

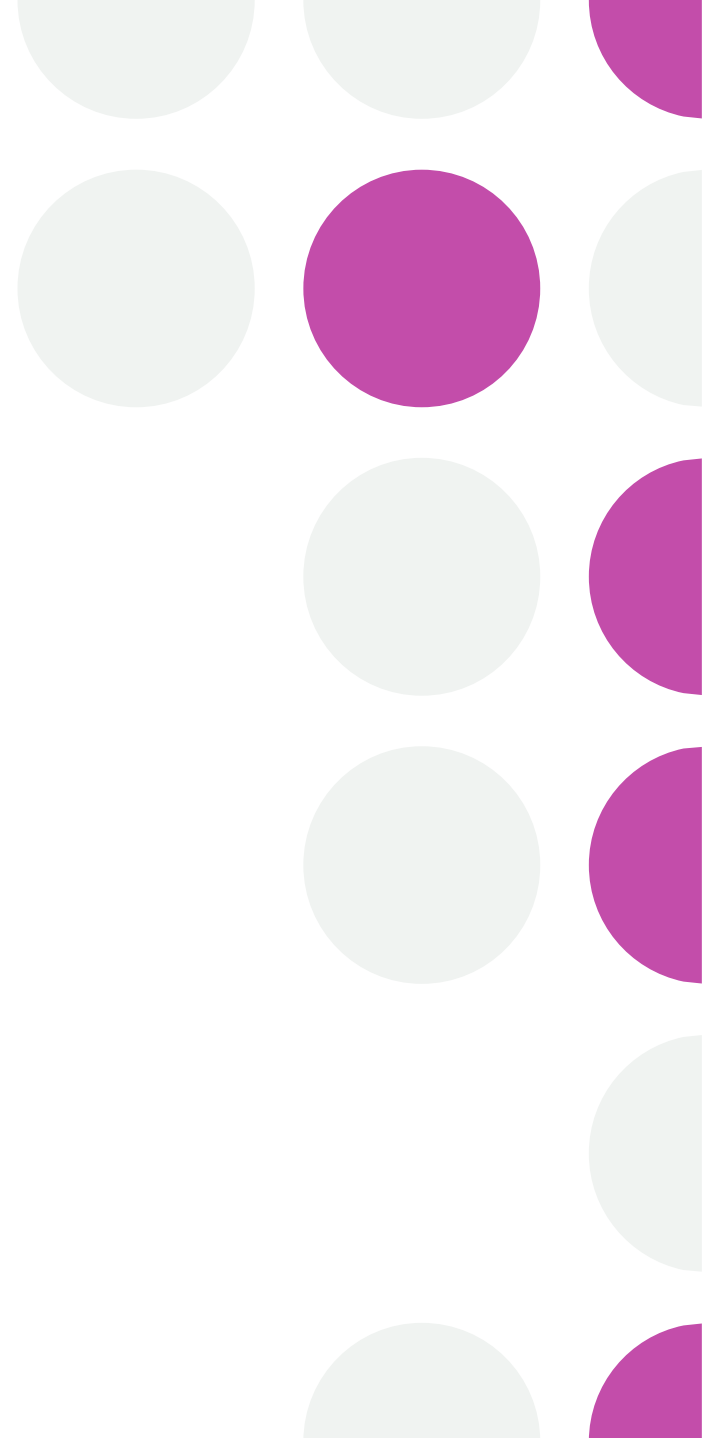
Deconstructing Pedagogic Practices: Peer Reflections on Using SFL in Doctoral Writing Instruction

Dr Nadya Yakovchuk , University
of Surrey, UK

Dr Karin Whiteside , University of
Reading, UK

Outline

- Our contexts
 - SFL as an 'appliable' theory
 - Our reflective process
 - Examples from our contexts
-



Our contexts



Doctoral College	ISLI (EAP provision) & Graduate School
Writing Development Programme	Academic English Programme (AEP) & Reading Researcher Development Programme (RRDP)
Focus: doctoral students and early career researchers	Focus: doctoral students and early career researchers
Interdisciplinary groups	Broad disciplinary streams (AEP) & interdisciplinary (RRDP)
Users of English as L1 and L2/EAL	L2 (AEP); L1 & L2 (RRDP)
Stand-alone workshops (usually 2 hrs long)	Courses (AEP); Intensive course & 2-hour sessions (RRDP)

When SFL meets teachers & students ...

Developing theoretically-underpinned practice is an iterative process!

“The table of instantiation looked very different years ago. Several iterations later, and in another setting, the current version is still evolving. While it has achieved the aim of making visible some functional knowledge about language, some elements remain subjective in its design, linked to my own perception of what resources students need and of how ready tutors are to deliver this curriculum. This provides additional reasons to explore recontextualization more systematically. Addressing the concrete and context-tied needs of the students I interact with has been giving meaning to the engagement with the theory. In this way, my engagement with SFL theory is consistent with its purpose to be applicable, dedicated to solving problems and empowering its users.” (Monbec, 2020)

Should we adapt or depart from the theory (and how far) to make things more teachable and/or practically useful?

Or, should we actually be working through a student-friendly way to stay as true as possible to theoretical frameworks?

Systemic Functional Linguistics for the self-taught – Part 2

Laetitia Monbec, with grateful acknowledgement of Rob Playfair's participation.



Photo by Frank Cone on Pexels.com

our contribution to this ongoing discourse – two concrete examples of self-taught practitioner development of SFL-informed materials


”... The key point in recontextualization is mentioned by Rob when he hopes that it is possible to *keep the essence of SFL*, a social theory of language conceived as social action, while recontextualizing it to suit our students’ needs. ...

One of the aims of the resTES was for SFL practitioners/scholars to present SFL as highly usable in classroom scholarship, disrupt the notion that SFL is intimidating ...

An analysis and mapping of different types of SFL recontextualizations in EAP would be very useful for practitioners, but (as far as I know) it has not yet been done. ... keeping a critical eye on the discourse surrounding SFL and its theorists, as well as amplifying a welcoming, supportive and inclusive discourse around SFL will be helpful. ...”

Our reflective process

- Evolved organically
- Protected space to think and to write
- A series of structured reflections:
 - *Why do we want to explore this? (Applied Linguistics into teaching research writing)*
 - *What are the current questions we're grappling with as applied linguists and practitioners?*
 - *Purpose/motivation for our materials and process of development*
- Demonstration of teaching materials and critical feedback
- Plan: to try out the materials in each other's teaching contexts



Deconstructing our pedagogical practices
- making sense of why we do what we do and whether we can do it better



*"The idea of language as a system of choices in any given act of communication is central to SFL, and this is something that is closely aligned with how I teach academic writing – underscoring the idea of the **choices** we have to make as academic writers given the stylistic conventions of our disciplines, the rhetorical traditions in which we are writing, what we are trying to achieve and the audiences we want to reach". (NY)*

Example 1:

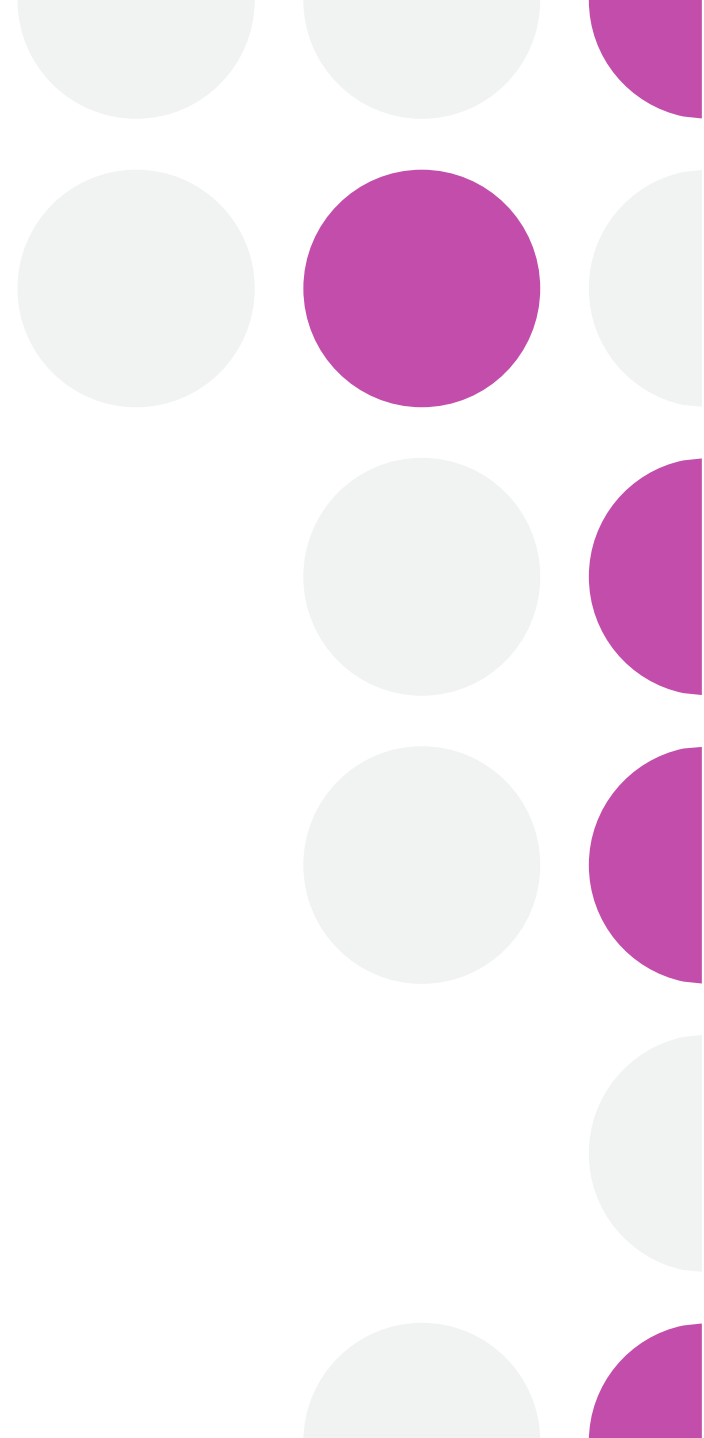
'Genre analysis tool'

