

Explicit Learning of Authorial Stance-taking by L2 Doctoral Students

Peichin Chang & Mary Schleppegrell

National Taiwan Normal University | Taiwan

University of Michigan | USA

Abstract: Research on the texts of apprentice academic writers has found that they often exhibit weaknesses related to presenting an authoritative argumentative stance. This study rendered explicit linguistic resources for stance-taking and engaged advanced L2 writers in exploring stance expressions in published research. Both linguistic and language learning theories informed this study. Seven Mandarin-speaking learners of English from fields in social sciences engaged in three writing sessions in which they consulted a concordance tool organized and created to present genre moves (Swales 1990; 2004) and engagement strategies (Martin & White, 2005) used by academic authors in research introductions. Analysis of their drafts showed improvement in rhetorical move structure and stance deployment after using the tool. They were found to be more accurate in applying and identifying stances that present assertive claims and factual statements than moderately assertive stance expressions that present expansive meanings. Despite some success in learning, close text analysis reveals that more help is needed to support students in deploying appropriately assertive claims, substantiating strong claims, and managing their stance expression across several clauses. Overall, this study found that an explicit approach to learning about authorial stance has the potential to raise L2 writers' consciousness and improve their writing.

Keywords: Authorial stance; Explicit learning; Academic writing; L2 students; Systemic Functional Linguistics



Chang, P., & Schleppegrell, M. (2016). Explicit learning of authorial stance-taking by L2 doctoral students. *Journal of Writing Research*, 8(1), 49-80. doi: 10.17239/jowr-2016.08.01.02

Contact: Peichin Chang, Department of English, National Taiwan Normal University, 162 Heping East Road Section 1, Taipei City 10610 | Taiwan - peichinchang@ntnu.edu.tw.

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1. Introduction

Presenting a persuasive authorial stance is a major challenge for second language (L2) writers when reporting on their academic research. An effective stance allows an author to claim solidarity with readers, evaluate and critique the work of others, acknowledge alternative views, and argue for a position (Hyland, 2004a). Both linguistically and discursively, this suggests that writers need to achieve a fine balance between a humble and an authoritative voice. Failure to present an effective authorial stance can result in misunderstanding and poor evaluation, compromising a writer's research potential (Author, 2004; Barton, 1993; Hyland, 1998a; Lee, 2008; Wu, 2007).

Research on the texts of apprentice academic writers has found that they often exhibit weaknesses related to presenting an authoritative argumentative stance. These weaknesses include presenting a one-sided, subjective persona without appropriately acknowledging other perspectives (e.g., Author, 2004; Barton, 1993; Hood, 2004; Hyland 2004a, 2006; Wu, 2007), an inability to carry out consistent extended evaluation of the research they are presenting in order to strengthen their own arguments (Hewings, 2004; Hood, 2006), and a tendency to write descriptive narrative rather than the critical evaluation called for in academic argumentation (e.g., Barton, 1993; Hyland, 2004a; Woodward-Kron, 2002).

Despite the importance of taking control of one's authorial stance (Castello, Inesta, Pardo, Liesa & Martinez-Fernandez, 2011; Uccelli, Dobbs, & Scott, 2013), most L2 writers are not well-prepared by the writing instruction they receive. This study made the linguistic resources for stance-taking explicit for advanced social science L2 writers and engaged them in exploring stance expressions in published research. Numerous researchers have suggested that projecting authorial stance or voice is discipline-specific (e.g., Bondi, 2007; Flottum, Dahl & Kinn, 2006; Hyland, 2007). Social science, specifically, heavily emphasizes an author's interpretive capability, and writers' skill in this regard can dictate to a considerable extent whether a piece of work is effective (Hyland, 1998a; 2003; 2004b). Hence, our design aimed to assist these writers in developing more effective authorial stance. As presenting an effective stance requires that linguistic resources are deployed to fulfill particular rhetorical purposes (Author and Colleague, 2011; Milagros del Saz Rubio, 2011), we also drew on Swales' rhetorical move structure (Swales 1990; 2004) to characterize the authors' purposes.

In this article we present the theory that guided our work, the research process we engaged in, and our findings from this study. We show that stance knowledge may contribute to better argumentative writing, and that an explicit approach to teaching authorial stance has the potential to raise L2 writers' consciousness, reflected both in improved understanding and performance.

2. Theoretical orientation

Both linguistic and language learning theories informed this study. The linguistic framework from Martin and White's (2005) Engagement system enabled us to develop a stance concordance tool which shows stance examples by clause/sentence units and in expanding contexts. The creation of such a tool allows users to explore stance expressions in an expanded context to see how the expression is deployed in the source text to serve a larger rhetorical purpose. Our goal was to support the writers in developing greater awareness of the linguistic resources available for stance meanings so they become aware of the rich choices they have in making these meanings.

Current theoretical perspectives on language learning support the notion that being explicit about language and meaning helps learners engage in the noticing and focused attention that supports second language development and raises consciousness about the resources available in the language for meaning-making (e.g., Author, 2013; Ellis & Larsen-Freeman, 2006). In the current study, Swales' genre analysis framework and Systemic Functional Linguistics (SFL) theory afforded the explicit approach to academic writing.

To situate stance-taking expressions in meaningful contexts, first, our work drew on Swales' discussion of rhetorical moves (Swales, 1990; 2004), a heuristic that is well-known in L2 pedagogical contexts (e.g., Swales & Feak, 2004), and that offers tools for macro-level scaffolding of writing. The context for the participants, L2 doctoral students, to learn to develop an authorial stance was the Introduction section of research arguments, so the *move* structure was adopted from Swales' description of three rhetorical moves that often occur in the introduction to research articles: *Establish the territory* (Move 1), *Establish the niche* (Move 2), and *Occupy the niche* (Move 3) (Swales 1990; 2004). Swales' move structure brings a focus to the overall flow of information in a text relevant to the purposes for writing, and provided us with a means of being explicit with students about expectations for an introduction to a research study. Cheng (2007a, 2007b) refers to genre instruction as an explicit tool to guide L2 post-graduate students' development of rhetorical moves and other relevant generic features such as voice and stance. He suggests that training in analyzing genre exemplars successfully contributes to growing awareness of "various rhetorical parameters—reader, writer, and purpose. . ." (2007a, p. 57).

SFL is a theory of language that helps us recognize *how a text means what it does* (e.g., Halliday & Mattheissen, 2004), providing a resource that can be used to help students gain insights into why different language resources are more or less effective for accomplishing different goals. Drawing on this theory—specifically, Martin and White's Engagement framework (2005)—we developed a metalanguage to talk with students about different purposes and resources for taking a stance in academic writing. The Engagement framework, a subset of the larger Appraisal framework¹, is concerned with interpersonal meanings² such as authorial voice, which can be realized in the interplay of two discursive voices: monogloss and heterogloss. Monogloss is characterized by an absence of engagement with readers, thus delivering ostensibly

“factual” accounts that may often be implicitly authoritative. A heterogloss voice, on the other hand, engages with the reader through options for *expansion*, making room for and acknowledging other voices, as well as options for *contraction*, restricting a perspective in order to argue for a particular position. Martin and White characterize *expansion* as having two possible realizations, achieved through the deployment resources that ‘attribute’ and ‘entertain’:

1. Attribute: opening up dialogic space by referencing an external source, either acknowledging or distancing that source.
2. Entertain: tempering an otherwise assertive statement, which allows for other positions or perspectives to be considered.

