



Making the Implicit Explicit: A Structured Learning Pathway for Academic Writing in English Medium Instruction

Author(s) Name(s) and Affiliation(s)

Michela Gronchi, International Education and Lifelong Learning Institute, University of St Andrews, Scotland, UK. <https://orcid.org/0000-0002-9676-7673>

Corresponding Author's Email

Michela Gronchi mg357@st-andrews.ac.uk

Abstract

In English Medium Instruction (EMI) contexts, assessing academic writing is often hindered by misalignment between learning objectives and evaluation criteria. Rhetorical awareness and strategic language use are frequently treated as implicit expectations, disadvantaging students unfamiliar with academic genre conventions. This article proposes a structured, genre-based pathway to make these rhetorical and linguistic demands explicit and teachable. The three-step approach includes: (1) introducing academic genres to raise awareness; (2) conducting comparative move analysis to highlight cross-cultural rhetorical variation; and (3) engaging in reflective activities to develop strategic competence and critical thinking. Grounded in cross-cultural genre analysis, this model seeks to align assessment with teaching by integrating language-focused pedagogy into disciplinary instruction. While further research is needed, it offers a practical framework for scaffolding academic writing in EMI settings and supporting students' linguistic and rhetorical development.

Keywords

1. English Medium Instruction
2. Academic writing
3. Genre analysis
4. Teacher identity

CRedit Statement

The author confirms the following contributions to this work using the CRediT taxonomy: Conceptualisation, Methodology, Investigation, Writing – Original Draft Preparation, and



Writing – Review & Editing: Michela Gronchi. The author was solely responsible for all aspects of the research and manuscript preparation.

AI Declaration

Artificial Intelligence (AI) tools, specifically OpenAI's ChatGPT, were used solely for refining the language and enhancing the clarity of the text. All intellectual content, ideas, and interpretations are the author's own.

Conflict of Interest

The author declares that there are no conflicts of interest regarding the publication of this paper.



Making the Implicit Explicit: A Structured Learning Pathway for

Academic Writing in English Medium Instruction

Introduction

In EMI contexts, there is often a disconnect between institutional expectations to deliver disciplinary content and the realities of assessing student performance in a second language. While academic writing is frequently included in assessment, explicit instruction in the linguistic and rhetorical skills required for success is commonly overlooked (Doiz et al., 2013; Gronchi, 2024). This gap is partly the result of EMI policies that position language acquisition as incidental to content learning (Pecorari & Malmström, 2018; Weinberg & Symon, 2017), leading to limited integration of language-focused pedagogy into disciplinary teaching. However, recent research highlights that language-related criteria are regularly used in assessment practices, even when not explicitly addressed in instruction, revealing persistent misalignments between policy, pedagogy, and assessment frameworks (Block, 2021; Doiz et al., 2020; Gronchi, 2024).

This paper introduces an innovation designed to support students in developing the academic writing skills necessary for success in disciplinary learning. Developed within an Educational Linguistics module at an Italian university, the structured learning pathway provides a replicable model for making linguistic and rhetorical expectations explicit, enabling students to navigate academic genres more effectively within EMI contexts. The innovation is grounded in the theoretical framework of cross-cultural genre analysis (Yu, 2021). Drawing on genre theory (e.g., Ding & Bruce, 2017; Swales, 1990), the learning pathway supports students in recognising and producing the rhetorical structures typical of academic texts, while also fostering their linguistic and cultural fluency. This model emphasises the importance of a pedagogical approach that explicitly acknowledges the blurred boundaries between content delivery and language support, an approach that is particularly crucial in EMI contexts, where such boundaries are often overlooked (Airey, 2012; Ball & Lindsay, 2013; Block & Moncada-Comas, 2019; Bruce, 2019).

The contribution of this article lies in its pedagogical innovation: a practical, theory-informed sequence of activities, including preparation, comparative move analysis, and reflection, that scaffolds students' academic writing in EMI contexts. By incorporating parallel examples in English and Italian, the pathway helps students develop genre awareness and strategic language use while engaging deeply with disciplinary content. In this way, it supports more effective learning in EMI settings by integrating content and language through explicit, reflective instruction.

Following the literature review, the paper introduces the innovation itself, outlining the context and series of tasks designed to support EMI students and lecturers. The conclusion then summarises the innovation and suggests directions for further research and adaptation.



