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# Textual engagement of a different kind?

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Plagiarism, a complex and contested issue related to engaging with texts, has deservedly received considerable research attention in recent times. However, there is more to integrating academic reading into writing than the issue of plagiarism. Through the voices of others, writers negotiate their position in their discourse community, align themselves to the epistemological value systems of discipline(s) and adopt appropriate stances. This has to be done in ways that are acceptable to the discipline and calls for appropriate engagement with previous studies and the reader. A fine balancing act is expected of a doctoral thesis: the right mix of humility with regard to the existing literature and a confident, expert identity with respect to their own research. International students, who use English as an Additional (EAL) language, often report difficulties in meaningfully integrating reading into writing. The present paper draws on a study that aimed at exploring their textual experiences through interviews and textual analysis. I argue on the basis of findings from the study that some of our pedagogy with regard to integration of sources may be reductive if it is focused solely on direct and indirect quotations, punitive views on plagiarism and a mechanistic explication of referencing techniques. The APPRAISAL taxonomy, which enables the analysis of lexical and grammatical choices made for specific rhetorical purposes, is used as a tool to investigate student texts. Aspects of the taxonomy could potentially inform pedagogic initiatives for a nuanced approach to teaching textual incorporation.

## **Keywords**

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# TEXTUAL ENGAGEMENTS OF A DIFFERENT KIND?

Meeta Chatterjee

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## **Abstract**

Plagiarism, a complex and contested issue related to engaging with texts, has deservedly received considerable research attention in recent times. However, there is more to integrating academic reading into writing than the issue of plagiarism. Through the voices of others, writers negotiate their position in their discourse community, align themselves to the epistemological value systems of discipline(s) and adopt appropriate stances. This has to be done in ways that are acceptable to the discipline and calls for appropriate engagement with previous studies and the reader. A fine balancing act is expected of a doctoral thesis: the right mix of humility with regard to the existing literature and a confident, expert identity with respect to their own research. International students, who use English as an Additional (EAL) language, often report difficulties in meaningfully integrating reading into writing. The present paper draws on a study that aimed at exploring their textual experiences through interviews and textual analysis. I argue on the basis of findings from the study that some of our pedagogy with regard to integration of sources may be reductive if it is focused solely on direct and indirect quotations, punitive views on plagiarism and a mechanistic explication of referencing techniques. The APPRAISAL taxonomy, which enables the analysis of lexical and grammatical choices made for specific rhetorical purposes, is used as a tool to investigate student texts. Aspects of the taxonomy could potentially inform pedagogic initiatives for a nuanced approach to teaching textual incorporation.

## **1 Introduction**

The present paper reports on a study conducted as part of a doctoral thesis on the integration of academic reading into writing. The writing challenges of doctoral students are likely to be qualitatively different from those of others because of the cognitive and linguistic demands of the task. Creating an extended text that is an original contribution to the field is an expectation of all PhD students. For international students who use English as an Additional Language (EAL) learning the content and the language of the discipline simultaneously can be challenging. Thompson (2005) eloquently outlines some of the difficulties of the task:

The writer of a thesis needs to successfully construct a coherent text, and an appropriate persona within the text for the thesis to be judged worthy of an award of a doctorate. The writer has to be able to convey a tone of authority, to persuade the examiners of their expertise and knowledge of the subject, while at the same time showing an appropriate awareness of the conventions and culture of their communities of practice. (Thompson, 2005: 312).

Displaying knowledge of the conventions and culture is significantly tied up with ways in which writers use the words of others. Plagiarism is just one issue related to engagement. Plagiarism, Carroll (2007) hopes, has stopped being seen as an ethical issue and is beginning to be seen as an educational one. Enabling the shift from the

ethical to the educational would entail focusing on other aspects of textual engagement. Engaging with source texts in order to produce an original piece of research in academic writing involves a number of interrelated activities. It is evidently a complex task that calls for cognitive and discursive expertise displayed in writing. Decisions about the integration of source texts tend to relate to the selection of material from the source; the choice of the form of citation; transformation of the material from source texts in the form of quotes (direct/indirect); the critical evaluation of the source and the development of an authorial voice.

Hyland (2000) argues that academic writing is interactive and that knowledge in disciplines is socially constructed. To prevent one's contribution to knowledge being dismissed or overlooked, a writer needs to create 'adequacy conditions' (Hyland 2000:13). These may be understood to refer to the content of the subject. It pertains to the epistemology of the subject in relation to the ideational message as well as the logical and argument related aspects of expressing that knowledge. However, it is not sufficient to just encode the ideational elements of a message. There is a need to create 'acceptability conditions' (Hyland 2000:13). Hyland's notion of 'acceptability conditions' may be interpreted as interpersonal elements that help align the writer to previous knowledge makers and one's readers. In order to persuade readers about the relevance, validity and the credibility of one's argument, writers need to encode the ideational material and simultaneously strive to establish relationships within the discourse community. For writers, this entails framing arguments in ways they establish their authority while acknowledging and developing a stance toward prior knowledge. With regard to writing from source texts, traditional EAP courses emphasise the teaching of the transformation of the ideational element through summarising, paraphrasing and referencing but does not adequately address the crucial interpersonal aspect of the task. For doctoral students who have to give evidence of their originality and expertise but still acknowledge influences and form alliances with the scholarly community, the task is daunting. Often students are left to fend for themselves while engaged in this complex task. The following quotation from a student in Cadman (1997) succinctly presents the difficulty that international students using EAL may have in reading, writing, citing, and developing a voice that represents student identity while engaging in writing from sources.

