

Chapter 7 Conclusion

Introduction

The motivations for this thesis are two-fold. In the first instance, the analyses of the rhetorical strategies employed by the writers are linguistic in their focus. They draw on Appraisal theory, as a functional model of language at the level of discourse semantics. One key aim of the thesis is to explain comprehensively how writers construct an evaluative stance in the introductory sections of both published research articles and undergraduate student dissertations. However, there is also a pedagogic motivation. The research ultimately aims to identify contributions to the field of EAP or academic literacy pedagogy. The research is premised on an appreciation of the importance of an understanding of language as a meaning-making resource to the teaching of academic literacy (Drury 1991, Love 1999), and to debates on reforming the discourse practices of academic study (Bernstein 2000, Maton 2000). This chapter correspondingly begins with a summary of the contributions of this study to an understanding of how evaluative stance is construed in specific contexts of academic writing. I then discuss important implications for pedagogy in EAP or academic literacy more generally.

In 7.1, I outline the general contributions of the study. I briefly review key foundational work in the language of evaluation, and outline the ways in which this study explores new ground in modelling evaluative stance, and in discourse semantic studies within Systemic Functional Linguistics. In 7.2, I present the major findings of the study. I identify, firstly, the contributions the study makes to the theoretical model of Appraisal, and then summarise the key contributions to an understanding of the nature of evaluative stance in the discourse, and to the means by which it is achieved. I include here a summary of the issues that emerge from a study of the student texts. In 7.3, I return to pedagogic concerns. I discuss in detail the contribution of the study to the field of academic literacy and in particular to the sub-field of EAP. I consider how insights into the nature of academic discourse arrived at in this study can inform programs of support for novice academic writers at undergraduate level, in terms of resources and directions for pedagogic intervention, as well as discussions and debates about changing literacy practices in academic contexts. In 7.4, I conclude with a discussion of directions for further research that are suggested by this thesis.

7.1 General contributions of the study

7.1.1 Contributions to the field of research into the language of evaluation

A review of the literature reveals that the field of academic writing is well served in terms of a research base, with a rapidly expanding range of studies with the potential to inform academic literacy or EAP support programs, and in particular to assist teaching staff in understanding how academic discourse is evaluative. Included in this category are influential studies of the generic (or move) structuring of a range of academic texts, for example, those of Swales (1990), Dudley-Evans (1997), Paltridge (1997). At the other end of the linguistic scale are a significant number of studies into the evaluative functioning of a range of specific lexicogrammatical resources. Some of these studies are based on general corpora of language (e.g. Conrad and Biber 2000, on the evaluative functioning of adverbials), but nonetheless have relevance to the construction of evaluative meanings in academic texts. Corpus studies may examine discrete grammatical resources or address a wider range of grammatical encodings, as is the case in Hunston and Sinclair (2000), who analyse a comprehensive set of structures associated with evaluation, and in Channell (1994) whose research into 'vague language' addresses a diverse range of lexical resources. Some studies focus specifically on the grammar of evaluation in academic texts, including, for example, the strategic use of vague language (Myers 1996), the role of disjuncts (Thompson and Zhou 2000) and conjuncts (Nwogo 1997), and the evaluative functioning of tense (Malcolm 1987, Biber, Conrad and Reppen 1998). There is also a considerable body of research oriented to an exploration of the discourse structuring of evaluation, including studies of the rhetorical impact of various forms of citation (e.g. Swales 1990, Groom 2000, Hawes and Thomas 1997, Hyland 1999). Perhaps the most significant body of work investigating rhetorical strategies in academic discourse is research into 'hedging', notably studies by Hyland (1994, 1998, 2000), Myers (1997), and Salager-Meyer (1994). Hyland's 1998 study focuses in particular on the writing of scientific research articles, drawing, for example, on Bazerman (1988), Gilbert and Mulkay (1984), Latour and Woolgar (1979) and others, who have pointed to the interpersonal dimension to this supposedly objective and detached form of discourse. Hyland's study is significant in a number of respects. It provides a comprehensive model of how writers position themselves and their work. It signals both the pervasiveness of evaluation in the discourse and the complexity of the encodings of evaluative meanings.

While the research undertaken by key researchers of evaluative language in academic discourse, such as Swales, Bazerman, Hyland, and others, has made significant contributions to our understanding of the interactive and evaluative nature of academic discourse, and has been foundational for a large body of research across genres, across educational levels, and across disciplines in ESL education, there are, nonetheless, a number of ways in which currently available explanations of evaluative stance have been enhanced in this thesis by modelling evaluative stance in academic texts with reference to Appraisal theory. One contribution of the current study is in terms of level of comprehensiveness of the modelling. The very broad range of interpersonal meaning-making resources explored in the literature has been accommodated in this thesis within a comprehensive and coherent theoretical framework. The comprehensive explanation of evaluative stance developed in this study accommodates the evaluative meanings encoded through diverse resources such as citation forms, reporting verbs, concessive conjunctions, modifiers and vague language, modality, and much more. It accounts for the kinds of meanings that are incorporated under the umbrella of 'hedging', as epistemic stance in the truth-value of propositions, and as interpersonal stance on interactive positioning, as well as the attitudinal evaluation of entities.

A second contribution of the explanation of evaluative stance developed in this thesis is that it accounts for the interaction of interpersonal resources within texts, and therefore the dynamic construal of stance across text. It accounts not only for the instance of evaluative meaning at a point in the text, but in addition, to how it relates to other instances in the discourse. Within SFL theory, different metafunctional meanings are characterised by different kinds of patterns of structure in language (particulate, periodic, and prosodic). This theoretical framework is taken up in the thesis as means for modelling the logogenesis or evolving nature of evaluative stance across academic texts.

A further contribution of the thesis to an understanding of the construction of evaluative stance is that it theorises the semantic options available in either valuing entities or in valuing propositions. In this study interpretations of meanings are arrived at in reference to a theoretical model, rather than on the basis of cognitive intuition. This contrasts to pragmatically situated models such as hedging, where pragmatic explanations of language have to account for interpersonal meaning making outside the system of language itself, relegating this area of meaning to cognition. An advantage of the theory of Appraisal used in this study is that it views interpersonal meaning as one metafunction of language itself.

7.1.2 Contribution to discourse semantic studies of texts within SFL

A review of studies of the discourse semantics of academic texts that take a functional perspective reveals that most are oriented to textual meaning rather than interpersonal meaning. These include studies on cohesion (e.g. Field and Hoi 1992), or, more frequently, on the textual patterning of ideational meanings in thematic choices and patterns of periodicity (e.g. Drury 1991, Green, Christopher and Mei. 2000, Coffin and Hewings in press, Ravelli in press). The lack of theoretically motivated studies of the discourse semantics of evaluation in academic texts is not surprising given that, until the relatively recent development of Appraisal theory, this aspect of the model of SFL remained under-theorised. Discourse studies in interpersonal meaning in SFL previously focused on dialogic exchange (e.g. Berry 1981, Martin 1992b). Since the late 1980s, however more attention has been paid to the dimension of attitude and voice, with an expanding volume of studies across a wide spectrum of discourses, from media discourse (Iedema, Feez and White 1994), to casual conversation (Eggins and Slade 1997), to the language of narrative and literary response (Rothery and Stenglin 2000, Macken-Horarik 2003). There are, as yet, few studies that have applied Appraisal theory to a study of academic discourse (a very recent exception being Flowerdew 2003).

