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DEVELOPMENT OF EVALUATIVE STANCE AND VOICE IN
POSTGRADUATE ACADEMIC WRITING

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Ph.D

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Development of Evaluative Stance and Voice
in Postgraduate Academic Writing

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A thesis submitted in partial fulfilment of the requirements
for the degree of Doctor of Philosophy

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CERTIFICATE OF ORIGINALITY

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Abstract

This thesis is located within the two broad domains of linguistics and academic literacy. The aim of the thesis is to examine the emergence and development from a linguistic perspective of stance and voice in the academic written discourse at the postgraduate level (Master of Arts [MA]). This is a context in which students develop rhetorical insights into the knowledge and knowers of the disciplinary field. They learn to evaluate other research, as well as negotiate space for new knowledge from their own research. The linguistic and discursive features identified from this thesis can serve as resources potentially useful for academic writing instruction.

The data for the study includes the introductions to MA research proposals and dissertations, written in English by English as a second language writers. The texts are investigated through a detailed study of stance and voice across multiple linguistic orientations, including genre, register and discourse semantics. The analysis of this study draws upon the APPRAISAL system within Systemic Functional Linguistics (Martin & White, 2005) as the primary theoretical point of departure. Choices of evaluative language in the data are interpreted through the application of APPRAISAL analysis. At the same time, the evaluative choices in the data are examined with the co-articulation of other meanings. The patterning of ATTITUDE is investigated in relation to IDEATION, PERIODICITY and ENGAGEMENT as an enactment of stance and voice. The data consists of proposals written by the postgraduate students at the start of the academic year, and dissertations written by the same students at the end of the year. The analysis of the construal of stance and voice in the proposals becomes a point of reference for identifying the evaluative strategies deployed in the dissertations. The logogenetic approach to the analysis of the two interrelated text types aims to trace the ontogenetic development of stance and voice over the period of postgraduate study. The objective, however, is not to stipulate one single trajectory for enacting stance and voice. Instead, this study aims to enhance the linguistic understanding of stance and voice and deconstruct its complexity for explaining the differences in evaluative choices across written tasks and time.

The thesis contributes through an original comprehensive functional linguistic explanation of stance and voice in academic writing. The study addresses how novice academic writers expand their discursive repertoire to express their stance and voice, as well as the changes that are evident in the management of stance and voice over time. The thesis also contributes a multi-perspectival and theoretically-driven framework that facilitates an analysis of the construal of stance and voice across academic text types. The framework highlights the intrinsic evaluative and persuasive nature of academic genres. It explicates the enactment of stance and voice as an integration of interpersonal meaning with ideational meaning establishing evaluation towards different kinds of knowledge in the field. The distribution of evaluation in the text is in turn organised through textual meaning which organises and propagates evaluation dynamically. From a pedagogic perspective, the framework also offers insights and resources for fostering academic literacy instructions in terms of modelling stance and voice in introductions to proposals and dissertations. The evaluative strategies can provide a metalinguistic framework that could be shared with students.

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Chapter 1. Introduction

1.1 Stance and Voice in Academic Literacy Practices

Academic writing is often associated with “new ways of understanding, interpreting and organising knowledge.” (Lea & Street, 1998, p. 158) Lea and Street (1998) elaborate this notion in view of *academic literacy practices*, through which students learn and develop new knowledge in the discipline. These practices involve those of reading and writing, which increase in complexity and rhetorical demands across tertiary levels. Ventola (1996, p. 154) suggests that the challenge next to acquiring new knowledge is to express the learnt knowledge discursively. Such a challenge is applied to native and non-native English speaking students, who are both considered to be ‘novices’. Johns (2008, p. 238) defines “novice tertiary students” as those who are “naïve about academic languages, texts and cultures.” Their unfamiliarity with the academic discourse results in further difficulties in addition to grammar and formats. Flowerdew (1999, p. 127) summarises these difficulties, which include making knowledge claims, and revealing or concealing authorial stance through “hedging”. However, concepts such as ‘taking a stance and voice’ and ‘critical thinking’ are generally regarded as cognitive skills or development (e.g. Hammer & Green, 2011). This perspective may conform novice writers to scholarly “etiquettes” or “deference” (Swain, 2007, p. 167), obscuring how their stance and voice can be expressed and negotiated.

Tertiary institutions respond to the challenges by providing various kinds of EAP (English for Academic Purposes) support at both the undergraduate and postgraduate level (e.g. Dreyfus et al., 2016; Hyland, 2006). The support ranges from credit-bearing English core courses and elective supplementary writing programmes, to one-to-one mentorship sessions and editing services. The EAP support aims to help students traverse literacy gaps between secondary and tertiary education. However, there are still on-going concerns about academic writing at the postgraduate level. One of these concerns involves an interpersonal dimension, in that postgraduate writers need to produce and negotiate knowledge within the disciplinary field. The writers are required to

position their studies in relation to their disciplinary fields in order to highlight the significance of their own research. This concern necessitates a linguistic understanding as to how students 'take a stance' or 'express their voices' in academic writing. The linguistic perspective on the terms 'stance' and 'voice' has implications for providing meaning-making resources for more explicit EAP instructions.

The present study adopts a qualitative discourse analytic approach with a Systemic Functional Linguistics (SFL) model of language. SFL considers language as a system of choices, from which semiotic resources are chosen to construe meanings. These meanings are categorised as those construing experience (ideational meaning), organising discourse (textual meaning) and enacting interlocutor relationships (interpersonal meaning). The interpersonal meaning construed for enacting evaluation and positioning is further classified in the system of APPRAISAL (Martin & White, 2005). APPRAISAL is the primary systemic framework selected for the analyses in the present study. The system is briefly outlined in this chapter, and explained and exemplified in more detail in Chapter 2 and 3. The APPRAISAL analysis in the present study aims to provide a linguistic explanation of the terms 'stance' and 'voice', as enacted linguistically in academic written texts.

The point of departure of this thesis is investigating the enactment of stance and voice in postgraduate academic writing. The linguistic focus is the meanings involved for construing 'stance' and 'voice' in academic written texts (see Chapter 2.2 for a detailed explanation and differentiation of 'stance' and 'voice'). The textual focus is the introductory sections for postgraduate proposals and dissertations, the types of text which students in Hong Kong write to obtain their master's degree. In these introductory components, the writers contextualise and position their studies in relation to the other relevant studies in the field. The research focus is to identify and compare the meaning-making resources for expressing stance and voice in the two types of texts. The comparisons suggest the potential of tracking developmental changes among individual writers within their one-year postgraduate study. The goal of the present study is to provide students with explicit and accessible resources

through modelling evaluative strategies in the introduction to proposals and dissertations from authentic samples. In addition, the ultimate goal is to shed light upon the linguistic support that can help students master the rhetorical demands required for academic written discourse.

1.2 The Specific Context in Hong Kong

The present study takes place in a Hong Kong university where English is the medium of instruction (EMI). The primary motivation of the present study originated from my previous Master of Arts (MA) degree study at this university. I entered the applied linguistics postgraduate programme two years after graduating from my undergraduate study at another Hong Kong tertiary institution. I submitted a research proposal and a dissertation for graduating from this MA programme. In the process of writing the dissertation, I received support from my academic supervisor as well as the department. The support included writing workshops and consultation sessions. However, writing academically was still deemed challenging to a novice student from a workplace setting for two years. The demands of the tasks, including reading and reviewing the relevant literature, conducting independent research and writing the dissertation within eight months, were some of the major challenges. In the writing tasks, I also needed to justify my research as original and significant in the disciplinary field. My MA 'journey' was met with manifold demands and challenges in writing, similar to those experienced by many of other students from the same MA programme. Many of them are returning MA students from various professional and educational backgrounds, and less familiar with the changing requirements of MA written tasks. The issues involving changes in contexts necessitate more in-depth research that seeks to address the gap between different literacy practices.

The present study also arose from a larger teaching and learning (T&L) project conducted at this university. Following my MA study, I became a member of this T&L project team working on a study related to evaluative language in postgraduate writing. From the T&L project, I learnt about the needs and concerns about postgraduate literacy practices and pedagogies in Hong Kong.

The students' needs and concerns in the broader tertiary context in Hong Kong resulted from various linguistic and socio-political factors, as elaborated in the following.

The first major factor involves tertiary students' English proficiency. Although Hong Kong universities are mainly EMI, the medium of instruction does not guarantee students' proficiency. Dreyfus et al. (2016, p. 3) reveal the limited proficiency among graduating undergraduate students from a Hong Kong university. The average IELTS score for them in writing was particularly low (5.8 out of 9.0 points). However, for example, for entering the postgraduate linguistic programme in a local university, a minimum IELTS score of 6.5 for writing is required. The language proficiency issue is therefore alarming, in that the low English proficiency undermines the graduates' competitiveness in pursuit of further studies. This linguistic factor makes the Hong Kong tertiary context a relevant site for the present study, which aims to address the students' language needs.

Another important factor relates to the socio-political environment of Hong Kong as an education hub in Asia. The internationalisation of Hong Kong universities attracts a diverse range of students from different cultural and linguistic backgrounds to pursue higher education in Hong Kong. Among these non-local students, there has been a steady increase in students from Mainland China in recent years (Li & Bray, 2007). For example, the population of Chinese postgraduate students in the English department of a local university increased by over three times from the academic year 2008/09 to 2013/14 (The Hong Kong Polytechnic University, 2013). The Mainland Chinese students pursuing tertiary education in Hong Kong are regarded as highly competitive in general (Graddol, 2013), but they also have to face a number of challenges in cultural and academic practices (Yu & Zhang, 2016). Language is one of the major challenges, in that students need to adjust from Chinese medium education to EMI. This issue is similar to that of many Hong Kong students, who face formidable challenges in view of such a transition of medium of instruction. The above factors also make Hong Kong a relevant site for investigating issues in postgraduate second/foreign language literacies.

In summary, the present study is motivated by my MA study and research experience, in addition to the linguistic and socio-political factors in the tertiary context in Hong Kong. The linguistic factors concerning changes in literacy practices are highly relevant, in that postgraduate writers are faced with the dual demands of demonstrating and evaluating knowledge in academic writing. These demands necessitate more explicit linguistic explanations to address novice writers' language needs. The present study aims to achieve this purpose, and extend my previous research on discourse strategies that represent student writers' positioning in MA written tasks (Cheung, 2015). The present study focuses on the introductory components of MA proposals and dissertations. The study aims to unravel the multi-layered evaluation and positioning strategies that construe the writer's stance and voice in the two types of texts. The research design of the present study is briefly introduced in Section 1.3 as follows, and further elaborated in Chapter 3.

1.3 Introducing the Research Design

The flourishing research interests in tertiary English academic writing have generated great attention in English for academic purposes (EAP) pedagogies and practices. The EAP pedagogical and research endeavours provide resources to support tertiary students in fulfilling the demands of the academic written discourse. As mentioned in Section 1.2, the continuous growth of student size entering tertiary education indicates an increasing need for raising the awareness of the unfamiliar academic genres. These academic genres at the tertiary level have been considered as an "unfamiliar, unlearnt language for many students, including those who are native speakers of English" (Hood, 2004, p.1). Tertiary writing tasks require a demonstration of the taught knowledge, in addition to negotiating space for evaluating establishing knowledge and new knowledge created in students' own studies. The dual function of tertiary writing is therefore highly challenging for postgraduate students. There is therefore a strong need to examine the postgraduate texts to identify the linguistic strategies that construct a persuasive and compelling argument.

1.3.1 The Kinds of Text

Two major types of texts that characterise postgraduate studies are those of proposals and dissertations. These texts represent the beginning and the end of a student's research project. They are interrelated in several ways, one of which is a commonly shared introductory component. The introductory sections provide a background to the student's study, as well as a review of relevant knowledge in the field and a specific description of the student's study. In addition to descriptive accounts of the two fields of object of study and research, the introductory sections also function to evaluate the two fields and persuade the readers of the significance of the student's study. In view of their dual functions of description and evaluation, these two types of texts are the highly relevant sites for the research of evaluative language, through which students argue for space for their own study.

Writing research proposals and dissertations can be challenging for many postgraduate students. The issues include justifying their research topics, citing references, and distancing from personal experience. These issues are often considered as the rhetorical demands or conventions expected of student writers by teachers. These expectations are reflected in an interview with an academic staff member from the larger T&L research project at the university in which the present study is situated (see Section 1.2 and 3.1.1 for a more detailed description of the T&L project). This academic staff member suggested his expectation on how students should balance their critical views and maintain objectivity. He also raised concerns about the challenges students faced during drafting their postgraduate proposals:

They have to depart from their own personal experience, and to be able to reason or justify the steps they are taking. I always asked them questions "why?" and they would look at me and say, "is it OK?" And I would say, "If you can give yourselves good reasons, then you would be able to justify that." I think they really need to have [a] critical view of their own ideas. (Teacher 1, 5 November 2013)

So when I asked them, for example, one who worked on a particular movie, and I'd say "why that movie?" He or she would say, "I think that movie is very important; I think that is representative for certain kind of culture or films." (Teacher 1, 5 November 2013)

The teacher's expectation on providing an 'objective critique' is considered obscure for many students. The students in the same T&L project also shared their perspectives on expressing 'critical thinking'. The following quotes were taken from various group discussions. The underlined comments indicate the students' frustration towards positioning themselves in relation to other literature, and the struggles they faced when trying to balance between acknowledgements and criticisms in the literature:

I think in comparison to the undergraduate assignments... in the MA ones you really need to be very critical in terms of different models and you can make comparisons between these models and try to give your own opinions. But the point is that we just don't have enough time to understand what these models are about, and we need to be very critical just like a scholar... that's very challenging I think. (Student 1, 11 October 2013)

How do I put critical thinking into my words? (LAUGHS) That's a hard one... (SILENCE) That's a hard one actually (LAUGHS) (Student 2, 6 November 2013)

Maybe it's because I am not critical, so I just cannot say "I don't think this author is wrong" or "that is right". I seem to be convinced by everyone... so I don't have my own position. (Student 3, 27 February 2014)

I think critical thinking means uh what I believe is right but not following other voices... but sometimes I think... am I too stubborn if everyone says A is right and I say A is wrong? So I think critical thinking is quite difficult... (Student 4, 8 March 2014)

The concerns expressed by the students above are the key issue at the heart of this study. The students were aware of the need for engaging with the literature, and for being *critical just like a scholar*. However, they also recognised the difficulties in expressing criticality or positioning their arguments. Their positions were apparently limited to categorical 'right' or 'wrong' options. Therefore, the main concern of this study is a more explicit explanation of how the students' opinions can be realised linguistically. The explanations require a theoretically grounded language model for examining the meanings affording the choices for enacting the students' value positions. The linguistic features identified across texts produced at different points of the students' studies may also imply developmental changes in the students' evaluative repertoire. The

linguistic model informing the present study, Systemic Functional Linguistics (SFL), is briefly outlined in Section 1.3.2.

1.3.2 Introducing Systemic Functional Linguistics in the Research Design

The major concern of the present study centres on linguistic expressions of evaluation and persuasion. Such expressions serve to justify one's research topic and take a stance towards other studies. The linguistic and discursive expressions of stance and voice can be investigated through a linguistically informed model – SFL and more specifically the system of APPRAISAL – as briefly outlined in the following. A more detailed description of the theory and the rationale for adopting the functional model of language are provided in Chapter 2 and 3.

(a) Systemic Functional Linguistics (SFL)

From an SFL perspective, language is considered to be choices available for the interlocutors to utilise in various sociocultural contexts. Language is stratified into genre, register, discourse semantics and lexicogrammar, with regards to the level of abstractness. The abstract stratum is realised by the more concrete strata below. Genre is posited as the context of culture, the global meaning potential realised at more concrete levels. The global meaning potential is first configured in terms of situational variables as register. Register as a semantic configuration (e.g. Halliday, 1975, 1985) can be further trifurcated into three dimensions as field (the activities or the events involved), mode (the role language plays) and tenor (social relationship among participants). Each register variable is context-dependent, and can be realised by metafunctions, the functional dimensions of language (Martin and Rose, 2008, p.15). The metafunctions include those of interpersonal (enacting tenor relationships), ideational (construing experience and phenomena) and textual (organising discourse and information flow). The stratification of context and language is graphically illustrated in Figure 1.1:

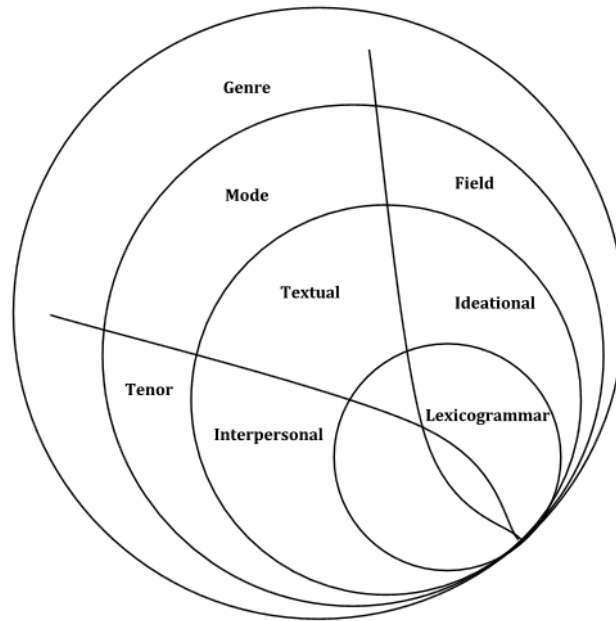


Fig. 1.1 Genre, register, discourse semantics and lexicogrammar posited in the language stratification (Martin and Rose, 2008)

Genre is one point of departure from which the language of evaluation can be understood. Genre in the SFL tradition is seen as a “staged, goal-oriented, purposeful social activity in which speakers engage as members of our culture” (Martin, 1986, p.33). The meaning in a text unfolds in multiple stages to achieve particular social functions in communication. This has implications for the tendencies of meanings construed in the discourse. In terms of interpersonal meaning for example, Martin and Rose (2008) summarise the patterns of evaluative language in various story genres. Similarly, in the academic context, Hao and Humphrey (2012) trace the options of attitudinal meanings developed across undergraduate genres in Biology. While the patterning of meanings characterises the texts with certain evaluative functions, longer texts may also implicate more delicate shifts in these patterns of evaluative meanings.

The introductory components of academic written texts are typically comprised of a series of descriptive or reporting genres (Hood, 2010). These smaller genres describe the writer’s study from the general to specific context of the study. These smaller genres construct the stages of the introduction as a *macrogenre* (Martin & Rose, 2008). The introduction as a macrogenre also

functions at another level as a “research warrant” for claiming the significance and thus legitimacy of the writer’s study (Hood, 2010). In each stage, the target of evaluation is different, shifting from a more general context of study towards the relevant literature and the more specific writer’s study. Therefore, the shifts in field focus results in dynamic shifts in evaluative patterning across the stages. The patterning and shifts of evaluative meanings necessitate a theoretically informed framework modelling evaluative language from a discourse semantic perspective. This discourse semantic perspective of evaluation is organised into the system of APPRAISAL, as briefly outlined in the following (see also Section 2.2.3 for a more detailed description of stance and voice as genre).

(b) System of APPRAISAL

The meaning potential of evaluative language is modelled in the system of APPRAISAL (Martin and White, 2005). The system of APPRAISAL is divided into three subsystems, as presented in Figure 1.2. ATTITUDE represents the evaluations of emotion (AFFECT), people (JUDGEMENT) and things (APPRECIATION). GRADUATION adjusts the attitudinal meanings by the values of FORCE or FOCUS. ENGAGEMENT represents the negotiation of the sources of evaluation, and management of the dialogic space. The APPRAISAL system is deployed to code the meanings of evaluation and positioning in the textual data selected for the present study. The sub-systems of APPRAISAL and their use for the multi-layered analyses in the present study are exemplified in Section 3.2.4.

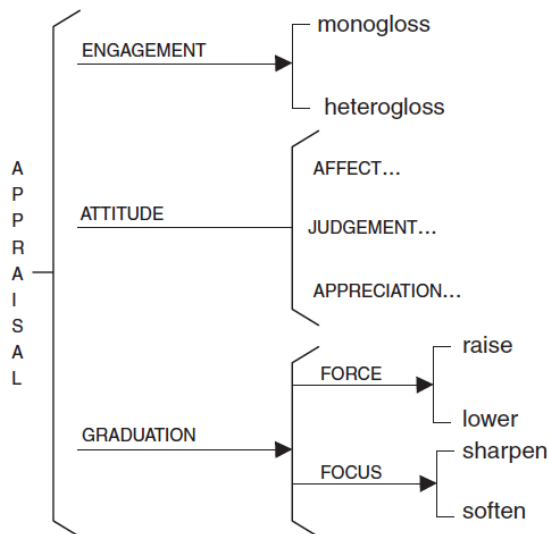


Figure 1.2 The APPRAISAL system – an overview (Martin and White, 2005, p.38)

The APPRAISAL system in Figure 1.2 overviews the overall meaning potential of evaluative resources in English language. The resources from the APPRAISAL system can be reconfigured in various situational contexts, instantiated from the system to text. The instantiation of APPRAISAL resources can be represented as a cline, as illustrated in Figure 1.3:

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- ↑
1. appraisal (system) – the global potential of the language for making evaluative meanings, eg for activating positive/negative viewpoints, graduating force/focus, negotiating intersubjective stance
 2. key (register) – situational variants or sub-selections of the global evaluative meaning making potential – typically reconfiguration of the probabilities for the occurrence of particular evaluative meaning-making options or for the co-occurrence of options
 3. stance (text-type) – sub-selections of evaluative options within text; patterns of use of evaluative options within a given ‘key’ associated with particular rhetorical objectives and the construction of authorial personae
 4. evaluation (instance) – instantiation of evaluative options in text
 5. reaction (reading) – the take-up of evaluative meanings in a text according to the listener/reader’s subjectively determined reading position; the attitudinal positions activated by the reader as a result of their interaction with the text
- ↓
-

Figure 1.3 Positioning *key (voice)* and *stance* on the cline of instantiation for APPRAISAL (Martin & White, 2005, p. 163)

According to Figure 1.3, *key* is considered as the potential variants available configuring the global potential of APPRAISAL resources at the registerial level. In published research articles, Hood (2012) identifies two authorial keys that are referred to as ‘voice roles’ – the *observer voice* and the *critic voice*. The *observer voice* is characterised by multiple instances of inscribed ATTITUDE oriented towards the object of study. The *critic voice*, on the other hand, is characterised by multiple instances of invoked ATTITUDE through GRADUATION oriented towards the field of research. The patterning of APPRAISAL resources is further reconfigured within a particular voice in terms of *stance*. For example, the accumulation of inscribed ATTITUDE within the *observer voice* (e.g. consistently amplified positive values) can represent the writer’s strengthened ‘motif’ or evaluative stance that promotes the object of study. Stance is then further instantiated in instances of *evaluation*, taken up by readers or listeners who react to the evaluative meaning interactively with the text. The cline of instantiation relates to the general meaning potential of evaluative meaning (system) with its specific instantiation (text). The cline can also be viewed from below, from that patterns of evaluations can be generalised into types of stance, and patterns of stance into types of keys (voice). The notions of the cline of instantiation of APPRAISAL are further elaborated in Section 2.2.4.

The present study follows the concepts of *stance* and *voice* from an SFL perspective. The analyses in the present study investigate how stance and voice are enacted in the selected texts. The analyses examine how APPRAISAL resources pattern with ideational meanings as evaluative couplings, and are organised through textual patterning as prosodies. In addition, the analyses also investigate how the writer’s evaluative stance is dialogically negotiated in relation to other competing ‘voices’ in the discourse through resources of ENGAGEMENT. The findings of the present study aim to offer a comprehensive linguistic understanding of the concepts of ‘stance’ and ‘voice’, which construe “identities and roles in the language of texts” (Hood, 2012, p. 56). (See Section 2.2. for a detailed explanation of the interrelationships of ‘stance’, ‘voice’ and ‘identity’, and a multi-dimensional linguistic description of stance and voice.)

1.3.3 Analyses of the Texts

The research design of this study involves multi-layered APPRAISAL analyses of the introductions to postgraduate proposals and dissertations. The introductory components of these two text types both function to describe and persuade. They share the common goal of contextualising the writer's study, and arguing for the significance of his or her research. However, the introductory sections may differ from proposals to dissertations in view of the difference in the functions between the two text types. The proposal texts aim to promote the writers' studies to be undertaken, while the dissertations report on the complete research studies. Given the differences between the two text types, the analyses of this research necessitate a theoretically informed framework of stance and voice. The full description of this proposed framework is introduced in Section 4.1, and revisited and discussed at various points in Chapters 4, 5 and 6.

The framework is synthesised based on the evaluative strategies for constructing an effective "research warrant" in published academic texts (Hood, 2010, 2012). This framework begins with a typical generic staging of a research warrant, and details the evaluative and positioning strategies in relation to ideational meaning and textual patterning in each stage. The framework is understood not as a prescription for how students' texts should mirror published texts, but rather as a reference for observing variations and alternative strategies in different text instances. It can also be used to evaluate the effectiveness of the stance and voice constructed in the novice texts. The evaluative strategies identified in the texts can contribute to modifying *post hoc* the framework for a particular text type.

In summary, the text analyses aim to flesh out how evaluative stance and voice operate on multiple linguistic levels. They offer a logogenetic perspective on how APPRAISAL resources are distributed and organised in the unfolding discourse of the two text types. They also include an ontogenetic perspective on how stance and voice are enacted across the two text types. The ontogenetic perspective may offer insights into the extent to which students' texts develop towards published texts in terms of structuring and the use of evaluative

strategies. The goal of the present study is to enhance the understanding of stance and voice, in that linguistic explanations and descriptions are made explicit to support academic literacy pedagogy.

1.4 Research Questions

The research focus, as outlined in the above sections, is formulated as a set of research questions. The research questions are:

- 1) To what extent and how do students writing L2 academic English expand their repertoires for expressing stance and voice within a one-year MA programme?
 - a) What changes are evident, from a logogenetic perspective, in the management of APPRAISAL resources in the introductory components of postgraduate proposals and dissertations for students' self-positioning in relation to their object of study and to other contributions to knowledge in the field?
 - b) How do the logogenetic changes between the proposals and dissertations implicate ontogenetic development in stance and voice?
- 2) How are the identified stance and voice features integrated into a linguistic and analytical framework, which has implications for EAP pedagogy?

1.5 Significance of the Thesis

This thesis contributes by enhancing a linguistic understanding of the development of stance and voice in novice academic writing. Motivated by the SFL standpoint, this thesis offers an important alternative to interpretations of stance from a pragmatic or statistical perspective, and voice in accounts of readers' impression or 'self-mention' features. At a general level, this thesis provides a comprehensive linguistic explanation of the concepts of stance and voice in the introductory components of postgraduate proposals and dissertations. The analyses of this thesis investigate how stance and voice are strategised through generic structuring of academic texts, and through co-articulating interpersonal meaning with ideational and textual meaning. The evaluative strategies in the two text types can be compared as they offer an

ontogenetic view on how stance and voice develop. The developmental changes may imply a pathway as evidence of progression in learning.

This thesis extends the current understanding of stance and voice at the discourse semantic level from an SFL perspective. This understanding adopts a top-down view, firstly through explanations of how variations of generic structuring influence the construction of stance and voice. The analyses then investigate how the co-articulation of interpersonal meaning with ideational and textual meaning contributes to the complexity of stance and voice. The findings also elucidate how the writers' evaluative stance operates within various evaluative keys or voice roles. The enactment of stance and voice involves a synoptic distribution of ATTITUDE and GRADUATION resources in the texts, and a dynamic patterning of these resources through textual organisation. An additional layer of ENGAGEMENT analysis is also undertaken to examine intersubjective stance through managing dialogic voices in the text. The multi-stratal and metafunctional APPRAISAL analyses identify the meaning-making resources for construing stance and voice in academic texts, and unpack the complex nature of evaluative stance and voice for more explicit EAP pedagogies.

This thesis also makes a significant contribution to EAP research and academic literacy instructions. This thesis proposes a comprehensive linguistic framework for managing effective stance and voice in research warrants. The framework draws upon the SFL notions of stance and voice, and synthesises evaluative strategies encompassing various linguistic levels: generic staging, register ('voice roles') and discourse semantics (evaluative coupling, prosody and intersubjective positioning). The proposed framework serves as a reference point to examine the effectiveness of the research warrants in students' texts, and identify alternative strategies afforded by different text types. These alternative strategies can also customise the framework as a way for modelling the research warrants in specific academic text types. The evaluative strategies identified in the analyses can explain the nature of academic texts, which is to describe and persuade. Novice academic writers can be better informed of the shifts in stance and voice across the research warrant. Through these strategies, they can also

develop a linguistic understanding of the conventions such as ‘taking a stance’ and ‘adopting an authorial voice’.

The present study contributes more generally at a pedagogic level regarding knowledge about language (KAL). The multi-layered analyses of evaluative language provide metalinguistic descriptions for teachers to explain the meanings of the terms ‘stance’ and ‘voice’, and how they can be enacted through language. The metalanguage offers an important perspective for articulating more explicitly the rhetorical demands of academic writing tasks. Such metalinguistic awareness is paramount in advanced academic literacy, which requires the writers to demonstrate knowledge and negotiate space for new knowledge in their postgraduate research. The overall contributions of this thesis are summarised and discussed in the concluding chapter (Chapter 6).

1.6 Organisation of the Thesis

This chapter has outlined the rationale for this thesis, its research and linguistic focus, and the significance of the present study. The thesis is organised as follows.

Chapter 2 positions the present study within the two major contexts: academic literacy practices and linguistics. The chapter highlights the necessity for understanding the concepts of stance and voice in academic writing through a linguistic lens. A linguistic understanding of stance and voice aims to enable academic writers to meet the rhetorical demands for evaluation and persuasion in academic writing.

Chapter 3 outlines the research design of this thesis, including the qualitative discourse analytic approach, the rationale for data selection and the steps of the analyses. The analyses draw upon the APPRAISAL system of systemic functional linguistics for annotating the selected introductory sections for postgraduate proposals and dissertations.

The analyses of the proposal and dissertation texts are reported in Chapters 4 and 5, respectively. Chapter 4 first proposes a linguistic and analytical framework for establishing a research warrant. The framework serves as a

reference point for examining the proposal texts through multi-layered APPRAISAL analyses. The analyses reveal how stance and voice are enacted in the proposal texts, and provide strategies for modifying the framework where possible.

Chapter 5 continues the analyses by examining the dissertation texts with the proposed analytical framework in the previous chapter. The analyses demonstrate how stance and voice are instantiated in the dissertation texts. The findings are also juxtaposed with those in Chapter 4 to offer explanations on how stance and voice develop across the two types of text from an ontogenetic perspective.

Chapter 6 concludes the thesis by summarising the major findings from Chapter 4 and 5. This chapter also considers the potential implications for EAP research and pedagogy, and suggests future research directions emerging from this thesis.

Chapter 2. Positioning the Study in the Academic Literacy Practices and Linguistics Landscape

Introduction

In this chapter, I establish some foundations for my study through reviewing a relevant selection of literature in two broad domains: academic literacy and linguistics. The potential literature is vast and I narrow the scope in a number of ways. My research interest in managing stance and voice leads me to consider the two broad domains mainly from an interpersonal perspective. I begin in 2.1 with a discussion of the concept of academic discourse community. I also provide a general overview of academic literacy. I focus on the rhetorical demands for negotiating knowledge and identities in academic literacy practices, and narrow the focus to literacy practices at the postgraduate level termed as 'advanced academic literacy'. In 2.2 the focus is further narrowed to engage with discussions on the enactment of *stance* and *voice* from a linguistic perspective.

2.1 Academic Literacy

A starting point for mapping the concept 'academic literacy' involves an exploration of key relevant terms used in the literature. These terms are 'academic discourse community', 'novice/expert academic writers', 'advanced academic literacy' and 'academic identity'. In the following sections, I explain the usage of these terms in the literature. I also discuss these terms in relation to the relevance and significance in academic literacy and the present study in general.

2.1.1 Defining Academic Discourse Community

I begin with the concept of 'academic discourse community'. This concept has significance in contextualising this thesis. The term 'academic discourse community' has been used pervasively in the literature related to academic literacy practices (e.g. Bizzell, 1982, 1992; Spack, 1988; Swales, 1990, 1998). It is often interpreted with other relevant terms such as 'membership', 'community of practice', 'discourse' and more generally 'discourse community'. The following

reviews the literature around the concept of 'academic discourse community' based on these terms.

The term 'academic discourse community' can be explained from a number of perspectives. One view highlights the perspective on 'membership' in the community. For example, Bizzell (1982) and Spack (1988) directly refer to 'academic discourse community' to the community into which students are to be initiated. The initiation processes mainly involve academic discursive practices, such as teaching and learning of academic writing (Bizzell, 1982). Another key concept of 'academic discourse community' refers to 'practices'. Lave and Wenger (1991) propose the term 'community of practice' which focuses on members' engagement with social practices in the community. These practices, often discursive ones, allow members to gain access to the knowledge in order to become full participants (Flowerdew, 2000). The third perspective on 'academic discourse community' refers to language use and 'academic discourse' in particular. Bizzell (1982) argues that academic discourse is the main constituent of an academic discourse community. Similarly, Hyland (2009, p. 50) emphasises that discourse is the major focus affecting "the manner and meaning of any message delivered within [discourse communities]." The above perspectives provide diverse interpretations for 'academic discourse community', and highlight the significance of discursive practices in the community as a means of communication and negotiation of membership.

The interpretations of 'academic discourse community' as discussed above align with a more general notion of 'discourse community'. Bizzell (1992, p. 222) defines a 'discourse community' generally as "a group of people who share certain language-using practices." Swales (1990, pp. 24-27) further develops the concept of 'discourse community' with six major characteristics, including:

- (1) A broadly agreed set of common public goals;
- (2) Mechanisms of intercommunication among its members;
- (3) One or more genres in the communicative furtherance of its aims;

- (4) Participatory mechanisms primarily to provide information and feedback;
- (5) A specific set of lexis;
- (6) A threshold level of members with a suitable degree of relevant content and discourse expertise.

These characteristics emphasise communication through language use, in particular the use of 'genres' within the discourse community (See Section 2.2.3 for a more detailed discussion on genre). These characteristics also foreground a kind of sociality with the use of discourse, which Herzberg (1986, p.1) considers as "a means of maintaining and extending the group's knowledge and of initiating new members into the group." These notions of 'discourse community' therefore resonate those of 'academic discourse community' with recurring themes of communication, language use and membership.

The significance of the concept of 'academic discourse community' in relation to this thesis is two-fold. Firstly, the concept foregrounds the social and interpersonal nature of community practices. Novice academic members need to show competence in negotiating knowledge and authority with the expert members in addition to demonstrating information and skills (Farnsworth et al., 2016, p. 145). Secondly, such competence requires prolonged practices and processes that continually shape identities of the members. The notion of evolving sociality and shaping identities is highly relevant for the present study. In the present study, novice academic researchers engage with academic writing practices. They acquire knowledge in their fields, and rhetorical resources and strategies to articulate their stance towards the fields over time. The academic practice and process involved to achieve such competence can be referred to as 'academic literacy', as further elaborated in the following section.

2.1.2 Defining Academic Literacy

In this section, I focus more specifically on the concept of 'academic literacy'. Academic literacy is broadly defined as "the ability to read and write the various texts assigned in college" (Spack, 1997, p.4). This concept plays a significant role in the academic discourse community and pedagogies, which are concerned with

the “development of students’ critical awareness” (Wingate, 2012, p. 28). Such critical awareness is associated with the concepts of ‘identities’ and ‘power relations’, in addition to the rhetorical demands required at the postgraduate level as ‘advanced academic literacy’. In the following I further explore the concepts as introduced above in order to demonstrate the significance role of discourse in academic literacy practices and processes.

The concept of ‘academic literacy’ can be referred to as ‘practices’. In terms of practices, academic literacy emphasises writing rather than reading or other literacy skills, as Lillis & Scott (2007) observe. They suggest that such emphasis results from the demands for writing proficiency in university for assessing progress. The writing demands indicate the goals of achieving “essayist literacy” (e.g. Farr, 1993; Lillis, 2001). The term ‘essayist literacy’, according to Lillis (2001, p. 20), refers to “a particular way of constructing knowledge which has come to be privileged in the academy.” This privileged way of knowledge construction, as Farr (1993, pp. 10-11) suggests, requires the essayist’s taking a position and depersonalisation of language use. The notion of ‘practices’ in academic literacy therefore foregrounds the significance of language in academic communities. Academic members construct meaning in social activities mainly through discourse. Novice members in particular need to acquire specialised language use to meet the rhetorical demands of the community (Hyland, 2009).

Another perspective on ‘academic literacy’ focuses on ‘processes’ of *enculturation* or *socialisation* (e.g. Duff, 2010; Lillis, 2003; Prior, 1998). Duff (2010) emphasises the dynamic and interactive socialisation processes involved in literacy practices. She notes that these socialisation processes take into account issues of power and identity, which are negotiated and articulated mainly through academic discourse. The negotiation of power and identity through academic discourse highlights the role of language in the enculturation processes. According to Prior (1998, p. 2), textual practices in enculturation processes “provid[e] opportunity space... for negotiating trajectories of participation in communities of practice.” To acknowledge such trajectories, Lillis (2003) proposes a dialogic approach to student writing instructions. This approach acknowledges the processual and partial nature of students’ texts, and

opens up space for understanding academic knowledge and conventions (Lillis, 2003, pp. 203-204). The dialogic perspective of academic enculturation can facilitate a 'virtual' dialogue to negotiate identities and power among expert and novice academic members.

The interpretations of academic literacy as discussed above suggest a complex and dynamic nature in literacy practices. Both perspectives are relevant to this thesis regarding language, through which writers negotiate their positions in academic discourse. Academic discourse, as Duff (2010, p. 170) argues, is a "social, cognitive and rhetorical process and an accomplishment, a form of enculturation, social practice, positioning, representation, and stance-taking." The literacy practices often evolve in different academic environments (e.g. undergraduate and postgraduate levels) and in various complexities and functions (e.g. research proposals and dissertations). Such complexities in literacy practices at the postgraduate level are more specifically referred to as 'advanced academic literacy', as discussed below.

2.1.3 Defining Advanced academic literacy

The concept of 'advanced academic literacy' refers to the academic discursive practices expected of the individuals in the higher level of a discipline (Braine, 2002; Sengupta, 2005; Stacey & Granville, 2009; Tardy, 2005). Sengupta (2005, p. 287) defines advanced academic literacy as an

extended interaction with a specific set of research process genres (such as research articles, conference presentations, doctoral theses and the like) by a particular set of people (e.g., graduate students, novice and expert academics in the discipline) and an ability to situate these interactions within various disciplinary networks.

In addition to disciplinary knowledge and skills for research (Braine, 2002), advanced academic literacy, as Tardy (2005, p. 326) suggests, demands "rhetorical insight into the disciplinary community's ways of building and disseminating knowledge." This rhetorical insight includes awareness of the audience, and capability of interpreting the expectations from the audience – the

expert members of the academic community (Braine, 2002). In the context of the present study for example, postgraduate writers need to negotiate both knowledge and authority in their disciplinary fields through writing proposals and dissertations (e.g. Thompson, 2005). These high-stakes writing practices exist in their undergraduate studies. However, academic writing increases in complexity, length, and rhetorical expectations on a continuum across undergraduate and postgraduate writing (Hyland, 2009). According to Tardy (2005, p. 325), students are required to actively construct new knowledge, or 'knowledge-transforming' as they traverse academic ranks. The ultimate goal of advanced academic literacy, as Stacey and Granville (2009, p. 327) suggest, is that students can confidently "assert their right to be heard within a specific discipline." In order to be heard, novice writers need to acquire resources, such as linguistic knowledge and rhetorical strategies, that can be used to engage with the expert members of the community.

In light of heightening rhetorical demands, the notions of advanced academic literacy foreground issues such as 'engagement with audience' (e.g. Badenhorst and Guerin, 2016; Koutsantoni, 2006) and 'negotiation of identity' (e.g. Ivanič, 1998). Koutsantoni (2006, p. 21) proposes that advanced academic literacy facilitates "a persuasive message that meets gatekeepers' expectations and balances asymmetries in power." Swain (2007, p. 167) suggests that anticipating expert readers' expectations is the learners' effort through shaping their writing. Badenhorst and Guerin (2016) explain the gatekeeping nature of academic writing as a measure to align discourse members in terms of assessment. For example, Cadman (2002) suggests that research proposals are gatekeeping assessment texts for granting or rejecting students' entry to the subsequent phases of study. Paltridge & Starfield (2007) also suggest that dissertations possess a similar nature as the expert academic members judge the quality of students' works through the texts. These gatekeeping texts elicit student writers' competence in engagement with readers and negotiation of identity with the expert community members (Farnsworth et al., 2016).

Negotiating identity in discourse, however, often remains implicit or unarticulated in academic writing instructions and conventions, as some studies

suggest (e.g. Badenhorst & Guerin, 2016; Starke-Meyerring, 2011). Starke-Meyerring (2011, p. 77) explains that academic traditions are regarded as naturalised and universal by expert members. However, these traditions may be mysterious and invisible to novice members. Badenhorst & Guerin (2016, p. 6) add that the invisibility of these practices leads to an oversight in the role of writing in shaping identity. The implicitness of literacy practices often brings challenges for novice writers in articulating their identities discursively (e.g. Casanave, 2002; Hyland, 2009; Tardy, 2005).

2.1.4 Academic Literacy Practices and Identity

Studies often refer the concept of 'identity' in literacy practices as acts of writing by individual academic members. The influential work by Clark and Ivanič (1997) proposes the socially constructed writer identities in terms of *self-hood*. Individual writing, as Starfield (2004, p. 67) describes, is "shaped by complex interactions of social, institutional and historical forces which shape access to the privileged discourse of the academy." In addition, Lea and Street's (2006) academic literacies model foregrounds identity as one of the key factors that distinguishes academic context from other contexts. Student writers assume specific identities to position themselves in relation to expert members and knowledge in the disciplinary field. They need to engage with the readers' expectations, and persuade the readers to align with their views (Swain, 2007, p. 168). Academic literacy practices therefore involve complex power relations, in which novice members often find negotiating identities in writing challenging. The issues of negotiating identity and power relations in literacy practices are further elaborated and addressed as follows.

The issues of engagement and persuasion in academic writing are often associated with the power relations among academic members. According to Stacey and Granville (2009, p. 331), "[t]he writer... is creating a dialogue both with texts, by responding to the ideas and claims in those texts with the readers, by anticipating the readers' expectations and likely responses." Starfield (2004) suggests that academic writing, a major form of assessment and an indication of progress, is considered to represent teachers exercising power over students.

Halliday (1994) also points out that academic writing practices are also regarded as a kind of unequal social and identity relations by suppressing individual voices to foreground knowledge. As Stacey and Granville (2009, p. 331) suggest, successful writer-reader dialogue requires “awareness of audience interest and assumptions and power in relation to the writer.” They also emphasise that student writers need to maintain a balance between the conventions and their authority. It is also essential for writers to adopt “multiple positioning within a situation of unequal power... to assert a position [and] ... to take a stance in relation to the ideas or issues being discussed.” (ibid, p. 331) Negotiating power and authority is therefore highly complex for novice writers, who are currently positioned in unequal power relationships both outside and within academic written discourse.

The complexity in negotiating identities in academic writing often leads to various challenges for novice writers. Hyland (2009, p. 127) explains that the cause of students' writing difficulties may be “the disjunction of the writer's and reader's view of what is needed in a text.” He also considers that such confusion is a result of the conventions imposing disciplinary identities upon student writers (ibid, p. 125). These identity-related conventions involve a writer-evacuated style (Geertz, 1983) to conceal writers' presence while displaying critique and persuasion. The depersonalised writing style often leads to a sense of alienation (Ivanič, 1998). This also results in an accentuating tension and resistance between the students' individual identities and the values of the disciplinary communities. Thesen (2014, p. 7) describes such tension as “the postgraduate condition”, a predicament of contradictions in which students are situated. Such a predicament renders postgraduate identities “unattainable, high up, shrouded in a complex language and not easily made ordinary” (Thesen, 2014, p. 139). To address these challenges, it is necessary to re-establish an academic communication as “a conversation between individuals and their beliefs” (Hyland, 2000, p. 7), as well as “a virtual dialogue” (Hyland, 2004, p. 6) for student-researchers to negotiate identities and power.

One of the ways of establishing such dialogues is to make explicit how identities can be constructed through writing. Recent studies have sought to

establish links between identity and language (e.g. Fløttum et al., 2006; Hyland, 2011; Tann, 2010). Fløttum et al. (2006, p. 19) argue for the need for academic writers to “develop a persona willing to claim authority... in a rhetorically convincing manner.” Hyland (2011, p. 11) suggests that identity is assembled through the language and values brought from the writers’ social backgrounds to negotiate positioning and credibility. Similarly, Tann (2010) considers identity as an effect of language, through which meanings combine for creating a particular effect (Martin & Rose, 2003). This view on the connection between identity and language aligns with the present study, in that literacy pedagogies are necessary to support student writers to negotiate identities textually. Writing instructions are to make explicit the meaning-making resources for constructing identities through adopting stance and voice. In the next section, identity, stance and voice are further explained from various linguistic perspectives.

2.2 Stance, Voice and Identity from a Linguistic Perspective

In this section, I discuss more specifically how stance, voice and identity are interrelated from a linguistic standpoint. This linguistic perspective involves the use of interpersonal meaning-making resources for enacting the writer’s stance and voice, as well as constructing the writer’s identity. I begin with a review of the general conceptions of *stance* and *voice*. I then consider studies of *stance* and *voice* in academic discourse from the perspectives of genre, register, and discourse semantics.

2.2.1 Conceptions of Stance, Voice and Identity

There have been a significant number of applied linguistic studies of the concepts of stance and voice in academic discourse (e.g. Biber & Gray, 2010; Hyland, 2011; Martin & White, 2005; Matsuda & Tardy, 2009). The terms ‘stance’ and ‘voice’ are often used interchangeably with considerable overlaps in the literature. However, the concept of ‘voice’ can generally be understood as community-oriented, for example the disciplinary voice (Fløttum et al., 2006). Voice can also be viewed dialogically as interactions between the writer and readers (e.g. Hyland, 2011), the writer’s anticipation with other alternative value positions (e.g. White, 2003) or the reader’s impression of the writer (e.g. Matsuda, 2001).

On the other hand, a general definition of 'stance' is considered to be an individualised assessment from the writer that conveys personal evaluations and commitment (e.g. Hyland, 2008). From the general definitions suggested above, stance can therefore generally be regarded as an aspect of voice, in that the 'voice' of a particular social group is articulated as instances of 'stance' as personal 'voice'. In a broader sense, the notions of 'voice' and 'stance' have strong associations with the concept of identity, as writers establish their authorial identity/identities discursively (e.g. Hyland, 2008; Ivanič, 1998). The discursive features realising voice and stance display personal attitudes, negotiate affiliations and identities, and engage with the readership. The concepts of 'voice' and 'stance' therefore encompass the individual, social and dialogic dimensions, as further discussed in the following.

The individual aspect of stance and voice can be understood as the writer's personal choices. Hyland and Sancho Guinda (2012) find that voice can be metaphorically compared with 'identity', which can be 'crafted', 'built', 'created', 'carved' and so on. Ivanič and Camps (2001, p.5) consider the construction of identity as *self-representation* from culturally available semiotic resources. Similarly, Ivanič's (1998) study on self-representation in academic writing can be comparable to the individualised perspective on voice. For example, she proposes that *autobiographical self* involves the writer's life history, and his or her role carrying out the writing process to produce a text. In addition, Ivanič (1998, p. 26) identifies *self as author*, reflecting the textual voice of the writer, and representing his or her authority for positioning opinions and beliefs. These individualised characteristics of voice are closely associated with Hyland's (2008, p. 7) notion of stance as "different kinds of personal feelings and assessments." The writer's stance is articulated linguistically in the academic writing through attitudinal markers, self-mention, hedging and boosting (Hyland, 2005). These linguistic markers represent the writer's individual attitude and commitment towards knowledge and propositions. However, such individuality cannot be independent from the community to which the writer belongs. The writer's opinions usually seek to align with the community's values and beliefs to establish and maintain solidarity (Hyland, 2011; Jaffe, 2009). The

conception of stance and voice can therefore also be considered from a social perspective.

The social aspect of stance and voice suggests that writers 'perform' the community-valued roles in the text (e.g. Ivanič, 1998; Hyland, 2005). Ivanič's (1998) work on identity and self-representation refers to socially conditioned roles the writer partakes in the written text. The two types of self-representation – *discoursal self* and *possibilities of selfhood* – are characterised through textual features reflecting the writer's discoursal identities (Ivanič, 1998). The writer needs to express these multiple identities in community-valued ways in order to seek alignment and solidarity. This social perspective on voice also aligns with Hyland's (2005) *interaction as stance and engagement* from a linguistic viewpoint. The writer negotiates authority and credibility with the putative readers, as well as displaying their authorial presence through self-mention strategies such as first person pronouns (e.g. Ädel, 2006; Fløttum et al., 2006; Tang & John, 1999). These stance and engagement strategies aim to establish the writer's authority, in addition to acknowledging and eliciting readers' involvement. Stance and voice is therefore construed as an entity or a social transaction (Sancho Guinda & Hyland, 2012, pp. 5-6), and also dialogic in nature.

The dialogic interactions of stance and voice can be viewed from two main standpoints – readership and intersubjective positions. Matsuda (2001, p. 40) considers voice as “the amalgamative effect of the use of discursive and non-discursive features... from socially available yet ever-changing repertoires.” Matsuda and Tardy (2007) point out that readers take up writer's evaluative meanings and form an impression of the writer's stance and voice according to the community values and beliefs. The writer's identity is therefore co-constructed by both the writer and the reader. Similarly, Martin and White (2005) refer to the reader's take-up of evaluative meanings as *reaction*. These evaluative meanings in the text are instantiated based on “the assumptions, knowledge and value systems” of the readers (Martin & White, 2005, p. 164). Another perspective considers stance and voice as intersubjective positioning in relation to external voices or other possible positions (e.g. Chang, 2012; Wharton, 2012; White, 2003; Wilcox & Jeffery, 2015). This view regards voice as *authorial*

stance (e.g. Chang & Schleppegrell, 2011; Hyland, 2005; McGrath & Kuteeva, 2012) or *intersubjective stance* (Martin & White, 2005). This type of dialogic voice is typically articulated through averral and attribution in academic texts. In terms of averral, Hyland's (2002) concept of *hedging/boosting* and Martin and White's (2005) ENGAGEMENT are concerned with negotiating the commitment of the writer's propositions. Attribution, on the other hand, is typically associated with citation and referencing practices (e.g. Ädel, 2006; Petrić & Harwood, 2013), as well as catering for dialogic alternatives available in the writer's propositions (e.g. Martin & White, 2005; Swain, 2007). This dialogic perspective on stance and voice is therefore considered as the writer's engagement with readers' value positions.

The three perspectives of stance and voice suggest their intertwining and complex nature for novice writers. Balancing stance and voice therefore becomes not only an essential element of rhetorical knowledge, but also a highly challenging task. In the present study, the rhetorical demands of postgraduate proposals and dissertations encompass all the three aspects of stance and voice. The writer has to adopt a value position as recognised by the academic community, display and negotiate authority and credibility as well as engage in 'virtual dialogues' with putative readers. These overlapping dimensions corroborate Hyland and Sancho Guinda's (2012) view on stance and voice as simultaneously distinctive, diverse and dynamic. Such diverse and dynamic relationships render the concepts of stance and voice a complex and robust tool for understanding the enactment of interpersonal meanings in academic written discourse. The issues involving teaching and learning stance and voice in academic writing are elaborated in the following section.

2.2.2 Issues of Stance and Voice in Academic Writing Instructions

The above discussion has emphasised the importance of stance and voice in writing. In recent years, more attention has been paid to expressing stance and voice in academic written texts (e.g. Biber, 2006; Hood, 2010; Hyland & Sancho Guinda, 2012). However, managing stance and voice remains a challenge to many novice writers (Hood, 2010). The challenge mainly results from factors such as

cultural differences, lack of exposure to interpersonal meaning-making resources and resistance to the teaching voice, as further discussed below.

Novice writers often find enacting stance and voice towards authoritative texts challenging. Hyland (2009, p. 126) explains that such experience is authentic especially in some non-native English cultures, which “favour conserving and reproducing existing knowledge, establishing reverence for what is known.” In the present study, for example, the MA students considered having a position and evaluating knowledge highly challenging (Section 1.3.1 discusses the students’ concerns). This often leads to confusion among students, as reflected in novice writers’ writing. One of the most pertinent issues is the less acceptable citation practice, often misunderstood as ‘plagiarism’ (e.g. Abasi, Akbari & Graves, 2006; Ouellette, 2008). Ouellette (2008) examines the textual products and journals of a problematic ‘plagiarist’. He argues that identity construction and textual borrowing are central to the struggle of developing writers. Abasi, Akbari & Graves’ (2006) study of textual identities of experienced and less experienced writers similarly points to issues of identity and language. The study indicates that students regard knowledge from other sources as non-contingent, impersonal truths. This attitude towards source materials may result in ‘plagiarism’ in less experienced student writing. The same study also highlights similar conflicts among experienced writers regarding the need to cite shared knowledge. These challenges implicate varying expectations on how identity and authority should be negotiated. These expectations would necessitate more explicit descriptions and discussion with students (Ouellette, 2008). Students as developing writers need to acquire the discursive repertoires for balancing their own voices and source materials.

Another difficulty involves the lack of exposure to meaning-making resources for expressing stance (Wharton, 2012). Some studies find a limited range for expressing commitment to propositions (e.g. Chen, 2010; Koutsantoni, 2006; Li & Wharton, 2012), and other studies show an overuse of stance features in student writing (e.g. Hinkel, 2002; Hyland, 2012). Hinkel (2002) finds that novice non-native English writers deploy fewer hedges than boosters, and Hyland (2012) demonstrates that novice writers tend to over-boost their

propositions. The difficulties in expressing stance are contributed by factors such as cultural differences (Hyland, 2009), writing traditions (Hinkel, 2002) or power relations (Koutsantoni, 2006). However, this may also result from the expectations that academic writing is an autonomous skill set, as Hyland (2009) explains. Freedman (1987) describes such autonomy as 'felt sense', through which learners acquire writing skills intuitively based on practices. Dreyfus et al. (2016) also point out that academic literacy support usually focuses on lower-level lexical and grammatical features such as format, vocabulary and tense use. This kind of support offers little other than corrective feedback, and detaches language use from its functions in the context. Such detachment often leads to opacity in how rhetorical demands of the tasks can be fulfilled in academic writing, especially the opaque nature of displaying stance and voice.

Some studies, however, are sceptical towards the significance of teaching voice in the academic writing classroom (e.g. Elbow, 2007; Hashimoto, 1987; Stapleton & Helms-Park, 2008). Hashimoto (1987) warns that the notion of voice may mislead students to relate 'writing with a voice' with 'good writing'. Stapleton and Helms-Park (2008) suggest that a focus on content and organisation should be privileged instead of voice. Another criticism maintains that the individualistic nature of voice may also impose constraints on meaning and interpretation of a text (e.g. Elbow, 2007). Elbow (2007, p. 181) argues that recognising that all texts have various voices seemingly repudiates "the main goal of schooling and literacy to work out multiple meanings." In addition, a common perception holds that academic writing is 'faceless' and should thus be largely void of voice (e.g. Biber et al. 1998). Writing in one's own comfortable voice may be therefore inappropriate for most of the academic tasks (Elbow, 2007). These conceptions background the importance of voice in academic writing, which is in fact readily interactive and dialogic between the writer, the reader and other intertextual voices.

The difficulties and challenges discussed above highlight the importance of teaching and analysing stance and voice in academic writing. While Bruce's (2008) notion of *discourse competence* encompasses linguistic and contextual knowledge, interpersonal meaning is central to academic writing (Hyland &

Diani, 2009). Effective management of interpersonal meaning for expressing stance and voice is one of the keys to success in academic writing (e.g. Lee, 2008, 2015; Swain, 2007, 2010; Thomas, 2014). Ivanič and Camps (2001) and Burgess and Ivanič (2010) suggest that voice is inevitable, and not an optional extra, in writing. Tardy (2012, p. 39) adds that voice exists in all texts, and “not simply the property of the author but constructed by the social worlds that the author works within.” These perspectives show that academic writing instruction necessitates an emphasis on the discursive manifestation of stance and voice. The first steps involve unravelling the complexity of stance and voice through systematic linguistic analyses. The systematic linguistic descriptions elucidate how stance and voice unfold within and across texts, and potentially model effective stance and voice construction for academic writing instructions.

The linguistic explanations of how stance and voice are enacted in discourse are further elaborated in the following sections. Such linguistic perspectives of stance and voice start from genre (Sections 2.2.3-2.2.4), moving across the strata of register (Section 2.2.5) and discourse semantics (Section 2.2.6). Through these perspectives, I also justify the choice of the theoretical orientation, i.e. Systemic Functional Linguistics, of the present study.

2.2.3 Stance and Voice as Genre

The notions of *genre* are first reviewed as the point of departure for the discussion of stance and voice in academic texts. Academic texts usually function as *macro-propositions* (Martin, 1992). Macro-propositions function to provide information and persuade readers for the validity of a position (Humphrey et al., 2010). The dual functions of academic texts therefore reflect the interpersonal nature as ‘argumentative genres’ (e.g. Hyland, 2009; Lancaster, 2014). These genres implicate the use of evaluative language in order to express stance and voice.

One of the most discussed aspects in studies of academic writing and literacy pedagogies is that of genre. The discussions of genre have centred on the three main traditions – New Rhetoric, English for Special Purposes (ESP) and Systemic Functional Linguistics (SFL). The three linguistic schools provide

different analytic perspectives on genre and different approaches for academic literacy pedagogies. The three traditions on genre are elaborated in Section 2.2.4. In addition, the rationale for choosing a particular theoretical perspective for this thesis, i.e. Systemic Functional Linguistics, is also explained.

2.2.4 Three Traditions of Genre

(a) The New Rhetoric

The New Rhetoric focuses on the rhetorical motives, the social actions found in certain situational contexts (e.g. Bazerman, 1994; Miller, 1984; Paré & Smart, 1994). Bazerman (1994) considers genres generally as a system of discourse practised by discourse community members. Miller (1984, p. 163) describes that genre is “a conventional category of discourse based in large-scale typification of rhetorical action[, *vis-à-vis*] a rhetorical means for mediating private intentions and social exigence.” Such focus on rhetorical motives in a community is resonated in Paré and Smart (1994). They suggest that the social roles of genres can be illuminated “by observing... the interpersonal dynamics that surround and support certain texts” (Paré & Smart, 1994, p. 149). In sum, the New Rhetoric emphasises the socio-contextual aspects of genres, which facilitate understanding of the social functions and the underlying contexts within the genres (Hyon, 1996).

In view of its focus on context and social activities, New Rhetoric research prefers ethnographic approaches to linguistic analyses. The ethnographic observations aim to capture rich descriptions of the actions surrounding the purposes of the genre (e.g. Bazerman, 1988; Schryer, 1993; Yates and Orlikowski, 1992). For example, Bazerman (1988) investigates how scientific knowledge changes the result of science writing development through time. Schryer (1993) details the verbal actions for resolving problems in a veterinary medical college. Yates and Orlikowski (1992) observe the interactions between the sociocultural phenomena in business management and communication and the development of office memos. The New Rhetoric approach highlights the interpersonal nature of genre, while it is centred “predominantly within the social activity but outside language as system itself” (Hood, 2010, p.8). The New Rhetoric approach is

therefore less concerned with analyses of textual features, in which ESP and systemic genre studies are engaged (Paltridge, 2007). The approach therefore lacks explicit instructional frameworks of teaching the discourse structures and choices (Hyland, 2007; Hyon, 1996).

This thesis aims for a theoretical lens sensitive to language and context for both analysis and pedagogy. The analyses of this thesis require a linguistically grounded approach for identifying interpersonal meanings enacting stance and voice. These linguistic features can be used as meaning-making resources for academic writing instructions. Therefore, I will discuss the differences between ESP and SFL genre schools, which share a common research interest in the linguistic construct of stance and voice.

(b) English for Specific Purposes (ESP)

The ESP genre approaches are concerned with both social functions and form of genre. Genres in the ESP tradition are described as ‘communicative events’ (e.g. Bawarshi & Reiff, 2010; Bhatia, 2002; Swales, 1990). Swales (1990, p. 58) characterises these communicative events by various structural, stylistic and topical patterns for the intended audience. These patterns function to serve recurrent communicative purposes with a discourse community (Swales, 1990). Bawarshi and Reiff (2010, p. 42) point out the ESP approaches focus on analysing formal and linguistic patterns of genres for applications, e.g. language instruction. In all, ESP genre analyses are mainly characterised with studies of “situated linguistic behaviour” (Bhatia, 2002, p. 4), as well as an aim to “bridge linguistic and rhetorical studies of genre” (Bawarshi & Reiff, 2010, p. 42).

One of the most influential genre analyses in the ESP tradition is Swales’ (1981, 1990) *structural move analyses*. The analyses describe global organisational patterns in texts as *rhetorical moves*, and explain these patterns in terms of purpose, content and form (Paltridge, 2007, p. 932). The seminal study by Swales and Feak (2004) identifies the rhetorical moves in research paper introductions as the Create-a-Research-Space (CARS) model. The CARS model lists three major rhetorical moves: (1) Establishing a research territory; (2) establishing a ‘niche’; (3) and occupying the niche (Swales & Feak, 2004, p. 175).

These rhetorical moves, as Swales and Feak (2004, p. 174) explain, function in response to the 'competition' for research space as well as for readers. The CARS model therefore highlights not only the formal features of a research paper introduction, but also the interpersonal nature of academic genres to engage and align readership.

Following Swales (1990), structural move analyses are widely applied to examine different types of academic texts. These academic texts include dissertations and theses (e.g. Kwan, 2011; Lin & Evans, 2012), proposals (Halleck & Connor, 2006), abstracts (e.g. Hashemi, 2013; Samar et al., 2014), reports (e.g. Mobasher & Ali, 2015), lectures (Lee, 2009; Morrell, 2007), and separate sections of research articles (e.g. Bruce, 2014; Cargill & O'Connor, 2013). While ESP genre analyses mentioned above focus primarily on formal features, other studies also engage with quantitative explorations of linguistic features, such as through corpus linguistic approaches (e.g. Conrad & Biber, 2009; Deroey & Taverniers, 2012; Lin, 2012; Nausa, 2013). These analyses identify linguistic features and structural patterns visible for further genre analyses and academic writing resources (e.g. Bhatia, 1993; Swales & Feak, 2004).

However, the ESP approaches raise several concerns regarding analysis and application. One major issue is that the meanings in discourse are not interpreted through a theorised analysis regarding language as a system of meanings (Halliday, 1978). Hood (2010) argues that the rhetorical moves in a text have to be determined by intuitive, 'commonsense' perspectives. Swales (1990) also admits that expert readers are required to recognise the purpose of genre. The determination of moves is therefore difficult to achieve consistency (Hyland, 2002; Swales & Feak, 2000). As Hyon (1996, p. 702) describes, ESP research findings are seldom modelled into detailed instructional methodologies or convert the descriptions of genres into pedagogical materials or tasks. General recommendations on genre pedagogy are offered instead of describing actual curriculum projects (ibid, p. 710; cf. Dreyfus et al., 2016). In light of the above issues, this thesis adopts a socio-semiotic approach to genre (e.g. Martin, 1984; Martin & Rose, 2008). The socio-semiotic approach, informed by theories of systemic functional linguistics (SFL), determines genre staging through patterns

and shifts of meaning (e.g. Martin & Rose, 2008; Gregory & Malcolm, 1994). The SFL approach encourages the investigation of meaning-making resources enacting stance and voice in academic genres. Such meaning-making resources in academic genres can be modelled into literary pedagogies (e.g. Gebhard et al., 2013; Martin et al., 2010; Dreyfus et al., 2016), which is the ultimate goal of this thesis.

(c) Systemic Functional Linguistics (SFL)

The SFL perspective considers language as a multi-stratal construct (e.g. Halliday & Matthiessen, 2014; Martin, 1992). Language functions on the strata of content and expression, which are interrelated bi-directionally. The expression plane (e.g. graphology) realises lexicogrammar, which in turn realises discourse semantics. Discourse semantics can be classified in terms of *metafunctions*, which synchronously construe ideational, interpersonal and textual meanings. The metafunctions represent the linguistic choices configuring genre and its staging. While generic staging is usually determined through configurations of ideational meaning (e.g. Halliday, 1994), other metafunctions should also be considered, i.e. interpersonal and textual meaning.

The variations in genre often influence the patterning of interpersonal meaning. For example, argumentation genres (exposition, discussion and challenge) are intrinsically pervaded with evaluative language (Martin & Rose, 2008). Some apparently descriptive genres however may also function to evaluate and persuade. The genre deployed to represent another genre is referred to as *contextual metaphor* in Martin's (2005) term. A notable example in academic written discourse is the introductory stage of research articles. Hood (2010) identifies a series of descriptive reports and descriptions, comprising a *macro-genre* (Martin, 1994; Martin & Rose, 2008). These sub-genres serve as the staging of the introduction, construing the fields of the object of study, other relevant studies and the writer's study. According to Hood (2010), the stages are typically sequenced as follows:

- **Descriptive report on the object of study:** providing background or rationale of the object of study

- **Descriptive report on relevant knowledge:** reporting on the other relevant research studies and scholarly works as a brief review of the literature
- **Description of the writer's study:** previewing briefly the writer's own study before a more detailed account of relevant literature or methodological approaches

The stages described above carry particular evaluative tasks in addition to their 'surface' functions to describe and report. The first stage functions to promote the object of study as significant and worthy of attention. The second stage positions the writer's study with the other relevant knowledge in the field, and evaluates the field as contested and resolved. The concluding stage promotes the writer's study in terms of rigour and effort involved in the process of enquiry. The stages function to both report and persuade, and establish a Research Warrant (Hood, 2010) for the writer's study as legitimate and having a contribution to the field.

The notion of a 'Research Warrant' has important implications for enacting stance and voice in academic writing. Novice writers need to be informed of the underlying evaluative nature of academic writing, particularly in the introductory sections. Writing genres with complex rhetorical expectations such as Research Warrants therefore requires writers to control a wide range of linguistic resources. This necessitates an awareness of the shifts in evaluative patterning across the Research Warrant. These shifts in evaluative patterns are referred to as shifts in evaluative *keys* (Coffin, 2003; Hood, 2010; Martin & White, 2005). The construction of stance and voice at the registerial level is further elaborated in the following section.

2.2.5 Stance and Voice as Register

In this section, I focus on discussing stance and voice at the registerial level from the perspectives of Biber (1989) and Martin (1992). Both perspectives understand stance and voice as variables in register, enacting *tenor* or achieving a *communicative purpose*. Each perspective offers a complementary perspective on the writer-reader relationships. In the following, I first review Biber's (1989)

bottom-up multidimensional register analysis. I then examine Martin's (1992) top-down socio-semiotic approach that considers stance and voice as a configuration of evaluative meanings at the level of register.

Register, according to Biber and Conrad (2009, p. 6), is considered to be “a variety associated with a particular situation of use.” It can be further categorised into spoken or written registers. These registers are compared through multidimensional register analysis through corpus linguistic approaches. The analysis is undertaken through comparing the variations of functional parameters in the registers. These parameters are comprised of lexicogrammatical or structural features functioning in particular situational contexts. Among these situational characteristics, *stance* is one of the variables within the interpersonal parameter *communicative purposes*. Stance is described as a set of linguistic or grammatical features that expresses personal attitudes (*attitudinal stance*) and commitment to propositions (*epistemic stance*) (Gray & Biber, 2012). These stance features are then identified to compare variations across registers. For example, Biber & Conrad's (2009) study compares academic prose with newspaper writing, textbooks and conversations through corpus-based multidimensional register analyses. The study suggests that stance expressed in academic writing is relatively implicit, while stance-marking adverbials are more common across the registers. In addition, academic registers are regarded as lacking interactiveness, with largely informational, factual communicative purposes.

The multidimensional register analysis facilitates understanding of how lexicogrammatical and structural variables characterise academic registers. However, the analyses of stance at the register level in this thesis adopt a close textual analytic approach for two reasons. Firstly, stance is not merely a statistical aggregation of linguistic features. The quantitative features may identify ‘norms’ of academic registers, but do not describe how specific text instances enact stance, or how they differ from the norms. Interpersonal meanings, as Martin (2009) proposes, spread across the unfolding text in terms of *prosody*. The prosodic flow of interpersonal meaning establishes a “ongoing cumulative motif” (Martin & White, 2005, p. 17), representing the writer's stance

(See Section 2.2.5.2 for a more detailed discussions of evaluative prosodies). Describing the accumulation of linguistic features enacting stance would therefore require close textual analyses. Secondly, Gray and Biber's (2012) suggestion that academic writing is relatively stanceless backgrounds the interpersonal and interactional nature of academic texts. However, as demonstrated in Biber and Conrad (2009), the situational characteristics of academic register take *participants* and *interactivity* into consideration. These parameters indicate that features addressing participant relationships and interactions are evident. They also suggest the importance of acknowledging academic texts as being value-laden.

To offer a complementary perspective, the present study draws upon a socio-semiotic approach to investigating stance and voice. The present study investigates how stance and voice are expressed in instances of academic texts to enact institutional roles. This perspective sees language as systems of meaning, constantly configured from a more general system to specific texts. This system-text configuration is referred to as *cline of instantiation* (e.g. Halliday & Matthiessen, 2014; Martin, 2008, 2010), as discussed in the following.

