



**RESEARCH PAPER**

**A Genre Analysis of Curriculum Vitae (CV) of University Teachers**

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**ABSTRACT**

This study examined the generic structure of CVs written by faculty members at the University of Peshawar. The primary objective was to identify a generic move-step structure for CVs, analyze their lexico-grammatical features, and observe any deviations from the established structure. A total of 26 CVs were analysed using Bhatia's (1993) move analysis model. The analysis revealed that candidates mostly employed and adhered to the identified move-step structure. However, deviations occurred when additional steps were introduced or when a single communicative function was distributed across multiple steps. The study identified a generic structure consisting of five moves and ten steps. Lexico-grammatical features included the frequent use of action verbs, the avoidance of personal pronouns, and a preference for the simple present and simple past tenses. This study aimed to develop a standardized structure that can guide the drafting of academic CVs. The identified structure may also serve as a foundation for future research on CV composition.

**KEYWORDS** Curriculum Vitae, CV, Bhatia's Model, Genre Analysis, Job Application Letters, University Teachers

**Introduction**

In today's world of cut-throat competition, the importance of Curriculum Vitae has increased, because the already competitive job market gets more saturated with the addition of job seekers every year. Today, most organizations cannot interview every individual because of the large number of applicants. Only those candidates are shortlisted for interviews who craft their CV in a way that can convince the employer.

CV is a very interesting document since it tells people who you are. According to Merriam Webster Dictionary "Curriculum Vitae" is a Latin expression that means "the course of one's life" (Merriam-Webster n.d). Curriculum Vitae is a personal brochure that showcases your talent and ensures that you get the job you want (Innes 2009: p.ix). A CV is a sales document that accompanies a job application, it highlights your skills and experiences and leads to important meetings and interviews (Mcgee 2009: p 4-5). Today the job market is very saturated: for each vacancy there are thousands of applicants. For every job, there is a pile of CVs to be reviewed. So, each CV takes a time of less than a minute which may be approximately 20 to 30 seconds for revision. The CV of one should be effectively penned so that it can create an impact on the employer in a very less time (Innes 2009: p.x).

Genre is a text which has some recognizable pattern and shared communicative purpose. Genre Analysis is a system in which we identify the patterns and the language of the genre in light of communicative purpose, (Dudley-Evans, 1987 as cited in Wang 2005: p.76). Bhatia (1993) states that genre is a highly structured text having characterized

communicative purpose that is understood by professional members of the community (Bhatia 1993: p.49).

The aim of this research is to explore the generic structure of CVs of highly educated university teachers. The CVs are taken from academic professionals to know how highly educated people such as university teachers structure their CVs. In this research, the generic structure of CV, the lexico-grammatical features, and the deviations from the generic structure will be investigated. Twenty Six CVs from the website of the University of Peshawar written by professors of different academic departments are used.

In the Bhatia (1993) framework, a CV is part of move 4 (enclosing documents) of a job application. The purpose of a job application letter is to introduce a CV of an individual to the employer. Bhatia states that a job application clarifies what is written in the CV. So it has a clarificatory purpose (Bhatia 1993: p.131) Curriculum Vitae is a personal document which summarises education, abilities, strengths and experience of a person. A great deal of work is done on this genre but still there is a room for further research on generic structure, lexico-grammatical features and deviations in CV. The research report aims to explore the generic structure, lexico-grammatical features and deviations from generic structure in CVs of university teachers.

## **Literature Review**

According to Innes (2009), a CV is a personal brochure that summarises your work experience and academic history. A CV should be carefully written because it decides whether you are the best candidate for the job or not. He further states that a CV is not an autobiography one should not list everything. He also describes how to use action verbs, positive adjectives, and jargon. In addition, he emphasizes the use of third-person pronoun instead of first because the first person is considered unprofessional and informal which makes the CV too personal. A CV may be chronological which lists your employment and academic history or functional which lists your experience in functional areas. A CV may be mixed as a hybrid of both functional and chronological.

