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9 Arguing In and Across Disciplinary Boundaries: Legitimizing Strategies in Applied Linguistics and Cultural Studies

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1 Introduction

There has been much recent discussion in the fields of EAP (English for Academic Purposes) and academic literacy around the need to address disciplinary differences. Research studies that have responded to this call have frequently taken a corpus-based approach, to identify, for example, disciplinary specifics and variations for a given genre (e.g. Hyland 2000; Huckin 2001; Ruiying and Allison 2004), disciplinary specific relations between genres (e.g. Samraj 2004), or disciplinary preferences for particular grammatical constructions or lexical choices (e.g. Hyland 1999; Hewings and Hewings 2001). Other research has favoured a case study approach as a means for identifying the nature of disciplinary activity or practices around texts (e.g. Prior 1994; Samraj 2000). In general terms the goal has been to go beyond generalizations about academic discourse in order to provide more specific and better targeted support for novice and/or second language academic writers. While it is less frequently stated as an intended outcome, an understanding of the ways in which different disciplines use language differently is also fundamental to understanding the potential for effective collaboration, and to providing meaningful support for those who study and/or research across disciplinary boundaries. This is especially relevant in an evolving academic context in which cross-disciplinary study is more readily facilitated and cross-disciplinary research is actively encouraged.

The aim of this paper is to contribute to an appreciation of common ground and of difference, and thus to explore the potential for cross-disciplinary dialogue between two disciplines, those of applied linguistics (AL)

and cultural studies (CS). The choice of the two disciplines is motivated in part by a recognition of difference as seen from the perspective of this writer, writing as she is from the discipline of applied linguistics, and an interest in better understanding the extent of this difference and the linguistic choices that are drawn into the construction of a critical post-modernist stance in cultural studies research.

The approach taken here varies in a number of ways from both the corpus-based and case study research that has dominated recent academic literacy research. In this chapter I draw on a close analysis of just two texts, one from each discipline. Each is the introductory section of a PhD thesis. The applied linguistics text is my own thesis and is a discourse analytic study of evaluation in academic research writing. It represents a point of reference against which an apparently very different text is analysed. The cultural studies thesis is a postmodernist, post-colonial study of massacre of a group of Aborigines in Australia in 1842. While I argue that each text is very recognizable as an instance of academic argument from its parent discipline, my aim is not to claim that it is representative of all such discourse. However, a close analysis of the linguistic choices that each writer makes and an identification of similarities and differences across these two texts does provide a basis for considering how each represents and argues for new knowledge. On this basis it is possible to consider the space such instances afford for cross-disciplinary dialogue or research initiatives, as an indication of broader cross-disciplinary potential. The analyses also offer a model for comparisons across other disciplinary and research traditions.

The linguistic analyses of the texts draw on systemic functional linguistic theory, in particular theories of genre, and the discourse semantic system of Appraisal (Martin 1992, 2000; Martin and Rose 2003; see also applications using Appraisal in this volume by Derewianka, Chapter 7; Swain, Chapter 8; Hedeboe, Chapter 10). The analyses focus on how each writer argues for their research endeavour. Interpretations of how each represents a different orientation to knowledge are then made with reference to the sociology of knowledge (Bernstein 1999), and in particular to the structuring of knowledge in higher education (Maton 2000a, 2000b; Moore and Maton 2001).

2 Comparing the macro-structures of the texts

A comparison of the overall organization of each thesis reveals some similarity in that each includes an introductory section to the document as a whole. For the AL text, this is the first two chapters of seven chapters and for the CS text the first chapter of seven chapters. The introductory chapters function in each case to introduce the research focus and to provide arguments for the research endeavour.

These introductory sections are then analysed more closely to examine the rhetorical strategies employed by the writers. Differences in the ways

each writer argues are then considered in terms of how they reflect different orientations to knowledge. The analyses of the discourse address three questions:

- i) what do the writers write about (Field)?
- ii) how do they evaluate what they write about (Appraisal)?
and hence
- iii) what kinds of arguments do they construct?