By contrast, *contraction* is characterized by the use of ‘disclaim’ and ‘proclaim’ resources:

1. Disclaim: shutting down dialogic space by directly rejecting another view.
2. Proclaim: trumpeting a perspective, thus narrowing down the dialogic space.

The Engagement framework can account for differences in stance that are realized at the clause level and that operate discursively across a text. Because of its ability to account comprehensively for the ways stance is presented and carried through a text, it has the potential to serve as a powerful instructional and explanatory tool in supporting advanced academic writing.

To project an authoritative stance, writers are expected to “display a fine interplay of assertion (e.g., when presenting the main argument and the rationale for the study) and openness (e.g., making room for acknowledging other perspectives and negotiating with readers)” (2011, p. 142). Control of resources for monogloss and heterogloss options is crucial to success with this, as is managing the “prosody” that evolves as different choices are made (Hood, 2004; Lemke, 1992). Prosody is defined as how meanings recur in “realizations that tend to be distributed through the clause and across clause and sentence boundaries” (Lemke, 1998, p. 47). Exploring how meanings, more specifically, stance meanings, get reinforced and “propagate or ramify through a text” helps to account for the *prosodic* effect in extended discourse (Lemke, 1992, p. 49). Pedagogically, taking the view of prosody allows more in-depth discussion of stance deployment starting first at clause level, which gradually builds up in extended context of an argument. Dahl (2008) also argues that the effectiveness of knowledge claims is evaluated by readers not on single propositions, but on how the claim is supported over segments of text. The nuanced interpersonal meaning-making required for presenting stance calls for effective deployment of linguistic resources first at the clause/sentence level and then maintaining or adjusting that perspective as the text evolves. To do this, how prosody is managed plays an important role.

A concordancing environment was adopted to host the rich linguistic data, as the merits of introducing a concordancing environment to language learning have been

widely supported (e.g., Bernardini, 2002; Hunston 2002; Johns, 1991, 1997; Leech, 1997). Such an environment enables active and deep learning through exploring linguistic resources, investigating linguistic patterns, and analyzing one's own written products. A concordance tool facilitates both a data-driven approach to probabilistic learning and observation of regularities in use (Hunston, 2002; Johns, 1991, 1997; Leech 1997). Various studies have reported the potential of concordancing environments to promote metacognitive awareness, effective learning strategies, and heightened attention through a constructivist learning process (Bernardini, 2002; Heffner & Candlin, 2007; Johns, 1991; McCay, 1980; O'Sullivan & Chambers, 2006; O'Sullivan, 2007; Tribble, 1991). Our introduction of a concordance tool as a means to support the learning of effective authorial stance, therefore, sought to engage the learners' consciousness about the force and meaning of linguistic expressions, with the goal of deepening their understanding about stance.

This article presents results of a study of how L2 doctoral students used the concordance tool designed to make resources for stance-taking explicit. The research questions are:

1. Do the participants show improvement in their move and stance deployment after engaging with the stance concordance tool?
2. Which stance resources do the participants most readily adopt and with what success?
3. What can we learn about the salient features of stance-taking from the participants' post-intervention writing?

These questions were aimed at investigating whether an explicit approach to academic writing afforded effective stance-taking, and how the writers developed their knowledge about move and stance in their writing.

3. The concordance tool

To develop the tool, we conducted multi-level text analysis, including whole text, rhetorical move (Swales, 2004), and clause levels (based on Martin and White's Engagement framework (2005) [Appendix A]) and rendered the textual materials in the concordancing environment to facilitate learning of the stance semantics. The tool included introductions from 15 published research articles from the social sciences, drawn from education, political studies, information science, communication studies and psychology. A similar attempt was found in Lee and Swales (2005), in which four non-native speaking doctoral students compiled their individual learner and expert corpora, and were guided to apply inductive skills to explore the data, in order to develop rhetorical consciousness.

As a result of a few rounds of pilot testing and to better support learning, a more intuitive set of graduated terms was developed as substitutes for the technical language

of Martin and White (2005) to describe the stances in the corpus. Monogloss statements, characterized by an absence of interpersonal engagement, were identified as projecting a *Non-Argumentative (NA)* stance. To characterize resources used for *expansion*, we used the terms *Medium Argumentative (MA)*, and *Tentative (T)*, with the two levels depending on the room allowed for negotiation (MA more certain than T)³. To refer to *contraction*, we used the term *High Argumentative (HA)* to identify linguistic resources used to restrict dialogic space and proclaim one's perspective. Below we discuss this decision in light of our analysis.

Each of the 15 texts was rendered into clause/sentence-level examples and each clause/sentence was coded for one of these stance types, based on the language resources that the writer drew on in each clause. MA and T stances, for example, draw on modality of probability and usuality, evidentials, conditionals, and rhetorical questions. HA stance draws on resources for necessity, obligation, negation, concession, and assertion (2011). This resulted in 380 stance examples (High Argumentative = 105, Medium Argumentative = 38, Tentative = 69, Non Argumentative = 168). Some examples of these stance types are shown below (Bold indicates stance type trigger):

1. HA
 - (1) **Indeed**, attention to one **is necessary** to foster the other.
 - (2) the case for lowering the voting age **is not conclusively** established.
2. MA
 - (1) Teachers' feedback about students' writing is **often** expressed in general terms which is of little help.
 - (2) The origins of these corpora **can** be manifold.
3. T
 - (1) Learning through keen observation and listening, **seems to be** especially valued in communities where children have access to learning from informal community involvement.
 - (2) **To our knowledge**, it is hard to find empirical evidence that supports a *causal* link from positive events and emotions to religion or spirituality (R/Sp).
4. NA
 - (1) Scaffolding **is** a key strategy in cognitive apprenticeship, in which students can learn by taking increasing responsibility in complex problem solving with the guidance of more knowledgeable mentors or teachers.
 - (2) In the European context, we **use** the term migrant or minority youth **to refer to** the children of first-generation ethnic minorities, who may or may not have the nationality of the host country.

The tool allows users to explore stance expressions in context, demonstrated at three levels (clause/sentence, rhetorical move and whole text). To exemplify, if a user chooses to explore T stance, there will be three sub-categories of tentative meanings

presented to choose from: “conditional”, “suggestion/hypothesis”, and “tendency/possibility/frequency”. If they choose “tendency/possibility/frequency” tentative meanings used in Move 1 by sentence unit, they will be shown the following:

1. Learning through keen observation and listening **seems to be** especially valued in communities where children have access to learning from informal community involvement.
2. **More often than not**, the minority status of ethnic minority families in European host countries is associated with social disadvantage.
3. And they are **more often** unemployed and living in **relatively** poor urban neighborhoods.
4. With a focused knowledge in these sub-disciplines, instructors **tend to** excel at developing strategies that address specific aspects of their courses.
5. As with the teaching of L2 writers and the teaching of digital writing separately, a cross-disciplinary research project **would probably** be considered the province of the specialists.

The key stance expressions were highlighted for the users, as in “tend to”, “more often than not” and so forth. Each instance is clickable, allowing users to explore these expressions in expanded context to see how the stance expression is deployed to serve the rhetorical purposes of the text and move in which it is used. They see, for example, that to transition from move 1, “Establish a territory”, to move 2, “Establish a niche” in research, an author may first entertain a range of perspectives before highlighting his or her own by contracting the argumentative space.

