

Exploring the Genre of International Online Communication to Map the Stages and Phases in the Participants' Analytical Exposition Texts

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Abstract—In the current digital age, an online messaging platform called the International Virtual Exchange (IVE) Program is widely utilized in the English language learning process. The participants of the IVE Program are learners from non-native English-speaking countries with different cultural contexts, so they may have different realizations of genre structures. Most studies employing genre analysis only covered the genre stages without analyzing their phases. Therefore, this study aims to explore the stages and phases of the participants' Analytical Exposition texts in the IVE 2021 Program, as one of the micro-genre texts on the international online communication with the topic *Lessons from the Pandemic*. The results showed that the participants of the IVE 2021 Program, who come from six different countries, had different stages and phases of the genre because the schematic structure could change based on the type and number of arguments/issues described in the text. This research can be used as a reference for participants of international online communication, especially in the IVE Program, so that they can implement complete and holistic stages and phases of the genre in their communication texts to minimize misunderstandings from other participants.

Index Terms—international online communication, genre, stage of genre, phase of genre, analytical exposition

I. INTRODUCTION

English language learning, for all English skills i.e. speaking, writing, grammar, listening, and reading, in non-native English-speaking countries is still often done conventionally (Islami, 2020; Nagao, 2019; Pinariya & Sutjipto, 2021). For example, in practicing speaking, English language learning is often done through face-to-face communication, which is applied through the Direct Method and/or Audio-Lingual Method. These kinds of learning methods have some limitations, e.g., being tied to school hours only and limited to the school environment because students can only practice speaking with their classmates or teachers.

Along with the development of digital era and the existence of internet technology, media innovations are needed in the process of learning English. In fact, a lot of research has analyzed media innovations in learning English across a wide range of contexts (see, for example, Sarosa et al., 2020; Islami, 2020; Silalahi et al., 2022), and these studies have verified that students' motivation and competence in learning English can be increased by using learning innovations. One alternative is using English learning media through social media platforms such as Facebook, Twitter, Zoom, etc. In this global age, the internet is a must for learning English because it is a very comprehensive, enjoyable, and accessible resource for English language learning. Many online applications are created and used in the English learning process (Sarosa et al., 2020; Silalahi et al., 2022); for example, media to learn grammar (Islami, 2020), media to practice writing (Purnawarman et al., 2016; Rice & St.Amant, 2018; Robillos, 2023), conversational media for conversation/communication practice (Auckland, 2022; Mendes de Oliveira, 2024), and so on. Using these media makes the English learning process easy, fun, effective, and efficient. These online learning applications are easy and fun because English learners can freely use all the exciting facilities available. In addition, these online learning applications are practical and efficient because English learners can access them at any time at a more affordable cost.

The reasons above make online messaging media a popular medium of conversation/communication practice in English in this digital era. Through online messaging media, English learners can communicate globally with their

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opponents from various nations worldwide. Eric Hagley of Hosei University in Japan developed the IVE (International Virtual Exchange) program, which makes use of the <https://iveproject.org/> server, to offer this kind of facility. The program is managed with financial assistance from the Japanese Government's Kaken grant and also with help from Hosei University. By using the IVE program, participants can communicate in English online asynchronously (or occasionally synchronously if they can converse at the same time). Participants can share arguments, information, or experiences in the communication forums that the program coordinator has provided. They can upload/post what they want to share by using written text, audio, or video that they have made in English. They can also add links and/or other multimedia to their posts. In one period, the IVE program lasts for 8 (eight) weeks based on the schedule determined by the program coordinator. The participants of the IVE program are primarily students from universities in non-native English-speaking countries such as Indonesia, Japan, China, India, Turkey, Colombia, Brazil, Chile, Mexico, Syria, and so on. According to Hagley (2016, 2020); Hagley and Cotter (2019), the IVE program is a successful means of boosting participants' English proficiency, developing their cross-cultural sensitivity (intercultural understanding), and fostering a greater sense of appreciation for participants from other nations.