Doctoral College Writing Workshops



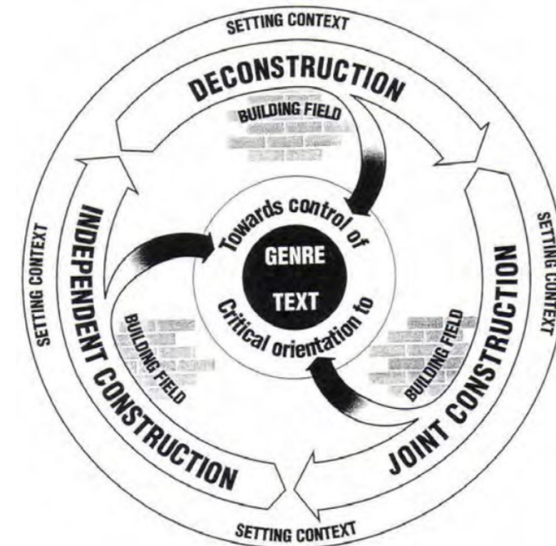
Development

- Drive for researchers to communicate science to professional audiences and wider society
 - 'Writing for Public Engagement' - 'Writing for Professional Audiences' - 'Writing with Impact for Broader Audiences'
 - A pedagogical tool that would allow researchers to
 - Develop their awareness of rhetorical situations
 - Develop their ability to analyse the target genre
 - Become more confident in writing for the genre
-



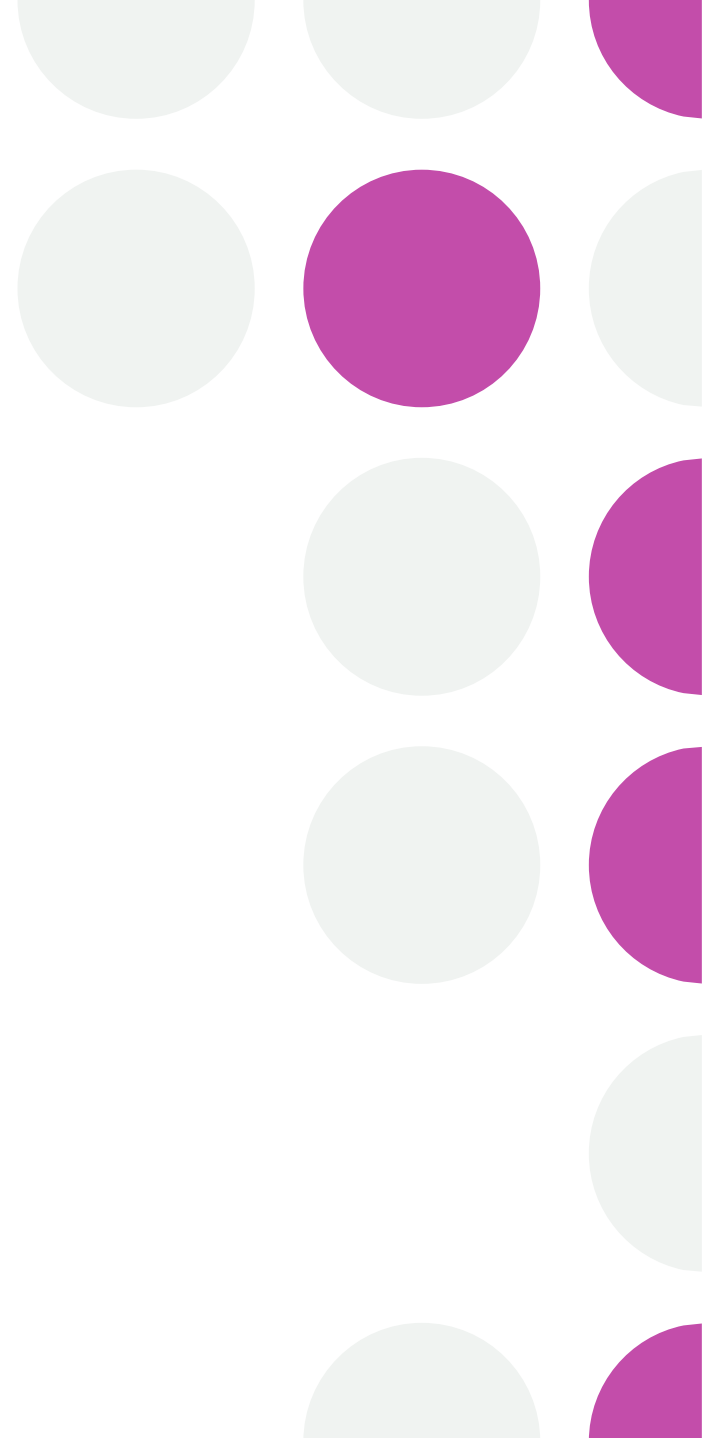
Theoretical underpinnings

- Genre teaching / learning cycle (Rothery, 1994)
- The Rhetorical Triangle (McGrath, 2020)
- SFL (Eggins, 1994; Halliday & Matthiessen, 2014; Thomson, 2014)
- Instantiation table (Monbec, 2020)

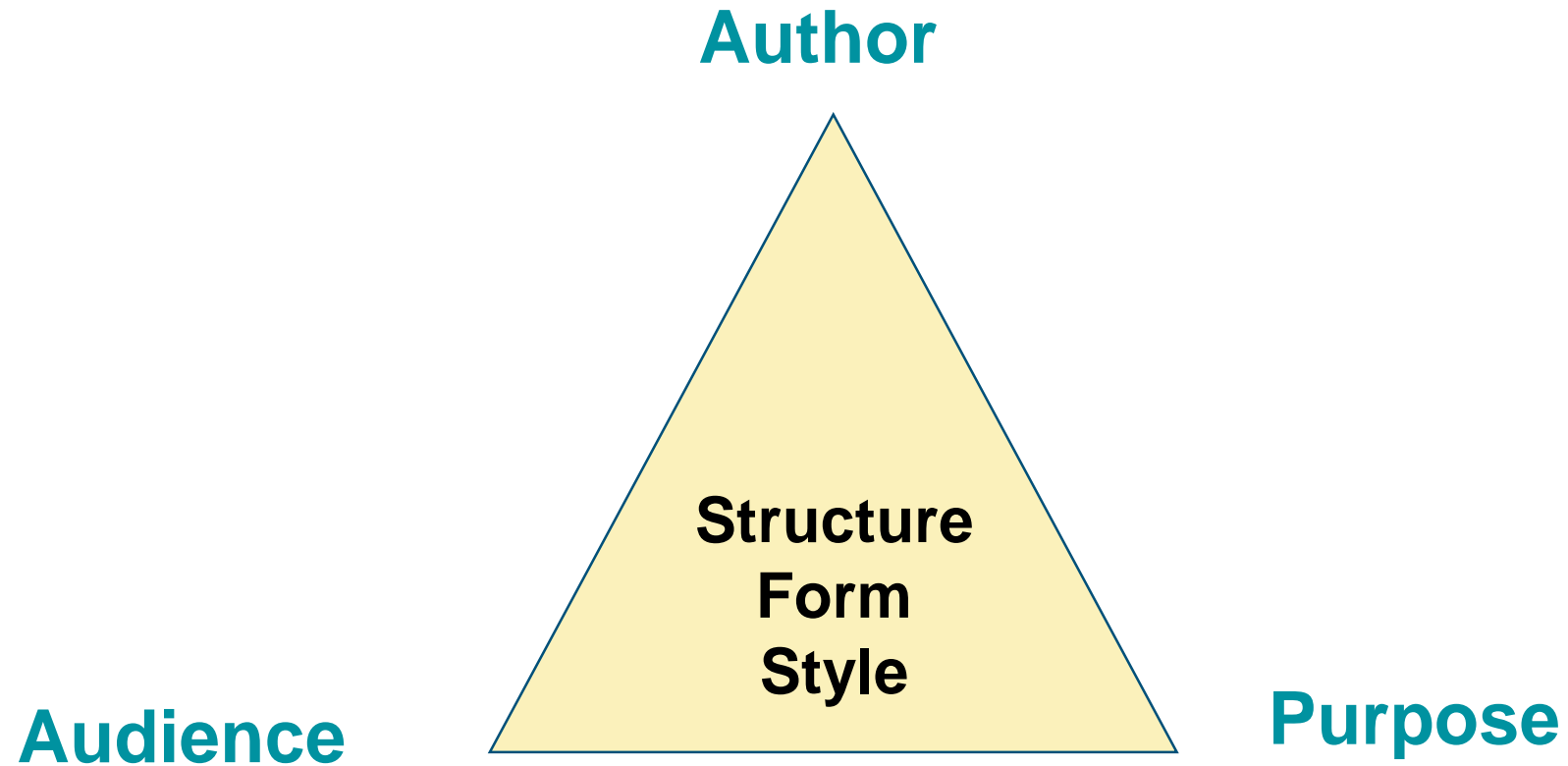


Teaching sequence

- Step 1. Introducing the Rhetorical Triangle
 - Step 2. Introducing the 'Genre Analysis Tool'
 - Step 3. Genre deconstruction
 - Step 4. Joint / independent construction
-



The Rhetorical Triangle



Text 1

Some UK schools have closed, or asked some teachers and pupils to stay home, to stop the spread of the disease - although the official guidance from health bosses is that this is not always necessary.