Mcgee (2009) states that a CV is a marketing tool that includes your personal details, academic history, training received, working history and skills. A CV aims to inform the reader regarding your life to date. He further states that it is a sales document that highlights your skills, experience, and achievements and it should be written in a way that motivates your reader. A CV is a document that helps you to complete your job application. It is mainly accompanied by a letter and leads to an interview. Moreover, a CV should be relevant, easy to read, detailed, accurate and highlight your skills. It should not be overloaded, jumbled and vague.

Bhatia (1993) states that job application letters have a clarificatory purpose which clarifies and communicate what is written in Curriculum Vitae. In the Bhatia framework, a CV is part of move 4 (enclosing documents) of a job application.

Saleem, Sharif, and Shah (2019) examined job application letters of British university students. The aim of the study was to find the schematic structure of job applications, the rhetorical move structure, and the deviations from the generic structure. They found a total of 10 moves in the applications and revealed that generic structure is maintained by generic resources. As for lexicon, the words that are common to job applications are used. The deviations from the generic structures were found: absence of

rhetoical features, lack of organizational design and lack of persuasiveness. The lack of organizational design is because of a lack of awareness of generic code.

Wang (2005) studied 40 job applications. This study was conducted at Shangai Foreign Studies University. The analytical approach for the study had two layers of analysis: one is contextual analysis while the other is linguistic analysis. As far as context is concerned Wang concluded that the writer should highlight important aspects of candidature and the length of an application may be around a page. Further, the candidate should focus on relevant work history than educational history. In linguistic analysis, she found 6 moves in which *establishing self*, *offering self*, *referring to enclosed materials* and *inviting further action* are central. While *using pressure tactics* and *goodwill ending* are peripheral. Among the central 4 the *offering self* and *inviting further action* are considered obligatory and have 100% of occurrence.

Tatsanajamsuk (2017) investigated the move-step structure and grammatical features in job applications. For this purpose, he evaluated fourteen job applications written by English native speakers on different websites. He used Bhatia's framework and found that Move 1-*establishing credentials* and Move 2-step 2C-*indicating value of candidature* are the most common. In contrast, Move 4-*enclosing documents* is only found in 6 applications out of 14. As far as tenses are concerned present simple and present progressive are frequently used.

Wijyanthi and Sulistyaninguish (2018) examined the format, design, and content of CVs. The data was collected at a job fair at a private university in Jakarta. Data was collected in the form of questionnaires. Three hundred respondents were requested but only 46 responded with questionnaires and CVs. Forty six CVs were analysed by descriptive, qualitative and quantitative methods. He concluded that 67% of CV templates are copied from websites, 87% are not more than one page, 90% use the chronological format, and 78% use creative design. Further, he found 19 information contents in CV of which 12 are considered optional contents and 7 are considered obligatory contents. The 7 obligatory contents are photo, personal data, formal education, GPA, organizational experience, work experience, and hard skills. The 12 optional contents are goal, summary, research title, achievement, training, hobby, interest, soft skills, certificate, reference, social media link, and signature.

Choi, Jeon and Juyoung (2011) studied the experience section of CVs. For this purpose, they collected 100 CVs of native speakers provided by the career centres of thirty different universities in the US and UK in which they studied the structure and lexico-grammatical features of CV. They investigated the experience section of the CV has 3 Moves referred to as *stages* and 7 Steps called *strategies*. The three stages are Introduction to Job Engagement, Detailed description of duties, and professional qualification. The strategies are namely: *place of work*, *working period*, *job title*, *scope of work*, *working environment*, and *attitude towards work*. In lexico-grammatical features the role various parts of speech were described. Nouns provide information about writer, adjectives modify nouns and strengthen text, the proper usage of verbs make writing more effective and adverbs reflect the attitude of job applicants. Conclusively, in lexico-grammatical features, they introduced certain words and clauses that contribute to the accomplishment of goals.

Mello, Krishnan, Arumugam, Afandi, Husin, and Ramalingam (2021) studied move analysis in 25 job applications written by 25 Malaysian graduates using the Bhatia framework. Applications were taken from an organization in Kula Lumpur, Malaysia.

