   |          |   | v | v |   |   |   |   |   |   |   |            |   | v  |   | v  |
| EM086 |        | v | v |   |   | v        |   | v | v | v |   | v | v | v |   | v |            |   | v  |   | v  |
| EM087 |        | v |   |   |   |          |   |   |   |   |   |   |   |   |   |   |            |   |    |   |    |
| EM088 |        | v | v |   |   | v        |   | v | v |   |   | v |   | v |   | v | v          |   |    | v |    |





|        | Thesis |    |    |   |   | Argument |   |    |    |    |   |    |    |    |   |    |   | Conclusion |    |    |    |
|--------|--------|----|----|---|---|----------|---|----|----|----|---|----|----|----|---|----|---|------------|----|----|----|
|        | G      | I  | P  | E | M | M        | R | C  | S  | M  | R | C  | S  | M  | R | C  | S | M          | Co | A  | CL |
| NEM045 |        | v  | v  |   |   |          |   | v  | v  |    |   | v  | v  |    |   |    |   |            |    | v  | v  |
| NEM046 |        |    | v  |   |   | v        |   | v  |    | v  |   | v  | v  |    |   |    |   |            |    | v  |    |
| NEM047 |        | v  | v  |   | v | v        |   | v  |    | v  |   | v  |    | v  |   | v  |   | v          |    | v  |    |
| NEM048 |        | v  | v  |   |   |          |   | v  | v  |    |   |    |    |    |   |    |   |            |    | v  |    |
| NEM049 |        | v  | v  |   |   | v        |   | v  |    | v  |   | v  |    | v  |   | v  |   |            |    | v  |    |
| NEM050 | v      |    | v  |   |   |          |   | v  | v  |    |   | v  | v  |    |   |    |   |            |    | v  |    |
| NEM051 |        | v  | v  |   |   |          |   | v  |    |    |   | v  |    | v  |   | v  |   |            |    | v  |    |
| NEM052 |        | v  | v  |   |   | v        |   | v  |    | v  |   | v  | v  |    |   |    |   |            |    | v  |    |
| NEM053 |        | v  | v  |   | v | v        |   | v  | v  | v  |   | v  | v  | v  |   | v  |   | v          |    | v  |    |
| NEM054 |        | v  | v  |   |   |          |   | v  | v  | v  |   | v  |    | v  |   | v  |   |            |    | v  | v  |
| NEM055 |        | v  | v  |   |   | v        |   | v  | v  | v  |   | v  | v  |    |   |    |   | v          | v  |    |    |
| NEM056 |        |    | v  | v |   |          |   | v  | v  |    |   | v  |    |    |   |    |   |            |    | v  |    |
| NEM057 |        | v  | v  |   |   |          |   | v  | v  |    |   |    |    |    |   |    |   |            | v  |    | v  |
| NEM058 |        | v  | v  |   |   | v        |   | v  |    | v  |   | v  | v  | v  |   | v  |   | v          |    | v  |    |
| NEM059 |        | v  | v  |   |   | v        |   | v  | v  | v  |   | v  | v  | v  |   | v  |   | v          |    | v  | v  |
| NEM060 |        | v  | v  |   |   |          |   | v  | v  |    |   | v  | v  |    |   |    |   | v          |    | v  |    |
| NEM061 |        | v  | v  |   |   | v        |   | v  |    | v  |   | v  |    |    |   | v  |   |            |    | v  |    |
| NEM062 |        | v  | v  |   |   |          |   | v  | v  |    |   |    |    |    |   |    |   |            |    | v  |    |
| NEM063 |        | v  | v  |   |   |          |   | v  | v  |    |   |    |    |    |   |    |   |            |    | v  |    |
| NEM064 |        | v  | v  | v |   |          |   | v  | v  |    |   | v  |    |    |   |    |   | v          |    | v  |    |
| NEM065 |        | v  | v  | v |   |          |   | v  | v  | v  | v | v  | v  |    |   |    |   |            |    |    |    |
| NEM066 |        | v  | v  |   |   | v        |   | v  | v  | v  | v |    |    |    |   |    |   | v          |    |    | v  |
| Total  | 2      | 58 | 57 | 7 | 7 | 29       | 0 | 57 | 37 | 33 | 2 | 43 | 23 | 22 | 1 | 22 | 6 | 23         | 7  | 42 | 16 |

