

A Genre Analysis of Biography Texts on the IMDB Website

Özgür Çelik

ozgurcelik@balikesir.edu.tr

Balıkesir Üniversitesi, Turkey

ABSTRACT

Genre analysis is among the core areas of English for Specific Purposes (ESP) and has been gradually gaining importance because it offers clear, to-the-point and fruitful implications in the field of ESP. The radical increase in the digitalisation helped genre studies be more specific and accurate. The participation of users to the Web as the content writers maximised the specificity of genres and online communities started to form their own sub-genres. Biography texts represent an excellent example of this. This study aims to make a genre analysis of the biography texts on the Internet Movie DataBase (IMDB) website which were created by the members of an online community. The texts were chosen from the biographies of the last 20 Oscar-Winning actors and actresses, and a corpus was compiled. Casañ-Pitarch's (2017) Analysis of Multi-Genre Structures (AMS) model was adopted to analyse the texts. According to the analysis results, a genre-based instruction as a part of an English for General Academic Purposes course was proposed.

Keywords: *Genre, Genre Analysis, Biography Texts, Genre-Based Instruction, IMDB*

I. INTRODUCTION

Categorisation has always been an instinct endeavour of humanity towards complexity or chaos. The principal-agent of a categorisation process is the concept of genre. Classifying the kinds of texts based on their characteristics dates back to Ancient Greece, first practised by Aristotle (Beghtol 2001). In time, this process radically evolved from a classification mechanism to more complex, comprehensive and influential genre studies.

Although the concept of genre has ancient roots, genre studies can be regarded as relatively new and emerged as a natural outcome of English for Specific Purposes (ESP) studies. First introduced by Tarone (1981), genre studies owe its advent to the seminal work of Swales (1981). Since then, genre studies have been vigorously embraced by researchers and have turned out to be one of the focal points of ESP studies.

Regarded as a fruitful field of ESP studies which is mainly concerned with procedures and practical outcomes, genre analysis has evolved considerably with the contribution of prominent figures in ESP research (Swales 1990, Bhatia 1993, Berkenkotter &

Huckin 1993) and gained a more systematic nature with the help of genre analysis models (Swales 1990, Bhatia 1993, Casañ-Pitarch 2017). Another significant contribution to the development of genre analysis is the integration of computer-based tools which can be regarded as a milestone in genre studies. Regarding text analysis, computer-based tools led to more time-saving, to-the-point, practical and more straightforward analysis.

A crucial characteristic of genres is specificity. Principally, a genre analysis aims to scrutinise a specific text and draw specific conclusions. The level of this specificity is generally bound to the content, context, communicative purposes or discourse community. Furthermore, even a context-specific text may vary *per se* according to the discourse community. Biography texts constitute an excellent example of this. For instance, biography texts of actors and actresses on movie websites like IMDB and Fandango can be created in a different way since these websites offer different guidelines to their discourse communities to write biographies. In this respect, it can be put forward that genres are context and content-specific texts that serve for specific communicative purposes and belong to a specific discourse community.

In the light of these assumptions, this study set out to conduct a genre analysis on the biography texts of Oscar-winning actors and actresses on the IMDB website. IMDB is acknowledged as “the world’s most popular and authoritative movie and celebrity content source” (Press Room 2018). The content is created by the contributors, and the publication of the content requires a review process. Also, IMDB offers a guideline on how to, what to and how not to write the biographies. Celebrity biographies on IMDB can be regarded as a genre because (1) it has a framework on what to and how to write, (2) it has a specific discourse community (the contributors) and (3) the production of biography texts continues and seems to be continued in the future. For the analysis process, a corpus was compiled using the biography texts of the last 20 Oscar-winning actors and actresses and Casañ-Pitarch’s (2017) Analysis of Multi-Genre Structures (AMS) model for genre analysis was adopted. Detailed information related to AMS analysis model will be given in the methodology section. Lastly, a framework for Genre-Based Instruction on biography texts will be offered.

I.1. Biography Texts as a Genre

Biography is a nonfictional form of literature telling the life of an individual and regarded as one of the oldest forms of literary expression (Kendall 2018). Baud (2005) acknowledges that biography texts are the most specific textual genre of Ancient Egyptian culture. As such an old literary form, biography texts developed specific characteristics in time and gained historical, sociological, psychological, ethical and aesthetic aspects. Kendall (2018) draws attention to the difficulty in classifying the biography texts since they can easily shade into another, but a broad classification can be made on the basis of the source of knowledge as those written from personal knowledge and those from research. However, in a broad sense, biography texts can be classified as, but not limited to, critical biographies, standard biographies, interpretive biographies, fictionalised biographies and special purpose biographies. Biography writing is not only an individual endeavour but also attracts the attention of institutions and governmental organisations. Oxford Dictionary of National Biography, which includes over 60,000 biographies of people who shaped British history, serves as a good example of institutional perspective to biographies. Similarly, American National Biography includes over 19,000 biographies of people from American history written by prominent scholars.