The website, as one of the social media platforms in computer-mediated communication (CMC), allows its users to communicate in English with other people from different countries around the world. Communication through online messaging media can be done verbally (voice chat) or written (text chat) as if we communicate directly or face-to-face with our interlocutor(s) (Sarosa et al., 2020). Online communication among participants from different countries in the IVE program is included in written communication because participants deliver their messages in written form. In online communication with written texts, English learners need more complex competencies in addition to the competence of writing in English. In order to communicate properly and correctly, the users of online communication media need to have and use an intercultural communication competence (ICC) strategy (Idris, 2020; Iswandari & Ardi, 2022; Pinariya & Sutjipto, 2021; Shi et al., 2019). Improving students' communication competencies is very important because, with communication, English learners can build personal and professional relationships with the people around them, minimize misunderstandings when communicating with others, and help them understand various communication situations and contexts.

Many studies have been done on international communication texts in English. International or intercultural communication, both in online and face-to-face forms, is an effective medium to improve English language skills and also to develop intercultural communication competence (ICC) by involving participants from 2 countries (Bies, 2017; Machwate et al., 2021; Pouromid, 2019) or involving participants from more than 2 countries (Janković-Paus, 2017; Pinariya & Sutjipto, 2021; Wang, 2024); however, most of the research used methods of conversational analysis or content analysis; there has been no research that explores the participants' cultural contexts of the IVE program by using the Systemic Functional Linguistics (SFL) approach. By using genre analysis, the genre competence of the IVE program participants, who come from diverse cultures, can be explored holistically.

Participants of the IVE program, who come from various nations, have different cultural contexts. Learning cultural context through genre is rarely taught in conventional English learning in non-native English-speaking countries. English language learners need to consider the competence of genre to minimize any misunderstanding in conveying information through online written texts. According to Melissourgou and Frantzi (2017); Pérez-Llantada (2024); Szabla and Blommaert (2020), understanding genres is essential in an educational context, as it helps learners identify and use appropriate linguistic forms for specific communicative purposes. Genre analysis can be used to ground a work with genre, including the issue of production and reception of texts. Learning about genre identification is essential because it helps English learners understand the different objectives and structures of texts. This approach can improve their ability to participate effectively and overcome barriers to communicating in English orally and in writing. Genre with the SFL approach is often known as the study of 'Sydney School' and is considered the coordinating principle and starting point for discourse analysis (Rose, 2010). Genre is a cultural context that is located above the register as a situational context, where both contexts are social semiotic contexts (Martin & Rose, 2008; Rose, 2010).

From the foregoing description, it can be stated that the SFL approach can be used to realize cultural context through a social process with a certain background known as a genre. Genres are contextualized in a broader cultural context, represented by the genre itself. The context of situation, represented by the register, includes the direct arrangement of the speech event, while cultural contexts, represented by genres, encompass more cultural norms and values (Alyousef & Alyahya, 2018; Melissourgou & Frantzi, 2017). Genre is a social process that has the characteristics of being gradual and goal-oriented. Genres have certain stages because a text usually requires more than one sequence of activities to achieve its goal; genre is goal-oriented because a text always has a specific purpose of interaction; and genre is social because a text is always an interactive event. The macro-genre and the micro-genre are the two different categories of genres. Macro-genres are overall text genres that have other genres as sub-genres within them. International online communication in the IVE program is a form of macro-genre because it has sub-genres based on shared communication topics. Meanwhile, micro-genres are genres that exist in a macro-genre and is divided into two categories, namely the factual genre and the story genre (Martin, 1992; Martin & Rose, 2008). The factual genre is a genre that deals with actual information. The factual genre consists of recount, exposition, debate, report, description, process, and investigation. Although the narrative genre can be generated based on fact, stories are mostly made based on fiction. Recount, anecdote, experiment, observation, narrative, and news story are the six genres that make up the story genre.