EM=English Major      NEM=Non-English Major      G=Gambit      I=Information  
P=Proposition      E=Evaluation      M=Marker      R=Restatement      C=Claim  
S=Support      Co=Consolidation      A=Affirmation      CL=Close

### The Results of the Main Study (6)

|        | Thesis |   |   |   |   | Argument |   |   |   |   |   |   |   |   |   |   |   | Conclusion |    |   |    |
|--------|--------|---|---|---|---|----------|---|---|---|---|---|---|---|---|---|---|---|------------|----|---|----|
|        | G      | I | P | E | M | M        | R | C | S | M | R | C | S | M | R | C | S | M          | Co | A | CL |
| NEM067 |        | v | v |   |   | v        |   | v | v | v |   | v | v | v |   | v | v | v          |    | v |    |
| NEM068 |        | v | v |   | v |          |   | v |   |   |   | v |   |   |   | v | v |            |    | v |    |
| NEM069 |        | v | v |   |   |          |   | v | v |   |   | v |   |   |   |   |   |            |    |   |    |
| NEM070 |        | v | v |   |   |          |   | v | v |   |   | v | v |   |   | v |   |            |    | v |    |
| NEM071 |        | v | v |   |   |          |   | v | v | v |   | v | v | v |   |   |   | v          |    | v |    |
| NEM072 |        | v | v |   |   |          |   | v | v | v |   | v | v |   |   |   |   | v          |    | v |    |

|              | Thesis |    |    |    |    | Argument |   |    |    |    |   |    |    |    |   |    | Conclusion |    |    |    |    |
|--------------|--------|----|----|----|----|----------|---|----|----|----|---|----|----|----|---|----|------------|----|----|----|----|
|              | G      | I  | P  | E  | M  | M        | R | C  | S  | M  | R | C  | S  | M  | R | C  | S          | M  | Co | A  | CL |
| NEM073       |        | v  | v  |    |    | v        |   | v  | v  | v  |   | v  | v  | v  |   | v  | v          | v  |    | v  |    |
| NEM074       |        | v  | v  |    |    | v        |   | v  | v  | v  |   |    |    |    |   |    |            |    |    |    |    |
| NEM075       |        | v  | v  |    | v  |          |   | v  | v  | v  |   | v  | v  |    |   |    |            | v  |    | v  |    |
| NEM076       |        | v  |    |    |    |          |   | v  | v  |    |   | v  | v  |    |   |    |            | v  |    | v  |    |
| NEM077       |        | v  |    |    |    |          |   | v  | v  |    |   |    |    |    |   |    |            |    |    | v  |    |
| NEM078       |        | v  | v  |    |    |          |   | v  |    | v  |   | v  |    |    |   |    |            | v  |    | v  | v  |
| NEM079       |        | v  |    |    |    |          |   | v  | v  |    |   |    |    |    |   |    |            |    |    | v  |    |
| NEM080       | v      | v  |    |    |    |          |   | v  | v  | v  |   | v  |    |    |   |    |            |    |    | v  |    |
| NEM081       |        | v  | v  |    |    | v        |   | v  | v  | v  |   | v  | v  | v  |   | v  |            | v  | v  |    |    |
| NEM082       |        | v  |    |    |    |          |   | v  | v  |    |   |    |    |    |   |    |            | v  | v  | v  | v  |
| NEM083       |        | v  | v  |    |    |          |   | v  |    |    |   | v  | v  |    |   |    |            |    |    | v  |    |
| NEM084       |        |    | v  |    |    |          |   | v  | v  |    |   |    |    |    |   |    |            | v  |    | v  |    |
| NEM085       |        | v  | v  |    |    |          |   | v  | v  | v  |   | v  | v  |    |   |    |            |    |    | v  | v  |
| NEM086       |        |    | v  |    | v  | v        |   | v  | v  | v  |   | v  | v  |    |   |    |            |    |    | v  | v  |
| NEM087       |        | v  | v  |    |    | v        |   | v  | v  | v  |   | v  | v  | v  |   | v  |            | v  | v  |    |    |
| NEM088       |        |    | v  |    |    |          |   | v  | v  | v  |   | v  | v  |    |   |    |            |    |    | v  |    |
| NEM089       |        | v  | v  |    |    |          |   |    |    |    |   |    |    |    |   |    |            | v  |    | v  |    |
| NEM090       |        | v  | v  | v  |    |          |   | v  |    |    |   |    |    |    |   |    |            |    |    | v  |    |
| NEM091       |        | v  |    |    |    | v        |   | v  | v  |    |   |    |    |    |   |    |            |    |    | v  |    |
| NEM092       |        | v  | v  |    |    |          |   | v  | v  |    |   |    |    |    |   |    |            |    |    | v  |    |
| NEM093       |        |    | v  | v  |    | v        |   | v  |    | v  |   | v  |    | v  | v |    |            |    |    | v  |    |
| NEM094       | v      | v  | v  |    |    |          |   | v  |    |    |   |    |    |    |   |    |            |    |    | v  |    |
| NEM095       |        | v  | v  |    | v  | v        |   | v  | v  | v  |   | v  |    | v  | v |    |            |    |    | v  |    |
| NEM096       |        |    | v  | v  |    |          |   | v  | v  |    |   |    |    |    |   |    |            |    |    | v  |    |
| NEM097       |        |    | v  |    |    |          |   | v  | v  |    |   | v  |    |    |   |    |            | v  | v  |    |    |
| NEM098       |        | v  | v  | v  |    |          |   | v  | v  |    |   | v  |    |    |   |    |            | v  | v  |    | v  |
| NEM099       |        | v  |    |    |    | v        |   | v  |    | v  |   | v  | v  |    |   |    |            |    |    |    | v  |
| NEM100       |        | v  |    |    |    |          |   |    |    |    |   |    |    |    |   |    |            |    |    |    |    |
| <b>Total</b> | 4      | 88 | 83 | 11 | 11 | 39       | 0 | 87 | 62 | 49 | 2 | 65 | 37 | 29 | 3 | 28 | 9          | 37 | 12 | 68 | 22 |