To begin with we can say that each writer constructs some representation of the object of study, the field that is the focus of the study or the phenomenon to be investigated. The writer herself may be the source of the representations or they may be projected through another voice. This other voice might be that of another researcher, or it could be a participant within the field being investigated. In addition each writer writes about the process of research itself, that is, about reflection or theorizing in relation to the object of study. Such representations of theory and research may consider the contributions of others, and/or they may focus on the contribution of the writer herself.

Drawing on these categories of what is written about, and the participants in the process, an initial crude comparison can be made between texts in terms of the proportions of text that are constructive of the different categories. Table 9.1 represents a comparison of introductory sections of the AL thesis and the CS thesis analysed in this study. The proportions are estimated by identifying the focus of each phase of text (as represented in paragraphing) and then identifying the amount of text (% of page space) oriented to each field focus.

This is a crude comparison. Nonetheless it provides a point of reference for a more detailed look at the ways in which the writers argue.

Table 9.1 A comparison of proportions of each text according to field focus and to sources

Field focus	AL	CS
Representation of the object of study projected by the writer	7%	42%
Representations of the object of study projected by other sources	27%	26%
Discussion of theoretical contributions from others	44%	—
Descriptions of the writer and/or of the writer's own text	22%	32%

3 Variations in realizing discussions of knowledge and sources

It is noted, for example, that equivalent proportions of the two texts represent the object of study as projected by other sources (AL 27 per cent, CS 26 per cent). However, a closer look reveals a difference in the nature of these other sources and in the kind of knowledge they project. In the AL text the other voices are those of other academic researchers/theorists. The knowledge is generalized and authorized by multiple sources as illustrated in [1]:

[1] AL

...the shift in literacy practices and expectations from secondary to tertiary learning presents major difficulties for many undergraduate students, difficulties that may remain unattended to in their formal learning experiences (Belcher 1995, Johns 1997, Gollin 1998), and which are compounded where academic writing is in English as a second language (Belcher and Braine 1995, Ventola and Mauranen 1996 ...)

In the CS text, the projecting voices are those of participants in the domain of the object of study, that is, within the field being observed, and in that sense they are also data for the study. They are other individual knowers alongside the writer herself. The perspective of each individual source is local, that of a participant in the domain of the object of study, an insider. This is illustrated in [2]:

[2] CS

Hearing movement, Irby and Windeyer lay over the rocks and began firing into the group below knowing that their fire would bring up Connor and Weaver who also joined the slaughter (Irby 1908: 77 & 90)

The one exception to this in the CS text is the insertion of some brief extracts from scientific texts on the nature of granite, the stone that forms the rock at which the massacre took place, in which case the knower is an outsider/expert voice.

A comparison of the amount of text in which the writer herself is the source of knowledge about the object of study reveals a significant contrast (AL 7 per cent, CS 42 per cent), as does a comparison of the proportions of text oriented to a discussion of theoretical foundations (AL 44 per cent, CS 0 per cent). Taken together these differences can be interpreted as the CS text privileging the writer's gaze on the world, or the writer as knower (Maton 2000a, 2000b), while the AL text privileges the theoretical framing of gazes, theoretical knowledge.

However, a deeper level of analysis is required here too. While no single phase of the introduction of the CS introduction is identified as primarily a discussion of theory, in the way that this is so for the AL introduction, the theoretical orientation of the thesis is nonetheless very apparent and referred to in many ways throughout the document. It seems then that each writer employs very different ways of representing theoretical influences. Extracts [3] to [9] are indicative of such references to theory in the CS text:

- [3] This thesis is also an attempt to write an embodied history and what Grace might call an 'aesthesia' of memory (Grace 1996: 3). (:9)
- [4] I am attempting to write a felt history that is written with as constant an acknowledgement as possible of the politics of now (Denning 1996: 191–200). (:9)
- [5] The variety of sources, the awkward efforts at articulating my/the massacre's/history's 'outside belonging' (Probyn 1996), (:10)
- [6] I wish to call this Australian cultural studies after Frow and Morris (1993: Introd), or, more particularly, given my institutional setting – critical/creative 'New Humanities' – a heuristic Hodgepodge (Hodge 1995: 35–39). (:10)
- [7] I also want to bear witness to the contradictions and constant 'becomingness' which cannot be communicated via any single and simple narration (Deleuze and Guattari 1987: 233 – and Gaetens, [Maras & Rizzo] 1995) (:10)
- [8] I am a 'product' of the institutionalising of the uninstitutionable and hang like a pardoned and amended Lepke in an oasis of found connections (Lowell 1965: 51). (:12)
- [9] Which of my multiple selves, which aspects of the Mobius strip am I textually elucidating for you? (Grosz 1993: 189) (:13)

The examples above all include a reference to a specific theoretical source and publication. However, reference information is not always provided. In some cases the use of a key term is apparently intended to trigger an intertextual connection for the reader without the source being specifically named. These lexical trigger choices may or may not be signalled by scare quotes. The extent to which such intertextual connections can be made by the reader are both dependent on, and an indicator of her/his insider status in the discipline, that is, of what kind of knower the reader is. The underlined terms in [10] and [11] may represent examples of this:

- [10] The paper and print that make up this invertualised text may not have the rhizonomic possibilities that your reader's whim might desire (:11)
- [11] ...but whether I have left enough readerly, liminal spaces to imagine in...

What is different about the theoretical referencing in the CS paper, from that in the AL paper, is that such references are all made in the service of describing and evaluating the writer's own contribution. Most often the theoretical influences are coded in a word or phrase, which functions to call up the source of that wording, or they are obliquely signalled through imitation of style, something the CS writer explicitly refers to in her abstract as 'my textual impersonation'. In this sense again the CS text is more knower-oriented. Theoretical influences are exemplified in the writer's way of writing, rather than being explained or discussed and hence evaluated. Given this means for connecting to theoretical influences, it is not surprising to find that there are no dissenting researcher/theoretical voices, that is, there is no positioning of one in

relation to another, as is typical in the applied linguistics text. In the CS text all referenced theoretical voices are represented as in alignment with the writer.

4 Analyses of resources of Appraisal

To this point I have compared the texts in terms of the overall structuring of different fields of discourse, and found distinct differences in the extent to which each writer represents herself in her introduction as a knower in relation to the object of study, and in the extent to which and the ways in which each writer engages with other knowledge in the field. In the following section I look more closely at the ways in which writers encode an evaluative stance, and what kinds of arguments they make. Here we turn to Appraisal theory, as a modelling of interpersonal meaning in the discourse semantics.

Figure 9.1 presents a model of semantic categories of Appraisal (Hood and Martin 2007). Within this model, ENGAGEMENT addresses options for expanding and contracting space for other voices; ATTITUDE encompasses different options for expressing positive or negative evaluation; and GRADUATION addresses the options we have for relativising meanings, either by scaling the FORCE of a meaning (e.g. intensifying or quantifying) or by grading the FOCUS, that is the bounded-ness of the meaning (e.g. as degree of specificity or completion). (Note: Small caps are used for sub-systems of Appraisal to distinguish a technical from a non-technical use of the terms.) In the following section I explore different kinds of arguments constructed