Here's what you need to know:

Advice if you're upset by the news

What is this virus and where has it come from?

It's a well-known type of a virus called a coronavirus, although this is a new variation of it. It was first spotted in a city called Wuhan in China.

It's called a coronavirus because, under the microscope, it looks like lots of little crowns

The disease was first discovered in Wuhan and initially the majority of cases were there. The virus then spread out across the country.



A breakfast, not mine

Text 2

Maybe it's the coronavirus, maybe it's the floods, maybe it's the excitement around the Prime Minister's engagement/child-to-be, but we seem to have largely given up talking about Brexit any more.

Sure, there's debate if you want it, tucked away in the Westminster/Brussels bubble and deep in the inside sections of the paper, but it's a small fraction of what it was before.

Partly this is about the churn of people that I've written about before, but equally it's about the other stuff that clamours for our attention. Stockpiling for a virus is newer/more engaging than boring old stockpiling for a no-deal.

Text 3

One possibility that would allow for this would be wormholes, hypothetical tubes of space-time that might connect different regions of space and time. The idea is that you step into one mouth of the wormhole and step out of the other in a different place and at a different time. Wormholes, if they exist, would be ideal for rapid space travel. You might go through a wormhole to the other side of the galaxy and be back in time for dinner. However, one can show that if wormholes exist, you could also use them to get back before you set out. One would then think that you could do something like blow up your own spaceship on its original launch pad to prevent you from setting out in the first place. This is a variation of the so-called grandfather paradox: What happens if you go back in time and kill your grandfather before your father was conceived? Would you then exist in the current present? If not, you wouldn't exist to go back and kill your grandfather. Of course, this is a paradox only if you believe you have the free will to do what you like and change history when you go back in time.

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Sure, **there's** debate if **you** want it, **tucked away** in the Westminster/Brussels bubble and deep in the inside sections of the paper, but **it's** a small fraction of what it was before.

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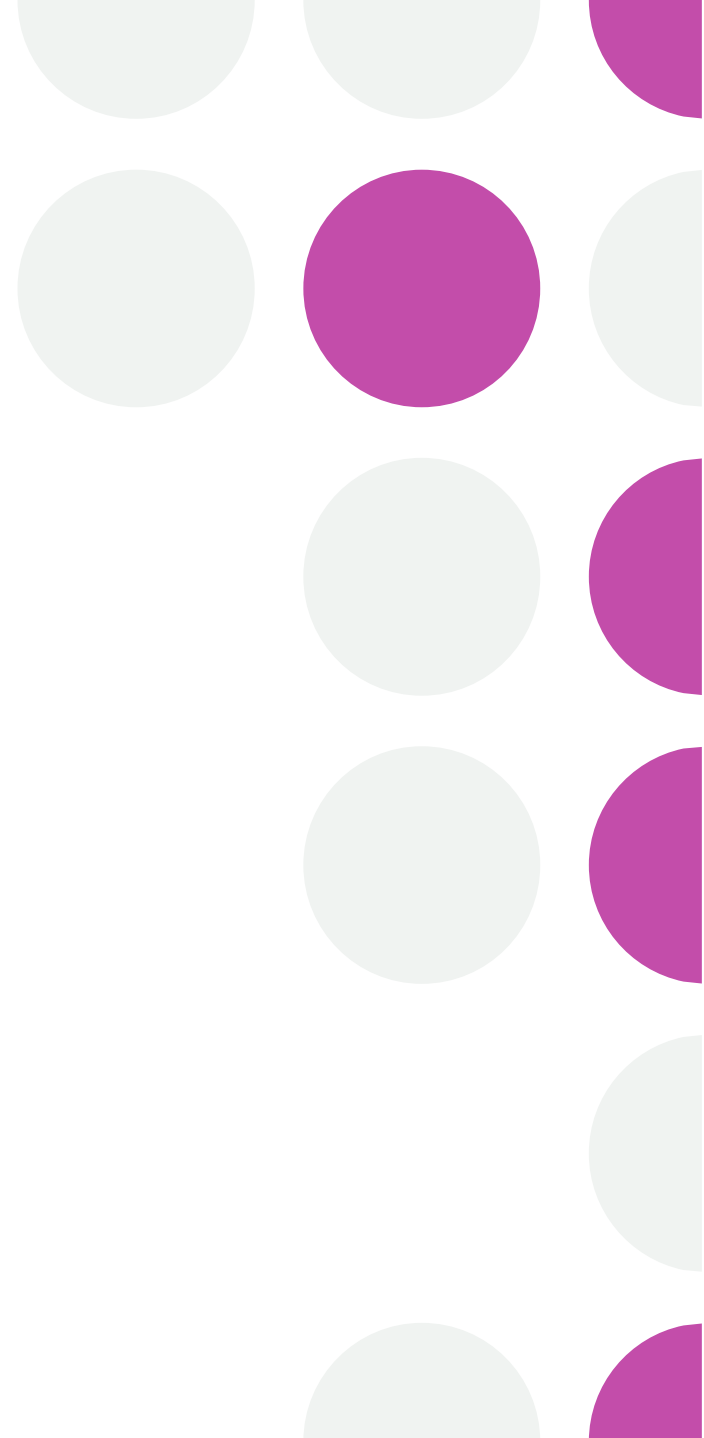
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Original table

Meaning and purpose of communication	Linguistic systems and features
<p>IDEATIONAL aspect: Representing ideas, events or experiences</p>	<p>Expressing the subject matter Lexical choice, use of specialist / non-specialist terms, explanations, nominalisation (<i>to formulate</i> → <i>formulation</i>, <i>complex</i> → <i>complexity</i>), agency (e.g. the passive/active voice), abstract / concrete language, use of examples and stories, metaphorical language, humour, use of visuals.</p>
<p>INTERPERSONAL aspect: Enacting social relations (<i>social roles, relative social status, exchange of views</i>)</p>	<p>Degree of personalisation Formal / informal language, 1st and 2nd person pronouns vs. anticipatory 'it', directives, rhetorical questions.</p> <p>Expressing evaluation and stance Degree of hedging (<i>may, might, could, probably, some, appears to, there's a tendency for X to</i>), use of citations, evaluative language (e.g. <i>intensifying/limiting adverbs: clearly, strongly, somewhat</i>).</p>
<p>TEXTUAL aspect: Organising and relating meaning to context (<i>information flow, packaging of a message</i>)</p>	<p>Organising text and expressing logical links Overall text structure, paragraph length. Organising text visually, hyperlinks (if applicable). Cohesion at paragraph level: <i>shopping centres</i> → <i>they</i> → <i>such places</i>. Linking words and phrases.</p> <p>Packaging information Grammatical complexity (e.g. simple, compound and complex sentences), use of complex noun phrases (e.g. <i>'the contingent possibility of aesthetic receptivity'</i>).</p>

Teaching sequence

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-



IDENTIFY STYLISTIC DIFFERENCES BETWEEN THESE EXTRACTS

EXTRACT 1 (Scholarly journal)

Sustained attention is a factor in many work environments where operators intervene on a regular basis to ensure the safety and security of a system. Different types of activity during break periods may facilitate different levels of performance following extended periods of attention in these environments. The impact of five different breaks from task activity was assessed against the performance of a no-break control group during a simulated, high signal probability rail control task. A total of 87 university students were assigned to a no-break control condition, or one of five break activity conditions that occurred between two, 20-minute periods of simulated rail control. Post-break, the analysis revealed that, in comparison to the control condition, performance was greater in all of the five break conditions. Any activity that drew operators' attention from the primary rail control task enabled improvements in performance beyond a no-break control task.

EXTRACT 2 (Trade magazine)

In our busy-loving modern society, too many of us have had the experience of eating lunch at our desks—or even working straight through the noon hour without sustenance, all in the name of tackling the items on our to-do lists. Unfortunately, powering through without a pause can do more harm than good, psychologists say.

Breaks can improve our moods, overall well-being and performance capacity, says Charlotte Fritz, PhD, an associate professor in industrial/organizational (I/O) psychology at Portland State University in Oregon.

While it might seem obvious that breaks are refreshing, it's less clear how to maximize their benefit. How frequently you should break from work, how long breaks should last and what activities you should engage in will differ from person to person and job to job. But research is giving us a deeper understanding of breaks, revealing that regularly detaching from your work tasks—both during the workday and in your off-hours—can help restore energy in the short term and prevent burnout in the long term.

