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Legitimising the Knower's Multiple Voices in Applied Linguistics Postgraduate Written Discourse

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Abstract

Postgraduate student writers often find negotiating a space for their own authorial voices challenging. It may be difficult for them to demonstrate and evaluate knowledge through displaying their own voices and “gazes” (Maton, 2014). Adopting an appraisal analysis approach (Martin & White, 2005), and focusing on engagement in particular, the present study investigates the writing of an applied linguistics postgraduate student to identify the discourse strategies she uses to project her authorial voice as well as other authors’ voices. The strategically deployed projected voices facilitate the author’s engagement with the readers, allowing her to present herself as a legitimate knower of the field. The findings of the present study propose that a knower’s voice is multi-faceted with respect to the changing contexts in a single text instance. The effective knower’s voice also constantly maintains a balance between authorial voices, critical insights and literacy practices in the discourse community. The successful case presented provides implications for scaffolding the knower’s voice, enabling postgraduate writers to source, balance and evaluate their own and other authorial voices.

Key words: Postgraduate writing, voice, SFL, APPRAISAL, ENGAGEMENT, Legitimation Code Theory (LCT)

Introduction

The struggles of postgraduate students to find an appropriate voice as members of the academic community have been identified as a common problem (e.g. Flowerdew, 1999; Hood, 2004, 2010; Ivanič, 1998). The students need to adapt to discourse practices different from those in their undergraduate schooling and other professional fields. Encountering a wide range of assignment genres, the students are often required to incorporate their critical voices in their independent research studies, while remaining objective and depersonalised. However, certain academic discourse conventions are seldom made explicit for the students, and these conventions thus may remain invisible to them (Coffin et al., 2005; Hyland, 2005). As a result, with limited support for academic writing, student writers often display a lack of confidence in expressing their perspectives. It is thus paramount for postgraduate programmes to scaffold the learners into acquiring the discourse strategies that allow them to display their critical voices, in addition to highlighting their awareness of the conventions when constructing academic knowledge.

Voice, according to Clark and Ivanič (1998, p.31), is regarded as the “discoursal construction of identity.” Academic writers constantly select language resources that express their ideas and beliefs while observing long established academic conventions. They construct impressions of their identities with linguistic resources that convey the “voice types” that align writers and readers in a social group (Ivanič & Camps, 2001). In addition to the voices representing the writers’ identities, other voice sources are drawn upon to position the writers’ perspectives with respect to those of other authors. Academic writers often employ other voices that offer

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alternative perspectives “construed as being in play in the current communicative context.” (Martin & White, 2005, p. 94). For effective communication in an academic context, writers are required to manage and balance voices for various rhetorical purposes.

In response to the issues of appropriating voice in academic writing, the present study aims to offer a comprehensive description of the discursive practices and strategies that balance voice effectively in high-grade postgraduate writing. It focuses on two written assignments by an applied linguistics postgraduate student from an English L2 background. The two assignments are compared with respect to the balance of the voice of the author and of the alternative sources, as viewed through the lens of ENGAGEMENT within the APPRAISAL system paradigm (Martin & White, 2005; Hood, 2010, 2012).¹ The ENGAGEMENT analysis identifying the student’s voice strategies will be discussed in reference to notions of *gaze* under Maton’s (2009) Legitimation Code Theory (LCT). LCT provides the tools to observe the ways in which knowers claim legitimacy when constructing knowledge through discourse practices, and gaze in LCT underlies the knower’s dispositions, insights and evaluation in relation to the object of study (Maton, 2014; Maton & Moore, 2010). The text analysis is supported by student and teacher interviews. The interview data justifies the appropriation of gaze by the student to adjust her voice in the assignments, and offers insights into the alignment of gazes of both the student and the teacher. Through the findings, the present study seeks to identify the discourse and lexicogrammatical features that legitimately display the interacting voices in effective academic writing, and provide the basis for explicit resources for voice teaching.

Conceptual frameworks

APPRAISAL: ENGAGEMENT as Positioning of Voice

The discourse features that negotiate positions for evaluation in postgraduate assignment texts can be categorised as interpersonal semantic resources under Martin and White’s (2005) APPRAISAL framework. The APPRAISAL framework is divided into three subsystems (Figure 1). ATTITUDE represents the valuations of emotions, people or things coded in texts; attitudinal meanings are sourced in voices as the ENGAGEMENT resources, which open up or close down the dialogic space. Both ATTITUDE and ENGAGEMENT resources can be adjusted by degree in terms of GRADUATION. As the degree of delicacy increases, each of the subsystems has its finer categorisation of semantic options. These semantic options realise the evaluative meaning explicitly (inscription) or implicitly (invocation). Employing the APPRAISAL system as the analytical framework facilitates the identification of the evaluative resources for discourse analysis of academic writing.