Literature Review

This study is situated within the broader macro-context of EMI, where content is taught in English in higher education settings, often to linguistically diverse student populations. In many EMI contexts, language instruction is considered outside the scope of content teaching, a perception reflected in several influential definitions of EMI (Dafouz & Gray, 2022; Macaro, 2018; Pecorari & Malmström, 2018). However, this assumption creates tensions between institutional language policy and classroom realities, as evidenced by the author's previous research (Gronchi, 2024). That work highlights a persistent gap between formal language expectations and the support provided to students, revealing how ambiguous or conflicting messaging can leave EMI lecturers uncertain about their role in fostering academic language development.

In such environments, lecturers may avoid implementing English for Academic Purposes (EAP) practices, such as genre-based instruction, due to limited training in language pedagogy or doubts about their responsibilities in this area (Airey, 2012; Block, 2021, 2022). As a result, the integration of language-orientated approaches into disciplinary teaching is often left unaddressed. While collaboration between EAP specialists and EMI lecturers is frequently proposed as a viable solution (Eriksson, 2018; Galloway & Rose, 2022; Wingate & Hakim, 2022), it remains uncommon in practice. This leaves many lecturers navigating a dual role, as content experts and de facto language instructors, without adequate institutional support.

Against this backdrop, the pedagogical approach presented in this study seeks to bridge the language-content divide by incorporating genre-based instruction into EMI settings. Grounded in the theoretical framework of genre analysis, the approach is designed to make the implicit expectations of academic writing more visible and accessible, supporting both lecturers and students in developing academic literacy.

Genre analysis provides a foundation for explicitly teaching the structure, purpose, and rhetorical features of academic genres (Hyland, 2007). It views genres as socially situated communicative practices shaped by the norms and values of disciplinary discourse communities (Swales, 1990). From this perspective, academic writing is not a neutral or transferable skill but a situated activity that requires careful attention to rhetorical and cultural conventions. For multilingual learners in particular, developing genre knowledge is a reflective and incremental process, essential for navigating unfamiliar academic expectations (Tardy, 2009). Recent research confirms the adaptability and effectiveness of genre-based pedagogy across international and multilingual contexts (Zhai & Razali, 2023).

Within this broader framework, cross-cultural genre analysis offers a specific methodological approach for examining how academic genres operate across linguistic and cultural boundaries (Yu, 2021). Drawing on Bhatia's (2007) contextual analysis and Biber et al.'s (2007) move analysis, Yu proposes a three-stage model: contextual analysis, comparative move analysis, and interpretation of communicative effects. The contextual analysis stage explores the institutional, disciplinary, and social conditions that shape a genre. The comparative move analysis involves identifying and comparing rhetorical structures, such as introductions or arguments, across texts from different cultural contexts. Finally, the communicative effects stage examines how rhetorical choices reflect broader socio-cultural norms. This framework supports pedagogical strategies that help students engage critically with genre variation and develop culturally responsive writing practices.



In EMI classrooms, cross-cultural genre analysis can provide a structured, practical approach to integrating language instruction into content teaching. It enables students to develop an awareness of disciplinary conventions while equipping them with rhetorical strategies suited to English-medium academic environments. At the same time, it offers lecturers a pedagogical tool that is adaptable and sustainable, even in contexts where formal language support may be limited.

In this way, the learning path proposed in this study not only addresses institutional gaps in language support but also empowers both students and lecturers to navigate the linguistic demands of EMI. By aligning content and language through genre-based pedagogy, it promotes more coherent and effective teaching and assessment practices within increasingly multilingual academic settings.

Teaching Context and Development of the Learning Pathway

The learning pathway outlined here was developed during my tenure as an assistant professor for a master's level module at an Italian university, which offered numerous programmes through EMI. These programmes aim to attract international students and enhance local students' career prospects by improving their English proficiency, as highlighted on the university's main website. The module itself was grounded in Educational Linguistics, an interdisciplinary field exploring the relationship between language and formal education (Spolsky, 1975), covering areas such as first and second language acquisition, bilingual education, and literacy development. By bridging linguistic theory and educational practice, the field addresses practical challenges in language education (Hornberger, 2001).

In this context, my role involved assessing students' summative assignments, which consisted of argumentative essays. These essays required students to critically compare and contrast two sources from the relevant literature and develop an original argument. The writing guidelines provided detailed support regarding essay structure, content, and language use, helping students apply theoretical insights to academic writing. This assessment experience revealed common difficulties students faced in integrating complex theoretical concepts with clear, coherent writing, an insight that directly informed the design of the learning pathway, aimed at scaffolding students' academic literacy and critical thinking skills within this interdisciplinary framework (for a more detailed discussion, see Gronchi, 2024).