From the SFL perspective, the conceptions of stance and voice are regarded as interrelated, multi-stratal constructs of interpersonal meaning. The underlying theoretical notion is the system of APPRAISAL (Martin & White, 2005). APPRAISAL is situated at the discourse semantic level as the overall meaning potential for evaluative meaning. As already outlined in Chapter 1, the APPRAISAL system represents expressions of emotions and values (ATTITUDE), the grading of ATTITUDE and ideational meaning (GRADUATION), and the sourcing of values (ENGAGEMENT). The APPRAISAL system can be posited on the cline of instantiation as a scale of generalisation between system and text. The cline of instantiation consists of two poles: the general meaning-making potential (system) and the instantiation of such meaning potential interpreted by the reader (reading). The two poles encapsulate the cline of sub-potentials reconfiguring the global potential across registers, text types, instances and reader interpretations. In APPRAISAL system, the recurrent evaluative options are reconfigured at the registerial level as *key*. An evaluative key is then further instantiated into more

specific evaluative patterns at the level of text type as *stance*. The instances of evaluative patterning of stance are identified as *evaluation*. The cline of instantiation of APPRAISAL is illustrated in Fig 2.1.

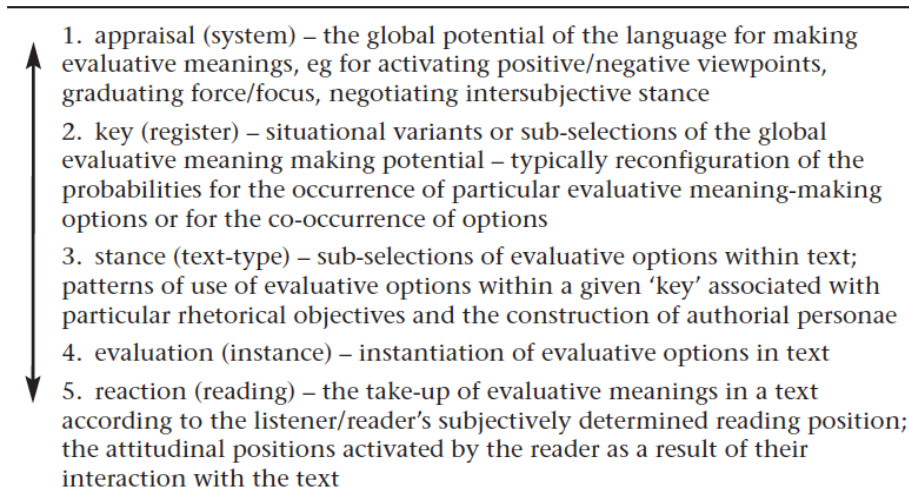


Figure 2.1 Cline of instantiation for APPRAISAL (Martin & White, 2005, p. 163)

An important note regarding the cline of instantiation of APPRAISAL is the reading position of stance. The reading position taken up by the audience is regarded as the instantiation of evaluation as ‘reaction’. The reading position necessitates clarification before APPRAISAL analyses, especially when analysing invoked ATTITUDE (Martin & White, 2005, p. 162). The reader can adopt a compliant or resistant reading, naturalising or opposing the value position respectively. In addition, a tactical reading neither subscribes to nor rejects the value position, but rather responds to the position analytically. The reading position of this thesis is a tactical one, through which the researcher analyses the texts as a linguist and a member of the academic discourse community.

A number of SFL studies focus on identifying evaluative keys across various genres and text types (e.g. Coffin, 2002; Hood, 2012; White, 2003). These studies examine the patterning of inscribed and invoked ATTITUDE in the discourse as options for evaluative *keys*, or *voice roles* alternatively. These options for *keys* reflect the relative objectivity and subjectivity anticipated in different text types or genres. In journalistic discourse, White (2003) identifies three types of journalistic voice – *reporter*, *correspondent* and *commentator* voice.

This categorisation is based on the options of JUDGEMENT deployed in different types of journalistic text. The *reporter* voice carries no authorial JUDGEMENT values, but prefers outsourcing explicit JUDGEMENT. The *correspondent* voice constrains the choice of JUDGEMENT to that of SOCIAL ESTEEM, and outsources explicit JUDGEMENT: SOCIAL SANCTION. The *commentator* voice can freely access all subtypes of JUDGEMENT. The reporter voice is commonly found in ‘objective’ hard news reporting, while the relatively ‘subjective’ voices occur in feature analyses (*correspondent* voice) and opinion pages (*commentator* voice).

Similarly, in school History discourse, Coffin (2002) identifies three kinds of ‘appraisers’ – *recorder*, *interpreter* and *adjudicator*. These appraisers vary in the use of JUDGEMENT and APPRECIATION (VALUATION in particular). The *recorder* voice is expressed with an absence of JUDGEMENT and a scant use of VALUATION. This voice role is commonly found in stories of history, in which the narrator distances itself from explicit interpersonal work. The *interpreter* voice can express a high frequency of VALUATION and constrain the use of JUDGEMENT. The *adjudicator* voice is allowed a free access to both values of JUDGEMENT and VALUATION. These two kinds of voice usually occur in the texts “explaining and arguing about interpretations of the past” (Coffin, 2002, p. 33).

The shifts in evaluative keys of longer academic texts can be more complex. Hood’s (2010, 2012) studies of introductions for published research articles identify three main types of ‘voice roles’ – *observer*, *critic* and *participant* voice. While the *participant* voice occurs optionally, the *observer* and *critic* voices are constructed obligatorily in the sub-genres of the introduction. The *observer* voice represents the more ‘subjective’ personal value system of the writer. This voice is characterised with the potential of diverse kinds of ATTITUDE (AFFECT, JUDGEMENT and APPRECIATION) associated with the descriptive reports on the object of study. APPRECIATION is usually privileged among the attitudinal options for evaluating nominalised entities and phenomena. The *critic* voice, on the other hand, corresponds to the relatively ‘objective’ assessment of the other contributions to knowledge in the field. The *critic* voice predominantly deploys instances of GRADUATION invoking ATTITUDE, and its use of inscribed ATTITUDE is constrained. Where inscribed ATTITUDE is present, APPRECIATION is usually

deployed to evaluate the other research. The constraints on the use of inscribed ATTITUDE avoid dichotomising the other research as 'good/bad' or 'in-/out-group'. While the *observer* and *critic* voices represent the evaluative options of the writer, the *participant* voice projects propositions and evaluations of the participants in the object of study. This voice has unconstrained choices of ATTITUDE, and functions to support the writer's propositions as legitimate. This voice is common especially in studies with 'ethnographic' approaches in which narratives from participants are taken into account (Hood, 2012).

Identifying voice roles in academic discourse has important implications for academic writing instruction. Analyses of voice roles make visible the evaluative strategies to novice academic writers. These voice roles in academic texts can be further deconstructed into patterns of evaluative meanings as *stance*. This dynamic relationship between *stance* and *voice* can be observed through the cline of instantiation of APPRAISAL. The APPRAISAL system provides the analytical tool for describing evaluative choices in an instance. The text instances sharing similar evaluative patterns can be generalised into a stance, which in turn operates within a particular evaluative key. This thesis aims to enrich the account of different types of stance enacted within the evaluative keys in the academic texts.

2.2.6 Stance and Voice as Discourse Semantics

The interpersonal meanings enacting stance and voice are further reconfigured in relation to evaluative key at the discourse semantic level (see Section 2.2.5 for the discussion of *key* (*voice*) at the registerial level). These reconfigured evaluative meanings, instantiated as patterns of linguistic choices, can be categorised pragmatically as rhetorical strategies. In the following section, I review studies of discursive features expressing stance and reader interaction from perspectives of pragmatics and SFL. I also compare the two perspectives, and justify adopting the SFL perspective for this thesis.

One of the most relevant studies of interaction in academic discourse is Hyland's (2005) model of *interaction*, including the categories of *stance* and *engagement*. *Stance* is regarded as a writer-oriented attitudinal dimension, in

which writers convey their assessments and positioning. Stance is categorised into four main resources: *hedges*, *boosters*, *attitude markers* and *self-mention*. *Engagement*, on the other hand, involves reader-oriented strategies for aligning readership and acknowledging readers' presence. The *engagement* features include *reader pronouns*, *directives*, *questions* and *personal asides*. The features of the *interaction* model are evident in academic written discourse. In the present study for example, the postgraduate writers needed to promote their research studies, and adjust their positioning in relation to the other research. They also had to engage with the anticipated readers, i.e. the supervisors and examiners, to align with their value positions. These features of interaction allow the writers to express their personal textual voice recognised by the discourse community (Hyland, 2005, p. 176).

Hyland's *interaction* model therefore also concerns a dialogic dimension. This dimension involves negotiation of textual voices and anticipation of readership. Hyland (2005, p. 180) defines that *hedging* and *boosting* devices "represent a writer's response to the potential viewpoints of readers and an acknowledgement of disciplinary norms of appropriate argument." He also adds that *self-mention* and the resources of *engagement* mark the authorial presence of the writer in various ways, as well as acknowledging the reader's presence. *Self-mention* and *personal asides* devices mark an explicit intrusion of the authorial voice. *Reader pronouns* signal the writer's awareness of the putative reader, while *directives*, *questions* and *shared knowledge* seek to elicit the reader's responses, actions and naturalised value positions. In this sense, both *stance* and *engagement* features, as Hyland (2005, pp. 176-177) points out, overlap among categories, but it is "generally possible to identify predominant meanings to compare the rhetorical patterns." These resources serve as interactive features that negotiate the writer's positions and the reader's alignment.

Hyland's *stance* and *engagement* frameworks share a number of similarities with the APPRAISAL system (Martin & White, 2005) in relation to attitudinal assessment and dialogic interaction. Resources of *attitudinal markers* can be comparable to the resources of ATTITUDE, through which the writer expresses affective judgement and personalised assessments of people and

things. While *attitude markers* focus more on lexicogrammatical constructs such as adjectives (e.g. *unfortunate*) or adverbials (e.g. *unfortunately*), ATTITUDE attends to meanings across lexicogrammatical categories. These attitudinal meanings include assessments of emotions (AFFECT), behaviours (JUDGEMENT) and phenomena (APPRECIATION). (See Section 3.2.5 for a detailed description of the ATTITUDE system). Attitudinal assessments are also considered interactive, as the writer “pull[s] readers into a conspiracy of agreement” (Hyland, 2005, p. 180). Sharing values and beliefs in the community can be associated with the notions of *coupling* from the SFL perspective (e.g. Martin, 2008a). Through creating bonds with the community via discursive means, the writer can establish solidarity and authority. (See Section 2.2.5 for a detailed discussion on *coupling* in the academic context)

The reader-aligning and writer-positioning features in Hyland’s (2005) framework of *interaction* share commonalities with the ENGAGEMENT system within APPRAISAL (e.g. White, 2003). In the ENGAGEMENT system, meanings are mapped into kinds of resources for negotiating the dialogic space. These resources include formulations that expand the space for dialogic alternatives (cf. *hedging*) or contract the scope for alternative positions. The contractive propositions corroborate some of Hyland’s *engagement* features, including resources of CONCUR (cf. *shared knowledge*) and PRONOUNCE (cf. *boosting, self-mention*). The typology of ENGAGEMENT resources implicates the level of authorial investment in the propositions, which can be further graded through resources of GRADUATION (cf. the apparent categorical distinction of *hedging/boosting*). The ENGAGEMENT system is first briefly introduced in Section 2.2.6(c), while further elaborated and exemplified in detail in Section 3.2.7.

Hyland’s *interaction* model provides a useful framework for corpus-based analyses of academic written texts. The studies explore interactional features within a specific discipline (e.g. Lancaster, 2016; McGrath & Kuteeva, 2012), or compare features characterising different disciplines (e.g. Bruce, 2016; Hyland & Jiang, 2016) or different languages (e.g. Kim, 2009; Molino, 2010; Vergaro, 2012). While this model informs many EAP studies for identifying lexicogrammatical features enacting the authorial stance and engaging with anticipated readers, it

is different from the SFL perspective, particularly the system of APPRAISAL, in three main aspects. Firstly, Hyland's model of *interaction* may not consider attribution (i.e. citation), concession and negation as interactive features. Attribution as an academic convention plays an essential role in introducing other voices into the discourse. Concession and negation also acknowledge dialogic alternatives, but serve to limit the dialogic space by 'counter-expecting' and rejecting alternative positions. These linguistic features are encompassed in the ENGAGEMENT system, typologising dialogic resources in terms of how the heteroglossic space is negotiated. Secondly, while the resources in the *interaction* model are considered to be categorical pragmatic features, APPRAISAL resources are regarded as systems of evaluative choice, in which ATTITUDE, ENGAGEMENT and GRADUATION can be construed synchronously. The third difference lies in how the two models regard the distribution of interpersonal meanings. The *interaction* model considers stance and voice as aggregate linguistic features, explored through quantitative studies, while SFL regards stance as accumulation and propagation of interpersonal meaning as *prosodies* (Martin, 2008; Martin & White, 2005). In the present study, the analyses seek to illuminate how these evaluative and dialogic resources are strategically patterned, intensified and propagated across the unfolding text. Therefore, the APPRAISAL system is selected in the present study to examine how interpersonal meaning is co-patterned with other meanings in the text to enact stance and voice.

The above discussion indicates the complexity of stance and voice at the discourse semantic level. Such complexity results from the interrelated and overlapping nature of stance and voice. As defined earlier in Section 2.2.1, stance and voice can also be considered as an integration of interpersonal, ideational and textual meanings. In view of this, I discuss the integration of stance and voice in relation to IDEATION, PERIODICITY and intersubjective positioning. I start by discussing the combination of stance with ideational meaning in terms of ATTITUDE-IDEATION coupling. I then explore how stance is organised textually across the unfolding discourse through evaluative prosodies. I also elaborate how stance and voice is dialogically negotiated through ENGAGEMENT. The

discussions aim to elucidate the integrative and intertwining nature of stance and voice with other metafunctions.

(a) Instantiating Voice Roles through ATTITUDE-IDEATION Coupling

Stance is enacted in the discourse through patterns of *coupling* (e.g. Martin, 2008a, 2010). Martin (2008a, p. 39) defines coupling as a combination of “pairs, triplets, quadruplets or any number of coordinated choices from system networks.” These combinations may stretch across strata, metafunctions, ranks and simultaneous systems (Martin, 2010, p. 19). While coupling may involve infinite sets of combinations, the concept of stance is mainly related to the combination of APPRAISAL and ideational meaning. The concept of coupling is important for academic discourse research, as writers enact stance towards the disciplinary fields in order to affiliate or bond with the academic community (Hood, 2010, p. 147)

Studies of ATTITUDE-IDEATION coupling in the academic context investigate particular evaluative patterns in various disciplinary fields (e.g. Hood, 2010; Hao & Humphrey, 2009, 2012; Humphrey, 2015). Hood (2010) examines how coupling is established through assigning evaluation to field entities in introductions to published research articles. She also discusses the significance of lexical relations for spreading the couplings. The value coupled with the general entity spreads towards the specific entities related with part/whole taxonomic relations. Hao & Humphrey (2009) analyse the evaluative couplings in the introductions to lab reports and research reports across three years of undergraduate Biology courses. They identify the particular kinds of APPRECIATION coupling with ‘object of study’, ‘other’s study’ and ‘writer’s study’. The findings show a developmental pathway of evaluating biological knowledge across the three years. Such developmental pathway has valuable implications for enabling novice writers to “combine their subjective view with the objective knowledge” (Hao & Humphrey, 2009, p. 191). Hao and Humphrey (2012) and Humphrey (2015) further develop the notion of constructing stance as ‘burnishing’ and ‘tarnishing’ resources for respectively evaluating the fields positively or negatively. The burnishing and tarnishing resources can involve

coupling of all categories of APPRAISAL resources with the field entities. These evaluative patterns are important strategies for writers to affiliate within a community and establish their individual value positions (Humphrey, 2015, p. 16).

The notion of evaluative coupling illuminates how writers enact stance and authoritative personae within a particular voice role. Evaluative couplings are more than just a quantitative distribution of evaluative meanings across a text. The evaluative couplings accumulate, expand and resonate in the unfolding discourse as *prosodies*, as further discussed in the following section.

(b) Stance as Evaluative Prosodies to Enact Voice

The spread of stance in the text can be tracked in terms of propagation of prosodies. Stance can traverse a phase of discourse through three types of prosodic realisation – saturation, intensification and domination (Martin, 2008b). The prosody of saturation is initiated through repeated coding of interpersonal meaning in the text. This type of prosody colours the text for a particular attitudinal reading, especially that of implicit values, e.g. invoked ATTITUDE. The prosody of intensification involves accumulation and repetition of specific interpersonal meaning in the text. The repeated coding of interpersonal meaning can be amplified through sub-modification, e.g. resources of GRADUATION. The amplified stance then “resonates further through its environs” (Martin, 2008b, p. 134), expanding the evaluative prosody in the text. The prosody of domination establishes an “interpersonal centre” (Martin, 2008b, p. 134) in the higher level periodicity. The prosody initiated in the hyperTheme propagates the overall stance prospectively in the text. The cumulative stance across the text is consolidated in the hyperNew, spreading the prosody retrospectively in the text. The prosodic nature of interpersonal meaning further consolidates the notion that stance is construed not only through aggregation of linguistic features, but a dynamic evaluative patterning as a ‘motif’ (e.g. Martin & White, 2005) or resonance of values in the unfolding text (e.g. Zappavigna et al., 2010). (See 3.2.6 for an example which illustrates many kinds of prosodies in a text)

In the past decade, a growing number of studies have examined prosodic patterning across different contexts, such as advertising (e.g. Beangstrom & Adendorff, 2013), biblical studies (e.g. Dvorak, 2015) and call centre interactions (e.g. Hood & Forey, 2008; Wan, 2010). In the educational context, studies focus on identifying prosodic patterning of expert and novice texts (e.g. Hood, 2004a, 2004b, 2006, 2010). Hood (2004a, 2004b) examines the management of prosodies in the introductions to published research articles and undergraduate dissertations. She also identifies the problematic issues in the student texts concerning the management of prosodies. These issues include the lack of control of evaluative harmonies, as well as problems establishing and shifting prosodic values. Hood (2005, 2010) suggests the common prosodic patterns in different stages of the introduction. For example, prosodies of domination can be strategically employed in the stages reporting on the object of study, the other research or the writer's study. Prosodies of saturation, on the other hand, can be found in the stage reporting the writer's study. Through combining different prosodic patterns, the writers can manage the intensity and consistency of their stance for different persuasive impact.

Analysing evaluative prosodies in academic discourse has important pedagogic implications for managing stance in novice texts. The effectiveness of prosodic patterning is closely associated with the performance of student texts (e.g. Lee, 2008; Thomas, 2014). Lee (2008) suggests that high-scoring student texts tend to establish positive prosodies, or a blend of positive and negative prosodies. Thomas' (2014) study shows a similar trend that the high-graded texts are prosodically realised with positive meanings. These studies reveal the polarity of prosodies common in high-graded texts, but further research is needed for exploring the kinds of prosodic strategies favoured in these texts, and the development of these strategies over time. The analyses in this thesis aim to address these issues. The prosodic patterning is examined for the kinds and combinations of prosodies favoured in the introductions to postgraduate proposals and dissertations. The two texts are then compared to indicate changes in the prosodic patterns across the period of postgraduate study.

(c) Enacting Intersubjective Stance and Managing Voices through ENGAGEMENT

Stance is also enacted through intersubjective positioning with other competing voices in the discourse. This conception of voice is originated from Bakhtin's (1981, 1986) notions of *dialogism* and *heteroglossia*. The dialogic perspective on discourse suggests that a text is constantly engaged in 'dialogues' with other prior texts and alternative positions. Such perspective is further extended to the negotiation of dialogic space. The writer announces his or her value position, and anticipates alternative positions from the putative addressee(s). Therefore, the writer enacts the intersubjective stance not only to engage with readers, but also to invest in his or her own propositions. From the SFL perspective, the strategies for managing the dialogic space can be modelled into the systems of ENGAGEMENT. The choices of heteroglossic resources, as opposed to monoglossic assertions, include those that open up (EXPAND) or close down (CONTRACT) the dialogic space. The heteroglossic choices are presented in a system network in Figure 2.2:

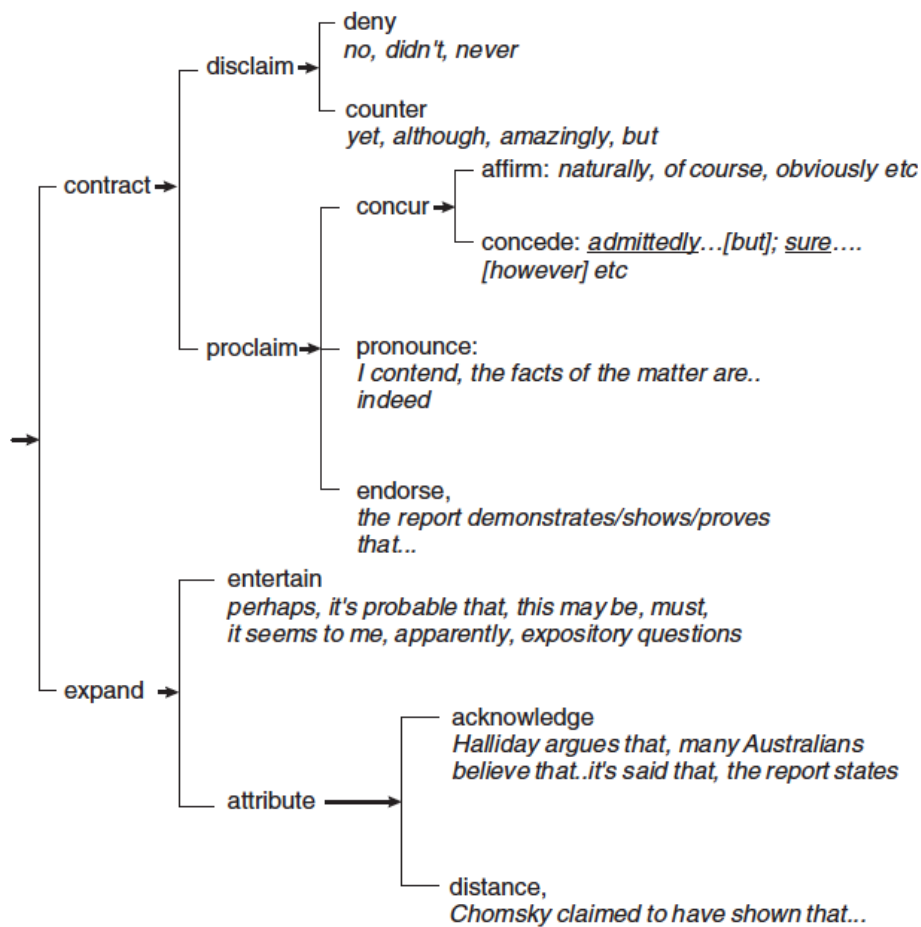


Figure 2.2 The ENGAGEMENT system – choices of HETEROGLOSS (Martin & White, 2005, p. 134)

According to Figure, 2.2, the heteroglossic choices within the ENGAGEMENT system is bifurcated into two sub-systems: CONTRACT and EXPAND, in contrast with monoglossic assertions, representing the unmodalised propositions and completely close down the dialogic space. In CONTRACTION, the ENGAGEMENT resources either reject (DISCLAIM) other voices through resources of DENY (negation such as *not, no* or *never*) or COUNTER (concession such as *but, however*). Alternatively, the ENGAGEMENT values limit the scope of discussion (PROCLAIM) through CONCUR (overt agreement with the reader's position such as *obviously, naturally*), explicit authorial interpolation (PRONOUNCE) or ENDORSE (offer warrantability for external voices with intensified reporting processes *show, indicate* or *demonstrate*). On the other hand, in EXPANSION, ENTERTAIN modalises propositions, and ATTRIBUTE either sources external voices (ACKNOWLEDGE) or

distances the voice position away from the proposition (DISTANCE). The use of the system network of engagement for analysing the intersubjective positioning in the present study is further explained with examples from the selected textual data in Section 3.2.7.

In the academic context, the studies of ENGAGEMENT resources in expert and novice writing are proliferating (e.g. Chang & Schleppegrell, 2012; Hood, 2012; Lee, 2010; Swain, 2007; Cheng & Unsworth, 2016; Wu, 2007). The studies of novice texts focus on the relations between the use of ENGAGEMENT resources and writing performance. Wu (2007) finds that resources of COUNTER and ENDORSE are frequently deployed in high-graded undergraduate geography essays. Swain (2009) compares two discussion essays by ESL undergraduate first-year students, and finds that the text with more balanced ENGAGEMENT resources has a more effective textual voice. In addition, Lee (2010) compares the use of attribution and averral in high- and low-graded undergraduate essays, and finds that successful writing is multi-vocal, with a more nuanced range of ACKNOWLEDGEMENT in support of their own arguments. Less successful writing, however, deploys a more polarised range of attribution (e.g. overuse of block quotes) and averral. These studies highlight effective dialogic strategies and address weaknesses in novice writing and provide useful insights in academic writing instruction.

Studies of research articles, on the other hand, aim to identify dialogic strategies useful for modelling student writing. For example, Chang and Schleppegrell (2012) develop a framework for establishing a *discursive stance* through expansive and contractive ENGAGEMENT options. These options include linguistic and discursive realisations for developing an authoritative stance in the introductions to research papers. Cheng and Unsworth (2016) investigate the use of ENGAGEMENT resources in the discussion sections of published research articles. They focus on the dialogic strategies employed in establishing and resolving academic conflicts for knowledge creation. The findings illuminate the relationships between dialogic positioning and academic persuasion (*ibid*, p. 55). In addition, Hood (2012) focuses on resources of ATTRIBUTION instantiated as projecting sources in introductions to research articles. She details the ways in

which disciplinary knowledge or knowers are engaged to legitimise the writer's study. These studies highlight the significant role of ENGAGEMENT in construing a persuasive textual voice through managing the dialogic space.

The studies discussed above provide valuable insights into modelling explicit dialogic strategies for novice writers. The analyses of stance in this thesis consider ENGAGEMENT as a means of supporting stance through management of the authorial voice and external voices. The analyses aim to extend Chang and Schleppegrell's (2010, p. 150) framework for authorial stance through identifying other APPRAISAL resources at play, and Cheng & Unsworth's (2016, p. 55) study through examining the ENGAGEMENT resources deployed in introductions to proposals and dissertations. The outcomes of the analyses serve to facilitate a more nuanced understanding of dialogic positioning for sourcing evaluation and negotiating space for the writer's propositions.

2.2.7 Tracking ontogenetic development of stance and voice

The review of the literature on stance and voice in academic discourse indicates the pervasiveness of the two concepts across strata of context and language. They represent the complexity in expressing evaluation and negotiating propositions. In the Research Warrant of student writing, writers structure the generic stages that implicate stance and voice in relation to the two fields of the object of study and the research. They enact various kinds of stance within the two main voice roles – the *observer voice* and the *critic voice* – to appraise the fields of the object of study and the research respectively. These voice roles, instantiated through patterns of APPRAISAL resources, are textually organised as evaluative prosodies. The evaluative strategies in the writer's propositions are then negotiated through ENGAGEMENT, through which the writer adjusts his or her authorial investment in the propositions. The multi-stratal concepts of stance and voice can be integrated as a multi-layered analytical framework for the present study.

Detailed linguistic descriptions of student writing have important pedagogic implications. The theories of stance and voice can be integrated to inform writing instructions, similar to the linguistic 'toolkit' developed by Dreyfus et al. (2016) in their large-scale undergraduate literacy project. The

toolkit models features across strata and metafunctions of academic register into a 3 x 3 matrix. These contextual and discursive features can function as *metalanguage* to be shared among teachers and students in writing instructions. The 3 x 3 linguistic toolkit offers an analytical and instructional model with comprehensive meaning-making strategies, while these strategies are viewed separately in relation to metafunctions. Dreyfus et al. (2016, p. 111) emphasise that all metafunctions construe meanings synchronously in practical terms. For example, stance and voice are enacted through co-articulating interpersonal meaning with ideational and textual meanings. In addition, the linguistic toolkit weighs the three metafunctions equally, but modelling of genres usually foregrounds patterning of ideational and textual meanings. For example, Dreyfus et al. (2016) suggest one of the available pathways which foreground ideational and textual resources for academic writing instructions. This thesis aims to address these issues by proposing a pathway foregrounding interpersonal meaning. The proposed pathway also attends to how interpersonal meaning co-articulate with ideational and textual meanings to enact stance and voice.

There have been studies on literacy development of individual writers with a more ethnographic approach (e.g. Roozen, 2010) or statistical methods (e.g. Breeze, 2016). There are, however, few linguistic studies focusing on tracking development, that of interpersonal meanings, through linguistic analyses (e.g. Christie & Derewianka, 2008; Hao & Humphrey, 2012). The influential volume by Christie and Derewianka (2010) traces developmental trajectories in writing from early childhood to late adolescence. One of the major findings indicates that students deploy more institutionalised ATTITUDE, i.e. APPRECIATION and JUDGEMENT as they progress. The institutionalisation of feelings develops alongside the increasing abstraction of ideational meaning, as adolescent writers express 'uncommonsense' knowledge and phenomena. The parallel development of interpersonal and ideational meanings at the tertiary level is captured in Hao and Humphrey's (2009) study of IDEATION-ATTITUDE coupling in undergraduate Biology report genres. The study finds that the evaluative choice is further refined into sub-types of APPRECIATION, as the field knowledge moves from concrete to abstract across three undergraduate years.

However, the tracking of developmental changes in the abovementioned studies does not target at individual writers. This thesis aims to extend these works by examining how meaning-making resources are instantiated in the texts by the same individual writers over their postgraduate studies.

More specifically, this thesis adopts a socio-semiotic perspective, instead of a cognitive interpretation, on the development of stance and voice. In other words, this thesis focuses on how evaluative choices are realised within text instances, rather than why such choices are made. Martin (2009) discusses the differences between Bernstein's (2000) notions of 'recognition' and 'realisation', in that a person needs to mediate his/her capability of recognising the context within which s/he is situated through "produc[ing] the texts and context-specific practices" (Bernstein, 2000, p. 104f). The production of texts is, naturally, the capability of realising context through meaning-making. This echoes Hasan's (2004) argument for a semiotic mediation to 'realise' or 'actualise' one's learning or development. Quoting Vygotsky (cited in Hasan, 2004, p. 438), high-order mental development "involves a transition of interpersonal processes into intrapersonal ones... manifested in discourse, influencing the development of interaction and the outcome of the ongoing semiotic mediation." This thesis adopts a similar stance, examining the development of stance and voice through a detailed discourse analysis. It investigates how meanings accumulate across discourses produced by the same writer over a period of time to capture the ontogenetic development of meaning-making repertoires.

This thesis answers the first research question by providing a linguistic understanding of how postgraduate student writers enact their stance and voice in academic writing. This is first achieved through investigating how meanings unfold in the two kinds of texts (MA research proposals and dissertations) through a multi-dimensional linguistic analysis (logogenetic approach). As Martin (2009, p. 576) argues, the system network informed by SFL "crystalises snapshots of semiotic valeur at particular points in time". The logogenetic approach therefore examines closely how the system of language choices were instantiated in specific text instances. Following this notion, the analyses of proposal and dissertation research warrants by the same writer provide two

snapshots at two different points in time. These two snapshots then represent how the writer 'develops' from one text to another, or ontogenetic development on the cline of individuation (e.g. Martin, 2009). From an ontogenetic perspective, therefore, the similarities appearing across the texts by the same writer can be considered as his/her 'style' (Martin & White, 2005). The differences, on the other hand, can be seen as 'developmental changes'. Developmental changes do not have to be equivalent with 'improvements'; however, they implicate different choices of combinations of meanings in order to enact stance and voice. More importantly, such differences in choices and intensity of evaluative couplings also entail the writer's varying degrees of commitment (Hood, 2008) to affiliate with the values and beliefs of the academic community.

Overall, the logogenetic analysis of the academic texts is supplemented with an ontogenetic observation. This illustrates a more comprehensive picture of how the control of ideational (disciplinary knowledge) and textual meanings (organizing discourse) influences the patterning of interpersonal meanings, resulting in stance and voice enacted in varying consistency, strength and effectiveness. Such combinations of meaning-making resources identified through the analysis can also be integrated into a conceptual framework, which is also applicable as an analytical tool for linguistic analysis of stance and voice. Such a framework can also serve to illuminate the need for expressing one's stance and voice alongside demonstrating the objective knowledge, in turn fostering students' progression in learning. The research design of this thesis is further described in detail in Chapter 3.

2.3 Conclusion

In this chapter I have reviewed the literature from a social perspective on academic literacy practices and language. The discussions on these two domains aim to deepen the understanding and make a contribution to both. From the perspective of academic literacy practices, I have emphasised the importance of negotiation and engagement in the academic discourse community and practices (e.g. Stacey & Granville, 2009). I have also argued for the need for addressing challenges of appropriating an identity for novice writers, in that literacy

pedagogies foreground stance and voice in addition to demonstrating knowledge and structuring academic texts.

From the linguistic standpoint, I have mapped the concepts of stance and voice in multiple linguistic aspects. These aspects encompass genre, register and discourse semantics. In particular, I have attempted to integrate the understanding of stance and voice from an SFL perspective. The language of evaluation enacting stance and voice is implicated in genres functioning as *contextual metaphor* given their extra layer of argumentation and persuasion above their descriptive nature (Martin & Rose, 2008). The evaluative meanings are further reconfigured along the *cline of instantiation* at the level of register and text type to represent *voice (or key)* and *stance* respectively (e.g. Hood, 2012). At the discourse semantic level, stance and voice are construed through a co-articulation of interpersonal and ideational meaning in terms of coupling (e.g. Hao & Humphrey, 2009). The patterns of evaluative couplings are organised textually in terms of prosodies (e.g. Hood, 2010). At the propositional level, stance and voice are supported through announcing the writer's positioning with ENGAGEMENT resources (e.g. Martin & White, 2005). The multi-dimensional linguistic perspective adopted into this thesis offers an understanding of these two concepts as semantic constructs, as well as a complementary standpoint to the more traditional view on stance and voice as an aggregation of delimited linguistic features (e.g. Biber, 1989) or an impression from the readers (e.g. Matsuda & Tardy, 2007). This perspective also aims to unravel the complexity of stance and voice with the aim to model a framework for systematic analyses of academic texts, and to ultimately inform academic writing instructions.

The following chapter (Chapter 3) details the research design, including the background of the research site, the data, the analytical framework and the methods employed for analysing the data.

Chapter 3: Research Design

Introduction

The focus of the present study is how postgraduate writers develop their stance and voice in academic written genres. The study is motivated by the experience and questions raised in my previous research on positioning strategies in postgraduate assignments (Cheung, 2015). It is also motivated by the pedagogic need for unfolding the complexity of stance and voice to inform academic writing instruction. Student writers need to align readers to the relevance and importance of their research studies. The multi-layered rhetorical demands necessitate close inspection of these texts and discursive strategies enacting effective stance and voice. To achieve this aim, I propose a theoretically informed research design for identifying and tracking the student writers' evaluative repertoires within their one-year postgraduate study. I focus on the introductory components for research proposals and dissertations. The analysis aims to unfold the complexity of stance and voice, and generate explicit and accessible resources for academic literacy pedagogies.

The research questions motivating the present study serve as a reference point to explain the research design as outlined in this chapter. They are reiterated as follows:

- 1) To what extent and how do students writing L2 academic English expand their repertoires for expressing stance and voice within a one-year MA programme?
 - a) What changes are evident, from a logogenetic perspective, in the management of APPRAISAL resources in the introductory components of postgraduate proposals and dissertations for students' self-positioning in relation to their object of study and to other contributions to knowledge in the field?
 - b) How do the logogenetic changes between the proposals and dissertations implicate ontogenetic development in stance and voice?
- 2) How are the identified stance and voice features integrated into a linguistic

and analytical framework, which has implications for EAP pedagogy?

The present study draws upon a qualitative paradigm for a detailed discourse analysis of written academic texts. The analytic approaches of the present study are informed by Systemic Functional Linguistics (SFL), a socio-semiotic theory of language. The socio-semiotic perspective regards language as a system of meaning-making potential. The meaning potential offers a choice of linguistic features realised and instantiated in text instances. The meanings representing evaluation and positioning are construed through the resources of APPRAISAL system (Martin and White, 2005). The patterning of APPRAISAL resources can be referred to as various authorial positioning and evaluative strategies. Identifying these strategies aims to interpret 'voice' (evaluative *key*), which is instantiated as *stance* of a particular text type or writer (e.g. Hood, 2012; Martin and White, 2005; White, 2003). The overall aim of the analysis is to understand how students enact stance and voice with evaluative strategies.

The analysis of the present study adopts a logogenetic perspective to identify evaluative meanings in the texts. The distribution and patterning of evaluative meanings are identified in relation to the generic staging of the introductory sections (Hood, 2010). The evaluative meanings are also examined as to how they co-articulate with ideational and textual meanings. The objective of the analysis is to demonstrate how students' evaluative choices develop from writing a proposal in their first semester of study to writing a dissertation at the end of their academic year of study. The findings aim to deconstruct the complexity of stance and voice, and explain linguistically how stance and voice are enacted across written tasks, potentially signalling progression in learning.

This chapter is organised as follows: Section 3.1 provides a detailed account of the qualitative research design, including the participants and the textual data. Section 3.2 explains the discourse analytic approaches in more detail. The close text analysis involved a theoretically driven, multiple level interpretation of stance and voice. Section 3.3 discusses the ethical considerations regarding the research design. Section 3.4 concludes the chapter

with a brief preview of Chapter 4, which examines the evaluative stance and voice enacted in the proposal texts.

3.1 Qualitative Discourse Analytic Research Design

A qualitative discourse analytic approach is adopted for a detailed textual in the present study. The qualitative research design undertakes an interpretive account of the data through a robust linguistic theory, i.e. Systemic Functional Linguistics (SFL) (Halliday and Matthiessen, 2014; Martin, 1992; Martin and White, 2005). SFL, as a social semiotic theory, offers a comprehensive theoretical and analytical framework for interpreting choices of meaning at the discourse semantic level. The theory is employed to reveal the social complexity and the contingencies of text instances, which can only be revealed by studies of single texts (Martin, 2004, p. 341). Close analysis of text instances therefore aims to analyse meanings beyond clauses and discrete lexical items (Martin and Rose, 2007), and “to interpret phenomena in terms of the meanings people bring to them” (Denzin & Lincoln, 2011, p. 3). In the present study, the close analysis examines how interpersonal meanings are patterned with other meanings in the unfolding discourses. The co-patterning of meanings enacts the writer’s stance and voice towards their object of study and other contributions to knowledge in the field.

The qualitative research design of the present study complements the quantitative corpus-based studies on stance and voice in academic discourse (e.g. Biber & Conrad, 2009; Hyland, 2009). The corpus-based studies focus on a certain number of lexical and grammatical features representing writers’ values, beliefs and commitment to their propositions. The quantitative studies aim to characterise academic texts across disciplines, or between expert and novice writers through identifying the frequencies of the features distributed in the texts. While the quantitative studies analyse the trend and aggregation of particular features in texts from large corpora, the present study focuses on a relatively small number of texts in the dataset. The present study adopts a comprehensive analysis of whole texts in the small dataset through manual coding with a robust linguistic theory. The multi-layered analysis identifies the linguistic features that can in turn enrich the understanding of the theory. In

order to achieve theoretical generalisation or analytical generalisation (e.g. Casanave, 2010; Polit & Beck, 2010), the textual data for the present study are carefully selected to ensure consistency and representativeness, as outlined in the following.

3.1.1 Research Context and Participants

The present study was motivated by a larger T&L project in the English department of a Hong Kong EMI university, as introduced in Section 1.2. The T&L project was titled *Writing Research-based Papers and Literature Reviews: A Pedagogic Resource*, conducted from 2012 to 2014. The T&L project also involved surveys, teacher and student interviews, and analyses of students' texts. The deliverables of the project included a learning website for writing MA research papers (*Write an Effective MA Research Paper*, 2012) and literature reviews (*How to Write an Effective Literature Review*, 2012), and a published article on a case study of the use of ENGAGEMENT resources in a student's MA research paper and literature review assignments (Cheung, 2015). The project aimed to identify the language features to inform useful evaluative strategies, and ultimately scaffold students' understanding of the two text types.

Throughout the T&L project, an on-going concern from the postgraduate students was balancing their own opinions and objectiveness. This concern was raised during the student interviews (see Section 1.3.1), in which the postgraduate students were frustrated with an apparent dilemma that they need to express their viewpoints while evaluating other scholarly texts critically. They were also confused when asked to engage with a critical discussion of the literature through language use. In view of the students' concern and difficulties, the present study selected a small set of postgraduate texts – research proposals and dissertations – to examine the use of evaluative language through a detailed text analysis. The rationale for the selection of participants and textual data is further explained in Section 3.1.2 and 3.1.3 as follows.

3.1.2 The Postgraduate Writers

The student participants in the present study were purposefully selected from the cohort of the academic year 2013-14. The selection of participants was based on their ability and willingness to provide meaningful and rich data. I met the MA students during the student orientation session, a lunch gathering and a lecture. At the beginning of the present study, 29 full-time MA students indicated their interest in participating in the present study. During the data collection period, however, two students withdrew from the present study.

Among the remaining 27 students, three students were selected for the present study. They were selected based on the criteria that they volunteered to regularly contribute written texts and attend interviews. The three students attended different MA applied linguistic programmes, and submitted various types of written assignments, including a proposal and a dissertation to fulfil the requirement for graduation. The profiles of the participants are tabulated in Table 3.1. To maintain their confidentiality, the three students were given pseudonyms, and the identity-revealing information on the assignments was removed (see Section 3.3 for a detailed discussion of the ethical considerations).

Table 3.1 Participants of the study

Participant	Gender	Programme	Native Language	Place of Origin
Claire	Female	English Language Arts	Mandarin	Mainland China
Cindy	Female	English for Professions	Mandarin	Singapore
Stu	Male	English Language Studies	Cantonese	Hong Kong

The three students undertook research projects corresponding to the sub-fields of their MA programmes. Stu's research is related to political discourse, Claire's study focuses on literary discourse, and Cindy's topic is related to social media discourse and institutional discourse. The project titles, submission date and the word count of the proposals and dissertations are listed in Table 3.2:

Table 3.2 Topics of the student writers' proposals and the dissertations

Text Type	Student (Abbreviation)	Project Title	Word Count	Submission Date
Proposal	Stu (STU_PROP)	"Did Obamacare encourage businesses to hire more people?" – An analysis of Mitt Romney and Barack Obama's use of rhetorical questions in the 2012 US presidential election campaign	1,944	December 2013
	Cindy (CIN_PROP)	An analysis of comment posted by commuters of Singapore's public transport company – Singapore Mass Rapid Transport (SMRT) Corporation Ltd's Facebook Page	1,738	
	Claire (CLA_PROP)	An Analysis of the Popularity of The Notebook as a Bestseller with Reference to Language Appraisal and McDonalidization	2,343	
Dissertation	Stu (STU_DIS)	"Did Obamacare encourage businesses to hire more people?" – An analysis of Mitt Romney and Barack Obama's use of rhetorical questions in the 2012 US presidential election campaign	10,212	May 2014
	Cindy (CIN_DIS)	Redress Strategies In Institutional Replies	12,802	
	Claire (CLA_DIS)	Discourse Analysis of the Characterization of the Protagonist Noah of The Notebook	16,425	

Table 3.2 shows two major changes during the course of the three students' research projects. The first change involved modifications of their research topics. Except for Stu, Cindy changed her topic from social media discourse to institutional discourse. Claire, on the other hand, adjusted her topic from *Language Appraisal* to *Characterization* of the same object of study *The Notebook*. The second change involved the expansion of their proposals to full-fledged dissertations. These changes suggest the need for selecting a particular component of the texts that are consistent in terms of rhetorical functions and similar in size. In view of this, the introductory sections of both text types were selected as the particular focus of the present study.

3.1.3 The Texts – Introductory Sections of Proposals and Dissertations

The research design of the present study is established around the introductory sections of the postgraduate proposals and dissertations. The first set of data is the introductory sections of research proposals by the three postgraduate

students. The second set is the introductions to dissertations by the same students. The introduction sections typically follow the abstract and precede a more detailed review of literature in these students' text. The average length of these introduction texts is 760 words approximately. The word count of each of the introduction texts is summarised in Table 3.3:

Table 3.3 Word Count of the Introductions to Proposals and Dissertations

Student	Texts	Word Count of the Introductions
Stu	Proposal (STU_PROP)	706
	Dissertation (STU_DIS)	746
Cindy	Proposal (CIN_PROP)	949
	Dissertation (CIN_DIS)	787
Claire	Proposal (CLA_PROP)	963
	Dissertation (CLA_DIS)	414

In addition to consistency, the present study selects the introductory sections for the postgraduate proposals and dissertations for three main reasons. Firstly, the introduction sections of the selected texts are highly interpersonal in nature (Hood, 2010; Swales & Feak, 2004). The introductions serve a dual function of describing and arguing for the writers' studies. The texts are therefore relevant sites for investigating the mapping of evaluative meaning in academic written discourse. Secondly, the selected texts represent high-stake writing at a postgraduate level, as they both contribute a significant weighting to the course and graduation requirements. These selected texts by the three students achieved outstanding grades. These high-graded texts are therefore considered to be representative of effective postgraduate written discourse. Thirdly, the two kinds of texts represent different stages in the development of writing. The research proposal is written to obtain approval for undertaking the proposed study. The dissertation reports on the completed study and argues for its significance and contributions to the field. The analysis of both texts types can capture a developmental trajectory in enacting stance and voice. Such a developmental trajectory aims to provide a linguistic understanding of stance and voice. The analysis therefore aims to provide insights into the two crucial postgraduate writing tasks and provide models for effective student writing. A detailed account of the approaches to the analysis is provided in Section 3.2.

3.2 Approaches to the Text Analysis

In the research design, the discourse strategies for establishing evaluative stance and voice are identified through a close analysis of the two datasets. The ways of how the students argue for their research in the proposals and dissertations are compared. The comparisons primarily aim to describe the development of stance and voice across the two text types. The analysis also highlights effective evaluative strategies in the texts, and revise instances to improve the effectiveness of stance and voice. The analysis also aims to identify effective evaluative choices in students' writing. These evaluative choices and strategies can ultimately be used to scaffold proposals and dissertations in academic writing instructions.

3.2.1 System and Text

The present study adopts a qualitative discourse analytic approach, as introduced in 3.1. The approach to the analysis is top-down, starting from genre and register to discourse semantics and text instances. To achieve this, the analysis of the texts in the present study draws upon a sound linguistic theory that is sensitive to both context and language (e.g. Halliday, 1985; Halliday & Matthiessen, 2014; Martin, 1992). The theoretically informed analysis enables both synoptic and logogenetic approaches. The synoptic account focuses on how meaning is realised and distributed in the texts, and the logogenetic approach enables the investigation of how meaning is instantiated and accumulates as the text unfolds. Alternatively, the instances of the texts represent the system and enable a description of the meaning potential unfolding in the texts. This bi-directional relationship between system and language/text suggests that semiotic potentials should be seen as a cline instead of a categorical distinction or one-to-one correspondences between context and language.

The text analysis in the present study involved two main layers: the generic staging (Section 3.2.3) and the multi-layered APPRAISAL analysis (Section 3.2.4) of the introduction texts. The staging and APPRAISAL analysis involved manual coding of the texts. The following section elaborates how the textual data was prepared and coded in the present study.

3.2.2 Preparing and Coding the Textual Data

The text analysis in the present study involved a manual coding of the selected texts. The students' texts as Microsoft Word documents were collected and handled electronically. The text formatting and any identity-revealing information were cleared, while the original paragraphing in the text was retained. The introductory sections from the cleaned texts were then extracted for manual coding. The coding of the data was conducted through annotating the Word files manually, instead of using tagging software such as UAM CorpusTool (O'Donnell, 2008). This was because the present study handled a relatively small set of data and does not involve a statistical account of annotated features. The manual coding sufficiently served the purpose of the analysis by separating layers of coding in different files. The analysis of the generic staging was first conducted (see Appendix 1 for full texts), and the multi-layered APPRAISAL analysis was then undertaken in relation to each staging (Appendix 2 – 4). Separating the coding layers also reflects the delicacy of the analysis at various linguistic levels, elucidating how APPRAISAL resources are distributed across the staging of the introductions.

The coding of the textual data is presented in this thesis through textual formatting. The presentation of the annotated data and analysis is further explained in the following sections.

3.2.3 Analysing the Staging of the Introduction Texts

One key aspect of the present study is to develop a comprehensive linguistic understanding of evaluative stance and voice in academic written texts. This understanding is developed based on how evaluative meanings pattern with ideational and textual meanings in the unfolding discourse. The first step to achieve such an understanding is an analysis of the structuring of the texts in generic stages.

In the present study I refer to the introductory sections of a proposal and dissertation as a *macro-genre* (Martin & Rose, 2008). Following Hood (2010), an introduction section is comprised of a series of report and description genres. Each of the genres typically reports on a specific set of phenomena

contextualising the writer’s study. These genres include a report on the object of study, a report of relevant knowledge, and a brief description of the writer’s study. The transitions of the staging in the introduction text are determined principally through shifts in focuses of the two fields, those of the object of study and research. Such shifts are often signalled in the prominent textual locations in the discourse.

The analysis of the generic staging is presented in this thesis with the following text formatting. Excerpts from the textual data are introduced with reference numbers in square brackets (e.g. [3/1] represents ‘the first example in Chapter 3’). In the text excerpt, abridged texts are represented with ellipses in square brackets (i.e. [...]). Ideational meanings in the textually prominent locations are highlighted in bold fonts. The higher level periodicity (hyperTheme and HyperNew) of the phases of texts is outdented. Circumstantial elements positioned as marked Themes in the HyperThemes are enclosed in text boxes (e.g. In the area of political discourse). The sequencing and shifts of the stages are exemplified in [3/1] from the dataset (STU_DIS).

[3/1]

Stage	Phase	Text (STU_DIS)
Descriptive report of the object of study	-	<p><u>HyperTheme</u></p> <p>Political speeches [...] are a particularly important part of election campaigns</p> <p style="padding-left: 40px;">since they allow candidates to promote their policies, motivate followers or gain power through persuasion [...] It is however not enough if candidates only focus on promoting themselves [...]</p> <p><u>HyperNew</u></p> <p>To maintain such a delicate balance between attracting audience attention and engaging in face-threatening acts to others, candidates frequently rely on various rhetorical strategies [...]</p>
Descriptive report of the relevant knowledge	-	<p><u>HyperTheme</u></p> <p>In the area of political discourse, scholars and researchers have been interested in analyzing different rhetorical devices [...] in political speeches (refs...)</p> <p style="padding-left: 40px;">[...] but rarely in the case of the rhetorical question [...]</p> <p><u>HyperNew</u></p> <p>Therefore, the present study serves as an update to previous studies on rhetorical questions [... in the] political speeches between the two candidates in the 2012 US presidential election campaign [...]</p>

Description of the writer's study	-	<p><u>HyperTheme</u></p> <p>In consideration of the above factors, this paper examines [...] The rest of this paper will be presented as follows.</p> <p>Section 2 reviews [...] Second, Section 3 (Methodology) outlines [...] After listing out the three specific research questions of the present study in Section 4, Section 5 elaborates on [...] while Section 6 focuses on [...]</p> <p><u>HyperNew</u></p> <p>Section 7 concludes and further points out the implications of this paper.</p>
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The excerpt [3/1] illustrates how an introduction is typically structured. The field focus of each stage is foregrounded in the prominent textual location, or commonly referred to as the ‘topic sentence’. In the opening stage, topical prominence is given to *political speeches*, representing the object of study. The subsequent stage shifts the field focus from the object of study to the other research, represented generally as *scholars and researchers*. The field focus shifts again in the concluding stage to specifically the writer’s study (*this paper*). Such structuring of the introduction can be referred to as a macro-proposition, contextualising the phenomena of the two fields for a more detailed elaboration of the writer’s study in the unfolding discourse (Hood, 2010, p. 37).

In addition to field taxonomies, textual organisation also plays an important role in the generic structuring of the introduction. In [3/1], the stages are organised in separate phases, with the ideational meanings construing a particular field focus in each stage. The circumstantial elements positioned in the marked Themes preceding the field focuses further mark the boundaries of the phases. The textual patterning in the introduction therefore functions to signal the field focus of each phase, and highlights shifts in field focuses across the stages.

The generic staging of the introduction and its functions serve as a point of reference for examining the structuring of the students’ texts. Identifying the structuring of the texts elucidates shifts in the function of each generic stage from the ideational and textual perspectives. These generic stages construct a “Research Warrant” (Hood, 2010), serving to legitimise the writer’s study through evaluation and persuasion. The research warrant therefore involves substantial evaluative work for enacting the writer’s stance and voice. To

examine these evaluative meanings at play, the research design draws upon multi-level APPRAISAL analysis, as elaborated below.

3.2.4 Multi-layered APPRAISAL Analysis

The present study examines the patterning of interpersonal meaning for enacting evaluative stance and voice in written academic texts. The investigation of evaluative patterning draws upon multi-layered APPRAISAL analysis through manual coding the selected texts. The evaluative meanings in each generic stage of the texts are further analysed in relation to other meanings. The first layer of analysis involves the coupling of ATTITUDE with ideational meanings. The second layer of analysis examines how attitudinal meanings are propagated or disrupted in the unfolding discourse in terms of prosodies. The third layer of analysis identifies the ENGAGEMENT resources for managing and negotiating the writer's positioning. The three layers of analysis construct an APPRAISAL 'profile' for each stage of the research warrant, characterising evaluative strategies for enacting and negotiating stance and voice in the research warrants of proposals and dissertations. The profiles also allow for observing developmental changes in stance and voice from proposals to dissertations. The potential changes implicate students' progression in learning how to deploy different evaluative strategies across a period of time.

In the following, I provide a more detailed account of the multi-layered APPRAISAL analysis. The analysis is described in relation to coupling, prosodies and intersubjective positioning. The presentation of the APPRAISAL analysis is summarised as follows. Instances of inscribed ATTITUDE are highlighted in bold fonts (e.g. profuse **apologies**), and GRADUATION resources are italicised (*considerable* interest). Instances of invoked ATTITUDE through GRADUATION are both italicised and underlined (e.g. receive *latest* information). Resources of ENGAGEMENT, on the other hand, are analysed as a separate layer. Dialogically expansive formulations are single underlined (e.g. According to Bloom (2008)), and the contractive formulations are double underlined (e.g. It is clear that...). In addition, the labelling of the APPRAISAL resources is included following the highlighted items. The labels are enclosed in square brackets, abbreviated in small caps and assigned positive or negative values. For example, the instance

profuse apologies is coded as ‘profuse **apologies** [-AFF: HAP]’, representing the item *apologies* as a negative AFFECT: HAPPINESS. Any variations of the coding conventions will be clarified at relevant points in the thesis. The full APPRAISAL analysis of the dataset and a key to the coding are also included in Appendix 2 – 4.

3.2.5 Analysing the Distribution of ATTITUDE-IDEATION Couplings

The first layer of APPRAISAL analysis examines the couplings of attitudinal meanings with the two fields of object of study and research. The coding of ATTITUDE involves two separate layers. The first layer is concerned with the distribution of inscribed (explicit) ATTITUDE and resources of GRADUATION adjusting the attitudinal meanings. The second layer focuses on the distribution of GRADUATION invoking (implicit) ATTITUDE. The two layers of ATTITUDE analysis are explained in detail in the following.

(a) Inscribed ATTITUDE and GRADUATION

The instances of ATTITUDE are annotated to the delicacies of their sub-types, as graphically presented in the ATTITUDE system network in Figure 3.1. ATTITUDE involves semantic potentials for explicit valuation of emotion (AFFECT), ethics (JUDGEMENT) and aesthetics (APPRECIATION). AFFECT involves descriptions of fear and desire (INCLINATION), valuations of emotions and moods (HAPPINESS), sense of security in relation to the outside world (SECURITY), and feelings of accomplishment or frustration (SATISFACTION). JUDGEMENT involves feelings institutionalised to value human behaviour (SOCIAL-ESTEEM) and morality (SOCIAL-SANCTION). SOCIAL-ESTEEM includes evaluations of how special (NORMALITY), capable (CAPACITY) and resolute (TENACITY) a person is, while SOCIAL-SANCTION involves social judgement of the honesty (VERACITY) and ethics (PROPRIETY) of a person. APPRECIATION, on the other hand, involves feelings institutionalised to evaluate the value of things. These evaluations include those of emotion-triggering qualities (REACTION), balance and complexity (COMPOSITION), and values that are socially recognised (VALUATION). These ATTITUDE sub-types are summarised and explained in Table 3.4, including their abbreviated labels for coding, the examples from the selected texts.

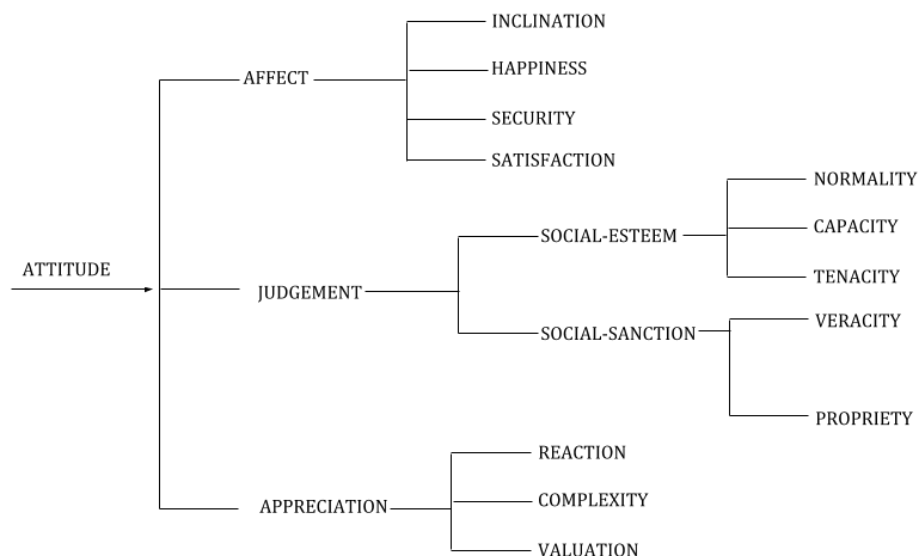


Figure 3.1 The system of ATTITUDE (adapted from Martin & White, 2005)

Table 3.4 Resources of inscribed ATTITUDE

ATTITUDE	Examples	Explanations
AFFECT [AFF]: valuating emotion		
INCLINATION [INC]	scholars and researches are interested [+AFF: INC] in...	Displaying the mental process (<i>interested</i>) that shows the participants' positive desire
HAPPINESS [HAP]	profuse apologies [-AFF: HAP] (CIN_PROP)	Expressing negative emotion of regret
SECURITY [SEC]	candidates frequently rely on [+AFF: SEC] various rhetorical strategies (STU_DIS)	Representing confidence or security through reliance upon entities or people
SATISFACTION [SAT]	criticizing [-AFF: SAT] their opponents (STU_PROP)	Reflecting dissatisfaction towards entities or people
JUDGEMENT [JUD]: valuating behaviour and ethics		
SOCIAL-ESTEEM: valuating specialness, capability and dispositions		
NORMALITY [NOR]	high ranking [+JUD: NOR] officers (CIN_DIS)	Evaluating the status of the person as conventionally regarded as special or respectable
CAPACITY [CAP]	politicians... gain power [+JUD: CAP] (STU_DIS)	Evaluating the person as being capable
TENACITY [TEN]	candidates therefore carefully [+JUD: TEN] plan their script (STU_DIS)	Evaluating the person as possessing positive disposition of meticulousness
SOCIAL-SANCTION: valuating honesty and ethics		
VERACITY [VER]	He was an honest [+JUD: VER] player*	Evaluating the person positively in relation to his honesty
PROPRIETY [PRO]	a person commits a parking offence [+JUD: PRO] (CIN_DIS)	Representing the person who has violated the rules codified in the society
APPRECIATION [APP]: valuating entities and phenomena		
REACTION [REA]	a positive [+APP: REA] relationship (CIN_DIS)	Appreciating the entity as triggering positive reactions
COMPOSITION [COM]	a delicate balance [+APP: COM] between attracting audience	Appreciating the equal status between the two phenomena

	attention and engaging in face-threatening acts to others (STU_DIS)	(<i>attracting audience attention; engaging in face-threatening acts</i>) as positive
VALUATION [VAL]	Political speech... is a particularly important [+APP: VAL] part of election campaigns (STU_DIS)	Appreciating the entity as socially valued in terms of significance

* Instances of VERACITY are not present in the dataset. The examples in the table are extracted from Martin & White (2005).

In academic written discourse, inscribed ATTITUDE resources are frequently coded in association with the field of the object of study. The multiple coding of inscribed ATTITUDE construes the *observer voice* (Hood, 2012; see also Section 2.2.5 for the discussion on registerial voice roles). Hood (2012, p. 61) suggests that the *observer voice* has potential “to display a relatively full palette of attitudinal categories.” The ‘volume’ of the *observer voice* in a specific text can also be adjusted through resources of GRADUATION. These GRADUATION resources amplify or downtone ATTITUDE, reflecting the degree of ‘commitment’ of attitudinal meanings across text instances (Hood, 2008). The kinds of GRADUATION resources are further described in the following.

The GRADUATION resources are categorised into resources of FORCE and FOCUS. The annotation of the GRADUATION resources in the present study is based on Hood’s (2010, p. 105) GRADUATION system network to the third layer of delicacy, as reproduced in Figure 3.2. The resources of FORCE typically pre-modify the attitudinal meanings by adjusting their gradability. These resources grade the INTENSITY of attitudinal assessment (*particularly important*), quantify the AMOUNT (*reduce fines*), the EXTENT (*considerable interest*) or frequency (*frequently rely on*) of attitudinal meanings. On the other hand, the resources of FOCUS sharpen or soften the categorical boundaries of the attitudinal values. The focus resources include those of scaling AUTHENTICITY (*clearly important*), SPECIFICITY (*homogeneous bestseller*), COMPLETION (*accomplish*) and ACTUALISATION (*gain power*). Both force and focus resources are deployed to intensify or distance the writer’s commitment to his/her value position, in addition to aligning or dis-aligning readership (Martin & White, 2005, p. 139). The GRADUATION resources and the above examples are summarised and further explained in Table 3.5.

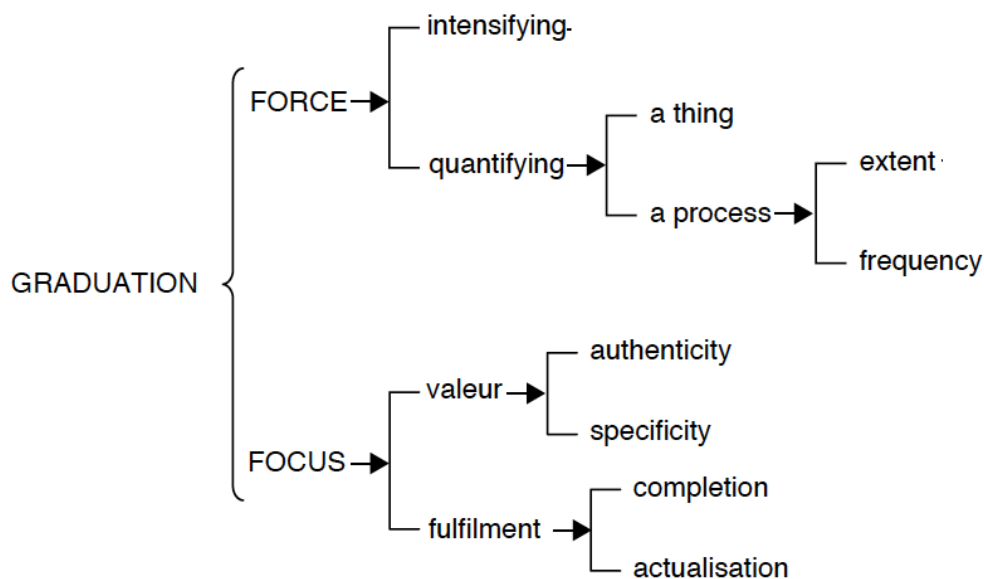


Figure 3.2 The system of GRADUATION (Hood, 2010, p. 105)

Table 3.5 Resources of GRADUATION modifying ATTITUDE

GRADUATION	Examples	Explanations
FORCE: strengthening or weakening the attitudinal values as gradable		
INTENSITY [INT]	a <i>particularly</i> [+INT] important part of election campaigns (STU_DIS)	Amplifying the inscribed VALUATION <i>important</i>
AMOUNT [AMT]	<i>reduce</i> [-AMT] fin es (CIN_DIS)	Downscaling the severity of the punishment <i>fin</i> es
EXTENT [EXT]	<i>considerable</i> [+EXT] interest *	Expanding the scope of <i>interest</i>
FREQUENCY [FREQ]	candidates <i>frequently</i> [+FREQ] rely on various rhetorical strategies. (STU_DIS)	Quantifying the AFFECT value <i>reliance</i> , and strengthening the degree by which <i>candidates rely on various rhetorical strategies</i>
FOCUS: sharpening or softening the attitudinal values as categorical opposites		
AUTHENTICITY [AUTH]	<i>clearly</i> important (CIN_DIS)	Suggesting <i>important</i> as binary categories (<i>un/important</i>); <i>clearly</i> therefore maximising the authorial investment in the value of <i>important</i>
SPECIFICITY [SPEC]	the <i>homogeneous</i> [+SPEC] bestsellers in recent period (CLA_PROP)	Reinforcing the positive value of <i>bestseller</i> , suggesting uniformity and similarity
COMPLETION [COMP]	<i>accomplish</i> [+COMP] the narrative analysis (CLA_DIS)	Sharpening the particular achievement of the process infused with attitudinal meaning (<i>accomplish – finish with success</i>)
ACTUALISATION [ACT]	<i>gain</i> [+ACT] power through persuasion (STU_DIS)	Suggesting the possession of <i>power</i> as realised

* Instances of EXTENT modifying ATTITUDE are not present in the dataset. The examples in the table are extracted from Martin & Hood (2007).

In this thesis, the distribution of inscribed ATTITUDE and GRADUATION modifying ATTITUDE in the texts is presented in a tabulated format. An example of the tabulation of findings is demonstrated with Stu’s proposal text in Table 3.6. The attitudinal meanings in the text are bolded, and the labelling of the modifying GRADUATION and inscribed ATTITUDE in separate columns. This level of coding reveals the preferences of evaluative choices in the texts. These evaluative preferences include the polarity, kinds of ATTITUDE and intensity of the attitudinal meanings.

Table 3.6 Tabulating the distribution of inscribed ATTITUDE and GRADUATION (STU_PROP)

Text	GRAD- UATION	Inscribed ATTITUDE
Rhetoric [...] is a <i>particularly</i> important skill in different professions, since having a solid understanding of different rhetorical devices and to apply them skillfully in speaking and writing will <i>improve</i> one’s ability to communicate [...] <i>significantly</i> . As political speeches [...] are primarily designed for politicians to motivate followers or <i>gain</i> power through their style of speaking with a <i>great</i> reliance on various rhetorical strategies it provides us [...] a valuable opportunity to stimulate our interest in appreciating the beauty of rhetoric.	+INT +INT +INT +INT +ACT +INT	+APP: VAL +JUD: CAP +JUD: CAP +JUD: CAP +APP: VAL +JUD: CAP +JUD: CAP +AFF: SEC +APP: VAL +AFF: SAT +AFF: SAT +APP: REA

The example in Table 3.6 shows how the attitudinal meanings are distributed in the text. In this instance, the inscriptions of ATTITUDE are construed entirely in a positive light. All kinds of attitudinal meanings are used to appreciate the significance of the object of study (e.g. *rhetoric... a particularly important skill*), judge the ability of the participants (e.g. *having a solid understanding*) or assessing emotions (e.g. *our interest in appreciating...*). Many of the instances are amplified with intensifying GRADUATION resources (e.g. *particularly important, solid understanding*). In this case, the writer is displaying a consistently strong and positive attitudinal assessment towards the importance of the object of study, construing a powerful and persuasive *observer voice*.

The above discussion has demonstrated how the inscribed ATTITUDE and GRADUATION are identified and annotated in the collected textual data. In addition to inscribed ATTITUDE, the APPRAISAL analysis necessitates a second layer to examine how the GRADUATION resources relativise ideational meanings and thus invoke attitudinal readings. This separate layer of analysis is further explained in the following.

(b) Invoked ATTITUDE through GRADUATION

The second layer of coding GRADUATION invoking ATTITUDE is also essential in this analysis. The GRADUATION resources can also be deployed to grade ideational meanings. The values of FORCE grade the intensity (e.g. *look at* → *examine/investigate*), quantity (e.g. *80% of the/few Facebook users*), extent (e.g. *latest/outdated information*) or frequency (e.g. *frequently/rarely*) of the ideational meanings. The values of FOCUS, on the other hand, adjust the categorical meanings in terms of authenticity (e.g. *genuine/dubious*), specificity (e.g. *specific/general aspect of the study*), completion (e.g. *finished/in progress*) or actualisation (e.g. *confirm/suggest*). The graded ideational meanings often encourage or ‘flag’ an attitudinal reading. In academic texts, the GRADUATION resources often imply evaluative readings of significance, relevance, completeness and pervasiveness in relation to the two fields – the object of study and the research (Hood, 2010). Invoking ATTITUDE through GRADUATION is an important evaluative strategy for balancing a critique to sound more ‘objective’, as ideational meaning is relativised for solidarity and construing differences (Hood & Martin, 2007). The relative positioning allows writers to create space for new knowledge, implying the worthiness of their own research. The kinds of invoked ATTITUDE from the students’ texts are exemplified in Table 3.7.