The central focus of this study is on the biography texts of Oscar-Winning actors and actresses on IMDB. Askehave (1999) asserts that genres have basically two types of communicative purposes: official communicative purpose and hidden communicative purpose. In the official sense, the biographies on IMDB are created to inform the readers about the life events of actors/actresses including where the person grew up, who their parents were, which school they attended to, how they were discovered, what their debut and breakthrough were and so on. Since the biography texts on IMDB can be classified as informative biographies, the primary communicative purpose is to, simply, inform the reader about the person. On the other hand, it can be argued that biography texts on IMDB can serve for a 'hidden' communicative purpose. IMDB has two membership plans; IMDB and IMDB Pro. The former is free membership plan allowing access to basic information about the movies and the staff while the latter requires paid membership and offers comprehensive and expanded data for industry professionals. Biography texts act as the showcase of comprehensive data about actors

and actresses. In this respect, the hidden communicative purpose of the biographies on IMDB can be regarded as giving an insight into the comprehensive data and directing readers to IMDB Pro to access detailed information.

The biography texts on IMDB are written by the ‘contributors’. A contributor is anyone who submits information to the website (IMDb Contribution, 2018). It can be claimed that the contributors form the discourse community of biography texts on IMDB. Swales (1990) defines discourse communities as groups that have goals or purposes and use communication to achieve these goals and draws six characteristics of discourse communities. The first characteristic is that a discourse community has a broadly agreed set of public goals. In the contributor’s charter, the main goals of contributors are listed as (1) helping users make informed choices about what to see, (2) helping users discover titles they might not otherwise have found and (3) enriching users’ viewing experiences by providing information and content. The second characteristic is having a mechanism of intercommunication among the members. To enable intercommunication, IMBD provides a community zone for the contributors in which they can communicate with each other. The third one is using participatory mechanisms to provide information and feedback. The aforementioned community zone enables the contributors to ask questions, share ideas, get their problems solved and help others. The fourth characteristic is utilising one or more genres in the communicative furtherance of its aims. In this context, biography texts serve as the genre for the contributors with which they can fulfil community goals and maintain communication. The fifth characteristic is acquiring some specific lexis. Biography texts have a special form and cover a range of frequently used words that will be detailed in the analysis part. And the last characteristic of a discourse community is having a threshold level of members with a suitable degree of relevant content and discourse expertise. The contribution mechanism of IMDB is a very dynamic one including 21 badges for contributors determined according to their contribution level. As can be seen, the contributors reflect all the characteristics of a discourse community proposed by Swales (2011).

IMDB dictates guidelines (Biographical data guidelines 2019) that frame what to and what not to include in a biography text and highlights some concerns about style, wording and technical details. The contributors are expected to provide a broad, objective overview of the person in chronological order, avoiding subjective opinions.

Biographies should be in the English language and in the third person singular. Sentence structure should be preferred rather than a *résumé* format. Additionally, guidelines inform the contributors about the content that should be avoided in the biography texts. The contributors should avoid giving information about physical measurements (e.g. weight, height, clothing size etc.), personal details (e.g. sexual orientation, medical history, political views, and religion), and information about dating, rumours and gossips about the person. The guidelines serve as a clear-cut framework that make biography texts on IMBD a genre.

Analysis results of biography texts provide valuable information and insights for biography writers and EFL learners in that the analysis suggests a clear roadmap that simplifies the writing process. In this respect, this study set out to answer the following research question:

- (i) RQ-1: What are the microstructure and macrostructure features of biography texts at IMBD Website?

II. METHODOLOGY

This study aims to analyse the biography texts of actors and actresses at IMDB. For the sample size, 20 biography texts were chosen by filtering the last 20 Oscar-Winning actors and actresses. Since IMDB proposes a clear framework (biographical data guidelines), the texts are quite similar in macro and microstructure. However, it is likely that some biographies may have particular shortcomings. The reason why the biographies of Oscar-Winning actors and actresses were chosen is that these biographies meet all the criteria dictated in the biographical data guidelines. A corpus was compiled from 20 biography texts, and the texts were analysed quantitatively based on the Analysis of Multi-Genre Structures (AMS) model (Casañ-Pitarch 2017).

AMS model is based on the analysis models by Swales (1981) and Bhatia (1993) and is a combination of both. Casañ-Pitarch (2017) defines the purpose of the model as to analyse, describe and produce genres by analysing the oral and written discourse forms. The model comprises two main sections and 9 sub-sections to analyse data. The sections of the AMS model are shown in Table 1 below, and a detailed description of each section will be presented in the analysis part.

