Walking a linguistic tightrope: learner development in writing job application letters

Thesis

oro.open.ac.uk

Walking a linguistic tightrope: learner development in writing job application letters

Daniel Frank Portman, BA, MSM
DOCTOR OF EDUCATION (EdD)
Centre for Research in Education and Educational Technology
The Open University
6 January 2014

ABSTRACT

This thesis focuses on tracking the development of 17 tertiary English language learners (ELLs) studying how to write job application letters. The research took place within the context of a Business Writing in English module, in which the pedagogy was informed by a Systemic Functional Linguistics (SFL) approach to genre. While much genre-based research in educational settings examines pedagogic practices, Cheng (2006) urges genre researchers to focus on learner development. In this project, learner development in writing job application letters was of interest for two reasons: (a) the letters were new to the learners, in the project's national context and (b) the letters required the complex task of both: demonstration of suitability for jobs and maintenance of appropriate social relations with presumed readers.

Within their coursework, the 17 learner-participants wrote three job application letters, in response to three job advertisements, at three points in time. For the 17 participants, demonstration of suitability for the jobs was examined. For three of these participants, a more detailed analysis was carried out, concerning their management of social relations with their presumed readers. Analysis for tracking development was informed by SFL and focussed on the lexicogrammatical and register strata, in relation to the generic staging of a job application letter. Participant interviews and feedback from Human Resources professionals supplemented the linguistic analyses.

From the findings, three main conclusions are drawn and presented with reference to Halliday's (2004) language learning triad: (a) 'learning language' - genre development can be seen through the participants' appropriate expansion, organisation, and variation of repertoire; (b) 'learning through language' - genre development can be seen through the participants' 'resemiotisation' (Iedema, 2003) of themselves as job applicants; (c) 'learning about language' - genre development can be seen through the participants' demonstration of 'practical' and 'discursive' knowledge (Giddens, 1984). Based on insights from the research, policy and practice implications are offered. Finally, further research directions are suggested.

YOUR ACCEPTANCE

1 Student details

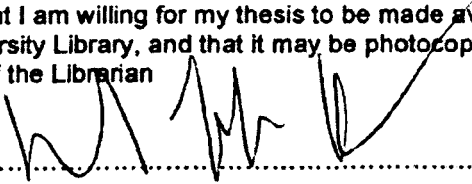Your full name: Daniel Frank Portman

Personal identifier (PI):

Affiliated Research Centre (ARC) (if applicable): W6269946

Department: Education and Language

Thesis title: Walking a linguistic tightrope: learner development in writing job application letters

2 Authorisation statement

I confirm that I am willing for my thesis to be made available to readers by The Open University Library, and that it may be photocopied, subject to the discretion of the Librarian

Signed: ....

Print name: Daniel Frank Portman

Date: 20/5/2014 DD/MM/YY

3 British Library Authorisation (PhD and EdD candidates only)

The Open University has agreed that a copy of your thesis can be made available on loan to the British Library Thesis Service on a voluntary basis. The British Library may make the thesis available online. Please indicate your preference below:

☒ I am willing for The Open University to loan the British Library a copy of my thesis

OR

☐ I do not wish The Open University to loan the British Library a copy of my thesis

TABLE OF CONTENTS

List of tables

List of figures

List of abbreviations used in this thesis

BAAL   British Association for Applied Linguistics

CLB   Academic Center[1] of Law and Business

EFL   English as a Foreign Language

ELL   English Language Learner

ESP   English for Specific Purposes

HE   Higher Education

L1, L2   First, second language

MASUS   Measuring the Academic Skills of University Students

MU   Meaning Unit

RGS   Rhetorical Genre Studies

SFL   Systemic Functional Linguistics

SLA   Second Language Acquisition

SOW   School on Wheels

T1, T2, T3   First, second, and third instantiations written by the participants

---

[1] While the thesis employs UK spelling, relevant proper names and quotations retain their original US spellings.

1   Introduction

Students enrolled in tertiary-level Business Studies degree programmes expect to be

equipped with the tools necessary to face the business world upon graduation (Baruch

& Blenkinsopp, 2007, pp. 309-312). In response, academic institutions offer modules in

core subjects, such as Marketing, Finance, Economics, Accounting, and Information

Systems (Weber & Englehart, 2011, pp. 566-567). These modules are generally designed

to emphasise the apprenticeship of students into the concepts, terminology, analysis,

and problem-solving approaches in each discipline (Weber & Englehart, 2011, p. 560).

Alongside such a curriculum, the institutions might offer modules on 'soft skills', which

focus on 'communicating clearly' (Ortiz, 2013, p. 227). Such soft skills can include

'leadership', 'team building', and 'communication' (Jamison, 2010, p. 101). While soft

skill modules might be compulsory or elective, one module that does indeed seem to be

increasing in importance is Business Communication (or its similar variants). Such

modules might cover, to differing extents, presenting and writing (e.g. Jamison, 2010, p.

104). The Writing unit could include instruction in some or all of the following text types:

reports, memos, e-mails, CVs, and job application letters (e.g. Lehman & DuFrene,

2011).

Though Business Writing might be categorised as a soft skill, its centrality to the

eventual professional success of Business Studies students cannot be ignored. In fact, in

the US the importance of clear writing in professional contexts is included in employers'

'top wish-list items' for Business Studies graduates (Ortiz, 2013, p. 226), with many

organisations requiring potential recruits to pass a writing examination as part of the

hiring process (Ortiz, 2013, p. 229). Moreover, growth in global business has propelled

the need for professionals to cooperate with associates from other cultures (Scalberg,

2013, pp. 238-239).

Given these trends, it is not surprising that in Israel, both compulsory and elective

Business Communication in English modules are being integrated into Business Studies

programmes in tertiary institutions. For example, I have been involved in the

development and teaching of such modules at the Interdisciplinary Center in Herzliya,

Afeka Tel Aviv Academic College of Engineering in Tel Aviv, and the Center of Law and

Business (CLB) in Ramat Gan. Currently, such a module is being proposed for MBA

students at Tel Aviv University.

With the growth of interest in Business Communication modules in Israel, it seems an

appropriate time to focus on the development of learners as they participate in these

modules. One such exploration of interest to me as a practitioner in this context is how

learners develop within a genre-based pedagogic approach, informed by Systemic

Functional Linguistics (SFL) (c.f. Halliday, 1993). While 'genre-based' and SFL will be

further explored in chapter 2, I will briefly explain them here.

An SFL-informed approach to genre pedagogy is rooted in the understanding that genres

of texts are written in response to specific social situations. The genres themselves are

identified and produced according to the specific linguistic features that make up these

texts. Within a genre-based pedagogic context, the practitioner teaches new genres by

exposing learners to genre exemplars and then making the linguistic resources of the

genre explicit to the learners (Martin & Rose, 2008; Rose & Martin, 2012). In my specific

research context, I am interested in the development of learners as they are taught to

write job application letters. My motivation for undertaking this particular focus is

detailed in section 1.1.

1.1   Motivation for research

My motivation for undertaking the research reported here was to understand the

learning path of Israeli[2] English Language Learners (ELLs) as they develop in writing job

application letters. Section 1.1.1 explains my motivation behind researching job

---

[2] The use of 'Israeli' here denotes the fact that Hebrew was either the first language (L1) or an L1-proficient second language (L2) of the research participants. For example, one participant was technically L1 Russian, yet she was a Hebrew-Russian bilingual.

application letters and section 1.1.2 covers the reason for focussing on learner development.

1.1.1　The importance of examining job application letters

In the US, job application letters, also known as cover letters, are typically a one-page document that accompanies an applicant's CV. A job application letter presents candidates with an opportunity to show both their qualifications for and interest in the post to which they are applying (Hou & Li, 2011, p. 6). Also, it allows candidates to emphasise and expand on specific parts of the CV, thus making a 'stronger ethical appeal than the depersonalized resume achieves' (Devitt et al, 2004, p. 483). (The generic structure and linguistic features of typical job application letters from an SFL perspective will be discussed in chapter 4.)

For applicants to US or US-oriented companies/organisations, knowing how to write a job application letter is important, as the majority of US firms prefer receiving job application letters together with CVs (Schullery et al, 2009) from candidates. This practice is still expected in light of the pervasiveness of social networking tools used to present candidacies (Randazzo, 2012, p. 377). In fact, a CV sent without a job application letter 'may communicate to employers that an applicant lacks emotional engagement with the prospective position' (DeKay, 2006, p. 435). Such a perspective would presumably deem a job application letter as 'an essential component of an...employment application' (DeKay, 2006, p. 438). Thus, it seems reasonable to expect that job application letters are an integral part of Business Communication courses in

the US (Randazzo, 2012, p. 377). Units on writing job application letters can be found in

major tertiary-level Business Communication textbooks, for example, Lehman &

DuFrene (2011) and Loewy & Guffey (2013). In fact, learning to write job application

letters seems to be an important skill for all US tertiary-level students, regardless of their

coursework. To illustrate this, a check of over 50 US higher education (HE) career

websites yielded guides and exemplars for writing both CVs and job application letters

(e.g. University of California at Berkeley

(https://career.berkeley.edu/Guide/EntireGuide.pdf, accessed 18 December 2013).

Given the importance of job application letters in the US, it seems quite natural that

Israeli students applying for jobs at US or US-oriented organisations should know how to

write a job application letter. Nonetheless, in Israel, the practice of writing job

application letters is rare. When applying for a job in Israel, applicants simply e-mail a CV

to the company, with a line or two in the body of the e-mail stating that a CV has been

attached. To illustrate such unfamiliarity, Rafi, one of the participants focussed on in this

project, who happened to have several years of business experience, reported the

following after his first attempt at writing a job application letter:

> ...I didn't have any idea about how to go into it[3] (Rafi, interview 3).

---

[3] All research participant names and identifying details have been changed. All
participant quotations and job application letter excerpts are expressed in their original,
unedited form.

Rafi's thoughts resonated with those of most of the participants, thus presenting me with the opportunity to examine learner development of job application letters 'from scratch'.

The second reason for selecting job application letters was my interest in looking at the development of the complex 'balance' that an applicant must demonstrate when writing these letters. Here, I compare writing a job application letter with the feat of remaining balanced along a rhetorical 'tightrope'. When writing job application letters, applicants must balance between confidently expressing their suitability for a job and maintaining a respectful tone towards the potential employer. The difficulty of such a feat does not seem to be limited to ELLs. Within the US educational context, even native English speakers express similar concerns about learning to write CVs, desiring to learn both 'self-presentation strategies' and 'audience engage[ment]' (Conn, 2008, p. 141). The difficulty with achieving such a balancing act was expressed by Rafi with regard to job application letters:

> ...I think that I'm not succeed maybe or I'm close but it's not exactly, I feel like...I
> missed (Rafi, interview 3).

Given this challenge, the research reported here focused on examining how the participants progressed in traversing the rhetorical tightrope that characterises job application letters. Section 1.1.2 discusses the motivation behind concentrating on learner development.

1.1.2   The importance of focussing on learner development

Many genre-oriented studies examine the success, or lack thereof, of genre and non-

genre pedagogic approaches (see chapter 2). However, ESP researcher-practitioner

Cheng (2006) urges ESP researchers to focus on the <u>learning process</u> so that

practitioners can improve their understanding of their own pedagogy and respond to

'criticism' of genre-based pedagogic approaches (Cheng, 2006, p. 78). My goal is similar,

except that I would like to gain insight into learner development within an SFL-oriented

pedagogic context so that I can ultimately contribute to informing policy and practice.

For example, it is hoped that understanding the development process would assist in

improving currently-used resources used to teach job application letters.

An illustration of such a resource used by US students is HE career websites. An

examination of over 50 such websites reveals rather general advice, for example:

- [i]nclude specific information as to why you want to work for the employer
  (University of California at Berkeley, p. 39).

- [k]eep letters concise and factual...[a]void flowery language (Harvard, 2012, p. 14);

- [s]how your enthusiasm for the job or internship and use an active, conversational
  tone (University of Texas at Dallas).

Much of the advice centres on presenting oneself, in writing, as a qualified and

interested candidate. Nevertheless, learners are mostly left on their own to interpret

and translate such advice into actual language. Such findings resonate with Randazzo

(2012), who identified six areas of 'discussion' with regard to writing CVs and job

application letters: (a) mechanics and 'formatting', (b) planning, (c) 'rhetorical dos and

do[n't]s', (d) influence of the internet and social networking on 'impact' and 'design', (e)

reaction of readers, and (f) 'ethical' considerations (Randazzo, 2012, pp. 377-378). These

six areas seem to fall either on the grammatical/presentational side of the spectrum (a,

d) or the abstract rhetorical side (b, c, e, f). Barring the rhetorical dos and don'ts, it

seems as if the inclusion of explicit linguistic features that would unite the two sides of

the spectrum is missing. A lack of such features in this description would presumably

lead to a corresponding gap in pedagogy, thus leaving learners on their own to negotiate

how to put the advice into practice.

Samraj and Monk (2008) found similarly vague advice in HE websites designed to

provide guidance to undergraduates applying for postgraduate programmes. They

observed that the advice generally did not differ between PhD and Master's

programmes (Samraj & Monk, 2008, pp. 198-199). As a result, the researchers lamented

that such inexplicit guidance would run the danger of leaving website users 'shooting in

the dark' (Samraj & Monk, 2008, p. 209).

Gardner (2012) observed such an inexplicit approach to writing pedagogy at writing

centres in North America, where 'general process-oriented support related to drafting

and revision...' was given without guidance on 'the linguistic features used by proficient

writers...' (Gardner, 2012, p. 53). Such instruction can appropriately be labelled 'invisible

pedagogy', in which 'learning is a tacit invisible act, its progression is not facilitated by

explicit...control' (Bernstein, 1975, p. 8). It seems that without visibility, learners are left

to guesswork.

As an educationalist, one of my aims is to shed light on learner development so that I can ultimately contribute to policy and a visible writing pedagogy for the teaching of job application letters. With these motivational factors in mind, the research question in section 1.2 was formulated.

1.2   Research question

The research reported here sought to understand how tertiary-level Israeli ELLs developed during a unit on learning to write US-style job application letters in response to advertisements. The research questions is: How did the learners' job application letters provide evidence of their developing linguistic capacity:

1. to **demonstrate their suitability** for the advertised jobs?

2. to **manage appropriate social relations** with their presumed readers?

At this point, I would like to note that following Halliday's (2004) approach to learning, I have chosen to use the term 'develop' instead of 'acquire'. While this thesis might address those interested in the field of Second Language Acquisition (SLA), I subscribe to Halliday's (2004) belief that languages are not bodies of knowledge to be acquired (Halliday, 2004, pp. 309-310). Instead, all human beings are constantly developing with regard to their use of language, whether it is their native language, as when composing a business text, or taking their first (or later) steps in an L2. In this project, the

<u>participants</u> are referred to as 'learners', as this term seems to best capture the fact that they were in the <u>process</u> of development in the writing of job application letters.

Having presented the introduction, motivation, and research questions in chapter 1, the remainder of this thesis is structured as follows: chapter 2 provides a literature review of genre-oriented approaches to learning, citing studies from the three major genre schools. Chapter 3 introduces SFL as the theoretical framework used in this project, highlighting the specific tools that were used to examine learner development. Chapter 4 covers the research methodology, and chapters 5-7 present the findings. Chapter 8 offers a discussion of the findings in relation to the research questions, and chapter 9 suggests policy and practice implications, as well as directions for future research.

2   Genre-based views of development: a review of the literature

In the current genre-oriented literature, three main theoretical constructs exist for informing the research questions of this project: Rhetorical Genre Studies (RGS), English for Specific Purposes (ESP), and Systemic Functional Linguistics (SFL) (Freedman & Artemeva, 2008; Hyon, 1996; Johns, 2002). A brief overview of how each school approaches genre follows.

RGS approach genre from an <u>ethnographic</u> point of view, with the understanding that different genres are learned and used within the framework of a specific community's real-time response to social situations (Artemeva, 2008; Devitt, 2004; Freadman, 1994). Learning a genre means knowing how the community typically responds to recurring situations, based on the community's past experiences. For example, to use or produce a genre, people might draw on a community's 'intertextual' (Devitt, 2004, p. 15) resources, such as previous documents leading up to the current context. Therefore, genre learning that is not done *in situ*, or within authentic community settings, might be seen as unattainable (Freedman, 1994, chapter 12).

Devitt (2004) offers an alternative to the 'responding to recurring situations' conceptualisation by asserting that genre is the 'nexus between an individual's actions and a socially defined context' (Devitt, 2004, p. 31). In other words, rather than viewing genre as a person's response to a social situation, genre here is defined as the

combination of the situation and the individual, operating in tandem (Devitt, 2004). This

dynamic perspective on genre is resonated by Schryer (1995, 2002), who suggests that

genre users 'genre [their] way through social interactions' (Schryer, 1995, 2002, cited in

Artemeva, 2008, p. 163).

Like the other RGS perspectives, Devitt (2004) argues that 'formal features' of genres,

such as lexicogrammar, do not necessarily 'constitute' or provide access to a genre.

Instead, such features are simply looked upon as artefacts of a specific genre and thus

do not define the genre itself (Devitt, 2004, p. 11). However, unlike Freedman (1994),

Devitt (2004) actually encourages the learning of genres within pedagogic settings,

stressing that pedagogic emphasis should be placed on 'critical awareness of how

genres operate so that [learners] can learn the new genres they encounter with

rhetorical and ideological understanding' (Devitt, 2004, p. 194).

Both the recurring situation and dynamic nexus viewpoints, plus their accompanying

pedagogic perspectives, illustrate the variation in the way genre is defined and learned

within the RGS tradition. Nonetheless, in both cases, it is rejected that generic

generalisations across social situations can be observed and taught. Thus, RGS seem to

offer a view of genre that can be described as rather 'eclectic' (Martin and Rose, 2008,

p. 20).

ESP promotes a <u>linguistically-based</u>, <u>educational</u> perspective on genre, whose goal is to teach genres to new users. Within the ESP tradition, genres are defined as the texts created through the communicative events of members of professional or academic discourse communities (Hyland, 2007, p. 45). Many of the genres identified, analysed, and taught within the ESP context, are academic or professional, for example, literature reviews (e.g. Swales & Feak, 2003) and job application letters (e.g. Henry & Roseberry, 2001). ESP researchers seek to make explicit salient linguistic features of these texts so that ESP practitioners can draw on these features to teach the genres and thus facilitate learner entry into academic or professional discourse communities. Therefore, unlike RGS, ESP theorists believe not only in the ability to describe genres linguistically but also in the teaching of genres according to certain linguistic features.

While ESP draws on a variety of frameworks to identify certain linguistic features, one central concept is 'moves' (Swales, 1990), which can be roughly described as the ordered parts of typical professional or academic texts. ESP sees moves from a rhetorical point of view, defining them as: 'bounded communicative act[s]' whose goal is to 'achieve one main communicative objective' (Swales and Feak, 2003, p. 35). For example, in an ESP-oriented study of job application letters, Henry and Roseberry (2001) identified 11 moves, such as: 'Opening' and 'Referring to a job advertisement' (Henry & Roseberry, 2001, p. 159). While some moves in a text are considered obligatory and others optional, Bhatia (1993) states that writers should not 'break away' too much from standard genre conventions, as resulting texts might be considered 'noticeably odd' (Bhatia, 1993, p. 14).

More recently, Flowerdew (2011) proposes that a genre is constructed on three levels: 'action', or purpose of the genre; 'content' of the genre; and 'identity' of the writer. He states that while the linguistic expression of one of these levels might be more salient than the others in a certain text, all three levels need to be addressed within the pedagogic framework of ESP. Flowerdew's (2011) tri-level perspective on genre seems to resonate with the SFL concept of three metafunctions (ideational, interpersonal, textual) (see chapter 3). Therefore, it is not surprising that regarding linguistic descriptions of genres, Flowerdew (2011) cites SFL as the 'most complete system for analysing content from a linguistic point of view' (Flowerdew, 2011, p. 520). Such an understanding could signal that some ESP researchers are moving towards the direction of utilising rich linguistic descriptions, such as those offered by SFL, in order to analyse genres and inform ESP pedagogy.

SFL approaches genre within a socially-based linguistic theory, grounded in the understanding that genres are the linguistic expression, or **realisations** of people's social practices (Martin, 1997). Genres can be viewed from both 'top-down' and 'bottom-up' perspectives. From the top down, a genre might limit the kinds of linguistic resources that can be used to realise the genre. From the bottom up, an analysis of linguistic features can be used to identify a genre. Furthermore, SFL analysis is text-agnostic, in that it can be applied uniformly within and across texts, thus highlighting individual nuances in the same or different genres, in response to similar or different social situations. (See chapter 3 for a full discussion of this).

Like ESP, much SFL research has been invested in educational contexts, with the goal of

providing learners with access to genres unfamiliar to them (Martin & Rose, 2008,

chapter 1). Nonetheless, the focus of SFL theorists is the construction and use of a

theoretical framework to analyse genres for a variety of purposes, for example the

tracking of genre development among learners (Derewianka, 1999; Martin and Rose,

2007a; Martin, 2009a).

Having provided a brief introduction to each genre school, sections 2.1-2.4 explore the

ways in which the schools approach learner development.

2.1   Rhetorical Genre Studies approach to learner development

While RGS theorists agree that genres can be learnt, contention exists regarding

whether genres can be learnt in <u>pedagogic settings</u>. For example, in a study concluding

that pedagogic intervention is not required for genre development, Freedman (1987)

examined the 'personal' and 'invented' story writing of schoolchildren in fifth through

twelfth grades. Even though the students received no pedagogic instruction,

development was evidenced by the inclusion of the 'episode system' (Stein & Glenn,

1979, p. 59, cited in Freedman, 1987, p. 157) in their writing. The episode system

includes a 'setting' and 'episodes', which in turn are broken down into an 'initiative

event', 'a response to that event' and 'a consequent plan' (Freedman, 1987, p. 157).

Freedman (1987) found that as the grade-level of the students increased, so did their

inclusion of episode system elements, so that by twelfth grade, the students were

successful at producing personal and invented stories. Given these findings, Freedman

(1987) concluded that students develop the ability to write stories naturally between

fifth and twelfth grades.

In another study, Freedman and Adam (1996) examined the learning of finance-related

speech and writing by MA students of Business Studies. They observed that without

explicit instruction, except for assistance by the instructor for specific difficulties,

students succeeded in 'pick[ing] up' and 'transform[ing]' the 'social language' and

'register' they had been exposed to in the course 'readings' and 'instructor's discourse'.

Evidence of development was found in an extract of 'student conversations' during work

on a project. In this extract, strings of language such as 'business versus financial risk'

and 'debt-to-equity' ratio were present. With regard to writing, the students wrote a

short paragraph about the 'necessity' of 'short-term debt restructuring'. In examining

the paragraphs, the researchers found that the learners 'achiev[ed]' the 'written social

register of a financial analyst designated by their instructor' (Freedman & Adam, 1996,

p. 406). It was then concluded that the 'students created the new genres expected of

them' (Freedman & Adam, 1996, p. 405).

Artemeva (2008) observed the development of Engineering students in an RGS-oriented

pedagogic environment, stressing the 'acqui[sition]' of 'rhetorical understanding of

engineering communication' (Artemeva, 2008, p. 161). Evidence of the development of

one learner was cited through the learner's own words, five years after taking

Artemeva's course: '[i]t is the context of the course that provides success, not

necessarily the content...students...appreciate how important the communication

course is...' (Artemeva, 2008, p. 164). An additional indicator of development was

attributed to another learner's comment that the rhetorical strategies learned in

Artemeva's course, such as 'read the audience' (Artemeva, 2008, p. 174), led to the

learner's giving a successful presentation at his company (Artemeva, 2008, p. 169).

Another approach to measuring development within the RGS tradition is informed by

'situated learning', which encourages the gradual participation of learners in a

'community of practice'. A community of practice is defined as a group of people with a

common goal, working together to achieve a goal (Artemeva, 2008, p. 46). Here,

development is not measured in terms of the products learners produce, such as a

report. Instead, development is witnessed as learners move from 'peripheral

participation' (Lave & Wenger, 1991, cited in Artemeva, 2008, p. 47), in which learners

take on the roles of 'apprentices' (Artemeva, 2008, p. 47) in communities of practice to

'full participation' (Artemeva, 2008, p. 50) in these communities. Thus, development is

seen in the role that a learner can assume within a community while the community is

accomplishing its goals (Lave, 1991, cited in Artemeva, 2008, 50).

2.1.1 Summary of the Rhetorical Genre Studies approach to learner development

Similar to the range of interpretations of genre, RGS proponents offer a variety of

approaches to examining learner development of genre. From the brief survey above,

development can be based on: (a) the presence of specific elements in texts; (b)

judgements of texts by researchers; (c) reports of success by learners; and (d) inclusion

of learners in communities of practice. With regard to the present project, inclusion of

learners in communities of practice would not be a possible approach, as the research

reported here took place within a pedagogic context. However, the presence of specific

elements (a), judgements (b), and learner reports (c) are indeed of use to this project

and are worth building upon in examining learner development.

Attention is now turned to ESP. Section 2.2 examines the ESP approach to learner

development.

2.2 English for Specific Purposes approach to learner development

Given the centrality of teaching genres in ESP, some ESP research has focussed on

learner development within pedagogic contexts. For example, Samraj and Monk (2008)

examined the writing of postgraduate application statements by L1 English candidates

from a variety of disciplines. Success in this study was measured according to how

similar the learners' use of moves, broken down further into 'steps', was to the use of

the moves and steps found in other persuasive genres (Samraj & Monk, 2008, p. 201). In addition, assessments of expert 'informants' (Samraj & Monk, 2008, p. 184), who were regular readers of such statements, supplemented the linguistic analyses.

Moving beyond 'moves' and 'steps', several ESP studies have used the presence of specific linguistic features as indicators of development. One of the earliest studies focussing on the presence of genre-specific features for examining genre development was carried out by Henry and Roseberry (1998). They instructed two groups of tertiary-level L1 Malay Management students in writing travel brochures for the Sarawak Cultural Village in Malaysia. One group was taught using ESP-oriented pedagogy and another group was instructed using non-genre approaches. To set a standard by which to assess the learner texts, the researchers analysed published travel brochures. They identified obligatory and optional moves throughout the brochures as well as specific linguistic features, such as 'conjunction[s]', within the first six clauses of the brochures (Henry & Roseberry, 1998, p. 151). Student development was then measured according to:

- a holistic 'motivation index', in which raters were asked to rate to what degree the brochure would entice them to visit the village;

- the presence of 'obligatory moves' in the entire text;

- specific linguistic features for the first six clauses (Henry & Roseberry, 1998, p. 149).

Results of this study indicated that from the motivation-holistic and linguistic points of view, the genre-instructed learners progressed, while from a move point of view, their

progress was insignificant. However, it should be stressed that the linguistic analysis was limited to the first six clauses of the brochure.

In a pre-/post- intervention study measuring development with reference to linguistic features throughout entire texts, Henry (2007) examined learner development of the writing of job application letters among tertiary-level L1 Chinese and Malay Engineering students. Informed by a computer-generated matching of a reference corpus containing 40 authentic job application letters with the learner-written letters, development was measured in terms of both the presence of reference corpus letter moves and the linguistic realisations of these moves. In addition, raters provided scores based on the likelihood that they would offer the writer an interview. Findings showed that the post-intervention scores were higher than the pre-intervention scores.

In another linguistically-based study, Zare-ee (2009) examined 140 post-intervention job application letters of 140 L1 Persian BA students, half of whom had received four hours of ESP-informed instruction. He compared the ESP and non-ESP texts using the Jacobs et al (1981) EFL (English as a Foreign Language) Composition Profile assessment tool. The Composition Profile is divided into five sections: 'content', 'organization', 'vocabulary', 'language use', and 'mechanics'. Raters provided a holistic score for each section, resulting in an overall score (Jacobs et al, 1981). Zare-ee (2009) found that genre instruction assisted in the 'quality of writing' but not in 'quantitative' aspects, such as the number of words written within a given amount of time (Zare-ee, 2009, pp. 43, 60).

Beyond the reproduction of moves and linguistic features, Henry and Roseberry (1998) stressed the necessity of examining how learners respond to new social situations when measuring development. They cited that it is 'necessary to determine to what extent students can <u>transfer</u> the skills acquired during genre-based instruction to different activity types' (Henry & Roseberry, 1998, p. 154, my emphasis). In such a study, Swami (2008) used an ESP-oriented approach to teach three different genres to tertiary-level Indian students from different disciplines. He noted that after being instructed on writing sales letters, the learners performed well on writing job application letters. While not completely clear how development was defined, it is mentioned that improvement was found in the 'rhetorical move structure' and 'the moves and strategies…used to achieve their communicative purpose' (Swami, 2008, p. 7). However, given the vagueness in the reporting of results, it is difficult to understand which features indicated the transference of genre knowledge from the first context to the second.

In contrast, Cheng's (2007, 2008) studies have provided detailed accounts of genre knowledge transfer to new social situations. For instance, Cheng (2007, 2008) examined learners' identification of generic features, such as moves and linguistic realisations, as reported in their annotations of published articles in the learners' disciplines. He analysed the presence of these features in the learners' texts. In both studies, he found correlations between the learners' identification of features in the exemplar texts and the eventual use of some of these features in their own texts. He calls such learner development 'recontextualisation' (Cheng, 2007, p. 303).

2.2.1   Summary of the English for Specific Purposes approach to learner development

ESP-oriented studies such as the ones described above provide the researcher with indicators of genre learning such as: moves, steps and certain linguistic elements. Therefore, the idea of genre transfer can be explored with reference to these features. However, two problems arise. Firstly, within ESP, moves are not universally defined in terms of their 'linguistic features', which makes 'identify[ing]' them problematic (Lewin et al, 2001, p. 12). Secondly, the features identified as producing a genre might not be the only legitimate linguistic resources for doing so, especially if the same genre is written in response to different social situations. Thus, relying solely on such patterns to indicate learner development might not provide an accurate picture thereof. As Henry (2007) concedes regarding his study's reference corpus of job application letters, 'the entire range of acceptable move orders is obviously not included' (Henry, 2007, p. 470). Thus, in the case of Henry's (2007) study, learner approximations of job application letters that might have followed alternative, yet acceptable 'move orders', could have been in danger of being judged as unsuccessful. Such a limited pattern-based approach to tracking learner success runs the risk of missing insights into the development of an individual learner's linguistic meaning-making in response to different social situations.

Nevertheless, the ESP approach towards learner development, especially through linguistic features and transfer of genre knowledge, is of value to this research project.

The discussion now moves to the meaning-making orientation of SFL. Section 2.3

provides the SFL approach to learner development.

2.3   Systemic Functional Linguistics approach to learner development

SFL provides a comprehensive theory of linguistic meaning-making, which allows for the

analysis of learner development (Christie & Derewianka, 2010; Coffin, 2001;

Derewianka, 1999; Martin and Rose, 2007a, 2007b; Martin, 2009a). While a detailed

overview of SFL will be given in chapter 3, it is important to provide a brief sketch of

some key underlying concepts in SFL. SFL theorists see any communication as the

production of texts – written or spoken. A text is viewed through the prism of three

metafunctions. These metafunctions work to (a) construe the subject matter of the text

(**ideational metafunction**); (b) enact reader/writer or speaker/hearer relations

(**interpersonal metafunction**); and (c) organise the text (**textual metafunction**). In every

text, all three metafunctions are at work, carrying out their roles simultaneously,

according to the purpose of the text. SFL provides a rich descriptive system of language

for identifying the linguistic realisations of these roles (Martin & Rose, 2007b, pp. 3-4).

For example, analysis of a text from an interpersonal point of view might reveal the

degree to which a writer is deferent towards a presumed reader.

Analysis can be carried out at three levels or **strata.** The combination of grammar and

vocabulary in a text at the **lexicogrammar stratum** realises **discourse-semantic**

patterns, or meanings across stretches of text. These patterns in turn realise the **register**

stratum, which is a combination of the **field** (subject matter of the text), **tenor**

(reader/writer or speaker/hearer relations), and **mode** (delivery format of the text).

Register realises the overall purpose of a text, which is expressed at the **genre stratum.**

From a top-down perspective, a genre is accomplished in **generic stages** (Martin & Rose,

2007b, pp. 308-309). The relationship among the three strata is shown in figure 2.1, the

SFL tri-stratal model (Martin, 2009a).
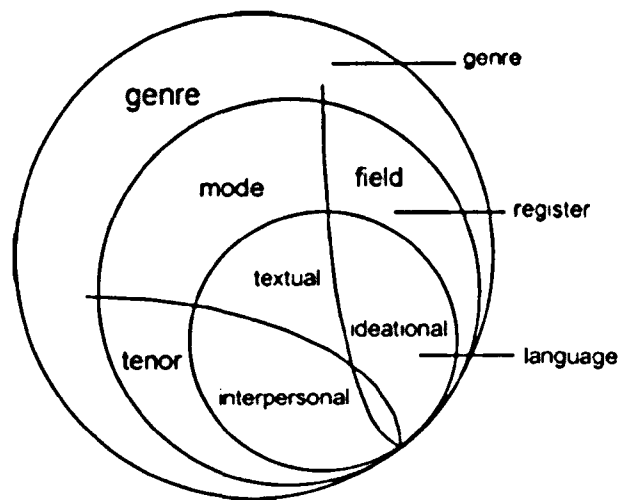
Figure 2.1: SFL tri-stratal model
(reproduced from Martin, 2009a)

Given this tri-stratal model of language, SFL analysts are able to analyse the degree to

which texts written by learners realise genres in response to various social situations.

For example, Coffin (2004) and Coffin and Hewings (2004) analysed student-written

persuasive essays written for International English Language Testing System

examinations and then linked the degree of the texts' success to the use of specific

features identified using SFL. Additionally, Macken-Horarik et al (2006) demonstrated a

correlation between high marks assigned to L1 English secondary school student essays

and appropriate usage of SFL-analysed register choices. In another study, Kongptech

(2006) analysed student-written expositions and used an SFL-based analysis of 'generic

structure' and 'language features' (Kongptech, 2006, p. 15) of typical persuasive essays

to determine that the learners had 'control' (Kongptech, 2006, p. 21) over the genre.

Finally, Woodward-Kron (2009) showed how tertiary-level Education students 'learn

[Education] through writing', as evidenced by the students' use of specific

lexicogrammatical features. These studies demonstrate the usefulness of SFL for

analysing learner texts. Section 2.3.1 presents studies in which SFL has been used for

tracking learner development.

2.3.1   *Systemic Functional Linguistics for tracking learner development*

With regard to using SFL to track learner development, Woodward-Kron (1999) analysed

the writing of first-year, tertiary-level L1 English Education students, finding that they

used both typical and atypical features of target genres. Based on a comparison of these

features with instructor feedback, she was able to link specific linguistic features to

successful marks, finding that it was even acceptable for first year students to 'diver[t]

from the textual practices of expert members of discourse communities' (Woodward-

Kron, 1999, p. 8). She then hypothesised that the students' future textual practices

would eventually resemble those of expert writers. However, as the first stage of a

study, further learner development was not examined.

In a study tracking learner development, Pang (2002) carried out a pre-/post-treatment examination within the framework of teaching film review writing to two groups of tertiary-level L1 Cantonese Translation students. In one group, instruction stressed 'textual' features (i.e. 'schematic structure' and 'grammar'), while in the other group, 'contextual' considerations were highlighted, such as 'purpose of communication', 'writer role' and 'audience' (Pang, 2002, p. 151). Pre- and post-treatment texts of learners were rated along two scales: 'criterial' and 'holistic' (Pang, 2002, p. 153). The criterial scale checked for SFL-informed realisations of ideational, interpersonal, and textual meanings, while the holistic scale was 'impression[istic]' (Pang, 2002, p. 154) in nature. On the whole, results showed that both groups made progress on both scales (Pang, 2002, p. 156). Informed by SFL analysis, Pang (2002) made specific observations regarding the learners' development. For example, he found that the textual group with low pre-treatment scores were more likely to improve on both scales than the contextual group with low pre-treatment scores.

Cullip's (2009) impressively thorough study of the development of an L1 Malay student learning to write a persuasive essay, covered aspects of generic stages, field, mode, and tenor. Using a pre-/post-treatment experimental structure and detailed linguistic analysis, Cullip (2009) identified evidence of 'development' (Cullip, 2009, p. 209) between two learner-written texts.

While both Cullip's (2009) and Pang's (2002) findings are convincing in demonstrating

learner development, the pre-/post-treatment experimental structure could be

enhanced to include an analysis of development <u>during</u> the instructional process. A third

analysis might lead to a richer description of development, including, for example,

progression and then subsequent regression in specific areas.

Rose et al (2008) address the issue of a third analysis in measuring development within

the framework of a rigorous examination of the writing development of 25 Indigenous

(Australian) Health Sciences university students. Tracking their development was carried

out across three learner-written texts, one written prior to instruction and two during

instruction. The texts were then assessed using the Measuring the Academic Skills of

University Students (MASUS) (Bonanno & Jones, 2007) assessment framework (see

section 4.4.1 for a discussion of the use of MASUS in this project). Each MASUS area

was broken down into specific categories to which a numeric score (0-9) was assigned.

Cumulative scores were then cross-referenced with school-year writing levels. For

example, a total score of 15 indicated a 'junior secondary' (Years 7-8) level of writing

(Rose et al, 2008, p. 11). Learning was observed in terms of changes in overall scores

across learner texts. While such overall scores would certainly be helpful in

understanding the general development of large numbers of learners, it would seem

that valuable insights could be obtained through deep analysis of a few texts.

From the studies in sections 2.3.1-2.3.2, it can be seen that the rich descriptions afforded by SFL have allowed for the analysis of learner-produced texts as well as for the tracking of learner development. Attention is now turned to SFL studies in employment-seeking contexts, the topic of this thesis.

While not pedagogically-motivated research, Lipovsky's (2010, 2013) pioneering contributions concerning job interviews and CVs are of particular relevance to this research project, especially given their robust SFL orientation. Within the field of employment interviews, Lipovsky (2010) used SFL to examine how Australian postgraduate-level applicants for academic posts in France 'negotiated solidarity' in French-language interviews with senior academics. Her particular focus was the applicants' management of social relations with the interviewers. Though the interviews examined were part of a formal hiring process, the candidates knew the interviewers, as they all worked at the same academic institution. Also, it was noted that the interviewers were carrying out the process in search of 'potential colleagues' (Lipovsky, 2010, p. 71). Therefore, it can be argued that the social relationships were more collegial than in the traditional hiring processes examined in the research reported here.

Even given the difference in social situations between Lipovsky (2010) and this research project, some of Lipovsky's (2010) concepts are useful to the research reported here. For example, she identifies three main co-constructed social goals of the interviewer and the candidate: 'negotiating expertise', 'negotiating affiliation' and 'negotiating co-membership' (Lipovsky, 2010). Briefly, negotiating expertise is the attempt to establish the degree of suitability of the candidate for a job and is examined through the use of

the ideational metafunction, mainly the selection of material processes and

circumstances. Negotiating affiliation is an expression of candidates' appropriateness for

a job in terms of their personal feelings towards both the job and their own

qualifications. It is examined through the interpersonal metafunction. Finally,

negotiating co-membership addresses the other parts of the interview that are not

directly job-related, such as small talk and gossip. It is examined, too, through the

interpersonal metafunction.

With regard to CVs, Lipovsky's (2013) study sheds light on how French sales and

marketing candidates manage social relations with potential hirers, as seen through the

identification of interpersonal features in candidate CVs. In the research, seven

shortlisted and four rejected CVs were examined and coded for various interpersonal

features. In general, it was found that language praising people (**judgement**[4]) and

things/events (**appreciation**) were predominant, while language showing emotion

(**affect**) was not used at all, thus 'position[ing] the applicants as distant commentators

offering a[n]...objective lens on their skills and competencies' (Lipovsky, 2013, p. 8).

Moreover, shortlisted candidates tended to praise their competencies (appreciation)

more than promote their character (judgement). Given the similar social context

between Lipovsky (2013) and the research reported here, Lipovsky (2013) provides a

useful model for many of the linguistic issues that arise in analysing job application

letters.

---

[4] These are explained in chapter 3.

2.3.2   Summary of the Systemic Functional Linguistics approach to learner development

This section has demonstrated some of the main principles of SFL and the wide variety

of analyses that SFL can facilitate for examining learner development. The

comprehensive view of language offered by SFL allows for precise descriptions of texts

from the perspective of three metafunctions and across three strata. This precision is of

importance, as it allows for examination of nuances in meaning-making that a learner

might make in response to different social situations, as in this research project, in

which learners wrote job application letters in response to three different

advertisements.

Given the studies surveyed in this literature review, it seemed useful to track

development across more than two (i.e. pre-/post-treatment) instantiations.

Additionally, detailed analysis of a few research participants could provide depth in

understanding development with regard to the management of social relations with

presumed readers, for example, as analysed by Lipovsky (2010, 2013).

2.4   Summary of contributions of the three genre schools to learner development

This literature review has explored approaches to development by the three major

genre schools. All three schools emphasise the importance of the use of specific

linguistic features typical of the target genre as a central indicator of development.