The ENGAGEMENT system, further differentiated in Figure 2, provides the means for authors to position themselves to engage readers with alternative voices available in a given context (Martin & White, 2005, p.94). The ENGAGEMENT system classifies single-voiced assertions as MONOGLOSSIC, realised through positive unmodalised declarative clauses (e.g. *Sentence fragments and run-on sentences break the structural rule of forming a correct sentence*). Meanwhile, the introduction of alternative voices into the text as HETEROGLOSSIC resources is further extended into the network of options for dialogic CONTRACTION (to “PROCLAIM” a proposition or “DISCLAIM” other voices) and EXPANSION (to “ATTRIBUTE” or “ENTERTAIN” alternative voices). These HETEROGLOSSIC resources are realised across grammatical categories, including comment adjuncts (e.g. *hopefully, obviously, naturally*), adversative conjunctions (e.g. *however, but*), negation (e.g. *Recent studies did not show...*), modality (e.g. *The approach may...*) and projection (e.g. *This study suggests that...*). The ENGAGEMENT resources, using examples from the two assignments extracted from the present study,² are summarised in Table 1.

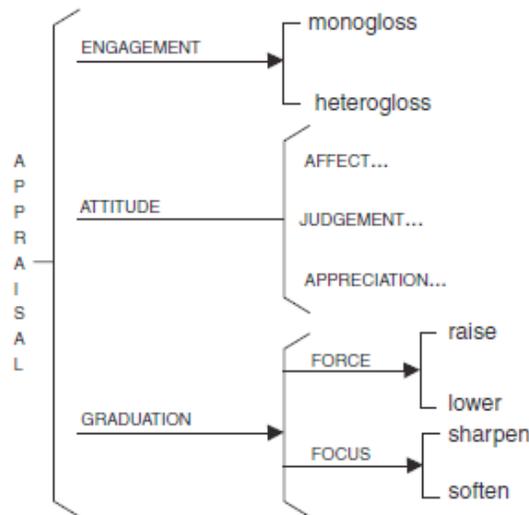


Figure 1. Overview of APPRAISAL framework (Martin & White, 2005, p. 38)

In summary, postgraduate student writers are required to negotiate their evaluative positions in order to legitimise their objects of study and fields of research (Hood, 2010). The next section discusses how APPRAISAL analyses in academic writing can be used alongside Legitimation Code Theory (LCT) (e.g. Maton, 2009, 2014). In this way, the voice shifts in the postgraduate assignment texts can be observed and understood through the notions of *knower structures* and *gaze* within the LCT framework.

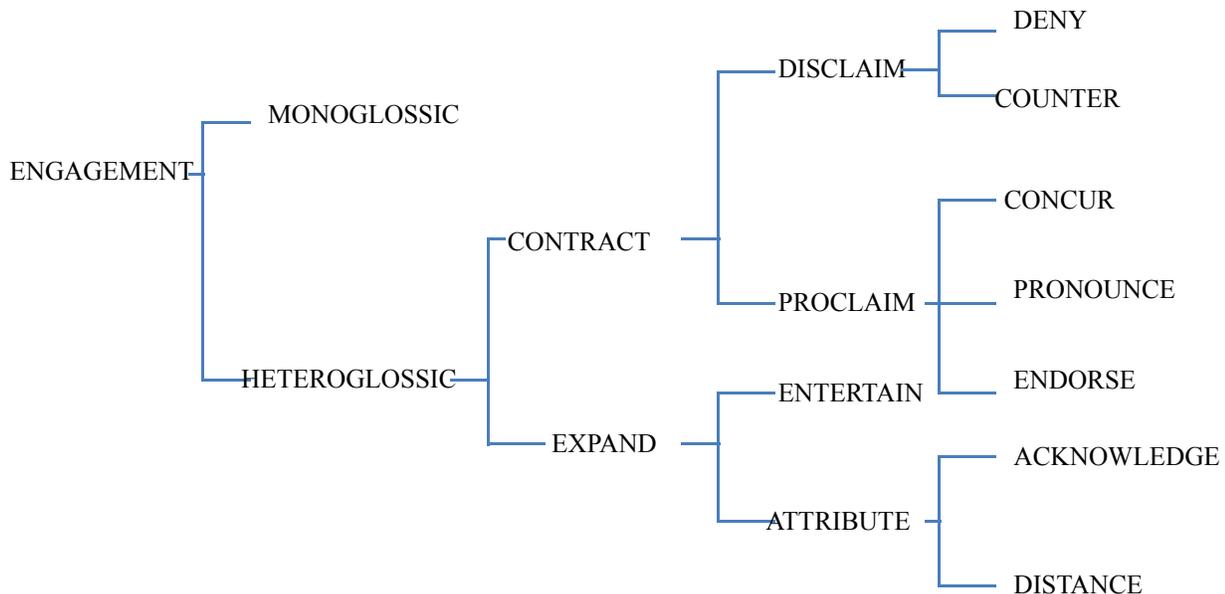


Figure 2. ENGAGEMENT system (Martin & White, 2005, p. 134)