Table 1. Analysis Sections of AMS Model.

	Elements	Software
Macrostructure	Quantification of forms and structures	analyzemywriting.com
	Moves and steps forming the genre	Manuel analysis
Microstructure	Language Typology	Tropes Software
	Morphology	Tropes Software
	Formality, Readability and Lexical Density	analyzemywriting.com
	Terminology	analyzemywriting.com
	Verbal analysis	Tropes Software, Voyant Tools
	Analysis of personal pronouns	Tropes Software
	Syntax	Tropes Software
		Tropes Software

III. DATA ANALYSIS

AMS Model proposes an analysis procedure which consists of two sections and nine sub-sections. In this part, the analysis results of the data will be presented in accordance with the analysis steps of AMS Model.

III.1. Macrostructure

The primary focus of macrostructure analysis is on major forms and structures. These major forms and structures refer to the semantic structures related to the coherence and unity of the text (Van Dijk 1995) and concerns on meaning (Ruiz-Moneva 2011). AMS model offers two ways to analyse the macrostructure of a text: (1) Quantification of forms and structures and (2) Moves and steps forming the genre. In this section, the macrostructure of the biography texts on IMDB will be described and analysed under two sub-sections.

III.1.1. Quantification of forms and structures

This stage serves as a preliminary work for further analysis by focusing on the number of words, sentences and paragraphs in general and other frequency statistics in particular. Quantification analysis captures the frequency overview of the text (see Table 2). In this stage, the analysis is conducted via an online text analysis tool (analyzemywriting.com).

Table 2. Quantification of words, sentences, paragraphs, question marks and quotation marks

	Total Count	Average Per Text (/20)
Word Count	11610	581
Sentence Count	473	24
Paragraph count	131	7
Question Mark Count	1	-
Quotation Mark Count	130	7

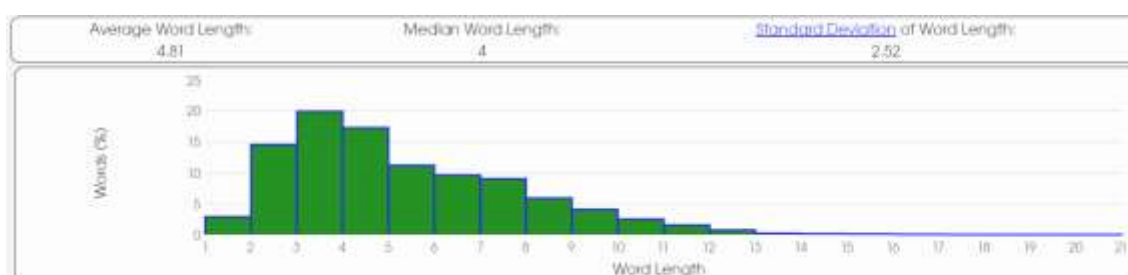


Figure 1. Word Lengths

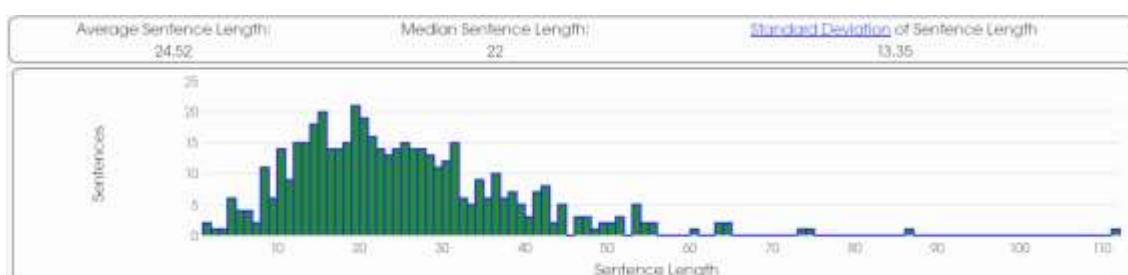


Figure 2. Sentence Lengths

III.1.2. Moves and steps forming the genre

In this part, rhetorical moves of the text and the steps are identified. Swales (1990) defines the rhetorical moves as the parts of the texts that correspond to a communicative purpose, and each move has specific steps that function as the components of the moves. In this context, the rhetorical moves and the steps of the biography texts on IMDB are identified in Table 3.