Table 3.7 Invoked ATTITUDE through GRADUATION in academic discourse

GRADUATION	Examples	Invoked ATTITUDE	Explanations
FORCE			
INTENSIFICATION	These studies <i>investigate</i> [+INT]	+APP: COM	The intensified process <i>investigate</i> suggests the rigour of the research studies
QUANTIFICATION	<i>80% of</i> [+AMT] the Facebook users check their accounts	+APP: VAL/ +AFF: SEC	The substantial number of people may imply the popularity of

			Facebook or the user's reliance on Facebook
	Facebook has become <i>ubiquitous</i> [+EXT]	+APP: VAL	The pervasiveness of Facebook implies its popularity or importance
	<i>(Allen 1998; Coupland 2001)</i> . [+AMT]	+APP: VAL	The numerous cited references suggest
	Facebook users check their account <i>at least daily</i> [+FREQ]	+APP: VAL/ +AFF: SEC	The frequent checking of Facebook suggests the popularity of Facebook or the user's reliance on Facebook
FOCUS			
VALEUR	<i>Theoretically</i> [-AUTH], it is simple...	-APP: VAL	<i>Theoretically</i> suggests an ideal state of a proposition, which is unrealistic, or of little benefit, to achieve
	studied more <i>specifically</i> [+SPEC]	+APP: COM	Studying a phenomenon <i>specifically</i> implies the importance or relevance of such a phenomenon
FULFILLMENT	The Facebook comment is readily <i>available</i> [+COMP]	+APP: COM	The availability of an entity suggests completeness and intactness in terms of the composition of the entity
	a variety of elements <i>are supposed to</i> [+ACT] <i>be</i> taken in consideration [<i>sic</i>]	+APP: VAL	The upscaling modality (<i>are supposed to</i>) invokes the importance of such <i>variety of elements</i>

The examples in Table 3.5 suggest some of the ways to interpret the invoked attitudinal reading of the GRADUATION values. While the graduated ideational meanings evoke an appreciation of the two fields in general (e.g. Hood, 2004; Hao & Humphrey, 2012), other interpretations are also possible. For example, a quantification of *Facebook users (80% of Facebook users)* may on one hand suggest the popularity of *Facebook* (invoking APPRECIATION), or imply the user's reliance on *Facebook* (invoking AFFECT). The flagging of an attitudinal meaning therefore requires the analyst to adopt a particular reading position. In the present study, a tactical reading is adopted to recognise these values from the perspective of the academic discourse community (Hood, 2010; Martin & White, 2005). A tactical reading of the invoked ATTITUDE is referred to as a purposeful reading of the text to identify the evaluative strategies deployed in the text. This reading position is opposite to a compliant or a resistant reading position, which subscribes or opposes to the value position in the text.

In addition, the polarity of the invoked ATTITUDE is often influenced by the overall charge of evaluative meanings of the co-text. As exemplified in Table 3.7,

the upscaling of ideational meanings through GRADUATION often encodes a subjective orientation invoking a positive attitudinal meaning. For example, upscaling QUANTIFICATION suggests higher importance (e.g. 80% of [+AMT] *the Facebook users check their accounts*). However, the same instance of GRADUATION may not necessarily invoke ATTITUDE of the same polarity. In [3/2] below, the attitudinal reading of the underlined GRADUATION resources is relatively less clear-cut:

[3/2]

Based on this claim, <i>The Notebook</i> , a cliche [-VAL] romance lack of [-COM; -COMP] the creatively designed plot and originality of style, is convincing to be considered as a representative of the <u>homogeneous bestsellers</u> [+VAL] in recent period. Moreover, since <u>almost all</u> the novels written by Nicholas Sparks are in a <u>similar</u> format [...] analyzing <i>The Notebook</i> within the scope of popular fiction can provide an access to figure out the reason of the popularity of light reading [...]
--

(CLA_PROP)

The underlined GRADUATION resources in [3/2], if interpreted individually, apparently invoke a positive reading. *Homogeneous* is coupled with *bestsellers*, which can be positively appreciated as a novel being commercially successful, and may therefore invoke a positive ATTITUDE (i.e. being similar or the same is good). This may also imply a similar positive reading to the sequence of upscaling FORCE (almost all the novels... similar format). However, the negative APPRECIATION: VALUATION in the phase-initial position (*a cliché romance lack of the creatively designed plot...*) oriented towards *The Notebook* suggests the attitudinal reading of the GRADUATION resources in a negative hue. For example, *almost all... similar format* resonates the lack of creativity and originality of *The Notebook* as a *cliché romance*, suggesting that the writer assesses *The Notebook* less favourably. Therefore, the immediate co-text often provides an attitudinal reading that influences the interpretations of the graded experiential meanings. More particularly, explicit attitudinal values in the textually prominent locations (e.g. hyperThemes and hyperNews) facilitate the propagation of the evaluative 'hue' across the unfolding discourse. In view of this, a second layer of APPRAISAL analysis is necessary for examining the dynamic patterning of attitudinal meanings alongside textual organisation.

3.2.6 Evaluative prosodies through textual organisation

The second layer of APPRAISAL analysis investigates how instances of ATTITUDE are patterned dynamically in the unfolding text (See Section 2.2.5 for the description of the kinds of evaluative prosody). This layer of analysis considers the patterning of ATTITUDE beyond delimited instances of evaluation on specific phenomena. The distribution of interpersonal meanings accumulates and propagates in terms of prosodies. In [3/3], a phase of text from the research proposal (STU_PROP) is annotated to illustrate the constructions of evaluative prosodies. The unfolding phase is indented to highlight the higher level periodicity (i.e. hyperTheme and hyperNew). Instances of inscribed ATTITUDE are in bold, and the GRADUATION resources are italicised. Resources of GRADUATION invoking ATTITUDE are both underlined and italicised.

[3/3]

HyperTheme

Rhetoric – the art of persuasive speaking is a *particularly* [+INT] **important** [+APP: VAL] skill in *different* [+APP, T] professions,

since having a **solid** [+INT] **understanding** [+JUD: CAP] of *different* [+APP, T] rhetorical devices and to apply them **skillfully** [+JUD: CAP] in speaking and writing will **improve** [+JUD: CAP] one’s ability to communicate as well as his/her persuasiveness of messages **significantly** [+APP: VAL]. As political speeches, *especially* [+APP, T] those delivered to the public *at large* [+APP, T] in election campaigns, are *primarily* [+APP, T] designed for politicians to **motivate** [+JUD: CAP] followers or **gain** [+ACT] **power** [+JUD: CAP] through their style of speaking (*Allan, 1998; Coupland 2001*) [+APP, T] with a *great* [+INT] **reliance** [+AFF: SEC] on *various* [+APP, T] rhetorical strategies (Helms, 2012: 149),

HyperNew

it provides us *not only* [+INT] with *diverse* [+APP, T] rhetorical resources to study in, but *also* [+INT] a **valuable** [+APP: VAL] opportunity to *stimulate* [+INT] our **interest** [+AFF: SAT] in **appreciating** [+AFF: HAP] the **beauty** [+APP: REA] of rhetoric.

(STU_PROP)

The example in [3/3] demonstrates all types of prosodies – saturation, domination and intensification – across the phase of text. The phase is saturated with both intensified inscribed ATTITUDE (e.g. *particularly important*, *great reliance*), and GRADUATION invoking ATTITUDE (e.g. *different professions*, *various rhetorical strategies*). These attitudinal meanings are coded in consistently

positive values, harmonising one another as the phase unfolds. In addition, the opening sentence carries an amplified positive APPRECIATION *particularly important*. The evaluative meaning in the prominent textual location is predictive of the polarity of the phase, initiating an intensified prosody of domination. The dominating prosody is also evident with a frequent coding of inscribe ATTITUDE (*valuable opportunity... our interest in appreciating the beauty of rhetoric*) and intensifying GRADUATION (e.g. *not only... but also*) in the HyperNew position. The prosody from the hyperNew flows retrospectively in the phase. The phase is therefore coloured with a positive hue through an undisrupted prosodic flow, resulting in a highly compelling stance.

The analysis of evaluative prosodies aims to illuminate how the writer's evaluative stance is organised as an "ongoing semantic motif" (Martin & White, 2005, p. 15). The ongoing dynamic perspective on evaluative prosody explores the evaluative strategies that maintain, reinforce or disrupt the writer's stance. For example, the writer's stance can be commending, as in [3/2] (entirely positive prosodies), problematising (entirely negative prosodies through a consistent coding of negative ATTITUDE resources), or distancing from the original value position (flipping the polarity – positive to negative, or vice-versa – through concession). These evaluative motifs reflect the writer's intention to (dis-)align with the value positions of the reader or the disciplinary field. Such alignment and distancing strategies are further supported by dialogic positioning resources of ENGAGEMENT.

3.2.7 Intersubjective Positioning of the Writer's Stance and Voice through ENGAGEMENT

The third layer of the APPRAISAL analysis adopts a dialogic perspective on stance and voice. This perspective examines how evaluations are sourced, whether projected from the writers or other authors, or anticipated from other alternative dialogic positions. This layer of analysis draws upon the ENGAGEMENT system to investigate how the writer's value position aligns with the readership. In addition, academic writers reference external sources for acknowledging relevant works, which also serve to authorise their propositions. In other words, writers

announce their positions through ENGAGEMENT in support of the ATTITUDE patterning establishing their evaluative stance. The ENGAGEMENT system is represented in Figure 3.3. The ENGAGEMENT resources are described and explained with the selected texts, as shown in Table 3.8.

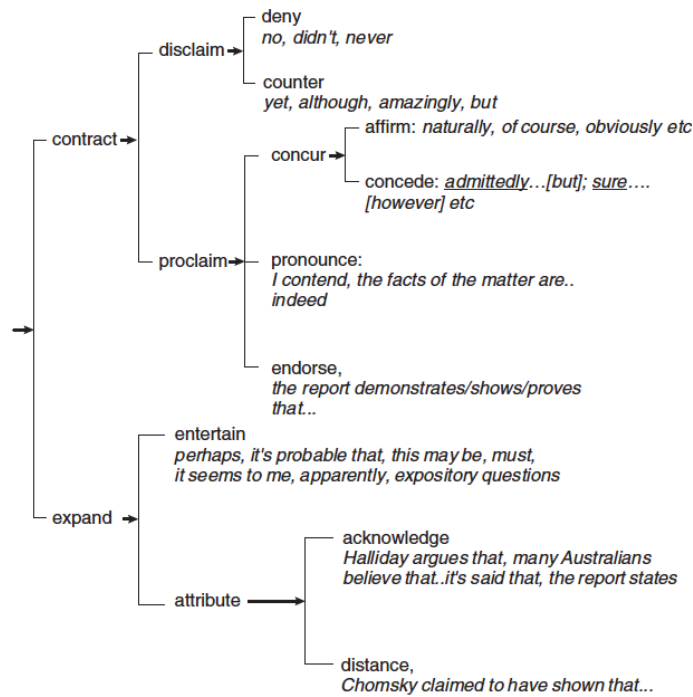


Figure 3.3 The ENGAGEMENT system – choices of HETEROGLOSS (Martin & White, 2005, p. 134)

Table 3.8 Functions and realisations of ENGAGEMENT resources

Feature	Examples	Explanations
MONOGLOSS: Single-voiced; rejecting dialogic alternatives entirely		
	Rhetoric – the art of persuasive speaking is a particularly important skill. (STU_PROP)	The unmodalised assertion is in authorial voice by default, suggesting the proposition as uncontested or ‘factual’
HETEROGLOSS: Multi-voiced; expanding or contracting the scope for alternative positions		
CONTRACT: Fending off the scope for other voices		
DISCLAIM: Rejecting dialogic alternatives		
DENY	The focus of the present study is <u>not</u> on comparing the use of rhetorical questions (STU_PROP)	The opposite view of the proposition is rejected through negation
COUNTER	Scholars and researchers have been interested in analysing rhetorical devices... <u>but</u> rarely in the case of the rhetorical question (STU_PROP)	The current proposition is contrary to the originally expected proposition, i.e. supposing <i>rhetorical questions</i> are also studied
PROCLAIM: Limiting scopes for dialogic alternatives		

CONCUR	<u>Generally</u> , people cooperate and assume each other's cooperation (CIN_DIS)	The proposition is overtly announced as agreed with the reader's position
PRONOUNCE	<u>What is noteworthy here</u> is that... (STU_PROP)	The proposition emphasises the authorial presence to assert the warrantability of the proposition
ENDORSE	a notable trend in such data set <u>indicates</u> that... (STU_PROP)	The proposition incorporates the external sources from the authorial voice as valid and correct
EXPAND: Opening up the scope for dialogic alternatives		
ENTERTAIN	<i>The Notebook</i> is <u>much more likely</u> to be classified as a popular fiction (CLA_PROP)	The proposition is modalised to entertain alternative viewpoints, e.g. likelihood and obligations
ATTRIBUTE	Attribution of voice of external sources	
ACKNOWLEDGE	According to <u>Bloom (2008)</u> , the definition of bestseller is both simple and complex. (CLA_PROP)	The proposition is incorporated with the external source (a cited reference)
DISTANCE	<u>Cuddon (1991) has claimed</u> the definition of romance... (CLA_PROP)	The authorial position is distanced from the externally sourced proposition

The examples in Table 3.8 illustrate how the resources of ENGAGEMENT are instantiated in the collected textual data. Monoglossic propositions are construed as unmodalised assertions. The monoglossic claims represent the authorial voice by default, which expresses 'bare assertions' instead of questions or projecting other voices. Heteroglossic propositions include contractive and expansive claims anticipating dialogic alternatives to a varying extent. Contractive formulations fend off alternative voices through DISCLAIM resources, including those of DENY, instantiated through negation (e.g. *not, no, never*), and COUNTER, instantiated through concessive (e.g. *but, however, only*). Dialogic contractions also function to limit the scope for alternative positions through PROCLAIM. These authorial proclamations include strategies naturalising readers' position through CONCUR (e.g. *generally, of course, naturally*), intruding directly in the discourse through PRONOUNCE (e.g. *what is noteworthy here, it is reasonable that, as a matter of fact*), and referencing external sources as maximally warrantable through ENDORSE (e.g. *the notable trend indicates/shows/confirms*). Alternatively, expansive formulations open up the dialogic space for alternative voices through ENTERTAIN and ATTRIBUTE resources. ENTERTAIN involves modalised propositions that adjust degrees of likelihood or obligations (e.g. *The Notebook is much more likely to be classified as a popular fiction*). ATTRIBUTE

involves reporting of external propositions through ACKNOWLEDGEMENT (citing references, e.g. *Bloom (2008)*), or distancing from the reported external source through DISTANCE (e.g. *Cuddon (2001) has claimed*). The typology of ENGAGEMENT resources therefore represents a cline of adjusting the authorial investment in the warrantability of the propositions, as well as aligning or detaching the writer's value position from that of the anticipated readers.

The coding of ENGAGEMENT in the present study also considers the patterning of the dialogic resources in the unfolding discourse. The analysis examines how the ENGAGEMENT resources are distributed across the report on the object of study (STU_DIS) in [3/3]. The text is annotated to highlight the ENGAGEMENT resources. Instances of CONTRACTION are double-underlined, and those of EXPANSION are single-underlined.

[3/3]

HyperTheme

Political speeches, especially those delivered to the public at large, are a particularly important part of election campaigns

since they allow candidates to promote their policies, motivate followers or gain power through persuasion (Helms 2012). [ACKNOWLEDGE] Candidates therefore carefully plan their script and pay great attention to establishing a positive relationship with the general public by projecting themselves as serious and reliable leaders, not [DENY] only [COUNTER] through their appearance but [COUNTER] also their style of speaking (Allen 1998; Coupland 2001) [ACKNOWLEDGE]. It is however [COUNTER] not enough if [ENTERTAIN] candidates only [COUNTER] focus on promoting themselves, and often, they have to [ENTERTAIN] engage in discrediting and criticizing their opponents at the same time.

HyperNew

To maintain such a delicate balance between attracting audience attention and engaging in face-threatening acts to others, candidates frequently rely on various rhetorical strategies.

(STU_DIS)

The writer's stance is foregrounded through monoglossic claims in the hyperTheme and hyperNew, i.e. the indented texts in [3/3]. While the unfolding phase shows a more dynamic negotiation of the dialogic space through numerous instances of both contractive and expansive ENGAGEMENT resources, the hyperTheme and hyperNew are construed monoglossically. These monoglossic assertions therefore align with the value position of the reader or the disciplinary field, legitimising the writer's attitudinal assessments (i.e. *political speech...*

particularly important [intensified +APPRECIATION: VALUATION]; *candidates.. frequently rely on* [quantified +AFFECT: INCLINATION] *various rhetorical strategies*). The proposals and dissertations encoded with ENGAGEMENT resources are included in Appendix 4a and 4b.

The ENGAGEMENT analysis in the present study seeks to elucidate how the dialogic space is managed at two levels. The first level is synoptic, in that the distribution of ENGAGEMENT resources indicates the writer's positioning in relation to each proposition (e.g. whether a proposition is expressed monoglossically or catering for alternative voices). The second level is dynamic, in that the writer's overall intersubjective stance towards the field can be predicted and consolidated through the higher level periodicity (i.e. hyperThemes and hyperNews). This level of APPRAISAL analysis aims to show the negotiation of the writer's evaluative stance with that of other voices in the text instances.

3.2.8 Comparing Stance and Voice in Proposals and Dissertations from Logogenetic and Ontogenetic Perspectives

The multi-layered APPRAISAL analysis investigates how stance and voice is enacted in the proposal and dissertation texts along two dimensions. Logogenetically, the analysis provides in-depth descriptions of the evaluative strategies in each text type. Patterns of APPRAISAL resources distributed in the texts are considered as the writers' linguistic repertoire for expressing stance and voice. Ontogenetically, the differences in evaluative patterning across the introduction of the two text types suggest developmental progresses. The developmental changes in enacting stance and voice are tracked in relation to the building of field knowledge (ideational meanings) and structuring of the stance towards knowledge (textual meanings). The findings aim to flesh out such changes not only across the types of texts, but also in each of the individual writers as an evidence of learning.

3.3 Ethical Considerations

There were two ethical considerations in the present study. One important consideration was the need to ensure that the students contributed data to the

present study willingly. All the student participants were informed of the nature of the present study in detail. They were asked to sign a letter of consent prior to the data collection period (See Appendix 5). Throughout the present study, the participants were also given pseudonyms to maintain their anonymity (e.g. McNamee and Bridges, 2004). The identity-revealing information in the texts was also removed. However, there were still possibilities that the students' identities could be revealed, as the postgraduate dissertations are accessible in the public domain. Therefore, the students' permission to incorporate the excerpts from their texts for analysis was confirmed early in the research process. The participants were also informed of their rights to request further information about the present study, and to withdraw from the present study at any time without negative consequences.

Another ethical consideration was to ensure that the present study did not attempt to undermine the students' writing performance. Rather, it was oriented towards descriptive and explanatory accounts of the strategies student writers had employed in postgraduate writing. The approach of text analysis therefore did not aim to grade the texts or establish a standard. Some students' texts might demonstrate more effective performances, but other texts do not necessarily represent 'less successful' instances. These texts different from the 'benchmark' writing could be treated as emergent frameworks of alternative strategies among individual writers. These alternative strategies may also be improved through revision and editing in the analysis. These processes were necessary for the present study, since the analysis could offer insights into how teachers scaffold effective strategies, and appropriate support for improvements. The analysis of the present study serves to illuminate the language demands and the developmental trajectories in writing of postgraduate students in the Humanities, particularly the disciplinary field of Applied Linguistics. The goal of the present study is to inform academic writing support and instructions.

3.4 Conclusion

The research design of the present study aims to unveil the complexity of stance construction and development in postgraduate high-stake writing. The present study adopts a qualitative discourse analytic approach, primarily informed by the

APPRAISAL system of Systemic Functional Linguistics. The SFL analysis represents a bi-directional relationship between system and text. The APPRAISAL analysis offers a linguistic understanding of how evaluative meaning is instantiated in the texts. The evaluative choice in the postgraduate texts provides insights into the configurations of APPRAISAL resources representative of the system. The rhetorical strategies employed in research proposals and dissertations are compared for tracking the development of stance and voice across the text types.

In the following chapter, I start with the detailed analysis of stance and voice in the introductions to research proposals. I first propose a framework for managing stance and voice in research warrants. The framework functions as a guide for examining how APPRAISAL resources are deployed in the three main generic stages. In each stage, I investigate how stance and voice are enacted in association with IDEATION as coupling, PERIODICITY as prosody, and ENGAGEMENT as intersubjective positioning. The findings from the analysis serve to adjust the framework *post hoc*, as well as providing a vantage point for tracking the evaluative strategies in the introductions to dissertations in Chapter 5.

Chapter 4. Capturing the Enactment of Stance and Voice in the Introductions to Proposals

Introduction

In the present chapter, I investigate how stance and voice are enacted in the introductions of research proposals. The introductions were selected to analyse the common rhetorical functions shared among the texts in the dataset. These introductory components function as a 'research warrant' to persuade and engage readers, particularly promoting the writer's proposed study (see Section 2.2.4 for a detailed discussion on the generic structuring of a research warrant). A typical research warrant is constructed in three stages: the writer first contextualises the object of study as significant and worthy of research. The writer then briefly surveys relevant knowledge to seek alignment with the field, and carve out space for the writer's study. The writer also outlines the rationale or organisation of the research activities as a preview of the proposed study. The preview functions to promote his/her study as rigorous and valid. The persuasive nature of the introduction implicates the complexity of the writer's stance and voice for displaying both authority and objectivity, in addition to balancing his/her own voices with alternative ones. Such complexity necessitates a multi-layered analysis for fleshing out rhetorical strategies across various linguistic levels.

In Section 4.1, I propose a linguistic framework to analyse the effectiveness of stance and voice in the research warrants. The framework incorporates and evaluates strategies found in each stage of a typical research warrant (e.g. Hood, 2010). These strategies encompass multiple linguistic levels, including genre, register and discourse semantics (See Section 2.2 for a detailed description of stance and voice instantiated across these linguistic levels). In Section 4.2, I use the proposed framework to identify the staging of the students' texts. Identifying the staging of the texts allows for a more detailed analysis of the synoptic distribution and dynamic patterning of APPRAISAL resources in each stage. In Section 4.3 – 4.5, the three layers of APPRAISAL analysis are discussed in the following order: the first layer of analysis focuses on the synoptic distribution

of inscribed ATTITUDE and GRADUATION invoking ATTITUDE as ATTITUDE-IDEATION coupling. This synoptic perspective identifies how the three voice roles – *observer*, *critic* and *participant* – are articulated in the text (See Section 2.2.5 for a detailed description of evaluative key and voice roles in academic discourse). The second layer incorporates a dynamic perspective outlining how ATTITUDE-IDEATION coupling is organised textually. This dynamic view on attitudinal meaning elucidates the spread of evaluative meaning prosodically to enact stance. The third layer analyses how propositions from the writer and the other sources are dialogically negotiated through resources of ENGAGEMENT. The findings from the multi-layered analysis highlight how stance and voice are instantiated in the research warrants of the students' proposals, and individuated among writers. The findings also provide a point of reference that enables an investigation of the development of stance and voice in the dissertation texts, as detailed in Chapter 5.

The full APPRAISAL analysis of the dataset and a key to the coding are included in Appendix 2 – 4. In the present chapter, instances of inscribed ATTITUDE are highlighted in bold fonts, and GRADUATION resources are italicised. Instances of invoked ATTITUDE through GRADUATION are both italicised and underlined. Resources of ENGAGEMENT, on the other hand, are analysed on a separate layer. Dialogically expansive formulations are single underlined, and the contractive formulations are double underlined. Any variations of the coding conventions will be clarified at relevant points in the chapter.

4.1 Proposing a Framework for Analysing Stance and Voice in Research Warrants

This section introduces a linguistic framework for analysing stance and voice in a research warrant. The theoretical foundation of this analytical framework is based on the concepts of *stance* and *voice (key)* as instantiated from the global potential of the APPRAISAL system (e.g. Hood, 2012; Martin & White, 2005), as already explained in detail in Section 2.2. The organisation of the analytical framework adopts a top-down model, beginning with the generic staging of the research warrant (Hood, 2010). The function(s) of each stage is explained,

followed by the registerial configurations of field and mode in relation to tenor. The framework then moves on to the discourse semantic level, at which ideational and textual meanings are co-patterned with resources of APPRAISAL. The patterning of APPRAISAL resources can be considered as rhetorical strategies of affiliation or disalignment (e.g. Hood, 2004a; Martin, 2004; Martin & Hood, 2007). The evaluative patterning also involves strategies that maintain consistency, intensity and predictability of the writer’s stance and voice in terms of prosodies (Hood, 2006, 2009). The following sections further elaborate the framework according to the generic stages of a typical research warrant, as summarised in Sections 4.1.1 – 4.1.3.

4.1.1 The Stage Reporting on the Object of Study

The opening stage reports on the object of study, i.e. the background or “the activities that are the focus of the writer’s study” (Hood, 2004a, p. 104). The field entities of this stage are often construed as abstract or technical concepts. In the present study for example, the entities in the field of the object of study involve linguistic phenomena (e.g. *rhetorical devices, speech acts*), abstract concepts or technical terms (e.g. *McDonaldization, Greek tragedies*) and general contexts of the study (e.g. *transport network, computer network communications*). These entities are the targets for evaluation, which are appraised as significant or relevant to the writer’s study. This stage therefore functions to promote the context of study as worthy of attention. The evaluative strategies for promoting the field of the object of study in this stage are summarised in Table 4.1:

Table 4.1 Evaluative strategies for enacting stance and voice in the stage reporting on the object of study

Functions	
<ul style="list-style-type: none"> • Describing the general field of the object of study • Evaluating the object of study as important, relevant, etc. and thus worthy of research 	
Register	
Field	Mode
<ul style="list-style-type: none"> • The field of the object of study refers to the focus of the writer’s study • The field is construed as abstract and/or technicalised concepts, activities and phenomena 	<ul style="list-style-type: none"> • Field is organised as waves of information, moving between more generalised and abstract to more specific and concrete entities

	<ul style="list-style-type: none"> • Points of textual prominence map the flow of information (field) and signpost shifts in field focus • Waves of information are needed for structuring coherent phases of text
Tenor (<i>key</i>) in relation to field	Tenor (<i>key</i>) in relation to mode
<ul style="list-style-type: none"> • The field of the object of study is construed in an <i>observer voice</i> • The <i>observer voice</i> represents the evaluator's own value system, as aligned with that of the community to which he/she belongs 	<ul style="list-style-type: none"> • The <i>observer voice</i> is organised alongside the field entities into waves of evaluation
IDEATION	PERIODICITY
<ul style="list-style-type: none"> • The entities are organised in taxonomic relations (compositional or classificatory) • Activities are sequenced in more congruent ways through expansion (e.g. general-specific elaboration) 	<ul style="list-style-type: none"> • HyperThemes foreground the general or abstract phenomena, and introduce the field focus of the phase of text • HyperNews consolidate the phase retrospectively • Thematic progression within the phase maintain the particular field focus
Discourse semantics	
Instantiating Voice through ATTITUDE-IDEATION Coupling	Enacting stance through evaluative prosodies
<ul style="list-style-type: none"> • Expansions of field provide potential targets for evaluation • Stance is typically enacted within the <i>observer voice</i>, i.e. potential for multiple and diverse kinds of inscribed ATTITUDE <ul style="list-style-type: none"> ○ APPRECIATION: VALUATION is frequently deployed with nominalised entities for evaluating their significance and value ○ Inscriptions of ATTITUDE may be amplified through GRADUATION ○ GRADUATION invoking ATTITUDE may also be present to harmonise with inscribed ATTITUDE • Stance may also be enacted through <i>participant voice</i>, i.e. evaluation is projected from the participants in the object of study (e.g. informants in ethnographic studies) <ul style="list-style-type: none"> ○ The use of ATTITUDE is unconstrained 	<ul style="list-style-type: none"> • Accumulation of ATTITUDE resources establishes a prosody of saturation <ul style="list-style-type: none"> ○ The saturating prosody can be strengthened through resources of GRADUATION intensifying ATTITUDE • The predictive function of higher level periodicity facilitates propagation of evaluative prosodies across the phase as a prosody of domination <ul style="list-style-type: none"> ○ The dominating prosody can be strengthened through resources of GRADUATION intensifying ATTITUDE • All kinds of evaluative prosodies, i.e. saturation, domination and intensification, can be established for powerful and persuasive stance <ul style="list-style-type: none"> ○ Evaluative loading in higher level periodicity initiates a prosody of domination ○ The dominating prosody can be strengthened through resources of GRADUATION intensifying ATTITUDE in the textually prominent positions ○ The dominating prosody in the hyperNew may have a stronger interpersonal 'punch'

Negotiating dialogic space for propositions with ENGAGEMENT	Negotiating dialogic space in relation to PERIODICITY with ENGAGEMENT
<ul style="list-style-type: none"> • Propositions can be construed monoglossically, i.e. in the <i>observer</i> voice • Attributions (ACKNOWLEDGE) can be deployed for authorising the writer's propositions <ul style="list-style-type: none"> ◦ The <i>participant</i> voice is also attributed through projections • Concessions (COUNTER) shift the polarity of the prosody, and realign the reader with the writer's position 	<ul style="list-style-type: none"> • Higher level periodicity can be construed in dialogic contractive formulations <ul style="list-style-type: none"> ◦ Dialogic contractive formulations reflect the writer's heightened investment in the overall stance enacted towards the object of study

Table 4.3 summarises the major evaluative strategies in this stage in relation to ideational meaning (realising field) and textual meaning (realising mode). Ideationally, the patterns of evaluation involve a frequent coding of inscribed ATTITUDE, which instantiates the *observer* voice. The *observer* voice generally constrains the evaluative choice to APPRECIATION, which appraises the nominalised phenomena instead of human agents or emotive feelings. The *observer* voice can be graded through employing GRADUATION resources. The GRADUATION resources may also invoke ATTITUDE that harmonises the explicit attitudinal meanings in the stage. The polarity of the stance can be maintained or reinforced through saturating the phases with consistent values (positive or negative attitudinal meaning). In cases involving evaluation from other participants in the object of study (e.g. informants of ethnographic studies), the evaluative choice is unconstrained, viz. all kinds of ATTITUDE can be used, instantiating the *participant* voice.

Textually, the stance instantiating the *observer* voice is organised through thematic patterning, in particular the higher level periodicity (hyperTheme and hyperNew). The explicit attitudinal meaning saturating the stage can establish a prosody of domination that predicts the overall stance in the hyperTheme. This prosody promotes forward an evaluative hue, which is maintained or reinforced by other inscribed and/or invoked ATTITUDE in the unfolding text. The stance is condensed and packaged in the hyperNew, where a retrospective prosody reinforces the evaluative hue in the text. All the three prosodic strategies (saturation, domination and intensification) can be used simultaneously in the stage to establish a maximally intensified stance. Alternatively, the evaluative

stance can be shifted through disrupting the prosody with concessive markers (e.g. *but, however*). The shifts in prosodies also mark the changes in writer's alignment with the object of study.

The dialogic strategies through resources of ENGAGEMENT also play an important role in announcing the writer's evaluative position. The evaluative choice of the *observer voice* is for the most part originated from the writer's personal value position. This value position is therefore monoglossically asserted or proclaimed through contractive formulations. The asserted *observer voice* can also be 'authorised' with attributed sources in the form of citations (ACKNOWLEDGEMENT resources). From a textual perspective, the *observer voice* can be overtly announced in the higher level Theme and New through contractive propositions. The contractive formulations represent the writer's heightened investment in his/her value position, which is also explicitly expressed through inscribing ATTITUDE in the hyperTheme and hyperNew.

In summary, the aim of this stage is to provide a general context of the writer's study. This stage also reflects the writer's assessment towards the value of the object of study, which is important or worthy of further investigation. Based on the strategies suggested in Table 4.1, the structuring and evaluative strategies of this stage in the students' texts are examined in 4.2.1 and 4.3 respectively.

4.1.2 The Stage Reporting on the Relevant Knowledge

The stage reporting on the relevant knowledge typically follows the opening stage. This stage functions to review the relevant research literature, which is usually construed with general entities (e.g. *many studies, scholar and researchers*). The literature can also be elaborated briefly through describing specific studies. Through reporting on the literature, the writer affiliates with the established field and suggests the pervasiveness of the relevant research in the field. The writer also seeks to distance his/her study from the field through evaluating the field as contested. The contested knowledge can be considered inadequate or unresolved, in that the writer implies the necessity for further investigation. Establishing the field of research as contested enables the writer

to create a space for new knowledge, i.e. his/her own study. The evaluative strategies in this stage are summarised in Table 4.1.2 below.

Table 4.2 Evaluative strategies for enacting stance and voice in the stage reporting on the relevant knowledge

Functions	
<ul style="list-style-type: none"> • Describing the general research field or specific studies • Affiliating the writer's research with the established field • Evaluating the field as contested knowledge 	
Register	
Field	Mode
<ul style="list-style-type: none"> • The field of other research is construed with research activities and entities, including theories, sources and propositions • The field of object of study may also be projected by the sub-field of other research 	<ul style="list-style-type: none"> • Points of textual prominence map the flow of information (field) and signpost shifts in field focus • Field is organised as waves of information, moving between more generalised and abstract to more specific and concrete entities • Waves of information are needed for structuring coherent phases of text
Tenor (key) in relation to field	Tenor (key) in relation to mode
<ul style="list-style-type: none"> • The field of the relevant research is construed in a <i>critic voice</i> • The <i>critic voice</i> represents the evaluator's relativising, instead of dichotomising, the field in relation to his/her study 	<ul style="list-style-type: none"> • The <i>critic voice</i> is organised alongside the field entities into waves of evaluation
Discourse semantics	
IDEATION	PERIODICITY
<ul style="list-style-type: none"> • The field of research is expanded through elaboration and projection <ul style="list-style-type: none"> ○ Activities are construed as research processes (<i>e.g. examine, investigate, study, analyse</i>) ○ Sources are construed either generally (<i>e.g. studies, researchers</i>) or specifically through in-text citations ○ Entities are construed as general or abstract (<i>e.g. research, studies, case</i>) 	<ul style="list-style-type: none"> • HyperThemes foreground the general field of research • HyperNews consolidate the field retrospectively, and suggest necessities for further investigation in the space for new knowledge <ul style="list-style-type: none"> ○ The research space can also be readily claimed in the hyperNew as the writer's study is introduced • The thematic progression maintains the particular field focus
Instantiating Voice through ATTITUDE-IDEATION Coupling	Stance as evaluative prosodies
<ul style="list-style-type: none"> • The expanded field allows the writer to position his/her study in relation to the other research as a means of affiliation and evaluation • Stance is enacted within the <i>critic voice</i>, i.e. evaluative choice is constrained to invocations of ATTITUDE 	<ul style="list-style-type: none"> • The predictive function of higher level periodicity facilitates propagation of evaluative prosodies across the phase <ul style="list-style-type: none"> ○ Dominating prosodies can be established through coding explicit ATTITUDE in the prominent textual locations

<ul style="list-style-type: none"> • Inscribed ATTITUDE, while less typical, can be deployed to positively evaluate other research as significant and valuable • The evaluative choice within <i>critic</i> voice <ul style="list-style-type: none"> ○ Implies the field as contested, unresolved or inadequate ○ Suggests rigour and significance of research activities ○ Avoids in/out group dichotomisation 	<ul style="list-style-type: none"> • The prosody is typically shifted through concession to suggest the field as contested, unresolved or inadequate
<p>Negotiating dialogic space for propositions with ENGAGEMENT</p>	<p>Negotiating dialogic space in relation to PERIODICITY with ENGAGEMENT</p>
<ul style="list-style-type: none"> • The phase is substantively heteroglossic, i.e. multiple positions from external sources are incorporated • Attributions (ACKNOWLEDGE or ENDORSE) <ul style="list-style-type: none"> ○ Authorise the writer's propositions, and ○ Reflect the writer's investment in the propositions from the writer or external voices • Concessions (COUNTER) disrupts the prosody and carves out space for new knowledge 	<ul style="list-style-type: none"> • Higher level periodicity can be construed monoglossically <ul style="list-style-type: none"> ○ HyperThemes describing the general field of research are supported by multiple citations (ACKNOWLEDGE) ○ HyperNews are typically associated with monoglossic claims, suggesting the necessities for further investigation, i.e. the writer's study

As shown in Table 4.2, the evaluative strategies in this stage differ greatly from those in the previous stage reporting on the object of study, from both the perspectives of coupling, prosodies and negotiating the dialogic space. In this stage, the evaluative meanings are predominantly invoked through numerous instances of GRADUATION, articulating the *critic voice*. The *critic voice* avoids dichotomising the field of research categorically as 'good' or 'bad', but instead positioning the writer's position as relative to the field. The other relevant research activities are described as pervasive or proliferating (e.g. *many studies, a growing body of literature*) as the writer's means to affiliate with the field. Such an affiliation is also expressed through construing the research processes as intensified and rigorous (e.g. *X examines/ investigates, etc.*). The writer's association with the field is then distanced as s/he attempts to carve out a space for his or her own study (Swales & Feak, 2004). The field is relativised as inadequate and thus contested (e.g. *little research has been done*), and the writer shifts the alignment from the field towards his or her study as s/he introduces his/her study in more detail in the subsequent stage.

The prosodic strategy in this stage is mainly that of saturation with numerous instances of invoked ATTITUDE. The writer first establishes affiliation

with the field of research by invoking positive attitudinal reading with GRADUATION resources. The frequent coding of invoked ATTITUDE implies a positive hue, which is then disrupted as a strategy of disalignment. The disruption of the positive prosody is usually signalled through concession (e.g. *but, however*), followed by resources of GRADUATION invoking negative ATTITUDE. Such a disalignment strategy also serves to re-align readers with the writer's new position, that of suggesting the need for further investigations of the object of study. The shifts in alignment in this stage eventually position the writer to introduce his/her own study, the one which fills the 'research gap'.

From a dialogic perspective, this stage as a report on the relevant research is substantively heteroglossic. Multiple sources from cited references are organised in the stage to exclusively report on and evaluate the field of research. The incorporation of multiple voices in the stage functions more than a convention to attribute other contributions in the field, but also implicating the pervasiveness of the field. Another important dialogic strategy in this stage is the use of COUNTER values that signal a shift in prosody to imply the inadequacy of the field. The propositions following the counter-expectancy realign the writer's position towards his or her study. In addition to the synoptic distribution of ENGAGEMENT resources, the dialogic positioning of the writer can be introduced and consolidated in the hyperTheme and hyperNew respectively. The writer's positioning is first introduced as a monoglossic claim, generalising his/her affiliation with the field of other research studies. Such a claim is often 'authorised' by multiple references, represented through non-integral citations. The writer's stance towards these references is consolidated in the hyperNew, as the writer indicates the need for further research monoglossically, or in contracted claims that heighten his/her investment in the legitimacy of his/her own study. The dynamic shifts of the dialogic space therefore function to integrate the multitude of alternative voices into the writer's own *critic voice*.

The evaluative strategies of this stage, as summarised above, function to introduce the significance of the field of research in terms of its relevance and pervasiveness. The stage synthesises the research activities and propositions projected from external sources, and relativises them in terms of scope, rigour

and completion. In this stage, the writer also seeks to identify space for further investigation, and then to introduce his or her own research. In all, this stage serves as a transition through distancing the writer’s position from the more general research context of the study, and realigning his or her position with the writer’s study, as described specifically in the concluding stage of the introduction.

4.1.3 The Stage Describing the Writer’s Study

The stage describing the writer’s study is typically constructed to conclude the introduction section. This stage describes specifically the writer’s study after reporting on the more general context of study in the preceding stages, in which a research warrant has been established. This stage ‘claims’ the research warrant through introducing the activities involved in the writer’s study. In addition to describing the writer’s study, this stage promotes the writer’s study as rigorous and meticulous through sequencing the research activities, many of which are intensified. The overall function of this stage is therefore to evaluate the writer’s study as significant and having contributions to knowledge in the field. The evaluative strategies of this stage are summarised in Table 4.3:

Table 4.3 Evaluative strategies for enacting stance and voice in the stage describing the writer’s study

Functions	
<ul style="list-style-type: none"> • Describing the research aims and goals • Evaluating the writer’s study as important and valuable 	
Register	
Field	Mode
<ul style="list-style-type: none"> • The field of the writer’s study is construed specifically with the writer’s research aims, objectives, methods and goals • The field can be further taxonomised for describing the writer’s pilot study 	<ul style="list-style-type: none"> • The textually prominent location introduces the aims and goals of the writer’s study • The waves of information are organised in a coherent phase of text, with boundaries signposting the beginning and the end of the descriptive report on the field
Tenor (<i>key</i>) in relation to field	Tenor (<i>key</i>) in relation to mode
<ul style="list-style-type: none"> • The field of the relevant research is construed in a <i>critic voice</i> 	<ul style="list-style-type: none"> • The <i>critic voice</i> is organised alongside the field entities into waves of evaluation

<ul style="list-style-type: none"> • The <i>critic voice</i> represents the evaluator's avoidance from explicitly promoting his/her own study 	
Discourse semantics	
IDEATION	PERIODICITY
<ul style="list-style-type: none"> • The field entities are construed with the writer's study (<i>e.g. this study, this research project</i>), activities (<i>e.g. analysis, investigation</i>) and/or the potential outcomes (<i>e.g. findings, implications</i>) • The field is elaborated in an activity sequence previewing the procedures involved in the study 	<ul style="list-style-type: none"> • The hyperTheme previews the research aims and signposts the organisation of the unfolding text • The hyperNew concludes the phase with research goals and potential contributions to the field • The thematic progression maintains the particular field focus
Stance and IDEATION	Stance and PERIODICITY
<ul style="list-style-type: none"> • Stance is enacted within the <i>critic voice</i>, i.e. evaluative choice is constrained to invocations of ATTITUDE <ul style="list-style-type: none"> ◦ Invoked ATTITUDE through GRADUATION evaluates the writer's study implicitly as prominent, rigorous or complete • Explicit promotion of the writer's study is less typical <ul style="list-style-type: none"> ◦ Incriptions of ATTITUDE may be deployed to highlight the potential contributions of the writer's study ◦ The inscribed ATTITUDE may be downgraded with GRADUATION (<i>e.g. implication instead of contribution</i>) 	<ul style="list-style-type: none"> • The overall stance is enacted through prosodies of saturation • Dominating prosodies may be construed in the hyperNew position to promote the potential contributions of the writer's study • Negative stance towards the writer's study needs to be avoided
Negotiating dialogic space for propositions with ENGAGEMENT	Negotiating dialogic space in relation to PERIODICITY with ENGAGEMENT
<ul style="list-style-type: none"> • Propositions related to research activities are typically construed as uncontested through monoglossic assertions • Theoretical orientations can be attributed through ACKNOWLEDGE 	<ul style="list-style-type: none"> • Higher level periodicity is typically construed monoglossically <ul style="list-style-type: none"> ◦ Proclamations (CONCUR, PRONOUNCE and ENDORSE) announces the writer's value position in varying degree of investment in the propositions ◦ Propositions related to potential contributions are usually modalised through ENTERTAIN

The evaluative strategies in this stage are similar to those in the stage reporting on the relevant knowledge. The field entities, i.e. the research activities of the writer's own study, are associated with instances of invoked ATTITUDE through GRADUATION. The research processes are infused with upscaling GRADUATION (*e.g. examine, investigate, observe*), suggesting intensified effort being paid in the process of inquiry. While less typical, inscriptions of ATTITUDE can also be encoded in this stage to highlight the potential contributions of the writer's study. The

sequence of activities construed through the research processes can therefore imply a positive attitudinal reading towards the writer's study as rigorous and complete.

The main prosodic strategy deployed in this stage is the prosody of saturation. The frequent coding of invoked ATTITUDE spreads the positive evaluative meanings across the text, promoting the writer's study. The positive stance towards the writer's study should be maintained; any negative ATTITUDE disrupting the prosody should therefore be avoided. In the case which inscriptions of ATTITUDE are placed in the hyperNew position, a prosody of domination can also propagate across the text retrospectively. The retrospective prosody consolidates the invoked attitudinal reading in the text to suggest the overall contribution of the writer's study through the intensified processes of inquiry.

The research activities of the writer's study are substantially construed in a monoglossic voice, i.e. the writer's *critic voice*. The processes involved in the writer's study are considered as factual within the research community and are therefore 'taken for granted' from the writer's position. However, resources of ACKNOWLEDGE can also be employed as the origins of the theoretical orientations attribute to the external sources (e.g. *Searle's theory of 5 speech acts*). In addition, dialogically contractive formulations may also be used to announce the writer's heightened investment in his/her proposed study, including the potential contributions of the proposed study to the field.

In summary, this stage functions to promote the legitimacy of the writer's study. The stage claims the research warrant established in the preceding stages by listing the objectives as research activities. The research activities are sequenced as steps that fulfil the aims to address the gap in the research field. The procedures ultimately achieve the more general research goals, which are construed as contributions of the writer's proposed study. This stage therefore completes the research warrant that persuades the readers to align with the significance and value of the writer's proposed study.

4.1.4 Summary: Adopting the Framework to Examine the Evaluative Strategies in Students' Texts

Sections 4.1 – 4.3 have summarised the evaluative strategies of a research warrant. These evaluative strategies can be integrated into a comprehensive linguistic and analytical framework. The framework is multidimensional (metafunctions and stratal), and foregrounds interpersonal meanings that co-articulate with ideational and textual meanings to enact and organise stance and voice. The integrative framework, namely **Multidimensional Appraisal analysis of Voice and Stance** (hereafter 'the MAVS framework'), is adopted to examine the research warrants of the proposals and dissertations in Chapter 4 and 5 respectively. The MAVS framework, however, offers typical instead of definitive or prescriptive strategies. The strategies in the framework serve to identify common and alternative strategies, as well as evaluating the effectiveness of the texts. The variations across the two text types may trace potential changes in stance and voice over time, implicating various extents of progression in learning.

4.2 Identifying the Stages in the Research Warrants of Proposals

The analysis in the present chapter starts by identifying the structuring of the research warrants in the students' proposals. As in Section 4.1 following Hood (2010), a typical research warrant is comprised of three generic stages of general reports and more specific descriptions of the two fields – the object of study and the research:

- **Descriptive report on the object of study:** providing background or rationale of the object of study
- **Descriptive report on relevant knowledge:** reporting on the other relevant research studies and scholarly works as a brief review of the literature
- **Description of the writer's study:** previewing briefly the writer's own study before a more detailed account of relevant literature or methodological approaches

Each stage is organised in waves of information as phases of discourse, each of which focuses on one field. In the following sub-sections, the students' proposal texts are investigated for identifying whether their structures corroborate or vary in comparison to that suggested by the framework.

4.2.1 Descriptive Report on the Object of Study

The opening stage of the research warrants of the three proposal texts appears to develop with a different focus. The proposal texts by Stu, Cindy and Claire explored different objects of study – political, social media and literary discourse – respectively. While Stu's text reports on the object of study in a single phase of the text, Cindy's text elaborates the stage in three phases. Claire's text differs from the two texts with an expanded description and argumentation on the object of study. The structuring of this stage across the three texts is explained in more detail as follows:

(a) Stu: Reporting on *Rhetoric in Political Speech*

The opening phase of Stu's introduction reports on the field of *rhetoric* as the general context of his study. The field of the object of study is taxonomically configured through repetition (e.g. *rhetoric; speaking*), synonyms (e.g. *devices-strategies-resources*) and part-whole relations (e.g. *rhetoric-rhetorical devices-rhetorical strategies; political speech-politicians-followers*). The entities form a lexical chain maintaining the coherence of the phase. In [4/1], the examples of these entities are underlined. The field focus of the phase *rhetoric* is in bold.

[4/1]

Stage	Phase	Text
Descriptive report on the object of study	<i>Rhetoric</i>	<p><u>HyperTheme</u> Rhetoric — <u>the art of persuasive speaking</u> is a particularly important skill in different professions,</p> <p>since having a solid understanding of different <u>rhetorical devices</u> and to apply them skillfully in <u>speaking</u> and writing will improve one's ability to communicate as well as his/her persuasiveness of messages significantly. As <u>political speeches</u>, especially those delivered to the public at large in election campaigns, are primarily designed for politicians to motivate followers or gain power through their style of <u>speaking</u> (Allan, 1998; Coupland 2001) with a great reliance on various <u>rhetorical strategies</u> (Helms, 2012: 149),</p>

		<p><u>HyperNew</u> it provides us not only with diverse <u>rhetorical resources</u> to study in, but also a valuable opportunity to stimulate our interest in appreciating the beauty of <u>rhetoric</u>.</p>
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In addition to the lexical chain illustrated in [4/1], the textual patterning of the entities also contributes to the coherence of the text. The textually prominent location of the phase, i.e. the hyperTheme (*Rhetoric... in different professions*), is given to the general field entity *rhetoric*, as bolded in [4/1]. The hyperTheme introduces the field focus of the phase, and predicts how the field unfolds across the phase. For example, following *rhetoric* in the hyperTheme, more specific entities (e.g. *rhetorical devices, rhetorical strategies, rhetorical resources*) form a lexical chain across the phase. Such a lexical chain maintains the textual coherence, and the meanings are consolidated in the phase-final position, i.e. the hyperNew. The hyperNew repeats the general field entity *rhetoric*, framing the field focus of the phase.

The structuring of the descriptive report on the object of study in Stu's text therefore mirrors that suggested in the framework. This stage highlights the field focus *rhetoric*, which is maintained in the unfolding phase throughout through the lexical cohesion. These lexical items provide numerous targets associating with evaluative meanings. For example, the entities related to *rhetoric* are either explicitly appraised (e.g. *rhetoric...a particularly important skill*) or pre-modified with meanings evoking attitudinal reading (e.g. *different rhetorical devices, diverse rhetorical resources*). In addition, the general object of study is forecasted and consolidated textually through the higher level periodicity. These general field entities in the hyperTheme (*rhetoric, skill, professions*) and hyperNew (*opportunity, rhetoric*) can also carry the writer's evaluation which promotes the significance of the object of study (e.g. *rhetoric... particularly important skill; beauty of rhetoric*).

(b) Cindy: Reporting on Transport Network, Communication Network and Facebook Comments

The opening stage of Cindy's text expands the general context of study in three phases. The field entities related to *SMRT* are construed throughout the phases.

These entities are taxonomically related through repetition (e.g. *SMRT-SMRT*; *train-train*; *commuter-commuters*) and part-whole relations (e.g. *SMRT-commuters*; *train operation-train delays-safety lapses*). The phases are therefore associated with the train company, its commuters and operation in general. The entities construing the general context of study are underlined in the abridged version of the phases in [4/2] below. The field focus of each phase is highlighted in bold.

[4/2]

Stage	Phase	Text
Descriptive reports on the object of study	<i>Public transport network</i>	<p><u>HyperTheme</u></p> <p>Moving through the city in public trains or buses is one of the basic behaviour in most daily urban life.</p> <p>The importance of an efficient transport network is [...] a way of life for everyone. [...] Since last December, <u>SMRT</u> has been fined with more than \$2 million for a series of <u>train delays</u> and <u>safety lapses</u>. Consequently, the transport minister intervened and promised to step up efforts in regulating and supervising the <u>train operation</u> [...]</p>
	<i>Computer network communications and social networking sites</i>	<p><u>HyperTheme</u></p> <p>Computer network communications and social networking sites (SNS), such as Facebook, have become ubiquitous to a large segment of the population</p> <p>[...] <u>SMRT</u> is an example of such company who uses Facebook to update news [...] <u>Commuters</u> have also turned to such channels to receive latest information [...] Requests, suggestions and commands issued in imperative mood are commonly found on Facebook comments.</p>
	<i>Facebook comments</i>	<p>Raving comments can be found in the <u>SMRT's</u> Facebook page whenever there are <u>train delays</u> [...] Nevertheless, positive comments are also found in some days [...] Facebook has become a commonplace for people to socialize and share their views. We will take the opportunity to study the comments about the views of the <u>SMRT commuters</u>.</p>

The field focus of each phase, as highlighted in bold in [4/2], is given prominence in the phase-initial position. The opening phase is related to the more general notion about *transport network*, as introduced in the field focus (i.e. *moving through the city in public trains or buses*). The subsequent phase shifts the field

focus towards *computer network communications and social network sites*. The final phase further narrows down the scope of *Facebook comments*, introduced as *raving comments* and *positive comments* in the unfolding text. The textual organisation of the stage dynamically moves the field focus from the more general to the introduction to the writer's specific object of study.

Cindy's text elaborates the field of object of study with numerous entities in multiple phases. The expanded phases and entities increase the targets for evaluation. The phases also highlight the field focuses in the textually prominent locations, facilitating more distinctive shifts across the phases. The field focuses introduced in the hyperThemes are also associated with evaluative meanings, as highlighted in the following:

- (1) Moving through the city in public trains or buses... *one of the basic* behaviour
- (2) Computer network communications and social networking sites (SNS), such as Facebook... *ubiquitous*
- (3) *Raving* comments can be found...

In (1), *one of the basic behaviour* suggests commuting as an important activity in everyday life; in (2) *ubiquitous* also evaluates the pervasiveness of *computer network communications and social networking sites*. In (3), the explicit evaluation *raving* suggests that *Facebook comments* are often value-laden. The overarching evaluations in the hyperThemes of each phase forecast the overall stance of the writer towards the object of study as worthy of investigation.

(c) Claire's argumentation of *The Notebook* as a popular fiction

Claire's text elaborates on the object of study related to the type of fiction to which *The Notebook* should be classified. The opening stage is further elaborated into three sub-genres, as shown in [4/3]. The genres include a specific description of *the definition of bestseller*, an exposition arguing about the labelling of *The Notebook*, and a specific description of *The Notebook*. The opening phase first describes the general entity *definition of bestseller* in *simple* and *complex* terms. The phase then establishes a Thesis for *The Notebook* being a *popular fiction* instead of a *literary fiction*, in addition to a counter-argument suggesting the otherwise. The subsequent phases then scaffold three arguments and a

reiteration for the Thesis. The final phase of this stage is a more specific description of *The Notebook* as a *modern romance*. The phases in this stage are abridged and reproduced in [4/3]. The field focus in each phase is highlighted in bold, and the marked Theme opening the phase is enclosed in a text box:

[4/3]

Stage	Phase	Text
Description of the object of study	<i>the definition of bestseller</i>	<p>According to Bloom (2008), the definition of bestseller is both simple and complex. Theoretically, it is simple because it only related to the amount of books which has been sold in a set price range to the most people during a certain period of time while it is exceptionally complicated in practice because a variety of elements are supposed to be taken in consideration, such as [...] the definition of the fiction itself—literary or popular.</p>
Exposition	<p>Thesis</p> <p><i>counter-argument</i></p> <p>Argument 1</p> <p>Argument 2</p> <p>Argument 3</p> <p>Reiteration</p>	<p>Since Bender (2011) has claimed that popular fiction, [...], The Notebook is much more likely to be classified as a popular fiction, and to be specific, a romance, rather than a literary one.</p> <p>However, the author of The Notebook, Nicholas Sparks, has strongly disagreed with the classification of his novel into romance by demonstrating the following [...]</p> <p>Showing few similarities to the Greek tragedy [...], the claim about the classification of his novel by Nicholas Sparks is not likely to stand, whereas Cuddon (1991) has claimed the definition of romance as follows [...]</p> <p>Based on the abovementioned definition, it is reasonable to figure out that the elements of Nicholas Sparks's novels, setting The Notebook as an example, [...] are in accordance with the characteristics of romance.</p> <p>Nicholas Sparks tries to establish love stories to be a formal literary term [...] while, in fact, the label has already been put by lots of critics, editors and readers [...]</p> <p>It is clearly showed that there is a gap in the recognition of the classification of the novel between the author and the public [...] Sparks, although not so successfully, has been inclined to define his novels within the range of high culture [...] Gaining the specific traits of popular culture such as mass appeal and huge sales volume [...] the reason of the popularity of The Notebook can be revealed with the evaluation of language [...]</p>
Description of the object of study	<i>The Notebook</i>	<p>According to the claim of Pearce (2004) about modern romance as follows: [...]</p> <p>Based on this claim, The Notebook [...] is convincing to be considered as a representative of the homogeneous bestsellers in recent period. Moreover, since almost all the novels written</p>

		by Nicholas Sparks are in a similar format [...] analyzing <i>The Notebook</i> within the scope of popular fiction can provide an access to figure out the reason of the popularity of light reading [...] because Bloom (2008) claimed the property of modern popular fiction as follows: [...]
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The opening stage of Claire’s text, as shown in [4/3], has a complex textual patterning from two main aspects. Firstly, the marked Themes occupy the prominent textual locations in the phases, as exemplified as follows:

- *Since Bender (2011) has claimed that [...] whereas according to French (2013)[...], **The Notebook** is much more likely to be classified as a popular fiction [...]*
- *Showing few similarities to the Greek tragedy which is [...], **the claim about the classification of his novel by Nicholas Sparks** is not likely to stand, [...]*

The marked Themes function to signal causal relations among the phases, and emphasise the process of reasoning supporting the arguments. However, such marked Themes are often constructed as elaborate subordinate clauses, backgrounding the field focuses and thus the writer’s focus of the study.

Secondly, the topical Themes in the prominent textual locations construe the field focuses less explicitly. In the exposition for example, the field focuses vary from *The Notebook* to its *author*, in addition to the predicating *it* that signals the writer’s assessment (e.g. *it is reasonable/clear*). The overuse of marked Themes and less consistent topical Themes hinder the transition of the field focus from the general to specific context of study, and therefore less effectively scaffold the flow of information across the stage.

The analysis above suggests a different structuring of Claire’s text from the MAVS framework, as well as the other two texts. An exposition is co-opted in this stage alongside descriptions of the object of study. The argumentative genre is highly evaluative in nature, as the writer needs to take a stance towards the arguments. For example, the writer provides judgement that *The Notebook is much more likely to be classified as a popular fiction*, showing an affirmative stance towards the proposition as supported by the cited references (*Bender (2011)... according to French (2013)...*). The variations evident in the staging of

Claire's text therefore have clear indications of the writer's stance and voice explicitly enacted in the text.

4.2.2 Descriptive Report on the Relevant Knowledge

A stage reporting on the relevant knowledge is subsequently constructed after reporting on the general background of the study. This stage functions as a brief review of literature before a more elaborate review following the research warrant (See Table 4.2). The brief literature review functions both to acknowledge other studies in the field and identify space for new knowledge. This stage is therefore considered as establishing the research warrant, which is subsequently claimed as the writer introduces his/her study at the end of the phase, as well as in the concluding stage of the whole research warrant. In the proposal texts, however, the stage is only identified in Stu's text, in which the writer describes a general body of relevant literature on *rhetorical devices*. Such a review on the relevant knowledge is not structured into a separate stage in Cindy's or Claire's text. The following first examines Stu's text, and then explores Cindy's and Claire's texts to identify meanings that may be developed as reports on the relevant knowledge.

(a) Stu: Reviewing the General Body of Literature on *Rhetorical Devices*

This stage in Stu's text reports on the general body of literature *interested in* the research on *rhetorical resources* in *political discourse*. The review is constructed in a single phase of discourse. The phase is characterised by entities related to general research participants (e.g. *scholars and researchers*) or entities (e.g. *many of these studies*), and specific studies in 'non-integral' citations (e.g. *Ephratt, 2008; Charteris-Black, 2005*). Further characterising the phase as a review of the relevant research are the research processes associated with the general research participants and entities (*scholars and researchers have been interested in analysing; many of these studies either applied*). In [4/4] below, the research participants, entities and activities are underlined. The field focus *scholars and researchers* is highlighted in bold:

[4/4]

Stage	Phase	Text
<p>Descriptive report on the relevant knowledge</p>	<p><i>Studies of rhetorical devices in political discourse</i></p>	<p><u>HyperTheme</u></p> <p>In the area of political discourse, <u>scholars and researchers</u> have been interested in <u>analyzing</u> different rhetorical devices [...] in political speeches (<u>for example, Charteris-Black, 2005; Chilton, 2004; Ephratt, 2008</u>).</p> <p><u>Many of these studies</u> however <u>applied</u> either a relatively broader perspective by <u>analyzing</u> several rhetorical devices at the same time (<u>e.g. Ephratt, 2008</u>) or <u>studied</u> more specifically in one of these strategies, e.g. metaphor (<u>Charteris-Black, 2005</u>), but rarely in the case of the rhetorical question [...]</p> <p><u>HyperNew</u></p> <p>Therefore, this study serves as an update to <u>previous studies</u> of the rhetorical question, particularly selected from the more carefully-planned and written-as-spoken political speeches between the two candidates in the 2012 US presidential election campaign.</p>

The field focus of this stage on the relevant knowledge is explicitly signalled. As in [4/4], the general entity *scholars and researcher* in the hyperTheme predicts the field of research unfolding in the text. The coherence is maintained with the numerous research entities (e.g. *Many of these studies*, citations such as (*e.g. Ephratt, 2008*)) and processes (e.g. *applied, analysing, studied*) within the phase. The field of other research is shifted through introducing the writer's study as *an update to previous studies* in the hyperNew position. The particular object of study – *rhetorical questions in the 2012 US presidential election campaign speeches* – is also introduced to signal the next field focus in the subsequent stage.

The above analysis shows that the structuring of this stage in Stu's text corroborates that suggested by the MAVS framework in Table 4.2. Through reporting on the general research field, the writer suggests the interest in the object of study in the field. Shifting in the alignment with the field is also evident, as the writer indicates a specific object of study *rhetorical question* is *rarely* studied in the field. As the inadequacy of research is identified in the phase, the writer readily shifts to introduce his study to fill this space.

(b) Cindy: Classifying *Speech Acts* in Place of a Report on the Relevant Knowledge

The stage reporting on other research studies is absent from Cindy’s introduction. Instead a classifying report on the theoretical orientation *Searle’s theory of speech acts* is co-opted in the text, as reproduced in [4/5]. The theory is taxonomised into five sub-categories, each of which is exemplified with the collected data by the writer. The field entities in the report are predominantly related through repetition (e.g. *assertive-assertives; response-responses*). In [4/5], the field entities associated with *speech acts* are underlined, and those with *comments* are italicised.

[4/5]

Stage	Phase	Text
Classifying report on the theoretical orientation	<i>Classification</i>	Although we are unable to decipher the intonation of the comments posted by the commuters, there are other values in the text that we can examine. In <u>Searle’s theory of the 5 speech acts, assertive, directives, commissives, expressive and declarations forms.</u> (Carr et al, 2012) The comments are some examples that proven to be applicable to the theory.
	<i>Types</i>	
	<i>directive</i>	This is the <i>response</i> when a media statement was posted by SMRT showcasing the digital artwork of a current bus [...] This was one of the <u>directives responses</u> : “Why cant u buy the double decker bus?”
	<i>expressive</i>	A media statement [...] encourages the commuters to [...] post compliments of SMRT staff. The following <i>response</i> was posted and can be categorized as <u>expressives</u> : “I would like to compliment smrt bus captain of TIB 755M for his consideration.”
	<i>assertive</i>	A media statement [...] asked the public to guess which train station. The <i>response</i> was vast with the correct answers and this is categorized as <u>assertive speech acts</u> .
	<i>declaratives and commissives</i>	<u>Declaratives speech acts</u> would probably be lesser [...] <u>Commissive speech acts</u> are rare in this context [...]
	<i>combining speech acts</i>	In certain <i>responses</i> , it can be interpreted as <u>a combination of speech acts</u> [...] Others <i>commented</i> on the welfare of the im paired, this was one of the <i>responses</i> : “I prefer the current Hong Kong style map with LED for those pluggedin with earphones or hearing impaired people...”

The classifying report presented in [4/5] classifies the types of *speech acts*. The categories of *speech acts* are explained through the *Facebook comments* which the writer collected for her study. The classifying report, however, does not describe the general body of literature or specific studies adopting this theoretical orientation (i.e. *Searle's theory of the 5 speech acts*). In addition, external sources are only scantily incorporated in the text, as in the Classification stage (i.e. (*Carr et al., 2012*)). The report therefore provides almost no resource for reconstructing the stage reporting on relevant studies. In all, the report is intertwined with the meanings construing both the theoretical orientation and the data in the writer's study, making it difficult to determine the field focus.

The absence of this stage in Cindy's text limits the potential for the writer to establish the research warrant. The entities and activities related to other research in the field are therefore not construed to affiliate with the writer's positioning. The lack of such positioning backgrounds the writer's stance and voice, which is aimed at evaluating the field as contested, thus necessitating further investigation in the writer's study.

(c) Claire: Omitting of the Report on the Relevant Knowledge

Claire's text has similar issues omitting the stage of reporting on the relevant knowledge. As examined in 4.2.1(c), the writer predominantly describes the object of study, supported by quotes projected from cited sources. These sources include studies that define terminology or theoretical concepts (e.g. *popular fiction, modern romance*), the participant in the object of study, (e.g. *Nicholas Sparks*) and non-research sources from the Internet (e.g. *TMZ editors*). The projecting sources and processes are underlined in the summary of these projections in [4/6] below.

[4/6]

<p><u>According to Bloom (2008)</u>, the definition of bestseller is both simple and complex. Since <u>Bender (2011) has claimed</u> that popular fiction [...] whereas <u>according to French (2013)</u>, [...]</p>
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[T]he author of *The Notebook*, Nicholas Sparks, has strongly disagreed with the classification of his novel into romance by demonstrating the following [...]

Cuddon (1991) has claimed the definition of romance as follows [...]

Szklarski (2013), a reporter, has written an article which is named “ ‘Safe Haven’ stars brace for comparisons to other Nicholas Sparks romances”, and the TMZ editors (2012) has posted a piece of news with the title “ ‘Notebook’ Author Nicholas Sparks--\$30 Million Romance Killer”.

According to the claim of Pearce (2004) about modern romance as follows:

Bloom (2008) claimed the property of modern popular fiction as follows:

The projected propositions in [4/6] are distributed throughout the whole introduction text instead of being organised in a phase. These propositions are primarily projected from specific sources with a limited range of projecting processes. These processes are predominantly those of *claim*, including the nominalised form (*the claim of Pearce*), alongside few other processes (e.g. *disagreed, written, posted*). These processes are for the most part neutrally construed (except for the attitudinally charged *disagreed* and *demonstrating*) and directly projecting clauses involving evaluative comments on the concept. For example, a strong negative comment associated with *modern popular fiction* is projected from the external reference *Bloom (2008)* as a *crude and dumbed down anti-aesthetic kitsch*. These direct projections therefore reflect a lack of focus on describing and assessing the field of other research, but ‘delegate’ such assessments to the external sources, i.e. citations in this case.

The omission of the stage constrains the writer from expressing her positioning in relation to the field. However, the instances of projected propositions in the text can be considered as a starting point for modelling such a stage. Such modelling aims to not only organise the propositions textually, but also generalise these propositions for enacting the writer’s assessment. Such assessment, as suggested by the framework, includes acknowledging the field and carving out space for new knowledge.

4.2.3 Description of the Writer’s Study

The stage describing the writer’s study usually concludes the introduction as the most specific context of study. This stage is generally considered as a preview of

the writer's study. The stage functions to introduce the aims, the brief procedures of the study and goals of the writer's study. Through the specific description of the writer study, the writer can therefore promote his/her study as rigorous and planned in accordance with the methodological approaches valued by the field. This stage is evident in all the three proposal texts. Each of the texts is developed in varying degrees of detail and complexity, as examined below.

(a) Stu: Previewing His Proposed Research with a Description of his Previous Study

In Stu's introduction, this stage is elaborated and reiterated within the introduction text. The stage first emerges following the opening stage (see 4.2.1a) to briefly introduce the writer's study. Such a stage describing the writer's study is re-iterated after the report on the relevant knowledge (see 4.2.2a). The description includes the writer's previous study, the proposed study and its research design, which the writer regards as 'noteworthy'. The phases in the stage are mainly construed by entities (e.g. *this study, such data set*) and activities (e.g. *examining, evaluates, conducted*) related to the writer's pilot research and proposed study. These research entities and activities characterising the field focus of the stage are underlined in the abridged text in [4/7] below:

[4/7]

Stage	Phase	Text
Descriptions of the writer's study	<i>The writer's previous study</i>	<p><u>Of the many rhetorical strategies in the political context</u>, this study <u>aims at examining</u> the use of rhetorical questions [...] In particular, <u>this study takes</u> the 2012 US presidential election campaign as an example and <u>evaluates</u> the use of rhetorical questions between the two candidates [...]</p> <p>[...]</p> <p><u>In the past</u>, I have <u>conducted some research</u> in the relationship between question types and pragmatic functions of rhetorical questions [...] and have <u>come up certain ideas</u> of how speakers utilize the distinctive linguistic features of each question type to create certain persuasive effects in the mind of their target audiences. For example, <u>a notable trend in such data set indicates</u> that [...] (<u>the two views</u> are also shared with Monzoni (2008) and Han (1998), and will be further elaborated in section 3.1 below).</p>

	<p><i>The writer's proposed study</i></p>	<p><u>Further to the previous work</u>, this study reviews also Obama's use of RQs as an additional <u>perspective</u> and a <u>continuation</u> so as to <u>enrich</u> the comprehensiveness of the understanding of rhetorical questions in political context. In particular, <u>the following two research questions</u> will be addressed:</p>
	<p><i>Remarks on the research design of the writer's study</i></p>	<p><u>What is noteworthy here</u> is that <u>the focus of this study</u> is not on <u>comparing</u> the use of rhetorical questions between the two candidates or the two parties in America [...] In addition, <u>modifications of the RQ classification in my previous work</u> (as in section 3.2) may have to make if a considerable number of President Obama's rhetorical questions function differently from the existing one [...]</p>

The shifts in field focus of the stage are explicitly signalled through marked Themes, as indicated in texts box in [4/7] above. The marked Themes provide circumstantial contexts (Halliday & Matthiessen, 2014) for positioning the writer's studies. For example, the writer's previous study is introduced by *in the past* opening the phase. Similarly, his proposed study is contextualised with the marked Theme *further to the previous work*. The shifts directed through the marked Themes chronologically order the field from the writer's past contributions to his focus, i.e. the proposed study and the here-and-now focus (*What is noteworthy here*) in his study. The textual organisation of the phases therefore effectively establishes boundaries for each field focus, as well as signalling its shifts.

The structuring of this stage in Stu's text is different from that suggested by the framework in two major aspects. In the first instance, the stage is not constructed to preview the procedures of inquiry of the writer's proposed study. Instead the stage briefly introduces the research aims and goals. The second aspect is related to the expansion of the stage with more detailed descriptions of the writer's previous study and the research design of his proposed study. The writer's previous research contextualises his proposed study with findings (e.g. *a notable trend in such data set indicates that...*), justifying the significance of his studies. On the other hand, the *noteworthy* aspects of the proposed study provide considerations concerning the research design. Such an expansion apparently

'compensates' the brief introduction of his proposed study, serving to enhance the legitimacy of his proposed research.