When I presented only information and other people's ideas at least people could understand what has been written even though they could not understand what I was going to say about it. It is like swimming with no breaths. I can swim effectively so long as I do not breathe. But once I breathe, my swimming will break down completely. In the same way, my writing broke down as soon as I put my voice in. (Japanese student, in Cadman 1997: 10)

Voice appears to be an intangible aspect of writing that international students using EAL have to grapple with in academic writing. Researchers in the field have commented on its elusiveness. 'Voice', Atkinson (2001:101) maintains is 'a devilishly difficult concept to define' and yet definitions abound. Elbow (1999:336) refers to 'voice' as something that inherently 'foregrounds a dimension of the text that is rhetorically powerful but hard to focus on: the implied and unspoken meanings that are carried in the text but that are different from the clear and overt meaning of the words'. More specifically, as Matsuda (2001:40) suggests, 'Voice is an amalgamative effect of the use of discursive and non-discursive features that language users choose, deliberately or otherwise, from socially available, yet ever changing repertoires'.

Voice has come to be associated with ‘authorial identity’ (Hirvela & Belcher 2001; Ivanic 1998; Ivanic & Camps 2001; Tang & John 1999) and ‘authorial presence’ (Hyland 2001).

Textually voice can be enacted in many ways. One of the simplest ways of ‘putting’ one’s voice into a text with regard to other texts is through the choice of citation forms and suitable reporting verbs. Reporting verbs and other language devices used to encapsulate a writer’s evaluation of source material can be analysed using the APPRAISAL network. The network/taxonomy/system as it is variedly referred to is an offshoot of SFL, can be used to serve the pedagogic objective of raising awareness about the Interpersonal aspects of using the words of others.

The paper begins with a brief overview of the literature on voice, identity and evaluation in student academic writing. A theoretical framework that invokes the Bakhtinian concept of heteroglossia will be presented. This will be followed by an overview of the APPRAISAL system, focusing primarily on ENAGEMENT (Labels of categories in the APPRAISAL network are in capitals. Sub-categories are marked in bold). Although there are a number of models that focus on reporting verbs, only one (Hyland 1999) will be offered here. Using the APPRAISAL system as a tool, two brief extracts from student texts are analysed with a view to explore how two writers with different purposes develop their voice through the choice of citations and indicate evaluation through lexico-semantic elements as they engage with other texts. The study suggests that supporting international students at an advanced literacy level entails scaffolding the process of writing so that they are enabled to handle not just the Ideational aspects of knowledge construction but also the Interpersonal dimensions of textual engagement.

## **2 Voice, Identity and Stance**

Integrating academic reading into academic writing involves more than simply a skilful putting together of direct quotes, summaries and paraphrases. It encompasses the writer’s attitude variously labelled in the literature of applied linguistics and writing pedagogy as ‘voice’ (discussed above) ‘authorial identity’ (Hirvela & Belcher 2001; Ivanic 1998; Ivanic & Camps 2001; Tang & John 1999); ‘authorial presence’ (Hyland 2001); ‘evaluation’ and ‘appraisal’ (Coffin 1997; Mei & Allison 2003; Hood 2004; 2006). A dissenting but persuasive voice in the literature that of Stapleton (2002) points out that the overenthusiastic exploration of voice in academic writing may be happening at the cost of important things such as argumentation skills and ideas. My argument is that voice, even if it is a minimal inflection, encased in the seemingly insignificant lexis or grammar of a text such as reporting verbs or in the mechanics of citation forms contributes to the construction of an argument. A review of some significant studies that have dealt with aspects of voice in student writing follows.

In Ivanic’s (1998) notable book-length study on writing of mature-age students in Britain, voice is subsumed within the notion of identity in writing. Using Halliday’s (1994) framework she argues that lexico-syntactic choices are made on the basis of the ‘context of culture’ and ‘context of situation’ but are ineluctably bound with the writer’s identity. The lexico-syntactic resources writers bring to the writing become a toolkit. Ivanic points out that some people’s toolkits or their ‘array of mediational means to which people have access’ are bigger than others and may contain ‘more statusful tools’. Participants in the present study spoke about their need to develop and enlarge the linguistic tools they have in their repertoire.