Aside from the clause-level examples, Figure 1 shows an extended context example, a Move 2, *Establish the niche*, (Swales, 1990; 2004) presented in the concordance tool. Here, learners can see how clause-based stance expressions create a prosody of HA and NA stances that support the argument that there is a debate in the research about whether the voting age should be lowered. Seeing the examples in context allows the learners to explore how stance meanings are used for particular purposes.

Move 2 is usually characterized as indicating the gap in or adding to what is known in current research. In Figure 1, the gap is indicated in the third clause of the introduction, and then the niche the authors intend to occupy is signaled by “Nevertheless”, a HA device, in clause 4. The *debate* introduced in clause 4 is elaborated through discussion of reports from the UK Electoral Committee that establish the issues in the debate and proclaim its inconclusiveness.⁴ Here, only the first two clauses were considered and marked the key clauses that indicate the gap of the current research. The rest of the clauses, 5-9.1, continue to elaborate and support the development of the gap.

Title: Should the Voting Age be Lowered to Sixteen? Normative and Empirical Considerations
Author(s): Tak Wing Chan and Matthew Clayton
Journal: *Political Studies* 54(3)

Clause	Making Move? (Y/N)	Stances	Move 2, "Establish a Niche," Introduction 2 (*yellow = Stance Keywords)
3	(Y) Indicate the gap that the exclusion of teenagers from the vote has received little attention politically	High Argumentative	And yet , until recently, the exclusion of teenagers from the vote has received comparatively little attention in public debate (Schrag, 2004).
4	(Y) Indicate the gap that the exclusion of teenagers from the vote has received little attention politically	High Argumentative	Nevertheless , the question of the voting age is now a subject of political debate.
5	(N) support C4	Non Argumentative: to present fact	In 2003–4, the UK Electoral Commission conducted an extensive public consultation on the question of the minimum age of voting and candidacy in UK elections (Electoral Commission, 2003; 2004).
6	(N) support C4	High Argumentative: to proclaim	In its final report, <i>Age of Electoral Majority</i> , the Commission recommends that
6.1	(N) support C4	High Argumentative: to counter	while the age of candidacy should be lowered from 21 to 18,
6.2	(N) support C4	High Argumentative: to proclaim	the voting age should stay at 18 (Electoral Commission, 2004).
7	(N) support C4	Non Argumentative: to present fact	The Commission considers several arguments that have been advanced in favour of lowering the voting age to sixteen.
8	(N) support C4	Non Argumentative: to present fact	Among these arguments are : (1) those that demand consistency in the treatment of voting and other social and economic rights; (2) the related argument that sixteen-year-olds are sufficiently mature to vote; (3) the appeal to public demand or public opinion; and (4) the argument that positive effects on political participation will follow from lowering the voting age.
9	(N) support C4	Non Argumentative: to present fact	In each case, the Commission marshals arguments and evidence to show that
9.1	(N) support C4	High Argumentative: to proclaim	the case for lowering the voting age is not conclusively established.

Figure 1. Stance in rhetorical move example: a Move 2 analysis

When a user accesses this page, the expanded move context may help them better understand how a stance is cumulatively constructed in context.

We do not want to suggest to learners that every move is accomplished with the same set of stance resources, and so the concordance tool provides multiple examples of ways authors achieve the purposes of the moves. Learners may choose from the range of stance linguistic choices to inform their stance-taking to cater to their individual fields. In Author and Colleague (2011), we reported that different stance expressions can be mobilized to fulfill the same rhetorical goals. For example, an author has different options in transitioning from Move 1 to Move 2, deploying either expansive or contractive devices to achieve similar purposes. Expansive devices can be applied to introduce research that establishes the gap. Alternatively, authors may introduce the gap in current research through contractive devices that highlight the focus of the current study. For this reason, having learners explore different ways of accomplishing the different moves helps them see the different options they have for making these moves.

4. Method

The study recruited seven Mandarin-speaking learners of English in their doctoral studies from the field of social sciences at a major U.S. mid-western university.⁵ None of the participants was familiar with the concept of authorial stance before participating in the study. Each participant was asked to submit a sample of their writing of a research paper introduction before engaging in the study, and this constituted the pre-intervention data that was later compared with the writing they did while using the concordance tool.

4.1 Procedure

Following an introduction to the move model and stance expression metalanguage and training in using the concordance tool, then each participant scheduled three sessions with the first author in which they used the tool to assist them as they wrote about their own research. We chose participants who already had projects that they had been developing for some time, so at the time of the intervention, they were familiar with their topics. On this basis, we expected that providing support for the development and elaboration of the introductions to their research would not be too demanding.

The first author met individually with the participants in a reserved classroom where she observed as they engaged with the tool and wrote iterative drafts of their research introductions. In each session, the participants spent one hour composing an introduction and analyzing their stance use and move structure with the aid of the tool. We were also interested in participants' consciousness about stance and the accuracy with which they learned to identify stance resources, so we also asked them to identify their moves and the stance resources they used in a separate table provided for them,⁶

which was used to measure their accuracy in learning about stance. The goal was to enable them to cultivate their analytical ability in light of the exemplars they were exploring; a process considered integral to increased awareness (Bialystok & Ryan, 1985; Roehr, 2008). By the end of the three sessions, they were required to complete an Introduction draft. The final draft was used as the post-intervention draft for evaluation.

Finally, the first author interviewed each participant after the writing sessions to ask them to reflect on their experience with the concordance tool and on what they had learned (see Appendix D for interview protocol). The interviews were used to gain additional insights that could help us draw implications for improvements to this approach.

4.2 Evaluation of participants' writing performance and stance understanding

Our evaluation of the participant's written performance and their developing understanding of stance has three dimensions: (1) a holistic evaluation of the pre- and post-intervention drafts and a characterization of stance use in those drafts; (2) an analysis of participants' accuracy in identifying stance types and corresponding linguistic expressions; and (3) a report on participants' use of the different stance expressions by comparing the three drafts iteratively and documenting the salient features and challenges that emerged.

The participants' pre- and post-intervention writing was analyzed both holistically and in terms of their use of stance expressions by two raters. The first rater was the first author of this study, and the second rater was an ESL writing instructor who has taught at a University-affiliated English language institute for the past 8 years at the time of the investigation. Appendix B presents the rating scales used for move and stance evaluation. Each rater gave a holistic score from 1-4 for rhetorical move structure and 1-6 for stance expression and also made evaluative comments related to both move and stance. As Appendix B shows, moves were evaluated based on Swales' three move structure. For the pedagogical purposes of this study, we deliberately selected journal articles for the corpus that used this structure, as Swales' model offers a means of being explicit about rhetorical purpose and how an introduction can unfold in a reader-friendly style. With this foundational knowledge in place, we expect that learners would become aware of and adopt other move structures in their future learning.

While the criteria used by the two raters for evaluating moves were the same, they used different criteria for evaluating authorial stance-taking. As the Engagement framework is not typically employed for this purpose, it was not feasible to ask the second rater, an experienced instructor who already had a process of evaluating stance in her students' writing, to use an unfamiliar tool for that purpose. She defined stance as a system of balance that is appropriate in tone for the field, the discipline and the subject matter, and noted that evaluation of stance cannot be wholly separated from an understanding of the content and the context, as well the scope and level of the

research. We agree that the deployment of stance is context-bound and cannot be reduced to a set of objective values or codes.

