



UNIVERSITY OF NIŠ  
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**ENGAGEMENT RESOURCES IN  
ACADEMIC DISCOURSE: A STUDY OF  
ELT AND ESP RESEARCH ARTICLE  
ABSTRACTS**

DOCTORAL DISSERTATION

Niš, 2025



УНИВЕРЗИТЕТ У НИШУ  
ФИЛОЗОФСКИ ФАКУЛТЕТ

**Катарина М. Илић**

**РЕСУРСИ АНГАЖОВАЊА У  
АКАДЕМСКОМ ДИСКУРСУ: СТУДИЈА О  
АПСТРАКТИМА НАУЧНО-  
ИСТРАЖИВАЧКИХ РАДОВА ИЗ  
ОБЛАСТИ НАСТАВЕ ЕНГЛЕСКОГ  
ЈЕЗИКА И ЕНГЛЕСКОГ ЈЕЗИКА ЗА  
ПОСЕБНЕ НАМЕНЕ**

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Ниш, 2025.

## Data on Doctoral Dissertation

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Abstract:	<p>Academic writing serves not only to communicate research findings but also to position the writer within a specific social and disciplinary context. Grounded in this perspective, the present study explores academic discourse as dialogic in nature, focusing on how authors construct evaluative stance and engage with the academic community. Drawing on Appraisal Theory of Systemic Functional Linguistics, particularly the Engagement subsystem (Martin &amp; White, 2005), the study examines the use of heteroglossic expressions in research article abstracts. The analysis aims to uncover how writers manage dialogic space through strategies of dialogic contraction and expansion, thereby shaping interpersonal meaning. The sample comprises 200 research article abstracts—100 from the field of English Language Teaching (ELT) and 100 from English for Specific Purposes (ESP). A mixed-methods approach is employed, combining corpus-based quantitative analysis using UAM CorpusTool with qualitative interpretation. The study follows a threefold structure: (1) analysis of Engagement resources across the entire sample, (2) examination of their distribution across rhetorical moves, and (3) comparison of ELT and ESP sub-samples. Findings indicate a relatively balanced use of dialogic contraction and expansion overall, with a slight preference for expansion (51.2%). The second approach provides a detailed analysis of how the frequency and function of specific Engagement strategies vary across rhetorical moves. Comparative analysis revealed marginally higher use of expansion in ELT and contraction in ESP, with statistically significant differences in only three of the nine strategies examined. This study contributes to the understanding of interpersonal language use in academic writing and holds pedagogical implications for teaching academic writing, particularly in the fields of ELT and ESP.</p>
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## Подаци о докторској дисертацији

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Наслов:

Ресурси ангажовања у академском дискурсу: Студија о  
апстрактима научно-истраживачких радова из области наставе  
енглеског језика и енглеског језика за посебне намене

Резиме:

Научно писање не служи само за преношење резултата истраживања, већ и за позиционирање аутора у оквиру одређеног друштвеног и научног контекста. Полазећи од те перспективе, ова студија анализира академски дискурс као дијалог, при чему је у средишту пажње начин на који аутори изграђују став и повезују се са академском заједницом. Теоријска основа истраживања почива на Теорији вредновања у оквиру системско-функционалне лингвистике, тачније на домену ангажовања (Martin & White, 2005), при чему се анализира употреба вишегласних исказа (енгл. 'heteroglossia') у апстрактима научно-истраживачких радова. Циљ истраживања је да се открије како аутори управљају простором за дијалог кроз стратегије сужења или проширења дијалога, чиме се обликује интерперсонално значење. Узорак чини 200 апстраката научно-истраживачких радова на енглеском језику — 100 из области наставе енглеског језика и 100 из области енглеског језика за посебне намене. Примењен је комбиновани методолошки приступ, који укључује квантитативну анализу узорка уз помоћ софтвера UAM CorpusTool, као и квалитативну анализу резултата. Студију чине три целине: (1) анализа ресурса ангажовања у укупном узорку, (2) испитивање њихове расподеле у појединачним сегментима апстраката и (3) упоређивање стратегија ангажовања у горенаведеним дисциплинама. Резултати показују релативно избалансирану употребу стратегија сужења и проширења дијалога, са благом предношћу у корист проширења (51.2%). Други приступ даје детаљну анализу учесталости и употребе појединих стратегија ангажовања у оквиру појединачних сегмената текста. Компаративна анализа је показала нешто већу употребу стратегија за проширење дијалога у апстрактима из области наставе енглеског језика, док је сужење дијалога благо заступљеније у области енглеског језика за посебне намене, при чему су статистички значајне разлике забележене само у три од укупно девет стратегија. Истраживање доприноси разумевању интерперсоналне функције језика у академском дискурсу и има практичну примену у оквиру наставе академског писања, нарочито у дисциплинама које су предмет овог истраживања.

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Кључне речи:

ресурси ангажовања, теорија вредновања, академски дискурс, апстракти научно-истраживачких радова, настава енглеског језика (ELT), енглески језик за посебне намене (ESP), анализа корпуса, простор за дијалог, сужење дијалога, проширење дијалога

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# 1. INTRODUCTION

## 1.1 Discourse of Science

### 1.1.1 Scientific Writing and English as a Language of Science

The realistic model of scientific writing advocates the idea that scientific texts represent the channel which allows scientists to communicate independently existing truths describing what the natural and human worlds are actually like. Therefore, academic discourse is observed as objective, impersonal and informational (Hyland & Salager-Meyer, 2008; Hyland & Tse, 2005). The continuous study of academic discourse has advanced the understanding that scientific writing is not only a means of conveying research results, but also the attempt of academic writers to embed their writing into a particular social and professional domain. A scientific text is an outcome of interactions between academics who signal their allegiances by negotiating the status of their claims and balancing facts with evaluation. It is the author's linguistic and rhetorical identity in the text which facilitates communication and builds a relationship with the audience. In view of this, the realistic perspective of scientific writing is gradually being replaced by the belief that knowledge is not a privileged representation of reality, but the agreement of academic communities (Hyland, 2004; Hyland & Salager-Meyer, 2008; Sultan, 2011). The manner of conveying scientific information has become as relevant as the information itself.

Patterns of communicating scientific information can largely differ depending on the discipline. Foremost, there are widely acknowledged differences between hard and soft sciences, despite the idea that a clear-cut division based on the type of knowledge runs the risk of reductionism (Hyland, 2004). In order to avoid rigid categorization, Hyland (2004) perceives the hard-soft scheme as a continuum rather than a unidimensional scale. In that sense, the hard end of the continuum is concerned with simplifications, quantities and universals, whereas the soft end deals with quality, particulars and complications (Xiaoyu, 2017). Consequently, scientific writing in hard disciplines downplays the role of the author because the research relies on numbers or formulae. Soft disciplines, on the other hand, rely on understanding/interpreting and authors have to work harder to establish personal credibility (Hyland, 2004; Xiaoyu, 2017).

In both hard and soft disciplines, the English language has certainly become the language of scientific research owing to the increasing trend of globalization. International

publications in English have introduced the Anglo-American academic writing style as the standard for current academic communication. Therefore, academic writing for an international readership shall include the norms and conventions applied in the international academic community. Using English in academic research brings with it a number of benefits, such as a rapid dissemination of knowledge. In that sense, when non-native English-speaking scholars continue to publish in their first language, their publication is likely to be less significant (Flowerdew, 1999; Blagojević, 2015; Xiaoyu, 2017). For that reason, writing in English and accepting Anglo-American writing conventions results in a better acceptance and evaluation of a scientific publication by the international audience. The first step in producing an acceptable piece of scientific writing in English is recognizing the academic conventions of the language. As Blagojević (2015) states, English writing style cherishes ‘the reader-friendly discourse’, which means that the author aids the reader through the text by stating the ideas explicitly. Furthermore, a well-formulated text is devoid of repetitions and digressions, the aim of the text is stated at the very beginning, only relevant facts are included, and it is demarcated by a clear structure and organization.

Bearing in mind the complexity of scientific texts, the analysis of academic discourse can be diverse and layered, in linguistic and sociolinguistic terms. The language of science has been explored by researchers mainly from the following four perspectives:

- 1) applied linguistics, focusing on the informational, rhetorical, cross-linguistic, and stylistic organization of written texts;
- 2) information studies, dealing with the role of texts in the classification, manipulation, retrieval, and dissemination of information;
- 3) historical linguistics, investigating the rhetorical evolution of the research article; and
- 4) sociological studies, exploring the interactions between scientists for evidence of the processes which maintain social order (Hyland & Salager-Meyer, 2008).

### 1.1.2 Academic Discourse

According to Hyland (2011), the academy cannot be separated from its discourse since no new discovery gains any significance until it is made available to others through publication. In this regard, using language and the way of thinking in the academy can be defined as academic discourse (Hyland, 2011). Academic discourse, scientific discourse and discourse of science are the terms used synonymously to describe the written and oral language of academia. Hyland (2009) emphasizes the importance of both modes because

knowledge is communicated through publications and through interactive encounters such as seminars, supervision and dissertation defenses. The discourse of science is characterized by technical terms, as well as by lexicogrammar, all of which enable academic authors to create organized knowledge (Halliday & Martin, 1993).

Apart from constructing knowledge itself, academic discourse constructs social roles and relationships between academics, students and their beliefs. Consequently, they form social realities where individuals collaborate and define academic allegiances (Hyland 2004; 2011). Additionally, there were several major developments in the late 20<sup>th</sup> century which led to the emerging interest in academic discourse. They included greater interest given to the importance of writing and a growing number of students in higher education, increased attention given to teaching and learning, the development of theoretical perspectives which emphasize the centrality of academic discourses in the construction of knowledge and the growth of English as the international language of science (Hyland 2009; 2011).

### 1.1.3 Metadiscourse

According to Hyland (1998), metadiscourse refers to those aspects of the text which are related to the organization of the discourse or the writer's stance towards the content or the putative reader. It integrates the idea of language as a dynamic system whereby communication is not just the exchange of information but also the representation of personalities, assumptions and attitudes of those who are involved in communication (Hyland, 2005). More precisely, metadiscourse can be described as the author's linguistic and rhetorical manifestation in the text that relates it to its context. Discussing metadiscourse either as a syntactic or functional category, most linguists have adopted the functional approach, which investigates "how language works to achieve certain communicative purposes for users" (Hyland, 2005, p. 24). In that sense, it combines the textual function, which enables the author to organize what is said, with the interpersonal function, which incorporates the author's feelings, attitudes and interaction with readers. However, it is an open category with no specific linguistic criteria for its identification since metadiscoursal items can vary from affixes to whole clauses (Markkanen et al., 1993; Hyland & Tse, 2004). Hyland and Tse (2004) propose the following three key principles of metadiscourse in academic writing:

- 1) Metadiscourse is distinct from propositional aspects of discourse;

- 2) The term ‘metadiscourse’ refers to those aspects of the text that embody writer-reader interactions; and
- 3) Metadiscourse distinguishes relations which are external to the text from those that are internal.

The first principle is built on the idea that a proposition refers to the information about external reality while metadiscourse signals the presence of the author in the discourse and helps the reader or listener to evaluate the information provided. Accordingly, metadiscourse does not add propositional information but supports propositional content by making it coherent, intelligible and persuasive. The second principle adopts the approach that the writer is aware of the self as well as of the reader when writing, which means that the writer takes into consideration the reader’s experience with texts, their knowledge in general and their processing needs. Finally, the third principle concerns the external-internal opposition. In that sense, internal relations are related to the organization of the text itself and they are characterized as rhetorical. External relations, on the other hand, are oriented to the world outside the text. In other words, this distinction relates to the role of linguistic items with regard to the proposition itself or the reality denoted by the proposition (Martin, 1992; Hyland & Tse, 2004; Hyland, 2005). In academic texts, which are concerned with knowledge-making, metadiscourse addresses the construction of the authorial self where authors convince their academic audience of the reliability of their arguments by making linguistic choices, which is referred to as ‘persuasion’. Through the process of ratification and peer review, authors shall gain social justification which “transforms beliefs into knowledge” (Hyland, 2005, p. 90).

#### 1.1.4 Discourse Community

Due to the fact that academics work within particular groups at a particular time and place, it is essential to consider the notion of academic community, which is central to our understanding of science and scientific writing (Hyland, 2004; 2008). Academic community is a discourse community in academy. A discourse community maintains and extends the group’s knowledge, which operates on the level of conventions defined by communities (Herzberg, 1986, as cited in Swales, 1990). Swales (1990) proposes the following six criteria for identifying a group of individuals as a discourse community:

- 1) A discourse community has a broadly agreed set of common public goals. Such goals may be formally written in a document or can be implied, abstract even. Sometimes, the lack

of the broad level of agreement can result in a communication breakdown, which leads to the split in a discourse community.

2) A discourse community has mechanisms of intercommunication among its members. Those mechanisms can be meetings, telecommunications, correspondence, newsletters, conversations, etc. Members of a discourse community receive and respond to the same kind of message for the same purpose.

3) A discourse community uses its participatory mechanisms primarily to provide information and feedback. Swales (1990) illustrates this criterion by the membership in the Acoustical Society of America. If individuals formally belong to the society but never participate in its communications, they cannot be considered members of the discourse community.

4) A discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aims. Various discursal expectations of a discourse community are created by the genres that articulate its operation. In this sense, genres refer to “how things get done, when language is used to accomplish them” (Martin, 1985, as cited in Swales 1990, p. 472).

5) In addition to owning genres, a discourse community has adopted specific lexis. This refers to lexical items known to the wider speech communities, highly technical terminology and community-specific abbreviations and acronyms.

6) A discourse community has a threshold level of members with a suitable degree of relevant content and discursal expertise. Both novices and experts can belong to a discourse community and its survival depends on their reasonable ratio.

Swales (1990) attempts to differentiate discourse community from speech community. The author claims that discourse community is characterized by a group of people who pursue common objectives, which makes their linguistic behavior functional. On the other hand, members of a speech community share linguistic forms, regulative rules and cultural concepts. The second difference pertains to the medium. Writing, rather than speech, is the medium which a member of a discourse community is likely to use in order to communicate with other members in distant places and react and respond to writings from the past. Lastly, members of a speech community acquire their place by birth, accident or adoption, while members of a discourse community are recruited by persuasion, training or relevant qualification (Swales, 1990).

### 1.1.5 Genre

The term we will explain in this section is genre. Definitions provided by English language dictionaries associate it with the context of art, literary compositions in particular. The Cambridge Dictionary (Cambridge University Press, 2023), for example, defines genre “as a style, especially in arts, that involves a particular set of characteristics”. Similarly, the Oxford Advanced Learner's Dictionary (Oxford University Press, 2023) describes it “as a particular type or style of literature, art, film or music that you can recognize because of its special features”. The Collins Dictionary (HarperCollins Publishers, 2023) provides a similar definition, stating that “a genre is a particular type of literature, painting, music, film, or other art form which people consider as a class because it has special characteristics”.

In linguistics, however, genre is a distinctive category of spoken or written discourse, with or without literary aspirations (Swales, 1990). Hyland (2022, p. 208) offers a more general explanation which describes genres as “abstract, socially recognized ways of using language that we use to respond to repeated situations”. A general linguistic agreement on the nature of genre links it with the social context of its use as well as to the features which relate it to a text. Nevertheless, analyses differ in emphasizing either context or text (Hyland, 2002a). There are two positionings relevant to this dissertation. One is found in the Systemic Functional Linguistics (SFL) approach, which is generally concerned with the interrelation between the organization of language and its use. Essentially, it studies “both language and social context as semiotic systems in a relationship of realization with one another” (Martin, 1997, p.4). Martin (1997) adds that social context consists of the levels of register and genre. Genre, in this sense, focuses on the stages through which texts unfold, including lexical and grammatical patterns (Martin, 1997; Hyland, 2002a). The other positioning is found in English for Specific Purposes (ESP). In ESP, genre refers to the type of communicative event characterized by a shared set of communicative purposes. It takes interest not only in the influence of purpose but also in the role that a text has in the community within which it has been created (Swales, 1990; Hyland, 2002a; Lakić, 2010). Hyland (2002a) holds that the ESP approach fundamentally represents the application of SFL, where the unity of the two approaches yields useful information about text construction and its rhetorical context. Therefore, genre refers to conventional and socially recognized ways of using language in a rhetorically effective manner.

Bhatia (2004) summarizes seemingly different genre theories and provides six essential features of genre, as follows:

- 1) Genres are identified as communicative events understood by the members of a particular academic or professional community in which they appear. They are characterized by their communicative purposes.
- 2) Genres are distinguished by their conventional structure, in terms of their form and lexicogrammatical resources employed.
- 3) The knowledge and understanding of a particular genre are shared among the established members of a particular academic or professional community, rather than novice members and laymen.
- 4) Established members of an academic or professional community exploit genres to express not only their individual, but also organizational and socially recognized communicative goals.
- 5) Genres reflect disciplinary and organizational cultures.

Each genre has its own integrity, which refers to textual, discursive and contextual factors.

## 1.2 The Genre of Research Articles

In academia, genres have received increasing attention as a rich source of information about the social practices of academic authors. Written academic genres include article abstracts, scientific letters, acknowledgments, theses, book reviews, conference abstracts, research articles, student essays, textbooks etc. (Hyland & Salager-Meyer, 2008). Since the publication of the first journals in 1665, research, scientific, or scholarly articles have been the primary means of communication in science (Gastel & Day, 2016) or “the primary genre of the academy” (Hyland 2005, p. 90).

Research articles are an academic genre developed from the informative letters that scientists wrote to each other (Swales, 1990; Hyland & Salager-Meyer, 2008). From a historical perspective, the first research articles gained credibility by qualitative experience rather than quantitative research results. Evidence was collected based on the five senses and the agreement between gentlemen. The occurrence of the first journals, such as *The Philosophical Transactions*, provided space for scientific discussions, which led to the transformation of informative letters to actual research articles as we know them today. The rhetoric of research articles has been changing over time due to an evolving discourse situation. This resulted in a higher standard of proof, increased cognitive complexity, greater consistency and an increase in the number of articles (Hyland & Salager-Meyer, 2008).

Hyland and Salager-Meyer (2008) define ‘research article’ as rhetorically sophisticated and as displaying a careful balance of facts and social interaction. Furthermore, Hyland (2004, p. 12) describes it as “a knowledge-creating genre”, which includes establishing the novelty of one’s position; making a suitable level of claim; acknowledging prior work and situating claims in a disciplinary context; offering warrants for one’s view based on community-specific arguments and procedures; and demonstrating an appropriate disciplinary ethos and willingness to negotiate with peers.

Scientific journals have mostly employed a standard format called IMRaD (Introduction – Method – Results – and – Discussion) ever since it was adopted by the American National Standards Institute (ANSI) in 1972. Authors often modify this structure by combining Results and Discussion into one section and adding Conclusion (Nair & Nair, 2014). In actual research article abstracts, the IMRaD structure can be clearly observed. For example, Al-Issa and Engin (2017) begin by stating the research context and gap: *There is a growing body of literature about the qualities of professional teacher educators (TEs)... However, English Language Teaching (ELT) research has fallen behind in this regard...* (Introduction) and then explain the approach: *A form comprising a set of closed and open ended questions was distributed to 63 participants representing 23 countries...* (Method). Daghigh and Rahim (2021) report findings: *It is found that the neoliberal values demonstrated in imported textbooks outweigh those in locally published ones...* (Result) and conclude with: *This necessitates a critical reading of imported ELT textbooks by local educational authorities before they are prescribed for use...* (Discussion). If it is assumed that the content of an article is easier to follow when it is divided into sections, it follows that the authors who utilize the IMRaD format show more concern for their readers and guide them through the text. Such practice is typical of the Anglo-American writing tradition and described as reader-friendly (Blagojević, 2015).

Apart from the writing tradition and required standards, Jiang and Hyland (2020) advocate that rhetorical understanding, the knowledge in the discipline and the expression of the authorial self are more relevant than technical issues. In light of this, Hyland (2005) pays significant attention to the metadiscoursal aspect of research articles. The role of metadiscourse is to indicate relationships between ideas in a research article and organize them in a plausible way for the potential audience. Hence, metadiscourse represents the writer’s evaluation of the readers’ needs, rhetorical expectations and background knowledge. Such an evaluation and the anticipation of the readers’ reaction can potentially lead to making appropriate metadiscoursal choices (Hyland, 2005). Hyland’s (1998, 2004, 2005) studies on

metadiscoursal devices in research articles in both hard and soft disciplines showed a significant use of transitions (e.g. *but, because, so, etc.*) and hedges (e.g. *should be, possibly, might, etc.*). The use of transitions explains the importance of guiding the reader through the text by indicating its organization whereas hedges point to “an explicitly acknowledged degree of subjectivity”, where space for alternative positions is made.

### 1.2.1 The Part-Genre of Research Article Abstracts

Presently, abstracts represent a starting point of any professional reading and provide its brief synopsis (Hyland, 2004; Salager-Meyer, 1990). Even though abstracts appear in conference papers, research articles, dissertations, research grant proposals etc., in this dissertation we will use the term to refer to research article abstracts.

Abstracts were introduced as a common feature of research articles only after the 1960s. Their relevance grew with the increase in the number of research articles published annually and their online availability, which motivated scientists to choose wisely what was worth reading (Holtz, 2011). Abstract represents a concise version of the whole article, providing the reader with an exact knowledge of the topic to be discussed (Salager-Meyer, 1990; Hyland & Tse, 2005). Salager-Meyer (1990) defines abstracts as a pre-reading phase which serves to arouse interest in the topic, prepares the reader for the text by introducing some key words and concepts, presents the article’s macropropositions and helps readers understand the author’s purpose and the text structure. According to Swales and Feak (2009), abstracts are mini-texts which provide a short summary of the topic, methods and findings of a research article. So, they work as screening devices, which help readers decide whether to read the whole article or not (Swales & Feak, 2009). Many authors give accent to the summarizing function of an abstract, arguing that it should not deliver the exact knowledge of the associated text but represent its content (Hyland, 2004).

Based on their function, content and structure, there are two types of abstracts – indicative and informative. Indicative abstracts describe the purpose, scope and methodology, but there is no information on the results and conclusion. Their purpose is to help readers understand the general nature of the text. Informative abstracts, on the other hand, include the key results and conclusions and summarize the full paper (Lores, 2004; Martin-Martin, 2005). A well-written abstract helps a manuscript take a step towards external review (Salager-Meyer, 1990). Therefore, authors should follow the instructions for authors in each journal, which provide information on formal features of abstracts, such as their length, and

stylistic aspects. Since those pieces of information can often be imprecise, authors are advised to read abstracts of papers already published in previous volumes of that journal. Above all, abstracts should be informative and attract reviewer's attention (Martin-Martin, 2005; Arsenijević, 2012; Salager-Meyer, 1990).

The research into lexicogrammatical features of abstracts, which has been primarily descriptive, aims at gaining insight into their linguistic properties (Holtz, 2011). For example, the use of tenses indicates the difference between generalizability of information; comments on prior research and lexical choices may reveal author's hedging in order to avoid the reader's rejection. There are even bolder considerations according to which the past tense, passives, third person and avoidance of negatives, abbreviations and subordinate clauses are common features of abstracts. Other studies suggest that abstracts contain complex nominalizations, extensive noun compounding, and impersonality (Hyland, 2004; Holtz 2011). Such studies are primarily based on different disciplines and cultures, thus revealing disciplinary and cultural variations in linguistic features (Suntara & Chokthawikit, 2018).

It was only in the 1990s that we witnessed genre-analytic approaches to the study of abstracts. Following the definition of academic genres, some authors consider that research article abstracts are a part-genre, as well as other sections of a research article, such as introduction, methods etc. (Swales, 1990; Swales & Feak, 2009). Others, on the other hand, believe that abstracts are a genre on their own, like scientific letters, theses, book reviews etc. (Hyland & Salager-Meyer, 2008). In this study, we will adopt the former definition and consider abstracts a constituent part of research articles following the hierarchy in which the abstract, as a part-genre, serves a specific purpose within the broader category of research articles. This choice is grounded in the view that abstracts are functionally and structurally dependent on the full article - they summarize its content, mirror its rhetorical structure, and serve as a gateway to it. Treating abstracts as part-genres allows for a more precise analysis of how they align with and reflect the communicative purposes of full-length research articles, especially when examining their rhetorical organization and interaction with the IMRaD structure.

### 1.3 The Research Topic

The position taken in this dissertation is that academic discourse can be construed as the author's stance on a topic discussed, issue or field, including prior knowledge and the intended audience. According to Fryer (2019, p. 1), this perspective is "an integral part of the

social practice of communicating research”. It proposes the idea that there is a dimension of language use which incorporates the viewpoint that discourse is a dialogue.

The study is based on the analysis of research article abstracts in order to determine lexicogrammatical resources which authors have employed to express their evaluative stance. The investigation into lexicogrammatical resources will reveal how the construction of new knowledge is managed by academic writers via social interaction with the academic community.

The theoretical foundations for our analysis are provided by Systemic Functional Linguistics (SFL), which views language as a meaning-making system (Halliday & Martin, 1993). More precisely, the theoretical basis for this study is Appraisal Theory within SFL, established by Martin and White (2005). Appraisal analysis focuses on the meaning in a text and the reading positions which have different potentials (Martin & White, 2005). According to Martin and White (2005), Appraisal unfolds in three domains: Attitude, Graduation and Engagement. Further explanation of Appraisal Theory will be provided in Chapter 2.

Our specific concern in this dissertation is the domain of Engagement. In academic discourse, a text interacts with other knowers, prior knowledge and the construction of new knowledge. According to Hyland (2006a), Engagement features allow writers to draw the attention of their readers, engage them in the argument, recognize their uncertainties, include them as discourse participants and guide them to interpretations. Therefore, authors position themselves in relation to the academic community and knowledge itself, thus participating in academic conversation, where every utterance enters into dialogue (Fryer, 2019). The basic choice authors are faced with is making or avoiding references to other viewpoints in the discourse (Bakhtin, 1986; Fryer, 2019). The former is known as the multi-voiced construction of knowledge where writers navigate among other voices in the text. The latter is a single-voiced and uncontested reproduction of knowledge (Hood, 2004). When alternative voices are acknowledged, academics employ Engagement resources to allow for or dismiss them. In view of this, Engagement comprises rhetorical strategies by which the author’s positioning is achieved linguistically (Martin & White, 2005).

In this dissertation, we explore the dialogic space occupied by writers and readers in research article abstracts in the fields of English Language Teaching (ELT) and English for Specific Purposes (ESP). The study is carried out on a sample of research article abstracts in the abovementioned disciplines which were collected from several scientific journals, listed in the sections *ELT Resources* and *ESP Resources*. This particular part-genre summarizes the

knowledge presented in a research article as a whole, which makes it suitable for analyzing knowledge construction in academic discourse.

The study is conducted by identifying and analyzing Engagement resources both statistically and qualitatively in order to obtain a systematic overview of the linguistic features in question. A clear description and explanation of such resources will enable a more profound understanding of evaluative stance in scientific writing. In this sense, evaluative stance is understood as dynamic positioning in the text rather than a fixed author's viewpoint (Hood, 2004).

#### 1.4 Aim and Research Questions

The aim of this dissertation is to gain insight into linguistic strategies which academic authors employ in research article abstracts to construct an evaluative stance towards the research topic, the results obtained, the literature available, etc. In that sense, the dissertation attempts to explicate the interpersonal metafunction of language in the domain of academic text, which is realized by Engagement resources. More precisely, our focus is on the linguistic analysis of abstracts in order to explain lexicogrammatical patterns in this type of discourse. In the matter of building interpersonal relations, we focus further on revealing how “academic knowledge is socially constructed in and through discourse, in dialogue with other knowledge and other knowers” (Hood, 2004, p. 2). The ongoing academic communication which occurs in discourse is socially situated in a particular academic community, which reinforces the significance of language strategies used to build such communication. The interpretations provided in the study will try to make interpersonal strategies in the text more transparent to the putative readers and indicate how knowledge construction is achieved in academic discourse through dialogue. We will also address authorial steering among other voices in the text and their positioning in relation to a topic, field, prior knowledge and their readers.

Based on the general objective of the dissertation, we propose the following specific research questions:

- (1) How do Engagement resources help the author structure a research article abstract?
- (2) What is the role of Engagement resources in research article abstracts and how are they integrated into the text?
- (3) How do Engagement resources affect the writer-reader relationship in academic discourse?

- (4) Do authors typically open up the possibility of dialogic alternatives or do they exclude the dialogic space for alternative opinions in academic texts?
- (5) Which linguistic resources do authors employ to express their position in each subtype of Engagement?
- (6) Does the representation of Engagement resources differ in the two disciplines that constitute the research sample?
- (7) How are Engagement resources distributed across moves? Does dialogic contraction or expansion depend on the move?

This research will attempt to contribute to the existing body of knowledge on Engagement resources in academic discourse, research article abstracts in particular, so as to expand the current understanding of evaluative strategies within Appraisal Theory. Likewise, it aims to contribute to the development of English for Academic Purposes (EAP) pedagogies and practices by shedding light on the diverse rhetorical effects which Engagement resources may have. It will enable novice writers to expand their collection of terms, expressions and structures for stating their position in the text with regard to the intention of either opening up or limiting the dialogic space for alternative positions and propositions. Although the dissertation itself does not have a pedagogical focus, some of the results could be applied to academic literacy courses, which will be discussed in the section on the implications of this research. We will connect the implications with the so-called Genre pedagogy from SFL. Finally, we aspire to highlight the application of the nature of discourse to knowledge construction in academic texts, which requires a more informed understanding of the linguistic features of the text itself.

### 1.5 Outline of the Dissertation

This dissertation is structured into eleven chapters. Chapter 1 introduces the study by outlining its aims, research questions, and the key premises underpinning the investigation. Chapter 2 establishes the theoretical framework, with a particular focus on Appraisal Theory. Chapter 3 provides an in-depth discussion of Appraisal Theory, concentrating on the Engagement system, which serves as the analytical foundation of this research. Chapter 4 describes the research sample and offers a rationale for its selection. Chapter 5 details the methodological approach adopted, including data collection and analysis procedures. Chapter 6 presents the findings of the pilot study, which informed the refinement of the main study

design. Chapters 7, 8, and 9 are devoted to the presentation and analysis of the main study results. Chapter 10 summarizes the major findings and provides a discussion in relation to the research questions. Chapter 11 concludes the dissertation by providing key insights, outlining the implications of the findings, and proposing directions for future research.

## 2. THE THEORETICAL FRAMEWORK

As stated in the Introduction, the dissertation addresses the interpersonal dimension of research article abstracts. In this regard, it is important to acknowledge that the interpersonal work of academic writers goes beyond the representation of their own identity as they are required to identify the presence of their readers or engage with them in academic texts. Such an analysis, as any other linguistic analysis, implies a theory that explicates how language works (Martin & Rose, 2007). The dimension of interpersonal academic writing discussed here is described within the broad field of Systemic Functional Linguistics (SFL). Therefore, this chapter contains basic postulates of SFL, which provide the framework for the theoretical model in the dissertation. This is followed by the description of the theoretical model itself, namely Appraisal Theory. Subsequent sections comprise the explication of Attitude, Engagement and Graduation, as key theoretical constructs of Appraisal, as well as their detailed taxonomies. The final section is dedicated to the studies undertaken to explore Appraisal Theory in academic discourse, explaining and illustrating how this theory can be applied in the analysis of scientific writing.

### 2.1 Systemic Functional Linguistics

According to Martin and Rose (2007), SFL incorporates two perspectives on discourse. The first one is known as the strata of language, involving grammar, discourse and social context. The second perspective comprises three general functions of language in social contexts, known as ‘metafunctions’, which involve enacting relationships, representing experience and organizing discourse as meaningful text. Hence, this theory resides between the work of grammarians and social theorists. It employs tools to identify the role of wordings in texts and explain why they produce some particular meaning (Martin & Rose, 2007).

Systemic-functional approach to language was developed by M.A.K. Halliday’s work in the 1960s. Through his work and the work of his associates, SFL has been recognized as a useful descriptive and interpretative tool for analyzing language as a meaning-making resource (Eggins, 2004). According to Halliday and Martin (1993), SFL is not concerned with the description of language as a system of rules but with speakers’ meaning potential. Furthermore, SFL is oriented to texts rather than sentences, where grammar is treated as the realization of discourse. One of Halliday’s major contributions to linguistics is a thorough

development of functional English grammar, concerned with explaining how grammar makes meaning in written and spoken text, but also a semantic component of a grammar in text generation (Halliday & Matthiessen, 2004). Namely, Halliday and Matthiessen (1999) explain that a systemic grammar belongs to functional grammars, which means that it is semantically oriented. A characteristic of the systemic theory is its comprehensiveness. It is concerned with language in its entirety where one of its aspects is understood with the reference to the total picture. The total picture encompasses solidarity relations between texts and social contexts, including the social practices they realize. Contrary to formal grammar, which is semantically arbitrary, a systemic grammar is semantically natural. Finally, SFL observes language as a meaning-making system rather than a meaning-expressive one, which means that it is a system for construing meaning and not “a conduit through which thoughts and feelings are poured” (Halliday & Martin, 1993, p. 23).

The following sections describe the basic tenets of SFL theory relevant to this dissertation.

### 2.1.1 Architecture of Language

The fundamental theoretical concept of SFL is based on the architecture of language whose basic dimensions are axis, stratification, instantiation, metafunction and rank (Halliday & Matthiessen, 2004) (Table 1). These dimensions together build linguistic comprehensiveness and enable the study of language in context.

**Table 1**

*Dimensions of language in context* (adapted from Halliday and Matthiessen (2004) and Fryer (2019))

<b>Dimension</b>	<b>Orders</b>
Axis	paradigmatic – syntagmatic
Stratification	semantics – lexicogrammar – phonology/graphology
Instantiation	instance – sub-potential or instance type – potential
Metafunction	ideational (logical, experiential) – textual – interpersonal
Rank	clause – phrase/group – word – morpheme

In view of the SFL framework, language is considered polysystemic, i.e. a system of complementary systems (Fryer, 2019). This approach takes into consideration the relationship between system and structure. Axis relates system and structure through the paradigmatic and syntagmatic axial realization (Halliday & Matthiessen, 2004; Halliday, 2009; Fryer, 2019). According to Halliday (2009), paradigmatic axis refers to systems related in delicacy whereas syntagmatic axis relates structures in ranks. In other words, paradigmatic relations distinguish between choices within a system while syntagmatic relations pertain to the chain or structure derived from selections within that system. In axial realization, paradigmatic relations are achieved through syntagmatic ones (Fryer, 2019).

These authors build their systemic theory upon three interrelated levels of language – semantics, grammar and phonology/graphology. The relationship between these levels is represented as concentric circles where grammar appears in the environment of semantics and provides the environment for phonology. The ordering of these levels is known as stratification. The three strata are differentiated according to order of abstraction and related by means of realization. It follows that semantics, or the system of meaning, is realized by lexicogrammar, which comprises grammatical structures and lexical items, also known as ‘wording’. In SFL, the term “grammar” stands for “lexicogrammar”. Halliday and Matthiessen (1999; 2004) adopt a functional approach to extend the domain of grammar in the direction of semantics. More precisely, lexicogrammatical resources contribute to the level of semantics by 1) marking cohesion and 2) creating logogenetic patterns. The accumulation of logogenetic patterns and resources of cohesion develops the structures in a text, which are the structures of meaning rather than wording. Firstly, the system of cohesion refers to textual resources that have the ability to transcend grammatical units and indicate semantic relationships in the unfolding text. Secondly, logogenetic patterning is based on instantiation, which leads us to the third dimension of the architecture of language.

Instantiation is the relationship between an instance and a generalized instance type. It is a shift from a single instance to a pattern of instances as the text unfolds, which may result in a generalized system characteristic of a certain type of text or register (Halliday & Matthiessen, 1999; 2004). Matthiessen, Lam and Teruya (2010) clarify that the instance is observed as one pole of the instantiation cline, the other being the potential. The instance pole of the cline is the place where the potential is instantiated. The authors emphasize the importance of instantiation regarding scientific engagement with language. To be precise,

systemic-functional linguists study language as a phenomenon by observing, sampling and analyzing instances at the instance pole of the cline of instantiation, which are texts. Based on the analysis of instances, they can progress towards the potential pole and make generalizations about sets of texts or text types.

The fourth dimension we shall describe refers to metafunctions. Halliday and Matthiessen (1999; 2004) explain that the semantic “environment” of grammar consists of three parts: 1) a knowledge base, which is the experiential domain where grammar operates; 2) a text planner, referring to the appropriate rhetorical structure of the discourse; and 3) features of the writer-audience relationship. These three constituents correspond to the three metafunctions of SFL, one of which represents a research framework of this dissertation. Namely, the content plane of a natural language extends over ideational, textural and interpersonal modes of meaning, which are referred to as metafunctions.

According to Marin and Rose (2007), these three metafunctions are intertwined with each other as the discourse unfolds, and we can observe any piece of discourse from any of these perspectives. The ideational metafunction is related to construing human experience, to which certain lexicogrammatical resources are dedicated. It names things, construes them into categories and construes categories into taxonomies. For example, *houses*, *cottages*, *garages* and *sheds* all belong to the category of *buildings*. Also, it involves the interpretation of the world around us, but also inside us, such as emotions and thoughts. The ideational metafunction can be experiential and logical. The experiential component refers to the representation of processes themselves, whereas logical relates one process to another. The mode of meaning which relates to the construction of text is textual metafunction. Textual metafunction does not originate in an extrinsic context, but is intrinsic to language itself. It refers to systemic resources of language required for the creation of discourse. Also, it enables each instance of text to make contact with the context of situation as well as other instances of text (Halliday & Matthiessen, 1999). Finally, interpersonal metafunction refers to enacting social relations, both those that define society and those related to the immediate dialogic situation. Eggins (2004) adds that interpersonal metafunction involves the component of purpose, by which any use of language is motivated.

Finally, rank is the fifth dimension that builds up the architecture of language. It is a compositional aspect of language where compositional layers, or constituents, are organized hierarchically (Halliday & Matthiessen, 2004; Matthiessen, Lam & Teruya, 2010; Fryer, 2019). Namely, units of the higher rank are composed of the units of the rank below. In other words, larger units are composed of smaller units. Such a hierarchy of units is called a rank

scale, where each step in the hierarchy represents a rank. Halliday and Matthiessen (2004) identify four rank scales with their own compositional hierarchy in English. The rank scale of phonology consists of tone group, foot/rhyme group, syllable/hemisyllable and phoneme. Secondly, on the rank scale of graphology there are sentence, sub-sentence, word and letter. Next, there is rhythm, which involves stanza, line, foot/metric and syllable. The fourth rank scale is lexicogrammar, incorporating clause, phrase/group, word and morpheme (Table 2).

**Table 2**

*Rank scales in English* (adapted from Halliday and Matthiessen (2004))

<b>Rank scale</b>	<b>Compositional hierarchy of ranks</b>
Phonology (sound)	tone group - foot/rhyme group - syllable/hemisyllable- phoneme
Graphology (writing)	sentence - sub-sentence - word - letter
Rhythm (spoken verse)	stanza – line - foot/metric - syllable
Lexicogrammar	clause - phrase/group - word - morpheme

According to Matthiessen, Lam and Teruya (2010), the function of one rank is realized by the rank below. For instance, in lexicogrammar, clauses are realized by phrases, phrases by words and words by morphemes. This applies to other rank scales as well.

Finally, in an attempt to position the present study in relation to the dimensions of language in context, we can make the following conclusions:

- 1) In terms of stratification, the research is focused on analyzing grammatical structures and lexical items employed to reveal how the authorial voice positions itself in relation to the putative readers and prior knowledge. Hence, the analysis is situated at the lexicogrammatical stratum.
- 2) When the dimension of instantiation is concerned, it is stated above that the study of language within the scope of SFL starts from an instance, which is a single lexicogrammatical resource, and progresses towards the other cline of the instantiation pole in order to make generalizations about a particular text type. In this case, generalizations are made about abstracts as a genre of interest. Therefore, the study cannot be located at a particular point of the instantiation pole; its position is rather dynamic.
- 3) Concerning metafunctions, interpersonal meaning in a text incorporates the expression of the writer-reader relationship as well as the writer's attitude towards the subject

matter, which goes beyond the exchange of information. Therefore, the study addresses interpersonal metafunction.

## 2.2 Appraisal Theory

Within the field of SFL, Appraisal theory provides an approach to the analysis of meaning-making resources employed to enact interpersonal metadiscourse. Such linguistic resources are integrated as the “the language of evaluation” (Martin & White, 2005; White, 2015). According to White (2015, p. 1), this theory groups together different aspects of evaluation, such as “positive and negative assessments, by which the intensity or directness of such attitudinal utterances is strengthened or weakened and by which speakers/writers engage dialogistically with prior speakers or with potential respondents to the current proposition”.

The analysis of interpersonal metadiscourse, including assessments and attitudes, has been examined from several different linguistic perspectives, which has developed into some major approaches to this function of language. Such threads of research involve the concepts of evidentiality (cf. Chafe, 1986), stance and voice (cf. Hyland & Guinda, 2012), hedging (cf. Hyland, 1998), Appraisal (cf. Martin & White, 2005), and others. The importance of all of these approaches lies in constituting self-representation in writing, positioning oneself in the relation to the community and relevant issue and crafting convincing arguments (Zhang & Cheung, 2017).

In Appraisal theory, Martin and White (2005) indicate that the theory proposes interpretations at the level of discourse semantics for three reasons. Firstly, evaluative language goes beyond grammatical boundaries since it can be realized across a range of lexical and grammatical categories. Secondly, the interpretation of grammatical metaphors introduces certain tension between wording and meaning. They claim that this theory complements interpersonal meaning with two other systems – negotiation and involvement. Negotiation focuses on the interactive features of discourse, speech function and exchange structure, whereas involvement targets non-gradable resources for negotiating tenor relations. Appraisal itself takes into consideration both the epistemological and interpersonal expressions, thus providing a comprehensive model for construing the value of social experience (Oteíza, 2017).

The evaluative language described within this theory provides the mechanisms by which the interpersonal metafunction operates. More precisely, such mechanisms present

speakers'/writers' feelings, tastes and opinions categorized by degree and intensity, and also interpret propositions as more or less warrantable, thus aligning or disaligning them with value positions in a particular communicative context (White, 2015). Martin and Rose (2007) foreground the interactive nature of discourse where social relations are negotiated and things, people's characters and their feelings are evaluated. Appraisal resources, therefore, present an integral part of the negotiation of meanings, in both spoken and written texts, where speakers/writers can construct particular personae for themselves (Martin, 2000).

The contribution of Appraisal theory is its comprehensive approach to studying evaluation as "options in networks of semantic categories for expressing Attitude, for manipulating the strength of those values (Graduation) and for introducing and managing other voices and positions (Engagement)" (Hood 2004, p. 49). Additionally, Hood (2004) adds that these semantic categories can be expressed through a range of lexicogrammatical choices with the emphasis on how meanings are construed across such choices rather than the function of each choice.

The beginnings of Appraisal theory can be traced back to the 1980s and 1990s, when a group of academics, led by James Martin, attempted to extend the research of interpersonal meaning in SFL beyond the level of grammar since such a limited approach omitted a more detailed description of the semantics of evaluation (Hood, 2004; Wei et al., 2015). According to Hood (2004), the emergence of the theory of Appraisal starts with Martin's paper "Macroproposals: Meaning by degree" in 1992. In this paper, Martin (1992) raises the question of grammatical resources for grading, thus stating that such resources arrange comment, evaluation and attitude by degree, such as high, median and low values. As Martin (2014, p. 20) himself states, his linguistic work accords with Halliday's 1950s dream to create a socially accountable linguistics which would put language in its social context and, at the same time, put linguistics in its social context "as a mode of intervention in critical social practices". However, for Halliday, evaluative meaning was scattered across various systems – process types (affective mental processes) at clause rank, attitude in nominal groups, comment in adverbial groups and connotation for words (Martin, 2014). Also, Halliday's SFL made no reference to the interpretation of feelings, estimations and judgments, which triggered a new approach to interpersonal language within SLF. In this regard, Martin and his associates shifted their focus from grammar to lexis and developed a systemic lexicogrammatical framework. Furthermore, they wanted to emphasize the need to move beyond the clause in the analysis of text structure and create a system that would generalize across these diverse lexicogrammaticalizations, which brought attention to discourse, and later to

discourse semantics (Martin, 2014). All things considered, the Appraisal theory provided a model for referring to semantic resources, including words, phrases and structures to negotiate emotions, judgments and valuations (Wei et al., 2015; Oteíza, 2017).

The endeavor initiated by Martin was fundamentally established in the Sidney School of linguistics, which then accelerated the progress in the research of the language of evaluation (Oteíza, 2017; Martin, 2014). The first research within the Appraisal framework was concerned with evaluative meanings in English, having in mind that the evaluative categorization of linguistic resources did not necessarily operate in other languages. The subsequent research focused on the evaluation in other languages, thus enabling the comparison between English and some other languages and across languages in general (White, 2015). The development of the theory considered studies undertaken on various discourses, such as discourse of science, history, administration, media, literary texts, popular science, legal discourse, school writing, infant language as well as casual conversations (Hood, 2004; Hood, 2010; Wet et al., 2015). This proves that Appraisal tools can be an effective and comprehensive framework for the analysis of interpersonal meaning due to the systematization that they offer and broad application to various discourses.

The taxonomy elaborated in this theory involves three categories –Attitude, Engagement and Graduation. Attitude is a framework for mapping feelings more comprehensively or a system of meanings for expressing feelings (Martin &White, 2005; Babaii, Reza Atai & Saidi, 2017). Engagement involves the resources of dialogic positioning, i.e. mechanisms by which speakers/writers adopt different stances towards a particular attitudinal proposition in the text and those they address. In many aspects, Engagement is comparable to evidentiality (Martin &White, 2005; White, 2015). Graduation concerns resources for intensifying and mitigating meanings and adjusting boundaries of semantic categories, both modulating meaning by degree (Martin & White, 2005; White, 2015).