In part therefore there is a linguistic motivation for this research. This study draws on Appraisal theory to explore interpersonal aspects of academic discourse, and at the same time interrogates the theory through its application in this context. This linguistic motivation merges with a broader and encompassing pedagogic goal to contribute more effective means of support for undergraduate academic writers, especially those who are non-native speakers of English, in managing the demands of evaluation in their academic research writing in English.

7.2 Major research findings

In this section I summarise the major findings of the research and the contributions the thesis makes to the field of linguistics and to the field of academic literacy. I make specific reference to the relevant research questions (posed in chapter 1) that are addressed in relation to specific findings.

7.2.1 Contributions of the thesis to linguistic theory

The application of Appraisal theory provides an innovative approach to explaining the construction of evaluative stance in the context of academic writing, and a functional alternative to pragmatically motivated analyses of interpersonal positioning, such as that offered in modelling stance as ‘hedging’. At the same time, in applying a general theory to a particular kind of discourse, the theory itself needs to be interrogated in terms of its ability to account for the kinds of meanings and resources that are salient to that discourse, in this case the discourse of academic argument. Rothery (1996: 88) explains this simultaneous process of application and interrogation of theory thus:

From a linguistic perspective the lexicogrammar and discourse semantic analyses of texts (...) tests and challenges the systemic functional model of language in constructive ways. Such analyses enable an ongoing dialectic between the realisation of system in text and the construction of system networks both in the lexicogrammar and discourse semantics and in the context of situation and the context of culture.

One feature that emerges as salient in the application of Appraisal theory in this study of academic research writing, is that of Graduation. All the texts are characterised by an extensive range of resources of Graduation. Instances of Graduation include the grading of explicit attitudinal meanings. However, more marked is the grading of non-attitudinal meanings. Implications of the strategic use of resources of Graduation are discussed in a later section, however from a linguistic perspective, the extensive use of resources for grading meanings has required an expansion of the system network of Graduation, from that which has been developed to this point in the literature (e.g Martin 2000, Rothery and Stenglin 2000, Martin and Rose 2003).

The system of Graduation has been expanded in a number of respects, reflecting the kinds of meanings that are foregrounded in the texts in this study. One option that is especially salient is that of *quantification*, as a dimension of Force. There are multiple instances in the texts of quantifying as *amount* (c.f. Paltridge 1997). The number of research studies or sources is a feature that is frequently noted by writers in support of a proposition or claim. But quantification is also expressed as *extent*, and extent both in terms of *time* and of *space*. Writers give emphasis to the *scope* in time, and less frequently to *scope* in space, in describing the development of ideas or claims. The implication is that the idea or claim is valued in terms of relative generalisability, either across time or space. In addition writers also encode descriptions of other research in terms of *distance* in time or space. A description of comparative or relative distance may imply a relative value for one study over another. The implication here is one of value in terms of relevance. The model of Graduation as Force in Appraisal has been extended on the basis of this research to accommodate

dimensions of *extent* (as *scope* in time and space, and *distance* in time and space) in the semantics of quantification.

A second aspect of the dimension of Force that has been elaborated as a result of this research is that of '*enrichment*' (Martin 2000). In the model of Graduation in Martin (1997, 2000), Enrichment is understood as the infusion of values in a process. In the development of the model in this study, the dimension of grading processes as enrichment is extended to include the grading of a process by the addition of a meaning of manner, whether that meaning is infused in the process itself, or added as a circumstantial aspect. To retain the integrity of the term *enrichment*, as it is used by Martin (2000), the general category is referred to as *enhancement*.

The system of Graduation accounts for grading by Force, but also grading by Focus. Focus refers to the degree of sharpness of the categorical boundaries of experiential meanings, and to date this has only been applied to the boundaries of entities or things (eg a *real* audience). In this study, however, it was found that the discourse frequently displays degrees of 'bounded-ness' of the experiential category of processes as well as things. This is referred to in the redeveloped network as focusing in terms of completion or *fulfilment* of a process. The key resources that are drawn upon in grading process meanings in this way are conation on the verbal group (e.g. *try to...*; *manage to ...*) or phase:realis/irrealis (e.g. *suggests*; *shows*). The extension of the Graduation network to accommodate the semantic option of grading the Focus of processes, in terms of fulfilment, is particularly significant in relation to modelling evaluative stance in academic discourse. It accounts for the attitudinal potential in sets of projecting processes that are most frequently referred to in the EAP research literature as 'reporting verbs' (Hyland 1999, Swales and Feak, 2000, Thompson and Ye 1991). Explanations of the functioning of these resources to date have been in terms of infused modality, but an interpretation as grading fulfilment allows the connections to be made with resources of conation in the verbal group. Grading the fulfilment of a process implies *Judgement* of the *capacity* or *tenacity* of participants in the research process. Within the network of Engagement, projecting processes such as '*suggests*' or '*shows*' are included as resources for expanding space for other voices. As options in a grading system of fulfilment, they imply a degree of value (*Judgement*) of the source.

The findings summarised to this point address the question of how evaluative stance is construed through the expression of graded values in the discourse of the published and student texts (questions 1.a./ 2 a). The elaborated model of Graduation developed in the process of this research underpins the findings in respect of Attitude reported on in 7.3.3.

A further contribution to the thesis to the framing linguistic theory of Appraisal relates to the dimension of Engagement. The Engagement network represents semantic options in expanding or contracting space for other voices in texts. In this study, I have reconfigured the network of Engagement as one of *Alignment*, shifting the perspective from the dynamics of writer and other voices in the text, to writer and reader. The Alignment network presents the basic distinction between aligning and dis-aligning as able to be realised through a range of semantic options. The resources implicated include resources for projecting voices, for encoding modality, for negating, and for representing contrast, as well as the encoding of positive or negative attitude and the grading of attitudinal and non-attitudinal resources.

This contribution to Appraisal theory addresses the question of how evaluative stance is construed through the interaction of values and voices in the published and student texts (research questions 1.c and 2 c), and in particular, how the reader is positioned dynamically throughout the text, to align with the writer's argument (research question 1.c: ii)

The network of Alignment provides a means for mapping the dynamic process by which the writer attempts to persuade the reader to a conclusion that the writer's own research is warranted.

7.2.2 Insights into the nature of evaluative stance in the introductions to research papers

In the following section, I summarise a number of important contributions that this thesis makes to understanding the ways in which academic writers construe an evaluative stance in the introductions to their research papers.