Nonetheless, from an RGS point-of-view, specific features do not necessarily lead to the realisation of a genre (Devitt, 2004, p. 11). However, according to ESP, a genre can be taught through attention to linguistic features such as the moves, steps, vocabulary, and grammatical patterns found in genre exemplars. Therefore learning can be tracked through analysis of these features. SFL enhances the concept of linguistic analysis by offering a comprehensive theoretical framework that can track variance in linguistic realisations in response to different contexts. Additionally, the usefulness of SFL in providing deep insights into employment-seeking contexts has already been demonstrated through the work of Lipovsky (2010, 2013). Therefore, SFL serves as a suitable framework for exploring how the learners' job application letters provided evidence of their developing linguistic capacity to (a) demonstrate suitability for jobs and (b) manage social relations with their presumed readers.

Chapter 3 now provides a detailed introduction to SFL, focussing on the aspects that help track the development of the learners' demonstration of suitability for the jobs-at-hand and management of social relations with their presumed readers.

3   Systemic Functional Linguistics as a socially-oriented approach to meaning-making

SFL theorists see language 'with respect to ways people use it to live' (Martin & Rose, 2008, p. 24). Given this orientation towards language, SFL can be viewed as a 'model of language in social context' (Martin & Rose, 2007b, p. 7). Using the SFL tri-stratal model (see section 2.3), an SFL researcher can linguistically analyse the way in which people accomplish their **social goals**. In the case of this thesis, SFL is used to analyse the development of learners' demonstration of suitability for jobs and management of social relations with their presumed readers within the context of writing job application letters.

Recall that the tri-stratal model of SFL includes genre, register, and lexicogrammar. From a top-down perspective, a genre is defined as the stage-by-stage accomplishment of a social goal (Martin, 2009a, p. 12). For example, in the research reported here, the goal is for writers of job application letters to convince their presumed readers to invite them for a job interview. Genres include **obligatory** (and appropriate **optional**) **generic stages** (Martin & Rose, 2008), each of which accomplishes its own social goal as a text unfolds. For example, job application letters, as part of the **macroproposal** genre, have three obligatory stages: **Involvement, Product,** and **Appeal** (Martin, 1992b). (For a discussion of the macroproposal genre, see section 4.3.1.) The accomplishment of each stage-level goal results in the overall reaching of the social goal carried out by the genre. Therefore,

in the research reported here, successful Involvement, Product, and Appeal stages

would presumably lead to convincing the reader to invite the writer for an interview.

Now viewing the tri-stratal model from the bottom up, lexicogrammar realises the field,

mode, and tenor of a text, together known as the **register** stratum. Register is analysed

through the prism of **discourse-semantics** systems (Martin & Rose, 2008, pp. 30-31). For

example, in this project, the discourse-semantic system of **appraisal** is used to reveal

aspects of the writer's enactment of tenor relations with the presumed reader, such as

demonstration of 'solidarity' (Martin & White, 2005, p. 29). (For further discussion of

appraisal, see section 3.2.1.). Given then that a text's register is a realisation of overall

meanings of a text, it is seen as the link connecting the lexicogrammar and genre strata

(Martin & Rose, 2008, pp. 11-16).

Returning to the top-down perspective, the realisation of a specific genre, through its

unfolding stages, limits the lexicogrammatical choices that can be made (Martin & Rose,

2007b, pp. 308-309). **Without** such limitations, for example, a job application letter

might not be discernible from a routine sales letter, as each letter is characterised by its

own lexicogrammar. Nonetheless, genres do not determine lexicogrammatical choices

(Martin & Rose, 2007b, pp. 308-309). If this were true, all job application letters would

be identical, as the genre would dictate the specific lexicogrammatical resources to be

used. Both of these points highlight the power of SFL in both defining genres

linguistically and accommodating for linguistic variation according to the social situation

at hand. Following such thinking, in this project, the lexicogrammatical features used by

the research participants are appropriately referred to as their lexicogrammatical

choices. In this way, it is acknowledged that the research participants made specific

lexicogrammatical choices in response to the particular job advertisements to which

they were responding.

All of the lexicogrammatical choices, ultimately culminating into a job application letter,

realise an **instantiation** (Halliday & Matthiessen, 2004, pp. 27-29) of the macroproposal

genre. The use of the term instantiation acknowledges that a specific job application

letter is a unique instance of lexicogrammatical choices, both constrained by the

macroproposal genre and in response to a certain advertisement. Thus, in the research

reported here, the letters written by the participants are referred to as instantiations.

Moving on to the framework for instantiation analysis, section 3.1 explains how

demonstration of suitability is seen through examination of ideational resources at the

lexicogrammar stratum. Section 3.2 explains how the management of social relations

with the presumed readers through: (a) demonstration of solidarity (3.2.1) and (b)

acknowledgement of power relations (3.2.2) is seen through examination of

interpersonal resources at the register stratum.

3.1   Demonstration of suitability

In this research project, demonstration of suitability refers to the writers' expression of

their appropriateness for jobs, with reference to the job advertisements to which they

responded. Evidence of suitability could be seen through the identification of ideational

resources used to construe the field of the letters, such as those realising, for example,

the candidate's education and work experience. Following is a brief outline of the kinds

of ideational features analysed at the lexicogrammar stratum.

At the lexicogrammar stratum, language choices can be analysed in meaning units

(MUs), which can be defined as a clause or sentence. (Thompson, 2012, p. 82). In this

project, given the centrality of sentences as units of meaning in formal writing, an MU is

defined as an independent clause. Ideationally, MUs are analysed for their **participants,**

processes and **circumstances**. Below are explanations of these:

- Participants play the role of the *wh*-words in the following question: who did
  what to whom? In traditional grammar, the participants of an MU would
  correspond to subjects, objects, and complements.

- Processes, which are generally realised through the verb of an MU, function to
  express the 'core' meaning of an MU: 'the event or state that the participants are
  involved in' (Thompson, 2004, p. 87). Different processes realise different kinds
  of meanings, as shown below:

    - **Material** processes express meanings of 'doing'. In an MU containing a
      material process, a physical action is carried out. For example, in the
      sentence, 'I am applying for a job', 'applying for' is a material process. The
      'doer' of a material process is the Actor (Thompson, 2004, pp. 91-92).
      Therefore, 'I' would be the Actor in this example.

    - **Mental** processes express meanings of thinking. In an MU containing a
      mental process, a thought or some other kind of inner reflection is usually

expressed. For example, in the sentence, 'I believe I am a good candidate', 'believe' is a mental process. The 'thinker' of a mental process is generally a human **Senser** (Thompson, 2004, pp. 92-95). Mental processes can be further categorised as **emotive**, expressing an emotion and **desiderative**, expressing a desire (Martin & White, 2005, p. 46).

  – **Relational** processes show connections between different participants (Thompson, 2004, pp. 96-97). For example, in the sentence, 'I am a good candidate', 'am' signals a relational process because it communicates the connection between 'I' and 'a good candidate'.

- **Circumstances** provide 'angles on the world' (Coffin, et al, 2009, p. 293) to an MU by adding the when, where, why, how, for whom, etc. information to an MU. Circumstances might be realised in traditional grammatical terms as adverbials (e.g. 'diligently') and prepositional phrases, (e.g. 'for ten years').

In SFL, the combined identification of participants, processes, and circumstances in an MU is called a **transitivity** analysis (Halliday & Matthiessen, 2004, p. 181). Below is an example:

At Columbia	I	served	as president of the School of Arts' organization for writers of color...
Circumstance: location	**Actor**	**Process: material**	**Circumstance: role**

(reference corpus #20)

From this analysis, it can be learnt that the writer demonstrated his suitability by providing what he did ('served'), where ('[a]t Columbia'), and in what role ('as president...color'). Also, it should be noted that he chose 'I' as the Actor. Another possible realisation of Actors in demonstrating suitability might be the writer's skill, such as the **nominalisation** in the underlined portion of the following extract:

My involvement as the Vice President of the Gal Student Union has prepared me for recognizing the most appropriate methods in identifying problems and offering solutions... (reference corpus, 6).

A nominalisation is the 'pack[ing]' (Thompson, 2004, p. 225) of process meanings into

the role of participant, as a nominalisation is usually 'derived from a verbal form'

(Thompson, 2004, pp. 225). To illustrate this packing, consider the contrived alternative

to the quotation above:

> I have involved myself as the Vice President of the Latino Student Union, preparing me for
> recognizing... (based on reference corpus, 6).

In this alternative, the focus becomes the writer's 'involvement', rather than the

'preparation' in the example above. Thus, 'preparation' becomes the secondary focus,

relegating the 'recognizing...' to even less importance. This example illustrates how

writers can use nominalisations as Actors to highlight the focus of specific experience or

competencies in response to job advertisements.

This section has provided an overview of the features identified for demonstration of

suitability through an ideational analysis of participants, processes, and circumstances at

the lexicogrammar stratum. Chapter 5 will examine the demonstration of suitability in

learner instantiations of job application letters. Section 3.2 now discusses learner

management of social relations with their presumed readers through analysis of

interpersonal resources at the register stratum.

3.2   Management of social relations

This section focuses on the interpersonal resources at the register stratum, identified to

examine the ways in which candidates developed their management of social relations

with their presumed readers through (a) their demonstration of suitability for the job at

hand and (b) their acknowledgement of power relations vis-à-vis the presumed reader.

Recall that tenor is the register variable realising reader-writer relationship

management (section 2.3). Tenor relationships can be described in terms of two social

parameters: **solidarity** and **power** (Martin & Rose, 2007b, pp. 302-306). Figure 3.1

presents a model of solidarity and power, mapping hypothetical tenor relationships that

a tertiary-level student seeking a job might have.

higher power

hiring manager

lecturer

more solidarity   less solidarity

close friend   student from another school
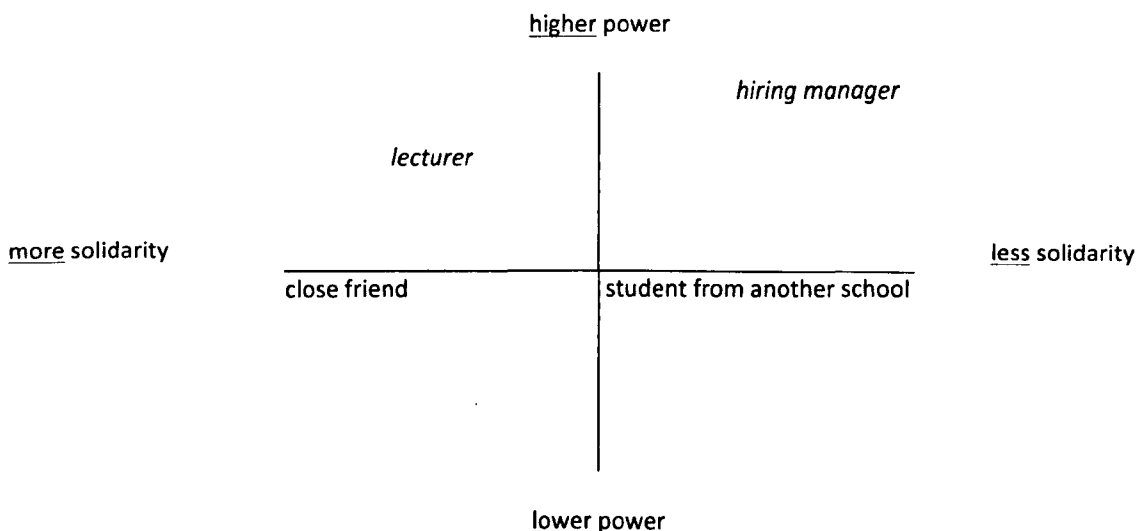
lower power

Figure 3.1: Dimensions of variation in tenor

Figure 3.1 illustrates that a hiring manager might have higher power than a student applicant. Such power might come from the hiring manager's role as gatekeeper concerning the student's employment. Also, power can be seen in terms of the hiring manager's expertise[6] in a specific business area, as compared to the student applicant (see section 3.2.2). With regard to solidarity, the student applicant might share little experience or common values with the hiring manager (see section 3.2.1). Naturally, the student's job application letter might attempt to demonstrate any solidarity that might indeed exist, such as a common work ethic. The tenor relationship between a student applicant and a hiring manager can be contrasted with that of a student applicant with a close friend, who is of equal power with the student - and presumably they share common ground.

From a linguistic point of view, the management of tenor relations can be accomplished through a few discourse-semantic systems, including: **appraisal, negotiation** (Martin & Rose, 2007b, pp. 220-254), **involvement**[7], and **humour** (Eggins & Slade, 1997, p. 124-168). Briefly, appraisal allows for the analysis of a writer's stance on the affairs of the world, e.g. if the writer values something/someone or if the writer agrees with others on their stance. Thus, an appraisal analysis helps reveal the degree to which writers

---

[5] In Martin & Rose (2008), power is called 'status'.

[6] Note that my use of 'expertise' is different to Lipovsky (2010), who uses 'expertise' as an indicator of suitability for a post. I use 'expertise' to indicate a high level of power, as realised through the use of technical language.

[7] Note that the first generic stage of the macroproposal is Involvement with a capital *I*. The discourse-semantic system discussed here is involvement, with a lower-case *i*.

might align themselves with the values of a presumed reader. (Martin, 2004; Martin &

White, 2005, p. 95). For example, applicants might highlight their hardworking nature

through examples of school-related activities. The involvement system, as used in this

project, allows for the analysis of the degree to which writers acknowledge power

relations with the presumed readers, as manifested through forms of direct address, for

example, 'you', as well as the amount of specialised lexis, called **technicality** (Eggins &

Slade, 1997, pp. 148-150). An example of the use of technicality in this research context

would be the inclusion of business terminology in the job application letter. (See section

3.2.2 for further discussion of these concepts.)

The negotiation system allows for the analysis of the interactional aspects of

communication, such as turn-taking (Martin & Rose, 2007b, p. 219). Finally, humour is

identified through forms of 'teasing' in order to express camaraderie (Eggins & Slade,

1997, p. 124). Given that negotiation is used to analyse the interactive aspects of

conversation, it is not of relevance to this research context, whose focus is written

responses to job advertisements. Additionally, as humour is used to analyse the

enactment of casual relations, it is irrelevant to the analysis of the rather formal register

of job application letters.

Thus, in this research project, tenor management is analysed with regard to the use of

certain choices within the appraisal and involvement discourse-semantic systems.

Section 3.2.1 discusses how an appraisal analysis is used to analyse the research

participants' demonstration of solidarity with the presumed reader. Section 3.2.2

discusses how an involvement analysis is used to analyse the research participants'

acknowledgement of power relations with the presumed reader.

3.2.1   Demonstration of solidarity

The appraisal system (Martin & White, 2005) allows researchers to analyse how learners

demonstrate solidarity with their presumed readers by showing common values (White,

2010) with them. Note that other constructs for analysing a speaker's/writer's stance

exist, such as 'evaluation' (Thompson & Hunston, 2000). Evaluation allows for 'the

expression of the speaker or the writer's attitude or stance towards, viewpoint on, or

feelings about…entities or propositions' (Thompson & Hunston, 2000, p. 5). Its main

'functions' are to 'express' an 'opinion', thus 'reflect[ing]' a 'value system'; 'construct

and maintain relations'; and 'organize the discourse' (Thompson & Hunston, 2000, p. 6).

Regarding the analysis framework utilised in this project, appraisal is realised through

three sub-systems: **attitude, graduation**, and **engagement**. Attitude is broken down

further into three other sub-systems: **affect, judgement**, and **appreciation**:

- Affect allows for the analysis of how the writer communicates feelings, for
  example, 'I am confident[8]' (reference corpus, 19).

---

[8] Note the colour-coding conventions used in this project: affect in red; judgement in green; and appreciation in blue.

- Judgement allows for the analysis of how the writer assesses a person's character, for example, 'highly-motivated, enthusiastic, and proactive individual' (reference corpus, 19).

- Appreciation allows for the analysis of how the writer evaluates actions or things, for example, 'prestigious new accounts' (reference corpus, 19).

These three examples illustrate **inscribed** attitude, in which the inherent meaning of the words or expressions communicate positive or negative attitude. In addition to inscribed attitude, people can choose **invoked** attitude, as in the following example:

Having recently graduated from Saint Mary's College of California…(reference corpus, 19).

In this example, Saint Mary's College of California does not inherently communicate positive attitude. However, in mentioning Saint Mary's College of California, the writer is attempting to invoke a positive opinion of his education vis-à-vis the presumed reader. In other words, Saint Mary's College of California 'connotes' or **flags** positive attitude (Martin & White, 2005, p. 66). Therefore, this instance would be coded as invoked judgement. Such coding is resonated in Lipovsky (2010), who codes '*j'ai pas mal voyagé en Australie*' ('I've travelled quite a bit around Australia') as invoked judgement, citing that such instances '…may bring about implied evaluations of [the candidate's] skills and competences' (Lipovsky, 2010, p. 83). Naturally, the identification of invoked attitude must be examined through the prisms of both co-textual meanings and the assumed stance of the reader (Coffin & O'Halloran, 2005, p. 143; Martin & White, 2005, p. 223; White, 2010, p. 574). Additionally, White (2010) cautions that writer-intended invocations could be understood differently than intended by the writer, as their interpretation is ultimately dependent on the reader (White, 2010, p. 574). Nonetheless,

it would still seem reasonable to assume that the goal of a job application letter writer

would be to take such possibilities into account, trying as best as possible to

demonstrate solidarity through showing alignment with the presumed reader.

Therefore, in this project, the job-seeking social situation serves as the contextual

backdrop for the coding of invoked meanings.

In addressing individual instances of attitude, it is important to stress their combined

role in creating **prosodies** of attitude (Martin & White, 2005, p. 20; Hood, 2010).

Individual instances of attitude build up to create larger prosodies of attitude within a

text, which in turn create overall text-level attitude. Martin and White (2005) identify

three types of 'prosodic realisations' of attitude that can permeate texts: **saturation**,

intensification, and **domination** (Martin & White, 2005, p. 20). Saturation is

'opportunistic' in that 'prosody manifests where it can' (Martin & White, 2005, pp. 19-

20) and can be found in job application letters. For example, notice the frequency of the

invoked judgement instances in this short passage:

> As an editor in my high school and college newspapers, I gained editing, writing, layout,
> and design experience. With few exceptions, I find grammatical, punctuation, or spelling
> errors in all of my textbooks. It would be gratifying for me to use and develop my editing
> skills while learning about the overall production process (reference corpus, 1).

Intensification is akin to 'turning up' the 'volume' and 'includes repetition of various

kinds' (Martin & White, 2005, p. 20). Intensification is generally not found in job

application letters. A contrived illustration of intensification might be: 'I am truly,

extremely, and positively excited about the position at Consumer Goods' (based on

reference corpus, 8).

In domination, 'prosody associates itself with meanings that have other meanings under their scope' (Martin & White, 2005, p. 20). For example, in 'I know that Consumer Goods is the leader in the industry' (reference corpus, 8), 'I know' 'construe[s] the arguability of [the] clause' (Martin & White, 2005, p. 20). While examining prosodies of domination is important, the arguability of the MUs in this project is examined within the discourse-semantic system of engagement (later in this section).

In general, identifying prosodies of attitude can help understand the attitudinal viewpoint of the writer as the text unfolds, thus allowing for an analysis of the writer's demonstration of solidarity, which is part of their management of social relations with the presumed reader. Now the discussion moves to the two other appraisal sub-systems: **graduation** and **engagement**.

The graduation subsystem (Martin & White, 2005) allows for the analysis of the degree to which writers sharpen or dull attitudinal meanings, similar to adjusting the 'volume' (Coffin & Hewings, 2004, p. 160) of a speaker. There are two general types of graduation: **force** and **focus**. These regulate the 'intensity'/'amount' and 'preciseness' of attitudinal instances, respectively (Martin & White, 2005, p. 137). For example, in the clause, 'I am **completely**[9] bilingual' (reference corpus, 6), 'completely' realises force, since 'completely' increases the intensity of the judgement instance, 'bilingual'. An example of focus can be found in the following: '**[p]articularly** appealing is the range of

---

[9] Note that graduation in this project is coded in **bold** and in the colour of the attitude instance to which the graduation instance relates.

industries and clients served' (reference corpus, 10), in which 'particularly' sharpens the meaning of the appreciation instance, 'appealing'.

Analysis of graduation can help reveal the flagging of invoked meanings. For example, a positive focus resource 'often strongly flag[s] positive attitudinal assessment' (Martin & White, 2005, p. 139), as in the following extract: 'I have had several business-related internships in the areas of marketing, sales, and finance...'(reference corpus, 16). Here, 'business-related internships' would seem to carry a strictly ideational meaning. However, it is actually an example of invoked appreciation because its meaning is modified through the focus realisation of: 'in the areas of marketing, sales, and finance'. In this case, the focus instance flags positive meaning, presumably because 'in the areas of...finance' relates to the job advertisement requirements.

With regard to force, its use, too, can reveal the invocation of attitude, as in the following example: 'over three years of writing experience' (reference corpus, 10). Here, 'writing experience' would presumably carry a strictly ideational meaning. Yet, within the context of a job application letter, mentioning 'over three years' would flag 'writing experience' as invoked positive judgement. Thus, as with focus, the co-text and 'field' (Hood, 2010, p. 91) must be take into consideration to determine whether the invoked attitude receives a positive or negative interpretation.

The final appraisal subsystem, engagement, accounts for the way people '...adopt a stance towards the value positions being referenced by the text and with respect to

those...[that a text might] address' (Martin & White, 2005, p. 92). In the context of job

application letters, acknowledgement of the presumed reader as the interview

gatekeeper can be analysed with reference to the degree to which the writer <u>assumes</u>

the presumed reader's agreement on a proposition. (See section 3.2.2 for further

discussion of engagement.) Therefore, in this project, engagement is employed to

examine the writer's acknowledgement of <u>power</u> relations with the presumed reader,

the topic of the following section.

3.2.2   Acknowledgement of power relations

In this project, the involvement system works alongside appraisal for the analysis of

tenor management. In addition to the analysis of certain aspects of engagement, the

analysis of certain aspects of involvement allows for tracking the writer's management

of power relations (Martin & Rose, 2007b, p. 303) with the presumed reader.

From an engagement point of view, utterances can be either **monoglossic** or

heteroglossic (Martin & White, 2005, p. 99). A monoglossic utterance can be realised as

a 'bare assertion' (Martin & White, 2005, p. 98), in which the writer assumes

'unproblematic align[ment]' with the presumed reader (Martin & White, 2005, p. 96) .

Also, there is 'no recognition of dialogistic alternatives' (Martin & White, 2005, p. 100).

Heteroglossic utterances, on the other hand, are identified by their 'recognition of

dialogistic alternatives' (Martin & White, 2005, p. 100), as in the following example of a

job seeker introducing her candidacy:

This position seems ideal for my experience, education, skills, and career
interests...(reference corpus, 16).

Here, by selecting 'seems' as opposed to 'is', the writer acknowledges that the

presumed reader could reject the proposition that the position is an 'ideal' match with

her background. This extract is an example of a realisation of the heteroglossic

engagement sub-type of **entertain**, as the extract is actually 'invok[ing] dialogical

alternatives' (Martin & White, 2005, p. 98). By invoking dialogical alternatives, the writer

is not only acknowledging that the presumed reader might have such alternatives (e.g.

the position is not 'ideal' for the candidate) but also is showing respect towards any

alternative viewpoints that the presumed reader might have. Therefore, identifying

instances of entertain allows for the analysis of the degree to which the writer

acknowledges the presumed reader as having more power than the writer. Further

tenor resources, for acknowledging the reader-writer relationship, can be found in the

involvement system.

Drawing on Martin (1994), Eggins & Slade (1997) identify four main categories of the

involvement system: **naming, technicality, swearing** and **slang/anti-language**. Each of

these categories is discussed below, with reference to their roles in helping to track the

development of the participants' acknowledgement of power relations vis-à-vis their

presumed readers.

Naming is defined as 'the use of vocatives', which include 'an addressee's name or other

term of address' and is analysed from three perspectives (Eggins & Slade, 1997, p. 144):

- identification of the person using the vocative as well as the 'addressee' (Eggins
  & Slade, p. 144);

- the motivation behind the use of a vocative in addressing someone else (Eggins
  & Slade, p. 144);

- the actual 'form of the vocative', such as 'title and surname' (Eggins & Slade,
  1997, p. 145).

Identification helps examine attempts at 'control of turn-taking', while motivation looks

at addressing a certain person in 'multiparty talk' (Eggins & Slade, 1997, p. 144). These

two perspectives are useful for conversational analysis. Concerning the written texts in

this research project, the form of the vocative helps 'indicate the affective and status

dimensions of the relationship' (Eggins & Slade, 1997, p. 145). It is used in this project to

analyse the research participants' acknowledgement of power relations vis-à-vis the

presumed reader, as explained below.

Eggins and Slade (1997), based on Poynton (1984), offer a detailed system of vocative

forms, replete with many possibilities that would be expected in casual conversation.

Examples include: the use of 'nicknames', 'family names', and shortened forms of names

(Eggins & Slade, 1997, p. 146). However, in this research context, other than in a letter's

salutation (e.g. Dear...), name-based vocatives are not used. Vocatives are limited to

'you' and its related forms, such as 'your firm' (Rafi, T1[10]).

Regarding the use of 'you', Poynton (1990) notes that in European languages, the use of

T and V forms, corresponding to, for example, *tu* and *vous* in French, can be used by

writers to enact power relationships. T can be used to address people of lower or equal

power and V can be used to address people of higher power (Poynton, 1990, p. 42).

Given the lack of explicit T and V forms in English, it can be suggested that the use of

'you' and its related forms, or lack thereof, assists in analysing a writer's

acknowledgement of power relations with the presumed reader.

Along these lines, Thompson (2012) sees the use of such 'interactant pronouns' as 'the

most explicit resource available to the writer to construe the reader-in-the-text'

(Thompson, 2012, p. 83). For example, as part of his study of tenor relationships

between authors and presumed audiences in the *Guardian* and the *Sun*, Thompson

(2012) found that 'you' appeared over twice as often in the *Sun* article corpus than in

the *Guardian* corpus. Thompson's (2012) conclusion was that the choice of using 'you'

and its variants, as well as other tenor resources, contributed to 'projecting intimacy'

between the writer and reader (Thompson, 2012, p. 97). Such an idea is resonated by

Hyland (2001), who sees the use of 'you' as signalling a 'dialogue between equals'

(Hyland, 2001, p. 559).

---

[10] T1 indicates the first instantiation written by Rafi.

The use of 'you' in business writing can be examined through Iedema's (1997) study of directives in business memos. He found that the absence of directly addressing the reader '...creates an ambiguity, an uncertainty about who is responsible for what' (Iedema, 1997, p. 85, my emphasis) and '...may be seen to reflect the high degree of uncertainty that...characterise[s] the management-staff relationship' (Iedema, 1997, p. 85, my emphasis). Such ambiguity and uncertainty might characterise the job application social context as well, causing applicants to avoid addressing their presumed readers directly. This avoidance might actually signal the applicant's acknowledgement of the lack of equal power between the applicant and the presumed reader.

The next category of involvement, technicality, refers to the use of vocabulary and expressions that would 'have a...limited circulation' and whose 'access...varies according to knowledge of the field' (Eggins & Slade, 1997, p. 148). Examples from the reference corpus would include: 'marketing aspect of the industry' and 'expand its client base' (reference corpus, 16).[11] Analysis of the use of technicality assists in understanding a writer's assertion of 'expert status' as well as the writer's perspective on the 'distribution of power' (Eggins & Slade, 1997, p. 150) between the writer and the presumed reader. For example, in this research context, the use of technicality, such as marketing terminology, might help the candidate enact an image of being knowledgeable in Marketing. Too little technicality might demonstrate that the writer does not have enough relevant knowledge and therefore the power gap between the

---

[11] It is acknowledged that the instances of technicality construe ideational meanings. However, this project sees value in focusing on the interpersonal meanings that the instances of technicality reveal.

writer and the presumed reader would be too wide. Conversely, too much technicality

on the part of the writer could be interpreted as a demonstration of equal or superior

expertise vis-à-vis the presumed reader, thus subverting the expected power relations

between the applicant and the presumed reader.

Swearing and anti-language seem to be of relevance to casual conversations and

therefore these subsystems are not analysed within this research project[12]. However, in

lieu of swearing and anti-language, the research reported here finds value in Lipovsky's

(2010) identification of 'informal language' in employment interviews as an indicator of

how interactants might enact 'affiliation' and 'co-membership' (Lipovsky, 2010, p. 103).

One important example of informal language she cites is **contractions** (Lipovsky, 2010,

p. 105). Contractions help enact a less formal register than typically realised in job

application letters. Moreover, not surprisingly, they are non-existent in the reference

corpus (see section 4.3.1 for a discussion of the reference corpus). Therefore, the

presence of contractions in the research participants' instantiations helps identify a <u>lack</u>

of acknowledgement of the presumed readers' power by the writers.

---

[12] Naturally, if a writer tried to enact some sort of camaraderie with the presumed reader by selecting resources found in one of these subsystems, such a choice would probably not work in the writer's favour.

3.3   Summary of Systemic Functional Linguistics features

This chapter has reviewed the SFL features used to analyse the development of the research participants' demonstration of suitability and management of social relations. Management of social relations is seen through the demonstration of solidarity and the acknowledgement of power relations vis-à-vis the presumed reader. Briefly, demonstration of suitability is examined at the lexicogrammar stratum, with a focus on ideational meanings. Demonstration of solidarity is examined at the register stratum, with a focus on interpersonal meanings, shown through the discourse-semantic system of appraisal, emphasising the subsystem of attitude. Finally, acknowledgement of power relations vis-à-vis the reader is examined through the register stratum, with a focus on interpersonal meanings found within the discourse-semantic system of appraisal, emphasising the subsystem of engagement as well as the discourse-semantic system of involvement.

Chapter 4 elaborates on the research context and addresses the methodology used in this project.

4   Research context and methodology

This chapter presents the research context and methodology. Section 4.1 explains the

pedagogic context, with emphasis on the SFL-oriented pedagogy used in this project.

Sections 4.2-4.3 cover the research participants and data, including the use of a

reference corpus to establish a baseline for linguistic analyses of the learner

instantiations. Section 4.4 details the ideational and interpersonal analyses for

demonstration of suitability and management of social relations respectively, as

introduced in chapter 3. Finally, section 4.5 details compliance with ethical guidelines.

4.1   Pedagogic context

The research for this project was conducted within the framework of a Business Writing

in English module I developed and taught from February-June 2011 at the Academic

Center of Law and Business (CLB) in Ramat Gan, Israel (English website:

http://www.clb.ac.il/english/index.html). As discussed in chapter 1, such modules are

relatively new in Israel. In fact, until recently, the primary goal of EFL programmes in

Israel has been to teach ELLs how to cope with reading discipline-specific texts, such as

business articles from *Business Week* or *Harvard Business Review*. In light of the global

positioning of Israel as an international business player, Business Communication skills

have become emphasised, either as units within regular EFL modules, or in the form of

independent modules. The introduction of Business Communication modules seems to

be part of an overall re-thinking of Israel's tertiary EFL curriculum, as evidenced in the

recently proposed TEMPUS ECOSTAR research programme (see partner proposal at:

http://old.ru.lv/sys/sadar/asn/sadarbibas_piedavajumi/files_2011/tempus_partner_sea

rch_OBC.pdf, accessed 25 December 2013), funded by the European Union. The aim of

the TEMPUS ECOSTAR programme is to re-design the tertiary EFL curriculum in Israel in

order to prepare students for local and global careers (Symon, 2013).

The focus of the Business Writing in English module that I taught was applying for jobs,

covering the writing of US-style CVs and job application letters[13]. A US orientation was

selected because of my specific background. I was raised and educated in the US and

have considerable professional experience in translating and writing CVs and job

application letters for Israeli clients applying for US jobs and academic programmes.

The Business Writing in English module was a compulsory module for the Business

Studies programme at CLB[14]. Prior to the module, the learners had met the school's EFL

requirements either through high standardised test scores prior to commencing their

studies or through CLB's sequence of EFL modules. The EFL modules were similar to

those of most HE institutions in Israel in that their primary focus was reading

comprehension of disciplinary texts.

---

[13] Practices with regard to CVs and job application letters vary within the English-speaking world and beyond (e.g. Bhatia, 1996, pp. 158-173; Coffin et al, 2009, pp. 310-312). However, these variations are beyond the scope of this research project.

[14] The CLB modules were not the learners' first exposure to English. The Israeli Ministry of Education requires English to be taught from the primary level.

The Business Writing in English module met once a week for two academic hours (90

minutes total) throughout a 13-week semester, in two separate cohorts of

approximately 30 students each. Research participants were drawn from both cohorts

(see section 4.5 on the ethical aspects of their participation). Section 4.1.1 discusses the

SFL-oriented pedagogy used in the module.

4.1.1 Systemic Functional Linguistics-informed genre pedagogy

SFL informed the pedagogy used in this project. As both an educator and linguist, my

English teaching centres on promoting the use of genres new to learners. In particular, I

strive to make genres visible to learners first by examining and then teaching a genre's

linguistic features. In the Business Writing in English module, the teaching was carried

out within the framework of the SFL Learning Cycle (Rothery, 1994, cited in Martin &

Rose, 2007a, p. 8). See figure 4.1 below:
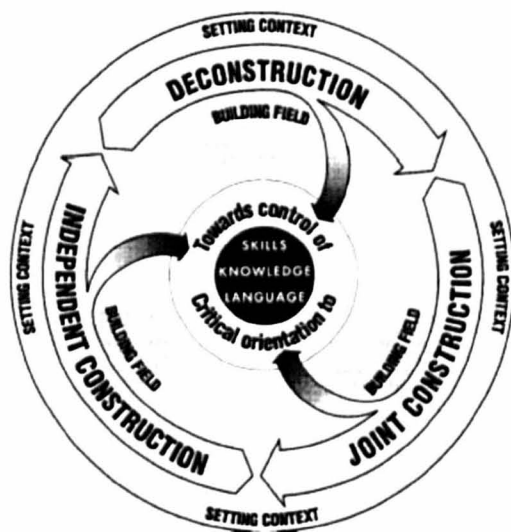
Figure 4.1: SFL Learning Cycle
(Rothery, 1994, cited in Martin and Rose, 2007a, p. 8)

Generally, the SFL Learning Cycle's application to writing instruction includes: (a) an

introduction to the social purpose of the text; (b) deconstruction, or analysis, of

exemplar texts; (c) teacher-class joint construction of texts; and (d) independent learner

writing. The version of the cycle in figure 4.1 shows 'setting context' as an on-going

activity as learners move within and amongst the stages in the cycle. Section 4.1.2

details how the SFL Learning Cycle was implemented within the pedagogic context of

this research project.

4.1.2   *Implementation of Systemic Functional Linguistic genre pedagogy within the context of the research project*

Following the SFL Learning Cycle, the beginning of the Business Writing in English

module included context-setting activities. These were designed to create interest in

and motivation for learning about writing job application letters. The activities included:

- writing a job application letter (without any instructions, other than to base the letter on the learners' own lives) in response to a marketing/sales-oriented advertisement (see appendix A);

- examining job advertisement/job application letter sets and deciding to what degree the job application letters were appropriately written with regard to demonstration of suitability and management of social relations with the presumed readers;

- online researching and presenting of advice for writing job application letters;

- viewing and discussing a PowerPoint presentation I had made (see appendix D).

In the Deconstruction stage, the learners were presented with approximately ten job

application letter exemplars selected from the reference corpus. For these letters, the

important lexicogrammatical features identified in my reference corpus analysis (see section 4.3.1) were explicitly taught. The metalanguage introduced to describe these features was drawn from the ideational metafunction: participants, material/mental/relational processes, circumstances, and nominalisations. Given that the goal of introducing metalanguage was to help the learners link lexicogrammar with meaning-making, the communicative functions of these lexicogrammatical features were discussed in detail during the analysis of the exemplars. For example, it was taught that material processes helped show what the candidate had done as part of prior experience, in an attempt to demonstrate that the candidate was suitable for the job. Another example was how circumstances, such as dates and locations, added a sense of tangibility to the writer's background, thus enhancing the demonstration of suitability. Such a basic introduction to SFL metalanguage served not only the joint analysis of exemplar job application letters but also facilitated the feedback which I provided to the learners' second (T2) and third (T3) instantiations (discussed later in this section). Also, some of the successful and unsuccessful features of the first (T1) instantiations were discussed in general, but the learners did not receive individual feedback on them.

Though the metalanguage used in the classroom was limited to the ideational metafunction, the exemplar writers' demonstration of solidarity and acknowledgement of the presumed readers' power were addressed, yet on a commonsense level. The reason for the decision to avoid metalanguage here was my concern with burdening the learners with too much linguistic analysis and terminology within a single semester. Nonetheless, the ideas of solidarity and power were indeed addressed. For example,

demonstration of solidarity was examined through the kinds of examples a writer could

use (e.g., types of jobs) to signal shared values with the presumed reader. With regard

to the acknowledgement of power relations with the presumed reader, features such as

formulaic language (see section 5.3), polite requests, and the use of modals (e.g. would,

could, might) were identified as important aspects for enacting a formal relationship.

Given that the jobs to which the exemplar writers applied were not available, a further

learning activity involved guessing the kinds of positions for which the exemplars could

have been written, based on the linguistic features of the letters. This activity provided

the learners with the opportunity to apply their knowledge of features learnt, through

conducting 'light' linguistic analyses.

Joint construction activities began with exercises in which parts of job application letter

exemplars had been deleted. Learners were instructed to fill in the missing parts based

on the kinds of jobs for which the letters could have been applicable. In some cases,

learners were required to provide more than one alternative, based on different target

jobs. In addition, structured language activities, such as verb tense and logical connector

(e.g. 'however') exercises, were carried out as needed. Finally, different stages of job

application letters were written as a class. The learners dictated sentences to me and I

typed them on a computer connected to a classroom-size screen. Before editing these

sentences, I prompted the learners for possible corrections and then provided them

with the opportunity to dictate these corrections to me.

Finally, before Independent Construction, a Measuring the Academic Skills of University Students (MASUS) (Bonanno & Jones, 2007) assessment form (see appendix E) was presented as the assessment tool for the participants' T2 and T3. The MASUS had been adapted for the job application letter tasks, as informed by my analysis of the reference corpus (see section 4.3.1) Using MASUS, the learner instantiations were assessed on six parameters: Item (1) concerned how well the learners related to the content of the job advertisement, for example how successfully they demonstrated suitability through their understanding of the job description and requirements in the advertisement. Item (2) assessed the presence of the typical generic stages found in job application letters. Item (3) assessed the content of the letter from the points of view of specialised vocabulary and the presence of examples. Item (4) assessed the presence of the typical lexicogrammatical features found in the generic stages, and item (5) covered grammatical accuracy, such as use of correct verb tenses. Finally, item (6) referred to paragraphing, capitalisation, punctuation, and spelling (Bonanno and Jones, 2007, pp. 13-14).

As mentioned earlier in this section, the learners wrote two instantiations (T2 and T3) within the Independent Construction stage. T2 and T3 were written in response to two additional advertisements (see appendices B and C). As with T1, the learners were told to base T2 and T3 on their own lives. For T2, while it would normally be assumed that a CV would be sent with a job application letter, the participants were not asked to produce an accompanying CV. However, T3 was written together with a CV, which had been studied in the first part of the module.

T2 was written in two drafts as homework assignments, in response to a

marketing/sales-oriented advertisement (see appendix B). In writing their instantiations,

the learners were encouraged to use all of the module materials, such as exemplars and

exercises. After the first draft of T2 was submitted, I provided the learners with in-text

comments as well as a filled-in MASUS form (see section 4.4.1) and provisional mark

(see appendix I for a sample learner instantiation accompanied by a filled-in MASUS).

After receiving the MASUS and provisional mark, the learners were permitted to re-

submit their letters for a revised MASUS and final mark. It should be noted that the T2

analysed in this research project is the second T2 draft.

T3 differed from T1 and T2 in two ways: it was written in response to a junior

managerial post for a non-profit organisation (see appendix C), as opposed to the

sales/marketing companies in T1 and T2, and it was done under final examination

conditions. The final examination required that the learners write both a CV and a job

application letter. Though the examination was limited to three hours, it was designated

as 'open material', so that the learners could access all of the module resources,

previously marked instantiations, and the internet. The T3 instantiation was assessed

with the same MASUS used for the T2 assessment.

Recall that the specially-adapted MASUS used in this project was developed based on a

reference corpus of 50 job application letters. Section 4.1.3 introduces this reference

corpus and the rationale for its use in the research reported here.

4.1.3   Reference corpus description and rationale

To inform the analysis and teaching of job application letters, fifty job application letter

exemplars from US HE websites served as the reference corpus (see appendix F for an

example of a reference corpus letter). HE websites were selected over commercial

websites for two main reasons. Firstly, the job application letters on HE websites are

made available by academic institutions, which presumably focus on assisting their

students in finding suitable employment (e.g. http://www.princeton.edu/career/,

accessed 8 November 2013). In contrast, the goal of commercial websites might be to

generate revenue by selling their letter-writing services (e.g. http://www.cover-letter-

now.com/cln.aspx, accessed 12 September 2013) or enticing users to click on

accompanying advertisements (e.g. http://susanireland.com/letter/how-to/, accessed

12 September 2013). These different goals might affect the actual content of the sites.

For example, it was found that academic websites providing advice to applicants for

postgraduate programmes 'might include more specific information' (Samraj & Monk,

2008, p. 199) than commercial websites. Nevertheless, it is interesting to note that in a

study comparing sets of authentic and commercially-produced personal statement

letters for Medical and Dental School applications, no 'significant difference' was found

between the 'moves and structures' (Ding, 2007, p. 372) of the two sets of letters.