OUR CHOICES AS WRITERS

How we
represent
ideas, events or
experiences

How we engage
with our
readers

How we
organise and
package
information



REPRESENTING IDEAS / EVENTS / EXPERIENCES

	EXTRACT 1 (academic)	EXTRACT 2 (non-academic)
Lexical choices (e.g. use of standard/colloquial language)	<i>Sustained attention is a factor in many work environments where operators intervene on a regular basis to ensure the safety and security of a system.</i>	<i>Powering through without a pause can do more harm than good; tackling the items on our to-do lists; too many of us.</i>
Use of specialist terms	<i>High signal probability rail control task; control condition.</i>	
Definitions and explanations		
Abstract / concrete language	<i>Impact, performance, safety, security.</i>	<i>Eating lunch at our desks; working straight through the noon hour.</i>
Use of examples, stories, metaphors, humour		
Active/Passive Voice	<i>The impact of five different breaks from task activity was assessed; a total of 87 university students were assigned...</i>	<i>Breaks can improve our moods; how frequently you should break from work; research is giving us a deeper understanding of breaks.</i>
Use of visuals		

ENGAGING WITH THE READERS

	EXTRACT 1 (academic)	EXTRACT 2 (non-academic)
SOCIAL DISTANCE:		
Formal / informal language	<i>Different types of activity; facilitate different levels of performance; extended periods of attention in these environments.</i>	<i>But research is giving us; it's less clear how to maximize their benefit; can do more harm than good.</i>
Writing in the 3rd person vs. using 1st /2nd person pronouns (e.g. <i>It is argued that</i> vs. <i>I explore how</i>)	<i>Sustained attention is a factor; Different types of activity during break periods may facilitate</i>	<i>Too many of us have had the experience of eating lunch at our desks; research is giving us a deeper understanding of breaks; how frequently you should break from work.</i>
Use of direct questions, directives		
EXPRESSING EVALUATION AND STANCE:		
Degree of hedging (e.g. <i>may, can, some, appears to</i>)	<i>Different types of activity during break periods may facilitate different levels of performance</i>	<i>Breaks can improve our moods; while it might seem obvious that breaks are refreshing.</i>
Use of citations		<i>Says Charlotte Fritz, PhD, an associate professor in industrial/organizational psychology at Portland State University in Oregon.</i>
Use of evaluative language (e.g. intensifying adverbs <i>clearly, strongly</i> vs. limiting adverbs <i>somewhat</i>)		<i>In our busy-loving modern society; unfortunately, powering through without a pause can do more harm than good.</i>

ORGANISING AND PACKAGING INFORMATION

	EXTRACT 1 (academic)	EXTRACT 2 (non-academic)
ORGANISING TEXT AND EXPRESSING LOGICAL LINKS:		
Overall text structure, paragraph length		Shorter paragraphs.
Organising text visually, hyperlinks (if applicable)		
How ideas are linked		...what activities you should engage in will differ from person to person and job to job. But research is giving us a deeper understanding of breaks...
PACKAGING INFORMATION:		
Nominalisation (e.g. to formulate → formulation, complex → complexity)	Attention, activity, performance, impact, safety, security. - The impact of five different breaks from task activity was assessed against the performance of a no-break control group during a simulated, high signal probability rail control task (28 words).	How frequently you should break from work, how long breaks should last and what activities you should engage in will differ from person to person and job to job (29 words).
Complexity of noun phrases (longer or shorter 'strings' of nouns).	Different types of activity during break periods; extended periods of attention in these environments; the impact of five different breaks from task activity.	Our desks , the noon hour , their benefit , long breaks .

GENRE ANALYSIS TOOL

Language functions	Language choices
Representing ideas, events or experiences	Expressing the subject matter Lexical choice (e.g. standard / colloquial language), use of specialist / non-specialist terms, explanations, agency (e.g. passive/active voice), abstract / concrete language, use of examples and stories, metaphorical language, humour, use of visuals.
Engaging with the reader	Social distance Formal / informal language, 1 st and 2 nd person pronouns vs. anticipatory 'it' (e.g. <i>it has been argued that</i>), directives, rhetorical questions. Expressing evaluation and stance Degree of hedging (<i>may, might, could, probably, some, appears to, there's a tendency for X to</i>), use of citations, evaluative language (e.g. intensifying adverbs (<i>clearly, strongly</i>) vs. limiting adverbs (<i>somewhat</i>)).
Organising and packaging information	Organising text and expressing logical links Overall text structure, paragraph length; organising text visually, hyperlinks (if applicable); how ideas are linked. Packaging information Nominalisation (<i>to formulate</i> → <i>formulation, complex</i> → <i>complexity</i>); complexity of noun phrases (longer or shorter 'strings' of nouns); sentence complexity.

GENRE DECONSTRUCTION

You'll be working in groups with different texts.

With others in your group, choose some **language features** for each of the three aspects from the table that make a particular text effective and impactful.

- What effect do your chosen features have on the intended readership?
- What can you say about the Author, Audience and Purpose of this text?

Variations:

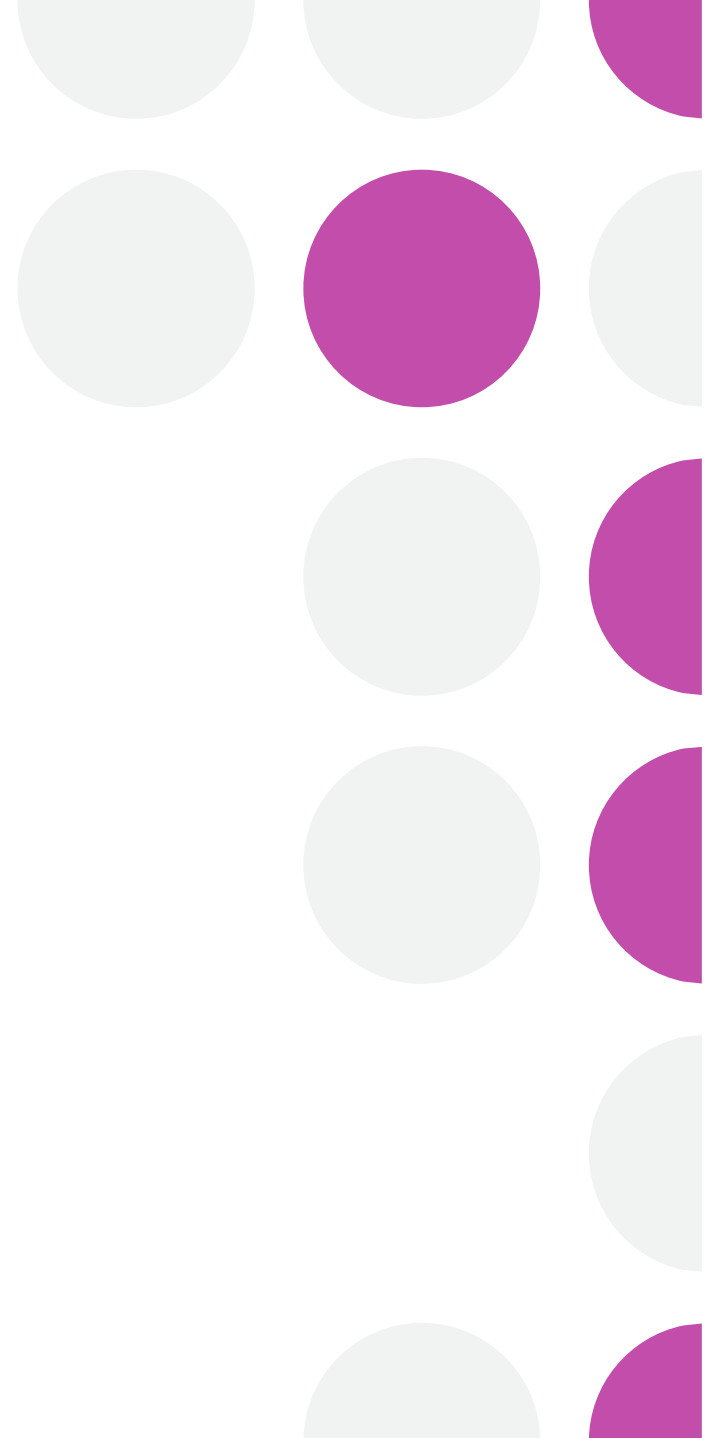
- *With others in your group, analyse the given text using the 'Genre Analysis Tool'. How many different features can you identify? How does their use help the writer/s achieve their purposes?*
 - *Find several examples of texts in the target genre and, using the 'Genre Analysis Tool', come up with some guidance on writing in this genre. How much variation between the texts have you found?*
-

'Writing a Conference Abstract': Abstract Evaluation Table

FUNCTIONS OF COMMUNICATION	LANGUAGE FEATURES
How effectively do the following abstracts <u>communicate the subject matter</u>?	E.g. use of specialist / non-specialist terms, explanations, abstract / concrete language, use of examples, metaphorical language, humour.
How effectively do the following abstracts <u>engage with their reader</u>?	1 st and 2 nd person pronouns vs. writing in the 3 rd person and using anticipatory 'it' (e.g. <i>'it has been argued that'</i>), directives (e.g. <i>'Think about this'</i>), rhetorical questions, evaluative language.
How effectively is the <u>information organised</u> in the following abstracts?	Overall structure and flow, paragraph length, linking words and phrases, sentence complexity, length of noun phrases.

Reflections / lessons learnt

- An ever-evolving tool
 - Flexibility
 - Focus: what's helpful to students
 - Using accessible language
-

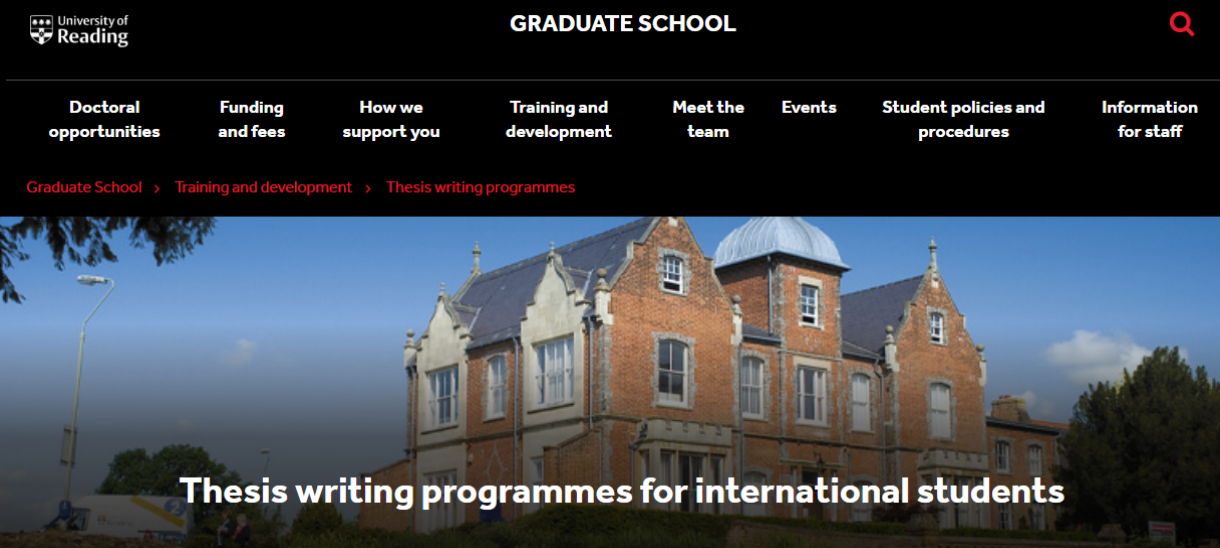




"From the point of legitimising academic writing as a profession and as a field of study, having conceptual and theoretical instruments to define it is crucial. If we want our students, especially PhD students, to be serious about academic writing and not merely see it as 'formulaic' - as a skill to learn, as an 'add-on' - we need to show them that we're also serious about it, that we can understand and theorise our field, and that we have a repertoire of instruments, theories and frameworks to help us make sense of it, study it systematically, and help our students make sense of it too. This is where my desire to apply theoretical instruments from writing studies and linguistics comes from - they are useful to us as specialists to understand what's going on, and hence they'll be useful to our students to do the same in order to become proficient writers in their disciplines". (NY)