Genres have different stages and phases depending on their social function. According to Martin and Rose (2007, 2008), stages in a genre are structured phases. These phases are similar to a sequence of occurrences that develop the stages functionally. If the stages in a genre are relatively stable structural components, then the phases in each genre stage are structural components that are varied and even unique to particular texts. From a segmental standpoint, stages are made up of one or more phases, whereas phases are made up of one or more meanings. The stage structure in the genre is a highly predictable sequence, but the phase structure may or may not exist in each stage and the phases can be arranged in various sequences. Furthermore, Rose (2013) stated that the phases in the factual genre of arguments vary according to the type and number of arguments/issues described in the text. The genre's ability to gradually achieve its goals, meaning, and social function is one of its hallmarks. The genre of analytical exposition, as one of the genres of argument, has a social purpose to convince the listener or reader that something is true by expressing a one-sided point of view. Generally, the analytical exposition genre consists of three stages: thesis, argument, and reiteration (Gerot & Wignell, 1994; Martin & Rose, 2007, 2008; Rose, 2013; Santosa, 2003; Wiratno, 2018). Furthermore, Wiratno (2018, pp. 319-320) explained that the analytical exposition genre has several characteristics: (1) the author or speaker expresses his/her personal opinions in the exposition text; therefore, when presenting an argument, the pronouns *I* or *we* can be used; (2) attitude lexis is frequently used, particularly in hortatory expositions; (3) material, relational, and mental verbs are frequently used; (4) containing one-sided arguments, with the number of arguments being left unspecified; (5) the conjunction is used to organize the argument (e.g., first, second, etc.), to reinforce the argument (e.g., the fact that..., also, etc.), or to express a cause-and-effect relationship (e.g., during); (6) providing modalities for expressing opinions that results in recommendations or suggestions.

Many research studies related to genres have been conducted. Genre-based English learning is an effective learning method to improve competence in writing scientific papers, both in the form of paper-based written texts (Guerra-Lyons et al., 2023; Hanusova et al., 2020; Herazo et al., 2021; Rahman & Ekkayokkaya, 2024) as well as digital written texts (Ahmadi, 2022; Negretti, 2021; Pérez-Llantada, 2024); however, those researchers only analyzed the genre competencies of English learners from one country; there are still few studies on genres that compare genre competencies in digital communication texts involving many countries. In addition, these researchers are only limited to analyzing the genre stage. Those who analyzed the stage and phase of the genre holistically are still rare; therefore, this study seeks to fill the gap. By using genre analysis in the IVE program, the genre competence of each participant who comes from diverse cultures can be explored.

This study explores the schematic structure of international online communication texts in the IVE 2021 program. More specifically, this study aims to identify the stages and phases realized by the participants of the IVE 2021 program in their analytical exposition texts by using the SFL approach. In addition, it also explains the similarities and differences of cultural contexts, which are manifested in the realization of genres, from the IVE 2021 program participants who come from different countries.

II. RESEARCH METHOD

This study uses a discourse analysis that is inspired by SFL, particularly genre analysis studies. The goal of this qualitative study is to observe how cultural context is realized in international online communication. This study closely observed how the choice of clauses used by the participants of international online communication in the IVE 2021 program contributed to the formation of stages and phases in their texts of analytical exposition.

The text of international online communication in the IVE 2021 program with the topic *Lessons from the Pandemic*, which began on May 18, 2021, and ended on June 29, 2021, is the source of the data analyzed in this study. This macro-genre text was selected because the topic relates to the participants' real experiences during the pandemic; additionally, it is an intriguing topic because 23 participants from six different countries—India, Japan, Indonesia, China, Colombia, and Turkey—shared their arguments in this communication text. Since the only background information needed for the informants in this study is their countries of origin, the participants' genders and names—both personal and institutional—remain anonymous, while their ages and education levels are considered the same because most of them are students at the tertiary level. The participants' background information on the IVE program is accurate because they must enroll in the program by submitting their personal data to the program coordinator via their institution to get login access. Twenty-three micro-genre texts of analytical exposition were carefully chosen from this macro-genre text to assess the participants' competence in the genre stages and phases. The data are in the form of a clause system that are analyzed through some stages: domain analysis, taxonomic analysis, componential analysis, and cultural theme analysis. Domain analysis identifies the context of use, specifically the stages and phases in the micro-genre of analytical exposition text. Taxonomic analysis identifies the anonymous names of the IVE 2021 program participants and their countries of origin. To determine the realization patterns of stage and phase for each participant in the micro-genre of analytical exposition, componential analysis integrates data from taxonomic and domain analyses. Lastly, these patterns are interpreted and discussed in the context of larger use through the examination of cultural themes (Santosa, 2017).