The second reason for choosing HE websites is that the job application letters presented

are written to guide tertiary students in their final year of studies as they presumably

seek their first professional job. This social situation best matches the study participants'

pedagogic context, especially given that the application letters in this module were targeted towards US organisations. Henry and Roseberry (2001), in their study of job application letters, encourage exposing ELLs to genre exemplars written by L1 English speakers, citing that this kind of practice helps ELLs 'compete' with L1 English speakers who might already be familiar with the genre (Henry & Roseberry, 2001, p. 156).

To strive for validity of the reference corpus, the obligatory stages and basic lexicogrammatical features identified in the reference corpus exemplars were compared with those of two authentic US job application letters. These letters were seen as successful, as they led to the writers being invited for interviews. The comparison confirmed that the stages and lexicogrammatical features of the letters in the reference corpus were indeed typical of the authentic successful job application letters.

The dual use of the reference corpus for both research and pedagogic purposes touches on my own dual role of researcher-practitioner, which is addressed in section 4.1.4.

4.1.4   Dual role of researcher-practitioner

The purpose of the research reported here is to understand how a specific group of Business Studies students developed with regard to their writing of job application letters. Part of accomplishing this goal entailed studying my own learners, thereby assuming the dual role of researcher-practitioner. Such practice is common, as '...much qualitative research, even within formal educational settings, is in response to

problematic or otherwise puzzling...realities that people find around them' (Holliday,

2009, p. 22). It must be noted, however, that the dual role of researcher-practitioner

can lead to undesired 'reflexivity' (Cohen et al, 2008, p. 310). Reflexivity can lead to

subjective 'effects that the participants-as-practitioners-and-researchers...[have] on the

research process' as a result of their own 'values, attitudes, perceptions, opinions,

actions, [and] feelings' (Cohen et al, 2008, p. 310). It follows that the dangers of

subjective data interpretation influenced by the practitioner-learner relationship are

always possible to some degree. Nevertheless, to combat such dangers, data

interpretation was carried out after the module had ended and marks had been

submitted. More importantly, data was interpreted using SFL-informed analysis, which is

based on a robust theoretical linguistic framework (see chapter 2) - thus mitigating any

effects my personal standpoints would have had on data interpretation.

Another issue that arose regarding my dual role of researcher-practitioner is the focus of

the research reported here. As mentioned in chapter 1, the project aim is to examine

the development of learners - not my teaching practices. Therefore, it is important to

stress that the research reported here focuses on the development paths of the

participants, within an SFL-oriented pedagogic approach.

Having described the pedagogic context, a description of the research participants

follows in section 4.2.

4.2   Participants

This project examined the development of 17 Business Studies students learning to write job application letters at CLB in Ramat Gan, Israel as part of the Business Writing in English module that I taught. The college, as a setting, and the students, as a research sample, fit Schofield's 'typicality' (Schofield, 2007, p. 191) criteria for qualitative studies. CLB is one of the dozens of private tertiary-level institutes that stand alongside Israel's five major universities. With regard to the English level of the students, they had already completed their EFL requirements at CLB, as stipulated by the Israeli Council for Higher Education. Nevertheless, as reported in the research interviews, their experience with English varied, as a result of, for example: interest in English in school, extended stays in English-speaking countries, and contact with English-speaking family members. Therefore, it is not surprising that their English levels varied as well (see, for example, appendix G for T1 accuracy scores).

The 17 Business Studies students were part of a cohort totalling some 55 students, split into two different sections. It should be noted that of the 55 students, 30 students from a combination of both sections had agreed to take part in this research project. However, complete data sets of three instantiations (see section 4.3.2) could be obtained for only 17 (11 female and six male) of these 30 volunteers. Therefore, the development of these 17 research participants in their demonstration of suitability was examined.

Of the 17 research participants, three learners: Jacob, Rafi, and Sara (pseudonyms[15])

were selected for a more detailed study of their management of social relations with

their presumed readers (see appendices M-O for these three participants' T1-T3

instantiations). The goal of examining three learners in detail was to allow for the

opportunity to examine a 'rich' picture (Cohen et al, 2008, p. 253) of the participants'

development process. Jacob, Rafi, and Sara were chosen because of their three different

dispositions when they began the Business Writing in English module. Jacob was

extremely hesitant about learning to write job application letters in English, especially

given the difficulties he had encountered writing in Hebrew, on account of his self-

reported dyslexia. Given his T1 lexicogrammar score of 40% and accuracy score of 50%,

(see appendix G), such hesitation could be well understood. Rafi, on the other hand, was

quite confident in his English and keen to improve his writing skills. His T1

lexicogrammar score of 83% and accuracy score of 90% substantiated such confidence.

Sara's attitude towards her English was seen as somewhere between Jacob's and Rafi's,

and was reflected in her T1 lexicogrammar score of 67% and accuracy score of 80%.

Beginning with such contrasts in terms of both performance and general disposition was

intended to produce rich data that could help understand development from three

different starting points.

---

[15] All participant names mentioned in this thesis are pseudonyms.

4.3   Data types

In order to answer the research questions, the following data were collected and

linguistically analysed:

- a reference corpus of 50 job application letter exemplars (see section 4.1.3)[16];

- a study corpus of 51 job application letter instantiations written by the research
  participants.

To add insight to some of the linguistic findings, the following data were collected:

- professional feedback from two Human Resources professionals on 14 of the 51
  instantiations (i.e. two instantiations of seven participants);

- 18 semi-structured interviews with research participants.

Section 4.3.1 introduces the use of the reference corpus findings, with emphasis on its

role in the project methodology.

4.3.1   Use of reference corpus to establish a baseline

It is the job of the applicant to 'create...the image of a good employee...someone good to
work with...and connect...the...qualifications...in a way that makes the reader believe that
the applicant should be interviewed or hired' (Devitt et al, 2004, p. 485).

With the quotation above in mind, the first objective of this project was to understand

what features of job application letters indeed accomplish this goal. While genre-

---

[16] Originally, CVs were part of this study. A reference corpus of 50 CVs was analysed and
learner instantiations were analysed using MASUS. However, it was decided to focus
solely on an in-depth examination of job application letters. See chapter 9 for further
discussion of this.

oriented analyses of job application letters exist, (Bhatia, 1993; Henry & Roseberry, 2001), they are limited to ESP-specific features, such as moves. Therefore, a reference corpus of 50 job application letters was collected and analysed using SFL. (See section 4.1.3 for a description of the reference corpus). The primary goal of the analysis was to identify the major SFL features in order to understand if job application letters belong to a genre already identified in prior SFL research. Also, the insights from this analysis were used as an initial point of reference during analysis of learner instantiations. Such an approach can be likened to Hood (2004), who compared published research article introductions with learner-written ones (Hood, 2004, p. 64).

The examination of job application letters revealed that they follow the generic development of macroproposals. Macroproposals are a 'demand for goods and services' (Martin, 1992b, p. 377) that 'solicit[s]' action (Martin, 1992b, p. 361). Martin (1992b) introduces macroproposals through analysis of a fund-raising text, identifying three generic stages: Involvement, Product, and Appeal. Briefly, the Involvement stage engages the presumed reader; Product describes what is being proposed; and Appeal calls for action from the presumed reader. These stages are discussed both in terms of Martin's (1992b) findings as well as the analysis performed on the reference corpus.

The goal of Involvement is to gain 'the reader's attention' (Martin, 1992b, p. 361) with relatively 'high amplification' (Martin, 1992b, p. 389) of inscribed attitudinal meanings. In terms of job application letters, Involvement includes the writer's self-introduction

and communication of interest in the position, company, or industry. In this way, the

writer demonstrates solidarity with the reader by highlighting such interest. Therefore,

this stage could include appreciation directed towards the company, industry, or job, for

example: '[t]he prospect of joining your staff in this role would be a welcome and

exciting challenge' (reference corpus, 21). To communicate interest in the job, affect

might be present, for example: 'I have become quite interested in this position'

(reference corpus, 21).

With regard to ideational analysis of the reference corpus at the lexicogrammar stratum,

material and relational processes dominate, with about 38% each, of the total

percentage of processes. These particular processes identify how writers explain why

they are writing, as in the following:

I	have frequented	your restaurant	many times.
Actor	Process: material	Scope	Circumstance: extent

(reference corpus, 31)

Also, the writers might introduce themselves briefly, as identified through a relational

process, for example:

I	am	a fourth year student in Commerce and Economics.
Identified	Process: relational	Identifier

(reference corpus, 7)

Mental processes make up another 17% of the total processes, allowing for the analysis

of how writers might show their desire to work for a company, for example:

I	felt	compelled to find out more about your amazing company.
Senser	**Process: mental**	**Phenomenon**

(reference corpus, 8)

Also, writers might provide a general feeling of confidence in their suitability, for

example:

I	believe	that I have the skills, academic training...that qualifies [sic] me for this position.
Senser	**Process: mental**	**Phenomenon**

(reference corpus, 14)

Moving to the Product stage, the focus is 'describing the product' (Martin, 1992b, p.

361), with relatively 'low amplification' (Martin, 1992b, p. 390) of explicit attitudinal

lexis, as the offering is framed as an objective description. In job application letters, the

Product stage assists in demonstrating solidarity with the presumed reader through a

description of the candidate's background. The particular examples selected by writers

allow them to communicate the sharing of values with presumed readers. For example,

in applying for a marketing job, showing experience in a similar job could demonstrate a

writer's commitment to the Marketing industry. As the Product stage typically contains

such examples, attitude is mostly realised through judgement, particularly invoked

judgement (see section 4.4.2).

With regard to ideational features at the lexicogrammar stratum, material processes

dominate with 57% of total processes, allowing for analysis of how writers might

demonstrate suitability through their 'doings', as in:

I	handled	accounts	for numerous departments on campus.
Actor	**Process: material**	**Scope**	**Beneficiary**

(reference corpus, 8)

The next largest percentage of processes is relational, with 31%, allowing analysis of

how writers might demonstrate suitability by showing their roles, as in:

I	was	responsible for the marketing of two major ad campaigns.
Carrier	**Process: relational**	**Attribute**

(reference corpus, 8)

Notable also are the realisations of the Actor/Carrier/Identified. 'I' dominates with 61%.

Nominalisations (see section 3.1), representing the writer's experience, as in 'my

background' (reference corpus, 8), are about 28% of realisations. Finally, the Product

stages include a rich selection of circumstances, allowing for analysis of the specific

contexts (e.g. place, time) used as evidence to demonstrate the writer's suitability.

In the Appeal stage, the interpersonal focus is a call (Martin, 1992b, p. 361) for action,

predictably with relatively 'high amplification' (Martin, 1992b, p. 390) of explicit

attitudinal meanings. In the case of job application letters, the writer is requesting an

interview. Given that this is the candidate's last chance to consolidate meanings of the

Product stage through a 'final plug', both judgement and affect might be employed, for

example: '[m]y enclosed resume will provide more details about my skills and

accomplishments [+Judgement]' and 'I am very eager [+Affect] to discuss the

opportunities that exist at Dimensions Incorporated' (reference corpus, 23).

With reference to ideational meanings at the lexicogrammar stratum, mental processes are the greatest single percentage of processes at 46% and help track writers' expressions of their desire for an interview, for example:

I	welcome	the opportunity to visit you.
Senser	**Process: mental**	**Phenomenon**

(reference corpus, 10)

Material processes are next in frequency with 30% and assist in analysing writers' follow-up steps, for example:

I	will be contacting	you	on Wednesday
Actor	**Process: material**	**Scope**	**Circumstance: time**

(reference corpus, 10)

Finally, relational processes comprise 14% and reveal writers' mental dispositions, usually enthusiasm, for example:

I	am	eager to apply my energy...
Carrier	**Process: relational**	**Attribute**

(reference corpus, 14)

In addition to the features already discussed in this section, analysis of the reference corpus revealed a great deal of 'formulaic language' (Upton & Connor, 2001; Wray, 2012) in the form of 'fixed' and 'partly-fixed' (Wray, 2012) expressions, particularly in the Involvement and Appeal stages. Examples include, 'I would very much like an opportunity to speak with you...' (reference corpus, 18). While such formulaic language will be discussed in section 5.3, it is important to note its pervasiveness, particularly within the analysis of the degree to which the research participants demonstrated their suitability as appropriate candidates.

The analysis of the reference corpus discussed in this section helped obtain a reference point for examination of the participant instantiations. The more detailed and delicate meanings revealed in the participant instantiations will be discussed in chapters 6 and 7. Now, it is necessary to examine the data collection.

4.3.2   *Participant instantiations*

In order to track learner development of writing job application letters, 51 job application letters written by the 17 study participants were collected. As mentioned previously, the three different letters were assigned at three points in time and are referred to as T1, T2, and T3. Each letter was written in response to slightly modified versions of three different authentic online employment advertisements for posts in the US (see appendices A-C). These advertisements were selected, as they were general enough in nature so that all of the participants were qualified to apply for them. Below is a description of each instantiation.

T1 was an in-class task completed prior to instruction on writing job application letters. The purpose of this instantiation was to obtain a baseline idea of the participants' understanding of job application letters so that milestones indicating their development could be established. The letters were written in response to a post at Nashville Business Consulting, a sales and marketing-oriented company (see appendix A). The focus in the Nashville advertisement was the recruitment of candidates whom Nashville would apprentice into future managers. Basic requirements were a two-year, tertiary-

level qualification and up to five years of practical experience. The participants were

familiar with Nashville's requirements, as they had written CVs in response to the same

advertisement during the previous study unit covering CV writing. Further discussion of

the kind of recruit Nashville was seeking will be addressed within the data analysis in

chapter 6.

T2 was written some 10 weeks later[17], following my feedback on a rough draft written in

response to an advertisement published by Propel Management, a sports-oriented sales

and marketing company (see appendix B). Propel's emphasis was the recruitment of

both inexperienced and experienced candidates from various disciplines. The major

candidate requirements stated in the advertisement were a four-year, tertiary-level

qualification (US Bachelor's degree) and up to five years of practical experience. Further

discussion of the kind of recruit Propel was seeking is addressed within the data analysis

in chapter 6.

Lastly, T3, written under final examination conditions at the conclusion of the 13-week

semester, was in response to an advertisement for a Regional Coordinator position at

School on Wheels (SOW), a non-profit organisation providing schooling to homeless

children (see appendix C). SOW sought a candidate who would not only be able to

manage but also who would identify with the organisation's charitable objectives. The

formal job requirements included a Bachelor's degree and up to three years of

---

[17] These ten weeks included a two-week Passover holiday break and another half-week
break for Israel's Memorial Day and Independence Day.

experience. While not a business-oriented post per se, the job was listed under the

'Management and Education' category on the opportunityknocks.org employment

website (opportunityknocks.org, accessed 17 June 2011). Further discussion of the kind

of recruit School on Wheels was seeking will be addressed within the data analysis in

chapter 6.

As discussed above, the participants wrote three different job application letters in

response to three different advertisements, each one stressing different types of

candidates. The ways in which the participants responded to these situations will be

explored chapters 5-7. As mentioned previously, additional data were collected to

supplement the interpretation of the participant instantiations with regard to learner

development. Section 4.3.3 discusses the participant interviews, while section 4.3.4

covers feedback from the two Human Resources professionals.

4.3.3   Participant interviews

This research project drew on the robust linguistic analysis afforded by SFL. In addition,

given the orientation towards learner development, it was decided that gaining learner

perspectives regarding their own writing development process could help shed light on

some of the linguistic findings. To this end, a total of 18 semi-structured interviews,

ranging from nine to 45 minutes, were conducted with five participants at regular

intervals throughout the semester. Table 4.1 summarises the quantity and duration of

the interviews for each of the participants[18]:

Participant	Interview 1	Interview 2	Interview 3	Interview 4	Total time
Alexandra	11 min.	26 min.	9 min.	-	46 min.
Jacob	10 min.	26 min.	13 min.	23 min.	72 min.
Rafi	16 min.	45 min.	19 min.	40 min.	120 min.
Sara	10 min.	22 min.	25 min.	21 min.	78 min.
Yamit	12 min.	31 min.	29 min.	-	72 min.

Table 4.1: Interview durations

Interview 1 focussed on the learners' background regarding English as well as their goals

for the semester. Interviews 2, 3, and 4 followed a 'Talk around Text' (Lillis, 2009)

approach, in which the participants were asked to comment on specific features of their

writing of CVs and job application letters. Also, they discussed their progress in the

module. Interview 2 covered the participants' writing of CVs. Interview 3, conducted

during the instructional unit on job application letters, focussed on their writing of

letters; and interview 4, conducted after the T2 instantiations had been written, further

explored their writing of job application letters. While interview 2 covered CVs, which

are not the focus of this study, the participants' views regarding their learning to write

CVs seemed relevant for understanding how they viewed their overall development

with regard to writing in English.

---

[18] While the goal of the project was to conduct four interviews with the five participants who had originally volunteered to be interviewed at the beginning of the semester, factors such as time pressure and loss of interest precluded this. For the same reasons, the durations of the actual interviews varied.

As the focus of the interviews was the learners' development of writing in English,

conducting the interviews in English allowed for easy revisiting of concepts addressed in

the classroom as well as discussion of the participants' texts, which of course were

written in English. Speaking in Hebrew about such linguistically-based topics would have

probably created a feeling of awkwardness, as both the participants and I would have

had to search for the names of concepts and terminology that we had shared in English

but not in Hebrew. Nevertheless, on occasion, the participants code-switched into

Hebrew, presumably when they were unable or unsure of how to express an idea in

English. When Hebrew was used, I immediately verbally interpreted the idea into English

to seek confirmation that I had understood the participant's utterance. All participant

interviews were audio recorded and then transcribed by an L1 English paid research

assistant. As the research assistant was not a Hebrew speaker, when the study

participants spoke in Hebrew, she wrote 'Hebrew' in the transcript. Nevertheless, my

English interpretations of such utterances are present in the transcripts.

4.3.4   Professional feedback

The presumed readers of the participants' job application letters were the hiring

managers or representatives of this function in the respective companies/organisation

(see section 3.2). Given that the T1-T3 instantiations were based on authentic

advertisements, it seemed useful to request feedback on them from the real-life

addressees. Such a practice is found in Lipovsky (2010), who sought feedback from the

interviewers regarding the effectiveness of the candidates' interview performance. In

this research context, feedback on T2 and T3 was of interest, as these instantiations

were written once the participants had already embarked on their development paths.

Also, as most T1s were rather unsuccessful (see chapters 5, 6, and 7), I did not want to

waste the Human Resources professionals' valuable time by asking them to assess these

instantiations. Thus, I decided to send them the T2 and T3[19] of seven participants,

representing the best MASUS scores of the respective instantiations. Table 4.2 lists the

participants whose instantiations were assessed:

No	Participant name
1	Hallel
2	Jacob
3	Rafi
4	Rebecca
5	Sara
6	Shelly
7	Yamit

Table 4.2: Participants who received professional feedback on their T2 and T3

With regard to the companies to which the instantiations were sent, Propel

Management (T2) was deemed unreachable after many unsuccessful e-mails and

telephone calls. Therefore, it was arranged for the addressee in the Nashville Consulting

advertisement (also for a sales and marketing-oriented position) to provide feedback <u>as</u>

<u>if</u> she were a Human Resources professional at Propel[20]. Regarding T3, the SOW

Executive Director agreed to provide feedback. Thus, two job application letters by each

of the seven participants (14 letters in total) received feedback from professionals at

Nashville Consulting (for the Propel advertisement) and SOW.

---

[19] As the module's final examination, the T3 job application letter was written in conjunction with a CV. Therefore, both the letter and CV were sent for feedback.
[20] The Nashville professional was provided with the Propel advertisement to which the participants had responded.

Finally, to assist in focussing feedback, the professionals were asked to examine the

documents with the central question of how likely it would be that they would invite the

writer for an interview (c.f. Devitt et al, 2004, p. 485). Also, they were asked to provide

any other comments as they saw fit. Both professionals responded by e-mail, with an

average of two to four sentences per candidate (see appendix H for examples of

feedback).

4.4   The research process

The research process was divided into two stages, each focussed on analysing the

demonstration of suitability and management of social relations with the presumed

readers, respectively. These are discussed in sections 4.4.1-4.4.4, while progress in

accuracy is addressed in section 4.4.5.

4.4.1   *Tracking the demonstration of suitability through the presence of ideational features at the lexicogrammar stratum*

Learner demonstration of suitability for all 17 participants was analysed by tracking the

typical clause-level features realising the Involvement, Product, and Appeal stages, as

identified through the reference corpus analysis (see section 4.3.1).

These features were examined using MASUS as the analytical tool. SFL offers two main

analytical tools that are of relevance to this project: 4x4 (Humphrey & Robinson, 2012),

formerly 3x3 (Humphrey et al, 2010), and MASUS. Both tools allow for analysis at all

three strata. MASUS facilitates a comprehensive snapshot of a text's quality (Bonanno,

2002). Three-by-three, available at the time of research, was rather unwieldy to use, as

some of the analysis categories seemed to overlap, making it difficult to examine

features discretely. It should be noted, however, that the subsequent 4x4 has been

successfully implemented in an Australian high school as a preparation tool for the

Australian National Literacy Test (Humphrey & Robinson, 2012) - and thus could be

worth exploring in future projects. Regarding MASUS, issues have arisen having to do

with the potential disconnect between assessing 'meanings' versus 'forms' (Donohue &

Erling, 2012, p. 216).

Nevertheless, ideational meanings at the lexicogrammar stratum were analysed for T1-

T3 according to the modified MASUS, reproduced in figure 4.2 on the following page.

As mentioned in section 4.4.1, MASUS was used as the assessment framework in order

to provide the learners with a checklist of expectations as well as a vehicle for me to

provide formative (T2, draft 1) and summative assessments (T2, draft 2 and T3). As a

research tool, however, the scores of two categories of MASUS were utilised:

lexicogrammar and mechanics (accuracy). Lexicogrammar was chosen because its score

demonstrates a direct link with the ideational features at the lexicogrammar stratum

identified as demonstrating suitability. Mechanics was chosen, as it is treated as a

category on its own in this research project under the heading 'accuracy' (see section

4.4.5).

1. **Use of Sources**   **/20**
   a. Have relevant sources of information been used to write this cover letter?
   b. Is the information chosen integrated into the appropriate stages?

2. **Structure and Development**   **/20**
   a. Are all obligatory stages included? Are appropriate optional stages included?
   b. Do the generic stages flow logically within and across the stages?

3. **Control of cover letter writing**   **/10**
   a. Is specialized vocabulary used?
   b. Are assertions backed up by examples?

4. **Lexicogrammar**   **/30**
   a. Are appropriate participants and processes used?
   b. Is a rich selection of appropriate circumstances used to establish credibility?
   c. Are logical connectors used to help the reader follow your ideas?

5. **Mechanics**   **/10**
   a. Are sentences formed correctly?

6. **Presentation**   **/10**
   a. Is the cover letter one page?
   b. Is paragraphing conducive to readability?
   c. Is standard business letter formatting used?
   d. Are correct spelling and capitalization used?
   e. Is appropriate punctuation used?

Figure 4.2: Adapted MASUS for Job application letters
(based on Bonanno & Jones, 2007)

MASUS was not used to analyse the management of relations with the presumed

reader, as the intricacies encountered when analysing interpersonal meanings at the

register stratum require much deeper analysis and description than can be captured

with MASUS.

With regard to lexicogrammar, the participants received a score out of 30, based on the

following three parameters: (a) use of appropriate participants and processes; (b) a rich

selection of appropriate circumstances; and (c) appropriate use of logical connectors.

While logical connectors typically belong to the textual metafunction, it was felt that

their appropriate use contributed to the effective communication of ideational

meanings. The overall lexicogrammar score was based on a holistic assessment of the

use of these features, based on the reference corpus analysis (see section 4.3.1). To

illustrate the MASUS used in the research reported here, appendix I provides the T2

instantiation of Gal with an annotated version of the MASUS used to score the

instantiation. In addition, several examples of lexicogrammar scores and the features

that led to these scores are presented in chapter 5.

The second phase of the research dealt with tracking the management of social

relations with the presumed readers, particularly: (a) demonstration of suitability for the

job and (b) acknowledgement of power vis-à-vis the presumed reader. The SFL features

identified for these are discussed in sections 4.4.2-4.4.4.

4.4.2   Tracking the demonstration of solidarity through attitude

In order to track development in demonstrating solidarity, the T1-T3 instantiations of

three of the 17 research participants (see section 4.3.2) were coded for attitude. Recall

from section 3.2.1, that the discourse-semantic system of attitude includes three

subsystems for tracking development of tenor management: affect, judgement, and

appreciation. Each of these subsystems can be broken down into subcategories, which allow for more delicate tracking of the development pathways.

Analysis of affect assists in understanding the writer's emotional state and in the case of job application letters, how the writer communicates interest in the job, company, or industry. Table 4.3 shows subcategories of affect along with examples from the reference corpus:

Subcategory[21] (+/-)	Example from the reference corpus
happiness	'...I was delighted to learn of the Account Executive position...' (reference corpus, 8)
security	'I am confident I can perform the job effectively' (reference corpus, 5).
satisfaction	'I was very impressed with the program...' (reference corpus, 10)
inclination: irrealis (desiderative mental process)	'I...would like to arrange a meeting with you' (reference corpus, 4)
inclination: realis (emotive mental process)	'I felt compelled to find out more about your amazing company' (reference corpus, 8).

Table 4.3: Affect subcategories
(based on Martin & White, 2005, pp. 49)

Based on the analysis of the reference corpus (see section 4.3.1), it would be expected that in the Involvement stage, affect categories of **happiness, satisfaction,** and **inclination: irrealis**[22] would be present, serving as indicators of the writer's demonstration of solidarity with the presumed reader through the writer's interest in (+happiness, +satisfaction) and desire for (+inclination: irrealis) the prospective job. As for the Appeal stage, the presence of inclination: +irrealis would serve as an indicator of

---

[21] The + and - indicate the potential polarity of the attitude. Negative polarity in successful job application letters would be highly unusual.
[22] Instances of inclination are categorised as 'irrealis' if expressing an 'intention', such as a 'desire' for something and 'realis' if expressing a 'reaction' to something (Martin, & White, 2005, p. 48).

the writer's demonstration of solidarity by expressing a desire for the interview, i.e. to ultimately become a part of the target organisation. In terms of the Product stage, as mentioned in section 4.3.1, affect resources are typically not found.

An analysis of judgement allows for insight into the way a writer expresses an opinion of a person. In the case of job application letters, candidates direct positive judgement towards themselves. Identification of judgement can help track a writer's attempt to demonstrate solidarity by highlighting competencies or values understood through the job advertisement, as valued by the presumed reader. Judgement is divided into two categories: **social esteem** and **social sanction** (Martin & White, 2005, p. 53). Social esteem covers judgement meanings, allowing for analysis of how a writer presents personal qualities (see examples in table 4.4) and social sanction allows for analysis of how a writer relates to others (see examples in table 4.5). In contrasting social esteem and social sanction, Martin & White (2005) make the distinction in terms of whom someone would 'turn to for help:' 'too much negative esteem' might require a 'therapist' and 'too much negative sanction' might require a 'lawyer' (Martin & White, 2005, p. 53, my emphasis). Tables 4.4 and 4.5 show the social esteem and social sanction subcategories respectively:

Subcategory (+/-)	Question the category typically answers	Example from the reference corpus
normality	How special?	'Other qualifications, which I possess, include the following…visionary, creative, and able to see opportunities for improvement…' (reference corpus, 25).
capacity	How capable?	'I have more than two years of accounting experience' (reference corpus, 17).

Subcategory (+/-)	Question the category typically answers	Example from the reference corpus
tenacity	How dependable?	'I have consistently been an advocate for increasing exposure to…under-represented groups' (reference corpus, 20).

Table 4.4: Social esteem judgement subcategories
(based on Martin & White, 2005, p. 53)

Subcategory (+/-)	Question the category typically answers	Example from the reference corpus
veracity	How honest?	None
propriety	How far beyond reproach?	'I am ambitious, hardworking and eager to be involved in banking' (reference corpus, 12)

Table 4.5: Social sanction judgement subcategories
(based on Martin & White, 2005, p. 53)

Judgement is particularly present in the Product stage. The typical judgement type

found in the Product stage is **capacity**, as the social purpose of the Product stage is to

contribute to demonstration of solidarity by providing evidence of experience required

by the job advertisement. While **tenacity** is categorised in the literature as social

esteem, it seems at times to belong to the social sanction category. In fact, the

reference question, 'how dependable' (Martin & White, 2005, p. 53) naturally leads to,

'for whom', thus invoking judgement regarding human relations. Furthermore, consider

the example of tenacity in table 4.4. It seems that the writer's tenacity signals some sort

of social sanction, as the 'consisten[cy]' was for the benefit of assisting 'under-

represented groups' (reference corpus, 20). Such cases of tenacity for tracking

demonstration of solidarity with the presumed reader will be further explored in

chapter 6.

Finally, an analysis of appreciation helps in understanding the writer's opinion of things

or actions. In the case of job application letters, identification of appreciation reveals

different functions, some of which are explained below. There are five subcategories of

appreciation, as detailed in table 4.6:

Subcategory (+/-)	Questions the category typically answers	Example from the reference corpus
reaction: impact	Did it grab me?	Your position of Health Research Analyst listed on CAVLink caught my attention (reference corpus, 7).
reaction: quality	Did I like it?	Particularly appealing is the range of industries and clients served... (reference corpus, 10).
composition: balance	Did it hang together?	'Not only have I developed knowledge of over 100 menu items but also the importance of food presentation by great attention to detail' (reference corpus, 31)
composition: complexity	Was it hard to follow?	I feel strongly about kitchen products being...extremely functional' (reference corpus, 9)
valuation	Was it worthwhile?	...and discuss my ideas how I can make a significant...contribution (reference corpus, 10).

Table 4.6: Appreciation subcategories
(based on Martin & White, 2005, p. 56)

Identification of appreciation can help track a writer's demonstration of solidarity in the

Involvement stage through praising the job, company, or industry. Such instances are

illustrated in the **reaction** examples in table 4.6. **Composition** and **valuation**, which tend

to be found in the Product stage, help track a writer's demonstration of solidarity

through, for instance, 'knowledge', as illustrated by the composition: balance example

in table 4.6.

At times, inscribed appreciation can actually invoke judgement, as described by Martin

and White (2005): '...where an activity is explicitly appreciated as a thing; a judgement

of whoever accomplished it might be invoked' (Martin & White, 2005, p. 67). For

instance, in the valuation example in table 4.6, the 'significant contribution' not only

realises positive appraisal for the 'contribution' but also for the writer who 'can make it'.

Thus, this instance could be double-coded as inscribed appreciation and invoked

judgement. Such 'doubling up' seems to create an effect similar to prosodic saturation

(see section 3.2.1), in that two attitudinal meanings are realised within the space of a

single item. This project sees such double-codings as indicators of development with

regard to demonstration of solidarity.

This section has shown how different types of attitude can be identified to analyse how

writers of job application letters might demonstrate solidarity with their presumed

readers. Naturally, it should be emphasised that not all types of attitude are necessarily

required and certainly not in specific amounts. However, analysis reveals that the

identification of the patterns of attitude examined here indeed contributes to analysing

demonstration of solidarity. Sections 4.4.3 and 4.4.4 describe how learner

acknowledgement of power vis-à-vis the presumed reader can be examined through the

identification of engagement and involvement respectively.

4.4.3   Tracking the acknowledgment of power relations vis-à-vis the presumed reader through engagement

Given the dialogical nature of all communication (Bakhtin, 1994), and especially job

application letters, whose social purpose is to request an interview, all engagement in

this research context can be categorised as heteroglossic (see section 3.2.2).

Heteroglossic engagement can be broken down into four subcategories: **disclaim,**

proclaim, **entertain**, and **attribute** (Martin & White, 2005, pp. 97-98). Table 4.7 lists the

subcategories, their social purpose, and examples from the reference corpus.

Subcategory	Social purpose	Example from reference corpus
disclaim	pits writer against another position	None
proclaim	makes a highly 'reliable' claim, thus semantically and dialogically eliminating any alternative points-of-view.	'I am confident that my academic background, qualifications, as well as my past experiences with your company will prove to be mutually beneficial... (reference corpus, 25).
entertain	defers the likelihood of the proposition to the reader	'I believe I have the necessary qualifications...' (reference corpus, 23).
attribute	makes claims grounded in 'external' authority'	'Mr. Bob Erickson, a current Dimensions Incorporated employee, suggested I contact you regarding...' (reference corpus, 23).

Table 4.7: Engagement subcategories
(Martin & White, 2005, pp. 97-98)

This research project focuses on entertain. Entertain is typically found in the

Involvement and Appeal stages, as these stages function to engage the presumed reader

and request an interview, respectively. In the Product stage, entertain is found less, as

too many entertain instances in the Product stage could potentially enact candidates

who seem insecure about their qualifications. In this project, identifying entertain can

track the development of the acknowledgement of the presumed reader as having more

power than the writer. In other words, attention to entertain instances can help

understand how a writer develops with regard to understanding that it is up to the

presumed reader to decide on the validity of the writer's assertions.

This section has shown that the engagement system, particularly the entertain

subcategory in the Involvement and Appeal stages, helps track the participants'

acknowledgment of power relations with presumed readers. The second discourse-

semantic system for analysing the acknowledgement of power relations with presumed

readers is involvement.

4.4.4 *Tracking the acknowledgement of power relations vis-à-vis the presumed reader through involvement*

Recall from section 3.2.2, that the involvement subsystems of naming and technicality

(Eggins & Slade, 1997, pp. 144-145) were analysed in order to track acknowledgement

of power relations vis-à-vis the presumed reader. In addition, the use of contracted

forms was found as an indicator of a lack of acknowledgement of the presumed reader's

power. Therefore, T1-T3 were examined for naming, technicality, and contracted forms.

With regard to naming, instances including 'you' in direct address, for example, '[a]s you

requested, I have also enclosed a list of three references' (reference corpus, 26) and

reference to the addressee/company, for example, 'I have frequented your restaurant

many times...' (reference corpus, 31) were analysed. The decrease in the use of 'you'

and its forms provided an indicator of development with regard to the

acknowledgement of the presumed reader as having more power than the writer.

In terms of technicality, the use of specialised lexis (e.g. from the fields of Marketing,

Sales, and the target company) was examined. For each instantiation, the number of

specialised lexis instances was counted. The differing amounts of specialised lexis

indicated a development path with regard to the writer's attempt to manage power

relations vis-à-vis the presumed reader. Too little technicality communicated an

unqualified candidate, while too much technicality enacted professional superiority over

the presumed reader.

The use of contracted forms was seen as an indicator of equalising power relations with

the reader. Therefore, the reduction in the use of contracted forms helped analyse the

degree to which the writer deferred to the presumed reader as having more power.

This section has explained how analysis of certain aspects of the discourse-semantic

system of involvement and use of contractions helps track participants'

acknowledgement of power relations vis-à-vis their presumed readers. Having

completed the analytical overview for demonstration of suitability and management of

social relations, a few words regarding general accuracy are necessary.

4.4.5 Accuracy

On a final note with regard to the way in which development was tracked, the issue of

general grammatical accuracy cannot be ignored. While accuracy does not neatly fit into

either demonstration of suitability or management of social relations, it certainly assists

in making the job application letters comprehensible on a general level and in creating a

positive impression. Therefore, accuracy will be discussed within the framework of

general learner development in writing job application letters (see section 7.5).

4.5   Ethics

The proposal for this research was reviewed by the Open University Ethics Committee

and was conducted following the British Association for Applied Linguistics (BAAL)

guidelines for 'relationships in research' and 'responsibilities to informants'

(http://www.baal.org.uk/dox/goodpractice_full.pdf, accessed 23 July 2013). At the

beginning of the semester in which the Business Writing in English module was

conducted and in coordination with the college CEO, all of the learners were offered

participation in the research project. They were told that data (i.e. written work, class

comments, interview extracts) would be used in research I was conducting as part of the

EdD programme requirements of the Open University in the UK. Also, the potential

participants were told that the anonymised data would be seen by other people

involved in the research. These people are the thesis examiners, members of the Open

University academic staff, the Human Resources consultants, a research assistant

charged with transcribing the interviews, and a volunteer editor.

The students were assured that research participation, or lack thereof, would have no

effect on their marks, my treatment of them, etc. An Open University approved Ethics

Committee informed consent form (see appendix J) was then distributed and read to

the entire class. Following the reading, opportunity was given to ask questions or

request clarification. Students interested in participation signed and dated the informed

consent form and returned it to me. The forms are currently on file in my locked home

office. In addition, participants who were interviewed were assured during each

interview session that all transcripts were anonymised.

After having covered the research methodology, the findings of the research reported

here are presented in chapters 5-7.

5 Demonstration of suitability through ideational meanings at the lexicogrammar stratum

Ask yourself, 'What have I <u>done</u> that is similar to what this job entails'? (University of California at Berkeley, p. 39, my emphasis)

While job application letters are built from three generic stages (Involvement, Product, Appeal), the demonstration of suitability is accomplished mostly in the Product stage. The Product stage can be seen as the 'heart' of the letter, providing the candidate's tangible evidence of suitability (see section 4.3.1). This understanding apparently guided the feedback of the Human Resources professionals, as they commented mostly on the evidence presented in the Product stage of the instantiations. For example, below is a response to a letter written by Rebecca (T2):

> She would be better off discussing her ability to work with others, and sell etc., especially if she is writing a cover letter to a marketing firm, for which sales are almost sure to be involved (Rubin, 2011)[23].

This excerpt emphasises the importance of presenting evidence to demonstrate suitability for the target position. Nonetheless, if the Product stage of this letter had been written without the Involvement and Appeal stages, then it presumably would not have been considered complete. The Involvement stage opens the letter and typically includes the candidate's motivation to apply to the company/organisation - and in many instances introduces the Product stage. The Appeal stage closes the letter and typically communicates the candidate's desire for an interview - and in many instances includes a

---

[23] All Human Resources professionals' quotations are presented in their original, unedited form.

summary of the Product stage. Therefore, these stages are integral to the overall

demonstration of suitability.

This chapter examines demonstration of suitability through the research participants'

choices of ideational resources at the lexicogrammar stratum. Section 5.1 provides a

general picture of the participants' demonstration of suitability using MASUS (see

section 4.4.1). Section 5.2 provides insight into the participants' demonstration of

suitability, particularly through certain ideational meanings at the lexicogrammar

stratum in the Product stage. Section 5.3 focuses on the way that suitability is

demonstrated through the formulaic (Wray, 2012) linguistic patterns typically found in

the Involvement and Appeal stages. Finally, section 5.4 summarises the chapter's

findings and provides insight into the participants' overall development regarding their

demonstration of suitability.

5.1   General findings for demonstration of suitability

Before delving into lexicogrammar, the participants' progress in understanding the

purpose of job application letters was examined by checking their inclusion of the

obligatory generic stages. This examination was conducted through a general analysis of

processes and participants that would point towards an overall realisation of the social

purpose of each stage. It was found that by T3, all 17 participants had included all three

stages (see appendix K). The typicality of these realisations was checked through a more

detailed analysis of ideational meanings at the lexicogrammar stratum.

The results of the more detailed analysis are presented in table 5.1, which shows an

overall picture of the participants' average lexicogrammar scores. These scores reflect

their use of the typical ideational features at the lexicogrammar stratum identified as

communicating demonstration of suitability (see section 4.4.1).

Score/Time	T1	T2	T3
Average score (out of 30)	15.9 (53%)	25.3 (84%)	24.7 (82%)

Table 5.1: Lexicogrammar scores out of 30 points for T1, T2, T3

Overall, scores rose from 53% for T1 to 82% for T3. This reflected a 29% increase, which

is statistically significant (p<0.05) (see appendix G for a full breakdown). Therefore,

generally, it can be seen that demonstration of suitability was accomplished among the

research participants. Nevertheless, an examination of the differences among the

research participants in their T1-T3 scores shows a standard deviation of 20%, illustrating

variation in development.

From T1-T2, the participants' average score rose from 53% to 84%, reflecting a 31%

overall improvement, which is statistically significant (p<0.05). From T2-T3, the scores

dropped slightly from 84% to 82%, which is statistically insignificant (p>0.05). As T3 was

written under final examination conditions (section 4.1.2), maintenance of T2 scores

under such possible stress could actually indicate further development from T2-T3.

Therefore, it can be asserted that on the whole, the cohort improved their

demonstration of suitability both from T1-T2 as well as from T2-T3. Given this overall

picture of development across all three generic stages, section 5.2 examines the

demonstration of suitability in the Product stage.

5.2   Demonstration of suitability in the Product stage

Recall from the reference corpus analysis (see section 4.3.1) that demonstration of

suitability in the Product stage can be seen through:

- mainly material processes in main clauses;

- 'I' or nominalisations as grammatical subjects in main clauses;

- a rich selection of circumstances.

To provide insight into how the research participants might have developed in their

demonstration of suitability in the Product stage, this section provides extracts written

by two participants: Gal and Shelly. Illustrations of development with regard to processes

and participants that realise the grammatical subjects will be presented in Gal's T1-T3.

Development in terms of circumstances will be shown in Shelly's T1-T3.