(b) Cindy: Describing Briefly Her Proposed Study

This stage in Cindy's text briefly introduces her proposed study. The stage is constructed in a single phase describing the approaches involved in the study. The phase is characterised by the research entities (*e.g. this research, analytical research, quantitative data*) and processes (*e.g. studying, analysing, examining*) of the writer's study. The phase is reproduced in [4/8] below. Instances of research entities are underlined, and those of research processes are bolded.

[4/8]

Stage	Phase	Text
Description of the writer's study	-	<p><u>HyperTheme</u></p> <p>The <u>purpose of this research</u> aims to improve SMRT corporate image on Facebook by studying the commuters' comments on SMRT Facebook page.</p> <p><u>It takes on an analytical research</u> by analyzing and explaining why and how commuters perceived SMRT and their reactions. I will be examining the relationship of the comments posted by the commuters and the media statements posted by SMRT. To qualify the sentiments of most of the commuters, I will store the comments as <u>quantitative data in corpus</u> and study the occurrence of phrases that were frequently mentioned in the posts.</p>

The research activities are less organised in a logical sequence, as indicated in [4/8] above. The activity sequence does not construe the steps of inquiry required for achieving the research aims, although the textual organisation explicitly signals the field focus of the phase. For example, the compilation of a corpus should precede *analysing and explaining why and how commuters perceived SMRT and their reactions*. Additionally, the hyperTheme foregrounds the goal of the writer's study (*improve SMRT corporate image*) instead of a generalised aim (*e.g. examining the relationship of the comments posted by the commuters and the media statements posted by SMRT*) to be elaborated by the activity sequence. The lack of organisation of the research activities may mitigate

the rhetorical function of the stage for promoting the rigour and accuracy of the writer’s study.

The stage in Cindy’s text corroborates the structuring of this stage in the MAVS framework (see Table 4.3) largely from an ideational perspective. The multiple instances of research entities and activities provide targets for evaluation, increasing the potential of promoting the writer’s study, for example, through intensified processes (e.g. *analysing, examining*) or explicit attitudinal meanings (e.g. *aims to improve*). However, from a textual perspective, the text requires restructuring in order to organise the research activities in steps that achieve the research aims and goals sequentially. A coherent sequencing of the activities may imply a logical and well-planned research design, further appraising the writer’s own study in a positive light.

(c) Claire: Describing the Aims and Goals of Her Proposed Study

This stage in Claire’s text briefly describes the research aims of the writer’s study. Few entities related to the writer’s study are construed, except for the less congruent research processes in the embedded clauses (e.g. *to clarify, by illuminating*). The phase is also intricately constructed, as illustrated in [4/9] below. The text in [4/9] also includes a clause analysis: the sentence is enclosed in |||, the boundaries of ranking clauses are marked by ||, and the downranked clauses are identified by [[]]. The processes associated with the writer’s study are highlighted in bold.

[4/9]

Stage	Phase	Text
<i>Description of the writer’s study</i>	-	On account of [[what has been abovementioned]], it is reasonable [[to clarify the reason of popularity of The Notebook by illuminating “The fact [[that love stories reproduce themselves endlessly is evidence not of postmodern ‘hyper-reality’ but of the enduring power of that originary source]] (Winterson, 1985)” and by construing the literary meaning of the language [[used in the novel]] through language appraisal, added by [[building the relationship between McDonaldization and the characteristics of bestsellers.]]]

The phase is comprised of one lengthy sentence, including a marked Theme (*on account of what has been abovementioned*), a predicated Theme (*it is reasonable to...*) and layers of embedded downranked clauses (e.g. *it is reasonable [[to clarify... || by illuminating the fact [[that ...]]]]*). The only topical Theme evident in the text is the predicating *it*. No concrete participant (e.g. *I*) or entity (e.g. *this research*) related to the writer's study is present as the actor of the processes. In addition, the activities in the phase are not construed with processes involved in research (e.g. *examine, analyse, explain*). Instead the processes represent the abstract aims of the writer's study (e.g. *illuminating "the fact..."; construing the literary meaning...*). The complexity of the phase results in high degree of abstractness, obscuring the field focus and the overall textual organisation of the phase. The lack of congruent processes also ceases to describe the processes of inquiry, and therefore hinders a more specific description of the writer's proposed study as required in this stage.

The stage in Claire's text is constructed less effectively in describing the writer's study. The lack of research entities limits the specificity of the description. The highly intricate clause construes the research activities in an unstructured sequence. The limited expansion and high grammatical intricacy of the phase constrain the potential for the writer to describe her own study more congruently, limiting the scope for promoting her proposed research.

4.2.4 Summary: Staging of the Introduction to Proposals

This section has examined the staging of the introductory sections of the students' proposals. The observation was based on the typical generic staging of research warrants as proposed by the MAVS framework in Tables 4.1 – 4.3. The framework provides a reference point for identifying variations in structuring the texts among the student writers, as evident in the analyses above. The investigation of the structuring of the three proposal texts has identified similarities and alternatives in terms of staging, as summarised in the following.

The stage reporting on the object of study in three texts is elaborated in varying degrees. Stu's text describes the general field of object of study *rhetoric*, and gradually moves towards the more specific *rhetorical strategies in political*

speech. Cindy's text is elaborated into three phases of texts, moving from the more general *transport network* and *communication network*, and narrowing down to the focus of her study, that of *Facebook comments*. Claire's text is incorporated with an elaborate exposition alongside descriptions of *bestsellers* and *The Notebook*. The exposition specifically argues in favour of the proposition that *The Notebook* is considered as a *popular fiction* instead of a *literary fiction*. Despite the variations, the elaborated texts expand the field with increased opportunities for coupling with evaluative meanings.

The stage reporting on the relevant knowledge, however, is only identified in Stu's text. The stage in Stu's text reports the general field of relevant research studies of *rhetorical devices in political discourse*. The text also suggests inadequacy in the field and then introduces the writer's own study to address such inadequacy. The ideational meanings construing the field of other research are present in Claire's text, but many of them are dispersed throughout the introduction as direct quotes. In other words, they are not organised and exclusively reported in a separate stage. In Cindy's text, the report of the relevant knowledge is replaced by a classification of *speech acts*. Few ideational meanings construing the other research are present. The omission of this stage in Cindy's and Claire's texts may constrain their evaluations towards the other studies in order to create space for their own studies.

The final stage describing specifically on the writer's study is present in all the three texts. Stu's text is expanded into three descriptions, each of which specifically describing his previous study, the aims and goals of his proposed study and remarks on the methodological approaches. Cindy's text construes the research activities involved in her proposed study more congruently, but requires reorganisation of the activity sequences and the research aims and goals. Claire's text is constructed as a single clause reasoning in favour of the goal of her own study, while the specific processes of enquiry are omitted. These differences in the elaboration of research procedures may affect the effectiveness in aligning with the approaches in the field, in turn promoting the writers' studies as rigorous.

The variations in the structuring of the introduction as summarised above have implications for the enactment of stance and voice. As explained at various points in the above analysis, the omission of a particular stage limits the potential for enacting interpersonal meanings in relation to a particular field. The variations of genres co-opted in the introductions also implicate differences in how interpersonal meanings are integrated with ideational meanings. In addition, the textual organisation of the stages suggests the effectiveness of how interpersonal meanings are packaged in the flow of information. In the following, the analysis examines each individual stage in relation to how stance and voice are integrated with ideational meanings and textual patterning. The enactment of stance and voice as intersubjective positioning is also investigated.

4.3 Managing Stance and Voice in the Stage Reporting on the Object of Study

In this section I first illustrate how stance and voice are established in the stage reporting on the object of study in the introductions to proposals. This stage typically resembles the opening stage of a research article, in that a generalised background of the study is described. The generalised object of study is also evaluated in this stage to emphasise its significance and relevance to the writer's study. In the students' proposals, this stage is co-opted through a range of smaller genres. Descriptive and classifying reports are constructed in Stu's and Cindy's texts, while an elaborate argumentation can be identified in Claire's text. The implications of the genre variations on the enactment of stance and voice are further investigated in the following multi-dimensional APPRAISAL analysis.

4.3.1 Instantiating Voice through ATTITUDE-IDEATION Coupling

The analysis in this section examines how resources of ATTITUDE distribute in the proposal texts. As introduced in the MAVS framework in Tables 4.1 – 4.3, the reporting on the object of study is typically evaluated in the *observer voice*. This type of voice is characterised by a frequent coding of diverse kinds of inscribed ATTITUDE. The instances of inscribed ATTITUDE, in particular those of APPRECIATION: VALUATION, are oriented towards the more general or nominalised ideational meanings. These couplings of ATTITUDE with IDEATION can be modified with resources of GRADUATION to adjust the strength of the writer's evaluative

assessments. The evaluative meanings assigned with positive or negative values can serve either to promote or problematise the object of study, suggesting its significance or relevance to the writer’s study. The distribution of ATTITUDE-IDEATION couplings in this stage is illustrated with the students’ proposal texts in the following.

(a) Stu: Strong Evaluative Stance Commending the Significance of the Object of Study

This stage in Stu’s text is evaluated in an entirely positive light with numerous resources of inscribed ATTITUDE. A range of inscribed ATTITUDE is identified in the opening phase of the stage, promoting the entity *rhetoric* as *a particularly important skill*. Many of these attitudinal meanings are amplified through GRADUATION: FORCE. The distribution of inscribed ATTITUDE and GRADUATION in the stage is summarised in Table 4.4.

Table 4.4 Distribution of inscribed ATTITUDE and GRADUATION in the descriptive reports on the object of study (STU_PROP)

Text *	GRAD- UATION	Inscribed ATTITUDE
Rhetoric [...] is a <i>particularly important</i> skill in different professions, since having a solid understanding of different rhetorical devices and to apply them skillfully in speaking and writing will <i>improve</i> one’s ability to communicate [...] <i>significantly</i> .	+INT +INT +INT +INT	+APP: VAL +JUD: CAP +JUD: CAP +JUD: CAP +APP: VAL
As political speeches [...] are primarily designed for politicians to motivate followers or <i>gain power</i> through their style of speaking with a <i>great reliance</i> on various rhetorical strategies it provides us [...] a valuable opportunity to stimulate our interest in appreciating the beauty of rhetoric.	+ACT +INT	+JUD: CAP +JUD: CAP +AFF: INC +APP: VAL +AFF: INC +AFF: INC +APP: REA

* bold: inscribed ATTITUDE; italics: GRADUATION

The strong preference for APPRECIATION and JUDGEMENT over AFFECT, as shown in Table 4.4, reflects the institutionalised nature of academic written discourse (Hood, 2010, p. 112). The writer focuses on evaluating nominalised entities and phenomena through positive APPRECIATION: VALUATION (e.g. *important, significantly*) and REACTION (e.g. *beauty of rhetoric*). On the other hand, the

instances of JUDGEMENT appraise the participants (e.g. *politicians*) who acquire *rhetorical skills* as capable (e.g. *having a solid understanding, apply them skilfully*). These positive JUDGEMENT values also evoke VALUATION, affirming *rhetoric* as *particularly important*. The two instances of AFFECT in the end of the phase (*our interest in appreciating the beauty of rhetoric*) may reflect the writer's personal feelings, but *interest* and *appreciating* are coupled with *our* instead of *my*. This shifts the personal interest in the topic towards the collective community value, legitimising the object of study as valuable for further investigation.

Instances of intensifying GRADUATION resources strengthen the writer's promotion of the object of study. The resources of upscaling FORCE are consistently selected to amplify the positive ATTITUDE through pre-modification (e.g. *particularly important*) or infusion (*improve... significantly*). The amplified ATTITUDE reflects the writer's rhetorical strategy to contract the space for alternative positions (Hood, 2010). The contracted space further compels the readers to align with the writer's position.

(b) Cindy: Less Consistent Stance towards Specific Phenomena

In Cindy's text, specific phenomena in the object of study are described and assessed. Some of the evaluations are oriented towards the more general entities (e.g. *transport network, congestion*), while many instances of inscribed ATTITUDE are coupled with more specific field entities. These entities include human agents (e.g. *environmentalists, transport minister*) and semiotic products (e.g. *Facebook comments, feedback*). Both positive and negative ATTITUDE values are present in the text, few of which are intensified through GRADUATION. The kinds of inscribed ATTITUDE and GRADUATION distributed in Cindy's text are summarised in Table 4.5.

Table 4.5 Distribution of inscribed ATTITUDE and GRADUATION in the descriptive report on the object of study (CIN_PROP)

Text	GRADUATION	ATTITUDE
<i>one of the</i> basic behaviour	+AMT	+APP: VAL
The importance of an		+APP: VAL
... efficient transport network		+APP: REA
environmentalists'		+JUD: PRO
dream of		+AFF: INC
<i>reducing</i> traffic congestions	-INT	-APP: COM
<i>developing</i> a sustainable city	+INT	+APP: COM
SMRT has been fined		-JUD: PRO
<i>a series of</i> train delays	+AMT	-APP: COM
... and safety lapses		-APP: COM
the transport minister intervened		+JUD: TEN
make improvements	+INT	+APP: VAL
Facebook... as a primary source of news and information.	+INT	+APP: VAL
train disruptions		-APP: COM
Facebook comments are the easiest way to obtain feedback	+INT	+APP: REA
their <i>genuine</i> heartfelt comments	+AUTH	+APP: REA
Raving comments	+INT	-APP: REA
there are train delays		-APP: COM
trigger negative comments		-APP: REA
positive comments		+APP: REA
encouraging statements		+APP: REA

* bold: inscribed ATTITUDE; italics: GRADUATION

The stage in Cindy's text is also densely coded with inscribed ATTITUDE, as indicated in Table 4.5. Numerous instances of APPRECIATION are associated with the nominalised field entities. The sub-types of APPRECIATION encoded in the text are predominantly REACTION (e.g. *efficient*, *easiest*) and COMPOSITION (e.g. *disruption*, *delays*). The instances of REACTION and COMPOSITION describe the emotional triggers (e.g. *heartfelt comments*, *raving comments*) or the phenomena related to disorder (e.g. *disruption*, *delays*, *lapses*). Few instances of VALUATION are present to appreciate the significance of the more general entities (e.g. *the importance of an efficient transport network*). Additionally, both positive and negative values are present in the text. The instances of positive ATTITUDE are oriented towards the more general and abstract entities (e.g. *the importance of an efficient transport network*), and the negative values are associated with the concrete and realistic phenomena (e.g. *fined*, *delays*, *lapses*). In all, the writer apparently enacts a less consistent stance towards the object of study, while in general problematising the specific context which necessitates attention.

The evaluative meanings in Cindy's text are mainly adjusted through upscaling GRADUATION resources. These resources are predominantly those of INTENSIFICATION, modifying ATTITUDE (e.g. *one of the basic behaviour*) or infused into the attitudinal meanings (e.g. *improvements, the easiest way*). The intensified inscribed ATTITUDE resources demonstrate the writer's more committed assessment towards the object of study, while such an assessment focuses on the specific entities, and the intensity is not sustained across the phase of text. The overall stance, including the ATTITUDE choice as discussed above, shows a less consistent and intensified patterning as a result of the attitudinal coupling with the more specific field entities. The more generalised phenomena of the object of study (e.g. *computer communications, public transport*) are scantily appraised, potentially mitigating the persuasive power to align the reader with the significance of the object of study.

(c) Claire: Dichotomising Stance Towards *Popular Fiction* and *Literary Fiction*

In Claire's text, inscribed ATTITUDE is predominantly distributed in the argumentation co-opted in the reporting on the object of study. A full range of positive and negative ATTITUDE resources is identified in the text. Few of these values, however, are intensified with GRADUATION resources. The writer focuses on making evaluative descriptions of the more general entities of *literary fiction* and *popular fiction*. The distribution of inscribed ATTITUDE and GRADUATION in the stage is summarised in Table 4.6.

the popularity of light reading by a crude and dumbed down anti-aesthetic kitsch ... successfully define itself within it.		+APP: VAL -APP: REA -APP: REA -APP: REA -APP: REA +APP: VAL
---	--	--

* bold: inscribed ATTITUDE; italics: GRADUATION

The evaluative strategy deployed in this stage mainly aims to contrast the two general entities, i.e. *literary fiction* and *popular fiction*. Such a contrast allows the writer to justify her identification of *The Notebook* as a popular fiction. In the text as shown in Table 4.6, a wide range of ATTITUDE is identified. The attitudinal meanings include AFFECT representing the emotions of the human subjects (e.g. *Nicholas Sparks, has strongly disagreed...*), JUDGEMENT evaluating behaviour of generalised human subjects (e.g. *naïve adolescence*) and APPRECIATION commenting on the values of the entities (e.g. *the highest esteem in the cultural category*). These inscriptions of ATTITUDE carry both positive and negative values, coupling with the fields of *literary fiction* and *popular fiction*. In general, *literary fiction* is positively evaluated, predominantly with APPRECIATION: VALUATION (e.g. *the Greek tragedy... contain four main parts; formal literary term*). These positive values represent *literary fiction* socially valued as *high culture*, contrasting *popular fiction*, which has a relatively negative association.

Popular fiction is associated with other similar terms such as *romance* and *modern romance*, and exemplified by *The Notebook*. These entities are mainly associated with less rational or peculiar emotions, behaviours or phenomena portrayed in *popular fiction*, including AFFECT (e.g. *love found/lost*), JUDGEMENT (e.g. *extravagance, naïve*) and APPRECIATION (e.g. *marvellous, mystic*). The literary value of *popular fiction* and its related terms are assessed negatively through APPRECIATION (e.g. *a cliché romance... lack of creatively designed plot; a crude and dumbed-down anti-aesthetic kitsch*), while being evaluated positively involving its commercial success (e.g. *popularity, bestsellers, mass appeal*). The stark contrast between *literary* and *popular fiction*, in addition to the discrepancy between the commercial and literary value of *popular fiction*, apparently creates the potential for the writer's study, which investigates *the reason of the popularity of The Notebook*.

The evaluative meaning construed in the object of study, however, is largely descriptive. Resources of GRADUATION amplifying ATTITUDE are scantily coded. The few instances of amplifying or comparative GRADUATION probably reflect the dichotomising nature of the writer's text, comparing the two fields categorically instead of relative assessments. In addition, many of the evaluative meanings are enacted by the cited references, upon which the writer's evaluation is established. In all, the writer's evaluative stance towards the object of study is less intensified or committed.

The above analysis has investigated the distribution of attitudinal meaning as ATTITUDE-IDEATION couplings in the reports of object of study in the three proposal texts. While the texts predominantly select resources APPRECIATION over JUDGEMENT and AFFECT to instantiate the *observer voice*, the stance of the three writers is individuated in terms of strength and polarity. The *observer voice* can be intensified through upscaling GRADUATION resources, as in Stu's and Cindy's text. This voice role can function to commend the object of study through coding the text with entirely positive values, as demonstrated in Stu's text. Negative values can also be assigned to problematise or dichotomise the entities construing the object of study, as shown in Cindy's and Claire's texts respectively. While the analysis in this section provides a synoptic perspective on how the *observer voice* is instantiated as inscriptions of ATTITUDE, the following section proceeds to a dynamic perspective on the organisation of stance through different types of evaluative prosodies.

4.3.2 Enacting Stance through Evaluative Prosodies

The dynamic patterning of attitudinal meaning can be considered in terms of prosodies. Numerous instances of inscribed ATTITUDE of a consistent value saturate the phase of discourse in a particular evaluative hue. The instances of inscribed ATTITUDE aggregating in the higher level periodicity initiate prosodies of domination prospectively or retrospectively across the phase of discourse. Both saturation and domination can be intensified to reinforce the prosodies, or disrupted to shift the polarity of the evaluative stance. These prosodic strategies

for organising the writers' stance in the three proposal texts are exemplified as follows.

(a) Stu: Maximising Persuasion through Combining Prosodic Strategies

In Stu's text, the writer's stance is maximised through a combination of prosodies of domination, saturation and intensification. The evaluative prosodies employed in this stage are illustrated graphically in [4/10]. The arrows represent the directions of the propagating prosodies of domination from the hyperTheme and hyperNew positions. Instances of inscribed ATTITUDE are highlighted in bold, and intensifying GRADUATION resources are italicised. Resources of GRADUATION invoking ATTITUDE are italicised and underlined to separate annotations of inscribed and invoked ATTITUDE.

[4/10]

HyperTheme
Rhetoric – the art of persuasive speaking is a *particularly* [+INT] **important** [+APP: VAL] skill in *different* [+APP, T] professions,

since having a **solid** [+INT] **understanding** [+JUD: CAP] of *different* [+APP, T] rhetorical devices and to apply them **skillfully** [+JUD: CAP] in speaking and writing will **improve** [+JUD: CAP] one's ability to communicate as well as his/her persuasiveness of messages **significantly** [+APP: VAL]. As political speeches, *especially* [+APP, T] those delivered to the public *at large* [+APP, T] in election campaigns, are *primarily* [+APP, T] designed for politicians to **motivate** [+JUD: CAP] followers or *gain* [+ACT] **power** [+JUD: CAP] through their style of speaking (*Allan, 1998; Coupland 2001*) [+APP, T] with a *great* [+INT] **reliance** [+AFF: SEC] on *various* [+APP, T] rhetorical strategies (Helms, 2012: 149),

HyperNew
it provides us *not only* [+INT] with *diverse* [+APP, T] rhetorical resources to study in, but *also* [+INT] a **valuable** [+APP: VAL] opportunity to *stimulate* [+INT] our **interest** [+AFF: SAT] in **appreciating** [+AFF: HAP] the **beauty** [+APP: REA] of rhetoric.

The distribution of ATTITUDE values, as illustrated in [4/10], manipulates the textual organisation of the phase to maximise the prosodic flow of the writer's commending stance. The phase is densely coded with instances of both inscribed ATTITUDE (e.g. *important skill, valuable opportunity*) and GRADUATION invoking ATTITUDE (e.g. *different professions* invoking significance [+APPRECIATION: VALUATION]). The frequent coding of evaluation saturates the entire phase with a positive hue, which is predicted and consolidated through the prosodies of

domination. The dominating prosodies are initiated through bundling instances of inscribed ATTITUDE, many of which are intensified, in the hyperTheme and hyperNew positions. The hyperTheme triggers the prosody through coupling the intensified ATTITUDE the abstract entities *rhetoric* and *professions*, emphasising that the object of study is both significant (*rhetoric* + *particularly important skill*) and pervasive (*in different professions*) in the field. The prosody prospectively propagates the positive hue across the phase. Such an intensified prosody is readily picked up and reinforced by the phase already saturated with positive evaluations. The reinforced hue is consolidated in the hyperNew position, which includes an elaborate string of evaluation bundled together within a nominal group (*a valuable opportunity to stimulate our interest in appreciating the beauty of rhetoric*). The multiple instances of inscribed ATTITUDE in the hyperNew initiate an intensified prosody of domination, flowing retrospectively in the phase with a strong positive hue. The positive hue further confirms the significance of the object of study (*a valuable opportunity...*). In all, the combination of intensified prosodies of saturation and domination results in a maximally persuasive stance, commending the worth of the object of study for further investigation.

One additional observation of the dominating prosodies involves the notion of interpersonal punch (Hood, 2010; Martin, 1995). The prosody established in the hyperNew position creates a stronger positive punch than that in the hyperTheme. Such a stronger interpersonal punch further increases the writer's commitment to the assessment of the object of study. The interpersonal punch in the hyperNew also marks the shift of the reader's alignment of value positions from a broader context (*rhetoric... in different professions*) towards the interest of the research community (*our interest in appreciating... rhetoric*). Such a shift in alignment is essential, in that the writer also aligns his value position with that of the research community. The shared value position between the writer and the community legitimises his proposed study, as is to be introduced in the subsequent stage.

(b) Cindy: Unconsolidated Stance towards the Importance of *Public Transport Network*

The prosodic strategies in Cindy's text also involve a combination of domination, saturation and intensification. For example, the opening phase of the text is densely coded with both inscribed ATTITUDE (e.g. *The importance of an efficient transport network*) and invoked ATTITUDE through GRADUATION (*most daily urban life*), as presented in [4/11]. As with [4/10], the direction of the prosody in the phase is illustrated with an arrow:

[4/11]

HyperTheme
Moving through the city in public trains or buses is *one of the* [+AMT] **basic** [+APP] behaviour in *most daily* [+APP, T] urban life.

↓

The **importance** [+APP] of an **efficient** [+APP] transport network is not just the urban planners' or **environmentalists'** [+JUD] **dream** [+AFF] of *reducing* [-INT] traffic **congestions** [-APP] and *developing* [+INT] a **sustainable** [+APP] city. It is a way of life for *everyone* [+APP, T]. □ *Since last December* [-APP: T], SMRT has been **fined** [-JUD] with *more than \$2 million* [-APP: T] for a series of [+AMT] train **delays** [-COM] and safety **lapses** [-APP] (*Sim, 2012; Chow, 2013*) [+APP, T] Consequently, the transport minister **intervened** [+JUD] and *promised to step up* [+JUD, T] efforts in regulating and supervising the train operation. *During the Committee of Supply Debate on 12 Mar 13* [+APP, T], Transport Minister delivered a speech on *enhancing* [+APP, T] public transportation system and *vowed* [+JUD] to make **improvements** [+APP] in the land transport system. (Liu, 2013)

The phase in [4/11] undergoes two shifts of prosody. The shifts are signalled implicitly, as indicated in the empty box or through the adjunct *consequently*. The first shift flips the positive prosody initiated in the HyperTheme (*moving through the city in public trains or buses + one of the basic + behaviour*). The prosody of domination predicts the overall stance towards the general object of study (*moving through the city in public trains or buses*) as pervasive (*one of the basic behaviour*). The positive hue is disrupted in the unfolding text describing the *train delays and safety lapses*, as well as the *fine* incurred to SMRT. The negative ATTITUDE towards the more specific context suggests the problematic issue yet to be resolved. The resolution is followed with the *transport minister* promising to improve the *land transport system*. This results in the second prosodic shift from negative to positive with the adjunct *consequently* representing causation. The

causative adjunct does not overtly signal prosodic shifts such as concession (e.g. *however, but*); therefore, the prosodic shift can only be revealed as the phase further unfolds. In addition, the phase lacks a hyperNew that summarises the ‘point’ of discussion of the object of study (Martin and Rose, 2008). The omission of the hyperNew also results in the lack of consolidation of the cumulating stance in the phase. The phase ends abruptly with the *transport minister’s* stance towards the problems in place of the writer’s own assessment. Therefore, the writer’s stance is weakened although all kinds of prosodies are present in the text.

Cindy’s text can be revised to construct a more powerful and persuasive stance without changing the ideational meanings construed in the phase. Referring to the MAVS framework (Table 4.1) and Stu’s text (Example [4/10]), the revision first organises the prosody of domination by appending a hyperNew in the phase, as shown in [4/11¹]. The revision also involves adding the concessive *however* in the phase to explicitly signal the shift in prosody that suggests the problems with the *SMRT* concerning *train delays and safety lapses*. The flows of the prosodies are illustrated with the arrows shown in the edited text:

[4/11¹]

<p><u>HyperTheme</u></p> <p>Moving through the city in public trains or buses is <i>one of the</i> [+AMT] basic [+APP] behaviour in <i>most daily</i> [+APP, T] urban life.</p> <p style="text-align: center;">↓</p> <p>The importance [+APP] of an efficient [+APP] transport network is not just the urban planners’ or environmentalists’ [+JUD] dream [+AFF] of <i>reducing</i> [-INT] traffic congestions [-APP] and <i>developing</i> [+INT] a sustainable [+APP] city. It is a way of life for <i>everyone</i> [+APP, T]. <u>However,</u> <i>since last December</i> [-APP: T], SMRT has been fined [-JUD] with <i>more than \$2 million</i> [-APP: T] for a <i>series of</i> [+AMT] train delays [-COM] and safety lapses [-APP] (<i>Sim, 2012; Chow, 2013</i>) [+APP, T]. <u>Consequently,</u> the transport minister intervened [+JUD] and <i>promised to step up</i> [+JUD, T] efforts in regulating and supervising the train operation. <i>During the Committee of Supply Debate on 12 Mar 13</i> [+APP, T], Transport Minister delivered a speech on <i>enhancing</i> [+APP, T] public transportation system and <i>vowed</i> [+JUD] to make improvements [+APP] in the land transport system. (Liu, 2013)</p> <p><u>HyperNew</u></p> <p>The <i>hefty fine</i> and government <i>intervention</i> reflects that a safe and efficient transportation system is paramount to the society, and the country <i>as a whole</i>.</p>	<p>↑</p>
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The appended hyperNew functions to summarise the phase and condense the multiple evaluative meanings into the writer's stance. The HyperNew nominalises the events (*hefty fine, government intervention*) and entities (*transportation system, society, country*), and consolidates both the positive (e.g. *the importance of an efficient transport network*) and negative (e.g. *fined with more than \$2 million*) stance towards the object of study with positive VALUATION paramount (*greatest + importance*), appreciating the entity *a safe and efficient transportation system* as maximally important. The multiple instances of intensified inscribed ATTITUDE propagate the prosodies of domination and intensification retrospectively in the phase. The prosody in the hyperNew also initiates a stronger interpersonal punch, strengthening the writer's commending stance (i.e. *importance of an efficient transport system*) and extending such significance of the object of study towards a broader context (*the society... the country as a whole*).

(c) Claire: Less Consistent Stance Towards *The Notebook*

In Claire's text, the stance towards the object of study is less predictable or consistent. The dynamic patterning of ATTITUDE is less organised and perhaps constructing less consistent evaluative prosodies. The writer's stance is less clearly predicted, and the shift in prosodies is also less clearly signalled. The evaluative prosodies are illustrated with the following phase of text extracted from the stage, as reproduced in [4/12] below:

[4/12]

HyperTheme

It is *clearly* [+INT] *showed* [+APP, T] that there is a GAP in the recognition of the classification of the novel between the author and the public.

By mentioning *Aeschylus, Sophocles and Euripides and Greek tragedies* [+APP, T], Sparks, **although** *not so successfully* [-AUTH, -JUD], has been *inclined* [-JUD, T] to define his novels within the range of **high culture** [+APP] which enjoys the **highest esteem** [+INT; +APP] in the cultural category. *Gaining* [+ACT] the *specific* [+APP, T] traits of popular culture such as *mass* [+INT] **appeal** [+APP] and *huge* [+APP, T] sales volume which are *also* [+APP, T] the characteristics of the McDonaldization phenomenon, the reason of the **popularity** [+APP] of *The Notebook* can be *revealed* [+APP, T] with the evaluation of language which **enables** [+APP] the readers to **understand** [+JUD] the content of the novel *easily* [+APP] with *nearly* [+COMP] **no hinderance** [+APP] and thus *supports*

[+AUTH] the popularity [+APP] of the book in accordance with the contemporarily fast pace of life.

The prosody of saturation in the phase as in [4/12] is managed less effectively. The evaluations saturating the phase are less consistently patterned to reflect the writer's stance towards the object of study. For example, the positive values *high culture* and *highest esteem* are downscaled by *inclined*, showing a lack of fulfilment of *Sparks' novels* as literarily valuable. In addition, the concession *although not so successfully* reinforces the negative evaluation instead of signalling the shift in prosody. Therefore, while the writer apparently suggests *Sparks' attempts* to promote his novels as unsuccessful, she also seems to recognise the novels' commercial success (e.g. *mass appeal, popularity, no hindrance*). The writer's stance towards the object of study therefore lacks organisation and remains ambiguous.

The writer's ambiguous stance is also reflected in the less predictive prosody in the hyperTheme. The hyperTheme lacks inscribed ATTITUDE for establishing a prosody of domination. The resources of GRADUATION *clearly showed* upgrade the certainty of the proposition in the hyperTheme, but do not indicate the polarity of *gap*. The writer's stance towards the differences in *the recognition of the classification of the novel between the author and the public* becomes indeterminate. Additionally, the phase-final position does not consolidate the meanings as a hyperNew. The text therefore does not condense the writer's stance as either promoting or problematising the object of study.

The prosodic flow in the text can be reorganised to establish the writer's stance more effectively. The revision restructures the hyperTheme and hyperNew, both coded with multiple instances inscribed ATTITUDE. The evaluative meanings in the unfolding discourse are also rearranged for more consistent prosodies. The revision is illustrated with the instances of evaluation annotated in [4/12¹] below:

[4/12¹]

HyperTheme

The author's classification of his works is **discrepant** [-APP] from that of the critics and general public.

Sparks has been *inclined* [-JUD, T] to define his novels as literary fictions within the range of **high culture** [+APP]. He has *tried to align* [-JUD, T] his works with *Aeschylus, Sophocles and Euripides and Greek tragedies* [+APP, T], the **highest esteem** [+INT; +APP] in the cultural category. However, his works are *not highly* [-APP, T] rated in terms of their literary values. While enjoying **mass appeal** and *huge* [+APP, T] sales volume, his novels are considered as "modern popular fiction", which Bloom (2008) defined as "a **crude and dumbed-down anti-aesthetic kitsch**" [+INT; -APP].

HyperNew

Such a **discrepancy** [-APP] between the literary and commercial values of Sparks' works *implicates* [+APP, T] *some* [+AMT] **insights** [+APP] into the factors **contributing** [+APP] to their **popularity** [+APP], *in particular* [+APP, T] the use of language.

The rewritten phase as shown in [4/12¹] retains most ideational meanings in the original text. The evaluative meanings towards the object of study, however, are reorganised or strengthened based on evaluative strategies from the MAVS framework (Table 4.1). For example, the overall stance is predicted in the hyperTheme with the negative ATTITUDE *discrepant* (in place of the relatively ambiguous *gap*). A negative prosody is then promoted prospectively and reinforced in the unfolding phase, as the positive evaluations are less committed with downgrading GRADUATION (*tried to, inclined to*). The downscaled positive evaluations are flipped to negative with counter-expectancy markers *however* and *while*. The opposing prosodies are eventually consolidated in the hyperNew with multiple instances of inscribed ATTITUDE (e.g. *discrepancy, insights*). The evaluative stance then rebounds a prosody of domination retrospectively back in the phase, reiterating the phenomenon negatively evaluated in the hyperTheme (*discrepancy between the literary and commercial values of Sparks' works*). However, the negative evaluation is given a positive light in relation to the significance of the object of study (*implicates some insight*), and shifts the alignment towards the focus on language (*in particular the use of language*). The revised phase therefore reorganises the writer's stance which seeks the potential of her study through problematising the object of study, promoting the object of study as worthy of attention.

The above examination of this stage in the students' text demonstrates the significance of higher level periodicity in organising both interpersonal and ideational meanings. The construal of hyperTheme and hyperNew in Stu's text effectively predicts and consolidates the writer's overall stances towards the object of study. The hyperTheme is associated with an intensified dominating prosody, propagating across the phase. The strengthened positive hue is consolidated and further intensified with numerous inscribed ATTITUDE bundled together in the hyperNew. This creates a stronger interpersonal punch, spreading the positive prosody retrospectively in the phase to reinforce the prosody saturated in the unfolding phase. In addition, the intensified punch functions to shift the alignment from the evaluative stance enacted towards the more specific object of study towards a broader context of study. The general object of study is then appreciated as interesting and significant in the research field.

The prosodic strategies as illustrated in [4/10] as well as the MAVS framework (See Table 4.1) are employed for reorganising the writers' stance in Cindy's and Claire's texts. The revision serves to enhance the predictability of the writer's stance in the hyperTheme, maintain a more consistent stance in the unfolding phase, as well as consolidate the multiple evaluations in the hyperNew, as already demonstrated in [4/11¹] and [4/12¹]. The revision, however, does not aim to prescribe a single evaluative strategy. Instead, the revised texts suggest the importance of textual organisation in enacting an effective and compelling stance in addition to the synoptic distribution of evaluative meanings in the text.

4.3.3 Negotiating Intersubjective Stance and Dialogic Voice through ENGAGEMENT

The third layer of analysis in this stage involves that of intersubjective stance through resources of ENGAGEMENT. This stage is typically monoglossic as the writer enacts the evaluative stance through the *observer voice*. However, the degree of authorial investment in the writer's positioning can also be negotiated through adjusting the scope of dialogic space. The management of dialogic space varies across the three proposal texts, as further investigated in the following.

(a) Stu: Maximising Authorial Stance with Monoglossic/Contractive Claims

The dialogic space in Stu's text is for the most part contracted or completely closed down. The explicit intensified ATTITUDE is expressed substantially through monoglossic assertions. ENGAGEMENT resources are distributed towards the end of the phase. In particular, the HyperNew is construed in a series of dialogically contractive formulations. The distribution of ENGAGEMENT in the text is illustrated in [4/13] below. The expansive formulations are single-underlined, and the contractions are double-underlined.

[4/13]

HyperTheme

Rhetoric – the art of persuasive speaking is a particularly important skill in different professions,

since having a solid understanding of different rhetorical devices and to apply them skillfully in speaking and writing will [ENTERTAIN] improve one's ability to communicate as well as his/her persuasiveness of messages significantly. As political speeches, especially those delivered to the public at large in election campaigns, are primarily designed for politicians to motivate followers or gain power through their style of speaking (Allan, 1998; Coupland 2001) [ACKNOWLEDGE] with a great reliance on various rhetorical strategies (Helms, 2012: 149) [ACKNOWLEDGE],

HyperNew

it provides us not [DENY] only [COUNTER] with diverse rhetorical resources to study in, but [COUNTER] also a valuable opportunity to stimulate our [PRONOUNCE] interest in appreciating the beauty of rhetoric.

The writer's propositions are the most powerful in the higher level periodicity. The HyperTheme is construed monoglossically, asserting the attitudinal values to be in line with the putative reader as "factual" or "not at issue" (Martin and White, 2005, p. 101). The dialogic space is gradually opened up in the unfolding phase. Alternative positions are entertained through modality (e.g. *to apply them skilfully... will improve...*), and attributed to external sources (e.g. (*Helms, 2012: 149*)) to support the writer's claims. The alternative positions are progressively closed down towards the HyperNew with a complex sequence of dialogically contractive formulations *not only...but also*. The negation *not* is deployed for rejecting the countered proposition (*only with diverse rhetorical resources to study in*), and the concession *but* redirects the reader to the writer's most invested proposition with multiple instances of evaluations (i.e. *a valuable*

opportunity to stimulate our interest in appreciating the beauty of rhetoric). The proposition condenses the positive stance across the phase, proclaiming the shared interest with the reader. This propositional claim resonates the ‘taken-for-granted’ evaluation in the hyperTheme, and maximises the authorial investment for the writer’s commending stance.

(b) Cindy: Legitimising Stance through an ‘Insider’ of the Object of Study

In Cindy’s text, the dialogic space is gradually opened for other voices. The phase starts with the writer’s monoglossic claims about the *transport network*. The unfolding discourse is then incorporated with dialogic alternatives, such as non-integral citations (e.g. *(Liu, 2013)*) and the participant of the object of study (e.g. *Transport Minister*). The management of dialogic space in Cindy’s text is illustrated in [4/14] below:

[4/14]

HyperTheme

Moving through the city in public trains or buses is one of the basic behaviour in most daily urban life.

The importance of an efficient transport network is not [DENY] just [COUNTER] the urban planners’ or environmentalists’ dream of reducing traffic congestions and developing a sustainable city. It is a way of life for everyone. Since last December, SMRT has been fined with more than \$2 million for a series of train delays and safety lapses. (Sim, 2012; Chow, 2013). [ACKNOWLEDGE] Consequently, the transport minister intervened and promised to [ACKNOWLEDGE] step up efforts in regulating and supervising the train operation. During the Committee of Supply Debate on 12 Mar 13, Transport Minister delivered a speech [ACKNOWLEDGE] on enhancing public transportation system and vowed to [ACKNOWLEDGE] make improvements in the land transport system. (Liu, 2013) [ACKNOWLEDGE]

The writer’s positioning in [4/14] is mainly authorised through external voices across the unfolding text. While the writer’s positive stance towards the anticipated *efficient transport network* is mostly monoglossic, the negative stance towards the specific phenomenon *transportation system* is attributed through resources of ACKNOWLEDGEMENT (e.g. *Liu, 2013; the transport minister*). The projections from *the transport minister* in particular are considered as the *participant voice* in the object of study (Hood, 2004, 2012). His actions and propositions are intensified (*intervened, promised, vowed*), in addition to his

authoritative status as a government officer, are thus warrantable. The *participant voice* serves to legitimise the writer's stance from the perspective of "an insider" (Hood, 2012, p. 61). The writer's stance towards the context of study, with the legitimacy granted by the 'insider', therefore claims greater persuasive power.

The phase, however, needs to consolidate the writer's stance initially established in the hyperTheme. As discussed in the previous section (See 4.3.2(b)), the phase is left open-ended with the absence of the hyperNew summarising the different voices through the writer's authorial voice. The following revised phase [4/14¹] recovers the HyperNew for consolidating the phase, as highlighted in the text box:

[4/14¹]

HyperTheme

Moving through the city in public trains or buses is one of the basic behaviour in most daily urban life.

The importance of an efficient transport network is not [DENY] just [COUNTER] the urban planners' or environmentalists' dream of reducing traffic congestions and developing a sustainable city. It is a way of life for everyone. Since last December, SMRT has been fined with more than \$2 million for a series of train delays and safety lapses. (Sim, 2012; Chow, 2013). [ACKNOWLEDGE] Consequently, the transport minister intervened and promised to [ACKNOWLEDGE] step up efforts in regulating and supervising the train operation. During the Committee of Supply Debate on 12 Mar 13, Transport Minister delivered a speech [ACKNOWLEDGE] on enhancing public transportation system and vowed to [ACKNOWLEDGE] make improvements in the land transport system. (Liu, 2013) [ACKNOWLEDGE]

HyperNew

The hefty fine and government intervention reflects that a safe and efficient transportation system is paramount to the society, and the country as a whole. [MONOGLOSS]

The appended HyperNew in [4/14¹] is construed as unmodalised proposition. It summarises the alternative voices that support the *importance of an efficient transport network*, and the authorial voice renders the writer's value position as naturalised with the putative readership. The monoglossic reiteration in the hyperNew therefore strengthens the writer's asserted position established in the HyperTheme. The phase is therefore organised in a claim-evidence-reiteration

pattern, each part of which affords the writer's authorial presence differently. The writer's asserted claim is justified with evidence, and the reiteration functions to summarise and provide the point of the discussion. This point of telling heightens the writer's investment in her stance enacted in the hyperNew, compelling the readers to align with her claims.

(c) Claire: Justifying the Authorial Stance through Attribution and Reasoning

Claire's text is substantially expanded with heteroglossic voices. The value positions of the external voices are presented first, and the writer subsequently proclaims her own position based on the stances from the other voices. The following extract from the stage in [4/15] demonstrates how the voices from the writer and the other sources are negotiated:

[4/15]

HyperTheme

Cuddon (1991) has claimed [ACKNOWLEDGE] the definition of romance as follows:

Whatever else a romance may [ENTERTAIN] be it is principally [CONCUR] a form of entertainment. It may [ENTERTAIN] also be didactic but [COUNTER] this is usually [ENTERTAIN] incidental...This suggest [ENTERTAIN] elements of fantasy, improbability, extravagance and naivety. It also suggests [ENTERTAIN] elements of love, adventure, the marvelous and the "mythic".

HyperNew

Based on the abovementioned definition, it is reasonable [PRONOUNCE] to figure out that the elements of Nicholas Sparks's novels [...] are in accordance with the characteristics of romance.

As exemplified in [4/15], the writer's propositions are constructed in the 'evidence-deduction' pattern. The writer's authorial interpolation (i.e. *it is reasonable...*) follows immediately after presenting evidence projected by the acknowledged sources (i.e. *Cuddon (1991) has claimed...*). The propositions in which the ACKNOWLEDGE and PRONOUNCE resources are deployed are related causally (*based on the abovementioned definition*). The attributed references legitimise the writer's propositions in terms of not only their statuses, but also the projected definitions that corroborate the writer's descriptions of the object of study. The 'evidence-deduction' patterning therefore allows for aligning

readers in the values assigned to the object of study, in this case, *Sparks' novels* being associated with *the characteristics of romance*.

The above investigation indicates that the dialogic space in the stage of all the three texts is dynamically managed. In general, the ENGAGEMENT resources are synoptically distributed in the unfolding discourse. These resources are mainly those of ACKNOWLEDGEMENT as a means for authorising the writers' propositional claims. From a textual perspective, fewer ENGAGEMENT resources are deployed in the higher level periodicity. The writer's claims in the hyperThemes and hyperNews are usually construed in the monoglossic assertions, representing the writers' stance under the *observer voice*. Their intersubjective positioning can also be strengthened through contractive formulations such as pronounce. Both the monoglossic and contractive claims in the hyperNew consolidate the various value positions in the text and realign the reader with the writer's positioning.

4.3.4 Summarising Strategies for Enacting Stance and Voice in the Stage Reporting on the Object of Study

The analysis in this section has identified up to this point the evaluative strategies enacting stance and voice in the stage reporting on the object of study. This stage is present in all the three texts, each of which adopts different evaluative strategies, as summarised below.

From a synoptic perspective, the three texts enact the evaluative stance under the *observer voice*. The writer's *observer voice* is instantiated through inscribing ATTITUDE frequently. The inscriptions of ATTITUDE are coupled with the ideational meanings construing the object of study. The object of study is either appraised positively as significant or relevant, or problematised as necessitating attention. The intensity of the stance varies across the three texts through adjusting the attitudinal meanings through GRADUATION resources. The variations in stance individuate the writers' commitment to their objects of study. Stu's text enacts an intensified 'commending' stance, appraising the field as a highly valuable site for research. On the other hand, Cindy's and Claire's texts enact a 'problematising' stance, indicating the needs for unravelling the issues through their studies.

The dynamic patterning of the evaluative meanings organises the writers' stance in varying consistency and predictability. Stu's commending stance is more effectively predicted and consolidated through the combination of prosodies of intensification and domination. His text is saturated with both inscribed and invoked ATTITUDE, further reinforcing his intensified positive stance towards the object of study. However, the less effective textual organisation in Cindy's and Claire's texts in turn impact on predicting and condensing their evaluative stance in the text. This indicates the importance of the textual meanings in organising the evaluative stance, rather than just a synoptic distribution of evaluative meanings.

The dialogic strategies employed in this stage are largely similar among the three texts. Monoglossic assertions are more commonly construed, particularly in the higher level periodicity for indicating the writer's overall positioning in the text. Resources of PRONOUNCEMENT are also evident in the textually prominent locations as a means for heightening the writer's investment in his/her positioning. The dynamics of dialogic space in the unfolding discourse varies among the texts. Instances of ACKNOWLEDGEMENT, typically in the form of citations, are evident for justifying the writers' propositions. In all, the analysis demonstrates the common strategy that the writers balance their monoglossic *observer voice* through incorporating external voices for legitimising their stance towards the object of study.

The above summary indicates variations in evaluative strategies across the three individual writers in the same generic stage. The evaluative patterning in Stu's text mirrors the evaluative patterning in the opening stage of canonical research articles. Cindy's text is developing control in the evaluative strategies, in that values can be assigned to the more general entities for enacting a strengthened stance. In Claire's text, an argumentation is co-opted in the function of the stage, developing a dichotomisation of the two objects of study at play. The differences between the three texts can be considered as alternative strategies for highlighting the significance of the object of study.

4.4 Managing Stance and Voice in the Stage Reporting on the Relevant Knowledge

In this section, I continue to investigate how stance and voice are enacted in the stage reporting on the relevant knowledge. The stage is commonly considered as a brief review of literature, in which the writer reports on the general contributions to knowledge in the field. In addition to its descriptive function, the stage on the one hand acknowledges these contributions, and problematises the field as contested or inadequate. Such problematisation of the field allows the writer to carve out space for new knowledge, or establish a research warrant for his/her own study. As identified in Section 4.2, this stage is structured as a delimited phase only in Stu's proposal text. In Cindy's and Claire's texts, descriptions of relevant research literature are scattered throughout the introductory sections, or omitted altogether. These variations may impact the distribution of attitudinal meanings in the texts, as further discussed below. The following sections also aim to integrate the instances of projecting sources in Claire's text for reconstructing this stage. This serves as an exemplification of how the evaluative strategies from the framework and Stu's texts can be deployed for modelling this stage.

4.4.1 Instantiating Voice through ATTITUDE-IDEATION Coupling

The analysis in this section examines how attitudinal meanings are coupled with the general field of relevant knowledge. This stage, as suggested in Table 4.2, is typically encoded with multiple instances of GRADUATION invoking ATTITUDE, enacting the *critic voice*. The *critic voice* first acknowledges the relevance of the other research studies in the field. Positive inscriptions of ATTITUDE, while less typical, can be deployed to align with the field. This alignment with the field is however temporary, as the field is then implied as contested, inadequate or yet to be resolved. Instead of being problematised as good/bad or in/out group dichotomies, the field is relativised in order to position the writer's study in relation to the other contributions to knowledge in the field of research. The distribution of ATTITUDE-IDEATION couplings in this stage is illustrated with Stu's texts as follows.

(a) Stu: Relativising the Relevant Knowledge to Introduce His Own Study

This stage in Stu's text enacts the *critic voice* towards the relevant knowledge. In his text, the other research studies are generalised, either as entities (e.g. *these studies*) or participants (*scholars and researchers*). These relevant studies are relativised to imply the writer's positioning through a range of GRADUATION resources invoking ATTITUDE. These resources are summarised in Table 4.7:

Table 4.7 Distribution of invoked ATTITUDE in the report on relevant knowledge (STU_PROP)

Text*	GRADUATION	Invoked ATTITUDE
<i>In the area of political discourse</i>	+SPEC	+APP: VAL
<i>scholars and researchers</i> have been interested	+AMT	+APP: VAL
<i>different rhetorical devices</i>	+EXT	+APP: VAL
<i>(for example, Charteris-Black, 2005; Chilton, 2004; Ephratt, 2008).</i>	+AMT	+APP: VAL
<i>Many of these studies</i>	+AMT	+APP: VAL
<i>a relatively broader perspective</i>	+EXT	+APP: COM
<i>analyzing</i>	+INT	+APP: COM
<i>... several rhetorical devices</i>	+AMT	+APP: COM
<i>at the same time</i>	+EXT	+APP: COM
<i>or studied more specifically in</i>	+INT; +SPEC	+APP: COM
<i>one of these strategies,</i>	+SPEC	+APP: COM
<i>but rarely</i> in the case of the rhetorical question,	-FREQ	-APP: COM
<i>this study serves as an update</i>	+INT	+APP: COM
<i>to previous studies of the rhetorical question [...]</i>	+EXT	+APP: VAL

* Italics: GRADUATION resources

The GRADUATION resources mainly evoke APPRECIATION: COMPOSITION and VALUATION. These resources intensify (nominalised) processes (e.g. *analysing, update*) or upscale the entities and participants by amount (e.g. *scholars and researchers, many of these studies*) or extent (e.g. *different rhetorical devices, broader*). These upgraded meanings encourage a positive reading of significance and relevance in relation to the pervasiveness of the field. The only GRADUATION value invoking a negative reading is the downscaling FREQUENCY *rarely* (as in *rarely in the case of the rhetorical question*). The relatively *rare* research studies on *rhetorical questions* imply a negative ATTITUDE, suggesting the necessity for more studies. This implied negative evaluation opens up space for the writer to introduce his proposed study as *an update to previous studies*. In all, Stu's text shifts the

alignment from the other relevant knowledge towards his own study effectively through disrupting the positive prosody in the stage.

(b) Cindy: Suppressing the *Critic Voice* for Other External Voices

The *critic voice*, however, is missing in Cindy’s text. The report on relevant knowledge in the field is replaced by a classifying report. The report classifies *Searle’s speech act*, which is exemplified with the writer’s collected data. The classifying report is coded with a full palette of inscribed ATTITUDE resources deployed instead of multiple instances of GRADUATION invoking ATTITUDE. The distribution of inscribed ATTITUDE with GRADUATION employed in the text are listed in Table 4.8.

Table 4.8 Inscribed ATTITUDE in the classification of *Searle’s speech act theory* (CIN_PROP)

Text	GRADUATION	inscribed ATTITUDE
Although we are unable to decipher The comments are ... applicable to the theory. the commuters’ vision of their desired bus A media statement was posted complimenting the commuters ... to post compliments I would like to compliment for his consideration The response was vast with the correct answers the commuter is determined is committed the current train system is <i>very</i> complicated the welfare of the impaired I prefer hearing impaired people they can be categorized easily <i>achieve</i> understanding the commuters’ desire a better transport system the basic notion of speech acts what the commuter wants SMRT to do Expressive speech acts and directive speech acts comments are <i>particularly</i> useful the favourable and unfavourable events strategies <i>widely</i> accepted that SMRT cares about the commuters ... is open to accept suggestions suggestions and requests that the commuters desired		-JUD: CAP +APP: VAL +AFF: INC +AFF: SAT +AFF: SAT +AFF: SAT +JUD: TEN +APP: VAL +JUD: TEN +JUD: TEN +INT -APP: COM -JUD: NOR +AFF: INC -JUD: NOR +APP: REA +ACT +APP: VAL +AFF: INC +INT +APP: REA +APP: VAL +AFF: INC +INT +APP: VAL +APP: REA -APP: REA +EXT +AFF: SAT +JUD: TEN +JUD: TEN +AFF: INC

* Bold: inscribed ATTITUDE; Italics: GRADUATION resources

The types of inscribed ATTITUDE in the classification, as shown in Table 4.8, are highly diversified. The strong preference for AFFECT and JUDGEMENT represents the emotive responses from the participants in the object of study, i.e. *the SMRT commuters*. For example, several threads of *Facebook comments* are quoted to exemplify the category of a *speech act*:

“I **prefer** [+AFF] the *current* Hong Kong style map with LED for those plugged in with earphones or hearing **impaired** [-JUD] people...”

The emotive feelings and judgements by the *commuters* are directly reported in the *participant voice*. These instances of the *participant voice* are used to corroborate the categories of *speech acts*, and justify the overall rigour of the theoretical framework, as evaluated explicitly through APPRECIATION. For example, instances of REACTION expound the ease of categorising the data with the theory (e.g. [the comments] *can be categorized easily*). VALUATION resources represent (e.g. *the basic notion [of speech acts]; particularly useful*) the significance of the theory, which is adopted in the writer’s study. In general, the evaluative meanings construed in the classification enact both the *participant voice* and the *observer voice*. More specifically, the absence of the literature review results in the ‘suppression’ of the *critic voice*. The writer does not seek to relativise the field of research and evaluate it as contested in order to carve out space for her own study.

(c) Claire: Relying on the Stance Enacted by Authorising Sources

The *critic voice* is similarly absent in Claire’s text. Descriptions of relevant studies are dispersed across the introductory texts. These descriptions include direct quotes of specific sources and propositions in support of the writer’s elaborate reasoning in the exposition. The propositions serve to define concepts such as *modern romance*, *modern popular fiction*, etc., and are attitudinally charged. The attitudinal meanings from one of these sources are illustrated in Table 4.9 below:

Table 4.9 Example of the external source projecting attitudinal meanings (CLA_PROP)

Text	GRADU- ATION	invoked ATTITUDE	inscribed ATTITUDE
Bloom (2008) <i>claimed</i> the property of modern popular fiction as follows: The nature of popular culture is determined by its relationship to mass populations, but this does not mean it is <i>simply</i> determined by a crude and dumbed down anti-aesthetic kitsch ... <i>All</i> contemporary literature has <i>some</i> relationship to mass culture, after <i>attempting to</i> detach itself from it or <i>more</i> successfully define itself within it.	-ACT -SPEC +AMT -SPEC -ACT +INT	-JUD: TEN -APP: COM +APP: VAL +APP: VAL -APP: VAL	 -APP: REA -APP: REA -APP: REA -APP: REA +APP: VAL

* Bold: inscribed ATTITUDE; Italics: GRADUATION resources

The projecting source is the sole appraiser of the entities associated with *modern popular fiction*. The evaluations from this source are stronger than those articulated from the *critic voice*, with multiple instances of inscribed APPRECIATION. The evaluative stance of the source is particularly intensified with an aggregation of negative REACTION (*a crude and dumbed down anti-aesthetic kitsch*). In addition, the writer's positioning in relation to the source is less clearly expressed, as reflected in the choice of the projecting processes. The projecting processes are predominantly those of *claim* (including the nominalised form), apparently regarding all notions as neutral or less than affirmative. In sum, the writer 'delegates' the role of evaluating the object of study and theoretical concepts to the external sources, which in turn suppress her own evaluative stance evaluating the relevant knowledge.

The above investigation reveals how each of the texts couples evaluative meaning with the field of other relevant studies. Stu's text construes more targets associated with the general body of research, and constructs a stage exclusively reporting on these studies. However, such stage is omitted in both Cindy's and Claire's texts. The entities construing the relevant studies are also scantily distributed in both texts. The limited construal of the ideational meanings constrains the writers' evaluative stance to be enacted. In particular, while

Claire's multiple projections from external sources can be reorganised, these external sources are rarely incorporated in Cindy's text. Without the resources available in the text, the writer's *critic voice* is suppressed. In this case, Cindy's original text provides little for reconstructing a new review. In view of this, the following section will focus on examining Stu's text, and using his evaluative strategies that can inform a revision of Claire's text.

4.4.2 Enacting Stance through Evaluative Prosodies

The analysis in this section adopts a dynamic perspective on how the prosodic flow of this stage facilitates the propagation and disruption of the writer's stance. Numerous coding of invoked ATTITUDE through GRADUATION establishes a prosody of saturation, aligning the reader with the significance, relevance and breadth of the other relevant knowledge in the field. The prosody is typically disrupted through concession, in addition to negative invoked ATTITUDE, in order to distance the writer from the field and signal new research space. The prosodic strategies in Stu's texts are identified in the following. These strategies are then deployed for restructuring Claire's text.

(a) Stu: Temporary Affiliation with the Relevant Knowledge through Disruptive Prosodic Strategies

The stage in Stu's text fulfils the rhetorical functions as suggested above. As indicated in 4.4.1, the stage is distributed with multiple instances of GRADUATION resources invoking ATTITUDE, with the inscribed ATTITUDE *interested* placed in the hyperTheme. The inscription of ATTITUDE initiates a positive prosody, which is then disrupted with the concessive *but*, signalling the field as contested. The disrupted prosody distances the writer's positioning from the field, and realigns with his own study towards the end of the phase. The prosodic patterning in the text is illustrated in [4/16], with the lexical items signalling concession highlighted in text boxes.

[4/16]

HyperTheme

In the area of political discourse, [+APP, T] *scholars and researchers* [+APP, T] have been **interested** [+AFF] in analyzing *different* [+APP, T] rhetorical devices [...] in political speeches (*for example, Charteris-Black, 2005; Chilton, 2004; Ephratt, 2008*). [+APP, T]

Many of these [+APP, T] studies **however** applied either *a relatively broader* [+APP, T] perspective by *analyzing* [+APP, T] *several* [+APP, T] rhetorical devices *at the same time* (e.g. Ephratt, 2008) or studied *more specifically* [+INT; +APP, T] in *one of these* [+APP, T] strategies, e.g. metaphor (Charteris-Black, 2005), **but** *rarely* [+APP, T] in the case of the rhetorical question, *especially in the US presidential election campaign*, [+APP, T] [...]

HyperNew

Therefore, this study serves as an *update* [+APP, T] to *previous* [+APP, T] studies of the rhetorical question [...]

As illustrated in [4/16] above, the prosody of domination sets up the initially positive stance towards the field. The IDEATION-ATTITUDE coupling (*scholars and researchers + interested*) establishing the dominating prosody promotes the pervasive interest in *rhetorical devices* within the field. The positive prosody then propagates forward across the phase and is picked up by the multiple instances of GRADUATION invoking ATTITUDE. The prosodic flow suggests the writer's affiliation with the field based on its breadth and research interest in *rhetorical devices in political discourse*.

This temporary affiliation with the field is detached with the disruption of prosodies. In Stu's text, concession (counter-expectancy) is the major strategy in the stage for creating space for new knowledge. As highlighted in [4/16], the first concession *however* signals the forthcoming disruption of prosody. It foregrounds the lowered fulfilment construed in *relatively broader*, but does not shift the prosody. The second concessive *but* reverses the polarity of the prosody and implies a negative reading of other scholarship. The two concessive values both serve to (re-)align with the writer's stance. The stance relativises the other studies as inadequate in a particular area for introducing the writer's own study.

(b) Claire: Dispersing the Relevant Knowledge in the Research Warrant

In Claire's text, the stage reporting on relevant knowledge is absent. However, several instances of cited references and the projected propositions are distributed across the text, as identified in [4/6] of Section 4.2.1(c). These instances are re-presented in [4/17] below. The projecting sources in the instances are underlined.

[4/17]

According to Bloom (2008), the definition of bestseller is both simple and complex.

Since Bender (2011) has claimed that popular fiction [...] whereas according to French (2013), [...]

[T]he author of The Notebook, Nicholas Sparks, has strongly disagreed with the classification of his novel into romance by demonstrating the following [...]

Cuddon (1991) has claimed the definition of romance as follows [...]

Szklarski (2013), a reporter, has written an article which is named " 'Safe Haven' stars brace for comparisons to other Nicholas Sparks romances", and the TMZ editors (2012) has posted a piece of news with the title " 'Notebook' Author Nicholas Sparks--\$30 Million Romance Killer".

According to the claim of Pearce (2004) about modern romance as follows:

Bloom (2008) claimed the property of modern popular fiction as follows:

The propositions listed in [4/17] include both academic and non-academic sources. The academic sources are cited to define concepts, while the non-academic sources, those of the Internet media, are mainly quoted to support the writer's claims. In the following revision in [4/17¹], the academic sources are selected for reconstructing the report on relevant knowledge. The rewriting aims to organise the relevant research literature in an individual stage, in which the writer's stance can be exclusively enacted towards the field of research. The attitudinal meanings oriented towards the field of relevant knowledge are highlighted as below:

[4/17¹]

HyperTheme

The discussions about influences from culture and audience on literary and popular fiction have been *extensive* [+APP, T] in the scholarship (e.g. Bloom, 2008; Cuddon, 1991; French, 2013). [+APP, T]

French (2013) *argues* [+APP, T] that literary fiction targets at intellectual audiences. This notion *implies* [+APP, T] that popular fiction possesses largely mass appeal with little literary value. This implication is *echoed* [+APP, T] by Cuddon (1991), who *suggests* [+APP, T] that romance, a category of popular fiction, is principally an entertainment with *only incidental* [-AUTH] didactic purposes. In a harsher undertone, Bloom (2008) *considers* [+APP, T] modern popular fiction as a 'crude and dumbed down anti-aesthetic kitsch'. While holding *different* [+APP, T] views on contemporary culture and popular culture, these discussions *unanimously* [+ACT] **agree** [+AFF] with the significance of mass culture on readers' preferences. However, these discussions *focus less* [-APP, T] on the *specific* characteristics of 'homogeneous' romance bestsellers, *especially* [+APP, T] their use of language, which can contribute significantly to the popularity of light reading.

HyperNew

Therefore, this study *extends* [+APP, T] these discussions with a linguistic *investigation* [+APP, T] to *illuminate* [+COM, T] how language use in contemporary literature is impacted by cultural phenomena.

The revised stage enacts the writer's stance towards the relevant studies with the coding of multiple instances of GRADUATION invoking ATTITUDE. The writer's overall stance is first predicted in the hyperTheme, suggesting the pervasiveness of the research field (*the discussions... have been extensive in the scholarship*). The resources of GRADUATION quantify multiple references and justify the *extensive* discussion in the field. These GRADUATION resources also infuse with the projecting processes, adjusting the writer's commitment in the propositions from the external sources (e.g. *argues, suggests, considers*). The multiple instances of invoked ATTITUDE imply a prosody of saturation, suggesting the writer's alignment with the relevant knowledge. The alignment is then shifted as the prosody is interrupted with the concessive *however*. The unfolding text then indicates the area lacking investigation, i.e. *the use of language*. The shift in prosody establishes a research warrant, which is readily claimed in the hyperNew. The writer proposes her study to *extend* the previous discussions. This shift in alignment therefore legitimises the proposed research as relevant and significant.

The above investigation highlights one of the effective organising strategies in facilitating the prosodic flow in this stage. In general prosodies of saturation are initiated in this stage through multiple instances of invoked ATTITUDE through GRADUATION. However, as Stu's text has demonstrated, the prosody of domination can also be established in the hyperTheme through coupling positive inscribed ATTITUDE with the general field of research. This prosodic strategy functions to affiliate with the field as a significant and relevant site of research. The prosody is typically shifted through concession, in addition to a negatively invoked ATTITUDE. Shifting prosodies is another important strategy in this stage for evaluating the field as contested or inadequate, establishing the warrant for further research. The writer can then claim the warrant by introducing his/her study. These prosodic strategies are employed for reconstructing Claire's text, which has omitted this stage for reviewing the relevant literature. The reconstructed text also includes strategies for enacting intersubjective stance, as further discussed in the next section.

4.4.3 Negotiating Intersubjective Stance and Dialogic Voice through ENGAGEMENT

The analysis of this section proceeds to examine the patterning of ENGAGEMENT resources for enacting the writer's intersubjective positioning. Differing from the report on the object of study, this stage is substantively incorporated with heteroglossic voices, i.e. a general body of literature or specific studies in the field. These references are often the sources of propositions and evaluation towards the theories, objects of study and research activities. Therefore, resources of ATTRIBUTIONS are predominant, and COUNTER values function to shift the evaluative prosody and realign the readers with the writer's positioning. However, the authorial voice from the writer is also evident in this stage. The *critic voice* is usually articulated monoglossically in the higher level periodicity. The hyperTheme may begin with a monoglossic proposition, authorised by multiple resources of ACKNOWLEDGE as citations. The hyperNew, on the other hand, consolidates the multiple positions from the external sources. In addition, the monoglossic *critic voice* suggests the necessity for further research, and/or introduces the writer's study in the hyperNew. The management of dialogic

space in this stage is evident in Stu's text, which is illustrated as follows. The dialogic strategies identified in Stu's text can be used to model Claire's texts accordingly.

(a) Stu: Realigning the Value Position from the Relevant Knowledge to His Proposed Study

The stage in Stu's text corroborates the dialogic strategies in the canonical review of literature. External voices are consistently incorporated into the discourse. These multiple voices represent the generalised body of research, such as *scholars and researchers* and *many of these studies* instead of describing the research activities in specific studies. These voices also include acknowledged references in the form of non-integral citations. The patterning of ENGAGEMENT resources in the phase is illustrated in [4/19] below. Instances of COUNTER are highlighted in text boxes:

[4/19]

<p><u>HyperTheme</u></p> <p>In the area of political discourse, scholars and researchers have been interested in analyzing different rhetorical devices [...] in political speeches <u>(for example, Charteris-Black, 2005; Chilton, 2004; Ephratt, 2008)</u> [ACKNOWLEDGE].</p> <p><u>Many of these studies</u> [ACKNOWLEDGE] <u>however</u> [COUNTER] applied either a relatively broader perspective by analyzing several rhetorical devices at the same time (e.g. <u>Ephratt, 2008</u>) [ACKNOWLEDGE] or studied more specifically in one of these strategies, e.g. metaphor (<u>Charteris-Black, 2005</u>) [ACKNOWLEDGE], <u>but</u> [COUNTER] rarely in the case of the rhetorical question, especially in the US presidential election campaign, which is <u>supposedly</u> [CONCUR] perceived as the most debated and most attention-driving election in the democracy world.</p> <p><u>HyperNew</u></p> <p>Therefore, this study serves as an update to previous studies of the rhetorical question [...]</p>

The phase reporting on the general research studies is substantially dialogically expansive, as demonstrated in [4/19] above. The prominent ENGAGEMENT formulations in the text are those of ACKNOWLEDGEMENT. These acknowledged references support the writer's positive stance towards the other contributions in the field. The implied positive stance is maintained until the COUNTER value *but* reverses the polarity. The concession realigns the putative reader towards the

writer's position towards his study. The CONCUR value *supposedly* reflects the writer's attempt to naturalise the value position as mutually agreed with the readers, and thus contracts the dialogic space for intensifying the authorial investment in the significance of *rhetorical questions* in *political speeches*, i.e. the focus of the writer's object of study.

The dialogic strategies in Stu's text can also be examined from a textual perspective. While the unfolding discourse is incorporated with multiple external voices through attribution, the higher level periodicity are construed in monoglossic claims. In the hyperTheme, the general field of other research is introduced monoglossically, authorised by the multiple attributed sources. The expanded dialogic space in the unfolding text is condensed following the countered proposition towards the hyperNew. The hyperNew is construed in the writer's monoglossic claim to introduce his own study as a means to *update the previous studies*. In all, the closing down of the dialogic space functions to distance the reader from the diverse voices, and realign him/her with the authorial voice.

(b) Claire: Balancing the External Voices with the Authorial Stance

The stage reviewing the relevant knowledge in Claire's text can be modelled with the dialogic strategies identified from Stu's text. These strategies are incorporated in the reconstructed stage in [4/17¹], as reproduced in [4/20¹] below. The resources of ENGAGEMENT are highlighted: ACKNOWLEDGE resources are underlined, ENDORSE resources are double-underlined, and COUNTER values are enclosed in text boxes.

[4/20¹]

HyperTheme

The discussions about influences from culture and audience on literary and popular fiction have been extensive in the scholarship (e.g. Bloom, 2008; Cuddon, 1991; French, 2013) [ACKNOWLEDGE].

French (2013) argues [ACKNOWLEDGE] that literary fiction targets at intellectual audiences. This notion implies that popular fiction possesses largely mass appeal with little literary value. This implication is echoed by Cuddon (1991), who suggests [ACKNOWLEDGE] that romance, a category of popular fiction, is principally an entertainment with only incidental didactic purposes. In a harsher undertone, Bloom (2008) considers [ACKNOWLEDGE] modern popular fiction as a 'crude and dumbed down anti-aesthetic kitsch'. While [COUNTER] holding different views on contemporary

culture and popular culture, these discussions unanimously agree [ENDORSE] with the significance of mass culture on readers' preferences. However, [COUNTER] these discussions focus less on the specific characteristics of 'homogeneous' romance bestsellers, especially their use of language, which can contribute significantly to the popularity of light reading.

HyperNew

Therefore, this study extends these discussions with a linguistic investigation to illuminate how language use in contemporary literature is impacted by cultural phenomena.