7.2.2.1 Understanding the discourse as construing two fields in a relationship of projection, one from the other

The research reported in this thesis makes an important distinction in the discourse between two fields: one of *research* activity and one of a *domain* of activity that is acted on by the research process. These two fields are distinguished in terms of the kinds of participants, processes, and circumstances that construct them. While others have pointed to this duality of fields in academic research writing (Thetala 1997), the particular contribution of this study is to explain the relationships of the fields as one of projection, where the field as *domain* is projected through the field of *research*. This representation of one field projecting another draws directly on the work of Christie (1991a, 1991b, 1997, 2002) who identifies the relationship of projection between two registers of schooling, the instructional and the regulatory, which in turn draws on Bernstein's (1986,1990) theorising of pedagogic

discourse. In this study the field of *research activity* can be said to project, or ‘instate’ (Halliday 1994) the field of the *domain*, re-representing it as projected through research. Christie (2002: 162) discusses ‘how the regulative register actually appropriates and speaks through the instructional register’. In the context of this study, a parallel explanation can be drawn for the role of the field of research (FR) as ‘appropriating’ and ‘speaking through’ the field of the domain (FD). This appropriation is reflected, for example, in the ways in which evaluations of the domain are constructed as institutionalised values of Appreciation:valuation, rather than as Affect (feelings) or Judgement, and in how these values are preferably encoded in comparative or measured terms. The projection of one field by another can be achieved through both congruent and metaphorical resources in the grammar, and the analysis of texts from this perspective results in a map of alternating field orientations. The analysis of field provides a basis for determining the ways particular kinds of attitudinal meanings are distributed in texts, and an analysis of the distribution of Attitude according to field reveals various rhetorical strategies on the part of the writers.

7.2.2.2 Managing the dual demands of persuasion and objectivity

The study identifies certain preferences and patterns in the encoding of Attitude that enable the writers to meet the dual expectations of the register, that is, that their writing be both persuasive and ‘objective’. These preferences are summarized as follows:

- A preference for encoding explicit Attitude as Appreciation, rather than as Affect or Judgement, and for encoding appreciation as valuation, rather than reaction, contributes an ‘impersonal’ orientation to expressions of explicit Attitude.
- Where Graduation is used to evoke Attitude, the Attitude that is implied is also predominantly Appreciation:valuation, furthering the institutionalisation of Attitude.
- A strong preference for encoding research in indirect ways, through the grading of experiential meanings.

The evaluation of research indirectly through the grading of experiential meanings, is one further means by which writers achieve an apparent ‘objectivity’ in their arguments. While novice writers are frequently encouraged to make their writing less personal, the key resource for evaluating research identified in this study involves giving a subjective slant (through grading) to an ‘objective’ experiential meaning. In other words it involves making the objective more personal, or we might say, ‘subjectifying the objective’.

Student texts are seen to mirror the published texts in respect of these preferences, but do so to varying degrees, and where differences occur they can impact on the nature of the evaluative stance being construed and to the effectiveness of the overall argument.

Variations occur, for example, in the extent to which Appreciation is the dominant kind of Attitude expressed, with more instances of Attitude expressed as Affect or Judgement in the

student texts. In encoding Appreciation student writers are more likely than published writers to encode Appreciation as reaction. These choices have the effect of constructing a more personal, less institutionalised way of evaluating phenomena.

7.2.2.3 Construing research as a graduated activity in the context of research paper introductions.

The study shows that explicit attitude in the published texts is dominantly oriented to the domain (FD). There are relatively very few instances of explicit attitude that evaluate aspects of the field of research (FR). The field of *research activity* is represented as a graduated one, and the grading of experiential meanings through, for example, expressions of amount, extent, or degree of fulfillment of a process, is the main resource upon which writers draw to evaluate the contributions of other research activity in their field. Evaluation through the grading of experiential meanings in this way functions to evoke rather than directly inscribe Attitude, and enables writers to avoid making dichotomous positive or negative assessments of other research.

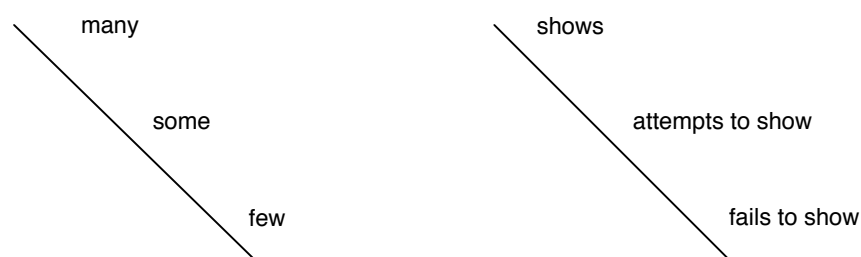
7.2.2.4 Construing solidarity while maintaining difference

Apart from viewing the grading of experiential meanings as contributing to the overall 'objectivity' of the argument, such choices can also be seen as constructing different kinds of solidarity. Whereas inscribed Attitude, functions to set up a dichotomous choice of positive (in-group) and negative (out-group) alignment, the grading of experiential meanings positions them on a cline, where variations are in terms of degrees of similarity or difference. This contrast in different kinds of positioning is represented diagrammatically in figure 7.1, where a) represents the dichotomous choice and b) represents the relative positioning on a cline.

Fig. 7.1 (a) Dichotomous representations of attitude

Positive (in-group)	Negative (out-group)
useful	time-consuming
satisfied	dissatisfied

Fig. 7.1 (b) Clined representations of attitude



By evaluating other research in such ways, the writer can maintain solidarity with the research community, while at the same time establishing difference and hence space for their own research.

7.2.2.5 Constructing the domain as a site for research

The study reveals the role that explicit Attitude can play in constructing the domain as a contested field of knowledge. The encoding of explicit attitude in FD as either comparative or in oppositional pairs of values functions to construe the domain as one in which there are different possibilities. The field is represented as contested to some extent. If only at an implicit level, this functions to represent the domain as a potential site for research, as one where knowledge is unresolved. Where explicit Attitude expressed towards the domain is neither comparative, nor contrastive, the writer foregoes an opportunity for construing the domain as contested, and therefore as an appropriate a site for research. Where the texts display amplified Attitude in relation to FD, the amplification contributes to constructing a more compelling argument around values associated with the domain.

7.2.2.6 Managing stance through the distribution and positioning of values

The study points to the importance of the distribution, positioning, and co-articulation of values in texts, to the construction of an evaluative stance. The explanation of stance developed in this thesis has both a synoptic and a dynamic perspective. Synoptically, preferences of values are distributed in predictable patterns across texts, with kinds of expressions of Attitude aligning with field. Explicit Attitude associates with the domain, and Graduation evoking Attitude associates with research (as discussed above). However, Attitude is also patterned prosodically with values spreading across phases of texts, as resources encoding interpersonal meaning interact with each other. The data show:

- A minimal use of explicit Attitude in relation to FR can be maximized in terms of impact in the discourse through prosodic extension. Resources of Graduation play an important role in the extension of prosodic domains.
- Prosodies of value can be construed both prospectively and retrospectively in the texts. It is evident that resources of Graduation play a key role in maintaining prosodies of value, although further research is needed in this area.

Managing prosodies of value requires an understanding of the importance of strategically encoding a minimal number of instances of explicit Attitude, as well as an understanding of the kinds of resources that can be employed in the propagation of prosody.