Several scholars have investigated the linguistic tools that students bring to their writing. Some have used the APPRAISAL network to analyse student texts, others have adopted other methods of textual analysis. Hood's (2004) unpublished thesis uses data from introductory sections of undergraduate dissertations written by students who use EAL and a similar section from published research papers to examine the management of the Interpersonal dimension in the writing. In a later study, Hood (2006) uses similar data to explore how Interpersonal meaning is spread across clauses and across longer phases of discourse to create prosodic patterning. On the basis of her studies, Hood suggests that an appreciation of strategies for textual evaluation in academic writing could be built into the teaching of English for Academic Purposes. In both studies, the APPRIASAL taxonomy was used as an analytical tool. A similar study by Mei and Allison (2003) explored evaluative language in student essays at the undergraduate level and concluded that the presence of the Interpersonal dimension influenced, but did not completely determine the success of an argument. On the other hand, Starfield's (2002) investigation of two first year sociology essays at a South African University indicated that a higher grade was awarded to the student who could use his 'textual or intertextual capital' to negotiate for himself a greater degree of authority in his texts. The two thick descriptions that Starfield presents make a powerful point that reading, writing and successful identity projection in student writing are interconnected.

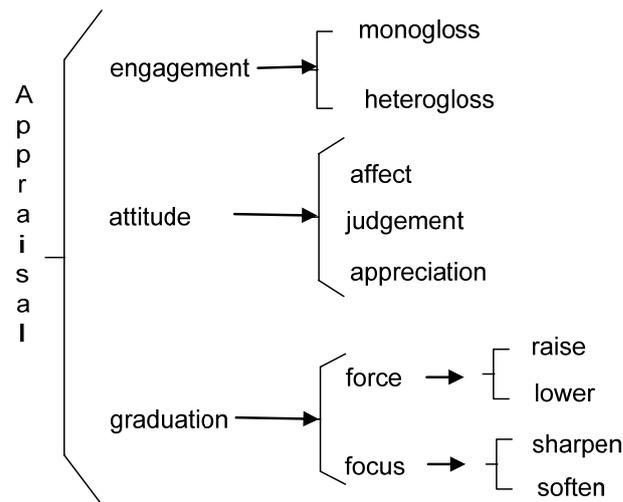
In the studies mentioned above, data on student writing was drawn from the undergraduate level. There is a gap in research on doctoral students using EAL and the toolkit that they have for academic writing in general and engagement with other texts in particular. The present study hopes to make a contribution in this less explored area.

### **3 APPRAISAL System as an analytical tool**

The present paper derives its larger theoretical impetus from Bakhtin's notion of heteroglossia or the presence of other voices in texts. Bakhtin's oft-quoted utterance has framed many a discussion on language and identity and is deployed here to draw attention to the concept of intertextuality, that Pennycook (1996) has persuasively argued, is the basis of language/semiotics and language learning

Language has been completely taken over, shot through with intentions and accents. For any individual consciousness living in it, language is not an abstract system of normative forms but rather a concrete *heteroglot conception* of the world...Each word tastes of a context and contexts in which it has lived its socially charged life; all words and forms are populated by intentions. (Bakhtin 1981: 273-274)

Martin & White (2005) evoke Bakhtin to suggest that language is a social event of verbal interaction that takes place through utterances that are formulated in response to other utterances. The emerging APPRAISAL theory in Martin (2000), White (2003) and in Martin & White (2005) can be used as an analytical tool to understand the interpersonal relationship that texts create. They can be realised in language through three co-articulated categories of ENGAGEMENT, ATTITUDE and GRADUATION. These categories are shown in Figure 1.