The dialogic space is dynamically negotiated in the reconstructed text, as illustrated in [4/20¹]. The hyperTheme first introduces the pervasiveness of the discussion of the object of study in monoglossic voice, supported by multiple instances of ACKNOWLEDGE. These acknowledged sources are elaborated individually, each of which projects propositions and evaluations in the unfolding phase. The diverse evaluations from the sources are first consolidated through the first COUNTER value *while*, suggesting their alignment with the view on the *significance of mass culture*. The writer then distances from these external sources through the second COUNTER value *however*, and identifies the inadequacy of the field (*these discussions focus less on... use of language*). The research space being carved out, the writer claims the research warrant in the hyperNew by introducing her proposed study. The reader's alignment is therefore redirected towards the writer's positioning that promotes the value of her study. In all, the dialogic strategies function to balance the authorial voice and the voices projected from external sources.

The analysis and revision above highlights the important strategies for managing the writer's positioning and shifting readers' alignment in this stage. As indicated in Stu's text, the stage reporting on the relevant studies is substantially heteroglossic, that multiple external sources 'intrude' in the text as alternative positions. These sources project evaluation and propositions related to relevant research and theoretical orientations. The selection of these 'authorising' sources is therefore important in constructing this stage, as exemplified in the revised Claire's text. Another strategy is that of shifting alignment through COUNTER resources. Aside from introducing various positions in the text, this stage also functions to detach from these sources and suggest them as contestable or inadequate. The counter-expectant formulations serve to

distance the writer's position away from those of the external sources, and realign the reader with the writer's new position. The writer then claims the research warrant as s/he introduces his/her own study in monoglossic assertions or contractive claims. In all, the dynamic control of the dialogic space balances the writer's voices and the alternative voices in the text, facilitating shifts in alignment from the other research towards the writer's contributions.

4.4.4 Summarising Strategies for Enacting Stance and Voice in the Stage Reporting on the Relevant Knowledge

The multi-perspectival analysis in this section has investigated how stance and voice are enacted in the stage reporting on the relevant knowledge. Among the three texts, this stage is only identified in Stu's text. This stage is absent from Cindy's and Claire's texts, which construe few entities of the relevant knowledge in the field. The following summarises the key strategies identified in Stu's text.

This stage in Stu's text is constructed as a report on the general body of research. The entities in the stage are predominantly appraised through invoking ATTITUDE with resources of GRADUATION. The frequent coding of invoked ATTITUDE through GRADUATION enacts the *critic voice*. The *critic voice* first saturates the phase with a positive hue as the writer affiliates with the research field. This alignment with the field is predicted in the hyperTheme with inscribed ATTITUDE associating with the general field, initiating a dominating prosody. The positive prosody is then shifted through concessive *but*, implying the field as contested and inadequate. The shift in prosody distances the writer from the field, carving out a space for his proposed study. Such a space is readily claimed as the writer's study is introduced in the hyperNew position.

From a dialogic perspective, the function of this stage to review relevant research literature is fulfilled through incorporating external voices. The phase is substantially expanded through multiple resources of ACKNOWLEDGE. As mentioned above, the alignment with the field is detached through the COUNTER values. This dialogic strategy also serves to realign the reader with the writer's position of introducing his proposed study. This position is asserted through a monoglossic claim, which regards the proposed study is not at issue. Combining

with the evaluative patterning as summarised above, the dialogic strategies balances the writer's voice and the alternative voices, in addition to consolidating the writer's authority over his proposed study.

The evaluative and dialogic strategies as summarised above are employed to reconstruct Claire's text. The delimited instances of projections from external sources are reorganised into a phase as a report. The report allows the writer to enact her stance and voice towards the field of other research. These rhetorical strategies function to both describe and evaluate the field as requiring for further investigation. The writer can then claim the established warrant, previewing her study in the subsequent stage. The revision attempted in the analysis therefore has immediate implications for writing instructions and feedback, in that teachers can use the abovementioned strategies for scaffolding this stage.

4.5 Managing Stance and Voice in the Stage Describing the Writer's Study

This section concludes the analysis of the present chapter with the examination of evaluative meanings in the stage describing the writer's study. This stage typically functions as a preview of the writer's own study, concluding the introduction. The preview often includes a sequence of research activities involved in the writer's study, in addition to the research aims and goals. From an evaluative perspective, this stage also serves to promote the writer's study through claiming the research warrant established in the previous stages. This stage is present in all the students' proposal texts, while each of the texts are elaborated to different extents. The evaluative strategies of this stage are suggested in Table 4.3 from the framework proposed above. Based upon these strategies, the following sections explore how APPRAISAL resources are patterned in this stage of the texts.

4.5.1 Instantiating Voice through ATTITUDE-IDEATION Coupling

The analysis of this section investigates the distribution of attitudinal meanings in this stage. As with the stage reporting on the relevant knowledge, this stage is typically associated with the *critic voice*. The *critic voice* is instantiated through a frequent coding of GRADUATION resources invoking ATTITUDE. These invocations of

ATTITUDE are in turn realised through multiple intensified research processes (e.g. *investigate, examine, enhance, etc.*) and potential contributions of the writer’s study (e.g. *contributions, implications, benefit, etc.*). Inscriptions of ATTITUDE may be scantily coded or downscaled if present in the text. As a claim of the research warrant, negative evaluation associated with the writer’s study is to be avoided. The following illustrates how each of the texts distributes the couplings of ATTITUDE with the field of the writer’s own study.

(a) Stu: Promoting the Proposed Study with His Past Research

This stage in Stu’s text is densely coded with GRADUATION invoking positive ATTITUDE. The resources of GRADUATION invoking ATTITUDE distribute across the three phases of text elaborating the stage, including descriptions of his previous study, his proposed research and the *noteworthy* aspects of the proposed research. Few instances of inscribed ATTITUDE are coded, further reinforcing the positive hue in the stage. The distribution of the attitudinal meanings in the stage are summarised in Table 4.10 below:

Table 4.10 Inscribed ATTITUDE and GRADUATION invoking ATTITUDE in the phases describing the writer’s study (STU_PROP)

Text	GRAD- UATION	invoked ATTITUDE	inscribed ATTITUDE
<i>In the past,</i> I have conducted <i>some</i> research... and have come up <i>certain</i> ideas of how speakers utilize the <i>distinctive</i> linguistic features... to create <i>certain</i> persuasive effects a notable <i>trend</i> in <i>such</i> data set <i>indicates...</i> (<i>the two</i> views are <i>also shared</i> with <i>Monzoni (2008) and Han (1998),</i> <i>further elaborated</i> in section 3.1 below).	+EXT +AMT +SPEC +ACT +SPEC +ACT +SPEC +ACT +SPEC +ACT +AMT +EXT	+APP: VAL +APP: VAL +APP: VAL +APP: VAL +APP: VAL +APP: COM +APP: COM +APP: COM +APP: COM +APP: COM +APP: VAL +APP: COM	+APP: VAL

<i>Further to</i> the <i>previous</i> work, this study <i>reviews also</i> as an <i>additional</i> perspective and a <i>continuation</i> so as to <i>enrich</i> the comprehensiveness ... rhetorical questions <i>in political context.</i> <i>In particular,</i> the <i>following two</i> research questions	+EXT +EXT +INT +EXT +EXT +INT +SPEC +SPEC +SPEC	+APP: COM +APP: VAL +APP: COM +APP: COM +APP: COM +APP: VAL +APP: VAL +APP: VAL +APP: COM	 +APP: REA
What is noteworthy <i>here ...</i> <i>the focus of this study ...</i> <i>In addition,</i> <i>modifications</i> of the RQ classification <i>in my previous work</i> if a <i>considerable</i> number of President Obama’s rhetorical questions function <i>differently</i> from the <i>existing</i> one, which was <i>originally</i> used...	+SPEC +SPEC +AMT +INT +SPEC +AMT +EXT +COMP +AUTH	+APP: VAL +APP: VAL +APP: VAL +APP: COM +APP: VAL +APP: COM +APP: COM +APP: COM +APP: COM	+APP: VAL

* Bold: inscribed ATTITUDE; Italics: GRADUATION resources

As shown in Table 4.10, a wide range of GRADUATION resources in this stage is found. They predominantly invoke positive APPRECIATION: VALUATION and COMPOSITION. For example, the resources representing actualised processes (*indicate, shared*) and entities (*trend, distinctive linguistic features*) positively appreciate the writer’s previous study as confirmed. The amplified activities (*review, enrich, modifications*) and scope of the current study (*additional perspective, continuation*) also shed a positive light on the rigour and potential contributions of the writer’s proposed research. The invocations of ATTITUDE therefore promote the writer’s study in an entirely positive light, resonating the positive inscribed APPRECIATION (*notable, comprehensiveness, noteworthy*) reinforcing the stance.

(b) Cindy: Describing Her Proposed Study Briefly

In Cindy’s text, the descriptions of the writer’s study are also associated with multiple instances of GRADUATION invoking ATTITUDE. Many of the GRADUATION resources represent intensified research processes. Few instances of inscribed ATTITUDE are also present in the text. The attitudinal meanings distributed in Cindy’s text are summarised in Table 4.11 below:

Table 4.11 Inscribed ATTITUDE and GRADUATION invoking ATTITUDE in the phases describing the writer’s study (CIN_PROP)

Text	GRADU- ATION	Invoked ATTITUDE	Inscribed ATTITUDE
The purpose of this research <i>aims to improve...</i> It takes on an analytical research by <i>analyzing</i> and <i>explaining...</i> I will be <i>examining</i> To qualify the sentiments of <i>most of</i> the commuters, the occurrence of phrases that were <i>frequently</i> mentioned	+ACT; +INT +INT +INT +INT +AMT +FREQ	+APP: VAL +APP: COM +APP: COM +APP: COM +APP: VAL +APP: VAL	

* Bold: inscribed ATTITUDE; Italics: GRADUATION resources

The instances of GRADUATION predominantly evoke APPRECIATION: VALUATION and COMPOSITION, as shown in Table 4.11. The GRADUATION resources quantifying entities (e.g. *other values, most of the commuters*) and processes (*frequently mentioned*) suggest their significance in the writer’s study. The intensified processes (e.g. *improve, analysing, examining*) imply the rigour of the methodological approaches of the writer’s study. These resources resonate the positive VALUATION *applicable*, suggesting that the data can be used to exemplify *the theory*. The overall distribution of the invoked ATTITUDE implies a positive reading over the writer’s proposed study.

(c) Claire: Reasoning for the Validity of Her Proposed Study

The description of the writer’s study in Claire’s text is coded with both inscribed and invoked ATTITUDE. Comparatively shorter than Stu’s and Cindy’s texts, Claire’s text encodes a similar number of inscribed/invoked ATTITUDE values (3:2). These attitudinal meanings are entirely positive, casting the stage in a positive light. The distribution of these evaluative meanings in her text is summarised in Table 4.12 below:

Table 4.12 Inscribed ATTITUDE and GRADUATION invoking ATTITUDE in the phases describing the writer’s study (CLA_PROP)

Text	GRADU- ATION	Invoked ATTITUDE	Inscribed ATTITUDE
it is reasonable to <i>clarify</i> the reason of	+ACT	+APP: COM	+APP: VAL

popularity of The Notebook by <i>illuminating</i> ... <i>added by</i> building the relationship...	+ACT +INT	+APP: COM +APP: COM	+APP: VAL
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* Bold: inscribed ATTITUDE; Italics: GRADUATION resources

The attitudinal meanings in the text, as shown in Table 4.12 above, are primarily invoked APPRECIATION: VALUATION and COMPOSITION. The intensified processes (*clarify, illuminating, added*) suggest the rigour of achieving the research aims. The invoked ATTITUDE further picks up the positive meaning from the inscribed VALUATION justifying the writer's research aims as *reasonable*. In all, the combination of inscribed and invoked attitudinal meanings suggests a positive evaluative reading for promoting the writer's study.

The above investigation indicates how evaluative meanings are deployed to promote the writer's study in the proposal texts. The three texts construct the specific description of the writer's own study. Each of the descriptions is coded with multiple instances of GRADUATION invoking ATTITUDE. The invocations of ATTITUDE suggest a positive light, appraising the writer's study as rigorous and potentially contributing. Instances of inscribed ATTITUDE are also evident in Stu's and Claire's texts, further reinforcing the invoked positive values in the text. In addition to the synoptic distribution, the ways in which the evaluative meanings are dynamically patterned in the texts are further investigated in the following section.

4.5.2 Enacting Stance through Evaluative Prosodies

This section proceeds to examine the evaluative meanings in this stage from a dynamic perspective. The stage is typically coded with multiple instances of invoked ATTITUDE through GRADUATION, as evident in the previous section. The invoked attitude usually involves a sequence of intensified research processes, alongside signalling the potential research goals of the study. This results in a positive prosody of saturation promoting the writer's proposed study as rigorous and beneficial to the field. Therefore, any evaluation initiating a negative stance towards the writer's study needs to be avoided. The prosodic strategies deployed in the students' proposal texts are further illustrated as follows.

(a) Stu: Maintaining Positive Stance within the *Critic Voice*

The saturating prosody is evident in the phase describing the proposed study in Stu's text. The phase as reproduced in [4/21] demonstrates how the resources of GRADUATION invoking ATTITUDE bundle together to spread the positive hue across the text. The instances of invoked ATTITUDE are labelled as tokens (with the small capital T).

[4/21]

Further to [+APP, T] *the previous work* [+APP, T], this study *reviews* [+APP, T] *also* Obama's use of RQs as an *additional* [+APP, T] perspective and a *continuation* [+APP, T] so as to *enrich* [+APP, T] the **comprehensiveness** [+APP] of the understanding of rhetorical questions *in political context* [+APP, T]. *In particular* [+APP, T], the *following two* [+APP, T] research questions will be addressed [...]

The phase mainly describes the research aims and goals as the potential contributions of his study to the field. The intensified processes (*review, enrich*) and upgraded entities (*additional perspective, continuation*) establish a harmonious string of GRADUATION resources. These resources establish the prosody of saturation, implying a positive hue. The positive prosody promotes the writer's study as the new knowledge for filling the research space (*enrich the comprehensiveness of the understanding of rhetorical questions in political context*).

(b) Cindy: Describing the Research Activities in a Less Organised Sequence

A similar prosodic patterning is also evident in the preview of the writer's study in Cindy's text. However, the phase differs from that of Stu's text in terms of the processes of inquiry construed in the text. In Cindy's text, the procedures are construed as congruent research activities, many of which are intensified. The distribution of these intensified processes in the text is illustrated in [4/22] below:

[4/22]

The purpose of this research *aims to improve* [+APP, T] SMRT corporate image on Facebook by studying the commuters' comments on SMRT Facebook page. It takes on an analytical research by *analyzing* [+APP, T] and *explaining* [+APP, T] why and how commuters perceived SMRT and

their reactions. I will be *examining* [+APP, T] the relationship of the comments posted by the commuters and the media statements posted by SMRT. To qualify the sentiments of *most of* [+APP, T] the commuters, I will store the comments as quantitative data in corpus and study the occurrence of phrases that were *frequently* [+APP, T] mentioned in the posts.

The activity sequence in the phase illustrated in [4/22] is less effectively organised. The opening clause construes the goal (*aims to improve SMRT corporate image*) instead of the aim of the writer's study. This organisation is problematic, as the research activities in the unfolding discourse do not serve to elaborate the stated goal. The activities should instead function to elaborate the aim of the study (e.g. *the relationship between the statements and comments from SMRT and commuters*), which remains implicit in the phase. In addition, these research activities are not logically sequenced as steps to achieve the research aim. The disarrayed activity sequence therefore weakens the saturating prosody, despite the frequent coding of GRADUATION invoked ATTITUDE.

The saturating prosody in [4/22] can be strengthened through reorganising the phase. The activity sequence is rearranged in a series of objectives fulfilling the aim established in the HyperTheme. The goals of the research are subsequently consolidated in the HyperNew as potential contributions. A suggested revised version is presented in [4/22¹] below:

[4/22¹]

This research *examines* [+APP, T] the relationship between the media statements posted by SMRT and the commuters' SMRT Facebook page. The study adopts an empirical approach through *investigating* [+APP, T] a small-scale corpus. The corpus is compiled with the comments collected from the SMRT Facebook page. The *frequently* [+APP, T] occurring phrases are categorised according to the classification of speech acts. The findings *aim to quantify* [+APP, T] the sentiments of the commuters through *illuminating* [+ACT] the commuters' *general* [+APP, T] perceptions and reactions on SMRT. The **goal** [+APP] of this research is to **contribute** [+APP] to the previous studies of social media discourse. *In addition* [+APP, T], this research *seeks to identify* [+APP, T] the comments **useful** [+APP] for the SMRT to **improve** [+APP] its corporate image through Facebook.

The rewritten phase is reorganised in a pattern of 'aim-objectives-goal'. The HyperTheme construes the general field entity *this research* and the overarching aim of the study. The unfolding phase elaborates the aim in the order of research procedures, i.e. the activity sequence. The activity sequence represents the effort as the writer collects, examines and interprets the data. The implied positive

stance constructed in the activity sequence is consolidated as the value and significance of the writer's study in a series of positive inscribed VALUATION (*goal, useful, improve, contribute*) in the HyperNew position. These explicit attitudinal resources initiate a retrospective dominating prosody, reinforcing the saturated positive prosody in the phase. Through this revision, the writer's stance towards promoting her own study can be strengthened and more explicitly enacted.

(c) Claire: Focusing on the Aims and Goals of Her Proposed Study

In Claire's text, a prospective prosody of domination is evident. The inscribed APPRECIATION: VALUATION spreads the positive prosody across the clause. The propagating prosody is picked up by the intensified processes, establishing the research aims and goals as *reasonable*. The prosodic patterning of the stage is illustrated in [4/23] below:

[4/23]

On account of [[what has been abovementioned]], it is **reasonable** [+APP] [[to *clarify* [+COM, T] the reason of popularity of The Notebook || by *illuminating* [+APP, T] [...] || and by construing the literary meaning of the language [[used in the novel]] through language appraisal, || *added* [+APP, T] by [[building the relationship between McDonaldization and the characteristics of bestsellers.]]]

The positive prosody spreading across the phase in [4/23] suggests the potential contributions of the writer's study. However, the processes of inquiry for achieving the research aims and goals are not specified. In addition, the phase also does not specify the entities associated with the writer's study (e.g. *this study, the analysis, the findings*). The absence of the sequencing of research entities and activities may mitigate the writer's promotion of her study. To address this issue, the phase can be revised following the strategies employed for revising Cindy's text in [4/22¹]. In the revision, the research aims, objectives and goals of the writer's study are described in a reorganised sequence. More field entities are also incorporated for construing the writer's study, as highlighted in text boxes:

[4/23¹]

The proposed study *aims to reveal* [+APP, T] the reasons of popularity of 'romance' or popular fiction in general. This study uses *The Notebook* as an exemplar, and *examines* [+APP, T] its

language use. The study adopts APPRAISAL system as the analytical framework, and *investigates* [+APP, T] the evaluative language deployed by the author in the novel. The findings *will describe* [+APP, T] the linguistic features of the romance bestseller, and *respond to* [+APP, T] Winterson's (1985) Winterson's (1985) explanation about the reason for the endless productivity of love stories. This study *serves to update* [+APP, T] to the *existing* [+APP, T] body of research through exploring the relationships between readers' preferences and concurrent cultural phenomena.

The revised phase constructs the writer's study in an 'aim-objectives-goal' pattern. The field entities of the writer's research (*the proposed study, the study, the findings, this study*) are recovered in the phase. Each of the entities is coupled with an amplified process. The GRADUATION resources invoking ATTITUDE saturate the whole phase, and reinforce the prosody across the phase. The consistent coding of GRADUATION invoking ATTITUDE in the text therefore sustains the positive saturating prosody, promoting the writer's research design as rigorous and accurate.

The investigation in this section highlights how the textual organisation facilitates the propagation of prosodies in the stage describing the writer's study. The main prosodic strategy in this stage is that of the prosody of saturation. The saturating prosodies are established through numerous GRADUATION resources intensifying research processes. However, the three texts do not construe the research activities in an activity sequence. The descriptions of the writer's study in Cindy's and Claire's text are revised in the way that the sequence of intensified research processes follows the procedures of inquiry. Such a sequence implies "an appreciation of the complexity of the research design" (Hood, 2010, p. 96). In addition, the higher level periodicity previews and consolidates the research aims and goals of the writer's study. In particular, the hyperNew may also be associated with inscribed ATTITUDE, through which the writer suggests the contributions of his/her study. This establishes a retrospective prosody, further reinforcing the positive value saturated in the phase. The ways in which the writers position their studies in this stage through intersubjective stance are examined below as the final layer of the analysis in the present chapter.

4.5.3 Negotiating Intersubjective Stance and Dialogic Voice through ENGAGEMENT

This section presents the analysis of ENGAGEMENT resources in this stage for examining the management of dialogic voices as intersubjective stance. In this stage, the research activities of the writer's proposed study are typically construed as uncontested through monoglossic assertions. This dialogic strategy naturalises the positioning towards the processes of inquiry as taken for granted or not at issue. In addition to monoglossic claims, the writer can also modalise the contributions of their proposed study with resources of ENTERTAIN. This strategy expands the dialogic space to cater for alternative viewpoints on the claimed contributions. In the proposal texts, however, various strategies are deployed for dynamically controlling the dialogic space. Such strategies in each text are further investigated as follows.

(a) Stu: Negotiating the Dialogic Space Dynamically for Legitimising His Study

In Stu's text, the dialogic space is dynamically managed through both contractive and expansive formulations. While the phase specifically describing the writer's proposed study is construed entirely in monoglossic voice, the dialogic space in the description of his previous study is closed down with contractive resources. The dialogic space in the last phase describing the *noteworthy* aspects in the research design is first contracted with more authorial investment in his propositions, and then opened up towards the end of the phase. The distribution of ENGAGEMENT resources in the two phases is illustrated in [4/24]:

[4/24]

In the past, I have conducted some research in the relationship between question types and pragmatic functions of rhetorical questions [...] a notable trend in such data set indicates that [ENDORSE] [...] (the two views are also shared with Monzoni (2008) and Han (1998), [ENDORSE] and will be further elaborated in section 3.1 below.

Further to the previous work, this study reviews also Obama's use of RQs as an additional perspective and a continuation so as to enrich the comprehensiveness of the understanding of rhetorical questions in political context. In particular, the following two research questions will be addressed:

(1) How is rhetorical question functioning in political discourse?

(2) Were there clear correlations between types of question and pragmatic functions in the use of rhetorical questions? [ENTERTAIN]

What is noteworthy here [PRONOUNCE] is that the focus of this study is not [DENY] on comparing

the use of rhetorical questions between the two candidates or the two parties in America [...]
In addition, modifications of the RQ classification in my previous work may [ENTERTAIN] have to make if [ENTERTAIN] a considerable number of President Obama's rhetorical questions function differently from the existing one.

The proclamations increase the writer's commitment to the warrantability of his studies. The ENDORSEMENT value *indicates* affirms the validity of his pilot study through substantive findings. The warrantability is also supported by external voices (*shared with Monzoni (2008) and Han (1998)*). Another strategy the writer deploys to proclaim full responsibility of his study is the use of PRONOUNCEMENT. In the last phase, the embedded clause with the inscribed ATTITUDE (*what is noteworthy here*) in the HyperTheme pronounces the subjective authorial voice. The pronouncement is potentially challengeable, as the putative addressee may not agree with the noteworthiness of the descriptions. Expansive formulations are then construed for incorporating alternative views at the end of the phase. The dialogic space is expanded in the unfolding phase through ENTERTAIN values for supporting the proclamations. In sum, PROCLAIM resources in the higher level periodicity, align the readers with the foregrounded authorial stance.

(b) Cindy: Naturalising the Value of Her Study as Affirmative and 'Not-At-Issue'

In Cindy's text, the whole preview of the writer's study is construed with monoglossic assertions. The bare assertions represent the writer's authorial voice by default. The phase is reproduced in [4/25] with the sole ENTERTAIN value underlined as below:

[4/25]

The purpose of this research aims to improve SMRT corporate image on Facebook by studying the commuters' comments on SMRT Facebook page. It takes on an analytical research by analyzing and explaining why and how commuters perceived SMRT and their reactions. I will be examining the relationship of the comments posted by the commuters and the media statements posted by SMRT. To qualify the sentiments of most of the commuters, I will store the comments as quantitative data in corpus and study the occurrence of phrases that were frequently mentioned in the posts.

The phase as in [4/25] is positioned as a taken-for-granted factual description of the writer's proposed research. The rejection of alternative positions is in line

with the rhetorical purpose of this phase, that is, focusing on the “issue of truth conditions” as “intersubjective neutral and objective” events (Martin and White, 2005, p. 99). However, the authorial assertion may not align with the reader concerning the process of inquiry in the stage. While the methodological approaches adopted in her proposed study are not at issue in general, the disorganised activity sequence in the phase weakens its legitimacy, as already discussed in [4/22]. The revised phase in [4/22¹] reorders the research activities from the aims to the goals in a logical sequence. The writer can then claim the legitimacy of her research design as naturalised with the disciplinary field.

(c) Claire: Interrupting the Authorial Stance with the Authorising Source

In Claire’s text, the control of dialogic space is interrupted with the positioning from the external voice. The phase is for the most part monoglossic as the writer introduces her proposed study. However, the attributed source directly projects the author’s intersubjective stance. The distribution of ENGAGEMENT resources in the phase is illustrated in [4/26] below:

[4/26]

On account of what has been abovementioned, <u>it is reasonable</u> [PRONOUNCE] to clarify the reason of popularity of The Notebook by illuminating "The fact that love stories reproduce themselves endlessly is evidence <u>not</u> [DENY] of postmodern 'hyper-reality' <u>but</u> [COUNTER] of the enduring power of that originary source (<u>Winterson, 1985</u>)" [ACKNOWLEDGE] and by construing the literary meaning of the language used in the novel through language appraisal, added by building the relationship between McDonaldization and the characteristics of bestsellers.
--

The proclamation in the phase-initial position pronounces the writer’s investment in the warrantability of the contributions of her study. However, such pronouncement is not supported by the more concrete research activities as the ‘know-how’ in the field. In addition, the acknowledged source (i.e. *Winterson, 1985*) and its projected proposition do not function to authorise the writer’s proclamation. The writer’s positioning is therefore ungrounded, which in turn undermines the legitimacy of the proposed study. This issue is addressed in the revision reproduced in [4/26¹]. The research processes construing the activity sequence are highlighted in bold.

[4/26¹]

The proposed study **aims to reveal** the reasons of popularity of 'romance' or popular fiction in general. This study **uses** The Notebook as an exemplar, and **examines** its language use. The study **adopts** appraisal system as the analytical framework, and **investigates** the evaluative language deployed by the author in the novel. The findings will **describe** the linguistic features of the romance bestseller, and **respond** to Winterson's (1985) [ACKNOWLEDGE] explanation about the reason for the endless productivity of love stories. This study serves to **update** to the existing body of research through **exploring** the relationships between readers' preferences and concurrent cultural phenomena.

The revised phase in [4/26¹] foregrounds the writer's monoglossic voice. The procedures of the proposed study are unmodalised and chained as a sequence of 'know-hows' for achieving the research aims. The attributed source is retained in the phase, but its proposition is roughly paraphrased into a nominal group (*Winterson's explanation about the reason for the endless productivity of love stories*). The nominalised proposition omits the positioning of the external voice, and functions as a component of the writer's proposition. In all, the reorganisation of the phase provides details of the process of inquiry. These research practices are construed as monoglossic assertions, through which the writer claims full responsibility for the rigour of the skills involved.

The above investigation has indicated how ENGAGEMENT resources are deployed for supporting the promotion of the writer's study. The general dialogic strategy among the texts is that of monoglossic assertions, through which the steps of the research design are construed as taken-for-granted. However, as these texts are not constructed in sequences of research procedures, other dialogic strategies are used for strengthening the writer's claims, such as proclamations (PRONOUNCE and ENDORSE). In addition, this section has also revisited the revised texts of Cindy's and Claire's introductions, in which the research activities are reorganised as steps of inquiry procedures as 'know-hows'. These know-hows more appropriately sequence the research processes, and legitimate the writer's assertions seeking to align with those favoured in the disciplinary field.

4.5.4 Summarising Strategies for Enacting Stance and Voice in the Stage Describing the Writer's Study

The analysis in this section has examined how stance and voice are enacted in the concluding stage describing the writer's study. All the three texts construct this stage for previewing the writers' proposed study, but are elaborated by varying degrees. The differences in elaboration of these texts implicate different evaluative strategies, as summarised below.

The attitudinal meanings construed in the texts are mainly invocations of ATTITUDE through GRADUATION. The resources of GRADUATION intensify the research processes involved in the writer's study. Inscriptions of ATTITUDE are scantily coded in the students' texts, but they are usually employed to appraise the potential contributions of the study. The overall writer's evaluative stance is positive, laying final claims for the research warrant at the end of the introduction.

The multiple instances of intensified processes in the texts predominantly initiate prosodies of saturation. The number of steps of research activities elaborates the methodology in a part-whole relation, implying the complexity and rigour of the research design (Hood, 2010, p. 96). However, prosodies of domination may also be established in the higher level periodicity, as demonstrated in Claire's text. Alternatively, the dominating prosody can also be propagated from the hyperNew, as inscriptions of ATTITUDE appraise the research goals and contributions. The retrospective prosody reinforces the implied positive appreciation of the research design of the writer's study.

The major dialogic strategy in this stage is that of monoglossic assertions. The writers describe the procedures of inquiry in their studies as intersubjectively 'factual'. The factual descriptions align the value position of the disciplinary field as taken for granted. The writers may also foreground their involvement in the reasoning processes (Claire's text) or research design (Stu's text) through proclamations. These proclamations heighten the writer's investment in their propositions as warrantable, and thus more committed to engaging with the reader.

In summary, the variations in the construction of this stage adjust the meaning potentials for promoting the writer's own study. The appended

descriptions of the pilot study and research design in Stu's text for example increase the writer's commitment to legitimising his proposed studies, or evoking a positive judgement of his capabilities of undertaking the research. Such expansions may be unprecedented and optional in students' proposal texts. However, the evaluative and dialogic strategies identified provide insights into how writers increase the legitimacy of their own studies that are yet to be undertaken. These strategies, alongside those suggested in the framework, can be employed for revising the other texts. In Cindy's and Claire's case, this stage is elaborated and reorganised with a logical sequence of research processes. Such revisions suggest means for demonstrating the meticulously planned methodology, and in turn appreciating the writer's study as rigorous and thus significant.

4.6 Conclusion

The present chapter has undertaken a comprehensive analysis of how stance and voice are enacted in the introductions to proposals. The analysis serves as the starting point for observing how stance and voice emerge in students' writing. The discourse strategies for distributing and patterning evaluative meanings have been identified and summarised at various points of the chapter. The following concludes the chapter by discussing the major findings and the significant contributions of the present chapter, and previewing the analysis of the dissertation texts in Chapter 5.

4.6.1 Major Findings: Enacting Stance in the Research Warrants of Proposals

The multi-dimensional APPRAISAL analysis adopted for examining postgraduate proposals sheds light upon how novice writers' evaluative stance and voice emerge from one of their high-stake writing tasks in their studies. The findings from the analysis demonstrate the ways in which the student writers are developing control in managing and negotiating stance and voice, including alternative strategies promoting their own studies. The analysis also identifies instances which may benefit from revision and editing to allow for more effective and powerful stance and voice.

The analysis in the present chapter reflects the student writers' varying proficiency in deploying meaning-making resources to display their attitudinal assessment and adopting value positions. The texts demonstrate different levels of sophistication in terms of encoding evaluative meanings to promote the writers' studies, while general trends of evaluative strategies can be identified. For example, all writers do not display explicit emotive responses (i.e. encoding AFFECT resources oriented towards the writers) as they evaluate both fields of the object of study and research. In addition, they encode explicit ATTITUDE (APPRECIATION and JUDGEMENT predominantly) to enact stance towards the nominalised entities of the object of study, while preferring an implicit coding of ATTITUDE through GRADUATION towards the field of relevant knowledge and their own studies. These strategies may reflect the students' general understanding of the requirement for providing an 'objective critique'. In other words, the student writers can "[depart] from their own personal experience" and possess "a critical view of their own ideas", as required by their teacher who taught proposal writing (refer to the teacher's comments in Section 1.3.1, pp. 6-7). The evaluative strategies identified in the texts can therefore more explicitly explain stance and voice in linguistic terms, complementing pragmatic recommendations on "deference" and "cautiousness" (Swain, 2007), or an ethnographic view on literacy practices (e.g. Duff, 2010; Lillis, 2001; Prior, 1998).

The student writers also develop alternative evaluative strategies to legitimise their proposed studies. Such strategies include co-opting genres in addition to the series of evaluative reports of a typical research warrant. Stu's text is incorporated with a specific description of his past research on a similar topic, which functions to justify the rigour of his proposed study (See Section 4.2.3(a)). Cindy's research warrant includes a classifying report on the theoretical framework, which is applicable to her collected data (See Section 4.2.2 (b)). Claire's text develops an elaborate exposition to argue for the need to investigate from a linguistic perspective the success of *The Notebook* despite its lack of literary value (See Section 4.2.1(c)). The varying staging in the students' texts all aim to argue for the legitimacy of the writers' studies, as reflected in their evaluative strategies that promote the rigour and significance of their proposed

studies. These strategies are particularly relevant in terms of enactment of individualised stance within the institutional voice roles, through which academic writers negotiate authority in addition to demonstrating their knowledge (e.g. Farnsworth et al., 2016).

However, there are also instances in which the writers' stance and voice require more effective control. One obvious example is the omission of the second stage of the research warrant (i.e. descriptive report on the relevant knowledge) in Cindy's and Claire's texts (See Section 4.3). In particular, quotations from cited references are distributed across Claire's research warrant. The cited references project quotations that offer definitions and explicitly evaluate the object of study. The writer aligns with the value positions of these sources without further evaluating them. This shows that the two writers are apparently less committed to enact stance and voice towards the relevant literature, a necessary step to suggest space for their own studies, i.e. establishing a research warrant. On the other hand, the writers' stance is often weakened with the less effective textual organisation in Cindy's and Claire's texts. More specifically, the lack of a hyperNew results in unconsolidated stance and voice enacted in the unfolding discourse. The hyperNew functions not only to condense ideational meanings as a point of discussion of a phase, but also to display the writer's stance and voice in relation to other alternative value positions. More importantly, the hyperNew often establishes a stronger interpersonal punch, which on the one hand spreads the evaluative prosody retrospectively in the phase, and dynamically manages the alignment of the readers (See Section 4.3.2(a) for example). Such shifts in alignment ultimately function to create a maximally persuasive proposition that promotes the significance and contributions of the writer's study to the field.

The above issues are addressed with attempts of suggested revisions at various points in the present chapter. The revisions include reconstructing the stage reviewing the literature, and reorganising ATTITUDE-IDEATION couplings through higher level Themes and News. Such revisions have implications for academic writing instructions. Firstly, restructuring the literature review involves synthesising the propositions and activities of the relevant research

literature, towards which the writer can enact stance, instead of describing the literature as annotated bibliographies that lack criticality (e.g. Swales & Lindemann, 2002; Hood, 2010). Secondly, synthesising relevant literature through ‘paraphrasing’ allows the writer to enact stance towards the literature (e.g. adjusting intensity of research processes or graduating ENGAGEMENT: ACKNOWLEDGE or ENDORSE resources), and potentially avoid over-citing, inadequate paraphrasing or alleged plagiarism (e.g. Pecorari, 2015; Petrić & Harwood, 2013). Thirdly, the textual organisation of evaluative meanings as prosodic strategies enables student writers to build evaluative stance more effectively (Hood, 2010). While having implications for writing pedagogy, the revisions suggested in the present chapter are not definitive or prescriptive. Instead, such revisions aim to elucidate how stance and voice can be construed more powerfully and persuasively to establish a highly compelling research warrant.

4.6.2 Significant Contributions

The analysis of the research warrants of postgraduate proposals in the present chapter also serves as a starting point for investigating the development of stance and voice in postgraduate academic texts. The major contributions of the present chapter involve the introduction of the theoretically informed analytical framework (the MAVS framework), and the use of such a framework for identifying evaluative strategies in the research proposals. The findings identified in the present chapter also have pedagogical implications for academic literacy practices and pedagogies, as further explained in the following.

The first significant contribution of the present chapter is that of the framework for managing stance and voice in research warrants (the MAVS framework). The MAVS framework, as introduced in Section 4.1, applies multiple dimensions (metafunctional and stratal) of the social semiotic theory of SFL. The framework, however, does not attempt to merge the diverse theorisations and disciplinary perspectives within which the terms *stance* and *voice* has currency. Rather, it introduces a multi-perspectival perspective on stance and voice to unravel the complexity of the construct. The exploration of such complexity is

here undertaken in a research educational context, as the postgraduate students propose the value and worthiness of their research in the proposal introductions. The complexity demonstrates the enactment of stance and voice beyond the distribution and patterning of interpersonal meaning. The enactment of stance and voice encompasses all the ideational, interpersonal and textual metafunctions. The systematic organisation of the fields of the object of study and research enables the synoptic distribution of APPRAISAL resources. The textual structuring of the introduction signals shifts in field focuses, forecasts the strength of stance and voice and propagates the values across phases of discourse. These evaluative strategies are dialogically negotiated through ENGAGEMENT resources enacting the writer's positioning. These features are therefore strategies integrated across metafunctions, instead of being delimited by them.

The second major contribution of the present chapter is that of identifying evaluative strategies specific for the research warrant of students' proposals. The present chapter has adopted the multi-perspectival analysis informed by the MAVS framework. The analysis has identified the student writers' strategies for displaying their stance and voice towards their objects of study, the relevant knowledge and their own proposed studies. The analysis has been undertaken based upon the strategies as illustrated in the framework, which was used to identify individualised or alternative evaluative strategies. Such strategies in each stage have been summarised in 4.3.4, 4.4.4 and 4.5.4 respectively. The analysis has also explained and revised strategies enacting less effective stance and voice. These revisions however do not seek to prescribe particular evaluative strategies as standards, but rather demonstrate the potential of the MAVS framework for modelling more effective evaluative strategies for each stage of the research warrant.

In a broader pedagogical context, the MAVS framework and the strategies derived from the analysis serve to inform pedagogy for writing a powerful and compelling research warrant of research proposals. This addresses the need for elucidating the rhetorical requirements of academic discourse often concealed as layers of enculturation practices or "conventions" (e.g. Badenhorst & Guerin,

2016). The linguistic framework offers meaning-making resources that are linked to the rhetorical functions of the text, e.g. postgraduate proposals as examined in the present chapter. The meaning-making resources in turn form strategies beyond general recommendations of writing academic texts or advice on ‘academic language’ or grammatical accuracy. These strategies are explained in terms of knowledge about language (KAL) or *metalinguage*, which teachers and students can use as a “navigational toolkit” for comprehending and producing academic texts (e.g. Gebhard et al., 2014). In all, the MAVS framework seeks to assist novice academic writers by scaffolding effective stance and voice strategies in postgraduate proposals, and provide metalinguistic resources to trace “a linguistic pathway that makes developmental sense” (Gebhard et al., 2014, p. 123). This notion will be exemplified in the subsequent chapter (Chapter 5) which examines the students’ development of stance and voice in their dissertation research warrants.

In Chapter 5, I will investigate in what ways and to what extent the student writers expand their repertoires for enacting stance and voice in the dissertation texts. I will start with examining the structuring of the introductions. I will then focus on the evaluative strategies in each stage in relation to coupling, prosodies and intersubjective positioning. The analysis is based on the MAVS framework, as presented in the present chapter, and used for modelling the strategies specific for the dissertation texts. The evaluative strategies in the dissertation texts are then compared with those in the proposal texts to indicate variations across the two text types. The variations may shed light upon the development of stance and voice across the period of the writers’ one-year postgraduate study. Such developmental changes may suggest indications of progression in learning.

Chapter 5. Enacting Stance and Voice in the Introductions to Dissertations

Introduction

The present chapter continues the investigation of how stance and voice are enacted in the writing of students as novice academic researchers. In Chapter 4, I first presented a multi-metafunctional framework (MAVS framework) for managing effective stance and voice in research warrants. I then explored the complexity of stance and voice in the introductions to proposals based on the framework. In the present chapter, the developed framework is also drawn upon for tracking the development of stance and voice in introductions to dissertations. The aim here is to adopt an ontogenetic perspective on the development of stance and voice from proposals to dissertations.

Focusing on the introductory sections of each text type allows for general consistency in terms of genre and register from an analytical perspective. The proposal and dissertation are situated on both ends of the “genre chain” (Hyland and Paltridge, 2006, p. 56) of postgraduate research. Both text types are evaluative in nature. The introductory sections in both text types function similarly to claim warrants for research (Hood, 2010). The introduction evaluates the topic of study, reviews the literature and promotes the writer’s study. These functions are realised through scaffolding the field of object of study and the field of research in three generic stages. The elaboration of the two fields provides targets for evaluation. The textual scaffolding packs the ideational meanings as periodic flows of information, and facilitates the propagation of evaluative stance. The rhetorical functions of the introduction therefore suggest that stance is implicated in genre and register. It is also integrated with ideational and textual meanings as couplings and prosodies respectively. In addition, the writer’s stance is also positioned intersubjectively through managing the authorial voice in relation to other alternative positions. The above characteristics require further investigations for comparing the two text types in terms of similarities and differences in establishing effective research warrants.

The main aim for the analyses in the present chapter is to examine how stance and voice are enacted in each stage of the introductory sections for dissertations.

The analyses are organised as follows. In Section 5.1, I explore how the three stages are instantiated in the students' texts. In Sections 5.2-5.4, I investigate the stance and voice enacted in each stage. In each stage, I further differentiate the stance and voice analyses in terms of evaluative coupling, prosodic patterning and intersubjective positioning. The analyses are undertaken based on the evaluative strategies from the MAVS framework, as re-presented at the beginning of each section. The findings are juxtaposed with the evaluative strategies provided by the framework, and compared with the strategies in the proposal texts. The comparison aims to capture changes in the management of APPRAISAL resources over time, and students' positioning in relation to their objects of study and other contributions to knowledge in the field. These changes also provide insights into the development in stance and voice, in addition to the implications for academic writing instructions.

5.1 Developing the Stages in the Introductions to the Dissertations

In this section, I examine how the stages of the introductions develop in the dissertations. The introductory sections of the dissertations typically share similarities with those of the proposals in terms of functions and generic staging. The introduction functions to both describe and evaluate in order to warrant the writer's research, while the focus of description and evaluation differs across the three generic stages. The functions of each of the stages are re-presented in Table 5.1 below, in the sequence implicating shifts in the field focus from the general to the specific context of the writer's study:

Table 5.1 Generic staging and functions of the introduction as Research Warrant

Staging	Functions
<i>Descriptive report on the object of study ('Background' stage)</i>	<ul style="list-style-type: none"> • Describing the general field instead of more specific field entities • Evaluating the field as important, relevant, worthy of attention, etc.
<i>Descriptive report on the relevant knowledge ('Literature Review' stage)</i>	<ul style="list-style-type: none"> • Describing the general research field or specific studies • Affiliating the writer's research with the established field • Evaluating the field as contested knowledge
<i>Description of the writer's study ('Transition' stage)</i>	<ul style="list-style-type: none"> • Describing the research aims, objectives and processes of inquiry • Evaluating the writer's study as important and valuable

In the following, I focus more specifically on developmental changes in the structuring of the introductions. Each stage is compared with the corresponding stage in the proposals. The comparisons elucidate differences in how the ideational meaning expands, as well as how the textual meaning organises the field in each stage. Such comparisons also provide insights into how individual stages develop from proposals to dissertations, and how the developmental changes implicate the enactment of stance and voice across the two types of texts.

5.1.1 Descriptive Report on the Object of Study

The stage reporting on the object of study develops differently among the three dissertations. The three dissertations examine different kinds of discourse. Stu's and Claire's texts respectively focus on political discourse and literary discourse, the same general fields as their proposals. Cindy's dissertation shifts from public discourse to government discourse. In these reports on the object of study, Stu's and Cindy's texts are elaborated considerably, while Claire's text is less expanded. The developmental changes in the three texts are explained in further detail as follows.

(a) Stu: Reiterating the Stage Reporting on the Object of Study for Providing Additional Information

In Stu's text, this stage appears twice to report on the object of study in different degrees of specificity. The stage opens the introduction as a report on the more general field of *political speeches*. The field is elaborated according to the functions (e.g. *promote their policies, gain power*) and the taxonomy of *political speeches* (e.g. *election campaigns, candidates, followers*). This stage is reiterated after a report on the relevant knowledge as an additional context for the writer's object of study. The reiterated stage highlights the *more interesting* aspects in the more specific field of *the two candidates* (i.e. *Romney, Obama*). The two phases of text are reproduced as the abridged excerpts in [5/1].

[5/1]

Stage	Phase	Text
Descriptive report on the object of study	<i>Political speeches</i>	<p><u>HyperTheme</u> Political speeches [...] are a particularly important part of election campaigns since they allow candidates to promote their policies, motivate followers or gain power through persuasion [...] It is however not enough if candidates only focus on promoting themselves [...]</p> <p><u>HyperNew</u> To maintain such a delicate balance between attracting audience attention and engaging in face-threatening acts to others candidates frequently rely on various rhetorical strategies. [...]</p>
Descriptive report on the object of study	<i>The two candidates</i>	<p><u>HyperTheme</u> What is more interesting is that since the two candidates were significantly different [...] these differences enable us to elucidate politicians' use of rhetorical questions from a broader perspective. In Romney's case [...] he had to carefully adjust the directness and explicitness of his rhetorical questions [...] Obama, on the other hand, had to counter his opponent's criticisms regarding the difficult economic times under his first term of presidency [...]</p> <p><u>HyperNew</u> Generally speaking, the use of rhetorical questions afford them a useful means to engage in verbal indirectness moves [...]</p>

The thematic positions of the hyperThemes function to introduce the field focus or signal shifts in field. The shift from the general to more specific field is indicated in bold in [5/1]. While the first phase introduces *political speeches* in the thematic position, the second phase gives topical prominence to the writer's assessment (*what is more interesting*) instead of the specific field focus *the two candidates*. The positioning of the field focus can be foregrounded through revising the hyperTheme (e.g. ***The differences between the two candidates enable us to elucidate...***). The revised hyperTheme gives the field focus topical prominence, and at the same time carries the writer's evaluation (i.e. *enable us to elucidate...*).

This stage in Stu’s dissertation is more elaborated compared to that in the proposal. The stage is expanded to report on additional information on the more specific context of study. The expansion of the field provides more ideational meanings for coupling with evaluation. The writer can employ evaluative meanings to promote the object of study as important (e.g. *a particularly important part of election campaigns*) and interesting (e.g. *what is more interesting*).

(b) Cindy: Expanding the Scope of the Object of Study

The stage reporting on the object of study in Cindy’s dissertation is substantially expanded. This stage is mainly constructed in three subsequent phases of text, as abridged in [5/2]. The opening phase reports on a more general background about *parking offence*, involving field entities such as *ticket, fine, waiver* and *appeal*. The following phase focuses more specifically on *appeal letters*, while the field entities are construed in more general terms (e.g. *authorities, correspondences*) or nominalisation (e.g. *the need to preserve a positive impression*). The third phase describes more abstract phenomena, i.e. *the relationship between a public officer and a citizen* and *the changes in governance*. To sum up, the object of study described in this stage is highly general and abstract.

[5/2]

Stage	Phase	Text
Descriptive reports on the object of study	<i>Parking offenders</i>	<u>HyperTheme</u> Typically when a person commits a parking offence, he/she would be given a ticket or notice to pay within a given number of days. The fine amount increases after a period of time if it is not paid. [...] However, there are some motorists who would make attempts to request a waiver or reduction of the fine [...] Appellants can approach the government agency personally, writing through fax, email or simply visiting the agency website to file an appeal.
	<i>Appeal letters</i>	<u>HyperTheme</u> While successful measures [...] might have taken place by authorities to reduce fines, appeal letters remain high.

	<p><i>Changes in governance</i></p>	<p>Appellants have the tendency to send in appeals repeatedly after they have been rejected. [...]</p> <p><u>HyperNew</u> These correspondences are clearly important contact points to communicate with the public and are usually conveyed in writing. Therefore, choosing the right approach and strategies in writing these replies is critical. The need to preserve a positive impression is vital [...]</p> <p><u>HyperTheme</u> Given the changing nature of governments [...] the relationship between a public officer and a citizen is changing rapidly. The changes in governance raise challenges with regard to "power", "rights" and "ethics".</p>
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The shifts in field focus are indicated overtly in the textually prominent locations. Each phase of text is initiated with a marked theme signalling the boundary of the phase, as indicated in the text boxes in [5/2] above. The marked theme also functions to condense meanings from the previous phase to mark the shifts in field focus. The marked theme is then followed by a topical theme introducing the field focus, as indicated in bold. While the textual organisation facilitating field shifts is evident, the field focuses do not shift in the general-specific sequence. The sequence of the phases in the stage can be rearranged to first discuss more generally *the changes in governance* (third phase) for example. The description of *appeal letters* can then function to conclude the stage with the more specific context of study.

The stage in Cindy's dissertation is organised more explicitly through textual organisation. Compared to her proposal, the shifts in field focus are more predictable with marked themes. The marked themes in the prominent textual locations connect with the preceding phases, and provide the scope of the field in the phases. The field of object of study is therefore expanded and coherent, facilitating evaluation in the text.

(c) Claire: Relegating the Report to a Brief Description of the Object of Study

This stage in Claire's dissertation is less expanded as a short description. The description includes entities about *The Notebook* (e.g. *fiction, novel, romance*), and more specifically *the protagonist of the novel* in terms of its attributes (e.g.

parodic and stereotyped, appealing "round character"). The description is presented in [5/3] below:

[5/3]

Stage	Phase	Text
Description of the object of study	-	The Notebook is a bestselling American fiction. The protagonist of the novel has acquired polarized comments from different critics, either being criticized as a parodic and stereotyped character in the cliché romance or being appreciated as an appealing "round character" (ref)

The field focus of the description is introduced in the textually prominent location of the phase. However, this field focus lacks a more general background suggesting the breadth of the field. The description focuses specifically on an instance of a broader field, such as *literary discourse* or *modern romance*. The short description therefore limits a more detailed report on the object of study.

This stage in Claire’s dissertation lacks expansion for a more general description of the field in comparison with the proposal. This stage is structured as a delineated phase with a particular field focus, while the stage in the proposal is less organised in terms of field focus. However, the field focus in this stage is constrained to a specific object of study. The less expanded field limits the scope for describing the more general field, as well as evaluating the significance and relevance of the object of study to her research.

5.1.2 Descriptive Report on the Relevant Knowledge

The descriptive reports on the relevant knowledge are identified in the three dissertations. This stage undergoes significant development in Cindy’s and Claire’s dissertations texts, while being absent in their proposal texts. The stage in Stu’s text remains unchanged, reporting on the field of research related to *rhetorical devices*. The following focuses on investigating the development of the stage in Cindy’s and Claire’s texts.

(a) Cindy: Developing the Literature Review Partially

In Cindy's text, descriptions of relevant knowledge are expanded to incorporate theoretical orientations and research activities. These research activities are mainly reported in two separate phases. The first phase introduces *government discourse* as a *rarely researched* field, and suggests its similarities with *any other business letter*. The second phase briefly elaborates the relevant research on *business discourse*, and describes a specific study (e.g. *Chiappini & Harris (1996)*). The two phases are reproduced in [5/4], with the first phase abridged to highlight relevant descriptions of the field of research. Instances of research processes are underlined, nominalised processes are italicised, and researchers as sources are highlighted in bold.

[5/4]

Stage	Phase	Text
Descriptive reports on the relevant knowledge	<i>Research of government discourse</i>	<p><u>HyperTheme</u> Government discourse has been rarely <u>researched</u> due to its strict confidentiality [...] Nevertheless, it has a lot of similarities with any other business letter [...]</p>
	<i>Research of business communications and discourse</i>	<p><u>HyperTheme</u> To date, there is considerable <i>research</i> on business communications and discourse (David & Baker, 1994; Limaye, 1998; Locker, 1999; Dean, 2004; Timmerman & Harrison, 2005; Thill & Bovee, 2011; Jansen & Janssen, 2011; 2013; Schryer, 2000). <i>Empirical studies</i> of negative messages in terms of crisis management and difficulties in refusing. The <i>analysis</i> of discourse starts with the careful selection of approaches to use of positive words and having a conclusive closure. In an <i>analysis</i> of requests and status in business correspondence conducted by Chiappini & Harris (1996), they <u>observed</u> the change in writing patterns in impersonalisation to personalization when switching from routine documents to personal references.</p>

The two phases in [5/4] are characterised by ideational meanings construing research activities. These ideational meanings include research processes (e.g. *researched, observed*), nominalisation of these processes (e.g. *research, empirical*

studies, analysis) and specific researchers (e.g. David & Baker, 1994; Limaye, 1998). However, the phases do not elaborate further the relevant knowledge projected from the researchers as sources. For example, the list of references in the second phase validates the proposition initiating the phase, but the descriptions in the unfolding texts are not projected from these sources through citations. In addition, the research inquiries of the object of study (i.e. *government discourse*) however lack further expansion in the first phase. The second phase substantively focuses on research on *business discourse*, which apparently distances away from the writer's object of study. One suggestion for improving the coherence of the stage is combining the two phases to report on relevant knowledge of both types of discourse.

The above investigation suggests the writer's partial development in constructing a report on relevant knowledge. The expansion of the field of other research is evident, for example the numerous instances of references in the forms of integral and non-integral citations. However, few of the research activities or relevant knowledge are construed as projections from these external sources. This has immediate pedagogic implications as to how citations are employed in this stage. For example, integral citations can be used for directly projecting propositions and knowledge from the sources. Non-integral citations, on the other hand, can be deployed in support of generalised propositions from more than one source. In Cindy's case, the citations in the stage can be elaborated more specifically in terms of inquiries and findings of the research issues (Hood, 2010, p. 121). This allows the writer to not only report on relevant knowledge, but also position herself in relation to the knowledge from other sources in the field.

(b) Claire: Focusing on Describing Specific Research Studies

This stage in Claire's text is organised in a phase exclusively reporting on methodology and research activities. The stage is given prominence as it opens the introduction. It predominantly reports on propositions and inquiries of the object of study projected from the researchers. These projections are then summarised in order to introduce the writer's own study. The abridged excerpt

of the stage is reproduced in [5/5]. The research processes, nominalised processes and sources are highlighted as with [5/4].

[5/5]

Stage	Phase	Text
Descriptive report on the relevant knowledge	<i>Discourse analysis and the synchronic literary criticism</i>	<p><u>HyperTheme</u></p> <p>According to Chun (2014), <i>discourse analysis</i> and the <i>synchronic literary criticism</i> can be <u>implemented</u> together to <u>illuminate</u> characterization as well as narrative strategies in a literary work by means of <i>employing</i> feasible <i>discourse-analytic tools</i>,</p> <p>[...] And the recent trend of <i>narrative analysis</i> concerns not only <i>discourse analysis</i> but also <i>narratology</i> which "has thrown light on the forms and function of stories" (Kindt & Müller, 2003, p.303). Bosseaux (2004) has <u>found</u> that the transitivity system is a potentially problematic aspect when translator transfers the narratological structures. Moreover, Shen (2007) has <u>made</u> use of the transitivity system to <u>accomplish</u> the <i>narrative analysis</i> in the short story <i>On the Road</i> [...] With regard to characterization, Simpson (2004) has <u>indicated</u> that "the model of transitivity can usefully be employed in the study of characterization" (p.123) [...]</p> <p><u>HyperNew</u></p> <p>Directed by the abovementioned claims [...] this research project will <u>introduce</u> transitivity system to <u>examine</u> the characterization of the protagonist Noah in the fictional narrative discourse <i>The Notebook</i>.</p>

The phase as presented in [5/5] is characterised by research activities and relevant knowledge from specific researchers. These specific researchers are mostly incorporated with projecting processes (e.g. *found, indicated*) or research processes (e.g. *made use, illuminate, accomplish*). The entities related to the field of research are construed as methodological approaches (e.g. *discourse analysis, synchronic literary criticism*) and theoretical orientations (e.g. *transitivity system, narratology*). While the lexical strings construing the field of research achieve an internal coherence, the information flow within the phase can be further organised through higher level periodicity. For example, a proposition describing the more general field can be placed in the hyperTheme:

A number of studies advocate incorporating literary criticism with discourse analytic approaches.

The general field entities (*studies, literary criticism, discourse analytic approaches*) in the proposition are taxonomised across the phase with more specific studies (e.g. *Chun (2014)*) and methodological approaches (e.g. *synchronic literary criticism*). The revised hyperTheme can therefore serve to organise and predict the information flow of the phase.

The stage in Claire's text as examined above indicates two significant development changes. The first development is the structuring of this stage as a separate phase. In her proposal, this stage is missing from the introduction. Propositions from the external sources, many of which are directly cited as block quotes, are dispersed throughout the text. The stage is however recovered in the dissertation as a brief review of literature in the introduction. The second development is the use of different processes for reporting on the other research. The stage includes processes construing research actions and projections from the researchers, instead of an overuse of *claim*, as frequently appearing in her proposal. These developments have important implications for enacting stance and managing voice. The writer can position her study in relation to other external voices in the stage, and express her stance towards the knowledge claims by these external voices.

5.1.3 Description of the Writer's Study

The stage describing the writer's study undergoes certain refinements in the dissertations. While the stage in the proposal describes the writer's forthcoming research, that in the dissertation more specifically describes the completed research. In addition, this stage concludes the introduction as the most specific context of the writer's study, and as a 'transition' for previewing the organisation of the dissertation. This stage is however omitted in Cindy's text, and can only be identified in Stu's and Claire's texts. The following sections therefore focus on examining the stage in Stu's and Claire's texts.

(a) Stu: Detailing Specific Research Activities in His Study

The stage in Stu's text is devoted to describing the specific research activities involved in his research. The stage firstly describes the research aim, and details the processes of inquiry. These processes are sequenced as the organisation of his dissertation, in addition to reflecting the logical sequence of the research procedures. The abridged excerpt of the stage is reproduced in [5/6]. Instances of research processes are underlined:

[5/6]

In consideration of the above factors, this paper examines [...] The rest of this paper will be presented as follows. Section 2 reviews some previous studies and other theoretical backgrounds [...] Second, Section 3 (Methodology) outlines the criteria [...] After listing out the three specific research questions of this study in Section 4, Section 5 elaborates on the quantitative (frequency-count) analysis, while Section 6 focuses on a more in-depth qualitative evaluation (context-based) of the rhetorical questions [...] Section 7 concludes and further points out the implications of this paper.

The stage as indicated above is characterised by the frequent use of research processes. The processes (*e.g. examines, reviews, outlines, elaborates*), alongside specific methodological approaches (*e.g. quantitative analysis, qualitative evaluation*), construe the activities involved in the writer's study. These activities are explicitly sequenced through thematic patterning across the text (i.e. *Section 2... Section 3... Section 4...*). This sequence not only outlines the organisation of the dissertation, but also represents the procedures of inquiry, from determining the research aim (*this paper examines...*) to accomplishing the research goal (*Section 7... points out the implications of this paper*).

The stage in Stu's dissertation has two major differences from that in his proposal. The first change involves the omission of his pilot study. In the proposal, the writer legitimises his proposed study through describing the findings in the pilot study. The writer turns to focus on the research that has been undertaken in his dissertation. The difference results in the ways in which the research processes are construed, contributing to the second difference between the two texts. The processes deployed in the dissertation are mainly those having

been undertaken (e.g. finite processes *examines, reviews, outlines*, etc.). In the proposal, on the other hand, the processes involving the proposed research are mostly nominalised (e.g. *this study reviews also Obama's use of RQs as an additional perspective and a continuation so as to enrich the comprehensiveness...).* Such differences adjust the processes of discovery in the two texts from irrealis to realis (Martin & Rose, 2008). This shift renders the activity sequence in the dissertation more affirmative, and implicates the rigour and intensity of the processes of enquiry.

(b) Claire: Constructing the Description of Her Study More Congruently

The structuring of the stage in Claire's text also shows developments in describing specific research activities. The research activities construed in the stage include the research aims, the undertaken research processes, and the research questions being answered in the dissertation. These activities are less explicitly sequenced as the organisation of the dissertation or the procedures of inquiry. The stage is reproduced in [5/7], within which the processes related to research activities are underlined.

[5/7]

In order to examine the characterization of the protagonist, this research project is set to analyze the experience of the protagonist in diegesis by drawing upon Halliday's (2004) transitivity system. In addition, the narrative structures in which narrative techniques have been constituted to assist in the characterization will also be explored based on Genette's (1990) narratological theories, namely narrative time, focalization and narrator [...] This project will answer three specific questions about the characterization of Noah. The questions are as follows [...]

The field of research in this stage expands by incorporating more detailed and specific research activities and entities. The entities representing the writer's study are specified (*this research project, this project*). The research activities are construed through concrete research processes (e.g. *examine, set to analyze, drawing upon, explored*). The sequence of research activities is implicated through marked themes (*in order to examine...*) and adjuncts (*in addition*), so the field moves from the more general research aims (*the characterization of the*

protagonist) towards the more specific goals (*three specific questions about the characterization of Noah*).

The stage in Claire's dissertation as examined above shows two significant developments compared to her proposal. The first developmental change involves the recovery of entities representing the writer's study (*e.g. this research project, this project*). These recovered entities make explicit the field focus of the stage as the more specific context of the writer's study. The second change involves the expansion of research processes into a sequence of events. In the proposal, the stage is constructed in a single clause encapsulating all the activities as "irrealis actions" (Hunston, 2011, p. 134):

it is reasonable [[to clarify... || by illuminating... || by construing... || by building...]]

These research activities are unpacked more congruently in the dissertation (*e.g. this research project is set to analyse...; this project will answer...*). The expansion of research activities allows more processes to be incorporated. These processes are then construed as more detailed procedures of inquiry, implying the rigour of the writer's study (Hood, 2010).

5.1.4 Summary: Staging of the Introduction to Dissertation

I have described the developmental changes in terms of staging in the introductory sections of the dissertations. General developmental trends among the three students are identified, while changes in individual students across the two texts are more delicate. The major similarities and differences in the developmental pathways among the students are summarised as follows.

Two general developmental changes are identified across the dissertations. The first change lies in the organisation of the two fields in individual stages. The dissertation texts are instantiated with the three typical stages of a research warrant. Other genres occurring in the proposal texts (*e.g. argumentation, classification*, See Section 4.2 of Chapter 4) are replaced by the descriptions and reports on the two fields. Each stage describes or reports on a particular field, and each field focus is organised in a separate phase of text. The second development is that of the field of research. In particular, the stage

reporting on relevant knowledge in the field is present in all the three texts. This stage is not originally found in the introductions of Cindy's and Claire's proposals. In addition, in the stage describing the writer's study, the undertaken research activities are construed more congruently, as seen in Stu's and Claire's text. The above changes suggest the developments may be sensitive to the shift in context, i.e. switching from irrealis (proposed research) to realis (undertaken research).

More delicate developmental changes are identified within individual student writers. These changes are considered as specific variations in individual stages rather than a holistic development as a whole text. For example, while Cindy's and Claire's texts develop more comprehensive reports on relevant knowledge, other stages fall away. The description of the writer's study is omitted in Cindy's introduction. In Claire's text, the stage reporting on the object of study is relegated to a short description. Similarly, in the two students' reports on relevant knowledge, while the field of research is expanded, the flow of information is less controlled with the absence of higher level periodicity. These changes suggest partial developments in controlling the co-articulation of all meanings, and reflect the complexities of the rhetorical functions involved in the research warrants.

The developments in the structuring of the introductions from proposals to dissertations implicate how differently stance and voice are enacted between the two types of text. The three stages are necessary in order to comprehensively describe the two fields. In addition to description, these stages also function to evaluate the fields. The scope of the fields construed in the text therefore impacts the potential for the writers to enact stance and voice.

In the following sections, the ways in which the APPRAISAL resources are employed to enact stance and voice in each stage are examined in three phases. First the analysis identifies the kinds of ATTITUDE resources that are coupled with ideational meanings. The second phase involves the investigation of the patterning of attitudinal meaning in terms of prosodies. The third phase concerns the use of ENGAGEMENT resources to enact intersubjective stance and negotiate with other voices. The stance and voice identified in each stage are compared

with those in the proposal texts, with an aim to trace the developmental pathways across the texts.

5.2 Developing Stance and Voice in the Stage Reporting on the Object of Study

The first stage of stance and voice analyses concerns the stage reporting on the object of study in the dissertations. This stage establishes the general background to the writer's study. The background of the study is also evaluated for promoting the object of study as relevant or significant for investigation. In the dissertations, this stage shows variations in terms of the specificity of the background construed. While descriptive reports are identified in Stu's and Cindy's texts, a short specific description is found in Claire's text. The analyses in the following examine how the generic variations of the texts influence the enactment of stance and voice.

5.2.1 Instantiating Voice through ATTITUDE-IDEATION Coupling

The stage reporting the object of study typically enacts stance under the *observer voice*. The *observer voice* provides the potential for coding multiple and diverse kinds of inscribed ATTITUDE. Among the resources of inscribed ATTITUDE, APPRECIATION: VALUATION is usually employed to couple with the abstract or technicalised knowledge and phenomena in the field. The VALUATION resources appreciate the field as significant, prominent and relevant. The instances of inscribed ATTITUDE can be graded through GRADUATION resources to adjust the writer's personal assessment. The resources of GRADUATION invoking ATTITUDE are also evident in the stage, harmonised with the densely coded inscribed ATTITUDE. The stance enacted in this stage functions to construct a compelling object of study, and warrant the writer's study in the field. The coupling strategies in this stage are summarised in Table 5.2, and further examined through analysing the students' texts in the following.

Table 5.2 Stance as ATTITUDE-IDEATION coupling in the stage reporting the object of study

Field (parts)
<ul style="list-style-type: none"> • The field of the object of study refers to the focus of the writer’s study • The field is construed as abstract and/or technicalised concepts, activities and phenomena
Tenor (key) in relation to field
<ul style="list-style-type: none"> • The field of the object of study is construed by an <i>observer</i> • The <i>observer voice</i> represents the evaluator’s own value system, as aligned with that of the community to which he/she belongs
IDEATION
<ul style="list-style-type: none"> • The entities are organised in taxonomic relations (compositional or classificatory) • Activities are sequenced in more congruent ways through expansion (e.g. general-specific elaboration)
Stance as ATTITUDE-IDEATION coupling
<ul style="list-style-type: none"> • Expansions of field provide potential targets for evaluation • Stance is typically enacted within the <i>observer voice</i>, i.e. potential for multiple and diverse kinds of inscribed ATTITUDE <ul style="list-style-type: none"> ○ APPRECIATION: VALUATION is frequently deployed with nominalised entities for evaluating their significance and value ○ Inscriptions of ATTITUDE may be amplified through GRADUATION ○ GRADUATION invoking ATTITUDE may also be present to harmonise with inscribed ATTITUDE • Stance may also be enacted through <i>participant voice</i>, i.e. evaluation is projected from the participants in the object of study (e.g. informants in ethnographic studies) <ul style="list-style-type: none"> ○ The use of ATTITUDE is unconstrained

(a) Stu: Maintaining an Intensified Commending Stance

In Stu’s dissertation, the evaluations in the opening phase are largely positively loaded and amplified. The field entities construing the object of study are similar to those in the proposal, resulting in the similar evaluative choice between both texts. Inscribed positive ATTITUDE is predominantly coded, many instances of which are amplified through GRADUATION. The distribution of inscribed ATTITUDE and GRADUATION resources in both texts are summarised in Table 5.3 below:

Table 5.3 Distribution of inscribed ATTITUDE and GRADUATION in the descriptive reports on the object of study of Stu’s dissertation (STU_DIS) and proposal (STU_PROP)

Text	GRAD- UATION	Inscribed ATTITUDE
STU_DIS		
Political speeches [...] are a <i>particularly important</i> part of election campaigns	+INT	+APP: VAL
since they allow candidates to <i>promote</i> their policies	+INT	+JUD: CAP

<p>[...] <i>motivate</i> followers or <i>gain power</i> through persuasion Candidates therefore <i>carefully</i> plan their script and <i>pay great attention</i> to establishing a <i>positive</i> relationship with the general public by projecting themselves as <i>serious</i> and <i>reliable</i> leaders [...] It is however not enough if candidates only focus on <i>promoting</i> themselves, and often, they have to engage in <i>discrediting</i> and <i>criticizing</i> their opponents at the same time. To maintain such a <i>delicate balance</i> candidates <i>frequently</i> rely on various rhetorical strategies.</p>	+INT +ACT +INT +INT +INT +REQ	+JUD: CAP +JUD: CAP +JUD: TEN +JUD: TEN +APP: REA +JUD: TEN +JUD: TEN +JUD: CAP +JUD: CAP -AFF: SAT -AFF: SAT +APP: COM +AFF: INC
STU_PROP		
<p>Rhetoric [...] is a <i>particularly</i> important skill in different professions, since having a solid understanding of different rhetorical devices and to apply them skillfully in speaking and writing will <i>improve</i> one's ability to communicate [...] <i>significantly</i>. As political speeches [...] are primarily designed for politicians to motivate followers or <i>gain power</i> through their style of speaking with a <i>great</i> reliance on various rhetorical strategies it provides us [...] a valuable opportunity to stimulate our interest in appreciating the beauty of rhetoric.</p>	+INT +INT +INT +ACT +INT	+APP: VAL +JUD: CAP +JUD: CAP +JUD: CAP +APP: VAL +JUD: CAP +JUD: CAP +APP: INC +APP: VAL +APP: INC +APP: INC +APP: REA

* Bold: inscribed ATTITUDE; Italic: GRADUATION

As shown in Table 5.3, Stu's dissertation deploys similar kinds of attitudinal meaning to his proposal. All kinds of ATTITUDE are accessed to appraise the field of object of study. APPRECIATION is associated with the more general and abstract entities, concerning their values and compositions (e.g. *important part of election campaign, a delicate balance*). The instances of JUDGEMENT are oriented to the participants regarding their abilities and dispositions (e.g. *serious and reliable leaders, [candidates] pay great attention*). The AFFECT values construe the emotive responses of the participants in the object of study (*criticizing and discrediting, rely on*). Many of these inscriptions of ATTITUDE are intensified (*particularly important*) or quantified (*frequently rely on*). The amplified positive couplings enact a strong commending stance, promoting the object of study as highly significant and valuable for research.

by the expansion in the field of object of study, providing more entities for evaluation. While all kinds of ATTITUDE are present in the text, APPRECIATION values are predominantly deployed for appraising the general entities (e.g. *successful measures*, *sophisticated electronic designs*). In particular, instances of VALUATION associated with the more general entities are amplified (e.g. *clearly important contact points*, *choosing the right approaches and strategies in writing these replies is vital*, *the need to preserve a positive impression is vital*). The dissertation text is therefore in evident contrast with the proposal. The proposal text is less elaborated, limiting the targets for evaluation. The specific entities are coupled with unamplified APPRECIATION: REACTION (*delays*, *encouraging*, *positive*, *negative*) instead of values representing significance or relevance. Such a contrast shows a significant development across the two texts. The writer construes more ideational meanings in the dissertation text for enacting stance towards the object of study. This stance is similar to Stu’s ‘commending stance’, promoting the object of study as highly significant for further investigation.