Attitude is also an intrinsic aspect of the periodic or textual patterning of the discourse. The data show:

- Attitude encoded in higher-level Themes are typically reiterated in lower-level Themes, and attitude encoded in lower-level New is typically consolidated in higher-level New. Encoding attitude in 'hierarchies of periodicity' (Halliday in Thibault 1997, Martin and Rose 2003) creates an interpersonal 'point of departure' (Halliday 1985, 1994) in respect of Theme, or a consolidation of evaluative stance for the text as a whole and for specific phases of text, in respect of New.
- Preferences for encoding Attitude in higher-level Theme or higher-level New seems to correspond with the orientation of the text to one or other field (FR or FD respectively). In other words, if writers are largely arguing for their research on grounds that the domain is interesting or important, they are likely to employ a strategy whereby they build an argument throughout a phase of text, culminating in more explicit or forceful expressions of Attitude at the end of the phase. If the writers are arguing predominantly in relation to other research in the field, they are more likely to encode Attitude up front in a phase of text, which predicts a stance for the phase.
- The final phase of each text functions as a transition phase, in that it represents both a Macro-New for the introductory segment of the larger text, and a Macro-Theme for the remainder of the larger text, that is the complete article or dissertation.

If writers do not encode Attitude in the periodic patterning of the discourse, they forego important opportunities for establishing evaluative stance in their texts. These findings address the question of how evaluative stance is construed through the expression of graded values in the discourse of the published texts (research questions 1 a: i, ii, iii).

7.2.2.7 Viewing evaluative stance as configurations of voice roles

A closer attention to patterns in the expressions of Attitude in the texts has resulted in the identification of a number of configurations that are referred to as *voice roles*. Voice roles are identified as characteristic configurations of evaluative resources in the data that associate with particular fields being evaluated. The configurations distinguished in this register include those of Observer, Investigator, and Critic. Observer Voice comments evaluatively in non-comparative terms on the domain. Both Investigator and Critic evaluate comparatively, the former commenting on aspects of the domain, and the latter commenting on other voices and the propositions they project, in other words on research activity.

A mapping of the dynamic interaction of these voice roles provides an important means by which the rhetorical strategies of experienced writers can be made readily apparent to novice writers. While the range of voice roles is evident to some extent in all the texts in the data, the dominance of one or other voice role, and the patterns of interaction, vary from text to text. In both the published texts and the student texts, there is variation in the extent of

reliance on Observer Voice, Investigator Voice, or Critic Voice. Evaluations in Observer Voice are associated with the domain (FD), and are non-comparative. They are therefore represented as arrived at through reference to the evaluator's own value system, without reference to an external standard or alternative 'measure'. It is for this reason that I refer to Observer Voice as a non-research voice. Evaluations in Investigator Voice are also directed to the domain (FD), but encode a comparative meaning, that is, the value is represented in relation to the value of some other phenomenon. It therefore implies a measurement of some kind, and for this reason is referred to as a research voice. Evaluation in Critic Voice is directed to the field of research activity, evaluating sources and the processes of research and propositions they project.

Where writers predominantly take up Observer Voice, they are positioning their research within a personally valued domain. The fundamental argument is that the writer values the domain in some respect, and that their own research in this domain is warranted on those grounds. In contrast, where writers predominantly take up Critic Voice, they are positioning their own study within a field of research, and arguing on research grounds for its value. It is interesting to note that among the published texts there is considerable variation in the extent to which the writer engages critically with other sources in arguing for their own research, that is, the extent to which they take up Critic Voice. Given the importance that is often placed on this aspect of the writing task when it is presented to student writers, especially in writing the literature review component of the introduction to a research paper, it is significant to note that a number of other strategies may be acceptable in particular contexts of research or publication.

7.2.2.8 Aligning the naturalised reader

A final aspect to an understanding of evaluative stance, resulting from this study, has to do with modelling the ways in which the writer, as ultimate adjudicator in the argument for their own research, manages the voices and values from other sources that are introduced into the text. This is achieved through a reworking of the system of Engagement within Appraisal theory to consider options available to the writer in aligning or dis-aligning readers with the values represented in the text. The modelling of evaluative stance, ultimately as a network of Alignment, is based on an integrated analysis of Attitude, Graduation, and Engagement.

The findings summarised above provide a detailed and comprehensive explanation of how evaluative stance is construed through the voicing of values in the published texts (research questions 1 b: i, ii, iii).

7.2.3 The nature of evaluative stance in the student texts

This study is not designed as a direct comparison between student texts and published texts. Rather the student texts are analysed with reference to a theoretical modelling of evaluative stance that emerges from an analysis of the published texts. When the student texts are analysed with reference to this model, a number of issues emerge. One is the extent of similarity in the ways the writers choose from the semantic options of Appraisal. Overall, there is a strong degree of commonality in terms of the distribution of explicit Attitude according to field. In all texts, explicit Attitude is strongly associated with the evaluation of the domain, and not with the evaluation of research activity. There is also a common preference for Attitude expressed as Appreciation, although a difference does emerge in the degree of preference in this respect.

Equally significant, however, is the variation that occurs within the data sets. In other words, there is a range of writer strategies evident in the published texts, and in the student texts, and variations in patterns of choice in Appraisal in the published texts, are mirrored in the student texts. This is particularly evident, for example, in the ways in which evaluation is encoded in the text organising patterns of periodicity. Some published writers signal evaluative stance predictively in higher level Themes, while others choose to give greater evaluative weight to consolidating higher level News. The variation in voice role structuring in the published texts is reflected in the student texts. Both published writers and student writers encode Observer Voice, Investigator Voice, and Critic Voice, but in both sets of texts writer strategies vary in terms of the placement or dominance of one or other voice role.

An analysis of evaluative stance in individual student texts also enables specific issues to be identified that may not be generalisable across a cohort, but which are, nonetheless, significant in terms of that student's ability to construct evaluative stance more effectively. Individual issues include for example, a lack of encoding of evaluation in some higher order periodicity structures, resulting in missed opportunities to set up a prosody of value across a phase of text; inconsistent values being encoded in the same phase of a text, resulting in the creation of disharmonies of value; or the encoding of neutral stance in projecting processes that introduce other voices into the text, resulting in a missed opportunity for the writer to position themselves in relation to the projected proposition. A semantic modelling of the discourse system choices that construct evaluative stance provides a reference point for negotiating how individual writers can construct a more effective argument for their own research. Explanations of the choices made by the student writers address the second of the research questions, namely, how the student writers construct evaluative stance in the

introductory sections of their dissertations, and the similarities and differences that are evident when their writing is compared with that of the published writers.

7.3 Contributions to pedagogy in academic literacy

The research undertaken in this thesis grew out of experiences in responding to a complex context of undergraduate study where students are making a transition into new forms of discourse in English as a second language (ESL). The particular site of concern is the introductory sections of final year dissertations in which students are required to write up their own research, a task that requires the writer to argue for their own research in relation to other knowledge and other knowers in their field. The specific focus is on the construal of evaluative stance, an aspect of the writing that is perceived as a challenge by both staff and students. A review of the literature would suggest that such a perception is far from unique (Swales and Lindemann 2000, Hart 1998, Johns 1997, Hyland and Milton 1997), and by no means confined to contexts in which students are studying in English as a second language (Ivanic 1998), or to novice academic writers in undergraduate studies (Hyland 1998, Samraj 2000). A key motivation for this research is a pedagogic concern to develop more effective means for assisting novice writers to manage the evaluative demands inherent in introducing their own research.