The holistic evaluation therefore involved a process of the two raters coming to general agreement about a definition of stance and on the descriptors for a 1-6 scale for independent rating of the learners' performance. We believe that this process strengthens our report of the holistic evaluation because it takes into consideration different perspectives on stance-taking. On the other hand, this is also a limitation to the evaluation, as the two raters did not perceive stance in exactly the same way. In addition, although we would have liked to have had the two drafts from each writer rated blind to the raters' knowing whether they were pre- or post, this did not prove feasible. The rhetorical move structures were saliently different in the two drafts from each writer, given the way the students took up the pedagogical intervention. The results of the evaluation are reported in Appendix C.

The evaluation of students' accuracy in identifying stance types and corresponding linguistic expressions considers three aspects: 1) the stances they actually wrote in their texts, which suggests implicit knowledge (i.e., the students may not be fully aware of what they know and thus do not have full control of the knowledge); 2) the stances they identified in their writing, which suggests certain level of conscious learning; and finally, 3) of the stances they identify, how many were accurate, which suggests more complete understanding of stance.

Results were obtained by calculating the number of stance expressions used in their final drafts and the proportion of those accurately identified. To identify salient features of stance-taking in the participants' post-intervention writing, the researchers also conducted close text analysis of the final drafts, using the Engagement framework (Martin & White, 2005). This analysis is used here in the discussion of examples from the participants' writing.

5. Results

Below we report our holistic evaluation of students' growth in stance expression, and some salient patterns in their learning of those expressions. In brief, the results show that participants did show improvement in rhetorical move structure and stance deployment after using the concordance tool, as shown by the results of the holistic scoring. Participants were more accurate applying and identifying the two "extreme" stance types, HA and NA. They reported heightened consciousness in considering their stance deployment in relation to the different rhetorical moves, which was also reflected in their partial success in identifying the stances they put to use. Our discussion of their post-intervention writing highlights three features: their performance regarding (1) entertaining perspectives, (2) stating claims, and (3) managing a consistent prosody. The following sections discuss these findings.

5.1 Overall writing performance in terms of move and stance deployment

A positive relationship was observed between improvement in move structure and improvement in deployment of stance. Table 1 shows the holistic scores assigned by the two raters on pre- and post-intervention drafts. All participants showed improvement in move structure in their post-intervention drafts. As noted above, when they started, the learners either had no explicit three-move structure or had obscure structure with ideas scattered in different places in their pre-task drafts. In their final drafts, most of them show very clear move structure. This also contributed to their bringing forth their stance more explicitly.

Table 1. Evaluation of the pre and posttest drafts

Name	PETER		HUEI		DOUG		HELEN		XUEY		SHERRY		CHIA	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
MOVE														
1 st rater	1	3	2	3	2	3	2	3	2	3	2	3	4	4
2 nd rater	2	4	1	3	2	3	1	2	1	2	3	4	3	4
Mean	1.5	3.5	1.5	3	2	3	1.5	2.5	1.5	2.5	2.5	3.5	3.5	4
STANCE														
1 st rater	2	6	2	6	4	6	2	4	4	6	4	4	6	6
2 nd rater	4	6	4	6	1	5	1	3	4	6	6	6	6	6
Mean	3	6	3	6	2.5	5.5	1.5	3.5	4	6	5	5	6	6

All participants except Chia and Sherry also showed improvement in stance expression. As Table 1 shows, Chia and Sherry scored relatively higher than the other participants on the pre-intervention draft, giving them less room for improvement over the course of the project. Table 1 also shows that Peter, Huei, and Xuey were considered by both raters to have achieved effective use of stance expressions, scoring 6. Doug and Sherry were rated at 5.5 and 5, respectively. Only Helen, whose writing was the weakest in the pre-intervention writing, was rated less than 5 (3.5).

5.2 The stance resources the students adopted with more success

In terms of stance learning, Table 2 reveals the extent of the participants' accuracy in correctly identifying the different stance expressions in their final drafts, using the stance labels of NA, HA, T, MA. For each writer, the first row shows the proportion of each stance they were accurately able to identify in their own writing. For example, Peter was able to accurately identify 17 out of 23 NA stances he expressed in his final draft. The second row indicates the proportion of actual use versus conscious identification of the stances. For example, out of the actual 25 NA stances he expressed in writing, Peter identified 23 of the NA stances (and as mentioned above, 17 of them were accurately identified). However, he over-identified HA stance: 5 being identified

versus 4 HA stances actually expressed in the draft. This information offers some measure of their conscious learning about stance expression in this study.

Table 2. Performance of stance learning

	Accuracy of identification	Non-Argumentative	High Argumentative	Tentative	Medium Argumentative
Peter	Stance identified accurately	(17/23)	(3/5)	(5/7)	(8/12)
	Proportion Identified compared with Actual Use	(23:25)	(5:4)	(5:7)	(12:12)
Huei	Stance identified accurately	(12/12)	(3/4)	(1/1)	(4/7)
	Proportion Identified compared with Actual Use	(12:16)	(4:6)	(1:2)	(7:5)
Doug	Stance identified accurately	(10/14)	(5/6)	(0/1)	(3/8)
	Proportion Identified compared with Actual Use	(14:10) ^o	(6:7)	(1:1)	(8:3)
Helen	Stance identified accurately	(4/9)	(5/6)	(0/6)	(0/0)
	Proportion Identified compared with Actual Use	(9:7)	(6:12)	(6:6)	(0:6)
Xuey	Stance identified accurately	(6/14)	(6/9)	(2/5)	(3/10)
	Proportion Identified compared with Actual Use	(14:14)	(9:12)	(5:14)	(10:4)
Sherry	Stance identified accurately	(12/18)	(11/13)	(1/1)	(0/0)
	Proportion Identified compared with Actual Use	(18:16)	(13:10)	(1:12)	(0:2)
Chia	Stance identified accurately	(8/14)	(8/10)	(6/7)	(1/1)
	Proportion Identified compared with Actual Use	(14:19)	(10:8)	(7:6)	(1:1)
MEAN	Stance identified accurately	69.56%	75.99%	56.96%	37.46%
	Proportion Identified compared with Actual Use	0.9 : 1	0.94 : 1	0.69 : 1	1.22 : 1

^o Doug over-identified his “Non-Argumentative” (NA) stance by 1.4 times, which means apart from the NA stance he used and identified accurately, he also went over those and (mis)identified other stances as NA stance.

Overall, the students were able to identify HA stance most accurately. On average, of the HA stance expressions they used, 75.99% were accurate. This is also supported by the fact that on average, 94% of all the HA stances put to use were identified. By contrast, expansive meanings, represented by MA and T, seem to pose much more challenge. The students were only able to identify MA accurately at 37.46%. Learning about T stance was also less effective, with only 56.96% accuracy rate. In section 3 below we discuss the features of the writing of these students and the ways their stance expressions enabled them to achieve these results.