III. RESULTS AND DISCUSSION

A. Stages and Phases in the Micro-Genre of Analytical Exposition in the IVE 2021 Program

The domain analysis, as seen in Table 1, reveals that there are three stages in the micro-genre text of analytical exposition realized by the participants of international online communication in the IVE 2021 program, namely Thesis^Arguments^Reiteration following the primary stages of analytical exposition by Gerot and Wignell (1994), Martin and Rose (2007, 2008), Rose (2013), Santosa (2003), Wiratno (2018). Although the stages and phases realized by the participants might be different in each of their analytical exposition texts, for the purpose of analysis, all stages and phases were introduced in the domain analysis. In the Thesis stage, there are 2 phases, namely the position of the thesis phase, which has a social function to introduce the topic and show the author's position, and the preview of the thesis phase, which aims to outline the main arguments to be conveyed. Next, there are 4 stages of Argument, i.e., Argument 1 about the impact of the pandemic on oneself, Argument 2 about the impact of the pandemic on the world, Argument 3 about the impact of the pandemic on nature, and Argument 4 about the impact of the pandemic on society. In each Argument stage, there are 2 phases, namely the point phase, which has a social function to restate the main argument outlined in the preview phase, and the elaboration phase, which aims to develop and support each point or argument. Then the Reiteration stage, which does not have any phase, has a social function to restate the author's position (Gerot & Wignell, 1994).

Meanwhile, the taxonomic analysis in Table 1 shows that the participants in the IVE 2021 program who participated in the international online communication text with the topic *Lessons from the Pandemic* came from six countries, namely India, Japan, Colombia, Turkey, China, and Indonesia. They realized the micro-genre texts of analytical exposition because they shared one thing, namely the lessons from the pandemic; therefore, the social purpose of their texts is to present opinions unilaterally to convince their interlocutors that the things they have gained or learned during the pandemic are true.

Domain and taxonomy analyses are combined into a complicated matrix using componential analysis. The matrix in Table 1 compresses the origin countries of the IVE 2021 program participants who participated in the international online communication text with the topic *Lessons from the Pandemic* to discover the realization of stages and phases in their analytical exposition micro-genre texts. Finally, under the analytical exposition genre, cultural theme analysis delves into patterns and analyzes them in a wider context to uncover cultural values (Santosa, 2017).

TABLE 1
DISTRIBUTION OF STAGES AND PHASES REALIZATION OF EACH COUNTRY ON THE MICRO-GENRE OF ANALYTICAL EXPOSITION
IN THE IVE 2021 PROGRAM

| Stages | Phases | Participant's Countries of Origin | | | | | | Σ |
|-------------|---|-----------------------------------|-------|----------|--------|-------|-----------|----------|
| | | India | Japan | Colombia | Turkey | China | Indonesia | |
| Thesis | position of the thesis | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| | preview of the thesis | 1 | 1 | 0 | 1 | 0 | 1 | 4 |
| Argument 1 | point of the pandemic impact on oneself | 1 | 6 | 5 | 4 | 2 | 1 | 19 |
| | elaboration of the pandemic impact on oneself | 1 | 6 | 4 | 4 | 2 | 1 | 18 |
| Argument 2 | point of the pandemic impact on the world | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| | elaboration of the pandemic impact on the world | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Argument 3 | point of the pandemic impact on nature | 0 | 0 | 1 | 1 | 0 | 0 | 2 |
| | elaboration of the pandemic impact on nature | 0 | 0 | 1 | 1 | 0 | 0 | 2 |
| Argument 4 | point of the pandemic impact on society | 1 | 0 | 2 | 0 | 0 | 0 | 3 |
| | elaboration of the pandemic impact on society | 1 | 0 | 2 | 0 | 0 | 0 | 3 |
| Reiteration | | 2 | 1 | 0 | 0 | 0 | 0 | 3 |
| Σ | | 8 | 14 | 17 | 11 | 4 | 3 | 57 |