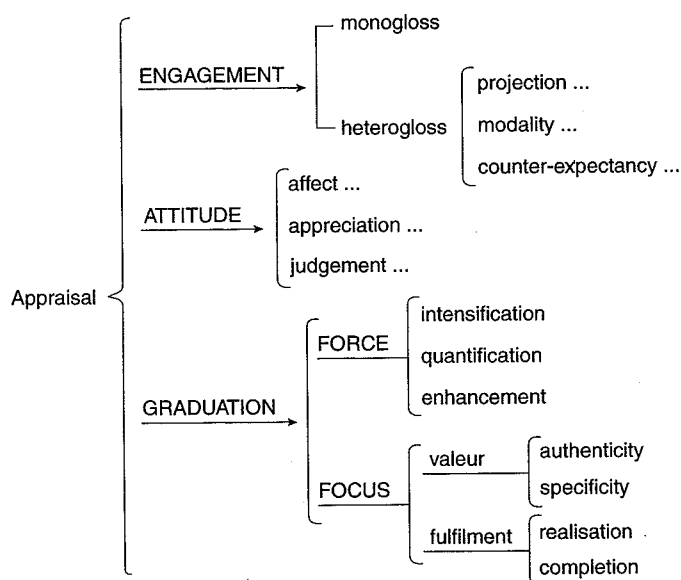


Figure 9.1 Appraisal Network (Hood and Martin 2007)

by the writers in terms of what gets evaluated (Field), and how (Appraisal). In analyses of the ways in which resources of Appraisal are deployed I focus in particular on ATTITUDE and GRADUATION. Analyses focus on how much the writer relies on particular kinds of arguments, and how these arguments are realized through resources of Appraisal.

5 Arguing in applied linguistics

Hood (2004) found that writers of research papers and dissertations in the disciplinary areas of education and applied linguistics tended to construct different kinds of argument in their introductory sections as they constructed a case for their own research.

The first kind of argument constructs the object of study as a worthwhile focus or site for research. The object of study is typically represented by the writer or by another source as interesting or important or troubling in some respect. Such discourse is characteristically relatively heavy in explicit ATTITUDE, and ATTITUDE may be expressed as appreciation (valuing an entity), affect (expressing a feeling or emotion) and/or judgement (evaluating people and their behaviour), depending on the specific topic. The multiple encodings of explicit ATTITUDE function to compel the reader to align with the writer's stance, that is, that the topic is of interest or significance in some respect. A phase of text from the introduction to the AL thesis that contributes to such an argument is exemplified in [12]. The explicit ATTITUDE is in bold, and GRADUATION is in italics:

[12] AL

Explanations for the *apparent lack of critique* in students' writing are *generally* framed in the literature in terms of **naivety**, **unwillingness**, or **incapacity**. Groom (2000), for example, *suggests* that *many struggling* student writers do **not** have a **clear understanding** of the nature and function of argument as an academic genre. They do **not appreciate** that they are **expected** to develop a position of their own in relation to a question, issue or field, or a position in relation to the contributions of other sources within a field. They are **unaware** that an evaluative stance is required. However, even with such **insights**, novice writers within an academic disciplinary community *may be reluctant* to take a critical stance. They *may be unwilling* to posit a critical view of a published author whom they regard as necessarily having *greater insight*, or they *may simply lack confidence* that they have in fact understood **crucial** aspects of what they have read.

A second kind of argument presents knowledge of the object of study as relative, contested or unresolved, in other words as open to the construction of new knowledge. This argument may be made by emphasizing differences in what is observed of the object of study. These differences may be either categorical differences (in bold), or ones of degree realized through resources of GRADUATION (italicized):

[13] AL

Casanave (1995) critiques the notion of an academic or disciplinary discourse

community as (...) becoming *more and more meaningless* as it is applied to specific settings, groups or individuals, where individual students can be seen to go about the process in *very different ways* (c.f. Lundell and Beach 2003). (...) Yet *commonalities* in the ways members of the academic discourse community engage with the construction of knowledge compared with practices characteristic of secondary education (Schleppegrell 2001), may still warrant use of the term academic discourse community, albeit in an abstract sense.

Alternatively, the second kind of argument may be made by evaluating the relative contribution of the projecting source, that is, by evaluating other research contributions (see [14]). Resources again include both inscribed ATTITUDE as well as GRADUATION, and counter expectation markers (boxed):

[14] AL

Many discourse level studies *such as* those discussed above, *especially* the *more comprehensive* approaches that incorporate multiple functions and resources *such as* those by Hunston (1997, 2000), and Hyland (1998) offer **valuable insights** into the complexity of the construction of evaluative stance. **However**, what has been **missing to date** in the framing of evaluation in discourse has been a **theoretically motivated** linguistically-based model for discourse semantic options in interpersonal meaning, that is, a means for theorising the relationship of language choices to semantic functions.