5.3 Salient features in stance presentation

The generalized results in Table 1 do not reveal the ways learners used stance expressions in support of a specific rhetorical purpose. This section presents examples of how the learners expressed and deployed their stance in Move 1, *Establish the territory*, and Move 2, *Establish the niche*. From our analysis we see that these two rhetorical moves were clearly fraught with challenges. Iterative close analysis of the writers' final drafts identified three salient issues related to presenting authorial stance in these Moves: (1) entertaining perspectives, (2) stating claims, and (3) managing a consistent prosody. The four examples presented below demonstrate both effective and ineffective deployment of stance in longer stretches of text to manifest how stance is constructed in the rhetorical moves and how it supports or weakens the argument being developed.

Entertaining perspectives

Table 1 shows that Xuey was not very successful in adopting the move structure, but did perform well in stance expression in the holistic evaluation of her text. One strength she demonstrates is how different perspectives can be juxtaposed without committing to them. Managing different perspectives or voices is key to interpersonal meanings, in which "speakers/writers present themselves as standing with, as standing against, as undecided, or as neutral with respect to these other speakers and their value positions" (Martin & White, 2005, p. 93). In the example below, Xuey effectively maintains a noncommittal distance from the multiple voices she includes in her review. She accomplishes this through *attribution*, a key Engagement resource that was not highlighted in the stance expressions presented to students, but that was identified as a successful strategy through the researchers' close text analysis conducted on the final drafts. The examples presented here include both infelicities in expression and grammatical errors, but our focus is on the overall prosody and the deployment of lexico-grammatical resources to sustain a particular stance. Here key attributing devices are italicized and underlined>.

Xuey's third paragraph

- (1) *Many researchers have tried* to identify the reasons for the inelastic demand of
- (2) compensation resources and to find ways to mitigate the tension between the supply
- (3) and demand of compensation funding. For example, *they propose* that, while crop
- (4) lands are transferred to forest or savanna, traditional farmers are not automatically
- (5) transferred to forest raisers. They are lack of the necessary skills to make profit from
- (6) the forest they raised. *Another school of scholars criticize* the top-down institutions
- (7) involved in reforestation slot assignment and compensation distribution in this project.
- (8) *While* making plans without taking the local factors into consideration, *policy*
- (9) *makes might* choose plots inappropriate for reforestation, either impossible or with
- (10) high costs. *In such case*, forest cannot grow up as supposed.

Xuey entertains the possibilities suggested by the scholars without committing to them. In this extract she effectively juxtaposes different viewpoints and to achieve this, she uses tentative stance expressions. Having already established, in prior paragraphs, background information about the implementation of a “green project” and its financial impact on farmers assigned to grow plants and grass, Xuey establishes the indeterminacy of results reported in research on this issue at the beginning of paragraph 3: “Many researchers *have tried* to identify the reasons. . .” (L1). She points out that one set of scholars has *proposed* that one reason might be that “traditional farmers are not automatically transferred to forest raisers” (L3-5). She next introduces a concern from another school of researchers who dismiss a top-down approach to the issue (“Another school of scholars *criticize* . . .” (L6)). She elaborates this using resources that entertain the possibility of a consequence which might arise from the lack of taking local context into consideration: “While making plans without taking the local factors into consideration, policymakers *might* choose plots inappropriate. . .” (L8-9).

Throughout this paragraph, Xuey employs both attributing and entertaining stance expressions to create a prosody appropriate to the indeterminacy of the research being presented. In that light, she might be encouraged to continue that prosody of expansiveness in her final sentence, using “might” or some other more tentative expression rather than the “cannot” that can be read as proclaiming and contracting. But in general, Xuey’s text illustrates how stance expressions and attribution can be deployed to present findings from different sources and create a fluent prosody of tentative stance toward those findings. This kind of careful presentation of different perspectives was not observed in any of the pre-intervention drafts.

Stating claims

A key step in establishing the territory and niche in Moves 1 and 2 is to “proclaim” what is considered certain and important; or, on the other hand, to dismiss work that is irrelevant or will be argued against. While a HA stance might seem most appropriate

for these purposes, two challenging issues emerged in analysis of the participants' writing: (1) inappropriate deployment of HA stance in reporting findings from previous research, which creates too strong an assertive prosody or over-emphasizes a point of agreement or disagreement; and (2) strong assertion of claims that fail to be substantiated. When a writer presents a set of assertions to support a claim, it is important to use stance expressions in ways that project a consistent prosody. Presenting multiple HA stance expressions, however, as will be exemplified below, can diminish the power of the argument being developed. When writers make claims unsupported either by evidence or careful elaboration, a strong stance only projects a subjective argument, akin to personal opinion. These issues emerged in five of the seven participants' texts. The following examples illustrate these two points.

(1) Inappropriate deployment of HA stance in reporting findings from previous research

Despite frequency of use and accuracy in identification of HA stance, this stance was more often deployed inappropriately than the other stances. In the post-intervention interviews, at least three participants explicitly reported the view that the use of HA stance could help them be both authoritative and convincing. However, in their writing, they often use HA stance in ways that were qualitatively different from expert writers, resulting in a sense of inappropriate urgency in their texts. As we reported above, some of our participants *equated* stance with HA expression. They understood "Non-argumentative" (monogloss) expression as having no stance, and in that light, felt that the more stance, the better. Helen illustrates this pattern. One of the lower performers, Helen showed improvement in rhetorical moves, which helped strengthen her writing overall from her pre-intervention draft. She, however, exhibits repetitive use of HA stance resources in close proximity that create a prosody of urgency that may not be most effective in making her argument.

Helen

To introduce the critical importance of an issue to establish the territory her research addresses, Helen uses HA devices redundantly to present findings from a research association (NCTM) in her introduction, titled "How geometric calculations can bring students' alternative learning opportunities". She attributes to this authoritative source a key assertion, "*NCTM asserts* that students across all grades *should* . . . because proofs can *indeed* deepen students' understanding . . ." (L1). These three tokens of argumentation in one sentence exemplify a common understanding among the students in the study that they need to forcefully support their assertions. In their texts, however, such redundant expressions of HA stance often serve to distract from, rather than support, a clear and strong presentational stance. Key contractive devices are italicized and underlined.

[L1-6, Paragraph 1]

- (1) NCTM (2000) asserts that students cross all grades should learn proofs and reasoning in
- (2) school because proofs can indeed deepen students' understanding of mathematics
- (3) meaning by shared public mathematics knowledge (Ball & Bass, XXX). A considerable
- (4) increasing growth of studies has investigated mathematics proofs from different
- (5) perspectives (e.g., teaching, learning, social interaction) for understanding how proofs
- (6) can be the central focus in the teaching and learning in schools.

We see in this example that although Helen has a goal of assertively presenting the research that sets up the context for her own study, her repeated use of contractive expressions in close proximity sets up an over-argumentative prosody where a more monoglossic reporting of other research might be more effective.

(2) Strong assertion of claims that fail to be substantiated

Participants made many strong assertions, based on their common view that this approach highlights the significance of the research they are presenting. However, inappropriately strong and subjective claims not accompanied by evidence can result in what appear to be unsubstantiated opinions. Xuey's work demonstrates this issue.