They found that Move 2-*introducing candidature*, Move 7-*ending politely* and Move 5-*soliciting response* are 100% employed. Move 3-*offering incentives* was used only 28% while Move 6-*using pressure tactics* was avoided at all. It shows that Move 5-*using pressure tactics* may be avoided and its use may not be appropriate sometime. While Move 1 is highly encouraged.

Furka (2008) studied the corpus of CVs written by the Hungarian EFL students. He states that CV consists of communicative events of job application which inform audience and employers regarding the writer. Further, he states that there is a lack of empirical research on the genre of CV. Because of a lack of research, he drafted a CV structure based on reviewed samples. The structure contains personal information, work experience, education, training and skills.

Basthomi (2012) studied 40 CVs written by Indonesian students of EFL. The CVs were collected from the Graduate Library of the State University of Malang Indonesia. He examined personal information, work experience, and academic information sections of CVs through colleague moderation. Several readings of each text were carried out and he concluded that the personal information section deals with age information and familial origin, academic information deals with educational background, and work information shows career trajectories. Further, he claimed that CVs are loaded with strong self-celebration and self-heroicization.

Masum, Rizan, Darus, Stapa, and Mustaffa (2007) analyzed 24 job application letters written by Malaysian graduates who applied for some positions in Universiti Kebangsaan Malaysia. The main goal of the study was to identify the structure of job application letters. In this research, Bhatia's approach of Moves and Steps was used along with Markin software in order to generate statistics for analysis. This study shows that 95.83% of applications used Move 1 Step 1 and 91.67% of applications used Step 2. Step 3 of Move 1 is only used by 33.33% of candidates. All the applications employed Move 1-*establishing credentials*. Move 2-*offering incentives* was employed by 54.17%. *Enclosing documents*-Move 3 was used by 37.5%. Move 4-*soliciting response* was employed by 4.17%. *Using pressure tactics*-Move 5 was used by 16.67%. Move 6-*ending politely* was employed by 97.83% of candidates. In twenty-four applications fourteen applications used 3 Moves, five applications adopted 2 Moves and the remaining five applications employed 4 Moves. This study shows that majority of candidates employed three or less than three Moves. This indicates that the structure of job application letters of most candidates is not adequate and does not meet the required criteria.

Hou (2013) investigated similarities and differences among generic structures of 80 cover letters written by Taiwanese and Canadian college students. For analysis, Upton and Connor's framework was used. This study shows that Canadian students write longer sentences, and use a variety of words and sentence structures. They use longer sentences and a variety of structures to convince employers regarding their qualifications. Taiwanese on the other hand used short and general statements. They also used direct strategies and formulaic expressions. The results showed that differences were because of cultural and rhetorical backgrounds and different lexical knowledge.

Ali (2004) examined the generic structure of Arabic and English job application letters written by native Arabic and native English speakers. For this purpose, 60 job application letters were selected and subjected to Bhatia's framework. The aim of the study was to investigate the Move Step structure of job application letters. He found a total of 10 moves namely *opening*, *referring to the source of information*, *offering candidature*,

*glorifying the institution, promoting candidature, enclosing documents, invoking compassion, soliciting response, indicating willingness for a personal interview, and ending politely.* In English job application letters *opening, offering candidature, and promoting candidature* were employed 100%. While *glorifying institutions* and *invoking compassion* were employed by none of the candidates. *Referring to the source of information* and *soliciting response* were employed by 90% of candidates. *Enclosing documents, indicating willingness for a personal interview, and ending politely* were employed 50%, 60% and 80% respectively. In Arabic job application letters, *opening* was employed 100%, *indicating willingness for a personal interview* was employed by none. *Referring to the source of information, applying for the job, glorifying the institution, promoting candidature, enclosing documents, invoking compassion, soliciting response, and ending politely* were employed by 93%, 97%, 50%, 80%, 47%, 40%, 20%, 83% of candidates respectively. Arabic letters contain some strategic moves such as '*glorifying the institution of the prospective employer and invoking compassion* that do not even exist in the covering letters written by English writers. In contrast, English job applications have lengthy supporting discussions to convince employer. This research suggests that different strategies, techniques and structures are employed and effective in different cultures.