The third kind of argument is one in which the writer's own contribution is evaluated in relation to other possible contributions (see [15]). Here there is some explicit ATTITUDE, which is almost always encoded as appreciation (not affect or judgement). Typically, however, ATTITUDE is more frequently invoked using GRADUATION to grade ideational meanings. The resources of GRADUATION used are frequently those of FORCE – implying an amplified meaning especially of quantity (amount or scope), or enhancement (frequency or vigour).

[15] AL

The current study *extends* this kind of analysis by drawing on a *more comprehensive* model of evaluation, and by approaching the analysis from a qualitative perspective, to enable a consideration of the patterning and interaction of resources in individual texts (...)

The study undertaken here intends to **contribute further** to this project.

Hood (2004) found considerable variation in the extent to which different kinds of argument were represented in the introductory sections of research papers in education and applied linguistics. Some relied heavily on an argument mounted primarily on the significance of the object of study. Others argued primarily in terms of the relative value of research to date. In a canonical introduction we might expect that the different kinds of arguments represented above would correspond to stages of the introductory section. So we might anticipate an initial discussion of the significance of the field in a 'background/ rationale', to

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be followed by a literature review section in which knowledge of the object of study is attributed to other sources. The sources might be expected to project different evaluations of the object, and in turn to be differently evaluated by the writer. Typically the writer's own contribution is evaluated in a consolidating macro-New (Martin 1992) that functions as a transition to another stage of the introduction, or to another section of the thesis.

6 Arguing in cultural studies

To what extent are the kinds of arguments and the patterns of realization of those arguments that are represented in the applied linguistics research writing, also evident in the cultural studies thesis? It is important to note that, while there is no claim here that these patterns and differences should be anticipated in every applied linguistics or cultural studies text, they do serve to highlight some disciplinary differences that can be drawn upon to theorize about orientations to knowledge.

In the cultural studies introduction, as in the applied linguistics text, there is evidence of the first kind of argument. In extract [16] of the CS text, for example, the writer argues for her research endeavour in terms of the problematic nature of the object of study. The object of study, broadly interpreted as damage to aboriginal people, is presented as troubling through an accumulation of explicit ATTITUDE (bold) that is almost entirely negative, as well as an instance of what Martin (2000) refers to as a token of ATTITUDE (underlined) where the description of an event invokes a negative reading. Multiple instances of GRADUATION (italized) also function to invoke an attitudinal meaning. The GRADUATION in some cases functions to amplify negativity (*long term ... damage*). In other instances it invokes meanings of significance through quantifying space (*larger ... context; around the country*). By implication the writer argues for the importance and worthiness of the object of study as a site of research.

[16] CS

But I am also writing within a *larger* cultural and national context. In 1996, *very soon* after their 'massacre' (as *various* newspapers reported it) of the sitting Labor party, the coalition took away *500 million dollars* from the Aboriginal and Torres Strait Islander Commission (ATSIC). There was *little* public response from the non-Aboriginal population of Australia. While the ABC budget being '**slashed**' by *30 million* precipitated rallies *around the country*, there was a **painful** non-Aboriginal **silence** concerning the *long term* structural **damage** that such a **cut** to the central administrative body of Aboriginal affairs would produce. At the same time the non-Aboriginal Minister of Aboriginal Affairs spoke of '**good**' and '**bad**' '*Aborigines*' and the white Prime Minister suggested some '*Aborigines*' had **benefited** from being **forcibly removed from their parents**.

(Italicized references to '*Aborigines*' are in the original text, and not part of the coding of appraisal.)