### 2.3 Attitude: Affect, Judgment and Appreciation

In traditional terms, Attitude involves the semantic regions known as emotion, ethics and aesthetics. In Appraisal system, these categories are called Affect, Judgment and Appreciation, respectively. According to Martin and White (2000; 2003; 2005), Affect is fundamental to each of these categories as it is an expressive resource we are born with, whereas the other two have evolved for the purpose of socialization. Namely, Judgment is Affect recontextualized to control behavior and appreciation is affect recontextualized to

manage taste. Also, the realization of these categories varies across a range of lexicogrammatical structures and can be adjusted by degree (Martin, 2000; Martin & White, 2005). The essence of the attitudinal linguistic resources is their meaning-making potential since they typically do not have fixed attitudinal meaning. It is rather activated in context (White, 2015).

White (2011) draws attention to the interplay of these categories as all of them are grounded in feelings. In Affect, emotional reactions are directly indicated as personal mental responses of humans to some stimulus. However, in Judgment and Appreciation, “these feelings are institutionalized in some way and are recast as qualities which inhere in the evaluated phenomenon itself” (White, 2011, p. 19). For example, ‘I like her’ is the individual reaction of the speaker/writer thus belonging to the category of Affect. ‘She is naughty’ is a negative feeling towards a person which is revoked as a proposal about her behavior. Since this feeling is institutionalized as ethics/morality, this example represents Judgment. Under Appreciation, there is a feeling institutionalized as aesthetics/value as in ‘This picture is beautiful’ (White, 2011).

Affect groups together the attitudinal meanings presented as emotional reactions (White, 2015). Those emotional reactions can be either positive or negative. In a text, such positive or negative assessments belong to the speaker/writer or the third party (White, 2011). In order to classify Affect, Martin and White (2005) rely on the following points:

- 1) Feelings can be interpreted as positive or negative by the culture. Here, positive feelings refer to the enjoyable experience whereas negative feelings refer to the experience that is better avoided (e.g. “the man was happy” is a positive Affect, “the man is sad” is a negative Affect)
- 2) Feelings can be realized as an emotional outburst which includes some paralinguistic or extralinguistic manifestation or an internalized emotive state or ongoing mental process (e.g. “the man wept” vs “the man was sad”).
- 3) Feelings can represent a reaction to some specific emotional trigger or a general ongoing mood (“her behavior displeased him” vs. “he was sad”).
- 4) Feelings can be graded on scale of intensity from low to high (“he dislikes her” vs “he hates her”).
- 5) Feelings can include intention (rather than reaction) regarding a stimulus which is unrealis (rather than realis). For example, “he disliked leaving” vs. “he feared leaving”.
- 6) The classification of Affects involves four subclasses: (dis)inclination, (un)happiness, (in)security and (dis)satisfaction. (Un)happiness involves the affairs of the heart, such as

sadness, hate, love; (in)security covers emotions related to ecosocial well-being – anxiety, fear, confidence and trust; and (dis)satisfaction includes emotions concerned with telos (the pursuit of goals) – ennui, displeasure, curiosity, respect (Martin & White, 2005; Read & Carroll, 2012; Oteíza, 2017).

Considering the realization of Affect, Martin and White (2005) propose two aspects—inscribed and invoked. Inscribed affect involves explicit lexicogrammatical realizations in the text, whereas invoked Affect goes beyond direct wordings and includes meanings that provoke or invite Affect. Similarly, Bednarek (2008) uses the terms ‘emotion talk’ and ‘emotional talk’, where the former comprises linguistic expressions that denote emotions and the latter comprises verbal, non-verbal, linguistic and non-linguistic resources that conventionally signal emotions (Bednarek, 2008; Ariztimuno 2016).

Judgment is the assessment of human behavior or character in the context of ethics, social acceptability and social norms (White, 2011, 2015). Similar to Affect, Judgment can be positive or negative, corresponding to positive or negative assessment of human behavior (Martin, 2000). The taxonomy of Judgments incorporates those dealing with social esteem and social sanction. Social esteem refers to admiration and criticism, while social sanction involves praise and condemnation. Judgments of social esteem are further divided into normality (how special someone is), capacity (how capable someone is) and tenacity (how resolute someone is). Judgments of social sanction involve veracity (how truthful someone is) and propriety (how ethical someone is) (Martin & White, 2015; Oteíza, 2017; White, 2011).

Whereas Judgment evaluates human behavior, Appreciation represents the assessment of ‘things’, including performances and natural phenomena (Martin & White, 2005). As with Affect and Judgment, it can also be positive or negative. According to Martin and White (Martin, 2000; Martin & White, 2005), Appreciation is organized around three variables – reaction, composition and valuation. Reaction refers to the degree to which the text/process attracts the reader’s attention or the impact it has on them. Composition deals with one’s perception of proportionality (balance) and detail (complexity) in a text/process. Finally, valuation addresses one’s assessment of the social significance of a text/process, i.e. how innovative, authentic and timely they are.

As Martin and White (2005) point out, there is a need to establish social semiotic principles for classifying lexis into abovementioned attitudinal categories and to establish clear borders. These principles may emerge from corpus studies, developed argumentation or both. So far, it has been considered that the canonical grammatical realization of Attitude is adjectival.

## 2.4 Engagement – Monoglossia and Heteroglossia

The system of Engagement is concerned with linguistic mechanisms used by speakers/writers to adopt a stance towards the attitudinal propositions in a text and their addressees and thus engage the addressees in the process of evaluation (Martin & White, 2005; Stojičić & Figar, 2018). The meanings grouped together as Engagement are not understood in truth functional terms but as possibilities for the authorial voice to position itself towards alternative viewpoints and other voices in a communicative event (Martin & White, 2005; White, 2015). This intersubjective stance is called dialogic positioning and the aim of this framework is to recognize and classify the dialogistic effects of the meaning in context. The abovementioned linguistic mechanisms consist of a variety of lexical and grammatical forms which achieve a specific rhetorical effect in context. Therefore, they operate on the level of discourse semantics.

According to Martin and White (2005), Engagement is concerned with whether the authorial voice is neutral, undecided or stands with or against other speakers/writers and their value positioning. In other words, authors negotiate their alignment or disalignment with such positionings referenced by the text. Therefore, they engage with other speakers/writers and prior utterances in the same sphere, thus creating a community of shared beliefs and values. As a subcategory of Appraisal, Engagement includes those meanings that establish a dialogic relationship with prior knowledge, alternative viewpoints and putative readers. As a result, they construe for the text a heteroglossic backdrop. However, there are those assertions that are considered intersubjectively neutral, objective and factual. Such formulations attend only to the issue of truth conditions, not taking into consideration dialogistic functionality. They are called bare assertions. Such monoglossic or single-voiced propositions are considered inert as they have no dialogistic alternatives (Martin & White, 2005). According to Bakhtin (1981), bare assertions are the so-called authoritative or prior discourse whose authority has been acknowledged in the past. Their semantics is static and they have a single meaning. Consequently, they do not engage with alternative propositions.

We can deduce that the broad classification of Engagement involves monoglossia ('single voice'), in which the utterances do not allow for alternative viewpoints, and heteroglossia ('diversity of voices'), by which the voice in the text invokes other voices. Martin and White (2005) illustrate this classification in the following way:

- 1) "The banks have been greedy", is an example of a monoglossic utterance, which needs no justification nor allows for dialogistic alternatives.

2) “In my view the banks are greedy”, represents a heteroglossic utterance, which opens for discussion and alternative viewpoints.

Martin and White (2005) add that the positioning of utterances as either monoglossic or heteroglossic is complex and affected by a range of factors, such as the communicative objectives being pursued by the whole text (whether it narrates, argues, explains or else), the role of the proposition with the reference to this objective and the nature of the proposition itself.

## 2.5 Graduation

Graduation, as the third dimension of Appraisal, is concerned with attitude by degree or “manipulation of degrees of values”. Attitudes can be graded in two ways – by ‘force’ and ‘focus’. Force addresses the degree of intensity whereas focus sharpens or softens the boundaries of categorical meanings (Hood, 2010). Martin and White (2005) advocate that Graduation operates over both Attitude and Engagement and the difference in scaling is based on the nature of the meanings that are scaled.

In force, the assessment of degree covers the domains of quality (e.g. *extremely* foolish, *slightly* sad) and processes (e.g. This *slightly* disturbed me), which is referred to as intensification, as well as amounts (e.g. *small* problem, *many* miles), which is referred to as quantification (Martin & White, 2005).

Martin and White (2005) distinguish between two lexicogrammatical classes of intensification – isolating and infusing. When the up-scaling/down-scaling is realized by an isolating or individual item whose sole or primary function is to set the level of intensity, we refer to the isolating mode of intensification (e.g. a *bit* miserable, *somewhat* possible, happier etc.). With infusing, there is no separate lexical item whose sole function is to convey intensity. Up-scaling/down-scaling is conveyed as just one aspect of the meaning of a particular lexical form (e.g. this *frightened* me, the price *inched up* etc.).

Quantification, which refers to the scaling of amounts, involves both concrete (e.g. *many* sharks) and abstract quantities (e.g. *many* problems). Also, grading in terms of quantification can be performed with respect to number (e.g. *many* things), mass or presence (e.g. a *small* problem) and extent in time and space (e.g. *long-lasting* friendship, *widespread* hostility). The majority of quantifications are isolating rather than infusing (Martin & White, 2005).

Focus applies to experiential categories which are clearly bounded by some sufficient or necessary conditions. It means that they are not scalable in experiential terms and Graduation functions to reconstrue these categories so that they can be part of scalable clines of prototypicality. In the example *They don't play real jazz*, the experiential category of jazz music is defined by certain factual properties. Nevertheless, in this example, jazz music is reconstrued in such a way that it is no longer an either-or category, but a matter of degree (Martin & White, 2005; Hood, 2010).

Focus enables the sharpening and softening of categorical boundaries, which are referred to as up-scaling and down-scaling, respectively. Sharpening involves prototypical examples which are marked by a positive attitudinal assessment (e.g. a *real* father) whereas softening is characterized by a marginality flag and a negative assessment (e.g. they *sort of* play jazz) (Martin & White, 2005; Hood, 2010; Stojičić & Živković, 2020).

Whereas Martin and White's (2005) system network of focus identifies the categories of sharpening and softening, Hood (2010) identifies another taxonomy comprising fulfillment and valeur. Fulfillment encodes the degree of completion of the process, which can be nominalized as well (e.g. the findings *achieved* statistical significance, *achievement*). Valeur expresses a degree of authenticity and specificity of the categorical meaning (e.g. *real* audience, the *general* thrust of the conclusion).

## 2.6 Appraisal in Academic Discourse

According to Hood (2012), academic discourse foregrounds experiential meaning, but it is evaluative at the same time as its role is to both represent and persuade. At the surface level, academic texts describe the object of study and other research and knowledge in the field. However, there is the second layer beyond description, which functions to persuade the reader of the warranty of the author's position (Hood, 2010). The latter belongs to the domain of interpersonal metafunction. Regarding the management of interpersonal meaning in academic writing, authors are often discouraged from overtly expressing their positioning. For example, the objectivity of an academic text is achieved by avoiding first person pronouns or replacing subjective projection of ideas (e.g. *in my opinion, I think*) with more objective expressions (e.g. *it is likely that*). The major difference between experienced and novice academic authors is "cautious criticism and humble reporting of results". For example, young learners try to maintain familiarity with the community and engage with them while respecting status hierarchies, thus imitating academic features, which may result in excessive

engagement. PhD candidates show greater autonomy in deciding whether to follow or disregard conventions, but still try to avoid criticism.

Despite the emphasis on the objectivity of expression, these novice authors are criticized for the lack of their evaluative stance in their academic texts. For example, when referring to the contributions of other authors, they do not indicate their position to such ideas (Hood, 2010; Guinda & Hyland, 2012). Experienced authors use strategies, such as adoption of roles (e.g. arguer, interpreter, observer). They may also choose to foreground the knowledge or the knower and utilize an array of the rhetorical, thematic and lexicogrammatical options for self-representation (Guinda & Hyland, 2012). This somewhat contradictory stance indicates the importance of both objectivity and subjective positioning. Thus, both positions are relevant for gaining control over academic texts (Hood, 2010). From this perspective, Appraisal theory offers a suitable theoretical framework for explaining the process by which academic authors generate their evaluative stance towards topics being discussed and other scholars who hold a viewpoint on the same topic.

Expressions of evaluation serve as invitations of authors to encourage the readership to align around the values expressed and build a relationship of solidarity with them, that is, to persuade readers of their position. Persuasion involves convincing the reader that the object of study is significant, that there is space for new knowledge in the field and that the author's own research contributes to the expansion of such knowledge (Hood, 2010). Hood (2010) also acknowledges the option of attributing evaluation to other voices in academic text, by which authors avoid committing themselves to such positions. Drawing on external voices can also add authoritative force to the author's position. These techniques employed by academic authors are called evaluative strategies.

The analysis of the language of evaluation in academic writing is of particular importance in the context of academic English due to its growing significance in academic publishing as well as the increase in the number of international students whose medium of instruction is English (Hood, 2010; Ngo & Unsworth, 2015). Within Appraisal framework, researchers explore evaluative strategies in academic texts across various disciplines, languages, levels of study and cultures. Furthermore, the distribution of such strategies can vary with regard to genre, academic proficiency and the way English is taught (Xiaoyu, 2017). Variations may be found between scientific writing in English and other languages, as well as native and non-native English writing. All these variations are potential lines of research, some of which are presented in the following paragraphs. Since Appraisal

framework studied in academic texts has emerged relatively recently, it is thus not surprising that this aspect of SFL is still under-theorized (Hood, 2004).

One of the aspects of Appraisal in academic writing with special reference to its pedagogical implications is provided by Hood (2004, 2010, 2012), who studied introductions to research articles as a micro-genre. She finds that the consistency of the function of introductions as research warrants is quite strong, even though it depends on the discipline, topic, research approach and perceived strength of other arguments. Typically, evaluative strategies are considerably denser when authors describe their object of study than in the description of other studies. In pedagogic practices, the identification of a common general social purpose of introductions is relevant in the context of English for academic purposes, where the analysis of introductions to already published articles can assist teachers who offer academic language support “to model texts for students and jointly deconstruct them with students” (Hood, 2010, p.71). In her PhD dissertation, Hood (2004) draws on Appraisal to analyze introductions to published research articles and undergraduate student dissertations. These two types of texts are not directly compared, but student texts are studied relying on the theoretical framework which emerged from the analysis of published research articles. Hood observes a strong degree of commonality between these two types of texts, which she interprets as students reproducing the evaluative strategies found in published articles. One of the observations pertains to the conclusion that writers in both types of texts encode three types of voice - observer voice, investigator voice and critic voice. The author situates the pedagogical implications of this study at the level of new forms of discourse in English as a second language, where final year students are required to write their own research and position in relation to prior knowledge. Again, the motivation was to assist novice writers to manage their own evaluative stance.

Another approach is taken by Fryer (2019) who primarily focused on linguistic implications of Appraisal in his PhD dissertation. Namely, this author analyzed Engagement, a subsystem of this theory, in medical research articles, taking a multisemiotic and systemic-functional perspective. He investigated not only verbal but also visual and mathematical resources and how they are integrated, combined and distributed in order to determine how medical research writers position themselves in relation to different voices and propositions. The aim of this study was to reveal to what extent the use of those resources reflects disciplinary practices of medical research. The author concludes that medical research discourse tends to restrict the scope of alternative voices, compared to mass-media and

education discourses, which is a significant cross-disciplinary observation. However, in the field of academic discourse, medical research articles show noteworthy dialogic diversity.

One more area of investigation within the Appraisal system concerns disciplinary variation. Zhang and Cheung (2017), for example, examined Engagement resources in literature review sections of research articles in the fields of computer networks and communications and second language writing. In essence, the authors' aim in this study was to show variation between hard and soft disciplines. Their results show that the difference lies in two out of eight Engagement resources, which suggests that authors in the field of computer networks and communications emphasize the justification of methodological choices, whereas scholars in second language writing focus on developing research hypothesis. Furthermore, the use of evaluative language through the lens of Appraisal can be examined in native and non-native English writers.

Bahmani, Chalak and Tabrizi (2021) conducted a qualitative study to analyze evaluative strategies in research articles written in English by American and Iranian authors, focusing on discussion sections. All articles were in the field of applied linguistics. Their results indicated that the academic writing of native English speakers contained a more authorial stance of Attitude compared to the non-native sub-corpus. Also, both native and non-native corpora contained a higher number of instances of inscribed Attitude than evoked Attitude. Nevertheless, the findings revealed that the use of idioms as evoked Attitude was more frequent in non-native authors. Another perspective that we will mention pertains to the analysis across languages. In light of Appraisal theory, Saidi (2021) investigated the differences between English and Persian academic research articles published in peer-reviewed journals in the field of nutrition. Despite cultural variation, his results found no significant discrepancy between English and Persian academic research studies in the use of Appraisal resources in all three subsystems.

A comprehensive analysis of studies investigating Appraisal across various genres and micro-genres of academic texts, as well as different disciplines, languages and academic levels, suggests their two-fold purpose. One of its fundamental contributions is the expansion of the linguistic investigation of evaluative stance where an alternative to pragmatic analysis of interpersonal meaning is provided. Since this framework is used in a variety of contexts, each study individually contributes to the refinement of the theory and its applicability can be adapted to a specific research purpose, which altogether contributes to its continuing development. Secondly, there is a pedagogic attempt to assist young writers to both deconstruct evaluative strategies in given academic texts and communicate their own

evaluative stance in academic context. This pertains to the students of English as a second language, especially those who pursue tertiary-level education in an English speaking country. Also, novice academic writers can particularly benefit from theorizing how evaluative stance is constructed as they are directly instructed how to achieve evaluative precision in their own work. This aspect belongs to the field of English for Academic Purposes. In view of this, we can assume that such studies represent an intersection between linguistics and education (Hood, 2004; Ngo & Unsworth, 2015).

### 3. HETEROGLOSSIA AND ENGAGEMENT

This chapter presents a detailed explanation of the key theoretical constructs of heteroglossia and Engagement. Since monoglossic Engagement entails single-voiced utterances which do not invoke other viewpoints, it will not be examined in this dissertation. Monoglossic utterances present propositions as unquestioned, without referencing alternative positions or voices (Martin & White, 2005). The discussion on heteroglossia and Engagement starts with the elaboration of the dialogic approach to language and is followed by a detailed taxonomy of the resources of dialogic positioning, on which we base the analysis of our sample. The final section explores the sources of alternative voices invoked in academic discourse.

#### 3.1 Dialogic Theory of Language and Heteroglossia

According to Kent and Taylor (2021), the communicative concept of dialogue originally emerged as a process or technique for discovering truth by subjecting ideas to deliberation and scrutiny. The same authors advocate that the term ‘dialogue’ is not only used informally to indicate a conversation between two or more people, but also as a scholarly concept based on sound theory and communication principles. In that sense, dialogue has been explored as a philosophical, moral, ethical and meaning making resource (Kent & Lane, 2021). In language studies, examining both written and spoken language as dialogue involves directing attention to linguistic resources that bear traces of the interpersonal and interactional nature of discourse (Bondi, 2017).

The dialogic approach to language draws especially on the work of Bakhtin (1936/1981) and Vološinov (1929/1973), who formed the so-called Bakhtian Circle of linguistic thought. According to Bakhtin (1936/1981), all rhetorical forms are oriented towards listeners and their response, which is considered the fundamental feature of rhetorical discourse. The relationship between writer/speaker and reader/listener constitutes the very internal construction of such discourse. Open orientation towards the interlocutor has typically been acknowledged in everyday dialogue; however, Bakhtin (1936/1981) set the idea that every other type of discourse is responsive. In his view, there is no active understanding without a response. Previously, linguistics only recognized a passive understanding of discourse where an utterance was interpreted against the backdrop of language, instead of other concrete utterances on the theme. With Bakhtin, the principle of

active and engaged understanding was established. Similarly, Vološinov (1929/1973) advocated that one's consciousness is filled with semiotic content only in interaction with another individual consciousness. This philosophy of language is known as 'Bakhtinian dialogism'.

Within the dialogic philosophy of language, heteroglossia is an important concept since it describes the multiplicity and interrelation of voices encoded in an utterance (Rus. *raznorecie, raznorecivost*) (Bakhtin, 1981, as cited in Fryer, 2019). According to Hood (2010), heteroglossia is dialogism of written texts. Dialogic perspective deals with the relationship that the speaker/writer enters into with prior utterances in the same sphere as well as with the listener/reader who has previously taken a stand with respect to the same issue; consequently, this creates a socially-constituted community of shared beliefs and values (Martin & White, 2005).

The work of the Bakhtin's Circle on dialogic philosophy of language was integrated into Appraisal theory by Martin and White (2005). Their framework of Engagement, as part of a wider Appraisal network, is directed towards modeling key dialogistic effects associated with meanings. This framework entails resources of intersubjective positioning and their role in meaning-making processes by which authors negotiate their alignment or disalignment with value positions referenced in the text and the abovementioned community associated with these value positions. This means that, when presenting their attitudinal positions, authors invite their putative addressees to endorse the feelings, tastes or normative assessments they presented. Such a relationship embodies dialogic orientation of discourse. One of the central concerns here refers to the ways in which the resources of intersubjective positioning are modeled. Those resources act to "write the reader into the text" since they present the author as "taking it for granted that the addressee shares with them a particular viewpoint, or as anticipating that a given proposition will be problematic (or unproblematic) for the putative reader, or as assuming that the reader may need to be won over to a particular viewpoint" (Martin & White, 2005, p. 95). These possible positions create heteroglossic diversity, in which each resource engages with dialogistic background. Another matter examined in this framework is solidarity with those who hold alternative viewpoints. According to Martin and White (2005), the speaker/writer always has the possibility to maintain solidarity by recognizing other viewpoints as valid. In this sense, solidarity does not refer to alignment or disalignment, but tolerance for alternative positions. Martin and White (2005, p. 96) use a variation on the example *The banks have been greedy*, to illustrate how

solidarity is achieved: *There is an argument, though, **is there**, the banks have been a bit greedy.*

Even though a negative viewpoint of banks' dishonest activities is suggested, it is presented as subject to debate (... *is there*...) and the authorial voice does not align with the suggestion unconditionally. The author acknowledges that this is just one possible position, anticipating that at least some parts of the community will challenge it. Therefore, the author is "potentially in solidarity with both those who hold this negative view of the banks and those who would reject it, on the basis that he recognizes the validity of both viewpoints" (Martin & White, 2005, p. 97).

Heteroglossic diversity involves formulations which indicate a greater or lesser degree of engagement with addressees and their value positions. The author marks such formulations as 'more or as less contentious, agreed-upon, or otherwise dialogistically problematic' (White, 2015, p. 5). White (2015, p. 4) illustrates the range of possible meanings by the following examples: *The media has been lying in its coverage of the gun-control debate; **Obviously**, the media has been lying in its coverage of the gun-control debate; The media, **of course**, has been lying ... **In my view** the media has been lying ...; **Supposedly**, the media has been lying ....*

Such meanings are not understood in truth functional terms but as possible options used by authors to position themselves with regard to other voices and alternative viewpoints. Accordingly, meanings presented as problematic, for example, are likely to be questioned, rejected or accepted, so, every utterance is considered to present authorial stance as it involves some form of dialogic Engagement. Even bare assertions show stance in that they are in no conflict with alternative positions and do not engage with alternatives, which is of itself a stance. The aim of this framework is to systematically outline how such positionings are achieved linguistically (Martin & White, 2005; White, 2015).

### 3.2 Dialogic Positioning

The framework of Engagement incorporates all locutions which enable the authorial voice to position itself with respect to other voices and alternative positions in the same communicative context. Such locutions involve lexically and grammatically diverse wordings and formulations whose rhetorical potential may vary depending on different co-textual conditions. The taxonomy of Engagement displays a variety of categories which represent an apparatus for identifying particular dialogistic positionings associated with given meanings

and showing what is at stake when one meaning is chosen over another. Therefore, when classifying the resources of dialogic positioning into categories, one has to look beyond commonalities in lexicogrammatical structure and examine commonalities in rhetorical effect (White, 2003; Martin & White, 2005).

When alternative positions are acknowledged, which is the case in heteroglossic Engagement, the authors can use formulations to either open or contract the dialogic space for other viewpoints. Therefore, such alternatives are either allowed for or restricted. It follows that the heteroglossic resources can be divided into dialogically expansive or dialogically contractive in terms of their intersubjective functionality, which are the two broad categories of Engagement.

### 3.3 Dialogic Contraction: Disclaim and Proclaim

The purpose of the resources of dialogic contraction is to restrict or limit the dialogic space for alternative viewpoints. Martin and White (2005) explain that the grammar of reported speech is employed to demonstrate this intersubjective functionality. They use the following example to illustrate their point:

*Follain punctures the romantic myth that the mafia started as Robin Hoodstyle groups of men protecting the poor. He **shows** that the mafia began in the 19th century as armed bands protecting the interests of the absentee landlords who owned most of Sicily. He also **demonstrates** how the mafia has forged links with Italy's ruling Christian Democrat party since the war* (Cobuild Bank of English, as cited in Martin & White, 2005, p. 102).

The type of reporting used in this example (*shows, demonstrates*) proposes the attributed propositions (*that the mafia began in the 19th century as armed bands protecting the interests of the absentee landlords who owned most of Sicily, how the mafia has forged links with Italy's ruling Christian Democrat party since the war*) as being true. Martin and White (2005) here suggest that the authorial voice aligns itself with the external voice thus restricting potential contrary positions. Therefore, the space for alternatives is also restricted, which makes these wordings dialogically contractive.

Dialogically contractive meanings include the subcategories of disclaim and proclaim.

### 3.3.1 Disclaim: Deny and Counter

The subcategory termed ‘disclaim’ includes meanings that openly reject dialogic alternatives, which are judged as unfavorable by the author or dismissed as irrelevant. Formulations and wordings in this subcategory are used to invoke alternative positions and then reject them, replace them or consider them unsustainable. In other words, the alternative is identified but at the same time it is held not to apply, which is maximally contractive. Consequently, the ‘size’ of the dialogic space is constrained (Martin & White, 2005; Stojičić & Figar, 2018). Disclaim comprises two options – deny and counter.

The category of deny introduces the alternative position into the dialogue and then rejects it directly. In terms of lexicogrammar, it is typically encoded in negation, e.g. *nothing*, *none*, *no*, *not*, and the like (Martin & White, 2005; Fryer, 2019). In the example *May I repeat my assurances that this is **not the case*** (Martin & White, 2005), the author acknowledges the presence of the belief/claim *that this IS the case*, but denies it categorically. In this case, the authorial voice indicates the disalignment with the third party, thus aligning the putative reader into the opposite position (Martin & White, 2005). In terms of writer-reader solidarity, we can notice that the author corrects the misconception by using the deny feature. This feature is corrective rather than confrontational, which may enhance the solidarity with addressees (Martin & White, 2005; Fryer, 2019).

Similarly, counter invokes a contrary position which is then said not to hold. Whereas the denial is open rejection, countering acts to introduce a proposition which is intended to replace the existing position. Counter is conveyed by a variety of lexicogrammatical resources, such as concessive conjunctions and connectives such as *although*, *however*, *but*, and *yet*, and adjuncts such as *even*, *only*, *just* and *still* (Martin & White, 2005; Stojičić & Figar, 2018; Fryer, 2019). Martin and White (2005, p. 120) illustrate countering with the example ***Even though** we are getting divorced, Bruce and I are still best friends*, where the proposition that the author and Bruce are still best friends is countering the proposition that they are getting divorced. The latter proposition limits what could be expected as the outcome of their divorce. Martin and White (2005, p. 120) add that deny and counter are often combined in such a way that the denying proposition is opposing the expectation arising from an immediately prior or posterior proposition, as in ***Even though** he had taken all his medication, his leg **didn't** look any better*.

As we can see in the example above, the author projects on the audience expectations (e.g. that the leg would look better) shared between the two parties. Consequently, the

countering proposition is aligning rather than disaligning based on the shared expectations, since the author is as surprised as the audience is expected to be. Therefore, the writer-reader solidarity is preserved. However, such solidarity can be at risk whenever an actual addressee does not share the generally accepted belief (e.g. that the leg would look better after taking medications) (Martin & White, 2005).

### 3.3.2 Proclaim: Concur, Pronounce and Endorse

The proclaim category groups together those formulations that rule out alternative positions, thus limiting the dialogic space. Such formulations do not openly reject the alternatives but emphasize the authorial position as highly warrantable, which, consequently, suppresses other positions (Martin & White, 2005; White, 2011; Fryer, 2019). Proclaim involves three options – concur, pronounce and endorse.

The relationship of concurrence represents the authorial voice as being in open agreement with addressees or sharing the same knowledge with them. It is typically encoded in adjuncts such as *naturally, certainly, of course, admittedly, not surprisingly, obviously* and the like (Martin & White, 2005; White, 2011; Fryer, 2019), as in *The Premier, of course, wants us to think what a fine anti-racist fellow he is* (Fryer, 2019, p. 41). Here, the authorial voice explicitly presents its alignment with putative readers, thus being united with them in the same belief, knowledge or attitude (Fryer, 2019). Some alternative position (e.g. that the premier does not want us to think that he is anti-racist) is practically excluded.

Another lexicogrammatical option for expressing concurring positions is a rhetorical question (Martin & White, 2005; White, 2011). Stojičić and Figar (2018) claim that in such questions the author assumes that no answer is required since it is highly predictable and evident, as in *And as for salvation, who knows the way of salvation??* (Stojičić & Figar, 2018). Rhetorical questions are dialogic as the author establishes a dialogue with their addressees in a general sense by inviting them to provide an answer. However, such an answer is universal and based on common sense and shared beliefs. Stojičić and Figar (2018) add that the answer cannot be negotiated, which results in null space for an alternative. Consequently, the author and the audience are fully aligned, thus expressing a high level of solidarity.

Martin and White (2005, p. 124) observe the relationship between concur and counter where the former often occurs as a precursor of the latter, as in *Admittedly, he was badly behaved. But look at what he achieved*. In such cases, the authorial voice first expresses

agreement with the putative reader regarding the proposition, but then rejects the natural assumption arising from the proposition. The author thus admits some validity to the community which perceives the behavior of the person described as faulty only to indicate disalignment from such community and membership of the community which shares opposite values. In the literature, such pairs are described as concessions (Martin & White, 2005).

Pronouncement is a category which covers authorial emphasis or explicit interventions. Authors thus insist upon the value of their proposition, which implies the presence of some opposing viewpoint. Since there is an explicit and an implied viewpoint, it is obvious that such a discourse is heteroglossic, but the author limits the space for alternatives by clearly advancing their own position. The realizations of pronouncement are lexicogrammatically diverse because the category is rhetorically motivated. Martin and White (2005) make an effort to provide an account of its typical realizations on two axes of variation – subjective-objective and explicit-implicit. The subjective-objective distinction depends on whether the authorial voice is overly announced. Objective resources are impersonalized, such as *there can be no doubt that...., really, the fact of the matter is...., indeed*, etc. In *What really differentiates cool from warm couples is greater frequency of negative experiences, rather than fewer positive experiences when together* (Martin & White, 2005, p. 131) the authorial voice intervenes in the implicit commonsense assumption that dysfunctional couples have fewer positive experiences.

Subjective resources are more personal (e.g. *I contend, it was absolutely clear to me that...*). They typically contain personal pronouns as in *It is absolutely clear to me that what Charlotte was arguing was that Crouching Tiger was a bad film to which liberal audiences imputed a significance shaped by their own prejudices* (Martin & White, 2005, p. 128).

The explicit-implicit distinction is made based on the fact whether pronouncement is encoded in a clause that has another clause embedded within it or it is just one element of the clause, respectively. For example, in *I contend it's the worst address by a British Prime Minister* (Martin & White, 2005) the pronouncement feature is encoded in a clause, which makes it explicit. On the other hand, implicit pronouncement is encoded in a single word, such as *really, indeed, ultimately*, etc. Martin and White (2005) add that another way for expressing implicit (subjective) pronouncement is through adding emphasis on the finite auxiliary, as in *I did turn out the lights before I left* (Martin & White, 2005, p. 131). This feature is employed in speech rather than writing, which makes it not as relevant to academic discourse.

Considering writer-reader solidarity, pronouncement can increase the interpersonal risk due to a high level of authorial commitment. When pronouncements challenge the addressee's viewpoint, they pose a threat to solidarity, which can be negotiated by using other dialogic resources. Nonetheless, when pronouncements challenge the third party, the authorial voice and the putative reader can be united against certain dialogic opposition (Martin & White, 2005; Fryer, 2019).

The term "endorsement" refers to the options by which the textual voice ascribes the proposition to an external source. Therefore, such a proposition is valid and maximally warrantable (Martin & White, 2005; Stojičić & Figar, 2018). Endorsement is typically achieved by reporting verbs such as *show*, *prove*, *demonstrate*, *find* and *point out*, and their nominalized equivalents (e.g. *findings*, *determination*, *indication* etc.) (Martin & White, 2005; Fryer, 2019), which we can see in the examples *Complaints about the treatment of the 'Al Qaida' detainees should subside now that Downing Street has released details from a report which **shows** that the British prisoners have 'no substantial complaints' about their conditions* (Martin & White, 2005, p. 126) and *5% were considered by their own doctors to have a clear **indication** for (or, rarely, contraindication to) statin therapy* (Fryer, 2019).

Martin and White (2005) explain dialogic contractiveness of endorsement by the fact that the proposition attributed to a cited source is undeniable, thus leaving no space for alternative viewpoints. Also, in endorsement, proposition is associated with individual subjectivity, which is the subjectivity of the external voice. The authorial, or internal, voice shares responsibility for the proposition and guarantees its warrantability by the abovementioned wordings, thus aligning the reader with the value position presented.

### 3.4 Dialogic Expansion: Entertain and Attribute

The resources of dialogic expansion actively make allowance for dialogic alternatives. In such cases the textual voice distances itself from the given proposition and presents it as open to question or doubtful. Their rhetorical effect is to invite and give attention to alternative positions which, consequently, lowers the interpersonal cost (Martin & White, 2005). Such a discourse is dialogic in that the author acknowledges alternative viewpoints, which are construed as possible and even likely, and authorized to greater or lesser degrees (White 2003). In the example ***I firmly believe** that air traffic control and the safety of both passengers and those who live near and work in Britain's airports are far too important to be trusted to the vagaries of market forces or indeed shareholders interest* (White, 2003, p. 262)

the clause framed by *I firmly believe* is one of a number of possible positions and the putative reader may be in disagreement with the textual voice.

### 3.4.1 Entertain: Modals and Evidentials

The entertain option incorporates the wording by which the textual voice indicates that its viewpoint is overtly subjective, thus representing one of a number of possible positions. Consequently, the author opens up the space for alternative positions. By doing so, the author generally construes solidarity with the putative audience even, in the case when the positions seem to be opposite. The level of solidarity will depend on the context and co-textual elements (Martin & White, 2005; Fryer, 2019). According to White (2011), formulations which entertain the dialogic space incorporate formulations which position the proposition as more or less likely, such as modals of probability, and deductive formulations (e.g. *it seems, apparently, the research suggests* etc.).

Martin and White (2005) classify entertainment resources into modality and evidentiality.

As stated by Martin and White (2005), in terms of the systemic-functional tradition, modality incorporates ‘modals of probability’, ‘reality phase’ and certain types of ‘interpersonal metaphor’. They include modal auxiliaries (e.g. *may, might, could, must*, etc.), modal adjuncts (e.g. *perhaps, probably, definitely*, etc.), modal attributes (e.g. *it is possible that ..., it is likely that ...* etc.), circumstances of the *in my view* type, and certain mental verb/attribute projections (e.g. *I suspect that ..., I think, I believe, I’m convinced that, I doubt*, etc.). All of them are used by the authorial voice to make assessments of likelihood. Such locutions build their heteroglossic backdrop for the text by emphasizing that the grounding of the proposition is inherent to the author’s subjectivity, who thus acknowledges that such a proposition is just one of the possible options.

Some examples of modality are the following:

3.1. ***It is probable*** that the media has been lying... (White, 2015, p. 4)

3.2. This ***may*** be due to the potentiality that writing offers over speaking in that it is more concrete and durable (Fryer, 2019, p. 45)

3.3. The sad aspect of all this is that by giving support to this invasion Blair will be destroying the UN and ***I believe*** will have betrayed the British people (Martin & White, 2005, p. 107)

3.4. *It has been my privilege to have cared for possibly several hundred terminally ill patients* (Fryer, 2019, p. 45).

In these sentences, the authorial voice is highly invested in the proposition, but at the same time, it signals that the proposition is one among a number of potential alternatives and recognizes the possibility of another viewpoint, which is not necessarily in disagreement with the authorial voice. For instance, in the last example, the modal adjunct *probably* does not express the doubt in the number of patients, but indicates that the number given can be slightly higher or lower, thus leaving the space for alternative or more precise quantification.

Martin and White (2005) emphasize the importance of context and co-textual conditions for such locutions, rhetorical effect of which can sometimes be the lack of commitment to truth value on the part of the author. In the example *But before humankind came on the scene, mass extinctions may have been caused by major changes in sea level or disruptions in the food chain* (Martin & White, 2005, p. 107) the putative audience can interpret the authorial commitment as limited due to insufficient knowledge about the causes of mass extinctions. Regardless of the fact whether the author's investment is high or low, alternative positions are allowed for.

Regarding the writer-reader relationship, modalizing locutions makes allowance for alternative voices and different value positions which, consequently, can create potential tension with dialogic alternatives because the value position is not universally shared. However, the very fact of recognizing alternative viewpoints provides the possibility for solidarity with those who hold to different values (Martin & White, 2005).

The category of entertain also includes evidentials, which frame a proposition whose value position is derived via a process of deduction on the part of the author (Martin & White, 2005). Such evidence-based propositions are dialogically expansive in that they present just one among a number of possible positions, but are also contingent and based on the authorial subjectivity. Typical evidentials are *suggest, indicate, appear, apparent, apparently, seem*, etc. (Martin & White, 2005; Fryer, 2013, 2019), as in *His defensive behavior suggests he feels ashamed and guilty that you've discovered his habit* (Fryer, 2019, p. 45).

According to Fryer (2013, 2019), the textual voice uses *suggest* to allow for potentially contrary positions, which opens up the dialogic space. In contrast, when the author uses *show*, the proposition is attributed to an external source with which the textual voice

aligns. In that case, alternative positions are restricted as the external source guarantees the validity of the value position.

Also, the so-called pseudo questions are treated as evidentials. In *Is Tara on a downhill spiral to her bad old ways?* (Martin & White, 2005, p. 110) the putative reader is presented with an open-ended question, where an answer is encouraged. Again, the context and co-textual elements play an important role. In this particular example, the audience is presented with a newspaper headline on a British celebrity, which affects the reader's understanding of the question. Such a question is considered dialogically expansive as any response to it would be considered subjective and one of possible options. Martin and White (2005) suggest that pseudo question may be termed rhetorical. However, whereas rhetorical questions are dialogically contractive in that the answer is universal and obvious, in pseudo questions the addressee is invited to provide an individual answer.

Evidentials are also relevant in modeling intersubjective positioning as they acknowledge and legitimize propositions that may differ from the textual voice (Fryer, 2019). This is the opportunity to provide solidarity among different positions, which modality and evidentiality have in common.

#### 3.4.2 Attribute: Acknowledge and Distance

According to Martin and White (2005), attribution represents dialogic expansion via externalized proposition. It incorporates those locutions which are attributed to some external source, thus dissociating the proposition from the internal authorial voice. Such propositions are most typically framed by the grammar of reported speech and thought, including reporting verbs such as *say, believe, suspect*, etc., nominalizations of these processes such as *belief, assertion, announcement*, etc., and various adverbial adjuncts such as *according to* and *in X's view*. Apart from propositions attributed to some specific external source, this category also includes formulations in which no specific source is specified, such as *reportedly, it is said that*, etc.

As with other Engagement resources, context and co-textual elements play a crucial role in the proper categorization of lexicogrammatical structures. Formulations such as *in X's view, believe, think, suspect* can be classified as both entertainment and attribution but when the value position is attributed to the authorial voice, we deal with the instances of entertainment (*I believe, in my view*). On the other hand, when the proposition is attributed to an external voice (*many people believe, in his view*), we are presented with examples of

attribution (Martin & White, 2005). Likewise, both the instances of endorsement and attribution are ascribed to external sources, but endorsement does not leave any space for alternatives as the external source is highly warrantable (*the authors show, it is proved, etc.*) whereas the external source in attribution expands the dialogic space by presenting a highly subjective point of view (*they believe/think, etc.*).

There are two subcategories within attribution – acknowledgment and distancing. According to Fryer (2013), in both cases the authorial voice dissociates itself from a proposition ascribed to an external source. In acknowledgment, it is achieved relatively neutrally whereas in distancing the authorial voice explicitly rejects to take responsibility for the proposition. They are typically realized via reporting verbs such as *say, state, report, declare, announce, believe* and *think*, as in *Increased blood pressure **has been reported** with chlorpropamide* (Fryer, 2013, p. 190). In this example the authorial voice acknowledges the findings framed by the verb *reported*, but is not subjectively invested in the proposition by either alignment or disalignment. Even though the external voice is not specified, the proposition is attributed to the third party.

Another domain covered by acknowledgment is the use of references or citations, where the cited proposition is also attributed to an external source (Fryer, 2019). This is also the case which enables the authorial voice to “remain aloof” from the value position (Martin & White, 2005), as in ... *researchers in this tradition have since given the notion a psychological interpretation, seeing the frequent co-occurrence of words as evidencing the existence of “**semi-preconstructed phrases that constitute single choices**” for the speaker* (Fryer, 2019, p. 47).

Even though acknowledgments allow the textual voice to convey the viewpoints from other sources, it does not necessarily mean that the author will preserve their neutral position. Namely, there are other textual elements which can indicate the authorial position towards the proposition in question. Consequently, this will signal greater or lesser degree of alignment or disalignment (Martin & White, 2015; Fryer, 2019), as in *The Archbishop of Canterbury **rightly** describes the mass killing of children as ‘the most evil kind of action we can imagine’* (Fryer, 2019, p. 47). Here, the citation is clearly attributed to the Archbishop’s voice, but the authorial alignment with the value position is indicated by the adverb *rightly*. Bearing this in mind, Martin and White (2005) conclude that alignment-neutral attributions are actually in minority.

The dialogic trait of acknowledgment is the interactive engagement of the authorial voice with the proposition attributed to the external source. The very fact that the proposition

is grounded in the subjectivity of the external party makes it one among a number of voices, thus being presented as heteroglossic (Martin & White, 2005). Both grammar of reported speech and citations are used extensively in scientific writing, which makes the category of acknowledgment highly relevant for this thesis.

The subcategory of distance is employed by the authorial voice to explicitly detach itself from the external voice and disassociate from the proposition (White, 2003; Martin & White, 2005; Fryer, 2013, 2019). While acknowledging attributions aim to preserve the neutral position with regard to the external voice, the distancing devices indicate open disalignment (Martin & White, 2005). It is typically realized by a limited set of reporting verbs such as *claim*, *maintain* and *indicate*, as well as scare quotes. By raising doubts about the advanced proposition, the authorial voice opens up the dialogic space to alternatives (White, 2005).

The abovementioned reporting verbs are semantically complex since they do not always function to construe distance between external and textual voice. Their function is rather determined by the context and co-textual conditions (Martin & White, 2005; Fryer, 2019). Therefore, we do not analyze the verb *claim* as a lexeme but invest in discerning its rhetorical effect. With regard to that, Martin and White (2005) state that it is open to question whether all uses of this verb are distancing and Fryer (2013,p.201) adds that “it may generally be considered too face threatening to use *claim* as a means of explicitly declining to take responsibility for a proposition”. In the example *They **claim** that the report uses extrapolations and projections based on Bangui and other unreliable registrations. It does no such thing.* (Fryer, 2019, p.49) the putative reader can more easily conclude the distancing effect of *claim* as the authorial voice expresses open criticism to the framed proposition by adding the sentence that follows (*there is no such thing*). Therefore, the authorial voice does not preserve the neutral position but dissociates itself from the given viewpoint. However, in *His attack came as the Aboriginal women involved in the case demanded [...] a female minister examine the religious beliefs they **claim** [...] are inherent in their fight against a bridge to the island near Goolwa in South Australia.* (Fryer, 2019, p. 49) the framer *claim* can potentially signal entertainment ( $\approx$  *suggest*) or acknowledgment ( $\approx$  *state*) (Fryer, 2019).

Scare quotes can also be used to signal distancing (Martin & Rose, 2007; Fryer, 2019). This device is used to warn the putative reader that these words do not belong to the textual voice but the third party with the effect of disowning the evaluation embodied in the proposition, which is thus attributed to another source (Martin & Rose, 2007), as in *...there must have been someone out there who is still alive and who can give a face to 'the orders*

*from above'* for all the operations (Martin & Rose, 2007, p.52). Since the rhetorical effect of distance is to present the proposition as dubious and unreliable, the value position into which the putative reader should be aligned is quite clear (Martin & White, 2005, p. 116).

### 3.5 Other Voices in Academic Discourse

Since the very concept of dialogue is unequivocally interrelated with the concept of voice (Nádraská, 2017), it would be reasonable to ask who the other voices are. Apart from the authorial voice, it is argued that in academic discourse voices belong either to other authors referenced or implied in the text or to putative readers/audience (Fryer, 2013; Mori, 2017; Nádraská, 2017). In either case, the voices speak from the field of research but the way they engage with the textual voice differs.