Table 3. The Moves and Steps in the Biography Texts on IMDB

Moves	Steps	Descriptions	Codes
Move 1		STARTING WITH A LOGLINE	L
Move 2		GIVING INFORMATION ABOUT EARLY LIFE	EL
	Step 1	Giving information about the birthdate and birthplace	EL1
	Step 2	Describing the person's family	EL2
	Step 3	Describing the person's childhood	EL3
	Step 4	Describing the person's education	EL4
Move 3		GIVING INFORMATION ABOUT HIS/HER CAREER	C
	Step 1	Giving information about how s/he started his/her career	C1
	Step 2	Identifying his/her debut work	C2
	Step 3	Giving information about his/her breakthrough	C3
	Step 4	Listing significant movies s/he acted	C4
	Step 5	Listing the significant nominations/awards in his/her career	C5
Move 4		GIVING INFORMATION ABOUT HIS/HER PERSONAL LIFE	PL
	Step 1	Presenting interesting facts about his/her life	PL1
	Step 2	Describing the person's personality	PL2
	Step 3	Describing the person's physical appearance	PL3

These moves and steps constitute the conveyors of communicative purposes in biography texts on IMDB. Primarily, the texts are composed of the moves and steps above, but the sequence of the moves differs according to the writers' style and preference. The variety in the sequence of moves and steps are illustrated in Table 4.

Table 4. The Variances of Move Sequences

BIOGRAPHY TEXT	MOVE AND STEP SEQUENCES											
Frances McDormand	<i>EL1</i>	<i>EL2</i>	<i>EL4</i>	<i>C1</i>	<i>C3</i>	<i>C2</i>	<i>PL2</i>	<i>C5</i>	<i>PL1</i>			
Gary Oldman	<i>L</i>	<i>PL1</i>	<i>EL1</i>	<i>EL2</i>	<i>EL4</i>	<i>C1</i>	<i>C2</i>	<i>C5</i>	<i>C4</i>	<i>C3</i>	<i>PL1</i>	<i>C5</i>
Casey Affleck	<i>L</i>	<i>EL1</i>	<i>C3</i>	<i>C4</i>								
Emma Stone	<i>EL1</i>	<i>EL2</i>	<i>C1</i>	<i>C2</i>	<i>PL1</i>	<i>C3</i>						
Leonardo DiCaprio	<i>L</i>	<i>EL1</i>	<i>EL2</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>PL1</i>	<i>PL2</i>			
Brie Larson	<i>L</i>	<i>C1</i>	<i>C3</i>	<i>C4</i>	<i>PL1</i>							
Eddie Redmayne	<i>L</i>	<i>EL1</i>	<i>EL2</i>	<i>EL4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>C5</i>			
Julianne Moore	<i>EL1</i>	<i>EL2</i>	<i>EL4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>C5</i>				
Matthew McConaughey	<i>EL1</i>	<i>EL2</i>	<i>C1</i>	<i>C4</i>	<i>C5</i>							
Cate Blanchett	<i>EL1</i>	<i>EL2</i>	<i>EL4</i>	<i>C2</i>	<i>C4</i>	<i>C5</i>	<i>PL1</i>					

Daniel Day-Lewis	EL1	EL2	EL4	C2	C1	C4	C5			
Jennifer Lawrence	L	EL1	EL2	C1	C2	C5	C4			
Meryl Streep	C5	EL1	EL2	EL4	C1	C5	C4			
Colin Firth	EL1	EL2	EL3	PL1	C1	C5				
Natalie Portman	L	EL1	EL2	EL3	EL4	C1	C2	C3	C4	C5
Jeff Bridges	EL1	EL2	EL3	C1	C5	C4	C5	PL1	PL2	
Sandra Bullock	EL1	EL2	EL3	EL4	C1	C3	C4	PL1		
Sean Penn	L	EL1	EL2	C1	C3	C4	C5	L		
Kate Winslet	L	EL1	EL2	EL3	C1	C3	C5	C4	C5	PL1
Marion Cottillard	EL1	EL2	C2	C1	C3	C4	C5	PL1		

III.2. Microstructure

Microstructure in a text refers to the in-depth study of sentences and the connection between sentences and the words (Glowalla and Colonius 1982) corresponding to an analysis at morphological and syntactic levels (Casañ-Pitarch 2017). This section will cover the analysis of *Language Typology*, *Morphology*, *Morphological Formality*, *Readability*, *Lexical Density Terminology*, *Verbal analysis*, *Analysis of personal pronouns and Syntax*.

III.2.1. Quantification of forms and structures

This section focuses on the type of the text and why it is written for. In general, texts are classified according to their style and purpose. Fundamentally, there are four types of writing styles; narrative, descriptive, expository and argumentative. In addition, text types vary according to their purpose such as informative, persuasive, promotional, critical and so on. The analysis of language typology can be conducted in two ways; by using software and manually. The manual analysis yields more reliable results when compared to software analysis. A trope is a text analysis tool that can analyse the text and decide the language typology along with the setting. The analysis results of Tropes software indicate that biography texts are narrative texts. Along with the manual analysis it can be claimed that biography texts on IMDB are narrative in style and informative in purpose.