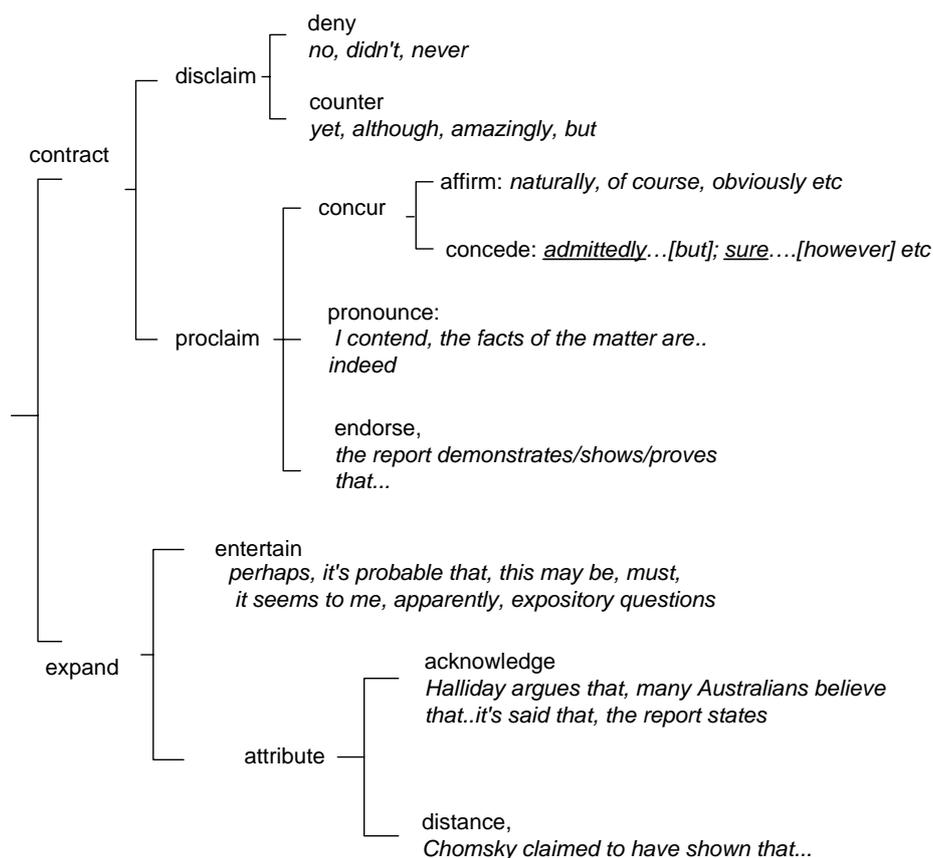


**Figure 1:** An overview of appraisal resources (Martin & White 2005: 38)

All three elements work in tandem in texts. The figure above presents a very basic overview of the APPRAISAL system. Only a cursory discussion of it is possible in this paper. ENAGEMENT refers to the presence or absence of other voices in a text. A slightly more detailed discussion of this dimension is presented later. ATTITUDE in texts refers to lexico-semantic elements that record, invoke or provoke evaluation of the emotional impact; assessment of behaviour or evaluation of the properties of a thing. Lexico-grammatical resources that encode feelings toward propositions are labelled as **Affect** within the category of ATTITUDE. Linguistic resources that report and evaluate behaviour are labelled **Judgement** in the ATTITUDE taxonomy. An evaluation of characteristics of things is categorised as **Appreciation** within ATTITUDE. The dimension in language that provides cues to the force or focus of utterances is referred to as the system of GRADUATION. The category has numerous sub-categories that are not delineated in this paper. Only the ENGAGEMENT dimension will be analysed, explored and discussed in this paper.

### 3.1 ENGAGEMENT

Utterances can be classified as **monogloss** or **heterogloss**. Those that deliberately seek to signal the existence of other voices is labelled in the APPRAISAL network as **heterogloss** utterances (White (2003; Martin & White 2005). In contrast to **heterogloss** utterances, **monogloss** utterances do not explicitly refer to other sources and indicate that the writer or speaker is the originator and the source of the assertions. Figure 2 is a diagram from Martin & White (2005) that summarises the ENGAGEMENT system.



**Figure 2:** A more detailed engagement system in the APPRAISAL network (Martin & White 2005: 134).

**Heterogloss** utterances are classified as those that invite the reader to question the proposition put forward by the writer and those that aim to lay open to scrutiny propositions expressed by other voices. The former aims at ‘closing down the space for dialogic alternatives’ (Martin & White 2005:140) and is classified as **dialogic contraction**. The latter kind of utterance is labelled as ‘**dialogic expansion** since they ‘open up the space for alternative positions’ (Martin & White 2005:140). In academic writing both are represented by some form of reported speech. ‘Dialogic contraction’ is typically signalled by reporting verbs that are non-evaluative such as ‘demonstrates’, ‘shows’, ‘manifests’, ‘reveals’, whereas ‘**Dialogic expansion**’ is signalled by the use of reporting verbs such as ‘claims’, ‘argues’ etc. Despite the easy generalisation, it must be remembered that just the reporting verb itself is not sufficient grounds to categorise an utterance as one or the other. Grammatical and semantic cues in the text could indicate other meanings and need equal attention.

**Dialogic Expansion** is further sub-classified into an authorial voice that ‘entertains’ or ‘attributes’ (see Figure 2). When an utterance articulates an opinion with regard to the truth-value of a proposition, Martin & White (2005) propose that the speaker/ writer ‘entertains’ the **heterogloss** utterance. Usually this is realised by modality expressed through modal adjuncts such as *probably, perhaps, certainly etc* and other rhetorical phrases such as ‘*I doubt*’, ‘*I think*’. The **Attribute** sub-category expresses the writer’s attitude to propositions presented by other voices and texts. Within this category Martin & White (2005) see two options: **acknowledge** and **distance**. A writer may frame another source in such a way that they appear to merely acknowledge a proposition rather than align themselves to the proposition expressed

by the cited author. This might signal to the reader that the writer has chosen a less resistant stance to the proposition. Evaluative reporting verbs like 'argue' can be used to signal this rhetorical move. On the other hand, a writer may choose to distance himself/herself from the proposition or attitude expressed by the quoted author by using reporting verbs like 'claim'. This results in rhetorical aloofness referred to as 'distance' in the network.

**Dialogic contraction** refers to an instance of textual engagement where a speaker or writer can either disclaim a position or proclaim it. Complete denial is articulated as a negative response to a proposition. Another common way of responding to the propositions of others is that of **countering**. Countering a proposition generally involves concession markers such as, 'yet', 'although' and so on. **Dialogic contraction** in utterances that overtly and strongly agree with a proposition from another source represents a relationship referred to in the network as 'proclaim'. Under this category, there are three subcategories: **concur**, **pronounce** and **endorse**. In the act of **concurring**, writers and speakers completely agree with the message or register a partial agreement. In the first case, to indicate concurrence, the speaker/ writer has the option of complete affirmation of the message or may grant only partial agreement. Affirmation is generally signalled by adjuncts such as 'obviously' and 'of course' which avow or strongly assert the truth of the message and hint at shared knowledge. On the other hand, the agreement may be presented as a reluctant acknowledgement. Textually this is indicated by the use of concessives such as, *admittedly*, *however* etc. which signals a stance that concedes. The sub-category of **proclaim** is further broken down into **pronounce** and **endorse**. Authorial emphases that combine a declaration like 'contend' along with the use of intensifiers such as *really*, *indeed* etc flag explicit 'intervention' (Martin & White 2005:173) in a text and signal an intertextual stance reflecting pronouncement. Lexico-grammatical cues that suggest that a proposition is valid and correct are referred to as **endorsement** (see Figure 2). **Endorsement** is generally signalled by less evaluative reporting verbs such as 'shows', or 'indicates'.