Strunz (2021) explored Curriculum Vitae as a medium of a job application. Data is taken from the German National and Provincial State Archives of the Prussian State Administration. The aim of CV was to explore how CVs depict careers and how organizations control personnel through CVs. He stated that through CV we depict our careers. People employed several strategies to make their professional history look like a career. Which he called *carrerization*. He found that people do not write everything in their CV but write what is useful for the state and what can reflect them more professional. Further CVs are used by organizations to control their employees. CVs give power to employers to suggest positions, promotions and transfer easily.

Morzinski (2014) described a method for analysing CVs. He applied his method and reveal the strengths and weaknesses of CVs. 17 CVs were collected from students of Wisconsin Medical College. The data were analysed on the model described by Crabtree and Miller. While concluding results he recommended that a CV should adhere to a standard format, and one should list his contact details briefly. Further, he suggested that we can use CVs for the evaluation of faculty development programs.

Rahim and Paramasivam (2016) investigated schematic structure, move patterns and communicative purposes of job applications. For this purpose 15 applications were taken from Malaysian graduates of different universities. They use Bhatia's framework for move-step and Grice's model for cooperation in communication. They concluded that Malaysian applicants use 5 moves structure which shows that they have basic knowledge of structure organization but moves like *detailing candidature, offering incentives, and indicating value of candidature* lack clarity. Which made self-appraisal weak. They recommended that this study will help in the teaching of letter writing to ESP and ESL students.

Wijyanti (2021) investigated the pattern of job application letters written by individual students. Data were obtained from 60 letters written by students of the faculty of economics from one of the private universities of Jakarta. The data was analysed by the AIDA model. She concluded that the AIDA model (Action, Interest, Desire, and Action) is found as follows in job application letters.

Opening -----Attention (A)

Body -----Interest (I), Desire (D)

Ending -----Action (A)

Patanasorn and Thumnong (2017) studied 30 job application letters written by 5 participants from nationalities including Indonesian, Malaysian, Filipino, Thai, Singaporean, and Vietnamese. A theoretical framework was synthesized from the previous studies of (Al-Ali, 2004; Bhatia, 1993; Henry & Roseberry, 2001; Upton & Connor, 2001) and was employed to analyze moves in each letter. They found eight moves in job application letters. Move 1: *opening*, Move 2: *referring to the source of information*, Move 3: *offering candidature*, Move 4: *promoting the candidature*, Move 5: *enclosing documents*, Move 6: *encouraging further contact*, Move 7: *ending politely*, Move 8: *closing*.

Mohamed, Halim, Husin, and Mokhtar (2017) analysed fifteen job application letters written by Malaysian second language English writers were analysed in terms of the moves and steps. For this purpose framework of moves and steps by Khan and Tin (2012) was used. A total of six moves were identified with variable frequency as; M1: *addressing*, M2: *establishing credentials*, and M6: *ending politely* were employed 100%. The frequencies of M3: *referring to the source of information*, M4: *offering candidature*, and M5: *glorifying employer* were 13%, 86% and 53% respectively.

## Material and Methods

A total of 26 CVs were collected from the University of Peshawar's official website. Names and identity information are removed for the confidentiality of the writers of the CV. Out of 26 CVs 8 are from the faculty of Arts and Humanities, 9 are from Social Sciences and 9 are from Numerical and Physical Sciences. In Arts and Humanities, 3 CVs are taken from the Department of English and Applied Linguistics, 3 are from the Department of Archaeology while 2 are from Arts and Design. In Social Sciences 3 CVs are used from each i.e. Department of Gender Studies, International Relations and Sociology. Physics, Statistics, and Computer Science are in Numerical and Physical Sciences, 3 CVs are used from each department. Job application letters and CVs are considered different types of texts but they have same communicative purpose. Both are used to get a job. As Bhatia (1993) stated that, Job applications basically clarify and communicate what is written in a CV. For move-step structure analysis of CV, The study will use the Bhatia framework (Bhatia 1993).