In constructing this kind of argument there are strong similarities between the AL [12] and CS [16] in terms of the multiple encodings of inscribed ATTITUDE in such phases of text. The ATTITUDE may be encoded as appreciation, affect and as judgement, and single instances may be amplified in FORCE. In each case multiple instances build a powerful prosody of negative value. The discourse functions to compel the reader to view the object as worthy of attention.

The second kind of argument identified is where the object of study is represented as relative, contested or unresolved, in other words where the field is represented as open to new knowledge(s). Unlike the AL text, in the CS text the other voices that contribute knowledge of the object of study are not those of other academic researchers (with the exception of the aforementioned sourcing of scientific texts on the nature of granite). As noted earlier the relative positioning and evaluating of other academic research voices is not a strategy used in the CS text for problematizing existing knowledge. However, the writer does represent the object of study as open to new knowledge by other means. A number of differing historical participant accounts of the object of study (the massacre), as well as various observations by the writer at different stages in her life are presented. While there is no overt evaluation of relative value or significance, there is an implication that additional observations would bring additional knowledges.

However, by far the most prolific means for making space for other voices, and hence new knowledge is to multiply encode the semantics of 'openness' or 'unresolvedness' in lexico-grammatical choices. In an Appraisal analysis this implicates the resources of GRADUATION as FOCUS (see Figure 9.1). FOCUS has to do with the sharpening or softening of boundaries of entities (realizing graded valeur) and of processes (realizing graded fulfilment). Resources of FOCUS enable the blurring of categorical meanings (of entities or processes), representing them as open, fluid or incomplete. The dominance of such resources in the CS text in construing openness to new knowledge(s) is very evident in [17], where multiple instances are italicised:

[17] CS

The Bluff Rock Massacre is a *myth*, is *a fact*, is *a truth*, is a *protean* tourist attraction, is a ...

(...23 lines of differing interpretations of the 'massacre' citing 5 sources...)

So this thesis is organised *loosely* about five *different* sources; memory, published and unpublished diaries, letters, a tourist leaflet and some collected stories from a local historian. This list is itself *indicative* of the way in which this event is positioned as *ephemeral* and *ephemera* – it gives *some sense* of the event's ability to *appear* and *disappear* (in its *many forms*) within history and is an *almost hysterical* formation of Raymond Williams' patterns of history, since this event is *always* in a state of *emergence* and *disappearance*. But each moment a *different* story appears, the *attempt* can be made to map it within its own moment of *difference* while reflectively making of that past my own

present. The tension between these two efforts is the stage upon which this particular performance in set.

FOCUS is encoded through a whole range of linguistic and non-linguistic resources, including, degrees of fulfilment (realization / completion) encoded as things and as qualities, as in:

a myth, is a fact, is a truth,
 is a *protean* tourist attraction,
ephemeral and *ephemera*
emergence and *disappearance*
 (in its *many forms*)
difference
indicative
attempt can
 a *different* story
 an *almost* hysterical formation

as processes:

appear and disappear
appears

or as circumstances:

organised *loosely*.

The semantics of +/- fulfilment are also realized graphologically, as in:

is a protean tourist attraction, *is a* ...

Elsewhere in the CS text other means include interrogative mood, as in:

...Who is failing to recognise whom or what?
 ...What is it to name oneself?

and scare quotes that signal provisionality, as in:

...But in the classroom and in the small arenas of the '*local*',
 ...loving the landscape and readmiring '*country*' values...

In the CS text, the writer makes use of an extensive array of resources of GRADUATION: FOCUS and they represent the dominant means by which the writer suggests the unresolvedness of knowledge.