(c) Claire: Backgrounded Evaluative Stance towards the Object of Study

Claire’s text has a different patterning of coupling from the other two texts as investigated above. In the short description, instances of inscribed ATTITUDE are coupled with the specific entities, i.e. *The Notebook* and *the protagonist*. However, the evaluative meanings are less consistently coded, and unamplified through GRADUATION. The distribution of inscribed ATTITUDE shares some similarities with the proposal text construing the entity *The Notebook*. The two annotated texts are reproduced in Table 5.5 as follows:

Table 5.5 Distribution of inscribed ATTITUDE in the description of the object of study of Claire’s dissertation (CLA_DIS)

Text	GRAD- UATION	inscribed ATTITUDE
CLA_DIS		
The Notebook is a bestselling American fiction. The protagonist of the novel has acquired polarized comments from different critics, either being criticized as a parodic and stereotyped character in the cliché romance		+APP: VAL -JUD: NOR -JUD: NOR -JUD: NOR -APP: REA

or being appreciated as an appealing "round character" [...]		+JUD: NOR +APP: REA
CLA_PROP		
Based on this claim, <i>The Notebook</i> , a cliché romance <i>lack of</i> the creatively designed plot and [<i>lack of</i>] originality of style, is convincing to be considered as a representative of the <i>homogeneous</i> bestsellers in recent period. Moreover, since <i>almost</i> all the novels written by Nicholas Sparks are in a similar format--a girl who has a tensional relationship with her family encounters with a boy [...], and after enduring <i>a series of</i> hardships , they finally have a bittersweet ending, [...]	-ACT -ACT +SPEC +AMT	-APP: REA +APP: REA +APP: REA +APP: REA +APP: VAL +APP: VAL +APP: REA +JUD: TEN -APP: REA +APP: REA

* Bold: inscribed ATTITUDE; Italic: GRADUATION

The evaluations in the dissertation text focus on the specific phenomena in the field. Both positive and negative inscribed APPRECIATION and JUDGEMENT are present. APPRECIATION is deployed for evaluating *The Notebook* as successful (*bestselling*) while unoriginal (*cliché*). Instances of JUDGEMENT focus on *the protagonist* (e.g. *parodic, stereotyped*). However, most of the evaluations in the text are outsourced (*comments from different critics*) instead of the writer's assessment. In addition, these evaluative meanings do not appraise the general or abstract entities (e.g. *popular fiction, characterisation*) as significant or relevant in the field. The writer's stance is therefore mitigated and backgrounded.

To address the above issue, the text can be revised as a descriptive report on the object of study. The field is expanded with general entities initiating and concluding the phase of text (e.g. *characterisation, literary discourse, popular fiction, etc.*). These entities can then be coupled with evaluative meanings, as shown in Table 5.6:

Table 5.6 Distribution of inscribed ATTITUDE in the revised stage reporting the object of study (CLA_DIS)

Text	GRAD- UATION	inscribed ATTITUDE
Characterisation is <i>one of the most essential</i> elements of fiction. It is often a main descriptor for assessing in what ways a novel can be successful , or even become a bestseller . In popular fiction particularly, the characterisation of a novel may attract polarised comments from critics	+INT	+APP: VAL +APP: VAL +APP: VAL +APP: VAL

<p>and reviews. For example, In the American bestselling fiction The Notebook, The protagonist 'Noah' is criticised as parodic and stereotypical in the cliché romance. However, the character also receives praises as an appealing "round character". These comments not only reflect the diverse perspectives on the literary value of the novel, but also provide insights into studying characterisation.</p>		<p>+APP: VAL -JUD: NOR -JUD: NOR -JUD: NOR -APP: REA +APP: VAL +APP: REA +APP: VAL</p>
--	--	--

* Bold: inscribed ATTITUDE; Italic: GRADUATION

The expanded field in the revised text creates more targets for evaluation. The more general and abstract entities (e.g. *characterisation, fiction, elements*) are appraised positively with APPRECIATION: VALUATION (e.g. *essential elements of fiction, main descriptor, insights*). These new evaluative couplings represent the writer's assessment of the more general field beyond the specific phenomena. The revised text therefore foregrounds the writer's positive stance, which promotes the object of study as important and worthy of investigation.

The synoptic distribution of evaluative meanings in the texts above indicates the writers' stance operating under the *observer voice* in this stage. Within *observer voice*, each individual writer enacts his or her evaluative stance in different strength. The strength of stance is mainly determined by the GRADUATION intensifying ATTITUDE. Multiple coding of intensified ATTITUDE can heighten the writers' commitment to their value positions. Another important distribution strategy is coupling general field entities with APPRECIATION: VALUATION. The resources of VALUATION appreciate general phenomena in the object of study as significant, and encapsulate other evaluative couplings of specific entities (Hood, 2008, p. 362). These two strategies are evident in Stu's and Cindy's reports, but omitted in Claire's brief description. The lack of intensifying VALUATION mitigates Claire's stance towards the more general phenomena in the field. Therefore, expressing effective *observer voice* may also be reliant upon the kinds of inscribed ATTITUDE and GRADUATION resources for enacting more individualised stance.

5.2.2 Enacting Stance through Evaluative Prosodies

The writer's stance towards the object of study can be managed through various patterning of evaluative prosody. The stage is coded with multiple instances of inscribed ATTITUDE, which accumulate across the phase of text to establish a prosody of saturation. In the higher level periodicity, the inscribed ATTITUDE coupled with general entities establish a prosody of domination. The dominating prosody either projects forward from the hyperTheme to predict the writer's overall stance, or flows retrospectively from the hyperNew to consolidate the writer's stance. Both types of prosody can be combined and intensified to establish a more compelling stance and persuasive stance. While the prosodies can colour the phase of text in a consistent hue, they can also be interrupted or shifted through concession. The shifts in prosodies re-align readers to a particular authorial position, e.g. problematising the object of study. The above stance-enacting strategies, as summarised in Table 5.7, are evident in the students' texts. The following further investigates how these strategies are instantiated in their texts.

Table 5.7 Stance as evaluative prosodies in the stage reporting the object of study

Mode
<ul style="list-style-type: none"> • Field is organised as waves of information, moving between more generalised and abstract to more specific and concrete entities • Points of textual prominence map the flow of information (field) and signpost shifts in field focus • Waves of information are needed for structuring coherent phases of text
Tenor (<i>key</i>) in relation to mode
<ul style="list-style-type: none"> • The <i>observer voice</i> is organised alongside the field entities into waves of evaluation
PERIODICITY
<ul style="list-style-type: none"> • HyperThemes foreground the general or abstract phenomena, and introduce the field focus of the phase of text • HyperNews consolidate the phase retrospectively • Thematic progression within the phase maintain the particular field focus
Stance as evaluative prosodies
<ul style="list-style-type: none"> • Accumulation of ATTITUDE resources establishes a prosody of saturation <ul style="list-style-type: none"> ○ The saturating prosody can be strengthened through resources of GRADUATION intensifying ATTITUDE • The predictive function of higher level periodicity facilitates propagation of evaluative prosodies across the phase as a prosody of domination

- The dominating prosody can be strengthened through resources of GRADUATION intensifying ATTITUDE
- All kinds of evaluative prosodies, i.e. saturation, domination and intensification, can be established for powerful and persuasive stance
 - Evaluative loading in higher level periodicity initiates a prosody of domination
 - The dominating prosody can be strengthened through resources of GRADUATION intensifying ATTITUDE in the textually prominent positions
- The dominating prosody in the hyperNew may have a stronger interpersonal ‘punch’

(a) Stu: Maintaining the Intensified Commending Stance

In Stu’s text, the evaluative stance towards the field focus *political speeches* is forecasted and consolidated through higher level periodicity. The text is already imbued with multiple instances of inscribed and invoked ATTITUDE. The evaluative couplings are also constructed in both the hyperTheme and hyperNew, spreading a positive hue in the phase prospectively and retrospectively. This prosodic patterning is similar to this stage in the writer’s proposal. The two texts are annotated and reproduced in [5/8]. Instances of inscribed ATTITUDE are in bold, and GRADUATION invoking ATTITUDE are underlined and italicised.

[5/8]

<p>Dissertation (STU_DIS)</p> <p><u>HyperTheme</u></p> <p>Political speeches, <i>especially</i> those delivered to the public <i>at large</i>, are a <i>particularly important</i> part of election campaigns</p> <p style="padding-left: 40px;">since they allow candidates to promote their policies, motivate followers or <i>gain power</i> through persuasion (Helms 2012). Candidates therefore carefully plan their script and pay great attention to establishing a positive relationship with the general public by projecting themselves as serious and reliable leaders, <i>not only</i> through their appearance <i>but also</i> their style of speaking (<i>Allen 1998; Coupland 2001</i>). It is <u>however</u> not <i>enough</i> if candidates <i>only focus on promoting</i> themselves, and <i>often</i>, they have to engage in discrediting and criticizing their opponents <i>at the same time</i>.</p> <p><u>HyperNew</u></p> <p>To <i>maintain</i> such a delicate balance between <i>attracting</i> audience attention and engaging in face-threatening acts to others, candidates <i>frequently</i> rely on <i>various</i> rhetorical strategies.</p>
<p>Proposal (STU_PROP)</p> <p><u>HyperTheme</u></p> <p>Rhetoric – the art of persuasive speaking is a <i>particularly important</i> skill in <i>different</i> professions,</p>

since having a **solid understanding** of *different* rhetorical devices and to apply them **skillfully** in speaking and writing will **improve** one's ability to communicate as well as his/her persuasiveness of messages **significantly**. As political speeches, *especially* those delivered to *the public at large* in election campaigns, are *primarily* designed for politicians to **motivate** followers or **gain power** through their style of speaking (*Allan, 1998; Coupland 2001*) with a *great reliance* on *various* rhetorical strategies (Helms, 2012: 149),

HyperNew

it provides us *not only* with *diverse* rhetorical resources to study in, *but also* a **valuable opportunity** to *stimulate our interest* in **appreciating** the **beauty** of rhetoric.

The dissertation text in [5/8] establishes positive dominating prosodies of APPRECIATION: VALUATION of *political speeches* bi-directionally. The impact of the prosody increases with the intensifying GRADUATION (*particularly important*). The propagated prosody of VALUATION is picked up by the unfolding phase already saturated with JUDGEMENT and AFFECT values. A brief switch of polarity in the phase, signalled by the concessive *however*, does not function to disrupt the prosody. Instead it suggests the necessity for *the candidates* to both self-promote and criticise their opponents. These evaluative meanings are consolidated in the hyperNew. The hyperNew is encoded with instances of positive intensified ATTITUDE (*such a delicate balance, frequently rely on*), propagating a strong prosody in two directions. The prosody rebounds retrospectively from the hyperNew with a positive APPRECIATION: COMPOSITION of the dual functions of political speeches. It also spreads prospectively to the newly introduced field focus *rhetorical strategies (candidates + frequently rely on + various rhetorical strategies)*. A stronger interpersonal punch is therefore associated with the hyperNew. In all, the positive stance in the text is maximised through combining the intensified dominating prosodies from the higher level periodicity and the saturating prosody accumulating across the unfolding phase.

(b) Cindy: Establishing Strengthened Interpersonal Punch in the hyperNew

A similar prosodic patterning is evident in Cindy's text. The phase is coded with multiple instances of inscribed and invoked ATTITUDE. Many of these instances are accumulated in the higher level periodicity. The positive prosody in the hyperTheme is shifted with the concession *while*, as a problematic issue of the object of study is identified in the phase. The polarity is flipped again in the

hyperNew, promoting the value of the object of study. The dynamic shifts of prosodies in the text is captured in [5/9], and compared with a phase in the proposal reporting the specific object of study:

[5/9]

<p>Dissertation (CIN_DIS)</p> <p><u>HyperTheme</u></p> <p>While successful measures, such as <i>implementing sophisticated</i> electronic designs, <i>might</i> have <i>taken place</i> by authorities to <i>reduce fines</i>, appeal letters <i>remain high</i>.</p> <p>Appellants have the <i>tendency</i> to send in appeals <i>repeatedly</i> after they have been rejected. Some, who were unsatisfied with the decision, would seek support from high ranking officers in the country. These correspondences are <i>clearly important</i> contact points to communicate with the public and are <i>usually</i> conveyed in writing.</p> <p><u>HyperNew</u></p> <p>Therefore, choosing the right approach and strategies in writing these replies is critical. The need to preserve a positive impression is vital as the correspondence represents the image of the organization, ministry and government of the country <i>as a whole</i>.</p>
<p>Proposal (CIN_PROP)</p> <p>Raving comments <i>can be found</i> in the SMRT's Facebook page <i>whenever</i> there are train delays. Even a <i>simple</i> media statement about the background of train stations <i>triggered negative</i> comments. Nevertheless, positive comments are also <i>found</i> in <i>some days</i> when media statements posted encouraging statements to their bus captains and taxi drivers. Facebook has become a <i>common place</i> for people to socialize and share their views. We will take the opportunity to study the comments about the views of the SMRT commuters.</p>

The two texts as shown in [5/9] have different textual organisations for spreading the prosodies. Differing from the proposal, the higher level periodicity in the dissertation more effectively predicts and consolidates the writer's overall stance over the phase. The prosody in the hyperTheme is initially a positive APPRECIATION of the *successful measures* by the *authorities*. The positive prosody is shifted with the concession *while*. The flipped polarity in the hyperTheme distances the writer from the general alignment, and predicts a problematic issue in the object of study, i.e. *appeal letters remain high*. The problematic issue is evaluated in the unfolding phase, and summarised in the hyperNew. The evaluative stance established in the phase is also consolidated alongside the general, nominalised entities (e.g. *choosing the right approach and strategies, the need to preserve a positive impression*). These entities are infused with positive APPRECIATION: REACTION (*right approach and strategies, positive impression*), and

re-coupled with amplified APPRECIATION: VALUATION (*critical, vital*). The hyperNew is therefore packed with a stronger interpersonal punch for aligning the readers with the writer's positive stance. This positive stance promotes the significance of the broader field, warranting the writer's study.

(c) Revising Claire's Text to Enhance the Evaluative Stance

The above examples demonstrate the important role of higher level periodicity in organising and propagating stance. These strategies can be deployed for revising texts with less effectively constructed prosodies. In Claire's text, the short description lacks a hyperTheme organising and predicting the meanings in the phase, and a hyperNew consolidating the point of describing the object of study. The text is frequently coded with inscribed ATTITUDE, but the shifts in values are less predictable without the concession, as reproduced in [5/10] below:

[5/10]

<p>Dissertation (CLA_DIS)</p> <p>The Notebook is a bestselling American fiction. The protagonist of the novel has acquired <i>polarized</i> comments from <i>different</i> critics, either being criticized as a parodic and stereotyped character in the cliché romance or being appreciated as an appealing "round character" (Forster, 1927, p.78).</p>
<p>Proposal (CLA_PROP)</p> <p><u>HyperTheme</u></p> <p><u>According to the claim of Pearce (2004)</u> about modern romance as follows: [...]</p> <p style="padding-left: 40px;">Based on this claim, The Notebook, a cliché romance <i>lack of</i> the creatively designed plot and originality of style, is convincing to be considered as a representative of the <i>homogeneous</i> bestsellers in recent period. Moreover, since <i>almost</i> all the novels written by Nicholas Sparks are in a similar format--a girl who has a tensional relationship with her family encounters with a boy [...], and after enduring a series of hardships, they finally have a bittersweet ending,</p> <p><u>HyperNew</u></p> <p>analyzing The Notebook within the scope of popular fiction can <i>provide an access</i> to <i>figure out</i> the reason of the popularity of light reading which has proved to be influenced by the McDonaldization phenomenon [...]</p>

In [5/10] The writer's evaluative stance is neither predicted nor consolidated in the prominent textual locations. The attitudinal meanings coupled with the

specific entities are largely descriptive and non-intensified. These evaluations are also mostly delegated to unknown external sources (*comments from different critics*). Therefore, the writer's stance is backgrounded. To address these issues, the phase can be modified as shown in [5/10¹]. The text is expanded through abstracting the specific phenomena with general entities. The general entities are placed and evaluated in the hyperTheme and hyperNew:

[5/10¹]

HyperTheme

Characterisation is *one of the most essential* elements of fiction.

It is *often* a **major** descriptor for assessing in what ways a novel can be **successful**, or even become a **bestseller**. In popular fiction *particularly*, the characterisation of a novel *may* attract polarised comments from critics and reviews. For example, in the American **bestselling** fiction *The Notebook*, The protagonist 'Noah' is **criticised** as **parodic** and **stereotypical** in the **cliché** romance. However, the character *also* receives **commendation** as an **appealing** "round character".

HyperNew

These comments *not only* reflect the *diverse* perspectives on the literary value of the novel, *but also* provide **insights** into studying characterisation.

The revised phase in [5/3¹] includes intensified prosodies of domination in the higher level periodicity. The hyperTheme includes initial couplings of APPRECIATION: VALUATION with the generalised entities *characterisation* and *elements of fiction*. The prosody propagates forwards across the phase, and harmonised with other ATTITUDE values. The hyperNew summarises the meanings in the phase into general entities (e.g. *comments, perspectives*), and resonates the hyperTheme with the positive prosody of APPRECIATION: VALUATION of *studying characterisation*. The resulting prosodies set up in the higher level periodicity colour the whole phase in an overall positive hue, promoting the value of the object of study as important. The prosody in the hyperNew also project forward to suggest potential contributions of the inquiry of the object of study.

The above investigation of the evaluative prosodies in this stage has demonstrated how the writers' stance is organised through textual patterning. Both Stu's and Cindy's texts are frequently coded with inscribed ATTITUDE and

intensifying GRADUATION establishing intensified prosodies of saturation. These evaluative meanings are also bundled in the higher level periodicity, initiating prosodies of domination. The dominating prosodies propagate bi-directionally to colour the texts in a particular evaluative hue. The hyperNews in particular are associated with stronger prosodies compared to the hyperThemes. The stronger interpersonal ‘punch’ functions to adjust “the conditions of community alignment” (Hood, 2010, p. 156). Such alignment not only promotes the significance of the object of study, but also consolidates its significance as interesting and valuable for investigation in the field.

5.2.3 Negotiating Intersubjective Stance and Dialogic Voice through ENGAGEMENT

In this stage, the evaluative stance is typically enacted in monoglossic propositions. The monoglossic assertions represent the authorial voice as the *observer*. While these assertions express the writer’s stance as uncontested, other resources of ENGAGEMENT can be employed to negotiate the dialogic space with other voices. For example, the resources of ACKNOWLEDGE attribute external voices for authorising the writer’s propositions. Resources of COUNTER such as concessions function to realign the reader to a different value position. Other contractive formulations, particularly proclamations, can be placed in the higher level periodicity to foreground the authorial stance towards the object of study. These dialogic strategies are tabulated in Table 5.8, and used for examining the intersubjective positioning in the students’ texts in the following.

Table 5.8 Stance and voice as intersubjective positioning in the stage reporting the object of study

Negotiating dialogic space for propositions with ENGAGEMENT
<ul style="list-style-type: none"> • Propositions can be construed monoglossically, i.e. in the <i>observer</i> voice • Attributions (ACKNOWLEDGE) can be deployed for authorising the writer’s propositions <ul style="list-style-type: none"> ○ The <i>participant voice</i> is also attributed through projections • Concessions (COUNTER) shifts the polarity of the prosody, and realign the reader with the writer’s position
Negotiating dialogic space in relation to PERIODICITY with ENGAGEMENT
<ul style="list-style-type: none"> • Higher level periodicity can be construed in dialogic contractive formulations <ul style="list-style-type: none"> ○ Dialogic contractive formulations reflect the writer’s heightened investment in the overall stance enacted towards the object of study

(a) Stu: Managing the Dialogic Space Dynamically to Foreground the Observer Voice

Stu's text is predominantly construed in an authorial voice. Compared to his proposal, the dissertation text employs more ENGAGEMENT resources to adjust the dialogic space. These ENGAGEMENT resources are densely distributed in the unfolding phase, while the higher level periodicity is associated with monoglossic assertions. Both the dissertation and proposal texts are presented in [5/11] for comparison. The expansive resources are single-underlined, and the contractive formulations are double-underlined.

[5/11]

<p>Dissertation (STU_DIS)</p> <p><u>HyperTheme</u></p> <p>Political speeches, especially those delivered to the public at large, are a particularly important part of election campaigns</p> <p>since they allow candidates to promote their policies, motivate followers or gain power through persuasion (<u>Helms 2012</u>). [ACKNOWLEDGE] Candidates therefore carefully plan their script and pay great attention to establishing a positive relationship with the general public by projecting themselves as serious and reliable leaders, <u>not</u> [DENY] <u>only</u> [COUNTER] through their appearance <u>but</u> [COUNTER] also their style of speaking (<u>Allen 1998; Coupland 2001</u>) [ACKNOWLEDGE]. It is <u>however</u> [COUNTER] <u>not</u> enough <u>if</u> [ENTERTAIN] candidates <u>only</u> [COUNTER] focus on promoting themselves, and often, they <u>have to</u> [ENTERTAIN] engage in discrediting and criticizing their opponents at the same time.</p> <p><u>HyperNew</u></p> <p>To maintain such a delicate balance between attracting audience attention and engaging in face-threatening acts to others, candidates frequently rely on various rhetorical strategies.</p>
<p>Proposal (STU_PROP)</p> <p><u>HyperTheme</u></p> <p>Rhetoric – the art of persuasive speaking is a particularly important skill in different professions,</p> <p>since having a solid understanding of different rhetorical devices and to apply them skillfully in speaking and writing <u>will</u> [ENTERTAIN] improve one's ability to communicate as well as his/her persuasiveness of messages significantly. As political speeches, especially those delivered to the public at large in election campaigns, are primarily designed for politicians to motivate followers or gain power through their style of speaking (<u>Allan, 1998; Coupland 2001</u>) [ACKNOWLEDGE] with a great reliance on various rhetorical strategies (<u>Helms, 2012: 149</u>) [ACKNOWLEDGE],</p>

HyperNew

it provides us not [DENY] only [COUNTER] with diverse rhetorical resources to study in, but [COUNTER] also a valuable opportunity to stimulate our [PRONOUNCE] interest in appreciating the beauty of rhetoric.

The dissertation text as indicated in [5/11] prominently selects resources of DISCLAMATION to limit the dialogic space. Alongside the monoglossic assertions in the higher level periodicity, the frequently coded DENY and COUNTER resources readily contract the temporarily expanded dialogic space. For example, an entertained condition (*if candidates only focus on promoting themselves*) is countered (*however*) and denied (*not enough*). The contracted dialogic space functions to align the value position of the importance of *political speeches* in self-promotion and criticising opponents. The foregrounded authorial positioning in the phase is naturalised in the hyperNew as monoglossic propositions. The dynamically managed dialogic space foregrounds the writer's stance in his *observer voice*, and supports the value position in the text as recognised and not at issue.

(b) Cindy: Dialogically Expansive Phase for Alternative Voices

Cindy's text is more frequently encoded with dialogically expansive resources. The higher level periodicity is associated with monoglossic and contractive propositions, and the unfolding text is opened up for alternative dialogic positions. The ENGAGEMENT resources distributed in the text are highlighted in [5/12] below:

[5/12]

Dissertation (CIN_DIS)

HyperTheme

While [COUNTER] successful measures, such as implementing sophisticated electronic designs, might [ENTERTAIN] have taken place by authorities to reduce fines, appeal letters remain high.

Appellants have the tendency [ENTERTAIN] to send in appeals repeatedly after they have been rejected. Some, who were unsatisfied with the decision, would [ENTERTAIN] seek support from high ranking officers in the country. These correspondences are clearly [CONCUR] important contact points to communicate with the public and are usually [ENTERTAIN] conveyed in writing.

HyperNew

Therefore, choosing the right approach and strategies in writing these replies is critical. The need to preserve a positive impression is vital as the correspondence represents the image of the organization, ministry and government of the country as a whole.

Proposal (CIN_PROP)

Raving comments can be [ENTERTAIN] found in the SMRT's Facebook page whenever there are train delays. Even [COUNTER] a simple media statement about the background of train stations triggered negative comments. Nevertheless [COUNTER], positive comments are also found in some days when media statements posted encouraging statements to their bus captains and taxi drivers. Facebook has become a commonplace for people to socialize and share their views. We will take the opportunity to study the comments about the views of the SMRT commuters.

In the dissertation text as shown in [5/12], multiple instances of ENTERTAIN resources are coded. The ENTERTAIN resources are realised in modality (*might, would*) and nominalisation (*tendency*). These resources imply a range of possible scenarios leading to the high amount of *appeal letters*. These expansive propositions are generalised in the hyperNew, which is construed monoglossically. The writer can therefore claim authority of her evaluative stance, and promoting the importance of the object of study as uncontested and authoritative.

(c) Claire: Backgrounded Observer Voice with Other Attributed Voices

Claire's brief description of the object of study limits the scope for expressing her authorial voice. The short text predominantly attributes the propositions to the external sources. These voices enact stance towards the object of study, and backgrounds the writer's stance. The text is reproduced in [5/13] below, and compared with the similar phase in the proposal:

[5/13]

Dissertation (CLA_DIS)

The Notebook is a bestselling American fiction. The protagonist of the novel has acquired polarized comments from different critics [ACKNOWLEDGE], either being criticized [ACKNOWLEDGE] as a parodic and stereotyped character in the cliché romance or being appreciated [ACKNOWLEDGE] as an appealing "round character" (Forster, 1927, p.78) [ACKNOWLEDGE].

Proposal (CLA_PROP)

HyperTheme

According to the claim of Pearce (2004) [ACKNOWLEDGE] about modern romance as follows:
[...]

Based on this claim [ACKNOWLEDGE], The Notebook, a cliché romance lack of the creatively designed plot and originality of style, is convincing to be considered as a representative of the homogeneous bestsellers in recent period. Moreover, since almost all the novels written by Nicholas Sparks are in a similar format--a girl who has a tenuous relationship with her family encounters with a boy who once was or will be a soldier, and after enduring a series of hardships, they finally have a bittersweet ending,

HyperNew

analyzing The Notebook within the scope of popular fiction can provide an access to figure out the reason of the popularity of light reading which has proved to be [ENDORSE] influenced by the McDonaldization phenomenon [...]

The comparison in [5/13] shows the lack of the higher level periodicity in the dissertation text for organising the writer's overall stance and authorial voice. The attributed propositions in the dissertation text enact stance on *the protagonist of the novel* rather than supporting the monoglossic assertion in the phase-initial position. In contrast, the attribution in the hyperTheme functions to support the writer's monoglossic claims in the unfolding text. The writer's stance is overtly announced in the hyperNew through endorsing the warrantability of the proposition, i.e. *...the popularity of light reading which has proved to be influenced by the McDonaldization phenomenon*. To reclaim the dialogic space for the writer's stance, the dissertation text is revised following the dialogic strategies from the framework in Table 5.8. The unfolding text remains attributive as with the original text, while the higher level periodicity is added for organising the overall stance in the text. The revised text is presented in [5/14¹], with the ENGAGEMENT resources annotated:

[5/14¹]

HyperTheme

Characterisation is one of the most essential elements of fiction.

It is often a major descriptor for assessing in what ways a novel can be successful, or even [COUNTER] become a bestseller. In popular fiction particularly, the characterisation of a novel can attract polarised comments from critics and reviews [ACKNOWLEDGE]. For example, in the American bestselling fiction The Notebook, the protagonist 'Noah' is criticised by some critics [ACKNOWLEDGE] as parodic and

stereotypical in the cliché romance. However, [COUNTER] the character also receives commendation [ACKNOWLEDGE] as an appealing "round character" (Forster, 1927, p. 78) [ACKNOWLEDGE].

HyperNew

These comments [ACKNOWLEDGE] not [DENY] only [COUNTER] reflect the diverse perspectives on the literary value of the novel, but [COUNTER] also provide insights into studying characterisation.

The higher level periodicity in the revised text predicts and consolidates the writer's value position. The intensified evaluative stance in the hyperTheme (*one of the most essential elements of fiction*) is enacted by the writer's voice as an *observer*. The monoglossic claim naturalises the value position as uncontested. The hyperNew is associated with instances of contractive resources (*not only... but*), limiting the dialogic space for alternative positions. Alternatively, the hyperNew can be construed monoglossically to echo the naturalised value position in the hyperTheme. In all, the monoglossic or contractive formulations in the higher level periodicity function to consolidate all available dialogic positions in the text.

The phases from the reports on the object of study as analysed above have shown that more ENGAGEMENT resources are deployed for managing the dialogic space. While the texts are substantively monoglossic for naturalising the writer's value position, expansive propositions are represented as authorising sources. Additionally, the contractive claims foreground the authorial voice, and heighten the writer's investment in his or her propositions. The monoglossic or contractive propositions in the hyperTheme and hyperNew predict and consolidate the authorial positioning in the texts. The writer's stance in the textually prominent positions is considered as the "focal point for discussion and argumentation" in the text (Martin and White, 2005, p. 101).

5.2.4 Summarising Developments in Enacting Stance and Voice in Proposal and Dissertation Texts: Reports on the Object of Study

In this section I have investigated how stance and voice are enacted in the stage reporting the object of study in the dissertation texts. The enactment of stance and voice between the dissertation and proposal texts is also compared based on

the evaluative strategies provided in Table 5.2, 5.7 and 5.8. While this stage across the dissertation texts develops individually, general trends can be identified in terms of coupling, prosodies and intersubjective positioning.

The overall preference for coding evaluative meanings among these texts is multiple instances of inscribed ATTITUDE, enacting the writer's evaluative stance under the *observer voice*. The dissertation texts incorporate more intensified inscriptions of ATTITUDE for coupling with the field entities. The reports on the object of study are generally expanded with more general phenomena in the field. These abstract or technicalised phenomena are frequently coded with resources of APPRECIATION. Many of these inscriptions are intensified through GRADUATION. The multiple instances of amplified ATTITUDE strengthen the writers' stance. The texts saturated with inscribed ATTITUDE make their commending stance towards the object of study highly compelling and persuasive.

The dissertation texts take advantage of textual organisation for establishing stance as with the proposals. Amplified attitudinal meanings are bundled in the higher level periodicity, initiating prosodies of domination. The prosodies in the hyperNews generally carry stronger interpersonal punches as they consolidate the evaluations across the unfolding discourse. Such stronger punches also represent the more specific community alignment of the disciplinary field, and reflect the writers' intention to strengthen the affiliation with the community.

The dissertation texts negotiate the writer's positioning more dynamically in comparison with the proposals. While the two types of texts foreground the authorial stance through monoglossic or contractive claims in the higher level periodicity, the dissertation texts are encoded with more ENGAGEMENT resources across the phases of discourse. These resources function to support the writers' positioning in relation to other voices, and align the reader to the writers' propositions. The dialogic strategies in all adjust the degree of assertiveness in announcing the writers' stance through the *observer voice*.

The developmental trends in this stage as summarised above corroborate the strategies mentioned in the MAVS framework. These strategies have also been employed to revise the text with a less effectively enacted stance, i.e. Claire's text. The revision serves to build a stronger and more predictable stance through expanding and reorganising the text. The overall stance re-established in the text functions to promote the object of study as interesting and worthy of further investigation, as with Stu's and Cindy's text.

5.3. Developing Stance and Voice in the Stage Reporting on Relevant Knowledge

The next stage of stance and voice analyses investigates the stage reporting on the relevant knowledge in the dissertations. This stage is more commonly referred to as a 'literature review'. This brief literature review reports on the general field of other research, including research activities and discoveries from other sources. In addition to describing other research, this stage functions to carve out a research space for the writer's study through suggesting the field as contested. This stage is identified in all the dissertations in this study. Stu's literature review remains unchanged and mirrors the stage in published texts. Cindy's and Claire's texts, on the other hand, show significant developments. This stage is originally omitted in their proposals, but reorganised in their dissertations. In the following analyses, Cindy's and Claire's texts are examined as to how stance and voice are enacted towards the field of research.

5.3.1 *Instantiating Voice through ATTITUDE-IDEATION Couplings*

This stage reviews literature on relevant knowledge through a *critic voice*. The evaluative patterning of the *critic voice* is characterised with multiple instances of GRADUATION invoking ATTITUDE. The invocations of ATTITUDE are coupled with the general or abstract research activities and entities. These entities can also be evaluated positively through inscribed ATTITUDE, but the *critic voice* generally avoids dichotomisation. Rather this voice positions the writer in relation to other relevant knowledge in the field, and suggests the field as contested, unresolved or inadequate. This strategy distances the writer's stance away from the field, and creates space for the writer's study as a contribution to the field. The

strategies of coding evaluative meaning in the stage is summarised in Table 5.9. These strategies are used to observe how evaluative meanings are distributed in Cindy’s and Claire’s texts.

Table 5.9 Stance as ATTITUDE-IDEATION coupling in the stage reporting on relevant knowledge

Field
<ul style="list-style-type: none"> • The sub-field of other research construes research activities and entities, including theories, sources and propositions • The field of object of study may also be projected by the sub-field of other research
Tenor (<i>key</i>) in relation to field
<ul style="list-style-type: none"> • The field of the relevant research is construed in a <i>critic voice</i> • The <i>critic voice</i> represents the evaluator’s relativising, instead of dichotomising, the field in relation to his/her study
IDEATION
<ul style="list-style-type: none"> • The field of research is expanded through elaboration and projection <ul style="list-style-type: none"> ○ Activities are construed as research processes (<i>e.g. examine, investigate, study, analyse</i>) ○ Sources are construed either generally (<i>e.g. studies, researchers</i>) or specifically through in-text citations ○ Entities are construed as general or abstract (<i>e.g. research, studies, case</i>)
Stance as ATTITUDE-IDEATION coupling
<ul style="list-style-type: none"> • The expanded field allows the writer to position his/her study in relation to the other research as a means of affiliation and evaluation • Stance is enacted under <i>critic voice</i>, i.e. evaluative choice is constrained to invocations of ATTITUDE • Inscribed ATTITUDE, while less typical, can be deployed to positively evaluate other research as significant and valuable • The evaluative choice within <i>critic voice</i> <ul style="list-style-type: none"> ○ Implies the field as contested, unresolved or inadequate ○ Avoids in/out group dichotomization ○ Creates space for new knowledge, i.e. the writer’s study • Saturating prosodies are established through instances of invoked ATTITUDE through GRADUATION for evaluating the significance, relevance or breadth of the research field

(a) Claire: Incorporating Both Inscribed and Invoked attitude to Promote the Field of Research

In Claire’s text, the stage is foregrounded as the opening phase of the introduction. The text is mainly construed with projections from specific sources on the methodological approaches in studies of *characterization*. The text is encoded with multiple instances of inscribed and invoked ATTITUDE through GRADUATION, as summarised in Table 5.10 below:

Table 5.10 Distribution of inscribed and invoked ATTITUDE in the report on relevant knowledge (CLA_DIS)

Text	GRADUATION	Invoked ATTITUDE	Inscribed ATTITUDE
According to Chun (2014), discourse analysis and the synchronic literary criticism can be implemented together to <i>illuminate</i> characterization as well as narrative strategies in a literary work by means of employing feasible discourse-analytic tools, because discourse analysis can be "used in <i>many</i> ways in <i>various</i> disciplines <i>within and beyond</i> linguistics" (p.90). And <i>the recent trend</i> of narrative analysis concerns <i>not only</i> discourse analysis <i>but also</i> narratology which " <i>has thrown light on</i> the forms and function of stories" [...]	+ACT	+APP: COM	+APP: VAL
Bosseaux (2004) has <i>found</i> that the transitivity system is a <i>potentially problematic</i> aspect when translator transfers the narratological structures.	+ACT	+APP: VAL	-APP: COM
Shen (2007) has made use of the transitivity system to <i>accomplish</i> the narrative analysis [...]	+COMP	+APP: COM	
[...] Simpson (2004) has <i>indicated</i> that "the model of transitivity can usefully be employed [...]" because "a principal mode of narrative characterization is the transmission of 'actions and events' [...]"	+ACT	+APP: VAL	+APP: VAL
Directed by the abovementioned claims about the feasibility of the transitivity as the discourse-analytic tool			+APP: VAL
and the applicability of the narrative analysis in fictional discourse,			+APP: VAL
this research project will introduce transitivity system to <i>examine</i> the characterization of the protagonist Noah in the fictional narrative discourse The Notebook.	+INT	+APP: VAL	

* Bold: inscribed ATTITUDE; Italic: GRADUATION

The phase as indicated in Table 5.10 is appraised in almost entirely positive light. The main evaluative choice in the text is inscribed and invoked positive APPRECIATION: VALUATION and COMPOSITION. The writer's stance is enacted by invoked ATTITUDE through GRADUATION. The invocations of ATTITUDE include intensifying research processes as rigorous (*e.g. examine*), actualised and completed with findings (*e.g. accomplish, found indicated, illuminate*). On the other hand, the instances of inscribed APPRECIATION are projected from the external sources. The attitudinal meanings evaluate the projected methodological approaches positively (*e.g. feasible discourse-analytic tools*) or

The attitudinal meanings are scarce in the text in Table 5.11. The instances of invoked ATTITUDE: VALUATION are bundled together in the beginning of the phase, suggesting the pervasiveness of the research in the field. However, the elaboration of the field is brief and ambiguous. For example, the studies in the list of references are not specified, and the processes projecting the knowledge from the studies are neutral (e.g. *starts*) or omitted. In addition, the text construes the other research on *business discourse* instead of *government discourse*, i.e. the object of study of the writer’s research. The scant distribution of evaluation and the misconstrued field focus result in a weakened writer’s stance. The text can be revised through incorporating more invoked ATTITUDE to couple with the expanded relevant field focus, as demonstrated in Table 5.12 below:

Table 5.12 Distribution of inscribed ATTITUDE in the revised stage reporting on relevant knowledge (CIN_DIS)

Text	GRADU- ATION	Invoked ATTITUDE	Inscribed ATTITUDE
<i>To date,</i>	+EXT	+APP: VAL	+APP: VAL
<i>numerous</i> research studies	+AMT	+APP: VAL	
on business correspondences <i>suggests</i>	+ACT	+APP: VAL	
<i>many</i>	+AMT	+APP: VAL	
<i>similarities</i> between government and business	+EXT	+APP: VAL	
discourses, such as [...] (<i>refs...</i>).	+AMT	+APP: VAL	
The literature <i>also</i> provides	+INT	+APP: VAL	
useful methodological approaches			
for <i>investigating</i> government discourse,	+INT	+APP: VAL	
which is <i>rarely</i> researched.	-FREQ	-APP: COM	
These studies <i>investigate</i> business discourse through	+INT	+APP: VAL	
<i>various</i> empirical approaches,	+AMT	+APP: VAL	
including [...] (<i>refs...</i>) For example, Chiappini & Harris	+AMT	+APP: VAL	
(1996) <i>demonstrates</i> that requests and status in	+INT	+APP: VAL	
business correspondences [...]			
To <i>extend</i> these research works	+EXT	+APP: COM	
for <i>investigating</i> government discourse,	+INT	+APP: VAL	
this study <i>examines</i> the replies to the appeal letters from	+INT	+APP: VAL	
the government [...]			

* Bold: inscribed ATTITUDE; Italic: GRADUATION

The revised text is encoded with multiple instances of invoked ATTITUDE through GRADUATION. These invocations of ATTITUDE suggest the value of the studies of *business discourse* (e.g. *numerous research studies on business discourse*) and its relevance to researching *government discourse* (e.g. *many similarities*). The

government discourse is also evaluated as *rarely researched*, creating a space for the writer's study. The revision of Cindy's text therefore facilitates the enactment of the writer's stance through the *critic voice*, suggesting the field as unresolved for the writer to claim the created research space.

In summary, the distribution of evaluative meanings in the two texts implies the field of other research in an entirely positive light. The knowledge projected from the external sources is considered as non-contingent. This strategy is evident in Claire's text as a means of continuing the existing knowledge, which acts as the basis of legitimising the writer's own study. On the other hand, Cindy's text reviews the literature in relatively descriptive terms. The two writers do not distance themselves from the established knowledge. Their stance thus weakens the function of this stage to contest the existing research.

5.3.2 Enacting Stance through Evaluative Prosodies

The writer's stance towards the field of other research is typically built in a prosody of saturation. The saturating prosody is established through a frequent coding of invoked ATTITUDE through GRADUATION, as indicated in the previous section. A prosody of domination can also be initiated with coding explicit ATTITUDE in the higher level periodicity, while this prosodic patterning is less common. In addition, the positive hue implied through prosodic patterning is often disrupted with concession such as *however* or *but*. The disruption of prosody establishes the research warrant through carving out space for the writer's study. The strategies for building stance in this stage is summarised in Table 5.13, and employed to observe the dynamic patterning of evaluative meaning in the students' texts.

Table 5.13 Stance as evaluative prosodies in the stage reporting on relevant knowledge

Mode
<ul style="list-style-type: none"> • Points of textual prominence map the flow of information (field) and signpost shifts in field focus • Field is organised as waves of information, moving between more generalised and abstract to more specific and concrete entities • Waves of information are needed for structuring coherent phases of text

Tenor (<i>key</i>) in relation to mode
<ul style="list-style-type: none"> • The <i>critic voice</i> is organised alongside the field entities into waves of evaluation
PERIODICITY
<ul style="list-style-type: none"> • HyperThemes foreground the general field of research • HyperNews consolidate the field retrospectively, or suggest necessities for further investigation in the space for new knowledge <ul style="list-style-type: none"> ○ The research space can also be readily claimed in the hyperNew as the writer's study is introduced • The thematic progression maintains the particular field focus
Stance as evaluative prosodies
<ul style="list-style-type: none"> • The predictive function of higher level periodicity facilitates propagation of evaluative prosodies across the phase <ul style="list-style-type: none"> ○ Dominating prosodies can be established through coding explicit ATTITUDE in the prominent textual locations • The prosody is typically shifted through concession to suggest the field as contested, unresolved or inadequate

(a) Claire: Strengthening the Interpersonal Punch in the HyperNew

The evaluative stance enacted in Claire's text is organised through the higher level periodicity. The writer's consensus with the relevant knowledge in the field is foregrounded in the hyperTheme, and further consolidated in the hyperNew. The writer's positive stance propagates prospectively and retrospectively across the phase through bundling inscribed ATTITUDE in the higher level periodicity, as reproduced in [5/15].

[5/15]

HyperTheme

According to Chun (2014), discourse analysis and the synchronic literary criticism can be implemented together to *illuminate* characterization *as well as* narrative strategies in a literary work by means of employing **feasible** discourse-analytic tools,

[...] And *the recent trend* of narrative analysis concerns *not only* discourse analysis *but also* narratology [...] Bosseaux (2004) has *found* that the transitivity system is a *potentially problematic* aspect when translator transfers the narratological structures. Moreover, Shen (2007) has made use of the transitivity system to *accomplish* the narrative analysis in the short story On the Road written [...] With regard to characterization, Simpson (2004) has *indicated* that "the model of transitivity can **usefully** be employed in the study of characterization" (p.123) [...]

HyperNew

Directed by the abovementioned claims about the **feasibility** of the transitivity as the discourse-analytic tool and the **applicability** of the narrative analysis in fictional discourse, this research project will introduce transitivity system to *examine* the characterization of the protagonist Noah in the fictional narrative discourse The Notebook.

The dominating prosodies project forward and rebound the positive attitudinal reading in the phase, as shown in [5/15]. The hyperTheme predicts the writer's stance towards the methodological approaches as *feasible*. The positive prosody spreads prospectively, picked up by the intensified research processes in the unfolding phase (e.g. *found, accomplish, indicated*). The cumulative prosody is consolidated in the hyperNew with two charged nominalisation *feasibility* and *applicability*. However, the writer's stance aligns with the field instead of construing the field as contested knowledge. The evaluative prosody is not shifted to distance the writer's positioning from the field. This may be considered as an evaluative strategy for "continuing a tradition" (Swales, 1990, p. 141), but it does not serve to open up space for new knowledge, i.e. the writer's study. The text can be slightly edited to address a lack of research of the object of study, such as:

Despite the **feasibility** of applying transitivity for narrative analysis, *few* studies have *extended* the approach to *other* literary discourses, *such as* popular fiction and romance. To *update* the previous studies, this research project *examines*...

The above editing functions to move the writer's stance away from acknowledging the contributions of the other research. This distancing strategy claims inadequacy of the current research, suggest the need to *extend* the field. The created space can then be filled up by *examining other literary discourses*, warranting the writer's own study.

(b) Cindy: Inconsistent Prosodies Weakening the Stance towards the Literature

The scant distribution of evaluative meanings in Cindy's text in [5/16] weakens the writer's stance. A positive prosody of the general research field is implied in the hyperTheme, but not picked up in the unfolding phase. The writer's stance is also not consolidated with the absence of the hyperNew.

[5/16]

HyperTheme

To date, there is *considerable* research on business communications and discourse (*David & Baker, 1994; Limaye, 1998; Locker, 1999; Dean, 2004; Timmerman & Harrison, 2005; Thill & Bovee, 2011; Jansen & Janssen, 2011; 2013; Schryer, 2000*).

Empirical studies of negative messages in terms of crisis management and **difficulties** in **refusing**. The analysis of discourse starts with the **careful** selection of approaches to use of positive words and having a conclusive closure. In an analysis of requests and status in business correspondence conducted by Chiappini & Harris (1996), they *observed* the change in writing patterns in impersonalisation to personalization when switching from routine documents to personal references.

The evaluative prosody in [5/16] lacks coherent textual organisation. The prosody is established with multiple instances of GRADUATION in the hyperTheme. While the prosody suggests significance of the field with *considerable research* and a list of references, the implied positive hue is not harmonised in the text. For example, there is only one instance of an amplified process (*observed*) implying the researchers' rigour. Other processes are either neutrally construed (*starts*), or missing (*Empirical studies of [sic] negative messages...*). In addition, the writer's stance is not enacted to construe the field of research as contested, or consolidated in the hyperNew. The phase is therefore largely descriptive instead of carving out a space for the writer's study.

The evaluative prosodies in the phase can be modified to establish a more effective stance towards the field. The phase, as revised in Table 5.12 and reproduced in [5/16¹], is reorganised through the higher level periodicity. The hyperTheme previews the general field under review and explains the rationale for reviewing studies on *business discourse*. The unfolding discourse continues to discuss the field generally, and exemplify one specific study. The hyperNew consolidates the meanings in the phase and introduces the writer's study for claiming the research space:

[5/16¹]

HyperTheme

To date, *numerous* research studies on business correspondences *suggests many similarities* between government and business discourses, such as [...] (*refs...*).

The literature *also* provides **useful** methodological approaches for *investigating* government discourse, which is *rarely* researched. These studies *investigate* business discourse through *various* empirical approaches, including [...] (*refs...*) For example,

Chiappini & Harris (1996) *demonstrates* that requests and status in business correspondences [...]

HyperNew

To *extend* these research works for *investigating* government discourse, this study *examines* the replies to the appeal letters from the government [...]

The revised phase in [5/16] is encoded with multiple instances of GRADUATION invoking ATTITUDE. These invocations of ATTITUDE resonate with one another, suggesting the significance of the other studies and their methodological approaches. The downscaled value *rarely* represents the research of *government discourse* as inadequate. The inadequacy therefore motivates the writer's study to *extend* the existing research, as consolidated in the hyperNew. This revision suggests a more consistent coding to acknowledge the value of the field, in addition to opening up space for warranting the writer's study.

The above analysis shows that Cindy's and Claire's texts construct an evaluative stance contesting the existing knowledge in the field less effectively. The positive prosodies associated with the field of other research are maintained instead of disrupted for construing the field as unresolved and inadequate. These two texts are revised through concessions or implying the field in a negative light. Such revision seeks to corroborate the function of this stage to establish a research warrant for claiming the space for the writers' studies.

5.3.3 Negotiating Intersubjective Stance and Dialogic Voice through ENGAGEMENT

The stage as a brief review of literature is substantively heteroglossic. Multiple voices from external sources are incorporated to project theories and propositions. The dialogic space is therefore predominantly negotiated through attributions. Attributions can be represented by resources of ACKNOWLEDGE or ENDORSE. Acknowledgement recognises various alternative positions, or authorise the writer's propositions. Endorsement, on the other hand, contracts the dialogic space as the writer's investment in the sources is heightened. Another important dialogic contractive resource is that of COUNTER, realised as concessions. The COUNTER values function to disalign the reader from the positive evaluation of the relevant knowledge, and realign them to the opposite position

creating a research space. This space can be readily claimed as the writer's study is introduced to fill the space. These dialogic resources in this stage are summarised in Table 5.14.

Table 5.14 Stance and voice as intersubjective positioning in the stage reporting relevant knowledge

Negotiating dialogic space for propositions with ENGAGEMENT
<ul style="list-style-type: none"> • The phase is substantively heteroglossic, i.e. multiple positions from external sources are incorporated • Attributions (ACKNOWLEDGE or ENDORSE) <ul style="list-style-type: none"> ○ Authorise the writer's propositions, and ○ Reflect the writer's investment in the propositions from the writer or external voices • Concessions (COUNTER) disrupts the prosody and carves out space for new knowledge
Negotiating dialogic space in relation to PERIODICITY with ENGAGEMENT
<ul style="list-style-type: none"> • Higher level periodicity can be construed monoglossically <ul style="list-style-type: none"> ○ HyperThemes describing the general field of research are supported by multiple citations (ACKNOWLEDGE) ○ HyperNews are typically associated with monoglossic claims, suggesting the necessities for further investigation, i.e. the writer's study

(a) Claire: Privileging the Propositions and Evaluations of the External Voices

Claire's text privileges direct projections of propositions from external sources. These propositions include quotations, findings and outcomes projected from specific studies. These attributed propositions, in addition to other ENGAGEMENT resources, are highlighted in [5/17] below:

[5/17]

<p><u>HyperTheme</u></p> <p><u>According to Chun (2014)</u> [ACKNOWLEDGE], discourse analysis and the synchronic literary criticism can be implemented together to illuminate characterization as well as narrative strategies in a literary work by means of employing feasible discourse-analytic tools, because discourse analysis can be "used in many ways in various disciplines within and beyond linguistics" (p.90) [ACKNOWLEDGE]</p> <p style="padding-left: 40px;">[...] And the recent trend of narrative analysis concerns <u>not</u> [DENY] <u>only</u> [COUNTER] discourse analysis <u>but</u> [COUNTER] also narratology which "has thrown light on the forms and function of stories" (Kindt & Müller, 2003, p.303) [ACKNOWLEDGE]. <u>Bosseaux (2004) has found</u> [ENDORSE] that the transitivity system is a potentially problematic aspect [...] Moreover, <u>Shen (2007) has made use</u> [ACKNOWLEDGE] of the transitivity system to accomplish the narrative analysis in the short story On the Road written [...] With regard to characterization, <u>Simpson (2004) has indicated</u> [ENDORSE] that "the model of transitivity can usefully be employed in the study of characterization"</p>
--

(p.123) [ACKNOWLEDGE] because "a principal mode of narrative characterization is the transmission of 'actions and events'. This mode refers to the way character is developed through and by the semantic processes and participant roles embodied in narrative discourse". (p.74) [ACKNOWLEDGE]

HyperNew

Directed by the abovementioned claims [ACKNOWLEDGE] about the feasibility of the transitivity as the discourse-analytic tool and the applicability of the narrative analysis in fictional discourse, this research project will introduce transitivity system to examine the characterization of the protagonist Noah in the fictional narrative discourse The Notebook.

The text as indicated in [5/17] is characterised by resources of ACKNOWLEDGE and ENDORSE. The writer acknowledges external voices for projecting propositions and evaluations, and deploys ENDORSE resources to increase the warrantability of the attributed propositions. These dialogic strategies suggest that the writer does not choose to distance from the other voices through counter-expectancy but instead increases her investment in the projected propositions. This indicates the writer's strengthened affiliation with the other researchers and their knowledge, rather than establishing an alternative position for creating space for her own study.

(b) Cindy: Unspecified Writer's Intersubjective Positioning

Cindy's text in [5/18] is scantily coded with ENGAGEMENT resources. These resources are those of ACKNOWLEDGEMENT, instantiated as a list of authorising sources and actors of the research process in the text:

[5/18]

HyperTheme

To date, there is considerable research on business communications and discourse (David & Baker, 1994; Limaye, 1998; Locker, 1999; Dean, 2004; Timmerman & Harrison, 2005; Thill & Bovee, 2011; Jansen & Janssen, 2011; 2013; Schryer, 2000). [ACKNOWLEDGE]

Empirical studies of negative messages in terms of crisis management and difficulties in refusing. The analysis of discourse starts with the careful selection of approaches to use of positive words and having a conclusive closure. In an analysis of requests and status in business correspondence conducted by Chiappini & Harris (1996), [ACKNOWLEDGE] they observed [ACKNOWLEDGE] the change in writing patterns in impersonalisation to personalization when switching from routine documents to personal references.

The dialogic strategies are less effectively employed in the text as shown in [5/18] above. The list of authorising sources functions to validate the proposition related to the *considerable research* in the field. However, these sources are not elaborated in the unfolding phase. The two monoglossic propositions (*Empirical studies... The analysis of discourse starts with...*) are also unauthorised without the projecting sources. In addition, the phase-final position does not specify the writer's alignment with or detachment from the alternative voices in the field. The text therefore lacks control in positioning the authorial voice in relation to the alternative voices in the field. To resolve the above issues, the revised text as introduced in [5/16¹] is incorporated with more attributions. These attributions are employed to authorise the writer's claims and provide knowledge claims from external sources, as highlighted in [5/18¹]:

[5/18¹]

HyperTheme

To date, numerous research studies on business correspondences suggest [ACKNOWLEDGE] many similarities between government and business discourses, such as [...] (refs...) [ACKNOWLEDGE].

The literature also provides useful methodological approaches for investigating government discourse, which is rarely researched. These studies investigate [ACKNOWLEDGE] business discourse through various empirical approaches, including [...] (refs...) [ACKNOWLEDGE] For example, Chiappini & Harris (1996) demonstrate that [ENDORSE] [...]

HyperNew

To extend these research works for investigating government discourse, this study examines the replies to the appeal letters from the government [...]

The revision in [5/18¹] substantively expands the dialogic space for the voices from the external sources. The hyperTheme forecasts the incorporation of multiple authorising sources in the text. These sources are elaborated either generally (e.g. *these studies investigate...*) or exemplified specifically (*Chiappini & Harris (1996) demonstrate that...*). Construing these sources as projecting voices allows the writer to adjust the processes as acknowledgement or endorsement. For example, the verbal process *demonstrate* can be substituted with a stronger *emphasise* or a less intensified *suggest*. In addition, the phase implies counter-expectancy by suggesting the lack of research of *government discourse*. The

concession creates space for new knowledge, which is claimed with introducing the writer's study in the hyperNew. In all, the revised text controls the dialogic space more dynamically for realigning readership to the writer's position.

The above investigation has indicated the differences in the dialogic strategies between the two texts. While both texts do not seek to re-align the readership to the writers' positions, the resources of ACKNOWLEDGE and ENDORSE in the form of attributions are more effectively managed in Claire's text than Cindy's text. In Claire's text, these resources are instantiated as both projecting sources (integral citations) and authorising sources (non-integral citations). The warrantability of these sources is adjusted between ACKNOWLEDGE and ENDORSE, reflecting the writer's investments in the projected knowledge claims. However, the attributions in Cindy's text do not further reflect the writer's authorial stance. The differences between the two texts suggest the importance of not only acknowledging sources in academic writing, but also how these sources are employed for balancing the writer's voice and the other voices.

5.3.4 Summarising Developments in Enacting Stance and Voice in Proposal and Dissertation Texts: Reports on the Relevant Knowledge

In the above analyses, I have investigated the writer's stance and voice in the stage reporting on the relevant knowledge. In particular, I have focused on Cindy's and Claire's texts, as this stage is absent in their proposal texts. I have examined the two texts based on the strategies from the MAVS framework, as presented in Table 5.9, 5.13 and 5.14. This re-emerged stage in the two texts expands the potentials for the writers to review and evaluate other research studies. In the stage of these two texts multiple resources of GRADUATION invoking ATTITUDE enact the *critic voice*. However, the writers' stance and voice are enacted less effectively for evaluating the other research as contested knowledge. These issues are similar in both texts, as summarised in the following.

The two dissertation texts are predominantly coded with resources of GRADUATION. The multiple instances GRADUATION invoke positive APPRECIATION, and saturate the texts in entirely positive prosodies. The positive prosodies are maintained or reinforced in the texts instead of being disrupted through

concession. The texts therefore seek to affiliate with the established field rather than carving out space for the writers' studies. These evaluative strategies therefore serve the rhetorical functions of this stage partially, and weaken the stance for establishing the research warrant.

The two texts differ in how the writers negotiate their authorial voices and the external voices with resources of ENGAGEMENT. Both texts employ resources of ACKNOWLEDGE for attributing the voices from references, and COUNTER values are absent for re-aligning the readership from the established field to the writers' positions. However, Claire's text construes these voices as projecting sources more frequently. Additionally, Claire's text adjusts the authorial investment in the propositions from the external sources through ENDORSE values. These dialogic strategies announce the writer's positioning in relation to other voices more effectively.

The evaluative strategies in the stage reporting on the relevant knowledge from the two dissertation texts therefore enact the writers' stance and voice less effectively. The main issue as summarised above is concerned with the need for evaluating the field of other research as contested. To address the issue, the strategies from the MAVS framework (See Table 5.9, 5.13 and 5.14) are employed for enhancing the writers' stance enacted in this stage. The revised texts first align with the established field, and readily distance the writers' studies from the field to create the research space for new knowledge. This establishes the research warrant for the writers to claim for their own studies in the next stage of the introduction, as examined in the following.

5.4 Developing Stance and Voice in the Stage Describing the Writer's Study

This section concludes the analyses by examining how stance and voice are enacted in the stage describing the writer's own study. The description of the writer's study typically concludes the introductory section of the dissertation. The stage describes the writer's undertaken research, including its aims, procedures and goals. The text also functions to preview the unfolding dissertation text. Through detailing the processes of inquiry, this stage evaluates

the writer’s study as rigorous and accurate, thus significant in the field. In other words, the writer claims the research warrant established in the previous stages.

Among the dissertations, this stage is identified in Stu’s and Claire’s text, as indicated earlier in Section 5.1. The two texts are structured differently from one another, as well as the same stage in their proposals. The stage is however missing in Cindy’s dissertation text. In the following I first focus on examining Stu’s and Claire’s texts. I then attempt to reconstruct the stage for Cindy’s text, based on the strategies from the two texts and the MAVS framework for managing stance and voice in the research warrant.

5.4.1 Instantiating Voice through ATTITUDE-IDEATION Couplings

This stage describes the writer’s study through a *critic voice*. Multiple instances of GRADUATION invoking ATTITUDE are coupled with the specific activities and entities of the writer’s research. The evaluative patterning in this stage is similar to that in the stage reviewing literature, which avoids encoding explicit ATTITUDE. The rigour and accuracy of the writer’s research is typically implied through quantifying the amplified research processes in the writer’s study. However, inscribed ATTITUDE may still be deployed in instances suggesting potential contributions of the research design. The explicit evaluation may be downgraded through GRADUATION to avoid explicitly promoting the writer’s study. The strategies distributing evaluative meanings in the stage are summarised in Table 5.15. These strategies serve to examine how evaluative stance is established in the students’ texts in the following.

Table 5.15 Stance and IDEATION in the stage describing the writer’s study

Field
<ul style="list-style-type: none"> • The field of the writer’s study is construed specifically with the writer’s research aims, objectives, methods and goals • The field can be further taxonomised for describing the writer’s pilot study
Tenor (key) in relation to field
<ul style="list-style-type: none"> • The field of the relevant research is construed in a <i>critic voice</i> • The <i>critic voice</i> represents the evaluator’s avoidance from explicitly promoting his/her own study
IDEATION
<ul style="list-style-type: none"> • The field entities are construed with the writer’s study (<i>e.g. this study, this research project</i>), activities (<i>e.g. analysis, investigation</i>) and/or the potential outcomes (<i>e.g. findings, implications</i>)

<ul style="list-style-type: none"> • The field is elaborated in an activity sequence previewing the procedures involved in the study
Stance as ATTITUDE-IDEATION coupling
<ul style="list-style-type: none"> • Stance is enacted under <i>critic</i> voice, i.e. evaluative choice is constrained to invocations of ATTITUDE <ul style="list-style-type: none"> ○ Invoked ATTITUDE through GRADUATION evaluates the writer’s study implicitly as prominent, rigorous or complete • Explicit promotion of the writer’s study is less typical <ul style="list-style-type: none"> ○ Inscriptions of ATTITUDE may be deployed to highlight the potential contributions of the writer’s study ○ The inscribed ATTITUDE may be downgraded with GRADUATION (e.g. <i>implication</i> instead of <i>contribution</i>)

(a) Stu: Promoting the Rigour of His Study with the Procedures of His Study

This stage in Stu’s dissertation text is encoded with multiple instances of GRADUATION invoking ATTITUDE. These instances focus on intensifying the research processes of the writer’s study. The intensified processes imply rigour and accuracy of the writer’s research, consolidated with the explicit evaluation *implications* at the end of the phase. The distribution of evaluative meanings of the stage is compared with that of the proposal text, as summarised in Table 5.16.

Table 5.16 Distribution of inscribed and invoked ATTITUDE in the descriptions of the writer’s study in Stu’s dissertation (STU_DIS) and proposal (STU_PROP)

Text	GRADUATION	Invoked ATTITUDE	Inscribed ATTITUDE
STU_DIS			
This paper <i>examines</i> [...] Section 2 <i>reviews</i> <i>some</i> <i>previous</i> studies and <i>other</i> theoretical backgrounds [...] Second, Section 3 (Methodology) outlines the criteria [...] After listing out <i>the three specific</i> research questions of this study in Section 4, Section 5 <i>elaborates</i> on the quantitative (frequency-count) analysis, while Section 6 <i>focuses on</i> a <i>more in-depth</i> qualitative evaluation (context-based) of the rhetorical questions [...] Section 7 concludes and <i>further points out</i> the implications of this paper.	+INT +INT +AMT +EXT +EXT +SPEC +EXT +SPEC +INT; +SPEC +INT; +SPEC	+APP: VAL +APP: VAL +APP: VAL +APP: VAL +APP: VAL +APP: VAL +APP: VAL +APP: VAL +APP: VAL +APP: VAL	+APP: VAL

STU_PROP			
<i>Further to</i>	+EXT	+APP: VAL	
<i>the previous</i> work,	+EXT	+APP: VAL	
this study <i>reviews</i>	+INT	+APP: VAL	
<i>also</i> Obama's use of RQs	+EXT	+APP: VAL	
as an <i>additional</i> perspective	+EXT	+APP: VAL	
and a <i>continuation</i>	+EXT	+APP: VAL	
so as to <i>enrich</i>	+INT	+APP: COM	
the <i>comprehensiveness</i> of the understanding of rhetorical	+EXT	+APP: COM	
questions in political context.			
<i>In particular,</i>	+SPEC	+APP: VAL	
<i>the following two</i> research questions will be addressed [...]	+SPEC	+APP: VAL	

* Bold: inscribed ATTITUDE; Italic: GRADUATION

The two texts shown in Table 5.15 both imply the writer's study as significant through a range of intensifying GRADUATION resources. However, the texts realise the invoked ATTITUDE differently. The dissertation text construes the writer's undertaken research congruently with a sequence of intensifying or sharpening research processes (*e.g. examines, reviews, outlines, elaborates, focus*). The proposal text, on the other hand, focuses on extending the aims and goals of the proposed research through nominalisations (*e.g. additional perspective, continuation, comprehensiveness*). The quantification of the processes in the writer's study further appraises the complexity of the research design, suggesting potential contributions to the field (Hood, 2010, p. 96).

(b) Claire: Intensifying the Process of Inquiry of Her Study

Such intensification of the research processes is also evident in Claire's text. In her text, the research design is expanded into congruent processes. The stage is juxtaposed with the proposal text (CLA_PROP) in Table 5.17 for comparison. The distribution of attitudinal meanings in both texts are annotated and summarised as follows:

Table 5.17 Distribution of inscribed and invoked ATTITUDE in the descriptions of the writer’s study in Claire’s dissertation (CLA_DIS) and proposal (CLA_PROP)

Text	GRADU- ATION	Invoked ATTITUDE	Inscribed ATTITUDE
CLA_DIS			
In order to <i>examine</i> the characterization of the protagonist, this research project is set to <i>analyze</i> the experience of the protagonist in diegesis by drawing upon Halliday's (2004) transitivity system. <i>In addition</i> , the narrative structures [...] will also be <i>explored</i> based on Genette's (1990) narratological theories [...] This project will answer <i>three specific questions</i> about the characterization of Noah. The questions are as follows [...]	+INT +INT +EXT +INT +SPEC	+APP: VAL +APP: VAL +APP: VAL +APP: VAL +APP: VAL	
CLA_PROP			
On account of what has been abovementioned, it is reasonable to <i>clarify</i> the reason of popularity of The Notebook by <i>illuminating</i> [...] (ref) and by construing the literary meaning of the language used in the novel through language appraisal, <i>added</i> by building the relationship [...]	+ACT +ACT +INT	+APP: COM +APP: COM +APP: VAL	+APP: VAL

* Bold: inscribed ATTITUDE; Italic: GRADUATION

Claire’s two texts imply the positive values of her own study through different types of invoked ATTITUDE through GRADUATION. The dissertation text mainly invokes positive APPRECIATION: VALUATION with the intensified research processes (*examine, analyse, explored*), while the proposal text suggests positive COMPOSITION of the research aims and goals (*clarify, illuminating*). The quantification of research processes in the text implies a positive complexity to the writer’s study, promoting its potential contributions to knowledge in the field.

The analysis above indicates similar coupling strategies in the two texts. The research processes are construed congruently. Many of these processes are amplified to imply a positive value of rigour and prominence. The processes are organised as a sequence of activities. These research activities are quantified in the phase as the parts of the writer’s research. The quantified research activities suggest a positive appreciation of the complexity of the research design. The combination of these evaluative strategies promotes the writer’s study, claiming the research warrant established in the previous stages of the introduction.

5.4.2 Enacting Stance through Evaluative Prosodies

In this stage, a prosody of saturation is usually established through accumulating instances of invoked ATTITUDE across the phase of text. However, a prosody of domination can also be initiated with the placement of inscribed ATTITUDE in the textually prominent locations. In particular, the prosody is set up in the hyperNew position as the potential contributions of the writer's study are described. The prosodies in the stage reflect a positive stance to promote the writer's study as rigorous and significant. Therefore, negative evaluations suggesting limitations or weaknesses of the research need to be avoided. These strategies are re-presented in Table 5.18 below. In the following these strategies are used to investigate how stance is organised textually in students' texts.

Table 5.18 Stance as evaluative prosodies in the stage describing the writer's study

Mode
<ul style="list-style-type: none"> • The textually prominent location introduces the aims and goals of the writer's study • The waves of information are organised in a coherent phase of text, with boundaries signposting the beginning and the end of the descriptive report on the field
PERIODICITY
<ul style="list-style-type: none"> • The hyperTheme previews the research aims and signposts the organisation of the dissertation • The hyperNew concludes the phase with research goals and potential contributions • The thematic progression maintains the particular field focus
Stance as evaluative prosodies
<ul style="list-style-type: none"> • The overall stance is enacted through prosodies of saturation • Dominating prosodies may be construed in the hyperNew position to promote the potential contributions of the writer's study • Negative stance towards the writer's study needs to be avoided

(a) Stu: Saturating the Phase with Intensified Research Process

In Stu's text, the frequent coding of GRADUATION invoking ATTITUDE saturates the phase in a positive prosody. The phase is organised through taxonomising *this paper* into a sequence of sections. The organisation of the sections also orders the processes of inquiry, most of which are amplified. The meanings in the unfolding phase are *concluded* in the hyperNew, suggesting the *implications* of the writer's study. In [5/19], the organisation of the writer's dissertation text is compared with that of his proposal:

[5/19]

Dissertation (STU_DIS)
<u>HyperTheme</u> In consideration of the above factors, this paper <i>examines</i> how the two candidates skillfully strategized and competed against each other through the use of rhetorical questions. The rest of this paper will be presented as follows. Section 2 <i>reviews some previous</i> studies and <i>other</i> theoretical backgrounds. Second, Section 3 (Methodology) outlines the criteria [...] After listing out <i>the three specific</i> research questions of this study in Section 4, Section 5 <i>elaborates</i> on the quantitative (frequency-count) analysis, while Section 6 <i>focuses on a more in-depth</i> qualitative evaluation (context-based) of the rhetorical questions [...]
<u>HyperNew</u> Section 7 concludes and <i>further points out</i> the implications of this paper.
Proposal (STU_PROP)
<i>Further to the previous</i> work, this study <i>reviews also</i> Obama's use of RQs as an <i>additional</i> perspective and a <i>continuation</i> so as to <i>enrich</i> the <i>comprehensiveness</i> of the understanding of rhetorical questions in political context. <i>In particular, the following two</i> research questions will be addressed [...]