In an educational context, a learning path is typically understood as a structured sequence of activities and experiences designed to help students achieve specific outcomes or competencies. It integrates curriculum goals, teaching methods, and assessment strategies to create a coherent progression that supports student development. Learning paths also emphasise personalisation, allowing learners to progress at their own pace while building on prior knowledge (Beetham & MacNeill, 2022).

Grounded in these principles, the present learning path is specifically tailored to the EMI context, where language and content intersect (Macaro, 2018). It focuses particularly on genre writing, serving as a deliberate and explicit expression of teachers' beliefs about language instruction. As a pedagogical statement, it clarifies: "This is what I expect my students to understand and achieve." By making expectations and standards visible, EMI lecturers support students in developing academic literacy but also assert their pedagogical stance, bridging the gap between implicit assumptions and explicit teaching.



Crucially, the learning pathway draws on principles from the genre-based approach in EAP, which emphasises the importance of teaching students how academic texts function within specific contexts (Swales, 1990). This approach views writing not just as a technical skill but as a form of social communication shaped by audience expectations, disciplinary norms, and communicative purposes. Through explicit modelling and guided practice, students become more aware of how knowledge is constructed in their field and how they can participate in these academic discourses.

It is important to consider that genre texts reflect different rhetorical strategies across cultures. Language systems, disciplinary conventions, and sociocultural backgrounds influence rhetorical presentation; acknowledging these differences is essential for effective academic writing (Yu, 2021). However, students often lack awareness of such differences and may approach academic writing in English using the conventions of their first language or common-sense norms, which can hinder effective communication.

To address these challenges, genre analysis is frequently employed to capture the complexities of academic writing in multilingual settings (Lancaster et al., 2015). Furthermore, the comparative approach within genre analysis helps identify and highlight local variations of a genre, facilitating cross-cultural communication and fostering an unbiased understanding of genre diversity in academic contexts (Tardy & Swales, 2014; Yu, 2021). This recognition underpins the learning path's emphasis on the explicit teaching of genre conventions, supporting students' academic success in an EMI environment.

A Cross-Cultural Genre Analysis Path in Educational Linguistics

This section outlines a proposed cross-cultural genre analysis learning path, designed for inclusion in the Educational Linguistics module. The overall objectives are to develop students' awareness of contrastive features in argumentative writing across English and Italian and to support the acquisition of academic writing skills related to text structure and rhetorical context. The path is designed to be delivered in a blended format, with approximately two hours of on-campus instruction and four hours of online engagement through a forum-based platform, in alignment with the existing structure of the Educational Linguistics module (for a detailed description of the module's characteristics, refer to Gronchi, 2024).

The proposal consists of three pedagogical tasks intended to be carried out across both on-campus and online modalities, in line with the time and organisational constraints of the module. The term *task* is used here to emphasise learner-centred, goal-orientated activities within an educational context, rather than discrete stages of content delivery. Designed to be both practically feasible and pedagogically coherent, the path progresses through a structured developmental trajectory. Task 1 introduces students to the contextual and rhetorical foundations of genre, focusing on how texts respond to social situations. Task 2 builds on this by guiding students through a contrastive rhetorical move analysis, helping them identify structural patterns across languages. Finally, Task 3 invites students to reflect critically on their findings, hypothesising about the cultural and institutional factors that shape academic discourse. More information about these tasks is presented below.

Task 1: Preparatory Analysis of Genre Context Expected Learning Outcome



Identify and explain contextual factors that shape the characteristics and functions of argumentative texts in English.

Task Description

Students work in small groups via the university's online platform to examine three argumentative essays in English, all focused on aspects of Educational Linguistics. Each group selects one essay and collaboratively completes a comparative analysis table (Table 1), focusing on both the immediate and broader contextual factors that shape the text. The table includes guiding questions to scaffold students' reflection on key genre dimensions. After submission, the instructor provides both individual and group feedback via the online forum in preparation for an in-person debrief in the following lesson.

Task Prompt (as Presented to Students)

Read one of the three provided essays and complete the "Immediate context" section of the table. Then, consult the following webpage [[link](#)] and use it to complete the "Contextual factors" section. To complete the table, answer the questions provided in the right-hand column for each section. Be sure to indicate which essay your group worked on and list the names of your group members in your post. (The prompt does not define the terms "immediate context" or "contextual factors"; clarification and support are provided during the subsequent forum discussions.)