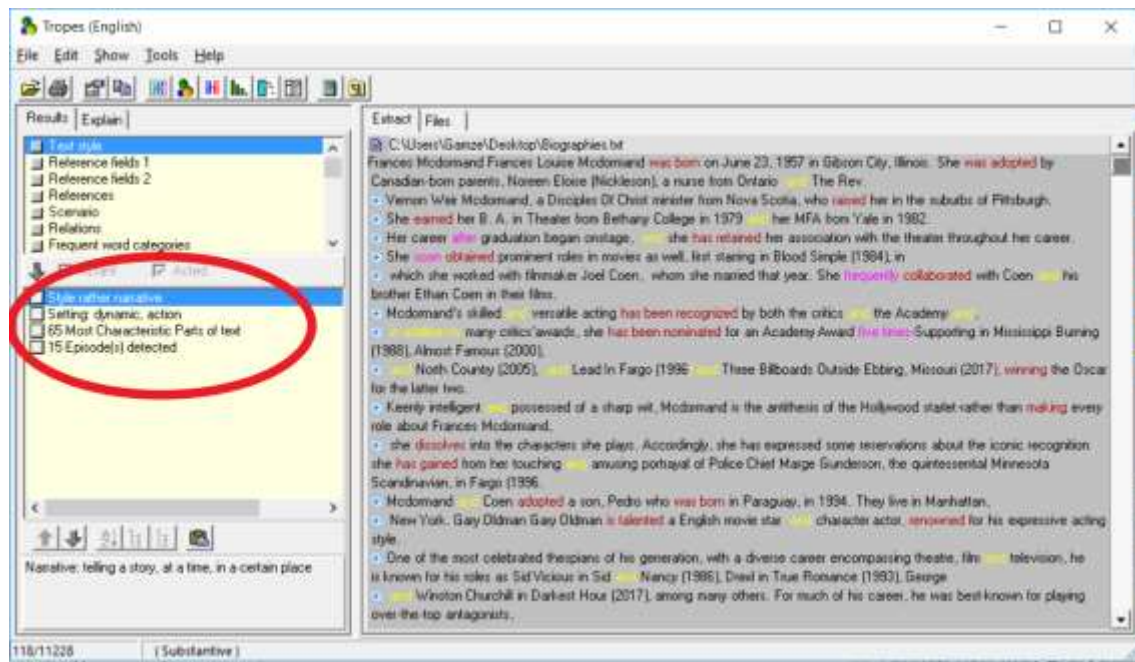


Figure 3. Language Typology Analysis Results with Tropes Software

III.2.2. Morphology

Morphological analysis refers to a statistical overview of the words in the text including nouns, verbs, adjectives, determiners, adverbs, prepositions, pronouns, conjunctions etc. Tropes software and analyzemywriting.com website were used for morphological analysis. The statistical analysis of these components is made in line with the frequency of use. Table 5 shows the morphological analysis results of the words in biography texts.

Table 5. Morphological Analysis Results of the Biography Texts

Verbs	Factive			Stative		Reflexive		Performative	
	63,6%			25,4%		11,0%		0.0%	
	(665)			(266)		(115)		(0)	
Connectors	Condition	Cause	Goal	Addition	Disjunction	Opposition	Comparison	Time	Place
	0.2%	0.7%	0.4%	64.6%	0.7%	5.4%	20.9%	7.2%	0.0%
	(1)	(4)	(2)	(361)	(4)	(30)	(117)	(40)	(0)
Modalities	Time		Place	Manner	Assertion	Doubt	Negation	Intensity	
	39.0%.		13,0%	19.9%	1.1%	0.8%	3.4%	22.8%	
	(147)		(49)	(75)	(4)	(3)	(13)	(86)	
Adjectives	Objective			Subjective			Numeral		

III.2.3. Formality, Readability and Lexical Density

Formality is related to the variation between styles or registers. Proposed by Heylighen and Dewaele (1999), the formality of language is measured by a formula which attributes an 'F score' to the text that determines the formality of language. Heylighen and Dewaele (1999) suggest that there are two types of formality; deep and surface formality. Deep formality refers to the components that minimize the content-dependence, fuzziness and expression to avoid ambiguity. While nouns, adjectives, prepositions and articles are more frequent in formal style, verbs, adverbs, pronouns and interjections are more frequent in the informal style. In order to determine the formality of a text, Heylighen and Dewaele (1999) propose the formula below:

$$F = (\text{noun frequency} + \text{adjective freq.} + \text{preposition freq.} + \text{article freq.} - \text{pronoun freq.} - \text{verb freq.} - \text{adverb freq.} - \text{interjection freq.} + 100)/2$$

The frequencies, here, indicate the percentages of words with respect to the total number of words. The higher the F value is, the more formal the text is. When the frequencies are put in the formula, the F value of biography texts is 76.9 which indicates that biography texts on IMDB are above-average formality level.