## Theoretical Framework

Theoretical framework of this study is Bhatia's (1993) model of analysis of job application letters. According to Bhatia's (1993) framework, the structure of a job application should follow seven move patterns of genre analysis (see table.1). Move 1 is *establishing credentials* that state the strengths of an individual. Move 2 is *introducing candidature*. This is further divided into 3 steps: Step 1-*offering candidature*, Step 2-*Essential detailing of candidature* and Step-3 *indicating value of candidature*. Move 3 is *offering incentives* which states that how a candidate can contribute as a potential employer. Move 4 is *enclosing documents*. Move 5 is *soliciting response*, according to Bhatia (1993) *soliciting response* maybe request for an interview or an invitation for further correspondence. Move 6 is using *pressure tactics* while Move 7 is *ending politely* (p.120-132). Bhatia (1993) states that sequencing moves are flexible sometimes some moves may be more essential

than others. Sometimes we may find more moves in a single paragraph. The order of moves is also not obligatory and may get changed (p.113).

**Table 1**

**Move-Step Structure of a Job Application, Bhatia (1993)**

Sr. No.	Move	Function
1	Establishing Credentials	Summarizes the most important strengths of a candidate
2	Introducing Candidature	Introduces the candidate
3	Offering Incentives	States how a candidate can contribute as an employer
4	Enclosing Documents	Refer to documents like CV, Cover letter
5	Using Pressure Tactics	The candidate competes for the position
6	Soliciting response	Indicates the closure of the letter, it could be a request for an interview
7	Ending Politely	Closes the job application, like 'Thank You'

According to Bhatia (1993), text can be analysed quantitatively by studying specific features of language that are predominantly used. The study of lexicogrammatical features involve the study of the frequency of syntactic and lexical items (p.66).

### Results and Discussion

A total of 5 moves were identified in the corpus with variations in number and order of occurrence. Some moves were observed more frequently and there was no sequential order of moves in the CVs. They are as follows:

- Move 1: Establishing Credentials
- Move 2: Introducing Candidature
- Move 3: Indicating Value of Candidature
- Move 4: Offering Incentives
- Move 5: References

The results are reported in the table 2 below.

**Table 2**

**Moves Identified in the data**

Sr. No.	Move	Function
1	Establishing Credentials	Summarises the overall CV of an individual. It can be identified in a CV as a profile or summary. It states candidates' most important strengths and abilities.
2	Introducing Candidature	Introduces the candidate in terms of personal information, education and experience.
3	Indicating Value of Candidature	Apart from the basic introduction, this move increases the value of a candidate. It contains the participation of the candidate in works other than education and job experience. Publications, memberships, certifications, courses, trainings, seminars, workshops, foreign visits, languages, awards and scholarships indicate the value of a candidate.
4	Offering Incentives	In a CV Offering Incentives are mainly mentioned as interests and strengths. It indicates the strong areas of a candidate and shows that how a candidate can contribute as a potential employer.
5	References	References are the last move of a CV which creates an impression that whatsoever is stated in the CV is true. In this section, an individual provides the contacts of some authorities who can confirm the credibility of a CV.

Table 2 reveals the important functions of different moves in CV. In table 3 the number of occurrences of different moves is reported i.e. how many CVs adopted the identified typical move structure.

**Table 3**  
**Number of Occurrences of Moves in the data**

Sr. No.	Move	Number of Occurrences of Moves in 26 CVs	Percentage
1	Establishing Credentials	5 CVs	19%
2	Introducing Candidature	26CVs	100%
3	Indicating Value of Candidature	26CVs	100%
4	Offering Incentives	6CVs	23%
5	References	13CVs	50%

Table 3 reveals that Move 2 – *introducing candidature*, Move 3 – *indicating and value of candidature* seem to be the most important moves and have 100% of occurrence. We can say that while drafting a CV, one must employ Move 2 and Move 3, otherwise the CV will be incomplete, and a draft which lacks Move 2 and Move 3 may not be called a CV at all. Move 1 – *establishing credentials*, Move 4 – *offering incentives* and Move 5 – *references* have variable occurrences. Move 1 is employed by 5 CVs, Move 4 by 15 CVs, and Move 5 by 13 CVs with the percentage of 19%, 23%, and 50%. The results show that these moves are not mandatory. A CV is a CV even if these three moves are not present, albeit they make the CV better. Move 5 – *references* is employed by 50% of CVs, which shows that it has more importance than Move 1 and Move 4, and less than Move 2 and Move 3.

