

Analyzing Second Language Technical Writing: Towards a Systemic Functional Linguistic Based Model

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ABSTRACT

Pedagogies for language and writing instruction informed by systemic functional linguistics (SFL) have gained significant ground throughout second language instruction in the past decade. This paper reports the findings of a study that investigates the effect of using the analysis of technical writing within the systemic functional linguistic framework in developing the rhetorical awareness of second language learners in technical writing. The participants of the study were sixty university students. The study administered a genre analysis test based on SFL and analyzed students' writing samples to explore second language learners' rhetorical awareness. The findings demonstrated that analyzing technical genre samples based on the SFL model developed students' rhetorical awareness. Analyzing technical genre samples helped students become aware of how texts in technical writing are shaped for different purposes, audiences, and context. Furthermore, the students' rhetorical awareness was transferred to their technical writing. The study therefore offers implications for SFL pedagogies in language and writing instruction.

Keywords: Systemic Functional Linguistics; Rhetorical Awareness; Technical Writing; Genre Analysis

RESUMEN

Las pedagogías para la enseñanza de idiomas y de la escritura basada en la Lingüística Sistémico-funcional (LSF) han ganado gran aceptación en la enseñanza de segundas lenguas en la pasada década. Este artículo informa sobre los hallazgos de un estudio que investigó el efecto de analizar textos técnicos en el marco de la LSF sobre el desarrollo de la conciencia retórica en la escritura de textos técnicos en estudiantes de ESL. El estudio administró una evaluación de análisis de géneros basado en LSF y analizó muestras de la escritura de los estudiantes para explorar su conciencia retórica. Los resultados demostraron que el análisis de muestras de textos técnicos en el marco de la LSF permitió el desarrollo de la conciencia retórica de los estudiantes. El análisis de las muestras de géneros técnicos los ayudó a comprender cómo se construyen estos textos para diferentes propósitos, audiencias y contextos. Además, la conciencia retórica de los estudiantes se transfirió a sus producciones textuales. Este estudio, por lo tanto, ofrece conclusiones acerca de las pedagogías de la enseñanza de idiomas y de escritura basadas en la LSF.

Palabras claves: Lingüística sistémico-funcional; conciencia retórica; escritura técnica; análisis de géneros.

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Introduction

Second-language acquisition (SLA) research considers the approach of genre analysis as the method that students could use to discover the features of written and spoken texts. Many studies have shown the effect of genre analysis approach on developing students' L2 reading and writing (Cheng, 2007; Cheng, 2008a; Cheng, 2008b; Henry & Roseberry, 1998; Mustafa, 1995). However, no empirical study, to our knowledge, has been conducted on genre analysis based on the Systemic functional linguistics framework to develop rhetorical awareness in technical writing. The current study has rigorously investigated how students' use of the Systemic functional linguistics framework in analyzing technical genre samples could enhance their rhetorical awareness in technical writing.

SLA researchers have made many attempts to define what is meant by genre. In 1989, Swales' book "*Genre analysis : English in academic and research settings*" proposed that a genre comprises communicative events in which writers share communicative purposes, constituting the genre's rationale which shapes discourse structure and affects the choice of style and content (Swales, 2011). Routledge Linguistics Encyclopedia pointed out that genres have specific discourse structures and features to achieve their communicative purposes (Malmkjaer, 2013) and it is the writer's role to consider the intrapersonal, institutional, sociocultural, and organizational factors that affect a genre's construction in a specific social context (Johns, 2003).

Genre analysis is important to university students to discover the features of written texts. Considerable attention from research has been paid to the potential effect of the genre analysis approach on second language students' writing (Cheng, 2007; Cheng, 2008a; Cheng, 2008b; Henry & Roseberry, 1998). However, EFL teachers in composition programs at university sometimes do not give enough attention to genre analysis based on SFL. Besides, many Arabic-speaking students at composition programs have limited experience about the features of texts written in technical English and of how these written texts convey specific constructed meaning to readers in a social discourse. Genre analysis based on SFL suggested in this study, however, is an important means for addressing such needs. It is the analysis of written texts related to specific written genres (e.g., technical writing) to explore how texts are written for specific audiences, purposes, and metafunctions. Conducting genre analysis could help learners understand the text's features, develop their rhetorical awareness, and discover that texts are not the same in all disciplines; rather, they are written for different audiences, purposes, and metafunctions.