5.2.1   Gal's demonstration of suitability: processes and participants

The first detailed examination into demonstration of suitability focuses on Gal's

development with regard to his choices of: (a) processes and (b) participants that realise

the grammatical subject. Gal was selected as an interesting case to examine because he

did not follow the overall T1-T3 positive development trajectory of lexicogrammar scores

(see section 5.1). In fact, he seemed to cease development after T2. At the beginning of

the unit on job application letters, Gal's lexicogrammar score increased from 33% for T1

to 77% for T2 (improvement of 44%). However, his score dropped to 66% for T3, which

was not only six times the average drop but also the second lowest score. (For T3, the

average score was 82% and the lowest was 60%). Thus, Gal's development could be

described as having plateaued with T2.

In terms of processes, a close examination of Gal's instantiations shows that Gal

attempted to demonstrate suitability through fewer material processes than would have

seemed effective. Below is a transitivity analysis of Gal's T1 Product stage:

I	learn[24]	business administration	in Ramat Gan.
Actor	Process: material	Range	Circumstance

I	studying	three times a week.
Actor	Process: material	Circumstance

Now	I	work	in building company.
Circumstance	Actor	Process: material	Circumstance

I	[am][25]	responsible with customer relation with the company.
Identified	Process: relational, identifying	Identifier

I	think	I'm suited to work in administrative work because I have high confidence, Serious.
Senser	Process: mental	Projection

---

[24] While 'learn' would typically be coded as a mental process for L1 English speakers, Gal's use of it suggests a mistranslation of the Hebrew *lomed*, which can mean either 'learn' or 'study', a material process. Here, my interpretation is 'study'.

[25] In Hebrew, 'to be' in the present tense is infused within the grammatical subject. Therefore, my interpretation is 'I am'.

I	am	a person fit in with around him workers.
Carrier	**Process: relational, attributive**	**Attribute**

(Gal, T1)

With regard to processes, three of the six MUs include material processes. The other

three are relational (two) and mental (one). The even balance between material and

non-material processes suggests that Gal equally emphasised his 'doings' and his

'being'/'thinking', thereby failing to prioritise his doings. Recall from the reference

corpus analysis (section 4.3.1), that demonstration of suitability is mostly realised

through material processes - or 'hard facts' as 'evidence' (Lipovsky, 2010, pp. 44-47).

Providing hard and 'soft' evidence equally, seems to result in a less convincing way of

demonstrating suitability, than if mostly material processes are used.

With regard to participants that realise the grammatical subject, Gal indeed succeeded

in using 'I', but he did not use any nominalisations. Such a lack of nominalisations

realising the grammatical subjects can be seen as missed opportunities for focussing on

his qualities or experiences (see section 3.1). As a result, there was less demonstration

of suitability than if nominalisations had been used.

Gal's T2 showed slight improvement with regard to grammatical subjects but not

processes:

Among my many occupations	I	was	a sales manager	at a large and successful building company.
Circumstance	**Identified**	**Process: relational, identifying**	**Identifier**	**Circumstance**

My work requirements	included	Director of Customer Relations in the Tel Aviv area and managing repairs after handing over the apartment.
Identified	**Process: relational, identifying**	**Identifier**

My Bachelor of Arts in Business and my work experience	match	well with your job requirements
Identified	**Process: relational, identifying**	**Identifier**

In addition	I	have	extensive knowledge in computer skills in using Word, Excel, and powerPoint.
	Carrier	**Process: relational, attributive**	**Attribute**

(Gal, T2)

In terms of the grammatical subjects, Gal used nominalisations twice, thereby exploiting the opportunity to draw attention to his experience and qualifications (i.e. 'work requirements', and 'work experience'). Nonetheless, Gal's choice of processes is another story in that he chose three relational processes and one material process. Thus, the central meanings communicated in this stage seem to be who Gal <u>was</u> instead of what he <u>has done</u> to be qualified for the post at hand. Such choices reveal a candidate who missed the opportunity to emphasise past achievements in order to demonstrate suitability.

In Gal's T3, there was little progress with regard to the grammatical subjects and regression concerning processes:

Over time	I	accumulated	experience and my many occupations.
Circumstance	Actor	Process: material	Range

I	[am] [26]	Sales Manager at a large construction and successful. [27]
Identified	Process: relational, identification	Identifier

My job requirements	include	Customer Relations Manager Tel Aviv area.
Identified	Process: relational, identification	Identifier

[I] [28]	have	experience in Customer Service Manager Purchase management skills and providing a head-on and real-time management team, and support for customers and employees.
Carrier	Process: relational, attributive	Attribute

Another experience I have	is	a manager at volume production.
Identified	Process: relational, identifying	Identifier

The work	included	educational events with children who experience and schools which gave me knowledge to understand the children, and ability to provide adequate treatment for children as they should.
Identified	Process: relational, identification	Identifier

I	finished	my degree.
Actor	Process: material	Range

And	I	feel	my first business arts and my work experience a good match with your job.
	Senser	Process: mental	Projection

I	think	that the experience I bring with me will do much to your company and especially to this position.
Senser	Process: mental	Projection

(Gal, T3)

Gal used a mix of 'I' and nominalisations as grammatical subjects, thus maintaining his

understanding of the importance of this mix. With regard to processes, Gal included two

material processes ('accumulated' and 'finished'), but also introduced two mental

---

[26] In Hebrew, 'to be' in the present tense is infused within the grammatical subject. Therefore, my interpretation is 'I am'.

[27] In Hebrew, the word for 'successful' is expressed as a verb. Therefore, my interpretation is that 'successful' modifies the 'company'.

[28] In Hebrew, pronouns are commonly infused within verbs. Therefore, my interpretation is 'I have'.

processes and five relational processes. Therefore, once again, the impression of a

candidate unfocussed on his accomplishments was created. In general, it seems that Gal

did not develop the understanding that demonstration of suitability is mainly expressed

through showing past actions as evidence.

Now the focus moves to the role of circumstances for demonstration of suitability.

Shelly's instantiations are used to illustrate development.

5.2.2   Shelly's demonstration of suitability: circumstances

The next element of development with regard to demonstration of suitability in the

Product stage is the use of a rich variety of circumstances. To illustrate this, examples are

taken from the instantiations of Shelly. Shelly's development was interesting to follow, as

her T1 lexicogrammar score of 33% was the second lowest (lowest=23%) of the cohort.

Yet, she showed a remarkable development trajectory, scoring 93% at T2 and 100% at

T3. In fact, Shelly was the only participant who showed such a dramatic jump from T1-T2

and still managed to increase her score from T2-T3, even given the examination

conditions. One of the salient marks of her improvement was the development of her

use of circumstances. Below is Shelly's T1 Product stage (circumstances are in **bold and

grey**)[29]:

---

[29] Product stages are shown here in paragraph form in order to visually illustrate the
increasingly dominant role of circumstances from T1-T3.

> I just finished by [sic] B.A. studies and I have a lot of expiriance **in marketing and sales**[30]
> **[Matter] in 3 diffrent [sic] companies [Location]** (Shelly, T1).

Here, Shelly used two circumstances to realise both the specific fields (matter) and

places (location) of experience. Her development with regard to circumstances

continued in T2:

> My B.S degree in business and my work experience match **well [Manner]** with your
> job description. My most recent experience was working **as a sales manager in**
> **telephone service center [Role] for Bezeq International, [Location]** which required
> the ability to manage multiple tasks and maintain a positive team dynamic **with my**
> **colleagues [Accompaniment]**.
>
> I also practiced my consultative selling skills and worked **personally [Manner]** with
> customers who required speaking **with the manager [Accompaniment]**. A part of
> this job was working **effectively under pressure [Manner]** (Shelly, T2).

Here, Shelly used seven circumstances. In addition to circumstance of location, as in T1,

in T2, Shelly included: a circumstance of **role** to explain her position; **manner** to describe

the quality level at which she executed her job; and **accompaniment** to detail the

different people with which she interfaced. The increased number of circumstances,

compared to T1, indicates an improvement in the demonstration of suitability, by

providing specific evidence.

Examination of Shelly's T3 instantiation shows how she maintained her strategy of using

a wide variety of circumstances:

> My BA degree in Business and my work experience match **well [Manner]** with your job
> description. My most recent experience was working **as a summer Camp manager**
> **[Role]** for **Kiufim camp [Location]**, which required the ability to communicate

---

[30] Note that post-modifications of nominals are analysed as circumstances in this
project.

effectively [Manner] with a wide variety of people [Accompaniment] and maintain a
positive team dynamic with my colleagues [Accompaniment]. I also practiced my
managing skills and worked personally [Manner] with some guides who required help
[Accompaniment] with creating new programs to the children's activities. A part of
this job was working independently [Manner] and being representative[31]
[Manner]...(Shelly, T3).

In the presumable identification of a successful T2 strategy, Shelly continued to

demonstrate suitability through further use of circumstances in T3. However, what is

more interesting is that Shelly apparently constructed a Product stage 'template' of

sorts, with a 'recycled' T2 Product stage, yet modified for the T3 social situation. Her

resulting template can be described linguistically as a 'partly-fixed frame' (Wray, 2012),

in which writers re-use stretches of text, filling in gaps particular to specific social

situations. In fact, the identification and use of such partly-fixed frames from the

reference corpus seemed to be salient features of the research participants' Involvement

and Appeal stages, as discussed in section 5.3.

5.3   Formulaic nature of the Involvement and Appeal stages

Reference corpus analysis reveals that the ideational meanings at the lexicogrammar

stratum in the Involvement and Appeal stages have a rather limited range of realisations.

These realisations are characterised by mostly partly-fixed frames. Such findings

resonate with Upton and Connor (2001), who found that US writers tend to use

'patterned' and 'formulaic' politeness strategies at the end of job application letters to

show a 'desire for an interview or further contact, or specify...a means of further

communication' as well as to 'express...politeness...or appreciation' (Upton & Connor,

---

[31] This is an apparent mistranslation from the Hebrew *representativit*, which roughly
means 'with a professional appearance'. Therefore, it is interpreted as manner.

2001, p. 313). Recall that the Product stage serves as the main driver for demonstration

of suitability, while the Appeal and Involvement stages might serve to introduce and

summarise the Product stage. In a job application letter, the Involvement and Appeal

stages 'wrap' the Product stage in such a way that evidence for the demonstration of

suitability is highlighted. It seems from the reference corpus that the way to accomplish

this 'wrapping' is through a great deal of predictable, formulaic language, leaving most

context-specific language to the Product stage.

Below are examples of typical Involvement and Appeal stages found in the reference

corpus. The underlined items are examples of lexical items that could be inserted into

each partly-fixed frame, depending on the social situation at hand:

Involvement

I am applying for the <u>Associate</u> position at <u>LEK Consulting</u>. After speaking with <u>Jo Kimmer</u> at <u>Stanford's Career Fair</u> on <u>October 9</u>, I believe that I have the skills, academic training, and work experience that qualifies [sic] me for this position (reference corpus, 14).

Appeal

I welcome the opportunity to discuss your needs and my qualifications in detail and will contact you the <u>week of December 14</u> to see if we can arrange a meeting at your convenience. In the meantime, please free to contact me at <u>555-123-8069</u> or nitajob@memphis.edu if you have any questions or require any additional information.

Thank you and I look forward to hearing from you soon (reference corpus, 8).

Wray (2012) concedes that an SFL-oriented analysis might preclude treating entire

strings of language as single lexicogrammatical units, as such treatment violates the

fundamental SFL principles of delicacy within a choice-driven system (Wray, 2012, pp.

77-80). However, she does propose that such partly-fixed frames could be viewed as

'lexified' (Wray, 2012, p. 79), thus functioning as single lexicogrammatical units. In partly-

fixed frames, the lexical items, with which the writer would fill in the slots, are compared

to the additions of morphological features to words in SFL (Wray, 2012 p. 79). It should

be noted that while treatment of these partly-fixed frames as being lexified might not

allow as delicate an analysis as would treating them as individual lexicogrammatical

units, their selection as a whole unit over another is indeed a choice.

Further, Tucker (2007) argues that 'off the peg' expressions are repeated by speakers in

response to recurring situations and that actually analysing such expressions at the

clausal level would 'miss the point' (Tucker, 2007, p. 396). Martin and White (2005)

resonate with such thinking, concerning the set meanings of intensifiers together with

their modified nouns, such as 'ice cold' and 'dreadfully cold' (Martin & White, 2005, p.

143). In such cases, they point out that some collocations 'are so fixed and formulaic'

that the intensifiers 'no longer carr[y]' their 'full semantic load[s]' (Martin & White,

2005, p. 143).

From analyses of the reference corpus and the T1-T3 instantiations, participant inclusion

of partly-fixed frames in the T2-T3[32] Involvement and Appeal stages seems useful for

tracking demonstration of suitability. For the purpose of definitional uniformity, partly-

fixed frames in the context of this project are defined as the nearly verbatim use of the

---

[32] Recall the participants did not have access to the reference corpus in T1.

Involvement and Appeal stages found in the reference corpus to which the participants

had access through their module website. Table 5.2 shows the use of partly-fixed frames

in T2 and T3:

Partly-fixed frame use	Involvement T2	Involvement T3	Appeal T2	Appeal T3
Total instances	8 (47%)	7 (41%)	12 (71%)	10 (59%)

Table 5.2: Use of partly-fixed frames in T2, T3

In T2 and T3, the participants used more partly-fixed frames in the Involvement stage

than in the Appeal stage. It can be surmised that the heavier use in the Appeal stage

could be attributed to the highly formulaic and fixed nature of these endings.

Involvement stages, on the other hand, would be presumably more contingent on the

social situation at hand, for example, the way in which the candidate encountered the

company and the particular interest the candidate might have in the position.

From T2-T3, both the Involvement and Appeal partly-fixed frame percentages decreased.

A possible explanation for these drops could be that the learners used the partly-fixed

frames as linguistic 'crutches' in T2 and then developed the confidence to modify or

construct their own response to the social situation of T3.

5.4   Summary of findings for demonstration of suitability

As a whole, the research participants improved in their demonstration of suitability. Of

particular interest is the development both from T1-T2 and from T2-T3, the latter

evidenced by the maintenance of lexicogrammatical scores under examination

conditions. Nonetheless, there was variation among some of the research participants.

Development in the Product stage, the heart of the demonstration of suitability, could

be seen in terms of moving from the writers' self-representation in terms of 'being' or

'thinking' to their 'doing'. Also, increasing the number of circumstances seemed to mark

development, as it contributes to the hard evidence for the demonstration of suitability.

A heart cannot function on its own, so the identification and use of partly-fixed frames,

in the Involvement and Appeal stages, was found to be important as learners evidently

picked up on the highly formulaic nature of the realisations of these stages.

The interpersonal nature of the Involvement and Appeal stages has been lightly touched

upon in this chapter. Chapters 6 and 7 cover an in-depth examination of the

management of social relations in T1-T3 of Jacob, Rafi, and Sara, through demonstration

of solidarity and acknowledgement of power relations vis-à-vis their presumed readers.

6   Management of social relations: demonstration of solidarity across the generic stages

Demonstration of solidarity and acknowledgement of power relations (see chapter 7) are ways in which job application letter writers manage social relations with their presumed readers (see sections 4.3.1, 4.4.2-4.4.4). Demonstration of solidarity in a job application letter helps accomplish the individual social goals of all three obligatory generic stages. Recall from section 4.3.1 that the goals of each stage are as follow: the Involvement stage communicates interest in the advertised position; the Product stage shows that the candidate is qualified for the position; and the Appeal stage requests the interview. Each generic stage is realised by the specific linguistic resources required to accomplish its stage-level social goal. In this research project, demonstration of solidarity is analysed through the discourse-semantic system of appraisal at the register stratum, with a focus on the subsystem of attitude, which includes: judgement, appreciation, and affect (see sections 3.2.1, 4.3.1, 4.4.2).

Therefore, an examination of attitude for each generic stage was carried out for T1-T3 of Jacob, Rafi, and Sara, both in relation to the typical stage-level social goals and in response to the advertisements to which the stages were written. Findings for the Involvement, Product, and Appeal stages are presented in sections 6.1- 6.3. A summary of the findings is given in section 6.4.

6.1   Involvement stage

The social purpose of the Involvement stage is to communicate interest in the position, company, and industry to which the candidate is applying. Such interest is an indication of shared values, or solidarity with the presumed reader. While some Involvement stages include a candidate's self-praise (judgement) and praise for the company (appreciation), affect is usually present. Affect, within the context of the Involvement stage, usually expresses inclination, such as:

> I am currently interested [+Affect: inclination, inscribed] in obtaining an entry-level marketing/management position with the Walt Disney Cruise Line (reference corpus, 25).

In some cases, affect might express happiness, as in:

> I have frequented your restaurants many times and am excited [+Affect: happiness, inscribed] about the possibility of working for a restaurant with such a wonderful reputation for excellent food (reference corpus, 31).

In both of these cases, the **trigger** (Martin & White, 2005, p. 47), or reason for the affect, is the business to which the candidate is applying.

In the second example, two instances of appreciation are worth mentioning: 'wonderful' and 'excellent'. While these do not realise affect, they assist in accomplishing the overall social goal of the Involvement stage through saturation (see section 3.2.1) of the writer's positive stance towards the restaurant. Thus, a successful Involvement stage will most likely contain affect, typically in the form of inclination and possibly happiness. In addition, appreciation might be used to augment the expression of the writer's desire

to work for the company. Sections 6.1.1-6.1.3 examine the Involvement stage learning

paths of Jacob, Rafi, and Sara.

6.1.1 Jacob's Involvement stages

Jacob's learning path regarding the Involvement stage was characterised by little

development. Below is Jacob's T1 Involvement stage:

Dear, Nashville business consulting I m Jacob Telem, from Ramat Gan I m 28 hold years

(Jacob, T1)

Here, there was no affect, thus making this stage rather unsuccessful at expressing

interest in the position, company, or industry. As a result, there was a lack of

demonstration of solidarity with the presumed reader. Given such a lack of interest, it

could be questioned whether a hiring professional would have even carried on reading

this letter.

Below is Jacob's T2 Involvement stage:

May 7, 2011 To whom it may concern, I have heard about your company at the school fair and looked at the requirements and have decided to write to you since it is what I have been **(1)** [33] looking for **[+Appreciation: valuation, invoked]**.

(Jacob, T2)

---

[33] The highlighted bold numbers are provided for subsequent reference to each appraisal instance.

In T2, Jacob did not use any affect. He did state, though, that he had been 'looking for'

the 'requirements' of the company (1). While it might have been tempting to classify

'looking for' as: +Affect: inclination, 'looking for' is not an emotional process that can be

'felt' (Martin & White, 2005, p. 58). In fact, Jacob's use of 'looking for' is an 'incongruent'

expression, or a grammatical 'rewording' (Thompson, 2004, p. 221) of 'long awaited'

(Martin & White, 2005, pp. 56) and thus coded as: +Appreciation: valuation, invoked.

However, Jacob missed the opportunity to positively appraise the company or even its

'requirements', though in one of our research interviews, he mentioned that by

including 'looking for', he was trying to 'play up to [the organisation]' (Jacob, interview

3). Therefore, given Jacob's sole attitude instance here, the reader might have

interpreted this stage as showing little or no in interest in the company.

Below is Jacob's T3 Involvement stage:

To Janet Lang,

I have read about School on Wheels (SOW). Published on a Web site called
opportunityknocks and looked at the requirements of the Entry Level
Management position and have decided to write to you since it is what have
been (1) looking for [+Appreciation: valuation, invoked].

(Jacob, T3)

Jacob used the same single appreciation instance as in T2: 'looking for'. In other words,

as far as appraisal meanings in the Involvement stage, he did not progress from T2-T3.

Such a lack of development suggests that Jacob felt satisfied with his sole use of attitude

in T2 and therefore decided to recycle this instance in T3. An additional issue here is that

the SOW advertisement to which he responded in T3 did not mention an 'Entry Level

Management position' (see appendix C). Therefore, Jacob actually showed appreciation

for something that did not exist in this particular context. As a result, the lack of

solidarity shown in T2 is further damaged by Jacob's reference to a position that was not

mentioned in the SOW advertisement.

Concerning the Involvement stage, Jacob's learning path showed development with

regard to progressing from an absence of attitude to the use of one instance.

Interestingly enough, the one instance he chose was not affect but appreciation, which

might border on affect, as one who is 'looking for' something presumably desires it.

However, Jacob's choice of appreciation over affect indicates a possible lack of

understanding of the importance of the demonstration of solidarity in the Involvement

stage.

An interesting insight to be made from Jacob's T2 and T3 is that while recycling might be

an effective strategy for learning to write a new genre, some recycling can lead to

confusion, mainly for two reasons. The first reason is that a selection considered

successful by the learner might turn out to be atypical, as in the case of the single

attitude instance recycled in Jacob's T3. Secondly, the recycling might not be

appropriate for the new context. An interesting question that remains here is why

Jacob's understanding of the social purpose of Involvement ceased to develop after T2.

Returning to the use of partly-fixed frames, Jacob did not use these for the T2 and T3

Involvement stages. Perhaps using them would have led to the use of more attitude,

thus allowing for further development in his demonstration of solidarity with the

presumed reader and accomplishment of the social goal of the Involvement stage.

6.1.2   Rafi's Involvement stages

On the whole, Rafi developed with regard to his Involvement stages, from little appraisal

in T1 to appropriately deployed appraisal in T2 and T3. Below is his T1 Involvement

stage:

Dear Mr. Daniel,

I'm submitting you my resume in regard to the entry level team management
position. This letter is to express my **(1)** interest **[+Affect: inclination, inscribed]** in
bringing my years of experience in the operations ground to your firm. In this world
wide economic recession I'm **(2)** shore **[+Affect: security, inscribed]** I can add my
knowledge and expertise to the sales, marketing and advertising industry.
(Rafi, T1)

Rafi's T1 Involvement stage communicates a lack of genuine interest in the position,

company, or industry. Such an impression can be seen through the two instances of

affect. In (1), 'express my interest' is coded as: +Affect: inclination, inscribed because of

the irrealis trigger (Martin & White, 2005, p. 48), 'in bringing my years of experience to

your firm'. Ironically, this trigger was not the job, company, or industry, as in typical job

application letters. In other words, Nashville as an intended job goal seems out of the

picture. Moreover, Rafi qualified the 'experience' he desired to 'bring' with 'years of',

which can be coded as: +Graduation: force: quantifying: a process: extent: scope: time

(see section 3.2.1). Here it can be assumed that the aim of this graduation instance was

to assist in demonstrating suitability for the post. While possibly admirable, showing

experience without first communicating a desire to work for the company would not be

a typical way to demonstrate solidarity with the presumed reader.

A similar effect occurs with the second instance of affect (2). Once again, the trigger of

the affect resource is: 'I can add my knowledge and expertise to the sales, marketing

and advertising industry'. Given that the position at hand was entry-level, claiming to be

able to enhance the entire industry might have been considered overkill on Rafi's part.

Also, while the company might have belonged to this 'industry', Rafi's failure to realise

the position or company as the trigger of the affect instances results in an impression of

being overqualified for the job to which he was applying. Thus, it can be argued that an

actual <u>lack</u> of solidarity was demonstrated vis-à-vis the presumed reader.

Generally, Rafi's T1 Involvement stage seems to demonstrate no genuine interest in the

company. In terms of potential triggers that he could have included, the target job,

company, and industry were not mentioned. Also, affect was used to saturate the

Involvement stage with <u>self-directed</u> praise, as opposed to praise for the job, company,

or industry. All of these choices seem to function to actually subvert demonstration of

solidarity with the presumed reader. Thus, the reader might have been left with an

impression of Rafi's self-absorption and possible lack of interest in the position.

Rafi's T2 Involvement stage showed development with regard to attitude:

Dear Ms. X,

I'm writing this letter to show you my (1) interest [+Affect: inclination, inscribed] with in your firm for the entry level management opportunity position that was advertised on the web of Career/ I've heard about from my close friend Dan Shapiro, a VP in your firm. Currently I am looking for a position that I can contribute my past experience knowledge and so as my educational background in businesses administration in a major of Marketing in a way that will take me a step forward In order to lead a firm for success which I (2) hope [+Affect: inclination, inscribed] will promote me to high management levels. I am sure (3) [+Affect: security, inscribed] I've an excellent understanding of your philosophy that emphasized the importance of leading so as your progressive approach to people. Moreover I would be more than (4) happy [+Affect: inclination, inscribed] to contribute to the fulfillment of that mission.

(Rafi, T2)

In T2, Rafi used four affect instances. In contrast to T1, Rafi's trigger choice in (1), 'within your firm for the entry level management position', evidences development in the understanding that the social purpose of the Involvement stage is to demonstrate solidarity with the presumed reader by showing interest in the position, company, or industry.

However, the trigger in (2), 'lead a firm to success', is less successful. There is a causal-conditional conjunctive relationship (Halliday & Matthiessen, 2004, p. 547) between 'take me a step forward' and 'to lead a firm for success'. In other words, the firm's 'success' is an 'enhancement' (Halliday & Matthiessen, 2004, p. 544) of 'step forward'. As a result, it seems as if the affect instance is actually directed towards Rafi's being 'take[n] a step forward' and not the 'success' of the company. In such a case, the opportunity to demonstrate solidarity with the presumed reader was not exploited.

The trigger in (3), 'I've an excellent understanding of your philosophy', continues to show Rafi's development with regard to the Involvement stage. Through this trigger, it can be presumed that Rafi wanted to demonstrate that he was familiar with Propel.

Also, the use of 'excellent', coded as: +Judgement: capacity, invoked, suggests that Rafi

had researched Propel in order to learn about its philosophy. Therefore, it seems that

Rafi's orientation towards Propel's philosophy evidenced effort to demonstrate

solidarity with Propel.

In the last instance of affect (4), Rafi showed development in his understanding of the

Involvement stage, as the trigger is, 'contribute to the fulfillment of that mission', whose

referent, Propel's 'philosophy', is mentioned above. Therefore, Rafi showed

development in that the affect resource was triggered by something connected to the

company, as opposed to being self-directed, thus contributing towards demonstration

of solidarity with the presumed reader. Such a finding is important, as the 'interpersonal

punch is arguably stronger at the end of the phase than at the beginning' (Hood, 2010,

p. 155).

Finally, below is Rafi's T3 Involvement stage:

Dear Ms. Janet Lang,
I'm writing to show my **(1)** interest **[+Affect: inclination, inscribed]** in the educational management SOW position that was advertised by your organization on the web of Opportunity Currently, I am looking for a position where I can contribute my past experience knowledge as well as my Business Administration degree with a major of Marketing to that mission of the School on Wheels that **(2)** wants **[+Affect, inclination, inscribed]** to shrink the gaps in the education of homeless children and provide them with the highest quality education possible.

(Rafi, T3)

In T3, Rafi's first use of affect (1) approximates the typical use of job application letters.

Rafi made the 'education management SOW' position the target of his affect, thus

showing interest in the company and contributing towards demonstration of solidarity with the presumed reader.

Rafi's second use of affect (2) is of interest. Here, 'mission' serves as the Senser in this mental process realised by 'want' (see section 3.1), which is rather atypical, as usually the writer is the Senser in the Involvement stage. Also, the trigger of the affect instance, 'shrink the gaps…possible', is a direct quotation from the job advertisement. The effect of all of this is rather awkward, in that it could sound as if Rafi was deciding how the 'mission' or SOW in general should behave or feel within the irrealis-oriented situation of a desire to succeed. Rather, had Rafi assigned a relational process to 'mission', simply by stating that the 'mission is to…', then he would have acknowledged that he understood the school's goals. Another possibility would have been for Rafi to make himself the Senser, stating that he desired to help 'shrink the gaps', etc. Such a statement would have made Rafi sound committed to the SOW mission, thus assisting in demonstration of solidarity. Instead, the final impression is that SOW might be unsuccessful in its mission, from Rafi's point of view.

In general, Rafi's development with regard to the Involvement stage can be seen through his experimentation with affect. While his uses of affect in T1 were focussed on himself, in T2 only one affect instance was focussed on himself, with the other three focussed on Propel. Finally, in T3, his first affect instance was typical and the second one was atypical. By T3, Rafi succeeded in removing himself as the trigger of +Affect: inclination. Therefore, as an overall pattern, it is suggested that Rafi's development can

be seen in terms of his focus on the position and organisation, rather than on himself.

Such development in the demonstration of solidarity would indeed indicate an

understanding of the social purpose of the Involvement stage.

6.1.3   Sara's Involvement stages

Sara's development with regard to the Involvement stage was characterised by

considerable progress in her demonstration of solidarity, especially given that her T1

was devoid of attitude:

> My name is John Smith and I'm writing to you about the Entry-Level Team Managment position you have been looking for.

(Sara, T1)

This absence of attitude shows a lack of understanding of the importance of showing

interest in the position, company, or industry. As a result, the opportunity to

demonstrate solidarity was missed.

Sara improved in T2:

> I (1) wish **[+Affect: inclination, inscribed]** to apply my candidacy to the entry-level sales and marketing position at Propel company that was published on your website. In about 3 months from now, I'm expected to finish my degree in Business Administration with concentration in marketing and I am (2) sure **[+Affect: security, inscribed]** that my education I gained will be appropriate for the position.

(Sara, T2)

In T2, there are two instances of affect. This first instance (1) is a typical use of affect, with 'to apply' as the trigger, although it should be noted that 'apply my candidacy' is a rather unusual expression and would have probably been better expressed as: 'apply for the entry-level...'. However, Sara's presumed intention to demonstrate solidarity by showing interest in the position can be understood through this instance of affect.

Sara's second instance of affect (2) assigned 'that my education I gained will be appropriate for the position' as the trigger. Here, Sara used affect to show confidence in her abilities for the position at hand. The trigger, in this case, was oriented towards the job, which assisted in demonstration of solidarity.

Finally, below is Sara's T3:

To whom it may concern

I **(1)** wish **[+Affect: inclination, inscribed]** to submit my candidacy for the Regional Coordinator position at School On Wheels (SOW) that was published on Opportunity Knocks.Org website. In about three months, I am expected to finish my degree in Business Administration with a concentration in Marketing. Before I will start working for money, I really **(2)** want **[+Affect: inclination, inscribed]** to contribute to the community by using the knowledge I have gained.

(Sara, T3)

Here, Sara used two instances of affect, both to accomplish the goal of the Involvement stage. In the first instance (1), Sara recycled the successful strategy used in T2, correcting 'apply my candidacy' to 'submit my candidacy'. In the second affect instance (2), Sara used: +Affect: inclination, inscribed to demonstrate her interest in the core business of SOW. This was evidenced by the trigger, 'to contribute to the community by

using the knowledge I have gained'. Here, Sara expressed an emotional desire to join the

work of SOW. Sara might have chosen to do so because of the nature of the

organisation. Recall that while T2 was written for a sales and marketing firm, T3 was

written for a charitable organisation (see section 4.3.2). Perhaps the need to

demonstrate solidarity, as seen through affect, with regard to the charity's work, was a

consideration for Sara.

In terms of Sara's T1-T3 Involvement stages, Sara's development path demonstrated a

keen understanding of the need to demonstrate solidarity. While Sara did not employ

any affect to show interest in the position, company, or industry in T1, her uses of affect

in T2 showed both interest in the position through inclination as well as confidence in

her abilities to serve the organisation through security. In T3, while Sara preserved the

successful inclination instance, showing interest, she abandoned security and added an

additional inclination instance, showing her desire for the kind of work done by SOW.

Such a choice evidences an awareness of the use of affect to demonstrate solidarity in

response to the specific social situation at hand.

6.1.4   *Summary of Involvement development paths*

As seen in the three research participants' T1-T3 Involvement stages, development with

regard to demonstration of solidarity by showing interest in the position, company, or

industry can vary. On the one hand, Jacob never reached a point of understanding the

social goal of showing interest, as seen by his lack of affect instances in T1-T3. On the

other hand, Rafi and Sara showed development in this respect, albeit at different paces. While Rafi's T1 instantiation included affect, it was not until T3 that he seemed to understand fully that the Involvement stage is not about him but about showing interest in the job in order to demonstrate solidarity with the presumed reader. Sara, on the other hand, understood this by T2 and was able to continue her successful strategy in T3. Also, she made new choices in T3 in order to communicate her personal interest in the work of SOW. Here, three trajectories are observed: Jacob's apparent lack of development; Sara's full development by T2 and application of her understanding in T3; and Rafi's eventual development in T3. Analysing the demonstration of solidarity now moves into the heart of the job application letter, the Product stage.

6.2   Product stage

The social purpose of the Product stage is to demonstrate solidarity with the presumed reader by showing appropriate qualifications and experience for the job in response to the job advertisement. Successful Product stages are typically characterised by invoked judgement. The importance of invoked judgement in candidacy situations is discussed in Lipovsky's (2010) interview contexts, in which 79% of the interviewees' judgement instances were invoked (Lipovsky, 2010, p. 82). Lipovsky (2010) interprets the use of invoked judgement by a successful candidate she studied as realising the candidate's attempt to 'socializ[e] into...[the] discipline' (Martin, 2000, p. 161, cited in Lipovsky, 2010, p. 82), thus, in the terminology of this project, demonstrating solidarity.

In the current research, successful Product stages would contain instances of invoked

judgement, as in the following reference corpus letter extract:

> I have implemented [+Judgement: capacity, invoked] three new campaigns since starting
> at BAB Inc. [+Judgement: capacity, invoked] (reference corpus, 47).

Here, the writer invokes positive judgement by mentioning 'implement[ation]' of the

'campaigns' as well as the presumably prestigious location of these 'campaigns', thus

demonstrating solidarity by offering 'tokens' or 'invocations' (Martin & White, 2005, p.

75) of values assumed as positive for the presumed reader. Given this background, the

demonstration of suitability in the Product stages of Jacob, Rafi, and Sara are examined,

with focus on their uses of invoked judgement.

6.2.1   Jacob's Product stages

Jacob's development path with regard to the Product stage was characterised by

significant progress. Below is his T1 Product stage:

> Now I m learn in the (1) center of law and business [+Judgement: capacity, invoked] in Ramat Gan.
> Now I'm focuses in the study.
> Before two year I finished (2) engineer study [+Judgement: capacity, invoked].
> I'm a (3) experience [+Judgement: capacity, inscribed] in seller and management worker.
> I'm (4) serious [+Judgement: tenacity, inscribed] and (5) know [+Judgement: capacity, inscribed] to
> work in press.

(Jacob, T1)

In Jacob's T1 Product stage, he mentioned his studies, experience, and personal qualities

in (1) and (2) and then he appraised his experience and abilities in (3)-(5). In (3)-(5),

Jacob's use of inscribed attitude to show his capacity and tenacity would have

presumably assisted in demonstrating solidarity. However, the lack of any examples,

which would have been realised by invoked judgement, seems to render these inscribed judgement instances as rather ineffective – empty claims, perhaps. In general, this saturation pattern of inscribed judgement did not seem to assist Jacob in his demonstration of solidarity with the presumed reader.

Following is Jacob's T2 Product stage:

I have a (1) bachelor degree in business management [+Judgement: capacity, invoked] . In addition; I have a lot of [+Graduation: force: quantifying: a process: extent: scope: space] (2) experience in sales [+Judgement: capacity, invoked]. (3) My experience [+Judgement: capacity, invoked] gives me a (4) unique [+Appreciation: valuation, inscribed] (5) ability [+Judgement: capacity, invoked] to work in many [+Graduation: force: quantifying: process: scope: space] (6) forms [+Judgement: capacity, invoked] and (7) learn [+Judgement: capacity, invoked] more [+Graduation: force: quantifying: process: scope: space] about business processes.

I have been (8) exposed [+Judgement: normality, invoked] to this kind of [-Graduation: focus: valeur: specificity] (9) work environment [-Appreciation: reaction: quality, invoked] and I (10) recognize [+Judgement: capacity, invoked] how (11) vital [+Appreciation: valuation, inscribed] it is to have experience together with your studies.
I strongly [+Graduation: focus: intensifying: process] (12a) believe [+Affect: security, inscribed]/(12b) believe [+Judgement: tenacity, invoked] in (13) hard [+Appreciation, valuation, inscribed] work and am (14) ready [+Judgement: tenacity, inscribed] to do whatever it takes [+Graduation: force: process: extent: scope: space] to learn from you.
I have (15) good [+Appreciation: valuation, inscribed] (16) human relationship skills [+Judgement: propriety, invoked]. (17) I gained experience in sells [+Judgement: capacity, invoked].

In addition, I am an (18) open minded [+Judgement: propriety, inscribed] and (19) self motivated [+Judgement: tenacity, inscribed]. My goal is to start from bottom and to (20) get [+Judgement: tenacity, invoked] as I as I can [Graduation: force: process: extent: scope: space], even to become one of the manager in your company.
I have (21) good [+Appreciation: valuation, inscribed] (22) human relationship skills [+Judgement: propriety, invoked].

(Jacob, T2)

Jacob's use of attitude improved from T1. Table 6.1 shows a summary of the attitude instances in T2:

	Appraising items	Appraiser	Affect	Judgement	Appreciation	Appraised
1	bachelor degree in business management	Jacob		+cap, inv		Jacob
2	a lot of experience in sales	Jacob		+cap, inv		Jacob
3	experience	Jacob		+cap, inv		Jacob
4	unique	Jacob			+val, ins	Jacob's ability
5	ability	Jacob		+cap, inv		Jacob
6	many forms	Jacob		+cap, inv		Jacob
7	learn more about business processes	Jacob		+cap, inv		Jacob
8	exposed	Jacob		+nor, inv		Jacob
9	this kind of work environment	Jacob			-rea: qual, inv	reader's business
10	recognize	Jacob		+cap, inv		Jacob
11	vital	Jacob			+val, ins	experience
12a	strongly believe in (double coded)	Jacob	+sec, ins			-
12b	strongly believe in (double coded)	Jacob		+ten, inv		Jacob
13	hard	Jacob			+val, ins	work
14	ready [to do] whatever it takes	Jacob		+ten, ins		Jacob
15	good	Jacob			+val, ins	Jacob's human relationship skills
16	human relationship skills	Jacob		+pro, inv		Jacob
17	experience in sells (sic)	Jacob		+cap, inv		Jacob
18	open-minded	Jacob		+pro, ins		Jacob
19	self-motivated	Jacob		+ten, ins		Jacob
20	get as [much] as I can	Jacob		+ten, inv		Jacob
21	good	Jacob			+val, ins	Jacob's human relationship skills
22	human relationship skills	Jacob		+pro, inv		Jacob

Table 6.1: Use of attitude in Jacob's T2 Product stage

Three main observations can be made about Jacob's use of attitude in T2. Firstly, Jacob

progressed with regard to favouring invoked meanings over inscribed ones. In fact, in the

22 instances in which Jacob appraised himself or his qualities, he used invoked items 13

times (59%) and inscribed ones 9 times (41%). In other words, Jacob progressed by

understanding that solidarity is mostly demonstrated by invoking values of the

presumed reader.

The next observation of interest is the types of appraisal Jacob used to describe himself

or his qualities. Table 6.2 shows the distribution of attitude among the 21 instances[34]:

Attitude type	Attitude subtype	No. of instances	Percentage
Judgement	capacity	8	42%
	tenacity	4	21%
	propriety	3	16%
	normality	1	5%
Total Judgement		16	84%
Appreciation	valuation	5	16%

Table 6.2: Distribution of attitude in Jacob's T2 Product stage

From table 6.2, it is clear that Jacob's preferred strategy of demonstrating solidarity is

choosing capacity by showing his qualifications and experience. Notwithstanding, it is

interesting to note Jacob's uses of tenacity and propriety. While tenacity belongs to the

social esteem set of judgement values and propriety belongs to the social sanction set

(Martin & White, 2005, p. 53), both values seem to reflect the appraised being's

relationship with others. A person appraised as having tenacity has qualities such as:

'patience', 'perseverance', and 'reliab[ility]', while propriety evokes values of:

'good[ness]', 'moral[ity]', and 'car[e]' (Martin & White, 2005, p. 53). Therefore, in using a

---

[34] Note that double-coded instances are counted as two separate instances.

combined seven instances of tenacity and propriety (37% of all attitude in this stage), Jacob seemed to deem highlighting his relationship with others as almost as important as showing his capabilities. Such a choice leads to the question of whether the Propel Management job advertisement equally emphasised capabilities and human relations as sought-after qualities. From a reading of the Propel Management job advertisement (appendix B), it seems that the candidate's capabilities are emphasised. For example, in the first paragraph of the advertisement, other than 'personality' and 'ambition', there is a call for candidates with 'experience in customer service, sales, hospitality, retail or leadership' (appendix B).

In response, Jacob's choice of highlighting his human relations almost equally with his capabilities might have led to a **code clash** (Howard & Maton, 2011, p. 197) with regard to the demonstration of solidarity with the presumed reader. Borrowing loosely from Legitimation Code Theory (LCT) (Howard & Maton, 2011), a code clash in the context of this project would be a mismatch between the kind of candidate sought by the advertisement and the candidate enacted by the applicant in the job application letter. In this case, a code clash would lead to a lack of demonstration of solidarity. Once again, borrowing from LCT, a successful match between the advertisement and the job application letter would be referred to as a **code match** (Howard & Maton, 2011, p. 197), thus resulting in the demonstration of solidarity. Jacob's apparent code clash with the advertisement indicates a possible misunderstanding of either Propel's needs or the importance of demonstrating solidarity in response to an advertisement.