Based on the table 3 Move 1-Establishing Credentials is employed by 5 CVs out of 26. The occurrence of move 1 is 19%. This move summarises the overall CV of an individual. In a CV this is mentioned as a profile or summary. It states the most important strengths of an individual. From table 3 we may assume that this is not mandatory but make the CV better and also make the CV more appealing. This move assists the employer and provides brief insight regarding the candidate's abilities. Some representative examples from the data are quoted below.

- A. *I am a multicultural, dedicated, flexible, and result-oriented person who believes in achieving success in a dynamic team work by building morale, increasing teams' self-confidence, providing trainings and advices to build an organization, providing mentorship/supervision/guidance to improve personal skills and productivities in a highly dynamic and competitive environment. I intend to achieve high-level of repute in the field of research and development with global recognition by premier level of research.*
- B. *I am a teacher and researcher at the Faculty of Social Sciences, University of ABC, Pakistan, since November 2008. Notwithstanding my incessant quest for improving my own understanding of the various aspects of human condition and collectivities, I believe that teaching and academic research are the best tools to train our youth (and society at large) in scientific attitude and critical thinking as well as to help them explore, and deliberate over, new alternatives to (re)organize human collectivities.*

Move 2-Introducing Candidature is employed in 26CVs. The percentage of this move is 100%. Move 2 plays role in the introduction of the candidate. This move is mandatory and states personal information, education and experience. This move can be divided into three steps as reported in the table 4 below.

**Table 4**  
**Move 2 (Introducing Candidature) is divided into 3 steps.**

Introducing Candidature (Move 2)	Step-1 Personal Information
	States personal information like Name, Address, and Contact Details.
	Step-2 Education
	States educational background of an individual



## Step-3 Experience

States experience of an individual like Academic Experience, Administrative Experience. Experience related to certain job

Move 2 Introducing Candidature is presented in CVs as follows.

- i. **Step-1 Personal Details:** Step 1 personal details, is step 1 of move 2. This step summarises the personal information of an individual like name, address, and contact details.
- ii. **Step-2 Education:** Step 2 education is step 2 of Move 2. This step summarises education qualification of an individual.
- iii. **Step-3 Experience:** Step 3 experience is step 3 of Move 2 it summarises the experience of an individual in several fields like we may say that academic and administrative experience.

In Move 3- Indicating Value of Candidature, the candidate states all the things which can add value to the candidature. This move is employed in 26 CVs. The occurrence of this move is 100%. This shows that this move is mandatory for creating a strong CV. Publications, memberships, certifications, courses, trainings, seminars, workshops, foreign visits, languages, awards and scholarships indicate the value of a candidate. Move 3 is further divided into various steps as reported in the table 5 below.

**Table 5**  
**Seven steps in Move 3-Indicating Value of Candidature**

Indicating Value of Candidature (Move 3)	Step-1 Publications
	Step-2 Seminars/Workshops/Conferences
	Step-3 Foreign Visits
	Step-4 Memberships
	Step-5 Trainings/Courses/certifications
	Step-6 Distinctions/Awards/Scholarships
	Step-7 Languages

All the steps reported in move 3 are not mandatory. They may or may not be present in every CV. The candidates may not have scholarships, awards, distinctions, memberships or publications. The candidate may only consider those qualities which they possess. In the data, it is observed that the maximum number of steps employed by a single CV are 5. There were CVs that only used one step. Further analysis of 7 steps of move 3 is reported in a table 6.