Readability calculation is related to how difficult a text is to read by measuring the complexity of a text with special formulas (DuBay 2007). There are several readability indexes measuring the complexity of a text from different aspects (e.g. Gunning fog, Flesch-Kincaid, SMOG, Coleman-Liau, Automated). Table 6 shows the readability scores and the corresponding level of the biography texts.

Table 6. Readability Scores and Corresponding Level of Biography Texts

Readability Index	Readability Score	Corresponding Text Level
Gunning fog	15.18	College Junior Level
Flesch-Kincaid	12.42	College Graduate Level
SMOG	13.49	Undergraduate Level
Coleman-Liau	12.61	Undergraduate Level
Automated	12.5	College Student

Table 6 shows that, based on the readability scores, the biography texts at IMDB appeal to college level students.

Didau (2013) calculates lexical density by dividing the lexical words to the total number of words in the text. The aim of a lexical density analysis is to measure how informative the text is since meaning is conveyed through lexical words. In lexical density analysis, words are divided into two categories; lexical words (nouns, verbs, adjectives and adverbs) and function words (articles, prepositions, conjunctions, to be, do, have). Lexical words directly provide information about what the text about while function words give little or no information about the text. In this case, the lexical density of biography texts is found as 57.36%. Since lexical density focuses on the amount of information of a text, this result can be interpreted that biography texts are informative texts.

III.2.4. Terminology

Terminology analysis aims to reveal the most frequent words used in the text. It is a significant stage in terms of determining the genre-specific terminology. The analysis can be conducted using a text analysis software or web tools. Among all, Tropes software yields more comprehensive results classifying the terminology in certain categories such as verbs, nouns and adjectives. Table 7 shows the most frequently used 10 words in biography texts.

Table 7. The most frequently used 10 words in biography texts

	VERBS	ADJECTIVES	NOUNS
1	Win	Best	Role

2	Play	First	Film
3	Have	Young	Actress
4	Make	Great	Performance
5	Receive	Old	Actor
6	Appear	Small	Award
7	Nominate	High	Year
8	Give	Big	Movie
9	Include	Same	Career
10	become	leading	Drama

Additionally, the figure below schematises the interrelation of the frequently used words. The analysis is made with an online analysis tool called Voyant Tools (Sinclair and Rockwell 2019).

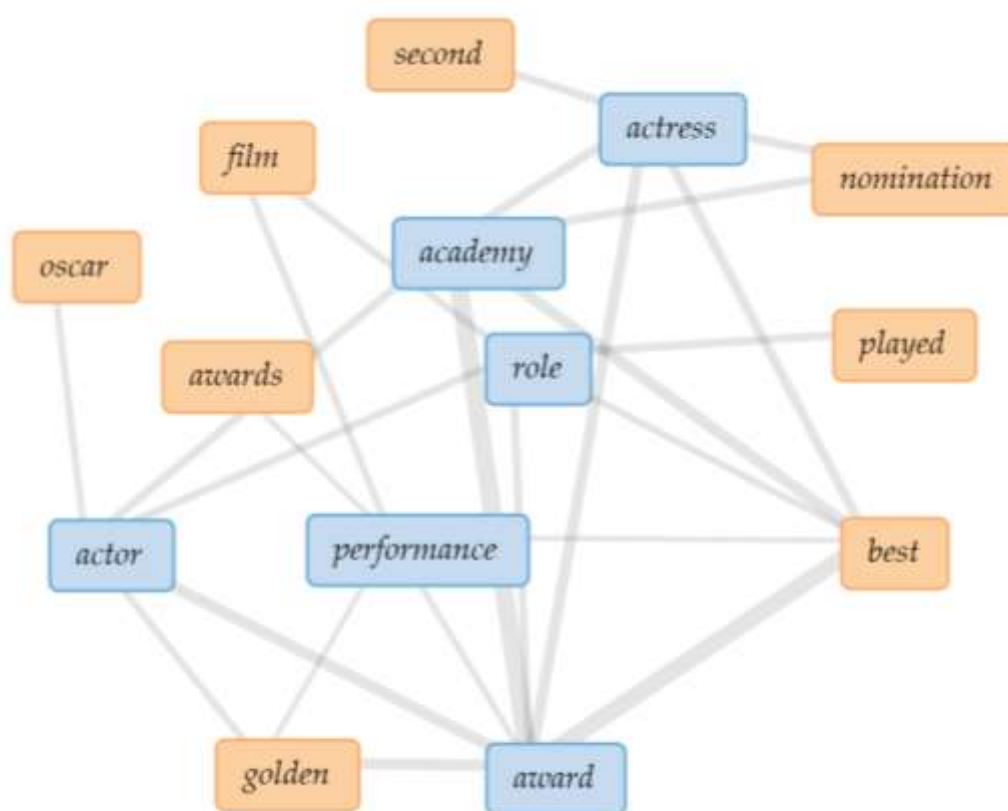


Figure 4. The Interrelation Scheme of the Frequently Used Words

III.2.5. Verbal Analysis and Syntax

The verbal analysis primarily aims to determine the frequency of grammatical structures, especially tenses, by focusing on the verbs. Analysing the grammatical structures reveals valuable insight about the structure of biography texts. Table 8 lists the most frequently used words, and with which structures they are used.