When an external voice is explicitly referenced in the text, the writer is invited to interact with such a source within a coherent and clear text. The act of engagement is here embodied in the way the writer frames and discusses the external voice, which is commonly performed as reported language (Mori, 2017; Nádraská, 2017). Depending on whether the textual voice agrees, disagrees or adopts a neutral stance towards the external voice, reporting can reflect the relationship of endorsement, distance or acknowledgment, respectively (Fryer, 2019). For example, in *Some researchers (AAAS, 1989; Anderson & Smith, 1987; DeBoer, 1991; Driver, 1983; Singer et al., 2005) (...) have discussed the inherent challenges of using laboratory activities with regard to student learning* (Hood, 2010, p. 191) the other voice belongs to multiple researchers whose status is confirmed by their publications, which suggests the validity of their claims. This external voice is the voice of the 'knowers' in the field, which implies rather strong epistemic relations (Hood 2010). Since the proposition is attributed to a specific external voice and the textual voice is not subjectively invested, we are dealing with an instance of acknowledgment. In distancing, the author engages with the external voice by expressing disalignment, and when a proposition is perceived as a fact, an external voice builds the dialogic relationship of endorsement, as in *The BRFSS showed a prevalence of obesity of 12% to 14.4% during 1991 to 1994* (Fryer, 2019, p. 172).

The examples above illustrate explicit external voices that are identified in the text without difficulty. Another type of dialogue commonly present in academic discourse is a hidden dialogue with a projected dialogic partner, whose implicit or imaginary response directly affects the utterance of a present authorial voice (Bakhtin, 1984; Nádraská, 2017). In *Chronic hepatitis C infection is now **recognized** as an important health care problem* (Fryer,

2019) the reporting verb *recognize* is used to endorse a proposition attributed to a voice which is not directly indicated in the text. Nevertheless, it is implied that the proposition belongs to the voice of a knower in the field, in this case medical, with whom the textual voice engages. Hence, this is a type of dialogue established with another author implied in the text.

As indicated above, another projected dialogic partner is a putative, implied, ideal or intended reader/addressee. According to Tardy (2012), the dialogic view of language draws our attention to the reader and the interaction between the writer and reader, which is significant in academic discourse not only as a theoretical construct but also from the aspect of writing instruction. However, in linguistic analysis the reader has not received considerable attention due to its analytical elusiveness (White, 2021). White (2021) advocates that the author can position the putative reader as like-minded, uncommitted or unlike-minded with regard to the proposition. In each case, the putative reader is always implied in the text in the form of a hidden dialogue.

According to White (2021), like-mindedness is construed by the rhetorical strategies of concurrence. For example, in *Obesity **clearly** has an important role in sleep-disordered breathing* (Fryer, 2019, p. 145) it is assumed that the authorial voice addresses fellow researchers by affirming the advanced proposition. It suggests agreement with the putative reader in sharing the general knowledge which relates sleep-disordered breathing with obesity. The addressee is thus positioned as likeminded, which consequently contracts the dialogic space.

When the addressee is positioned as uncommitted to the proposition, White (2021) suggests that the mechanisms of dialogic expansion are employed. In such cases, putative readers are not committed to, convinced of, or aware of, the merits of the proposition currently being advanced (White, 2021, p. 14), which allows for alternative viewpoints. In *The discrepancy between the findings of HERS [Heart and Estrogen/progestin Replacement Study] and the observational studies **may** also reflect important differences between the study populations and treatments* (Fryer, 2019, p. 167) the authorial voice uses the resources of modality, which acknowledges the possibility that the putative reader does not share their viewpoint (White, 2021), that is, the reader does not have to agree with the observation that different findings of HERS and the observational studies reflect the differences between the study populations and treatments.

According to White (2021), the mechanisms by which the addressee is construed as unlike-minded involve the resources of denial and countering. Considering denial, it may

sometimes be unclear who the source of the proposition which is denied may be. In that sense, White (2021) claims that the source of the denied proposition is an external party rather than the putative reader. Therefore, the purpose of the denial resources is to reassure the putative reader that the authorial voice shares the beliefs that are being advanced, as in *The gas we use today, natural gas, contains more than 90 per cent methane, and was known long before the discovery of coal gas. Natural gas burns with twice the heat of coal gas, is not poisonous and has no odour.* (Martin & White, 2005, p. 119).

In this example, the authorial voice acts to correct some potential misconception since the putative reader can be constructed as someone who can hold the opinion that natural gas can be poisonous (Martin & White, 2005; White, 2021). Therefore, it is not the putative reader's proposition that is being denied, but the one that belongs to the third party and the putative reader is being dissuaded from such a value position.

In terms of countering, the proposition being advanced is construed as unexpected and contrary to an expectation invoked by some adjoining proposition (White, 2021), as in *In two patients who received intensive insulin therapy, hypoglycemia was associated with sweating and agitation, **but** there were no instances of hemodynamic deterioration or convulsions* (Fryer, 2022, p. 139). The implied unlike-mindedness in this refers to the anticipation that the addressee would expect hemodynamic deterioration or convulsions as a result of intensive insulin therapy, which the authorial voice immediately corrects using the resource of countering.

Regardless of the fact whether the other voice belongs to another author or putative readers, the relationship established between the textual voice and the projected dialogic partner is that of alignment, disalignment or neutrality. As shown above, the author employs different engagement resources to enact each of these relationships. The resources of endorsement, distance and acknowledgment are used to construct the external voice of another author, either explicit or implicit. Considering the voice of putative readers (White 2021), which is always implicit, the author uses the mechanisms of concurrence, modality, denial and counter to establish the abovementioned relationships. Finally, the type and degree of alignment and disalignment largely depends on the context and co-textual elements, as well as individual traits and values of the projected dialogic partner (Fryer, 2022).

#### **4. ENGLISH LANGUAGE TEACHING AND ENGLISH FOR SPECIFIC PURPOSES**

Given that the abstracts selected for this study belong to the disciplines of English Language Teaching (ELT) and English for Specific Purposes (EST), both situated within the broader domain of the soft sciences, in this chapter we provide an overview of the theory and research in these disciplines, which have been mainly approached from a pedagogical perspective (Salmani-Nodoushan, 2020). The decision to focus on ELT and EST is informed by several considerations discussed in this chapter. According to Geng (2015, p. 103), these fields are well suited to the analysis of the Appraisal system as “research in this domain often requires more frequent and strategic exploitation of interpersonal resources constrained by the more qualitative and interpretive nature of knowledge”.

Both ELT and ESP are meaning-focused with an emphasis on language use and communicative practices (Hyland, 2006b; Khansir, 2013). Furthermore, English as a Lingua franca is the tool of socio-cultural and knowledge exchange and a language of international business, science and medicine, which has induced the introduction of English teaching from elementary (primary school) to advanced level (university) (Khansir, 2013). As for ESP, which developed from ELT, the central underpinning of its work focuses on language use in a particular social or professional community (Hyland, 2006a). Above all, professionals in both disciplines are equipped with the knowledge of linguistic theory. Therefore, it would be of interest to explore how academic writing in these disciplines exploits Engagement resources to construct knowledge.

Within genre analysis, we elaborate on the structure of academic discourse, primarily research articles and abstracts. Finally, Section 4.3 elaborates on specific linguistic studies that address the rhetorical organization of abstracts, focusing on various analytical approaches and perspectives. In Longman Dictionary of Language Teaching and Applied Linguistics (Richards & Schmidt, 2002), English Language Teaching (ELT) is defined as a term referring to the teaching of English as a Second Language (ESL) or English as a Foreign Language (EFL), whereas in North American usage this is often referred to as Teaching English to Speakers of Other Languages (TESOL). The same dictionary contrasts ESL to EFL: the former refers to the activity of learning English after learning the first language in infancy, typically in the home country, whereas the latter describes learning English “in a formal classroom setting with limited or no opportunities for use outside the classroom, in a country in which English does not play an important role in internal communication”.

According to Widdowson (2003), ELT as a discipline refers to reflecting on the practice behind a particular classroom activity where the English language is taught, theorizing about it and establishing explicit principles that are relevant to other similar situations. It involves inquiring into the nature of language, the psychological process of learning and the effectiveness of different approaches to learning. In other words, it represents the theory of practice. Smith and Knagg (2012, p. 5) define ELT research as “any research whose data and/or findings relate directly to the teaching, learning or assessment of English as a Foreign, Second or Additional Language”. Furthermore, Hinkel (2005) emphasizes the immense diversity of interests and research topics covered by this discipline, which hinders the identification of common characteristics that apply to all types of language learners and learning activities. The same author states that ELT is bound to the learner’s identity and culture, perspectives on the activity of language teaching, social structure, schooling system, teacher training and prestige planning. Based on the prominence in ELT literature and after substantial examination, Hinkel (2005) defined eight main research areas in this discipline, which include the following:

- 1) Social contexts in research on ELT, focusing on individuals in various locations, institutions, and political and educational systems who aim to obtain L2/FL proficiency in order to achieve their educational, academic, professional, vocational, career and communicative objectives;
- 2) Methods of research in ELT, where the methods of collecting data and making conclusions from the analysis significantly affect what can be learned from research;
- 3) ELT and applied linguistics, covering how the findings in sociolinguistics, pragmatics, second language acquisition, language socialization, sociocultural research, conversation analysis, contrastive rhetoric and corpus studies clarify phenomena in ELT;
- 4) Research in second language processes and phenomena, which connects L2 skills, such as speaking, listening, literacy, grammar, reading, vocabulary and writing, with mental and physiological processes of learning and maturation;
- 5) Methods and curricula in ELT, such as communicative method, grammar-translation method etc.;
- 6) ELT testing and assessment, including sociopolitical contexts of language assessment, validity and history of testing and classroom-centered language assessment;
- 7) Identity, culture and critical pedagogy in ELT, investigating into the relations between language learning and the social identity and culture and the ways in which these relations affect the individual and social groups within political and educational systems;

8) Language planning, policy and rights. Above all, it is important to remember that ELT is a dynamic discipline evolving throughout time, which results in the changes of issues, key paradigms, foci and challenges being investigated (M.H. Santosa, 2022).

ESP originated from three interrelated trends in ELT. The first one is the increasing demand for English to adapt to the specific needs of a profession. Second, the developments in linguistics diverted the focus from describing language features, which is grammar, to language in use. This led to the creation of courses for specific groups of learners. The third trend is educational psychology, where learners' needs are believed to affect their motivation and success. Simply put, the focus was on the learner (Hutchinson & Waters, 1987; Bojović, 2006).

Concerning the name of ESP, Hans and Hans (2015) state that the term "specific" in ESP indicates the specific purpose of learning English. According to Fitria (2020), this purpose is to enable learners to communicate their professional skills and perform specific job-related functions. In view of the learner's perspective, ESP approaches the process of studying English from the field that learners are familiar with and which is relevant to them. Therefore, ESP enables them to use the language, and it also attends to their needs, which thus integrates motivation into the subject matter and the process of acquiring relevant skills (Hans & Hans, 2015; Fitria, 2020). Bojović (2006) emphasizes the need-related nature of teaching ESP, which prepares the learner to communicate effectively in their field of interest. Therefore, the focus of ESP is always on practical outcomes. As a result, two types of definitions of ESP have emerged. Some of them attempt to define the discipline in terms of its goal, whereas others focus on its materials and syllabuses (Mathangwane, 1990). For example, Hyland (2022, p. 202) states that ESP is "teaching with the aim of assisting learners' study or research in the particular variety of English they may need". Hutchinson and Waters (1987), on the other hand, focus on the content and define ESP as an approach based on designing courses to meet learners' needs.

According to Hyland (2022), ESP emerged from classroom practice, distinguishing itself as a dominant area of English teaching and learning in universities and workplaces. The basic idea of the discipline is to attend to the learners' future academic and occupational goals, which generated two major directions in ESP – English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (Bojović, 2006; Hyland, 2022). However, Hyland (2022) adds that the diversification of practice in ESP led to the abandonment of this classification, which could no longer accurately represent the field. The analysis of the two flagship journals, *English for Specific Purposes* (ESPJ) and *Journal of English for Academic*

*Purposes* (JEAP), as well as other literature, has shown that classroom activities retain their central position in the field, but also indicated an increased interest in specialized discourses, such as Medical English, Business English, English for Legal Purposes, English for Vocational Purposes, English for Management, Finance and Economics, English of training for specific trades or occupations, English concerned with finding a job and interview skills etc. (Bojović, 2006; Hyland, 2022). Furthermore, “the fluid nature of the various types of ESP” was still difficult to capture due to the overlapping between fields. For example, Business English is a borderline area between the language of particular business and General English. That being the case, some authors suggest that ELT should be observed as a continuum that runs from General English to very specific ESP (Dudley-Evans & St John, 1998; Bojović, 2006).

#### 4.1 Genre and English Language Teaching / English for Specific Purposes

The period from the early 1990s onwards is known as “the modern age of ESP”. More specifically, contemporary trends within ESP, which were introduced in the late 1980s and early 1990s, witnessed the reorientation from a language-centered to a learning-centered approach. The language-centered approach was based on the description of language use, including surface forms, such as register analyses, or underlying processes, which is the case with skills and strategies approach. In each case, the focus is on what learners do with language. The learning-centered approach, on the other hand, aims to discover not the language competence itself, but the way in which the competence is acquired. One of the directions within the learning-centered approach is genre analysis (Mayo, 1999; Johns, 2013).

According to Bhatia (2004), genre analysis represents a more comprehensive description of language use in academic, professional and educational settings, including the immediate context and situation. The pioneering work on genre analysis in ESP was conducted by Swales in his *Genre Analysis: English in Academic and Research Settings* (1990), where the author provided an extensive discussion on situating the text in its socio-rhetorical context and a pedagogically driven leadership in the ESP movement. Since his first mention of the term ‘genre’, his studies have had a significant impact on ESP research and teaching in the 20<sup>th</sup> and 21<sup>st</sup> centuries (Johns, 1992; Salmani-Nodoushan, 2020). Swales (1990) proposes that one of the central concerns of genre analysis is the rhetorical organization of texts. The author further elaborates on the microstructure of the genre of research article.

Swales' original contribution to the analysis of the structure of research articles is the development of the CARS (Creating a Research Space) model. The model is based on the examination of the introduction, methods, results, discussion and results sections across a range of disciplines and their detailed review (Johns, 1992). Swales primarily dealt with the introduction section, dividing it into moves and steps, which drew particular attention to his model. Lores (2004) argues that 'move' is a functional term which refers to a defined communicative act designed to contribute to one main communicative objective. However, there are no uniform standards for move identification since they incorporate both cognitive and lexicogrammatical features. CARS model for article introductions by Swales (1990) is as follows: Move 1 – Establishing a territory, Step 1 – Claiming centrality and/or, Step 2 – Making topic generalizations and/or, Step 3 – Reviewing items of previous research; Move 2 – Establishing a niche, Step 1A – Counter-claiming or Step 1B – Indicating a gap or Step 1C – Question-raising or Step 1D – Continuing a tradition; Move 3 – Occupying the niche, Step 1A – Outlining purposes or Step 1B – Announcing present research, Step 2 – Announcing principal findings, Step 3 – Indicating RA structure.

Hyland and Salager-Meyer (2008) explain that moves are always motivated outside the text but analysts have not yet been able to identify how the social context relates to the lexicogrammatical patterns in the text. It involves the interpersonal dimension of academic texts, accomplished by the construction of the authorial self and interaction or adoption of a point of view related to the topic discussed in the text and others who form an opinion on that topic (Hyland & Salager-Meyer, 2008). Despite its limitations, the CARS model initiated the development of methods for analyzing schematic structures of research articles in both hard and soft disciplines.

The linguistic movement directed at the analysis of the structure of research articles gradually expanded to the investigation into the structure of the part-genre of abstracts. According to Hyland (2004), the rhetorical microstructure of abstracts shall correspond to the organization of the research article itself, that is, the move pattern. Hyland (2004) suggests that a well-structured abstract consists of the introduction-purpose-method-product-conclusion pattern. Swales and Feak (2009) also suggest a pattern of rhetorical moves in abstracts, which comprises background / introduction, present research / purpose, methods / materials / subjects / procedures and results / findings, discussion / conclusion / implications / recommendations. It should be noted that they vary according to research-type (Salager-Meyer, 1990). Apart from traditional abstracts discussed above, where moves are not explicitly labeled, journals have started to introduce so-called structured abstracts since 1987.

Traditional and structured abstracts are similar in their organization with the exception of an obvious difference – labeled subsections, which is a feature of structured abstracts (Swales & Feak, 2009).

#### 4.2 Linguistic Analysis of Abstracts

There has been a considerable number of studies which focus on the move-pattern of abstracts across disciplines as well as across languages and cultural communities (Martin-Martin, 2005). Such studies draw on the IMRAD format of rhetorical units or some similar model, such as Hyland's (2004) or Swales and Feak's (2009), and their linguistic realizations. Interestingly, any kind of rhetorical unit in the linguistic analysis of the microstructure of genres is frequently called "move", even though it does not completely correspond to Swales' original description of rhetorical moves. The term "move" has been generally adopted to refer to a rhetorical unit in genre analysis.

Along this line of research, disciplinary variation in the structure of abstracts has been systematically examined. Busch-Lauer (2014) holds that the structure of abstracts in natural sciences and medicine is clearly defined, whereas in social sciences and humanities fewer norms apply. A significant body of knowledge on the rhetorical structure of RA abstracts is provided by Pho (2008, 2009, 2012), who investigates not only the move distribution but also linguistic realizations of those moves comparing several disciplines. For instance, the author compares abstracts in two seemingly similar disciplines, applied linguistics and educational technology, in order to investigate prototypical linguistic features of each move. She concludes that a combination of verb tenses, modal and reporting verbs, voice, self-reference and stance words can help to distinguish moves (Pho, 2009). She also observed that in those disciplines one sentence can express two or three functions. Moves with two textual functions (dual moves) are explained by the condensed nature of abstracts (Pho, 2008).

Similarly, Samraj (2005) examines the structural elements of abstracts in conservation biology and wildlife behavior and concludes that the methods move does not play a prominent role in the abstracts of these disciplines. She also adds that wildlife behavior abstracts exhibit a more explicit rhetorical work, thus serving a significant pragmatic function, which can be explained by the novelty of the field itself where authors feel a greater need to establish the worthwhileness of their research area. Some additional conclusions on disciplinary variation were made by Doró (2013, p. 119), who compared linguistics and literature abstracts and found that "the linguistics abstracts more often provided clear

reference to the research scope, methodology and main results, while literature abstracts focused on the placement of the research into a wider context and offered a more tentative reference to the findings”.

Following the same line of research, Darabad (2016) investigated the rhetorical structure of abstracts in applied linguistics, applied mathematics, and applied chemistry. He found that the least frequent move in all three disciplines was introduction, while purpose and product were identified in almost all abstracts in the examined sample. Also, his analysis of the lexicogrammatical features revealed a high frequency of present tense verbs with active voice in all three disciplines. However, in applied chemistry, passive voice was used more commonly while the self-mention of the author was considerably lower compared to two other disciplines.

Rhetorical variation of abstracts has also been studied from across-cultural perspective. The aim of these analyses is to explore differences and similarities between abstracts written in English and other languages as well as abstracts written in English by native and non-native writers (Ruan, 2018). This line of research belongs to Contrastive Rhetoric, which examines similarities and differences in writing across languages and cultures and explores discursial macro-patterns considering underlying cultural traditions (Martin-Martin, 2005; Connor, 2002; Kaplan, 2005). Due to the gradual globalization of discursive practices in academia, non-English publications are considered marginal as they are unable to disseminate knowledge through a lingua franca. Also, non-English academic authors are exposed to standardizing pressures in their sociopragmatic, textual, semantic and lexicogrammatical constructions (Gotti, 2012). Consequently, Swales and Feak (2009) argue that the traditional distinction between native and non-native English speakers is nowadays collapsing in the Anglophone research world. Therefore, the aim of contrastive studies of academic discourse is to determine to what extent language forms and functions are adapting to globalization in academia (Gotti, 2012).

Many recent studies have examined disciplinary variations of the move structure of abstracts across languages in order to provide a comprehensive overview of writing conventions in various disciplines in different cultural communities. One such case is cross-disciplinary and cross-linguistic research conducted by Behnam (2014), where the rhetorical structure of 80 abstracts written in English and Persian in the field of mathematics and applied linguistics was analyzed. The results of the study indicated that English abstracts are more likely to follow the standardized move-structure whereas there were more move omissions in Persian abstracts. In terms of disciplinary variation, abstracts in applied

linguistics written by both English and Persian authors go along with international conventions, which is less likely in mathematics. The author explains these results by the probability that Persian linguists have been greatly influenced by the English authors in this field, thus following the norms established in English.

Another similar study investigated 90 legal abstracts written in English and Persian in terms of their move structure and the verb tenses of each move. The analysis of the rhetorical variation indicated that the English writers used purpose, methods and conclusion more frequently than introduction and results, whereas the Persian authors preferred introduction, purpose and conclusion to methods and results. With regard to the use of tenses, the findings revealed that “the present tense was the preferred tense in all moves in English abstracts, but the past tense was the preferred tense only in the methods section in Persian abstracts” (Ghasempour and Farnia, 2017, p. 739).

Donesch-Ježo (2016) conducted a similar cross-cultural and cross-linguistic study where she investigated rhetorical moves and their lexicogrammatical features in linguistic abstracts written by native and non-native English speakers, namely Polish scholars writing in both English and Polish. The results of the study showed that the rhetorical structure of moves in the abstracts written in English by native and non-native speakers is fundamentally similar. However, the abstracts written in Polish reveal greater deviation from the standard as 90% is lacking the introduction. Also, Polish authors who write both in the English and Polish languages frequently omit the conclusion section.

Cultural traces on the rhetorical organization of research article abstracts were examined by Kafes (2012) who examined a rhetorical variation between abstracts written in English by American, Taiwanese and Turkish authors in the field of education in English. His overall results indicated that the entire sample reflected the Anglo-American writing conventions despite culturally diverse background of the authors. These and other cross-cultural and cross-linguistic studies of the rhetorical structure of abstracts have shown some variations in their design, which can be caused by “different writing practices cherished within each national academic writing style” (Blagojević, 2015, p. 8). Consequently, native English speakers may be confused when their expectations about the structure of abstracts are not met (Busch-Lauer, 2014). The study of rhetorical variation across languages, cultures and disciplines offers “a framework for conceptualizing the expectations, conventions and practices which influence academic ”communication“ (Hyland, 2006a, p. 20).

Besides the significant body of research dedicated to the analysis of the rhetorical patterns of abstracts, which is an invaluable way of looking at texts, there is an increasing

need to look beyond the move structure and explore how moves are motivated outside the text as the writer's response to their social context. This led to the investigation of other aspects of academic discourse, such as those revealing the interpersonal dimension of scientific writing. In view of this, the relationship between academic authors and their readers has become central to the new linguistic research (Blagojević, 2012b; Hyland & Salager-Meyer, 2008; Martin-Martin, 2005). Dontcheva-Navratilova (2021) argues that interactional metadiscourse, which conveys the writer's interaction with the reader, depends on the type of knowledge which is transmitted through academic text, disciplinary conventions and expectations of the discourse community. This calls for research into fine-grained distinctions in the repertoire of interactive rhetorical strategies and linguistic resources in different disciplines. Therefore, there are a variety of dimensions of interpersonal academic writing to examine, metadiscourse markers and writer's identity/visibility being the most prominent.

Concerning metadiscourse in research articles, Hyland (2005) claims that it serves to “galvanize support, express collegiality, resolve difficulties and avoid disputation” between writers and readers. In this regard, academic writing is examined through the lens of linguistic devices which create a convincing reader-environment. Metadiscourse markers are among the most important (Hyland, 2005, p. 90). The author categorized metadiscourse markers into two broad groups – interactive and interactional. While interactive resources address how writers guide their readers through the text by anticipating their reactions, interactional resources involve the reader's collaboration in the development of the text. This taxonomy was adopted to analyze a number of abstracts in various disciplines. The utmost attention was given to hedges, boosters, attitude markers and self-mentions, which are subcategories of interactional markers.

In this field of research, Šandová (2021) conducted a diachronic study where she explored interactional metadiscourse markers in abstracts from the field of applied linguistics. Her results suggest that the distribution of hedges (e.g. *rather, may, seem to, appear* etc.) and boosters (e.g. *must, particularly, especially* etc.) has been reduced substantially during the past 35 years, which confirms their dynamic character. Following the same taxonomy, Khedri, Chan and Helen (2015) took a cross-disciplinary quantitative approach to explore interactional metadiscourse markers in the abstracts in applied linguistics and economics and observed remarkable discipline-specific differences. In economics, hedges and self-mentioning devices constituted the most prevalent markers while they were the least frequent in applied linguistics. This finding reveals that authors writing about economics topics are more inclined to signal their authorial persona in abstracts. Quite a few studies were

conducted examining hedges as the most prominent subcategory of metadiscourse markers in general (Li & Pramoolsook, 2015; Livytska, 2019; Rezvani & Javadi, 2021).

According to Hyland (2002b), the writer's identity refers to the author's explicit appearance in the text, or its absence. Typical lexicogrammatical manifestations of the writer's identity are personal pronouns *I* and *we*, the object pronoun *us*, and the possessive adjective *our* (Herrando-Rodrigo, 2019). Some common means of discourse depersonalization are passive constructions, hedges and generic forms such as *one* and *man* (Vassileva, 2000). The authorial presence in academic writing is the interplay of cultural and disciplinary factors (Lorés-Sanz, 2011). In this regard, Hyland's (2001, 2002b) investigation suggests that a stronger identity is claimed in the humanities and social sciences while authors in hard sciences prefer to downplay their personal role. Pho (2012) investigated the writer's identity in research article abstracts in the fields of applied linguistics and educational technology published in English. Contrary to Hyland's analysis of research articles as a whole, she revealed the impersonal nature of abstracts, where self-reference words, such as *I*, *me*, *us*, *the author(s)*, *the researcher(s)*, etc., are commonly replaced by deictic *this*, as in "this study, article, research" and passive voice is widely exploited across moves. This is explained by the writer's attempt to draw the reader's attention to the study itself.

Ädel (2022) conducted a similar study where she examined three variables potentially affecting discourse patterns in abstracts - language (English; Swedish), regional variety (British; US American English), and discipline (history; linguistics; literary studies). She determined that Swedish authors outnumbered their English colleagues in the use of *I*. She found differences across varieties, with British English showing a preference for *we* over *I*. In terms of disciplinary trends, the greatest writer/reader visibility was observed in linguistics, followed by literary studies and history. Another study showing the opposite trend to the one established by Hyland was conducted by Stotesbury (2006, p. 259). Her study comprised 300 research article abstracts in the fields of the humanities, social sciences and natural sciences. Her results indicate that "the writer's voice was most often heard in the natural science abstracts, while humanities and social science abstracts preferred the passive voice and impersonal metaphor".

The brief overview of the linguistic analyses of abstracts has shown that such studies are primarily conducted from a cross-disciplinary, cross-cultural and cross-linguistic perspective. Such a framework enables authors to provide in-depth investigation of various linguistic aspects in the text using diverse methods. Their aim is two-fold. Firstly, they are

targeted at filling in the gap concerning lexicogrammatical analysis (Holtz, 2011) within its scope of examination. Secondly, there is a strong pedagogic motivation to make abstracts more transparent and accessible to novice academic authors, as well as to those who are non-native English speakers.

## 5. THE SAMPLE AND METHODS

This chapter discusses the research sample and the methods used to identify and explain the Engagement strategies employed in the abstracts we collected to obtain two subsets of data, referred to in this dissertation as English Language Teaching (ELT) sample and English for Specific Purposes (ESP) sample.

Firstly, we will describe the sample of abstracts and provide a rationale for their selection including the journals in which they were published. Secondly, we will present certain numerical data, such as publication frequency per year/per journal, as well as the word count in abstracts. The description of the sample is followed by the clarification of the annotation process and the tools employed in it. We will elaborate on the methods of analysis, which combine the quantitative and qualitative procedures.

### 5.1 The Sample Description

The research of Engagement resources in this dissertation is conducted on a sample of 200 research article abstracts, 100 in ELT and 100 in ESP. For the purpose of this study, we selected abstracts of research articles, so we excluded book abstracts, conference abstracts, summaries of Ph.D. dissertations and M.A. theses, etc.

The articles from which we collected the sample were published by *Taylor & Francis Group*, a well-established academic publisher which produces more than 2700 journals in 30 hard and soft disciplines, including bioscience, medicine, engineering and technology, law, language and literature, environment and sustainability, mathematics and statistics, arts, politics, education, computer science, humanities, social sciences and more. *Taylor & Francis Group* was selected based on the following three criteria:

1) In this research, we relied on articles that follow uniform standards regarding editing, peer-review process, reporting, data availability, editor code-of-conduct, etc., namely set by a single publisher;

2) All journals in the selected corpus of journals are listed in a science citation index, such as *Web of Science*, *Social Sciences Citation Index*, *British Education Index*, *Australian Education Index*, *Education Research Index*, *European Reference Index for the Humanities (ERIH)*, *Directory of Open Access Journals (DOAJ)*, *British Library*, *Education Resources Information Center (ERIC)*, *Google Scholar*, *the Emerging Sources Citation Index (ESCI)* and more;

3) Based on *Web of Science* database (Clarivate Analytics), the articles selected have a high citation index. The articles of the corresponding abstracts were published in 75 journals, all of which are provided in Table 3. The abstracts in the ELT sample were published in 37 journals, whereas the ESP abstracts were published in 56 journals. There are 18 journals in which abstracts from both samples were published.

**Table 3**

*List of journals ranked by number of articles and percentage of occurrence in the sample*

<b>No.</b>	<b>Journal</b>	<b>Number of Articles</b>	<b>%</b>
1.	Cogent Education	17	8.50
2.	Asian Englishes	13	6.50
3.	Journal of Multilingual and Multicultural Development	10	5.00
4.	Critical Inquiry in Language Studies	10	5.00
5.	Changing English	9	4.50
6.	Journal of Language, Identity & Education	7	3.50
7.	Language and Intercultural Communication 7	7	3.50
8.	Innovation in Language Learning and Teaching	5	2.50
9.	Current Issues in Language Planning	5	2.50
10.	Southern African Linguistics and Applied Language Studies	5	2.50
11.	Computer Assisted Language Learning	5	2.50
12.	Perspectives: Studies in Translation Theory and Practice	5	2.50
13.	Language, Culture and Curriculum	5	2.50
14.	International Journal of Bilingual Education and Bilingualism	4	2.00
15.	Language Assessment Quarterly	4	2.00
16.	Pedagogy, Culture & Society	4	2.00
17.	Reflective Practice	4	2.00
18.	Studies in Higher Education	3	1.50
19.	International Journal of Multilingualism	3	1.50

20.	Asia Pacific Journal of Education	3	1.50
21.	Educational Action Research	3	1.50
22.	Journal of Teaching in International Business	2	1.00
23.	The Language Learning Journal	2	1.00
24.	Cogent Arts & Humanities	2	1.00
25.	Journal of Hospitality & Tourism Education	2	1.00
26.	Teaching in Higher Education	2	1.00
27.	Innovations in Education and Teaching International	2	1.00
28.	Classroom Discourse	2	1.00
29.	The Translator	2	1.00
30.	Higher Education Research & Development	2	1.00
31.	Language Awareness	2	1.00
32.	Journal of Further and Higher Education	2	1.00
33.	Interactive Learning Environments	2	1.00
34.	Critical Discourse Studies	2	1.00
35.	International Multilingual Research Journal	2	1.00
36.	Mentoring & Tutoring: Partnership in Learning	2	1.00
37.	Accountability in Research 1	1	0.50
38.	Journal of Business & Finance Librarianship	1	0.50
39.	Journal of Teaching in Travel & Tourism	1	0.50
40.	Australian Journal of Linguistics	1	0.50
41.	Africa Education Review	1	0.50
42.	Assessment & Evaluation in Higher Education	1	0.50
43.	Studies in Continuing Education	1	0.50
44.	Journal of Research on Technology in Education	1	0.50
45.	Modern Rheumatology	1	0.50
46.	Assessment in Education: Principles, Policy & Practice	1	0.50
47.	Journal of College Reading and Learning	1	0.50
48.	South African Journal of African Languages	1	0.50
49.	Teacher Development	1	0.50
50.	Journal of International and Intercultural Communication	1	0.50
51.	International Journal of Educational Sciences	1	0.50

52.	Medical Writing	1	0.50
53.	The Interpreter and Translator Trainer	1	0.50
54.	Language Matters	1	0.50
55.	Asia Pacific Translation and Intercultural Studies	1	0.50
56.	Journal of World Languages	1	0.50
57.	Language and Education	1	0.50
58.	English Studies	1	0.50
59.	Educational Studies	1	0.50
60.	The International Journal of Aerospace Psychology	1	0.50
61.	Journal of Human Resources in Hospitality & Tourism	1	0.50
62.	Cogent Social Sciences	1	0.50
63.	Globalizations	1	0.50
64.	European Journal of Teacher Education	1	0.50
65.	The Anthropologist	1	0.50
66.	Media Practice and Education	1	0.50
67.	Teachers and Teaching	1	0.50
68.	Cogent Psychology	1	0.50
69.	The New Educator	1	0.50
70.	Globalisation, Societies and Education	1	0.50
71.	Journal of Multicultural Discourses	1	0.50
72.	Compare: A Journal of Comparative and International Education	1	0.50
73.	Journal of Intercultural Communication Research	1	0.50
74.	Pedagogies: An International Journal	1	0.50
75.	Journal of Beliefs & Values	1	0.50

The time span in which research article abstracts were published ranges from 2015 to 2023, and the final data collection was completed in February 2024. With regard to the entire sample of abstracts, the most noteworthy year was 2020, when 36 (18%) articles were published, followed by 2018 with 35 (17.50%), 2017 with 32 (16%), 2019 with 28 (14%), 2016 and 2023 with 17 (8.50%), 2022 with 14 (7%), 2015 with 12 (6%), and 2021 with 9 (4.50%). If we examine our sub-samples separately, the results are the following:

- 1) In the ELT sample, 22 articles were published in 2018, 17 in 2020, 13 in 2017, 12 in 2019, 10 in 2023, 9 in 2016, 8 in 2022, 6 in 2021 and 3 in 2015;
- 2) In the ESP sample, 19 articles were published in 2017 and 2020, 16 in 2019, 13 in 2018, 9 in 2015, 8 in 2016, 7 in 2023, 6 in 2022, and 3 in 2021.

We will also explain the process of making a selection within the database of journals. All abstracts are available in electronic form on <https://www.tandfonline.com>. For the purpose of establishing individual criteria for sample collection, we first selected 'advanced search' on the web page. Our first criterion was to define the date range and then the search term. In both ELT and ESP samples, the date range was from '2015' to '2023'. With respect to search terms, the collection of the ELT sample was based on the search terms *ELT* and *EFL*, which provided a sufficient number of abstracts. When collecting the ESP sample, our first search term was *ESP*. In order to refine the results, we continued with entries such as *English for Specific Purposes*, and *business English*, *academic English*, *EAP*, *medical English*, *English for tourism* and *English for aviation*. In search options, 'title' and 'key words' were not taken into consideration.

The final sample contains 33,049 words, with an average of 165 words per abstract. The maximum number of words per abstract is 317, whereas the minimum is 69. The ELT sample contains 16,686 words with an average of 167 words per abstract. The highest number of words in an abstract is 317 words and the minimum number of words is 96. The ESP sample has a total of 16,363 words, with an average of 164 words per abstract. The maximum number of words per abstract is 259, whereas the minimum is 69.

Considering the ELT sample, we noted that the authors commonly explored teachers' and learners' beliefs and perspectives on the learning process, teaching in different international communities, analysis of textbooks, the relationship between neoliberalism and ELT and cultural underpinnings of ELT. The range of topics covered in the ESP sample is slightly broader. Firstly, it encompasses the analysis of English in various professional fields, such as medicine, aviation, business, tourism as well as academia. Secondly, it involves the exploration of different language aspects in those fields, such as professional writing, vocabulary acquisition, globalized workplace communication, translation challenges and English as a medium of instruction.

## 5.2 Corpus Annotation

As Xiaoyu (2017) explains, the annotation of Engagement resources is a complex and subjective task because, even though the Engagement taxonomy is defined, it only represents a draft instead of a definite model which can be applied to any text. Furthermore, since certain wordings can have different evaluative meanings depending on the context, it is required to closely examine the context itself (Xiaoyu, 2017).

The annotations were made using the UAM CorpusTool (version 6), a free software for the annotation of text corpora. The UAM CorpusTool enabled us to annotate text files at a number of linguistic layers. On each layer, it is possible to define a hierarchy of tags and apply them to the whole text or its segments. This annotation scheme can be repeated for a set of text files. The data used by this software include the content annotated, the files used for saving annotations, as well as metadata, such as annotation schemes. Another advantage of the UAM CorpusTool is its potential to provide various statistical analyses, such as the following:

- 1) descriptive statistics of feature tagging of the sample;
- 2) contrastive statistics of feature tagging of two subsets, which is especially useful in this study as the whole sample contains two subsets, the ELT sample and ESP sample;
- 3) general text statistics, providing details such as word count, lexical density, average segment length, etc.; and
- 4) word propensity, which delivers a list of words related to one subset compared to the rest of the sample (O'Donnell, 2008).

As mentioned above, the Engagement system presupposes that evaluative meaning can be determined only in context. Consequently, annotations had to be made manually. In light of this, the UAM CorpusTool provides functions to facilitate this process, such as suggesting tags based on previously annotated wordings (Fryer, 2019). We made annotations of Engagement manually by reading each abstract to ensure that all the wordings are classified correctly. In unclear cases, we consulted dictionaries to explore word definitions and determine whether any of the dictionary meanings corresponds to the meaning in context.

Before making annotations, each text was parsed for rhetorical moves, based on Hyland's model (2004). Hyland's (2004) classification of rhetorical moves in soft discipline abstracts comprises the following: introduction, purpose, method, product and conclusion. Firstly, the model specifies that the introduction serves to establish the context of the article, to provide its essential background, to indicate the importance of the topic and to motivate the

research or discussion. Secondly, the purpose outlines the intention behind the article and indicates its objective, thesis or hypothesis. Thirdly, the method describes design, procedures, data, assumptions, approach, etc. Fourthly, the product provides information on research results, on the argument or on what was accomplished. Lastly, the conclusion interprets the results, provides implications, draws inferences, points to applications and explicitly announces the wider significance of the research (Hyland, 2004). In line with this model, we identified Engagement resources in each rhetorical move; the identification also served as a basis for comparing their occurrence in both samples.

### 5.3 The Methodology

Quantitative method was used to generate the frequency of Engagement strategies, provide the statistical analysis and determine whether their occurrence is statistically significant. Qualitative method was employed to indicate whether the incidence of certain phenomena reflects some general behavior in language (Xiaoyu, 2017). Consequently, we could compare the two subsamples and make generalizations.

Considering the fact that linguistic research has relied on empirical information and large corpora which cannot be examined by mere “eyeballing” (Gries, 2015), it is required to adopt a quantitative approach and statistical tools in order to explicate distribution, frequency, average data and similar patterns in certain linguistic phenomena. As stated above, the quantitative approach for generating statistical results in this study comprises corpus-based techniques. Such techniques represent a structured analysis of authentic language data, which are known as corpora (Schweinberger, 2023). Even though no corpus can fully represent the whole language, it is designed to illustrate some major dimensions of language variation (Stubbs, 2001). According to Biber (2012), corpus-based analysis incorporates empirical investigation of language use and assumes the validity of linguistic forms based on a particular linguistic theory. Biber and Conrad (2001) identify major fragments of such a qualitative approach, including the collection of the corpus of texts that would provide a broad representation of language variation, the use of computational tools to identify the linguistic features in question (tagging) and the use of various statistical techniques to count the frequency of each linguistic feature. The results of such an analysis provide “a cumulative characterization of a text” (Biber & Conrad, 2001, p. 184).

We used the UAM CorpusTool to obtain the results on the frequency of Engagement resources in the full sample, ELT and ESP samples individually, in single abstracts and in

rhetorical moves. Since the software enables the user to make annotations at a number of layers, or annotation schemes, we set three independent schemes. The first scheme was used for marking Engagement resources, the second for ELT and ESP samples individually, and the third for rhetorical moves, which allowed me to generate statistical data. After setting the schemes, we made annotations manually following the model provided by Martin and White (2005). In addition, we used Microsoft Office Excel 2007 to calculate the total, average, minimum and maximum number of words in each sample.

According to Hood (2004), the qualitative method foregrounds depth over breadth, complexity over generality, allows an insight into the text which is not available through a quantitative analysis and enables the examination of various aspects of meaning realized through interrelated lexical and grammatical choices. Stubbs (2001, p. 305) states that text represents “any stretch of naturally occurring language in use, spoken or written, which has been produced, independently of the analyst, for some real communicative purpose”. In SFL, text, rather than sentence, is the basic unit through which meaning is negotiated (Halliday & Martin, 1993). Text analysis, unlike semantic and pragmatic analysis, incorporates certain issues that are considered abstract when isolated sentences are examined. More precisely, text analysis employs systematic examination of texts, either single or a collection of them, with the purpose of gaining insight into their content and meaning (Schweinberger, 2023). De Beaugrande and Dressler (1981) define seven standards of textual communication required to deconstruct a text. Those include cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality. Similarly, Suter (1993, as cited in Cotter, 2001) encourages analysts to determine four constitutive features of each text – situational context, function, content and form. Such delineation provides a good example of a broad text reading and facilitates the analysis of linguistic patterns occurring in multiple texts. In addition, Coulthard (1994) emphasizes that each text ultimately represents a string of words, that is, lexical and grammatical choices. Since we draw upon the SFL theory, where language represents a meaning-making resource, the text analysts’ task is not only to explicate why such choices have been made but also to identify what kind of meanings they bear. In this regard, text analysis in this dissertation enables us to determine how Engagement strategies are integrated into the text, to compare them in two samples and several rhetorical moves in each sample, to interpret statistical results and to create a generalized understanding of the authorial position in academic discourse, as well as the writer-reader relationship.

## 6. PILOT STUDY

Before annotating the entire sample, we conducted a pilot study on 20 abstracts, 10 from the ELT and 10 from the ESP sample, to test the feasibility of the methods described above. This framework allowed us to approach the analysis through a threefold perspective, ensuring a well-rounded investigation into Engagement resources. Since some of the research questions in the dissertation address the statistical analysis of the overall distribution of Engagement subtypes and the identification of prevailing types, their role in abstracts, and the way they are integrated into the text, the first perspective looks at the instantiation and realization of Engagement in the pilot sample as a whole. To answer the remaining research questions, the second perspective provides the analysis of Engagement resources across rhetorical moves. At the same time, the third one covers the comparison between Engagement in the ELT and ESP pilot samples. Each perspective explores both statistical data and their qualitative interpretation, supported by examples of the most typical usage.

### 6.1 Engagement: Instantiation and Realization in the Whole Pilot Sample

In this section, we present the findings regarding the instantiation and realization of heteroglossic Engagement resources across the pilot sample as a whole, including statistical analysis and the qualitative interpretation of the interpersonal meaning using examples extracted from the target pilot sample.

A total of 163 instances of Engagement were identified and annotated in 20 abstracts, with a relative frequency (RF) of 51.9 instances per 1000 words. Among these, contraction is insignificantly more common than expansion, with 26.1 (50.3%) compared to 25.8 instances (49.7%) per 1000 words. However, it is important to note that the most frequent subtype of Engagement is modals [expansion: entertainment], with an RF of 12.4. Table 4 presents Engagement subtypes ranked by global selection probabilities, with the number of instances, frequency of occurrence, and most common realizations.

#### **Table 4**

*Heteroglossic Engagement subtypes in the whole pilot sample ranked by global selection probabilities, with number of instances, frequency of occurrence per 1000 words, and most common realizations*

<b>Heteroglossic Engagement Subtypes in the Whole Pilot Sample</b>	<b>G%</b>	<b>No. of instances</b>	<b>RF/1000 words</b>	<b>Most Common Realizations</b>
Modals [expansion: entertainment]	23.9	39	12.4	may, can, attempt (n.,v.), about, whether, aim (n., v), potential, tend to
Endorse [contraction: proclaim]	22.1	36	11.5	find, finding (n.), show (v.), validity, validate, exhibit, display (v.), verify, result (v.), reveal, demonstrate
Acknowledge [expansion: attribution]	17.2	28	8.9	belief, perception, view (n.), vision, observation
Pronounce [contraction: proclaim]	11.0	18	5.7	remarkably, significantly, significant, notably, conclude
Deny [contraction: disclaim]	8.6	14	4.5	not, non-, -un, -in, no
Counter [contraction: disclaim]	8.0	13	4.1	though, while, but, however, still, although, to conflict with, despite
Evidentials [expansion: entertainment]	8.0	13	4.1	suggest, indicate, emerge, lead to
Concur [contraction: proclaim]	0.6	1	0.3	widely accepted

Distance [expansion: attribution]	0.6	1	0.3	attempt (v.)
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### 6.1.1 Dialogic Contraction

As mentioned above, dialogically contractive resources, which serve to restrict the dialogic space for alternative positions, account for 50.3% of all Engagement resources, which is not significant from a statistical standpoint. The instantiation of dialogic contraction with the number of instances, relative frequency of occurrence, and local and global selection probabilities, is shown in Table 5, which is generated from UAM CorpusTool (version 6).

**Table 5**

*Instantiation of dialogic contraction: number of instances (N), relative frequency per 1000 words, local (%) and global (%) selection probabilities*

CONTRACTION-TYPE	N	Per1000Wds	%	%
- disclaim	27	8.6	32.9	16.6
- proclaim	55	17.5	67.1	33.7
<b>TOTAL:</b>	<b>82</b>	<b>26.1</b>	<b>100.0%</b>	<b>50.3%</b>

DISCLAIM-TYPE	N	Per1000Wds	%	%
- denial	14	4.5	51.9	8.6
- counter	13	4.1	48.1	8.0
<b>TOTAL:</b>	<b>27</b>	<b>8.6</b>	<b>100.0%</b>	<b>16.6%</b>

PROCLAIM-TYPE	N	Per1000Wds	%	%
- concurrence	1	0.3	1.8	0.6
- endorsement	36	11.5	65.5	22.1
- pronouncement	18	5.7	32.7	11.0
<b>TOTAL:</b>	<b>55</b>	<b>17.5</b>	<b>100.0%</b>	<b>11.0</b>

Considering contraction resources, the instances of proclaim account for 67.1% (17.5 per 1000 words), with 55 identified instances. Concerning all Engagement categories, proclaim accounts for 33.7%. The prevalence of the proclaim feature is explained by the largest share of instances of endorse (65.5%), compared to pronounce (32.7%) and concur (1.8%). As can be seen in Table 4, endorsement strategies are the second most common subtype of Engagement in the total pilot sample, whereas concurrence has the minimum frequency, with only one occurrence.