Table 1
Functions and Realisations of Engagement

ENGAGEMENT features	Functions	Examples
MONOGLOSSIC	<i>Single voiced; no other voices introduced; dialogically inert</i>	In the section of TOEFL speaking, many academic terms and scientific phenomena are incorporated in the listening materials.
HETEROGLOSSIC	<i>Multi-voiced; introduction of alternative positions</i>	
CONTRACTION	<i>Fending off the scope of voices</i>	
DISCLAIM	<i>Rejection of dialogic alternatives</i>	
DENY	<i>Negation of proposition</i>	Teaching speaking is <u>not</u> just the matter of teaching how to speak fluently and accurately.
COUNTER	<i>Counter-expectancy of a proposition</i>	This approach sounds adoptable, <u>but</u> in the practice of question 6...
PROCLAIM	<i>Limiting scopes of alternatives</i>	
CONCUR	<i>Overt agreement with the projected dialogic partner</i>	Contextual guesswork in top-down model is <u>commonly</u> used in real life...
PRONOUNCE	<i>Explicit intervention of authorial presence</i>	<u>It is clear that</u> the emergence of both fragments and run-ons...
ENDORSE	<i>Portrayal of the authorial voice or the sourced voice is valid and thus warrantable</i>	<u>This research indicates</u> the strong relationship between writing and grammar
EXPANSION	<i>Allowing dialogic alternatives</i>	
ENTERTAIN	<i>Modalisation of proposition</i>	They <u>might</u> misunderstand sentence variety as complicated sentences.
ATTRIBUTE	<i>Attribution of voice of external sources</i>	
ACKNOWLEDGE	<i>Sourcing external voices to associate with the proposition</i>	<u>Fitzpatrick and Ruscica (2000) once pointed out</u> that by recognising...
DISTANCE	<i>No specification of the positioning of the voice with regards to the proposition</i>	<u>Chomsky claimed</u> to have shown that...

Linguistics/Sociology Dialogues: SFL Meeting LCT

Legitimation Code Theory (LCT), as Maton and Moore (2010) summarise, offers a sociological perspective on the structures of knowledge and knowers in different social fields. LCT is based on Bernstein's code theory (1971, 2000), and is integrated with inspirations and insights from sources such as Bourdieu (1977, 1990), Foucault (e.g. 1982) and systemic functional linguistics (SFL) (Halliday & Matthiessen, 2013). The constant dialogue between SFL and LCT has significance for academic writing research (Bernstein, 1995; Coffin & Donohue, 2012; Hasan, 2009; Hood, 2010, 2012; Martin, 2011; Maton, 2014). SFL and LCT often work in a complementary relationship as SFL provides the linguistic tools to analyse LCT, while LCT offers insights into the discoveries that emerge from SFL analyses. For instance, a TRANSITIVITY analysis (choices within the clause of processes and their accompanying participants and circumstances) can examine the knowers' perspectives on the processes

expressed in academic writing (Martin, 2012). Also, APPRAISAL analysis allows for an exploration of how the academic writers' gazes, which represent the perspectives from which they make claims about their objects of study and research fields, are enacted through linguistic resources (Hood, 2010, 2011; Martin, 2012). The interdisciplinary partnership of linguistics and sociology seeks understanding of knowledge-building through discourse practices (Coffin & Donohue, 2012), and of the principles for classifying knowers' dispositions and attributes reflected through their language choices.

Knower structures and *gaze*, two important LCT concepts, aim to uncover the positioning of student writers as knowers with respect to the demonstration and evaluation of knowledge. Knower structures represent a spectrum of knowers whose legitimacy is determined based on their dispositions and experience. The basis of knowers' insights is referred to as *gaze*, which has to be acquired, and is a particular mode of recognising and realising what counts as an "authentic"... reality" (Bernstein, 2000, p. 164). Maton (2014) defines four types of gaze; knowers with a *born gaze* belong to a privileged group of knowers regarded as "geniuses" having "natural talent," or as the ones whose "genetic inheritance and biological explanations of practice" are privileged (Maton and Moore, 2010, p. 166). Those with a *social gaze* determine their knowers' legitimacy through their social status, affected by notions such as class, gender and race. Knowers possessing a *cultivated gaze* legitimise their knowledge claims through immersion in culture or education. The *trained gaze* suggests that the legitimate insights result from prolonged training with specific sets of methods and procedures instead of the knowers' socialised dispositions or social positions. In other words, "the trained gaze emphasises possession of specialist knowledge as the criteria for membership of a field and the means of inculcation into its principles of organisation" (Maton & Moore, 2010, p. 178). Maton and Moore (2010, p. 167) summarise that "knower structures may affect knowledge structure." The study reported on here focuses on one particular knower's dispositions to investigate how her gaze interacts with her voice in constructing knowledge through written discourse in a specific academic field.

The SFL and LCT concepts introduced above provide a useful and complementary analytical framework for investigating how evaluation in academic written discourse can be understood from a social realist perspective. As the interdisciplinary dialogue between SFL and LCT proceeds to the discussion of voice, the focus shifts towards the language users, as well as towards the "distribution of meaning repertoires in socially stratified communities" (Martin, 2011, p.54). This focus is used here to observe a postgraduate student writer who effectively manipulated the discourse strategies that displayed her voice (and gaze) with respect to her objects of study.

Data and Methods

Research Site And The Selected Case Study

The study was conducted during the first semester in the Department of English at a university in Hong Kong. 167 postgraduate students were enrolled in the Department in the 2013-2014 time period within which the study was conducted. Among the 167 students, 30 volunteers participated in the study. One student from the volunteers, given the pseudonym "Flo", was selected as a case study to investigate the balance of voice in the selected written assignments as expressing a knower of the fields of teaching and linguistics. The following sections provide details of the case study and analyses.