Rhetorical awareness means that students can recognize and consider the rhetorical elements in their writing, including purpose (why the document is being written, understanding the relationship between the features of text and its communicative purpose), the audience (who will read the document, who might read your work), the context (the background of the situation in which the document is created, and the circumstances of the environment where a piece of communication takes place). Students need to carry out genre analysis tasks to discover all the essential features related to rhetorical action. After some practices in genre analysis, they might internalize the specific features of each genre and use them in the construction of their writing. According to (Swales, 2011), such genre-analysis tasks give students new insight into the mechanisms of rhetoric in their texts. I think that such genre analysis tasks give students new insight into the metafunctions of rhetoric in their texts.

Systemic functional linguistics provides the theoretical background of the current study. Giving students the opportunity to analyze the linguistic features based on the register variables (e.g., field, tenor, and mode) along with the resources of linguistic metafunctions (e.g, interpersonal, textual, and ideational), can foster learners' knowledge of how written genres use specific rhetorical and linguistic features. In the current study, the analysis of technical writing samples was based on Alred, Brusaw & Oliu (2019) and Dragga (1992). They propose to work with research reports, progress reports, feasibility reports, laboratory report, analytical report, proposals, cover letters, technical descriptions, instruction manuals, executive summaries, user manual, informative abstract, brochure, formal letter, illustrative instruction, investigative report, job description, laboratory report, activity report, sales proposal, trouble report using printed memo, letter of application and resume,

procedural instructions. The audience in technical writing is apparent in the content of technical writing. Many different functional goals, including giving information, writing instructions, writing a cover letter, writing a memo, writing user manuals, can be realized via modes of technical writing genres to respond to specific readers (tenor) for a specific social situation (field).

Upon reviewing previous studies, it became obvious that there is no study, to our knowledge, that has been conducted using genre analysis to develop students' rhetorical awareness in technical writing. Therefore, the concept of how to enhance students' rhetorical awareness through analyzing samples of technical genres within the Systemic Functional Linguistic framework has not been adequately explored so far. Consequently, the chief aim of the current study is to enhance students' rhetorical awareness of technical writing by using the analysis of technical genre samples based on the framework of SFL and Genre-based Instruction. In the light of this aim, the current study tries to find an answer to the following main questions:

1-How effective is the analysis of technical genre models based on SFL in developing students' rhetorical awareness in technical writing?

2-To what extent is a student's rhetorical awareness transferred onto their technical writing?

Literature review

Since the early nineties, there has been a renewal in genre instruction and genre analysis. The teaching of genres has been influenced by three approaches –the approach of English for Specific Purposes (ESP), the New Rhetoric approach, and the Systemic Functional Linguistics approach. A genre analysis for English for Specific Purposes focuses more on the specialized words and particular grammatical structures. The new rhetoric genre perspective is more interested in the rhetorical organization of the text, such as the analysis of the “moves” and “steps” of a particular genre and the study of the grammatical structures affected by the rhetorical consideration (Riazi, 2016). Systemic functional linguistics gives more attention to the main function of language for making meaning in a context rather than as a set of specific structures. It requires realizing three kinds of linguistic sources in a text to describe a genre: ideational sources which are responsible for constructing text content; interpersonal sources which are responsible for constructing tenor (the relationship between speaker/listener or writer/reader), or social relations, or attitudes in a written text; and textual features which are responsible for constructing mode (how the flow of information is organized in a written text) (Bartlett & O'Grady, 2017; Byrnes, 2013; Stukker, Spooren, & Steen, 2016; Yan and Webster, 2014)

Most of the studies that have investigated the use of genre analysis over the past 27 years are more concerned with developing reading and writing (Cheng, 2008a; Hyon, 2001; Kalali, 2015), generic competence (Deng, Chen, and Zhang, 2014), genre awareness (Negretti & Maria, 2011; Yayli, 2011), rhetorical structure (Lee, 2016), generic features (Cheng, 2007), and very few studies, such as Cheng (2008b), to our knowledge, have shown the effectiveness of genre analysis on the awareness of only two rhetorical parameters (reader/writer and purpose) and have not measured its effect on rhetorical awareness. Moreover, Cheng's study was conducted on one student so the study's result cannot be generalized. Other studies like Kakh, Mansor and Zakaria (2014) have investigated the effect of rhetorical analysis tasks on postgraduate students' sense of audience in thesis writing. The findings suggested that rhetorical analysis may improve learners' sense of audience. Chandrasegaran (2012) conducted a study in which he investigated whether instruction in identifying rhetorical moves analysis in a writing class would have a positive effect on students' choice and organization of moves in students' essay writing. The findings showed that the high correlation between participants' move analysis and essay writing scores suggests that raising students' rhetorical awareness through instruction in move analysis affected positively on move organization and choice in their writing.