The strategies of disclaim comprise 16.6% of all Engagement categories and 32.9% of contraction. In this pilot sample, there are 27 instances of disclaim, with a relative frequency

of 8.6 per 1000 words. In disclaim, the instances of deny (51.9%) are slightly more frequent than counter (48.1%).

Deny [contraction: disclaim], with RF of 4.5 per 1000 words (14 instances), accounts for 8.6% of all Engagement subtypes, 17.1% of dialogic contraction, and 51.9% of disclaim, which makes it the fifth most frequent Engagement subtype. It is most typically signaled by negative prefixes *non-*, *-un*, *-in*, as well as the negative operator *not*, usually combined with modals, and negative determiner *no* in noun phrases, as in the following examples:

6.1. *Replacing a local textbook with an imported coursebook, therefore, may **not** necessarily be in the best interest of the country's English language agenda.* (ELT 2)

6.2. ***No** significant difference were found to exist between mean scores for flipped and **non-flipped** groups regarding midterms and final e-portfolio, but flipped students received significantly higher essay scores compared to the **non-flipped**.* (ELT 5)

6.3. *The paper highlights the following four main causes of the dominant ELT research trends: the local educational research culture, the **inappropriate** interdisciplinarity approach, reading sources and institutional regulations, and researchers' over-reliance on convenience sampling.* (ELT 1)

As the instances above show, the scope and strength of negation can be different. In (6.1), for example, the negation is rather moderate than strong because the negated modal verb indicates a degree of possibility instead of a direct negation, which would be expressed by *is not*. In (6.2), we can observe two different instances of negation, where the determiner *no* negates the noun phrase, whereas the prefix *non-* only negates the noun. In the former case, we deal with in noun phrase (syntactic) negation; in the latter, we have an example of morphological negation.

The second disclaim-type dialogic resource is counter [contraction: disclaim]. In the pilot study, we identified 13 instances of this resource, with RF 4.1 per 1000 words. It accounts for 8.0% of all Engagement subtypes, 15.9% of dialogic contraction, and 48.1% of disclaim, thus ranking as the sixth most frequent subtype of Engagement, immediately following the subtype of deny. Its most common realizations are contrastive markers, such as conjunctions *while*, *but*, *although*, adverbs *however* and *still* and the preposition *despite*. We also identified the verb phrase *to conflict with* expressing the countering position. It is illustrated by the examples below:

6.4. *English language institute teachers displayed the highest collective efficacy level **while** university instructors showed the lowest level.* (ELT 3)

6.5. ***However**, this **still** remains at a theoretical level.* (ELT 7)

6.6. *This policy, **however**, creates difficulties for many teachers, who find themselves implementing certain practices that **conflict with** a vision of English language teaching (ELT) that accords with humanist values.* (ELT 9)

In (6.4), *while* introduces and emphasizes the contrast between two opposing propositions. In (6.5), *however* is used to introduce the contrast with a previously stated idea and *still* reinforces the effect of countering by indicating persistence in the face of potential change. These two examples illustrate a typical usage of counter, realized by contrastive conjunctions and adverbs. Less common realizations are verb phrases, as in (6.6), where two contrasting propositions are presented as well. These countering resources do not show disalignment with readers as “many of the expectations that are countered are set up text-internally, as part of the aims or methods of the studies” (Fryer, 2019, p. 141). Consequently, the writer-reader solidarity is preserved.

Considering the proclaim-type resources, we identified 55 instantiations, with a relative frequency of 17.5 per 1000 words. The subtype of proclaim accounts for 33.7% of all instances of Engagement and 67.1% of contraction. Within proclaim, there are 36 instances of endorsement (65.5%) 18 of pronouncement (32.7%), and 1 of concurrence (1.8%).

As for endorse category [contraction: proclaim], we identified 36 instances in the pilot sample, with 11.5 RF per 1000 words. It represents 22.1% of Engagement subtypes, 43.9% of dialogic contraction, and 65.5% of proclaim, thereby ranking as the second most common subtype of Engagement. According to Martin and White (2005), endorsement exploits the grammar of reported speech, which is confirmed by the most frequent realizations found in our pilot sample. Those are the reporting verbs, such as *find*, *show*, *validate*, *exhibit*, *display*, *verify*, *result*, *reveal*, and *demonstrate*, which are typically used in academic discourse to describe how evidence is tested or confirmed. The second common realization is the nominalizations of these verbs, such as *finding* and *validity*. They are shown in the following examples:

6.7. *The **findings** can be considered a milestone and have important implications for preparing professional English language teachers and achieving quality and accountability in SLTE.* (ELT 10)

6.8. *Results **showed** a positive effect for pre-teaching vocabulary in a visual condition.* (ESP 2)

6.9. *To capture the unique nature of collective teacher efficacy as reflected in ELT settings, the current study attempted to develop and **validate** a context-specific collective efficacy scale and use it in exploring collective efficacy beliefs in different ELT contexts.* (ELT 3)

These instantiations demonstrate the authorial voice undertaking the responsibility for the proposition, which is thus presented and maximally warrantable (Martin & White, 2005). They are an essential part of the authorial voice in academic writing, helping the author to articulate how research results are presented and verified, which explains their frequent occurrence in our pilot sample. Regarding the writer-reader solidarity, endorsement strategies are designed to align the reader with the authorial value position, consequently preserving the solidarity between them.

The subcategory of pronounce [contraction: proclaim] ranks as the fourth most frequent Engagement subtype. It is represented by 18 instantiations (5.7 RF per 1000 words). Pronouncement accounts for 11.0% of all Engagement subtypes, 22.0% of dialogic contraction, and 32.7% of proclaim. We observed that the realizations of pronounce are diverse and that in-depth reading is required to classify identified resources as pronouncements. In our pilot sample, it is most typically signaled by adverbs *remarkably*, *significantly*, and *notably*, verbs *conclude* and *highlight*, and adjective *significant*. Instantiations are shown below.

6.10. *Specifically, the experimentation, data quantification, and stereotyping aspects **remarkably** noted in these studies have caused some methodological, topical, and contextual research gaps in ELT research.* (ELT 1)

6.11. *We **conclude** that this pre-emptive multimodal approach heightens the learners' ability to notice vocabulary items thus providing an effective strategy to increase vocabulary intake.* (ESP 2)

6.12. *Results demonstrated that there is a **significant** relationship between teachers' self-efficacy and their teaching styles.* (ESP 10)

6.13. *Informed consent forms (ICFs) in clinical trials are **the only** objective testimony whether the information provided to participants is comprehensive and presented in an accessible language.* (ESP 8)

In (6.10), *remarkably* serves to amplify the authorial commitment to a preposition. Here, the author emphasizes “*the experimentation, data quantification, and stereotyping*” as the aspects which caused research gaps, thus signaling a strong evaluative stance. Similarly, in (6.12), the authorial voice uses *significant* to amplify its commitment to the proposition that the relationship between teachers’ self-efficacy and their teaching styles is important. In (6.11), *we conclude* implies that the author has reached a definitive decision, which rules out the possibilities for alternative positions and signals a strong commitment to a preposition. The example (6.13) is a less typical instantiation of pronouncement, where the phrase *the only* serves to exclude alternative positions, thus asserting strong authorial commitment and placing the evaluative weight on the noun phrase it modifies. Concerning the interpersonal risk in these examples, the author explicitly signals confidence in the given preposition, which is expected to foster solidarity with putative readers and align them to the value position. However, insisting upon the value or validity of the preposition may threaten the author’s relationship with the reader.

The category of concur [contraction: proclaim], with only one instantiation (0.3 RF per 1000 words), ranks as the Engagement subtype with minimal occurrence, alongside distance. It represents 0.6% of all Engagement categories, 1.2% of dialogic contraction, and 1.8% of proclaim. Its representation in the pilot sample is as follows:

6.14. *The effectiveness of explicit instruction, within the context of strategy development in learners, **has been widely accepted** for several years. (ESP 2)*

In the verb phrase *has been widely accepted*, the authorial voice affirms the preceding proposition by presenting it as part of general knowledge. Like the instantiations of pronouncement, it invites the reader to align with the value position presented by the author. Nevertheless, in cases where the reader rejects such a value position, their solidarity may be at risk.

### 6.1.2 Dialogic Expansion

Dialogic expansion, which opens up the space for alternative viewpoints, represents 49.7% of all Engagement resources. Within this category, the subcategory of entertain makes up 64.2%, compared to attribution, which accounts for 35.8% of expansion resources. The prevalence of the entertain subtype is largely due to the high frequency of modality, which ranks first among all Engagement resources. Table 6, generated from UAM CorpusTool

(version 6), presents details on dialogic expansion, with the number of instances of each feature, its relative frequency, and local and global selection probabilities.

**Table 6**

*Instantiation of dialogic expansion: number of instances (N), relative frequency per 1000 words, local and selection probabilities (%)*

EXPANSION-TYPE	N	%	%
- entertainment	52	64.2	31.9
- attribution	29	35.8	17.8
<b>TOTAL:</b>	<b>81</b>	<b>100.0%</b>	<b>49.7%</b>

ENTERTAINMENT-TYPE	N	%	%
- modality	39	75.0	23.9
- evidentiality	13	25.0	8.0
<b>TOTAL:</b>	<b>52</b>	<b>100.0%</b>	<b>31.9%</b>

ATTRIBUTION-TYPE	N	%	%
- acknowledgment	28	96.6	17.2
- distance	1	3.4	0.6
<b>TOTAL:</b>	<b>29</b>	<b>100.0%</b>	<b>17.8%</b>

In this pilot sample, entertain strategies account for 31.9% of all Engagement categories and 64.2% of dialogic expansion. There are 52 occurrences of entertain, with a relative frequency of 16.6 per 1000 words. Among these, modality represents 75.0% of entertainment, whereas evidentials account for 25.0%.

Modality [expansion: entertainment], occurring 39 times with a relative frequency of 12.4 per 1000 words, represents 23.9% of all Engagement subtypes, 48.1% of dialogic expansion, and 75.0% of Entertainment strategies. This makes it the most frequent Engagement subtype. In our pilot sample, modality is typically represented by modal auxiliaries *may* and *can*, but also other modal expressions, such as verb phrases *attempt*, *tend to*, and *aim at/to*, nouns *attempt*, *aim* and *perspective*, adjective *potential*, *about* when used in its adverbial role and subordinating conjunction *whether*. Some examples are shown below.

6.15. *The current study **aimed at** exploring the most prominent constituent elements of collective teacher efficacy beliefs and their contributing factors in the specific context of English language teaching.*(ELT 4)

6.16. *To this **aim**, 30 English language teachers and instructors' perceptions of collective teacher efficacy were inspected through a series of in-depth interviews at different high schools, English language institutes, and universities.*(ELT 4)

6.17. *English language teaching (ELT) research in Egypt is **about** four decades old now.* (ELT 1)

6.18. *Therefore, this study explores in detail the **prospect** and **potential** challenges of teaching Englishes in Pakistan.* (ELT 7)

6.19. *They suggest how these challenges **can** be met from the **perspective** of future employees in globalizing enterprises and practitioners of Business English education in Chinese universities.* (ESP 1)

The instances (6.15) and (6.16) exemplify how a verb phrase and its nominalization can be used to signal modality. In both cases, we can observe the author's intention and degree of commitment to a particular objective, leaving space for a different outcome. In (6.17), *about* is dialogically expansive in that it marks approximation rather than exact information. Only in the case when *about* functions as an adverb can it be used to signal modality. When used as a proposition (e.g. *about* the project), it does not have any role within the Engagement system. In (6.18) and (6.19), the nouns *prospect* and *perspective* engage the reader with a possibility rather than certainty, aligning them with epistemic modality. Similarly, the adjective *potential* fulfills the same function and *can* is one of the most typical realizations of modality.

In our pilot sample, we observe a common combination of the subtypes of modality and deny. According to Fryer (2019), pairing dialogically contractive with dialogically expansive resources serves to mitigate any potential threat to writer-reader solidarity. Some instantiations of such pairings are shown below.

6.20. *Replacing a local textbook with an imported coursebook, therefore, **may not necessarily** be in the best interest of the country's English language agenda.* (ELT 2)

6.21. *The second scale development was continued to determine the item scale factorial structure using confirmatory factor analysis (CFA) to confirm **whether** the construct was consistent or **not**.* (ESP 6)

Some less typical realizations of modality are the noun *effort* in (6.22) and the verb *design* in (6.23), which both signal the author's intention and commitment to a certain objective but with a degree of uncertainty about the outcome, which opens up the dialogic space to alternative results.

6.22. *The inquiry involved asking them to keep reflective journals in an **effort** to place their teaching in a critical perspective exposing the contradictory nature of their professional situation.* (ELT 9)

6.23. *The first developmental stage was **designed** to develop items for the scale and to establish structure of factorial design utilizing a multivariate statistics of exploratory factor analysis (EFA) test. (ESP 6)*

Concerning the relationship between the writer and reader, modalizing expressions accommodate alternative voices and diverse value positions, which can lead to potential tension with dialogic alternatives since these value positions may not be universally accepted. Nevertheless, acknowledging differing viewpoints creates an opportunity for solidarity with the readers who hold different values.

Evidentials [expansion: entertainment], as another entertain-type heteroglossic resource, appear 13 times, with a relative frequency of 4.1 occurrences per 1,000 words, accounting for 8.0% of all Engagement subtypes, 16.0% of dialogic expansion, and 25.0% of entertainment strategies, making it the antepenultimate Engagement subtype. In our pilot sample, evidentiality is most commonly expressed with the verbs *suggest*, *indicate*, *emerge* and *lead to*, which are all evidence-based and derived via the process of authorial deduction (Martin & White, 2005). We did not note any instance of pseudo-questions. Some examples are illustrated below.

6.24. *The results of the confirmatory factor analysis **indicated** that the scale showed indices of construct validity and suitably fit the proposed collective efficacy model. (ELT 3)*

6.25. *They **suggest** how these challenges can be met from the perspective of future employees in globalizing enterprises and practitioners of Business English education in Chinese universities. (ESP 1)*

6.26. *Some common themes that **emerged** as the related contributing factors included job satisfaction, administrative support, and shared leadership. (ELT 4)*

Whereas the instantiations of evidentiality in (6.24) and (6.25) are common illustrations of evidentiality, the verb *emerge* is less typical. In (6.26), *emerge* implies that the themes were revealed through evidence within the research context. In each case, the dialogically expansive value of evidentials, where the author validates alternative viewpoints, provides the possibility of solidarity with putative readers.

The second category of dialogic expansion is attribution. In this pilot sample, attribution strategies make up 17.8% of all Engagement categories and 35.8% of dialogic expansion. There are 29 instances of attribution, with a relative frequency of 9.2 per 1000

words. Within these occurrences, acknowledgment comprises 96.6% of attribution strategies, while distancing constitutes the remaining 3.4%.

Acknowledgment [expansion: attribution] resources appear 28 times in the pilot sample, with a relative frequency of 8.9 per 1,000 words. They account for 17.2% of all Engagement subtypes, 34.6% of dialogic expansion, and 96.6% of attribution, thus being ranked as the third most common Engagement subtype. Since this resource attributes the proposition to an external voice, but with no overt indication of the author's position (Fryer, 2013), it is typically represented by reporting nouns such as *belief*, *perception*, *view*, *vision* and *observation*. Determining whether the authorial voice distances itself from the proposition or merely acknowledges it depends on the context. The instances of acknowledgment are as follows:

6.27. *The current study aimed at exploring the most prominent constituent elements of collective teacher efficacy **beliefs** and their contributing factors in the specific context of English language teaching.* (ELT 4)

6.28. *In this article, through narrating the first author's ethnographic **observations** in a Chinese–Australian company, the researchers explore the challenges of transnational and intercultural business in terms of English communication and services.* (ESP 1)

6.29. *Specifically, the experimentation, data quantification, and stereotyping aspects remarkably **noted** in these studies have caused some methodological, topical, and contextual research gaps in ELT research.* (ELT 1)

In (6.27) and (6.28), the realizations of acknowledgment are explicitly contributed to teachers and other authors, respectively. In neither case does the authorial voice convey its standpoint. Unlike these examples where acknowledgment is realized by reporting nouns, in (6.29) it is signaled by a reporting verb. In this instance, the authorial voice acknowledges the presence of an external perspective, which is not explicitly attributed to any identifiable external source; however, the context suggests that it originates from other researchers. In each case, authors position themselves as relatively neutral towards the value position being presented (Fryer, 2019). Consequently, writer-reader solidarity is likely to be maintained, as the authorial viewpoint is not explicitly articulated, allowing for the inclusion of other voices.

Concerning distancing [expansion: attribution], it represents the least frequent Engagement resource, alongside concurrence, with only one instance in our pilot sample and

a relative frequency of 0.3 per 1,000 words. It comprises 0.6% of all Engagement subtypes, 1.2% of dialogic expansion, and 3.4% of attribution. Its realization is shown below:

6.30. *Although some studies **have attempted** to uncover the practicality of this call, they are mostly based in Inner Circle and Expanding Circle countries as opposed to Outer Circle countries with a colonial past.* (ELT 7)

In this example, the verb *attempt* detaches the author from the proposition by attributing it to other authors. Furthermore, the author does not maintain a neutral position by indicating the limitations of the study, which are mostly based in Inner Circle instead of encompassing Outer Circle as well. In addition to the context that primarily indicates the distancing effect, it is further reinforced by the countering resource realized by the subordinating conjunction *although*. In other contexts, the verb *attempt* can be classified as acknowledgment in the case when the author preserves the neutral position. The interpersonal risk of distancing resources is typically increased as distancing oneself from an alternative viewpoint can threaten writer-reader solidarity, especially if it contradicts or challenges the reader's knowledge, beliefs, or values (Fryer, 2019).

### 6.1.3 Summary

To summarize, the statistical analysis of the overall pilot sample shows no significant difference in the frequency of occurrence between the resources of dialogic contraction and expansion, though contraction shows a slight prevalence. Among these, the resources of modality [expansion: entertainment] are the most common, slightly surpassing endorsement [contraction: proclaim], with a relative frequency of 12.4 per 1000 words compared to 11.5 per 1000 words. The balanced distribution of the most common resources in both Engagement categories indicates that the authors equally opt for the modalizing locutions grounded in authorial subjectivity (e.g. *may, can, tend to* etc.) and the resources by which they ascribe a proposition to an external resource which is highly warrantable (e.g. *show, reveal, demonstrate, find* etc.).

As stated above, the prevailing resource of dialogic contraction is endorsement [contraction: proclaim] (11.5 RF/1000 words), followed by pronouncement [contraction: proclaim] (5.7 RF/1000 words), denial [contraction: disclaim] (4.5 RF/1000 words), counter [contraction: disclaim] (4.1 RF/1000 words) and concurrence [contraction: proclaim] (0.3 RF/1000 words). Endorsement resources [contraction: proclaim], most commonly expressed

through reporting verbs, ground arguments in the subjectivity of an external source, and their high frequency suggests that the authorial voice generally refrains from disaligning with the third party. Therefore, the authors adopt a cautious approach to preserve solidarity with their readers. Regarding other resources of dialogic contraction, all of which occur at less than half the frequency of endorsement, we could observe some realizations typically used in academic writing, such as adverbs *remarkably*, *significantly* and *notably* [contraction: pronouncement] or conjunctions *while*, *but*, *although* [contraction: counter]. The lowest frequency of concurrence resources [contraction: proclaim], detected in one verb phrase (*has been widely accepted*) may be attributed to their dialogic effect of overt agreement with the putative reader, which can potentially undermine solidarity with the audience by placing excessive emphasis. Consequently, authors tend to avoid utilizing this resource.

In terms of dialogic expansion, modals [expansion: entertainment] emerge as the dominant resource with a relative frequency of 12.4 per 1000 words, followed by acknowledgment [expansion: attribution] (8.9 RF/1000 words), evidentials [expansion: entertainment] (4.1 RF/1000 words) and distance [expansion: attribution] (0.3 RF/1000 words). As previously mentioned, modalizing locutions (e.g. modal verbs *may* and *can*, *aim* (n.,v.), adjective *potential* etc.) ranking first among all Engagement resources, can be used without concern of threatening writer-reader alignment as they are grounded in the authorial subjectivity, which explains why authors largely favor this resource. Acknowledgments, such as nouns *belief*, *perception*, *view* etc., serve a similar purpose and are therefore frequently used in the pilot sample as well. Evidentials (e.g. verbs *suggest*, *indicate*, *lead to*), which require both evidence and authorial deduction are somewhat less prevalent. Finally, in distancing, “the textual voice dissociates and disaligns itself from some externally sourced proposition” (Fryer, 2019, p. 177), which can increase the interpersonal risk. Consequently, authors typically refrain from using this resource.

## 6.2 Engagement Resources across Rhetorical Moves

In this section, we discuss the distribution of Engagement resources across the rhetorical moves of RA abstracts, namely introduction, purpose, method, product, and conclusion, as defined by Hyland (2004). For the purposes of this research, we use the terms rhetorical move and section interchangeably. Table 7 provides an overview of the rhetorical move density in the pilot sample.

**Table 7**

*Overview of rhetorical move density: number of sentences annotated as a specific move (N) and global selection probability (%) of rhetorical moves*

RHETORICAL-MOVES-TYPE	N	%	Per1000Wds
- introduction	34	27.2	10.8
- purpose	22	17.6	7.0
- method	24	19.2	7.6
- product	31	24.8	9.9
- conclusion	14	11.2	4.5
<b>TOTAL:</b>	<b>125</b>	<b>100.0%</b>	<b>39.8</b>

Table 7 indicates that the majority of the text was annotated as belonging to the introduction section, followed by purpose, method, product, and conclusion. In the following sections, we will discuss the distribution of the resources of heteroglossic Engagement across each move of the abstract separately.

### 6.2.1 The Introduction Sections

According to Hyland (2004), the purpose of introductions is to establish the context of the article, provide its essential background, indicate the importance of the topic and motivate the research or discussion (see section 5.2). In our pilot sample, we identified 38 instances of heteroglossic Engagement in introductions (RF of 48.2 per 1000 words), with 20 (RF of 25.3 per 1000 words) classified as expansion and 18 instances (RF of 22.8 per 1000 words) as contraction. Table 8 summarizes Engagement subtypes in introductions ranked by global selection probabilities, including the number of instances, frequency of occurrence per 1000 words and most common realizations.

**Table 8**

*Heteroglossic Engagement subtypes in introduction sections ranked by global selection probability, with number of instances, frequency of occurrence per 1000 words and most common realizations*

Engagement Subtypes in Introduction Sections	G%	No. of instances	RF/1000 words	Most Common Realizations
Acknowledge [expansion: attribution]	28.9	11	13.9	view (n.), perception (n.),

				report on, review (v)
Counter [contraction: disclaim]	23.7	9	11.4	however, still, although, conflict with (v.)
Modals [expansion: entertainment]	21.1	8	10.1	about, attempt (n., v), whether, evaluate (v)
Pronounce [contraction: proclaim]	10.5	4	5.1	significant, importance, mostly, necessary
Deny [contraction: disclaim]	5.3	2	2.5	little, as opposed to
Endorse [contraction: proclaim]	5.3	2	2.5	represent, exhibit (v.)
Distance [expansion: attribution]	2.6	1	1.3	attempt (v.)
Concur [contraction: proclaim]	2.6	1	1.3	widely accepted
Evidentials [expansion: entertainment]	0.0	0	0.0	/

The resources of acknowledgment emerge as the most dominant category in introductions. When measured against the overall pilot sample, it ranks third, with a global selection probability (G%) of 17.2, whereas in introductions it ranks first, with a global selection probability (G%) of 28.9. The prevalence of acknowledgment strategies can be explained by their function of attributing a proposition to an external source, thereby making the authorial voice less overt. In introductions, this external voice typically represents other authors who establish the foundation of prior research, which is illustrated in:

6.31. *Given the Malaysian English curriculum **emphasis** on learners' intercultural skills, the question that arises is whether imported coursebooks meet local learners' needs. (ELT 2)*

In this example, the external voice is not attributed to any author in particular, but to the policymakers of the Malaysian English curriculum, whose perspective is being challenged by the authorial voice further in the article. In any case, the external voice originates from an external source, wherein the authorial voice remains backgrounded.

The second most prominent Engagement subtype in introductions is counter. In comparison to the overall pilot sample, this feature demonstrates a significantly higher prominence in the introduction move, while ranking sixth in the overall abstract (G% of 23.7 in introductions versus G% of 8.0 in the entire abstract). According to Fryer (2019), one of the key phases of introductions is identifying the gap in the field, which is realized by contrastive features, such as counter or deny or their pairing, as in:

6.32. *One of the major changes that scholars have called for is the need to incorporate the diversity of the form, user and culture of English into the existing ELT curriculum. **However**, this **still** remains at a theoretical level.* (ELT 7)

Modals, which rank first in the entire abstract, are the third most prominent feature in the introduction move. As can be seen in Table 4 and Table 8, their global selection probabilities are similar (G% of 23.9 in the entire abstract versus G% of 21.1 in introductions). The prominence of modals in introductions can be associated with the shift in focus from previous to current research, where the authorial voice does not attribute the proposition to an external source but grounds it in their subjecthood (Fryer, 2019), as in:

6.33. *This paper describes a structured **attempt** to integrate the flipped classroom model into a senior-level course at the higher education level.* (ELT 5)

Pronouncements, which rank fourth in introductions, show a relatively lower frequency of occurrence compared to the Engagement subtypes occupying the top three positions in the ranking. In comparison to modals, which have a global selection probability of 21.1, pronouncements are represented at half that frequency (G% of 10.5). When considering their representation in the entire pilot sample, pronouncements in introductions display a similar frequency. In both cases, they rank fourth, with a global selection probability (G%) of 11.0 in the abstract as a whole and 10.5 in introductions. Since pronouncements amplify authorial commitment to the proposition and rule out the possibilities for alternative positions, they have the potential to increase interpersonal risk, a stance that is seldom adopted in introductions. One of the examples where the authorial voice

employs pronouncement features without posing much threat to the writer-reader solidarity is shown below:

6.34. *Teacher learning is of **significant importance** in mainstream education and a number of attempts have been made to measure the quality of teacher learning across different contexts.* (ELT 8)

The features of deny and endorse are represented in introductions with a global selection probability of 5.3%, placing them fifth and sixth in the ranking. Their frequency is half that of pronouncement, the feature ranked immediately above them. Compared to their representation in introductions, denials are represented in the entire pilot sample by the global selection probability of 8.6%, whereas endorsement demonstrates a significantly higher global selection probability of 22.1%.

In introductions, denials are represented by two realizations (*as opposed to* and *little*), both of which introduce a rejection of an implied alternative, as in:

6.35. *Although some studies have attempted to uncover the practicality of this call, they are mostly based in Inner Circle and Expanding Circle countries **as opposed to** Outer Circle countries with a colonial past.* (ELT 7)

In this instance, the sentence implicitly contrasts where studies are conducted, specifically negating or rejecting the inclusion of Outer Circle countries. The use of *as opposed to* establishes this contrast by denying or rejecting the possibility that Outer Circle countries have been equally represented. It is interesting to note that in introductions there are no instances of morphological negation.

About the endorsement feature, it is typically used in introductions to establish the overall field of study (Fryer, 2019), as we can see below:

6.36. *The correct use of frequently occurring word combinations **represents** an important part of language proficiency in spoken and written discourse.* (ESP 4)

The verb *represent* demonstrates the author's strong commitment to the preposition, which is expected to be more commonly seen in the product section, when the authorial voice presents the research results, rather than in the introduction, where the topic is introduced.

The features of distance and concur are represented by just one example in the whole abstract. Interestingly, both instances appear in the introductions (see examples 6.30 and 6.14). In 6.30, the authorial voice explicitly detaches itself from previous research and its

failed attempt to “uncover the practicality of this call”, positioning its own study as a possible solution to the issue. In 6.14, the author uses concurrence in order to establish the territory for current research.

Regarding evidentials, we found no instances in introductions whereas in the entire abstract their global selection probability is 8.0%. Since the use of evidentials relies on evidence-based postulations, it is not typical to employ such a deduction process in introductions, which serve to set the article's context, provide background information, highlight the importance of the topic and motivate the research or discussion.

In summary, we could observe that the distinction in frequency between dialogic contraction and expansion is minimal in both whole abstracts and introductions. Therefore, the extent to which frequency alone influences the dialogic expansion or contraction of a text is open to debate. From a more fine-grained perspective, introductions are characterized by a high frequency of acknowledgment strategies attributing the preposition to an external source, which often represents previous researchers who lay the groundwork for the study. This heteroglossic position creates the dialogic space for alternatives, which is further in the abstract filled by the authorial perspective.

### 6.2.2 The Purpose Sections

The purpose section serves to outline the aim of the article, as well as its objective, thesis, or hypothesis (Hyland, 2004). Our pilot sample contains 37 instances of heteroglossic Engagement in this move, with a relative frequency (RF) of 56.1 per 1000 words. Among these, 23 instances (RF of 34.9 per 1000 words) were categorized as expansion, and 14 instances (RF of 21.2 per 1000 words) as contraction. Table 9 provides the summary of the Engagement subtypes in the purpose sections, ranked by global selection probability. The table includes the number of instances, relative frequency per 1000 words, and the most common realizations.

#### **Table 9**

*Heteroglossic Engagement subtypes in purpose sections ranked by global selection probability, with number of instances, frequency of occurrence per 1000 words and most common realizations*

<b>Heteroglossic Engagement Subtypes in Purpose Sections</b>	<b>G%</b>	<b>No. of instances</b>	<b>RF/1000 words</b>	<b>Most Common Realizations</b>
Modals [expansion: entertainment]	40.5	15	22.8	attempt (v.), aim at, prospect, potential (adj.), whether, estimate (v.)
Acknowledge [expansion: attribution]	21.6	8	12.1	draw on, observation, reveal, report (v.), belief
Endorse [contraction: proclaim]	18.9	7	10.6	validate, establish, validity, reliability
Pronounce [contraction: proclaim]	10.8	4	6.1	determine, confirm, the most prominent
Deny [contraction: disclaim]	8.1	3	4.6	not, un-, non-
Evidentials [expansion: entertainment]	0.0	0	0.0	/
Distance [expansion: attribution]	0.0	0	0.0	/
Concur [contraction: proclaim]	0.0	0	0.0	/
Counter [contraction: disclaim]	0.0	0	0.0	/

As Table 9 indicates, modals stand out as the most frequently occurring category in the purpose sections, with a global selection probability of 40.5%. Similarly, Table 4 shows that modals rank highest in the entire pilot sample as well (G% of 23.9), although this is lower than their probability in the purpose sections. Since modality indicates likelihood stemming from the author's subjectivity (see section 3.4.1.), the authorial voice employs modalizing locutions in the purpose sections to convey the authors' effort to achieve a specific research goal, which may or may not be successful. In doing so, the author expands the dialogic space for an alternative outcome, which is illustrated below.

6.37. *To capture the unique nature of collective teacher efficacy as reflected in ELT settings, the current study **attempted** to develop and validate a context-specific collective efficacy scale and use it in exploring collective efficacy beliefs in different ELT contexts.* (ELT 3)

About the category of acknowledgment, which ranks second in the purpose sections (G% of 21.6), we noted that it holds the third position in the abstract as a whole, with similar global selection probability (G% of 17.2). Compared to the top-positioned category of modals, the global selection probability of acknowledgment in the purpose sections is almost 50% lower (G% of 40.5 as opposed to G% of 21.6). Like in introductions, the role of acknowledgment in explaining the purpose involves recognizing the previous body of knowledge, which is then further evaluated in the text, as in:

6.38. *The current study aimed at exploring the most prominent constituent elements of collective teacher efficacy **beliefs** and their contributing factors in the specific context of English language teaching.* (ELT 4)

In this example, the previous body of knowledge belongs to the teachers and refers to the beliefs they hold about their collective ability to impact student learning and success. The authorial voice is not explicitly present in the statement, suggesting a neutral stance towards it.

The category of endorsement ranks third in the purpose section (G% of 18.9), whereas it is ranked second in the abstract as a whole (G% of 22.1). While endorsement typically serves to present a proposition as highly warrantable by attributing it to an external source, in the purpose section it is not necessarily related to an explicitly stated external voice, which can be seen in:

6.39. *The present study aimed to develop a new motivational teaching instrument and provide indication for the scale's **validity** and **reliability** of English for Specific Purposes (ESP) teachers' basic psychological need fulfillment in online teaching (BPNOT), using samples of Indonesian novice and experienced ESP teachers across genders.* (ESP 6)

In the given example, *validity* and *reliability* are implicitly associated with established conventions in the field of educational measurement, instead of particular external research or

author. Either way, the proposition is considered fully credible, leaving no space for alternatives.

The fourth-ranked category is pronouncement, with a global selection probability of 10.8%. In the overall pilot sample, it occupies the same position (G% of 11.0). Consistent with its role in the abstract as a whole, it serves to amplify the authorial commitment to a preposition, as in

6.40. *The current study aimed at exploring **the most prominent** constituent elements of collective teacher efficacy beliefs and their contributing factors in the specific context of English language teaching.* (ELT 4).

Denials hold the fifth position, with a global selection probability of 8.1%, maintaining the same ranking as observed in the whole abstract (G% of 8.6). Out of three identified instances, two are morphological negations, one of which is presented below.

6.41. *This study's purpose is to examine and compare the impact of flipped classrooms versus **non-flipped** as a means to contribute to the growing line of research on flipped teaching through an evaluation of both methods' academic outcomes, along with students' perceptions for their learning experience.* (ELT 5)

In the purpose sections, we did not identify the resources of evidentiality, distancing, concurring and countering. Across the entire pilot sample, these four subtypes also rank in the bottom four positions, with global selection probabilities of 8.0%, 0.6%, 0.6% and 8.0%, respectively.

Overall, in the purpose sections, dialogic expansion predominates over dialogic contraction, with global selection probabilities of 62.2% and 37.8%, unlike the entire pilot sample where contraction surpasses expansion, with global selection probabilities of 50.3% and 49.7%, respectively. From a more detailed perspective, we can observe that modals are the predominant Engagement resource in both the entire pilot sample and the purpose sections. This suggests that authors choose to present their voice as one of the available alternatives and reflects their attempt to accomplish a particular research objective.

### 6.2.3 The Method Sections

The method section outlines the design, procedures, data, assumptions, approach, and other elements related to the study. The pilot sample includes 14 instances of heteroglossic

Engagement in this move (RF of 29.4 per 1000 words), which is relatively lower compared to other moves. Among these, 9 instances (RF of 18.9 per 1000 words) are classified as expansion, while 5 instances (RF of 10.5 per 1000 words) fall under contraction. Table 10 summarizes the Engagement subtypes in the method sections, ranked by global selection probability. It details the number of instances, frequency of occurrence per 1000 words, and the most common realizations.

**Table 10**

*Heteroglossic Engagement subtypes in method sections ranked by global selection probability, with number of instances, frequency of occurrence per 1000 words and most common realizations*

<b>Heteroglossic Engagement Subtypes in Method Sections</b>	<b>G%</b>	<b>No. of instances</b>	<b>RF/1000 words</b>	<b>Most Common Realizations</b>
Modals [expansion: entertainment]	35.7	5	10.5	try, effort, perspective
Acknowledge [expansion: attribution]	28.6	4	8.4	obtain, propose, perception
Endorse [contraction: proclaim]	21.4	3	6.3	verify, validate
Pronounce [contraction: proclaim]	7.1	1	2.1	the most prominent
Deny [contraction: disclaim]	7.1	1	2.1	not
Evidentials [expansion: entertainment]	0.0	0	0.0	/
Distance [expansion: attribution]	0.0	0	0.0	/
Concur [contraction: proclaim]	0.0	0	0.0	/
Counter [contraction: disclaim]	0.0	0	0.0	/

As can be seen from Table 9 and Table 10, the frequency distribution of Engagement resources in purpose and method sections is the same. In both cases, the prevailing resource are modals. Their global selection probability in method sections is 35.7%. In this rhetorical move, modalizing expressions are employed to convey the degree of authorial investment in the proposition, indicating an outcome that is not entirely certain, as the verb *try* in:

6.42. *Based on the seven-component initial model **obtained** from qualitative content analysis, a 32-item questionnaire was developed and **tried** on 405 EFL teachers and instructors. (ELT 3)*

The verb *try* indicates that the questionnaire was not definitively successful or fully established but was instead put into practice to observe its effectiveness. Despite its investment, the authorial voice includes the possibility that the questionnaire could be refined, opening the dialogic space for an alternative outcome.

Regarding acknowledgment (G% of 28.6), which ranks second, we observed that, in the method sections, it serves to present methodological choices and instruments as credible, by attributing them to an external source, which is the case with the verb *obtain* in 6.43. The verb *obtain* attributes the proposition to a qualitative analysis, which is considered neutral by the author and thus warrantable.

Endorsement is ranked third in the method section (G% of 21.4). In this rhetorical move, it is associated with confirming the reliability of particular methodological practices, presenting them as unquestioned research standards, as illustrated below.

6.43. *After developing the scale and administering it to 184 ELT teachers, it was **validated** through both exploratory and confirmatory factor analyses which **resulted** in a few alterations. (ELT 8)*

The verbs *validate* and *result* serve to frame the methods as conclusive and beyond dispute, thereby eliminating alternative viewpoints, which is a characteristic feature of endorsement resources.

The features of pronouncement and denial appear with a global selection probability of 7.1%, ranking fourth and fifth. As with previous rhetorical moves, pronouncements in method sections serve to reinforce authorial commitment to a proposition, as in:

6.44. *To achieve this goal, guided by the related literature, **the most prominent** constituent elements of collective teacher efficacy were identified through a series of semistructured interviews with English language teachers and instructors in educational contexts of school, institute, and university. (ELT 3)*

In denials, we could observe the instances of local negation, which does not entail the negation of an entire clause and therefore does not produce a significant syntactic effect, as in:

6.45. *This article reflects on the first author's action research, using student presentations as a pedagogical practice with first year postgraduate students **not** majoring in English in a Chinese university. (ESP 9)*

As with the purpose sections, we did not identify the resources of evidentiality, distancing, concurring and countering in the method sections either.

In short, in the method sections, dialogic expansion outweighs dialogic contraction, with global selection probabilities of 64.3% and 35.7%, respectively. A closer look reveals that authors typically choose the resources of modality, which aligns with both the purpose section, as well as the abstract as a whole. Modals are followed by acknowledgment and endorsement, which exhibit a more significant relative frequency per 1000 words, whereas all other resources are represented to a lesser extent.

#### 6.2.4 The Product Sections

The product section, which presents information on research findings, exhibits the highest relative frequency per 1000 words of Engagement strategies among all rhetorical sections, with an RF of 63.1 per 1000 words (55 instances). Out of these, 35 instances (RF of 40.2 per 1000 words) are categorized as contraction whereas 20 instances (RF of 23.0 per 1000 words) as expansion, which is the opposite of introduction, purpose, and methods sections, where dialogic expansion prevails. Table 11 provides a summary of the Engagement subtypes in the product sections, arranged by global selection probability. It includes the number of instances, frequency of occurrence per 1000 words, and the most frequent realizations.

#### **Table 11**

*Heteroglossic Engagement subtypes in product sections ranked by global selection probability, with number of instances, frequency of occurrence per 1000 words and most common realizations*

<b>Heteroglossic Engagement Subtypes in Product Sections</b>	<b>G%</b>	<b>No. of instances</b>	<b>RF/1000 words</b>	<b>Most Common Realizations</b>
Endorse [contraction: proclaim]	38.2	21	24.1	find, finding, result (n.), show (v.), validity, validation, reveal, display (v.), demonstrate
Evidentials [expansion: entertainment]	20.0	11	12.6	indicate, emerge, suggest, lead to
Modals [expansion: entertainment]	10.9	6	6.9	proposed (adj.), may, can, perspective, tend to, propose
Deny [contraction: disclaim]	10.9	6	6.9	un-, no, non-, lack
Pronounce [contraction: proclaim]	7.3	4	4.6	remarkably, significantly, significant
Counter [contraction: disclaim]	7.3	4	4.6	though, while, but
Acknowledge [expansion: attribution]	5.5	3	3.4	note (v.), belief
Concur [contraction: proclaim]	0.0	0	0.0	/
Distance [expansion: attribution]	0.0	0	0.0	/

Endorsement is by far the most dominant Engagement resource in products, with a global selection probability of 38.2%, compared to 20.0% of evidentiality, which ranks second. Compared to the overall pilot sample, it exhibits significantly higher global selection probability in products (38.2% in products versus 22.1% in the whole abstract) and a greater relative frequency per 1000 words (24.1 in products versus 11.5 in the whole abstract),

although it ranks second in abstracts as a whole. Since the resources of endorsement serve to attribute the proposition to an undeniable external source, thus offering no space for alternative positions, they are suitable for framing research results. This indicates that, in presenting results, the authorial voice adopts a dialogically contractive position, asserting the results with firm assurance of their correctness. This is illustrated with the verb *demonstrate* in the example below. The verb signals the author's strong agreement with the research results, whose credibility is not subject to doubt.

6.46. *Results **demonstrated** that there is a significant relationship between teachers' self-efficacy and their teaching styles.* (ESP 10)

Evidentials rank second in product sections, with a global selection probability of 12.6%, which is 50% lower than that of endorsements. In the overall pilot sample, evidentials rank third to last (G% of 8.0), indicating they are significantly more prominent in product sections. Since the use of evidentials relies on evidence-based postulations, their use in product sections is quite common, as this section typically serves to present research results. This is shown in the example below, where verb *indicate* signals that the conclusion is drawn based on data analysis and the statement is grounded in evidence.

6.47. *The results of the confirmatory factor analysis **indicated** that the scale showed indices of construct validity and suitably fit the proposed collective efficacy model.* (ELT 3)

Modality and denials rank third and fourth in product sections, with a global selection probability of 10.2%. As noted earlier, modals ranks first in the whole pilot sample (G% of 23.9) whereas the category of deny ranks fifth (G% of 8.6). The purpose of modalizing locutions in product sections is to avoid overstating authorial certainty and showing openness to alternative interpretations, as in:

6.48. *The results of the confirmatory factor analysis indicated that the scale showed indices of construct validity and suitably fit the **proposed** collective efficacy model.* (ELT 3)

In this example, the adjective *proposed* positions the preposition *collective efficacy model* as one of the possible options, whereas the scale mentioned in this sentence can fit other models, which invites the readers to consider alternative positions.

With regard to denials, we identified the instances of both morphological and noun phrase negation. Since their character is local, they do not perform the role of addressing and rectifying misconceptions, as exemplified in:

6.49. *Though some relative differences were found between the published and **unpublished** studies in the areas and contexts researched, both types of studies were similar in the research methods used and nature of the topics covered.* (ELT 1)

The Engagement categories that occupy the fifth and sixth position in the ranking, with a global selection probability of 7.3%, are counter and pronounce. Within the entire abstract, pronouncement exhibits a slightly higher representation (G% of 11.0), ranking fourth. Counter shows a representation similar to that in the product sections, ranking fifth, with a global selection probability of 8.0%.

As in other sections, pronouncement in the product section serves to reinforce the authorial position, as illustrated in example 6.12. As for counter, it serves to identify and correct misconceptions, as illustrated below.

6.50. ***Though** some relative differences were found between the published and unpublished studies in the areas and contexts researched, both types of studies were similar in the research methods used and nature of the topics covered.* (ELT 1)

The resources of acknowledgment rank seventh in production sections (G% of 5.5) whereas they occupy the third position in the overall ranking (G% of 17.2). Such low representation in this rhetorical move can be explained by the fact that acknowledgment serves to attribute a proposition to an external source, whereas in product sections, the authorial voice directly presents their findings. This is demonstrated by the example below, where the authorial voice contrasts their own findings with the general body of knowledge held by English teachers, which is framed by the noun *belief*.

6.51. *Applying a one-way ANOVA also revealed that the three educational contexts differed significantly with respect to English teacher collective efficacy **beliefs**.* (ELT 3)

As with the previous rhetorical moves, we did not identify the instances of concurrence and distance in this move either.

In general, we have observed that, unlike other rhetorical moves, the strategies of dialogic contraction are particularly prevalent in product sections, with endorsement

strategies being especially prominent. This can be easily explained by the fact that the product section is designed to present the author’s research findings, which are based on thorough or empirical research. The results obtained in this manner are not open to negotiation by the authorial voice, thereby limiting the dialogic space for alternative perspectives.

### 6.2.5 Conclusion Sections

In the conclusions, which interpret the results, discuss implications, draw inferences, highlight applications, and explicitly emphasize the broader significance of the research (see section 5.2), we found 19 instances of heteroglossic Engagement (RF of 55.6 per 1000 words). Among these, 10 instances (RF of 29.2 per 1000 words) are classified as dialogic contraction, whereas 9 instances (RF of 26.3 per 1000 words) fall under dialogic expansion, showing no significant difference between the two categories. Table 12 summarizes the Engagement subtypes in conclusions, detailing their global selection probabilities, frequencies and most common realizations.