This study sits at the intersection of linguistics and education in that it aims to explore the linguistics of discourse in order to input directly into pedagogic practice. In any such endeavour there are likely to be tensions between complexity of linguistic insight and accessibility for pedagogic application. As noted in chapter 2, Swales (2002:67) presents the problem thus:

One seemingly predisposing feature for the acceptance of structural models is a certain simplicity. (...) In contrast, elaborate models, for all their sophistication and for all the time and effort put into their evolution, somehow typically fail to attract the attention of the relevant applied linguistic communities in a sustained way, however, much they may appeal to coteries of like-minded scholars. It looks as though being simple engenders being memorable, and this in turn engenders being usable, quotable, and perhaps teachable.

The specific challenge in this research is how to find theoretically sound explanations for the very complex processes by which writers construct an evaluative stance, while at the same time contributing in quite direct ways to interventions in EAP pedagogy; how to model evaluative stance in a comprehensive and theoretically sound way, yet remain accessible to teachers and students in EAP.

In the following section, I outline some of the ways in which this research has application in EAP pedagogy. I explain how modelling of the discourse semantics of evaluation can become the basis for a number of pedagogic initiatives, including providing more transparent explanations of task, negotiating and demonstrating alternative approaches, discussing the rhetorical implications of different strategies, providing functional explanations in feedback to students on their writing, and even structuring curriculum. In addition, a theoretically motivated framework for modelling variations in the rhetorical strategies used by academic writers in the process of writing up their own research, provides an interesting context for exploring how different kinds of discourse function differently in the construction of knowledge. In this way, the study also makes a contribution to discussions and debates around reforming academic literacy practices, especially where the reforms being advocated are shifts towards what Bernstein refers to as *Horizontal* discourses of individualised and localised ways of knowing characteristic of the local communities from which students come to the academy.

7.3.1 Underlying assumptions about language pedagogy

Underlying this discussion about implications for pedagogy are a number of assumptions or beliefs about language and language learning, that are introduced in chapter 2, and that are reiterated here. The first assumption is that a study of texts that is informed by a theory of language as social semiotic can make a valuable contribution to understanding discourse practices. From such a perspective language is understood, not as a conduit for meanings derived elsewhere, but as constructing meanings. While there is a trend evident in some contexts of EAP research towards a privileging of activity over text in investigating discourse practices, as Hasan (1996) argues, a focus on activities, without a focus on texts, ignores the primary semiotic resource in socio-cultural communication.

The second assumption relates to the value of explicit pedagogy. While the value of explicit pedagogy relates to language learning more generally (Widdowson 1990, Christie 2002), it is particularly significant in relation to the teaching of literacy (Hammond and Macken-Horarik 1999, Rothery 1996). In written texts, everyday congruent meanings are re-constructed in linguistically metaphorical ways, constructing more abstract kinds of arguing, reasoning, and as we see in this study, evaluating. These new kinds of meaning-making are distanced from everyday commonsense ways of knowing. By making available to novice writers in an academic context insights into the ways written texts are constructed, we can not only demystify ‘the labyrinth of academic discourse’ (Belcher and Braine 1995:xv), but, by so doing, we can facilitate critical awareness and critical participation (Bazerman 1992). We can model multiple strategies as a basis for negotiation, and we can demonstrate the

constructedness of academic argument. We can make apparent to students the strategic nature of academic argument, providing insights for reading and conscious strategies for writing (Schleppegrell 2002, Ventola, 1996).

The third assumption is the value of the functional over the formal in explanations of language in pedagogic environments. Schleppegrell (2002) draws attention to the kinds of feedback that are most common in relation to non-native speaker academic writing in English. Attention is very predominantly focused on grammar as form. What are commonly lacking are meaning –based explanations, related to the semantics of students' writing. A functional analysis of language provides the basis for feedback to students in functional terms. It is this kind of feedback that is modelled in the section of chapters 5 and 6 where analyses are made of student texts.

7.3.2 Implications for the ways in which the writing task is explained

One of the key findings of the research is the preference in the texts for the indirect evaluation of research rather than evaluating through the use of explicitly attitudinal lexis. Research activity (participants and processes) is valued indirectly through resources of Graduation, resources which grade experiential meanings. This suggests a need to consider how we frame or gloss the task of writing a research paper introduction, or literature review, for novice academic writers. In much of the EAP literature guiding the writing of introductions and literature reviews by novice writers considerable emphasis is put on the need to 'evaluate' the source literature they refer to. It seems such advice is intended to forestall the commonly identified problem of literature reviews as annotated bibliographies (Hart 1998, Swales and Lindemann 2002), rather than as arguments for the writers' own research. However, there may be some unintended negative consequences from this encouragement to 'evaluate', if the term 'evaluate' is not able to be unpacked in respect of what it means linguistically. It may be, for example, that the request to 'evaluate' is interpreted as a requirement to 'judge', that is, to make an explicit attitudinal evaluation (e.g. as Judgement or Appreciation or Affect). This interpretation is reflected, for example, in some of the student discussion data presented as background to this research in chapter 1. The students expressed frustration at having to make an evaluative judgement of 'expert' texts in their field, from the position as a novice.

S8: I think it is really difficult to summarise other studies and then evaluate. It is very very difficult. Because sometimes I don't know where I don't know where to focus on the study

S7: yeah to evaluate or to judge whether the theory is right or wrong.

Such an expectation can add unnecessary stress to an already challenging role for student researchers. Such an expectation may translate into overly explicit encoding of attitude in relation to other studies, or perhaps even to an avoidance of any encoding of an attitudinal position, and a retreat into summary writing. It may prove more helpful in terms of the construction of an effective evaluative stance in the writing of their introductions, if novice writers were asked to '*position*' the research they refer to in relation to other studies and to their own study, rather than to '*evaluate*', or perhaps to '*evaluate by positioning*'. In this way the explanation of the task mirrors the kind of language that is found typically to characterize the discourse. It is important to note here the distinction between the ways evaluations of other research are expressed in informal academic discussion or oral seminar talk, which may be more explicitly positive or negative in expressions of evaluation, and that which is characteristic of written discourse, with its preference for indirect expressions of Attitude. This variation in evaluative language with mode of communication has not been investigated in this study, but may warrant attention and explanation in teaching contexts where students are engaged in both activities.

7.3.3 Modelling evaluative stance

A key strategy in explicit pedagogy for academic literacy or EAP is to explore model texts. The notion of a 'model' is not a template for reproduction, but rather a sample text for deconstructing the kinds of strategies, and identifying the kinds of resources that are used by writers. A frequently expressed problem in teaching research writing at undergraduate level is that of locating appropriate models for dissertation writing. While research articles may be used for this purpose, there are recognised limitations. Atkinson and Curtis (2000:80), for example, suggest that

the RA and the T/D (Thesis/Dissertation) are not the same thing, but they are similar enough for the RA to serve as a handy and helpful model for thinking about, understanding, and preparing to write a T/D.