Example 2:

Appraisal Framework - Engagement
Resources (Martin & White, 2005)



Academic English Programme **courses**
(enrolment via the Graduate School)
L2 audience

Core Language Skills for Research Writing

Doctoral Thesis Writing: Structure & Language

Writing & Editing your Thesis with Corpora
(Charles, 2018)



Reading Researcher Development
Programme (RRDP)
L1 & L2 audience

Doctoral Thesis
Writing: Structure &
Genre-specific
Language Features
(2 x 3 hrs)

Language for Voice,
Stance & Critical
Evaluation (2 hrs)

Language for
Reviewing the
Literature (2 hrs)

Language for
Discussion (2 hrs)

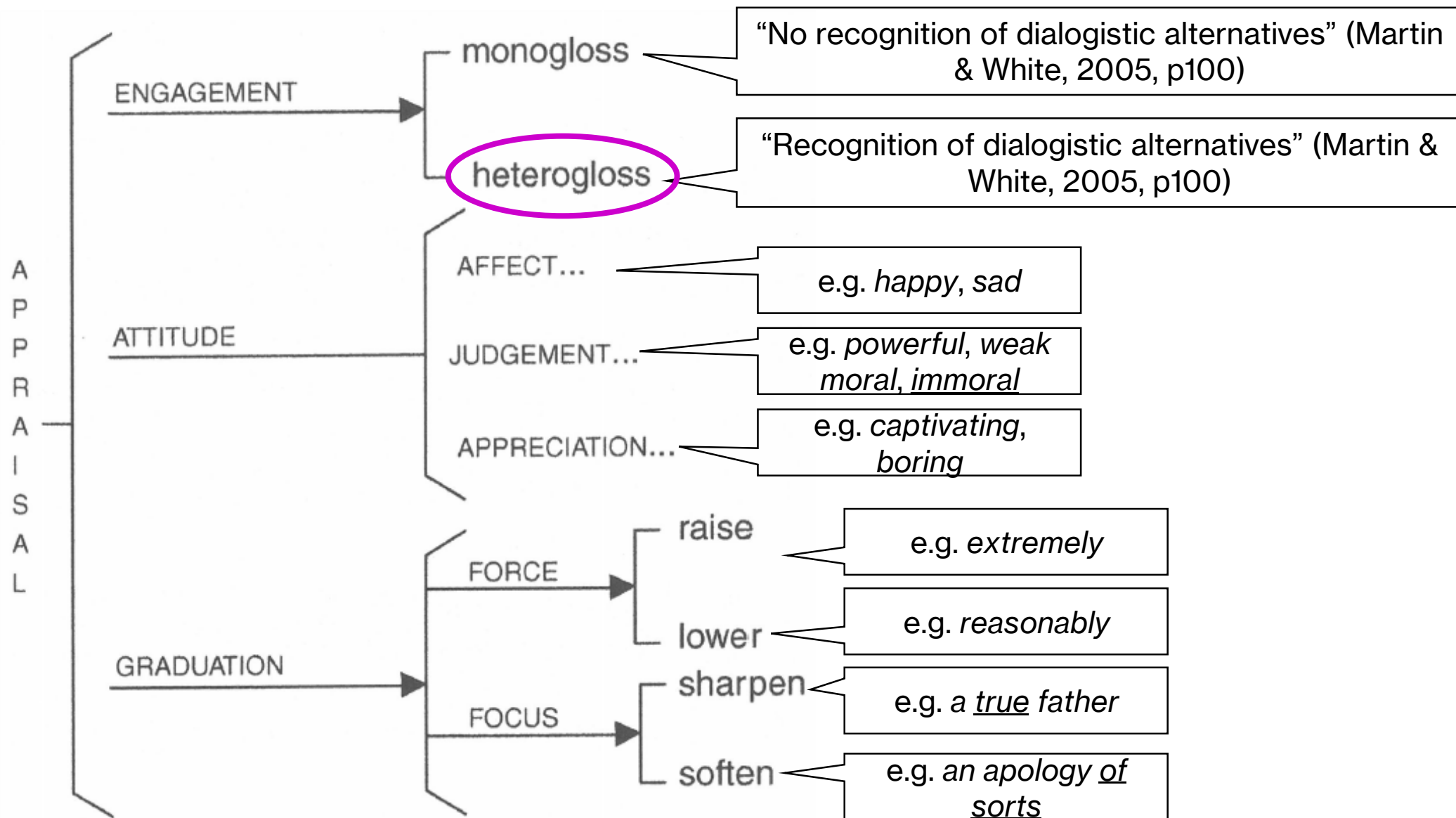


Figure 1.18 An overview of appraisal resources

Martin & White (2005, p38)

monogloss

heterogloss

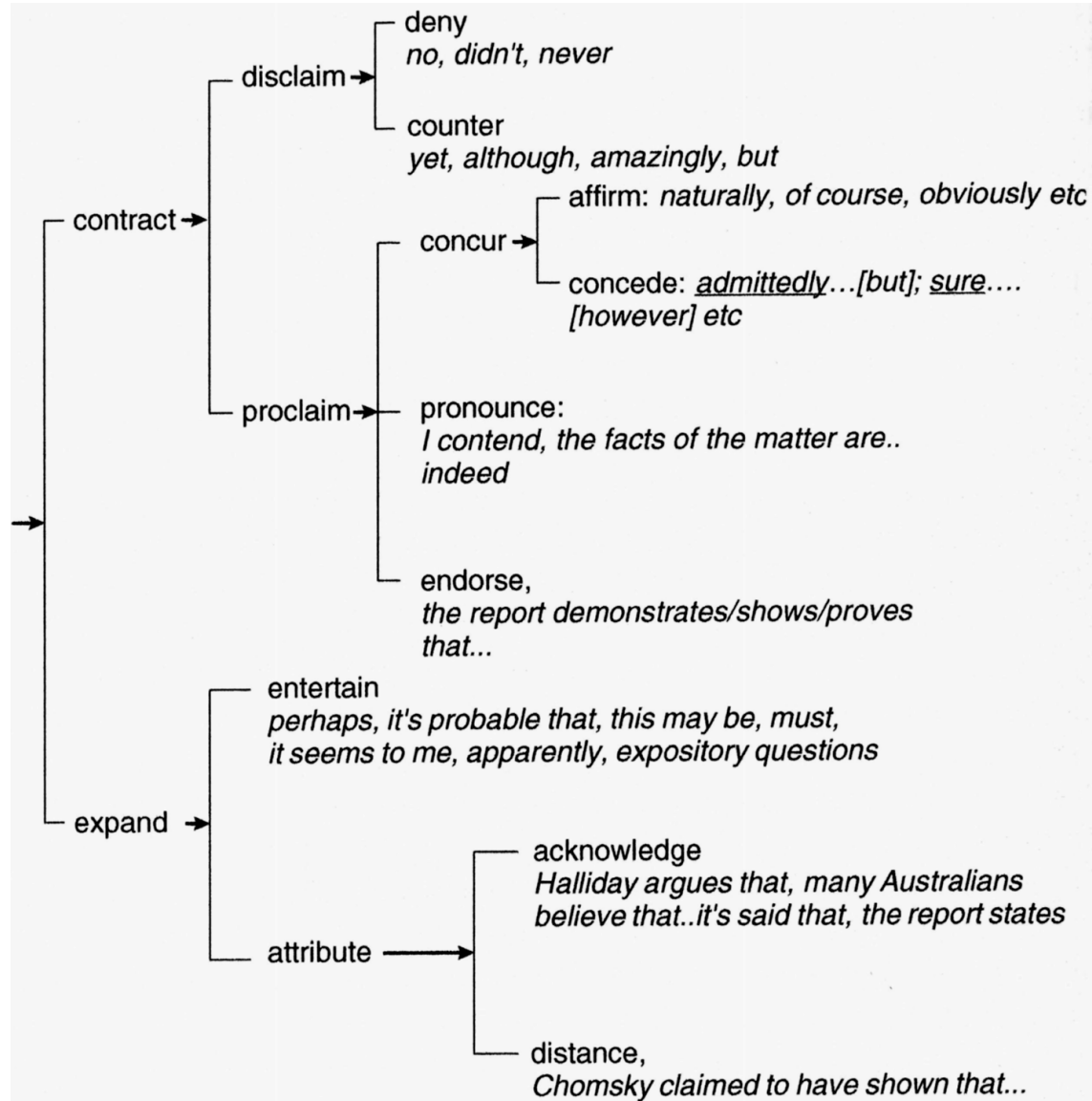


Figure 3.4 The engagement system

Martin & White (2005, p134)



"I was very interested in exploring its potential, particularly the Engagement Resources strand, when I started teaching doctoral level research writing. I was already in a loose way using the 'contributing to a debate'/'entering a conversation with your research community'-type metaphor with students to help them understand the purpose of what they were doing within ... a research text, but this wasn't an explicit, concrete part of my teaching materials. The Engagement Resources framework ... feels like a fuller ... explanation of 'positioning' in a text which connects different [linguistic] elements of this ... rather than looking at elements as separate, less-fully-connected strands of what is going on. ..."(KW)

"Over several iterations I have gone from using the framework 'raw' to adapting it slightly, then more so with student-friendlier labels replacing much of the terminology, back to slightly more closely following original terminology, then back further the other way ... The expanding/contracting concept has been (over?)simplified in the context of the Literature Review to the idea of 'developing your position' either cautiously or more confidently ... My 'student-friendly' labels have some overlap with the actual Appraisal labels where these make sense to students, and some departures/my own labelling – this needs review – how pedagogically effective is it and have I oversimplified?"(KW)

In 2021 ...