In addition to these studies, there is one study that has explored students' rhetorical sensitivity after analyzing some genres for developing their reading. Hyon (2001) provided empirical evidence of the effect of an EAP reading course based on the genre on non-native adult speakers. The study investigated the effect of analyzing class genres (e.g., news stories, textbooks, and articles) on their

second language reading. The genres were analyzed in terms of purpose, structure, content, and language style. Results revealed that some students applied the genre features they acquired to their second language reading and writing. Moreover, they gained rhetorical sensitivity that may transfer to other reading texts. The scope of the study of Hyon (2001) was limited in terms of the lack of instruments to investigate the effectiveness of genre analysis and the gains in rhetorical sensitivity was much more related to learners' attitude towards encoding spoken messages; rather than writing. According to Hart, Carlson, and Eadie (1980), rhetorical sensitivity is a particular attitude toward encoding spoken messages. It considers the operations of communication in a way that produces the delivery of effectively encoded messages. Hence, Rhetorical awareness is not synonymous with rhetorical sensitivity.

Methodology

Study Context and Participants

This study was conducted at Tabuk University in the Kingdom of Saudi Arabia. A total of 60 Saudi female students consented to be participants in this study. The participants were EFL Saudi learners in the computer science department where they study technical writing as a compulsory course in their program specification. They were native speakers of Arabic and their age was between 18-20 years old. Their second language proficiency level was intermediate (B1), as determined by an in-house placement test administered at the department.

The data were collected in a technical writing course taught by the author at University: 14-week technical genre analysis course was designed and delivered by the author and a doctoral candidate researcher as a volunteer assistant, who met students twice a week. Each session was 120 minutes long. The genre analysis usually lasted an hour; the remaining time was devoted to students' discussions and teacher-student conferences. The study followed a one-group pre-test/post-test design. Since most of the students were expected to analyze many forms of technical writing during their course at university, the SFL genre approach (Bartlett and O'Grady, 2017; Swales, 2011) was adopted for their analysis of the rhetorical features of technical writing.

Instruments

A Rhetorical Analysis Test

The rhetorical analysis test (see appendix A) was conducted to assess students' rhetorical awareness (audience, purpose, and context) of technical writing (e.g., progress report, job description, user guides, manuals, memo report, memo of a job description.). It consisted of nine items. Item one assessed students' awareness of purpose. Items two to six assessed their awareness of the audience. Items seven to nine assessed their awareness of context. The rhetorical analysis test was piloted by ten professors of applied linguistics before it was used in the study. The test items were also constructed based on reviewing literature (e.g., Dos Santos, 2002; Swales, 2011; Devitt, 2010; Lunsford, Wilson, and Eberly, 2009) related to rhetorical awareness and technical writing. Most of the amendments proposed by the professors of applied linguistics were about rewording some items and omitting certain items. Their comments and recommendations were considered in the final version of the test.

Technical Writing Samples

The students' technical writing samples were analyzed to assess whether their rhetorical awareness was transferred onto their writing. The assessment of samples was conducted before the intervention and students' writing was also assessed after the interventions. An analytical scoring rubric of rhetorical awareness was constructed to assess students' writing samples before and after the intervention. It was constructed in the light of reviewing literature and previous studies including Brookhart (2013); Walvoord, Stevens, and Levi (2013); Anderson (2016); Tyagi and Misra (2011). It comprised three criteria for assessing rhetorical awareness in technical writing including purpose, audience, and context.

Procedures and Treatment

The sixty female participants were randomly selected by the author after gaining the approval of the vice dean and students' consent to participate in this study. To assess students before the intervention,

a pre-test was administered by a Ph.D. candidate researcher and marked by a third party that consisted of three volunteer teachers with knowledge and expertise in the course. An analytical scoring rubric (see appendix B) was constructed for grading students' writing samples.