Hyland's (1999) model of reporting verbs share some similarities with the ENGAGEMENT dimension of the APPRAISAL network. Hyland too maintains that the nature and quality of reporting verbs signal to the reader the degree of the writer's commitment to the message reported. For example, when a message is reported as true, a denotative reporting verbs such as *acknowledge*, *point out*, *establish* is used. Non-factive attitude to report propositions/message is indicated through the use of reporting verbs such as *argue*, *exaggerate*, *ignore*, *claim* etc. Reporting verbs may seem insignificant, but are deployed carefully by academic writers to indicate textual engagement and authorial commitment to the message encoded.

#### 4 The study

The study draws on two types of data: texts collected from consenting students and a series of semi-structured interviews with the writers of those texts. Previous research signalled the need to 'learn from our students the kinds of difficulties they (international students) face in their Western academic institutions' (Currie 1998:14). The present study is a step in that direction to explore the needs of non-native users of English writing a doctoral thesis. In order to do that, the methodology adopted was that of qualitative inquiry. The two participants consented to participate on the condition of anonymity and that only short extracts of their work be used for publication. Therefore, only six sentences are chosen from each extract. Ahmed's

(pseudonym) extract comes from the beginning stages of his literature review. Rowshan's (pseudonym) extract is drawn from an introductory section of his theoretical framework chapter. No changes have been made to the texts. Errors are retained. The references from the two texts are not included in the reference list.

The two texts for analysis were chosen not because they reflect great deficits. They were chosen because they reflect two different kinds of engagement with source texts. Both texts are densely intertextual and represent a significant moment in the argument in the thesis of the two participants. The two texts from the two participants presented here respond to different research questions; draw on different theoretical backgrounds and different textual purposes. Both texts from which the present extract is taken were drafts of a segment of the students' thesis.

#### **4.1 The participants**

The participants who volunteered were recruited from a university in Australia. They were both international PhD students who use English as an Additional Language (EAL) and were in the last year of their candidature. Ahmed was close to submitting his thesis and Rowshan was delaying submission because he was still in the process of refining his theoretical framework chapter. He was not satisfied with his present theoretical framework chapter from which his extract is chosen. Both candidates were from the Commerce Faculty and were working in the area of Financial Accounting. Both had adopted a qualitative approach to research design. Both had studied English since middle school. Ahmed had had more years of English language tuitions in Australia than Rowshan. He had accessed every kind of support available on campus to help him deal with the rigours of qualitative research in English. Rowshan was not so fortunate. His was a multidisciplinary study in which he had to draw on readings from subjects (sociology and psychology) that were completely new to him. This took up much of his time. There were also practical limitations imposed by having a big family in Australia on a limited scholarship funding.

#### **4.2 The context of the texts**

From the interviews, it emerged that Ahmed's is a complicit reading of the literature in the field. The main argument that he presents in the text is that the accounting systems in developed countries can and should be modified for use in developing countries. In the literature review he argues that accounting systems and their impact on developing countries still need to be researched. On the basis of his literature review, he urges that a lack of a systematic approach to communicating accounting information can negatively affect economic development of a country. He uses his own country as a case study to suggest mechanisms in which models/standards from developed countries could be applied in a different cultural context.

Rowshan's thesis is about trust and factors influencing trust in a business context. His is a resistant view of the theories in his field. He argues that there is no consensus among scholars about the relationship between 'trust' and 'risk' in the literature coming out of western academia. There are major disagreements even at the level of definitions. Given this, models that emerge from these theoretical conflicts may lack coherence even within the western context. Therefore, as models, they are not likely to be viable in other contexts. He also urges that it is necessary to build a theoretical framework that takes into account the realities of specific contexts. For example, in countries where religion is an important factor, trust in business invariably involves serious consideration of religion as a factor influencing trust. Thus, much of his argument is built on refuting the robustness of western models.

### 4.3 The texts

The following analysis explores only the ENGAGEMENT element of the extracts. For the sake of convenience, the ENGAGEMENT dimension of each text will be analysed separately and then brought together in the discussion section. All ENGAGEMENT features are marked in italics. The labelling of those features is also in italics. ATTITUDE and GRADUATION in the texts are not indicated or analysed given the limited scope of the paper.