EM=English Major

NEM=Non-English Major

G=Gambit

I=Information

P=Proposition

E=Evaluation

M=Marker

R=Restatement

C=Claim

S=Support

Co=Consolidation

A=Affirmation

CL=Close

## APPENDIX E

### Interview Questions for Teachers

1. What are possible reasons for the absence of the Gambit move in most of students' essays?
2. Why do you think most of students can use the move of Information?
3. Why do you think most of the students could use the move of Proposition easily and naturally?
4. Why did most of students fail to present the Evaluation move?
5. Why did the Restatement move rarely occur in students' texts?
6. Why do you think most of the texts present the move of Claim?
7. Why do you think most of the students used much more Affirmation than Consolidation?
8. Why do you think an average English major student used more moves than an average non-English major?
9. Do you think an essay with the pattern 'I + A (C+S) n + D + P' is an argumentative essay? Why do you think some texts (13) have this pattern?
10. Do you think the new move Suggestion/Recommendation in the Conclusion is acceptable? What are reasons for the presence of this move?
11. What are reasons for the presence of the new move of Contradiction to the Proposition?

## APPENDIX F

### Interview Questions for Students

1. Did you know about the general structure of argumentative essay before? From who?
2. What are the problems you have when writing one?
3. Do you think an essay with the pattern 'I + A (C+S) n + D + P' is an argumentative essay? Some students wrote their essays with the pattern. From whom do you think they got it?
4. Do you think those EMs would have a better basic knowledge about writing argumentative essay? Why?
5. What makes a good conclusion in an argumentative essay?
6. What are basic elements for an argumentative essay?

1. 你以前知道英语议论文的大致结构吗？从哪里知道的？
2. 你觉得在写英语议论文的时候，主要有哪些困难？
3. 你觉得'I + A (C+S) n + D + P'是议论文的结构吗？有些学生用了这个结构，你觉得他们是从哪里了解到的？
4. 你认为英语专业学生比非英语专业学生有比较好的有关英语议论文知识吗？为什么？
5. 你认为一篇好的议论文的结尾应该是怎样的？
6. 你认为一篇英语议论文有哪些基本要素？



## **CURRICULUM VETAE**

Qian Li was born in Tongren, Guizhou Province on April 28, 1971. She graduated from Tongren Teachers' College in 1993, and she received a Bachelor degree of Arts (English Education) in 1997 from Central China Normal University.

She started her teaching career at Shazi Middle School in 1993. She is currently an associate professor at Foreign Languages and Literature Department of Tongren University. She has published 11 research articles in academic journals in China since 2000.

Since 2008, she has enrolled in the MA. Program of English Language Studies at the School of English, Institute of Social Technology, Suranaree University of Technology, Thailand. Her research interests are linguistics and applied linguistics. She can be reached at the email: [qian2007816@gmail.com](mailto:qian2007816@gmail.com).