**Table 12**

*Heteroglossic Engagement subtypes in conclusion sections ranked by global selection probability, with number of instances, frequency of occurrence per 1000 words, and most common realizations*

<b>Heteroglossic Engagement Subtypes in Conclusion Sections</b>	<b>G%</b>	<b>No. of instances</b>	<b>RF/1000 words</b>	<b>Most Common Realizations</b>
Modals [expansion: entertainment]	26.3	5	14.6	interpretation, can be considered, may, evaluate
Pronounce [contraction: proclaim]	26.3	5	14.6	largely, notably, conclude, highlight (n.)
Endorse [contraction: proclaim]	15.8	3	8.8	result (n.), findings, portray
Evidentials [expansion: ]	10.5	2	5.8	suggest, indicate

entertainment]				
Acknowledge [expansion: attribution]	10.5	2	5.8	perception, belief
Deny [contraction: disclaim]	10.5	2	5.8	not
Counter [contraction: disclaim]	0.0	0	0.0	/
Concur [contraction: proclaim]	0.0	0	0.0	/
Distance [expansion: attribution]	0.0	0	0.0	/

In conclusion sections, modals and pronouncements are the most prevalent Engagement resources, both with G% of 26.3. In the overall pilot sample, modals occupy the same position (G% of 23.9) while pronouncements rank fourth (G% of 11.0). Whereas modals expand the dialogic space by conveying conclusions with caution, providing space for the reader to disagree, pronouncements emphasize the authorial stance, thereby further limiting the dialogic space. The role of modality in conclusions is to signal that research results are not absolute but rather subject to further investigation or interpretation, as in:

6.52. *The findings **can be considered** a milestone and have important implications for preparing professional English language teachers and achieving quality and accountability in SLTE. (ELT 10)*

The modalizing locution *can be considered* helps to soften the assertiveness of a statement, allowing the reader to disagree with the importance of the findings discussed.

Regarding the category of pronouncement, it emphasizes the authorial stance, as seen in other sections, thus enhancing the plausibility of the author's conclusion, which is illustrated below.

6.53. *Drawing on decolonial perspectives, **notably**, the idea of 'geopolitics of knowledge', the article contributes to our understanding of the politics of the neoliberal discourses of English constructed through contemporary ELT development aid projects by illustrating how such discourses of English and development may hide*

*coloniality through the promotion of Euro-centric epistemological approaches as a universal solution to global problems.* (ELT 6)

The category of endorsement occupies the third position in conclusions (G% of 15.8), while it ranks second in the entire pilot sample (G% of 22.1). In conclusions, endorsement serves to add weight to the credibility of the results previously revealed, thus limiting the dialogic space for other positions. In the example below, the noun *findings* suggests credibility of the research conducted, making the conclusion persuasive.

6.54. *The **findings** can be considered a milestone and have important implications for preparing professional English language teachers and achieving quality and accountability in SLTE.* (ELT 10)

Evidentiality, acknowledgment and deny rank fourth, fifth and sixth in conclusion sections, each with an equal global selection probability of 10.5. In the abstract as a whole, evidentials occupy the penultimate position (G% of 8.0), while acknowledgment ranks third (G% 17.2) and deny fifth (G% of 8.6).

Similar to the product section, the purpose of evidentials in conclusions is to demonstrate that the conclusion is derived from data analysis and is supported by evidence, while also leaving space for alternative interpretations. In the following example, the verb *suggest* signals that the author is offering ideas and recommendations, rather than presenting them as definite.

6.55. *In light of these results and interpretations, the author **suggests** some steps for reforming ELT research practices in Egypt.* (ELT 1)

With regard to acknowledgment, their purpose in conclusions is to refer to various perspectives without fully endorsing them. Similar to the product section, this Engagement resource is not predominant, as both sections mainly focus on discussing the author's findings. In the instance below, the noun *perceptions* presents a subjective viewpoint, which does not belong to the author, but to senior-year ELT students, as reflected throughout the text. Therefore, the author maintains neutrality toward it.

6.56. *Results indicate largely positive **perceptions** and satisfying learning experiences.* (ELT 5)

In the instances of denial identified in the conclusion sections, as illustrated in example 6.1, the scope of negation encompasses the modal verb, which makes it moderate, yet stronger than the morphological negation.

The instances of countering, concurrence and distancing were not identified in the conclusion sections.

In summary, the resources of dialogic contraction slightly prevail in conclusion sections, similar to product sections, although the difference is more pronounced in the latter. The most dominant resources are modality and pronouncement, where the former expands the dialogic space while the latter limits it. As mentioned earlier, the dominance of modality reflects the author's cautious approach when interpreting the results of their research, allowing room for the audience to interpret the results in other ways. They also predominantly use pronouncement resources to reinforce their value position. Other resources are almost equally represented in conclusions, with the exception of countering, concurrence and distancing, which we did not identify.

#### 6.2.6 Summary

The statistical analysis reveals that introduction, purpose and method sections construe a relatively open dialogic space, whereas products and conclusions restrict the dialogic space for alternative positions, particularly in the product section. Therefore, as the text unfolds, the authorial voice increasingly limits the range of alternative perspectives.

A closer inspection of the distribution of Engagement resources in rhetorical moves individually shows the prevalence of acknowledgment resources in introductions, such as the nouns *view*, *perception*, *belief* and the like, which are all attributed to an external source, laying the foundation for the study. In the purpose and method sections, we observed the dominance of modality resources, which reflects the author's effort to achieve a specific research goal and their investment in the proposition, while also leaving the space for the possibility of failure, thus expanding the dialogic space for alternative perspectives. The limits of the dialogic space in products are explainable, as the authorial voice asserts the research findings with strong confidence in their accuracy. In conclusions, on the other hand, it is anticipated that the authorial voice would acknowledge alternative viewpoints while interpreting research results; however, this is not supported by a simple statistical analysis. A more detailed examination of the distribution of individual Engagement subtypes shows that modality and pronouncement are the most dominant subtypes in the conclusion sections. This

suggests that, despite the slight prevalence of dialogic contraction, authors do consider their voice as just one of the possible options when interpreting results. Dialogic contraction in conclusions is reinforced by the use of pronouncement resources, such as adjectives *largely* and *notably*, which add emphasis to the authorial position.

The interpretation of the results is limited by the fact that not all abstracts contain an equal number of rhetorical moves, implying that some abstracts are missing certain moves. Despite these limitations, the analysis provides valuable insights into the way Engagement resources shape the dialogic space within different rhetorical moves of research article abstracts.

### 6.3 Engagement Resources in ELT and ESP

This section compares Engagement resources in the ELT and ESP pilot samples to determine if there are significant differences in their use. As in the two previous sections, we adopted the UAM Corpus Tool to obtain the statistical results. The tool also performed the Chi-Square test to determine the statistical significance of the differences. We conducted the analysis considering the relative frequency per 1000 words.

The total number of heteroglossic Engagement resources in the two subsets is 163, with 104 belonging to the ELT pilot sample (RF of 60.0 per 1000 words) and 59 to the ESP pilot sample (RF of 42.0 per 1000 words). For the resources of dialogic contraction and expansion individually, the statistical results show that the ELT pilot sample contains 54 instances of dialogic contraction (RF of 31.2 per 1000 words), whereas the ESP pilot sample has 28 instances (RF of 19.9 per 1000 words). Therefore,  $p = 0.0492$  ( $<.01$ ) indicates a statistically significant difference in dialogic contraction between the two pilot samples (++). On the other hand, no statistically significant difference was found in dialogic expansion ( $p = 0.2309$ ), where we identified 50 instances in the ELT pilot sample (RF of 28.9 per 1000 words) and 31 instances in the ESP pilot sample (RF of 22.0 per 1000 words). The descriptive statistics of heteroglossic Engagement in the two pilot samples is presented in Table 13.

#### **Table 13**

*Overview of heteroglossic Engagement in ELT and ESP pilot samples: number of instances, relative frequency per 1000 words and Chi-Square test results*

HETEROGLOSSIC-ENGAGEMENT-TYPE	elt		esp		Comparison			Effect Size
	N	Per1000Wds	N	Per1000Wds	ChiSqu	P	Signif	
- contraction	54	31.2	28	19.9	3.87	0.0492	++	
- expansion	50	28.9	31	22.0	1.44	0.2309		
<b>TOTAL:</b>	<b>104</b>	<b>60.0</b>	<b>59</b>	<b>42.0</b>				

We also conducted a more detailed examination of the distribution of Engagement resources which either contract or expand the dialogic space in each pilot sample. With regard to contraction, the findings revealed a significant difference in the use of disclaim strategies at  $p = 0.0058$  (+++). In the ELT pilot sample, we identified 22 instances of disclaim (RF of 12.7 per 1000 words) while the ESP pilot sample contained 5 instances (RF of 3.6 per 1000 words). More precisely, this statistical difference was caused by the unequal distribution of the resources of countering (6.9 RF per 1000 words in ELT vs. 0.7 RF per 1000 words in ESP) at  $p = 0.00700$  (+++). In terms of denial, we determined that these resources are more employed in the ELT pilot sample (RF of 5.8 per 1000 words) compared to the ESP pilot sample (RF of 2.8 per 1000 words), but with no significant statistical difference. Proclaim, as the other subtype of contraction, showed no significant statistical difference in the two pilot samples, with 32 instances in the ELT pilot sample (RF of 18.5 per 1000 words) and 23 instances in the ESP pilot sample (RF of 16.4 per 1000 words). More precisely, the resources of concurrence are represented by the relative frequency of 0.0 per 1000 words in ELT and 0.7 per 1000 words in ESP. Concerning the resources of endorsement, in the ELT pilot sample the statistical analysis showed a relative frequency of 13.3 per 1000 words, while in the ESP pilot sample it was 9.2 per 1000 words. Lastly, pronouncement had a relative frequency of 5.2 per 1000 in the ELP pilot sample, showing a slightly lower representation compared to the ESP pilot sample, which had the relative frequency of 6.4 per 1000.

As mentioned earlier, no statistically significant difference was found in the use of dialogic expansion resources between the two pilot samples. A closer examination of these resources reveals 30 instances of entertainment in the ELT pilot sample (RF of 17.3 per 1000 words), slightly exceeding their density in the ESP pilot sample, with 22 instances (RF of 15.6 per 1000 words). As the two subtypes of entertainment are modality and evidentiality, we also inspected their distribution across the two pilot samples. Modals were slightly more prevalent in the ELT pilot sample, whereas evidentials exhibited slightly greater dominance in the ESP pilot sample. More precisely, modals in the ELT pilot sample show the relative frequency of 13.3 per 1000 words compared to 11.4 per 1000 words in the ESP pilot sample. For evidentials, the relative frequency was 4.0 per 1000 words in the ELT pilot sample, slightly lower than 4.3 per 1000 words in the ESP pilot sample.

As for attribution, we also identified a slightly higher density in the ELT pilot sample, with 20 instances (RF of 11.5 per 1000 words) compared to 9 instances in the ESP pilot sample (RF of 6.4 per 1000 words). Both acknowledgment and distancing, as the two subtypes of attribution, were somewhat more frequent in the ELT pilot sample. Specifically, the relative frequency of acknowledgment in the ELT pilot sample was 11.0 per 1000 words, compared to 6.4 per 1000 words in the ESP pilot sample. The relative frequency of the resources of distancing in the ELT pilot sample was 0.6 per 1000 words, as opposed to 0.0 in the ESP pilot sample.

In general, the absence of a statistically significant difference in the use of all Engagement subcategories in the two pilot samples, except for countering, suggests that these are closely related disciplines, with one originating from the other (see Section 4.1). The only statistically significant difference in the use of countering resources shows that they are more densely employed in the ELT pilot sample. This finding suggests that ELT, as the more established discipline with a longer tradition, utilizes countering resources more frequently to challenge previous research and establish its contributions in the field. To obtain more precise insights, future research could include a statistical analysis of countering resources within the rhetorical moves in each discipline.

#### 6.4 Summary

In the pilot study, we adopted both quantitative and qualitative approaches to analyze our pilot sample from a threefold perspective. Such an approach provided the means to determine how Engagement strategies are incorporated into the text, compare their distribution in each rhetorical move and identify the differences in their use in each sample.

The statistical analysis of the overall sample reveals no significant difference in the frequency of occurrence between the resources of dialogic contraction and expansion, although contraction shows a slight predominance. However, conclusions can be made only with a more detailed examination of the distribution of each resource. This closer inspection shows that modalizing locutions are the most frequently employed heteroglossic resource, thereby expanding the dialogic space, even though the most prevalent overall subtype of Engagement is contraction.

Additionally, the analysis of their distribution across rhetorical moves shows that modals are most prevalent in the purpose, method and conclusion sections. Another interesting finding is that, in the conclusion sections, the slight prevalence of dialogic

contraction would indicate that the authorial voice does not allow space for the reader to draw their own conclusions. Nevertheless, a more in-depth examination of the distribution of individual Engagement subtypes reveals that modality and pronouncement are the most dominant subtypes in conclusions, indicating that authors still view their voice as one of several possible perspectives when interpreting results, while also asserting the validity of their findings.

Finally, the analysis of the distribution of Engagement resources in the ELT and ESP pilot samples reveals no statistically significant difference in their use across these two fields, except for the countering resources. This suggests that the two fields are closely related, with differences not being anticipated in the first place.

## 7. ENGAGEMENT: INSTANTIATION AND REALIZATION IN THE SAMPLE

In previous chapters, we introduced the theoretical concept of the Engagement system, as a linguistic mechanism to address the authorial stance as neutral, undecided, or standing with or against other speakers/writers and their value positioning. We also outlined the procedure for analyzing the sample and the approach used to interpret the results, and we conducted a pilot study to assess the applicability of the outlined methods, which were validated as feasible.

In this chapter, we present and discuss the findings on the instantiation and realization of heteroglossic Engagement resources across the entire sample, comprising 200 abstracts in total - 100 from the ELT subsample and 100 from the ESP subsample. Building on the pilot study, which analyzed 20 abstracts (ten from the ELT and ESP pilot samples, respectively), this analysis includes statistical results alongside a qualitative interpretation of interpersonal meaning, supported by examples directly drawn from the target sample.

Section 7.1 investigates the overall distribution of heteroglossic Engagement, comparing dialogic contraction and expansion. Section 7.2 focuses on the distribution of the resources of dialogic contraction and their purpose in RA abstracts through the comparison of the proclaim and disclaim resources and analyzing each individual resource. Section 7.3 examines dialogic expansion, exploring entertainment and attribution, along with their respective subtypes. Findings are summarized in Section 7.4.

### 7.1 Overall Assessment of Engagement Resources in the Whole Sample

The results of the statistical analysis conducted via CorpusTool (version 6) show that we identified and annotated a total of 2155 instances of heteroglossic Engagement, with a relative frequency of 64.1 instances per 1000 words. Among these, 1052 instances were classified as dialogic contraction (RF of 31.3 instances per 1000 words), whereas 1103 instances as dialogic expansion (RF of 32.8 instances per 1000 words). Considering their global selection probability, we can observe a slight prevalence of dialogic expansion (51.2%), compared to contraction (48.8%). Table 14, directly extracted from UAM CorpusTool (version 6), presents the instantiation of heteroglossic Engagement with the number of instances, relative frequency per 1000 words and global selection probabilities.

**Table 14**

*Instantiation of heteroglossic Engagement: number of instances (N), relative frequency per 1000 words, and global selection probabilities (%)*

HETEROGLOSSIC-ENGAGEMENT-TYPE	N	Per1000Wds	%
- contraction	1052	31.3	48.8
- expansion	1103	32.8	51.2
<b>TOTAL:</b>	<b>2155</b>	<b>64.1</b>	<b>100.0%</b>

With regard to individual resources of heteroglossic Engagement, we can observe that the most dominant subtype is dialogically expansive acknowledgment, with 587 instances (RF of 17.5 per 1000 words), with the global selection probability of 27.2%, which constitutes nearly one-third of the total resources. It is followed by dialogically contractive endorsement (17.8%) and dialogically expansive modality (16.2%). The two lowest-ranked categories are dialogically contractive concurrence (1.5%) and dialogically expansive distancing (0.4%). Table 15 shows the subtypes of heteroglossic Engagement, ranked by global selection probabilities, with the number of instances, frequency of occurrence, and most common realizations.

**Table 15**

*Heteroglossic Engagement subtypes in the whole sample ranked by global selection probabilities, with number of instances, frequency of occurrence per 1000 words, and most common realizations*

Engagement Subtypes in the Whole Sample	G%	No. of instances	RF/1000 words	Realizations
Acknowledge [expansion: attribution]	27.2	587	17.5	belief, believe perception, perceive, view (n.,v.), vision, observation, observe, perspective, perceive, report (v.), evaluation,

				evaluate
Endorse [contraction: proclaim]	17.8	383	11.4	Find, finding (n.), show (v.), validity, validate, exhibit, display (v.), verify, result (n., v.), reveal, demonstrate
Modals [expansion: entertainment]	16.2	349	10.4	may, can, attempt (n., v.), about, whether, aim (n., v.), potential, tend to, hope (v.), hopefully, seek
Deny [contraction: disclaim]	10.1	218	6.5	not, non-, -un, -in, no, dis-, lack (n., v.)
Counter [contraction: disclaim]	10.0	216	6.4	though, while, but, however, still, although, to conflict with, despite, rather than, unlike, whereas, remain
Pronounce [contraction: proclaim]	9.4	203	6.0	remarkably, significantly, significant, notably, argue, particularly, essential
Evidentials [expansion: entertainment]	7.3	158	4.7	suggest, indicate, emerge, lead to, seem, implication, evidence (n., v.),

				appear
Concur [contraction: proclaim]	1.5	32	1.0	widely accepted, not only...but also, clear, clearly, certainly, naturally
Distance [expansion: attribution]	0.4	9	0.3	attempt (v.), claim (v.), so called

## 7.2 Overview of the Resources of Dialogic Contraction

As pointed out in Chapter 3, dialogic contraction serves to challenge or limit the dialogic space for alternative positions. In our sample, these resources account for 48.8%, which is insignificantly lower than expansion. In the sections that follow, we will describe the subtypes of disclaim and proclaim, with their individual resources. Table 16 presents the overview of dialogic contraction, with the number of instances, relative frequency of occurrence, global and local selection probabilities.

**Table 16**

*Overview of dialogic contraction: number of instances (N), relative frequency of occurrence (per 1000 Wds), global (%) and local (%) selection probabilities*

CONTRACTION-TYPE	N	Per1000Wds	%	%
- disclaim	434	12.9	20.1	41.3
- proclaim	618	18.4	28.7	58.7
<b>TOTAL:</b>	<b>1052</b>	<b>31.3</b>	<b>48.8%</b>	<b>100.0%</b>

### 7.2.1 Disclaim

The strategies within the disclaim category, which openly reject or replace the alternative viewpoint, constitute 20.1% of all Engagement categories and 41.3% of contraction. In this sample, disclaim appears 434 times, with a relative frequency of 12.9 per 1000 words. Within disclaim, instances of deny are slightly more frequent than counter, with a global selection probability of 10.1% for deny, as opposed to 10.0% for counter. Table 17 presents the overview of the disclaim subtypes.

**Table 17**

*Overview of disclaim: number of instances (N), relative frequency of occurrence (per 1000Wds), global (%) and local (%) selection probabilities*

DISCLAIM-TYPE	N	Per1000Wds	%	%
- denial	218	6.5	10.1	50.2
- counter	216	6.4	10.0	49.8
<b>TOTAL:</b>	<b>434</b>	<b>12.9</b>	<b>20.1%</b>	<b>100.0%</b>

When selecting the options categorized as denials [contraction: disclaim], the authorial voice both acknowledges and rejects possible alternative positions, thereby limiting the dialogic space within the discourse (see Section 3.3.1). The statistical analysis of our sample reveals that denials, identified 218 times, with a relative frequency of 6.5 per 1000 words, account for 10.1% of all Engagement subtypes, 20.7% of dialogic contraction, and 50.2% of disclaim, which positions them as the fourth most frequent Engagement subtype and the second most frequent resource of dialogic contraction, alongside countering resources. Following the pattern of the pilot study, they are typically signaled by negative prefixes *non-*, *-un*, *-in*, but also *dis-* (examples 7.1 and 7.2). Also, the negative operator *not* (example 7.3), which is commonly combined with modal verbs (example 7.4), negative determiner *no* (example 7.5), and noun and verb *lack* (example 7.6 and 7.7) are frequently used.

7.1. *These are pertinent topics within the current ELT training courses as they encourage inclusive classrooms through representing **unrecognized** narratives and promoting a critical consciousness.* (ELT 45)

7.2. *This study also aims to enhance the scope of the duo ethnographic approach to take into account intersectionality and social **inequalities** and advocate for the usefulness of this emerging research method for teacher training and professional development for language teachers.* (ELT 49)

7.3. *It promoted an alternative way to fulfil the goal of teacher development, **not** through a ‘transmission’ model of education but through a process in which teachers learn and continue to develop their skill in dialogue within a professional community.* (ELT 32)

7.4. *Most teachers working within ELT, although perhaps critical of such standardized products, might **not** be aware that earlier examples of ELT materials embodied a quite different set of values and assumptions, and a different view of the role ELT served in the world.* (ELT 23)

7.5. *As the main technique of grammar-centred teaching, translation apparently has **no** use in communicative teaching.* (ELT 30)

7.6. *They also identified the students' **lacks**, needs and interests with regard to English language practices. The study concluded with pedagogical implications.* (ESP 20)

7.7. *The study was conceived from the concern that the twenty-first-century workplace in Malaysia **lacks** locally sited and empirically based research that provide evidence for a grounded view of language proficiency and use beyond the dominant idealized notion of Standard English language models for education policy.* (ESP 49)

As the examples above demonstrate, negation can vary in scope. We can start with morphological negation, as seen in examples 7.1 and 7.2, whose scope is the least extensive since the negation targets the word to which the negative prefix is attached. Similarly, in example 7.5, we can observe syntactic negation, where a noun is negated. Both of these instances are classified as local negation (Fryer, 2019). In addition, in example 7.3, negation occurs through a negative determiner *not*, affecting a propositional phrase. In contrast, *not* in example 7.4 is constituent part of the verb phrase *might not be aware*, which negates the entire proposition that follows. However, since the modal verb *might* expresses possibility rather than certainty, the negation itself is moderate rather than strong. Other resources used to express denial involve a small set of semantically negative words, often functioning as both verbs and nouns, such as *lack* (examples 7.6 and 7.7).

Fryer (2019) adds that the lexicogrammatical realization of denial affects its 'arguability' regarding the writer-reader solidarity. Generally, denial enhances solidarity by aligning the argument with the putative reader. However, the local character of morphological negation does not significantly contribute to the enhancement of solidarity with the writer's position.

The second disclaim-type feature includes the resources of countering [contraction: disclaim], which serve to indicate that a specific proposition replaces, overrides, or 'counters' an anticipated claim or position (Fryer, 2019). The statistical analysis of the countering resources identified 216 instances in the whole sample, with a relative frequency of 6.4 per 1000 words, accounting for 10.0% of all Engagement subtypes, 20.5% of dialogic contraction, and 49.8% of disclaim. Among all Engagement subtypes, it ranks fifth. In our sample, countering resources are most typically realized by subordinating conjunctions *though*, *while*, *although*, *rather than*, and *whereas*, as well as coordinating conjunction *but*,

adverbs *still* and *however*, and prepositions *unlike* and *despite*. Some examples are shown below.

7.8. **Although** the findings indicate an overall Anglophone-centric attitude among the participants, particularly in terms of the choice of teaching model, they also reveal differences in the participants' views and experience of language use depending on their education level, age and occupational background. (ELT 20)

7.9. Feedback was largely positive, **but** it may be helpful to customize future workshops for specific language groups. (ESP 11)

7.10. **However**, it was indicated that communicative competence, confidence, English listening, and English speaking were the factors perceived to be most important by the students. (ESP 13)

One particularly interesting example we observed is the conjunction *while*, whose classification as a countering resource depends on its contextual meaning. Specifically, *while* can indicate either the simultaneity of two events or a contrast between two elements. In the former case (example 7.11), it is not classified as a countering resource, whereas in the latter case (example 7.12), it is.

7.11. Think-aloud reporting was used to obtain information regarding the strategic behavior of the participants **while** reading a series of technical reading documents. (ESP 40)

7.12. **While** much has been reported on information literacy in language learning contexts, not much has been written about how information is experienced. (ESP 45)

In addition to the resources listed above, we observed that the verb *remain* (example 7.13) also serves a counterexpectant function, but it is used less frequently. Also, the prepositional phrase *on the other hand* serves the same function (example 7.14), even though the countering effect is not immediately apparent within the same sentence but rather becoming evident when examining broader segments of the text. Thirdly, the adjective *actual* (example 7.15) was also observed to construe a countering effect when contrasted with what is planned or expected (Fryer, 2019).

7.13. **Despite** the development of ESP courses in the Asian region, research on how ESP course development addresses Asian student needs **remains** limited. (ESP 72)

7.14. *The results indicate that the treatment groups performed significantly better than the control group in the production task, but there was no significant difference between the two treatment groups. **On the other hand**, students who received meta-pragmatic feedback significantly outperformed those receiving direct feedback and the control group in the recognition task. (ESP 63)*

7.15. *Informed by the conceptual framework of the PCK model for BE teaching, this study examined how four BE teachers integrated the PCK components in their **actual** classroom teaching in the English as a Foreign Language (EFL) context in China. (ESP 88)*

Considering the writer-reader solidarity, the countering resources do not seem to create the disalignment between the authorial voice and the readers since many of the expectations that are countered are established in the text itself. They can form part of the introductory moves, where the authorial voice counters previous research, or the hypothesis that is meant to be tested by the study's results. Fryer (2019) states that such expectations are considered logical, thus their subsequent countering is unlikely to result in disalignment.

In summary, the statistical analysis has shown that the resources of deny and counter occur with equal frequency, which is 6.4 per 1000 words, thus occupying the fourth and fifth position among all Engagement subtypes. Considering their global selection probability, we can observe that each of these subtypes accounts for 10% of all heteroglossic Engagement. In the pilot study, we observed that denials are insignificantly more frequent than the resources of counter, thus occupying fifth and sixth position in the overall ranking, respectively. Also, their realizations are rather typical, making their identification and annotation relatively straightforward.

### 7.2.2 Proclaim

According to Martin and White (2005), the category of proclaim groups together words and expressions in which the authorial intervention or emphasis serves to confront, challenge or otherwise eliminate dialogic alternatives. In our sample, the proclaim strategies constitute 28.7% of all Engagement categories and 58.7% of dialogic contraction. The instantiations of proclaim appear 618 times, with a relative frequency of 18.4 per 1000 words. They comprise the subtypes of concurrence, endorsement, and pronouncement. Table 18 shows the overview of the proclaim category.

**Table 18**

Overview of *proclaim*: number of instances (*N*), relative frequency of occurrence (per 1000Wds), global (%) and local (%) selection probabilities

PROCLAIM-TYPE	N	Per1000Wds	%	%
- concurrence	32	1.0	1.5	5.2
- endorsement	383	11.4	17.8	62.0
- pronouncement	203	6.0	9.4	32.8
<b>TOTAL:</b>	<b>618</b>	<b>18.4</b>	<b>28.7%</b>	<b>100.0%</b>

Concurrence [contraction: *proclaim*] serves to show the author's open agreement with a projected dialogic partner (Martin & White 2005). In our sample, we identified 32 instances of concurrence, with a relative frequency of 1.0 per 1000 words. It accounts for 1.5% of all Engagement subtypes, 3.0% of dialogic contraction, and 5.2% of *proclaim*, thus holding the penultimate position in the overall ranking and last position within dialogic contraction. The most common realization of this category is a correlative conjunction *not only... but also* (example 7.16), as well as the adjective *clear* (example 7.17) and adverb *clearly* (example 7.18).

7.16. *The findings of the analysis suggest that the global ELT textbook **not only** presents a particular neoliberal worldview as common sense, **but also** encourages students to implement techniques of self-government to become entrepreneurial individuals and responsible consumers.* (ELT 18)

7.17. *Such a practice, it is believed here, is a **clear** instance of 'inculcation' (Fairclough N. [2001]. *Language and power* (2nd ed.). London: Routledge) whose effect needs to be counterbalanced by reflective teaching and critical pedagogy.* (ELT 14)

7.18. *Furthermore, importing the transcription of the participants' perspectives and the emerged codes and categories into MAXQDA yielded: (1) a semantic network which shows that the final conceptualisation of teachers' perspectives enjoys descriptive, explanatory and predictive adequacy; (2) a code relation browser that **clearly** shows the degree of overlap or concurrence of the codes; and (3) a set of charts that illustrate the degree to which the emerged categories are grounded in the participants' perspectives.* (ELT 70)

In 7.16, the expression *not only...but also* serves to show that presenting a particular neoliberal worldview as common sense in ELT textbooks and them encouraging students to implement techniques of self-government are two inseparable claims that belong to the same ideological pattern, implying their natural connection. Similarly, in 7.17 and 7.18, *clear* and *clearly* serve to naturalize a proposition and present it as self-evident.

Other realizations of concurrence in our sample are the adverbs *certainly* (example 7.19) and *naturally* (7.20), as well as the verb phrase *to be widely accepted* (7.21). Similar to the previously mentioned examples, these instances also function to present a proposition as self-evident.

7.19. *Collocations are essential for language learning because using collocations **naturally** and accurately constitutes a key indicator of academic writing success.* (ESP 30)

7.20. *The article argues that the ‘backpacker’ language teacher is **certainly** a reality but also a contemporary cultural myth that works to disguise a complex humanscape of relocators of different ages and aspirations who face difficulties fitting in an industry that expects docile and inexperienced bodies and a local market where nativeness enables quick access to teaching jobs but only to unskilled and temporary ones.* (ELT 22)

7.21. *The effectiveness of explicit instruction, within the context of strategy development in learners, **has been widely accepted** for several years.* (ESP 2)

Regarding the writer-reader relationship, the subtype of concurrence encourages the reader to align with the author’s value position. However, if the reader rejects the proposition as naturally occurring, this relationship may be compromised.

The feature of endorse [contraction: proclaim] serves to attribute a proposition to an external source and present it as maximally warrantable (see Section 3.3.2). In our sample, there are 383 instances of endorsement, with a relative frequency of 11.4 per 1000 words, accounting for 17.8% of all Engagement subtypes, 36.4% of dialogic contraction, and 62.0% of proclaim. Therefore, it ranks second in the overall ranking and first within dialogic contraction. According to Fryer (2019), realizations of the category of endorse can be classified into two broad categories – verbs and nominalizations of these verbs. In our sample, the most common realizations of endorsement exploit the grammar of reported speech, framed by the reporting verbs *find*, *show*, *validate*, *exhibit*, *display*, *verify*, *result*, *reveal*, and *demonstrate* (examples 7.22, 7.23, 7.24) whereas their nominalizations are less

frequent. The most common nominalized forms of some of these verbs are *validity*, *result*, and *findings* (examples 7.25, 7.26, 7.27). We also observed that these two types of realizations are often combined (examples 7.28. and 7.29.)

7.22. *The analysis of the educational goals in Iranian macro educational documents and their realization in teaching materials **reveals** an organized effort to resist and undo the influence of neoliberal education and provide an alternative rooted in national-religious heritage of the country.* (ELT 13)

7.23. *The flipped classroom approach has been extensively adopted in STEM disciplines, while little empirical evidence **has been found** in language teaching and learning, especially in the English for Specific Purposes (ESP) context.* (ESP 33)

7.24. *Based on a larger case study project at an English language teacher education program in Indonesia, this article **demonstrates** how Christian and non-Christian students negotiate their religious faiths in English-language-teaching (ELT) settings.* (ELT 54)

7.25. *The MNCL is the **result** of an innovative procedure that involves a four-step selection method.* (ESP 30)

7.26. ***Findings** point to the inadequacy of pre-service education in Cyprus, in this regard, and call for the reconceptualization of the current practices for preparing primary teachers for the actualities of ELT in state schools.* (ELT 48)

7.27. *The content and construct **validity** of the survey were double checked by seven experts in the field of Teaching English as a Foreign Language (TEFL) as well as Exploratory Factor Analysis and Confirmatory Factor Analysis.* (ELT 43)

7.28. ***Findings reveal** weak impact and knowledge flow within the Argentinian ELT professional community of practice caused by hegemonic practices and a tendency to value works situated in the UK/US.* (ELT 16)

7.29. *Based mainly on qualitative analysis, **findings showed** that there was a general agreement that the lesson focused more on meaning and less on form.* (ELT 36)

In examples 7.22, 7.23 and 7.24, the reporting verbs serve to present the framed proposition as highly reliable and empirically well-founded. In example 7.22, ‘the analysis of the educational goals’ is the empirical foundation for concluding. In example 7.23, the foundation is ‘empirical evidence’, whereas in example 7.24, it is ‘a larger case study’. In each example, an external source is evoked to whom the proposition is attributed. It mainly

refers to the existing or current research in the field, though not explicitly mentioned. The same can be asserted for nominalized verb forms.

Some less common realizations of endorsement are the verbs *discover*, *uncover*, and *prove* (examples 7.30, 7.31, and 7.32). In examples 7.30 and 7.31, the verbs *discover* and *uncover* position the potential finding as being beyond dispute and also rooted in research, instead of the writer's authority. In example 7.32, the verb *prove* indicates empirical validation, thus leaving little space for opposite perspectives.

7.30. *The aim was to **discover** the key challenges of critical pedagogy and how this practice is understood.* (ELT 39)

7.31. *The study **uncovers** a pentagonal dominant ideology as well as a struggling alternative ideological orientation.* (ELT 61)

7.32. *The use of dynamic assessment **has been proved** to be effective in improving the students' skill in teaching of English as a foreign language (TEFL) settings.* (ESP 55)

As observed in the examples above, all instances of endorsement stem from highly warrantable external sources, such as a survey, analysis or study. Such sources are used to reinforce the validity of the framed proposition, thereby supporting the position of the author who undertakes the responsibility for these propositions. Concerning the writer-reader solidarity, the strength of the argument serves to align the reader with the writer's position, thus preserving their solidarity.

The pronounce [contraction: proclaim] feature groups together those locutions which serve to constitute an overt authorial intervention into the text in order to add explicit and subjective emphasis (Martin & White, 2005; Fryer, 2019). In our sample, it ranks as the sixth most commonly employed Engagement resource and fourth within dialogic contraction. We identified 203 instances of the category of pronounce, with a relative frequency of 6.0 per 1000 words. It constitutes 9.4% of all Engagement subtypes, 19.3% of dialogic contraction, and 32.8% of proclaim. As stated in Section 6.1.1, its realizations are diverse, thus requiring a detailed analysis of the text to accurately classify identified resources as pronouncements. Some of the most typical realizations are adverbs *remarkably*, *notably*, and *particularly* (examples 7.33, 7.34, and 7.35), adjectives *significant* and its corresponding adverb *significantly* (example 7.36), adjective *essential* (examples 7.37) and verbs *argue* and *conclude* (examples 7.38 and 7.39).

7.33. *Frequency analyses for both L1 and L2 speech yielded **remarkably** comparable lists of highly frequently used, basic, commonly known words, and considerable lists of infrequently used, typically sophisticated and academic words.* (ESP 85)

7.34. *Findings highlight the functional deployment of English as the airport lingua franca and non-verbal resources to accomplish meaning, **notably** around the smooth and efficient security processing of travelers.* (ESP 61)

7.35. *This is **particularly** important in outer- and expanding-circle countries where local cultural values and beliefs may be different from the Western, neoliberal values reproduced in imported materials.* (ELT 38)

7.36. *The results indicate that the treatment groups performed **significantly** better than the control group in the production task, but there was no **significant** difference between the two treatment groups.* (ESP 63)

7.37. *Our results also show that the use of multimodal resources includes the material placement of texts, and that old materialities such as pen and paper are still **essential**.* (ESP 39)

7.38. *Using intersectionality and raciolinguistics as theoretical lenses, we **argue** that in Thailand, and throughout Asia, culture/ethnicity and class are often proxies for race or color, and as a result English language teaching (ELT) reflects institutions that fail to challenge the hegemonies of whiteness, Europeanism and Americanism, and English.* (ELT 79)

7.39. *We **conclude** that this pre-emptive multimodal approach heightens the learners' ability to notice vocabulary items thus providing an effective strategy to increase vocabulary intake.* (ESP 2)

As we pointed out in the pilot study, the purpose of the adjective *remarkably* is to emphasize the authorial commitment to a proposition. A similar argument applies to the pairing *significant* and *significantly*. Namely, in example 7.36, the adverb *significantly* is employed to draw attention to the degree of difference between treatment and control groups, indicating that it is statistically meaningful. In the same example, we observed the collocation 'no significant difference', which is typically used when explaining empirical results. This combination of the features of deny and pronounce serves to assert that the absence of difference is noteworthy. About the adverbs *notably* and *particularly* (examples 7.34 and 7.35), their role is to foreground a specific aspect of the proposition. In example 7.34,

attention is drawn to ‘the smooth and efficient security processing of travelers’, whereas in 7.35 the author sheds light on ‘outer- and expanding-circle countries’. The adjective *essential*, utilized in 7.37, serves the same purpose as *significant*, but with a stronger emphasis.

The case with the verb *argue* is noteworthy as its classification within the heteroglossic Engagement framework is highly dependent on its dictionary meaning, as well as the surrounding context. In example 7.38, *argue* is defined by the Oxford Advanced Learner's Dictionary (Oxford University Press, 2023) as “to show clearly that something exists or is true”. Here, the verb is attributed to the authorial voice to reinforce the argument and thereby narrow the dialogic space for alternatives. Consequently, we classified it as pronouncement. However, in other instances, it can be attributed to an external source where the authorial voice is not overt. For example, in 7.40, TEIL scholars argue in favor of a particular idea, but this argument is not necessarily accepted by the academic community, leaving space for alternative positions. Therefore, it is classified as dialogic expansion, specifically within the acknowledgment resources.

7.40. *In order to achieve these aims, key TEIL scholars **argue** that English language teaching (ELT) materials need to include representation of diverse varieties, users, and cultures of English.* (ELT 53)

The verb *conclude* presents a particularly interesting case, as it can be classified as monogloss, acknowledgement, pronouncement or evidential. Specifically, when it carries the meaning “to bring something to an end” it does engage with alternative perspectives, thus being classified as monoglossic (example 7.41). In the example 7.39, however, *conclude* signals a strong authorial stance and asserts a definitive position, which justifies its classification as a pronouncement. When *conclude* aligns with the dictionary meaning of “deciding or believing something as a result of what you have heard or seen”, it indicates reasoning grounded in evidence and, therefore, we classify it within the category of evidentials (example 7.42). Lastly, when the verb *conclude* is attributed to an external source, it is classified as acknowledgment (example 7.43).

7.41. *It **concludes** by highlighting the various areas of development needed to carry out this work more fully.* (ELT 71)

7.42. *Through content analyses, we **concluded** that ELT teachers defined the moral component in teaching as consisting of: a balanced relationship with the learners; being on time; and, effective teaching.* (ELT 83)

7.43. *This research, limited to postgraduate programmes, **concluded** that indeed most students lacked the EL skills to perform well. Some suggestions for remedial action are offered.* (ESP 75)

Another noteworthy lexicogrammatical realization of pronouncement is *do* as an emphatic auxiliary verb (example 7.44). Martin and White (2005) state that adding emphasis to the finite auxiliary is a subjective and implicit realization of pronouncement, which occurs more frequently in spoken language than in written discourse. However, the examples identified in our sample demonstrate that this emphatic effect is indeed present in academic discourse.

7.44. *The result shows that metaphor-enriched medical English supplement **did** improve students' metaphoric competence and enlarge their medical knowledge.* (ESP 99)

On the subject of writer-reader relationship, the author explicitly conveys confidence in the given proposition, thus expecting to foster solidarity with the reader. However, firmly asserting the validity of the proposition may jeopardize the author's relationship with the reader.

To sum up, the statistical analysis of the local selection probabilities shows that the most frequent proclaim resource is endorse (62.0%), followed by pronounce (32.8%) and concur (5.2%). Endorsement strategies occur nearly twice as frequently as pronouncement, while concurrence is considerably less frequent. Compared to the pilot study, the results are almost identical. Among all subtypes of heteroglossic Engagement, endorsement ranks second, pronouncement fourth and concurrence second to last. This ranking remains unchanged from the pilot study, except that concurrence shares the last position with distance.

### 7.2.3 Dialogic Contraction: Summary

Considering all the resources of dialogic contraction, irrespective of their classification as disclaim or proclaim, we can observe that endorsement emerges as the most prevalent (36.4%), followed by deny (20.7%), counter (20.5%), pronouncement (19.3%) and concurrence (3.0%), as shown in Table 19. The data indicate that the *endorsement feature* is by far the most dominant resource of dialogic contraction, while the frequencies of *deny*,

*counter*, and *pronounce* are relatively similar. *Concurrence*, on the other hand, appears to be the least frequently used. Compared to the pilot study, endorsement remains the most frequent resource; however, in the pilot study, it is followed by pronouncement and then deny slightly exceeding counter, whereas the instances of concurrence continue to be the least frequent. Given the prominence of endorsement resources, which are the second most frequent resource within heteroglossic Engagement in total, the slight predominance of proclaim over disclaim subtypes can be explained. Consequently, we can conclude that, in their attempt to narrow the dialogic space and limit alternative viewpoints, the authors most frequently employ reporting verbs and their nominalization to assert their position as highly warrantable.

**Table 19**

*Subtypes of dialogic contraction in the whole sample ranked by local selection probabilities, with number of instances, frequency of occurrence per 1000 words, and most common realizations*

<b>Dialogic Contraction in the Whole Sample</b>	<b>L%</b>	<b>No. of instances</b>	<b>RF/1000 words</b>	<b>Realizations</b>
Endorse [contraction: proclaim]	36.4	383	11.4	find, finding (n.), show (v.), validity, validate, exhibit, display (v.), verify, result (n., v.), reveal, demonstrate
Deny [contraction: disclaim]	20.7	218	6.5	not, non-, -un, -in, no, dis-, lack (n.,v.)
Counter [contraction: disclaim]	20.5	216	6.4	though, while, but, however, still, although, to conflict with, despite, rather than, unlike, whereas, remain
Pronounce [contraction: ]	19.3	203	6.0	remarkably,

proclaim]				significantly, significant, notably, argue, particularly, essential
Concur [contraction: proclaim]	3.0	32	1.0	widely accepted, not only...but also, clear, clearly, certainly, naturally

### 7.3 Overview of the Resources of Dialogic Expansion

The second orientation within Engagement is dialogic expansion. Dialogically expansive resources actively create space for dialogically alternative positions and voices (Martin & White, 2005). These resources constitute 51.2% of our sample, which is only slightly higher than contraction. Dialogic expansion comprises two subtypes – entertainment and attribution. The following sections provide a detailed explanation of the individual resources that constitute these two subtypes. Table 20 presents an overview of dialogic expansion, including the number of instances, relative frequency per 1000 words, as well as global and local selection probabilities.

**Table 20**

*Overview of dialogic expansion: number of instances (N), relative frequency of occurrence (per 1000Wds), global (%) and local (%) selection probabilities*

EXPANSION-TYPE	N	Per1000Wds	%	%
- entertainment	507	15.1	23.5	46.0
- attribution	596	17.7	27.7	54.0
<b>TOTAL:</b>	<b>1103</b>	<b>32.8</b>	<b>51.2%</b>	<b>100.0%</b>

#### 7.3.1 Entertainment

As stated in Section 3.4.1, the expressions classified as entertainment signal that the authorial voice presents its position as one among multiple possible perspectives, thus being overly subjective. Entertainment accounts for 23.5% of all Engagement categories and 46.0%

of dialogic expansion. We identified 507 instances of entertainment, with a relative frequency of 15.1 per 1000 words.

Entertainment comprises two options – modality and evidentiality, with modality (68.8%) occurring significantly more frequently than evidentiality (31.2%). Table 21 presents the distribution of the abovementioned subtypes of entertainment.

**Table 21**

*Overview of entertainment: number of instances (N), relative frequency of occurrence (per 1000Wds), global (%) and local (%) selection probabilities*

ENTERTAINMENT-TYPE	N	Per1000Wds	%	%
- modality	349	10.4	16.2	68.8
- evidentiality	158	4.7	7.3	31.2
<b>TOTAL:</b>	<b>507</b>	<b>15.1</b>	<b>23.5%</b>	<b>100.0%</b>

When the authors employ the resources of modality [expansion: entertainment], they opt for the wordings and expressions which express likelihood and ground the proposition in individual subjectivity (Martin & White, 2005). Statistical analysis of our dataset shows that modality occurs 349 times, with a relative frequency of 10.4 per 1000 words. It constitutes 16.2% of all Engagement subtypes, 31.6% of dialogic expansion, and 68.8% of entertainment. This positions modality as the third most frequently used Engagement subtype and the second used resource of dialogic expansion, following acknowledgment. Consistent with the findings of the pilot study, this resource is most typically signaled by modal auxiliaries *may*, *can*, and *might* (examples 7.45, 7.46, and 7.47), as well as verb-noun pairs, such as *attempt* (n., v.) (examples 7.48 and 7.49) and *aim* (n., v.) (examples 7.50 and 7.51). We also identified the adjective–adverb pair *possible* and *possibly* (examples 7.52 and 7.53), with the adjective occurring more frequently, as well as the verb-noun pair *tend to* and *tendency* (7.54 and 7.55), with the verb being more frequent. In addition to modal verbs and lexical pairings, one of the most frequently employed resources of modality is the subordinating conjunction *whether* (example 7.56).