As mentioned in the literature review, genres are contextualized in a broader cultural context, represented by the genre itself (Alyousef & Alyahya, 2018; Melissourgou & Frantzi, 2017); therefore, in order to find out the cultural context of the participants of international online communication in the IVE 2021 program, it is necessary to realize a complete and holistic schematic structure of the genre. From the SFL approach, there are three primary stages in the genre of analytical exposition, namely Thesis, Argument, and Reiteration (Gerot & Wignell, 1994; Martin & Rose, 2007, 2008; Rose, 2013; Santosa, 2003; Wiratno, 2018); however, as seen in Table 1, not all participants in international online communication in the IVE 2021 program realized all stages and phases in their analytical exposition texts. Although each phase may not be an obligatory structure of each stage, the realization of all phases will contribute to the completeness and clarity of the cultural context of each participant (Martin & Rose, 2007). The position of the thesis phase at the Thesis stage was only realized by one of the participants from India, while several

participants from India, Japan, Turkey, and Indonesia realized the preview phase of the Thesis. All of the participants have realized the Argument stage and its phases in their analytical exposition texts. Yet, one of the participants from Colombia only realized the point of the pandemic impact on oneself phase at the Argument 1 stage without realizing the elaboration phase. The Reiteration stage was only realized by few participants from India and Japan.

B. Distribution of Stages and Phases of Each Participant

Due to space limitations, Table 1 cannot display 23 micro-genre texts of analytical exposition from all participants in the IVE 2021 program into a single component matrix containing genre stages, genre phases, and each communication participant from each nation. Therefore, in this article, a summary of the realization of the stages and phases of each participant will be displayed in the next two tables to show the realization completeness of their stages and phases in the micro-genre of analytical exposition. As mentioned before, the names of the participants were made anonymous; IN represents participants from India, JP represents participants from Japan, ID represents participants from Indonesia, CN represents participants from China, CO represents participants from Colombia, and TR represents participants from Turkey. Examples of analytical exposition micro-genre texts from participants in the IVE 2021 program will also be shown in this article based on the most complete and the least complete realization of stages and phases.

TABLE 2
DISTRIBUTION OF STAGES AND PHASES REALIZATION OF PARTICIPANTS FROM INDIA, JAPAN, INDONESIA, AND CHINA

| Stages | Phases | India | | Japan | | | | | | Indonesia | China | |
|-------------|---|-------|------|-------|------|------|------|------|------|-----------|-------|------|
| | | IN-1 | IN-2 | JP-1 | JP-2 | JP-3 | JP-4 | JP-5 | JP-6 | ID-1 | CN-1 | CN-2 |
| Thesis | position of the thesis | √ | | | | | | | | | | |
| | preview of the thesis | √ | | | | √ | | | | √ | | |
| Argument 1 | point of the pandemic impact on oneself | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | elaboration of the pandemic impact on oneself | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Argument 4 | point of the pandemic impact on society | | √ | | | | | | | | | |
| | elaboration of the pandemic impact on society | | √ | | | | | | | | | |
| Reiteration | | √ | √ | √ | | | | | | | | |

(a). Indian Participants

As presented in Table 2, there were two Indians participating in this international online communication forum. One of the participants, IN-1, was the initiator of communication and proposed *Lessons from the Pandemic* as the topic. As the initiator of communication, s/he realized the complete structure of the stages, i.e., Thesis^Argument 1^Reiteration and their phases. In the text of the analytical exposition, s/he tried to express his/her opinion about the pandemic that had an impact on him/her. However, the other participant from India, namely IN-2, did not realize the Thesis stage and its phases; s/he only realized the structure of the Argument 4 stage and its phases to express his/her opinion on the impact of the pandemic on society. However, s/he realized the Reiteration stage to state his/her restatement of his/her position. According to Bhattacharya (2022) and Thomas (2024), English is the official language of associations in India that has privileges and prestige, so English currently has an essential role in government, judiciary, commerce, education, and others. However, English learning at the higher education level in India still needs to be developed because it is only emphasized in technical majors like engineering, medicine, sciences, commerce, and law. George (2016) added that English learning in India still uses the Communicative Language Teaching (CLT) method, which focuses on major government projects. These three studies support the results of this study because not all participants of the IVE 2021 program from India realized the stages and phases in their analytical exposition texts completely and holistically.

