

## ABSTRACT

The study determined the similarities and differences between gender in argumentative writing. A total of 105 essays written by Grade 10 students were analyzed to generate results relevant to metadiscourse and rhetorical structure preferences and gender and cultural identities with Hyland's Interpersonal Frameworks on Metadiscourse (2005) and Argumentative Rhetorical Structure (1990). Findings reveal that the devices, stages and moves espoused by young Filipino male and female writers were mostly specified by a writer-responsible and reader-friendly cultural orientation founded on social expectation. Both genders' linguistic and structural preferences displayed inclination of writer's assimilation to the readers, interpersonal tenor, politeness and indirectness which are all a cultural imprint of the Contrastive Rhetoric observed among Filipinos. Majority of both genders pictured a linear style in written discourse as demonstrated by an explicit proposition in the thesis, definite assertion of arguments and compliance with the three-stage structure. The similarity suggested that commendable attributes in argumentation as authority, confidence, and certainty were not confined to only one gender. However, the female students demonstrated significantly higher instantiations, particularly in the interactive metadiscourse, argument, support, explicating assumptions and claim by force of conviction, which define communicative identities of further writer-responsibility, reader-orientedness, assertiveness, and certainty. The significant and non-significant difference/s between gender provide further input to the incessant investigation on the Gender

Difference Paradigm and underscore the contemporary sociolinguistic notion that gender is performative. The practical value of metadiscourse, genre structure and cultural identities should be incorporated in the teaching of argumentative writing. Also, analogous research can be conducted with respondents in other regions of the country and in the Asia Pacific to establish and solidify gender identities in written discourse across cultures.