The study was carried out over a 14-week period during the 2017 winter term. During the experimental intervention period, the author provided explicit instruction about how to analyze the text ideationally (purpose awareness), interpersonally (audience awareness), and contextually (context awareness) at the beginning of each session. Various guided technical writing models (memo, resume, reports, manuals) followed by group work activities were used for practicing the analysis.

After the explicit instruction, the author provided guided activities. Students were asked to analyze the texts ideationally, interpersonally, and contextually. Ideationally, students identified the text purpose, i.e. they mentioned the reason for writing that type of writing. Interpersonally, the students were asked to identify the kind of relationship between the writer and the reader (e.g., What is the relation between the writer and the reader? Who was involved in the writing? What was their status? How did their status affect their way of writing? And how did the readers interpret the writers' rhetorical features?). Contextually, students were asked to notice the organization of information (e.g., How is the text organized, what is the layout /background of the text, and what ways did the writer use to introduce and end his text?). Then, students discussed in pairs and then as a whole class their analysis. In all activities, there was an explicit instruction delivered by the researcher to develop students' rhetorical awareness.

After this stage, the author divided students into small groups and gave them technical genre models to be analyzed. The author asked students to answer the questions below the text. The questions were: 'what is the purpose of the manual? Or 'what did the author intend to do? Or 'What phrases, words, sentences did the writer use to refer to the purpose?' in order to raise students' awareness of purpose. The students also answered questions such as 'what was the kind of relationship between the author and the reader?' or 'what was the status of the writer and the reader? Or 'who is the intended reader?' in order to heighten students' awareness of the audience and questions like 'what was the background of the situation in which the text was created?' or ' what were the circumstances in which this text was written?' After six weeks of technical genre analysis, the models were used as a guide for students to write their own technical writing along with the analysis. At the end of each session, the author received the students' writing samples.

Data collection

The study started in the second week of the semester to ensure the regular attendance of students and that they resumed their classes, it concluded two weeks before the end of the semester to avoid course withdrawals.

The reliability of the rhetorical analysis test was established two weeks before the beginning of the study. It was administered to a randomly selected group of forty students at the same level of the study group. Those students were excluded from this study. The rhetorical analysis test was administered at the beginning and end of the intervention by other researchers. The students were required to complete the entire text in 60 minutes. After fifteen days of the first administration, the same students were retested by the researcher. The Pearson correlation coefficient was calculated between the test/ retest, and it was 0.93.

Writing samples were collected from students by the other researcher. They were collected two times: at the beginning and at the end of the intervention to determine whether students' rhetorical awareness was transferred onto their technical writing, after conducting the genre analysis of some technical writing models. An analysis of the writing samples was conducted by the author and the researchers. To determine inter-rater consistency between the author and the two researchers, an inter-rater reliability analysis was conducted using the Pearson correlation coefficient, which was 0.91. This indicates an agreement between the two raters with regard to their realizations of the same rhetorical purpose, audience, and context. Preliminary statistical analyses such as Pearson's coefficient of internal consistency and paired sample T-test were conducted for data analysis. Consequently, all data of the final-version instruments were found reliable.

Analysis, Findings and Discussion

RQ1-How effective is the analysis of technical genre models based on SFL in developing students' rhetorical awareness in technical writing?

To check for any differences between the rhetorical analysis pretest and the posttest in the same group, the "t-test" for paired samples was used. The findings reported in Table 1 revealed that t-value was (20.4) and significant at 0.01 level. These results indicated that there were significant differences between the mean scores of the rhetorical analysis pretest and the posttest, which indicate that analyzing technical genre models had a positive effect on developing students' rhetorical awareness in technical writing. This result answered the first research question confirming that analyzing technical genre models positively developed students' rhetorical awareness. Table 1 presents a summary of the data analysis obtained from the rhetorical analysis pretest and the posttest.

Table 1: T-test Results of the Rhetorical Analysis Test

Group	No.	Means	St.Deviation	D. f.	t. value
Pretest	60	1.50	0.50	59	20.4
Post-test		7.90	3.71		

*Significant at 0.01 level

RQ2- To what extent is the students' rhetorical awareness transferred onto their technical writing?

Sixty technical writing samples were analyzed by the author and the researcher (see Appendix C). The initial analysis was conducted at the beginning of the intervention to assess their rhetorical awareness before the intervention. Another analysis was conducted at the end of the course to assess their rhetorical awareness after the intervention.