Table 1

Contextual Analysis

	Contextual analysis	Guiding questions
Immediate context	Subject matter	<i>What is the main topic or idea being discussed?</i>
	Communicative purposes	<i>Is the purpose of the text to inform, persuade, entertain, or something else?</i>
	Situation type (formal or informal)	<i>Is the communication taking place in a professional, academic, or casual setting? What language or tone is appropriate for the situation (e.g., formal vocabulary vs. colloquial expressions)?</i>
	Participants (author and audience)	<i>Who are the speaker and the intended audience? How might the relationship between the author and the audience influence the message?</i>
	Medium	<i>What platform or channel is being used to communicate (e.g., book, website, email, social media)? What</i>



		<i>are the limitations or advantages of using this medium?</i>
Mode (oral, written, multimodal)		<i>Is the communication spoken, written, or a combination of different modes (multimodal)?</i>
Contextual factors	Generic norms and conventions of the genre	<i>What are the typical features or structures of this genre? Are there any specific expectations regarding style, formatting, or content that apply to this genre?</i>

Task 2: Comparative Move Analysis

Expected Learning Outcome

Describe and compare cross-cultural differences in the rhetorical structuring of academic genres in English and Italian.

Task Description

Building on the contextual analysis conducted in Task 1, students now engage in a structural comparison of argumentative essays across languages and academic cultures. Working again in small groups via the university's online platform, students analyse the same English essay they used in Task 1, now along with its Italian equivalent. Using the provided table (Table 2), they identify and compare rhetorical moves in each version. This task follows a three-step process:

1. Move identification: identifying distinct rhetorical moves within the texts.
2. Move annotation: labelling these moves systematically for further analysis.
3. Move comparison: comparing the moves across cultural contexts to reveal genre patterns and cultural specificities.

In this task, students are introduced to the concept of the rhetorical move (Swales, 1981, as cited in Yu, 2021), a segment of text serving a particular communicative function. To suit the time constraints and objectives of the Educational Linguistics module, students apply a simplified version of Yu's (2021) Comparative Move Analysis framework. This version reduces the number of rhetorical moves under consideration and focuses on three key sections of the argumentative essay: introduction, body, and conclusion. The simplification ensures students can engage meaningfully with genre structure without becoming overwhelmed by analytical complexity.

Task Prompt (as Presented to Students)

Read the same essay you analysed in Task 1. Follow the instructions in Table 2 to conduct a rhetorical move analysis of both the English and Italian versions. Upload your group's completed work (rhetorical moves flowcharts, coding tables, and summary of the findings) to the forum before the next lesson. Please include the essay number and group member names in your post. (The prompt does not define "rhetorical move" or provide in-depth



guidance on how to apply the framework; these concepts are introduced in Appendices A and B and clarified through instructor feedback on the forum.)

Table 2

Comparative Move Analysis Stages (Adapted and Simplified from Yu, 2021)

Comparative Move Analysis: Stages	Instructions
Identification	<ol style="list-style-type: none">1. Read the essay in English and determine the rhetorical moves (i.e., orientation move, argument move, and closing move) and steps (e.g., attracting the reader's attention, presenting the issue, etc.) of each text segment; draw a possible scheme of rhetorical moves using a flowchart app. Use the framework in Appendix A (Figure A.1) to guide your analysis.2. Read the Italian version of the English essay and determine the rhetorical moves and steps of each text segment; draw a possible scheme of rhetorical moves using a flowchart app.
Annotation	<ol style="list-style-type: none">1. Based on the results of the identification stage, conduct a coding activity: identify key statements for each rhetorical step for the two texts.2. Considering the key statements, write a definition for each rhetorical step you have identified in both texts based on the texts' information (e.g., critiquing a writer's argument: showing that the conclusion made is invalid or not the only one possible to be made). <p>Use the guidance in Appendix B (Figure A.2 and Table A.1) for your analysis.</p>
Comparison	<p>Compare the moves and steps of the two texts and write a summary of your findings. Students are encouraged to maintain a reflection journal documenting their thoughts and insights from the analysis process; reflection prompts include: "What did I learn about rhetorical moves today?" and "How can I apply these insights to my academic writing tasks?"</p>

Task 3: Reflecting on Context and Text

Expected Learning Outcomes

Formulate hypotheses about how cultural factors influence genre conventions and support them with evidence from relevant texts.