Case Study: Background of The Postgraduate Writer

Flo was selected among other volunteers because of her proactive participation and outstanding performance in the courses. She was a Mainland Chinese student in the postgraduate programme of English language teaching. Throughout the first semester of her postgraduate study, she frequently interacted with the researcher to share perspectives and seek advice. She actively participated in interviews, discussions and consultation sessions. She was also cooperative in providing all her written assignments for analyses, and thus considered an eligible participant for the case study.

Flo has a background as a cultivated English user and an experienced teaching practitioner. Prior to her

postgraduate study in Hong Kong, Flo had earned her undergraduate degree in English of International Commerce in Guangzhou, China. She also scored 7.5 overall in the IELTS exam. In addition, her experience in assisting foreign teachers in adapting to life in China during her undergraduate study allowed her to be acculturated in one form of proficient English-speaking culture. After graduation, Flo worked at an overseas study agency, and gained TOEFL teaching experience. Flo's qualifications, as well as her life and working experience, had thus helped her establish and enhance her English proficiency for both everyday and academic purposes.

Regarding gaze, Flo possesses a cultivated gaze through prolonged immersion in the academic field. She can integrate knowledge from the canonical literature of applied linguistics and English language teaching into her academic discourse. For example, Flo understood that the functions of citation practices are beyond mere attribution (Harwood, 2009; Petrić, 2007). As shown in her writing, she established her argument claims as justified by insights from acknowledged authors. In addition, she would usually summarise and paraphrase knowledge claims from the literature based on her understanding and perspectives, instead of frequently citing or quoting them. These writing practices suggest that Flo could legitimise her claims through a cultivated gaze resulting from inculcated education (Maton, 2010, p.166). Meanwhile, she has also acquired a social gaze, owing to her qualifications in English language use, tertiary education and teaching experience. Her social gaze thus legitimised the evaluative claims made as a member of the teaching community. In light of developing a deeper understanding of Flo's social and cultivated gazes, the study examines the linguistic resources that foreground these two gazes in the two selected assignments.

Assignment Selection

In the first semester, Flo was awarded high grades in two assignments, a classroom-based research report (henceforth "FLO_582_RR" in the examples) and a literature review (henceforth "FLO_582_LR"), for the core subject Second Language Teaching ("SLT" hereafter). In addition to the two assignments, Flo also wrote one essay and one research proposal in two other subjects during the first semester. The two SLT assignments were selected for analysis owing to their distinction grades and close relevance between the two assignment topics (Petrić & Harwood, 2013).

The two SLT assignments differed in terms of the guidelines and direction provided: the research paper was an "open task," and the literature review a "directed task" (Petrić & Harwood, 2013, p. 112). The research-based assignment allowed students to select any topic relating to reading or writing teaching practice in the English classroom. The assignment also included a solution-oriented investigation (Freebody, 2003, p. 86) and the relation of the findings to the literature. In the research paper, Flo conducted action research to help students avoid sentence fragments and run-on sentences. The literature review required students to summarise, synthesise and evaluate recent literature on spoken language pedagogical approaches. The review would also need to link the theories to the teaching contexts in Hong Kong, or to those which the students found relevant. For both of the assignments, guidance and consultation were given on conducting the research and writing up the texts.

ENGAGEMENT Analysis of The Selected Assignments

The analysis I report on here adopted discourse-based qualitative approaches with computer-assisted methods, as well as close discourse analysis. The analysis involved identifying the ENGAGEMENT features in the two written assignments, and supplementing the textual data with the student and teacher interviews and the assignment feedback from the course instructor.

The lexicogrammatical and semantic features identified in Flo's research paper and the literature review were coded according to ENGAGEMENT features. Both assignment texts were divided to the level of ranking clauses before being coded with UAM CorpusTool, a corpus annotation software (O'Donnell, 2008). The clauses were then either annotated as MONOGLOSSIC or HETEROGLOSSIC. The HETEROGLOSSIC CONTRACTION or EXPANSION values were further labelled according to their subtypes. The distribution of the ENGAGEMENT

resources in both texts were calculated and tabulated automatically by the software. The analysis investigated the distribution of the ENGAGEMENT resources in the two assignments to describe how the voices of the student writer and other authors were balanced. In addition, the analysis described the strategies contributing to the balancing of voice across phases of text (as represented in paragraphing).

In addition to text analysis, the identified ENGAGEMENT features in the text instances were discussed in relation to the interview data and the course instructor's feedback. The examination of the student and the teacher's responses aimed to understand (1) the motivation behind the student's lexicogrammatical and discoursal strategies; (2) the authorial positioning of the student when she deployed the strategies, and (3) acceptable ways to represent student writers' voices in the academic context from the teacher's perspective.