Appraisal – Engagement Resources label

Expand → entertain

Expand → Attribute → Acknowledge

Expand → Attribute → Distance

Contract → Disclaim → Deny
Contract → Disclaim → Counter

Contract → Proclaim → Concur
Contract → Proclaim → Endorse

Contract → Proclaim → Pronounce

Label in my materials

Make arguments cautiously

Neutral acknowledgement of others' findings/ideas (position)

Distancing yourself from someone else's position

Dis-alignment with someone else's position (e.g. disagreeing, rejecting, refuting)

Positive stance – alignment with or active endorsement of others' position

Making arguments strongly/confidently

monogloss

heterogloss

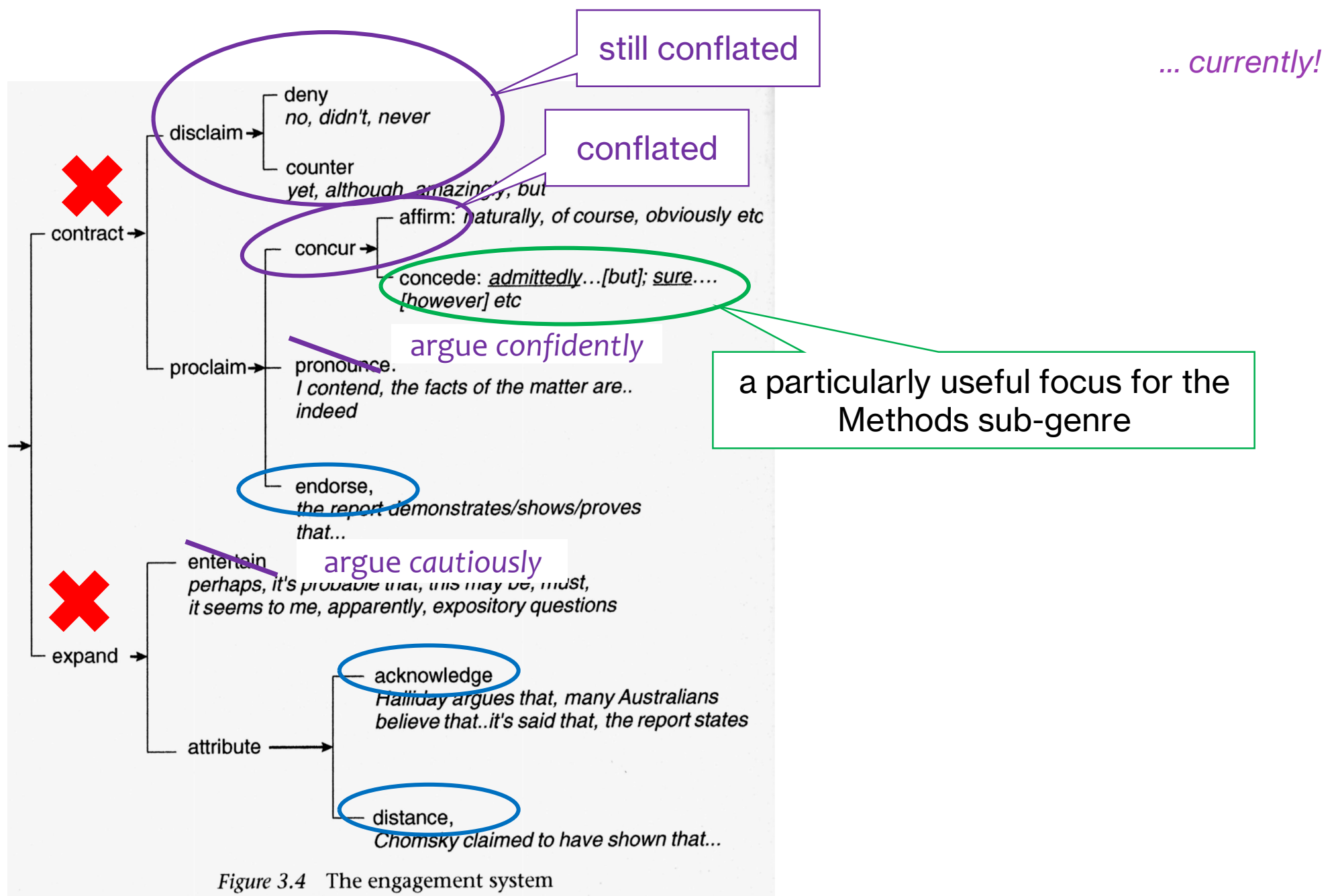
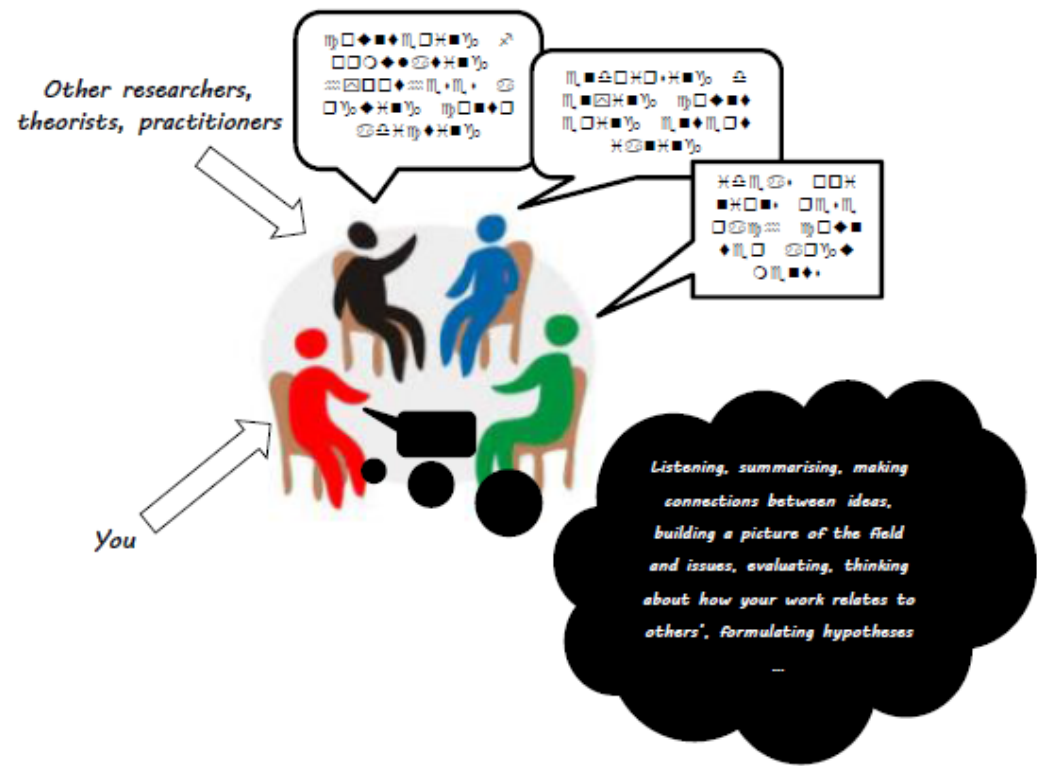


Figure 3.4 The engagement system

Martin & White (2005, p134)

Think of your PhD project as you engaging in dialogue within a specific academic community and conversation.

REVIEWING THE LITERATURE:

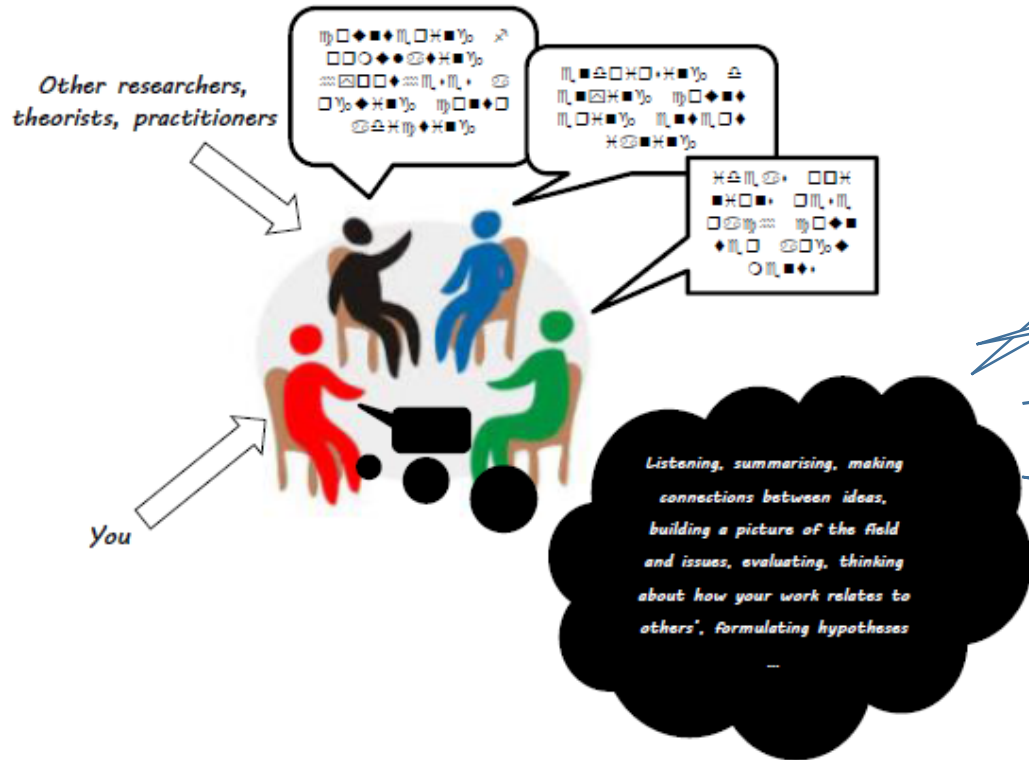


DISCUSSING THE RESULTS OF YOUR RESEARCH:



Think of your PhD project as you engaging in dialogue within a specific academic community and conversation.