Xuey

In the study titled, "Farmers' Compensation in China's Grain for Green Project", Xuey seeks to engage the readers in Move 2, *Establish the niche*, with proclaiming expressions to enhance the urgency of the issue in concern. Paragraph 4, below, follows the description of an impending confrontation between the government and farmers on subsidy funding to sustain the farmers' efforts in cultivating forests for the benefits of the ecology. She highlights a gap in the research, which resides in addressing the supply side issues. First, a countering device presenting an HA stance, is applied to indicate the gap: "*However*, they over-emphasized on the demand side. . ." (L2), and she proceeds to propose alternatives, again using more HA stance expressions in one sentence, "*In fact*, enlarging other funding channels would *also* make sense" (L3). She then elaborates on this proposition through yet another emphatic expression, "*In fact*, reforested land can serve as eco-service provider". To strengthen her point, Xuey confirms that the alternatives have been practiced internationally, again using an HA expression, "*Indeed*. . .there already have been mature trading markets for some of these services. . ." (L6). Key contractive devices are italicized and underlined.

[Paragraph 4]

- (1) These arguments cast a light on resolving the shortage of subsidy funding.
- (2) *However*, they over emphasized on the demand side and left the supply side untouched.

- (3) *In fact*, enlarging other funding channels would *also* make sense. *In fact*, reforested
- (4) land can serve as eco-service provider since the grown trees can keep soil, improve
- (5) hydro situation, and mitigate CO2 emission. These services can be sold to make money
- (6) to support the long-term development of China's reforestation programs. *Indeed*,
- (7) international wide, there *already* have been mature trading markets for some of these
- (8) services . . .

The repeated use of HA stance expressions in such a short passage without development and evidence contributes to a subjective stance where the author identifies with one side of the argument, conceding no room for negotiation. She uses countering devices (e.g., *in fact*) to introduce assertions that are not attributed or backed up, and her final proclamation, introduced by *Indeed* (line 6), is unsupported. Contrary to her third paragraph (exemplified earlier), where she is able to juxtapose multiple perspectives using both attribution and tentative devices appropriately to entertain different views while keeping due distance, here Xuey sounds overly subjective, first through imprecise linguistic expressions and then by a lack of elaboration and evidence. We see here that limitations in linguistic proficiency also limit the writer's options, as she repeats and overuses such linguistic resources as "in fact" or "indeed" to express stance (see Hyland and Milton, 1997, among others, for similar findings). It is quite possible that these writers are unable to accomplish the development of the prosody of effective stance-taking due to limited control over the lexico-grammatical resources they need to present the meanings they intend.

Managing consistent prosody

The key challenge for these writers is sustaining a consistent prosody of stance meanings over extended discourse in order to reinforce the argument being made. Ineffective prosody usually results from the use of discordant stance values. The writers may indicate that they wish to open up space for entertaining views that are then very forcefully shut down. Alternatively, they may strongly proclaim a position and then follow with weak or tentative evidence. This is obviously challenging textual terrain and writers clearly need extensive practice with and feedback on the meanings projected through stance expressions.

Effective prosody also involves whether a claim is fully developed and substantiated by evidence. In many cases, we have seen weak deployment where the claims are unjustified, resulting in either too assertive or too tentative argument. Adopting an overly strong or weak voice repetitively in close proximity instead of developing evidence resulted in unwarranted claims. In this light, we consider effective stance to emerge when arguments fulfill rhetorical moves through claims that are well-developed and substantiated, enabled through the effective co-articulation of linguistic resources that project the appropriate stance toward those claims.

6. Discussion and implications for pedagogy

This study adopted an explicit approach to the instruction of authorial stance in the context of academic writing, particularly aimed at advanced writers, L2 doctoral students. The ability to deploy effective prosody was scaffolded in this study by a concordance tool, where the stance linguistic expressions were presented in discursive context in relation to the three rhetorical moves, with the goal of helping participants recognize that the deployment of stance goes hand in hand with the development of a discursive argument. Overall, the tool raised the participants' consciousness about their stance deployment as it enabled them to explore different layers of meaning in gradually expanded contexts, although the learning of this complex linguistic expression is clearly something that occurs on a longer timeline than this study was able to capture. Of the stance types introduced (i.e., High Argumentative, Medium Argumentative, Tentative and Non-Argumentative), applying and understanding both descriptive (i.e., NA) and assertive (i.e., HA) claims was easier compared to making expansive stance meanings (i.e., MA and T), a point also made by Hyland (1998b; 2004a; 2006). Finally, analysis of the writers' final drafts indicates that the performances are mixed. Even in the same writers' drafts, both effective prosodies (e.g., building up assertions to strengthen an appeal, entertaining different voices without committing to any of them) and ineffective deployment of stance resources (e.g., overusing proclaiming devices to make redundant assertive claims, carrying out inconsistent evaluation) were present.

Overall, this study suggests that an explicit approach to learning about authorial stance has the potential to raise L2 writers' consciousness about stance and encourage them to experiment with using a wider range of stance expressions. The consciousness they developed is not only reflected in their understanding of the stance concepts but also in their performance, where they became more purposeful both in incorporating and deploying stance to fulfill their rhetorical purposes in an introduction to their research. However, a few issues emerge from this study that need to be considered in teaching about stance.

First, the less satisfying performance of the expansive meanings, i.e., MA and T stances, suggests that not only do these require much more pedagogical attention but that in teaching about these, the two stances may best be collapsed into one category in earlier phases of learning, instead of asking the learners to distinguish the difference. While, as mentioned earlier, the pilot studies for this project suggested using the two categories, in the end we are not confident that this more clearly facilitated the learning of expansive meanings, which call on a wide range of linguistic resources that take time and effort to develop. Asking the students to distinguish the two stance types in degrees of commitment may therefore present grave challenges. On the other hand, collapsing the tentative meanings into just one category may not fully represent the nuanced

stance meanings because there is clearly a wide range of expansive meanings to draw on, with some much more tentative and some less so. As doctoral students, our participants are engaged in the complexity of research writing, so these meanings need to be presented in their richness and complexity even in the early stages of learning about these linguistic resources. To that end, our analysis of the learners' texts, as illustrated by our example above from Xuey, suggests that also introducing the linguistic resources for attribution would be supportive of learning.

Second, an effective rhetorical move structure, if produced by the students, was found to scaffold their stance deployment. A similar approach to supporting academic writing is found in Milagros del Saz Rubio (2011), which explored Swales' (1990) move structure as the macro-structure in which multiple metadiscoursal resources (following Hyland's (2005) conceptualization) were deployed to effectively present specific moves in published introductions in the field of Agricultural Sciences. When a well-organized introduction informed by the three moves was in place, the participants became better at deploying their authorial stance meaningfully in order to coordinate with their move rhetoric. In this we agree with Cheng (2007a), who reported that heightened awareness about move structure in academic writing for L2 post-graduate students contributed to transfer of knowledge about both move performance and other related generic features, such as "voice, argument and stance" (p. 65). With a clear rhetorical structure in place, they can explore linguistic expressions both at the micro (identifying lexicogrammatical signals) and the macro levels (deploying the signals in a way that enhances an extended segment of argument) in order to generate effective prosody (2011).

7. Conclusion

Our study has several limitations. We worked with a small number of doctoral students in the social sciences from one language background; students from other language backgrounds or disciplines might bring different expectations about how authorial stance should be conveyed. Our corpus, and hence the concordance, could be further developed with a wider range of texts that would address the research areas of a wider range of students. The relatively short period of intervention could be addressed by integrating the concordance tool into a formal academic writing class so the learners could engage with such a tool over time with consistent support from an instructor. Our study also did not include a control group, which limits our ability to draw firm conclusions regarding the impact of explicit stance instruction. Finally, we concede that establishing objective criteria in evaluating the learners' stance performance is difficult. The concept of stance-taking is wide-ranging and varied interpretations of stance are offered by researchers with different theoretical assumptions. There are multiple ways to entertain or close down options, with varying effectiveness.