Task Description



Students begin by presenting the summaries of their rhetorical move analyses from Task 2, sharing insights into structural similarities and differences across the English and Italian versions of the same argumentative essay. Each group presents their flowcharts, coding tables, and summary of the findings, highlighting key observations. The instructor then facilitates a discussion by introducing selected contextual and cultural factors that may shape rhetorical conventions, such as academic traditions, audience expectations, or institutional norms. These are not presented as definitive explanations but as possible influences to be examined critically.

In response, students are encouraged to make hypotheses about why certain rhetorical differences emerge, drawing connections between textual features and the sociocultural contexts explored in Task 1. While these reflections remain speculative, the exercise aims to develop interpretive awareness and metacognitive skills central to genre literacy (Yu, 2021). By engaging in this final reflective task, students not only synthesise their analytical work but also begin to develop the capacity to consider genre conventions as socially situated and culturally constructed, an essential component of academic writing competence in multilingual contexts.

Concluding Remarks

This paper has introduced a structured, three-step learning pathway adopted within a master's module in Educational Linguistics at an Italian university, designed to address the often-overlooked language demands of academic writing in EMI contexts. The pathway comprises a preparatory phase that builds genre awareness, a comparative move analysis to explore cross-cultural rhetorical variation, and a reflective stage aimed at surfacing and demystifying the often tacit rhetorical and linguistic expectations of academic writing in EMI contexts. Grounded in cross-cultural genre analysis (Yu, 2021), the pathway explicitly addresses the hidden curriculum of academic discourse, equipping students with both the awareness and agency needed to navigate complex writing tasks in English-medium settings. In doing so, it also provides content lecturers with a practical model for integrating language-sensitive instruction into disciplinary teaching, an increasingly urgent need in English-medium higher education environments.

Although still in its early implementation phase and therefore lacking systematic empirical evidence, initial anecdotal feedback indicates a perceptible shift in how students and lecturers engage with academic writing and assessment. These preliminary insights suggest that *making the implicit explicit* may be a key lever for enhancing academic literacy and promoting more transparent, inclusive evaluation practices.

Future research is needed to evaluate the pathway's impact more rigorously, including its effects on student outcomes, teacher practices, and the long-term viability of such interventions across varied EMI contexts. Practitioners are encouraged to adapt the model to local needs, using it not as a prescriptive solution but as a flexible, principled framework. Meanwhile, researchers are invited to further explore its pedagogical efficacy and identity-shaping potential.

By centring linguistic transparency and rhetorical awareness, this approach contributes to a broader agenda of equity and coherence in EMI. Through such initiatives, the EMI community can take meaningful steps toward assessment practices that recognise and respond to the linguistic diversity and academic demands of global higher education.