However, they point to some significant differences, including the greater degree of variation possible in T/Ds, their substantially longer length (although this applies more to theses than to dissertations), and variations in audience and scope of audience. In comparing the similarities and differences between RAs and T/Ds, and therefore indirectly the value of RAs as models for student writing, Atkinson and Curtis (2000) focus predominantly on organisational features and overall texts structure, or on grammatical resources, for example, modal verbs and frequency adverbs.

This study acknowledges the differences in context of writing in research articles and student dissertation as well as the similarities in purposes pointed to in Atkinson and Curtis (2000).

However a difference in the approach taken in this study, is that comparisons are made in relation to a theoretical model of discourse semantic options. There is no expectation that the two kinds of writings *should* mirror each other. Rather, the model provides a theoretical point of reference for explaining the similar or different ways in which the writers construct an evaluative stance, both across the data sets, as well as within them. The analyses of published texts and student texts reveal that there are both similarities and differences in the semantic options taken by individual writers in relation to, for example, systems of choice in expressing Attitude or Graduation, which in turn have consequences for the kinds of voice roles that are characterise the texts, and in turn the way the study is contextualised, and the kinds of knowledge that is constructed. The study makes a number of specific contributions to the ways in which published texts (research article introductions) can function as models for the introductions in student dissertations in academic literacy programs.

7.3.3.1 Modelling stance as semantic systems in the discourse

Firstly at a general level, the study provides new insights into the construction of academic argument through a focus on language at the level of discourse semantics. This complements the growing body of work in the field that addresses the generic structuring of texts, as well as studies that attend to grammar from a formal or functional perspective. In this sense, as argued in chapter 1, the study contributes to the missing middle ground, between genre and grammar (Martin 2002c) in a functional analysis of written academic texts. Academic texts can therefore be modelled from a semantic perspective to reveal discourse strategies, providing a dimension of textual analysis beyond generic staging, and beyond typical grammatical or lexical choices at clause level.

7.3.3.2 Modelling stance from a functional rather than pragmatic perspective

Secondly, explanations of evaluative stance arising from the study are theorised in relation to a comprehensive functional theory of language as social semiotic. Appraisal theory (Martin 1997, 2000) is a model of interpersonal meaning at the level of discourse semantics within SFL. This reliance on a functional theory of language contrasts in important ways to much of the current work in evaluation in academic discourse, which takes a pragmatic perspective on interpersonal meaning. Pragmatic explanations essentially represent interpersonal meaning as outside of systems of language. Interpretations of interpersonal meaning are therefore arrived at, not through a theorising of language choices, but ultimately through intuitive interpretation. By drawing on a comprehensive functional model of interpersonal meaning-making in discourse this study provides an important alternative to interpretations of evaluative stance as represented, for example, in accounts of ‘hedging’ (Hyland 1998, Myers 1989, Salager-Meyer 1994) within the field of pragmatics.

7.3.3.3 Modelling stance diagrammatically

In a more practical sense, the study contributes ways in which the discourse semantics of texts can be represented diagrammatically. Diagrammatic representations of, for example, the ways attitudinal meanings are distributed and patterned in text, makes more 'visible' the kinds of strategies that writers are employing than is possible in linguistic explanations. It is a more efficient means for revealing strategies. Comparative or divergent patterns across texts are also made more apparent through a comparison of diagrammatic representations.

Modelling the ways in which field as domain (FD) and field as research (FR) interact in the texts, can be portrayed by marking up the text, as in figure 7.2. When texts are presented in this way, the association of explicit attitude (bold) with the domain (unboxed) and of implicit attitude (italics) with the field of research activity (boxed) is readily apparent.

Fig. 7.2: An illustration of the variation of explicit attitude with field (P4)

Research findings

on the *limited* and even **negative** effects of **traditional** product-oriented feedback on and correction of students' work by teachers

have been reported for *at least 30 years* from the work of *Stiff (1967) Marzano and Arthur (1977)* to findings reported by *Hendrickson (1981) Sommers (1982) Hillocks (1982) and Graham (1983)* in the early 1980s. *Further* studies carried out in the late 1980s and *more recently* (e.g. *Cohen 1987; Robb et al. 1988; Anson 1989; Hyland 1990; Lockhart and Ng 1993*) all report similar findings. Goodlad and Hirst (1989) found *over 1000* articles on peer tutoring published between 1975 and 1989.

The **benefits** of using peer groups

have also *long* been recognised *from the early* studies carried out by *Piaget (1959) Vygotsky (1962) and Dewey (1966)* to *more recent* studies such as those by Johnson et al. (1994) who believe

that "peer relationships are the **key** to reaching students' hearts" (p.21).

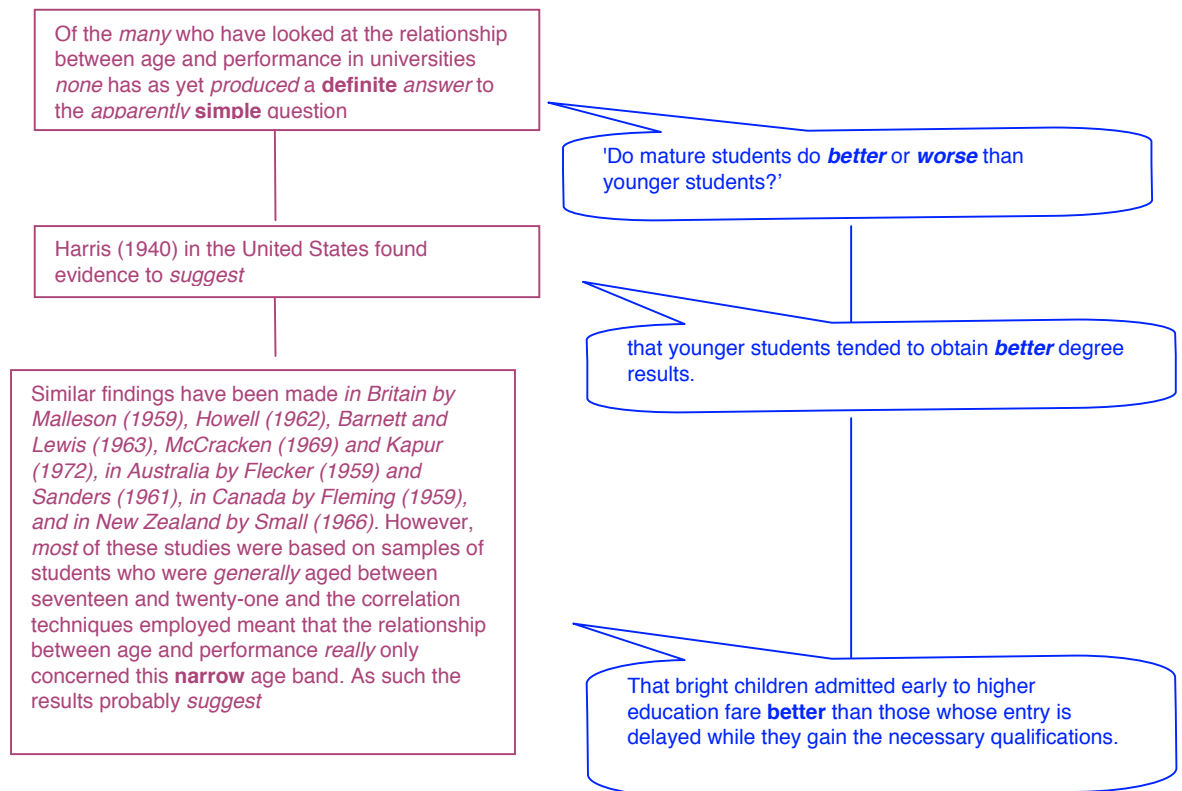
The distribution of attitude with field in table form, as for example in figure 7.3, makes apparent at a glance the dramatic difference in the ways in which each field is evaluated.