1. *No one can deny (Heterogloss: Dialogic Contraction: Concur: Affirm) that accounting systems have the potential (Heterogloss: negotiation of information: probability) to play a very important part in many of the debates and issues affecting economic development (Wallace 1990: p.67).*
2. *The role of accounting systems in social and economic development has received some attention by accounting researchers since 1960s (Perera 1989). (Heterogloss: non-integral citation hinting dialogic contraction: endorse)*
3. *Many studies (Heterogloss: Dialogic Contraction: Concur: Affirm) have shown that accounting has a vital role in all stages of economic and social development in developing countries.*
4. *This is because the only way for developing countries to improve their situation is to provide relevant information of the right time to decision makers. (Monogloss)*
5. *Successful developmental efforts are dependent, among other things, upon the availability of reliable economic information for supporting the multitude of decisions that comprise them. (Monogloss)*
6. *Accounting information, as part of an overall information system, could have a significant positive impact on decisions involving planning and programming the economic developments of developing countries. (Monogloss)*

**Figure 3:** Ahmed's extract with the ENGAGEMENT elements analysed in italics

Half the propositions made in the text are **heterogloss**. The opening sentence is a strong **heterogloss** one. 'Nobody can deny' is the voice of a surveyor of the literature (perhaps a slightly dramatic one) but a strong endorsement of key studies in the field. 'That is my view' he said when asked about the origin of the strong phrase, 'no one can deny'. By projecting Wallace's pronouncement rather strongly, Ahmed seeks to find endorsement for his own credentials as a researcher who has surveyed the scene and identified key texts to frame his argument through. The combination of the non-integral citation and the very forceful endorsement 'no one can deny' closes all potential dissent. Positioning the instance of forceful concurrence in the Theme position using a projecting clause is a fairly formidable rhetorical move that very effectively contracts dialogic space. The locution acquires an element of being 'epistemically categorical' to use Martin & White's term (2005:171). The net effect is to signal strong allegiance and solidarity. The proposition is perhaps slightly softened by the modality, embedded in the lexis, 'the potential to play'. Without the modality, the proposition would perhaps be overpoweringly categorical.

Sentences 4-6 can be labelled as **monogloss** statements because there are no formal citations that signal the words/propositions as belonging to someone else. **Monogloss** utterances can play complex and opposite roles in a text as suggested by (Martin & White 2005:136). On one hand, they could represent bare assertions or propositions that are taken for granted in the discussion. That is, they could represent agreed upon, uncontested propositions in the discipline. On the other hand, they could form the crux of the discussion, 'presented very much in the spotlight- as very much a

focal point for discussion' (136). Ahmed seems to be attempting to place the **monogloss** utterances against the backdrop of other **heterogloss** ones to create that 'spotlight' effect. Although the sentences 4-6 are not quotations from other sources it does not mean that the utterances are totally free of intertextuality. It is difficult to see the utterance as 'undialogised' or 'dialogistically inert' (Martin & White's terms, 2005:134). It could also be argued that the three **monogloss** sentences are profusely **heterogloss** containing traces of the 'many studies' that have been synthesised in sentence 3.

Another striking feature of Ahmed's text is the dominance of **Dialogic Contraction** in the **heterogloss** locutions. Reporting verbs like 'show' and 'indicate', suggest denotation rather than evaluation (Hunston 2000; Hyland 1999; Thompson & Ye 1991). The rhetorical effect of this is of an endorsement and this impression is further strengthened by the choice of non-integral citation that lends the statements an aura of 'factivity'. Ahmed endorses the external authorial voices in the extract to 'close down the space for dialogic alternatives' (Martin & White 2005:140). There are a number of interesting examples of **Dialogic Contraction** in the extract, for example sentence 3. Here the writer presents, what seems like a synthesis of many studies to introduce a much agreed upon proposition that accounting has a vital role to play in the economic development of developing countries. By grading the studies as 'many studies', not just one or two, the writer attempts to enhance the credibility and the 'factivity' of his claim.

1-2. Noteboom and Six (2003: p.3) *state (Heterogloss: Dialogic expansion: attribute: acknowledge)*

A pervasive notion is that trust is associated with dependence and risk the trustor depends on something or someone (the trustee or object of trust), and *there is a possibility (Heterogloss: negotiation of information: probability)* that expectation or hopes will not be satisfied, and that "things will go wrong". Yet one expects that "things will go all right".

3. Risk is one of the essential factor in trust relationship because it has an interdependent relationship with trust.

4. The literature about trust *shows (Heterogloss: Dialogic Expansion: Proclaim: Endorse)* that *many author have recognised (Heterogloss: Dialogic Contraction: Proclaim: Endorse)* the importance of risk in understanding trust but *there is no agreement (Heterogloss: Dialogic Contraction: Disclaim: Deny realised in the counter expectancy marker 'but')* on the relationship between trust and risk (eg see Kee and Knox, 1970; Sheppard, Hartwick et al. 1988, Mayer, Davis et al., 1995; Das and Teng, 1998; McKnight, Cummings et al. 1998, McKnight, Choudhary et. al, 2002; Noteboom and Six, 2003)

5. *Kee & Knox (1970) argue (Heterogloss: Dialogic Expansion: attribute: acknowledge)* that only in risky situations trust is a relevant factor.