The final area of comparison for the two texts is around arguments for the writer's own contribution in relation to other possible contributions. Here the focus is in how each writer represents herself and her work. It was noted earlier that there is not a marked difference in the proportions of the introductory chapters of each thesis devoted to description and/or evaluation of the writer/ writer's own contribution (AL 22 per cent, CS 32 per cent). Both writers construct an argument for their own contribution. However there are also significant differences in how this work is done. Extract [18] represents a phase of such discourse in the CS text. Inscribed ATTITUDE is in bold. GRADUATION as FOCUS is in italics:

[18] CS

The many stories and 'radical' fragments within this work *can* be envisaged as a series of sites to which the reader is exposed. As such it is the textualisation or *perhaps* the mechanisation of the *virtual*. It is the writing down of the common experience of moving the mouse from icon to icon, to the *opening up* of various 'windows' and menus that are travelled to from an originating search title that is 'The Bluff Rock Massacre'. This already *imagines* the reading experience as both a composite set and a series of *elisions*. What sites, what images, interact with you the reader to define for you the meanings, effects and translations of words, settlers, authors and massacres? Is this reading of yours my 'original contribution' to scholarship?

There are of course *real limitations* and *inevitable disappointments* in my invitation to read like this. The paper and print that make up this *invirtualised* text *may* not have the rhizomic *possibilities* that your reader's *whim might desire*. There are no connecting networks which *would* enable you to quickly refresh your memory on granite types while reading about the bluff, and *in this sense* the **controlling limits** of the project are *obvious*, for it is here that the role of the writer as curator becomes *all too clear*. The words are displayed and organised and you are invited to translate again, but *whether* I have left enough readerly, *liminal* spaces to *imagine* in, *can* only be decided by you. This is *not to suggest* in any way that my writing *hovers* off-stage where the effects of my authorial performance are rendered *invisible*. At all times I am setting you up, moving you along, sometimes **playful**, sometimes **saturnine**.

One difference of note between the CS and the AL text is in the amount and kind of explicit ATTITUDE that is encoded in self-evaluation. Where explicit ATTITUDE is used in the AL text in evaluation of own (or other) research, it is nearly always depersonalized as appreciation (valuing things). In the CS text, however, there is a heavy use of explicit ATTITUDE as both affect and judgement, or as appreciation: reaction, as in the instances listed below. (See Martin (2000) for elaboration of kinds of appreciation, affect and judgement). In other words there is a heavy reliance on personalized ATTITUDE.

'radical'	[Judgement: normality]
disappointments	[Appreciation: reaction]
whim	[Affect: desire]
desire	[Affect: desire]
controlling limits	[Judgement: propriety]
playful	[Appreciation: reaction]
saturnine	[Judgement: propriety]

The first paragraph in [18] presents a description of the writer's work as radical and multifaceted. This diversity opens up multiple realities for the reader. The implicit argument in this phase is that the work has value in these terms, that is, in terms of its lack of normality and its unresolved-ness. In the second paragraph, it is valued as a kind of entertainment for the reader (+appreciation: reaction), but also as flawed.

What is absent from the CS text is an argument for the thesis as making a contribution to knowledge in the sense of resolving any unresolvedness, or in Swales' term 'occupying a niche', a research gap (Swales 1990). In

fact this is steadfastly avoided, with many explicit claims to the contrary. As in other kinds of arguments made in this text, resources for encoding and grading degrees of fulfilment and valeur (GRADUATION: FOCUS) are dominant, as the examples below indicate:

can be envisaged
the opening up of various 'windows'
perhaps the mechanisation of the virtual
imagines the reading experience
a series of elisions.
 What sites...?
Is this reading of yours...?
my 'original contribution' to scholarship?
may not have
possibilities
might desire.
would enable you
in this sense
obvious,
whether I have
liminal spaces to imagine in,
can only be decided
not to suggest
hovers off-stage

It is only when the writer negatively evaluates her work that she draws on resources to sharpen focus, to represent these are categorically so, as in:

real limitations
inevitable disappointments
controlling limits
becomes all too clear.

So while the AL writer argues for her own research space in relation to other knowledge, the CS writer argues for her own way of knowing. In this sense this is akin in some ways to an argument for a methodology, although, here it is not an argument for the methodology of enquiry, rather for the methodology of text construction. It is the writer's way of 'textualizing' that is in focus. The way of knowing is represented as unique (original, novel) and individuated.