Table 8. The Most Frequently Used Words, and With Which Structures They are Used.

	VERBS	PAST	PRESENT	FUTURE	PASSIVE
1	Win	✓	✗	✗	✗
2	Play	✓	✗	✗	✗
3	Have	✓	✓	✗	✗
4	Make	✓	✓	✗	✓
5	Receive	✓	✗	✗	✗
6	Appear	✓	✗	✗	✗
7	Nominate	✓	✓	✗	✓
8	Give	✓	✗	✗	✓
9	Include	✗	✓	✗	✗
10	Become	✓	✗	✗	✗

III.2.6. Analysis of Personal Pronouns

Pronouns are indispensable agents of both oral and written communication and tell much about the type, content, context, style of the text. The results of a pronoun analysis can be a significant indicator of the style of the text. In this context, pronoun use in biography texts reveals valuable information about the formality of the texts. Table 6 lists the frequency of pronoun usage in biography texts.

Table 9. The frequency of Pronoun Usage in Biography Texts

Subject Pron.		Object Pron.		Possessive Deter.		Possessive Pron.		Reflexive Pron.	
Pron.	Freq.	Pron.	Freq.	Pron.	Freq.	Pron.	Freq.	Pron.	Freq.
I	8	Me	6	My	5	Mine	0	Myself	0
We	2	Us	0	Our	1	Ours	0	Ourselves	0
You	2	You	1	Your	1	Yours	0	Yourself	0
She	160	Her	29	Her	148	Hers	0	Herself	1
He	120	Him	24	His	138	His	0	Himself	2
It	17	It	1	Its	4	Its	0	Itself	1

IV. FINDINGS

This study aimed to analyse the biography texts on IMDB as a genre by defining communicative purpose and discourse community along with the linguistic analysis of the texts. The primary aim of biography texts is to inform the readers about the life of a person (in this case, actors and actresses). Also, biography texts meet all the standards of a discourse community, in this case contributors, as suggested by Swales (2011). Lastly, linguistic analysis of biography texts discovers all the features of the biography texts on IMDB and these features are listed below:

- Quantification analysis revealed that a standard biography text is composed of 500-600 words with seven paragraphs. The number of quotation marks used ($N = 1$) indicates that question form is generally avoided in biography texts. It can be inferred from the average word and sentence lengths that in biography texts average sentence length is preferred rather than long or short sentences which is valid for the words, too.
- With move analysis, the moves and the steps in a biography text were identified. As can be inferred from the sequence table (Table 4), a standard biography text on IMDB follows the move sequence of early life, career and personal life of the person. In addition, starting with a logline can be preferred by the biography writers.
- Typology analysis suggests that biography texts are narrative in style and informative in purpose. The informative nature of biography texts is validated with lexical density analysis.
- Morphological analysis records detailed results on the frequency of verbs, connectors, modalities, adjectives and pronouns. According to the morphological analysis results, a biography text makes use of factive verbs, addition connectors, time modals, objective adjectives and third person singular pronouns most. The results highlight the morphological components that should be addressed in biography writing.
- Heylighen and Dewaele's (1999) formality formula indicates that biography texts are formal texts and according to the readability score, biography texts on

IMDB appeal to college students. The results of this stage give some clues about the target group with which the biography texts should be studied.

- Terminology analysis focuses on the frequency of verbs, adjectives and nouns along with the links between the most used words along with the collocations. This analysis will give an inside about the words that should be primarily studied, especially the collocations from the perspective of the lexical approach.
- The verbal analysis gives clues about the grammatical structures to be studied. The results suggest that in biography texts the dominant grammatical structure is the past tenses. Present and passive is seldom used while future tenses are generally avoided.
- Pronoun analysis revealed that while subject pronouns, objects pronouns and possessive determiners are used in biography texts, possessive pronouns and reflexive pronouns are almost never used.