The dissertation text as shown in [5/19] is characterised with a retrospective prosody of domination from the hyperNew. While both texts are saturated with invoked ATTITUDE, the prosody accumulated across the dissertation text is consolidated as *implications*, indicating the potential contributions to knowledge in the field. The retrospective dominating prosody further confirms the rigour of the research activities, warranting the writer's study as significant and valuable.

(b) Claire: Saturating the Phase with Congruently Construed Processes

The prosody of saturation is also evident in Claire's text. The evaluative strategy in the dissertation text differs from her proposal text with the absence of explicit ATTITUDE. The two texts are reproduced in [5/20] below:

[5/20]

Dissertation (CLA_DIS)
In order to <i>examine</i> the characterization of the protagonist, this research project is set to <i>analyze</i> the experience of the protagonist in diegesis by drawing upon Halliday's (2004) transitivity system. <i>In addition</i> , the narrative structures [...] will also be <i>explored</i> based on Genette's (1990) narratological theories [...]

Proposal (CLA_PROP)

On account of what has been abovementioned, it is **reasonable** to *clarify* the reason of popularity of The Notebook by *illuminating* [...] (ref) and by construing the literary meaning of the language used in the novel through language appraisal, *added* by building the relationship [...]

The dissertation text adopts a less dichotomising evaluative strategy through resources of GRADUATION invoking ATTITUDE. The invocations of ATTITUDE accumulate across the phase and initiate a prosody of saturation. The prosodic patterning of the text contrasts with the dominating prosody set up in the proposal text. In the proposal, the interpersonal centre is established with the positive APPRECIATION *reasonable*, propagating a positive prosody across the phase. However, the dissertation texts construe the research processes more congruently in comparison to the activities in the proposal, which are construed entirely in irrealis (*to clarify, illuminating, construing, added, building*). The congruent and intensified processes are quantified, and suggest the rigour of the writer's study.

(c) Building the Writer's Stance through Reconstructing Cindy's Text

The above evaluative strategies can be employed to reconstruct the description of the writer's study in Cindy's text. In Cindy's text, the background and the relevant knowledge of the object of study are established. The description of the writer's study is necessary to introduce the research aim, processes and goal. The reconstructed text is presented in [5/21] below:

[5/21]

HyperTheme

This study *investigates* the pragmatic strategies in replies to parking offence appeal letters.

The analysis of this study first *explores* the move structure of both the appeal letters and their corresponding replies. The analysis then *examines* the strategies for redressing FTA by drawing upon Brown and Levinson's (1987) politeness theory and Culpeper's (2011) impoliteness theory.

HyperNew

The findings *identify effective* strategies in these replies, which can be *integrated* as resources for training purposes.

The main evaluative strategy in [5/21] is that of multiple instances of intensified processes. These processes harmonise with one another and establish a prosody of saturation. The processes are quantified to imply a positive COMPOSITION of the writer's study. The explicit APPRECIATION *effective* in the hyperNew initiates a retrospective prosody of domination, colouring the phase in a positive hue. The reconstructed stage therefore functions to promote the potential contributions to knowledge in the field, allowing the writer to claim the established research warrant.

The above analysis demonstrates that the main strategy for building stance in the Stu's and Claire's texts is that of prosodies of saturation. The multiple instances of intensified processes accumulate and harmonise one another, maintaining the prosody. The research processes are construed congruently as a sequence of activities, suggesting delicacy of the research design of the writer's study. In addition, a prosody of domination can be initiated through coding explicit ATTITUDE in the hyperNew, implicating the potential contributions of the writer's study. The above strategies are deployed to reconstruct the omitted stage in Cindy's text, allowing the writer to claim the research warrant for her study.

5.4.3 Negotiating Intersubjective Stance and Dialogic Voice through ENGAGEMENT

This stage is constructed for the most part in the authorial voice. The writer claims authority to his or her own study, and therefore describes the study monoglossically. The monoglossic assertions also function to align with the shared value position of the disciplinary field in relation to the research design. This kind of alignment can also be achieved through attributing theoretical orientations to renowned researchers in the field. In addition to assertions, the writer can also announce his or her authorial stance overtly through proclamations. The proclaiming formulations emphasise the writer's investment in the warrantability of his or her propositions. These dialogic strategies, as summarised in Table 5.18, serve to support the writer's positive stance towards his or her study, and highlight his or her voice as the author of the text. The

strategies deployed in this stage of their dissertation texts are examined and compared with the corresponding proposal texts in the following.

Table 5.18 Stance and voice as intersubjective positioning in the stage describing the writer’s study

Negotiating dialogic space for propositions with ENGAGEMENT
<ul style="list-style-type: none"> • Propositions related to research activities are typically construed as uncontested through monoglossic assertions • Theoretical orientatations can be attributed through ACKNOWLEDGE
Negotiating dialogic space in relation to PERIODICITY with ENGAGEMENT
<ul style="list-style-type: none"> • Higher level periodicity is typically construed monoglossically <ul style="list-style-type: none"> ○ Proclamations (CONCUR, PRONOUNCE and ENDORSE) announces the writer’s value position in varying degree of investment in the propositions ○ Propositions related to potential contributions are usually modalised through ENTERTAIN

(a) Stu: Naturalising the Process of Inquiry as ‘Not At Issue’

Stu’s text is for the most part monoglossic. The descriptions of the procedure of inquiry are construed as uncontested. The text is compared with the proposal text of which the dialogic space is more dynamically negotiated, as reproduced in [5/22]:

[5/22]

Dissertation (STU_DIS)
In consideration of the above factors, this paper examines [...] The rest of this paper will be presented as follows. Section 2 reviews [...] Second, Section 3 (Methodology) outlines [...] After listing out the three specific research questions of this study in Section 4, Section 5 elaborates on the quantitative (frequency-count) analysis, <u>while</u> [COUNTER] Section 6 focuses on a more in-depth qualitative evaluation (context-based) of the rhetorical questions [...] Section 7 concludes and further points out the implications of this paper.
Proposal (STU_PROP)
Further to the previous work, this study reviews also Obama's use of RQs as an additional perspective and a continuation so as to enrich the comprehensiveness of the understanding of rhetorical questions in political context. In particular, the following two research questions will be addressed:
<u>(1) How is rhetorical question functioning in political discourse?</u>
<u>(2) Were there clear correlations between types of question and pragmatic functions in the use of rhetorical questions?</u> [ENTERTAIN]
<u>What is noteworthy here</u> [PRONOUNCE] is that the focus of this study is <u>not</u> [DENY] on comparing [...] In addition, modifications of the RQ classification in my previous work (as in section 3.2) <u>may</u> [ENTERTAIN] have to make <u>if</u> [ENTERTAIN] a considerable number of President Obama’s rhetorical questions function differently from the existing one, [...]

The dissertation text as shown in [5/22] is predominantly construed in monoglossic assertions. This asserted position is contrasted with the more dynamic positioning in the proposal text. In the proposal, alternative positions are entertained through the two research questions. The writer also announces his authorial position to heighten investment in his propositions. The difference in dialogic strategies between the two texts suggests that the study in the proposal is considered as contingent, and needs to be legitimised with the writer's explicit authorial stance. On the other hand, the procedure of inquiry in the completed research aligns with the value position of the disciplinary field, and is therefore taken for granted.

(b) Claire: Legitimising Her Study with Higher Status Knowers' Theories

Claire's text negotiates the dialogic space more dynamically through expansive formulations. Many propositions related to research processes are construed monoglossically, while research questions and specific attributed sources expand the dialogic space. These dialogic strategies can be contrasted with the proposal text, which seeks to contract the dialogic space in the phase initial position, as reproduced in [5/23]:

[5/23]

<p>Dissertation (CLA_DIS)</p> <p>In order to examine the characterization of the protagonist, this research project is set to analyze the experience of the protagonist in diegesis by drawing upon <u>Halliday's (2004)</u> [ACKNOWLEDGE] transitivity system. In addition, the narrative structures [...] will also be explored based on <u>Genette's (1990)</u> [ACKNOWLEDGE] narratological theories [...]</p> <p>This project will answer three specific questions about the characterization of Noah. The questions are as follows:</p> <ol style="list-style-type: none"> <u>1. What types of processes are used to describe the protagonist's experience?</u> <u>2. How are the narrative techniques applied?</u> <u>3. How do the narrative techniques associate with different types of processes to characterize the protagonist?</u> [ENTERTAIN] <p>[CLA_DIS]</p>
<p>Proposal (CLA_PROP)</p> <p><u>On account of what has been abovementioned</u> [ACKNOWLEDGE], <u>it is reasonable</u> [PRONOUNCE] to clarify the reason of popularity of The Notebook by illuminating "The fact that love stories reproduce themselves endlessly is evidence not of postmodern 'hyper-reality' but of the enduring power of that originary source (<u>Winterson, 1985</u>)" [ACKNOWLEDGE] and by construing the literary meaning of the language used in the novel through language appraisal, added by building the relationship between McDonaldization and the characteristics of bestsellers.</p>

The expansive formulations in the dissertation text function to legitimise the writer's propositions and align with the readers. The ACKNOWLEDGE resources in the dissertation pre-modify the theories (*Halliday's (2004) transitivity system, Genette's (1990) narrative theories*). The objectified sources foreground the validity of the theoretical 'products' over the producers (Hood, 2010, pp. 196-197). These 'products' in turn provide legitimacy for the research design. On the other hand, the ENTERTAIN resources are instantiated as a list of research questions. Compared with the research questions in the proposal in [5/23], these questions in Claire's text are more readily answered as 'expository questions' in the unfolding dissertation (Martin and White, 2005, p. 110). The writer incorporates other voices in order to claim validity of the research design in her own study.

(c) Reconstructing the Dialogic Strategies in Cindy's Text

The dialogic strategies for the description of the writer's study can be applied to the reconstructed stage in Cindy's text, as presented in [5/24]:

[5/24]

HyperTheme

This study investigates the pragmatic strategies in replies to parking offence appeal letters.

The analysis of this study first explores the move structure of both the appeal letters and their corresponding replies. The analysis then examines the strategies for redressing FTA by drawing upon Brown and Levinson's (1987) [ACKNOWLEDGE] politeness theory and Culpeper's (2011) [ACKNOWLEDGE] impoliteness theory.

HyperNew

The findings identify effective strategies in these replies, which can be integrated as resources for training purposes.

The text in [5/24] is predominantly constructed with monoglossic assertions. These assertions focus on detailing the steps involved in the writer's study. One of the processes are authorised with the theoretical products by the influential scholars (*Brown and Levinson (1987)* and *Culpeper (2011)*). The reconstructed text claims authority of the writer's study, and aligns with the reader's value position through the research processes and theoretical orientations legitimised in the disciplinary field.

The above analysis demonstrates different dialogic strategies deployed in Stu's and Claire's texts for legitimising their own studies. While Stu's text introduces his research in mostly monoglossic assertions, Claire's text seeks authorisation from external sources, and overtly guides readers through 'expository questions'. These dialogic strategies are also incorporated in reconstructing Cindy's text, intensifying the processes of enquiry and authorising the theories adopted in her study.

5.4.4 Summarising Developments in Enacting Stance and Voice in Proposal and Dissertation Texts: Description of the writer's study

In this section I have analysed how stance and voice are enacted in the concluding stage of the introduction to dissertations. I have focused on examining Stu's and Claire's texts based on the strategies as listed in Table 5.14, 5.17 and 5.18. The two texts adopt similar evaluative strategies to construct their positive stance and voice towards their own studies, summarised as follows.

The two dissertation texts construe the writers' study through intensified research processes. The intensified processes invoke a positive value for the procedures of inquiry. The texts initiate prosodies of saturation as with the proposal texts, but the two types of text construe the research processes differently. These research processes are mostly nominalised or construed in irrealis in the proposal texts, suggesting future actions to be undertaken. The dissertation texts construe the research processes in congruent terms or as a sequence of activities. The elaborated detail of the procedure of inquiry suggests a positive APPRECIATION of complexity. These invoked values further promote the writers' studies as complete and therefore prominent.

The texts differ from how the writers negotiate for the dialogic space through ENGAGEMENT. The writers manage various dialogic strategies to engage with their propositions, and identify the kinds of affiliations concerning the writers' own studies. This can be understood in terms of ways of knowing or knowers (e.g. Hood, 2010; Maton, 2014). Stu's study is legitimised through the detailed procedures as the 'know-how' of his research. Claire's research is, on the

other hand, validated by both the ways of knowing and the theoretical orientations authorised by other expert knowers.

The evaluative strategies of this stage may require slight modifications for meeting the rhetorical demands for the dissertation texts. For example, the writer's pilot study may not be needed for supporting his or her current study. This allows the writer to focus on promoting the research design of the completed study based on the shared value position in the field. In addition, the research processes have to be construed not only as an activity sequence, but also as congruent activities. This unpacks the writer's completed study into its parts, allowing stance to be enacted towards each of the research processes.

5.5 Conclusion

The above analysis in the present chapter examines the structuring and evaluative strategies of the research warrants of postgraduate dissertations. The multi-perspectival APPRAISAL analysis provides insights into how patterns of evaluative meanings enact the writers' stance and voice. These evaluative patterns in the dissertation texts are compared with respect to those of a canonical research warrant suggested in the MAVS framework introduced in Chapter 4 and re-presented in the present chapter. In the following sections, the major findings are summarised, focusing on the development of stance and voice. The developmental changes identified in the analysis also highlight the significant contributions of the present chapter, including the linguistic understanding of stance and voice, as well as the implications for academic literacy practices and pedagogies.

5.5.1 Major Findings: Development of Stance and Voice in Research Warrants of Dissertations

The multi-dimensional APPRAISAL analysis adopted in the present chapter investigates how the student writers enact their stance and voice in the research warrants of their dissertations. The findings of the analysis in both Chapters 4 and 5 elucidate the similarities and differences in the use of evaluative strategies between the postgraduate proposals and dissertations texts. Such a comparison

allows for tracking the development of evaluative stance and voice across various linguistic levels. The major developmental changes identified in the present chapter involve the strengthened *observer voice*, the re-emerged *critic voice*, and manipulation of textual organisation to build a more effective evaluative stance.

The first development is related to how the synoptic patterning of evaluative meanings enacts the *observer voice* and *critic voice*. In the dissertation texts, both kinds of voice roles are more distinctively constructed. The enactment of the *observer voice*, in Stu's and Cindy's texts for example, is facilitated through elaborating the stage reporting on the object of study. The elaboration of the stage increases the targets for coupling with numerous inscriptions of ATTITUDE. Many instances of inscribed ATTITUDE are also amplified through GRADUATION resources. The amplified inscriptions of ATTITUDE often saturate the text in a consistent evaluative hue. The varying degree of intensification across texts individuates the evaluative stance of different writers, while a general preference for a commending stance within the *observer voice* is evident. The writers evaluate the object of study in a positive stance to promote the field as significant and thus valuable for research.

The *critic voice* has undergone considerable changes in the dissertation texts. In Cindy's and Claire's texts for example, the *critic voice* has shown a substantial development in the following steps. The stage reviewing the literature is first structured into a delimited stage, organised by the higher level Themes and News. In the stage, more instances of invoked ATTITUDE through GRADUATION are incorporated to enact the *critic voice*. The *critic voice* instantiated in Cindy's and Claire's texts is an evaluative stance preferring alignment with the relevant knowledge in the field. The stance enacted in their texts therefore does not fulfil the rhetorical function of the review of the literature, which suggests the field as unresolved and carves out space for the writer's study. However, in general Cindy and Claire were developing control in managing the *critic voice*, which was 'suppressed' in their proposal texts. The *critic voice* emerges in the dissertation texts from the proposal texts, allowing the writers to relativise their studies in relation to the other contributions to knowledge in the field.

The second development involves the dynamic patterning of ATTITUDE resources that facilitates the prosodic flows of evaluation. As discussed above, the *observer voice* and the *critic voice* are associated with the fields of the object of study and the research respectively. The evaluative stance instantiating the voice roles are textually organised in phases mainly through the higher level periodicity. The writers' overall evaluative stance is predicted in the hyperThemes with prosodies of domination, which is often intensified to establish stronger prosodies, as demonstrated in Stu's text. Alternatively, the writer's stance can also be consolidated in the hyperNews. In the report on the object of study in Cindy's text for example, multiple instances of intensified inscribed attitude are aggregated in the hyperNew, signalling a strong retrospective prosody back in the phase. The evaluative prosodies in the dissertation texts therefore corroborate Hood's (2008) valuation of prosodic patterning as a more important evaluative strategy. Prosodies of domination are considered as the "strategic placement" of more instances of inscribed ATTITUDE in hyperThemes and/or hyperNews (Hood, 2008, p. 362). As the analyses in the present chapter have identified text instances initiating strong prosodies of domination, these instances suggest a developing sophistication in terms of organising stance through higher level periodicity.

The major findings as identified in the present chapter indicate the potential developmental pathways of enacting stance and voice on both general and individual levels. From a general perspective, the student writers encode more evaluative meanings in their dissertation texts, especially explicit ATTITUDE towards the object of study. The writers also re-instantiate ideational meanings, as they make attempts to organise and paraphrase propositions from the external references for example. The rewriting and paraphrasing increase the potential for enacting stance towards the field of research, as demonstrated in Claire's and Cindy's texts. The enhanced textual organisation in turn facilitates the prosodic flow of evaluative meanings (Martin, 2008, p. 134). In more individualistic terms, each of the writers make use of the available evaluative resources to enact more personalised stance and voice. For example, Stu's proposal and dissertation texts display a consistent commending stance towards

the object of study, achieved through encoding multiple instances of intensified inscribed ATTITUDE and combining all kinds of prosodies (i.e. saturation, domination and intensification) for a maximally persuasive stance. Developing an individuated stance is important for academic writers, in that they can be aligned with the community values while establishing individual value positions (Humphreys, 2015). The overall development among the student writers also suggests their progression in learning, developing competence in language use for negotiating knowledge and authority in the academic discourse community (Farnsworth et al., 2016; Farr, 1993).

5.5.2 Significant Contributions

The analysis of the research warrants of postgraduate dissertations in the present chapter contributes to this thesis by addressing the question as to how the student writers expand their repertoires to express stance and voice (Research Question 1), as summarised in 5.5.1. Other major contributions include unravelling the complexity of stance and voice at multi-stratal and multi-metafunctional levels, highlighting the rhetorical features of dissertation research warrants, and further implicating academic literacy pedagogy.

The findings in the present chapter continue to flesh out the complexity of stance and voice across linguistic strata and metafunctions. The enactment of stance and voice in the students' texts are examined through deploying the MAVS framework, as already introduced in Chapter 4. The MAVS framework recognises the notions of stance and voice primarily as an interpersonal construct, in that APPRAISAL resources are recurrently configured in text instances (Martin & White, 2005). The patterning of evaluative meanings enacting stance and voice is also essentially reliant upon the organisation of ideational meanings (as coupling) and textual meanings (as prosodies). The additional layer accounting for intersubjective voice is that of dialogic strategies, enacted through resources of ENGAGEMENT. The multiple meaning-making systems operating simultaneously combine meanings to construct an authorial persona within the academic community (e.g. Hood, 2010; Martin & Rose, 2003; Tann, 2010) to negotiate identity and knowledge. The socio-semiotic approach to understand

multidimensionality of stance and voice also echoes the notions regarding the dynamicity and diversity of stance and voice (Hyland & Sancho Guinda, 2012) and the complexity of voice (e.g. Matsuda, 2001). However, the SFL perspective offers a more comprehensive linguistic explanation of how evaluative meanings are connected to their functions, i.e. enacting stance and voice. Such an explanation also provides a systematic analysis with a linguistic framework, such as the MAVS framework, for examining how meanings are construed in different types of texts (or genres).

The multi-perspectival APPRAISAL analysis indicates the similar rhetorical functions of the research warrants of proposals and dissertations. At the level of generic structuring, the research warrants of both text types include the three stages of reports and descriptions of the fields of the object of study, relevant knowledge and the writer's own study. In evaluative terms, the writer's evaluative stance is enacted under the *observer voice* (oriented towards the object of study) and *critic voice* (oriented towards relevant knowledge and the writer's study). Alongside similarities, one significant difference between the two texts types resides in the description of the writer's study, i.e. the concluding stage of the research warrant. As examined in Section 5.4, this stage in the dissertation text focuses more on evaluating the research activities of the writer's undertaken studies as rigorous and accurate, instead of emphasising their aims and goals. This finding suggests the functions of research warrants may not be universal, but varying in terms of the rhetorical expectations of different text types/genres. Such a subtle difference in rhetorical requirements among academic discourses may not be readily visible to novice academic writers (Starke-Meyerring, 2011). The analyses undertaken in the present chapter and Chapter 4 elucidate these delicate variations with linguistic explanations. The variations can be considered as structuring (staging) and evaluative strategies that can inform academic literacy instruction.

The evaluative strategies identified in the present chapter have further pedagogical implications. As discussed above, the linguistic understanding of stance and voice makes explicit what is required of novice academic writers to acquire essayist literacy (e.g. Lillis, 2001), including how to take a position and

'depersonalise' language use. This also challenges the taken-for-granted expectation on novice writers that academic literacy can be acquired autonomously through intuitive felt sense (e.g. Freedman, 1987). The linguistic explanation of the rhetorical strategies constructing stance and voice provides resources that can be shared through pedagogic interactions. For example, teachers can explain their expectations more explicitly through analysing or modelling texts with the students. More specifically, the present chapter shows that the evaluative strategies in proposal research warrants are also applicable to dissertation research warrants. This means teachers can provide feedback to students and scaffold the dissertations referring to the proposals. In addition, teachers can use the evaluative strategies for modelling persuasive proposal research warrants to assist students in fulfilling the gatekeeping requirements for entering the subsequent phases of their research studies (e.g. Cadman, 2002). Such interactions facilitate an academic communication between novice and expert members of the community with an aim to address the novice writers' challenges of expressing their stance and voice discursively (e.g. Casanave, 2002; Tardy, 2005).

The multi-layered APPRAISAL analysis, investigating how stance and voice are enacted in proposal and dissertation texts, has been approached step by step through referencing the evaluative strategies deployed in typical research warrants to examining the ways in which the two types of text employ similar or different strategies in terms of evaluative coupling, evaluative prosodies and intersubjective positioning. The comparison of the two text types implicates progression in managing the above evaluative strategies to construe stance and voice and promote the significance of the writers' research studies. In the final chapter (Chapter 6), I summarise these developmental changes and the significant contributions of this thesis. I also discuss the implications for EAP research and pedagogies in the concluding chapter.

Chapter 6. Conclusion

Introduction

This thesis is driven by two main motivations. The first motivation is a linguistic one. The analyses of the present study examine how novice academic research writers expand their repertoires to articulate stance and voice during their postgraduate career. The analyses are underpinned by the system of APPRAISAL, a functional model of language concerning the discourse semantics of evaluation and intersubjective positioning. The specific research focus of the present study is to explain how stance and voice are enacted in the research warrants of postgraduate proposals and dissertations. The comparison of the two text types aims to offer an ontogenetic perspective on how the enactment of stance and voice changes from the proposals to the dissertations. The second motivation is a pedagogic one. The goal of the present study is to contribute to the field of EAP research and pedagogy. The research targets a linguistic understanding of evaluative stance and voice as semiotic resources rather than a solely cognitive concept or impression. These semiotic resources can be used to explicitly teach stance and voice in different academic text types. In this chapter, I summarise the significant contributions of the present study makes to a linguistic understanding of stance and voice, and their development in postgraduate academic writing. I also discuss the implications of the explicit instruction of stance and voice in academic writing and EAP research in general.

This concluding chapter is organised as follows. Section 6.1 reviews the major findings that answer the research questions of the present study. The findings illustrate the evaluative strategies employed in the research warrants of postgraduate proposals and dissertations. The findings aim to elucidate the development of stance and voice across the postgraduate studies in the field of applied linguistics. Section 6.2 discusses the significant contributions of the present study. The contributions include extending the understanding of stance and voice from a linguistic lens, and developing a linguistic and analytical framework for managing effective stance and voice (the MAVS framework) in research warrants. Section 6.3 discusses the potential

implications of the present study for EAP research and pedagogy. Section 6.4 recommends future research directions based on the issues arising from the present study. Section 6.5 provides a concluding remark for this PhD thesis.

6.1 Major Research Findings

This thesis synthesises notions of stance and voice from an SFL perspective. Such a perspective links linguistic meanings to their functions, differing from approaches which characterise texts based on aggregation of discrete lexicogrammatical features (e.g. Biber & Conrad, 2009) or pragmatic explanations of such features (e.g. Hyland, 1998). This functional explanation of stance and voice is also different from ethnographic approaches, which are based on an interpretation of stance and voice predominantly from the reader's impression (e.g. Matsuda & Tardy, 2009). The functional perspective on stance and voice considers stance and voice as systems of meaning-making options instantiated in texts. The evaluative choices in text instances are also representative of the available meaning-making resources in the system.

In this section, the evaluative choices identified in the textual data of the present study are summarised as the major findings. The findings primarily address Research Question 1 by investigating how postgraduate student writers expand their repertoires for expressing stance and voice within a one-year MA programme. More specifically, the present study answers Research Question 1(a) through identifying the discourse semantic features enacting stance and voice in the research warrants of students' proposals and dissertations, as already summarised in Chapter 4 and 5 respectively. In the following, I focus on summarising the findings that address Research Question 1(b), that is tracing the developmental pathways of student writers' stance and voice in postgraduate writing. The findings provide an ontogenetic perspective on how the structuring of the texts (6.1.1), as well as shifts in patterning of stance and voice (6.1.2) developed across the two text types. These developmental changes are summarised, the significance of which is also discussed below.

6.1.1 Major Developmental Changes in the Structuring of the Research Warrants

The structuring of the proposal texts is different from that of the canonical introductory sections of published texts. The texts in general organise the field focus from the more general towards the more specific context of study, but the ways in which each stage is structured are different. All the three texts are comprised of the stages reporting on the object of study and the writer's own study, while a report on the relevant knowledge is only identified in Stu's text. His text largely mirrors the staging of published texts, while an extra description of his previous study provides more justifications for his proposed study. On the other hand, the omission of the review of literature in Cindy's and Claire's texts implies the limited scope of discussion and positioning of the other contributions in the field.

Various genres different from descriptions or reports are co-opted in the research warrants of the proposals. In Stu's text, a more detailed description of his pilot study and a report on the remarks on his proposed study are incorporated in the report on his own study. In Cindy's text, a classificatory report on the theoretical orientation is co-opted in place of a report on the relevant studies. In Claire's text, the stage report on the object of study is incorporated with an elaborate argumentation, supported by propositions projected from the other relevant knowledge. These differences do not suggest a less effective construction of the introductory sections. Rather the variations may reflect the alternative strategies for highlighting a particular field focus.

The staging of the dissertation texts, on the other hand, approaches to resembling a typical research warrant, e.g. published academic written texts. All the stages are comprised of reports and descriptions. Each of the stages is constructed with a particular field focus, the shifts in which are more distinctive with the more effective organisation of higher level periodicity. More importantly, the omitted stage reviewing the relevant literature re-emerges in both Cindy's and Claire's text. These developmental changes suggest more effective shifts in stance and voice across the stages.

Subtle differences are also evident across individual texts. In Stu's text, the report on the object of study is reiterated following the report on the relevant knowledge. The reiterated stage provides more detailed descriptions of the specific participants in the object of study (i.e. *Obama* and *Romney*). Claire's text starts with the stage reporting on the relevant knowledge, emphasising the field of research. The report on the object of study, however, is relegated to a brief description. In Cindy's text, the stage introducing her own study is omitted. The relegation or omission of the stages does not entail regression or poor performance of the texts. This admittedly restricts the scope to enact the writer's stance towards the fields. However, as the writers are developing control of the meaning-making resources, developments in individual stages or construal of certain meanings should be accounted for. The less effective developments in particular stages also implicate that more attention needs to be paid to these parts of the texts to provide better writing support.

6.1.2 Major Developmental Trends of Stance and Voice in the Research Warrants

Developmental changes in stance and voice are also evident across the proposal and dissertation texts. Such changes are influenced by the development of ideational meaning and textual organisation across the two texts types, as already discussed in 6.1.1. The following summarises the major trends in each stage in relation to ATTITUDE coupling with the object of study/research, prosodic patterning and intersubjective positioning.

(a) Strengthening *observer voice* in the stage reporting on the object of study

The first evident change in stance and voice is the strengthening of *observer voice* in the dissertations. More field entities are construed in the stage reporting on the object of study (except for Claire's text). The increase in entities expands the potential for coupling with ATTITUDE. The entities are also organised textually, with the more general ideational meanings placed in the higher level periodicity. These ideational meanings are elaborated in the unfolding phase with more specific entities. The textual organisation facilitates the propagation of prosody

across the phase. The major trends in stance and voice enactment in this stage are summarised in Table 6.1:

Table 6.1 Developmental trends of stance and voice in the stage reporting on the object of study

Coupling of ATTITUDE with object of study	<ul style="list-style-type: none"> • A stance commending the significance of the context of study is preferred • Frequent coding of inscribed ATTITUDE for enacting the <i>observer voice</i> • More attitudinal meanings are amplified through GRADUATION. Instances of APPRECIATION: VALUATION are intensified for strengthening the writer's stance • Numerous GRADUATION resources invoking ATTITUDE are incorporated in the stage for facilitating the prosody of saturation
Prosodic strategies	<ul style="list-style-type: none"> • Prosodies of domination are often intensified and integrated with prosodies of saturation for a maximally compelling stance • ATTITUDE in the hyperNew propagates a stronger retrospective prosody, that is propagating back in the phase • The stronger punch also functions to shift the value position from a personal one towards a more generalised one, that of the research community
Intersubjective positioning	<ul style="list-style-type: none"> • More resources of ENGAGEMENT are deployed in the unfolding discourse for dynamically negotiating the dialogic space and aligning the readership in the writer's position • The higher level periodicity is for the most part monoglossic for asserting the writer's <i>observer voice</i> • Contractive formulations are also deployed in the higher level periodicity for heightening the authorial investment in the propositions

The students' texts suggest an evaluative stance commending the object of study as a preferred strategy of ATTITUDE-IDEATION coupling. The 'commending' stance is enacted within the *observer voice*, articulated through a frequent coding of positive inscribed ATTITUDE in the stage. While the kinds of attitude vary in relation to different objects of study, the inscriptions of ATTITUDE include an appreciation of the importance or relevance of the object of study in the field, instantiated as instances of VALUATION. Many of the instances of valuation are intensified through GRADUATION resources (e.g. *particularly important, critical, vital*), strengthening the commending stance and the *observer voice* in general. The dense distribution of inscribed ATTITUDE, GRADUATION invoking ATTITUDE can also be deployed to pick up the positive stance saturated in the text. The combination of inscribed and invoked ATTITUDE increases the persuasive power of the stage to suggest the object of study as maximally valuable for research.

The commending stance is usually textually organised in the texts as prosodies. The positive inscribed *ATTITUDE*, often upscaled through *GRADUATION*, generates intensified prosodies of domination in the prominent textual locations. The intensified dominating prosody predicts the overall positive stance from the hyperTheme, while the hyperNew consolidates the instances of evaluation in the phase, establishing a retrospective prosody that flows back in the phase. Comparatively, the prosody in the hyperNew carries a stronger interpersonal punch, representing the strengthened writer's stance towards the object of study. The strengthened prosodic punch also functions to shift the writer's position from a personal assessment towards a more generalised position of the field, suggesting the value of researching the object of study to the research community. These intensified prosodic punches in the higher level periodicity create a maximally compelling stance with the saturated prosody established in the unfolding phase with both inscribed and invoked *ATTITUDE*.

The writers in the present study also employ more dynamic dialogic strategies in support of the strengthened *observer voice* in the dissertation texts. Shifts in positioning in the unfolding phase through various *ENGAGEMENT* resources cater for the possibilities of alternative voices in the text (e.g. *ACKNOWLEDGEMENT* and *ENDORSE* values to justify the writers' claims), while guiding the reader to the writer's positioning (e.g. *COUNTER* resources to shift alignment). The dynamic dialogic space is organised through the writer's own voice in the higher level periodicity. The writer's overall stance is expressed monoglossically in the hyperTheme, and the multiple positions in the text are consolidated in the writer's assessment in the hyperNew in monoglossic or contractive (*PROCLAIM*) formulations. The contractive claims further strengthen the writer's position to the extent which the writer increases his or her investment in the evaluative assessment.

In all, the evaluative and positioning strategies in this stage suggest the writers' strong commitment to evaluate the object of study as maximally warrantable for further investigation.

(b) Emerging *critic voice* in the stage reporting on the relevant knowledge

Another development in stance and voice in the dissertation texts is the emergence of the *critic voice*. This is particularly evident in Claire’s and Cindy’s texts, in which the stage reporting on the relevant knowledge re-emerges. The entities construing the other research studies are textually organised in individual phases. The textual organisation of the relevant research activities also facilitates the enactment of stance in the form of prosodies. In Table 6.2, the development trends of stance and voice in this stage are summarised:

Table 6.2 Developmental trends of stance and voice in the stage reporting on the relevant knowledge

Coupling of ATTITUDE with field of research/ knowledge	<ul style="list-style-type: none"> • Frequent coding of GRADUATION invoking ATTITUDE for enacting the <i>critic voice</i> • The invoked ATTITUDE in a positive light is usually deployed for aligning with the propositions related to methodological and theoretical orientations • Few or no instances of invoked ATTITUDE are construed in a negative light for suggesting the inadequacy of the field
Prosodic strategies	<ul style="list-style-type: none"> • Prosodies of saturation are predominantly initiated in the text with the frequent coding of invoked ATTITUDE through GRADUATION • Exception: a prosody of domination is established in the hyperTheme of Stu’s text, suggesting the breadth of research interest in the object of study in the disciplinary field
Intersubjective positioning	<ul style="list-style-type: none"> • The dialogic space is substantially expanded for incorporating more voices in the stage • More external sources are incorporated in the text with the resources of ACKNOWLEDGEMENT • Monoglossic or contractive formulations are also deployed in the higher level periodicity for heightening the authorial investment in the propositions, e.g. introducing the writer’s study or suggesting further investigation of the field

The evaluative stance within the *critic voice* enacted in the students’ dissertation texts is more implicit and less intensified, compared to the commending stance in the previous stage. The *critic voice* is constructed through coding numerous GRADUATION resources invoking ATTITUDE in the phase. The invocations of ATTITUDE usually imply a positive hue that affiliates the writer with the field of research, and suggest the breadth and thus relevance of the writer’s study to the field. The positive hue is maintained with few or no downscaling GRADUATION resources invoking a negative reading, except in Stu’s text which suggests the inadequacy

of the field to carve out a space for his own study. While the general rhetorical function of this stage is to render the field of research contestable, an alternative evaluative strategy can be deployed to directly suggest an extension of the existing body of research. This alternative strategy is evident in Claire's text (see Section 5.3.1), which overtly promotes the value of the previous studies through both inscribed and invoked ATTITUDE. The variation in the individual writers' evaluative strategies also reflects that different kinds of stance towards the field of research can be instantiated from the *critic voice*.

The differences in stance can also be established through prosodic strategies. The typical strategy among the students' texts is that of saturation through coding the phase with instances of invoked ATTITUDE through GRADUATION. This strategy is further individuated among the writers in terms of consistency of the prosody. For example, while the prosody of Claire's text is maintained through a consistent coding of positive evaluation towards the field, that of Stu's text is disrupted through concession, a common strategy to signal an area necessitating further investigation. In addition, Stu's text is characterised by an overall positive stance predicted in the hyperTheme with inscribed ATTITUDE (see Section 4.4.2), only to be interrupted in the unfolding phase. The disrupted prosody, as a common strategy in this stage, also signals a shift in alignment from the originally affiliated field towards the writer's study to be introduced in the subsequent stage.

The dynamics of dis-/alignment with the field of research can also be managed through ENGAGEMENT resources. The stage as a brief review of literature is substantively heteroglossic, in that multiple voices from the attributed sources are incorporated in the text. The heteroglossic space saturated with alternative voices is then contracted through resources of COUNTER, functioning to disalign the reader from the positions of the attributed sources. The reader is then realigned towards the writer's position as the writer's study is introduced, or further investigation of the field is suggested at the end of the phase, i.e. hyperNew. In the hyperNew position, the propositions are construed monoglossically or as contractive claims (e.g. proclamations), i.e. in the writer's

critic voice. Such assertions allow the writer to increase his/her investment in the warrantability of the validity and value of the writer's own study.

In all, the evaluative strategies developed in this stage vary in the dissertation texts while sharing some similarities. The major similarities among the texts include the incorporation of multiple voices through citations, evaluating the cited sources less explicitly through invoked ATTITUDE, and aligning the readership with the writer's study at the end of the phase. However, the students' texts differ to the extent that they affiliate with the field of research. While the typical rhetorical function of this stage is to identify contestable or unresolved areas in the knowledge of the field, other kinds of stance are evident as alternative strategies to introduce the writer's study in the subsequent stage.

(c) Affirmative *critic voice* in the stage describing the writer's study

The *critic voice* in the concluding stage of the research warrants of the dissertations is more affirmative towards the writer's study. The writers' research studies had been undertaken, and briefly described in this stage. This stage elaborates on the specific research activities in the writer's study, or the organisation of the dissertation. This stage, from an evaluative perspective, serves to align with the field of research, which methodological approaches adopted in the writer's study are rigorous and thus valid. The evaluative strategies developed across the proposal and dissertation texts are outlined in Table 6.3 as follows:

Table 6.3 Developmental trends of stance and voice in the description of the writer's own study

Coupling of ATTITUDE with field of the writer's study	<ul style="list-style-type: none"> • More intensified processes are incorporated in the phase • The phase organised in a sequence of processes further intensifies the stance towards the rigour of the writer's study
Prosodic strategies	<ul style="list-style-type: none"> • The more congruently expanded phase facilitates the spread of the prosody of saturation for promoting the writer's study • The hyperNew describing the research goal or contribution can be coded with inscribed ATTITUDE, initiating a retrospective prosody of domination
Intersubjective positioning	<ul style="list-style-type: none"> • The writer's study is construed monoglossically in the <i>critic voice</i>

- | | |
|--|---|
| | <ul style="list-style-type: none"> • The completely closed down dialogic space suggests that the procedures involved in the study are naturalised with the position of the discipline, and therefore 'taken-for-granted' |
|--|---|

In this stage of the dissertations, the writers articulate the *critic voice* to shed a positive light on their own studies. This is achieved through organising the intensified research processes involved in their own studies (except for Cindy's text, which omits this stage). The sequencing of research activities also invokes a positive attitudinal reading, implying the rigour and the increased effort in the process of inquiry.

From a prosodic perspective, the frequent coding of intensified research processes evokes a positive prosody saturating the phase. The phase elaborates the writer's study by congruently describing the aims, the objectives (e.g. approaches, processes of inquiry) and the goals of the research. The goal of the writer's study, usually construed in the hyperNew position, may be encoded with positive inscribed ATTITUDE that evaluates the contributions or significance of the study. The hyperNew with inscriptions of ATTITUDE establishes a retrospective prosody, spreading the positive hue back to the phase. Through these prosodic strategies, the writers can enact the stance promoting their studies in various strength.

The writers' promoting stance in their dissertation texts are enacted in predominantly monoglossic assertions. The writers sequence the methodological approaches in their authorial voice, i.e. the *critic voice*. They therefore naturalise their position in line with the research community, suggesting the processes of inquiry as taken-for-granted.

The evaluative and positioning strategies in the stage describing the writer's study of the dissertation texts reflect the writers' heightened commitment in promoting their own studies. Although the stance is mostly invoked through graduation resources, the positive *critic voice* suggests the affirmativeness of the writers towards their studies as rigorous and accurate. The research warrant has therefore been claimed as the writer's study is promoted as significant and potentially contributing to the field.

This section has addressed the major research question as to what changes are evident in evaluative repertoires in the students' texts (Research Question 1). The above summary has illustrated the general developmental trends across the two text types. These trends provide a clearer picture of the differences in evaluative strategies adopted in students' proposal and dissertation texts. Such evaluative strategies can contribute to supporting academic literacy pedagogies, as explained in Section 6.2 below.

6.2 Significant Contributions of this Thesis

The research undertaken in this thesis was motivated by the need to unravel the complexity of stance and voice in academic writing from a linguistic perspective. This linguistic understanding seeks to address the challenges novice academic research writers face regarding 'taking a stance' or 'having a voice' in academic writing. This perspective also complements a behavioural view on academic literacy through consistent participation in the activities of the discourse community, such as reading extensively or learning through imitating expert texts (e.g. Duff, 2010; Lea & Street, 2006). Such kinds of immersion are necessary for exposure to a vast range of academic discourses as well as fostering dispositions or 'gazes' in the academic community. However, the acquisition of academic literacy is more complex than an intuitive sense or imitation. Knowledge about language is also essential for both reading and writing academic texts, and ultimately negotiating new knowledge and insights with the members of the community. The present study seeks to achieve this aim by examining authentic academic texts produced by postgraduate students. The analyses identify discourse semantic features as rhetorical strategies that express evaluative stance and voice. These strategies can in turn inform a more explicit academic writing instruction to expand the writers' meaning-making potential, and therefore foster development. In this section, the contributions of the present study are summarised.

6.2.1 Modelling Stance and Voice as Multi-metafunctional Constructs

This thesis makes a significant contribution by extending the linguistic understanding of stance and voice in academic writing. The present study

selected the introductory components of postgraduate proposals and dissertations, and mapped the meaning-making resources enacting stance and voice. The analyses of the present study adopted a top-down approach by first identifying the generic structuring of the introductions. The analyses then drew upon the system of APPRAISAL to investigate the distribution of evaluative meanings in relation to other meanings. This included the synoptic patterning of attitudinal meanings with ideational meanings construing the two fields of the object of study and research as ATTITUDE-IDEATION couplings. It also attended to the dynamic patterning of evaluative meaning in relation to textual organisation in terms of prosodies. The analyses added a new layer illustrating how dialogic resources, those of ENGAGEMENT, distribute in the text alongside IDEATION and the higher level periodicity. The present study therefore considers stance and voice as primarily interpersonal by nature, while these interpersonal meaning-making resources co-articulate with other meanings to enact an effective stance and voice.

6.2.2 Integrating a Linguistic Framework for Managing Effective Stance and Voice in Research Warrants

In Chapter 4, I proposed a multi-dimensional linguistic framework, namely the MAVS framework, for managing effective stance and voice in research warrants. The MAVS framework adopts an SFL view of language, foregrounding interpersonal meanings underpinned by the system of APPRAISAL. The foregrounding of APPRAISAL corresponds to the persuasive nature of introductory sections in academic written discourse. The framework details the evaluative resources in each generic stage of the research warrant. These resources are also elaborated as rhetorical strategies from metafunctional and stratal perspectives. While emphasising interpersonal meanings, the evaluative strategies are integrated in relation to ideational meanings as ATTITUDE-IDEATION couplings, and textual meanings as evaluative prosodies. Additionally, resources of ENGAGEMENT are also considered as a means of enacting intersubjective stance and negotiating different voices in the discourse. The framework comprehensively explains and unravels the complexity of stance and voice in research warrants. It also serves as a reference point for identifying evaluative strategies in the research warrants

for proposals and dissertations in the present study. The strategies from the framework are compared with the findings from the proposal and dissertation texts, as summarised in 6.1. The comparison between the two text types offers an ontogenetic perspective on the development of stance and voice over time (Research Question 1b).

The discussion to this point has addressed the issues of establishing the MAVS framework (Research Question 2). This framework does not prescribe a development pathway or a set of universal 'rules' for constructing research warrants in all types of text. Rather it is established as a point of reference for observing possible alternative strategies among text types, and tracing a development trajectory ontogenetically, as summarised in 6.1.2 below. The framework can also inform academic literacy instruction, the implications for which are further discussed in 6.3.

6.3 Implications for EAP Pedagogy and Instruction

The development of the MAVS framework substantially answers the research question as to what the implications of this thesis are for EAP research and academic literacy pedagogy (Research Question 2). The framework also responds to the relevant linguistic toolkit supporting literacy in tertiary education (Dreyfus et al., 2016). The toolkit details the contextual and linguistic features of academic register in a 3x3 matrix, encompassing meanings from all metafunctions. While the metafunctions are given equal weight, and discussed individually in the toolkit, these meanings operate synchronously in the written discourse. In addition, genre-based literacy pedagogy often emphasises construction of genres from ideational and textual perspectives. By foregrounding interpersonal meanings, the MAVS framework developed in the present study seeks to extend this toolkit to better reflect the evaluative and persuasive nature of research warrants. Interpersonal meanings are integrated into both ideational and textual meanings to enact stance and voice in research warrants. Therefore, the MAVS framework implicates meanings made in advanced academic texts that can support academic literacy instructions, including assessment, feedback and scaffolding students' progression. The

implications of this thesis for supporting academic literacy pedagogy are summarised and explained as follows.

6.3.1 Informing Assessment and Feedback

One of the important implications of the MAVS framework is a reference or a set of guiding principles that can inform assessment and feedback. The framework developed throughout the present study can be recontextualised as a writing rubric for the research warrant. The writing rubric can serve to correspond to the assessment rubrics by including discursive strategies that may fulfil the requirements for writing an introduction (or background) of proposals and dissertations. For example, in the English department within which the present study was undertaken, the rubrics for both the MA proposal and dissertation contained descriptors for synthesis, structure and criticality regarding an effective and less effective literature review. These descriptors are summarised in Table 6.4. The terms related to synthesis, structure and criticality are highlighted in bold:

Table 6.4 Descriptors for effective and less effective literature review in MA proposals and dissertations

	MA proposals	MA dissertations
Effective	Review of relevant literature is comprehensive, critical , and synthesized	The literature review is thoroughly conducted and shows an excellent grasp of the concepts involved in the research; The project is very well presented in terms of the overall structure , accuracy of expression, and format
Less effective	Review is comprehensive, but lacks a critical perspective and synthesis	The literature review demonstrates some ability to synthesize information but in a mostly uncritical way ; The project is presented in an acceptable manner in terms of overall structure and format

The criterion regarding criticality is for the most part pervasive in both rubrics. However, the ways in which such criticality, alongside synthesis and structure, can be achieved in students' writing are not made explicit in the criteria. To make the criteria more explicit, the MAVS framework details the functions of the literature review stage, motivating the language choices for structuring a 'critical' description of the relevant literature. A part of the framework (Literature Review stage) is re-presented and exemplified in Table 6.5, focusing on the functions and evaluative strategies integrated with the field of research and textual organisation.

Table 6.5 Recontextualised MAVS framework (Literature Review Stage)

Overall functions of the literature review	
<ul style="list-style-type: none"> • Describing the general research field or specific studies • Affiliating the writer's research with the established field • Evaluating the field as contested knowledge 	
Organising meanings at the paragraph level	
Developing ideas about the relevant studies	Structuring ideas about the relevant studies
<ul style="list-style-type: none"> • The field of research is expanded through elaboration and projection <ul style="list-style-type: none"> ○ Activities are construed as research processes (<i>e.g. examine, investigate, study, analyse</i>) ○ Sources are construed either generally (<i>e.g. studies, researchers</i>) or specifically through in-text citations ○ Entities are construed as general or abstract (<i>e.g. research, studies, case</i>) 	<ul style="list-style-type: none"> • Paragraph preview foreground the general field of research (<i>e.g. many studies, some studies</i>, alongside the topic relevant to the studies with proper citations) • Paragraph review consolidate the ideas regarding the relevant literature, and suggest necessities for further investigation in the space for new knowledge • The research space can also be readily claimed in the paragraph preview as the writer's study is introduced • Organisation of ideas maintains the consistent topic (<i>e.g. the same topic discussed in the relevant studies</i>)
Evaluating the relevant studies	Organising the evaluation as your stance

<ul style="list-style-type: none"> • The expanded field allows the writer to position his/her study in relation to the other research as a means of affiliation and evaluation • Stance is typically enacted within the <i>critic</i> voice, i.e. the relevant studies are evaluated implicitly • The evaluative choice within <i>critic</i> voice <ul style="list-style-type: none"> ○ Suggests rigour and significance of research activities ○ Implies the field as contested, unresolved or inadequate instead of directly pointing out their shortcomings ○ Suggests differences in the other studies in order to create space for your own study • Explicit evaluation, while less typical, can be deployed to positively evaluate other research as significant and valuable 	<ul style="list-style-type: none"> • The predictive function of the paragraph preview introduces your overall stance, for example: <ul style="list-style-type: none"> ○ Suggesting the literature is relevant to your study; ○ Implying the negative aspects of the other studies to highlight of your own study • Your stance towards the relevant studies is typically shifted from positive (suggesting relevance) to negative (implying inadequacy) through transition markers, e.g. 'but', 'however', in order to highlight your study as <ul style="list-style-type: none"> ○ Seeking to address the issues in the previous studies ○ Offering new insights by extending the previous relevant studies
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The framework in Table 6.5 is recontextualised by replacing the more technical SFL terms with more commonsense vocabulary (following Humphrey, 2016). The recontextualised framework attempts to connect meaning more explicitly with the rhetorical functions of the text. From the synthesis and structure perspectives, paragraphs (or 'phases' in SFL terms) are constructed exclusively for the description of the relevant research studies. The studies examining the similar topic (field focus) are then categorised in a single phase. These organising strategies allows the writer to synthesise ideas from multiple studies for making comments on those studies. From a criticality perspective, the paragraphs having the same field focus facilitates a consistent patterning of evaluation. The consistent evaluative patterns can reflect the writer's stance towards the relevant studies, whether seeking affiliation or challenges. Therefore, the recontextualised MAVS framework as exemplified above can serve to offer a checklist of meaning-making strategies for students to structure the research warrant. Such a checklist aims to establish a meaning-making potential for

student writers to individuate their language choices for fulfilling the assessment requirements. The more specific lexicogrammatical features can be demonstrated through authentic student texts, which teachers can model with students through the strategies provided by the framework.

The MAVS framework can also serve as a list of metalinguistic features shared by both teachers and students during feedback processes. As repeatedly emphasised throughout this thesis, the framework does not aim to prescribe a specific pathway to an effective research warrant. However, it can be used by teachers and students to discuss the effect of the presence or absence of certain features. For example, the analyses in Chapter 4 and 5 demonstrate how instances that enact stance and voice less effectively could be revised by the MAVS framework. These also implicate the general reading pathway from a top-down orientation:

- (1) **Genre:** identify the functions or purposes of the stage of the introduction (e.g. Background stage: suggesting significance of the object of study)
- (2) **Register:** the overall evaluative patterning of the stage (e.g. explicit evaluation constructing an *observer voice* in the Background stage)
- (3) **Discourse semantics:** the evaluative patterning in the phases of the stage (e.g. Background stage)
 - a. **Synoptic:** Consistent patterning of positive/negative evaluation in a paragraph, oriented towards the object of study
 - b. **Dynamic:** Overall stance of the writer previewed at the beginning of the paragraph in order to spread the stance across the paragraph; writer's stance reviewed at the end of the paragraph to consolidate the writer's evaluation
 - c. **Intersubjective positioning:** The writer's stance is balanced with other alternative value positions, and readily signalled in the text in case of stance shifts

The observation facilitated through the MAVS framework can then be supplemented with more specific language features identified from either model

texts or students' submitted drafts. These observations aiming to link meaning to function can also extend feedback at the lexicogrammatical or mechanic levels such as syntax, spelling or format. Such functional feedback can also function to support writing processes, in which drafts can be modelled and improved according to the strategies from the MAVS framework.

6.3.2 Implications for Supporting Progression in Learning

Another significant implication of the MAVS framework involves scaffolding learning progress. The present study found that the developments in the research warrants are nascent in terms of specific stages or components with a stage. For example, the stage reporting on the relevant knowledge (Literature Review stage) absent in Claire's and Cindy's proposal texts re-emerges in their dissertation texts. However, this stage in both texts does not fulfil the rhetorical function of carving out a space for the writers' own studies, but instead affiliating with the field of the relevant studies entirely (see Chapter 5 for a more detailed discussion). In addition, while the review of literature in both texts begins to develop, the other stages fall away. Cindy's dissertation text omits a description of her own study, and Claire's text backgrounds the report on the object of study. This example suggests that the writers are still developing control of the evaluative strategies involved in the literature review stage, as well as construing and organising meanings effectively in other stages. To address such delicacy of developmental changes, the MAVS framework can be employed as a tool for observing differences in the stages of the research warrant, and providing meaning-making strategies for constructing the text.

The deployment of the MAVS framework for academic writing instructions necessitates a theoretically grounded pedagogical model. Such a model may have to be genre-based, in that the knowledge required for understanding and negotiating the field can be scaffolded in functional stages. The suggested pedagogic model follows Culance, Dare and Polias' (2011) teaching and learning cycle (TLC), as diagrammatically illustrated in Figure 6.1. Following Rothery's (1996) original model, this TLC deconstructs and model the staging of genre, as well as scaffolding students into writing independently with

teachers' guidance. The modified TLC consists of four stages: Setting the Context, Modelling and Deconstruction, Joint Construction, and Independent Construction. The four stages seek to shift the responsibility for the uptake of genre knowledge from teachers towards students. However, instead of a single process, the modified TLC also proposes more delicate 'mini-cycles' to ensure more opportunities for more detailed teaching planning and student participation (Polias & Forey, 2016, p. 113). This can allow more teacher-student interactions, through which they can constantly negotiate the knowledge required in the field. The continuous teacher guidance throughout the TLC can therefore foster students' ongoing development in order to successfully master knowledge, such as writing more complex texts within a disciplinary area.

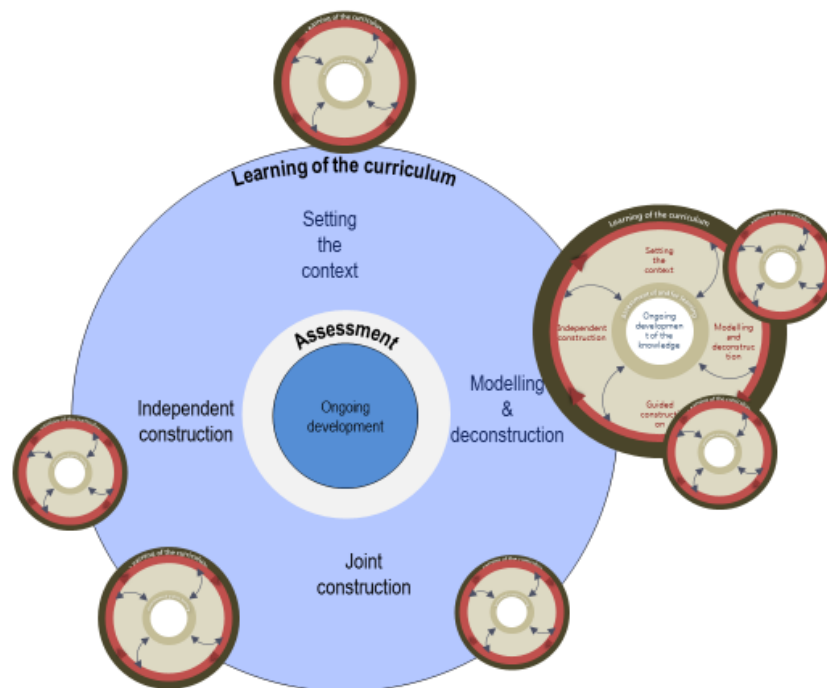


Figure 6.1 A Teaching and Learning Cycle with mini-cycles in each stage (adapted from Custance, Dare & Polias, 2011)

In view of this, the MAVS framework can be incorporated into the TLC to take advantage of its rationale for scaffolding students progressively with the necessary meaning-making resources for the mastery of a genre. For example, in the *Setting the Context* stage, the rhetorical functions of the research warrant can be first introduced and discussed with students. In the *Modelling and*

Deconstruction stage, the teacher can identify the evaluative features (i.e. APPRAISAL resources) as the class examines a model text taken from high-graded student proposals or dissertations. More specifically, they can discuss how the evaluative patterning is influenced by the patterning of ideational meaning (e.g. shifting field focus from the object of study towards other relevant knowledge in the discipline), and then textual meaning in terms of higher level periodicity (e.g. the rhetorical effect of putting an explicit ATTITUDE in the hyperTheme). This stage can be reiterated as more meanings are identified and discussed, and authentic sample texts can be introduced to contrast the evaluative patterning in different stages. The first two stages can therefore establish the knowledge about language (KAL) for the upcoming writing activities. The KAL can then be considered as a set of metalanguage to be shared among teachers and students. As briefly explained in 6.3.1, students can use the MAVS framework as a checklist for task fulfilment; teachers can assess the students' texts and provide functional feedback using the same checklist to help them revise their drafts. Through the TLC with the MAVS framework, teachers and students can engage with more interactions and discussions about writing academically-valued texts.

The prospective increase in teacher-student interactions through the incorporation of the MAVS framework into the TLC resonates the need for a dialogic approach for negotiating identity and power through academic writing practices (e.g. Hyland, 2000, 2007; Lillis, 2003). As discussed throughout this thesis, the findings from the multidimensional APPRAISAL analysis seek to provide a linguistic understanding of notions of 'taking a stance', 'adopting an authorial voice' and 'acknowledging other voices'. The MAVS framework derived from the analysis also aims to elucidate the less visible literacy practices in relation to the above notions. Such attempts have been explicated across Chapter 4 and 5, and briefly exemplified the use of the MAVS framework within a pedagogic setting in Section 6.3.1 and 6.3.2. While the two sections above have made effort in illustrating the implications of the MAVS framework, the practical applications of this framework in EAP research and its potential effects on students' literacy development have yet to be investigated in future studies. The future research directions are outlined in 6.4 as follows.

6.4 Future research directions

The present study raises some issues pointing to a number of directions for future studies. These future directions are outlined as follows:

6.4.1 Tracing a More Delicate Developmental Pathway of Stance and Voice

The analyses in Chapter 4 and 5 indicated that developmental changes of stance and voice are evident within a one-year postgraduate study. The findings sketched a trajectory from the proposals and dissertations, particularly their introductory components functioning as research warrants. These two types of text represent the two ends of the postgraduate career, and provide valuable insights into how dissertations are developed from proposals. However, other written tasks also play an essential role in shaping the dissertation during the writers' studies. These tasks may include genres such as reports, explanations and argumentations (Martin & Rose, 2007; Nesi & Gardner, 2012). These genres, particularly in the introductory components, may also function to evaluate and persuade. It may be useful to extend the analysis to these genres to trace a more delicate developmental pathway of individual writers. A refined pathway maps more accurately how the available meaning-making resources are taken up and individuated by writers during their research and writing practices.

6.4.2 Identifying Strategies Individuating Stance and Voice

Identifying individuated evaluative strategies can further enhance the understanding of how student writers deploy semiotic resources to affiliate with the community (e.g. Humphrey, 2015; Martin, 2004). In the reports on object of study, resources of APPRECIATION: VALUATION (e.g. *important, essential, vital, critical*) are one of the common types of ATTITUDE. The VALUATION resources align with the value system of the writer with that of the disciplinary community in relation to the significance or interest in the object of study. These values can be further individuated through adjusting the strength of alignment, such as amplifying them through GRADUATION:

Intensification: Rhetoric... is a *particularly important* skill (STU_PROP)

Repetition: These correspondences are *clearly* **important** contact points...choosing the right approach and strategies in writing these replies is **critical**... *The need to preserve a positive* impression is **vital** (CIN_DIS)

This has potential implications to inform academic writing instruction, providing more resources for writers to modify their assessments. The intensified evaluative couplings create strengthened bonds for aligning the readership with the writer's own value positions. These individuation strategies therefore function both to affiliate, but also create individual research space (Hao & Humphrey, 2012).

6.4.3 Identifying the Underlying Knowledge-Knower Structures of Stance and Voice in Applied Linguistics

The basis legitimising novice academic writers' stance and voice is another important arena for further research. The disciplinary focus of the present study was that of applied linguistics, in that the student writers adopted empirical approaches to the analyses of various discourses. While the legitimacy of their studies was mainly based on empirical findings and knowledge derived from various methods, theoretical orientations and propositions, it also relies on other legitimate sources in the fields. These sources, as evident in the texts, were put forward in varying degrees of visibility (Hood, 2012). The degrees of visibility of external sources are demonstrated in the students' proposal texts in the following:

More visible: the author of The Notebook, Nicholas Sparks, has strongly disagreed with the classification of his novel (CLA_PROP)

Visible: In Searle's theory of the 5 speech acts, assertive, directives, commissives, expressive and declarations forms [*sic*]. (CIN_PRO)

Less visible: Many of these studies however applied either a relatively broader perspective by analyzing several rhetorical devices at the same time (e.g. Ephratt, 2008) (STU_PROP)

The specific human source in Claire's text is integrated in the projection of the proposition and considered highly visible. The example in Cindy's text is still visible as pre-projected facts (Halliday & Matthiessen, 2014), in which the human agent (*Searle*) classifies a specific theory (*speech acts*). The sources in Stu's text are considered the most invisible among the three examples, as the projecting sources are generalised (*Many of these studies*) or excluded from the clause as a non-integral citation (Swales, 1990). The visibility of these sources reflects the extent to which the writers privilege these knowers to legitimise their studies (Hood, 2012, p. 65).

These variations can be also considered via a sociological gaze, that of Legitimation Code Theory (LCT) (e.g. Maton, 2013). LCT extends Bernstein's (2000) notion of how disciplinary fields structure knowledge by including the structuring of knowers, that of *knowledge-knower structures*. In the examples from Claire's and Cindy's texts, the more visible projecting sources can be interpreted as privileging a *knower code*. Stu's text, on the other hand, exhibits a *knowledge code* by foregrounding the proposition. The coding orientations of knowledge or knower can be interpretive of the different strategies for legitimising the writer's study across different sub-fields in the disciplinary. Future research from this point can also be conducted to explore how these legitimising strategies develop from proposals to dissertations.

6.4.4 Extending the Research to Other Disciplinary Sites or Longer Time Frames

The research in this thesis focused on academic written texts produced in the field of applied linguistics. The selected texts represented the sub-fields within the discipline, including political, internet, institutional and literary discourses. While the level of delicacy in the present study went as far as the sub-fields, the analytical framework modelled in the present study can be employed to examine other disciplinary sites such as Science and Cultural Studies. Areas of interest may include those of the evaluative strategies developed across the research warrants between proposals and dissertations. Variations may implicate the evaluative keys characterising different disciplines (e.g. Legg, 2015), while

similarities may suggest a common set of repertoires shared within the academic context in general. As “EAP is most successful when it is tailored to meet the needs of the specific circumstances of students” (Hyland, 2016, p. 19), this future research possibility corroborates the advocacy of disciplinary-specific EAP teaching.

The MAVS framework developed in the present study can also be extended to other educational or professional levels. Similar analytical approaches can be applied to investigate the development of stance and voice in various student groups, or observe individual writers for a longer time frame. Extending the research can facilitate an understanding of the evaluative strategies favoured across different levels. This also helps novice academic writers cope with transitions across these levels with effective strategies for enacting their own stance and voice.

6.4.5 Applications of the MAVS Framework in Pedagogic Settings

The MAVS framework modelled in the present study has the potential to develop pedagogic resources accessible to novice academic research writers. The framework serves as a general reference for constructing the stages of a research warrant. It highlights the rhetorical functions of each stage with its corresponding evaluative strategies sensitive to both ideational meanings and textual organisation. The findings drawn from this framework in the present study describe the strategies more specifically employed in proposal and dissertation research warrants. These evaluative strategies can serve as resources to progressively scaffold novice writers in academic literacy support programmes. Observing how the resources for enacting stance and voice support students requires an extensive research. This, however, should be primarily achieved through investigating student texts at different stages of their studies as a basis for any applied linguistics or language education studies.

6.5 Concluding Remarks

This chapter has summarised the major findings, contributions and implications of the present study. The present study has sought to extend the behavioural or

cognitive view on stance and voice in academic writing. This has been achieved through a linguistic understanding of stance and voice as a complex construct of interpersonal meaning. The present study has also attempted to complement a pragmatic view on stance and voice as delimited lexicogrammatical or phrasal features through the multi-stratal and metafunctional APPRAISAL analysis. The findings provide one of the linguistic strategies for expressing the writer's personal assessments or 'critical thinking' towards the object of study and the other contributions to knowledge in the field. In this chapter, I have also suggested the ways in which these linguistic features and rhetorical strategies can be useful for teaching academic writing with a model integrating interpersonal meanings with ideational and textual meanings. More studies need to be conducted to investigate how such a model can foster development or expansion of evaluative repertoires through explicit instruction.

Appendix 1a. The Research Warrants of the Proposals - Full Texts, Structuring and Higher Level Periodicity of the Texts

Key

Bold font: Topical Theme in the hyperTheme position

Text box: Marked Theme in the hyperTheme position

Outdenting: hyperTheme and hyperNew

Indenting with smaller fonts: block quotes

1a (1) Stu (STU_PROP)

Stage	Phase	Text
Descriptive report on the object of study	<i>Rhetoric</i>	<p>Rhetoric — the art of persuasive speaking is a particularly important skill in different professions,</p> <p style="padding-left: 40px;">since having a solid understanding of different rhetorical devices and to apply them skillfully in speaking and writing will improve one's ability to communicate as well as his/her persuasiveness of messages significantly. As political speeches, especially those delivered to the public at large in election campaigns, are primarily designed for politicians to motivate followers or gain power through their style of speaking (Allan, 1998; Coupland 2001) with a great reliance on various rhetorical strategies (Helms, 2012: 149),</p> <p>it provides us not only with diverse rhetorical resources to study in, but also a valuable opportunity to stimulate our interest in appreciating the beauty of rhetoric.</p>
Descriptions of the writer's study	<i>Study of the Use of rhetorical questions in political context</i>	<p>Of the many rhetorical strategies in the political context, this study aims at examining the use of rhetorical questions,</p> <p style="padding-left: 40px;">which is described on one hand as the most substantial rhetorical means in terms of "rhetoric and demagogy" (Ephratt, 2008), and on the other hand as an effective off-record politeness strategy that enables speakers to "minimize face-risk" when engaging in doing some face threatening acts (Brown and Hansen, 1978). In particular, this study takes the 2012 US presidential election campaign as an example and evaluates the use of rhetorical questions between the two candidates:</p>

		Mitt Romney (Republican nominee) and the incumbent President Barack Obama.
Descriptive report on the relevant knowledge	<i>Studies of rhetorical devices in political discourse</i>	<p>In the area of political discourse, scholars and researches have been interested in analyzing different rhetorical devices, e.g. alliteration, ellipsis, metaphor, rhetorical questions, repetition, etc. in political speeches (for example, Charteris-Black, 2005; Chilton, 2004; Ephratt, 2008).</p> <p>Many of these studies however applied either a relatively broader perspective by analyzing several rhetorical devices at the same time (e.g. Ephratt, 2008) or studied more specifically in one of these strategies, e.g. metaphor (Charteris-Black, 2005), but rarely in the case of the rhetorical question, especially in the US presidential election campaign, which is supposedly perceived as the most debated and most attention-driving election in the democracy world. Therefore, this study serves as an update to previous studies of the rhetorical question, particularly selected from the more carefully-planned and written-as-spoken political speeches between the two candidates in the 2012 US presidential election campaign.</p>
Descriptions of the writer's study	<i>The writer's previous study</i>	<p>In the past, I have conducted some research in the relationship between question types and pragmatic functions of rhetorical questions by taking Romney's use of RQs during the 2012 election as an example, and have come up certain ideas of how speakers utilize the distinctive linguistic features of each question type to create certain persuasive effects in the mind of their target audiences.</p> <p>For example, a notable trend in such data set indicates that speakers sometimes ask a more open-ended and indirect rhetorical wh-question towards issues that are more complex and abstract so as to enable them to side-step the need to provide a clear response themselves; whereas the more bipolar yes/no questions are more often used to criticize the others in a more direct way,</p>

	<p><i>Computer network communications and social networking sites</i></p>	<p>December, SMRT has been fined with more than \$2 million for a series of train delays and safety lapses. (Sim, 2012; Chow, 2013). Consequently, the transport minister intervened and promised to step up efforts in regulating and supervising the train operation. During the Committee of Supply Debate on 12 Mar 13, Transport Minister delivered a speech on enhancing public transportation system and vowed to make improvements in the land transport system. (Liu, 2013)</p> <p>Computer network communications and social networking sites (SNS), such as Facebook, have become ubiquitous to a large segment of the population.</p> <p>80% of the Facebook users check their account at least daily and a large portion of them check their updates 3 to 6 times a day. Companies have been using Facebook to connect with others and use it as a primary source of news and information. (Rauch & Schanz, 2013) SMRT is an example of such company who uses Facebook to update news on train disruptions, bus services, new stations openings, promoting station information, etc. Commuters have also turned to such channels to receive latest information. Facebook comments are the easiest way to obtain feedback as it is readily available. The person providing the comment can be anonymous if they block out their details deliberately. Since the level of one-to-one personal focus is lower, the commuters can give their genuine heartfelt comments and forthcoming feedback. Requests, suggestions and commands issued in imperative mood are commonly found on Facebook comments.</p> <p>Raving comments can be found in the SMRT's Facebook page whenever there are train delays. Even a simple media statement about the background of train stations triggered negative comments. Nevertheless, positive comments are also found in some days when media statements posted encouraging statements to their bus captains and taxi drivers. Facebook has become a commonplace for people to socialize and share</p>
	<p><i>Facebook comments</i></p>	

		<p>their views. We will take the opportunity to study the comments about the views of the SMRT commuters.</p>
<p>Classifying report on the theoretical orientation</p>	<p><i>Classification</i></p> <p><i>Types</i></p> <p><i>directive</i></p> <p><i>expressive</i></p> <p><i>assertive</i></p> <p><i>declaratives and commissives</i></p> <p><i>combining speech acts</i></p>	<p>Although we are unable to decipher the intonation of the comments posted by the commuters, there are other values in the text that we can examine. In Searle’s theory of the 5 speech acts, assertive, directives, commissives, expressive and declarations forms. (Carr et al, 2012) The comments are some examples that proven to be applicable to the theory.</p> <p>This is the response when a media statement was posted by SMRT showcasing the digital artwork of a current bus. At the same time, SMRT asked for the public’s artwork. It was to encourage the commuters’ vision of their desired bus. This was one of the directives responses:</p> <p>“Why cant u buy the double decker bus?”</p> <p>A media statement was posted complimenting one of their taxi drivers. It encourages the commuters to do the same and post compliments of SMRT staff. The following response was posted and can be categorized as expressives:</p> <p>“I would like to compliment smrt bus captain of TIB 755M for his consideration.”</p> <p>A media statement was shown and displayed a picture of an old playground near a train station and asked the public to guess which train station. The response was vast with the correct answers and this is categorized as assertive speech acts.</p> <p>Declaratives speech acts would probably be lesser as their function will change the reality in accord with the proposition of the declaration. (Carr et al, 2012) Commissive speech acts are rare in this context unless the commuter is determined to see someone from SMRT and is committed to turning up at the office.</p> <p>In certain responses, it can be interpreted as a combination of speech acts. When a media statement showing in-train maps in the 90s, some said that the current train system is very complicated. Others commented on the welfare of the impaired, this was one of the responses:</p> <p>“I prefer the current Hong Kong style map with LED for those pluggedin with earphones or hearing impaired</p>

		people...”
Description of the object of study	<i>Characteristics of Facebook comments</i>	Facebook comments are generally shorted and forthcoming, they can be categorized easily and achieve understanding of the commuters’ desire of a better transport system. In the basic notion of speech acts, illocutionary act which perform the role of informing, commanding and requesting as well as their intention as the illocutionary force are direct feedback of what the commuter wants SMRT to do. (Hualde et al, 2012) Expressive speech acts and directive speech acts comments are particularly useful to SMRT. The former provides a picture of the favourable and unfavourable events that the commuters experiences, while the latter can give ideas on strategies widely accepted by the commuters. It gives the image that SMRT cares about the commuters and is open to accept suggestions and is listening to the commuters. The report will produce findings in interpreting speech acts and converting them into suggestions and requests that the commuters desired.
Description of the writer’s study	-	The purpose of this research aims to improve SMRT corporate image on Facebook by studying the commuters’ comments on SMRT Facebook page. It takes on an analytical research by analyzing and explaining why and how commuters perceived SMRT and their reactions. I will be examining the relationship of the comments posted by the commuters and the media statements posted by SMRT. To qualify the sentiments of most of the commuters, I will store the comments as quantitative data in corpus and study the occurrence of phrases that were frequently mentioned in the posts.