The final observation in T2 is Jacob's use of affect, communicating a positive feeling towards 'hard work' (12a)-(13). It seems that the purpose of Jacob's self-declared positive affect towards 'hard work' was to demonstrate solidarity with the presumed reader, who most likely would have favoured hard work as well. Therefore, this appraisal instance could thus be seen to signal the invocation of positive judgement towards Jacob, as explained by Martin & White (2005): 'something we approve or disapprove of can...invok[e] judgment or appreciation' (Martin & White, 2005, p. 68). Therefore, while affect is not typically found in Product stages, Jacob astutely used it to invoke positive judgement upon himself, thus assisting in demonstrating solidarity with the presumed reader. In fact, when asked about this instantiation, Jacob stated that the person he was trying to enact was someone '...with ambition and responsible [sic]' (Jacob, interview 3). Such a 'domino effect' of attitude (affect invoking judgement) could actually be viewed as a milestone in Jacob's development path with regard to his demonstration of solidarity with the presumed reader. On the following page is Jacob's T3 Product instantiation, with recycled language from T2 marked in *italics*:

Two main observations can be made regarding Jacob's T3. The first one is his recycling from T2. Presumably based on the perceived success of certain attitudinal meanings in T2, Jacob copied nearly verbatim specific sentences from T2 (marked in *italics*) in T3.

Judging from the amount of italicised text, Jacob seemed to have developed his own partly-fixed frame for the Product stage. It is interesting to note which appraisal instances he viewed as useful to include in his partly-fixed frame. Table 6.3 shows the appraisal used in Jacob's T3. Recycled instances are in **bold**.

In addition it seems to me that I am going to learn (1) [+Judgement: capacity, invoked] a lot [+Graduation: force: quantification: process: extent: scope: space] at your company and (2) developed [+Judgement: capacity, invoked] my (3) abilities [+Judgement: capacity, invoked]. I have a (4) bachelor's degree in Business Management [+Judgement: capacity, invoked]. In addition; I have a lot of [+Graduation: force: quantifying: a process: extent: scope: space] (5) experience in sales [+Judgement: capacity, invoked]. (6) My experience [+Judgement: capacity, invoked] gives me a (7) unique [+Appreciation: valuation, inscribed] (8) ability [+Judgement: capacity, invoked] to work in many [+Graduation: force: quantifying: process: extent: scope: space] (9) contexts[35] [+Judgement: capacity, invoked] and (10) learn [+Judgement: capacity, invoked] more [+Graduation: force: quantifying: process: extent: scope: space] about business processes.

At The Happy Circle store I have been exposed to (11) great [+Appreciation: reaction: quality, inscribed] environment which taught me how to be (12) vital [+Judgement: tenacity, invoked] at work and how (13a) important [+Appreciation: valuation, inscribed]/ (13b) important [+Judgement: capacity, invoked] it is to have (14) experience [+Judgement: capacity, invoked] along with your studies. I have learnt about being (15) loyal [+Judgement: tenacity, inscribed] and (16) patient [+Judgement: tenacity, inscribed] with the costumers [sic] and to (17) try [+Judgement: tenacity, invoked] to provide a (18a) pleasant [+Appreciation: reaction: quality, inscribed]/ (18b) pleasant [+Judgement: propriety, invoked] service.

I strongly [+Graduation: focus: intensifying: process] (19a) believe [+Affect: security, inscribed]/believe (19b) [+Judgement: tenacity, invoked] in (20) hard [+Appreciation, valuation, inscribed] work and am (21) ready [+Judgement: tenacity, inscribed] to do whatever it takes [+Graduation: force: process: extent: scope: space] to learn from you. I have (22) good [+Appreciation: valuation, inscribed] (23) human relationship and communication[36] skills [+Judgement: propriety, invoked].

In addition, I am an (24) open minded [+Judgement: propriety, inscribed] and (25) self motivated [+Judgement: tenacity, inscribed]. My goal is to prove myself and others that once you set your mind on something, you (26) can do [+Judgement: capacity, invoked] anything [+Graduation: force: quantifying: process: extent: scope: space]. For example: I have many [+Graduation: force: quantifying: a thing] (27) learning disabilities [-Judgement: capacity, inscribed] and despite the (28) difficulties [-Judgement: capacity, invoked] I have never [-Graduation: force: quantifying: a process: extent: scope: time] (29) given up [+Judgement: tenacity, invoked] and (30) coped [+Judgement: tenacity, invoked] with my (31) problems [-Judgement: capacity, invoked] and here I am (32) finishing [+Judgement: tenacity, invoked] my (33) degree [+Judgement: capacity, invoked], looking for a job and (34a) proud [+Affect: Satisfaction, inscribed]/(34b) proud [+Judgement: capacity, invoked] of myself. also [sic] I (35) what[37] [+Affect: inclination, inscribed] to implement what I learned to (36) help [+Judgement: propriety, invoked] people with (37) problems [-Judgement: capacity, invoked] like mine.

(Jacob, T3)

---

[35] In T2, this word was forms.

[36] The word communication did not appear in T2.

[37] Apparent misspelling of 'want'

No	Appraising items	Apprai-ser	Affect	Judgement	Appreciation	Appraised
1	learn	Jacob		+cap, inv		Jacob
2	developed	Jacob		+cap, inv		Jacob
3	abilities	Jacob		+cap, inv		Jacob
4	bachelor's degree in Business Management	Jacob		+cap, inv		Jacob
5	experience in sales	Jacob		+cap, inv		Jacob
6	experience	Jacob		+cap, inv		Jacob
7	unique	Jacob			+val, ins	Jacob's ability
8	ability	Jacob		+cap, inv		Jacob
9	many contexts	Jacob		+cap, inv		Jacob
10	learn more about business processes	Jacob		+cap, inv		Jacob
11	great	Jacob			+rea: qual, ins	Happy Circle
12	vital	Jacob		+ten, inv		Jacob
13a	important (double coded)	Jacob			+val, ins	experience
13b	important (double coded)	Jacob		+cap, inv		Jacob
14	experience	Jacob		+cap, inv		
15	loyal	Jacob		+ten, ins		Jacob
16	patient	Jacob		+ten, ins		Jacob
17	try	Jacob		+ten, inv		Jacob
18a	pleasant	Jacob			+rea: qual, ins	service
18b	pleasant	Jacob		+pro, inv		Jacob's service
19a	strongly believe in (double coded)	Jacob	+sec: trust, ins			hard work
19b	strongly believe in (double coded)	Jacob		+ten, inv		Jacob
20	hard	Jacob			+val, ins	work
21	ready	Jacob		+ten, inv		Jacob
22	good	Jacob			+val, ins	human relationship skills
23	human relationship and communication skills	Jacob		+pro, inv		Jacob
24	open minded	Jacob		+pro, ins		Jacob
25	self motivated	Jacob		+ten, ins		Jacob
26	can do anything	Jacob		+cap, inv		Jacob
27	learning disabilities	Jacob		-cap, ins		Jacob
28	difficulties	Jacob		-cap, inv		Jacob
29	never given up	Jacob		+ten, inv		Jacob
30	coped	Jacob		+ten, inv		Jacob
31	problems	Jacob		-cap, inv		Jacob
32	finishing	Jacob		+ten, inv		Jacob
33	degree	Jacob		+cap, inv		Jacob
34a	proud (double coded)	Jacob	+sat, ins			Jacob
34b	proud (double coded)	Jacob		+cap, inv		Jacob
35	*what* [want]	Jacob	+inc, ins			implement what Jacob has learned

Table 6.3: Use of attitude in Jacob's T3 Product stage

Jacob recycled instances 3-10 and 19-25. The recycled frames are found in two separate

'phases', which serve as 'sub-stages' within a stage (Coffin, et al, 2009, p. 377). As each

phase in a generic stage accomplishes its own mini social-purpose, it can be surmised that

Jacob did not indiscriminately 'cut and paste' entire stretches of text. Rather, he seemed

to consciously recycle successful partly-fixed frames that fit the context at hand, in his

attempt to demonstrate solidarity. Further evidence of this is his fine-tuning of the partly-

fixed frames by substituting the word 'forms' in T2 for 'contexts' in T3 (9) as well as his

adding to 'human relationship skills' in T2 the word 'communication' in T3 (23). With

regard to Jacob's development, such strategic recycling shows development in

understanding and responding to the social goals at hand through demonstration of

solidarity for each situation.

The second important observation is connected to the specific attitude instances that

Jacob decided to recycle. Jacob recycled instances (3)-(10) and (19)-(25). His recycling of

(3)-(10) shows his understanding of the importance of demonstrating solidarity through

invoked judgement, as seven of the eight (88%) instances were invoked judgement. In

(19)-(25), Jacob spent a great deal of attitudinal energy stressing his relations with others,

particularly his tenacity and propriety. In fact, of the seven instances, five (71%) reflect

such relations. An interesting question arises regarding Jacob's choices here. In T2, it was

brought into question whether Jacob should have stressed his relations with others. In T3,

he either seemed to have not realised that discussing one's relations with others is not typically part of demonstrating solidarity in the Product stage or indeed understood this and yet intentionally recycled these instances in response to the particular situation at hand.

It seems as if the second option is the answer, as later, in (26)-(37), Jacob added four additional relations-oriented attitudinal instances in the form of three tenacity instances and one propriety instance. Furthermore, of the seven capacity instances, four are negative, showing a lack of capacity. Given Jacob's productive recycling choices thus far, it is worth exploring his emphasis on his relations with others as well as his choice to mention his incapacity in response to this particular social context.

To do so, it is important to return to the SOW advertisement (appendix C) to which Jacob was responding. SOW is a non-profit organisation that provides academic tutoring to homeless children. While the job was categorised under 'Management and Education' and formal requirements include a Bachelor's degree, the advertisement begins as follows:

> Are you looking to make a noticeable difference in the lives of children? If so, School on Wheels is looking for your help (appendix C)!

Such an opening seems to stress the importance of the kind of person that would suit this position; perhaps a candidate with qualities categorised as social sanction. Further evidence of this can be found in the details of the duties, which include:

> ...recruiting and supporting volunteer tutors and coordinators, establishing, expanding and encouraging School on Wheels' programs (appendix C)...

Examining these extracts and the advertisement as a whole shows an organisation that was not only looking for capable candidates but also for a candidate who had the desire, perseverance, etc., to carry out the prospective job.

Apparently in response, Jacob demonstrated solidarity through mentioning his abilities as well as his relations with others. Moreover, he chose to reveal his difficulties as well. By discussing his own learning issues, Jacob demonstrated solidarity by showing his understanding of the plight of the homeless children served by SOW. Linguistic evidence of this can be seen in (34a) and (34b), in which Jacob referred to his self-pride in relation to the help he wished to provide to the homeless students. In (34a), Jacob's pride could be categorised as affect. However, within the context of the letter, 'proud' could be understood as Jacob's accomplishment of overcoming his learning difficulties and thus coded as invoked capacity. This is a second instance of the doubling up of attitudinal meanings through a 'domino effect' (the first being the recycled 12a/12b). Such an

addition is important in tracking Jacob's understanding of the power of choosing multiple

attitudinal meanings in order to provide a double 'interpersonal punch' (Hood, 2010, p.

155). In general, as evidenced from Jacob's creative use of attitude, it can be concluded

that Jacob developed an awareness of the attitudinal choices at his disposal in the

Product stage, used in order to demonstrate solidarity in response to specific social

situations.

In general, Jacob's development path began at T1 with the seemingly indiscriminate use

of attitude, with more inscribed instances than invoked ones. In T2, Jacob used mostly

invoked attitude to show his abilities, but emphasised his relations with others through

many inscribed instances. This mix resulted in a somewhat unclear message and a

possible code clash, with regard to the demonstration of solidarity with the presumed

reader. Finally, in T3, Jacob showed creative control regarding the types of attitude he

used in response to the social situation, thus demonstrating solidarity. Notable, as well,

were Jacob's instances of double-coding, which served to imbue parts of his T2 and T3

Product stages with rich attitudinal meanings.

6.2.2 Rafi's Product stages

Rafi's overall development path with regard to the Product stage could be characterised as rather successful. Below is Rafi's T1 Product stage:

As my enclosed resume indicate my (1) background [+Judgement: capacity, invoked] includes almost [-Graduation: force: quantifying: a process: extent: scope: time] a decade [+Graduation: force: quantifying: a process: extent: scope: time] of (2) operations and services experience [+Judgement: capacity, invoked] in each position [+Graduation: force: quantifying: a process: extent: scope: space] I (3) accomplished [+Judgement: capacity, invoked] with (4) significant [+Judgement: capacity, invoked] in:

-(5) Closing deals [+Judgement: capacity, invoked] (6) as VP Operations in Etz Chaim Tree Pruning & Amputation [+Judgement: capacity, invoked].
-(7) Managing projects [+Judgement: capacity, invoked] for the private & public sector [+Graduation: force: quantifying: process: extent: scope: space]
- (8) analyzing financial statements [+Judgement: capacity, invoked]
- (9) Success [+Judgement: capacity, invoked] in (10) having [+Judgement: capacity, invoked] a sales raise [+Graduation: force: quantifying: a process: extent: scope: space]
- (11) Operating employees [+Judgement: capacity, invoked].

In addition to my (12) team management and leadership skills [+Judgement: capacity, invoked] I can offer your firm my (13) expertise [+Judgement: capacity, invoked] in dealing with public and privet sectors [+Graduation: force: quantifying: process: extent: scope: space] and the (14) ability to integrate subjects [+Judgement: capacity, invoked] the (15a) right [+Appreciation, valuation, inscribed] way/(15b) right way [+Judgement: capacity, invoked] by (16) knowing [+Judgement: capacity, invoked] how look on thing from different angles [+Graduation: force: quantifying: process: extent: scope: space] especially [+Graduation: focus: valeur, specificity] by looking on issues from the top [+Graduation: focus: valeur, specificity].

(Rafi, T1)

In Rafi's T1 Product stage, 16 of the 16 attitude instances are coded as: +Judgement: capacity, invoked. In other words, Rafi's strategy for demonstration of solidarity was to

highlight his qualifications and experience to show shared values with the presumed

reader. However, a reading of the Nashville Business Consulting advertisement (appendix

A) reveals a company interested in <u>developing</u> recruits into managers. Note the beginning

of the advertisement:

> Nashville Business Consulting will develop individuals, personally and professionally, into leaders (appendix A)…

Here, the emphasis is on the Nashville position functioning as an apprenticeship for its

recruits. This idea is further resonated in the third paragraph of the advertisement:

> '[o]ur company believes in **ORGANIC GROWTH**, meaning we will never hire anyone directly into management'. In fact, the advertisement targets '…**recent college grads or those looking to make a change in their careers** to a more stable position with greater advancement opportunity' (appendix A, Nashville's emphasis).

Thus it can be concluded that Nashville was perhaps looking for inexperienced, yet

motivated candidates.

Rafi's Product stage, however, enacts a well-accomplished manager, as mainly evidenced

by his exclusive use of capacity, especially in (2), in which Rafi qualified his 'experience'

with the graduation instance of 'almost a decade'. Thus, it seems as if there is a code

clash between Rafi, enacting an experienced manager, and the Nashville advertisement,

looking for beginning professionals. One question remains: given Rafi's professional

background, would he have applied for such a position in real life? The answer is probably

no. Notwithstanding, Rafi's graded module assignment was to apply for this particular

job. In this case, successful completion of this task was measured in terms of responding

to this specific social situation. In Rafi's case, he was unsuccessful.

Improvement could be seen in Rafi's T2 Product stage:

As a (1) formerly basketball player in the youth league [+Judgement: capacity, invoked] I've learned that teamwork can create (2) better [+Appreciation: Reaction: quality, inscribed] results. Also, as a (3) VP operations in Etz Chaim Tree Pruning & Logging Services [+Judgement: capacity, invoked] while I was (4) managing projects [+Judgement: capacity, invoked] for the **privet and public sectors [+Graduation: force: quantifying: extent: scope: space]**, amounting to **$200,000 annually [+Graduation: force: quantifying: process: extent: scope: space]** , I implemented my (5) penetration market strategy [+Judgement: capacity, invoked] for the **privet segment [+Graduation: force: quantifying: process: extent: scope: space]** by (6) succeeding to gain [+Judgement: capacity, invoked] 40 **[+Graduation: quantification: thing]** new (7) clients [+Judgement: capacity, invoked] that where (8) contributing [+Judgement: capacity, invoked] to our quarterly operating profit. In addition, I was (9) leading [+Judgement: capacity, invoked] the representatives in my firm that time to be (10a) qualified [+Judgement: capacity, inscribed]/(10b) qualified [+Judgement: capacity, invoked] for their positions while I was demonstrating my (11) sales raise [+Appreciation: valuation, invoked] (12) performances [+Judgement: capacity, invoked] and so as my (13a) marketing strategies [+Appreciation: valuation, invoked]/ (13b) marketing strategies [+Judgement: capacity, invoked] that where providing me to present those (14) performances in sales [+Judgement: capacity, invoked].

(Rafi, T2)

With regard to attitude, Rafi's T2 was similar to his T1, in that nearly all of the instances

were coded as: +Judgement: capacity, invoked. As noted both in Jacob's Product stages

(see section 6.2.1) as well as Rafi's T1 analysis, such a choice is neither right nor wrong.

Effective choices are made in response to the particular job advertisement. Recall from

the analysis of Jacob's T2 Product stage that the Propel advertisement (appendix B) communicated a company looking for individuals with experience, even though (oddly) the second paragraph of the advertisement stated: 'NO EXPERIENCE NECESSARY' (appendix B, Propel's capitalisation).

Therefore, Rafi's demonstration of qualifications and experience by selecting: +Judgement: capacity, invoked instances seems effective. They helped create a code match with the advertisement, thus resulting in demonstration of solidarity. Interestingly, given that the advertisement was rather open with regard to the possible candidates that could apply for the job, it is likely that a variety of attitudinal instances could have created a code match. Thus, it is curious to note if Rafi was indeed responding to the social situation at hand or recycling the strategies that he had viewed as successful in his T1. As a result, it is difficult to understand here if Rafi indeed developed in demonstrating solidarity from T1-T2 with regard to responding to the social situation at hand. However, a review of Rafi's T3 Product stage indeed reveals development.

In Rafi's T3 Product stage, he changed his strategy of demonstrating solidarity by using a variety of attitude. Table 6.4 shows the distribution:

Below is Rafi's T3 Product stage:

My (1) experience as a leader in social activism [+Judgement: propriety, invoked] ranges from (2) tutoring children with autism [+Graduation: force: quantifying: a process: extent: scope: space] to producing nonprofit night events for raising donations for homeless [+Graduation: force: quantifying: a process: extent: scope: space]. As (2) VP Operations at Etz Chaim Tree Pruning & Logging Services [+Judgement: capacity, invoked], I have (3) managed [+Judgement: capacity, invoked] projects for the private and public sectors [+Graduation: force: quantifying: a process: extent: scope: space], accounting to $200,000 annually [+Graduation: force: quantifying: a process: extent: scope: space]. Also, I have implemented my (4) important [+Appreciation: valuation, inscribed] (5) social view of life [+Judgement: propriety, invoked] by (6) succeeding [+Judgement: capacity, invoked] in recruit 3 of my big clients [+Graduation: force: quantification: a process: extent: scope: space] as well as my employees [+Graduation: force: quantification: a process: extent: scope: space] to (7) help [+Judgement: propriety, invoked] children with special needs [+Graduation: force: quantification: a process: extent: scope: space] from seventh to twelfth grade [+Graduation: force: quantification: a thing]. Moreover, my past experience as a (8) Non-commissioned [+Judgement: capacity, invoked] has taught me that volunteering to the society is very [+Graduation: force: intensifying: an attribute] (9) important [+Appreciation: Reaction: impact, inscribed] and it is (10) consolidate [+Appreciation: Reaction: impact, inscribed] the staff too. Therefore, I have (11) recruited [+Judgement: Cap, invoked] my clients [+Graduation: force: quantification: a process: extent: scope: space] and employees [+Graduation: force: quantification: a process: extent: scope: space] to those (12) important [+Appreciation: Reaction: impact, inscribed] issues.

(Rafi, T3)

Table 6.4 (next page) shows that Rafi's use of attitude varied greatly between T1/T2-T3.

One interesting difference is his use of four (33%) inscribed instances. In both T1 and T2,

Rafi used an inscribed instance once (7% and 6% respectively). Thus, it seems reasonable

to conclude that in those particular cases, Rafi did not find inscribed instances as

particularly helpful in demonstrating solidarity. However, in T3, Rafi's strategy seems to

have changed. Presumably, this change was motivated by the nature of the SOW

organisation and position, which were discussed in the analysis of Jacob's T3 Product

stage (see section 6.2.1). With regard to Rafi's T3, it is interesting to note that all three of

the inscribed values are appreciation that either address his approach to volunteer work

(4) or volunteering itself (9), (10), and (12).

No	Appraising items	Appraiser	Affect	Judgement	Appreciation	Appraised
1	experience…activism	Rafi		+pro, inv		Rafi
2	VP Operations…Services	Rafi		+cap, inv		Rafi
3	managed	Rafi		+cap, inv		Rafi
4	important	Rafi			+val, ins	Rafi's social view of life
5	social view of life	Rafi		+pro, inv		Rafi
6	succeeding	Rafi		+cap, inv		Rafi
7	help	Rafi		+pro, inv		clients, employees, Rafi
8	non-commissioned	Rafi		+cap, inv		Rafi
9	important	Rafi			+rea: imp, ins	volunteering
10	consolidate	Rafi			+rea: imp, ins	volunteering
11	recruited	Rafi		+cap, inv		Rafi
12	important	Rafi			+rea: imp, ins	(volunteering) issues

Table 6.4: Distribution of attitude in Rafi's T3 Product stage

Thus, it seems that Rafi found it important to demonstrate solidarity by being explicit with

regard to his view on volunteering. Such a finding answers the question in Rafi's T2 with

regard to his sensitivity towards the social situation at hand. Recall that in T2, Rafi

recycled his T1 demonstration of solidarity strategy, thus bringing into question whether

his code matching with the job advertisement was intentional. Here, through Rafi's use of

inscribed appreciation, it can be seen that he indeed developed with regard to

demonstration of solidarity in response to a specific social situation.

Rafi used more than just inscribed meanings to communicate these values, as revealed by

the number of each type of attitudinal instance in table 6.5:

Attitude type	Attitude subtype	No. of instances	Percentage
Judgement	capacity	5	42%
	propriety	3	25%
Total Judgement		8	67%
Appreciation	reaction (appraised is volunteering)	3	25%
	valuation	1	8%
Total Appreciation		4	33%

Table 6.5: Distribution of attitude in Rafi's T3 Product stage

While in T1 and T2, Rafi selected judgement almost exclusively, in T3, judgement

comprised 67% of total attitude, with appreciation, connected to volunteering, making up

the remaining 33%. In this sense, Rafi found it important to demonstrate solidarity by

showing that he shared the values found in the SOW advertisement. When examining the

judgement instances themselves, in T1 and T2, capacity was chosen most often. However,

in T3, judgement was nearly evenly split between capacity and propriety. The

introduction of invoked propriety shows Rafi's understanding of the importance of both

selecting and invoking social sanction instances in this particular context to demonstrate

solidarity. In terms of invocations, Rafi applied his understanding of the importance of

invoked meanings from T1 and T2 in the new T3 context. Such an application of

understanding points to development not only in responding according to social contexts

but also in recognising and modifying past successful strategies.

In general, Rafi's development trajectory, with regard to the Product stage, was a bit

unclear as he moved from T1-T2. In T1, it seemed as if Rafi had not fully considered the

importance of demonstrating solidarity with Nashville and instead elected to 'spill out' his

entire business background. In T2, as Propel was looking for both experienced and

inexperienced candidates, Rafi's recycling from T1 seemed to succeed. However, it was

still unclear until T3 whether Rafi indeed had developed with regard to demonstration of

solidarity in response to specific social situations. His drastic change in strategy in T3,

including the use of appreciation, inscribed values, social sanction, and application of

invocations in a new context, showed development with regard to demonstration of

solidarity.

6.2.3   Sara's Product stages

Sara's development path regarding the Product stage can be described as good from T1-

T2 and askew from T2-T3. Below is her T1 Product stage:

> I think I have the (1) qualities **[+Judgement: propriety, invoked]** that you are looking for, like that I'm a (2) great **[+Judgement: propriety inscribed]** team member to work with.

(Sara, T1)

In T1, evidently Sara had some understanding of the social purpose of the Product stage. Indeed, she understood that she must show qualifications and experience, as evidenced in her invoked and inscribed judgement: (1) and (2) respectively. It should be noted that both of these social sanction instances centre on 'qualities' - 'great' is simply an example of 'qualities'. However, it seems that Sara did not select 'great team member' at random, as the first sentence of the Nashville advertisement (appendix A) mentions the development of individuals through 'teamwork'. Thus, by inscribing and invoking propriety, Sara was presumably attempting to demonstrate solidarity through code matching with the advertisement. Nevertheless, a general lack of attitude renders this T1 Product stage as generally unsuccessful.

Sara's T2 (next page) shows marked improvement. In fact, the most salient features with regard to development in Sara's T2 are: (a) the increase from two attitude instances in T1 to 10 in T2 and (b) the variety of attitude. Both of these are shown in table 6.6: (next page). From table 6.6, it can be seen that most (90%) of the attitude is invoked, thus showing development in the demonstration of solidarity with the presumed reader. Additionally, it is interesting to note the percentage breakdown of attitude, as shown in table 6.7 (next page).

As my resume indicates, **all** [+Graduation: force: quantifying: a thing] (1) my jobs [+Judgement: capacity, invoked] were involved dealing with **customers** [+Graduation: focus: specificity]. First, in my national service in (2) Belinson Hospital [+Judgement: capacity, invoked], **most of the time** [+Graduation: force: quantifying: a process: extent: scope: time] the (3) responsibility [+Judgement: capacity, invoked] of (4) managing [+Judgement: capacity, invoked] the **department** [+Graduation: force: quantifying: a process: extent: scope: space] was (5) mine [+Judgement: capacity, invoked] **only** [+Graduation: focus: valeur: specificity] and I was (6) happy [+Affect: inclination, inscribed] to (7) take charge [+Judgement: tenacity, invoked] on things that were **not in my obligation** [+Graduation: force: quantifying: a process: extent: scope: space]. Later on, in my **three years** [+Graduation: force: quantifying: a process: extent: scope: time] of waitering (8) experience [+Judgement: capacity, invoked], I needed to (9) handle [+Judgement: capacity, invoked] **simultaneously** [+Graduation: force: intensifying: a process] **several** [+Graduation: force: quantifying: a thing] (10) tasks [+Judgement: capacity, invoked], like; **operating the cash-register** [+Graduation: force: quantifying: a process: extent: scope: space] and **serving food to customers** [+Graduation: force: quantifying: a process: extent: scope: space].

(Sara, T2)

No	Appraising items	Appraiser	Affect	Judgement	Appreciation	Appraised
1	all my jobs	Sara		+cap, inv		Sara
2	Belinson Hospital	Sara		+cap, inv		Sara
3	responsibility	Sara		+cap, inv		Sara
4	managing	Sara		+cap, inv		Sara
5	mine	Sara		+cap, inv		Sara
6	happy	Sara	+inc, ins			Sara
7	take charge	Sara		+ten, inv		Sara
8	experience	Sara		+cap, inv		Sara
9	handle	Sara		+cap, inv		Sara
10	tasks	Sara		+cap, inv		Sara

Table 6.6: Use of attitude in Sara's T2 Product stage

Attitude type	Attitude subtype	No. of instances	Percentage
Judgement	capacity	8	70%
	tenacity	1	20%
Total Judgement		9	90%
Affect	inclination	1	10%

Table 6.7: Distribution of attitude in Sara's T2 Product stage

On the whole, it can be seen that Sara demonstrated solidarity mostly through judgement (90%). However, she did use one instance of affect, 'happy' (6), when discussing her view towards taking on more responsibility. Such choices seem be an attempt at alignment with the Propel advertisement, which calls for either experienced or inexperienced candidates. Therefore, it is clear that Sara developed with regard to using judgement to demonstrate solidarity with the presumed reader.

Another interesting observation is Sara's use of tenacity, perhaps in a bid to code match with the tenacity aspects of the advertisement opening, such as: 'put your personality and ambition to work' or the requirements, such as: 'able to prioritize and work independently' (appendix B). In this respect, it can be concluded that Sara developed significantly from T1-T2, with particular reference to demonstration of solidarity in response to the social situation at hand.

Sara's T3 Product stage (next page) reveals a curious sidestepping from the development path. As in T2, Sara used nearly all invoked attitude, thus possibly showing her understanding of its importance for demonstration of solidarity. There are two additional important observations that can be made about this instantiation. Firstly, Sara used a negative judgement instance (9) to invoke negative appraisal upon her colleagues. She

might have been attempting to juxtapose her propriety with the lack of propriety of the other waiters. However, the effectiveness of negatively appraising a contemporary for the purpose of positively appraising oneself is questionable. Given the rather social sanction-oriented agenda of SOW (see section 6.2.1), it is doubtful if such a statement would have found favour with the presumed reader, thus possibly damaging solidarity.

As my resume indicates, (1) my jobs [+Judgement: capacity, invoked] have involved, **directly** [+Graduation: Focus: valeur: specificity] and **indirectly** [-Graduation: focus: valeur: specificity], **dealing with children** [+Graduation: focus: specificity] of all ages [+Graduation: force: quantifying: a thing] and **around** [-Graduation: focus: valeur: specificity] them. First, in my national service at (2) Belinson Hospital [+Judgement: capacity, invoked], I (3) worked [+Judgement: capacity, invoked] in the **Day Nursery** [+Graduation: force: quantifying: a process: extent: scope: space] and the **department of Oncology** (of children) [+Graduation: force: quantifying: a process: extent: scope: space], there I handled **all** [+Graduation: force: quantifying: a process: extent: scope: space] their (4) paper work [+Judgement: capacity, invoked] and **sometimes** [-Graduation: force: quantifying: a process: frequency:] **even** [+Graduation: focus: fulfilment: actualisation] made a (5) personal connection [+Judgement: propriety, invoked] with them. Later on, in my **three years** [+Graduation: force: quantifying: a process: extent: scope: time] of waitering (6) experience [+Judgement: capacity, invoked], I (7) served [+Judgement: propriety, invoked] (8) happily [+Affect: inclination, inscribed] the customers' **children** [+Graduation: force: quantifying: a process: extent: scope: space], (9) as opposed to [-Judgement: propriety, invoked] other waiters.

In addition, in my **three years** [+Graduation: force: quantifying: a process: extent: scope: time] of (10) education [+Judgement: capacity, invoked] at the academy, I have (11) done [+Judgement: capacity, invoked] a lot [+Graduation: force: quantifying: a process: extent: scope: space] of (12) successful [+Appreciation: reaction: impact, inscribed] (13) researches [+Judgement: capacity, invoked] and was asked to (14) present [+Judgement: capacity, invoked] them to the other **students** [+Graduation: force: quantifying: a process: extent: scope: space] and **professors** [+Graduation: force: quantifying: a process: extent: scope: space].

(Sara, T3)

Table 6.8 (next page) shows the use of attitude:

No	Appraising items	Appraiser	Affect	Judgement	Appreciation	Appraised
1	my jobs	Sara		+cap, inv		Sara
2	Belinson Hospital	Sara		+cap, inv		Sara
3	worked	Sara		+cap, inv		Sara
4	paper work	Sara		+cap, inv		Sara
5	personal connection	Sara		+pro, inv		Sara
6	experience	Sara		+cap, inv		Sara
7	served	Sara		+pro, inv		Sara
8	happily	Sara	+inc, ins			
9	as opposed to	Sara		-pro, inv		other waiters
10	education	Sara		+cap, inv		Sara
11	done	Sara		+cap, inv		Sara
12	successful	Sara			+rea: imp, ins	research
13	researches	Sara		+cap, inv		Sara
14	present	Sara		+cap, inv		Sara

Table 6.8: Use of attitude in Sara's T3 Product stage

Another observation is connected to the distribution of attitude (without the negative

judgement or affect instances) in T3, as shown in table 6.9:

Attitude type	Attitude subtype	No. of instances	Percentage
Judgement	capacity	9	75%
	propriety	2	17%
Total Judgement (with Sara as appraised)		11	92%
Appreciation	Reaction: impact	1	8%

Table 6.9: Distribution of attitude in Sara's T3 Product stage

With regard to the distribution of judgement, T3 was quite similar to T2. In other words,

once again social esteem tended to be used over three times as often as social sanction.

Such a proportion seemed logical in T2, which was written in response to the sales and

marketing-oriented post in the Propel advertisement. However, for T3, this proportion

seems to create a code clash with the SOW advertisement, thus quite possibly damaging

solidarity. Apparently, in finding her T2 strategies successful, Sara decided to recycle them

in T3. However, given the code clash that seems to have resulted, such recycling led to an

unsuccessful T3. Therefore, there is a question if Sara's development with regard to

demonstration of solidarity in the Product stage for new social situations stopped at T2. It

seems that to some degree, this might be the case, leading to the follow-up question of

why this might have occurred.

In general, Sara's development trajectory is characterised by an understanding that the

social purpose of the Product stage is to demonstrate solidarity. Evidence of this can be

found in the improvement from a rather impoverished Product stage in T1 to a typical

Product stage in T2, replete with mainly invoked judgement. However, once Sara showed

development at T2, she seemed to have remained in place at T3, as the interpersonal

meanings she created there could have potentially led to a code clash with the SOW

advertisement, thus actually damaging her chances of demonstrating solidarity.

6.2.4 Summary of Product development paths

The development paths of Jacob, Rafi, and Sara varied with regard to the Product stage. Jacob progressed greatly from T1-T2, with marked progress evidenced by his understanding of the centrality of invoking values that would seem important to the presumed reader in order to demonstrate solidarity. From T2-T3, he showed increased understanding of the social situation at hand, evidenced by the creative use of attitude in response to SOW in T3. Rafi seemed to understand the value of invoked values in T1, yet might have created a code clash with the Nashville advertisement, as he apparently tried to 'oversell' his accomplishments, rather than present an entry-level candidate, thereby possibly damaging solidarity. By T3, he showed an understanding of the social situation as seen through the inclusion of social sanction. Sara improved from T1-T2 in terms of the amount of attitude as well as the presence of invocation to demonstrate solidarity. However, her recycling of strategies from T2-T3 revealed a lack of development with regard to responding to a new social situation. An outstanding question here is why Jacob and Rafi developed with this respect and Sara did not.

6.3   Appeal stage

The social purpose of the Appeal stage is to demonstrate solidarity with the presumed

reader by requesting an interview. As discussed in chapter 5, the Appeal stage is highly

formulaic. Nevertheless, a job application letter without an Appeal stage would leave it

incomplete. Sections 6.3.1-6.3.4 focus on the attitude found in the T1-T3 of Jacob, Rafi,

and Sara.

6.3.1   Jacob's Appeal stages

In T1, Jacob did not include an Appeal stage, thus evidencing his lack of awareness of its

existence and social purpose. However, in T2, Jacob included a fully developed Appeal

stage, as shown below:

> I would (1) enjoy [+Affect: inclination, inscribed] an opportunity to talk with you or someone in your organization to see where my (2) skill set [+Judgement: capacity, invoked] would be of the (3) greatest [+Graduation: force: intensification: quality] benefit [+Appreciation: valuation, inscribed] to your company.
>
> If you need to contact me before then, you can reach me at 054-3333333. Thank you for your time and consideration.
>
> I (4) look forward [+Affect: inclination, inscribed] to speaking with you soon.

(Jacob, T2)

Recall from chapter 5 that Jacob's Appeal stage was actually the reproduction of a partly-fixed frame from the reference corpus. Therefore, it is expected that the attitude in T2 would be typical of the reference corpus letters. In T2, there are two instances of attitude, (2) and (3), consolidating the meanings of the Product stages, thus re-enforcing solidarity, as well as two instances of affect, (1) and (4), showing Jacob's desire to be interviewed, another demonstration of solidarity.

Regarding development, the mere inclusion of an Appeal stage as well as the identification and reproduction of the realisations found in the reference corpus show Jacob's awareness of the obligatory nature of the Appeal stage as well as its social purpose of requesting an interview.

Below is Jacob's T3 Appeal stage:

I would (1) enjoy [+Affect: inclination, inscribed] the opportunity to meet with you or someone in your organization to see where my (2) skills [+Judgement: capacity, invoked] would be of the (3) greatest [+Graduation: force: intensification: quality] benefit [+Appreciation: valuation, inscribed] to your company. I can be reached at: +972-(0)54-3333333. Thank you for your time and consideration.

I (4) look forward [+Affect: inclination, inscribed] to speaking with you soon.

(Jacob, T3)

With regard to attitude, Jacob's T3 is almost identical to his T2. Therefore, Jacob, in recognising the highly formulaic nature of Appeal stages, recycled a successful strategy. In terms of development, once again, Jacob showed that he could identify and preserve successful strategies to demonstrate solidarity.

In general, Jacob's development trajectory with regard to Appeal stages is characterised by an awareness not only of the obligatory nature of this stage but also of the highly-formulaic way in which it is realised. Evidence of this can be found in the way that Jacob recycled parts of exemplars, including attitude that assists in the demonstration of solidarity. While normally a discussion of Jacob's response to the specific social situations would be included, again, it should be stressed that there is typically little variation in Appeal stages, even in response to a variety of job advertisements.

6.3.2   Rafi's Appeal stages

Rafi's learning trajectory with regard to his Appeal stages can be characterised as positive, though his T1 was devoid of attitude and thus lacking in demonstration of solidarity with the presumed reader:

> I will be calling you within the following week to schedule an interview so that we might discuss this maters [sic] further.
>
> Until then, if you have any questions, I can be reached at the number listed at my resume.

(Rafi, T1)

Recall that the kinds of attitude typical in the Appeal stage communicate the writers' desire to be interviewed as well as a possible re-statement of their qualifications and experience. Here, neither of these meanings was present.

There was improvement, though, in Rafi's T2:

> I am **(1)** sure [+Affect: security, inscribed] I can **(2)** contribute [+Judgement: capacity, invoked] your firm my **knowledge** [+Graduation: force: quantification: process: extent: scope: space] so as my **capabilities** [+Graduation: force: quantification: process: extent: scope: space] by applying them to your needs and I **(3)** would like [+Affect: inclination, inscribed] to meet with you at your convenience to discuss my **(4)** qualifications [+Judgement: capacity, invoked] for the position in more detail. I will call you within the next two weeks to see if we can set up an appointment. Should you **(5)** wish [+Affect: inclination, inscribed] to contact me, please phone 972 (0)52 666666, or email rafi.matan@gmail.com. Thank you for your time and I look **(6)** forward [+Affect: inclination, inscribed] to meeting with you.

(Rafi, T2)

As seen in table 6.10 (next page), Rafi used a variety of attitude in T2. Interestingly, Rafi did not reproduce a partly-fixed frame from the reference corpus. However, he did include affect and judgement. Thus, with regard to Rafi's development, while his T1 was devoid of any attitude, in T2, he seems to have picked up on the typical meanings, helping

to accomplish the social goal of requesting an interview and thus a demonstration of

solidarity with the presumed reader.

No	Appraising items	Appraiser	Affect	Judgement	Appreciation	Appraised
1	sure	Rafi	+sec, ins			Rafi
2	contribute	Rafi		+cap, inv		Rafi
3	would like	Rafi	+inc, ins			Rafi
4	qualifications	Rafi		+cap, inv		Rafi
5	wish	Reader	+inc, ins			-
6	forward	Rafi	+inc, ins			-

Table 6.10: Distribution of attitude in Rafi's T2 Appeal stage

Rafi's T3 is shown below:

> I am sure I can contribute my knowledge to organization by applying my capabilities to your needs. I would like to meet with you at your convenience to discuss my qualifications for the position in more detail. I will you call within the next two weeks to see if we can set up an appointment. Should you wish to contact me, please phone 972 (0)52) 6666666, or email rafi.matan@gmail.com.
>
> Thank you for your time and I look forward to meeting with you.

(Rafi, T3)

In T3, Rafi produced a nearly verbatim T2 Appeal stage. Recalling that Rafi had written the

T2 without partly-fixed frames from the reference corpus, he seems to have constructed

his own partly-fixed frame. With regard to development, Rafi apparently identified that

his T2 fulfilled the social purpose of the Appeal stage and therefore preserved the use of

the T2 attitude in T3.

In general, Rafi's development trajectory is characterised by an initial apparent lack of

awareness regarding the typical attitude found in the Appeal stage. This resulted in a lack

of demonstration of solidarity, as evidenced in his T1 instantiation. However, after

formulating a successful Appeal stage in T2, he recycled it in T3, thus fulfilling the social

purpose of the Appeal stage in both T2 and T3.

6.3.3   Sara's Appeal stages

Sara's development trajectory could be characterised as positive until T2 and then

questionable between T2-T3. Below is Sara's T1 Appeal stage:

> I (1) believe [**+Affect: security, inscribed**] I could fit (2) very [**+Graduation: force: intensifying: an attribute**] well [**+Judgement: capacity, inscribed**] in your company, please check my Resume to see that.
> (Sara, T1)

In T1, Sara seemed aware that Appeal stages can consolidate the showing of

qualifications and experience typical of the Product stage, thereby demonstrating

solidarity. This is evidenced in her use of judgement (1). However, there is no attitude

indicating a desire to be interviewed, which is the social purpose of the Appeal stage.

Nonetheless, Sara did use one affect instance to indicate her belief that she would fit in

the company (2). However, the trigger of this affect resource was not an interview.