(b). Japanese Participants

Table 2 shows that of the six participants from Japan, only JP-3 realized the stage structure of Thesis^Argument 1 and their phases, even though at the Thesis stage s/he did not realize the position of the thesis phase. Then JP-1 realized the stage structure of Argument 1^Reiteration and their phases, but s/he did not realize the Thesis stage. Next, the other four participants from Japan (JP-2, JP-4, JP-5, and JP-6) only realized the Argument 1 stage and its phases. All participants from Japan realized the Argument 1 stage and its phases to express their opinions on the impact of the pandemic on themselves. The results of this study contradict the results of Emily Morgan et al. (2022), which stated that in general, students in Japan have learned most genres when they are studying at the university level, so that the participants of international online communication in the IVE 2021 program should be able to realize the stages and phases of the genre completely and holistically in their analytical exposition texts.

(c). Indonesian Participants

As seen in Table 2, only one participant from Indonesia participated in the international online communication in the IVE 2021 program with the topic *Lessons from the Pandemic*. S/he, ID-1, realized the Thesis^Argument 1 stage of his/her analytical exposition text to express his/her opinion on the impact of the pandemic on himself/herself. Although ID-1 did not realize the position of the thesis phase and the Reiteration stage, ID-1 had realized two primary stages of analytical exposition text. The results of this study support the research (Alwasilah & Gunawan, 2023; Emilia et al., 2018; Rodliyah & Liani, 2022), which stated that the English teaching process in Indonesia has used a genre-based approach (GBA), and it is hoped that all high school students are expected to have the ability to understand and write various types of texts, such as exposition texts, as regulated in the 2013 English Curriculum.

(d). Chinese Participants

In Table 2, it is presented that the two participants from China, CN-1 and CN-2, only realized the Argument 1 stage without realizing the Thesis and Reiteration stage. They realized the Argument 1 stage and its phases to express their opinions about the pandemic's impact on themselves. According to Zhang and Pramoolsook (2019), English has been studied and used for three decades in China, both academically and professionally, so learners at the higher education level are used to completing a thesis of 3000 to 5000 words. Based on these studies, CN-1 and CN-2 should be able to completely and holistically realize the stages and phases of the analytical exposition genre in their communication texts.

Based on the findings in Table 2 above, only IN-1, one of the participants from India, realized the complete stages of Thesis, Argument, and Reiteration and their phases in his/her analytical exposition text in the international online communication of the IVE 2021 program. The following text is IN-1's analytical exposition text along with its linguistic features such as: (1) the use of human and non-human generic participants; the pronoun *I* or *we* can be used, especially when presenting an argument (in **bold**); (2) the use of simple present tense through material, relational, and mental processes dominantly (in *italics*); (3) the use of internal conjunctions to reinforce arguments, causal conjunctions, or nominalization (underlined) (Gerot & Wignell, 1994; Wiratno, 2018).

**Thesis:
position**

In these times of the Pandemic **we all** *have been trying to adjust with* **the changes taking place** and **we all** *are fighting* bravely.

preview

As it is said that **nature is the best teacher** **we all** *have learnt many lessons [from the Pandemic]*.

Argument 1:**point**

I *have learnt* to be optimistic.

elaboration

The Pandemic *made me enjoy the little things and moments of life. It made me realise* that **our family** *always stands with us* in all the thick and thin. **I** *spent time* exploring myself, my hobbies and interests. **I** *tried to build a better version of myself. Pandemic made me realise* that **we cannot take anything for granted. We** *should be self-dependent and should be able to adjust* in any situation.

Reiteration:

Most importantly **it taught me** that **life goes on** no matter what.

As seen in the example text above, IN-1 unilaterally expressed his/her opinion to convince his/her interlocutors that the things s/he gained or learned during the pandemic that impacted himself/herself are correct. According to the theory (Gerot & Wignell, 1994; Wiratno, 2018), in the position phase of the Thesis stage, IN-1 used generic participants "we all" and "the changes taking place" to introduce communication topics and show his/her position in facing the pandemic by using "adjust" and "fight" processes. Then in the preview phase of the Thesis stage, s/he started his/her clause by using the internal conjunction "as" to strengthen his/her argument. The generic participants "nature, the best teacher" and "we all, many lessons [from the Pandemic]" are realized at this phase to outline the main arguments that will be conveyed through the "is" and "learn" processes.