REVIEWING THE LITERATURE:



DISCUSSING THE RESULTS OF YOUR RESEARCH:



Acknowledgment (neutral) other's findings/arguments

Smith (2019) **finds/states/argues** that ...
According to Zhu (2019) ...

+ A positive stance towards (concurring with) other's findings and arguments

As Smith (2019) has observed ...
Lee (2019) **shows/demonstrates** that

++ explicit endorsement of others' findings/arguments

Lee and Smith (2019) are providing **promising** evidence that ...
The **importance** of the Lee et al. (2019) study is supported by

- Distancing yourself from someone else's position

Smith (2019) **claims** that ...
This **assumption** goes largely uncontested in the literature ...

-- Countering (e.g. disagreeing, rejecting, refuting) someone else's position

Smith (2019) claims **However,** ...
Previous researchers **have failed to** recognise ...

Developing your position by making arguments and expressing opinions cautiously or more strongly

It **could be suggested** that ...
It is **clear** that ...

Extract 3 - Gram-Hanseen, K. (2010). Residential heat comfort practices: understanding users. *Building Research & Information*. **38**(2).

Products, ‘things’, technologies

Schatzki explicitly does not consider the material structure, ‘things’ or technologies as important in holding practices together; rather, he considers them a result of social practices. As argued elsewhere (Gram-Hanssen, 2007), this *can be problematic*. Several socio-technical studies have shown how technology takes part in structuring practices. Warde focuses on ‘things’ (e.g. items of consumption during participation in practices). Reckwitz and Shove and Pantzar use the concept of ‘things’ and technologies as much more important elements for holding practices together.

- ACKNOWLEDGING
- DISTANCING
- COUNTERING
- CONCURRING

CAUTIOUSLY ARGUING

other Appraisal resources – Attitude, Graduation

Significantly for this study, Hargreaves et al. (2002) differentiate between two notions: identities *in music*, and music *in identities*, each distinct and potentially applicable when considering the musical lives of retired amateurs. The former, identities *in music* (author's italics) are considered as being defined by social and cultural roles within music (Hargreaves et al., 2002, p.12), incorporating the ways individuals view themselves in relation to socio-culturally defined roles core to their musical sense-of-self (e.g.: I as music teacher; I as band-member). The second concept, music in identities (author's italics), explains how music can influence and channel non-musical aspects of a life, as in personal, relational and therapeutic applications of music experience. Relating to this specific aspect, research identifying the positive relationships between music participation and an older individual's sense of psychological well-being, reduced sense of isolation, lack of social confidence and loneliness (Hallam et al., 2012; Creech et al., 2014a) and a resource for health (Gembris, 2008) provide compelling evidence of this concept of musical influence on non-musical aspects of individual identity.

CONCURING

ACKNOWLEDGING

ENDORISING

Viewing lifespan musical trajectories through this dual framework (Hargreaves et al; 2002) could prove analytically enlightening when considering the inter-relationships between the study's core concepts, deepening understanding of complex identity processes embedded within retiree amateur instrumentalists' post-school learning pathways.

CONCURING

CAUTIOUSLY
ARGUING

... Since the confirmation of the existence of 4-mercaptobutyl-GSL (glucosativin), the presence of dimeric GSLs have often been dismissed as products of extraction, and discounted as being naturally produced (Bennett et al., 2002). An excellent paper by Cataldi, Rubino, Lelario, & Bufo (2007) convincingly demonstrated that this was not the case, and that dimeric-4-mercaptobutyl-GSL (DMB) and diglucothiobeinin are in fact naturally occurring within the leaves of rocket species. Despite this significant result, very few research papers have since cited or acknowledged this key outcome. Several subsequent papers disregarded detections of monomeric glucosativin on the basis of previous speculations and assumptions, and potentially missed important details in the variability of GSL profiles between cultivars (Bennett et al., 2007; Chun et al. 2013; D'Antuono et al. 2008; Pasini et al. 2012; Villatoro-Pulido et al., 2013). Some of the aforementioned papers actually cite Cataldi et al. (2007), yet still did not properly quantify the monomer and dimer separately.

DISTANCING

ENDORISING

COUNTERING

DISTANCING

COUNTERING

The importance of the Cataldi et al. (2007) paper and its findings is supported by many of the results presented in this thesis; ...

ENDORISING

10:59 ❤️ 1

Kann, In this early stage I do not feel I have the confidence to be critical (or positive). Do you have any suggestions on what position to take in the beginning (Neutral?) and any suggestion in how to build confidence?

11:02

Hi Johan. That's perfectly natural - I spent the first 9-18 months mainly understanding, summarising, thematically synthesising others' work before really finding a critical 'voice' - I think this is part of the process. It will help to look at others' Lit Reviews in your field and notice how the evaluation/criticality is happening in their texts and this will start to help you formulate your own voice in this way. As you get more and more familiar with your specific niche, you'll also become more and more opinionated 😊

*own (not 'won')

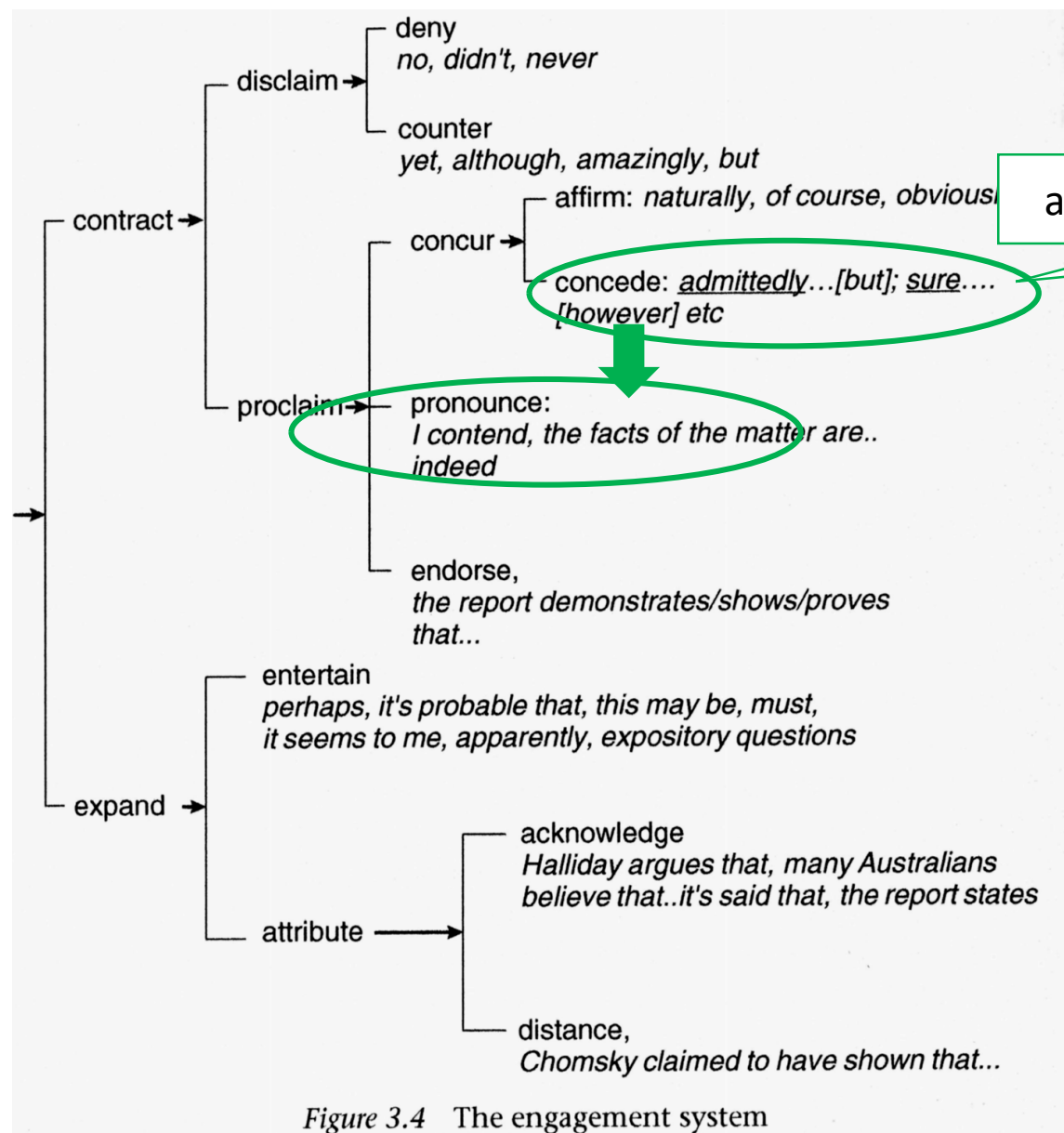
11:06 ❤️ 1

Thanks! That give some comfort!