Results and Discussion

Overview of the Assignments

Flo received outstanding grades in both of her assignments. The research paper was awarded B+/A (the interim grade between B+ and A), and the literature review was graded B+. The originality of her assignments was also acclaimed, as reflected in the high grades and the comments from her course instructor. According to the teacher's feedback, Flo was highly appraised for her sound knowledge of the field, and her industrious work conducted in her research site. She effectively used academic language to generalise her topics to the broader academic context. She also fulfilled the criteria of the assignment requirements with clear organisation and presentation. The assessment criteria indicated that the assignments demonstrated originality as well as a clear understanding of the topic and the teaching context, and so were awarded distinction grades. The high grades reflected Flo's sophisticated control of an academic voice to demonstrate her understanding of the teaching field and practices. Flo's voice from an insider perspective as a TOEFL teacher was recognised and valued.

The course instructor's grading and feedback provided clear evidence that Flo was acknowledged as a member of the teaching practitioner community. Such acknowledgement was shown by legitimising Flo's insights in the fields of both teaching and applied linguistics. Moreover, owing to the extended experience in English language use, teaching and applied linguistics, Flo could be regarded as a knower with a cultivated gaze. However, a more delicate shift of gaze, and voice as a result, in her written discourse would have to be further examined.

To explicate the findings, I will first focus on a single text instance, the literature review, to explicate how voice (and gaze) shifts traversing phases of discourse. Then I will offer an overview of the ENGAGEMENT resources the writer deployed in the two selected assignments to (dis-)engage the readership according to her intended evaluative positions.

Voice (And Gaze) Shifts in Phases of Discourse

In this section the literature review assignment (FLO_582_LR) is selected to examine the delicate voice shifts over phases of discourse. The selection of the literature review is justified by its overt requirement for reflecting the writers' own "voices" and "opinions" on the topic. Therefore, the assignment is expected to contain discoursal features to balance different sources of voice. Through the examination of subtle voice shifts, this section discusses the dynamics of gazes which the writer might adopt to legitimise her voice, further enacted through language.

After finishing the first assignment (FLO_582_RR) for the SLT subject, Flo proceeded to write the second assignment (FLO_582_LR) with her raised awareness of the academic discourse conventions. She recounted during the interview:

[A]fter I finished my first assignment and learned something, I know how to find the references... I know how to make my academic writing more coherent. [FLO_GP_2_03042014]

The positive feedback from the course instructor (Grade B+) showed that Flo had managed to demonstrate her

thorough understanding of the field of study. The course instructor's feedback also stated that the review was well written and clearly organised. The meticulous organisation of the literature review assignment facilitated the voice shift across the text. In Flo's literature review, each phase of the text exhibited a similar voice patterning. She first discussed the reviewed studies through generalising voices from other authors. As she commented on each pedagogic approach, her authorial voice became more explicit. She then justified her evaluation with cases from her teaching practices, and generalised the reviewed literature and the evaluation at the end of the phase. The dynamic variation of voice within a phase of discourse in Flo's literature review assignment is demonstrated in Table 2, with the ATTITUDE resources bolded, and the ENGAGEMENT resources underlined and glossed in brackets.

As shown in Table 2, Flo established her voice as an *academic writer* through a monoglossic, generalised statement with an overall evaluation of the teaching strategy (*the top-down model*) to be discussed in the phase. As the statement was elaborated in the subsequent clauses, the significance and feasibility of the strategy was positively evaluated (e.g. *important, ideal pattern*) through acknowledging other authors (*Nunan [2002]* and *Wilson [2003]*). Through attribution, Flo's voice shifted to become that of an *academic reader*, whose evaluation had to seek support from other sources. The evaluation was hedged with an ENTERTAIN value in Clause 7 (*It seems feasible in classrooms...*), achieving overall concurrence with a higher degree of reluctance (Martin & White, 2005, p.125) that forecast the upcoming counter-expectancy. Owing to her TOEFL iBT teaching experience, she provided an insider's perspective relating the circumstances which might be an impediment to the top-down teaching model. She adopted the voice of an *experienced teacher*, first aligning the readership with a concurred perspective, and then repositioning the readers in a different evaluative viewpoint through counter-expectancy (*however*). This strategy provided grounds for Flo to propose plausible solutions that resolved the challenge mentioned through the summary of the readings and her teaching experience. The last clause summarised the whole phase of discourse with the voice also of a *teacher*, but with an additional role as an *advisor*. As Flo proposed a solution from the teacher's perspective, she performed what the topic statement suggests – to consider what would encourage students' learning when preparing teaching materials.

The shift of voice that affirmed the argument and consolidated readership engagement showed a similar patterning, as explicated in Table 3. A slight variation lies in the ENGAGEMENT resources deployed to emphasise the agreement as the phase unfolded. The voice as an *academic writer* again prevailed as Flo started the phase with a generalised overview of the teaching approach (*use of authentic materials*). She put forward a number of major research studies (*many* researchers such as *Nunan [2002], Field [2002], and Tavil [2010]*), implicitly suggesting the significance of the topic under discussion (Hood, 2010). Flo then proceeded to demonstrate her understanding of the topic through elaborating her argumentation with the support of the mentioned authors. Her voice as an *academic reader* blended with the attributed voices to downplay the monoglossic assertions that positively evaluated the teaching approaches. As the discussion moved towards her own teaching context, Flo's voice as an *experienced teacher* emerged to be highly visible with the pronouncement of her presence in the discourse (*I find*) to evaluate the teaching approach explicitly (*the real-life dialogues helpful*). In the conclusion of the phase, she further commented on the advantages of the discussed teaching approach, summarising the content in the phase in the voice of a *teaching advisor*.