6. *Hosmer (1995) and Johnson- George & Swap (1982) argue (Heterogloss: Dialogic expansion: attribute: acknowledge)* that trust essentially) means to take risk and leave oneself vulnerable to the actions of the other party as a trustee

**Figure 4:** Rowshan's extract with ENGAGEMENT elements analysed in italics

Dividing Rowshan's text into analysable chunks presented a few problems because of the direct quote that does not give itself well to splitting, thus the arrangement in the box. Rowshan invokes prior texts in order to capture the controversy in the field and offer perceptions on the relationship between the key terms: 'trust' and 'risk'. Using a direct quote to introduce the key terms and to indicate the relationship between them

seems like a rhetorically economic way of presenting the main proposition. However, it could even be seen as a way of abdicating responsibility for the proposition. The quote itself is intensely intertextual containing references to 'the literature', and scare quotes, 'things will go wrong' and 'things will go right'. It also contains an example of a **heterogloss** negotiation of information type of **Engagement**. The **heterogloss** statement within the **heterogloss** statement creates an impression of multiple textual engagements. The citing author, Rowshan makes it transparent that the attitude in the message is not his own but can be attributed to the quoted authors, Noteboom and Six. Yet, in using the integral citation in a direct quote form, Rowshan manages to lay claim to some of the refracted authority of the quoted authors. The quotation establishes the general trajectory of the paragraph and begins to articulate the relationship between trust and risk.

The third sentence is the only **Monogloss** statement in the extract in that it does not manifestly cue other voices in the form of quotation marks. The sentence contains only a small trace of authorial intervention in the form of the adjective 'essential' and could be read as the writer's summary of the controversy in the literature relating to trust and risk in a business environment. Rowshan asserts a very non-controversial proposition in a slightly ambiguous way. His statement is completely bereft of any of the textual drama of the direct quote in the previous sentence. It is not clear whether 'essential' is Rowshan's interpretation of the text or a shadow of Noteboom and Six's attitude that filters through.

In the fourth sentence, a synthesis of the different voices in the field is offered. The invocation of multiple authorial voices works as a chorus and the non-integral citation lends support to Rowshan's claim. With the help of non-evaluative reporting verbs 'shows' and 'have recognised', Rowshan lodges the statement as a fact and endorses the message. The lack of consensus becomes the basis for Rowshan's appeal for research into this field of study. From the interview, it appeared that Rowshan was taking a resistant view of the literature. He planned to outline the flaws in relationships set up between 'trust' and 'risk' in the literature he was reading in English. It is on the basis of this flaw that he would propose another model to envisage the relationship between the two key words. In order to do that, he marshals other quotations to support his claim that there is no agreement among the scholars. Each integrated source presents a different facet of 'trust' and its relationship with 'risk'. However, the reader might find that there is little evaluation or interpersonal message on the literature that comes from Rowshan himself.

## **5 Discussion of Engagement in Ahmed's and Rowshan's texts using APPRAISAL theory**

Superficially both texts seem to fulfil the 'adequacy condition' that Hyland (2000:13) argues is fundamental to writing in a discipline. They do this by referring to what seems to be key texts in their fields. However, it is difficult to gauge this without having access to the knowledge in the discipline area. As far as the 'acceptance conditions' go, Ahmed appears to have used the textual voice effectively and created a balance between authority and space for his research slightly better than Rowshan. Ahmed attempts to strategically establish authority and credibility by aligning his personal convictions with those of the scholars in his discipline so as to demonstrate an understanding of the disciplinary conventions. The rhetorical strategies he uses show his willingness to be a link in the chain of the community's knowledge building efforts.

Rowshan's textual project on the other hand is a different one. Creating 'acceptability conditions' (Hyland 2000:13) for him may have been harder considering his line of argument that if there is no consensus about the relationship between trust and risk in the literature, the models proposed in the literature are unlikely to be an appropriate model for any other business and cultural contexts. About his text, one could argue that though the quotations do give a sense of the debates in the field, the debates are perhaps not sufficiently scrutinised. The impression that the excerpt gives is that of a list rather than a full critique. However, the text flags a clear line of argument. More engagement with the quoted material and an infusion of his 'own voice' would have been helpful. Rowshan was aware of this, but struggled to engage sufficiently with the source text. His multi-disciplinary thesis required him to be a competent reader in sociology and psychology. As a student of financial accounting, he found it extremely hard to read in those subject areas.

I couldn't find the meanings of some words even in dictionaries. I had to read something else on the topic to understand what was written. It took me six months to understand what they are talking about in psychology and sociology. How can I have an opinion? (Interview with Rowshan)

The lack of control over the discourse in the new subjects resulted in a reluctance to introduce his 'own' voice in his writing. Limited flexibility with manipulating the voices in his texts was a consequence of this. In fact, his view of his textual struggle was akin to that of Cadman's (1997) student quoted earlier. He even reported extreme anxiety in summarising texts. The following is an extract from an interview with him,

M: Can you really avoid summarising? If you take a huge theory or if you get a journal article and you find that you need the main idea and not the details, you might need to summarise, so what do you do in that case?