Moves	Possible Steps
<p>1. Contextualizing Study Methods <i>[Usually present]</i></p> <p>Provides necessary background, sets the scene, i.e. <i>frames</i> Move 2, the description of the study.</p>	<p>1. Referencing previous works Situating your methodology, by describing and referencing methodologies from previous studies</p> <p>2. Providing general information Supplying relevant theoretical, empirical or informational background</p> <p>3. Identifying methodological approach Specifying approach or research design, briefly or in detail</p> <p>4. <u>Describing</u> the setting Presenting essential characteristics of the research environment (e.g. place, temperature, temporal indicators, lighting conditions etc.)</p> <p>5. Introducing subjects/participants Describing essential characteristics of human, animate, or inanimate subjects of study (incl. pre-experimental characteristics & recruitment/selection/sampling process)</p> <p>6. <u>Rationalizing</u> pre-experiment decisions Justifying methodological choices/decisions made prior to the experiment, reasoning and explaining how the study was conceptualised (e.g. methodological approach, subjects, settings, tools etc.)</p>

monogloss

heterogloss



a particularly useful focus for Methods sub-genre

Figure 3.4 The engagement system

Martin & White (2005, p134)

potential issue,
weakness or
problem ☹️

Despite the fact that two projects were added some years later, the economic, political, legal and social situation in Sweden was similar during these years.

justification/defence
(diminishing or
minimising impact) 😊

Think of your PhD project as you engaging in dialogue within a specific academic community and conversation.

REVIEWING THE LITERATURE:



DISCUSSING THE RESULTS OF YOUR RESEARCH:



N.B. This pattern is a good example of how 'dialogue' is also part of a Method section e.g.

"You might be worried about ... ,
but you don't need to worry
because ..."

"I can see you could justifiably
criticise ... , but there's a good
reason I've done it this way which I
can explain ..."

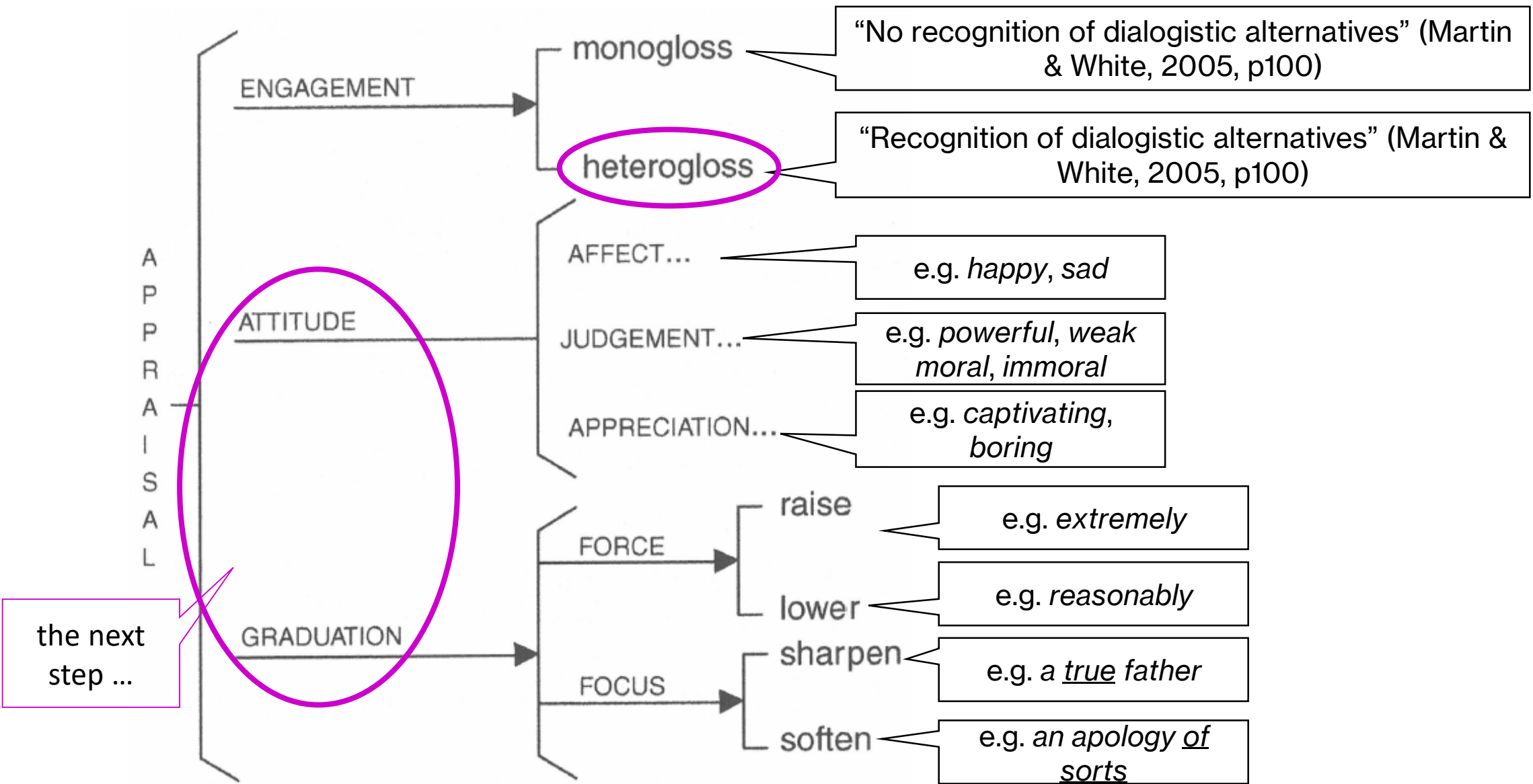


Figure 1.18 An overview of appraisal resources

Martin & White (2005, p38)

Extract 1 (Wright, 2008)

While **many** researchers have theorized about the importance of writing, ... **few** have taken an empirical approach to **examining** the purpose of children's every day writing practices and written work in school settings. In **attempting** to fill this gap in research, they **show** that teachers are the primary audience for students' writing and that students seek to please the teacher by choosing topics and language that they think will be favoured.

graduation of
quantity

graduation of
'vigour' of approach

degree of
completion

degree of
confidence

graduation of **scope**

graduation
of **distance**

Extract 2 (Yates, 1999)

Green's study offers a case study **exploration** of the experiences of **ten different** students, and in doing so **moves on from narrowly** defined 'literacy practices' to uncover **a number of broader** issues which make up these students' school literacy experiences.

The background is a landscape photograph of a calm lake reflecting distant mountains under a twilight sky. A dark, semi-transparent rectangular box is positioned on the left side of the image, containing the text. On the right edge of the image, there are several white-outlined circles of varying sizes, and one solid magenta circle, arranged vertically.

Reflections / lessons learnt ...

ESP 'genre'
rhetorical
Moves & Steps
– a lens for
interrogating
purposes

N.B. these remain extremely useful!

e.g. Creating a
Research Space
(CARS) Swales, 1990

e.g. Demonstrating Rigour &
Credibility (DRaC)
Cotos et. al., 2019

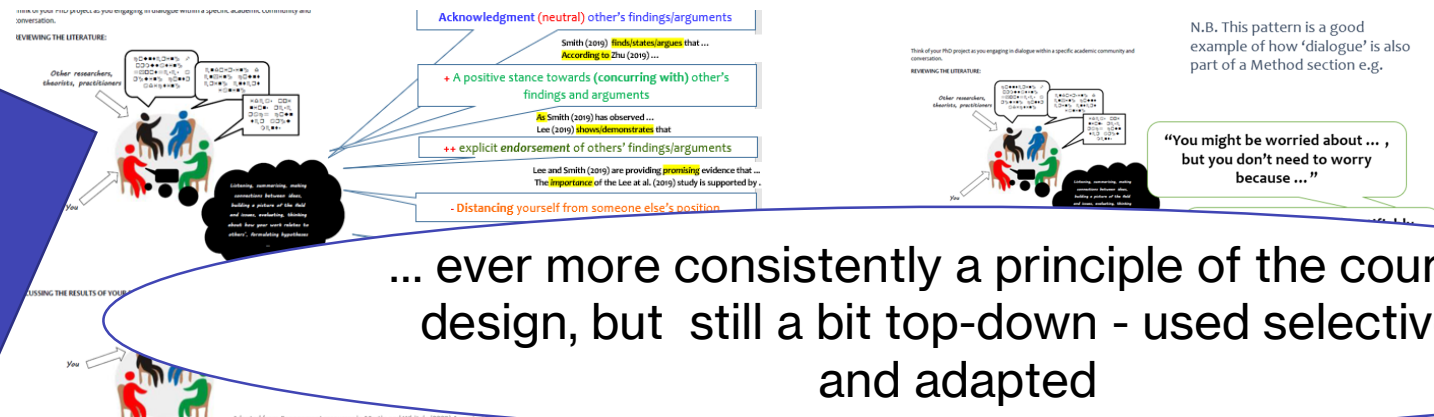
Introduction

Literature
Review

Method

Results &
Discussion

Engagement
Resources as starting
point to
prioritise/systematise
focus on language for
dialogue & criticality ...



... ever more consistently a principle of the course's design, but still a bit top-down - used selectively and adapted

... ongoing journey towards more systematic application, but, pedagogically, the 'ideal' still possibly somewhere on a cline between selective and systematic?



Conclusions

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