The close text analysis in this section has provided evidence that the writer's voice is multi-faceted within a single text instance. The writer's multi-faceted voice dynamically interacts with other sources of voice even within the smaller discourse phases. The dynamics of voice and the corresponding evaluation serve the varying rhetorical purposes within the phases of the discourse.

The changes of Flo's voice in the literature review also indicate the evident shifts of gaze. The analysis of these particular phases in the literature review assignment has demonstrated that Flo's gazes held different responsibilities in the different phases of this discourse. Her cultivated gaze, for instance, enhanced her awareness of finding sources from notable researchers in support of her perspective. When her cultivated gaze was prominent, her visibility as the author of the text diminished; instead, the theoretical knowledge informing her

study was given priority. Meanwhile, her social gaze as a teaching practitioner granted her privileges to assert her voice in the phase as a legitimate knower for overt evaluations. In all, this successful example shows how student academic writers can strategically deploy the discourse features that readily adjust their voices to claim legitimacy for their argumentation.

Table 2

The Dynamic Variation of Voice Rejecting A Perspective Within A Phase of The Literature Review (FLO_852_LR)

Clause	Text and the APPRAISAL resources marked	Remarks
1	Teachers adopting the top-down model are encouraged to think about whether the teaching materials help learners to focus on top-down listening skills. [<i>monoglossic</i>]	Explicit ATTITUDE values (in bold) establish evaluative overtone for the phase – awaiting elaboration (voice as <i>academic writer</i>)
2	In developing materials for top-down processing, it is important to teach students to use context and situation as prior knowledge of the topic to comprehend the upcoming listening task (Nunan, 2002) [<i>monoglossic + acknowledge</i>]	The writer's voice and commentary is exemplified and justified through acknowledging other research studies (voice as <i>academic reader</i>)
3	One of the ideal patterns of making use of previous knowledge is to personalize the listening content. [<i>monoglossic</i>]	
4	The learner-centered dimension has been promoted in the teaching of listening in recent years. [<i>monoglossic</i>]	
5	<u>Nunan (2002)</u> , for example, <u>suggested that</u> teachers can use students' speech which includes their own background knowledge and personal experience as listening materials. [<i>acknowledge</i>]	
6	<u>He also mentioned that</u> the activities which involve students' listening to one's speech and writing down their responses, may evoke speaking tasks of discussing about their different responses (p.240). [<i>acknowledge</i>]	
7	It <u>seems</u> [<i>entertain</i>] feasible in classrooms where students' level are relatively similar, supported by <u>Wilson (2003)</u> [<i>acknowledge</i>] while choosing listening text.	The writer uses elaborate engagement strategies to disalign readers from the previous evaluative position, drawing upon her own teaching experience. (voice as <i>experienced teacher</i>)
8	In my present TOEFL training course, <u>however</u> [<i>counter</i>], advanced-level students <u>may</u> [<i>entertain</i>] find it so easy to respond speech from less-advanced students.	
9	<u>Thus</u> , the teaching and learning becomes inefficient .	
10	One <u>possible</u> [<i>entertain</i>] solution is that teachers can select speech from students of higher level , which <u>may</u> [<i>entertain</i>] benefit students of different levels.	Distillation of information from literature and evaluation of her experience to become a solution to improve teaching (voice as <i>teaching advisor</i>)

Table 3

The Dynamic Variation of Voice Supporting A Perspective Across A Phase of The Literature Review (FLO_852_LR)

Clause	Text and the appraisal resources marked	Remarks
1	Another fashion of teaching materials in top-down model is the use of authentic materials which has been suggested by <i>many</i> researchers such as <i>Nunan (2002), Field (2002), and Tavil (2010)</i> . [<i>acknowledge</i>]	An overview of the unfolding of the phase of text, implicitly suggesting the significance of the teaching approach by mentioning several important research studies - Voice as <i>academic writer</i>
2	It is advocated by <i>Field (2002)</i> [<i>acknowledge</i>] that authentic texts should be introduced in a language course <i>as early as possible</i> .	Incorporating experts' voices through subsuming other research studies (voice as <i>academic reader</i>)
3	<i>He argued that</i> [<i>acknowledge</i>] the essence of using authentic materials is to demand shallow comprehension--	
4	students are <u>not</u> [<i>deny</i>] expected to understand everything.	
5	Bearing this in mind, students are more motivated [<i>monoglossic</i>]	
6	and they <u>may</u> [<i>entertain</i>] try to apply the listening strategies to the authentic text.	
7	It is worth pointing out that listening and speaking <i>tend to</i> [<i>entertain</i>] be integrated in <i>real</i> life (<i>Tavil, 2010</i>). [<i>acknowledge</i>]	
8	By using authentic conversations, teachers <i>can raise</i> students' awareness of the features of real-life communication. [<i>monoglossic</i>]	Affirming the positive commentaries according to the writer's own teaching context (voice as <i>experienced teacher</i>)
9	When students are aware of these characteristics, they <i>can predict</i> what the <i>whole</i> listening is talking about. [<i>monoglossic</i>]	
10	<i>I find</i> [<i>pronounce</i>] the use of real-life dialogues helpful in training the TOEFL speaking parts with conversational listening.	
11	Being familiar with these characteristics, students' comprehension does <u>not</u> [<i>deny</i>] necessarily need to be impeded by the <i>smallest</i> block of language.	Distillation of information from literature and evaluation of her experience as the final comment on the teaching approach (voice as <i>teaching advisor</i>)

The following section proceeds to the investigation of the ENGAGEMENT resource distribution in the two selected assignments with the notions of voice and gaze. The potential differences in the balance of voice between the two assignments will also be discussed.