In the Argument 1 stage, IN-1 restated the main argument outlined in the preview phase by realizing the pronoun "I" and with the process of "learning" in the point of the pandemic impact on himself/herself phase. Next, in the elaboration of the pandemic's impact on himself/herself phase, IN-1 used a lot of pronouns "I" and "me" because s/he developed and supported his/her argument points. In this elaboration phase, IN-1 realized material process such as "spent, tried to build" and mental process "made" in past tenses to express what kinds of events and feelings when s/he experienced the pandemic. The relational process "should be" and the material process "cannot take for granted, should be able to adjust" were realized by IN-1 in this phase to express his/her opinion on his/her characteristics in facing the pandemic and what s/he should do to face the pandemic.

In closing his/her analytical exposition text, IN-1 realized the Reiteration stage by using generic participants "it, me, life" with material process "taught, goes on" to restate his/her position that the things gained or learned during the pandemic that have an impact on himself/herself are true. With the completeness of the stages and phases of the analytical exposition genre realized by IN-1, it will be easier for his/her communication opponents to understand the arguments conveyed by him/her.

TABLE 3
DISTRIBUTION OF STAGES AND PHASES REALIZATION OF PARTICIPANTS FROM COLOMBIA AND TURKEY

| Stages | Phases | Colombia | | | | | | | | Turkey | | | |
|-------------|---|----------|------|------|------|------|------|------|------|--------|------|------|------|
| | | CO-1 | CO-2 | CO-3 | CO-4 | CO-5 | CO-6 | CO-7 | CO-9 | TR-1 | TR-2 | TR-3 | TR-4 |
| Thesis | position of the thesis | | | | | | | | | | | | |
| | preview of the thesis | | | | | | | | | √ | | | |
| Argument 1 | point of the pandemic impact on oneself | √ | | √ | | √ | √ | √ | | √ | √ | √ | √ |
| | elaboration of the pandemic impact on oneself | | | √ | | √ | √ | √ | | √ | √ | √ | √ |
| Argument 2 | point of the pandemic impact on the world | | √ | | | | | | | | | | |
| | elaboration of the pandemic impact on the world | | √ | | | | | | | | | | |
| Argument 3 | point of the pandemic impact on nature | | | | √ | | | | | √ | | | |
| | elaboration of the pandemic impact on nature | | | | √ | | | | | √ | | | |
| Argument 4 | point of the pandemic impact on society | | | | | | | √ | √ | | | | |
| | elaboration of the pandemic impact on society | | | | | | | √ | √ | | | | |
| Reiteration | | | | | | | | | | | | | |

(e). *Colombian Participants*

As presented in Table 3, it is shown that there were eight participants from Colombia who participated in the international online communication in the IVE 2021 program with the topic *Lessons from the Pandemic*. None of the participants from Colombia realized the Thesis and Reiteration stages. They only realized the stages of Argument 1 about the impact of the pandemic on themselves, Argument 2 about the impact of the pandemic on the world, Argument 3 about the impact of the pandemic on nature, and Argument 4 about the impact of the pandemic on society, along with their phases. However, CO-1 only realized the point of the pandemic impact on oneself phase without realizing the elaboration phase of the argument. The results of this study are in accordance with the results of Benavides (2021), who stated that the level of English proficiency in Colombia is identified as low when considering the Common European Framework of Reference for Languages (ceFr) adopted by the Colombian government since 2006.

(f). *Turkish Participants*

As seen in Table 3, there are four participants from Turkey. Of the four participants, only TR-1 realized the stage structure of Thesis^Argument 1^Argument 3 and their phases, although s/he did not realize the position of the thesis phase and the Reiteration stage. Then, TR-2, TR-3, and TR-4 only realized the Argument 1 stage and its phases to express their opinions about the impact of the pandemic on themselves, but they did not realize the Thesis stage and the Reiteration stage. In Turkey, according to Kirkgoz (2007), the official language and language of education is Turkish. However, currently, English is the only foreign language that must be taught at all levels of education. The research is not in accordance with the results of this study because not all participants of the IVE 2021 program from Turkey realized the stages and phases of the analytical exposition genre completely and holistically in their communication texts.