Therefore, it seems as if Sara missed the social goal of the Appeal stage in this

instantiation.

In both T2 and T3, Sara utilised a partly-fixed frame from the reference corpus, as shown

below:

Thank you for your time and consideration. I will contact you next week to make sure that you received my resume and set up a time for an interview. If you need to contact me before then, you can reach me at 972-(0)54-5849883 I look forward **(1)** **[+Affect: inclination, inscribed]** to speaking with you soon.
(Sara, T2 and T3)

This partly-fixed frame is rather devoid of attitude, except for one instance of affect (1). It

seems as if Sara had identified this particular partly-fixed frame in the reference corpus

and considered it successful. While there is a dearth of attitude here, the sole affect

instance does indeed accomplish the social goal with regard to showing interest in an

interview. However, selecting a more interpersonally-infused partly-fixed frame would

have assisted more in the demonstration of solidarity with the presumed reader.

In general, it is interesting to note that as in the Product stage, Sara recycled the attitude used in T2 when she wrote T3. In other words, as in the Product stage, Sara seemed to stop developing at the T2 Appeal stage. The question that remains is: why did this occur?

6.3.4 *Summary of Appeal development paths*

For Jacob, Rafi, and Sara, it can be concluded that with T1, the social purpose of the Appeal stage was unclear. Jacob did not include this stage, while Rafi's T1 was devoid of attitudinal meaning, thus foregoing the opportunity to demonstrate solidarity. Sara's T1 showed that she might have had a vague idea that she needed to request an interview. However, by T2, both Jacob and Sara had reproduced partly-fixed frames from the reference corpus, though Jacob's was more infused with attitude than Sara's. Specifically, Jacob's T2 communicated interest in an interview more effectively than Sara's, thus resulting in better demonstration of solidarity with the presumed reader than Sara's T2. Rafi, quite successfully, formulated his own partly-fixed frame in T2, infused with attitude typical of effective Appeal stages, and then recycled this partly-fixed frame in T3.

6.4 Summary of findings

This chapter has shown how Rafi, Jacob, and Sara managed social relations with their presumed readers in terms of demonstration of solidarity. As shown, the development trajectory of each participant was quite different, varying according to the general social purpose of the stages as well as the specific social situations for which these stages were written. While chapter 8 will discuss these differences, the findings now address the development of the management of social relations through the acknowledgement of the power differences with the presumed readers.

7   Management of social relations: acknowledgement of power differences with the presumed reader across the generic stages

As the social goal of the job application letter is to urge the presumed reader to <u>invite</u> the writer for an interview, demonstration of solidarity is only one part of the overall management of social relations. In addition, the writer must acknowledge that the presumed reader is the decision-maker who has <u>more</u> power than the writer. Normally, writers can accomplish this by limiting the amount of power they enact vis-à-vis the presumed reader. However, enacting too little power can result in the writer seeming professionally unqualified for the job (see section 4.4.4). Therefore, a balance is required, which is examined in this chapter.

Recall from chapter 4 that there are two main discourse-semantic systems used in this project for analysing the acknowledgement of power: engagement (Martin & White, 2005) and involvement (Eggins & Slade, 1997). Engagement (actually a subsystem of appraisal) allows for the tracking of the writer's provision of 'rhetorical room' to the presumed reader, so that the presumed reader can consider the points put across by the writer. The more power that a presumed reader is 'granted' by the writer, the more rhetorical room the presumed reader is typically given. In job application letters, such rhetorical room would be expected to appear in the Involvement and Appeal stages, where the writer is proposing something potentially 'problematic' (Martin & White, 2005, p. 95), i.e. up to the consideration of the reader. Specifically, in the Involvement stage,

the writer is setting forth the desire to work for the company, yet at the same time is tentatively 'invit[ing]' the presumed reader to 'endorse' (Martin & White, 2005, p. 95) this feeling, by encouraging the presumed reader to carry on reading into the Product stage. In the Appeal stage, the writer is asking for an interview, and cannot 'take it for granted that the addressee shares with [the writer] a particular viewpoint' (Martin & White, 2005, p. 95) and therefore must provide the required rhetorical room. A way to track the granting of such rhetorical room is through identifying instances of entertain, a part of the engagement subsystem (see section 3.2.2).

Entertain allows for the tracking of the way in which the writer puts forth 'propositions' framed 'as but one of a range of possible positions' (Martin & White, 2005, p. 98). In this way, examining entertain helps understand the writer's acknowledgement that it is ultimately the presumed reader's decision whether to accept the writer's propositions. Therefore, the presence of entertain is a useful indicator for examining the acknowledgement of the presumed reader's higher power vis-à-vis the writer.

Naturally, such dialogical expansiveness is typically not found in the Product stage, as the experience and qualifications are not put forth as problematic. Thus, within the framework of engagement, the Product stage is monoglossic (Martin & White, 2005, p. 100) in nature. It must be understood, however, that the inclusion of a stage characterised by monoglossic discourse does not preclude the job application letter as a whole from being heteroglossic in nature, as the text's overall 'communicative objective'

(Martin & White, 2005, p. 100) is to procure an interview invitation from the presumed reader.

Regarding the involvement discourse-semantic system, the acknowledgement of the presumed reader's power can be seen through reduction in the use of 'you' or related forms (e.g. 'your company'), both in addressing the presumed reader and referring to the company (see section 3.2.2). In addition, the identification of the involvement category of technicality can be used to track the enactment of power. For example, the more technicality that is used by the writer, the more of an 'expert' (Eggins & Slade, 1997, pp. 149-150) image the writer seems to enact. Naturally, too little technicality will deem the writer as 'powerless' in terms of expertise and rendered unqualified. However, too much technicality may be interpreted as a threat to the presumed reader's power. Therefore, an overuse of technicality can then work to enact a candidate who seems disrespectful of the presumed reader's power. A third feature that can help analyse the acknowledgement of the presumed reader's power is a reduction in contracted forms (Lipovsky, 2010, pp. 103-106). While not an official involvement category, contracted forms can be likened to the use of other informal language, such as 'swearing, slang, or anti-language' in the involvement system (Eggins & Slade, 1997, p. 144). (See section 3.2.2.) Using these features, sections 7.1-7.3 analyse the research participants' acknowledgement of power differences vis-à-vis the presumed reader, while section 7.4 summarises these findings.

7.1   Jacob's acknowledgement of power differences

Following are Jacob's T1-T3, marked as follows:

- 'You' forms are orange.
- Contracted forms are <u>underlined</u>.
- Technicality is **bold**.
- Entertain is shaded.

Dear, Nashville business consulting

<u>I m</u> Jacob Telem , from Ramat Gan

<u>I m</u> 28 hold years
Now <u>I m</u> learn in the **center of law and business** in Ramat Gan.
Now <u>I'm</u> focuses in the study .
Before two year I finished **engineer study**.
<u>I'm</u> a experience in **seller** and **management worker**.

<u>I'm</u> serious and know to work in **press**.

(Jacob, T1)

To whom it may concern,

I have heard about your company at the school fair and looked at the requirements and have decided to write to you since it is what I have been looking for.

I have a **bachelor degree in business management**.In addition; I have a lot of experience in **sales**. My experience gives me a unique ability to work in many forms and learn more about **business processes**. I have been exposed to this kind of work environment and I recognize how vital it is to have experience together with your studies.

I strongly believe in hard work and am ready to do whatever it takes to learn from you.
I have good **human relationship skills**. I gained experience in **sells**.

In addition, I am an open minded and self motivated .MY goal is to start from bottom and to get as I as I can, even to become one of the **manager** in your company.

I have good **human relationship skills**.

I would enjoy an opportunity to talk with you or someone in your organization to see where my skill set would be of the greatest benefit to your company.

If you need to contact me before then, you can reach me at 054-3333333. Thank you for your time and consideration.

I look forward to speaking with you soon.

Sincerely yours,
Jacob Telem

(Jacob, T2)

To Janet Lang,

I have read about School on Wheels (SOW). Published on a Web site called opportunityknocks and looked at the requirements of the **Entry Level Management position** and have decided to write to you since it is what have been looking for.

In addition it seems to me that I am going to learn a lot at your company and developed my abilities. I have a **bachelor's degree in Business Management**. In addition; I have a lot of experience in **sales**. My experience gives me the unique ability to work in many contexts and learn more about **business processes**.

At The Lucky Square store I have been exposed to great environment which taught me how to be vital at work and how important it is to have experience along with your studies. I have learnt about being loyal and patient with the **costumers** and to try to provide a pleasant **service**.

I strongly believe in hard work and am ready to do whatever it takes to learn from you .I have good **human relationship and communication skills**.

In addition, I am an open minded and self motivated. My goal is to prove myself and others that once you set your mind on something, you can do anything. For example: I have many **learning disabilities** and despite the difficulties I have never given up and coped with my problems and here I am finishing my **degree**, looking for a job and proud of myself. also I what to implement what I learned to help people with problems like mine.

I would enjoy the opportunity to meet with you or someone in your organization to see where my skills would be of the greatest benefit to your company. I can be reached at :+972-(0)54-3333333. Thank you for your time and consideration.

I look forward to speaking with you soon

Sincerely yours,

Jacob Telem

(Jacob, T3)

Before delving into the involvement and engagement systems, it is interesting to note the

salutations used in each instantiation. Table 7.1 lists Jacob's salutations in T1-T3.

Instantiation	Form of salutation
T1	Dear Nashville business consulting
T2	To whom it may concern
T3	To Janet Lang

Table 7.1: Salutations in Jacob's T1-T3

It seems that for some reason, Jacob never quite worked out a preferred strategy with

regard to salutations to potential employers, even though examination of the reference

corpus letters revealed 'Dear + title + surname' as the typical salutation.

As can be seen in table 7.2, (next page) Jacob learned to acknowledge the higher power

of the presumed reader, as evidenced in the reduction of the amount of 'you' and 'your'

instances. In T1, Jacob's letter did not address the presumed reader at all, thus enacting a

lack of heteroglossic engagement. However, in T2 and T3, Jacob addressed the presumed

reader using 'you', seven times in T2 and five times in T3. The reduction from T2-T3

seems to indicate an understanding that the use of 'you' to directly address or refer to

the presumed reader might enact an inappropriate amount of power in this social context

(see section 3.2.2)

Table 7.2 shows Jacob's instances of 'you' and contractions, used in the research reported

here to analyse Jacob's acknowledgment of the presumed reader's higher power.

Instantiation	Uses of 'you' and 'you' forms	Uses of contracted forms
T1	(none)	1. I m Jacob Telem 2. I m 28 hold years 3. I m learn 4. I'm focuses 5. I'm a experience 6. I'm serious
T2	1. your company 2. write to you 3. learn from you 4. talk with you 5. your organization 6. [i]f you need 7. you can reach	(none)
T3	1. write to you 2. your company 3. learn from you 4. meet with you 5. your organization	(none)

Table 7.2: Use of 'you' and contractions in Jacob's T1-T3

Finally, along the same lines, while Jacob used the contracted form 'I'm' six times, thereby

enacting a relationship of little power difference with the presumed reader, he did not do

so in T2 or T3. Thus, given the second two observations, Jacob seemed to understand the

importance of acknowledging the higher power of the presumed reader.

Table 7.3 shows a summary of Jacob's uses of technicality, showing the degree of

competence, or power, enacted vis-à-vis the presumed reader.

Instantiation	Uses of technicality
T1	1. center of law and business 2. engineer study 3. seller 4. management worker 5. press[38]
T2	1. bachelor degree in business management 2. sales 3. business processes 4. human relationship skills 5. sells 6. manager 7. human relationship skills
T3	1. Entry Level Management position 2. bachelor's degree in Business Management 3. sales 4. business processes 5. costumers 6. service 7. human relationship and communication skills 8. learning disabilities 9. degree

Table 7.3: Use of technicality in Jacob's T1-T3

With regard to technicality, Jacob seemed to understand the importance of communicating some degree of competence, or power vis-à-vis the presumed reader through the use of technical lexis. His use of technicality increased steadily across the instantiations.

Moving on to engagement, table 7.4 (next page) shows Jacob's uses of entertain across the three instantiations.

Between T1-T2, Jacob progressed from using no entertain to three instances and then in T3, he used four entertain instances. Interestingly enough, he recycled the T2 instances in T3, evidently as a sign of perceived success in T2. All in all, such an increase from T1-T3

---

[38] Apparent mistranslation from the Hebrew for 'advertising'.

indicates a learning path with regard to the acknowledgement of the higher power of the

presumed reader.

Instantiation	Uses of entertain in the Involvement and Appeal stages
T1	(none)
T2	1. I would an enjoy an opportunity 2. to see where my skill set would be of the greatest benefit 3. you can reach me at…
T3	1. it seems to be that I am going to learn 2. I would enjoy the opportunity 3. to see where my skills would be of the greatest benefit 4. I can be reached at…

Table 7.4: Use of entertain in Jacob's T1-T3 Involvement and Appeal stages

Generally, Jacob showed development with regard to enacting power, while

acknowledging that the presumed reader makes the decisions. His balance of an increase

in technicality, combined with his decrease in contractions and increase in the use of

entertain evidenced this development. One question that remains is Jacob's apparent

uncertainty concerning standard salutations in job application letters.

7.2   Rafi's acknowledgement of power differences

Following are Rafi's three instantiations, marked as follows:

- 'You' forms are orange.
- Contracted forms are underlined.
- Technicality is **bold**.
- Entertain is shaded.

Dear Mr. Daniel,

I'm submitting you my resume in regard to the **entry level team management position**. This letter is to express my interest in bringing my years of experience in the **operations ground** to your firm. In this **world wide economic recession** I'm shore I can add my knowledge and expertise to the **sales, marketing and advertising industry**.

As my enclosed resume indicate my background includes almost a decade of **operations and services experience** in each position I accomplished with significant in:
-**Closing deals** as **VP Operations in Etz Chaim Tree Pruning & Amputation.**
-**Managing projects** for the **private & public sector**
- **analyzing financial statements**
- Success in having a **sales raise**
- **Operating employees.**

In addition to my **team management and leadership** skills I can offer your firm my expertise in dealing with **public and privet sectors** and the ability to integrate subjects the right way by knowing how look on thing from different angles especially by looking on issues from the top.
I will be calling you within the following week to schedule an interview so that we might discuss this maters further.

Until then, if you have any questions, I can be reached at the number listed at my resume.

Sincerely,

John Smith.

(Rafi, T1)

Dear Ms. X,

I'm writing this letter to show you my interest with in your firm for the **entry level management opportunity position** that was advertised on the web of Career/ I've heard about from my close friend Dan Shapiro, a VP in your firm. Currently, I am looking for a position that I can contribute my past experience knowledge and so as my educational background in **businesses administration in a major of Marketing**, in a way that will take me a step forward In order to lead a firm for success which I hope will promote me to **high management levels**. I am sure I've an excellent understanding of your philosophy that emphasized the importance of **leading** so as your progressive approach to people. Moreover, I would be more than happy to contribute to the fulfillment of that **mission**.

As a formerly basketball player in the youth league I've learned that **teamwork** can create better **results**. Also, as a **VP operations in Etz Chaim Tree Pruning & Logging Services** while I was **managing projects** for the **privet and public sectors**, amounting to **$200,000 annually**, I implemented my **penetration market strategy** for the **privet segment** by succeeding to gain **40 new clients** that where contributing to our **quarterly operating profit**. In addition, I was leading the **representatives in my firm** that time to be **qualified** for their **positions** while I was demonstrating my **sales raise performances** and so as my **marketing strategies** that where providing me to present those **performances in sales**.

I am sure I can contribute your firm my knowledge so as my capabilities by applying them to your needs and I would like to meet with you at your convenience to discuss my **qualifications for the position** in more detail. I will call you within the next two weeks to see if we can set up an appointment. Should you wish to contact me, please phone 972 (0)52) 6666666, or email rafi.matan@gmail.com. Thank you for your time and I look forward to meeting with you.

Sincerely,

Rafi Matan

(Rafi, T2)

Dear Ms. Janet Lang,

I'm writing to show my interest in the **educational management SOW position** that was advertised by your organization on the web of Opportunity Currently, I am looking for a **position** where I can contribute my past experience knowledge as well as my **Business Administration degree with a major of Marketing** to that **mission** of the School on Wheels that wants to **shrink the gaps** in the **education of homeless children** and provide them with the **highest quality education possible.**

My experience as a **leader in social activism** ranges from **tutoring children with autism** to **producing nonprofit night events** for **raising donations for homeless.** As **VP Operations at Etz Chaim Tree Pruning & Logging Services,** I have **managed projects** for the **private and public sectors,** accounting to **$200,000 annually.** Also, I have implemented my important **social view of life** by succeeding in **recruit 3 of my big clients** as well as my **employees** to help **children with special needs from seventh to twelfth grade.** Moreover, my past experience as a **Non-commissioned** has taught me that **volunteering to the society** is very important and it is **consolidate the staff** too. Therefore, I have **recruited my clients and employees** to those important issues.

I am sure I can contribute my knowledge to **organization** by applying my capabilities to your needs. I would like to meet with you at your convenience to discuss my **qualifications for the position** in more detail. I will you call within the next two weeks to see if we can set up an appointment. Should you wish to contact me, please phone 972 (0)52) 6666666, or email rafi.matan@gmail.com.

Thank you for your time and I look forward to meeting with you.

Sincerely

Rafi Matan

(Rafi, T3)

Table 7.5 shows Rafi's T1-T3 salutations:

Instantiation	Form of salutation
T1	Dear Mr. Daniel
T2	Dear Ms. X
T3	Dear Ms. Janet Lang

Table 7.5: Salutations in Rafi's T1-T3

As with Jacob, Rafi did not seem to work out the standard salutation used for job application letters. In T2, he realised that the surname should be used after 'Dear', as opposed to using just the first name, as he did in T1. However, in T3, his use of the first and surnames was unusual. In other words, after arriving at an apparently successful strategy in T2, Rafi then used an atypical strategy in T3. Given that Rafi and his cohort had access to some of the reference corpus through their module portal, it was odd that Rafi did not work out the standard salutation for job application letters. One explanation could be that the 'X' in T2 still signified a first name for Rafi and then only in T3 did he realise that a surname should be used. Nonetheless, he still used both first and surnames, which is atypical. The question here is why the standard salutation did not appear within Rafi's development path.

Table 7.6 shows Rafi's uses of 'you' and contractions:

Instantiation	Uses of 'you' and 'you' forms	Uses of contracted forms
T1	1. I'm submitting you 2. bringing my years of experience…to your firm 3. I can offer your firm… 4. I will be calling you… 5. If you have any questions…	1. I'm submitting 2. I'm shore
T2	1. show you my interest 2. my interest with in your firm 3. your philosophy 4. your progressive approach 5. I can contribute your firm 6. your needs 7. at your convenience 8. I will call you 9. Should you wish 10. forward to meeting with you	1. I'm writing 2. I've heard about 3. I've an excellent 4. I've learned

T3	1. <u>your</u> organization 2. <u>your</u> needs 3. meet with <u>you</u> 4. I will <u>you</u> call[39] 5. Should <u>you</u> wish	1. <u>I'm</u> writing

Table 7.6: Use of 'you' and contractions in Rafi's T1-T3

Regarding Rafi's use of various 'you' forms, both in addressing and referring to the

presumed reader, it is interesting to note that in T1, there were five such instances. In T2,

the number doubled to ten; and in T3, the number returned to five. Thus, Rafi's

development path seems to have been quite shaky at the beginning, given that the

doubling of 'you' and its related forms points to a possible disregarding of the higher

power of the presumed reader. However, it can be suggested that the reduction from T2-

T3 to five instances indicates that he realised this lack of acknowledgement.

Notwithstanding, it is still curious that Rafi used five such instances in T3, all five of them

recycled from T2. Therefore, there was evidence of the recycling of a <u>lack</u> of

acknowledgement of power differences in this case. This lack of acknowledgement brings

into question Rafi's true understanding of the social situation, thus potentially

undermining his chances of being considered for an interview.

Table 7.7 (next two pages) shows Rafi's uses of technicality:

---

[39] apparently a typographical mistake and meant to be 'I will call you'

Instantiation	Uses of technicality
T1	1. entry level team management position 2. operations ground 3. world wide economic recession 4. sales, marketing and advertising industry 5. operations and services experience 6. closing deals 7. VP Operations in...Amputation 8. managing projects 9. private & public sector 10. analyzing financial statements 11. sales raise 12. operating employees 13. team management and leadership skills 14. public and privet sectors
T2	1. entry level management opportunity position 2. business administration in a major of Marketing 3. high management levels 4. leading 5. mission 6. teamwork 7. results 8. VP operations...Services 9. managing projects 10. privet and pubic sectors 11. $200,000 annually 12. penetration market strategy 13. privet segment 14. 40 new clients 15. quarterly operating profit 16. representatives in my firm 17. qualified 18. positions 19. sales raise performance 20. marketing strategies 21. performance in sales 22. qualifications for the position

Instantiation	Uses of technicality
T3	1. educational management SOW position
	2. position
	3. Business Administration degree with a major of Marketing
	4. mission
	5. shrink the gaps
	6. education of homeless children
	7. highest quality education possible
	8. leader in social activism
	9. tutoring children with autism
	10. producing non-profit night events
	11. raising donations for homeless
	12. VP Operations...Services
	13. managed projects
	14. private and public sectors
	15. $200,000 annually
	16. social view of life
	17. recruit 3 of my big clients
	18. employees
	19. children with special needs...grade
	20. Non-commissioned
	21. volunteering to the society
	22. consolidate the staff
	23. recruited my clients and employees
	24. organization
	25. qualifications for the position

Table 7.7: Use of technicality in Rafi's T1-T3

In examining Rafi's increased use of technicality from T1-T3, it can be seen that he

invested great effort in showing professional competence, or power. The question here is

whether Rafi might have made too much effort. Typically, it would be expected that the

social relations between the writer and presumed reader would be characterised by the

writer's enactment of power to some degree. Nonetheless, the amount of technical lexis

that Rafi included might have actually been too great, resulting in a saturation pattern

(see section 3.2.1) of enacting power. Enacting too much power in essence can lead to

the communication of a lack of acknowledgement of the higher power of the presumed

reader. Rafi's difficulty here might be understood through his comments about his own

professionalism, as expressed in the interview data:

> I'm a VP for operations so I need and I have to show the...others...the importance of
> professionalism...and to show them the right way to look on things in every day' (Rafi,
> interview 2).

Here, it can be seen that Rafi viewed himself as a highly-qualified professional.

Nonetheless, it seems as if Rafi compromised his chances of being invited for an

interview, as he did not enact someone who needed a job but someone who had the

same power as his potential employer. In fact, Rafi's frustration with taking on this role is

found in the interview data:

> I tell you, my problem is that my role is too general. I do lots of things....And for Propel, they
> are searching for someone that is familiar with Marketing, Advertising, Sports. I
> could...identify with the company maybe' (Rafi, interview 4).

Such thoughts perhaps point to the reason why Rafi's development path did not include

acknowledgement of the power of the presumed reader.

Rafi's uses of entertain is found in table 7.8 (next page). Rafi's development with regard

to his use of entertain followed a similar trajectory to that of his use of involvement.

While Rafi nearly doubled his use of entertain between T1 and T2, he reduced it from

eight to seven instances between T2-T3. In other words, while it seems that Rafi

progressed in his development path with regard to understanding how to enact typical

power relations, the progress seemed to stop after T2. As this pattern was similar to his

involvement choices, as well as his overuse of technicality, it can be argued that Rafi

developed very little concerning his understanding of power relations within the context

of writing job application letters.

Instantiation	Uses of entertain in the Involvement and Appeal stages
T1	1. I'm shore 2. I can add 3. I can offer 4. might discuss 5. can be reached
T2	1. I hope will promote me 2. I am sure I've an excellent… 3. I would be more than happy 4. I am sure 5. I can contribute 6. I would like to meet 7. see if we can set up 8. Should you wish to contact me…
T3	1. I can contribute 2. School on Wheels that wants 3. I am sure 4. I can contribute 5. would like to meet with you 6. see if we can set up 7. Should you wish…

Table 7.8: Use of entertain in Rafi's T1-T3 Involvement and Appeal stages

7.3 Sara's acknowledgement of power differences

Sara's development with regard to acknowledging power relations was rather shaky, though the following interview extract illustrates her awareness of the power of the presumed reader:

> …it's someone [the presumed reader] that my future is in his hands (Sara, interview 3).

Nonetheless, Sara seemed to progress in some areas and regressed in others.

Following are Sara's three instantiations, marked as follows:

- 'You' forms are orange.
- Contracted forms are underlined.
- Technicality is **bold**.
- Entertain is shaded.

To Whom it may concern

My name is John Smith and I'm writing to you about the **Entry-Level Team Managment** position you have been looking for.

I think I have the qualities that you are looking for, like that I'm a **great team member** to work with. I believe I could fit very well in your company, please check my Resume to see that

Sincerely
John Smith

(Sara, T1)

Dear ???

I wish to apply my candidacy to the **entry-level sales and marketing position** at Propel company that was published on your website. In about 3 months from now, I'm expected to finish my **degree in Business Administration with concentration in marketing** and I am sure that my education I gained will be appropriate for the position.

As my resume indicates, all my jobs were involved dealing with **customers**. First, in my **national service in Belinson Hospital**, most of the time the responsibility of **managing the department** was mine only and I was happy to **take charge** on things that were not in my obligation. Later on, in my three years of **waitering experience**, I needed to handle simultaneously several tasks, like; **operating the cash-register** and **serving food** to **customers**.

Thank you for your time and consideration. I will contact you next week to make sure that you received my resume and set up a time for an interview. If you need to contact me before then, you can reach me at 972-(0)54-6666666 I look forward to speaking with you soon.

Sincerely,
Sara Lahav

(Sara, T2)

To whom it may concern,

I wish to submit my candidacy for the **Regional Coordinator position at School On Wheels** (SOW) that was published on Opportunity Knocks.Org website. In about three months, I am expected to finish my **degree in Business Administration with a concentration in Marketing**. Before I will start working for money, I really want to **contribute to the community** by using the knowledge I have gained.

As my resume indicates, my jobs have involved, directly and indirectly, dealing with **children of all ages** and around them. First, in my **national service at Belinson Hospital**, I worked in the **Day Nursery** and the **department of Oncology (of children)**, there I handled all their **paper work** and sometimes even made a **personal connection** with them. Later on, in my three years, I served happily the **customers' children**, as opposed to other waiters.

In addition, in my three years of **education at the academy**, I have done a lot of successful **researches** and was asked to **present** them to the other students and professors.

Thank you for your time and consideration. I will contact you next week to make sure that you received my resume and set up a time for an interview. If you need to contact me before then, you can reach me at 972-(0)54-5555555 I look forward to speaking with you soon.

Sincerely

Sara Lahav

(Sara, T3)

Table 7.9 shows Sara's salutations for T1-T3:

Instantiation	Form of salutation
T1	To Whom it may concern
T2	Dear ???
T3	To whom it may concern

Table 7.9: Salutations in Sara's T1-T3

As with Jacob and Rafi, Sara did not succeed at formulating a standard salutation for job

application letters. After beginning with, 'To Whom it may concern' in T1 and progressing

towards a typical, yet vague, 'Dear ???' in T2, in T3 she returned to her T1 strategy,

resulting in a circular path.

Table 7.10 shows Sara's uses of 'you' and contractions:

Instantiation	Uses of 'you' and 'you forms	Uses of contracted forms
T1	1. I'm writing to you 2. you have been looking for 3. you are looking for 4. your company	1. I'm writing to you 2. I'm a great team member…
T2	1. your website 2. your time 3. I will contact you 4. you received 5. If you need to contact 6. you can reach me 7. speaking with you	1. I'm expected
T3	1. your time 2. I will contact you 3. you received 4. If you need to contact me 5. you can reach me 6. speaking with you	-

Table 7.10: Use of 'you' and contractions in Sara's T1-T3

With regard to the various uses of 'you', Sara did not seem to progress at all. She moved

from four such instances in T1, to seven in T2, and then to a similar six in T3. In fact, the

six used in T3 were recycled from T2, possibly pointing to Sara's feeling of satisfaction

with these choices. On a positive developmental note, Sara reduced the use of

contractions from two in T1, to one in T2, and then zero in T3.

Table 7.11 shows Sara's uses of technicality:

Instantiation	Uses of technicality
T1	1. Entry-Level Team Management 2. great team member
T2	1. entry-level sales and marketing position 2. degree in Business Administration with concentration in marketing 3. customers 4. national service in Belinson Hospital 5. managing the department 6. take charge 7. waitering experience 8. operating the cash-register 9. serving food 10. customers
T3	1. Regional Coordinator position at School on Wheels 2. degree in Business Administration with a concentration in Marketing 3. contribute to the community 4. children of all ages 5. national service...Hospital 6. Day Nursery 7. department of Oncology (of children) 8. paper work 9. personal connection 10. customer's children 11. education at the academy 12. researches 13. present

Table 7.11: Use of technicality in Sara's T1-T3

Sara's development with regard to the use of technicality was evident, especially from T1-T2, in which she increased technicality instances from two to 10. She then increased it slightly to 13 in T3. It is interesting to note that after making such a jump between T1-T2, Sara presumably felt that she had arrived at a comfortable number of technical instances, i.e. had enacted enough power in this respect, as she maintained this number in T3.

Table 7.12 shows Sara's use of entertain:

Instantiation	Uses of entertain in the Involvement and Appeal stages
T1	1. I <u>think</u> I have the qualities 2. I <u>believe</u> 3. I <u>could</u> fit very well
T2	1. I <u>wish</u> to apply 2. I <u>am sure</u> that my education… 3. If you <u>need</u> to contact me 4. you <u>can</u> reach me
T3	1. I <u>wish</u> to submit 2. I really <u>want</u> 3. If you <u>need</u> to contact me 4. you <u>can</u> reach me

Table 7.12: Use of entertain in Sara's T1-T3 Involvement and Appeal stages

With regard to entertain, Sara used roughly the same number of instances across her three instantiations. Therefore, with regard to any development, apparently, Sara found her first pattern sufficient with regard to acknowledging the power relations with the presumed reader. Indeed, it seems as if Sara's use of entertain was effective in accomplishing this.

Sara's development trajectory with regard to acknowledging the power of the presumed reader was rather unsteady. From T1-T2, she increased her use of 'you' and related forms and then maintained about the same level in T3. Contractions were eliminated by T3 and marked progress was evidenced by an increase in entertain instances. In addition, she increased technicality to a level evidently perceived by her as appropriate. Therefore, Sara's development with regard to power relations was inconsistent, as seen through progress with some features and lack of progress with others.

7.4   Summary of findings

As with the demonstration of solidarity (see chapter 6), Jacob, Rafi, and Sara followed

unique development trajectories with regard to their acknowledgement of power

relations vis-à-vis the presumed reader. Jacob's path seemed to show the most progress

in acknowledging typical power relations. Rafi, while having progressed towards

acknowledging power relations, apparently had difficulty 'lowering himself' to less power

than that of the presumed reader. Sara's development path showed a general

understanding of typical power relations, yet she seemed to stop developing on some

points with T2. Curiously enough, the three participants did not settle on a typical

salutation, which would have presumably been the most straightforward realisation of all,

given the uniformity of business salutations as well as the participants' access to some of

the reference corpus.

In light of the findings of this chapter and chapter 6, which focussed on the

demonstration of solidarity, it can be seen that development concerning the

management of social relations is a rather complicated task. For example, on one hand, a

learner such as Jacob showed marked progress in both aspects. On the other hand, Rafi

seemed to develop well with regard to demonstration of solidarity, while his

acknowledgement of power relations might not have developed as quickly. Finally, Sara's

progress in the management of social relations in general seemed to stagnate at T2.

Further insights will be presented in chapter 8. However, it is important to provide some

brief findings regarding general linguistic accuracy, whose importance is relevant for

general effective communication.

7.5   Development of accuracy

Concerning accuracy, the warning of one of the Human Resources professionals should be

kept in mind: accuracy issues can act as a 'red flag...indicat[ing that] the applicant is either

not very detail oriented, sloppy or not very interested in the position' (Meek, 2011). In

this research project, lower-scoring mechanics scores on MASUS (see appendix I for

sample analysis) included the omission of the indefinite article, 'a', as in: 'I am student of

Business management...' (Ze'ev, T1) or the omission of 'to be', as in: 'that going to finish

my [d]egree' (Ze'ev, T1). Table 7.13 shows the accuracy scores for T1-T3 (see appendix G

for a full breakdown):

Score out of 10	T1	T2	T3
Average score	6.6 (67%)	8.1 (81%)	7.6 (77%)

Table 7.13: Accuracy scores out of 10 points for T1-T3

Accuracy scores rose from 67% at T1 to 81% at T2, reflecting a 14% overall improvement,

which is statistically significant (p<0.05). Between T2-T3, scores dropped by 4%, which is

statistically insignificant (p>0.05). As with the lexicogrammatical scores (see chapter 5),

the fact that the accuracy scores were maintained under examination conditions could

actually point to progress between T2-T3. This will be expanded upon in chapter 8.

8   Discussion

The goal of this project was to explore learner development within a genre-based

pedagogic approach to teaching job application letters. Development was examined

through a dual focus on the participants': (a) demonstration of suitability for the

advertised jobs and (b) management of appropriate social relations with the presumed

readers.

Given the data and analysis generated within the framework of this project (see chapters

5-7), this chapter discusses overall insights into the development process of learners

studying a genre that is both new to them and in a foreign language. The insights are

presented utilising Halliday's (2004) learning language triad: **'learning language'**, **'learning**

through language', and **'learning about language'** (Halliday, 2004). These three aspects of

learning are all part of the <u>same</u> language development process. When examined

separately, each aspect can assist in illuminating the development process as a whole

(Halliday, 2004, p. 326). It should be noted that the triad describes <u>first</u> <u>language</u>

development. Nonetheless, its application for gaining insight into the <u>genre</u> development

in L2 examined in the research reported here has been found to be useful. Sections 8.1-

8.3 define each aspect of learning and then discuss its use in providing insights into genre

development in the context of the research project.

8.1   Learning language

Learning language refers to people's 'construction' of their model of language, on which they receive feedback from others around them (Halliday, 2004, p. 310). This feedback helps refine the construction of language in progress. Meeting the demands of new contexts requires language learners to expand their linguistic repertoire and learn new ways to 'organise discourse' (Halliday, 2004, p. 314). In this way, learners develop the ability to 'vary the kind of language according to the context of its use' (Halliday, 2004, p. 314).

In this project, observations were made regarding the research participants' genre development in terms of learning language, through their ability to expand, organise, and vary their repertoire in response to three job advertisements. The repertoires were analysed in terms of the SFL tri-stratal model (see section 2.3 for a review of this). In addition, given that the research examined development in a foreign language genre, progress in accuracy was observed. Sections 8.1.1-8.1.3 discuss some of the key findings that highlight learning language in this project, organised according to the three strata, i.e. lexicogrammar, register, and genre.

8.1.1 Lexicogrammar stratum

At the lexicogrammar stratum, examples of language learning included the use of typical

ideational features, from an SFL perspective, in the Product stage, as well as the partly-

fixed frames identified in the Involvement and Appeal stages (see chapter 5). Most

pedagogic attention was paid to the ideational features, with the partly-fixed frames

being introduced as useful models for independent writing. Regarding the ideational

features, there seemed to be a gradual expansion of repertoire, as the learners developed

in following the guidance provided in the explicit genre pedagogy. In terms of partly-fixed

frames, repertoire expansion was witnessed rather clearly, especially because these were

copied verbatim or near-verbatim from the reference corpus.

In fact, it can be hypothesised that in T2, successful reproduction of partly-fixed frames

might have indicated learner awareness that genre learning includes the expansion of

one's repertoire through the identification and selection of appropriate language from a

reservoir of genre exemplars. However, in T3, something interesting happened. There

was a decrease in the reproduction of some partly-fixed frames from the reference

corpus. The data indicates that the learners actually expanded their repertoire through

their creative adaptation and extension of partly-fixed frames. In other words, they no

longer relied solely on the reference corpus reservoir to expand their own repertoire.

An interesting question is why this process was observed mainly in the Involvement and Appeal stages and less in the Product stage. Recall that the learners were unfamiliar with job application letters (see section 1.1.1). However, the social goal of promoting oneself through demonstration of qualifications and experience, as is typically done in the Product stage, seemed rather straightforward to the learners. The reason for this might be because of some of the similarities in the way demonstration of qualifications and experience is realised in the Product stage of job application letters and the way it is realised in CVs. Recall that CVs had been studied in a prior unit of the Business Writing in English module. Also, note that the realisation of the Product stage is presumably the most 'individualised', as writers must show their own qualifications and experience. To cope with such a challenge, perhaps the learners tapped into their repertoire that was expanded in the CV unit, in order to facilitate their writing of the Product stage. For example, the use of material processes and a rich variety of circumstances are typical features both of some CV entries as well as parts of the Product stage in job application letters. Tapping into this knowledge would suggest evidence of development in terms of organisation and variation of language according to the particular social situation. Also, it would point to the importance of developing genre awareness in order to transfer genre knowledge from one situation to the next.

With regard to Involvement and Appeal, these stages might have presented a cross-cultural difficulty to many of the participants, given the Israeli cultural value placed on sincerity (Khilji et al, 2010, p. 422). Genres are created and used in relation to their context of culture (Martin & Rose, 2008, p. 10). Therefore, the US context of culture's call

for the use of seemingly 'canned' formulaic phrasing to show interest in the Appeal stage

and to request an interview in the Involvement stage (see section 4.3.1) might have

seemed unfamiliar and insincere to some of the participants. To cope with this tenuous

situation, in T2 many of the participants opted to rely on the 'linguistic crutches' of the

partly-fixed frames from the reference corpus. However, by T3, once the participants had

presumably gained cultural and linguistic understandings of these stages, the data

suggest that some of them felt confident enough to produce their own stages. Also, it

could be hypothesised that the reproduction of the partly-fixed frames in T2 might have

actually <u>facilitated</u> the participants' own production of these unfamiliar stages in T3.

Perhaps such a process could point to learner development of cross-cultural

communicative competence through the processes of repertoire expansion, organisation,

and variation within different contexts of culture.

The understanding that genre development through learning language includes the

expansion, organisation, and variation of repertoires was not only evident at the

lexicogrammar stratum but also at the register stratum. At the register stratum, genre

development was particularly witnessed through variation of repertoire in response to

the job advertisements.

8.1.2   Register stratum

Much work has been done in this thesis regarding the participants' management of social

relations. Therefore, it is worth noting the importance of variation in repertoire as an

indicator of language learning and thus genre development. The register stratum is a

good place to highlight evidence of repertoire variation. For example, in social relations

management, the participants improved in coping with:

- In demonstration of solidarity, the participants had to show their desire to work for the company, introduce shared values, and ask for an interview.

- In acknowledgement of the power relations with the presumed reader, the participants had to appear respectful, yet still communicate a degree of expertise.

One hypothesis regarding the way in which the participants might have developed in

managing this balancing act is that exposure to both a variety of job application letters

and advertisements might have sensitised them to the importance of expanding and

varying their repertoire. Concerning the job application letters, exposure could have led

to the understanding that while these letters might have contained some typical

discourse-semantic patterns, these patterns varied according to the context in which the

letters were written. The variety of advertisements might have further emphasised this

understanding. Being required to examine three different advertisements, especially

given the marked difference of the SOW advert to the other two, might have stressed the

importance of varying repertoire to match the specific requirements of the

advertisements. As a result, successfully managing the balancing act would then have

indicated both: development of register knowledge and application of register knowledge to new situations.

The discussion now addresses learning language at the genre stratum as an indicator of genre development.

8.1.3 Genre stratum

Interestingly enough, the data show that the participants developed very quickly in terms of the three obligatory generic stages. While not all of the participants might have been equipped with the linguistic repertoire to realise these stages, the stages were still recognisable in terms of the social purpose the participants were attempting to accomplish. This was evidenced primarily through the participants' ideational meaning-making at the lexicogrammar stratum. Perhaps one reason for the participants' early success can be explained by their awareness of generic staging developed during the previous study unit on writing CVs. CVs are highly structured with clear generic stages. Therefore, as emerging 'genre scholars', the research participants began their study of job application letters by applying their awareness of generic stages to this new kind of text. This development process could suggest that generic staging might be both an accessible and key entry point for learners to understand that texts realise social purposes, stage-by-stage, as they unfold.

8.1.4 Accuracy

Another area of interest with regard to development in this foreign language genre

learning context was accuracy. As reported in the results (see section 7.5), the fact that

the level of T2 accuracy was maintained during the T3 examination conditions may have

indicated progress in accuracy. While some pedagogic attention was paid to accuracy

through exercises on topics such as verb tenses and prepositions, one reason for the

apparent progress in accuracy could have been the participants' increased comfort with

writing job application letters and an associated reduction in cognitive load. Recall that

beyond T1, the participants not only wrote two complete drafts but also were immersed

in activities such as examining reference corpus exemplars and doing gap-fills of stages

from these exemplars. As discussed in section 4.1.2, for T3, the participants had their

corrected T2 drafts available, so they could consult these drafts while writing T3.

Therefore, by T3, perhaps it can be hypothesised that the realisation of generic stages,

with familiar discourse-semantic patterns at the register stratum and ideational features

at the lexicogrammar stratum, had became somewhat 'automatic'. Such 'automatisation'

could have allowed them to focus on accuracy. This process points to the value of heavy

immersion in a genre so that cognitive load can be freed up for fine-tuning of accuracy.