Voice Balance in The Two Selected Assignments

Comparing the two assignments, Flo was more assertive with her own voice in her first research paper (FLO_582_RR) than the literature review assignment (FLO_582_LR) (Table 4). She used more MONOGLOSSIC resources in the first assignment (60.4%) than the second written task (27.6%). The MONOGLOSSIC voice served the following functions in the assignments:

- (1) Indicating the structure, the purposes and the methods of the paper
E.g. In the first section, I shall discuss the listening activities... [FLO_582_LR]

- (2) Reflecting writer's own experience and perspectives
E.g. As the training proceeded, based on my own teaching experience, the first task... [FLO_582_RR]
- (3) Sharing the responsibility of the argument with other sources cited outside the grammatical structuring of a clause (Hood, 2010, pp. 55-56), especially when the clause is unmodalised
E.g. Knowledge of previous texts (spoken or written) aids in negotiating subsequent texts (Flowerdew and Miller, 2005, p.26). [FLO_582_LR]
- (4) Demonstrating assumed shared field knowledge or "fact"
E.g. Sentence fragments and run-on sentences break the structural rule of forming a correct sentence. [FLO_582_RR]

The MONOGLOSSIC assertions in the above examples thus not only foregrounded the authorial voice as incontestable, but also legitimised Flo's social gaze as the owner of the text and the knower of the teaching field, as exemplified in (1) and (2) respectively. Owing to her prolonged experience in the field of teaching and English language, her cultivated gaze tends to privilege other authors' insights or the field knowledge assumed by language teachers, as reflected in (3) and (4). As Martin and White (2005, p.99) explain, monoglossic statements as "bare assertions" are often considered "intersubjectively neutral, objective or even 'factual'." However, the seemingly factual proposition in (4) was mildly criticised by the course instructor, suggesting that Flo's cultivated gaze did not remain unchallenged. The instructor did not agree with the structuralist approach to grammar as rules but instead as a system of choice (Halliday & Matthiessen, 2013). The criticism from the instructor reflects that her gaze regarding "grammar as rules" as problematic claimed more legitimacy than Flo's gaze.

In the meantime, the choice of HETEROGLOSSIC resources showed wide variation. According to Table 4, there was a substantial shift to more HETEROGLOSSIC features being deployed in the research paper than in the literature review (39.6% to 72.4%, respectively). Meanwhile, the features of CONTRACTION (20% approximately) and EXPANSION (80% approximately) were distributed similarly between the two texts, as seen in Table 5, with the distribution of these HETEROGLOSSIC features in detail. In dialogic CONTRACTION, the resources for DISCLAIM included negation for DENY (Example [5]) and comment adjunct for COUNTER (Example [6]). The PROCLAIM features included CONCUR to align readers with the authorial proposition (Example [7]); PRONOUNCE resources were used to display explicit authorial presence (Example [8]), and ENDORSE values placed emphasis on the validity of the propositions as correct and warrantable (Example [9]) (Martin and White, 2005).

- (5) *Syntactic variety can hardly (DENY) be achieved.* [FLO_582_RR]
- (6) *This approach may help... However (COUNTER), the focus was on the form...* [FLO_582_RR]
- (7) *This evaluation is, of course (CONCUR), based on individual teaching context.* [FLO_582_LR]
- (8) *I find (PRONOUNCE) the use of real-life dialogues helpful in training the TOEFL speaking parts with conversational listening.* [FLO_582_LR]
- (9) *This research indicates (ENDORSE) the strong relationship between writing and grammar, and the inner relationship of grammar.* [FLO_582_RR]

The HETEROGLOSSIC resources that expanded the dialogic space included ENTERTAIN realised as modality (Example [10]), while ATTRIBUTE resources served as either ACKNOWLEDGEMENT of (Example [11]) or DISTANCING from the propositions by the sourced projection. DISTANCE resources, however, were absent from the two assignment texts.