As seen in Table 3, one of the participants from Colombia, namely CO-1, realized the most incomplete stages and phases in his/her analytical exposition text. Here is the analytical exposition text of CO-1:

Argument 1:

point

in this time of pandemic **I was able to get to know myself** better and *understand my emotions* more

In the text above, CO-1 skipped the Thesis stage and its phases, the elaboration phase at the Argument 1 stage, and the Reiteration stage. CO-1 only realized the point phase of the Argument 1 stage to share his/her opinion about the pandemic impact on himself/herself. In realizing this phase, CO-1 used participants "I, myself, my emotions" to express his/her opinions that s/he was also affected during the pandemic. The mental process "was able to get to know and understand" in past tenses was realized by CO-1 to express his/her cognitive opinions about the impact of the pandemic on himself/herself. The point of the pandemic impact on oneself phase at the Argument 1 stage has a social function to restate the main argument outlined in the preview; however, CO-1 skipped the Thesis stage and its phases. In addition, CO-1 did not develop his/her opinion in the elaboration phase of the Argument 1 stage; this may make his/her communication opponents face difficulty in understanding what s/he wanted to convey in his/her analytical exposition text.

From the results above, it was found that out of 23 participants who participated in the communication, only one participant from India (IN-1) realized the stages and phases of the analytical exposition genre completely and holistically as s/he is the initiator of the communication. Although three participants from Japan (JP-3), Turkey (TR-1), and Indonesia (ID-1) realized the Thesis^Argument stage, they did not realize the position of the thesis phase and the Reorientation stage. There were two participants from India (IN-2) and Japan (JP-1) who realized the stages of Argument^Reiteration and their phases, but they did not realize the Thesis stage and its phases. The other seventeen participants from various nations only realized the Argument stage and its phases, but they did not realize the Thesis stage and its phases, and they did not realize the Reorientation stage either. Most of the participants did not realize the Thesis stage because the communication text of the IVE 2021 program is an online document that can be seen, or more precisely read, by all new participants before they participate in it (Erickson, 1997), so they felt no need to realize the stage if they had the same position and preview phases of the Thesis stage as the previous communication participant(s). However, by realizing the genre stages and phases completely and holistically, they will minimize misunderstandings in their communication texts.

IV. CONCLUSION

It is possible to conclude from the results and discussion above that not all of the participants of the IVE 2021 program from six countries who participated in the international online communication with the topic *Lessons from the Pandemic* realized complete stages and phases of the analytical exposition genre in their communication texts. First, only one text completely fulfilled the primary stages of the analytical exposition genre, namely Thesis, Argument, and Reiteration and their phases. Second, three micro-genre texts of analytical exposition realized the preview of the thesis phase at the Thesis stage, but these three texts did not realize the position of the thesis phase. Those three texts did not realize the Reiteration stage either. Third, it can be stated that most of the participants of the IVE 2021 program who participated in the international online communication with the topic *Lessons from the Pandemic* had realized the point phase and the elaboration phase at each of the Argument stages, i.e., the argument about the impact of the pandemic on oneself, on the world, on nature, and on society. Forth, only one text has the most minor realization, as it only realized the point phase without any development in the elaboration phase in the Argument stage. Finally, only three texts of the analytical exposition genre realized the stage of Reiteration. The more complete stages and phases realized by the participants, the better genre competence they have. Having good genre competence can increase participants' capacity to contribute and help them get over obstacles to written English communication.

The results of this study are expected to be used as a reference for further studies. Theoretically, this study contributes to the development of SFL theory and studies by providing a genre analysis of the stages and phases formed in international online communication texts of the IVE program. Practically, this study can be useful for language researchers and English learners, especially the participants of the IVE program, so that they should implement the

stages and phases of all types of genres completely and holistically to minimize misunderstandings from other participants who read their communication texts. This research is only limited to analyzing stages and phases in the micro-genre of analytical exposition; it can still be developed to explore other micro-genres in the IVE program in the same year or the IVE program in future years. The following research can also analyze the linguistic elements, either at the clause level or lexical level, of participants from various countries using the SFL approach.

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