V. CONCLUSION

This study aimed to conduct a genre analysis on the biography texts on the IMDB website. The last 20 biographies of Oscar-Winning actors and actresses were chosen, and a corpus was compiled. First, the communicative purpose and the discourse community of biography texts on IMDB were identified and described. Then, a linguistic analysis was conducted according to Casañ-Pitarch's (2017) Analysis of Multi-Genre Structures (AMS) Model. The analysis is made in two parts: the analysis of macrostructure and the microstructure. In the macrostructure stage, a statistical analysis of the quantification of forms and structures were conducted. Additionally, the moves and the steps of the texts were determined, and the variance of move sequences was presented. In the microstructure part, language typology is identified; statistical information about morphological items was presented; formality, readability and lexical density of the texts were calculated; the most frequently used verbs, nouns and adjectives were listed; frequently used tenses and pronouns were determined.

The analysis results revealed that biography texts on IMDB can be regarded as a genre in that they meet all the characteristics of a genre proposed by Swales (1990) and Bhatia (1993). The main components of a genre were identified as the communicative purposes and a discourse community. The primary communicative purpose of the biography text on IMDB is to inform the readers about the actors or actresses in a structured way. The contributors of the IMDB comprise the discourse community of the genre. This discourse community meets all six features of Swales' definition of discourse communities. Lastly, with linguistic analysis, all the typical features of the biography texts on IMDB were identified.

Biography texts can be accepted as one of the unique literary works with their function, form and purpose. Though the studies on biography texts are relatively limited, especially in genre analysis concept, there has been a growing interest in the biography as a genre which suggests that particular concern should be devoted to the genre analysis of biography texts.

VI. IMPLICATIONS

In this study, biography texts were analysed with a multi-dimensional perspective and features of a biography texts are documented. In this sense, the communicative purposes, discourse community and structural patterns were identified. Bearing on this data, a Genre-Based Instruction for biography texts is proposed as a part of an English for General Academic Purposes course. The course is based on Firkins, Forey and Sengupta's (2007) genre-based instruction model which comprises three stages: modelling of the text, co-construction of the text and independent construction of the text.

Table 10. Suggested GBI for Biography Writing

<i>Course Title</i>	<i>Academic Writing</i>
<i>Course Domain</i>	English for General Academic Purposes
<i>Task Title</i>	Biography Writing
<i>Task Duration</i>	Optional
<i>Level</i>	Intermediate / Upper Intermediate

Task Description	In this task, students learn how to write a biography of an actor or actress. The task includes two sections; first the analysis of sample biographies and second writing a biography from scratch.
Goals	At the end of the task; <ul style="list-style-type: none"> ▪ Students will be able to distinguish the features of a biography text as a genre. ▪ Students will be able to write a biography text that is in line with the generic organisation of the biography genre.
Materials	Biography corpus, text analysis tools, course portfolio
Assessment	Process-based and product based. Process-based in that students keep a portfolio, product-based in that students are expected to write an independent biography text at the end of the course. <p>$100 = (\text{Portfolio Score})/2 + (\text{Final Writing Score})/2$</p>
Procedure	
1st Phase: Modelling of the Text	<p>In this phase, learners are expected to analyse the sample biography texts in a systematic way. Casañ-Pitarch's (2017) Analysis of Multi-Genre Structures (AMS) Model will be used for analysis. An analysis portfolio will be used to record the analysis data and create the text (<i>see the attachment for the portfolio file</i>). In the whole process, the teacher acts as a facilitator guiding the learners to analyse the texts correctly. The first, teacher asks students to analyse the quantification of the text and record the results to the relevant page of the portfolio. In this way, learners will make a soft and clear start which will help them understand the notion of text analysis before going deeper.</p> <p>Next, the teacher asks the learners to identify the moves and steps of the texts. The teacher shows some examples so that the learners can have an understanding of what moves and steps are. Then, the teacher asks them to determine the possible move sequences by scanning at least five texts and record the results to the portfolio file. After this part, learners are expected to analyse the linguistic structures deeper. The next step is devoted to the morphological analysis of the texts. By using an online text analysis tools and software, learners analyse the morphological structure of the texts regarding frequency. After each session, the teacher makes comments about how the data gathered can be interpreted. At the next section, learners calculate the formality, readability and lexical density of the texts and record the results along with the interpretations of the results. The next session aims to find out the most frequently used words in general and adjectives, nouns</p>

**2nd Phase: Co-
Construction of the Text**

and verbs in particular.

In this phase, the teacher and the learners start to co-construct the text by following the bottom-up technique. Before starting to write, learners create a profile page of the person so that they can collect data and use in their texts. Then, learners and the teacher work together on moves one by one. Learners write a paragraph for each move, and the teacher gives feedback about the learners' writings. After feedback session, learners update their writings according to the teacher's feedback. This process continues until all the moves are checked and corrected.

**3rd Phase: Independent
Construction of the Text**

In the last phase, learners start to write the text independently considering the teacher feedbacks and the features of the biography genre. When finished, the teacher makes a last review of the final text and makes corrections if necessary.

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