1a (3) Claire (CLA_PROP)

Stage	Phase	Text
Descript ion of the object of study	<i>The definition of bestseller</i>	<p><u>According to Bloom (2008),</u> the definition of bestseller is both simple and complex.</p> <p>Theoretically, it is simple because it only related to the amount of books which has been sold in a set price range to the most people during a certain period of time while it is exceptionally complicated in practice because a variety of elements are supposed to be taken in consideration, such as the classification of the units--hardback, paperback, and serialization, the significance of the given price according to the difference of units, the period of time--month of publication, a year, and the whole century, and the definition of the fiction itself--literary or popular.</p>
Expositi on	<i>Thesis</i>	<p><u>Since Bender (2011) has claimed that popular fiction,</u> <u>which can also be called genre fiction, is plot-driven and attracts a wide readership and it can be divided into varied categories, such as mystery, romance and science fiction, whereas according to French (2013), literary fiction is character-driven and caters to a smaller group of audience who have a more intellectual quality,</u> The Notebook is much more likely to be classified as a popular fiction, and to be specific, a romance, rather than a literary one.</p> <p><u>However,</u> the author of The Notebook, Nicholas Sparks, has strongly disagreed with the classification of his novel into romance by demonstrating the following:</p> <p>“I don’t write romance novels.” His preferred terminology: “Love stories--it’s a very different genre. I would be rejected if I submitted any of my novels as romance novels.”...Sparks says, “I write in a genre that was not defined by me...They were set out 2,000 years ago by Aeschylus, Sophocles and Euripides. They were called the Greek tragedies (Breznican, 2010).”</p>

	<p>Argument 1</p> <p>Argument 2</p> <p>Argument 3</p> <p>Reiteration</p>	<p>Showing few similarities to the Greek tragedy which is supposed to contain four main parts--prologos, parados, epeisodia, and exodus, the claim about the classification of his novel by Nicholas Sparks is not likely to stand, whereas Cuddon (1991) has claimed the definition of romance as follows:</p> <p>Whatever else a romance may be it is principally a form of entertainment. It may also be didactic but this is usually incidental...This suggest elements of fantasy, improbability, extravagance and naivety. It also suggests elements of love, adventure, the marvelous and the 'mythic'.</p> <p>Based on the abovementioned definition, it is reasonable to figure out that the elements of Nicholas Sparks's novels, setting <i>The Notebook</i> as an example, such as love found, lost and regained, naive adolescence, tasteful love scene and miraculous healing from severe illness, are in accordance with the characteristics of romance.</p> <p>Nicholas Sparks tries to establish love stories to be a formal literary term which is actually vaguely defined in order to reject any labeling of romance being put on his novels, while, in fact, the label has already been put by lots of critics, editors and readers, for instance, Szklarski (2013), a reporter, has written an article which is named " 'Safe Haven' stars brace for comparisons to other Nicholas Sparks romances", and the TMZ editors (2012) has posted a piece of news with the title " 'Notebook' Author Nicholas Sparks--\$30 Million Romance Killer".</p> <p>It is clearly showed that there is a gap in the recognition of the classification of the novel between the author and the public.</p> <p>By mentioning Aeschylus, Sophocles and Euripides and Greek tragedies, Sparks, although not so successfully, has been inclined to define his novels within the range of high culture which enjoys the highest esteem in the cultural category. Gaining the specific traits of popular culture such as mass appeal and huge sales volume which are also the characteristics of the McDonaldization phenomenon, the reason of the popularity of <i>The Notebook</i> can be revealed with the evaluation of language which enables the readers to understand the content of the novel easily with nearly no hinderance and thus supports the popularity of the book in accordance with the contemporarily fast pace of life.</p>
<p>Descript ion of the</p>		<p>According to the claim of Pearce (2004) about modern romance as follows:</p>

<p>object of study</p>	<p><i>The Notebook</i></p>	<p>Romance of the “degenerate” kind is now a staple point of reference for any amount of postmodern “literary” fiction...Contemporary culture is as obsessed with the narration...The story of how two lovers meet, become estranged, and are then reunited under the aegis of an “unconquerable love” has lost none of its appeal.</p> <p><u>Based on this claim,</u> The Notebook, a cliché romance lack of the creatively designed plot and originality of style, is convincing to be considered as a representative of the homogeneous bestsellers in recent period. Moreover, since almost all the novels written by Nicholas Sparks are in a similar format--a girl who has a tentional relationship with her family encounters with a boy who once was or will be a solider, and after enduring a series of hardships, they finally have a bittersweet ending, analyzing <i>The Notebook</i> within the scope of popular fiction can provide an access to figure out the reason of the popularity of light reading which has proved to be influenced by the McDonaldization phenomenon because Bloom (2008) claimed the property of modern popular fiction as follows:</p> <p style="padding-left: 40px;">The nature of popular culture is determined by its relationship to mass populations, but this does not mean it is simply determined by a crude and dumbed down anti-aesthetic kitsch...All contemporary literature has some relationship to mass culture, after attempting to detach itself from it or more successfully define itself within it.</p>
<p>Descript ion of the writer’s study</p>	<p>-</p>	<p><u>On account of what has been abovementioned,</u> it is reasonable to clarify the reason of popularity of <i>The Notebook</i> by illuminating “The fact that love stories reproduce themselves endlessly is evidence not of postmodern ‘hyper-reality’ but of the enduring power of that originary source (Winterson, 1985)” and by construing the literary meaning of the language used in the novel through language appraisal, added by building the relationship between McDonaldization and the characteristics of bestsellers.</p>

Appendix 1b. The Research Warrants of the Dissertations – Full Texts, Structuring and Higher Level Periodicity of the Texts

1b (1) Stu (STU_DIS)

Stage	Phase	Text
<p>Descriptive report on the object of study</p>	<p><i>Political speeches</i></p>	<p>Political speeches, especially those delivered to the public at large, are a particularly important part of election campaigns</p> <p>since they allow candidates to promote their policies, motivate followers or gain power through persuasion (Helms 2012). Candidates therefore carefully plan their script and pay great attention to establishing a positive relationship with the general public by projecting themselves as serious and reliable leaders, not only through their appearance but also their style of speaking (Allen 1998; Coupland 2001). It is however not enough if candidates only focus on promoting themselves, and often, they have to engage in discrediting and criticizing their opponents at the same time.</p> <p>To maintain such a delicate balance between attracting audience attention and engaging in face-threatening acts to others, candidates frequently rely on various rhetorical strategies.</p>
<p>Description of the writer's study</p>	<p><i>Study of the Use of rhetorical questions in political context</i></p>	<p>Of the many rhetorical strategies in the political context, this study aims at examining the use of rhetorical questions,</p> <p>which is described on one hand as the most substantial rhetorical means in terms of "rhetoric and demagogy" (Ephratt, 2008), and on the other hand as an effective off-record politeness strategy that enables speakers to "minimize face-risk" when engaging in some face threatening acts (Brown and Hansen, 1978). In particular, this study takes the 2012 US presidential election campaign as an example and evaluates the use of rhetorical questions between the two candidates: Mitt Romney (Republican nominee) and the incumbent President Barack Obama.</p>

<p>Descriptive report on the relevant knowledge</p>	<p><i>Studies of rhetorical devices in political discourse</i></p>	<p>In the area of political discourse, scholars and researches have been interested in analyzing different rhetorical devices, e.g. alliteration, ellipsis, metaphor, rhetorical questions, repetition, etc. in political speeches (for example, Charteris-Black, 2005; Chilton, 2004; Ephratt, 2008).</p> <p>Many of these studies however applied either a relatively broader perspective by analyzing several rhetorical devices at the same time (e.g. Ephratt, 2008) or focused more specifically on one of these strategies, e.g. metaphor (Charteris-Black, 2005), but rarely in the case of the rhetorical question, especially in the US presidential election campaign, which is supposedly perceived to be the most debated and most attention-driven election among democratic countries. Therefore, this study serves as an update to previous studies on rhetorical questions, particularly by selecting from the more carefully-planned and written-as-spoken political speeches between the two candidates in the 2012 US presidential election campaign.</p>
<p>Descriptive report on the object of study</p>	<p><i>The two candidates</i></p>	<p>What is more interesting is that since the two candidates were significantly different in terms of their political image, campaign strategy and style of speaking, these differences enable us to elucidate politicians' use of rhetorical questions from a broader perspective.</p> <p>In Romney's case, as he was new to the country and had to challenge the incumbent whose eloquence and charismatic image had a more favorable imprint in the consciousness of the American public, he had to carefully adjust the directness and explicitness of his rhetorical questions, especially when addressing the Democrat-oriented audiences with more diverse opinions. Obama, on the other hand, had to counter his opponent's criticisms regarding the difficult economic times under his first term of presidency. More specifically, rather than simply persuading the Americans that he needed another 4 years to continue with his policy, which was constantly criticized by Romney as not leading the country on the right track, Obama also had to counter-criticize Romney regardless of his</p>

		<p>capability or his policy.</p> <p>Generally speaking, the use of rhetorical questions afford them a useful means to engage in verbal indirectness moves, which allow them to take cover under the rhetorical questions and avoid directly engaging in face-threatening acts (Habwe, 2010).</p>
<p>Description of the writer's study</p>	<p><i>Organisation of the dissertation</i></p>	<p><u>In consideration of the above factors</u>, this paper examines how the two candidates skillfully strategized and competed against each other through the use of rhetorical questions. The rest of this paper will be presented as follows.</p> <p>Section 2 reviews some previous studies and other theoretical backgrounds that this study referred to, including the categorization of the data in terms of its question types and pragmatic functions. Second, Section 3 (Methodology) outlines the criteria of classifying different target audiences from Democrat-safe states, Republican-safe states and swing states. After listing out the three specific research questions of this study in Section 4, Section 5 elaborates on the quantitative (frequency-count) analysis, while Section 6 focuses on a more in-depth qualitative evaluation (context-based) of the rhetorical questions. Specific examples in terms of the distinctive features and functions of these rhetorical questions are provided for a more thorough understanding of how politicians enhance the persuasiveness of their messages through the skillful use of rhetorical questions.</p> <p>Section 7 concludes and further points out the implications of this paper.</p>

1b (2) Cindy (CIN_DIS)

Stage	Phase	Text
<p>Descriptive reports on the object of study</p>	<p><i>Parking offenders</i></p>	<p><u>Typically when a person commits a parking offence, he/she would be given a ticket or notice to pay within a given number of days.</u></p> <p>The fine amount increases after a period of time if it is not paid. In more severe cases, it will lead to court intervention where imprisonment or hefty fines are imposed by the court. However, there are some motorists who would make attempts to request a waiver or reduction of the fine. He/she might find it unreasonable to receive a fine and think that they have good reasons for not having the penalty. This can threaten the government authority and the public relationship. The appeal channels are easily accessible in high technology societies these days. Appellants can approach the government agency personally, writing through fax, email or simply visiting the agency website to file an appeal.</p>
	<p><i>Appeal letters</i></p>	<p><u>While successful measures, such as implementing sophisticated electronic designs, might have taken place by authorities to reduce fines, appeal letters remain high.</u></p> <p>Appellants have the tendency to send in appeals repeatedly after they have been rejected. Some, who were unsatisfied with the decision, would seek support from high ranking officers in the country. These correspondences are clearly important contact points to communicate with the public and are usually conveyed in writing.</p> <p>Therefore, choosing the right approach and strategies in writing these replies is critical. The need to preserve a positive impression is vital as the correspondence represents the image of the organization, ministry and government of the country as a whole.</p>
	<p><i>Changes in governance</i></p>	<p><u>Given the changing nature of governments aiming to deliver good customer services to the public, coupled with replacing some government functions through privatization, the relationship between a public officer and a citizen is changing rapidly. The changes in governance raise challenges with regard to "power", "rights" and "ethics". (Bousfield, 2008)</u></p>

<p>Descriptive reports on the relevant knowledge</p>	<p><i>Research of government discourse</i></p> <p><i>Research of business communications and discourse</i></p> <p><i>Study of the placement of bad news</i></p>	<p>Government discourse has been rarely researched due to its strict confidentiality.</p> <p>The discourse includes governance, accountability and networks (Pollitt & Hupe, 2011) and discussing political discourse in Prime Minister's Question Time (Harris, 2001). Nevertheless, it has a lot of similarities with any other business letter. The letters in this study have comparable concepts as persuasive letters, convincing the motorists of the decision and hoping that they will undertake the advice given. Like private corporations, preserving image is important and often demands unforgiving and enormous expectations. The correspondence occurs not just between the reader and writer. It is not unusual to find public institutional letters speculating among network sites, including blog pages. Some readers will bring their replies to tabloids or news forum for open discussion.</p> <p><u>To date</u>, there is considerable research on business communications and discourse (David & Baker, 1994; Limaye, 1998; Locker, 1999; Dean, 2004; Timmerman & Harrison, 2005; Thill & Bovee, 2011; Jansen & Janssen, 2011; 2013; Schryer, 2000).</p> <p>Empirical studies of negative messages in terms of crisis management and difficulties in refusing. The analysis of discourse starts with the careful selection of approaches to use of positive words and having a conclusive closure. In an analysis of requests and status in business correspondence conducted by Chiappini & Harris (1996), they observed the change in writing patterns in impersonalisation to personalization when switching from routine documents to personal references.</p> <p>The placement of bad news which may affect the recipient's perception of the sender has been studied. These negative messages are often accompanied with profuse apologies.</p>
<p>Description of the object of study</p>	<p><i>Public enforcement agency</i></p>	<p>A public enforcement agency forms a unique combination of a firm authority and citizen-centric governance. The responses do not necessarily require remorseful emotion but have to be essentially pragmatically polite. The goal of the enforcement agency here is to assess the likelihood of a waiver and restate the fine penalty if a waiver is not granted. The</p>

		goal of the appellants is to have their appeal succeed.
Description of relevant knowledge	<i>The concept of "face"</i>	<p><u>Generally</u>, people cooperate and assume each other's (Grice, 1975) and maintain face during an interaction. Goffman (1967:5) defines face as</p> <p>"The positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact. Face is an image of self delineated in terms of approved social attributes."</p> <p>Facework is established when a person tries to maintain his positive self-image and invests efforts in the face that they present to others (Cutting, 2002:45). We acknowledge the face of one another in society. (Cook, 1989:34).</p> <p>Such cooperation is based on the mutual vulnerability of face. It is commonly everyone's best interest to maintain each other's face since face may be attacked and/or defended at any time. This is to assure the other participants that the agent is heedful of the assumptions concerning face given under the public self-image that everyone wants for themselves. (Brown and Levinson, 1987: 61)</p>

1b (3) Claire (CLA_DIS)

Stage	Phase	Text
Descriptive report on the relevant knowledge	<i>Discourse analysis and the synchronic literary criticism</i>	<p><u>According to Chun (2014)</u>, discourse analysis and the synchronic literary criticism can be implemented together to illuminate characterization as well as narrative strategies in a literary work by means of employing feasible discourse-analytic tools, because discourse analysis can be "used in many ways in various disciplines within and beyond linguistics" (p.90).</p> <p>And the recent trend of narrative analysis concerns not only discourse analysis but also narratology which "has thrown light on the forms and function of stories" (Kindt & Müller, 2003, p.303). Bosseaux (2004) has found that the transitivity system is a potentially problematic aspect when translator transfers the narratological structures. Moreover, Shen (2007) has made use of the transitivity system to accomplish the narrative analysis in the short story <i>On the Road</i> written by Langston Hughes by focusing on the relation between the real author and the implied author. With regard to</p>

		<p>characterization, Simpson (2004) has indicated that "the model of transitivity can usefully be employed in the study of characterization" (p.123) because "a principal mode of narrative characterization is the transmission of 'actions and events'. This mode refers to the way character is developed through and by the semantic processes and participant roles embodied in narrative discourse". (p.74)</p> <p>Directed by the abovementioned claims about the feasibility of the transitivity as the discourse-analytic tool and the applicability of the narrative analysis in fictional discourse, this research project will introduce transitivity system to examine the characterization of the protagonist Noah in the fictional narrative discourse The Notebook.</p>
<p>Description of the object of study</p>	<p><i>The Notebook</i></p>	<p>The Notebook is a bestselling American fiction. The protagonist of the novel has acquired polarized comments from different critics, either being criticized as a parodic and stereotyped character in the cliché romance or being appreciated as an appealing "round character" (Forster, 1927, p.78).</p>
<p>Description of the writer's study</p>	<p>-</p>	<p>In order to examine the characterization of the protagonist, this research project is set to analyze the experience of the protagonist in diegesis by drawing upon Halliday's (2004) transitivity system. In addition, the narrative structures in which narrative techniques have been constituted to assist in the characterization will also be explored based on Genette's (1990) narratological theories, namely narrative time, focalization and narrator.</p> <p>This project will answer three specific questions about the characterization of Noah. The questions are as follows.</p> <ol style="list-style-type: none"> 1. What types of processes are used to describe the protagonist's experience? 2. How are the narrative techniques applied? 3. How do the narrative techniques associate with different types of processes to characterize the protagonist?

Appendix 2a. Research Proposals: the distribution of inscribed

ATTITUDE and GRADUATION

Key

Bold: inscribed ATTITUDE

Italics: GRADUATION

Bold and italics: ATTITUDE infused with GRADUATION

ATTITUDE:

APP: REA = REACTION; COM = COMPOSITION; VAL = VALUATION

APPRECIATION

JUD: JUDGEMENT NOR = NORMALITY; CAP = CAPACITY; TEN = TENACITY; VER = VERACITY;
PRO = PROPRIETY

AFF: AFFECT INC = INCLINATION HAP = HAPPINESS; SEC = SECURITY; SAT = SATISFACTION

GRADUATION:

FORCE INT = INTENSITY; AMT = AMOUNT; EXT = EXTENT; FREQ = FREQUENCY

FOCUS AUTH = AUTHENTICITY; SPEC = SPECIFICITY; ACT = ACTUALISATION; COMP =
COMPLETION

2a (1) Stu (STU_PROP)

Descriptive report on the object of study	GRAD- UATION	Inscribed ATTITUDE
Rhetoric [...] is a <i>particularly</i> important skill in different professions, since having a solid understanding of different rhetorical devices and to apply them skillfully in speaking and writing will <i>improve</i> one's ability to communicate [...] <i>significantly</i> . As political speeches [...] are primarily designed for politicians to motivate followers or <i>gain</i> power through their style of speaking with a <i>great</i> reliance on various rhetorical strategies it provides us [...] a valuable opportunity to stimulate our interest in appreciating the beauty of rhetoric.	+INT +INT +INT +INT +ACT +INT	+APP: VAL +JUD: CAP +JUD: CAP +JUD: CAP +APP: VAL +JUD: CAP +JUD: CAP +AFF: INC +APP: VAL +AFF: INC +AFF: INC +APP: REA
Description of the writer's study		
<i>most</i> substantial rhetorical means an effective off-record politeness strategy off-record politeness strategy that enables speakers...	+INT	+APP: VAL +APP: REA +APP: REA
Description of the relevant knowledge		
scholars and researchers have been interested <i>most</i> attention-driving election <i>more</i> carefully -planned	+INT +INT	+AFF: INC +APP: REA +APP: REA
Description of the writer's study		
a notable trend in such data set a more open-ended and indirect rhetorical wh-question... enable them		+APP: VAL +APP: REA +APP: COM

<p>which enjoys the <i>highest esteem</i> in the cultural category the specific traits of popular culture such as mass appeal the reason of the popularity of The Notebook ... easily no hinderance the popularity of the book</p>	+INT	+APP: VAL +APP: REA +APP: VAL +APP: REA +APP: REA +APP: VAL
Description of the object of study		
Romance of the " degenerate kind a staple point of reference Contemporary culture is as obsessed two lovers... become estranged the aegis of an "unconquerable love" The story... has lost none of its appeal The Notebook, a cliche romance lack of the creatively designed plot lack of... originality of style The Notebook...is convincing to be considered as a representative of the homogeneous bestsellers a tensional relationship enduring a series of hardships a bittersweet ending the popularity of light reading by a crude and dumbed down anti-aesthetic kitsch ... successfully define itself within it.		-APP: REA +APP: VAL -AFF: INC -JUD: NOR +APP: REA +APP: REA -APP: REA -APP: REA -APP: REA +APP: REA +APP: VAL +APP: VAL -APP: REA +JUD: TEN +APP: REA +APP: REA +APP: VAL -APP: REA -APP: REA -APP: REA -APP: REA +APP: VAL
Description of the writer's study		
it is reasonable		+APP: VAL

Appendix 2b. Dissertations: the distribution of inscribed

ATTITUDE and GRADUATION

2b (1) Stu (STU_DIS)

Descriptive report on the object of study	GRADUATION	Inscribed ATTITUDE
Political speeches [...] are a <i>particularly important</i> part of election campaigns since they allow candidates to <i>promote</i> their policies [...] <i>motivate</i> followers or <i>gain power</i> through persuasion Candidates therefore <i>carefully</i> plan their script and <i>pay great attention</i> to establishing a <i>positive</i> relationship with the general public by projecting themselves as <i>serious</i> and <i>reliable</i> <i>leaders</i> [...] It is however not enough if candidates only focus on <i>promoting</i> themselves, and often, they have to engage in <i>discrediting</i> and <i>criticizing</i> their opponents at the same time. To maintain such a <i>delicate balance</i> candidates <i>frequently rely on</i> various rhetorical strategies.	+INT +INT +INT +ACT +INT +INT +INT +INT +FREQ	+APP: VAL +JUD: CAP +JUD: CAP +JUD: CAP +JUD: TEN +JUD: TEN +APP: REA +JUD: TEN +JUD: TEN +JUD: CAP +JUD: CAP -AFF: SAT -AFF: SAT +APP: COM +AFF: INC
Description of the writer's study		
<i>most substantial</i> rhetorical means an <i>effective</i> off-record politeness strategy off-record politeness strategy that <i>enables</i> speakers...	+INT	+APP: VAL +APP: REA +APP: REA
Descriptive report on the relevant knowledge		
scholars and researchers have been <i>interested</i> <i>most attention-driving</i> election <i>more carefully</i> -planned	 +INT +INT	+AFF: INC +APP: REA +APP: REA
Descriptive report on the object of study		
What is <i>more interesting</i> these differences <i>enable</i> us to <i>elucidate</i> politicians' use of rhetorical questions <i>challenge</i> the incumbent whose <i>eloquence</i> and <i>charismatic</i> image had a <i>more favorable</i> imprint <i>carefully</i> adjust his opponent's <i>criticisms</i> regarding the <i>difficult</i> economic times he <i>needed</i> another 4 years which was <i>constantly criticized</i> by Romney Obama also had to <i>counter-criticize</i> Romney his <i>capability</i> a <i>useful</i> means	+INT +INT +EXT	+APP: REA +APP: REA +JUD: CAP -AFF: SAT +JUD: CAP +JUD: NOR +APP: REA +JUD: TEN -APP: SAT +APP: REA +AFF: INC -AFF: SAT -AFF: SAT +JUD: CAP +APP: VAL

The goal of the enforcement agency The goal of the appellants restate the fine penalty is to have their appeal succeed	+ACT	+APP: VAL +APP: VAL -APP: VAL +APP: VAL
Description of the relevant knowledge		
people cooperate The positive social value approved social attributes his positive self-image cooperation <i>mutual vulnerability</i> of face everyone's best interest to maintain each other's face face may be attacked defended the agent is heedful everyone wants for themselves	-EXT +INT	+JUD: TEN +APP: REA +APP: VAL +APP: REA +JUD: TEN -JUD: NOR +APP: REA +AFF: SAT +JUD: NOR -APP: REA +APP: REA +JUD: TEN +AFF: INC

2b (3) Claire (CLA_DIS)

Descriptive report on the relevant knowledge	GRAD- UATION	inscribed ATTITUDE
employing feasible discourse-analytic tools the transitivity system is a potentially problematic aspect the model of transitivity can usefully be employed a principal mode of narrative characterization	+ACT +INT	+APP: VAL -APP: REA +APP: VAL +APP: VAL
Description of the object of study		
The Notebook is a bestselling American fiction. either being criticized as a parodic and stereotyped character in the cliché romance or being appreciated as an appealing "round character" [...]		+APP: VAL -JUD: NOR -JUD: NOR -JUD: NOR -APP: REA +JUD: NOR +APP: REA

Appendix 3a. Research Proposals: the distribution of invoked ATTITUDE through GRADUATION

Key

Italics and underlined: GRADUATION invoking ATTITUDE

ATTITUDE:

APP: APPRECIATION REA = REACTION; COM = COMPOSITION; VAL = VALUATION
 JUD: JUDGEMENT NOR = NORMALITY; CAP = CAPACITY; TEN = TENACITY; VER = VERACITY;
 PRO = PROPRIETY
 AFF: AFFECT INC = INCLINATION HAP = HAPPINESS; SEC = SECURITY; SAT =
 SATISFACTION

GRADUATION:

FORCE INT = INTENSITY; AMT = AMOUNT; EXT = EXTENT; FREQ = FREQUENCY
 FOCUS AUTH = AUTHENTICITY; SPEC = SPECIFICITY; ACT = ACTUALISATION; COMP =
 COMPLETION

3a (1) Stu (STU_PROP)

Descriptive report on the object of study	GRADU- ATION	invoked ATTITUDE
in <i>different</i> professions	+EXT	+APP: VAL
<i>different</i> rhetorical devices	+EXT	+APP: VAL
<i>especially</i> those delivered	+SPEC	+APP: VAL
to the public <i>at large</i>	+EXT	+APP: VAL
Political speeches... are <i>primarily</i> designed	+SPEC	+APP: VAL
(<i>Allan, 1998; Coupland 2001</i>)	+AMT	+APP: VAL
<i>various</i> rhetorical strategies	+EXT	+APP: VAL
<i>not only... but also</i>	+INT	+APP: VAL
<i>diverse</i> rhetorical resources	+EXT	+APP: VAL
Description of the writer's study		
<i>many</i> rhetorical strategies in the political context	+AMT	+APP: VAL
this study <i>aims at examining</i>	+SPEC; +INT	+APP: COM
<i>In particular</i> , this study...	+SPEC	+APP: VAL
Descriptive report on the relevant knowledge		

<p><i>In the area of political discourse</i> <i>scholars and researchers</i> have been interested <i>different</i> rhetorical devices <i>(for example, Charteris-Black, 2005; Chilton, 2004; Ephratt, 2008).</i> <i>Many</i> of these studies a relatively <i>broader</i> perspective <i>analyzing</i> <i>several</i> rhetorical devices <i>at the same time</i> or studied <i>more specifically</i> in <i>one of these</i> strategies, but <i>rarely</i> in the case of the rhetorical question, this study serves as an <i>update</i> to <i>previous</i> studies of the rhetorical question [...]</p>	<p>+SPEC +AMT +EXT +AMT +AMT +EXT +INT +AMT +EXT +INT; +SPEC +SPEC -FREQ +INT +EXT</p>	<p>+APP: VAL +APP: VAL +APP: VAL +APP: VAL +APP: VAL +APP: COM +APP: COM +APP: COM +APP: COM +APP: COM +APP: COM -APP: COM +APP: COM +APP: VAL</p>
Description of the writer's study		
<p>I have conducted <i>some</i> research <i>certain</i> ideas the <i>distinctive</i> linguistic features <i>certain</i> persuasive effects a notable <i>trend</i> in <i>such</i> data set <i>indicates</i> that <i>the two</i> view <i>shared</i> <i>with Monzoni (2008) and Han (1998)</i> Further to the <i>previous</i> work, this study <i>reviews</i> as an <i>additional</i> perspective ... and a <i>continuation</i> <i>enrich</i> the <i>comprehensiveness</i> the <i>focus</i> of this study <i>modifications</i> of the RQ classification in my <i>previous</i> work a <i>considerable</i> number of President Obama's rhetorical questions</p>	<p>+AMT +SPEC +ACT +SPEC +ACT +SPEC +ACT +SPEC +ACT +AMT +EXT +INT +EXT +EXT +INT +EXT +SPEC +INT -EXT +AMT</p>	<p>+APP: VAL +APP: COM +APP: COM +APP: COM +APP: VAL +APP: VAL +APP: COM +APP: VAL +APP: COM +APP: VAL +APP: COM +APP: COM +APP: COM +APP: VAL +APP: COM +APP: VAL +APP: VAL</p>

3a (2) Cindy (CIN_PROP)

Descriptive reports on the object of study	GRADU- ATION	invoked ATTITUDE
<p><i>most daily</i> urban life a way of life for <i>everyone</i> <i>Since last December</i> fined with <i>more than \$2 million</i> <i>(Sim, 2012; Chow, 2013)</i> the transport minister ... <i>promised</i> <i>to step up</i> efforts <i>enhancing</i> public transportation system <i>vowed</i> to make <i>improvements</i> in the land transport system Computer network communications... have become <i>ubiquitous</i></p>	<p>+INT; +EXT +AMT +EXT +INT; +AMT +AMT +ACT +INT +INT +ACT +INT +EXT</p>	<p>+APP: VAL +APP: VAL +APP: VAL -APP: VAL +APP: VAL +JUD: TEN +JUD: CAP +JUD: CAP +JUD: TEN +APP: VAL +APP: VAL</p>

to <i>a large segment of</i> the population <i>80% of</i> the Facebook users check their account <i>at least daily</i> <i>a large portion of</i> them check their updates <i>3 to 6 times a day</i> to receive <i>latest</i> information <i>forthcoming</i> feedback a <i>commonplace (sic)</i> for people to socialize	+AMT +AMT +FREQ +AMT +FREQ +EXT +ACT +EXT	+APP: VAL +APP: VAL +APP: VAL +APP: VAL +APP: VAL +APP: VAL +APP: VAL +APP: VAL
Descriptive report on the relevant knowledge		
<i>other</i> values in the text we can <i>examine</i> <i>some</i> examples that [sic] <i>proven to be</i> applicable to <i>encourage</i> the commuters' vision <i>one of the</i> directives responses <i>one of</i> their taxi drivers The response was <i>vast</i> Declaratives speech acts <i>would probably be lesser</i> Commissive speech acts are <i>rare</i> <i>one of</i> the responses Facebook comments are <i>generally shorted</i> and <i>forthcoming</i>	+AMT +INT +AMT +ACT +INT +AMT +AMT +AMT -AMT -AMT +AMT -SPEC; -EXT +ACT	+APP: VAL +JUD: CAP +APP: VAL +APP: VAL +APP: REA +APP: VAL +APP: VAL +APP: VAL -APP: COM -APP: COM +APP: VAL +APP: COM +APP: VAL
Description of the writer's study		
The purpose of this research <i>aims to improve</i> by <i>analyzing</i> the sentiments of <i>most of</i> the commuters the occurrence of phrases that were <i>frequently</i> mentioned	+ACT; +INT +INT +AMT +FREQ	+APP: VAL +APP: VAL +APP: VAL +APP: VAL

3a (3) Claire (CLA_PROP)

Descriptive reports on the object of study	GRADU- ATION	invoked ATTITUDE
the definition of bestseller is <i>both</i> simple and complex. <i>Theoretically</i> , it is simple has been sold... to the <i>most</i> people <i>during a certain period of time</i> it is <i>exceptionally complicated</i> <i>in practice</i> <i>a variety of</i> elements <i>are supposed to be</i> taken in consideration	+EXT -AUTH +AMT +EXT +INT; +EXT +AUTH +AMT +ACT	-APP: COM -APP: COM +APP: VAL +APP: VAL -APP: COM +APP: COM +APP: VAL +APP: VAL
Exposition		

attracts a <i>wide</i> readership	+EXT	+APP: VAL
<i>varied</i> categories	+AMT	+APP: VAL
a <i>very different</i> genre	+INT; +EXT	+APP: REA
They were set out <i>2,000 years ago</i>	+EXT	+APP: VAL
by <i>Aeschylus, Sophocles and Euripides</i>	+AMT	+APP: VAL
<i>few</i> similarities to the Greek tragedy	-AMT	-APP: VAL
elements of <i>fantasy</i> ,	-AUTH	+APP: REA
<i>improbability</i>	-AUTH	-APP: REA
Nicholas Sparks <i>tries to</i> establish	-ACT	-JUD: CAP
<i>vaguely</i> defined	-SPEC	-APP: COM
<i>to reject</i> any labeling of romance	-ACT	-JUD: TEN
<i>lots of</i> critics	+AMT	+APP: VAL
<i>Aeschylus, Sophocles and Euripides and Greek tragedies</i>	+AMT	-APP: REA
<i>huge</i> sales volume	+AMT	+APP: VAL
the reason of the popularity of The Notebook can be <i>revealed</i>	+ACT	+APP: COM
Description of the object of study		
<i>almost all</i> the novels written by Nicholas Sparks	+INT; +AMT	-APP: REA
in a <i>similar</i> format	+SPEC	-APP: REA
<i>analyzing</i> The Notebook	+INT	+APP: COM
<i>within the scope of</i> popular fiction	+SPECT	+APP: VAL
Description of the writer's study		
it is reasonable to <i>clarify</i>	+ACT	+APP: COM
by <i>illuminating</i>	+ACT	+APP: COM
<i>added by</i>	+INT	+APP: COM

Appendix 3b. Dissertations: the distribution of invoked ATTITUDE through GRADUATION

3b (1) Stu (STU_DIS)

Descriptive report on the object of study	GRADU- ATION	invoked ATTITUDE
<i>especially</i> those delivered to the public <i>at large</i> <i>promote</i> their policies the <i>general</i> public (<i>Allen 1998; Coupland 2001</i>). It is however <i>not enough</i> if candidates <i>only focus</i> on promoting themselves <i>often</i> , they have to engage in discrediting and criticizing their opponents <i>at the same time</i> To <i>maintain</i> such a delicate balance <i>various</i> rhetorical strategies.	+SPEC +EXT +INT +EXT +AMT -AMT -INT; +SPEC +FREQ +EXT +INT +AMT	+APP: VAL +APP: VAL +JUD: CAP +APP: VAL +APP: VAL -APP: VAL -JUD: CAP +JUD: CAP +JUD: CAP +JUD: CAP +APP: VAL
Description of the writer's study		
<i>many</i> rhetorical strategies in the political context this study <i>aims at examining</i> <i>In particular</i> , this study...	+AMT +SPEC; +INT +SPEC	+APP: VAL +APP: COM +APP: VAL
Descriptive report on the relevant knowledge		
<i>In the area of political discourse</i> <i>scholars and researchers</i> have been interested <i>different</i> rhetorical devices (<i>for example, Charteris-Black, 2005; Chilton, 2004; Ephratt, 2008</i>). <i>Many of these studies</i> a <i>relatively broader</i> perspective <i>analyzing</i> <i>several</i> rhetorical devices <i>at the same time</i> or studied <i>more specifically</i> in <i>one of these</i> strategies, but <i>rarely</i> in the case of the rhetorical question, this study serves as an <i>update</i> to <i>previous</i> studies of the rhetorical question [...]	+SPEC +AMT +EXT +AMT +AMT +EXT +INT +AMT +EXT +INT; +SPEC +SPEC -FREQ +INT +EXT	+APP: VAL +APP: VAL +APP: VAL +APP: VAL +APP: VAL +APP: COM +APP: COM +APP: COM +APP: COM +APP: COM +APP: COM -APP: COM +APP: COM +APP: VAL
Descriptive report on the object of study		
to elucidate ... <i>from a broader perspective</i> he needed <i>another 4 years</i> <i>directly</i> engaging in face-threatening acts	+EXT +AMT +INT	+APP: COM +APP: VAL +JUD: NOR
Description of the writer's study		
In consideration of <i>the above factors</i> this paper <i>examines</i> Section 2 <i>reviews</i> <i>some previous</i> studies and <i>other</i> theoretical backgrounds classifying <i>different</i> target audiences the three <i>specific</i> research questions	+SPEC +INT +INT +AMT +EXT +EXT +SPEC	+APP: VAL +APP: COM +APP: COM +APP: VAL +APP: VAL +APP: VAL +APP: VAL

Section 5 <i>elaborates</i>	+EXT	+APP: COM
Section 6 <i>focuses on</i>	+SPEC	+APP: COM
a <i>more in-depth</i> qualitative evaluation	+INT; +SPEC	+APP: VAL
<i>Specific</i> examples	+SPEC	+APP: COM
<i>further points out</i>	+INT; +SPEC	+APP: COM
how politicians <i>enhance</i> the persuasiveness	+INT	+JUD: CAP

3b (2) Cindy (CIN_DIS)

Descriptive report on the object of study	GRADU- ATION	invoked ATTITUDE
some motorists who would <i>make attempts to request</i> <i>in high technology societies</i> <i>these days</i> <i>simply</i> visiting the agency website appeal letters remain <i>high</i> Appellants have <i>the tendency to send</i> in appeals <i>repeatedly</i> the image of the organization, ministry and government of the country <i>as a whole</i> the <i>changing</i> nature of governments <i>aiming to deliver</i> <i>coupled with</i> replacing <i>some</i> government functions	+ACT +SPEC +EXT +AUTH +AMT +ACT +FREQ +EXT +EXT +ACT +INT +AMT	+JUD: TEN +APP: REA +APP: COM -APP: VAL +JUD: NOR +JUD: TEN +APP: VAL +APP: VAL +JUD: CAP +APP: VAL +APP: VAL
Descriptive reports on the relevant knowledge		
Government discourse has been <i>rarely</i> researched due to its <i>strict</i> confidentiality. <i>a lot of</i> similarities with <i>any other</i> business letter <i>Like</i> private corporations <i>enormous</i> expectations It is <i>not unusual</i> <i>To date,</i> there is <i>considerable</i> research <i>(David & Baker, 1994; Limaye, 1998; Locker, 1999; Dean, 2004; Timmerman & Harrison, 2005; Thill & Bovee, 2011; Jansen & Janssen, 2011; 2013; Schryer, 2000)</i> they <i>observed</i> the change in writing patterns	-FREQ +INT +AMT +AMT +SPEC +AMT +FREQ +EXT +AMT +AMT +INT	-APP: COM -APP: REA +APP: VAL +APP: VAL +APP: COM +APP: VAL +APP: REA +APP: VAL +APP: VAL +APP: VAL +JUD: CAP
Description of the object of study		
a <i>unique</i> combination of a <i>firm</i> authority and citizen- <i>centric</i> governance	+AUTH +INT +SPEC	+APP: COM +JUD: TEN +APP: COM
Description of the relevant knowledge		
and <i>maintain</i> face <i>invests</i> efforts in the face It is <i>commonly</i>	+INT +INT +ACT	+JUD: TEN +JUD: CAP +APP: VAL

3b (3) Claire (CLA_DIS)

Descriptive report on the relevant knowledge	GRADU- ATION	invoked ATTITUDE
to <i>illuminate</i> characterization	+SPEC	+APP: COM
<i>as well as</i> narrative strategies in a literary work	+INT	+APP: VAL
used in <i>many</i> ways	+AMT	+APP: VAL
in <i>various</i> disciplines	+EXT	+APP: VAL
<i>within and beyond linguistics</i>	+EXT	+APP: VAL
the <i>recent</i>	+EXT	+APP: VAL
<i>trend</i> of narrative analysis	+ACT	+APP: VAL
<i>has thrown light</i>	+SPEC	+APP: COM
Bosseaux (2004) has <i>found</i> that	+INT	+APP: VAL
<i>Moreover</i>	+INT	+APP: VAL
made use of the transitivity system to <i>accomplish</i>	+INT	+APP: COM
<i>focusing on</i> the relation	+SPEC	+APP: COM
Simpson (2004) has <i>indicated</i>	+INT	+APP: VAL
Description of the object of study		
the novel has acquired <i>polarized</i> comments	+EXT	+APP: VAL
from <i>different</i> critics	+EXT	+APP: VAL
Descriptive report on the writer's study		
this research project will introduce transitivity system to <i>examine</i>	+INT	+APP: VAL
In order to <i>examine</i> the characterization of the protagonist	+INT	+APP: VAL
<i>In addition</i>	+EXT	+APP: VAL
three <i>specific</i> questions	+SPEC	+APP: VAL

Appendix 4a. Resources of ENGAGEMENT in the Research

Warrants of the Proposals

Key

Double-underlined : dialogic contraction

Underlined : dialogic expansion

Labels in square brackets: annotation of ENGAGEMENT resources

4a. (1) Stu (STU_PROP)

Rhetoric – the art of persuasive speaking is a particularly important skill in different professions, since having a solid understanding of different rhetorical devices and to apply them skillfully in speaking and writing will [ENTERTAIN] improve one’s ability to communicate as well as his/her persuasiveness of messages significantly. As political speeches, especially those delivered to the public at large in election campaigns, are primarily designed for politicians to motivate followers or gain power through their style of speaking (Allan, 1998; Coupland 2001) [ACKNOWLEDGE] with a great reliance on various rhetorical strategies (Helms, 2012: 149), [ACKNOWLEDGE] it provides us not [DENY] only [COUNTER] with diverse rhetorical resources to study in, but [COUNTER] also [PRONOUNCE] a valuable opportunity to stimulate our [PRONOUNCE] interest in appreciating the beauty of rhetoric.

Of the many rhetorical strategies in the political context, this study aims at examining the use of rhetorical questions, which is described on one hand as the most substantial rhetorical means in terms of “rhetoric and demagogy” (Ephratt, 2008), [ACKNOWLEDGE] and on the other hand as an effective off-record politeness strategy that enables speakers to “minimize face-risk when engaging in doing some face threatening acts” (Brown and Hansen, 1978). [ACKNOWLEDGE] In particular, this study takes the 2012 US presidential election campaign as an example and evaluates the use of rhetorical questions between the two candidates: Mitt Romney (Republican nominee) and the incumbent President Barack Obama.

In the area of political discourse, scholars and researches have been interested in analyzing different rhetorical devices, e.g. alliteration, ellipsis, metaphor, rhetorical questions, repetition, etc. in political speeches (for example, Charteris-Black, 2005; Chilton, 2004; Ephratt, 2008). [ACKNOWLEDGE] Many of these studies however [COUNTER] applied either a relatively broader perspective by analyzing several rhetorical devices at the same time (e.g. Ephratt, 2008) [ACKNOWLEDGE] or studied more specifically in one of these strategies, e.g. metaphor (Charteris-Black, 2005), [ACKNOWLEDGE] but [COUNTER] rarely in the

case of the rhetorical question, especially in the US presidential election campaign, which is supposedly [CONCUR] perceived as the most debated and most attention-driving election in the democracy world. Therefore, this study serves as an update to previous studies of the rhetorical question, particularly selected from the more carefully-planned and written-as-spoken political speeches between the two candidates in the 2012 US presidential election campaign.

In the past, I have conducted some research in the relationship between question types and pragmatic functions of rhetorical questions by taking Romney's use of RQs during the 2012 election as an example, and have come up certain ideas of how speakers utilize the distinctive linguistic features of each question type to create certain persuasive effects in the mind of their target audiences. For example, a notable trend in such data set indicates that [ENDORSE] speakers sometimes ask a more open-ended and indirect rhetorical wh-question towards issues that are more complex and abstract so as to enable them to side-step the need to provide a clear response themselves; whereas [COUNTER] the more bipolar yes/no questions are more often used to criticize the others in a more direct way, concerning with those more concrete and factual issues (the two views are also shared with Monzoni (2008) and Han (1998), [ENDORSE] and will be further elaborated in section 3.1 below .

Further to the previous work, this study reviews also Obama's use of RQs as an additional perspective and a continuation so as to enrich the comprehensiveness of the understanding of rhetorical questions in political context. In particular, the following two research questions will be addressed:

- (1) How is rhetorical question functioning in political discourse?
- (2) Were there clear correlations between types of question and pragmatic functions in the use of rhetorical questions? [ENTERTAIN]

What is noteworthy here [PRONOUNCE] is that the focus of this study is not [DENY] on comparing the use of rhetorical questions between the two candidates or the two parties in America, since even [COUNTER] candidates in the same party can [ENTERTAIN] perform very differently depending on their political images, personal characteristics and style of speaking, etc. (e.g. John McCain and Sarah Palin the two Republican representatives in the 2008 presidential election). In addition, modifications of the RQ classification in my previous work (as in section 3.2) may [ENTERTAIN] have to make if [ENTERTAIN] a considerable number of President Obama's rhetorical questions function differently from the existing one, which was originally used to categorize Romney's use of rhetorical questions.

4a (2) Cindy (CIN_PROP)

Moving through the city in public trains or buses is one of the basic behaviour in most daily urban life. The importance of an efficient transport network is not [DENY] just [COUNTER] the urban planners' or environmentalists' dream of reducing traffic congestions and developing a sustainable city. It is a way of life for everyone. Since last December, SMRT has been fined with more than \$2 million for a series of train delays and safety lapses. (Sim, 2012; Chow, 2013). [ACKNOWLEDGE] Consequently, the transport minister intervened and promised to [ACKNOWLEDGE] step up efforts in regulating and supervising the train operation. During the Committee of Supply Debate on 12 Mar 13, Transport Minister delivered a speech [ACKNOWLEDGE] on enhancing public transportation system and vowed to [ACKNOWLEDGE] make improvements in the land transport system. (Liu, 2013) [ACKNOWLEDGE]

Computer network communications and social networking sites (SNS), such as Facebook, have become ubiquitous to a large segment of the population. 80% of the Facebook users check their account at least daily and a large portion of them check their updates 3 to 6 times a day. Companies have been using Facebook to connect with others and use it as a primary source of news and information. (Rauch & Schanz, 2013) [ACKNOWLEDGE] SMRT is an example of such company who uses Facebook to update news on train disruptions, bus services, new stations openings, promoting station information, etc. Commuters have also turned to such channels to receive latest information. Facebook comments are the easiest way to obtain feedback as it is readily available. The person providing the comment can be [ENTERTAIN] anonymous if [ENTERTAIN] they block out their details deliberately. Since the level of one-to-one personal focus is lower, the commuters can [ENTERTAIN] give their genuine heartfelt comments and forthcoming feedback. Requests, suggestions and commands issued in imperative mood are commonly found on Facebook comments.

Raving comments can be [ENTERTAIN] found in the SMRT's Facebook page whenever there are train delays. Even [COUNTER] a simple media statement about the background of train stations triggered negative comments. Nevertheless [COUNTER], positive comments are also found in some days when media statements posted encouraging statements to their bus captains and taxi drivers. Facebook has become a commonplace for people to socialize and share their views. We will take the opportunity to study the comments about the views of the SMRT commuters.

Although [COUNTER] we are unable to decipher the intonation of the comments posted by the commuters, there are other values in the text that we can [ENTERTAIN] examine. In Searle's theory of the 5 speech acts, assertive,

directives, commissives, expressive and declarations forms. (Carr et al, 2012) [ACKNOWLEDGE] The comments are some examples that proven to be [ENDORSE] applicable to the theory.

This is the response when a media statement was posted by SMRT showcasing the digital artwork of a current bus. At the same time, SMRT asked for the public's artwork. It was to encourage the commuters' vision of their desired bus. This was one of the directives responses: [ACKNOWLEDGE]

"Why cant [DENY] u buy the double decker bus?"

A media statement was posted complimenting one of their taxi drivers. It encourages the commuters to do the same and post compliments of SMRT staff. The following response [ACKNOWLEDGE] was posted and can [ENTERTAIN] be categorized as expressives:

"I would like to [ENTERTAIN] compliment smrt bus captain of TIB 755M for his consideration."

A media statement was shown and displayed a picture of an old playground near a train station and asked the public to guess which train station. The response was vast with the correct answers and this is categorized as assertive speech acts.

Declaratives speech acts would probably [ENTERTAIN] be lesser as their function will [ENTERTAIN] change the reality in accord with the proposition of the declaration. (Carr et al, 2012) [ACKNOWLEDGE] Commissive speech acts are rare in this context unless [ENTERTAIN] the commuter is determined to see someone from SMRT and is committed to turning up at the office.

In certain responses, it can be [ENTERTAIN] interpreted as a combination of speech acts. When a media statement showing in-train maps in the 90s, some said that [ACKNOWLEDGE] the current train system is very complicated. Others commented on [ACKNOWLEDGE] the welfare of the impaired, this was one of the responses: [ACKNOWLEDGE]

"I prefer the current Hong Kong style map with LED for those plugged in with earphones or hearing impaired people..."

Facebook comments are generally shorted and forthcoming, they can be [ENTERTAIN] categorized easily and achieve understanding of the commuters' desire of a better transport system. In the basic notion of speech acts, illocutionary act which perform the role of informing, commanding and

requesting as well as their intention as the illocutionary force are direct feedback of what the commuter wants SMRT to do. (Hualde et al, 2012) [ACKNOWLEDGE] Expressive speech acts and directive speech acts comments are particularly useful to SMRT. The former provides a picture of the favourable and unfavourable events that the commuters experiences, while [COUNTER] the latter can [ENTERTAIN] give ideas on strategies widely accepted by the commuters. It gives the image that SMRT cares about the commuters and is open to accept suggestions and is listening to the commuters. The report will [ENTERTAIN] produce findings in interpreting speech acts and converting them into suggestions and requests that the commuters desired.

The purpose of this research aims to improve SMRT corporate image on Facebook by studying the commuters' comments on SMRT Facebook page. It takes on an analytical research by analyzing and explaining why and how commuters perceived SMRT and their reactions. I will be examining the relationship of the comments posted by the commuters and the media statements posted by SMRT. To qualify the sentiments of most of the commuters, I will store the comments as quantitative data in corpus and study the occurrence of phrases that were frequently mentioned in the posts.

4a. (3) Claire (CLA_PROP)

According to Bloom (2008), [ACKNOWLEDGE] the definition of bestseller is both simple and complex. Theoretically, it is simple because it only [COUNTER] related to the amount of books which has been sold in a set price range to the most people during a certain period of time while [COUNTER] it is exceptionally complicated in practice because a variety of elements are supposed to be taken in consideration, such as the classification of the units--hardback, paperback, and serialization, the significance of the given price according to the difference of units, the period of time--month of publication, a year, and the whole century, and the definition of the fiction itself--literary or popular. Since Bender (2011) has claimed that [ACKNOWLEDGE] popular fiction, which can [ENTERTAIN] also be called genre fiction, is plot-driven and attracts a wide readership and it can [ENTERTAIN] be divided into varied categories, such as mystery, romance and science fiction, whereas [COUNTER] according to French (2013), [ACKNOWLEDGE] literary fiction is character-driven and caters to a smaller group of audience who have a more intellectual app: rea, The Notebook is much more likely to be [ENTERTAIN] classified as a popular fiction, and to be specific, a romance, rather than [COUNTER] a literary one.

However [COUNTER], the author of The Notebook, Nicholas Sparks, has strongly disagreed with the classification of his novel into romance by demonstrating [ENDORSE] the following:

“I don't [DENY] write romance novels.” His preferred terminology: “Love stories--it's a very different genre. I would be [ENTERTAIN] rejected if [ENTERTAIN] I submitted any of my novels as romance novels.”...Sparks says, [ACKNOWLEDGE] “I write in a genre that was not [DENY] defined by me...They were set out 2,000 years ago by Aeschylus, Sophocles and Euripides. They were called the Greek tragedies (Breznican, 2010). [ACKNOWLEDGE]”

Showing few similarities to the Greek tragedy which is supposed to contain four main parts--prologos, parados, eepisodia, and exodus, the claim about the classification of his novel by Nicholas Sparks [ACKNOWLEDGE] is not [DENY] likely [ENTERTAIN] to stand, whereas [COUNTER] Cuddon (1991) has claimed [ACKNOWLEDGE] the definition of romance as follows:

Whatever else a romance may be [ENTERTAIN] it is principally a form of entertainment. It may [ENTERTAIN] also be didactic but [COUNTER] this is usually [ENTERTAIN] incidental...This suggests [ENTERTAIN] elements of fantasy, improbability, extravagance and naivety. It also suggests [ENTERTAIN] elements of love, adventure, the marvelous and the 'mythic'.

Based on the abovementioned definition, it is reasonable [PRONOUNCE] to figure out that the elements of Nicholas Sparks's novels, setting *The Notebook* as an example, such as love found, lost and regained, naive adolescence, tasteful love scene and miraculous healing from severe illness, are in accordance with the characteristics of romance.

Nicholas Sparks tries to [ENTERTAIN] establish love stories to be a formal literary term which is actually [COUNTER] vaguely defined in order to reject [DENY] any labeling of romance being put on his novels, while [COUNTER], in fact [PRONOUNCE], the label has already been put by lots of critics, editors and readers, for instance, Szklarski (2013) [ACKNOWLEDGE], a reporter, has written an article which is named " 'Safe Haven' stars brace for comparisons to other Nicholas Sparks romances", and the TMZ editors (2012) has posted [ACKNOWLEDGE] a piece of news with the title " 'Notebook' Author Nicholas Sparks--\$30 Million Romance Killer".

It is clearly showed that [ENDORSE] there is a gap in the recognition of the classification of the novel between the author and the public. By mentioning Aeschylus, Sophocles and Euripides and Greek tragedies, Sparks, although [COUNTER] not [DENY] so successfully, has been inclined to [ENTERTAIN] define his novels within the range of high culture which enjoys the highest esteem in the cultural category. Gaining the specific traits of popular culture such as mass appeal and huge sales volume which are also the characteristics of the McDonaldization phenomenon, the reason of the popularity of *The Notebook* can be [ENTERTAIN] revealed with the evaluation of language which enables the readers to understand the content of the novel easily with nearly no [DENY] hinderance and thus supports the popularity of the book in accordance with the contemporarily fast pace of life.

According to the claim of Pearce (2004) [ACKNOWLEDGE] about modern romance as follows:

Romance of the "degenerate" kind is now a staple point of reference for any amount of postmodern "literary" fiction...Contemporary culture is as obsessed with the narration...The story of how two lovers meet, become estranged, and are then reunited under the aegis of an "unconquerable love" has lost none [DENY] of its appeal.

Based on this claim [ACKNOWLEDGE], *The Notebook*, a cliché romance lack of the creatively designed plot and originality of style, is convincing to be considered as a representative of the homogeneous bestsellers in recent period. Moreover, since almost all the novels written by Nicholas Sparks are in a similar format--a

girl who has a tensional relationship with her family encounters with a boy who once was or will be a soldier, and after enduring a series of hardships, they finally have a bittersweet ending, analyzing *The Notebook* within the scope of popular fiction can provide an access to figure out the reason of the popularity of light reading which has proved to be [ENDORSE] influenced by the McDonaldization phenomenon because Bloom (2008) claimed [ACKNOWLEDGE] the property of modern popular fiction as follows:

The nature of popular culture is determined by its relationship to mass populations, but [COUNTER] this does not [DENY] mean it is simply determined by a crude and dumbed down anti-aesthetic kitsch... All contemporary literature has some relationship to mass culture, after attempting to detach itself from it or more successfully define itself within it.

On account of what has been abovementioned, it is reasonable [PRONOUNCE] to clarify the reason of popularity of *The Notebook* by illuminating “The fact that [PRONOUNCE] love stories reproduce themselves endlessly is evidence not [DENY] of postmodern ‘hyper-reality’ but [COUNTER] of the enduring power of that originary source (Winterson, 1985) [ACKNOWLEDGE]” and by construing the literary meaning of the language used in the novel through language appraisal, added by building the relationship between McDonaldization and the characteristics of bestsellers.

Appendix 4b. Resources of ENGAGEMENT in the Research Warrants of the Proposals

4b (1) Stu (STU_DIS)

Introduction

Political speeches, especially those delivered to the public at large, are a particularly important part of election campaigns since they allow candidates to promote their policies, motivate followers or gain power through persuasion (Helms 2012). [ACKNOWLEDGE] Candidates therefore carefully plan their script and pay great attention to establishing a positive relationship with the general public by projecting themselves as serious and reliable leaders, not [DENY] only [COUNTER] through their appearance but [COUNTER] also their style of speaking (Allen 1998; Coupland 2001). [ACKNOWLEDGE] It is however [COUNTER] not [DENY] enough if [ENTERTAIN] candidates only [COUNTER] focus on promoting themselves, and often, [ENTERTAIN] they have to engage in discrediting and criticizing their opponents at the same time. To maintain such a delicate balance between attracting audience attention and engaging in face-threatening acts to others, candidates frequently rely on various rhetorical strategies.

Of the many rhetorical strategies in the political context, this study aims at examining the use of rhetorical questions, which is described on one hand as the most substantial rhetorical means in terms of “rhetoric and demagogy” (Ephratt, 2008). [ACKNOWLEDGE] and on the other hand as an effective off-record politeness strategy that enables speakers to “minimize face-risk” when engaging in doing some face threatening acts (Brown and Hansen, 1978). [ACKNOWLEDGE] In particular, this study takes the 2012 US presidential election campaign as an example and evaluates the use of rhetorical questions between the two candidates: Mitt Romney (Republican nominee) and the incumbent President Barack Obama.

In the area of political discourse, scholars and researches have been interested in analyzing different rhetorical devices, e.g. alliteration, ellipsis, metaphor, rhetorical questions, repetition, etc. in political speeches (for example, Charteris-Black, 2005; Chilton, 2004; Ephratt, 2008). [ACKNOWLEDGE] Many of these studies however [COUNTER] applied either a relatively broader perspective by analyzing several rhetorical devices at the same time (e.g. Ephratt, 2008) [ACKNOWLEDGE] or studied more specifically in one of these strategies, e.g. metaphor (Charteris-Black, 2005), [ACKNOWLEDGE] but [COUNTER] rarely in the case of the rhetorical question, especially in the US presidential election campaign, which is supposedly perceived as the most debated and most attention-driving election in the democracy world. Therefore, this study serves

as an update to previous studies of the rhetorical question, particularly selected from the more carefully-planned and written-as-spoken political speeches between the two candidates in the 2012 US presidential election campaign.

What is more interesting [PRONOUNCE] is that since the two candidates were significantly different in terms of their political image, campaign strategy and style of speaking, these differences enable us to elucidate politicians' use of rhetorical questions from a broader perspective. In Romney's case, as he was new to the country and had to challenge the incumbent whose eloquence and charismatic image had a more favorable imprint in the consciousness of the American public, he had to carefully adjust the directness and explicitness of his rhetorical questions, especially when addressing the Democrat-oriented audiences with more diverse opinions. Obama, on the other hand, [COUNTER] had to counter his opponent's criticisms regarding the difficult economic times under his first term of presidency. More specifically, rather than [COUNTER] simply persuading the Americans that he needed another 4 years to continue with his policy, which was constantly criticized by Romney as not [DENY] leading the country on the right track, Obama also had to counter-criticize Romney regardless of his capability or his policy. Generally speaking [CONCUR], the use of rhetorical questions afford them a useful means to engage in verbal indirectness moves, which allow them to take cover under the rhetorical questions and avoid directly engaging in face-threatening acts (Habwe, 2010). [ACKNOWLEDGE]

In consideration of the above factors, this paper examines how the two candidates skillfully strategized and competed against each other through the use of rhetorical questions. The rest of this paper will be presented as follows. Section 2 reviews some previous studies and other theoretical backgrounds that this study referred to, including the categorization of the data in terms of its question types and pragmatic functions. Second, Section 3 (Methodology) outlines the criteria of classifying different target audiences from Democrat-safe states, Republican-safe states and swing states. After listing out the three specific research questions of this study in Section 4, Section 5 elaborates on the quantitative (frequency-count) analysis, while [COUNTER] Section 6 focuses on a more in-depth qualitative evaluation (context-based) of the rhetorical questions. Specific examples in terms of the distinctive features and functions of these rhetorical questions are provided for a more thorough understanding of how politicians enhance the persuasiveness of their messages through the skillful use of rhetorical questions. Section 7 concludes and further points out the implications of this paper.

4b (2) Claire (CLA_DIS)

According to Chun (2014), [ACKNOWLEDGE] discourse analysis and the synchronic literary criticism can be [ENTERTAIN] implemented together to illuminate characterization as well as narrative strategies in a literary work by means of employing feasible discourse-analytic tools, because discourse analysis can be [ENTERTAIN] "used in many ways in various disciplines within and beyond linguistics" (p.90). [ACKNOWLEDGE] And the recent trend of narrative analysis concerns not [DENY] only [COUNTER] discourse analysis but [COUNTER] also narratology which "has thrown light on the forms and function of stories" (Kindt & Muller, 2003, p.303). [ACKNOWLEDGE] Bosseaux (2004) has found that [ENDORSE] the transitivity system is a potentially [ENTERTAIN] problematic aspect when translator transfers the narratological structures. Moreover, Shen (2007) [ACKNOWLEDGE] has made use of the transitivity system to accomplish the narrative analysis in the short story *On the Road* written by Langston Hughes by focusing on the relation between the real author and the implied author. With regard to characterization, Simpson (2004) has indicated that [ENDORSE] "the model of transitivity can [ENTERTAIN] usefully be employed in the study of characterization" (p.123) [ACKNOWLEDGE] because "a principal mode of narrative characterization is the transmission of 'actions and events'. This mode refers to the way character is developed through and by the semantic processes and participant roles embodied in narrative discourse". (p.74) [ACKNOWLEDGE] Directed by the abovementioned claims [ACKNOWLEDGE] about the feasibility of the transitivity as the discourse-analytic tool and the applicability of the narrative analysis in fictional discourse, this research project will introduce transitivity system to examine the characterization of the protagonist Noah in the fictional narrative discourse *The Notebook*.

The Notebook is a bestselling American fiction. The protagonist of the novel has acquired polarized comments from different critics, either being criticized as a parodic and stereotyped character in the cliché romance or being appreciated as an appealing "round character" (Forster, 1927, p.78) [ACKNOWLEDGE]. In order to examine the characterization of the protagonist, this research project is set to analyze the experience of the protagonist in diegesis by drawing upon Halliday's (2004) [ACKNOWLEDGE] transitivity system. In addition, the narrative structures in which narrative techniques have been constituted to assist in the characterization will also be explored based on Genette's (1990) [ACKNOWLEDGE] narratological theories, namely narrative time, focalization and narrator.

This project will answer three specific questions about the characterization of Noah. The questions are as follows.

1. What types of processes are used to describe the protagonist's experience?

[ENTERTAIN]

2. How are the narrative techniques applied? [ENTERTAIN]

3. How do the narrative techniques associate with different types of processes to characterize the protagonist? [ENTERTAIN]

4b (3) Cindy (CIN_DIS)

1. Introduction

Typically [CONCUR] when a person commits a parking offence, he/she would be [ENTERTAIN] given a ticket or notice to pay within a given number of days. The fine amount increases after a period of time if [ENTERTAIN] it is not [DENY] paid. In more severe cases, it will [ENTERTAIN] lead to court intervention where imprisonment or hefty fines are imposed by the court. However, [COUNTER] there are some motorists who would [ENTERTAIN] make attempts to request a waiver or reduction of the fine. He/she might [ENTERTAIN] find it unreasonable to receive a fine and think that [ACKNOWLEDGE] they have good reasons for not [DENY] having the penalty. This can [ENTERTAIN] threaten the government authority and the public relationship. The appeal channels are easily accessible in high technology societies these days. Appellants can [ENTERTAIN] approach the government agency personally, writing through fax, email or simply visiting the agency website to file an appeal.

While [COUNTER] successful measures, such as implementing sophisticated electronic designs, might [ENTERTAIN] have taken place by authorities to reduce fines, appeal letters remain high. Appellants have the tendency to send in appeals repeatedly after they have been rejected. Some, who were unsatisfied with the decision, would [ENTERTAIN] seek support from high ranking officers in the country. These correspondences are clearly important contact points to communicate with the public and are usually [ENTERTAIN] conveyed in writing. Therefore, choosing the right approach and strategies in writing these replies is critical. The need to [ENTERTAIN] preserve a positive impression is vital as the correspondence represents the image of the organization, ministry and government of the country as a whole.

Given the changing nature of governments aiming to deliver good customer services to the public, coupled with replacing some government functions through privatization, the relationship between a public officer and a citizen is changing rapidly. The changes in governance raise challenges with regard to "power", "rights" and "ethics". (Bousfield, 2008) [ACKNOWLEDGE]

Government discourse has been rarely researched due to its strict confidentiality. The discourse includes governance, accountability and networks (Pollitt & Hupe, 2011) [ACKNOWLEDGE] and discussing political discourse in Prime Minister's Question Time (Harris, 2001) [ACKNOWLEDGE]. Nevertheless [COUNTER], it has a lot of similarities with any other business letter. The letters in this study have comparable concepts as persuasive letters, convincing the motorists of the decision and hoping that they will [ENTERTAIN] undertake the advice given. Like private corporations, preserving image is

important and often [ENTERTAIN] demands unforgiving and enormous expectations. The correspondence occurs not [DENY] just [COUNTER] between the reader and writer. It is not unusual to find public institutional letters speculating among network sites, including blog pages. Some readers will bring their replies to tabloids or news forum for open discussion.

To date, there is considerable research on business communications and discourse (David & Baker, 1994; Limaye, 1998; Locker, 1999; Dean, 2004; Timmerman & Harrison, 2005; Thill & Bovee, 2011; Jansen & Janssen, 2011; 2013; Schryer, 2000). [ACKNOWLEDGE] Empirical studies of negative messages in terms of crisis management and difficulties in refusing. The analysis of discourse starts with the careful selection of approaches to use of positive words and having a conclusive closure. In an analysis of requests and status in business correspondence conducted by Chiappini & Harris (1996), [ACKNOWLEDGE] they observed [ENDORSE] the change in writing patterns in impersonalisation to personalization when switching from routine documents to personal references.

The placement of bad news which may [ENTERTAIN] affect the recipient's perception of the sender has been studied. These negative messages are often [ENTERTAIN] accompanied with profuse apologies.

A public enforcement agency forms a unique combination of a firm authority and citizen-centric governance. The responses do not [DENY] necessarily require remorseful emotion but have to be [ENTERTAIN] essentially pragmatically polite. The goal of the enforcement agency here is to assess the likelihood of a waiver and restate the fine penalty if [ENTERTAIN] a waiver is not [DENY] granted. The goal of the appellants is to have their appeal succeed.

Generally, [CONCUR] people cooperate and assume each other's cooperation (Grice, 1975) [ACKNOWLEDGE] and maintain face during an interaction. Goffman (1967:5) [ACKNOWLEDGE] defines face as

"The positive social value a person effectively claims for himself by the line others assume [ENTERTAIN] he has taken during a particular contact. Face is an image of self delineated in terms of approved social attributes. "

Facework is established when a person tries to maintain his positive self-image and invests efforts in the face that they present to others (Cutting, 2002:45) [ACKNOWLEDGE]. We acknowledge the face of one another in society. (Cook, 1989:34). [ACKNOWLEDGE] Such cooperation is based on the mutual vulnerability of face. It is commonly everyone's best interest to maintain each other's face since face may be attacked and/or defended at any time. This is to assure the

other participants that the agent is heedful of the assumptions concerning face given under the public self-image that everyone wants for themselves. (Brown and Levinson, 1987: 61) [ACKNOWLEDGE]

Appendix 5. Consent Form for Participants of the Researcher's Doctorate Study

Date: _____, 2013

To Whom It May Concern:

LETTER OF CONSENT

I, _____ (NAME OF STUDENT), DO HEREBY GIVE MY CONSENT for my written work, audio and video data of interviews, questionnaire data and transcriptions to be used by a doctoral research project titled **Development of Stance and Voice in Postgraduate Academic Writing**.

I understand the nature of the research, and have had the opportunity to ask any questions related to this study, and received satisfactory answers to my questions and additional detail.

I also understand that my name or any other personal identifying information, including the grades of my written work, audio and video data from interviews, questionnaire data and transcriptions will not appear in the research. The data from my written work, audio and video data from interviews, questionnaire data and transcription, after removal of personal identifying information, can be accessed only by the course instructor, the researcher and his/her supervisor(s), and students within the research group with the permission of the course instructor.

I am also aware that excerpts from my written work, audio and video data, questionnaire data and transcriptions may be included in the research and perhaps later on a website as a sample of good work for other MA students.

I was informed that I may withdraw my consent at any time by advising the research team.

With full knowledge, I agree to participate in this study.

Participant Name: _____

Participant Signature: _____

Date: _____

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