Fig. 7.3: Distribution of explicit attitude according to field (P4)

Research focused evaluation (FR)	Domain oriented evaluation (FD)
<ul style="list-style-type: none"> ▪ a thorough introduction is not ... possible ▪ it is necessary to focus on certain key features 	<ul style="list-style-type: none"> • The...negative effects • of traditional ... feedback • The benefits of using peer groups • peer relationships are the key • feedback has been ... a useful alternative • the reasons for the increased interest • a cheap means of delivering education • an era of ... tight public-spending • teachers ... recognised the value . • the ... positive effects ... • peer response is ... effective • subjects ... improved • approach ... is ...nothing new • a key feature of process writing • the benefits of using a process-oriented approach • described as “an innovation” • Approaches ... have been popular • is ...considered an innovation • it is essential to change ... attitudes • towards an innovation • one of the main problems • although useful, • that for an innovation to become widely adopted – • to be considered an innovation – • the earlier the better. • a more effective • and efficient way to proceed • teachers ... had a positive experience • the possible problem • Another difficulty ... is . • thorough ... training • training is desirable • a much shorter ... period might be sufficient. • writing... has a central role to play

In relation to voice role structuring, the flowchart representation exemplified in figure 7.4 provides an accessible means for demonstrating variation in writer stance in the opening phases of a range of texts, and in particular the interactive structuring of voices as dialogue. In particular it highlights the options for writers in choosing how to contextualise their study. Different voice roles associate with different kinds of contextualisation and different kinds of valuing.

Fig. 7.4: Example of diagrammatic representation of voice roles structuring (P1)



7.3.3.4 Modelling alternative strategies

A further contribution to the modelling of texts comes from the variation in strategies identified across the data set. Such variation becomes an important point of reference for staff and students in negotiating the strategies that students take in introducing their own research, and in evaluating the effectiveness of their texts. The modelling of texts does not therefore imply prescription. On the contrary, it opens up possibilities and becomes the basis for discussion of alternative strategies, of the resources that are implicated, and of potential implications in terms of the kinds of arguments that result. Making the implicit in discourse explicit is a means by which we can enable critical awareness and critical participation (Bazerman 1992). Modelling from this perspective becomes an integral aspect of critical pedagogies (Belcher and Braine 1995, Pennycook 1994).

7.3.4 Providing functional feedback

The issue of effective feedback to students on their writing has been indirectly referred to above but warrants a separate discussion. Schleppegrell (2002) points to the potential negative implication of ESL students receiving their writing assignments covered with corrections to, or at least identification of, syntactic errors. The potential to improve their

texts is not enhanced, by such marking. At the same time there is a lack of feedback that addresses the kinds of meanings that students are attempting to make. In this study, the commentary that is given on student texts in chapters 5 and 6 provides an example of how feedback can be referenced to a model of stance as discourse semantics, and so constructed in functional terms, and related at all times to the realisation of rhetorical strategies. These may be comments that apply generally to the student texts as in chapter 5 (5.1.2),

One interesting difference that emerges in patterns of use in the published and student texts is in the degree of dominance of resources of Appreciation. Where the published writers display a very strong preference for the encoding of explicit Attitude as positive or negative Appreciation, the student writers also include evaluations as emotional responses (Affect) and as ethical concerns (Judgement).
(...)

The student writers, through their inclusion of more expressions of Attitude encoded as Affect and as Judgement, construct a more personalised expression of evaluation than do the published writers.

Or to commentary on individual texts as in chapter 5 (5.2.2)

A comparison of the strategies employed by the writers of P2 and S5 is useful at this point. Both P2 and S5 are identified below (5.2.3.) as displaying very similar distributions of Attitude according to field. Both are strongly domain oriented. However, if we compare the texts in terms of the distribution of positive or negative Attitude we see that they are different in this respect. In text P2 the writer's argument for her own research is predominantly situated in a valued domain, but a domain in which things are valued differently. In S5 the writer also situates her research within a domain, but one where there are no alternative values encoded. In this sense, when writer S5 is discussing the domain of her research she does not avail herself of opportunities to construe that domain as a site of contested or unresolved knowledge, or in other words it is not construed as a research site.

While student texts are likely to display a range of syntactic errors, and/or inconsistencies in register, feedback must go beyond a focus on grammar, especially grammar from a formal sense, and an identification of where errors occur. As Schleppegrell (2002) suggests, such feedback often appears salient and therefore takes precedent over the construction of meaning, but a disproportionate emphasis is counter productive, often disheartening novice writers and denying them access to the kind of meaning-based feedback given to those with more proficiency in written English grammar. The discourse semantic framework of evaluative stance developed in this study provides points of reference for functional feedback to students, and the commentaries on student texts provide models of how such a framework can be applied.

7.3.5 Programming progression in evaluative academic writing

Finally, there is the potential for this research to inform EAP pedagogy at the level of curriculum or syllabus design. The study of evaluative stance, especially in relation to the

construction of different voice roles, suggests a principle of progression that could inform a sequence of modules or courses that focus on the writing of research article introductions or literature reviews. I propose a sequence that would begin with tasks that require evaluation in terms of Observer Voice. Such tasks involve students in arguing the value of a domain in terms of a personal value system, that is, in valuing phenomena without regard to other phenomena or states of being. This kind of evaluation limits the linguistic resources required, focusing specifically on resources for expressing Attitude explicitly in non-comparative terms. Objectives at this level could include the manipulation of explicit Attitude exploring the rhetorical impact of arguing in terms of Affect, Judgement, or Appreciation. Evaluative texts of this kind have potential application in the opening phases of introductions to student dissertations, where the topic is introduced in ways that are intended to gain reader approval of the choice. The management of Observer Voice is also associated with certain kinds of research processes. It is the voice of the insider, 'subjective' observer. It may be useful to make a pedagogic link to such research methods, by engaging in participant observation activities.

A progression from this focus would be to learning to control Investigator Voice. This would involve exploring other kinds of research methods, including comparison or measurement of phenomena in a domain. Control of Investigator Voice would implicate additional resources, including ways of expressing Attitude explicitly in comparative terms. The development of Critic Voice would involve a further expansion of evaluative resources, especially the multiple dimensions of the graduation network, as other voices are represented and positioned relative to each other, or to the students' own research.

The multidimensional and dynamic framework for identifying evaluative stance developed in this thesis, provides important new means by which teachers of academic literacy can model evaluative strategies in texts. The framework enables teachers to determine whether, and in what ways, published texts might provide effective models of rhetorical strategies for novice academic writers. Pedagogic model texts can be used to illustrate:

- i) the different fields that are being construed,
- ii) the ways in which writers encode Attitude strategically in relation to those fields, including the encoding of Attitude indirectly through grading experiential meanings,
- iii) the strategic positioning of Attitude at particular points in the text,
- iv) the way different voice roles can be taken up by the writers themselves, or by other sources through different expressions of Attitude, and
- v) the range of evaluative strategies used by writers in constructing arguments for their own research.