References

- Airey, J. (2012). I Don't Teach Language. The Linguistic Attitudes of Physics Lecturers in Sweden. *A/LA Review*, 25(1), 64-79. <http://doi.org/10.1075/aila.25.05air>
- Anderson, J. (2022). What's in a name? Why 'SLA' is no longer fit for purpose and the emerging, more equitable alternatives. *Language Teaching*, 55(4), 427-433. <https://doi.org/10.1017/S0261444822000192>
- Ball, P., & Lindsay, D. (2013). Language demands and support for English-medium instruction in tertiary education: Learning from a specific context. In A. Doiz, D. Lasagabaster, & J. M. Sierra (Eds.), *English-medium instruction at universities: Global challenges* (pp. 44-66). Multilingual Matters. <https://doi.org/10.21832/9781847698162-007>
- Beetham, H., & MacNeill, S. (2022). *Approaches to curriculum and learning design across UK higher education*. Jisc. <https://www.jisc.ac.uk/reports/approaches-to-curriculum-and-learning-design-across-uk-higher-education>.
- Bhatia, S. (2007). Rethinking culture and identity in psychology: Towards a transnational cultural psychology. *Journal of Theoretical and Philosophical Psychology*, 27(2-1), 301-321. <https://doi.org/10.1037/h0091298>
- Biber, D., Connor, U., & Upton, T. A. (2007). *Discourse on the Move: Using Corpus Analysis to Describe Discourse Structure*. John Benjamins. <https://doi.org/10.1075/scl.28>
- Block, D. (2021). Emergent STEM lecturer identities: The shaping effects of EMI in action in an internationalised and Englishised HE context. *Language Teaching*, 54(3), 388-406. <https://doi.org/10.1017/S0261444820000221>
- Block, D. (2022). The dark side of EMI?: A telling case for questioning assumptions about EMI in HE. *Educational Linguistics*, 1(1), 82-107. <https://doi.org/10.1515/eduling-2021-0007>
- Block, D., & Moncada-Comas, B. (2019). English-medium instruction in higher education and the ELT gaze: STEM lecturers' self-positioning as NOT English language teachers. *International Journal of Bilingual Education and Bilingualism*, 25(2), 401-417. <https://doi.org/10.1080/13670050.2019.1689917>
- Bruce, I. (2019, October 21). The discursive construction of EAP: Affirming key concepts and values. *Teaching EAP*. <https://teachingeap.wordpress.com/2019/10/21/the-discursive-construction-of-eap-affirming-key-concepts-and-values/>
- Dafouz, E. & Gray, J. (2022). Rethinking the Roles of ELT in English-Medium Education in Multilingual University Settings: An Introduction. *ELT Journal*, 76(2), 163-171. <https://doi.org/10.1093/elt/ccab096>
- Ding, A. & Bruce, I. (2017). *The English for academic purposes practitioner: Operating on the edge of academia*. Springer International.
- Doiz, A., Lasagabaster, D., & Sierra, J. (2013). *English medium instruction at universities: global challenges*. Multilingual Matters.
- Doiz, A., Lasagabaster, D., & Pavón, V. (2020). The integration of language and content in English-medium instruction courses: Lecturers' beliefs and practices. *Ibérica*, 38, 151-176. <https://www.researchgate.net/publication/338659084>
- Galloway, N. & Rose, H. (2021). English medium instruction and the English language practitioner. *ELT Journal*, 75(1), 33-41. <https://doi.org/10.1093/elt/ccaa063>
- Eriksson, A. (2018). Redesigning a Discipline-Specific Writing Assignment to Improve Writing on an EMI Programme of Engineering. *Journal of Academic Writing*, 8(2), 48-66. <https://doi.org/10.18552/joaw.v8i2.496>



- Gronchi, M. (2024). Language assessment in EMI: unravelling the implicit-explicit dichotomy. *Educational Linguistics*, 3(2), 238-257. <https://doi.org/10.1515/eduling-2023-0011>
- Hornberger, N.H. (2001). *Educational Linguistics as a Field: A View from Penn's Program on the Occasion of its 25th Anniversary*. University of Pennsylvania.
- Hyland, K. (2004). *Disciplinary Discourses: Social Interactions in Academic Writing*. University of Michigan Press.
- Hyland, K. (2007). Genre Pedagogy: Language, Literacy and L2 Writing Instruction. *Journal of Second Language Writing*, 16(3), 148-164. <https://doi.org/10.1016/j.jslw.2007.07.005>
- Lancaster, Z., Aull, L., & Escudero, M. D. P. (2015). The past and possible futures of genre analysis: An introduction to the special issue. *Journal of English for Academic Purposes*, 19, 1–5. <https://doi.org/10.1016/j.ieap.2015.08.001>
- Macaro, E. (2018). *English medium instruction: Content and language in policy and practice*. Oxford University Press.
- Pecorari, D., & Malmström, H. (2018). At the crossroads of TESOL and English medium instruction. *Tesol Quarterly*, 52(3), 497–515. <https://doi.org/10.1002/tesq.470>
- Spolsky, B. (1975). Linguistics in practice: The Navajo reading study. *Theory Into Practice*, 14, 347-352. <https://doi.org/10.1080/00405847509542598>
- Swales, J. (1981). *Aspects of Article Introductions*. Aston ESP Research Report No. 1. Language Studies Unit. University of Aston in Birmingham.
- Swales, J. M. (1990). *Genre Analysis: English in Academic and Research Settings*. Cambridge University Press.
- Swales, J. M. (2004). *Research Genres: Explorations and Applications*. Cambridge University Press.
- Tardy, C. M. (2009). *Building genre knowledge*. Parlor Press.
- Tardy, C. & Swales, J. (2014). 6. Genre analysis. In K. Schneider & A. Barron (Ed.), *Pragmatics of Discourse* (pp. 165-188). De Gruyter Mouton. <https://doi.org/10.1515/9783110214406-007>
- Weinberg, L., & Symon, M. (2017). Crossing borders: The challenges and benefits of a collaborative approach to course development involving content and language specialists in different countries. In J. Valcke, J., & R. Wilkinson (Eds.), *Integrating content and language in higher education: Perspectives on professional practice* (pp. 135–150). Peter Lang.
- Wingate, U., & Hakim, A. (2022). Moving beyond 'infancy': towards a cross-fertilization between EMI and EAP scholarship. *ELT Journal*, 76(4), 529-537. <https://doi.org/10.1093/elt/ccac032>
- Yu, D. (2021). *Cross-cultural Genre Analysis: Investigating Chinese, Italian and English CSR reports*. Routledge. <https://doi.org/10.4324/9780429353154>
- Zhai, X., & Razali, A. B. (2023). Triple method approach to development of a genre-based approach to teaching ESL/EFL writing: A systematic literature review by bibliometric, content, and scientometric analyses. *SAGE Open*, 13(1). <https://doi.org/10.1177/21582440221147255>