**Table 6**  
**Steps in Move 3 Indicating Value of Candidature**

Sr. No	Steps	Number of Occurrence of Steps in Move 3	Percentage
1	Publications	20 CVs	76%
2	Seminars/Workshops/Conferences	18 CVs	69%
3	Foreign Visits	6 CVs	23%
4	Memberships	6 CVs	23%
5	Trainings/Courses/Certifications	9 CVs	34%
6	Distinctions/Awards/Scholarships	15 CVs	57%
7	Languages	8 CVs	30%

Table 6 revealed that it is not possible for a candidate to employ all the steps. In the analysed corpus none of the CVs employed all the steps. The steps in move 3 have variable occurrence in CVs. Further, no sequential order is observed in these steps. So, it is suggested that candidates should only list those steps which the candidate possess.

Move 4 Offering Incentives are present in the CVs mainly under the titles of strengths and interests. This move provides insight to an employer regarding the strong areas of a candidate. After observing Offering Incentives (interests, strengths) employer can decide the best position for a candidate in an organization. Move 4 shows how a candidate can contribute as a potential employer. Based on table 3 this move was present in 6 CVs. The occurrence was 23%.

“References” were the last move in the present data. This move was present in 13 CVs. The occurrence of this move was 50%. In this move a candidate provides the contacts of some authorities who can confirm the credibility of a CV. This move creates an impression that whatsoever is stated in the CV is true. Sometimes references are not given but indicated that they may be furnished upon request.

From the above discussion, we can arrive at a generic move-step structure for CV. The structure identified has 5 moves and 10 steps. Move 2 and move 3 are of prime importance. Without these moves, a CV may not have a typical CV structure. Move 1, 4 and 5 may or may not be present in the CV, however they make the CV stronger and more appealing. The generic move-step structure is reported in table 7 below.

**Table 7**  
**Generic Move-Step Structure of Curriculum Vitae (CV)**

Move 1	Establishing Credentials	
Move 2	Introducing Candidature	Step-1 Personal Details
		Step-2 Education
		Step-3 Experience
Move 3	Indicating Value of Candidature	Step-1 Publications
		Step-2 Seminars/Workshops/Conferences
		Step-3 Foreign Visits
		Step-4 Memberships
		Step-5 Trainings/Courses/certifications
		Step-6 Distinctions/Awards/Scholarships
		Step-7 Languages
Move 4	Offering Incentives	
Move 5	References	

As far as lexico-grammatical features are concerned, a total of 20 different lexical items were identified and analysed. These lexical items were retrieved from different sections of the CV and were present in variable number as reported in the table 7.

**Table 8**  
**Different Lexical Items in CV**

Sr. No.	Lexical Item	Occurrence	Class
1	Supervisor	17	Noun
2	Organizer	15	Noun
3	Conducted	10	Action Verb
4	Participated	49	Action Verb
5	Director	14	Noun
6	Supervised	13	Action Verb
7	Published	04	Action Verb
8	Presented	14	Action Verb
9	Organized	58	Action Verb
10	Appointed	03	Action Verb
11	Attended	04	Action Verb
12	Designed	16	Action Verb
13	Worked	02	Action Verb
14	Supported	06	Action Verb

15	Developed	07	Action Verb
16	Managed	04	Action Verb
17	Created	03	Action Verb
18	Conducted	07	Action Verb
19	Approved	02	Action Verb
20	Delivered	05	Action Verb

As is clear from the table 8 most of the lexical items are action verbs. According to Innes (2009), "action verbs can be used to describe your skills and experiences in such a way as to emphasise what you achieved rather than just what you did" (Innes, 2009, 19-20). The results of this are in the line with Innes (2009) study.

As for grammatical features, the sentences mainly start with action verbs as suggested by Innes, (2009). Sentences mainly began with action verbs and pronouns were omitted. In Move 1-*establishing credentials* simple present was employed. In Move 2 step 3-*experience* and in Move 3-*indicating value of candidature* simple past tense is used. The following samples are retrieved from the corpus. The following three samples (A), (B), (C) and (D) are taken from move 2 and move 3 action verbs are employed and past tense was used.