R: I put the main idea in direct quotes. Otherwise, I take the main idea and paraphrase. I don't like summarising. No one can understand my summaries. (Interview with Rowshan)

Rowshan's struggle is a common one, as supervisors of theses, EAP teachers and academic literacy instructors would recognise. For many doctoral students who undertake to do multidisciplinary work in EAL, the struggle to learn the language and the discursive practices of two or more disciplines pose a problem. Another issue that emerged from the interview was that of critical analysis. Rowshan was aware that he had to write critically, but was unsure of what was acceptable. That citation forms and reporting verbs could be put into the service of evaluating readings and encoding a response to source texts was new to him. He said that he used citations and reporting words randomly without giving much thought to their rhetorical implications.

Ahmed, however, was a beneficiary of many EAP courses and workshops on academic writing. Ahmed's choice of reporting verbs is quite deliberate. He spoke fairly articulately about it in the interview.

M: When you choose words like 'reporting' (pointing to the word) is this driven, eh, do you think about these words that you use? Or do you use them unconsciously?

Ahmed: Actually, depends. Sometimes he (the author) 'adds', sometimes he (hesitation) sometimes he 'claims'. Something like... this (pointing to a word in the text). In this case the writer is reporting this

case from his research so I wrote 'report'. Many people do not disagree with a report finding- 'mention' or something like this. But if you say 'argue', then you say that this material is according to this scholar's beliefs or opinions ... because some people disagree with the author. Then you have an argument about it if your reader interprets it differently. (Interview with student)

He was also very aware that even his 'own' opinions were not entirely his own. He acknowledged traces in his words that came from his supervisor, from discussions with friends and academic literacy advisors. He even questioned how words could be considered 'one's own'. His exchange resonates with Bakhtin's pronouncement:

Any utterance, when it is studied in greater depth under the concrete conditions of speech communication, reveals to us many half-concealed or completely concealed words of others with varying degrees of foreignness ... The utterance proves to be a very complex and multiplanar phenomenon if considered not in isolation and with respect to its author (speaker) only, but as a link in the chain of speech communication ... (Bakhtin 1986:93)

No utterance can be perceived as totally monoglossic. The writer may consciously or unconsciously distil various accents and words from a variety of sources that may be identifiable as belonging to a particular set of texts but the exact origins may remain invisible to the writer or reader. Any utterance then is a 'link in the chain' of a community's discursive practice as the quote from Bakhtin seems to suggest. Thus, however one interprets the 'monoglossic' statements discussed here, it is evident that a writer does not simply state his position but invites the reader, to quote Martin & White (2005:128) 'to share with them the feelings, tastes or normative assessments they are announcing' against the backdrop of other voices in the discipline. An appreciation of this is easier when one is working in the familiar environment of one's discipline. Ahmed felt fairly secure and could reflect on the 'ownness' and 'otherness' of his words. Rowshan reported that as a barrier. Becoming aware of the disciplinary discourses in multiple fields in a short space of the doctoral candidature can present problems, he suggested.

Thus, what emerged from the study was that the development of voice is difficult when the subject area is unfamiliar. In order to help students respond to unfamiliar texts, heuristics could be developed that will encourage student writers to engage effectively with texts not only as writers but as readers as well. Also, explicit teaching of the Interpersonal aspects of reporting verbs is necessary to encode engagement with other voices. It is possible that it is an overlooked aspect of academic writing and could contribute to the construction of better arguments.

## **6 Conclusion and teaching implications**

The paper sought to present the experiences of two international students using EAL in engaging with other texts in the process of preparing to make original contributions to their discipline. Despite the shortness of the extracts examined, it is evident that doctoral students align themselves in different ways to the texts they read. Ahmed's was a complicit reading of the literature in his field. He tended to strongly merge his voice with those of the scholars in his discipline to make a plea for a space for his research. Rowshan, too, drew on the accumulated wisdom of scholars in the discipline, but his rhetorical project was to point out to the lack of consensus. His is a

more resistant reading of the texts in his discipline. On the basis of his literature review, he argued that there was little consensus about the relationship between the key terms 'trust' and 'risk', therefore, he wanted to initiate a radical rethink in terms of what 'trust' and 'risk' could mean in another cultural contexts and argued for the need of an other model to imagine it.

The paper limited itself to the analysis of ENGAGEMENT. It did not investigate the ATTITUDE or GRADUATION dimensions of the texts. Even on the basis of this limited analysis, it could be suggested that heuristics and pedagogic programs that go beyond urging transparency with regard to a writer's 'ownness' and 'otherness' may be useful in training doctoral students in integrating academic reading into academic writing. While some students are likely to be aware of the rhetorical precision and the subtle evaluative nuances of a seemingly insignificant lexico-syntactic resource like reporting verb, others may benefit from explicit teaching of the these little words that carry the potential for interpersonal and evaluative meaning because they contribute towards the building of an argument.

The APPRAISAL taxonomy/system potentially lends itself as a tool to be adapted for analysis of varying degrees of delicacy and depth. The metalanguage of the system can seem daunting but could be modified and harnessed to develop instruments or tools that facilitate a dialogic pedagogy that incorporates the rich complexities of textual engagement and voice.

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