7.45. *The article sets out from a view of ideology as the most fundamental beliefs in any social practice, which **may** provide a less-formidable conception of the term and lessen the divergence among ELT researchers who do concern themselves with ideology.* (ELT 58)

7.46. *Teacher research **can** be defined as research carried out by teachers for teachers.* (ELT 16)

7.47. *It is increasingly recognised that attention should be paid to investigating the needs of a new test, especially in contexts where specific purpose language needs **might** be identified.* (ESP 38)

7.48. *This article **attempts** to visualise this elusiveness by providing a review on how this notion has been approached in recent ELT research.* (ELT 96)

7.49. *This article presents an **attempt** to provide teacher professional development for English teachers in Thailand to implement Global Englishes language teaching (GELT).*(ELT 72)

7.50. *Therefore, this paper **aims to** investigate why publishing in predatory journals has been increasing among higher education students.* (ESP 22)

7.51. *The **aims** of the study are to identify the actual situation of target language use in business English teaching and to suggest ways for improvements.* (ESP 91)

7.52. *Aside from mentioning **possible** issues of hidden identities and curriculum development relating to anorexia, little research has been done exploring how discourses of eating disorders and images of the body have been mediated by teachers and learners in the English for Academic Purposes (EAP) classroom.* (ESP 17)

7.53. *Notwithstanding their common tourist activity, the existence of lexical peculiarities in each resort suggests the coexistence of two varieties that appear to be associated to the native or non-native background of holidaymakers and local sign initiators, with social class **possibly** intervening as well.* (ESP 12)

7.54. *Thus, there **tends to** be a higher incidence of marking low ER or disclaiming it in English media discourse, whereas high ER is marked less often.* (ESP 16)

7.55. *Low foreign language achievers in vocational education often have a lack of learning strategies, a **tendency** to feel frustrated, and unwillingness to be involved. In order to develop vocational college students' autonomy, this study integrated on-site workshops with an online learning community by means of self-directed learning English for specific purposes (ESP).* (ESP 95)

7.56. *The present study examines **whether** giving corrective feedback on students' performance during pragmatics-focused activities leads to their subsequent*

*improvement in producing and recognising pragmatically appropriate email requests in the above context. (ESP 63)*

Modal verbs, as well as other modalizing expressions, serve to create a heteroglossic backdrop, which enables the author to express a strong commitment to a particular viewpoint while simultaneously acknowledging that the reader may hold a different value position (Martin & White, 2005). For example, in 7.46, the author defines teacher research, which demonstrates strong commitment, while also admitting that this is only one of many possible definitions. Similarly, the verb-noun pairs *attempt* (v/n) and *aim* (v/n) express the authorial commitment to pursuing a specific research objective; however, the outcome of their attempt or aim is not guaranteed, thereby leaving space for alternative outcomes. The lexical pair *possible-possibly* indicates the degree of commitment to a proposition, which, as with the previous examples, expands the dialogic space for alternative perspectives. In 7.53, the author suggests that social class may affect how language is used in resorts but does not assert it with certainty since the proposition is modally framed by *possibly*, a marker of epistemic modality. The lexical pair *tend to - tendency* also conveys a degree of possibility, reflecting a lack of full commitment to the proposition being advanced. Therefore, in 7.55, we can observe that low language achievers tend to feel frustrated, but this is not an inevitable consequence of their limited language skills. On the subject of the subordinating conjunction *whether*, its purpose is to present the proposition as open-ended and under investigation, which opens the dialogic space for alternative study results. This is illustrated in example 7.56, where the study investigates the possibility that the improvement in producing and recognising pragmatically appropriate email requests may result from corrective feedback, while also acknowledging that this may not necessarily be the case.

Less frequent realizations of modality include the verb-adverb pair *hope* and *hopefully* (examples 7.57 and 7.58), along with the adjective *potential* (example 7.59), noun *purpose* (example 7.60), and *likely* used as both adjective and adverb (example 7.61). Concerning examples 7.57 and 7.58, *hope* and *hopefully* frame a proposition where a particular research result is anticipated, yet it conveys possibility rather than certainty, allowing the author to open the dialogic space for alternative outcomes. Similarly, in 7.59, the adjective *potential* is used to signal that reflection and reproduction of certain cultural attitudes and lifestyles may occur, but it is not a definite outcome. The same applies to *purpose* and *likely*.

7.57. *In the case of teacher research, it is **hoped** that findings resonate with other teachers in the broad contexts in which they originate and that there is impact, knowledge flow and knowledge democracy.* (ELT 16)

7.58. ***Hopefully**, careful scrutiny of Iranian ELT program in its wider socio-cultural context contains lessons about avertable errors when proposing alternatives to neoliberal education.* (ELT 13)

7.59. *The present qualitative study focuses on an Iranian setting of English language teaching (ELT) to explore the **potential** reflection and reproduction of certain cultural attitudes and lifestyles in this context.* (ELT 63)

7.60. *The **purpose** of this paper is to contribute to the growing body of literature critically analysing the relation between neoliberalism and the global English Language Teaching (ELT) textbook with a new perspective.* (ELT 18)

7.61. *There has been a substantial body of research, in L2, documenting the central importance of strategic knowledge in reading comprehension and exploring the variables **likely** to influence strategy use by readers.* (ESP 40)

We also found that the verb *seek* can function as a modality marker, but only when used in the sense of "trying to do something" (example 7.62). In contrast, when *seek* means "to look for something/someone," it is considered monoglossic (example 7.63).

7.62. *In this article we report on an alternative, decentralised model of language support, implemented in a School of Nursing and Midwifery, and which **seeks** to develop students' competency in the language skills required for their Nursing studies and professional practice.* (ESP 58)

7.63. *Apart from a dominant preference for teacher evaluative feedback, the students were found to be more likely to act on teacher feedback than to proactively **seek** feedback.* (ESP 29)

As in the pilot study, we found that modality resources are commonly paired with denials, with the purpose of mitigating any potential threat to writer-reader solidarity. Examples of these pairings can be found in Section 6.1.2. Not only in combinations with denials, but more generally, acknowledging differing viewpoints provides an opportunity for fostering solidarity with readers who hold alternative values.

The second entertainment-type heteroglossic resource is evidentials [expansion: entertainment], which frame evidence-based propositions. In our sample, we identified 158 evidentials, with a relative frequency of 4.7 per 1000 words. They account for 7.3% of all

Engagement subtypes, 14.3% of dialogic expansion, and 31.2% of entertainment. As such, they rank as the seventh most frequently used Engagement subtype and the third most commonly employed resource of dialogic expansion. The typical realizations of evidentiality involve the verbs *suggest*, *indicate*, *lead to*, and *seem*, the lexical pair *evidence* (n., v.), and the noun *implication* (examples 7.64 – 7.70).

7.64. Finally, the study **suggests** that modifications must be made to integrate some concepts and features of content-based instruction with those of immersion to meet the needs of English as a foreign language (EFL) teaching for non-English majors in China's higher education. (ELT 98)

7.65. The findings **indicate** that despite the fact that international communication may involve a broad spectrum of global English users, the books tend to focus merely on preparing students to use English for communication with Anglophone English users, thus only partially meeting the learners' multiple communicative needs in the real world. (ELT 67)

7.66. The present study examines whether giving corrective feedback on students' performance during pragmatics-focused activities **leads to** their subsequent improvement in producing and recognising pragmatically appropriate email requests in the above context. (ESP 63)

7.67. It **seems** that the study of culture presentation from the perspective of English as a lingua franca in business English textbooks has been rather underexplored. (ESP 69)

7.68. The flipped classroom approach has been extensively adopted in STEM disciplines, while little empirical **evidence** has been found in language teaching and learning, especially in the English for Specific Purposes (ESP) context. (ESP 33)

7.69. However, most style manuals tend to treat academic writing as a monolithic and homogeneous entity, or only discuss the use of informal features across broad disciplinary groupings, without capturing the disciplinary-specific use of individual features as **evidenced** in this corpus-based research. (ESP 94)

7.70. The authors conclude with discussing the findings, presenting some pedagogical **implications** for pertinent stakeholders, and sketching out some areas for further research. (ELT 64)

In examples 7.64 and 7.65, the verbs *suggest* and *indicate* signal the presence of evidence to support the claim being made, which can be derived from the findings or study

mentioned in the text. In 7.66, *lead to* signals the causal relationship between corrective feedback and students' improvement, where the evidence may be derived from previous research or observations. In each of these examples, the author does not assert the outcome with certainty. The verb *seem* serves a similar function. About noun-verb pair *evidence*, it indicates the presence of supporting data to justify a particular claim. In 7.68, the phrase "little empirical evidence has been found" positions the proposition not as a personal opinion, but as a result of research. Lastly, the noun implication, such as *pedagogical implications* in example 7.70, is frequently employed in research articles to convey reasoned conclusions or consequences drawn from evidence, which justifies its classification as a resource of evidentiality.

Other commonly observed realizations of evidentiality include the verbs *appear* and *emerge*. However, careful consideration of their contextual and dictionary meanings was necessary to determine whether a given instance in our sample could be classified as evidential. For example, when *appear* conveys the same meaning as the verb *seem*, it signals evidentiality (example 7.71). In contrast, when *appear* is used in the sense of 'to begin to exist or be known or used for the first time', it functions as a monoglossic expression (example 7.72). The same principle applies to the verb *emerge*, though its classification requires more nuanced analysis than simply referring to dictionary definitions. Specifically, when the contextual indicators suggest that *emerge* signals the appearance of something revealed through evidence, it can be classified as evidential (example 7.73). Conversely, when it signals that something appears for the first time, but with no indication of evidence, it is not considered an instance of evidentiality (example 7.74).

7.71. *First, during the pandemic, humans **appeared** to grapple with the ancient problem of killer viruses, with modern medicine initially offering little beyond basic advice; and ELT seems to deal with old problems like teaching vocabulary with little real progress in decades. (ELT 59)*

7.72. *This article explores how certain translations began to **appear**, circulate and be accepted over the past decades. (ESP 82)*

7.73. *The following factors **emerged** from an analysis of the data: a) lack of subject-matter knowledge, b) prescriptive approach to mentoring, c) problematic mentoring relationship, d) ignorance of roles, e) student teachers' reluctance to be mentored and, f) contextual factors related to failings in the educational system. (ELT 47)*

7.74. *After nearly four decades since the discipline **emerged** in Japan in the 1980s, the primary focus of applied linguistics has shifted from ELT to the application of linguistics to the solution of problems in society, and then to a more interdisciplinary approach to the solution of problems related to communication, including language.* (ELT 69)

Another noteworthy observation from our sample is the frequent co-occurrence of evidentiality and endorsement resources, particularly in phrases such as *results indicate*, *findings indicate*, *results suggest* and the like, as exemplified in 7.75. The purpose of such pairings might be to reinforce the authorial stance by framing the claim as maximally warrantable – emerging from research and grounded in evidence.

7.75. ***Results suggest** that general classroom teachers without specialization in ELT may be a potential positive alternative to implementing ELT by becoming second language facilitators.* (ELT 31)

Finally, in terms of the writer-reader relationship, none of the resources of evidentiality poses a risk to their solidarity; rather, they contribute to constructing and reinforcing it.

Overall, the analysis of local selection probabilities demonstrates that modality resources are utilized more than twice as frequently as evidentiality resources—68.8% compared to 31.2%. In the pilot study, this disparity was even more pronounced, with modality accounting for 75.0% and evidentiality for only 25.0%. In terms of overall frequency ranking, modality occupies the third position, whereas evidentials rank third from the bottom. Notably, while evidentials retained the same position in the pilot study, modality ranked first.

### 7.3.2 Attribution

Wordings and expressions classified as attribution function to assign a proposition to an external source, thereby dissociating it from the authorial voice and grounding it in another's subjectivity (Fryer 2019). In our sample, we identified 596 instances of attribution, with a relative frequency of 17.7 per 1000 words. Attribution accounts for 27.7% of all Engagement categories and 54.0% of dialogic expansion.

Attribution consists of two subtypes comprises two options – acknowledgment and distance, with acknowledgment emerging as the most frequently employed Engagement resource whereas distancing occupies the last position in the overall ranking. Table 22 shows the distribution of the overview of attribution.

**Table 22**

*Overview of attribution: number of instances (N), relative frequency of occurrence (per 1000Wds), global (%) and local (%) selection probabilities*

ATTRIBUTION-TYPE	N	Per1000Wds	%	%
- acknowledgment	587	17.5	27.2	98.5
- distance	9	0.3	0.4	1.5
<b>TOTAL:</b>	<b>596</b>	<b>17.7</b>	<b>27.7%</b>	<b>100.0%</b>

The resources of acknowledgment [expansion: attribution] are employed by the authorial voice to neutrally dissociate itself from the proposition. However, as outlined in Section 3.4.2, identifying a specific attribution as an instance of *acknowledgment* requires an analysis of the semantics of the framing expression to determine whether this dissociation is achieved neutrally. The statistical analysis of our dataset reveals that acknowledgment appears 587 times, with a relative frequency of 17.5 per 1000 words. It accounts for 27.2% of all Engagement subtypes, 53.2% of dialogic expansion, and 98.5% of the attribution category. This places acknowledgment as the most frequently employed Engagement resource in the whole sample.

Similarly to the pilot study, the typical realizations of acknowledgment are lexical pairs *believe – belief* (examples 7.76 and 7.77), *observe – observation* (examples 7.78 and 7.79), *view* (n., v.) (examples 7.79 and 7.80), *evaluate – evaluation* (example 7.81), *perceive – perception* (examples 7.82 and 7.83), and the verb *report* (example 7.84). However, the classification of a particular word or phrase as an instance of acknowledgment is highly context-dependent. All of them share the characteristic of being ascribed to an external source, either explicit or implicit. For instance, in example 7.76, the proposition framed by the verb *believe* is ascribed to learners even though the pronoun *they* is used in the sentence. As shown in this case, co-textual cues within the surrounding text clarify that *they* refers to the learners. In example 7.77, the external source is not explicitly stated, but the context suggests that it is a linguistic academic community. Conversely, in example 7.80, the external voice is explicitly acknowledged, with attribution directed to both learners and tourists.

7.76. They also **believed** that the program overemphasized non-communicative teaching techniques and paid little attention to communicative authentic language learning tasks. (ELT 11)

7.77. As a result, there is a prevailing **belief** as though applied linguistics were a synonym of ELT. (ELT 69)

7.78. A total of 200 hours of 10 ELT classes with 62 students **were observed** and/or recorded in 4 months, and 20 teachers and students were interviewed. (ELT 63)

7.79. Using emails, interviews and field **observations**, the findings point to a pluralistic **view** of linguistic proficiency that embraces functional business English, Malaysian English, English as a lingua franca and the use of other language codes. (ESP 49)

7.80. Through the medium of English, learners are both tourists, **viewing** their own culture from the perspective of the 'other,' while they are being prepared to be 'tour guides,' learning how to explain this perspective to the 'other' in the other's language, English. (ESP 87)

7.81. Using the cognitive theory of multimedia learning, this study aimed to **evaluate** the design of one multimedia courseware used for teaching English as a foreign language (EFL) in China and to compare the attitudinal differences in the teachers' and students' **evaluation** of the courseware. (ELT 40)

7.82. The analysis, using a critical lens, suggests that similar to what is found in the general literature, in the ELT field professionalism also needs to **be perceived** and discussed beyond a trait-based conceptualisation. (ELT 96)

7.83. To address this gap, this study examined the **perceptions** of both academic and industry stakeholders on challenges and measures needed for designing an ESP course in the field of STEM in a Cambodian tertiary institution. (ESP 72)

7.84. Numerous studies of written language development have shown minimal improvement over the course of an instructional period, yet these solely text-based studies offer little explanation for the lack of changes in writers' language because little **is reported** about the classroom and the participants. (ESP 50)

As previously discussed, the classification of a linguistic resource as an instance of acknowledgment is context-dependent. Below, we present several instances where particular lexical items, despite their typical classifications, are interpreted differently due to contextual

cues. For example, the verb *report*, which is generally associated with attribution, is classified as *modality* in example 7.85 because it conveys an internalized attribution ascribed to the authorial voice. A similar observation applies to the verb *claim*. Although it is often categorized as a distancing resource, in example 7.86 it neutrally frames the proposition, warranting its classification as acknowledgment. Likewise, the verb *argue*, typically associated with pronouncement when used to reinforce the authorial position (example 7.38), is categorized as acknowledgment in example 7.43, where it is attributed to an external source. The same principle applies to the verb *conclude*, whose classification also varies according to contextual factors, as discussed in Section 7.2.2.

7.85. *In this article we **report** on an alternative, decentralised model of language support, implemented in a School of Nursing and Midwifery, and which seeks to develop students' competency in the language skills required for their Nursing studies and professional practice.* (ESP 58)

7.86. *Others, however, see cause for concern by **claiming** that English language instruction is not always effective or that learning English is a waste of time and resources because the majority of English learners will most probably not use English after they graduate from college.* (ELT 52)

As discussed in Section 3.4.2, another domain covered by acknowledgment is the use of citations, wherein the cited proposition is likewise attributed to an external source. According to Martin and White (2005), this domain is especially typical of academic discourse. In light of this, we identified an extensive number of citations in our sample. However, the citations identified in our analysis are not instances of integral citation, where a proposition is directly attributed to a specific third party. We identified the use of quotation marks around particular terms to signal that these are borrowed or attributed concepts, not invented by the author, as in example 7.87. Also, this type of citation can be classified as distancing when the authorial voice explicitly dissociates itself from the proposition, which will be addressed in the subsequent part of this section.

7.87. *The notions of '**exploratory talk**' and '**task-based learning**' are explored using a single case study with material drawn from the student's autobiography and diary, the spoken and written assignments, and the student and lecturers' reflections on completion of the modules.* (ELT 24)

Lastly, it is important to note that the resources of acknowledgment tend to preserve the writer-reader solidarity as the authorial voice refrains from assuming responsibility for the proposition. Since the viewpoint is attributed to an external source and the author's stance is not explicitly stated, there is no direct opposition to the potential perspectives of the reader.

The second option covered by the attribution-type is distance [expansion: attribution]. The authorial voice uses the resources of distancing to explicitly disengage from the external source and dissociate from the proposition, indicating clear disalignment. In our sample, distance occurs 9 times, with a relative frequency of 0.3 per 1000 words, thus being ranked as the least utilized Engagement resource. It constitutes 0.4% of all Engagement subtypes, 0.8% of dialogic expansion, and 1.5% of attribution.

Its most typical realizations include the verbs *attempt* and *claim*, which may alternatively be categorized as acknowledgment, depending on the context, as well as scare quotes. The classification of *attempt* as either a distancing or acknowledgment resource is discussed in the pilot study (see Section 6.1.2, example 6.30). Regarding the verb *claim*, example 7.86 illustrates its use as an acknowledgment resource, where the authorial voice maintains a neutral stance. In contrast, when the authorial voice explicitly distances itself from the proposition, as shown in example 7.88, *claim* functions as a distancing resource. The co-occurrence of the verb *claim* with the conjunctive adverb *however*, functioning as a countering resource, signals the author's disagreement with the proposition framed by the verb *claim*, which enables us to classify it as a distancing resource. Citations, as demonstrated in the example 7.87, can function as acknowledgments. However, example 7.89 demonstrates how the authorial voice creates a critical distance from the proposition by dissociating itself from the ideological framing associated with the concept of a "free market". This is a clear example of a scare quote.

7.88. *The US-funded Job Enabling English Proficiency (or JEEP) project **claimed** to improve the standard of English in the region through the introduction of imported educational materials and classroom configurations. However, we show how English-only policy, "native-speakerism," and the use of repetition as a dominant language learning practice in the classroom are all implicated in the politics of neocolonialism in Mindanao. (ELT 90)*

7.89. *Most of these coursebooks profess to being vaguely communicative in their approach, while at the same time attempting to package and present language as a standardized commodity, within a broader ideological framework that enthusiastically embraces a view of the world in terms of aspirational, atomized,*

*competitive individuals pursuing their self-realization through a “free” market.* (ELT 23)

Another less common realization of distance is the attributive adjective *so-called* (example 7.90). This adjective inherently suggests that the proposition it frames may not be entirely accurate and should be viewed with scepticism, thereby enabling the authorial voice to distance itself from it.

7.90. *While English is embraced worldwide as a global means of communication, its teaching and learning is a contested arena of contacts between the so-called English native-speaker culture and local learner cultures.* (ELT 60)

Concerning writer-reader relationship, Fryer (2019) argues that distancing typically involves greater interpersonal risk, as detaching the authorial voice from an alternative voice may create a conflict with the reader if it challenges their values. Therefore, writer-reader solidarity can be at risk.

In summary, the statistical analysis reveals that attribution resources are positioned at both the highest and lowest ends of the spectrum of Engagement resources – acknowledgment with a global selection probability of 27.2% ranks first, whereas distance with a global selection probability of 0.4% ranks last. When considering the pilot study, we can observe that distance is also the least frequently used Engagement resource, while acknowledgment ranks third. This can be explained by the fact that maintaining a neutral position through acknowledgment preserves the author’s solidarity with their readers while an explicit disalignment from a proposition creates significant interpersonal risk, which is why authors tend to avoid it.

### 7.3.3 Dialogic Expansion: Summary

When examining the resources of dialogic expansion, regardless of their classification as either entertainment or attribution, we can observe that acknowledgment emerges as the most dominant one, both within the category of dialogic expansion and the overall range of heteroglossic Engagement. Acknowledgment (53.2%) is followed by modality (31.6%), evidentiality (14.3%) and distance (0.8%) (see Table 23). This distribution, where acknowledgment accounts for over half of all dialogic expansion resources, can be interpreted in light of the varying degrees of interpersonal risk associated with each subtype.

Specifically, acknowledgment involves the authorial voice adopting a neutral stance, thereby posing a minimal interpersonal risk. Similarly, modality also carries relatively low risk, as it conveys degrees of likelihood rather than a firm commitment. Evidentials reflect a more assertive stance, particularly when combined with endorsement, which serves to reinforce the argument’s warrantability. Distancing resources, on the other hand, present the highest level of interpersonal risk due to their explicit disalignment with the proposition, which may explain their infrequent use across both dialogic expansion and the broader category of heteroglossic Engagement.

When comparing the distribution of entertainment and attribution, we can observe that entertainment is slightly more prevalent, accounting for 54.0% compared to 46.0% for attribution. This is noteworthy given that acknowledgment, as the most frequently employed individual resource, falls under attribution. The overall ratio, however, is shaped by the notably low frequency of distancing resources within the attribution category, which brings down its total share.

Compared to the pilot study, modals surpass acknowledgment in frequency, whereas the positions of evidentials and distance remain unchanged.

**Table 23**

*Subtypes of dialogic expansion in the whole sample ranked by local section probabilities, with number of instances, frequency of occurrence per 1000 words and most common realizations*

<b>Dialogic Expansion in the Whole Sample</b>	<b>L%</b>	<b>No. of instances</b>	<b>RF/1000 words</b>	<b>Realizations</b>
Acknowledge [expansion: attribution]	53.2	587	17.5	belief, believe perception, perceive, view (n., v.), vision, observation, observe, perspective, perceive, report (v.), evaluation, evaluate

Modals [expansion: entertainment]	31.6	349	10.4	may, can, attempt (n.,v.), about, whether, aim (n., v.), potential, tend to, hope (v.), hopefully, seek
Evidentials [expansion: entertainment]	14.3	158	4.7	suggest, indicate, emerge, lead to, seem, implication, evidence (n., v.), appear
Distance [expansion: attribution]	0.8	9	0.3	attempt (v.), claim (v.)

#### 7.4 Engagement: Summary

Considering the ELT and ESP sample, the statistical analysis shows that authors more frequently opt for the resources of dialogic expansion (51.2%), compared to contraction (48.8%), even though this difference is insignificant. The prevalence of expansion can be explained by the frequent use of acknowledgment, whose global selection probability is 27.1%. The authors' preference for using acknowledgment resources can be attributed to their function of positioning the authorial voice as neutral, as discussed in the previous section. When comparing the results with those of the pilot study, a contrasting pattern emerges. Specifically, while the results of the pilot study show an insignificant prevalence of dialogic contraction, the main study results reveal the opposite trend. Since the predominance of contraction (50.3%) over expansion (49.7%) in the pilot study is marginal, it can be concluded that, in both cases, the authors employ dialogic contraction and expansion resources in a relatively balanced manner.

In view of the individual resources of heteroglossic Engagement, it has already been established that acknowledgment (27.2%) is the most dominant one, followed by endorsement (17.8%), modality (16.2%), deny (10.1%), counter (10.0%), pronouncement (9.4%), evidentiality (7.3%), concurrence (1.5%) and distance (0.4%). In the pilot study, acknowledgment, endorsement and modality also emerged as the most frequently used Engagement resources; however, their ranking differs, with modality being the most

dominant, followed by endorsement and then acknowledgment. Concurrence and distancing occupy the lowest position in the pilot study as well, each with an equal frequency of 0.6%. This distribution indicates that authors predominantly employ strategies that are based on the subjectivity of the external voice, such as expressions like *it is believed/reported/perceived/observed*, which is the case with acknowledgment. Alternatively, they use terms like *it is revealed/shown/demonstrated/validated* to ground results in external research, thereby making the results well-established on factual grounds, as observed with endorsement. When authors do assume responsibility for a claim and ground it in their subjectivity, they do so through modality resources, such as *may, might, can, possibly, likely*, and similar terms. The use of resources that carry minimal interpersonal risk serves to preserve solidarity with the reader, which also helps explain why distancing resources are avoided.

When annotating the sample, we found that the identification of some resources was straightforward, while others were highly context-dependent. For instance, disclaim strategies were relatively easy to recognize, whereas the annotation of the resources of acknowledgment, modality, pronouncement, distance, and evidentiality required a closer examination of the context for accurate classification. This is exemplified by verbs such as *argue, conclude, claim, and attempt*.

What we also observed is the co-occurrence of certain Engagement strategies, such as endorsement and evidentiality in phrases like *findings indicate* or *results suggest*, counter and distance when *claim* is paired with *however*, deny and pronouncement in expressions like *no significant difference*, or modality and deny in *whether... or not*. These pairings serve to either mitigate potential threats to writer-reader solidarity, as seen with endorsement + evidentiality or modality + deny, or to reinforce the argument, as demonstrated with counter + distance and deny + pronouncement in the examples we presented.

Consistent with the findings in Fryer's study on medical research discourse (2019), we observed that academic authors seldom, if ever, challenge or disalign with their readers' voices. This is demonstrated by the strategies and their combinations highlighted above. Following this, Fryer (2019) and Martin and White (2005) assert that disalignment and opposition are relatively uncommon in academic discourse, whereas they are more prevalent in other forms of discourse, such as mass media.

## 8. ENGAGEMENT RESOURCES ACROSS RHETORICAL MOVES

In Chapter 8 we explore the distribution of the resources of Engagement across different rhetorical moves of research article abstracts in the ELT and ESP sample. The discussion begins with introduction sections, followed by the purpose, method, product, and conclusion, in line with Hyland's (2004) framework, that is, in the unfolding structure of an abstract. Consistent with the pilot study, we will use the terms rhetorical move and section interchangeably.

Before turning to the discussion on the distribution of the Engagement resources across rhetorical moves, we will first provide a brief overview of the rhetorical moves themselves. The initial observation was that not all abstracts contain every rhetorical move. Furthermore, the rhetorical moves are not always distributed in the sequential order outlined above. Thirdly, we also observed frequent merging of two rhetorical moves within a single sentence. Common pairings include purpose + method (example 8.1), method + product (example 8.2), product + conclusion (example 8.3) and purpose + product (example 8.4).

8.1. *The research adopts a corpus-based approach to study English texts on display in the tourist resorts of S'Arenal and Magalluf in the Bay of Palma.* (ESP 12)

8.2. *This study, conducted through questionnaires, surveys, focus groups and interviews, indicates that junior and high school teachers in Japan are open to the possibility of exposing students to different varieties of English.* (ELT 87)

8.3. *Feedback was largely positive, but it may be helpful to customize future workshops for specific language groups.* (ESP 11)

8.4. *This study investigated the perceptions of students (n = 71) enrolled at a university in Japan and found no statistically significant differences based on gender, country of origin, year of study, work experience, or future work intentions.* (ESP 13)

Given that UAM CorpusTool (version 6) allows for the annotation of rhetorical moves at the sentence level rather than by larger text segments, it was not possible to determine the exact number of rhetorical moves. Table 24 offers an overview of the rhetorical move density observed throughout the sample. The number of sentences annotated as specific moves offers a reliable indication of the proportion of rhetorical moves across the sample, as seen in Table 24.

**Table 24**

*Overview of rhetorical move density: number of sentences annotated as a specific move (N) and global selection probability (%) of rhetorical moves*

RHETORICAL-MOVES-TYPE	N	%
- introduction	266	20.4
- purpose	268	20.6
- method	252	19.3
- product	347	26.6
- conclusion	170	13.0
<b>TOTAL:</b>	<b>1303</b>	<b>100.0%</b>

Table 23 reveals that the largest portion of the text was annotated as the introduction move, followed by purpose, method, product and conclusion. Consequently, the introduction section is expected to contain the highest number of Engagement resources. However, insights into their density will be drawn from their relative frequency per 1000 words.

### 8.1 Introduction Sections

As stated in Section 5.2, introduction sections serve to set the context for the article, present its key background information, highlight the significance of the topic, and justify the need for the research or discussion. We identified 420 instances of Engagement in the introduction sections, with a relative frequency of 63.0 per 1000 words. Of these, 237 instances (RF of 35.6 per 1000 words) were classified as contraction and 183 instances (RF of 27.5 per 1000 words) as expansion. Therefore, dialogic contraction is more prevalent, making up 56.4%, compared to 43.6% for expansion. Table 25 provides an overview of Engagement in the introduction sections.

**Table 25**

*Overview of Engagement in introduction sections: number of instances (N), relative frequency per 1000 words and global selection probabilities (%)*

HETEROGLOSSIC-ENGAGEMENT-TYPE	introduction		
	N	Per1000Wds	%
- contraction	237	35.6	56.4
- expansion	183	27.5	43.6
<b>TOTAL:</b>	<b>420</b>	<b>63.0</b>	<b>100.0%</b>

The analysis of the global selection probabilities of individual subtypes within dialogic contraction and expansion reveals that, within dialogic contraction, disclaim resources (36.7%) are more frequently employed than proclaim resources (19.8%), as shown

in Table 26. In the domain of dialogic expansion, attribution resources (21.9%) slightly exceed entertainment resources (21.7%) in frequency, although the difference is minimal, as illustrated in Table 27.

**Table 26**

*Overview of dialogic contraction in introduction sections: number of instances (N), relative frequency per 1000 words and global selection probabilities (%)*

CONTRACTION-TYPE	introduction		
	N	Per1000Wds	%
- disclaim	154	23.1	36.7
- proclaim	83	12.5	19.8
<b>TOTAL:</b>	<b>237</b>	<b>35.6</b>	<b>56.4%</b>

**Table 27**

*Overview of dialogic expansion in introduction sections: number of instances (N), relative frequency per 1000 words and global selection probabilities (%)*

EXPANSION-TYPE	introduction		
	N	Per1000Wds	%
- entertainment	91	13.7	21.7
- attribution	92	13.8	21.9
<b>TOTAL:</b>	<b>183</b>	<b>27.5</b>	<b>43.6%</b>

We now proceed to the analysis of individual Engagement resources ranked by their global selection probability, following the same approach as in the pilot study. We aim to explain their prominence and illustrate their use through examples. While we do not find a comparison of the frequency of occurrence within the broader categories of disclaim, proclaim, entertainment, and attribution particularly meaningful, a comparison of the individual resources themselves is considered relevant. Table 28 presents an overview of the individual Engagement resources, ranked by their global selection probabilities.

**Table 28**

*Engagement subtypes in introduction sections ranked by global selection probability, with number of instances, frequency of occurrence per 1000 words and most common realizations*

Engagement Subtypes in Introduction Sections	G%	No. of instances	RF/1000 words	Most Common Realizations
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Acknowledge [expansion: attribution]	21.2	89	13.4	perspective, perception, report (n., v.), assessment
Counter [contraction: disclaim]	20.7	87	13.1	despite, although, however, regardless, while, yet
Modals [expansion: entertainment]	19.3	81	12.2	aim (n., v.), can, possible, possibly, potential, tend to
Deny [contraction: disclaim]	16.0	67	10.1	no, not, non-, in-
Pronounce [contraction: proclaim]	13.3	56	8.4	key (adj.), especially, increasingly, indeed
Endorse [contraction: proclaim]	4.5	19	2.9	show, define
Evidentials [expansion: entertainment]	2.4	10	1.5	apparently, evidence (n.)
Concur [contraction: proclaim]	1.9	8	1.2	not only... but also, widely accepted, clear
Distance [expansion: attribution]	0.7	3	0.5	so-called, attempt (v.)

With a global selection probability of 21.2%, acknowledgment [expansion: attribution] is the most prevalent Engagement resource in the introduction sections - consistent with the findings of the pilot study. When compared to the overall sample (Table 15), it likewise maintains its position as the most dominant resource. In the introduction sections, we identified 89 instances of acknowledgment, with a relative frequency of 13.4 per 1000 words. As noted previously in Section 6.2.1, the predominance of acknowledgment strategies can be attributed to their role in assigning propositions to external sources, thereby minimizing the explicitness of the authorial voice. In the context of introductions, these external voices typically reference prior authors whose work lays the groundwork for the current research. When analyzing the sample, we observed that the general body of

knowledge is referenced considerably more often than specific authors, as illustrated in example 8.5 with the verb *report*. However, this is not necessarily the case as the external voice may be associated with a specific voice other than a referenced author or academic community. In example 8.6, we do not observe a reference to a specific author upon whose perspectives the following knowledge is built, but rather to the students' voice, which will be the focus of the analysis.

8.5. *Despite the great body of work examining the cultural content of the international and local ELT textbooks, the cultural content and elements of the ELT textbooks in the inner, outer, and expanding circle countries **have seldom been reported.*** (ELT 74)

8.6. *Educators commonly promote English as beneficial to future employability, but students' **perceptions** of the importance of English in the tourism and hospitality industry are often not considered.* (ESP 13)

In line with the results of the pilot study, the second most prominent Engagement subtype in introductions is counter. In the overall sample, however, counter ranks fourth, along with the resources of denial. In the introduction sections, we observed 87 countering resources, with a relative frequency of 13.1 per 1000 words. Compared to the highest-ranked acknowledgment, which has a global selection probability of 21.2%, the frequency of countering resources is marginally lower, with a global selection probability of 20.7%. Countering resources serve to identify the gap in the field, which explains their dominance in introductions. In example 8.7, the countering resource is paired with deny to emphasize the absence of research in a specific area, a pattern also observed in the pilot study (see Section 6.2.1). As can be observed, the authorial voice emphasizes the areas of study requiring attention as well as the lack of action within the field, thereby creating a research gap. Fryer (2019) adds that such counterexpectancy serves an important rhetorical function in convincing the reader that not only do these gaps exist, but they also require urgent consideration.

8.7. ***While** there has been much research detailing how English as a foreign language (EFL) students attending English for academic purposes (EAP) courses struggle with a wide array of challenges when adjusting to university English-medium instruction, how these students use feedback to self-regulate their academic English learning and what contributes to or hinders this remain **unknown.*** (ESP 29)

In the main, as well as the pilot study, modals rank third in the introduction sections. They occupy the same position in the overall sample. We identified 81 instances of modality in introductions, with a relative frequency of 12.2 per 1000 words. They account for 19.3% of all Engagement strategies in the introduction sections. Since introductions not only provide the background of the article and highlight the research gap but also emphasize the importance of the topic and justify the study, this transition from previous to current research is marked by modality resources. They enable the authorial voice to assume responsibility for the claims while also accommodating alternative perspectives. In the example 8.8, the author's voice offers a solution for addressing the research gap; however, the use of the adjective *potential* as a modality marker indicates that the solution is not definitive and does not have to be accepted by the broader academic community. In addition, we observed that modality resources are used to make general assessments of the previous research upon which the current study is built, without making bald claims about it (example 8.9).

8.8. *A Personal Learning Environment (PLE) is a **potential** pedagogical approach to realize learning-centered in ESP teacher development.* (ESP 93)

8.9. *Academic Literacies and English for Specific Purposes perspectives on the teaching of academic writing **tend to be positioned as dichotomous and ideologically incompatible.*** (ESP 56)

The deny resources rank fourth among all Engagement types in the introduction sections, with a global selection probability of 16.0%. A total of 67 instances of deny were identified, yielding a relative frequency of 10.1 per 1000 words. Compared to the pilot study, where deny ranked fifth, the main study reveals a notably higher density of these resources when considering relative frequency (10.1 vs. 2.5 per 1000 words). Although the difference in ranking is minimal, the global selection probability also increased substantially—from 5.3% in the pilot study to 15.7% in the main study. As compared to the total sample, deny ranks fourth in both the pilot and main studies, exhibiting a comparable relative frequency per 1000 words — 10.1 in introductions versus 6.4 in the overall sample. As previously mentioned, the purpose of denials is to strengthen the position regarding the research gap in a particular field, especially when combined with countering resources (example 8.7). Even when denials appear independently, as in example 8.10, they serve a similar purpose, thus legitimizing the author's need for pedagogical intervention or further study.

8.10. *Low foreign language achievers in vocational education often have a **lack** of learning strategies, a tendency to feel frustrated, and **unwillingness** to be involved.* (ESP 95)

Concerning pronouncement resources, the analysis reveals that they rank fifth in the introduction sections, with a global selection probability of 13.3%. A total of 56 instances were identified, with a relative frequency of 8.4 per 1000 words. In the pilot study, pronouncement occupies the fourth position and demonstrates comparable figures (RF = 5.1 per 1000 words; G = 10.5%). In the overall sample, it ranks sixth, with a frequency similar to that found in the introduction sections (RF = 6.0 per 1000 words; G = 9.4%). As stated in Section 6.2.1, pronouncements increase the interpersonal risk by strengthening the authorial commitment to a proposition, which may explain their relatively infrequent use in the introduction sections. In example 8.11, the adverb *increasingly* reinforces the author's assertion regarding the growing need for advanced qualifications in ELT, thereby amplifying the authorial stance and potentially inviting disagreement from readers who may not share this view.

8.11. *The field of English Language Teaching (ELT) **increasingly** requires advanced qualifications.* (ELT 51)

The endorsement feature, with a global selection probability of 4.5%, ranks sixth in the introduction sections of the main study, maintaining the same position as in the pilot study. A total of 19 instances were identified, yielding a relative frequency of 2.9 per 1000 words. When viewed across the entire sample, however, endorsement rises significantly in prominence, ranking second overall with a relative frequency of 11.4 per 1000 words. The purpose of this feature in introductions is to define the general scope of the research area, as demonstrated in example 8.12., where the verb *define* is not attributed to any specific external voice, but rather reflects the collective body of existing knowledge that precedes the current study.

8.12. *However, this construct **has not yet been defined** in operational terms in foreign language teaching, and its constituent components are not specified due to the absence of a robust and context-specific instrument.* (ELT 81)

With a global selection probability of 2.4%, evidentials rank seventh in the introduction sections, maintaining the same position as in the overall sample. We identified

10 instances of evidentiality, with a relative frequency of 1.5 per 1000 words. In the pilot study, with 0 instances, they occupy the lowest position. Since evidentiality typically functions to interpret research findings based on evidence, their relatively low frequency in introductions can be attributed to the assumption that such interpretive work generally occurs in later sections of academic texts. In example 8.13, the use of evidentiality signals a conclusion grounded in prior evidence resulting in commonly accepted knowledge within the field. However, the deduction process leading to this conclusion is not explicitly shown in the text.

8.13. *As the main technique of grammar-centred teaching, translation **apparently** has no use in communicative teaching.* (ELT 30)

Concurrence strategies occupy the penultimate position within the introduction sections (G=1.9%), mirroring their placement in both the main study and the pilot study. We identified 8 instances of concurrence in introductions, with a relative frequency of 1.2 per 1000 words. In example 8.14, the role of the concurrence marker is to reinforce the claim that cookery books follow their linguistic conventions.

8.14. *Cookery books are governed by their own laws **not only** in the choice of vocabulary and fixed expressions, **but also** grammar and style.* (ESP 67)

The least frequently used Engagement strategy in the introduction sections is distance (G=0.7%), maintaining this position consistently across the overall sample. In the pilot study, it similarly ranks near the bottom, occupying the penultimate position alongside concurrence. In introductions, we identified only 3 instances of the distance feature, with a relative frequency of 0.5 per 1000 words. As in the overall sample, the low frequency of this resource can be attributed to its explicit disalignment from the proposition. In the example 8.15, the term *so-called* signals the author's critical stance toward the established notion of native-speaker culture, suggesting that this concept may be problematized or examined later in the text.

8.15. *While English is embraced worldwide as a global means of communication, its teaching and learning is a contested arena of contacts between the **so-called** English native-speaker culture and local learner cultures.* (ELT 60)

In summary, when considering the relative frequency per 1000 words, the density of Engagement strategies in the introduction sections (63.0) is comparable to that observed in

the overall sample (64.1). Regarding the distribution between dialogic contraction and expansion, a slight predominance of contraction resources is evident in introductions, whereas expansion resources slightly prevail in the total sample. However, given the minimal nature of these differences, it can be concluded that the use of both subtypes of Engagement is generally balanced across both the introduction sections and the total sample. In terms of individual Engagement resources, acknowledgment emerges as the most frequently used (21.2%), followed by counter (20.7%), modals (19.3%), denials (16.0%), pronouncement (13.3%), endorsement (4.5%), evidentials (2.4%), concurrence (1.9%), and distance (0.7%). The dominance of acknowledgment strategies can be attributed to their function of attributing propositions to external sources, often referencing previous research that forms the foundation for the current study. The high frequency of counter strategies is explained by their role in identifying gaps in the research field, which are subsequently addressed by the authorial voice. Modals are also prominently featured, serving to introduce elements of the present research or to evaluate previous findings while avoiding categorical assertions. The use of denials and pronouncements is moderate, whereas evidentials, concurrence, and distance appear considerably less frequently in introduction sections.

## 8.2 Purpose Sections

Purpose sections serve to articulate the main objectives, thesis, or hypothesis of the article. We identified 392 instances of Engagement in the purpose sections, corresponding to a relative frequency of 50.6 per 1000 words. Of these, 112 instances (RF of 14.5 per 1000 words) were categorized as contraction, while 280 instances (RF of 36.2 per 1000 words) were classified as expansion. Thus, dialogic expansion is more prevalent, accounting for 71.4% of all instances, compared to 28.6% for contraction. Table 29 provides an overview of Engagement in the purpose sections.

**Table 29**

*Overview of Engagement in purpose sections: number of instances (N), relative frequency per 1000 words, and global selection probabilities (%)*

HETEROGLOSSIC-ENGAGEMENT-TYPE	purpose		
	N	Per1000Wds	%
- contraction	112	14.5	28.6
- expansion	280	36.2	71.4
<b>TOTAL:</b>	<b>392</b>	<b>50.6</b>	<b>100.0%</b>

Considering global selection probabilities, within dialogic contraction, proclaim resources are more frequently employed (19.9%) than disclaim resources (8.7%), as presented in Table 30. In the domain of dialogic expansion, attribution resources (40.6%) surpass entertainment (30.9%) in frequency, as shown in Table 31.

**Table 30**

*Overview of dialogic contraction in purpose sections: number of instances (N), relative frequency per 1000 words and global selection probabilities (%)*

CONTRACTION-TYPE	purpose		%
	N	Per1000Wds	
- disclaim	34	4.4	8.7
- proclaim	78	10.1	19.9
<b>TOTAL:</b>	<b>112</b>	<b>14.5</b>	<b>28.6%</b>

**Table 31**

*Overview of dialogic expansion in purpose sections: number of instances (N), relative frequency per 1000 words, and global selection probabilities (%)*

EXPANSION-TYPE	purpose		%
	N	Per1000Wds	
- entertainment	121	15.6	30.9
- attribution	159	20.5	40.6
<b>TOTAL:</b>	<b>280</b>	<b>36.2</b>	<b>71.4%</b>

Following the pattern established in the analysis of the introduction sections, the discussion now turns to the individual subtypes of Engagement, ranked according to their global selection probability. Table 32 presents the ranking of these Engagement resources.

**Table 32**

*Engagement subtypes in purpose sections ranked by global selection probability, with number of instances, frequency of occurrence per 1000 words and most common realizations*

Engagement Subtypes in Purpose Sections	G%	No. of instances	RF/1000 words	Most Common Realizations
Acknowledge [expansion: attribution]	40.3	158	20.4	observation, perception, perceive, report (n., v.) review (n., v.)

Modals [expansion: entertainment]	29.1	114	14.7	aim (n., v.), effort, purpose, can, could, potential
Endorse [contraction: proclaim]	10.2	40	5.2	validity, reliability, result (n., v.)
Pronounce [contraction: proclaim]	8.4	33	4.3	particularly, key (adj.), significant, crucial
Deny [contraction: disclaim]	6.1	24	3.1	-in, -un, non-
Counter [contraction: disclaim]	2.6	10	1.3	conflict with, but, however
Evidentials [expansion: entertainment]	1.8	7	0.9	implication, seem
Concur [contraction: proclaim]	1.3	5	0.6	naturally, not only...but also
Distance [expansion: attribution]	0.3	1	0.1	seemingly 'contradictory'

With a global selection probability of 40.3%, acknowledgment [expansion: attribution] is by far the most prevalent Engagement resource in the purpose sections, whereas in the pilot study it ranks second. When compared to the overall sample (see Table 15), it retains its position as the most dominant resource. In the purpose sections, 158 instances of acknowledgment were identified, corresponding to a relative frequency of 20.4 per 1000 words. As discussed in the pilot study, the role of acknowledgment strategies in articulating the purpose lies in referencing the existing body of knowledge or perceptions, which is subsequently examined and evaluated throughout the text. In example 8.16, what is subject to examination later in the text are the views of Korean science and engineering students of English-medium instruction and Korean-medium instruction. Those are the perspectives for which the authorial voice does not assume responsibility.

8.16. *The purpose of this study was to examine how Korean science and engineering students view English-medium instruction (EMI) and Korean-medium instruction (KMI).* (ESP42)

The resources of modality rank second in the purpose sections, with a global selection probability of 29.1%, whereas in the pilot study they occupy the first position. In the overall sample, they hold the third position. In each case, modality consistently appears among the top three most frequently used Engagement resources. In the purpose sections, we found 114 instances of modality, with a relative frequency of 14.7 per 1000 words. In this rhetorical move, the authorial voice utilizes modalizing locutions to express their attempt to achieve a specific research aim. However, the presented effort is potentially uncertain, thus expanding the dialogic space to accommodate alternative outcomes. In example 8.17, the use of two modalizing locutions in presenting their purpose reinforces the authorial effort to pursue a specific research objective.