8.1.5   *Summary of learning language*

In this section, the learning language aspect of Halliday's triad (2004) was examined to provide insight into genre development. Language learning can be seen in terms of appropriate expansion (genre knowledge development) and variation/organisation (genre knowledge application) of repertoire at the three strata, in response to different social situations. In addition, increased comfort with the typical generic features might free ELLs in order to concentrate on their accuracy. Section 8.2 addresses genre development through the second aspect of Halliday's (2004) triad: learning through language.

8.2   Learning through language

Learning through language refers to how people 'interpret and organize...experience' through language, thus 'building up a picture of the world' (Halliday, 2004, p. 317). Each attempt at learning about the world through language represents a 'stage in the construction process', with the learners' particular stage being expressed through the their own language (Halliday, 2004, p. 321). Given this developmental orientation towards learning, the language used by learners, that reflects their understanding of the world might, at certain stages, 'conflict' with reality, as seen by the context of culture in which they are operating. According to Halliday (2004), such conflict 'is where learning

takes place', as people 'attempt to resolve' this conflict through adjusting their language

(Halliday, 2004, p. 322).

In this project, genre development, as seen from the perspective of learning through

language, could be examined in terms of the development of Jacob, Rafi, and Sara in

assuming the roles of three different candidates in response to the three advertisements.

For each participant, T1-T3 provided a 'snapshot' of the particular stage of genre

development. Successfully assuming the role of a candidate could be witnessed through

the degree to which 'individuation' (Martin, 2009b, p. 564) was accomplished. Briefly,

individuation describes how people assume social roles from a linguistic point of view, by

'allocating' themselves specific language to facilitate 'affiliation' with others (Martin,

2009b, p. 564). In this project, individuation was attempted by the participants in order to

affiliate with their presumed readers by deploying the linguistic repertoire of typical job

candidates. Progress in individuation was seen through these linguistic choices in realising

demonstration of suitability and management of social relations.

Each attempt at individuation could be seen as a step in the learners' process of

resemiotisation (Iedema, 2003, p. 41), or their re-enactment of themselves in response to

the three advertisements. Resemiotisation is defined as 'how meaning making shifts from

context to context, from practice to practice, or from one stage of a practice to the next'

(Iedema, 2003, p. 41). In this project, the different advertisements, especially the marked

differences between T1/T2 and T3, resulted in resemiotisation on the part of the

participants with regard to their demonstration of suitability and solidarity. Moreover,

resemiotisation could be witnessed in the way that the learners developed in the

acknowledgement of the higher power of the presumed reader from T1-T3. These aspects

of resemiotisation are discussed in sections 8.2.1-8.2.3.

8.2.1   *Resemiotisation through demonstration of suitability*

Resemiotisation through demonstration of suitability seemed generally successful among

the participants, possibly because the ideational meaning-making at the lexicogrammar

stratum was seen as a rather straightforward task (see section 8.1.1). However, one

interesting point is that some of the participants had difficulty elaborating on their

qualifications and experience through the use of circumstances. This difficulty could have

stemmed from unfamiliarity with the US[40] context of culture to which these letters were

targeted.

Compared to US culture, Israeli culture can be described as egalitarian (Baum et al, 1993,

p. 504). This was evidenced linguistically in this project by the lack of formal address, for

example, the participants' confusion surrounding salutations, as well as the uses of 'you'

and contractions, both signifying an informal register (see chapter 7). Generally,

egalitarian cultures tend to frown upon efforts to 'impress...superiors' (Bond, 1999, cited

in Khilji et al, 2010, pp. 422), including elaborate 'impression management' (Khilji et al,

---

[40] This is not to suggest, of course, that US culture is more difficult for Israelis to
understand than other non-Israeli cultures.

2010, p. 422). In fact, a hallmark of Israeli communication is its emphasis on 'truthfulness,

directness, simplicity, and clarity' (Katriel, 1986, cited in Khilji et al, 2010, p. 422).

Therefore, it can be understood that in Israeli culture, presenting more than basic

evidence of suitability when applying for a job would seem unusual. As an illustration, an

Israeli CV commonly provides a short description of a candidate's schools, organisations,

positions, etc. – and possibly a few statements describing the candidate's general

character.

In contrast, the SFL analyses of 50 US CVs and 50 US job application letters (see section

4.3.1) carried out within the framework of this project, show that US job applicants spend

considerable effort in impressing their presumed readers. It can then be argued that the

heavier emphasis on impression management in the US, than in Israel, stems from the

fact that US culture is more hierarchically-oriented than Israeli culture (Baum et al, 1993,

p. 504). Therefore, perhaps this cultural gap was the cause of the research participants'

struggle with resemiotising themselves as suitable candidates in the detail typical of US

job application letters.

8.2.2   *Resemiotisation through demonstration of solidarity*

Resemiotisation through demonstration of solidarity also seemed to be influenced by

context of culture differences. Given the value of direct communication in Israel, it could

be proposed that the actual act of sending a CV would indicate desire to work for a

company - as well as a sense of identification with the job, company, or industry.

Therefore, explicitly expressing this solidarity might have been perceived as overkill for some of the participants. In fact, they might have viewed the emphasis on impression management in the Business Writing in English module as teaching to be 'shallow' and 'deceptive' (Khilji et al, 2010, p. 422). Such sentiments could have hindered the participants from resemiotisation.

8.2.3 Resemiotisation through acknowledgement of power relations

Finally, the acknowledgement of power relations with the presumed reader is important with regard to examining the resemiotisation of the participants. Here, again, the context of culture seemed to have played an important role. Given the egalitarian culture in Israel, the acknowledgement of power of the presumed reader and its linguistic realisations seemed rather unfamiliar to many of the participants. In addition, even 'manners' in Israel can be seen as enacting 'hypocrisy in relationships' (Khilji et al, 2010, p. 422). Therefore, it can be argued that the participants might have been concerned that acknowledging the power of the presumed reader could reduce their value as candidates. Furthermore, it could be hypothesized that linguistically elevating the power of presumed readers would create the impression of candidates unable to assert equal status, rendering them as less desirable employees. Both of these factors could have led to the difficulty encountered by participants in enacting candidates with less power than the presumed readers and thus a lack of resemiotisation.

8.2.4   Summary of learning through language

In general, it can be seen that resemiotisation is a major component of learning through

language and thus genre development. Successful resemiotisation takes into account the

context of culture in which genres are created and used. The ability to resemiotise within

the constraints of the context of different cultures can be considered important in today's

globalised world (Starbird & Powers, 2013, p. 189), especially in a country such as Israel, a

global player in business, particularly hi-tech (Weber & Tarba, 2010, p. 203).

Section 8.3 addresses genre development through the third aspect of Halliday's (2004)

triad, learning about language.

8.3   Learning about language

Learning about language refers to development in 'understand[ing] the nature and

functions of language itself' (Halliday, 2004, p. 322). In this way, people understand that

language can be manipulated in order to serve various 'functions' as they attempt to

create meaning (Halliday, 2004, p. 325). Development in learning about language is thus

seen in the expansion of people's understanding of what they 'can do with language'

(Halliday, 2004, p. 324).

As indicated in the project methodology (chapter 4), the purpose of the participant

interviews was to shed light on the interpretation of their instantiations, rather than to

examine their linguistic meta-awareness. A combination of detailed analysis of the

participants' written texts and the interview transcripts gave rise to insights into their

learning about language. These are introduced within the framework of 'practical' and

'discursive' consciousness (Giddens, 1984, chapter 2) or, as I shall term these, **practical**

knowledge and **discursive knowledge**. Briefly, practical knowledge is a demonstration of

a person's ability through their actions (Giddens, 1984, Introduction). In this project,

practical knowledge would be realised through the participants' actual use of typical

generic features in response to a given situation. **Discursive knowledge** refers to people's

ability to speak about an 'activity' in which they are engaged. In this project, discursive

knowledge would be seen through the participants' ability to speak about the generic

features they might use in a given situation. Giddens (1984) claims that without practical

knowledge, one cannot achieve discursive knowledge. In other words, the ability to do

something precedes the ability to talk about how to do it (Giddens, 1984, Introduction).

Within the research reported here, different patterns of discursive and practical

knowledge were observed, thus possibly bringing into question Giddens' (1984)

prescribed order of appearance.

An expression of both practical and discursive knowledge occurred in the period between

Rafi's writing of T1-T2. From a practical knowledge point of view, Rafi's T2 was a marked

improvement over his T1. In other words, he demonstrated his genre knowledge by

selecting appropriate generic resources. Regarding discursive knowledge, Rafi's interview

3 describes how he had used his linguistic observations of a sample job application to

write his T2 instantiation:

> *Then I saw the first line that he's* [writer of the sample letter] *writing, or submitting, the*
> *resume and...I saw that like on the second part I have to write about my experience and*
> *to try to close and summarise all of my expertise in the past* (Rafi, interview 3).

Rafi's awareness of <u>generic stages</u>, (e.g. 'first line', 'second part', and 'close') and their

<u>purpose</u>, (e.g. 'submitting, the resume...', 'experience', 'summarise all of my experience')

is apparent from this quotation, thus demonstrating a degree of discursive consciousness.

Rafi thus exemplified both the practical and discursive consciousness aspects of learning

about language. However, which aspect preceded which, is unclear.

The dominant role of discursive knowledge in Jacob's genre development is illustrated in

his interview 3, in which he refers to the final examination:

> *I know I don't going to pass it* [the final examination]*...[b]ecause when I sit in class, I don't*
> *know how to start it* [a job application letter]. *It's take time. I don't know how to make the*
> *first, I don't know how to combine...to make it one good paragraph. And I can't put*
> *experience like you say...* (Jacob, interview 3).

Jacob's comments read like an expression of desperation. From this quotation, it can be

understood that Jacob felt completely unequipped to cope with the final examination.

However, perhaps this extract could be taken as indicative of Jacob's learning about

language. Though Jacob was stressing his lack of competence, he was doing so through

recognition of his linguistic shortcomings, i.e. 'I don't know how to start it' and '[a]nd I

can't put experience like you say' – all in a display of discursive knowledge about his

genre knowledge. Specifically, Jacob was observing that he did not have the repertoire to

handle the social situation at hand. Ironically, Jacob's T3 was a marked improvement over

his T2. Therefore, with regard to T3, Jacob actually demonstrated discursive knowledge

before practical knowledge. In fact, his discursive knowledge might have helped him to

build his practical knowledge, leading to the eventual genre development evidenced in

T3.

Finally, discursive knowledge might not necessarily lead to practical knowledge in the

form of the application of genre knowledge. This situation was evidenced through Sara's

interview 3, held during the period between the writing of T2-T3:

> *...its depends on the ad. Because I cant just to copy/paste, I need to take it* [the
> particular advertisement] *under consideration* (Sara, interview 3).

In this quotation, Sara showed that she understood that she must vary her repertoire in

response to different contexts, an indication of discursive knowledge. However, her T3

actually resulted in a different story. Generally, her T3 was <u>unsuccessful</u>, particularly with

regard to her management of social relations, thus showing a lack of practical knowledge.

Ironically, this lack of success was rooted in her having recycled language from T2 - in

direct contradiction to her own words above. Therefore, there seemed to have been a

sort of disconnect between Sara's discursive and practical knowledge, confirming Giddens

(1984, Introduction). An alternative viewpoint could be that her T3 text might simply

have been an outcome of the pressure encountered under examination conditions. Also,

it could be hypothesised that though Sara demonstrated discursive knowledge, maybe

her practical knowledge was <u>in the process</u> of being constructed. Then, as in Jacob's case,

her discursive knowledge perhaps served as a basis for eventual practical knowledge.

8.3.1   *Summary of learning about language*

From the observations above, it seems that the role of learning about language in genre

development can vary, particularly with regard to the relationship between discursive and

practical knowledge. In general, however, it would seem that discursive knowledge is

intertwined with practical knowledge. Such an idea suggests the important role of

developing genre knowledge as part and parcel of development in genre writing.

8.4   Conclusion

Using the heuristics of Halliday's (2004) language learning triad, this chapter has provided

insight into learners' genre development from the perspectives of learning language,

learning through language, and learning about language. Examining each aspect of the

triad in relation to participant data has provided insights into the development process

across the three strata of lexicogrammar, register, and genre, including the application of

genre knowledge to new contexts. Chapter 9 discusses the implications of these insights

from the perspectives of policy, practice, and research.

9 Implications of the research

The research reported here has implications for policy, practice, and research. Sections 9.1-9.3 cover each of these areas in turn. Finally, section 9.4 offers my personal reflection on the research process undertaken in this project.

9.1   Implications for curricular policies in Israel

The research I conducted took place within the context of an EFL Business Writing in English module at CLB. Based on my findings, I would argue that there are four useful implications for curricular policies to be taken under consideration by institutes offering EFL Business Communication modules in Israel:

- Faculty should acknowledge that learner development in a genre, particularly in a foreign language, is a highly complex undertaking.

- EFL departments in Israel should prepare learners for global careers by, for example, assisting in developing awareness of the context of culture in which learners might engage.

- Learning about language should be an integral part of the writing curriculum.

- The guided exploitation of pre-fabricated language may lead to learning a new genre.

These four areas are addressed in sections 9.1.1-9.1.4.

9.1.1   Acknowledge the complexity of development in a new genre

This thesis opened with the goal of examining the development process of tertiary-level

learners enrolled in an EFL-oriented Business Writing in English module in Israel. While

many avenues of learner development have been explored in the research reported here,

one conclusion is certain: development in writing an unfamiliar genre is highly

complicated. As discussed in section 1.1.2, some approaches to teaching job application

letters can be deemed to follow an 'invisible' pedagogy (Bernstein, 1975). For example,

teachers might provide one or two job application letter exemplars to learners and then

task them with writing their own letters, with the aim that the learners will somehow pick

up on the important features of these texts. After the letters are submitted, they are

frequently covered in corrections and scored. Learners might then be required to

resubmit the letters and the assessment process is repeated. The goal is that, by the

second submission, the learners will have the necessary understanding required to write

successful job application letters independently. However, such an approach to the

teaching of writing a new genre ignores the need for understanding the context of

culture, social goals, and the crucial links between these and the linguistic repertoire

required. Therefore, it is doubtful how much successful application of knowledge would

be possible in future tasks.

Practitioners promoting an invisible pedagogic approach towards the teaching of writing

might argue that spending too much time on a single genre is a waste of valuable time.

They would claim that the actual experience of writing as many different genres as

possible during a semester actually assists learners in developing into proficient writers. I contend that such practice might actually hinder learner development, as competence in a new genre requires a great deal more than being assigned a task and receiving feedback on one isolated example of a genre. Evidence from the research reported here suggests that even when job application letters are studied for approximately half a semester, learners may still have emergent, rather than complete, discursive and practical knowledge.

In contrast, a genre-based approach emphasises the centrality of understanding the concept of a genre as a 'staged goal-oriented process' (Martin, 2009a, p. 10), with learners gradually developing awareness of how particular genres are realised through specific register configurations and lexicogrammar, in relation to the writer (or speaker's) social context and purposes. Therefore, at the curricular level, it would be worth considering limiting the number of genres explored per semester to the two or three that best reflect the learners' needs (e.g. writing job application letters in the final year of their degree). While such a small number might limit the number of genres to which learners are exposed in a semester, I believe that this limitation will actually expedite future development in new genres.

9.1.2   Prepare learners for global careers through resemiotisation

Based on the research reported here, it seems that a particularly complex aspect of

development in a genre is the management of social relations with the presumed reader,

particularly if the genre is both new and in a foreign language. This complexity can be

linked to the context of culture for which the genre is written. My research has shown

that learning to produce a text for a different cultural and linguistic context involves

learner resemiotisation into a culturally-appropriate role, vis-à-vis the culture of the

presumed reader. Such resemiotisation requires the identification of cross-cultural

parameters that might drive the expansion, organisation, and variation of the typical

repertoire used by a culture in response to a certain situation. This culturally-informed

perspective on teaching writing would not only help learners succeed at developing in a

genre new to them but also sensitise them towards the cross-cultural differences

encountered in today's globalised world. For academic institutions looking to prepare

their students for careers in a multinational context, it is important at the curricular level

to prioritise sensitivity to context of culture in any module aimed at developing

communication skills (Starbird & Powers, 2013, p. 189).

9.1.3   *Incorporate learning about language into the writing curriculum*

The Talk around Text (Lillis, 2009) (see section 4.3.3) orientations of the interviews in this

research context illustrated the important role of developing a heightened awareness of

how language works, i.e. learning about language. Learning about language was seen as

helpful in identifying (for the teacher and the learners) both accomplishments and gaps in

genre development. In fact, learning about language in this project rendered learner

development 'visible' (Bernstein, 1975) to both the learners and researcher-practitioner.

Such visibility allowed the learners to describe the linguistic 'roadmap' towards further

progress, as evidenced through the examples of discursive knowledge (Giddens, 1984)

described in section 8.3. Curricular emphasis on learning about language could thus

facilitate genre development amongst learners. Furthermore, as the online delivery of

education seems to be increasing in traction, learners will probably be required to

develop a certain amount of independence from teachers (e.g., Mahboob & Devrim,

2013). It would then seem crucial that tools for analysing and talking about one's

development would be within a learner's reach.

9.1.4   *Exploit the pervasiveness of pre-fabricated language*

Many of the participants' instantiations included reproductions from the reference corpus

of both partly-fixed frames as well as organisation of discourse. Such reproduction has

been dubbed 'patchwriting' (Howard, 1995, p. 788). Patchwriting can be considered 'an

important transitional strategy in the student's progress toward membership in a

discourse community' (Howard, 1995, p. 788). Indeed, evidence from the research

reported here demonstrates that patchwriting can be a viable way to develop in a new

genre, particularly one characterised by many partly-fixed frames, such as job application

letters. For example, recall that many of the participants used partly-fixed frames as

linguistic 'crutches' in T2 and then many of them disposed of these crutches in T3,

successfully producing their own language (see section 5.3).

Therefore, the pervasiveness of pre-fabricated language, particularly in genres

characterised by partly-fixed frames, should be exploited, serving as models of generic

staging, typical lexicogrammar, etc. for learners to use in their own writing. Additionally,

given the availability of millions of pages of text online, it would seem natural that

learners be encouraged to access and reproduce pre-fabricated language found in online

genre exemplars as part of their individuation process (see section 8.2). In this way,

learners could develop their own strategies for repertoire expansion, organisation, and

variation.

Given these institutional policy implications, section 9.2 discusses associated pedagogic

implications for classroom practice.

9.2   Implications for classroom practice

While the focus of this project was gaining insight into the development process as

learners developed in writing job application letters in a genre-based framework, in

sections 9.2.1-9.2.2, I examine two implications for genre pedagogic practice, particularly

the importance of:

- employing a reference corpus with authentic exemplars of target genres;

- prioritising the teaching of higher-order generic features.

9.2.1   *Pedagogically employ a reference corpus*

As discussed in sections 8.2 and 9.1.3, the importance of learning through language

seems important to successful genre development. As learners develop in individuation

and resemiotisation (see section 8.2), they must be able to expand their repertoire by

drawing on the genre exemplars written by members of their target context of culture in

response to a specific situation. A carefully-selected reference corpus can therefore serve

as an ideal reservoir from which the learners can expand their repertoire. Practitioners

should analyse exemplars for generic features and then select key features to present

explicitly to learners. Such a presentation would presumably raise genre awareness

amongst learners and allow them to explore additional exemplars on their own.

Within the framework of this project, it was found that using the comprehensive

theoretical framework of SFL to build and analyse a reference corpus from which genre

exemplars could then be selected was useful from a pedagogic point of view. It provided

both a rigorous basis for facilitating learner development as well as assessing learner

instantiations of job application letters. In terms of learner development, the advantages

of using SFL features to describe the texts were that the learners could: (a) use exemplar

features identified as useful for responding to specific contexts and (b) compare their

instantiations with the exemplars. In terms of assessment, the use of SFL metalanguage in

feedback allowed for pinpointing of specific patterns and features for improvement in

subsequent instantiations, through reference to such features in the reference corpus.

9.2.2 Prioritise teaching of higher-order generic features

From the findings, it can be hypothesised that higher-order generic features, i.e. those at

the genre stratum, are possibly easier for learners to understand when learners are

introduced to a new genre (see section 8.1.3). For example, the unfolding of generic

stages in relation to the eventual accomplishment of a social goal seems to be an

accessible concept. This is especially true if the unfolding is illustrated to learners

through, for example, a GPS map showing a journey, as I have begun to do in my own

classroom, following insights from my research.

When a motorist types in a journey's origin and destination into a GPS, the GPS generally

displays a map with a bird's eye view of the entire journey, marked by a coloured line.

This line can be compared to the accomplishment of a social goal. A zooming in on the

map might reveal the series of roads needed to reach the destination, such as a narrow

lane, followed by a stretch of motorway, several bridges, and then a crowded urban

street. This zooming-in could be compared to the generic stages of a genre. A second

zooming-in would reveal geographic patterns along the way, such as the twisting of the

roads or steep hills, much like the waves of meaning found in the discourse-semantic

patterns at the register stratum. The final zooming-in would display the specific turn-by-

turn guidance, which can be compared to the features identifiable at the lexicogrammar

stratum.

Using such a comparison might help learners grasp the larger concepts of the genre

stratum before developing proficiency in handling the intricacies of the ways in which

lexicogrammar realises register and register realises generic stages. Also, such a top-down

approach can help connect and reconnect the relationship between social purpose of a

genre and its eventual linguistic realisation.

The research findings on accuracy support this approach as well. Without a large amount

of pedagogic attention paid to accuracy, the learners maintained their accuracy levels in

T3, despite the examination conditions. It seems that once learners developed with

regard to the higher-order features, the learners' reduced cognitive load allowed for

cognitive resources to concentrate on accuracy. Also, it should be noted that while the

Human Resources professionals provided tough feedback in response to the participants'

imperfect accuracy, they nonetheless stated that they would have invited some of the

participants for an interview. Such understandings should urge practitioners to consider

shifting initial pedagogic emphasis away from accuracy and towards the higher-order

generic features.

Having looked at implications for policy and practice, section 9.3 now turns to

implications for future research.

9.3   Implications for future research

In reflecting on this project, I have identified four areas of future research. The first area

for exploration would be the analysis of CVs in combination with associated job

application letters. This two-text set could be viewed as a single macrogenre (Martin &

Rose, 2008, pp. 218-225). A macrogenre is a set of related genres, whose combination

accomplishes a common social purpose. For example, a CV and job application letter,

while being examples of two separate genres, would be written together for a candidate

to apply for a job. An examination of learner writing of CVs and job application letters as a

macrogenre could provide further insight into learner resemiotisation.

A second area of exploration is the intertextuality between job advertisements and the job application letters. Under the current research conditions, the advertisements to which the reference corpus job application letters responded were not available. Therefore, a corpus-based intertextual analysis could not be carried out. Nevertheless, at an earlier point in the project, an attempt was made to uncover intertextual links between a job application letter written by Rafi and the advertisement to which he responded. This exploration was based on SFL taxonomic relations (Martin, 1992a) and the links established were tentative at the time, requiring additional data collection and analysis to make the claims robust. Given this project's emphasis on attitudinal resources, an exploration of the possible intertextuality of attitudinal resources between sets of successful job advertisement and letter sets would be a fruitful area for future investigation. Such a study could identify intertextual instances of attitude, eventually furthering the understanding of the way in which social relations can be managed successfully in job application letters.

Thirdly, given the participants' demonstration of discursive knowledge, it would be interesting to track their own perception of their development, as evidenced through their own words. Such an exploration might illuminate the reason for development or lack thereof, such as Sara's lack of development from T2-T3 in the Appeal stage (see section 6.3.3) or Jacob's uncertainty regarding salutations (see section 7.1). At one point in the research process, I experimented with coding 12 participant interviews for attitude. Unfortunately, the coding did not seem to yield any meaningful patterns that would have aided my understanding of their development process. However, I do see such a re-

exploration as a future challenge.

Finally, given the cross-cultural nature of this project whereby Israeli learners were

studying to apply for US jobs, it would be interesting to explore the development of

learners of other nationalities as they apply for US jobs. Another related area of interest

would be the study of Israeli nationals as they apply for jobs in other English-speaking

countries. Such research could help highlight the important linguistic features needed to

function in different contexts of culture, eventually informing a globally-oriented

pedagogy.

9.4   Reflection

My interest in learner development has served as the main theme of this project from its

inception. Through multiple trials and errors, learner development has been at the

forefront of my thinking for the last few years. As a 'side effect' of such thinking, I have

found myself reflecting on my own development in the role of an EdD student. One

theme that has emerged throughout the EdD experience has been my own

resemiotisation from a practitioner to a researcher.

While writing my proposal and during the initial stages of this project, I might have been

described as a curious practitioner. With over ten years of teaching experience, I had

developed fairly good hunches about genre development - all based on trial-and-error, informal learner feedback, and the anecdotes of wise senior practitioners. While such curiosity and hunches might have been helpful for applying to and being accepted on the EdD programme, I realised rather quickly that my own resemiotisation from practitioner to researcher had only just begun.

Following my first progress reports and supervisions, my supervisor's feedback seemed to centre around one theme: my apparent struggle with expressing myself as a researcher and not a practitioner. In SFL terms, if my writing and speech at that time had been analysed, I think that 'pedagogy' would have emerged as a central field – including teaching methods and stories from my classroom. In later reports and supervisions, my supervisors'[41] scaffolding, including occasional reminders that I was researching the participants' learning and not analysing my teaching, was required less. At this point, my thinking and writing focussed on rigorous linguistic analyses of learner instantiations. I generated long documents, replete with SFL analyses from many angles. Through such work, I suppose that I was attempting to resemiotise myself into a researcher.

However, about a year before submission, my supervisors intervened again. While supportive of my enthusiasm concerning the myriad of SFL features that I could identify in the participants' writing and interviews, they began to express concern. They reminded me that my analyses should lead to the answering of my research questions and that I

---

[41] In years 2 and 3, I was fortunate enough to receive the helpful support of a second supervisor.

should move into 'presentation mode'. They were preparing me for the day on which I

would be tasked with explaining my research to people outside of our intimate *entre nous*

circle. In other words, they were explaining that resemiotising into a researcher meant

being able to make sense of findings so that I could contribute to my field. At this point, I

believe that my resemiotisation was adjusted once again – this time with a sense of

understanding that my rigorous analysis should generate meaningful outcomes.

Another aspect of my resemiotisation into a researcher has been the development of a

heightened sensitivity towards the participants in my research. While the participants in

the research reported here signed up for the project after a briefing according to BAAL

guidelines, on reflection, it would have been interesting to know if the data generated

from their participation in the project could have aided their future development. For

example, perhaps the sharing of analysis could have assisted them in future ELL contexts.

Therefore, in future pedagogically-oriented projects, data analysis conducted closer to

the time of data collection could be used to provide participants with tools to develop

while participating in projects. In this way, the participants could truly benefit from their

contribution to research. Naturally, such a change in methodology would create a gap

between the participants and the non-participants, including the 'partial' participants,

such as those whose data contributed to broad-brush findings. It would seem that it

would be worth exploring the balance between benefiting the participants while

remaining fair to the other groups. Such a challenge will accompany me into the

pedagogically-driven research world.

As a final comment, until the last draft of the final chapter, I have appreciated the helpful and supportive scaffolding of my supervisors – always prompting fine-tuning so that my writing would reflect my resemiotisation into a researcher. As I look forward to new research challenges, I feel as if the resemiotisation experienced within the framework of this EdD project will serve as a strong base from which I will further explore the exciting combined fields of Education and Linguistics.

Appendix A: Nashville Business Consulting advertisement

Write a resume in response to this job ad.

Entry Level Team Management

Nashville Business Consulting, Inc

Nashville Business Consulting

- Learn more about this company >>
- View all jobs at this company >>

Job Snapshot

Location:	1200 Clinton Street Suite 212 Nashville, TN 37203 (Map it!)
Employee Type:	Full-Time
Industry:	Sales - Marketing Consulting Advertising
Manages Others:	No
Job Type:	Training Management Entry Level
Education:	2 Year Degree
Experience:	0 to 5 year(s)
Post Date:	12/20/2010

Contact Information

Contact:	HR
Phone:	615-891-5260
Ref ID:	355

Description
www.nbcinc.org

Nashville Business Consulting, Inc. will develop individuals, personally and professionally, into leaders through teamwork and fundamental management training techniques. We will promote team success as well as individual achievements in a consistently positive atmosphere. Everyone at NBC Inc. will understand that they hold a key role within the team. This job involves one on one sales interaction with customers . Compensation is based on an individual's performance.

At NBC Inc, our objective is to increase market share and penetration for our national clients on a local level. Working with major players in the telecommunications industry, we have proven to our clients that our direct, face to face approach provides them with the face to face contact and handshake that they desperately need to remain competitive in today's market.

Our company believes that strength comes from **ORGANIC GROWTH**, meaning we will never hire anyone directly into management. Every manager, assistant manager, human resource manager, and trainer in our company has held every position of every person they manage.

Since opening our doors in February of 2007, we have expanded to have 3 offices nationwide and plan to double again in the next year. In order to meet these expansion goals while at the same time maintaining our philosophy of 100% internal, merit-based promotion, we provide all new hires an opportunity to advance to management in a matter of months -- not years.

This is an outstanding opportunity for recent college grads or those looking to make a change in their careers to a more stable position with greater advancement opportunity. Internships are available for qualified students. We will be responding to your resume immediately if selected for an interview. We apologize, but we can only contact those we select to meet in person.

Thank you for your interest!

www.nbcinc.org

Source: http://www.careerbuilder.com/JobSeeker/Jobs/JobDetails.aspx?pf=true&JOB_DID=J8B2Q5671G2XPHKFG96 (accessed 17 Jan. 2011)

Appendix B: Propel Management, Inc. advertisement

careerbuilder.com

My CareerBuilder   Find Jobs   Job Recommendations   Post Resumes   Advice & Resources

Keywords   Location

Search [   ] [   ] [Find Jobs]

Entry Level Management Opportunity
Start New Search >>

cbsalary
Find Salary Information
for these Jobs >>

Propel Management, Inc.

University of Phoenix®

[Apply Now >>]   Save it | Email it | Print it | Share with Facebook Friends   Report It

Job Snapshot

Location	Kansas City, MO (Map it!)
Other Pay	COMPETITIVE
Employee Type	Full-Time
Industry	Advertising Consulting Sales - Marketing
Manages Others	No
Job Type	Management Sales Marketing
Education	4 Year Degree
Experience	1 to 5 years
Post Date	5/14/2011

Get Listed Here

Contact Information

Contact	- -
Ref ID	mgm2

Description

Entry Level Management Opportunity

If you are a people person looking for a career change that provides opportunity, then put your personality and ambition to work with Propel Management. We are looking for individuals that have experience in customer service, sales, hospitality, retail or leadership. Propel Management is a new and aggressive marketing and advertising firm that works with national and local clients in the sports, retail and entertainment industries.

Propel Management is a privately owned, top-ranked SPORTS Advertising firm looking for outgoing individuals to fill entry level sales & marketing positions. No Experience Necessary! We owe much of our success at Propel Management to our progressive approach to people. We strive to create unlimited opportunities for individuals to achieve their personal, professional and financial goals. We do this by encouraging competition, making it easy for individuals engaged in sales and marketing to share effective techniques and communicate ideas openly and by recognizing accomplishments both large and small.

Our philosophy emphasizes the importance of leading by example and having a comprehensive understanding of the entire business model. The key to our success is the unique approach we take in order to increase market share for each of our clients.   WE MAKE THINGS PERSONAL!

QUALIFICATIONS:

- Outstanding communication skills both verbal & written
- Able to prioritize and work independently
- Able to work effectively in a team environment
- Detail-oriented and the ability to follow up on tasks
- Work effectively under pressure and maintain a positive attitude
- Capable of multi-tasking, prioritizing, and managing time efficiently

FACEBOOK PAGE

PROPEL WEBSITE

Requirements

- Entry level or experienced
- Great people skills
- Positive attitude
- Strong work ethic
- Confidence
- Professionalism
- Ability to step outside your comfort zone
- Start immediately

Source: careerbuilder.com (accessed 14 May 2011)

Appendix C: School on Wheels advertisement

School on Wheels (SOW)

Are you looking to make a noticeable difference in the lives of children? If so, School on Wheels is looking for your help! We are a small, nonprofit organization made up of hundreds of committed volunteers who give their time, talents and support to the educational needs of homeless children who have a daily struggle in accomplishing their number one job as a child: learning. Our mission is the enhancement of educational opportunities for homeless children from kindergarten through the twelfth grade. We want to shrink the gaps in the education of these children and provide them with the highest quality education possible.

We offer a supportive and collaborative work environment where your input matters and opinions are heard!

Summary

This position is responsible for managing a geographic region of School on Wheels (SOW). This includes recruiting and supporting volunteer tutors and coordinators, establishing, expanding and encouraging School on Wheels' programs in shelters, motels, group foster homes and other homeless locations, raising awareness of SOW's mission and goals and making presentations to community groups, businesses, and other organizations.

Job Scope

Reporting to the Team Leader, the Regional Coordinator manages the activities of all volunteer personnel within the Orange County, California region, including volunteer Tutor Coordinators (TCs) and tutors.

Major Responsibilities

Regional Volunteer Personnel

• Recruit and train new tutors and TCs to ensure an ongoing supply to meet the needs of the region.

• Match tutors with children who need them and reassigning tutors when their students move.

• Conduct periodic group meetings with TCs and tutors to provide a sense of community, share ideas/resources, and to provide feedback and input to improving the process.

Regional Shelters/Locations

• Research region and identify locations where homeless children live.

Regional Presentations

• Research, identify and meet with individuals, civic and religious groups, businesses, educational and other organizations within the region and make presentations to promote SOW and ask for their help in recruiting, providing supplies, and other areas.

• Participate with regional volunteers to create fund-raising ideas and events.

Reporting and Administration

• Monitor and update cumulative number of coordinators, tutors, students, and supplies distributed, using database.

• Provide all required reports and analyses.

Job Details

Categories:	Management and Education
Experience Required:	1 yrs
Preferred Degree:	Bachelors
Job Certifications:	• One to three years experience working as a volunteer, preferably working with at-risk children. • Fluency in English required. • Ability to perform in a team environment, while working independently. • Ability to listen and communicate effectively with a wide variety of people - excellent oral, written, and presentation communication skills. • Excellent computer skills, including use of Microsoft Office and Internet applications. • Ability to represent SOW in the highest manner and exemplify SOW's values, integrity and ethics.

Locations

City	State	Postal Code	Country
Orange County	CA	90001	USA

Contact Information
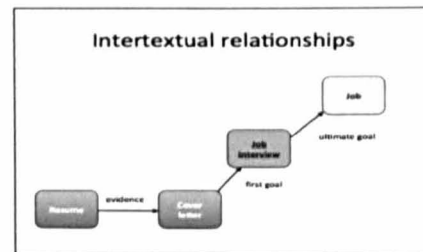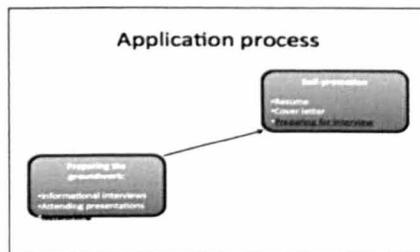
Contact Name:	Janet Lang

Posted on:
http://www.opportunityknocks.org/JobseekerX/ViewJob.asp?JobID=FbCDTPzUxQDjMZJz
M3lkvdp6%2BZzs (accessed 17 June 2011)

Appendix D: Field-building presentation

13/12/2013
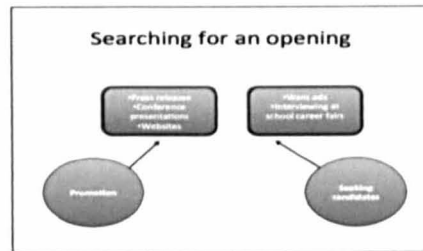
Appendix E: Modified Measuring the Academic Skills for University Students assessment for job application letters

1. **Use of Sources** /20
   a. Have relevant sources of information been used to write this cover letter?
   b. Is the information chosen integrated into the appropriate stages?

2. **Structure and Development** /20
   a. Are all obligatory stages included? Are appropriate optional stages included?
   b. Do the generic stages flow logically within and across the stages?

3. **Control of cover letter writing** /10
   a. Is specialized vocabulary used?
   b. Are assertions backed up by examples?

4. **Lexicogrammar** /30
   a. Are appropriate participants and processes used?
   b. Is a rich selection of appropriate circumstances used to establish credibility?
   c. Are logical connectors used to help the reader follow your ideas?

5. **Mechanics** /10
   a. Are sentences formed correctly?

6. **Presentation** /10
   a. Is the cover letter one page?
   b. Is paragraphing conducive to readability?
   c. Is standard business letter formatting used?
   d. Are correct spelling and capitalization used?
   e. Is appropriate punctuation used?

Source: Adapted from *Measuring the Academic Skills of University Students* (University of Sydney) http://sydney.edu.au/stuserv/documents/learning_centre/MASUS.pdf (accessed 14 Jan. 2011)

Total

Appendix F: Reference corpus job application letter

                                                    Your Address
                                                    City, State Zip
                                                    Date

Ms. Employer Name
Title
Address
City, State Zip

Dear Ms. Employer,

        I am writing to express my strong interest in the Account Representative position with
XYZ Company. My background is in Marketing and Public Relations, with emphasis on market research and
trends. Currently I am an Assistant Account Representative with BAB Inc, a public relations firm focusing
on non-profit organizations. I became interested in XYZ Company after reading about the creativity and
cutting edge technology there in AdWeek magazine.

Most recently I have aided in the development of a multi-million dollar campaign for a major
non-profit research institute. I participated in all areas of the project's development from
research, branding, and advertising to event planning and project management. The campaign
raised over 2 million dollars for the organization. The advertising portion of the campaign, which I worked
on, was featured in AdWeek.

I would welcome the opportunity to bring my creativity and organizational skills to XYZ
Company. I have implemented three new campaigns since starting at BAB Inc, which have been noted by the
CEO of the company and increased community awareness by 56%. I am driven in my quest to promote
services based on research and innovative ideas.

I would welcome the opportunity to meet with you in person to discuss a position with XYZ. If you have any
questions please feel free to contact me at (555)555-5555 or abc@abc.com. I look forward to hearing from
you.

Sincerely,
Candidate's Name

(Available at: http://alumni.georgetown.edu/career/career_12.html, accessed 7 February 2011)

Appendix G: Lexicogrammar and accuracy scores for whole cohort T1, T2, T3 instantiations

Participant	T1	T2	T3
Alexandra	10 (33%)	27 (90%)	26 (87%)
Gal	10 (33%)	23 (77%)	20 (67%)
Hallel	15 (50%)	22 (73%)	18 (60%)
Hadar	25 (83%)	27 (90%)	26 (87%)
Ido	25 (83%)	30 (100%)	26 (87%)
Jacob	12 (40%)	20 (67%)	24 (80%)
Liora	7 (23%)	18 (60%)	18 (60%)
Lirit	20 (67%)	30 (100%)	26 (87%)
Lital	17 (57%)	23 (77%)	24 (80%)
Moti	15 (50%)	22 (73%)	24 (80%)
Nurit	20 (67%)	28 (93%)	30 (100%)
Rafi	25 (83%)	27 (90%)	26 (87%)
Rebecca	10 (33%)	20 (67%)	20 (67%)
Sara	20 (67%)	25 (83%)	28 (93%)
Shelly	10 (33%)	28 (93%)	30 (100%)
Yamit	20 (67%)	30 (100%)	24 (80%)
Ze'ev	10 (33%)	30 (100%)	30 (100%)
Average	15.9 (53%)	25.3 (84%)	24.7 (82%)

Table AG-1: Lexicogrammatical scores out of possible 30 points for T1, T2, T3

Participant	T1	T2	T3
Alexandra	10 (100%)	9 (90%)	8 (80%)
Gal	5 (50%)	8 (80%)	6 (60%)
Hallel	5 (50%)	7 (70%)	8 (80%)
Hadar	8 (80%)	8 (80%)	10 (100%)
Ido	9 (90%)	9 (90%)	8 (80%)
Jacob	5 (50%)	6 (60%)	6 (60%)
Liora	3(30%)	6 (60%)	4 (40%)
Lirit	8 (80%)	9 (90%)	8 (80%)
Lital	6 (60%)	8 (80%)	8 (80%)
Moti	6 (60%)	8 (80%)	8 (80%)
Nurit	9 (90%)	8 (80%)	8 (80%)
Rafi	9 (90%)	7 (70%)	8 (80%)
Rebecca	4 (40%)	7 (70%)	8 (80%)
Sara	8 (80%)	8 (80%)	8 (80%)
Shelly	5 (50%)	9 (90%)	8 (80%)
Yamit	7 (70%)	10 (100%)	8 (80%)
Ze'ev	6 (60%)	10 (100%)	10 (100%)
Average	6.6 (66%)	8.1 (81%)	7.6 (76%)

Table AG-2: Accuracy scores out of possible 10 points for T1, T2, T3

Appendix H: Feedback on T2 instantiation (Rubin, 2011)[42]

[Yamit][43]: this is a good cover letter, the strong point is the use of good examples as to why the candidate would be a good fit with the company. The weaker point is the mixed use of verb tense. I also think the candidate should speak more highly of herself. Rather than saying "I would be an asset to your company" he/she should add some adjectives such as "positive asset" etc.