- A. *Participated in the 3-Day National Conference on ABC, organized jointly by the Department of ABC, University of ABC, and the Directorate of ABC (Peshawar), at Bara Gali, 18-20 August.*
- B. *Participated and presented paper in the 3-Day International Conference on ABC, held in Islamabad, organised by ABC.*
- C. *Participated in a workshop on "Research Writing" by ABC.*
- D. *Attended Four-day Training Course on ABC held at ABC.*
- E. *Surveys & explorations were conducted under a research project in order to explore ABC.*

In Move 1-Establishing Credentials the candidates use simple present tense as reported in the following samples retrieved from the data.

- A. *I am a multicultural, dedicated, flexible, and result-oriented person who believes in achieving success in a dynamic team work by building morale, increasing teams' self-confidence, providing trainings and advices to build an organization, providing mentorship/supervision/guidance to improve personal skills and productivities in a highly dynamic and competitive environment.*
- B. *I am a teacher and researcher at ABC. I believe that teaching and academic research are the best tools to train our youth (and society at large) in scientific attitude and critical thinking as well as to help them explore, and deliberate over, new alternatives to (re)organize human collectivities.*

As for deviations, the CVs were structured mainly in accordance with the proposed move-step structure. However, some of the CVs deviated when the information provided was more than what was required. For example some of the CVs divided the information into more sections which could have been included in a single section because of same communicative purpose such as, responsibilities, internal duties, other duties, working with ABC now these all can be included in a single step i.e. experience. Some CVs have included a table of contents which is not relevant to CV writing. Some CVs described full research project while some other throw light on the courses being

taught. These deviations were intended to create a good impression and to make the CV more appealing.

## **Conclusion**

In the present study, 26 CVs of faculty members of the University of Peshawar were analysed. The research report addresses three questions as follow.

The analysis of this study revealed that 5 moves used in the CVs: establishing credentials, introducing candidature, indicating the value of candidature, offering incentives and references. Move 2 is divided into three steps i.e. personal information, education and experience. Move 3 is divided into 7 steps. The presence of move 2 and move 3 was 100% which shows that these two moves are mandatory and should always be employed while drafting a CV. It is pertinent to mention that Move 1 establishing credentials which summarises the candidate's profile mainly appear at the start of the CV and Move 5 references mainly appear at the end of the CV, however, not mandatory. Further, no sequential order is observed in moves especially Move 2, Move 3 and Move 4. In lexico-grammatical features mostly action verbs were used i.e. sentences were started with action verbs and pronouns were not used. In move 1 establishing credentials, simple present tense was used and in move 2 and move 3 past tense was used. As far as deviations were concerned deviations were observed in some CVs such as candidates divided some information into extra sections which could have been adjusted in the same move/step. Some CVs added a table of contents which is entirely not needed and make the CV bulky. Some CVs furnished full information about their research projects and some have added details and explained the courses they taught. These were certain deviations but overall the CVs studied and analysed here followed the proposed move-step generic structure.

In a nutshell, the current study was designed to examine move-step generic structure, lexico-grammatical features and the deviations from the generic structure in the CVs of university teachers. The results revealed that CVs of university teachers follow the move-step generic structure however some deviations were observed i.e. creating irrelevant steps, giving huge descriptions of courses and research work; and table of contents in CV. As far as lexico-grammatical features are concerned, sentences were started from action verbs and pronouns were omitted. In move 1 establishing credentials simple present tense was employed while in move 2 introducing candidature and in move 3 indicating value of candidature simple past tense was mostly used.

## **Recommendations**

While a good deal of research has been done on job application letters, there is limited work available on the structure of CVs. This study helps to fill that gap by identifying a clear move-step structure for academic CVs. The structure discovered in this research may be used as a model for future studies on CVs. Researchers can apply this framework to CVs from other universities, countries, or fields to check if the pattern remains the same. Comparing academic and non-academic CVs can also give deeper insights. In addition, job application letters and CVs can be studied together to understand how candidates present themselves as a whole. Interviews with professionals involved in hiring can also help explain why certain features are preferred. Finally, software tools can be used in future studies to analyse large numbers of CVs more efficiently.

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