8.17. *The aim of the present paper is to reflect on how this theoretical integration could be put into practice.* (ESP 56)

The category of endorsement ranks third in the purpose sections (G=10.2%), maintaining the same position as the pilot study. In the overall sample, endorsement ranks second. We identified 40 instances of this strategy in the purpose sections, with a relative frequency of 5.2 per 1000 words. The general function of endorsement, as well as in the context of presenting the purpose of research articles, is to present a proposition as highly credible and grounded in external sources. As illustrated in example 8.18, the noun *results* is associated with empirical research rather than authorial subjectivity, indicating that the authorial voice positions itself as striving to achieve reliable and well-rounded outcomes.

8.18. *This paper presents the results of research which set out to evaluate the efficacy of an online Business English course in higher education.* (ESP 86)

Pronouncement occupies the fourth position in the purpose sections, with a global selection probability of 8.4%, which is consistent with its ranking in the pilot study. In the overall sample, its frequency is slightly lower, ranking sixth. We found 33 instances of pronouncement in the purpose sections, with a relative frequency of 4.3 per 1000 words. Reflecting their general purpose in abstracts, pronouncement strategies in the purpose sections serve to intensify the authorial alignment with the proposition. As illustrated in

example 8.19, the author employs the adjective *key* to draw attention to the challenges that will be addressed in this article, thereby reinforcing the proposition framed by this adjective.

8.19. *The aim was to discover the **key** challenges of critical pedagogy and how this practice is understood.* (ELT 39)

With a global selection probability of 6.1%, denials occupy the fifth position in the purpose sections, consistent with their ranking in the pilot study. Compared to the entire abstract, where they rank fourth, this represents a lower position. We found 24 instances of deny strategies, with a relative frequency of 3.1 per 1000 words. Most instances of the deny feature in the purpose sections are locally realized via negative prefixes, resulting in minimal contextual influence and a moderate dialogic effect. As illustrated in example 8.20, their dialogic role lies in highlighting the contrast between native and non-native speakers.

8.20. *To address the issue, this study sought to investigate the **nonnative** teachers' perceptions of idealized native-speaker linguistic and pragmatic norms in the EIL context.* (ELT 86)

The counter feature ranks sixth, with a global selection probability of 2.6%. It appears slightly more frequently than in the pilot study where we identified no instances, thus holding the lowest rank. Yet, it is somewhat less frequently used in the purpose sections than in the overall sample, where it shares the fourth position with denial strategies. A total of 10 instances of counter strategies were identified, corresponding to a relative frequency of 1.3 occurrences per 1000 words. The infrequent occurrence of countering resources within the purpose sections can be attributed to their function of refuting an anticipated claim. Since purpose sections typically concentrate on outlining the objectives and scope of the current study, we rarely encounter prior claims or viewpoints that necessitate refutation. This focus on the study's aims, rather than on engaging with opposing perspectives, naturally results in a lower frequency of countering resources in these sections. In the example 8.21, the verb *conflict with* as a countering resource, is inherent to the study topic which focuses on the analysis of the opposition between CEFR as a form of Western-imposed globalization and local culture and values. Consequently, this countering element serves to delineate the subject matter rather than to engage with alternative perspectives or challenge prevailing viewpoints. Therefore, it does not play a significant role in shaping the dialogic character of the purpose section.

8.21. *It presents a critical discourse analysis of newspaper texts in order to show how CEFR represents a form of Western-imposed globalisation that **conflicts with** local cultures and values.* (ELT 37)

With a global selection probability of 1.8%, evidentials rank seventh in the purpose sections, maintaining the same position in the overall sample. In the pilot study, we did not find any examples of this strategy, which reflects their insignificant role in this rhetorical move. We found 7 instances of evidentiality in purpose sections, with a relative frequency of 0.9 per 1000 words. One of the typical realizations of evidentiality is the noun *implication*, which is most commonly found in conclusions. However, when identified in the purpose sections, it is used to indicate that potential consequences or effects of the research analysis will be discussed.

8.22. *This introductory paper reviews the varying conditions and challenges of dealing with conceptual incongruity in inter-systemic legal translation, on the one hand, and the **implications** of ensuring harmonization and consistency in multilingual legal texts through institutional translation, on the other.* (ESP 73)

In the purpose sections, concurrence occupies the penultimate position, with a global selection probability of 1.3%, mirroring its ranking in the overall sample. Similarly, in the pilot study this feature shares the lowest rank with other strategies. In each case, it ranks among the least frequently used Engagement resources. Specifically, in the pilot study, 5 instances of concurrence were identified, with a relative frequency of 0.6 per 1000 words. Consistent with its general usage, concurrence in purpose sections serves to establish a collaborative tone where the authorial voice shares the same knowledge with putative readers. In example 8.23, the phrase *naturally occurring interactions* signifies that the data analyzed were derived from real-life rather than experimental settings. By highlighting that the interactions are naturally occurring, the author underscores the ecological validity of the research.

8.23. *This paper drew on Blommaert's sociolinguistics of globalization and Hymes's *Ethnography of Communication* to examine **naturally** occurring interactions in English between Vietnamese customs officers and foreign travelers.* (ESP 61)

The least frequently used Engagement resource in the purpose sections is distance (G=0.3%). We identified only one instance, with a relative frequency of 0.1 per 1000 words.

In both the overall sample and the pilot study, concurrence consistently occupies the lowest rank among Engagement strategies due to heightened interpersonal risk. In example 8.24, the phrase *seemingly 'contradictory'* serves to attribute the assessment of the teacher's actions as "contradictory" to an external viewpoint, while maintaining a degree of detachment. Even though both the adverb *seemingly* and the use of scare quotes could function as individual distancing resources, their co-occurrence within a single phrase amplifies the distancing effect from the same proposition. Due to this combined effect, we have chosen to classify them collectively as a single distancing resource.

8.24. *In negotiating positionality, the two teachers choose to both discursively 'trouble' and not trouble who they, their colleagues, and their students 'are,' 'can,' and/or 'should' be or become, in complex and seemingly 'contradictory' ways. (ELT 76)*

In brief, the density of Engagement strategies in the purpose sections (RF of 50.6 per 1000 words) is slightly lower than in the overall sample (RF of 64.1 per 1000 words). This observed decrease can be attributed to endorsement strategies where we observed a decline of the relative frequency from 17.8 per 1000 words in the overall sample to 5.2 in the purpose sections. This occurrence may be related to the nature of the content typically presented in these sections. Purpose sections primarily aim to outline the objectives and scope of the study, often focusing on the researcher's intentions and planned contributions. As such, there is less emphasis on referencing external authoritative voices, which constrain alternative interpretations. In examining the distribution of dialogic contraction and expansion, the overall sample exhibits a relatively balanced use of these two categories, with expansion accounting for 51.2% and contraction for 48.8%. However, this balance experiences a pronounced change within purpose sections, where expansion strategies constitute 71.4% and contraction strategies decrease to 28.6%. This notable divergence suggests that authors, when articulating the objectives of their research, tend to favor dialogic expansion. Such a preference may reflect an intent to present their study as open to interpretation and further inquiry, marked by more frequent use of modalizing locutions. When considering individual Engagement resources, we can observe that acknowledgment emerges as the most dominant one (40.3%), preserving its position from the overall sample. It is followed by modality (29.1%), endorsement (10.2%), pronouncement (8.4%), deny (6.1%), counter (2.6%), evidentiality (1.8%), concurrence (1.3%) and distance (0.3%) The prevalence of acknowledgment strategies can be attributed to their role of referencing established knowledge or prevailing perceptions, which are then critically analyzed and assessed

throughout the text, opening the dialogic space for various interpretations. As the ranking shows, except for acknowledgment and modality, all other resources are employed less frequently.

### 8.3 Method Sections

The purpose of method sections, both within the main body of the article and in abstracts, is to outline the research design, procedures, data collection methods, assumptions, and overall approach adopted in the study. We identified 139 instances of Engagement in the method sections, with a relative frequency of 27.5 per 1000 words. Out of these, 43 instances (a relative frequency of 8.5 per 1000 words) were identified as contraction, while 96 instances (19.0 per 1000 words) were classified as expansion. This indicates that dialogic expansion is more dominant, comprising 69.1% of all instances, whereas contraction accounts for only 30.9%. Table 33 outlines heteroglossic Engagement in the methods section.

**Table 33**

*Overview of Engagement in method sections: number of instances (N), relative frequency per 1000 words, and global selection probabilities (%)*

HETEROGLOSSIC-ENGAGEMENT-TYPE	method		%
	N	Per1000Wds	
- contraction	43	8.5	30.9
- expansion	96	19.0	69.1
<b>TOTAL:</b>	<b>139</b>	<b>27.5</b>	<b>100.0%</b>

Based on global selection probabilities, within dialogic contraction, disclaim resources are slightly more prevalent (16.5%) than proclaim (14.4%), as shown in Table 34. In the area of dialogic expansion, attribution resources (56.1%) are significantly more frequent than entertain resources (12.9%), as indicated in Table 35.

**Table 34**

*Overview of dialogic contraction in method sections: number of instances (N), relative frequency per 1000 words and global selection probabilities (%)*

CONTRACTION-TYPE	method		%
	N	Per1000Wds	
- disclaim	23	4.6	16.5
- proclaim	20	4.0	14.4
<b>TOTAL:</b>	<b>43</b>	<b>8.5</b>	<b>30.9%</b>

**Table 35**

*Overview of dialogic expansion in method sections: number of instances (N), relative frequency per 1000 words and global selection probabilities (%)*

EXPANSION-TYPE	method		%
	N	Per1000Wds	
- entertainment	18	3.6	12.9
- attribution	78	15.4	56.1
<b>TOTAL:</b>	<b>96</b>	<b>19.0</b>	<b>69.1%</b>

Building on the already established pattern, the focus now turns to the individual subtypes of Engagement, ordered by their global selection probability. Table 36 displays the ranking of these Engagement resources.

**Table 36**

*Engagement subtypes in method sections ranked by global selection probability, with number of instances, frequency of occurrence per 1000 words and most common realizations*

Engagement Subtypes in Method Sections	G%	No. of instances	RF/1000 words	Most Common Realizations
Acknowledge [expansion: attribution]	55.4	77	15.3	perceive, perception, perspective report (v.), representation, evaluate, evaluation
Modals [expansion: entertainment]	11.5	16	3.2	try, test (v.), potential
Endorse [contraction: proclaim]	11.5	16	3.2	uncover, find, finding, validate
Counter [contraction: disclaim]	8.6	12	2.4	whereas

Deny [contraction: disclaim]	7.9	11	2.2	-in, -un, no
Pronounce [contraction: proclaim]	2.9	4	0.8	the most prominent, the most effective
Evidentials [expansion: entertainment]	1.4	2	0.4	implication, suggest
Distance [expansion: attribution]	0.7	1	0.2	scare quotes
Concur [contraction: proclaim]	0.0	0	0.0	/

Acknowledgment emerges as the most dominant Engagement resource in the method sections, with a global selection probability of 55.4%, consistent with its prominence across the overall sample. In the pilot study, it occupies the second position. We found 77 instances of acknowledgment, with a relative frequency of 15.3 per 1000 words. As discussed in the pilot study, the role of this feature in method sections is to present the selecting methods as credible, by attributing them to an external source, as in example 8.25. In this case, the authorial voice attributes the method to a recognized authority within the field, thereby maintaining a stance of neutrality and keeping their position implicit.

8.25. *It adopts a Vygotsky's socio-cultural theoretical **perspective** in conceptualising English as a tool academics appropriate to mediate their teaching.*  
(ESP 21)

Modality ranks second in the method sections, with a global selection probability of 11.5%, whereas in the pilot study, it occupies the first position. In the overall dataset, it holds the third position. Taken together, the findings indicate that modality consistently ranks among the three most commonly employed Engagement strategies. In the method sections, we found 16 instances of modality, with a relative frequency of 3.2 per 1000 words. The realizations we identified in our sample suggest that the role of modality in this rhetorical move is to express a degree of certainty regarding the potential feasibility of a given method, as in example 8.26. However, the outcome remains uncertain, allowing the possibility of alternative approaches.

8.26. *This application was further **tested** and refined in an iterative process, with data collected from three different sources.* (ESP 34)

With a global selection probability of 11.5%, the endorsement feature shares the second position with modality, based on 16 identified examples and a relative frequency of 3.2 per 1000 words. In the pilot study, it ranks third, while in the overall sample it holds the second position, consistent with its ranking in the purpose sections. As we already presented in the pilot study, its role in this section is to confirm the reliability of specific methods by portraying them as unquestioned research standards. In the example 8.27, the verb *validate* serves to frame the method as definitive and indisputable, thereby suppressing alternative viewpoints.

8.27. *To **validate** test items and calibrate their psychometric qualities, four parallel tests were assembled and given to 338 students.* (ESP 92)

Countering resources occupy the fourth position in the method sections (G% of 8.6), whereas in the pilot study, we did not identify any instance of this resource in methods due to a small dataset and its low relative frequency per 1000 words. In the overall sample, counter ranks fifth. In this rhetorical move, we found 12 instances of counter, with a relative frequency of 2.4 per 1000 words. As example 98.28 indicates, countering resources in the method sections can serve to highlight the difference between two study groups or between different methodological approaches employed in the research.

8.28. ***Whereas** one of these groups followed a ‘translanguaging’ or ‘plurilingual’ pedagogy, the other followed a strictly monolingual approach.* (ESP 51)

Deny resources hold the fifth position in the method sections, with a global selection probability of 7.9%. A total of 11 instances were identified, resulting in a relative frequency of 2.2 per 1,000 words. In comparison to the overall sample, denials rank fourth, while in the pilot study, they occupy the fifth position. As with the majority of denial realizations across the dataset, those found in the method sections are predominantly morphological, and therefore do not produce any notable syntactic effect, which is illustrated in example 8.29.

8.29. *We summarise the advice about linguistic features traditionally associated with an **informal** style offered in 25 style manuals, and conduct an*

*empirical study to examine the distribution of these features in a 1.87-million-word corpus of research articles in linguistics and physics. (ESP 94)*

The pronounce feature ranks sixth in the methods section (G=2.9%), mirroring its rank in the overall sample. In the pilot study, it ranks fourth. We identified 4 instances of pronouncement, with a relative frequency of 0.8 per 1000 words. Reflecting its general purpose, the role of pronouncements in the method sections is to add explicit and subjective authorial emphasis, as illustrated in example 8.30.

8.30. *By calculating the mean of each construct, **the most effective and prominent** components that impact the quality of English Language teaching as “must” to be indices in any educational setting were analyzed. (ELT 43)*

Evidentials occupy the seventh position among Engagement resources in the methods section, with two identified instances, yielding a relative frequency of 0.4 per 1000 words, which accounts to a global selection probability of 1.4%. In the pilot study, we did not identify any examples of evidentiality, whereas in the overall sample, they occupy the seventh position as well. The rhetorical function of evidentials in the method sections is to signal the outcomes associated with the application of specific methodological procedures, which are supported by evidence inherent in the method itself, as observed in example 8.31. The noun *implications* refers to the effects resulting from a particular action and the broader significance of its outcome.

8.31. *Data analysis applies the framework of complexity, accuracy and fluency (CAF) to bring to the forefront the lexical features that delineate the presence of two varieties of English and the **implications** of their choice. (ESP 12)*

The penultimate position in method sections is occupied by the resources of distance, with one example identified (RF of 0.2 per 1000 words). It accounts for 0.7% of all instances of Engagement. In the pilot study, we found no distancing resources, whereas in the overall sample, it is the lowest-ranked feature. It consistently appears at the lowest rank across all datasets due to its high interpersonal risk. In example 8.32, distancing is realized through the use of scare quotes, whereby the authorial voice dissociates itself from labeling unstructured interviews as *conversations*.

8.32. *In unstructured interviews or ‘**conversations,**’ migrants share narratives about the type of communication they do at work, communication challenges, what*

*they perceive as strengths and weaknesses/easy or difficult communication, and what profession they held when in Mexico. (ESP 65)*

Finally, the resources of concurrence occupy the last position among Engagement resources in the method sections, with no instances identified. Similarly, it ranks last in the pilot study, whereas in the overall sample, it is ranked second to last.

To summarize, the statistical analysis reveals that the density of Engagement resources in the method sections (RF of 27.5 per 1000 words) is substantially lower than in the overall sample (RF of 64.1 per 1000 words), suggesting that authors in this section tend to favor monoglossic expressions. This trend can be attributed to the neutral role of the method section, where the authorial voice adopts a neutral tone to present methods and materials, leaving little space for dialogic interaction. In the distribution of dialogic contraction and expansion, expansion notably surpasses contraction, with 69.1% for expansion compared to 30.9% for contraction. The dominance of dialogic expansion is linked to the frequent use of acknowledgment resources, which constitute more than half of all engagement resources (55.4%). These are followed by modality (11.5%), endorsement (11.5%), counter (8.6%), deny (7.9%), pronouncement (2.9%), evidentiality (1.4%), distance (0.7%), and concurrence (0.0%). The ranking indicates that all other Engagement resources are significantly less frequent than acknowledgment. The high prevalence of acknowledgment, consistent with its frequency in the overall sample, can be attributed to its rhetorical function of attributing methodological procedures to an external authority recognized within the field, where the authorial voice maintains neutrality and avoids direct responsibility for the methods applied.

#### 8.4 Product Sections

Product sections serve to provide information on study results, arguments, and accomplishments. We found 873 instances of Engagement, with a relative frequency of 89.6 per 1000 words. Of these, 542 instances were categorized as dialogic contraction, corresponding to a relative frequency of 55.5 per 1000 words, whereas 331 instances were identified as expansion, with a relative frequency of 34.0 per 1000 words. These results suggest that dialogic contraction is more prevalent, constituting 62.1% of all instances, while contraction represents 37.9%. Table 37 presents the distribution of Engagement in the product sections.

**Table 37**

*Overview of Engagement in product sections: number of instances (N), relative frequency per 1000 words and global selection probabilities (%)*

HETEROGLOSSIC-ENGAGEMENT-TYPE	product		%
	N	Per1000Wds	
- contraction	542	55.6	62.1
- expansion	331	34.0	37.9
<b>TOTAL:</b>	<b>873</b>	<b>89.6</b>	<b>100.0%</b>

Given global selection probabilities, within the domain of dialogic contraction, proclaim resources are utilized more frequently (40.1%) than disclaim resources (22.0%), as shown in Table 38. In terms of dialogic expansion, attribution resources (20.3%) occur more often than entertain resources (17.6%), as illustrated in Table 39.

**Table 38**

*Overview of dialogic contraction in product sections: number of instances (N), relative frequency per 1000 words, and global selection probabilities (%)*

CONTRACTION-TYPE	product		%
	N	Per1000Wds	
- disclaim	192	19.7	22.0
- proclaim	350	35.9	40.1
<b>TOTAL:</b>	<b>542</b>	<b>55.6</b>	<b>62.1%</b>

**Table 39**

*Overview of dialogic expansion in product sections: number of instances (N), relative frequency per 1000 words and global selection probabilities (%)*

EXPANSION-TYPE	product		%
	N	Per1000Wds	
- entertainment	75	7.7	17.6
- attribution	79	8.1	20.3
<b>TOTAL:</b>	<b>154</b>	<b>15.8</b>	<b>37.9%</b>

Building on the analytical approach used in previous rhetorical moves, we will now examine the specific subtypes of Engagement, ordered by their global selection probabilities. The ranking of these Engagement resources is presented in Table 40.

**Table 40**

*Heteroglossic Engagement subtypes in product sections ranked by global selection probability, with number of instances, frequency of occurrence per 1000 words and most common realizations*

<b>Engagement Subtypes in Product Sections</b>	<b>G%</b>	<b>No. of instances</b>	<b>RF/1000 words</b>	<b>Most Common Realizations</b>
Endorse [contraction: proclaim]	29.7	259	26.6	show, demonstrate, finding, find, reveal, result (n., v.)
Acknowledge [expansion: attribution]	20.0	175	18.0	view (n., v.)
Deny [contraction: disclaim]	11.6	101	10.4	lack, not, no, -un, -in
Counter [contraction: disclaim]	10.4	91	9.3	despite, though, however, while
Evidentials [expansion: entertainment]	9.0	79	8.1	suggest, indicate, evidence, appear
Pronounce [contraction: proclaim]	8.7	76	7.8	key, particularly
Modals [expansion: entertainment]	8.6	75	7.7	tendency, could, can
Concur [contraction: proclaim]	1.7	15	1.5	not only...but also
Distance [expansion: attribution]	0.2	2	0.2	claim, scare quotes

The most prominent Engagement resource in the product sections is endorsement, with a global selection probability of 29.7%, which reflects the results obtained in the pilot study. We found 259 instances of endorsement in the product sections, yielding a relative frequency of 26.6 per 1000 words. In the overall sample, endorsement ranks second. As

explained in Section 6.2.4, the high frequency of the endorsement feature in product sections can be attributed to their function of linking research results to authoritative external sources and asserting them with firm confidence in their accuracy, which minimizes space for alternative interpretations. In example 8.33, we can observe that the authorial voice employs three realizations of endorsement in presenting results, thereby reinforcing the perceived accuracy of the proposition. The use of the noun *finding*, along with the verbs *show* and *demonstrate*, conveys a high level of confidence in the research outcomes, effectively limiting the reader's scope for alternative interpretations.

8.33. *The findings of the study show that the KMI-class students demonstrated higher levels of satisfaction and better performance in their classes than the EMI-class students did. (ESP 42)*

Acknowledgment ranks second in the product sections, with a global selection probability of 20.0%, whereas in the overall sample, it holds the first position. In contrast to the pilot study, where it ranks seventh, this represents a significant shift in its prominence. In the product sections of the main study, we identified 175 instances of acknowledgment, corresponding to a relative frequency of 18.0 per 1000 words. The instances of acknowledgment identified in the product sections suggest that this feature primarily serves to attribute a proposition to an external voice under examination in the analysis. As such, it does not significantly influence how the authorial voice frames the research results. In example 8.34, the authorial voice explores teachers' perspectives, attributing the noun *view* to their external voice.

8.34. *Particularly, the analysis suggests that although teachers' views on the importance of English seem to converge with those of policy-makers, they have reinterpreted policy goals in more socially sensitive terms. (ELT 26)*

The deny feature occupies the third position in the product sections, constituting 11.6% of Engagement resources. A total of 101 instances of denial were identified, with a relative frequency of 10.4 per 1000 words. In the pilot study, denials rank fourth, a position consistent with their ranking in the overall sample. Denials in the product sections are not limited to morphological forms; they also function to modify phrases or are realized through semantically negative expressions, as illustrated in example 8.35. When denials operate beyond the level of local negation, they can produce a more substantial dialogic effect by actively rejecting alternative viewpoints.

8.35. *The following factors emerged from an analysis of the data: a) **lack** of subject-matter knowledge, b) prescriptive approach to mentoring, c) problematic mentoring relationship, d) **ignorance** of roles, e) student teachers' reluctance to be mentored and, f) contextual factors related to **failings** in the educational system. (ELT 47)*

In the product sections, the fourth position is occupied by the resources of counter, accounting for 10.4% of all Engagement subtypes. We identified 91 instances, with a relative frequency of 9.3 per 1000 words. In the pilot study, they rank sixth, and in the overall sample, fifth. Their position remains consistently within the mid-range of the ranking across all datasets. Their role in the product section is to signal a departure from an expected result, thus drawing attention to novel findings, as illustrated in example 8.36.

8.36. ***Despite** their motivations to learn and use English, the majority of English learners in China indicated that they lacked opportunities to use English both in and outside of school. (ELT 52)*

The evidentiality feature ranks fifth in the product sections, constituting 9.0% of all Engagement strategies. A total of 79 instances were identified, corresponding to a relative frequency of 8.1 per 1000 words. In contrast, the pilot study shows a notably higher frequency, with evidentials occupying the second position. Across the entire dataset, evidentials rank seventh overall. Their role in the product sections is to support evidence-based claimssince this part of the abstract typically presents research findings. As observed in Section 7.3.1, evidentials are commonly paired with endorsement strategies to strengthen the authorial stance by presenting research results as maximally warrantable and deriving from evidence – a characteristic feature of product sections. In example 8.37, the verb *indicate* functions to suggest that the research results are empirically grounded in the participant's responses, while simultaneously allowing for possible alternative interpretations.

8.37. *The participants' responses to the questionnaire **indicated** that they were engaged both with and in research to some extent. (ELT 73)*

Pronouncement strategies occupy the sixth position in the product sections, with 76 instances and a relative frequency of 7.8 per 1000 words. They account for 8.7% of all Engagement strategies in this rhetorical move. In the pilot study, they rank fifth, whereas in the overall sample, they also occupy the sixth position – demonstrating a stable mid-range

positioning across all datasets. Similar to their role in other rhetorical moves, pronouncements in the product sections serve to add authorial emphasis, as illustrated in example 8.38. The adverb *particularly* functions to direct the readers' attention to specific results that the authorial voice seeks to emphasize.

8.38. *Particularly, the analysis suggests that although teachers' views on the importance of English seem to converge with those of policy-makers, they have reinterpreted policy goals in more socially sensitive terms.* (ELT 26)

In contrast to the overall sample, where modals rank third, and the pilot study, where they also hold third place, modals in the product sections of the main study experience a notable decline, ranking seventh, with a global selection probability of 8.6%. We identified 75 instances of this strategy, yielding a relative frequency of 7.7 per 1000 words. In the product sections, modalizing locutions function to mitigate the risk of overstating authorial certainty and to indicate openness to alternative interpretations, as is the case with the noun *tendency* in example 8.39.

8.39. *It showcased the **tendency** to bolster dichotomous juxtaposition of genders and sexualities, and strengthened essentialized ways of being and becoming.* (ELT 80)

Concurrence resources rank second to last in the product sections, mirroring their position in both the overall sample and the pilot study, where they share this rank with distancing resources. A total of 15 instances were identified in the product sections, corresponding to a relative frequency of 1.5 occurrences per 1,000 words and comprising 1.7% of all Engagement strategies. Within this rhetorical move, their function is to express the author's explicit alignment with a projected dialogic partner, consistent with their broader role in academic discourse, which is shown in example 8.40.

8.40. *It found that Chinese and British students belong to distinct discourse communities shaped by different and similar discursive practices and norms, which are conditioned **not only** by different national cultures, **but also** by a similar community culture.* (ESP 100)

The Engagement strategy that consistently ranks lowest across the pilot study, the overall sample, and the product sections of the main study is distancing. In the product sections, only two instances of this strategy were identified, yielding a relative frequency of

0.2 occurrences per 1,000 words and accounting for just 0.2% of all Engagement resources. Its primary function is to signal explicit disalignment from external sources, as shown in example 8.41. In this example, the distancing function of the verb *claim* becomes evident only when paired with the denial resources present in the subsequent sentence.

8.41. *The US-funded Job Enabling English Proficiency (or JEEP) project **claimed** to improve the standard of English in the region through the introduction of imported educational materials and classroom configurations. However, we show how English-only policy, “native-speakerism,” and the use of repetition as a dominant language learning practice in the classroom are all implicated in the politics of neocolonialism in Mindanao.* (ELT 90)

In summary, the statistical analysis indicates that the density of Engagement resources in the product sections (89.6 occurrences per 1000 words) is considerably higher than in the overall sample (64.1 per 1000 words). Given this and the fact that endorsement emerges as the most frequently used resource, it can be concluded that, in presenting their results, authors predominantly choose an authoritative stance that constrains the potential for alternative interpretations. This tendency is further evidenced by the predominance of dialogic contraction (62.1%) over dialogic expansion (37.9%). Considering individual resources of Engagement, the most dominant endorsement (29.7%) is followed by acknowledgment (20.0%), denial (11.6%), counter (10.4%), evidentiality (9.0%), pronouncement (8.7%), modality (8.6%), concurrence (1.7%), and distance (0.2%). The relatively low frequency of evidentiality and modality in the product sections of the main study, despite their higher occurrence in the pilot study, is particularly noteworthy. This may be attributed to the dominance of dialogic contraction strategies, particularly endorsement, which suggests that authors more often opt to present their findings with confidence and assertiveness, rather than to hedge claims or invite alternative interpretations.

## 8.5 Conclusion Sections

As we noted in Section 5.2, the role of the conclusion sections is to interpret the results, provide implications, draw inferences, point to applications, and explain the wider significance of the research (Hyland, 2004). A total of 331 instances of Engagement were identified in this rhetorical move, with a relative frequency of 75.3 per 1000 words. We classified 118 instances as dialogic contraction, yielding a relative frequency of 26.8 per 1000

words, while 213 instances were identified as dialogic expansion, with a relative frequency of 48.4 per 1000 words. These findings indicate a prevalence of dialogic expansion, accounting for 64.4% of all instances, compared to 35.6% for expansion. Table 41 displays the distribution of Engagement resources in the conclusion sections.

**Table 41**

*Overview of Engagement in conclusion sections: number of instances (N), relative frequency per 1000 words, and global selection probabilities (%)*

HETEROGLOSSIC-ENGAGEMENT-TYPE	conclusion		
	N	Per1000Wds	%
- contraction	118	26.8	35.6
- expansion	213	48.4	64.4
<b>TOTAL:</b>	<b>331</b>	<b>75.3</b>	<b>100.0%</b>

Considering the global selection probabilities, within the domain of dialogic contraction, proclaim resources are employed more frequently (26.3%) than disclaim resources (9.4%), as shown in Table 42. Regarding dialogic expansion, entertain resources (37.2%) appear more frequently than attribution (27.2%), as illustrated in Table 43.

**Table 42**

*Overview of dialogic contraction in conclusion sections: number of instances (N), relative frequency per 1000 words and global selection probabilities (%)*

CONTRACTION-TYPE	conclusion		
	N	Per1000Wds	%
- disclaim	31	7.1	9.4
- proclaim	87	19.8	26.3
<b>TOTAL:</b>	<b>118</b>	<b>26.8</b>	<b>35.6%</b>

**Table 43**

*Overview of dialogic expansion in conclusion sections: number of instances (N), relative frequency per 1000 words and global selection probabilities (%)*

EXPANSION-TYPE	conclusion		
	N	Per1000Wds	%
- entertainment	123	28.0	37.2
- attribution	90	20.5	27.2
<b>TOTAL:</b>	<b>213</b>	<b>48.4</b>	<b>64.4%</b>

The analysis of individual Engagement subtypes within the conclusion sections produced the results shown in Table 44.

**Table 44**

*Engagement subtypes in conclusion sections ranked by global selection probability, with number of instances, frequency of occurrence per 1000 words and most common realizations*

<b>Engagement Subtypes in Conclusion Sections</b>	<b>G%</b>	<b>No. of instances</b>	<b>RF/1000 words</b>	<b>Most Common Realizations</b>
Acknowledge [expansion: attribution]	26.6	88	20.0	discuss, conclude, consider, argue
Modals [expansion: entertainment]	19.0	63	14.3	interpretation, consider, may, can, tend to
Evidentials [expansion: entertainment]	18.1	60	13.6	implication, suggest, indicate
Endorse [contraction: proclaim]	14.8	49	11.1	finding, result (n.), demonstrate, show
Pronounce [contraction: proclaim]	10.3	34	7.7	indeed, notably, highlight (v.), essential
Counter [contraction: disclaim]	4.8	16	3.6	rather than, however, whereas, but
Deny [contraction: disclaim]	4.5	15	3.4	not, -un, in-
Concur [contraction: proclaim]	1.2	4	0.9	clear
Distance [expansion: attribution]	0.6	2	0.5	scare quotes

As with most rhetorical moves, acknowledgment strategies also emerge as the most frequently used in the conclusion sections. A total of 88 instances were identified,

corresponding to a relative frequency of 20.0 per 1,000 words and accounting for 26.6% of all Engagement strategies in this section. In contrast, in the pilot study, acknowledgment ranks considerably lower, occupying the fifth position. However, in both the overall sample and the conclusion sections specifically, acknowledgment strategies consistently hold the first position. The prominence of the acknowledgment feature can be attributed to instances where claims are not directly linked to the authorial voice, but rather to the study, research, or similar entities. As a result, the author's voice is not explicitly foregrounded; instead, it is the implications of the study's findings that are conveyed. For instance, in example 8.42, the verb *discuss* is attributed to the study results rather than the author, thereby allowing the author to distance themselves from direct responsibility for the conclusions drawn.

8.42. *The results of the study emphasise the tension between social structure and agency in teachers' emotional experiences and **discuss** implications for teacher education and development.* (ELT 84)

The second most prominent Engagement type in conclusions is modality, which accounts for 19.0% of all Engagement strategies. We found 63 modalizing locutions, with a relative frequency of 14.3 per 1000 words. In the pilot study, modals occupied the highest position, while in the overall sample, they ranked third. This indicates that modals consistently appear among the top three Engagement strategies across all datasets. As we already explained in Section 6.2.5, the role of modality, in conclusion sections is to indicate that the research findings are not definitive, but instead open to further inquiry or interpretation. As we can see in example 8.43, the authorial voice uses two modal words to soften its conclusion, allowing the reader to disagree with the proposition framed by those modalizing locutions.

8.43. *The findings **can** be generalized to other countries where the sociolinguistic reality of English **may** not be accurately represented in English teaching materials.* (ELT 85)

The evidentiality feature occupies the third position in the conclusion sections, with 60 instances identified and a relative frequency of 13.6 per 1000 words. It accounts for 18.1% of all Engagement strategies in this rhetorical move. In the pilot study, evidentials are fourth, whereas in the overall sample, they rank seventh. As previously noted, similar to their function in the product sections, the purpose of evidentials in the conclusion sections is to indicate that the conclusions are grounded in data analysis and supported by evidence, while

simultaneously allowing for the possibility of alternative interpretations. In example 8.44, the noun *implications* refers to the possible application arising from the study findings, however, its realization is not guaranteed.

8.44. *The findings of this study have pedagogical **implications** on how collocations should be perceived and approached in ESP classrooms.* (ESP 30)

Endorsement strategies are the fourth most frequent Engagement resource in conclusion sections, accounting for 14.8. We found 49 instances of endorsement, with a relative frequency of 11.1 per 1000 words. In the pilot study, it occupies the third position, whereas in the overall sample, it ranks second. In conclusion sections, endorsement serves to affirm the credibility of the research findings, thereby constraining the reader's ability to draw alternative interpretations, as illustrated in example 8.45.

8.45. *The study **has demonstrated** the value of following a principled procedure to investigate the necessity for and the needs of a new test at the very beginning of the test development.* (ESP 38)

In the conclusion sections, the pronouncement feature ranks fifth, while in the pilot study, it shares the top position with modals. In the overall sample, it occupies the sixth position. A total of 34 instances of pronouncement were identified in the conclusion sections, with a relative frequency of 7.7 per 1,000 words, accounting for 10.3% of all Engagement strategies within this rhetorical move. Consistent with its function in other sections, pronouncement serves to foreground the authorial stance, thereby reinforcing the plausibility of the author's conclusions. In example 8.46, the authorial voice employs two different pronouncement resources to lend greater authority to its claim.

8.46. *Therefore, our findings confirm that the translational business English in our corpus **did indeed** reflect TU claims, as the collocations in the translated text appeared to be both 'simpler' in form and more 'explicit' in meaning than native-speaker business English.* (ESP 25)

Counter resources occupy the sixth position in conclusions, comprising 4.8% of all Engagement resources. In the pilot study, they are ranked seventh, while in the overall sample, they hold the fifth position, demonstrating a consistent mid-level presence across all datasets. We found 16 instances of this strategy in conclusions, with a relative frequency of 3.6 per 1000 words. As demonstrated in Example 8.47, countering resources in conclusion

sections serve to override a preceding claim, thereby highlighting how the research addresses an existing gap. In this instance, the current study fills a previously overlooked gap in the area of customs communication.

8.47. *The paper concludes with implications for English for Specific Purposes curriculum design and materials development in the important **but** previously neglected area of customs communication.* (ESP 61)

Denial resources rank seventh in the conclusion sections, with 15 occurrences and a relative frequency of 3.4 per 1000 words, representing 4.5% of all Engagement strategies. In the pilot study, they share the fourth position with acknowledgment and evidentiality resources and similarly hold the fourth position in the overall sample. As in the product sections, denials in conclusions are not limited to morphological forms but also encompass phrasal negation, thereby exerting a stronger dialogic effect. In example 8.48, the negative operator *not* functions to negate the entire model proposed for achieving teacher development.

8.48. *It promoted an alternative way to fulfil the goal of teacher development, **not** through a ‘transmission’ model of education but through a process in which teachers learn and continue to develop their skill in dialogue within a professional community.* (ELT 32)

Concurrence occupies the penultimate position in the conclusion sections, maintaining this consistent ranking across both the overall sample and the pilot study. A total of four instances were identified in conclusions, with a relative frequency of 0.9 per 1000 words, representing 1.2% of all Engagement strategies within this rhetorical move. In line with their general function, concur strategies in the conclusion sections serve to naturalize a proposition by presenting it as self-evident. This, in turn, reinforces the author’s conclusion as the only logical outcome, restricting the reader from interpreting the findings differently, as illustrated in example 8.49.

8.49. *The findings have **clear** implications for materials developers and practitioners.* (ELT 70)

Distancing resources occupy the final position in the conclusion sections, a ranking that is consistent across both the overall sample and the pilot study. Only two instances of this strategy were identified in the conclusions, with a relative frequency of 0.5 per 1000

words. These resources account for 0.6% of all Engagement strategies within this rhetorical move. In example 8.50, the context reveals that the authorial voice distances itself from the concept of feedback in academic English as mere information transmission, a stance that is further emphasized by the use of scare quotes.

8.50. *In the light of these results, this paper argues for a pressing need to extend the notion of feedback in academic English courses from viewing it as information transmission or ‘telling’ to recognising it as an iterative process whereby students make sense of information from various sources and use it to enhance their academic English learning.* (ESP 29)

Overall, the density of Engagement resources in the conclusion sections, with a relative frequency of 75.3 per 1,000 words, is higher than that observed in the overall sample (64.1 per 1000 words). A comparison between dialogic contraction (35.6%) and expansion (64.4%) strategies indicates that authors, when formulating their concluding remarks, tend to favor dialogic expansion. This preference suggests a tendency to avoid definitive statements and instead leave room for readers to consider alternative interpretations. Among the expansion strategies, acknowledgment is the most frequently used (26.6%), allowing authors to attribute their claims to the study itself rather than positioning themselves as individuals putting forward a firm stance. This is followed by modality (19.0%), evidentiality (18.1%), endorsement (14.8%), and pronouncement (10.3%). Less frequently employed are counter (4.8%), deny (4.5%), concur (1.2%), and distance (0.6%). The prominence of the three most frequent categories—acknowledgment, modality, and evidentiality—suggests that authors aim to ground their conclusions in the research, ensure they are evidence-based, and avoid drawing definitive conclusions. Collectively, these resources indicate a deliberate effort to present conclusions as open to further interpretation and discussion.

## 8.6 Summary

The analysis of the density of Engagement resources across the rhetorical moves of abstracts reveals that the highest density occurs in the product sections (RF of 89.6 per 1000 words), followed by the conclusions (RF of 75.3 per 1000 words), introduction (RF of 63.0 per 1000 words), purpose (RF of 50.6 per 1000 words), and method sections (RF of 27.5 per 1000 words). In the introduction and product sections, authors predominantly employ dialogic contraction, with this strategy being particularly prominent in the products. This

tendency can be attributed to the author's use of endorsement resources when presenting research findings, thereby conveying confidence in their results. In contrast, dialogic expansion is more prevalent in the purpose, method and conclusion sections. The relatively low frequency of Engagement resources in the method sections suggests that the authorial voice predominantly relies on monoglossic resources, avoiding dialogic engagement when describing research procedures and materials. In the purpose sections, the use of dialogical openness is expected, as authors outline their research goals without guaranteeing the outcome. Finally, the prevalence of dialogic expansion in the conclusion sections aligns with the intention to allow space for readers to disagree and offer alternative interpretations of the results.

With regard to the specific function of Engagement strategies across rhetorical moves, our analysis indicates that certain strategies serve distinctive roles in particular sections, while others reflect broader function inherent to the strategy itself. For instance, in the introduction sections, acknowledgment resources perform a specific role of referencing external sources, existing literature and the general body of knowledge. Similarly, the high frequency of counter resources in introductions can be attributed to their function in highlighting gaps in the existing knowledge base—gaps that the current research aims to address. Denial resources also feature prominently in introductions, with a higher relative frequency per 1000 words than in other sections. When used in combination with counters, denials strengthen the rhetorical effect of reinforcing the need to address identified gaps. Regarding the nature of denials, we observed a functional variation across sections. In some sections — such as purpose or methods, denials tend to be primarily morphological, thus exerting limited dialogic impact. In contrast, the product and conclusion sections exhibit a higher incidence of phrasal negation and semantically negative constructions. When denials move beyond local negation, they carry a stronger dialogic effect by explicitly challenging alternative viewpoints. A further example of a section-specific function is found in the product sections, where endorsement resources are frequently employed to link research findings with authoritative external sources, thereby asserting the credibility and accuracy of those findings with confidence. Additionally, evidential resources occur more frequently in conclusion sections than elsewhere, reflecting the authors' intent to emphasize that their conclusions are grounded in empirical evidence. On the other hand, pronouncement, concurrence and distance tend to reflect their general role in each rhetorical move.

Finally, a comparison between the main study and the pilot study reveals some deviations in the distribution of Engagement strategies within the product and conclusion

sections. In the product sections, the most prominent discrepancy concerns the use of acknowledgment resources, which rank second in the main study but only seventh in the pilot study. Similarly, evidential resources occupy the fifth position in the main study, whereas they are ranked second in the pilot study. Modal resources also display a shift, ranking seventh in the main study and third in the pilot. In the conclusion sections, deviations are likewise observed. Acknowledgment resources emerge as the most frequently used strategy in the main study, while in the pilot study, they are positioned significantly lower, at fifth place. Conversely, pronouncement resources rank fifth in the main study but are the most prominent strategy in the pilot. These discrepancies can likely be attributed to the limited scope of the pilot study, which may have influenced the representativeness of its findings. It is therefore recommended that future research expand the pilot sample to include a larger number of instances, which may allow for more accurate comparison and potentially yield findings that align more closely with those of the main study.

## 9. COMPARATIVE ANALYSIS OF ENGAGEMENT IN THE ELT AND ESP SAMPLES

Chapter 9 presents a comparative analysis of how authors utilize Engagement resources in research article abstracts from two disciplines: English Language Teaching (ELT) and English for Specific Purposes (ESP). This comparison aims to examine authorial stance and the distinctive rhetorical strategies employed to convey interpersonal meaning through Engagement in each disciplinary sample. In line with the methodology outlined in the pilot study and previous research (e.g., Chen, 2018), the analysis employs the UAM CorpusTool (version 6), incorporating the Chi-Square test to generate quantitative data, which is subsequently interpreted through qualitative analysis. The qualitative analysis was conducted based on a relative frequency per 1000 words.

As discussed in Chapter 4, both ELT and ESP are situated within the domain of soft disciplines. These fields are inherently meaning-oriented, prioritizing language use and communicative practices, and their practitioners typically possess a background in linguistic theory. The distinctive feature lies in the disciplinary lineage: ESP is a more recently established field that emerged from ELT. Given these shared characteristics, we do not expect to identify any substantial differences in the deployment of Engagement resources across the two disciplines.

### 9.1 General Distribution of Engagement Resources in ELT and ESP

The total number of Engagement resources identified across the two sub-samples amounts to 2155, corresponding to a relative frequency of 64.1 occurrences per 1000 words. Of these, 1110 instances were found in the ELT sub-sample (RF = 65.5 per 1000 words), while 1045 instances were observed in the ESP sub-sample (RF = 62.7 per 1000 words). These figures suggest that the overall density of Engagement resources is similar across both sub-samples.

Regarding dialogic contraction, the ELT sub-sample comprises 489 instances (RF = 28.9), whereas the ESP sub-sample includes 563 instances (RF = 33.8). The difference is statistically significant, as indicated by  $p = 0.0096 (< .01)$  and  $\chi^2 = 6.71$ .

As for dialogic expansion, the ELT sub-sample contains 621 instances (RF = 36.7), compared to 482 instances (RF = 28.9) in the ESP sub-sample. This difference is also

statistically significant ( $p = 0.0001$ ;  $\chi^2 = 15.81$ ). Descriptive statistics related to Engagement across both sub-samples are provided in Table 45.

**Table 45**

*Overview of Engagement in ELT and ESP sub-samples: number of instances, relative frequency per 1000 words, and Chi Square test results*

HETEROGLOSSIC-ENGAGEMENT-TYPE	elt		esp		Comparison			
	N	Per1000Wds	N	Per1000Wds	ChiSqu	P	Signif	Effect Size
- contraction	489	28.9	563	33.8	6.71	0.0096	+++	
- expansion	621	36.7	482	28.9	15.81	0.0001	+++	
<b>TOTAL:</b>	<b>1110</b>	<b>65.5</b>	<b>1045</b>	<b>62.7</b>				

Based on global selection probabilities, we found that dialogic expansion is more prevalent than contraction in the ELT sub-sample, accounting for 55.9% compared to 44.1%. In contrast, the ESP sub-sample exhibits the opposite trend, with dialogic contraction prevailing at 53.9%, while expansion accounts for 46.1% (see Table 46). This suggests that authors in the ESP sub-sample demonstrate a stronger authorial stance, as they more frequently constrain alternative interpretations compared to their ELT counterparts.

**Table 46**

*Overview of Engagement in ELT and ESP sub-samples: number of instances and global selection probabilities*

HETEROGLOSSIC-ENGAGEMENT-TYPE	elt		esp	
	N	%	N	%
- contraction	489	44.1	563	53.9
- expansion	621	55.9	482	46.1
<b>TOTAL:</b>	<b>1110</b>	<b>100.0%</b>	<b>1045</b>	<b>100.0%</b>

These findings validate the basis for conducting a comparative analysis between the two sub-samples. The analysis of the subtypes of dialogic contraction and expansion will underline areas where statistically significant differences arise.