7 Conclusion

The findings of this comparative study reveal both similarities and difference in the ways in which each writer works to position her own research. Both writers at times present their object of study as a compelling site for research by loading up the explicit attitude to encode its significance or importance. There are differences, however, in the sourcing of those evaluations, in terms of whether they rely dominantly on academic researcher or participant voices. Both writers do make reference to other

scholarship that is relevant to their own endeavour. However, there are also differences here. In the AL text these references are largely introduced by the writer's attributing propositions to other sources. Other researchers and theories are positioned relative to each other and to the writer's own position. They are represented as contesting theory and/or knowledge of the object of study, and the writer positions herself as relatively aligned or dis-aligned with other sources. In the CS text there is a preference for mimicry of style and trigger terms to evoke intertextual connections. The references to other scholarship all relate to the research process and to its 'textualization', and not to the object of study, and there is an apparent alignment with all other voices of scholarship represented in the text.

Finally, in both texts the writers argue for their own contribution. In the AL text, the self-evaluation relies dominantly on resources of GRADUATION: FORCE, as the writer positions her contribution in relation to others, for example, closer or more distant in theoretical space. Explicit ATTITUDE is minimal and where it is used, it is depersonalized as appreciation. In the CS text the writer's own contribution is evaluated dominantly with resources of GRADUATION: FOCUS, as incomplete, or as one of many. Explicit ATTITUDE is more common, and this is often personalized as affect and judgement.

Turning finally to the question of knowledge, the linguistic differences can be interpreted as reflecting differences in an orientation to knowledge, in what Maton (2000a, 2000b) refers to as the legitimation code of the parent discipline. Beginning from an understanding that 'knowledge claims are simultaneously claims *of the world, and by others*' (Maton 2000b: 85, author's italics), and drawing on Bernstein's notions of classification and framing (e.g. Bernstein 1990), Maton provides a theoretical framework for comparing the 'modes of legitimation' that underlie different disciplines. He distinguishes for example between knowledge-oriented and knower-oriented modes of legitimation. Knowledge-oriented modes more strongly classify and frame knowledge *of the world*, or 'epistemic relations'. They focus on 'specialised procedures' related to a 'discrete object of study'. Knower-oriented modes weaken these epistemic relations and instead rely on more strongly classified and framed 'social relations', or knowers. They are legitimated by 'the personal characteristics of the subject or author' (Maton 2000b: 86-8).

Maton's framework provides a sociological basis for interpreting the linguistic differences noted in the two texts in this study, as differences in languages of legitimation. The AL text can be seen as relatively more oriented to knowledge. A stronger classification of knowledge is evident in the contested, relatively positioned representations of theory and of the knowledge of the object of study. Representations of knowledge of the object of study are generalized and abstracted from instances. Relatively stronger framing of the epistemic relations is evident in the elaboration of theoretical influences, and in the preference for academic researcher

authorized perspectives on the object of study, and depersonalized evaluations (appreciation) of theory and research.

In contrast the CS text is relatively more knower-oriented. The multiple representations of the object of study, and the uncontested alignment with other scholars represent a much weaker classification of the epistemic relations. On the other hand there is a strengthening of classification of the social relations through participant/observer perspectives on the object of study, personalized evaluations (affect and/or judgement) of theory and research, and impersonation and evocation of theorists (rather than discussion of theories).

If we were to take the two texts analysed here as instances of more generally relevant disciplinary orientations to research and to the construction of knowledge, what potential is apparent for cross-disciplinary dialogue? From a knowledge-oriented disciplinary home such as is applied linguistics, the first step might well be to seek to theorize differences that are evident in practice, as is attempted here. Theorizing has the potential to enable difference to be understood as complementarities rather than perceived as oppositional. However, such a suggestion for theory building and integration is itself reflective of a knowledge-oriented code. What the possibilities are for cross-disciplinary dialogue as seen from a knower-oriented code are as yet unclear, and open for further investigation.

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