- (10) *This suggests (ENTERTAIN) that prior knowledge helps to predict what is likely to happen.* [FLO_582_LR]
- (11) *Fitzpatrick and Ruscica (2000) once pointed out (ATTRIBUTE: ACKNOWLEDGEMENT) that by recognising...* [FLO_582_RR]

Table 4
Comparison of MONOGLOSSIC and HETEROGLOSSIC Voices in the Two Writing Assignments

Features	Research Report (FLO_582_RR)		Literature Review (FLO_582_LR)	
	N	%	N	%
MONOGLOSSIC	119	60.4	37	27.6
HETEROGLOSSIC	78	39.6	97	72.4
Total	197	100.0	134	100.0

Table 5
HETEROGLOSSIC Features across the Research Paper and Literature Review Assignments

Features	Research Report (FLO_582_RR)		Literature Review (FLO_582_LR)	
	N	%	N	%
CONTRACTION	13	16.7	20	20.6
DISCLAIM DENY	1	7.7	5	25.0
COUNTER	7	53.8	6	30.0
PROCLAIM CONCUR	0	0	3	15.0
PRONOUNCE	1	7.7	3	15.0
ENDORSE	4	30.8	3	15.0
EXPANSION*	65	83.3	77	79.4
ENTERTAIN	42	64.6	43	55.8
ATTRIBUTE	23	35.4	34	44.2

Note. DISTANCE values were absent from both texts and thus omitted from the table.

The findings from Table 4 showed a drastic shift of the voice balance from the MONOGLOSSIC-dominant research paper towards a seemingly more attributive literature review. However, as seen in Table 5, such shift was not solely contributed through the use of ATTRIBUTE values. The ENGAGEMENT resources were more variably deployed in the literature review than the research paper. ENTERTAIN values are the major resources that open up the dialogic space for alternative voices. More PROCLAIM values were also identified in the literature review for a more overt authorial presence to align the reader with the intended evaluative positions. In addition, other features such as DENY and COUNTER also play an important role to realign the readership with contrasting propositions. This kind of voice shift with a wider variety of HETEROGLOSSIC resources deployed could be due to the additional support for the second assignment from the course instructor. In the interview, the course instructor mentioned that her students might have learnt from the comments on the first assignment (the research paper), so they were probably more prepared to fulfil the requirement of the literature review assignment as they displayed and evaluated their objects of study and the relevant research fields. As the students coped with the academic discourse conventions during the semester, they might have learnt to strategically manipulate various sources of voices to be integrated in their own studies. Flo noted the change of her reading tactics as she proceeded to write the literature review, as mentioned in the interview: her dependence on the recommended readings gradually shifted towards searching for the articles suitable for her purposes. Given the voluminous amount of readings but limited time for each assignment, she learnt to skim through the abstracts and introductions of the articles for the information she needed. Having selected the readings for her studies, she took notes to show her comprehension of the main ideas. Then, she would summarise and integrate the similarities of

the readings into her writing. This suggested that the knowledge from the literature was readily absorbed and integrated. As the absorbed knowledge was condensed with Flo's voice, the knowledge expressed in the written discourse reflected the perspectives that she adopted to engage readership. Her social gaze as a teacher was prominent when required to relate her experience to the object of study; however, the change of reading strategy and the immersion in the field of research enhanced her cultivated gaze for a more sophisticated choice of strategies to balance voice in her writing.

Conclusion

The present study has first investigated how Flo as a successful postgraduate student writer manipulated ENGAGEMENT resources to maintain balance of different voices in her high-graded literature review assignment. In addition to the close investigation of (dis-)alignment strategies within phases of discourse, this article has examined and compared the ENGAGEMENT patterning of two successful written assignments. The balance of ENGAGEMENT resources shifts from predominantly MONOGLOSSIC in the research paper towards highly HETEROGLOSSIC in the literature review. The findings from the selected written assignments indicate Flo's capability to generalise her teaching experience as knowledge, as well as to resolve problems in the practice of teaching with appropriate evaluation and solutions. The interview data has suggested that Flo was gradually acculturated in the academic community through immersion in the scholarly literature and the extended apprenticeship in the postgraduate programme. Moreover, Flo could shift her voice and gaze strategically to negotiate spaces for legitimate alternative perspectives. With her cultivated gaze, Flo managed to incorporate her maturing insight in the teaching field into her teaching experience. Her social gaze contributed to her legitimacy of evaluating the objects of study as an insider of the teaching field. The findings presented in this article thus suggest the key importance of developing evaluative positions to interact with readers through linguistic strategies in academic written discourse. In other words, the knowledge practice of criticality goes beyond cognitive thinking skills (e.g. Ennis, 1985; Kuhn, 1999) and extends to discursal and lexicogrammatical choices which are strategically deployed in writing (Hood, 2010; Luckett et al., 2013).

The descriptive analysis presented here, however, does not primarily aim to arrive at a representative conclusion of knower structures and gaze in the field of applied linguistics. As Martin (2011) and Maton (2014) emphasise, the collaboration between SFL and LCT is on-going. The direction of future studies will include the comparison of voice and gaze shifts across different postgraduate academic written assignments. From a pedagogical point of view, studying the dynamics of voice and gaze in successful writing aims to provide good models for teaching voice and fostering critical gazes. While the ENGAGEMENT resources that allow students to position their research strategically have been well explicated (e.g. Hood, 2004, 2007, 2010), this article hopes to shed light upon the distribution of ENGAGEMENT resources across assignment types, and the strategies to balance the voices of the writer and other authors at the level of discourse phase.

Endnotes

¹ The system names in the SFL system networks are highlighted in SMALL CAPS to distinguish them from their common usage (Matthiessen, Teruya & Lam, 2010, p. 212).

² DISTANCE values were absent from the selected assignments. The example of DISTANCE in Table 1 was extracted from Martin and White (2005, p. 134).

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