## 9.2 Dialogic Contraction in ELT and ESP

Within dialogic contraction, we analyzed resources of disclaim and proclaim to determine the sources of the statistical differences (see Table 47). The findings indicated a significant difference in the use of disclaim strategies, with  $p = 0.0352$  and  $\chi^2 = 4.44$  (++) . In the ELT sub-sample, 197 instances of disclaim were identified (RF of 11.6 per 1000 words),

whereas the ESP sample contained 237 instances (RF of 14.2 per 1000 words). Specifically, this statistical difference was motivated by the unequal distribution of countering resources, which had a relative frequency of 5.5 per 1000 words (93 instances) in ELT compared to 7.4 per 1000 words (123 instances) in ESP, ( $p = 0.0300$ ;  $\chi^2 = 4.47$ ) (++) , occurring more frequently in the ESP sub-sample. Denials were also employed more frequently in the ESP sub-sample (114 instances; RF = 6.8) than in ELT (104 instances; RF = 6.8) even though no statistically significant difference was found. The overview of disclaim-type resources is presented in Table 48.

**Table 47**

*Overview of dialogic contraction in ELT and ESP sub-samples: number of instances, relative frequency per 1000 words, and Chi-Square test results*

CONTRACTION-TYPE	elt		esp		Comparison			
	N	Per1000Wds	N	Per1000Wds	ChiSqu	P	Signif	Effect Size
- disclaim	197	11.6	237	14.2	4.44	0.0352	++	
- proclaim	292	17.2	326	19.6	2.52	0.1123		
<b>TOTAL:</b>	<b>489</b>	<b>28.9</b>	<b>563</b>	<b>33.8</b>				

**Table 48**

*Overview of disclaim strategies in ELT and ESP sub-samples: number of instances, relative frequency per 1000 words, and Chi-Square test results*

DISCLAIM-TYPE	elt		esp		Comparison			
	N	Per1000Wds	N	Per1000Wds	ChiSqu	P	Signif	Effect Size
- denial	104	6.1	114	6.8	0.64	0.4225		
- counter	93	5.5	123	7.4	4.71	0.0300	++	
<b>TOTAL:</b>	<b>197</b>	<b>11.6</b>	<b>237</b>	<b>14.2</b>				

Concerning the proclaim strategies, no statistically significant difference was found between the two sub-samples. More precisely, in ELT we identified 292 instances of proclaim (RF = 17.2), which is slightly lower than 326 instances (RF = 19.6) in ESP. In terms of individual strategies, we found that the resources of concurrence are slightly more frequent in the ESP sub-sample (17 instances; RF = 1.0) compared to the ELT sub-sample (15 instances; RF = 0.1). Similarly, endorsement resources are more prevalent in the ESP sub-sample (200 instances; RF = 12.0) than in the ELT sub-sample (183 instances; RF = 10.8). Furthermore, pronouncement resources are also more frequent in the ESP sub-sample (109

instances; RF = 6.5) compared to the ELT sub-sample (94 instances; RF = 5.6). Table 49 presents the overview of the proclaim-type resources.

**Table 49**

*Overview of proclaim strategies in ELT and ESP: number of instances, relative frequency per 1000 words, and Chi-Square test results*

PROCLAIM-TYPE	elt		esp		Comparison			
	N	Per1000Wds	N	Per1000Wds	ChiSqu	P	Signif	Effect Size
- concurrence	15	0.9	17	1.0	0.16	0.6887		
- endorsement	183	10.8	200	12.0	1.07	0.2999		
- pronouncement	94	5.6	109	6.5	1.38	0.2403		
<b>TOTAL:</b>	<b>292</b>	<b>17.2</b>	<b>326</b>	<b>19.6</b>				

### 9.3 Dialogic Expansion in ELT and ESP

In the analysis of dialogic expansion, we studied the subcategories of entertainment and attribution to identify the sources of statistically significant differences (see Table 50). The results revealed a significant variation in the use of both subcategories. Specifically, with  $p = 0.0290$  and  $\chi^2 = 4.77$ , the statistical difference in the use of entertainment strategies was statistically meaningful (++). The ELT sub-sample featured 280 instances of entertainment (RF = 16.5 per 1000 words), while the ESP sub-sample included 227 instances (RF = 13.6 per 1000 words). This statistical difference was attributable to the uneven distribution of modality resources, which were more prevalent in the ELT sub-sample (196 instances; RF = 11.6) than in the ESP sub-sample (153 instances; RF = 9.2), yielding a significant difference ( $p = 0.0309$ ;  $\chi^2 = 4.66$ ) (++). The resources of evidentiality were also used more frequently in ELT (84 instances; RF = 5.0) than in ESP (74 instances; RF = 4.4), however; this difference did not reach statistical significance. A summary of the distribution of entertainment resources is provided in Table 51.

**Table 50**

*Overview of dialogic expansion in ELT and ESP sub-samples: number of instances, relative frequency per 1000 words, and Chi-Square test results*

EXPANSION-TYPE	elt		esp		Comparison			
	N	Per1000Wds	N	Per1000Wds	ChiSqu	P	Signif	Effect Size
- entertainment	280	16.5	227	13.6	4.77	0.0290	++	
- attribution	341	20.1	255	15.3	11.23	0.0008	+++	
<b>TOTAL:</b>	<b>621</b>	<b>36.7</b>	<b>482</b>	<b>28.9</b>				

**Table 51**

Overview of entertainment strategies in ELT and ESP sub-samples: number of instances, relative frequency per 1000 words, and Chi-Square test results

ENTERTAINMENT-TYPE	elt		esp		Comparison			
	N	Per1000Wds	N	Per1000Wds	ChiSqu	P	Signif	Effect Size
- modality	196	11.6	153	9.2	4.66	0.0309	++	
- evidentiality	84	5.0	74	4.4	0.48	0.4882		
<b>TOTAL:</b>	<b>280</b>	<b>16.5</b>	<b>227</b>	<b>13.6</b>				

For attribution, the statistical difference was identified at  $p = 0.0008$  and  $\chi^2 = 11.23$  (+++). The ELT sub-sample contained 341 instances of attribution (RF = 20.1), which is significantly higher than the 255 instances identified in the ESP sub-sample (RF = 15.3). At the level of individual strategies, the statistical difference was identified with the resources of acknowledgment, with  $p = 0.0009$  and  $\chi^2 = 11.14$  (+++). In the ELT sub-sample (336 instances; RF = 19.8) acknowledgment resources appeared significantly more frequently than in the ESP sub-sample (251 instances; RF = 15.1). With regard to distancing resources, no meaningful difference was determined. Distancing was somewhat more common in the ELT sub-sample (5 instances; RF = 0.3) compared to ESP (4 instances; RF = 0.2). About distancing, we observed an effect size of 0.125, but in combination with a non-significant p-value, the differences observed are likely due to random variation. An overview of the distribution of attribution-type resources is provided in Table 52.

**Table 52**

Overview of attribution strategies in ELT and ESP: number of instances, relative frequency per 1000 words, and Chi-Square test results

ATTRIBUTION-TYPE	elt		esp		Comparison			
	N	Per1000Wds	N	Per1000Wds	ChiSqu	P	Signif	Effect Size
- acknowledgment	336	19.8	251	15.1	11.14	0.0009	+++	
- distance	5	0.3	4	0.2	0.10	0.7577		0.125
<b>TOTAL:</b>	<b>341</b>	<b>20.1</b>	<b>255</b>	<b>15.3</b>				

#### 9.4 Summary

A quantitative analysis of abstracts in the two disciplines (based on relative frequency per 1,000 words) reveals a statistically significant difference in the use of both dialogic contraction and expansion resources. Overall, expansion resources are slightly more prevalent

in the ELT sub-sample, while contraction resources are more dominant in the ESP sub-sample, although the imbalance between them is relatively modest.

To identify the source of this difference, a more fine-grained analysis was conducted. Regarding dialogic contraction, the difference is statistically significant in the use of counter resources, which appear more frequently in the ESP sample. As Swales (1990) suggests, in ESP, the author establishes a research space by positioning their work in contrast to prior studies, a practice that can help clarify the greater use of countering resources in ESP abstracts. This finding indicates that authorial voice in ESP tends to engage more critically with the existing body of knowledge—where new knowledge challenges the old—whereas ELT abstracts predominantly aim to present information clearly, with less emphasis on overt contrast.

With respect to dialogic expansion, differences were observed in the use of modality and acknowledgment resources. Statistical analysis indicates that modality is more prevalent in the ELT sample than in the ESP sample. This finding may be attributed to the fact that ESP research typically focuses on more objective domains, such as specialized language use, workplace tasks, and professional settings, which require less hedging due to the observable and context-specific nature of the data. In contrast, ELT researchers often need to hedge their claims carefully, using modality to express possibilities (e.g., what might occur, what could be effective, or what may influence learning) to avoid overgeneralization.

Regarding acknowledgment, the analysis revealed that these strategies are more dominant in the ELT sample. This may be explained by the nature of the ELT discipline, which is built around established theories and is inherently part of an ongoing discussion about evolving teaching practices. As a result, prior research is more frequently referenced for authors to position themselves within the existing body of knowledge. In contrast, ESP research often focuses on the description of actual language use in specific contexts, with less need to engage extensively with theoretical debates.

In comparison to the pilot study, which revealed a statistical difference solely in the use of countering resources, the trend observed was the opposite. While countering resources were more dominant in the ESP sub-sample in the main study, they prevailed in the ELT in the pilot study. A more detailed analysis would be required to determine the cause of this discrepancy.

In summary, a statistical difference was found in only three out of nine Engagement strategies, suggesting that the two disciplines are relatively similar in their use of these resources. To further explore the origins of these differences, a recommendation for future

research is to compare the density of Engagement strategies within rhetorical moves. Future studies could rank individual Engagement resources according to their frequency within each discipline to identify whether any notable differences exist. Additionally, the nature of differences in the use of Engagement strategies could be explored through a more detailed qualitative analysis to gain deeper insight into their distinctive features.

## 10. DISCUSSION

This chapter provides a comprehensive summary of the key findings of the study and directly addresses the research questions outlined in Chapter 1. By synthesizing the main results, this chapter establishes the groundwork for formulating the study's principal conclusions and contributions to the theoretical framework, which will be discussed in the final chapter. This discussion also lays the foundation for acknowledging the study's limitations and identifying directions for future research.

### 10.1 Study Overview and Major Findings

As discussed in Chapter 1, the primary aim of this study was to examine the dialogic space negotiated by academic writers and readers within research article abstracts in the fields of English Language Teaching (ELT) and English for Specific Purposes (ESP). This dissertation centers on the notion that academic discourse reflects the writer's stance toward the topic, issue, or disciplinary field, taking into account both prior knowledge and the target audience. The research involves a linguistic analysis of research article abstracts to identify the lexicogrammatical resources employed by authors to convey evaluative stance. By investigating these linguistic features, the study seeks to uncover how academic writers construct new knowledge through interaction with the academic community.

The theoretical foundation for this analysis is grounded in Systemic Functional Linguistics (SFL), which conceptualizes language as a meaning-making system (Halliday & Martin, 1993). More specifically, the study draws on Appraisal Theory within the SFL framework, as developed by Martin and White (2005), with a particular focus on the Engagement subsystem. Engagement resources, as described by Hyland (2006a), enable writers to attract readers' attention, involve them in the argument, acknowledge alternative perspectives, incorporate them as participants in the discourse, and guide them toward specific interpretations. Through these resources, writers position themselves in relation to both the academic community and the knowledge they engage with, thereby contributing to an ongoing academic dialogue (Fryer, 2019). At the core of this process is the rhetorical decision to either acknowledge or disregard other viewpoints within the discourse (Bakhtin, 1986; Fryer, 2019).

The methodological framework of the study integrates corpus-based techniques with text analysis to obtain a systematic approach to examining texts and provide linguistic

patterns and their relations. Using solely one approach is insufficient for obtaining precise and fine-grained research results. The findings obtained by a quantitative study are subjective to a qualitative interpretation, and, conversely, the quantitative approach is used to validate qualitative interpretations (Dubois & Sankoff, 2001), which makes the two approaches complementary. Therefore, using both quantitative and qualitative methods allowed us to determine the patterns of Engagement across texts, rhetorical moves and different sub-samples. The dataset comprised 200 research article abstracts, equally divided between the fields of English Language Teaching (ELT) and English for Specific Purposes (ESP). Annotation was conducted using the UAM CorpusTool (version 6), a free software designed for multilayer corpus annotation. The annotation process began by inserting each text file into the software and parsing it according to Hyland's (2004) model of rhetorical moves, which includes the introduction, purpose, method, product, and conclusion. Subsequently, Engagement resources were manually annotated by closely reading each abstract multiple times to ensure accurate and consistent categorization. Following the statistical analysis, the results were subjected to qualitative interpretation.

The study adopts a threefold approach: (1) examining the instantiation and realization of Engagement throughout the entire sample, (2) analyzing the distribution of Engagement resources across rhetorical moves, and (3) comparing the use of Engagement in the ELT and ESP sub-samples.

The statistical analysis of the sample reveals that authors tend to employ the resources of dialogic expansion resources slightly more frequently (51.2%) than contraction resources (48.8%), although the difference is not statistically significant. As stated in Section 7.4, acknowledgment was the most frequently used engagement resource (17.8%), followed by endorsement (16.2%), modality (10.1%), deny (10.0%), counter (9.4%), pronouncement (7.3%), evidentiality (1.5%), concurrence (0.4%), and distance (0.3%). A similar pattern was observed when examining their relative frequency per 1000 words: acknowledgment remained the most prominent (RF = 17.5), followed by endorsement (RF = 11.4), modality (RF = 10.4), deny (RF = 6.5), counter (RF = 6.4), pronouncement (RF = 6.0), evidentiality (RF = 4.7), concurrence (RF = 1.0), and distance (RF = 0.3). The statistical findings indicate that the two most prominent types of Engagement are the dialogically expansive resource of acknowledgment and the dialogically contractive resource of endorsement. This distribution may account for the relatively balanced representation of dialogic expansion and contraction within the sample. However, when relative frequency is taken into account, acknowledgment displays a notably higher density compared to endorsement. Therefore, it can be observed

that acknowledgment plays a more central role in the authors' Engagement strategies, indicating a greater inclination to recognize and incorporate alternative perspectives while keeping the discourse open to dialogue, whereas endorsement, despite its prominence, involves a more deliberate affirmation of specific external views, thereby reinforcing a more closed or contractive stance.

The second approach focuses on examining the distribution of Engagement resources across rhetorical moves. A quantitative analysis was first conducted to identify the dominance of either dialogic expansion or contraction and to determine the most frequently employed Engagement strategy in each move. This was followed by a qualitative analysis aimed at exploring the underlying reasons for the prominence of specific strategies within each move. As this approach directly addresses Research Question 7, it will be discussed in detail in Section 10.2.

The third approach offers a comparative analysis of how authors employ Engagement resources in research article abstracts in English Language Teaching (ELT) and English for Specific Purposes (ESP). The primary aim of this comparison is to investigate the authorial stance and the specific rhetorical strategies used to construct interpersonal meaning through Engagement within each disciplinary context. As with the preceding approach, this analysis directly addresses Research Question 6 and will therefore be examined in greater detail in the following section.

## 10.2 Discussion of Research Questions

This section presents the findings concerning the research questions that guided the study. For clarity and coherence, each research question is restated below, followed by a detailed discussion of the corresponding results.

### (1) How do Engagement resources help the author structure a research article abstract?

The comprehensive analysis, both statistical and qualitative, shows that Engagement resources play a crucial role in structuring a research article abstract by shaping the rhetorical and interpersonal stance of the author. These resources enable writers to position their claims within the broader academic dialogue, either aligning with or distancing themselves from existing voices and viewpoints. As previously noted, authors most frequently employ dialogically expansive acknowledgment, which allows them to maintain a neutral stance and avoid overt commitment. Furthermore, a frequent use of endorsements serves to frame a proposition as credible and empirically well-supported, where each instance stems from

highly warrantable external sources. Modality, another commonly used resource, enables authors to express degrees of likelihood rather than certainty, which also helps the author structure their argument. Deny and counter are often used to introduce contrasts, particularly when challenging established views, thus foregrounding the author's voice against the existing body of knowledge. Pronouncement serves to reinforce the strength of the author's stance, while evidentiality grounds the claims in evidence, enhancing credibility. Concurrence marks open agreement with the dialogic partner, whereas distance indicates clear disalignment, though it is used sparingly due to its higher interpersonal risk. In each case, Engagement resources contribute to a coherent and strategically structured abstract by balancing objectivity with persuasion. They also help to manage dialogic space, ensuring that the abstract is inclusive of alternative perspectives while guiding the reader toward the author's intended interpretation.

As for shaping the structure of rhetorical moves, Engagement strategies also play a pivotal role. The predominance of specific strategies within particular rhetorical moves reflects the authors' intentions to assert their stance, negotiate meaning, or invite reader interpretation. Notably, acknowledgment strategies are most frequently employed in the introduction, purpose, and methods sections, serving to reference established knowledge, widely accepted viewpoints, or conventional procedures that are later examined and critiqued within the text. In contrast, the product sections tend to feature endorsement strategies, enabling authors to align their findings with authoritative external sources and to convey a strong sense of confidence in their validity. Finally, in the conclusion sections, authors often return to acknowledgment and other dialogically expansive strategies to moderate their claims and allow space for readers to draw their own interpretations.

In general, the careful use of Engagement resources allows the abstract to fulfill its function as a concise, credible, and compelling representation of the research.

(2) What is the role of Engagement resources in research article abstracts and how are they integrated into the text?

The role of Engagement resources in research article abstracts is to position the writer in relation to their readers, the wider academic community and prior knowledge. The results of the analysis reveal that academic authors tend to adopt a cautious stance by neutrally dissociating themselves from propositions and attributing them to external sources. This strategy, primarily realized through the use of dialogically expansive acknowledgment as the dominant resource, allows writers to maintain neutrality and uphold a harmonious writer-

reader relationship. Consistent with this tendency, distancing, an Engagement resource that carries the greatest interpersonal risk, is the least frequently employed. Therefore, it is suggested that academic writers prioritize preserving solidarity with their readers and seek to avoid overt confrontation or conflict.

Engagement resources are integrated into the text through a range of lexicogrammatical realizations that are often context-dependent, necessitating careful contextual analysis for accurate annotation. Acknowledgment, as one of the most prevalent Engagement strategies, is typically realized through lexical pairs such as *believe – belief*, *observe – observation*, *view* (noun/verb), *evaluate – evaluation*, and *perceive – perception*. Endorsement is commonly expressed through reporting verbs such as *find*, *show*, *validate*, *exhibit*, *display*, *verify*, *result*, *reveal*, and *demonstrate*, along with their nominalized forms like *result*, *findings*, and *validity*. Additionally, modal verbs such as *may*, *might*, and *can* frequently function as markers of Engagement, enabling authors to convey varying degrees of certainty. These linguistic resources serve to either expand or contract dialogic space by acknowledging alternative perspectives, aligning with or distancing from previous research, and modulating the epistemic force of claims. Through such strategies, writers negotiate interpersonal meaning and establish a credible and balanced academic stance within the condensed and evaluative context of the abstract.

(3) How do Engagement resources affect the writer-reader relationship in academic discourse?

Within academic discourse, the Engagement subsystem functions to mediate dialogic interaction and to articulate the writer's stance in relation to alternative viewpoints and the expectations of the scholarly community. Each Engagement resource has a specific role in modeling the writer-reader relationship, as discussed in Chapter 7.

In terms of dialogic contraction, denial can enhance solidarity by aligning the writer's argument with the reader's assumed perspective. However, the impact of morphological negation tends to be limited in strengthening writer-reader alignment due to its localized nature. Countering resources, although potentially oppositional, generally do not disrupt writer-reader alignment. This is because the expectations being countered are often introduced by the author within the text, such as referencing prior research or presenting hypotheses, which makes their refutation appear logical rather than confrontational (Fryer, 2019). The subtype of concurrence encourages alignment by inviting readers to adopt the author's evaluative position. However, if the reader does not view the proposition as natural,

this attempt at solidarity may be undermined. In the case of endorsement, the strength of the argument serves to align the reader with the writer's stance, thereby fostering solidarity. Similarly, pronouncement involves the author explicitly affirming confidence in a proposition, which is generally intended to strengthen the writer-reader bond. Nonetheless, strong assertions may carry interpersonal risk, as overly forceful claims could potentially alienate readers.

In dialogic expansion, modality plays a key role in maintaining solidarity by acknowledging alternative viewpoints, thus accommodating a broader range of reader perspectives. Notably, modality is often used in conjunction with denial, a pairing that serves to soften opposition and mitigate any potential threat to writer-reader alignment. Evidentiality resources do not typically compromise this relationship; instead, they support it by grounding claims in observable or cited evidence, thereby reinforcing credibility and shared understanding. Acknowledgment also helps preserve solidarity by attributing propositions to external sources without explicitly asserting the author's stance. Distancing, however, stands out as the Engagement resource most likely to threaten writer-reader solidarity. As Fryer (2019) notes, when the authorial voice detaches itself from an alternative perspective, especially one valued by the reader, the potential for interpersonal tension increases.

In summary, with the exception of distancing, Engagement resources generally function to preserve and strengthen writer-reader solidarity in academic writing. By negotiating stance and dialogic space, these resources allow writers to position their claims in a way that maintains credibility, fosters alignment, and recognizes the reader's role in constructing meaning.

(4) Do authors typically open up the possibility for dialogic alternatives or exclude the dialogic space for alternative opinions in academic texts?

According to our statistical findings, dialogic expansion (51.2%) is slightly more prevalent than contraction (48.8%) in research article abstracts, suggesting that academic authors tend to open up the dialogic space to alternative voices. However, statistical results alone are insufficient to draw definitive conclusions. A more nuanced analysis is necessary—one that examines the frequency of individual Engagement resources. Interestingly, the pilot study reveals an opposite, though similarly marginal, trend: dialogic contraction slightly outweighs expansion, accounting for 50.3% and 49.7% respectively. In both datasets, the minimal difference between expansion and contraction indicates a relatively balanced distribution of the strategies of Engagement. If we assume that the balanced distribution of

dialogic contraction and expansion observed in research article abstracts reflects a broader trend in academic discourse, it can be inferred that academic authors tend to employ both strategies equally — opening up the dialogic space for alternative perspectives and constraining it by limiting alternative viewpoints.

(5) Which linguistic resources do authors employ to express their position in each subtype of Engagement?

As outlined in Chapter 7, following the annotation of the sample, the qualitative analysis of dialogic contraction and expansion allowed us to identify the specific linguistic resources authors use to convey their stance.

Within the domain of dialogic contraction, we identified the use of the resources deny, counter, concurrence, endorsement, and pronouncement. For the deny category, the most frequently observed realization was morphological negation, typically marked by negative prefixes such as *non-*, *un-*, *in-*, and *dis-*. Additional linguistic resources included the negative operator *not*, the negative determiner *no*, as well as the noun and verb *lack*. Regarding counter, the most common realizations comprised subordinating conjunctions such as *though*, *while*, *although*, *rather than*, and *whereas*, coordinating conjunctions such as *but*, adverbs like *still* and *however*, and prepositions including *unlike* and *despite*. It is important to note that the classification of these resources as countering devices is highly context-sensitive. For instance, the conjunction *while* may denote either temporal simultaneity or contrast. In the former usage, it does not function as a countering resource, whereas in the latter, it does. For concurrence, the most frequent realizations included the correlative conjunction *not only... but also*, the adjective *clear*, and the adverb *clearly*. Less frequent examples included the adverbs *certainly* and *naturally*, as well as the verb phrase *to be widely accepted*. In terms of endorsement, academic authors often employed verbs and their nominalizations such as *find* – *finding*, *result* (as both noun and verb), *validate* – *validity*, and most notably the verbs *show*, *exhibit*, *verify*, *reveal*, and *demonstrate*. Verbs less commonly used were *discover*, *uncover*, and *prove*. Concerning pronouncement, typical realizations included adverbs such as *remarkably*, *notably*, and *particularly*. Adjectives like *significant* and its adverbial form *significantly*, the adjective *essential*, and the use of *do* as an emphatic auxiliary. The verbs *argue* and *conclude* presented classification challenges, as their categorization depends on both dictionary definitions and contextual usage. When *argue* is understood as [to show clearly that something exists or is true], it reflects authorial alignment and a narrowing of dialogic space and is thus categorized as pronouncement. However, when

attributed to external sources without explicit authorial alignment, it is typically classified as acknowledgment. The verb *conclude* may be interpreted in several ways, depending on context. When it conveys the meaning [TO BRING SOMETHING TO AN END] it does not engage alternative viewpoints and is therefore monoglossic. When it implies [DECIDING OR BELIEVING SOMETHING BASED ON EVIDENCE], it suggests reasoned inference and is categorized as an evidential. Finally, when *conclude* is attributed to an external source, it is classified as acknowledgment.

Within the domain of dialogic expansion, we identified four resources: modality, evidentiality, acknowledgment, and distance. Modality is most commonly expressed through modal auxiliaries such as *may*, *can*, and *might*, as well as through verb-noun pairs like *attempt* (n., v.) and *aim* (n., v.). Additional realizations include adjective–adverb pairings such as *possible* and *possibly*, as well as the verb-noun pair *tend to* and *tendency*. Among the most frequently observed modal resources was also the subordinating conjunction *whether*. About evidentiality, typical realizations in our data included the verbs *suggest*, *indicate*, *lead to*, and *seem*, the noun/verb *evidence*, and the noun *implication*. Other frequently occurring evidential resources were verbs *appear* and *emerge*. However, the classification of these verbs required careful contextual analysis, as their status as evidential markers depended on both usage and dictionary-defined meanings. For acknowledgment, common realizations were lexical pairs such as *believe* – *belief*, *observe* – *observation*, *view* (n.,v.), *evaluate* – *evaluation*, and *perceive* – *perception*, as well as the verb *report*. Similarly to evidentials, the categorization of these items as acknowledgment resources was highly context-sensitive. Finally, regarding distance, the most characteristic realizations included the verbs *attempt* and *claim*, which, depending on the context, could also be classified as acknowledgment resources. Another notable marker of distancing was the use of scare quotes, which function to signal the author's detachment from or questioning of the quoted term or concept.

(6) Does the representation of Engagement resources differ in the two disciplines that constitute the research sample?

In Chapter 9, we conducted a comparative analysis of Engagement resources in research article abstracts from the fields of English Language Teaching (ELT) and English for Specific Purposes (ESP). The quantitative analysis revealed a statistical difference in the use of both dialogic contraction and expansion. Generally speaking, expansion resources are marginally more frequent in the ELT sample, whereas contraction resources are more prominent in the ESP sample. In terms of dialogic contraction, the statistically significant

difference lies in the use of countering resources, which occur more frequently in ESP abstracts. As for dialogic expansion, notable differences were identified in the use of modality and acknowledgment resources. Statistical findings show that both modality and acknowledgment are employed more frequently in the ELT sample. Overall, statistically significant differences were observed in only three of the nine Engagement strategies examined, indicating a general similarity between the two disciplines in their use of these resources.

(7) How are Engagement resources distributed across moves? Does dialogic contraction or expansion depend on the move?

Chapter 8 focused on the analysis of Engagement resources across different rhetorical moves, highlighting how their distribution varies according to the move.

Starting with the introduction sections, our analysis revealed a slight predominance of dialogic contraction, accounting for 56.4% of the Engagement resources, compared to 43.6% for dialogic expansion. Despite this overall prevalence of contraction, the most frequently used Engagement subtype was dialogically expansive acknowledgment, which slightly surpassed the use of dialogically contractive countering resources. The prominence of acknowledgment can be attributed to its function in referencing prior studies that form the foundation for the current research. In contrast, countering resources serve primarily to identify gaps in existing literature, thereby justifying the need for the present study.

In the purpose sections, dialogic expansion was significantly more dominant than contraction, comprising 71.4% of the Engagement resources compared to 28.6%. This imbalance is primarily due to the strong presence of dialogically expansive acknowledgment, followed by the use of modality. As in the introduction sections, acknowledgment in this context serves to reference established knowledge or commonly held views, which are later explored and critically evaluated throughout the text.

Similarly to the purpose sections, the method sections also exhibit a clear dominance of dialogic expansion over contraction, accounting for 69.1% and 30.9% respectively. Acknowledgment emerges as the most frequently employed strategy, reflecting the authors' tendency to refer to established procedures, frameworks, or previous studies that inform their methodological choices.

In the product sections, the trend is reversed, with dialogic contraction prevailing over expansion — 62.1% compared to 37.9%. This dominance is largely attributed to the frequent use of endorsement, a feature that allows authors to align their findings with authoritative

external sources while expressing strong confidence in their validity. Such use of endorsement effectively narrows the dialogic space, leaving a limited space for alternative interpretations.

Finally, in the conclusion sections, dialogic expansion was found to be more prevalent, accounting for 64.4% of all instances, compared to 35.6% for contraction. This pattern is once again driven by the dominance of the dialogically expansive acknowledgment feature, followed by modality. The prominence of expansion in this section can be logically attributed to the authors' efforts to avoid adopting a firm or overly definitive stance when presenting their conclusions, instead allowing space for readers to consider alternative interpretations and perspectives.

In general, authors tend to favor dialogic contraction in the introduction and product sections, with its use particularly pronounced in the product sections. This pattern can be attributed to the frequent deployment of endorsement strategies when presenting research findings, allowing authors to express confidence in the validity of their results. In contrast, dialogic expansion is commonly employed in the purpose, method, and conclusion sections. We also observed the relatively low occurrence of Engagement resources in the method sections, suggesting a preference for monoglossic expressions, with authors typically presenting research procedures and materials without inviting alternative perspectives. In the purpose sections, the use of dialogically expansive strategies is expected, as authors articulate their research aims while refraining from making definitive claims. Similarly, the predominance of dialogic expansion in the conclusion sections reflects an intentional openness, enabling readers to consider alternative interpretations and engage critically with research results.

## 11. CONCLUSION

The primary objective of this dissertation is to explore the linguistic strategies employed by academic authors in research article abstracts to convey an evaluative stance toward various aspects of the research process, including the academic community, the topic, findings, and existing literature. In this regard, the study aimed to explore the interpersonal metafunction of language within academic discourse, particularly as manifested through Engagement resources. Specifically, the dissertation undertakes a linguistic analysis of abstracts to identify and explain the lexicogrammatical patterns characteristic of this genre. Based on these overarching aims, the research questions were formulated and explicated in Chapter 10.

The theoretical framework underpinning the study was the Engagement subsystem of Appraisal theory, as developed by Martin and White (2005). The analysis focused on the dialogic space constructed between academic writers and readers in research article abstracts from the fields of English Language Teaching (ELT) and English for Specific Purposes (ESP). The findings revealed that academic authors tend to negotiate dialogic space through a relatively balanced use of dialogic contraction and expansion. This suggests that, contrary to the expectation that academic writers may assert their claims unequivocally, they often adopt a more moderated stance, engaging readers while carefully positioning their arguments. The findings further revealed the specific Engagement strategies academic authors employ to negotiate their stance as the abstract unfolds, highlighting how stance-taking is dynamically constructed throughout the text.

This study operationalized the Engagement subsystem of Appraisal Theory through its application to authentic academic discourse, which contributes to the validation and extension of the theory by demonstrating how dialogic positioning operates across different disciplinary and rhetorical contexts. Through the analysis of both contractive strategies (such as disclaim and proclaim) and expansive strategies (such as entertain and attribute), the study provided concrete insights into how academic authors manage heteroglossic space and strategically negotiate their stance with their readers.

A central concern of Appraisal Theory is the way language reflects social roles and communicative purposes across different contexts. This study demonstrated that research article abstracts in ELT and ESP exhibit distinct communicative priorities—such as a greater use of countering strategies in ESP and more frequent use of modality and acknowledgment in ELT. These patterns illustrate how Engagement resources are shaped by disciplinary

conventions. In doing so, the study contributes to a more nuanced understanding of disciplinary discourse practices within the Appraisal framework.

By mapping Engagement resources across rhetorical moves—namely, introduction, purpose, method, product, and conclusion—this study integrates Appraisal Theory with principles of genre analysis. This alignment is particularly valuable as it reveals that dialogic positioning is not uniformly distributed, but rather strategically adapted to the rhetorical function of each section. Such findings reinforce Appraisal Theory’s emphasis on the dynamic and functional nature of stance, highlighting how evaluative language is shaped by the communicative purposes of different rhetorical stages.

As a subfield of Systemic Functional Linguistics (SFL), Appraisal Theory shares the broader aim of explaining how language enacts social meaning. This study contributes to that objective by offering concrete evidence of how linguistic choices within the Engagement system function to position readers, construct disciplinary identity, and facilitate knowledge-building in academic discourse. By situating these findings within the context of research article abstracts, the study underscores the socially situated and meaning-making role of evaluative language in disciplinary communication.

The study also offers important revelation for the disciplines of English Language Teaching (ELT) and English for Specific Purposes (ESP) by uncovering how Engagement resources are strategically used in research article abstracts to position authors’ voices and manage dialogic interaction with readers. By highlighting the disciplinary variation in the use of Engagement strategies, the findings help educators and researchers better understand the rhetorical expectations of academic discourse in these fields. Such awareness is particularly valuable for non-native English-speaking authors navigating international publishing standards, as it supports the development of more effective and audience-centered academic writing.

This study also holds relevance within the context of Genre pedagogy. Uncovering patterns in the use of Engagement resources in ELT and ESP abstracts offers valuable insights for academic writing instruction—particularly in guiding students and academic authors on how to effectively manage stance and authorial voice in their writing. These pedagogical implications align with Appraisal Theory focus on the interpersonal dimension of language and its applicability in educational contexts, reinforcing the theory’s potential to inform both linguistic analysis and classroom practice. For instance, the findings may inform the design of tasks in which learners are asked to identify or produce specific expressions to acknowledge alternative views, express certainty or doubt, and align with or challenge the

reader's perspective (Appendix A). Additionally, instructional materials can include exercises on rewriting abstracts with varying degrees of dialogic openness, helping learners develop flexibility in expressing stance (Appendix B). These applications can equip learners with practical tools for crafting effective academic texts in their own disciplines.

Certainly, we have been able to identify limitations to this study. Firstly, the analysis focused exclusively on instances of Engagement, omitting monoglossic expressions. Future research could benefit from incorporating both heteroglossic and monoglossic resources to provide a more comprehensive account of stance-taking in academic discourse. Secondly, while this study examined the use of Engagement strategies across rhetorical moves within the overall sample, it did not undertake a detailed comparison of how these strategies unfold within each discipline individually. Further research could explore such intra-disciplinary developments to determine whether notable patterns or distinctions emerge throughout the abstract. Finally, although research article abstracts offer valuable insights into academic writing practices, a more complete and precise understanding could be achieved by extending the analysis to full research articles. This would allow for a deeper exploration of Engagement strategies across a broader range of rhetorical contexts within academic discourse. Addressing these limitations in future studies would not only enrich our understanding of how Engagement resources function across academic genres and disciplines but also further enhance the theoretical and pedagogical contributions of Appraisal Theory to the study of academic discourse.

## ELT RESOURCES

- ELT 1** Abdel Latif, M. M. M. (2018). English language teaching research in Egypt: trends and challenges. *Journal of Multilingual and Multicultural Development*, 39(9), 818-829. doi: 10.1080/01434632.2018.1445259
- ELT 2** Abdul Rahim, H., & Jalalian Daghigh, A. (2020). Locally-developed vs. global textbooks: An evaluation of cultural content in textbooks used in ELT in Malaysia. *Asian Englishes*, 22(3), 317-331. doi: 10.1080/13488678.2019.1669301
- ELT 3** Abedini, F., Bagheri, M. S., Sadighi, F., & Fuller, C. (2018). Exploring Iranian collective teacher efficacy beliefs in different ELT settings through developing a context-specific English language teacher collective efficacy scale. *Cogent Education*, 5(1). doi: 10.1080/2331186X.2018.1552340
- ELT 4** Abedini, F., Bagheri, M. S., Sadighi, F., Yarmohammadi, L., & Serpa, S. (2018). The constituent elements of collective teacher efficacy beliefs and their contributing factors in different ELT educational contexts: A qualitative study. *Cogent Social Sciences*, 4(1). doi: 10.1080/23311886.2018.1500768
- ELT 5** Adnan, M. (2017). Perceptions of senior-year ELT students for flipped classroom: A materials development course. *Computer Assisted Language Learning*, 30(3-4), 204-222. doi: 10.1080/09588221.2017.1301958
- ELT 6** Ali, Md. M., Hamid, M. O., & Hardy, I. (2023). Construction of English language skills as human capital and ELT as development aid in Bangladesh. *Globalizations*, 20(7), 1163-1179. doi: 10.1080/14747731.2023.2171619
- ELT 7** Ali, Z. (2015). The prospect and potential challenges of teaching Englishes in Pakistan. *Asian Englishes*, 17(2), 152-169. doi: 10.1080/13488678.2015.1006350
- ELT 8** Aliakbari, M., & Malmir, B. (2017). Development and validation of an English language teacher learning scale. *Cogent Education*, 4(1). doi: 10.1080/2331186X.2017.1292613
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## ESP RESOURCES

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## Appendix A – Task 1

Read the following abstract. Circle all the options that appropriately express a high degree of certainty in this academic context. More than one option may be correct.

English language teaching (ELT) research in Egypt is about four decades old now. The study reported in this paper **1. attempted to identify / shows / can be used to identify** the main trends in the ELT research in the Egyptian context though analysing the research areas, topics, contexts, and methods in 143 published studies and comparing the orientations noted in them to the ones **2. revealed / perceived / confirmed** previously in the unpublished studies reported by graduate students in the country. Though some relative differences **3. were found / could be observed / were revealed** between the published and unpublished studies in the areas and contexts researched, both types of studies **4. were found to be similar / were relatively similar / appeared to be similar** in the research methods used and nature of the topics covered. Specifically, the experimentation, data quantification, and stereotyping aspects **5. noted / observed / determined** in these studies have caused some methodological, topical, and contextual research gaps in ELT research. The paper highlights the following four main causes of the dominant ELT research trends: the local educational research culture, the inappropriate interdisciplinarity approach, reading sources and institutional regulations, and researchers' over-reliance on convenience sampling. In light of these results and interpretations, the author suggests some steps for reforming ELT research practices in Egypt.

Answer Key:

1. shows
2. revealed, confirmed
3. were found, were revealed
4. were found to be similar
5. determined

## Appendix B – Task 2

You are provided with a short research article abstract. Your task is to rewrite the abstract in two distinct ways:

1. Version 1 – Dialogically Expanded. Use language that shows tentativeness, acknowledges other perspectives, or opens space for alternative interpretations (e.g. “may indicate,” “suggests that,” “has been argued,” “appears to,” “it is possible that,” etc.).
2. Version 2 – Dialogically Contracted. Use language that shows strong commitment to claims, closes down dialogic space, and asserts authority (e.g. “clearly demonstrates,” “confirms that,” “undoubtedly,” “this study shows,” etc.).

The paper is devoted to an analysis of English media discourse in terms of marking epistemic responsibility (ER). The study suggests 10 types of syntactic and lexical means used to mark a speaker’s responsibility for the proposition reliability. They are classified according to: (i) ER domain: high, low, disclaiming ER; (ii) level of the language system: syntactic or lexical; and (iii) lexico-grammatical features. The high ER domain is represented by two marker types: main clause and adverbials; low ER is marked by means of three types of markers: main clause, adverbials and modal verbs; disclaiming ER markers are most numerous, comprising five types of syntactic and lexical means, such as main clause, direct speech, adverbials, verbs and nouns. Thus, there tends to be a higher incidence of marking low ER or disclaiming it in English media discourse, whereas high ER is marked less often.

### **Author's Biography**

Katarina M. Ilić was born in Niš, Serbia, in 1988. She graduated from the Department of English, Faculty of Philosophy, University of Niš, in 2011 with a GPA of 8.81, as a scholarship holder of the Ministry of Education of the Republic of Serbia. She completed her master's studies at the same department in 2013, with a GPA of 9.57. She is currently in the final year of her doctoral academic studies at the same faculty.

Since 2012, she has been employed at the University Clinical Center Niš as an English language translator. Her responsibilities include both written and consecutive interpreting, cooperation with international partners in the preparation of institutional projects, and providing support during visits of foreign doctors, lecturers, and professional educators. In the process of accreditation of the University Clinical Center Niš, she was appointed Team Leader for Information Management in 2021. She has translated dozens of research papers in the fields of medicine, law, and environmental protection. She also provides regular language support for the Basic Court in Niš in proceedings involving the expert assessment of foreign nationals.

Her interest in the study of academic discourse developed during her doctoral studies, since when she has published several research papers in this field.

## Биографија аутора

Катарина М. Илић је рођена 1988. године у Нишу. Дипломирала је на Департману за англистику, Филозофског факултета у Нишу, 2011. године, са просечном оценом 8.81, као стипендиста Министарства просвете Републике Србије. На истом департману је 2013. године завршила мастер студије, са просечном оценом 9.57. Тренутно је студент завршне године докторских академских студија на истом факултету.

Од 2012. године је запослена у Универзитетском клиничком центру Ниш као преводилац за енглески језик. У оквиру радног ангажовања обавља писмено и усмено превођење, сарађује са иностраним партнерима у припреми пројеката од значаја за установу, пружа подршку приликом посета гостујућих лекара, предавача и стручњака у професионалним обукама. У оквиру процеса акредитације Универзитетског клиничког центра Ниш, 2021. године је именована за вођу тима за управљање информацијама. До сада је превела је на десетине научно-истраживачких радова из области медицине, права и заштите животне средине. Такође, редовно сарађује са Основним судом у Нишу у поступцима вештачења страних држављана.

Интересовање за проучавање академског дискурса развила је током докторских академских студија, од када је објавила неколико научно-истраживачких радова у тој области.

## ИЗЈАВА О АУТОРСТВУ

Изјављујем да је докторска дисертација, под насловом

**Engagement Resources in Academic Discourse: A Study of ELT and ESP Research  
Article Abstracts**

**(Ресурси ангажовања у академском дискурсу: Студија о апстрактима научно-истраживачких радова из области наставе енглеског језика и енглеског језика за посебне намене)**

која је одбрањена на Филозофском факултету Универзитета у Нишу:

- резултат сопственог истраживачког рада;
- да ову дисертацију, ни у целини, нити у деловима, нисам пријављивао/ла на другим факултетима, нити универзитетима;
- да нисам повредио/ла ауторска права, нити злоупотребио/ла интелектуалну својину других лица.

Дозвољавам да се објаве моји лични подаци, који су у вези са ауторством и добијањем академског звања доктора наука, као што су име и презиме, година и место рођења и датум одбране рада, и то у каталогу Библиотеке, Дигиталном репозиторијуму Универзитета у Нишу, као и у публикацијама Универзитета у Нишу.

У Нишу, 2025. године

Потпис аутора дисертације:



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Катарина М. Илић

**ИЗЈАВА О ИСТОВЕТНОСТИ ЕЛЕКТРОНСКОГ И ШТАМПАНОГ ОБЛИКА  
ДОКТОРСКЕ ДИСЕРТАЦИЈЕ**

Наслов дисертације: **Engagement Resources in Academic Discourse: A Study of ELT and ESP Research Article Abstracts (Ресурси ангажовања у академском дискурсу: Студија о апстрактима научно-истраживачких радова из области наставе енглеског језика и енглеског језика за посебне намене)**

Изјављујем да је електронски облик моје докторске дисертације, коју сам предао/ла за уношење у Дигитални репозиторијум Универзитета у Нишу, истоветан штампаном облику.

У Нишу, 2025. године

Потпис аутора дисертације:



Катарина М. Илић

## ИЗЈАВА О КОРИШЋЕЊУ

Овлашћујем Универзитетску библиотеку „Никола Тесла“ да у Дигитални репозиторијум Универзитета у Нишу унесе моју докторску дисертацију, под насловом:

**Engagement Resources in Academic Discourse: A Study of ELT and ESP Research  
Article Abstracts**

**(Ресурси ангажовања у академском дискурсу: Студија о апстрактима научно-истраживачких радова из области наставе енглеског језика и енглеског језика за посебне намене)**

Дисертацију са свим прилозима предао/ла сам у електронском облику, погодном за трајно архивирање.

Моју докторску дисертацију, унету у Дигитални репозиторијум Универзитета у Нишу, могу користити сви који поштују одредбе садржане у одабраном типу лиценце Креативне заједнице (Creative Commons), за коју сам се одлучио/ла.

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У Нишу, 2025. године

Потпис аутора дисертације:



Катарина М. Илић

**ИЗЈАВА О ТЕХНИЧКОЈ ГРЕШЦИ У НАЗИВУ ДОКТОРСКЕ ДИСЕРТАЦИЈЕ  
НА СРПСКОМ ЈЕЗИКУ**

Изјављујем да је у штампаном и електронском облику докторске дисертације, услед техничке грешке, изостављена реч „домен“ у називу на српском језику.

Правилан назив дисертације на српском језику, у складу са Одлуком Универзитета у Нишу, НСВ број 8/18-01-004/21-016 од 15.04.2021. године, гласи:

**Ресурси домена ангажовања у академском дискурсу: студија о апстрактима научно-истраживачких радова из области наставе енглеског језика и енглеског језика за посебне намене.**

Оригинални назив дисертације на енглеском језику гласи:

**Engagement Resources in Academic Discourse: A Study of ELT and ESP Research Article Abstracts.**

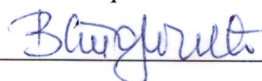
У Нишу, 2025. године

Потпис аутора дисертације:

  
\_\_\_\_\_

Катарина Илић

Потпис ментора:

  
\_\_\_\_\_

Проф. др Виолета Стојичић