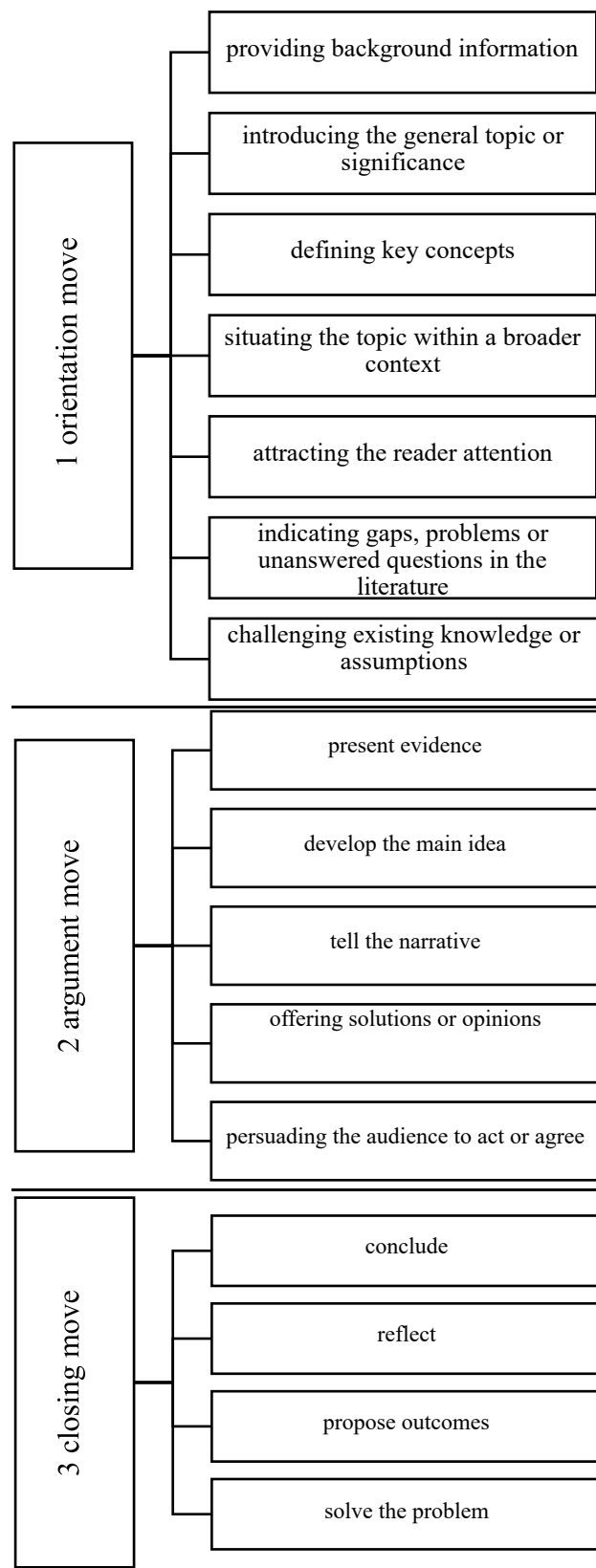
Appendix A

Guidance for the Identification Stage

In Figure A1, a move (vertical in the graph) refers to a functional segment of a text that serves a specific communicative purpose. Each move presents steps, i.e., subordinate actions within a move (horizontal in the graph). While the three moves are generally present in every essay, steps differ and may be present according to the author's intentions and purpose. Using the rhetorical moves framework below, identify and label the rhetorical moves in the essay of your choice.

**Figure A1**

Move-Based Framework Adapted from Swales (1990), Swales (2004), and Hyland (2004).