In this project, we sought to develop ways to bring to learners' consciousness the role of rhetorical structure and linguistic expression in developing and sustaining an authoritative stance in the introduction to a research project. The report of the work

here confirms that raising consciousness about how language resources work to make meaning can assist advanced L2 writers in moving to new levels of language use that support complex meaning-making. Yet, we also found misconceptions about what authorial stance should entail emerged in the learning process, which should be addressed by engaging the learners in multiple opportunities to focus on the discussion of these resources. With such heightened consciousness, learners can gain more control of the deployment of resources that present the stances they intend.

Notes

1. The Appraisal system also comprises systems of Attitude and Graduation, in addition to the Engagement system (Martin & Rose, 2003).
2. SFL recognizes three metafunctions of language: ideational (construes experience), interpersonal (enacts social relations) and textual (weaves together these two functions to create text) (Halliday & Matthiessen, 2004).
The need to further distinguish expansive stance into “MA” and “T” emerged in interaction with participants in pilot work that indicated that students needed more nuanced ways of thinking about the wide range of resources used to present expansive meanings.
3. This clause could also be seen as expansive, as the author is indicating that the subject is open to debate. While different interpretations are possible, in this case we coded the clause as high argumentative as the author is establishing that the issue in question is an important research topic, and the paragraph goes on to create a prosody of HA stance that ends with a proclamation that the topic is worth investigating.
4. The participants participated as volunteers. The project was conducted with oversight from the University
5. Institutional Review Board, that consent was given by project participants, and that ethical guidelines were followed.
6. The participants were asked to identify the three moves in their drafts and stance expressions used in every clause or sentence.

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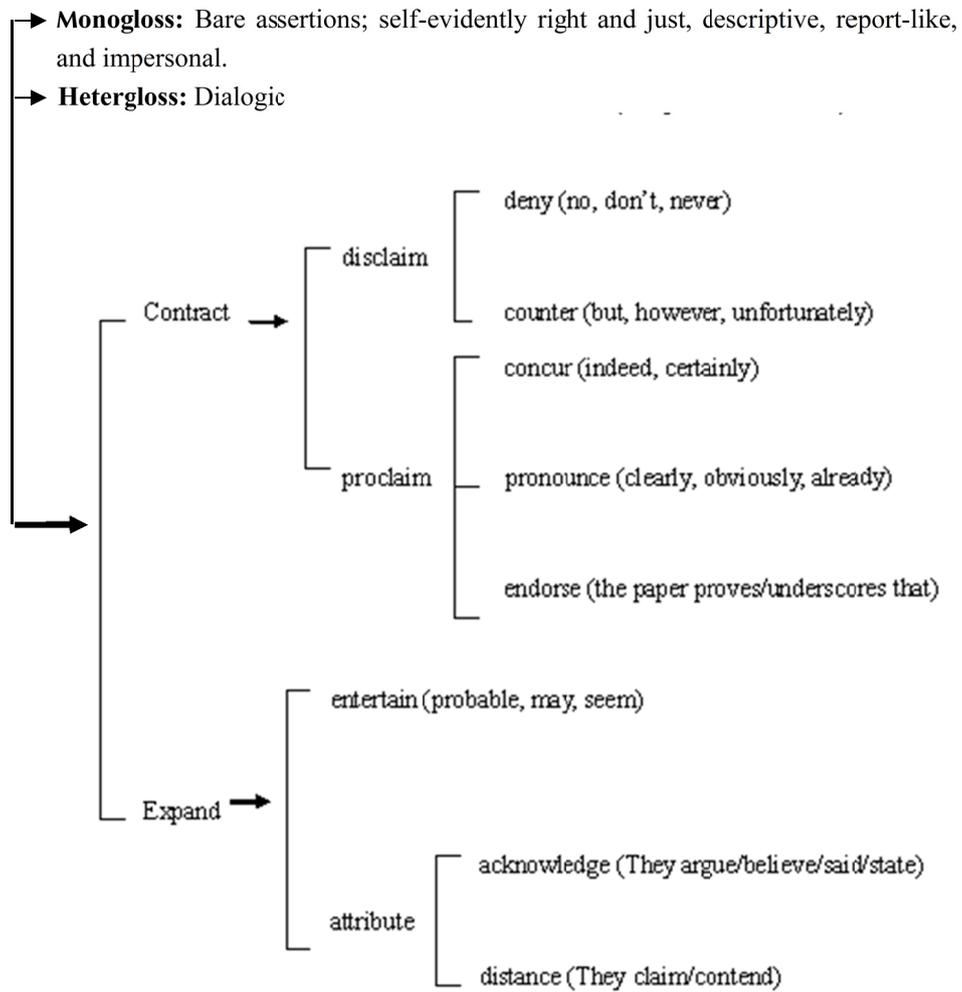
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Appendix A: Martin & White's Engagement System (2005)



Appendix B

Rating scale for MOVE and STANCE

MOVE: For both raters

	“4”	“3”	“2”	“1”
Scale	Fully Developed	Sufficiently Developed	Partially Developed	Under Developed
Definition	Every step characterizing each move is carried out with appropriate supporting rhetoric like elaboration, explanation, etc.	Every step characterizing each move is carried out with <i>some</i> appropriate supporting rhetoric like elaboration, explanation, etc.	<i>Every or some</i> steps characterizing each move are present with <i>little or inappropriate</i> supporting rhetoric like elaboration, explanation, etc.	Steps characterizing each move are obscure or not found

STANCE

The first rater (the first author)
Definition: It concerns how the writers project themselves, incorporate and manage different voices or sources of voices in the form of monogloss or heterogloss to engage with the readers (Martin & White, 2005).
Evaluation Criteria: On a global level, I evaluate the extent to which the subjects’ deployment of both monogloss and heterogloss effectively fulfills the rhetorical purposes of each move. On a local level, I examine whether the subjects develop stance with sufficient elaboration or evidence to back up the stance in the claims. I also examine whether the stance expressions are used in a way that supports the argument.
Evaluation scale (On a scale from “1” to “6”): “6”: Stances are deployed appropriately to fulfill the rhetorical purpose of moves. “5”: Stances are deployed mostly appropriately to fulfill the rhetorical purpose of moves. “4” Stances are deployed quite appropriately to fulfill the rhetorical purpose of moves “3” Stances are deployed somewhat to support the rhetorical purpose of moves. “2” Stances are not deployed properly and only minimally support the rhetorical purpose of moves. “1”: Stances are not deployed properly to support the rhetorical purpose of moves.
The second rater (an ESL writing instructor)
Definition: “Writers seek to offer a credible representation of themselves and their work by claiming solidarity with readers, evaluating their material and acknowledging alternate view, so that

controlling the level of personality in a text becomes central to building a convincing argument. Put succinctly, every successful academic text displays the writer's awareness of both its readers and its consequences" (Hyland, 2005).

Evaluation Criteria:

Writers are better able to develop or highlight their position, stance or authority by using items that both position writers (i.e., hedges, boosters, attitude markers and self mentions) and align with their readers (i.e., reader pronouns, personal asides, appeals to shared knowledge, directives and questions).

Evaluation scale (On the scale from "1" to "6"):

"6": Stances are deployed appropriately to fulfill the rhetorical purpose of moves.