Most importantly, modelling texts in this way is an effective means by which the constructed-ness of academic argument can be made apparent to novice writers. An awareness of the kinds of meanings that can be construed, and the linguistic resources available to do so, is an important step in students' learning to manage these resources in their own writing.

The discussion to this point (7.3.1 to 7.3.5) addresses the issue of implications for the teaching of academic writing (research question 3.a). The final contribution, summarized below, relates to the issue of reforming academic literacy practices.

7.3.6 Debates on change

Finally the research has significant implications for an under-researched aspect of the field of academic literacy, and that is in understanding the ways in which localised and indigenous discourses of communities, and learning in communities, and the decontextualised and abstracted discourses associated with formal pedagogy, especially at post-secondary levels, differ epistemologically. Here I refer back in particular to discussions in chapter 2 and in chapter 6 of Bernstein's (1990, 1996) sociological modelling of pedagogic discourses as Horizontal or Vertical discourses, and also to Maton's (2000) concept of knowledge structures. I argue in this thesis that the voice roles identified in academic research paper introductions exemplify differences between Horizontal and Vertical discourses, or in knower-based, or knowledge-based knowledge structures. Observer Voice, I argue, is an example of Horizontal discourse, whereas Investigator and Critic Voice are examples of Vertical discourses. Observer Voice construes knowledge as locally constructed, through the personally valued observations of the individual insider. In Investigator Voice the writer begins a process of generalisation by making comparisons across phenomena. The investigator construes knowledge as retrievable through research processes. It is therefore knowledge focused rather than knower focused. Critic voice extends this orientation with the further abstraction of ideas. In Critic Voice, claims are made as relative 'oppositions between theories (...) played out in attempts to refute positions where possible, or to incorporate them in more general propositions' (Bernstein 2000:162). Evaluative claims are legitimised through 'objective' argument. What are being evaluated are generalised claims and theoretical positions. Critic Voice, like Investigator Voice, is 'knowledge' privileging rather than 'knower' privileging.

7.4 Future directions for research

Importantly, this thesis points forward to a number of directions for further research. This study examines in detail the ways in which evaluative stance is construed in two sets of data. One set comprises six undergraduate student dissertations from a cohort of students studying in English as a second language within the field of social sciences (language and communication), and the other comprises four published research articles drawn from the same pedagogic context, and addressing the same general disciplinary context. The study constructs a very comprehensive explanation of evaluative stance, drawing on Appraisal theory. The modelling of stance from this perspective enables multiple features to be incorporated into a coherent and interrelated framework. These features include expressions of explicit Attitude and Attitude encoded implicitly through resources of Graduation, the projection of other voices into texts, and the heteroglossic space expanded or contracted for those voices. While the analyses point to some interesting overall preferences, for example, the preference for Appreciation over Affect and Judgement, one of the key contributions of the study is in terms of the ways features of Appraisal are seen to interrelate with other kinds of meanings, and with each other in this register. This focus on interaction is enabled through the close study of the discourse semantics of the individual texts.

While Myers (1999: 59) argues that corpora-based studies of very large numbers of texts can ‘draw much more subtle relations between the various linguistic features than can be done in more intensive studies of a few texts’, such analyses give rise to very general associations of meanings, and do not contribute to an understanding of how these associations function in the logogenesis of texts. Of quite a different order are the kinds of associations identified in this study, where the associations of meanings identified in individual texts point to particular kinds of strategies employed by writers in constructing an unfolding argument. At present the technology is not available to enable the kind of discourse semantic analyses undertaken in the texts in this study to be undertaken on large corpora of texts. But as Martin (2000:62) suggests

filling in the middle ground between text and clause through intensive corpus-based work on discourse semantics and register represents the challenge for future work.

With the development of more sophisticated text analysis tools, ones that allow complex relationships amongst choices in systems of discourse semantics to be analysed in large corpora, more subtle variations in writer stance across specific contexts can be investigated. Variables that facilitate or constrain certain rhetorical strategies in the realisation of evaluative stance can also be identified.

In the meantime further detailed discourse analytic studies of the construal of evaluative stance in academic texts are facilitated by the work undertaken here, and by the explanations of how evaluative stance is constructed. Further research modelled on this study might immediately explore similarities and differences across disciplinary sites, for example. Given that this study focused on dissertations and published articles within the social sciences, it would be valuable to explore aspects of evaluative stance in similar texts from the physical sciences and other disciplinary areas. This is a particularly relevant site for further research given the recent focus in EAP research and teaching practice on disciplinary specific approaches to academic writing (see, for example, Hyland 2000a). Questions might focus especially on whether there is the same tendency amongst student writers to contextualise their own study initially in Observer Voice, and if so, what kinds of attitude are preferred. Given the proposed association of voice roles with epistemologies, differences in voice roles structuring would be predicted in disciplinary areas that differ in underlying epistemologies, or in different approaches to research design within the same discipline. For example, insider ethnographic studies might be expected to produce different kinds of voice role preferences or patterns from those characteristic of quantitative approaches. The same approach as taken in this study could also be applied to other sections within the macrogenre of research articles or dissertations, or to the styles of evaluative stance favoured by particular journals. Studies could also focus on variations in preferences and patterns across different student groups, especially those in upper-secondary and in post-graduate contexts, and could helpfully track the kinds of shifts in evaluative stance characteristic of different educational levels.

The associations made in this thesis between voice roles and knowledge structures (Bernstein 2000, Maton 2000) can inform evaluative studies of changing pedagogic practices in tertiary contexts, where shifting pedagogic practices are intended to make them more inclusive and responsive to different student groups. There is a need, as Maton (2000) argues, to account for the implications of changing pedagogic discourses, rather than seeing pedagogic discourse as merely a conduit for meanings derived elsewhere.

There are also some specific aspects of the construal of interpersonal meaning that require further explication. One such area is in the propagation of values prosodically across texts (see chapter 5). While Lemke (1998), Poynton (1996) and Thompson (1998) suggest a number of means by which this propagation functions, a more systematic account is needed, and in particular one that accounts for the role of Graduation.

Educationally, there are implications from this study in a direct sense in the development of teaching resources that model the discourse semantics of the construal of evaluative stance,

in ways that make writer strategies at this level more accessible to novice writers. Importantly at a more general level, the study points to potential pedagogic pathways for students in EAP and academic literacy support programs, where students progressively extend the ways they interact evaluatively in their academic arguments, in principled ways that gradually require them to draw on more implicit means for the representation of values. A potential pathway suggested in this study is to move from explicit, non-comparative evaluation of a domain, to valuing the domain comparatively on the basis of research activities, to shifting the focus to others as researchers, and evaluating their contribution in implicit and indirect means through resources of Graduation. Such a proposal needs to be supported through extensive classroom-based research in EAP contexts. However, as a final point in this concluding section to the thesis, I reiterate the importance of a close linguistic study of texts as a necessary foundation to any such research.