The two raters analyzed the students' samples in their awareness of purpose, audience, and context. Using the "t-test" for paired samples, the analysis of collected data showed that the obtained t-value (23.4) was significant at 0.01 level. Table 2 presents a summary of the data analysis obtained from participants' pre-writing samples and their post-writing samples. As shown in Table 2, the t-value showed that there were significant differences between the mean scores obtained from students' pre-writing samples and the post writing ones, which mean that learners transferred their rhetorical awareness into their technical writing.

Table 2: T-test results of the analysis of pre/post writing samples

Group	No.	Means	St.Deviation	D. f.	t. value
Pretest	60	1.5	0.5	59	23.4
Posttest		6.5	2.5		

*Significant at 0.01 level

This finding confirms the literature-based theoretical research that recognizes genre analysis as a powerful learning tool (e.g. Cheng, 2007; Deng et al.,2016; Hyon, 2001; Kalali, 2015; Lee, 2016; Negretti& Kuteeva, 2011; Yasuda, 2011; Yayli, 2011). This finding further complements the findings of other experimental studies which showed the effectiveness of genre analysis on only one or two elements of rhetorical awareness (Cheng, 2008b; Lee, 2016; Kakh, Mansor, and Zakaria, 2014). The finding further validates the study conducted by Hyon 2001, which discovered that students gained rhetorical sensitivity and may transfer it to the reading of other texts through analyzing some genres.

The experimental design of the current study, the intervention used, the procedures of data collection, and the statistical analyses conducted, all contributed to providing rigorous and promising results. All of these procedures made us confident that the analysis of technical genre models based on SFL increased students' rhetorical awareness in technical writing. Importantly, this study presents far-reaching implications for SL teaching/learning practices. The study not only supports the significant role of genre analysis as a powerful learning tool (e.g. Cheng, 2007; Deng et al.,2016; Kalali, 2015; Lee, 2016; Negretti& Kuteeva, 2011; Yayli, 2011), but also empirically validates the

correlation between genre analysis and rhetorical awareness. The current study remains the first experimental investigation to provide empirical validation of the effect of genre analysis on rhetorical awareness.

Conclusions

The current article reported the findings of an experimental study that investigated the effect of analyzing technical genre exemplars based on SFL for developing students' rhetorical awareness in technical writing. Following rigorous procedures, this study provides empirical evidence that the analysis of technical genre models based on SFL framework leads to a significant improvement in learners' rhetorical awareness in technical writing. The current study has acknowledged a few limitations that may be addressed in future research. First, it was not possible to include male participants in the current study because there were no co-educational settings due to cultural and religious restrictions. Although no research has yet been reported on differences of gender in rhetorical awareness, Future research endeavors could, however, include male participants to establish this conclusion empirically. Second, the study used one experimental group because of restrictions on students' schedules in the department of computer science. Hence, it was difficult to include a control group in the study. Future research endeavors could use a control group to make the findings more generic.

The study offers theoretical and pedagogical implications for applied linguistics and second language writing research. As to its pedagogical implications, we think that although students reveal a high capacity for using the SFL model to analyze their technical writing, teachers and higher educational institutions may show a limited understanding of the potential effect of SFL-informed instruction on the teaching of writing. Hence, professional development programs should be conducted to prepare teachers to use pedagogies based on systemic functional linguistics in the writing context. In other words, to teach SFL-based writing courses. It is important for teachers of writing to integrate the systemic functional linguistics based practices into their teaching of writing, as the Systemic functional linguistics SFL considers language in general and writing in particular as a social semiotic system where learners can construct their meaning in a social context. By taking this perspective, the focus of teachers' education and professional development programs should be on providing teachers with updates about the role of this new perspective in technical discourse analysis which focuses on the social, semiotic, and functional aspects of writing. Theoretically, this study draws on the importance of considering pedagogies for written discourse analysis informed by SFL. It provides new insights into considering SFL pedagogies across technically written discourse. Future research should shed light on using pedagogies informed by SFL with other written discourse analysis and across multiple discourses. This study also implies and refers to SFL as a pedagogy for technical writing instruction. It is used here in this study as a means for developing second learners' ability to make meaning in their writing contexts as it focuses on the social, semiotic, and functional aspects of language. Future research should explore the development of second language learners' semiotic knowledge with other writing modes.