[Hallel]: this cover letter has all of the right ideas but the English level is weak. The motivation, ideas, demonstration of experience etc is great but the English needs a lot of work. Also i would include the email and phone number in a header format at the top of the cover letter, not at the bottom.

[Sara]: i like the specific reference to past work experience here it shows that the candidate would logically be a good choice. Again the English is weak. Reference to education is also a useful addition. This candidate needs to add a header or footer that refers to the company and also to himself (personal contact info).

[Shelly]: this candidate has a much stronger grasp of English and except for a few small mistakes, the overall letter is strong syntactically. I think the name top and center is a little awkward. Maybe it could go at the bottom as a header. Giving a specific date for availability is good also.

[Rafi]: The "employer address" and "Dear Ms. X" should be on the left side. Is [Rafi] truly friends with Dan Shapiro? That would be a dangerous claim if he weren't. The main paragraph has a few run on sentences and the structure of the sentences are backwards and awkward. Basketball reference good. The text should be aligned left and indented.

[Rebecca]: I'm not sure the word "execution" is what she is looking to use here? If it is...maybe another word could work better. She would be better off discussing her ability to work with others, and sell etc., especially if she is writing a cover letter to a marketing firm, for which sales are almost sure to be involved.

[Jacob]: the first sentence or statement is a little awkward and sounds a little strange. It can be reworked to sound/read better. [Jacob] should also go into more depth regarding past experience. It sounds like he'd be a great fit but he is too vague in describing why.

---

[42] These comments are provided in their original, unedited form.

[43] To ensure absolute anonymity of the participants, a separate set of pseudonyms was created for the job application letter feedback. The names in brackets are the pseudonyms I used in the research project.

Appendix I: Measuring the Academic Skills for University Students assessment: analysis of Gal's T2 instantiation

20 Tiltan st.
Neve Sharet - Holon
June 5, 2011

Sales Manager
Propel Management, Inc.
Kansas City, MO

Dear Hiring Manager,

I am writing to express my interest in the sales account manager, which was advertised on Human Resources Company Website.

In reviewing your website, "Career builder" your Company is looking for highly motivated Multi tasking people to participate in the Company development, to join in its change, and be responsive to its customer needs I know that with the experience that I acquired over the years, the fact that I am very motivated and enjoy working both independently and as part of a team, we can together achieve company goals.

Among the many occupations I was a sales manager at a large and successful building company, my Work requirements include: director of customer relations in Tel Aviv area and correction after handing over the apartment.

My Bachelor of Arts in Business and my work experience match well with your Job requirements; In addition I have extensive knowledge in computer skills in using Word, Excel, and PowerPoint.

As you review my resume, I hope that I have been able to convey to you that I have the Necessary skills to be a sales manager in your company.

I welcome an opportunity to learn more about the sales account manager position and discuss my qualifications with you in an interview. I can be contacted at (972) 5555555 or at Gal171@gmail.com.

Sincerely,

Gal Malrom

Below is a copy of the MASUS used to analyse Gal's T2 instantiation. The annotations in red are included to provide insight into the scoring process. These annotations did not appear in the original MASUS provided to Gal. He received an annotated copy of his letter.

1. **Use of Sources**   **18/20**
   a. **Have relevant sources of information been used to write this cover letter?**
   b. **Is the information chosen integrated into the appropriate stages?**

   [Mostly acceptable, but initially, the correct website was not named and then Career Builder was incorrect attributed to the company].

2. **Structure and Development**   **18/20**
   a. **Are all obligatory stages included? Are appropriate optional stages included?**
   b. **Do the generic stages flow logically within and across the stages?**

   [All stages included, but there is a problem with the Product stage in that Hypertheme seems to be in the second paragraph 'My Bachelor of Arts in Business...'].

3. **Control of cover letter writing**   **8/10**
   a. **Is specialized vocabulary used?**
   b. **Are assertions backed up by examples?**

   [Generally good, but there are some slight inaccuracies of specialised language, like 'correction' instead of 'managing repairs'.]

4. **Lexicogrammar**   **23/30**
   a. **Are appropriate participants and processes used?**
   b. **Is a rich selection of appropriate circumstances used to establish credibility?**
   c. **Are logical connectors used to help the reader follow your ideas?**

   [Processes are a major issue. There should be less relational and more material. Also, there should be more nominalisations as Actors. The circumstances are fine.]

5. **Mechanics**   **8/10**
   b. **Are sentences formed correctly?**

   [There are various minor issues, such as the lack of an indefinite article in 'for highly motivated' and the use of 'the' instead of 'my' in '[a]mong the many occupations'.]

6. **Presentation**   **8/10**
   f. **Is the cover letter one page?**
   g. **Is paragraphing conducive to readability?**
   h. **Is standard business letter formatting used?**
   i. **Are correct spelling and capitalization used?**
   j. **Is appropriate punctuation used?**

   [There are some minor capitalisation and punctuation issues].

Appendix J: Participant consent form

The Open University

PO Box 197

Milton Keynes

MK7 6BJ

United Kingdom

February 2011

Dear Student

As part of my Doctorate in Education requirements at the Open University in the UK, I am conducting research about how students learn to write common business documents. I would like to invite you to take part in my study, which is entitled **Development of Business Students' genre learning in the EFL Writing classroom.**

Before you decide whether or not to participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

What is the purpose of the study?

The purpose of this study is to research the development of students' learning of Business Writing. The overall study is scheduled for three and a half years. As a Business Studies student whose native language is not English, you are part of a target population for this study.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part, you will be given a copy of this information sheet to keep and be asked to sign the consent form on the next page. Also, if you decide to take part, you are still free to withdraw at any time and without giving a reason. Choosing to either take part or not take part in the study will have no impact on your grades, assessments or future studies.

What will happen to me if I take part?

Your written assignments and annotation will be analyzed. I may then ask you to participate in a series of personal interviews. These interviews will last approximately thirty minutes. Also, comments that you make in class may be quoted anonymously in the study.

What are the possible benefits of taking part?

You may gain additional insight into your writing development.

Will what I say in this study be kept anonymous?

All information collected from you will be anonymised and your identity will be treated as confidential.

What should I do if I want to take part?

Please fill in and sign the attached form.

What will happen to the results of the research study?

The results will be incorporated into an EdD (Doctorate in Education) study for the Open University in the UK. Some results may be used for articles and presentations for academic publications and conferences.

Who has reviewed the study?

The study has been reviewed by the Open University Ethics Committee.

This research is being supervised by Dr Caroline Coffin (c.coffin@open.ac.uk), whom you can contact if you want to discuss the project.

Thank you for taking the time to read this information.

CONSENT FORM

Development of Business Students' genre learning in the EFL Writing classroom

Daniel Portman, Lecturer

danielportman@gmail.com

Please initial box

I confirm that I have read and understand the information sheet for

the above study and have had the opportunity to ask questions.

☐

I understand that my participation is voluntary and that I am free to

withdraw at any time, without giving reason.

☐

I agree to take part in the above study.

☐

Please tick box

	Yes	No

I agree to the interview/consultation being audio recorded.

I agree to the use of texts, anonymised quotes, and recordings in publications.

I agree that my data gathered in this study may be stored (after it has been anonymized) in a specialist data centre and may be used for future research.

	Yes	No
	☐	☐
	☐	☐
	☐	☐

_____   _____   _____

Name of Participant   Date   Signature

Daniel Portman

_____   _____   _____

Name of Researcher   Date   Signature

Appendix K: Inclusion of generic stages for whole cohort T1, T2, T3 instantiations

Participant	Involvement	Product	Appeal
Alexandra	✓	✓	✗
Gal	✓	✓	✗
Hallel	✓	✓	✓
Hadar	✓	✓	✓
Ido	✓	✓	✗
Jacob	✓	✓	✗
Liora	✓	✗	✓
Lirit	✓	✓	✓
Lital	✓	✓	✓
Moti	✓	✗	✓
Nurit	✓	✓	✓
Rafi	✓	✓	✓
Rebecca	✓	✓	✓
Sara	✓	✓	✓
Shelly	✓	✓	✓
Yamit	✓	✓	✓
Ze'ev	✓	✗	✓
Total	17 (100%)	15 (82%)	13 (76%)

Table AK-1: Generic stage analysis for T1 instantiations

Participant	Involvement	Product	Appeal
Alexandra	✓	✓	✓
Gal	✓	✓	✓
Hallel	✓	✓	✓
Hadar	✓	✓	✓
Ido	✓	✓	✓
Jacob	✓	✓	✓
Liora	✓	✓	✓
Lirit	✓	✓	✓
Lital	✓	✓	✓
Moti	✓	✓	✓
Nurit	✓	✓	✓
Rebecca	✓	✓	✓
Rafi	✓	✓	✓
Sara	✓	✓	✓
Shelly	✓	✓	✓
Yamit	✓	✓	✓
Ze'ev	✓	✓	✓
Total	17 (100%)	17 (100%)	17 (100%)

Table AK-2: Generic stage analysis for T2 instantiations

Participant	Involvement	Product	Appeal
Alexandra	✓	✓	✓
Gal	✓	✓	✓
Hallel	✓	✓	✓
Hadar	✓	✓	✓
Ido	✓	✓	✓
Jacob	✓	✓	✓
Liora	✓	✓	✓
Lirit	✓	✓	✓
Lital	✓	✓	✓
Moti	✓	✓	✗
Nurit	✓	✓	✓
Rafi	✓	✓	✓
Rebecca	✓	✓	✓
Sara	✓	✓	✓
Shelly	✓	✓	✓
Yamit	✓	✓	✓
Ze'ev	✓	✓	✓
Total	17 (100%)	17 (100%)	16 (94%)

Table AK-3: Generic stage analysis for T3 instantiations

Appendix L: Use of partly-fixed frames for instantiations T2, T3

Participant	Involvement T2	Involvement T3	Appeal T2	Appeal T3
Alexandra	42	42	42	50
Gal	42	49	42	42
Hallel	-	-	36	36
Hadar	35	35	35	35
Ido	43	-	43	43
Jacob	-	-	28	-
Liora	-	-	-	-
Lirit	2	2	2	2
Lital	40	40	40	40
Moti	-	-	-	-
Nurit	-	-	35	35
Rafi	-	-	-	-
Rebecca	50	33	50	-
Sara	-	-	28	28
Shelly	42	42	6/42	6/42
Yamit	-	-	-	-
Ze'ev	-	-	-	-
Total instances	8 (47%)	7 (41%)	12 (71%)	10 (59%)

Table AL-1: Use of partly-fixed frames (reference corpus letter number) for T2, T3

Appendix M: Jacob's T1-T3 instantiations

Jacob's T1

Dear, Nashville business consulting

I m Jacob Telem , from Ramat Gan

I m 28 hold years

Now I m learn in the center of law and business in Ramat Gan .

Now I'm focuses in the study .

Before two year I finished engineer study.

I'm a experience in seller and management worker.

I'm serious and know to work in press.

Jacob's T2

May 7, 2011

To whom it may concern,

I have heard about your company at the school fair and looked at the requirements and have decided to write to you since it is what I have been looking for.

I have a bachelor degree in business management .In addition; I have a lot of experience in sales. My experience gives me a unique ability to work in many forms and learn more about business processes.

I have been exposed to this kind of work environment and I recognize how vital it is to have experience together with your studies.

I strongly believe in hard work and am ready to do whatever it takes to learn from you.

I have good human relationship skills. I gained experience in sells.

In addition, I am an open minded and self motivated .MY goal is to start from bottom and to get as I as I can, even to become one of the manager in your company.

I have good human relationship skills.

I would enjoy an opportunity to talk with you or someone in your organization to see where my skill set would be of the greatest benefit to your company.

If you need to contact me before then, you can reach me at 054-3333333. Thank you for your time and consideration.

I look forward to speaking with you soon.

Sincerely yours,

Jacob Telem

Jacob's T3

To Janet Lang,

I have read about School on Wheels (SOW). Published on a Web site called opportunityknocks and looked at the requirements of the Entry Level Management position and have decided to write to you since it is what have been looking for.

In addition it seems to me that I am going to learn a lot at your company and developed my abilities.I have a bachelor's degree in Business Management. In addition; I have a lot of experience in sales. My experience gives me the unique ability to work in many contexts and learn more about business processes.

At The Lucky Circle store I have been exposed to great environment which taught me how to be vital at work and how important it is to have experience along with your studies. I have learnt about being loyal and patient with the costumers and to try to provide a pleasant service.

I strongly believe in hard work and am ready to do whatever it takes to learn from you.I have good human relationship and communication skills.

In addition, I am an open minded and self motivated.My goal is to prove myself and others that once you set your mind on something, you can do anything. For example: I have many learning disabilities and despite the difficulties I have never given up and coped with my problems and here I am finishing my degree, looking for a job and proud of myself. also I what to implement what I learned to help people with problems like mine.

I would enjoy the opportunity to meet with you or someone in your organization to see where my skills would be of the greatest benefit to your company.I can be reached at :+972-(0)54-3333333. Thank you for your time and consideration.

 I look forward to speaking with you soon.

Sincerely yours,

Jacob Telem

Appendix N: Rafi's T1-T3 instantiations

Rafi's T1

Dear Mr. Daniel,

I'm submitting you my resume in regard to the entry level team management position. This letter is to express my interest in bringing my years of experience in the operations ground to your firm. In this world wide economic recession I'm shore I can add my knowledge and expertise to the sales, marketing and advertising industry.

As my enclosed resume indicate my background includes almost a decade of operations and services experience in each position I accomplished with significant in:

-Closing deals as VP Operations in Etz Chaim Tree Pruning & Amputation.

-Managing projects for the private & public sector

- analyzing financial statements

- Success in having a sales raise

- Operating employees.

In addition to my team management and leadership skills I can offer your firm my expertise in dealing with public and privet sectors and the ability to integrate subjects the

right way by knowing how look on thing from different angles especially by looking on issues from the top.

I will be calling you within the following week to schedule an interview so that we might discuss this maters further.

Until then, if you have any questions, I can be reached at the number listed at my resume.

Sincerely,

Rafi Matan.

Rafi's T2

177 Eben Gvirol

Tel Aviv, Israel 000

07/06/2011

Employer: **Propel Management, Inc**

Employer's street address: X

city, state, zip code: Kansas City, MO

Dear Ms. X,

I'm writing this letter to show you my interest with in your firm for the entry level management opportunity position that was advertised on the web of Career/ I've heard about from my close friend Dan Shapiro, a VP in your firm. Currently, I am looking for a position that I can contribute my past experience knowledge and so as my educational background in businesses administration in a major of Marketing, in a way that will take me a step forward In order to lead a firm for success which I hope will promote me to high management levels. I am sure I've an excellent understanding of your philosophy that emphasized the importance of leading so as your progressive approach to people. Moreover, I would be more than happy to contribute to the fulfillment of that mission.

As a formerly basketball player in the youth league I've learned that teamwork can create better results. Also, as a VP operations in Etz Chaim Tree Pruning & Logging Services while I was managing projects for the privet and public sectors, amounting to $200,000 annually, I implemented my penetration market strategy for the privet segment by succeeding to gain 40 new clients that where contributing to our quarterly operating profit. In addition, I was leading the representatives in my firm that time to be qualified for their positions while I was demonstrating my sales raise performances and so as my marketing strategies that where providing me to present those performances in sales.

I am sure I can contribute your firm my knowledge so as my capabilities by applying them to your needs and I would like to meet with you at your convenience to discuss my qualifications for the position in more detail. I will call you within the next two weeks to see if we can set up an appointment. Should you wish to contact me, please phone 972 (0)52) 666666, or email rafi.matan@gmail.com. Thank you for your time and I look forward to meeting with you.

Sincerely,

Rafi Matan

Rafi's T3

177 Dizengoff

Haifa, Israel 33333

26 June 2011

School on Wheels

Orange County, CA 90001

USA

Dear Ms. Janet Lang,

I'm writing to show my interest in the educational management SOW position that was advertised by your organization on the web of Opportunity Currently, I am looking for a position where I can contribute my past experience knowledge as well as my Business Administration degree with a major of Marketing to that mission of the School on Wheels that wants to shrink the gaps in the education of homeless children and provide them with the highest quality education possible.

My experience as a leader in social activism ranges from tutoring children with autism to producing nonprofit night events for raising donations for homeless As VP Operations at Chen Shacham Tree Pruning & Logging Services, I have managed projects for the private

and public sectors, accounting to $200,000 annually. Also, I have implemented my important social view of life by succeeding in recruit 3 of my big clients as well as my employees to help children with special needs from seventh to twelfth grade. Moreover, my past experience as a Non-commissioned has taught me that volunteering to the society is very important and it is consolidate the staff too. Therefore, I have recruited my clients and employees to those important issues.

I am sure I can contribute my knowledge to organization by applying my capabilities to your needs. I would like to meet with you at your convenience to discuss my qualifications for the position in more detail. I will you call within the next two weeks to see if we can set up an appointment. Should you wish to contact me, please phone 972 (0)52) 6666666, or email rafi.matan@gmail.com.

Thank you for your time and I look forward to meeting with you.

Sincerely

Rafi Matan

Appendix O: Sara's T1-T3 instantiations

Sara's T1

To Whom it may concern

My name is John Smith and I'm writing to you about the Entry-Level Team Managment position you have been looking for.

I think I have the qualities that you are looking for, like that I'm a great team member to work with. I believe I could fit very well in your company, please check my Resume to see that

Sincerely

John Smith

Sara's T2

בס"ד[44]

Cover letter

I wish to apply my candidacy to the entry-level sales and marketing position at Propel company that was published on your website. In about 3 months from now, I'm expected to finish my degree in Business Administration with concentration in marketing and I am sure that my education I gained will be appropriate for the position.

As my resume indicates, all my jobs were involved dealing with customers. First, in my national service in Belinson Hospital, most of the time the responsibility of managing the department was mine only and I was happy to take charge on things that were not in my obligation. Later on, in my three years of waitering experience, I needed to handle simultaneously several tasks, like; operating the cash-register and serving food to customers.

Thank you for your time and consideration. I will contact you next week to make sure that you received my resume and set up a time for an interview. If you need to contact me before then, you can reach me at 972-(0)54-1111111 I look forward to speaking with you

---

[44] This is an acronym for an Aramaic phrase, pronounced *'Basad'*, and translated as: 'with the help of G-d'. It is customarily included in the right-hand corner of texts written by religious Jews.

soon.

Sincerely,

Sara Lahav

Sara's T3

בס"ד

To whom it may concern,

I wish to submit my candidacy for the Regional Coordinator position at School On Wheels (SOW) that was published on Opportunity Kocks.Org website. In about three months, I am expected to finish my degree in Business Administration with a concentration in Marketing. Before I will start working for money, I really want to contribute to the community by using the knowledge I have gained.

As my resume indicates, my jobs have involved, directly and indirectly, *dealing with* children of all ages and around them. First, in my national service at Belinson Hospital, I worked in the Day Nursery and the department of Oncology (of children), there I handled all their paper work and sometimes even made a personal connection with them. Later on, in my three years of waitering experience, I served happily the customers' children, as opposed to other waiters.

In addition, in my three years of education at the academy, I have done a lot of successful researches and was asked to present them to the other students and professors.

Thank you for your time and consideration. I will contact you next week to make sure that you received my resume and set up a time for an interview. If you need to contact me before then, you can reach me at 972-(0)54-1111111 I look forward to speaking with you soon.

Sincerely,

Sara Lahav

References

Artemeva, N. (2008) 'Toward a Unified Social Theory of Genre Learning' *Journal of Business and Technical Communication*, vol. 22, pp. 160-185.

Bakhtin, M. M. (1994) *Speech Genres and Other Late Essays*, Austin, TX, University of Texas Press.

Baruch, Y. and Blenkinsopp, J. (2007) 'Business education as a career choice' in M. F. Özbilgin and A. Malach-Pines (eds.) *Career Choice in Management and Entrepreneurship: A Research Companion*, Cheltenham, Edward Elgar Publishing Limited.

Baum, J. R., Olian, J. D., Erez, M., Schnell, E. R., Smith, K. G., Sims, H. P., Scully, J. S., Smith, K. A. (1993) 'Nationality and work role interactions: A cultural contrast of Israeli and U.S. entrepreneurs' versus managers' needs' *Journal of Business Venturing*, vol. 8, no. 6, pp. 499-512.

Bernstein, B. (1975) 'Class and Pedagogies: Visible and Invisible' *Studies in the Learning Sciences*, OECD, Washington, DC.

Bhatia, V. K. (1993) *Analysing Genre: Language Use in Professional Settings*, Essex, Longman.

Bhatia, V. K. (1996) 'Nativization of Job Applications in South Asia' in R. J. Baumgardner (ed.) *South Asian English Structure, Use, and Users*, Urbana and Chicago, University of Illinois Press.

Bonanno, H. (2002) 'Standing the test of time: Revisiting a first year diagnostic procedure', in *Proceedings from the 6th Pacific Rim Conference, First Year in Higher Education, University of Canterbury, Christchurch, New Zealand, 8-10 July, 2002*, CD ROM.

Bonanno, H. and Jones, J. (2007) *The MASUS Procedure: Measuring the Academic Skills of University Students A Diagnostic Assessment*, Learning Centre, University of Sydney.

Bond, M. H. (1999) 'Cultural influences on modes of impression management, implication for the culturally diverse organization' in R. A. Giacalone and P. Rosenfeld (eds.) *Applied impression management*, Newbury Park, Sage.

Cheng, A. (2006) 'Understanding learners and learning in ESP genre-based writing instruction' *English for Specific Purposes*, vol. 25, pp. 76-89.

Cheng, A. (2007) 'Transferring generic features and recontextualizing genre awareness: Understanding writing performance in the ESP genre-based literacy framework' *English for Specific Purposes*, vol. 26, pp. 287-307.

Cheng, A. (2008) 'Analyzing Genre Exemplars in Preparation for Writing: The Case of an L2 Graduate Student in the ESP Genre-based Instructional Framework of Academic Literacy' *Applied Linguistics*, vol. 29, no. 1, pp. 50-71.

Christie, F. and Derewianka, B. (2010) *School Discourse*, London, Continuum International Publishing Group.

Coffin, C. (2001) 'Theoretical approaches to written language – a TESOL perspective' in A. Burns, C. Coffin (eds.) *Analysing English in a global context*, London, Routledge.

Coffin, C. (2004) 'Arguing about how the world is or how the world should be: the role of argument in IELTS tests' *Journal of English for Academic Purposes*, vol. 3, pp. 229-246.

Coffin, C., Donohue, J., and North, S. (2009) *Exploring English Grammar from Formal to Functional*, Oxon, Routledge.

Coffin, C. and Hewings, A. (2004) 'IELTS as preparation for tertiary writing: distinctive interpersonal and textual strategies' in L. J. Ravelli and R. A. Ellis (eds.) *Analysing Academic Writing: Contextualized Frameworks*, London, Continuum, pp. 153-171.

Coffin, C. and O'Halloran, K. (2005) 'Finding the Global Groove: Theorising and analysing dynamic reader positioning using Appraisal, corpus, and a concordancer' *Critical Discourse Studies*, vol. 2, no. 2, pp. 143-163.

Cohen, L., Manion, L., and Morrison, K. (2008) *Research Methods in Education*, Oxon, Routledge.

Conn, C. (2008) 'Integrating Writing Skills and Ethics Training in Business Communication Pedagogy: A Resume Case Study Exemplar' *Business Communication Quarterly*, vol. 70, no. 2, pp. 138-151.

Cullip, F. (2009) 'A Tale of Two Texts: Tracking Developments in Learner Writing' *RELC Journal*, vol. 40, pp. 192-210.

DeKay, S. H. (2006) 'Expressing Emotion in Electronic Job Cover Letters' *Business Communication Quarterly*, vol. 69, pp. 435-439.

Derewianka, B. (1999) *Exploring How Texts Work*, Newtown, Australia, Primary English Teaching Association.

Devitt, A. J. (2004) *Writing Genres*, Carbondale, IL, Southern Illinois University Press.

Devitt, A., Reiff, M. J., and Bawarshi, A. (2004) *Scenes of Writing: Strategies for Composing with Genres*, New York, Pearson/Longman.

Ding, H. (2007) 'Genre analysis of personal statements: Analysis of moves in application essays to medical and dental schools' *English for Specific Purposes*, vol. 26, pp. 368-292.

Donohue, J. P. and Erling, E. J. (2012) 'Investigating the relationship between the use of English for academic purposes and academic attainment' *Journal of English for Academic Purposes*, vol. 11, no. 3, pp. 210-219.

Eggins, S. and Slade, D. (1997) *Analysing casual conversation*, London, Cassell.

Flowerdew, J. (2011) 'Action, content and identity in applied genre analysis for ESP' *Language Teaching*, vol. 44, no. 4, pp. 516-528.

Freadman, A. (1994) 'Anyone for Tennis' in A. Freedman & P. Medway (eds.) *Genre in the New Rhetoric*, London, Taylor & Francis, chapter 3.

Freedman, A. (1987) 'Development in story writing' *Applied Psycholinguistics*, vol. 8, no. 2, pp. 153-170.

Freedman, A. (1994) '"Do as I say": The relationship between teaching and learning new genres', in A. Freedman & P. Medway (eds.) *Genre in the new rhetoric*, London, Taylor & Francis, chapter 12.

Freedman, A. and Adam, C. (1996) 'Learning to write professionally' *Journal of Business and Technical Communication*, vol. 10, no. 4, pp. 395-427.

Freedman, A. and Artemeva, N. (2008) 'Introduction' in N. Artemeva and A. Freedman (eds.) *Rhetorical Genre Studies and Beyond*, Winnipeg, Inkshed Publications.

Gardner, S. (2012) 'Genres and registers of student report writing: An SFL perspective on texts and practices' *Journal of English for Academic Purposes*, vol. 11, pp. 52-63.

Giddens, A. (1984) *The Constitution of Society*, Cambridge, Polity Press.

Halliday, M. A. K. (1993) 'Towards a Language-Based Theory of Learning' *Linguistics and Education*, vol. 5, pp. 93-116.

Halliday, M. A. K. (2004) 'Three Aspects of Children's Language Development: Learning Language, Learning through Language, Learning about Language (1980)' in J. J. Webster (ed.) *The Language of Early Childhood*, London, Continuum.

Halliday, M. A. K. and Matthiessen, C. M. I. M. (2004) *An Introduction to Functional Grammar*, London, Hodder Arnold.

Harvard Extension School (2012) *Resumes and Cover Letters*, available from http://www.ocs.fas.harvard.edu/students/extension-careers/guides/ResumeCoverLetter.pdf (accessed 10 September 2013).

Henry, A. (2007) 'Evaluating language learners' response to web-based, data-driven, genre teaching materials' *English for Specific Purposes*, vol. 26, pp. 462-484.

Henry, A. and Roseberry, R. (1998) 'An Evaluation of a Genre-Based Approach to the Teaching of EAP/ESP Writing', *TESOL Quarterly*, vol. 32, no. 1, pp. 147-156.

Henry, A. and Roseberry, R. L. (2001) 'A narrow-angled corpus analysis of moves and strategies of the genre: "Letter of Application"' *English for Specific Purposes*, vol. 20, pp. 153-167.

Holliday, A. (2009) *Doing and Writing Qualitative Research, Second Edition*, London, Sage.

Hood (2004) *Appraising Research: Taking a stance in academic writing*. Unpublished PhD thesis, Sydney, University of Technology.

Hood, S. (2010) *Appraising Research: Evaluation in Academic Writing*, Hampshire, UK, Palgrave Macmillan.

Hou, H. I. and Li, M. Y. (2011) 'A Contrastive Rhetoric Analysis of Internship Cover Letters Written by Taiwanese and Canadian Hospitality Majors' *International Journal of Linguistics*, vol. 3, no. 1, pp. 1-14.

Howard, R. M. (1995) 'Plagiarisms, Authorships, and the Academic Death Penalty' *College English*, vol. 57, no. 7, pp. 788-806.

Howard, S. and Maton, K. (2011) 'Theorising knowledge practices: a missing piece of the educational technology puzzle' *Research in Learning Technology*, vol. 19, no. 3, pp. 191-206.

Humphrey, S., Martin, J. R., Dreyfus, S. and Mahboob, A. (2010) 'The 3x3: Setting Up a Linguistic Toolkit for Teaching Academic Writing' in A. Mahboob and N. K. Knight (eds.) *Appliable Linguistics*, London, Continuum, pp. 185-199.

Humphrey, S. L. and Robinson, S. H. (2012) 'Using a 4x4 framework for whole school literacy development' in J. S. Knox (ed.) *To boldly proceed: Papers from the 39th International Systemic Functional Congress* (Sydney), pp. 81-86, available at http://www.isfla.org/Systemics/Conferences/ISFC39_2012_proceedings.pdf (accessed 3 September 2013).

Hyland, K. (2001) 'Bringing in the Reader: Addressee Features in Academic Articles' *Written Communication*, vol. 18, pp. 549-574.

Hyland, K. (2007) *Genre and Second Language Writing*, Ann Arbor, MI, University of Michigan Press.

Hyon, S. (1996) *'Genre in Three Traditions: Implications for ESL'*, *TESOL Quarterly*, vol. 30, no. 4, pp. 693-722.

Iedema, R. (1997) 'The language of administration: organizing human activity in formal institutions' in F. Christie and J. R. Martin (eds.) *Genre and Institutions: Social Processes in the Workplace and School*, Hendon, VA, Cassell.

Iedema, R. (2003) 'Multimodality, resemiotization: extending the analysis of discourse as multi-semiotic practice' *Visual Communication*, vol. 2, no. 1, pp. 29-57.

Jamison, D. (2010) 'Leadership and Professional Development: An Integral Part of the Business Curriculum' *Business Education Innovation Journal*, vol. 2, no. 2, pp. 102-111.

Jacobs, H. L., Zinkgraf, S. A., Wormuth, D. R., Hartfiel, V. F. and Hughey, J. B. (1981) *Testing ESL composition: A practical approach*, Rowley, MA, Newbury House.

Johns, A. M. (2002) 'Introduction' in A. M. Johns (ed.) *Genre in the Classroom: Multiple perspectives*, Mahwah, NJ, Erlbaum.

Katriel, T. (1986) *Talking straight, Dugri speech in Israeli Sabra culture*, Cambridge, Cambridge University Press.

Khilji, S. E., Zeidman, N., Drory, A., Tirmizi, A., Srinivas, E. S. (2010) 'Crossvergence of values: An analysis of the use of impression management strategies in India, Israel and Pakistan' *International Business Review*, vol. 19, pp. 419-431.

Kongptech, S. (2006) 'Using a genre-based approach to teach writing to Thai students: A case study' *Prospect*, vol. 21, no. 2, pp. 3-33.

Kress, G. and van Leeuwen, T. (2008) *Reading Images: The Grammar of Visual Design*, New York and London, Routledge.

Lave, J. (1991) 'Situating learning communities in practice' in L. B. Resnick, J. M. Levine and S. D. Teasley (eds.) *Perspectives on socially shared cognition*, Washington, DC, American Psychological Association.

Lave, J. and Wenger, E. (1991) *Situated learning: Legitimate peripheral participation*, Cambridge, Cambridge University Press.

Lehman, C. M. and DuFrene, D. D. (2011) *Business Communication*, Mason, Ohio, South-Western Cengage Learning.

Lewin, B. A., Fine, J. and Young, L. (2001) *Expository Discourse: A Genre-Based Approach to Social Science Research Texts*, London, Continuum.

Lillis, T. (2009) 'Bringing writers' voices to writer research: Talk around texts' in A. Carter, T. Lillis, and S. Parkin (eds.) *Writing Matters: Issues of access and identity in writing research and pedagogy*, Amsterdam, John Benjamins Publishing Company.

Lipovsky, C. (2010) *Negotiating Solidarity: A Social-linguistic Approach to Job Interviews*, Newcastle upon Tyne, Cambridge Scholars Publishing.

Lipovsky, C. (forthcoming 2013) 'Negotiating one's expertise through Appraisal in CVs'. *Linguistics and the Human Sciences*, vol. 8, no. 3.

Loewy, D. and Guffey, M. E. (2013) *Essentials of Business Communication*, Mason, Ohio, South-Western.

Macken-Horarik, M., Devereux, L., Trimingham-Jack, C. and Wilson, K. (2006) 'Negotiating the territory of tertiary literacies: A case study of teacher education' *Linguistics and Education*, vol. 17, pp. 240-257.

Mahboob, A. and Devrim, D. Y. (2013) 'Supporting Independent Construction Online: Feedback in the SLATE project', *Linguistics and the Human Sciences*, vol. 7, pp. 101-123.

Martin, J. R. (1992a) *English Text*, Philadelphia, John Benjamins Publishing Company.

Martin, J. R. (1992b) 'Macro-Proposals: meaning by degree' in Mann, W. C. & S. A. Thompson, S. A. (eds.) *Discourse Description: Diverse linguistic analyses of fund-raising text*, Amsterdam, John Benjamins.

Martin, J. R. (1994) Course notes for the subject 'Writing', MA in Applied Linguistics Program, Linguistics Department, University of Sydney.

Martin, J. R. (1997) 'Analysing genre: functional parameters' in Christie, F. and Martin, J. R. (eds.) *Genre and Institutions: Social Processes in the Workplace and School*, Herndon, VA, Cassell.

Martin, J. R. (2000) 'Beyond exchange: APPRAISAL systems in English' in S. Hunston and G. Thompson (eds.) *Evaluation in Text: Authorial Stance and the Construction of Discourse*, Oxford, Oxford University Press.

Martin, J. R. (2004), 'Mourning: how we get aligned', *Discourse and Society*, vol. 15, no. 2-3, pp. 321-344.

Martin, J. R. (2009a) 'Genre and language learning: A social semiotic perspective', *Linguistics and Education*, vol. 20, pp. 10-21.

Martin, J. R. (2009b) 'Realisation, Instantiation and Individuation: Some Thoughts on Identity in Youth Justice Conferencing' *D.E.L.T.A.*, vol. 25: special issue, pp. 549-583

Martin, J. R. and Rose, D. (2007a) 'Interacting with Text: the role of dialogue in learning to read and write' *Foreign Studies Journal, Beijing*, pp. 1-20.

Martin, J. R. and Rose, D. (2007b) *Working with Discourse: Meaning beyond the Clause*, London, Continuum.

Martin J. R. and Rose, D. (2008) *Genre Relations: Mapping Culture*, London, Equinox.

Martin, J. R. and White, P. R. R. (2005) *The Language of Evaluation: Appraisal in English*, New York, Palgrave.

Meek, C. (16 September 2011) 'resumes and cover letters', email attachment to D. Portman.

Ortiz, L. A. (2013) 'A Heuristic Tool for Teaching Business Writing: Self-Assessment, Knowledge Transfer, and Writing Exercises' *Business Communication Quarterly*, vol. 76, no. 2, pp. 226-238.

Pang, T. T. T. (2002) 'Textual Analysis and Contextual Awareness Building: A Comparison of Two Approaches to Teaching Genre', in A. M. Johns (ed.) *Genre in the Classroom: Multiple Perspectives*, Mahwah, NJ, Erlbaum.

Poynton, C. (1984) 'Forms and functions: names as vocative' *Nottingham Linguistic Circular*, vol. 13, pp. 35-70.

Poynton, C. (1990) *Address and the Semiotics of Social Relations: A systemic-functional account of address forms and practices in Australian English*, unpublished PhD thesis, University of Sydney.

Randazzo, C. (2012) 'Positioning Resumes and Cover Letters as Reflective-Reflexive Process' *Business Communication Quarterly*, vol. 75, pp. 377-391.

Rose D. and Martin, J. R. (2012) *Learning to Write, Reading to Learn: Genre, Knowledge and Pedagogy in the Sydney School*, Sheffield, Equinox.

Rose, R., Rose, M., Farrington, S. and Page, S. (2008) 'Scaffolding academic literacy with indigenous health sciences students: An evaluative study' *Journal of English for Academic Purposes*, vol. 7, no. 3, pp. 165-179.

Rothery, J. (1994) *Exploring Literacy in School English (Write it Right Resources for Literacy and Learning)*, Sydney: Metropolitan East Disadvantaged Schools Program.

Rubin, M. C. (9 October 2011) 'cover letters to be checked', e-mail attachment to D. Portman.

Samraj, B. and Monk, L. (2008) 'The statement of purpose in graduate program applications: Genre structure and discipline variation' *English for Specific Purposes*, vol. 27, pp. 193-211.

Scalberg, E. J. (2013) 'Professional Development for Cross-Border Managers: New Growth Opportunities for Executive Education' *Journal of Teaching in International Business*, vol. 24, no. 3-4, pp. 238-261.

Schofield, J. W. (2007) 'Increasing the generalizability of qualitative research' in M. Hammersley (ed.) *Educational Research and Evidence-based Practice*, Milton Keynes, The Open University, pp. 181-203.

Schryer, C. F. (1995) *Advocacy communication: A case study of ideology, power, and culture.* Paper presented at the annual conference of the Canadian Association of Teachers of Technical Writing, Montreal, Canada, May 1995.

Schryer, C. F. (2002) 'Genre and power: A chronotopic analysis' in R. Coe, L. Lingard and T. Teslenko (eds.) *The rhetoric and ideology of genre*, Cresskill, NJ, Hampton Press, pp. 73-102.

Schullery, I., Ickes, L. M. and Schullery, M. (2009) 'Employer References for Résumés and Cover Letters' *Business Communication Quarterly*, vol. 72, no. 163, pp. 163-176.

Starbird, S. A. and Powers, E. E. (2013) 'The Globalization of Business Schools: Curriculum and Pedagogical Issues' *Journal of Teaching in International Business*, vol. 24, no. 3-4, pp. 188-197.

Stein, N. L. and Glenn, C. G. (1979) 'An analysis of story comprehension in elementary school children' in R. E. Freedle (ed.) *New directions in discourse processing*, Norwood, NJ, Albex Publishing Corporation, pp. 53-120.

Sun, Y. C. (2013) 'Do journal authors plagiarize? Using plagiarism detection software to uncover matching text across disciplines' *Journal of English for Academic Purposes*, vol. 12, pp. 264-272.

Swales, J. M. (1990) *Genre Analysis: English in Academic and Research Settings*, Cambridge, Cambridge Applied Linguistics.

Swales, J. M., and Feak, C. B. (2003) *English in Today's Research World: A Writing Guide*, Ann Arbor, MI, Michigan University Press.

Swami, J. A. (2008) 'Sensitizing ESL Learners to Genre' *TESL-EJ*, vol. 12, no. 3 (available from http://www.tesl-ej.org/ej47/a9.html (accessed 27 March 2013).

Symon, M. (21 November 2013) 'TEMPUS INFO', email to D. Portman.

Thompson, G. (2004) *Introducing Functional Grammar*, London, Hodder Education.

Thompson, G. (2012) 'Intersubjectivity in newspaper editorials: Construing the reader-in-the-text' *English Text Construction*, vol. 5, no. 1, pp. 77-100.

Thompson, G. and Hunston, S. (2000) 'Evaluation: an Introduction' in S. Hunston and G. Thompson (eds.) *Evaluation in Text: Authorial Stance and the Construction of Discourse*, Oxford, Oxford University Press.

Tucker, G. (2007) '"Sorry to muddy the waters": Accounting for speech act formulae and formulaic variation in a systemic functional model of language' in C. Butler, R. H. Downing, J. Lavid (eds.) *Functional Perspectives on Grammar and Discourse: In honour of Angela Downing*, Amsterdam, John Benjamins Publishing Co.

University of California at Berkeley *Resume & Letter Writing*, available from https://career.berkeley.edu/Guide/ResumeLetterWriting.pdf (accessed 10 September 2013).

University of Texas at Dallas Career Center *Cover Letters and Thank-you Notes*, available from http://www.utdallas.edu/career/coverletters/ (accessed 10 September 2013).

Upton, T. A. and Connor, U. (2001) 'Using computerized corpus analysis to investigate the textlinguistic discourse moves of a genre' *English for Specific Purposes*, vol. 20, pp. 313-329.

Weber, J. W. and Englehart, S. W. (2011) 'Enhancing business education through integrated curriculum delivery' *Jounal of Management Development*, vol. 30, no. 6, pp. 558-568.

Webber, Y. and Tarba, S. Y. (2010) 'Human resource practice and performance of mergers and acquisitions in Israel' *Human Resource Management Review*, vol. 20, no. 3, pp. 203-211.

White, P. R. R. (2010) 'Praising and blaming, applauding, and disparaging – solidarity, audience positioning, and the linguistics of evaluative disposition' in G. Antos and E. Ventola (eds.) *Handbook of Interpersonal Communication*, Berlin: Mouton de Gruyter, pp. 567-594.

Woodward-Kron, R. (1999) 'Learning the discourse of a discipline: the nature of the apprenticeship', *Proceedings of the HERDSA International Annual Conference*, Melbourne, 12-15 July 1999, pp. 1-13.

Woodward-Kron, R. (2009) '"This means that...": a linguistic perspective of writing and learning in a discipline' *Journal of English for Academic Purposes*, vol. 8, pp. 165-179.

Wray, A. (2012) *Formulaic Language: Pushing the Boundaries*, Oxford, Oxford University Press.

Zare-ee, A. (2009) 'The Effects of Teaching Genre Moves on EFL Learners' Performance in Letter Writing' *Pazhuhesh-e Zabanha-ye Khareji*, no. 49, pp. 43-64.