Appendix B

Guidance for the Annotation Stage

The purpose of annotating is to identify and classify specific rhetorical or structural features in a text based on its genre. This helps you analyse how the text is constructed to achieve its communicative purpose. After identifying the rhetorical moves and steps in the identification stage, look for key statements that represent specific steps and highlight these quotations for coding. Then think about why a sentence fits the category and how it contributes to the text. Write a clear definition for each rhetorical step in your own words using the quotations as examples. The exemplar in Figure A2 and in Table A1 below shows how the annotation stage has been conducted in the Introduction section of Anderson's (2022) essay. Anderson's (2022) essay won the Christopher Brumfit Essay Prize in 2021 and was published in the October issue of Language Teaching Journal in 2022. Anderson aims to critique the term "Second Language Acquisition" (SLA) and argue for adopting more inclusive and equitable alternatives, such as "Additional Language Learning" (ALL) and "Additional Language Development" (ALD). The discussion of the obsolescence of the term SLA is in line with the overall objectives of the Educational Linguistics module described in the present paper, which focuses on developing students' knowledge of the latest trends in language acquisition research. Use this exemplar to guide your analysis.

Figure A2

Introduction of Anderson (2022)

**Introduction**

The field of study historically known as second language acquisition (SLA) is undergoing paradigmatic change. This can be detected in a number of sources, including the comparatively recent increase in the use of the lexemes 'turn' and 'trans-' to indicate change and/or restructuring (e.g., the sociocultural turn, the multilingual turn, translanguaging, transdisciplinary, and even these combined, as in the 'translingual turn' [e.g., Hirsu & Zacharias, 2019]; see Hawkins & Mori [2018] for discussion). However, perhaps the most telling indicator of such change is the publication in 2016 of a joint paper entitled 'A transdisciplinary framework for SLA in a multilingual world' by 15 leading scholars in the field (including, among others, Heidi Byrnes, Patricia Duff, Nick Ellis, Karen Johnson, James Lantolf, Diane Larsen-Freeman, Bonny Norton, Lourdes Ortega and Merrill Swain), who named themselves the Douglas Fir Group (DFG) after the hotel meeting room in which they drafted the paper. Published in the *Modern Language Journal* (Douglas Fir Group, 2016), this paper has attracted significant interest and a large number of responses (e.g., Leung & Valdés, 2019), including a whole subsequent issue of the *Modern Language Journal* in 2019 to discuss the proposed framework (Vol. 103, Supplement; see Duff & Byrnes, 2019).

Table A1*Exemplar of the Annotation Stage in the Comparative Move Analysis*

Orientation move exemplar (key statements are highlighted)	Coding activity	
	Rhetorical steps	Definitions based on the quotations
The field of study historically known as second language acquisition (SLA) is undergoing paradigmatic change. This can be detected in a number of sources, including the comparatively	Introducing the general topic	<i>Presenting the overarching theme of the text and setting the stage for the discussion by highlighting the main area of focus.</i>
recent increase in the use of the lexemes 'turn' and 'trans-' to indicate change and/or restructuring (e.g., the sociocultural turn, the multilingual turn, translanguaging, transdisciplinary, and even these combined, as in the 'translingual turn' [e.g., Hirsu & Zacharias, 2019]; see Hawkins & Mori [2018] for discussion).	Providing background information.	<i>Providing additional context or historical details necessary for understanding the topic by including key terms, references, or trends to ground the reader in the subject matter.</i>
However, perhaps the most telling indicator of such change is the publication in 2016 of a joint paper entitled 'A transdisciplinary framework for SLA in a multilingual world' by 15 leading scholars in the field (including, among others, Heidi Byrnes, Patricia Duff, Nick Ellis, Karen Johnson, James Lantolf, Diane Larsen-Freeman, Bonny Norton, Lourdes Ortega and Merrill Swain).	Attracting the reader's attention.	<i>Capturing the reader's interest by highlighting a striking fact that underscores the significance or novelty of the topic.</i>



who named themselves the Douglas Fir Group (DFG) after the hotel meeting room in which they drafted the paper. Published in the Modern Language Journal (Douglas Fir Group, 2016), this paper has attracted significant interest and a large number of responses (e.g., Leung & Valdés, 2019), including a whole subsequent issue of the Modern Language Journal in 2019 to discuss the proposed framework (Vol. 103, Supplement; see Duff & Byrnes, 2019).

Attracting the reader's attention.

Continuing to engage the reader, using an anecdote to create interest and make the discussion more relatable or memorable.