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Appendices

Appendix (A)

Rhetorical Analysis Test

Personal Information	
	Name
	University ID
	Section

Analyze the following text guided by the attached questions

Internal Progress Report

To: Yearbook Staff Members
From: Yearbook Staff Trip Committee
Date: February 1, 20—
Subject: Progress Report 3: Planning for Trip to Disney World

Because our yearbook staff trip to Disney World is less than two months away, we are working hard to make an enjoyable adventure possible. This report outlines the accomplishments, the work remaining, and one problem encountered during January.

WORK COMPLETED (January 1–February 1, 20—)
 We are marking a few things off the to-do list. With our current level of enthusiasm, we will get there.

Finances and Reservations
 The staff sponsored two doughnut sales to add \$350 to the travel fund.

Three buses from the White Goose Line costing \$800 each have been reserved. In addition, reservations have been made for three nights at the Disney Dunes Hotel and a deposit of \$500 paid to the hotel.

Equipment
 Because university policy requires insurance for the school-owned cameras and computers we will need, we have purchased a replacement value policy from Lunden Insurance to cover the time of our trip.

WORK SCHEDULED
 The remaining responsibilities are earning the rest of the money and making additional reservations.

PROBLEMS/PROJECTIONS
 The University Board has agreed to consider our request to be excused from classes early on the day we leave. Otherwise, we cannot reach Orlando before three o'clock in the morning. If we arrive in the middle of the night, we will probably spend the day planned for Disney World catching up on sleep. We might think of changing the schedule if the board denies our request. Other plans are proceeding as expected, and we should have all work for the trip completed by March 16, two weeks before departure.

- 1- What is the purpose of the text?
.....
- 2- Who produced the text?
.....
- 3- Who is the intended audience?

-
- 4- How is the social relationship between the writer and the reader?
.....
- 5- How does the reader's status affect the way the writer chose the language?
.....
- 6- How are the writer's language choices interpreted by the reader?
.....
- 7- Does the writer use any attractive techniques to draw the readers' attention to the text?
.....
- 8- Has the writer considered the layout and organization of the text? Does this suggest anything about the document?
.....
- 9- What were the circumstances in which this text was written?
.....

Appendix (B)
Rhetorical Awareness Analytical Scoring Rubric

Level Criteria	4 Complete awareness	3 Moderate awareness	1 Un awareness	points
purpose	The writer states the purpose of writing clearly with detail.	The writer writes phrases related to the topic. The purpose is to some extend clear	The writer does not state the purpose of writing clearly	
audience	Writing is skillfully adapted to the audience with the understanding of a specific audience. Writing clarifies the status or the relation between the writer and the reader.	The writer shows adequate understanding of the audience. Writing to some extent clarifies the status or the relation between the writer and the reader.	The writer shows no sense of audience. Writing does not clarify the status or the relation between the writer and the reader.	
context	Demonstrates a thorough understanding of context. Writing is clearly organized. The writer considers the formality informality of the context	Demonstrates adequate consideration of the formality or informality of the context.	The writer does not consider the formality or informality of the context	
			Total ...	

Appendix (C)

Technical Writing Samples

To: manager
 From: Sara
 Date: March 15, 2017
 Subject: achievement of Computer

This Report describes the achievement of your
 computer ^{19P} during period from the fifth to tenth
 of April.

Worked completed:

- ① maintenance of computer sets
- ② up date of program
- ③ Download anti-virus ~~software~~ software

Work scheduled:

- ① Access of internet
- ② increasing the number of computer sets

Problems:

- ① There not internet access
- ② There not Project
- ③ most^{19P} of computer sets become out of date

incidental Report

* Summary: *

on Thursday 2-8-2015 Between 10 a.m. & 12 p.m.

There was a fire broken out in computer lab.

and the electronic was off.

There were many smokes and many students

became ill.

* Description: *

There was a big pressure on all the electronic in the building. The electronic was worked for a long time. ~~So this lead to~~ So this lead to broken out fire.

* Out Comes: *

• 30 sets of computer were damaged.

• The projector was burned and the computer lab was damaged.

• 10 students became ill, and

• There was one student in danger case.

and she went to hospital.

* conclusion: *

In the future decreasing of pressure in the computer and providing exit door for avoiding a fire.