"5": Stances are deployed mostly appropriately to fulfill the rhetorical purpose of moves.

"4" Stances are deployed quite appropriately to fulfill the rhetorical purpose of moves

"3" Stances are deployed somewhat to support the rhetorical purpose of moves.

"2" Stances are not deployed properly and only minimally support the rhetorical purpose of moves.

"1": Stances are not deployed properly to support the rhetorical purpose of moves.

Appendix C: Move and Stance evaluation

Move and Stance performance: summary of evaluation by two raters

Name	Rating		Remark	
	Move [1-4]	Stance [1-6]	Move	Stance
PETER	1.5 3.5	3 6	<p>Pre: (1) Move not developed; (2) No citations, self-referential.</p> <p>Post: (1) Three-move structure satisfactory, but M3 less developed; (2) Covers the outline. Uses a lot of appropriate rhetoric, but misses rhet. in crucial spots.</p>	<p>Pre: (1) M1 switching from fact-reporting to strong countering abruptly; (2) M2 too many “proclaiming” and lacks endorsing devices; (3) M3 under-developed and too many strong imperatives; (4) Lots of modes for hedging, boosters etc. to position writer. Engaging reader minimal.</p> <p>Post: (1) M1: Effective monogloss to give background and entertain; (2) M2: Uses more entertaining and countering devices; (3) M3: Clear monoglossic description of the goal and action to be undertaken; (4) More reader engagement through directives. Nice asides as well.</p>
CHIA	3.5 4	6 6	<p>Pre: Moves developed, proper support and elaboration, using some rhetorical positioning. Organization good, but wanders a bit</p> <p>Post: Purposeful prose to match moves appropriately.</p>	<p>Pre: (1) M1: Nice deployment of stance with citations; (2) M2: too monoglossic and few endorsing device; (3) M3: balanced tentative stance with descriptive facts and projection; (4) Uses a lot of directives and questions, hedges and boosters.</p> <p>Post: (1) M1: similar but highlight the specific focus explicitly; (2) M2 & M3: similar</p>

SHERRY	2.5 3.5	5 5	<p>Pre: (1) M1 and M2 present but not M3; well elaborated, but not organization; (2) Language highly technical and connection of ideas unclear. Difficult to follow</p> <p>Post: (1) Three moves in place but language highly technical and dense; (2) Clear and well elaborated. A bit more direct, but makes its points clearly.</p>	<p>Pre: (1) M1: Appropriate monoglossic stance. Citations used pertinently; (2) M2: a bit high on monoglossic use; (3) M3: Absent; (4) Alignment and Positioning clearly used within moves</p> <p>Post: (1) M1: Neat stance, more monogloss to give the background, and some strong authorial interpolation; (2) M2: increases in “proclaiming” devices. Lack endorsing device; (3) M3: Using monogloss properly; (4) Stance clearly used and in a more direct piece.</p>
HELEN	1.5 2.5	1.5 3.5	<p>Pre: M1 under developed (Step 1 there. Step 2 missing or misstated); M2 well-developed and elaborated; Move 3 needs support and unpacking</p> <p>Post: All moves developed but rhetoric not match the move; the final move lacks a closing remark.</p>	<p>Pre: (1) M1 & M3: Stance not well developed; (2) M2: more proclaiming yet less endorsing devices; (3) Very few instances of reader engagement or author positioning, except hedges.</p> <p>Post: (1) M1: More stances deployed but some inappropriately strong; (2) M2: increases in proclaiming and decreases in endorsing devices; (3) M3: stance deployed appropriately; (4) More instances of positioning, and asides, but not enough yet.</p>
HUEI	1.5 3	3 6	<p>Pre: (1) Move structures not clear or obscure; (2) Good rhetoric. Elaborates well, particularly on M1 in Lit review; (3) Moves flip from 1 to 3, 1 to 2.</p> <p>Post: (1) M1 developed but can be elaborated more; M2 solid, yet a very weird finish; M3 developed; (2) Lit review slim, yet rhetoric supports the moves.</p>	<p>Pre: (1) M1: narrative-like; (2) M2: obscure move rhetoric; (3) M3: scattered and under-developed; (4) Some positioning and a bit of alignment used with readers.</p> <p>Post: (1) M1: Proper citation and reasoning; (2) M2: appropriate stance; (3) M3: appropriate but the few sentences added do not flow well; (4) Engages reader. Uses directives –even uses an aside. Uses some more positioning.</p>

XUEY	1.5 2.5	4 6	<p>Pre: (1) M1 loosely connected; M2 based on conjecture not research and can be reorganized; M3 can be reorganized; (2) Rhetoric elaborates, but organization confusing</p> <p>Post: M1 & M3 clear, more purposeful, articulated and elaborated upon; M2 can be elaborated more.</p>	<p>Pre: (1) Narrative-like; (2) M2: A bit high on proclaiming device; (3) Able to connect to positioning through hedging and pronouns.</p> <p>Post: (1) M1: carefully crafted; (2) M2: similar and lack endorsing device; (3) M3: clear stance deployment; (4) Does a lot more with reader engagement as well as broader writer positioning.</p>
DOUG	2 3	2.5 5.5	<p>Pre: (1) M1 and M2 present but scattered and intertwined. Can be reorganized; M3 not present; There is a disorder to the steps – does not continue to narrow, and rhetoric is missing; (2) Solid lit review.</p> <p>Post: (1) Moves explicit and better organized; but Gap(s) repeated in Move 3 again; (2) Better rhetoric, yet while organization contains the ideas, it still needs assemblage.</p>	<p>Pre: (1) M1: lengthy and monoglossic; (2) M2: Rhetoric scattered and authorial stance implicit and monoglossic; (3) M3: appropriate stance yet endorses or uses tentative devices in discussing significance; (4) Lack of stance, anecdotes, connectedness to reader – reports at length from other research, but without positioning, lacks importance.</p> <p>Post: (1) M1: Salient in authorial stance with apt discussions; (2) M2: High on monoglossic statements and a bit short of endorsing device; (3) M3: Concise and confident; (4) Many more chunks to develop reader engagement and boosters.</p>

Appendix D: Post-tool Use Interview

1. What is your experience using this tool
 - 1.1. What is most helpful? What is not?
 - 1.2. What have you gained from the tool?
 - 1.3. What remains puzzling to you?
 - 1.4. What poses challenges for you in learning to use this concordance tool? (Concept? Navigation?)
2. Are you more aware of taking an authorial stance in your argument? Why or why not?
 - 2.1 How and when are you becoming more aware of using stance expressions and moves?
 - 2.2. Do you think you improved your academic writing as a result of learning to project effective stance? Why or why not?
3. How will you continue to use this tool to help with your writing?
 - 3.1. What can be built in/removed to help you learn to better use this tool?
 - 3.2. Would you suggest incorporating the tool in a writing class, rather than using it as a stand-alone? Why or why not?
4. What would you do if you could find an exact match in the stance keywords?
5. What functions are beneficial and highly recommended by you and what are not? Why?
6. What are the most difficult/challenging aspects for you in using the concordance tool?
7. Compared to your past writing classes/lessons, how is using the tool similar and different? In what ways?
8. What will you do differently later? In your writing process? In your use of the tool? etc.
9. What does good research writing mean to you now?
10. Is the tool easy to use and quick to learn?