Construing Stance in History Theses: Dynamic Interactions among Ideology, Generic Structure and Engagement

Author:
Sawaki, Tomoko

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Construing Stance in History Theses:

Dynamic Interactions among Ideology,

Generic Structure and Engagement

Tomoko Sawaki

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Abstract

This thesis examines introductory chapters of recent history theses, in order to identify generic structure, engagement strategies, and to explore the extent of the role engagement strategies play in relation to the construction of text. In order to resolve analytical issues in the Swalean method, a new method is proposed, which integrates the Greimassian method, a semiotically oriented structuralist method of reducing elements to the minimum function. By doing so, this thesis demonstrates that emerging elements such as postmodern personal anecdotes can be effectively incorporated into this minimized generic structure model, providing a practical methodology for future generic structure analyses.

Quantitative and qualitative investigations are pursued in order to compare the generic structures of thesis introductory chapters of different ideological orientations. The results are statistically tested with correspondence analysis so as to visually identify the correlation between generic structure components and ideological orientation. The analysis of engagement strategies is also conducted quantitatively and qualitatively to compare the distribution of different dialogic elements according to ideological orientation. The engagement analysis further investigates the distribution of dialogic elements across generic structure components, which investigates if and how engagement strategies realise larger textual resources, namely, the interaction between engagement strategies and generic structures.

This thesis finds that traditional and postmodern theses vary significantly in the way they create dialogic spaces and that engagement strategies vary across generic structure components. This thesis concludes that a minimized binary generic structure model is useful in analyzing increasingly diversified thesis writing. It also concludes

that dialogic elements play a crucial role in constructing text, enabled by dynamic interaction with ideology and textual resources. This thesis finds a large extent of variation within a discipline and proposes that developing negotiation strategies to successfully persuade members of different ideological orientations within a discipline may be crucial in pedagogic settings.

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Chapter 1

Introduction

1.1 Introduction

Nearly a century ago, Bakhtin insightfully pointed out that text is a product of interpersonal interactions. Bakhtin emphasized that interpersonal factors are essential in stratifying language, which he calls stratifying forces, forming various levels of language structuring in institutionalized settings, in particular:

> What is important to use here is the intentional dimensions, that is, the denotative and expressive dimension of the "shared" language's stratification. It is in fact not the neutral linguistic components of language being stratified and differentiated, but rather a situation in which the intentional possibilities of language are being expropriated: these possibilities are realized in specific directions, filled with specific content, they are made concrete, particular, and are permeated with concrete value judgments; they knit together with specific objects and with the belief systems of certain genres of expression and points of view peculiar to particular professions.
>
> (Bakhtin 1981: 289)

This perspective on language is the starting point for the present study, which explores the dialogic aspects of language in a highly institutionalised academic genre: PhD theses. The general purpose of this study is to examine the interactions between generic structure elements and dialogic aspects in 40 history PhD thesis introductory chapters which were recently completed by students from several Australian universities.

Today, it is commonly understood that academic discourse—which used to be thought of as detached and objective—is actually highly interpersonal. As Hyland (2010) stated, 'the view that academic writing is interpersonal is no longer news' (p. 116). Many approaches toward interpersonal elements in academic writing text rely on rather static concepts such as 'modality' (Perkins 1983; Palmer 1986) and 'evidentiality' (Chafe 1986). Consequently, few studies have explored Bakhtin's suggestion—namely, that the mechanism of dialogic dimension stratifies the text.

There are three main purposes of this study: 1) to examine the extent of dialogic dimension functioning in the construction of academic texts; 2) to observe the text construction mechanisms through the interaction of different types of resources; and 3) to examine variations within a discipline for the purpose of shedding light on the evolution of genre. The rest of this chapter outlines how these purposes are achieved in this thesis.

1.2 Materials

This thesis examines the language used in the introductory chapters of 40 PhD history theses. As an example of academic writing, from a discipline undergoing change, this data provides a particularly interesting site for investigation. Today, few believe that academic writing is an objective discourse that contains little interpersonal meaning. Academic writing is an institutionalised genre in which ideologies, intentions, and strategies are involved both internally and externally with the text (Halliday & Martin 1993; Hunston & Thompson 2001; Martin & Wodak 2003; Hyland 2009; among others). The discipline of history, along with many other humanities disciplines, has recently

gone through a so-called ‘post-modern turn’ (Hodge 1998), which has consequently ushered in a new type of personal academic discourse that is very different from the traditional objective of academic writing (Munslow 1997; Tosh 2006). Therefore, it is expected that today’s history writing exhibits an interesting mixture of various ideologies that reflect different ways of writing. This makes historical discourse an excellent candidate for investigating the relation between ideology and evolution of the academic genre. The present study investigates history theses to highlight various types of thesis writing, different ideologies within the discipline, and the evolution of the academic genre.

Among many different academic genres, this study chose to analyse PhD theses for two reasons. First, the thesis genre is considered to be a particularly interactive one that needs to successfully interact with its examiners and research community (Bunton 1998; Paltridge 2002; Thompson 2005), making it an interesting genre to observe different persuasive strategies. Second, students need to learn appropriate stance-positioning skills in order to produce successful academic text. PhD thesis writing demands a much higher skill in academic writing; therefore, it is essential that academic writing studies reveal successful persuasive strategies in PhD thesis writing for pedagogical purposes. This study, therefore, is meant to contribute to both theoretical and practical needs surrounding thesis writing.

Instead of analysing full PhD theses, this study focuses specifically on the introductory chapters only. Not only is it unrealistic to analyse texts that can reach up to 100,000 words each, but analysing the entire volumes of theses would inevitably decrease the total number of texts analysed, consequently decreasing the generalisations that could be made. Furthermore, the introductory parts of academic writing, as

exemplified by Swales' CARS (Create a Research Space) model (1981, 1990), have proven to be a very strategic part of academic texts, and are organised with specific structures. This study is particularly interested in the variation between such texts, that is, between introductory chapters of different history theses that are influenced by different ideologies co-existing within the discipline. Therefore, a comparative analysis with other chapters, other disciplines, other academic text types, other languages, and so on, is beyond the scope of this study. The present corpus includes 40 history thesis introductory chapters that were completed by students of Australian universities between the years 2000 and 2010. The total size of the dataset is 230,707 words. Further details are discussed in the methodology chapters (Chapter 3 and Chapter 4)

1.3 Investigating today's history writing

Providing a brief background on the current situation regarding the subject of history in thesis writing will help explain how the present investigation may potentially contribute to the current knowledge concerning writing history. As Anderson and Day (2005: 330) observed about the subject of history, 'An important initial observation to make concerning history as a discipline is the enormous range and diversity of its concerns'. The researchers continued by suggesting that this is not only because the discipline ranges over different periods of time and different locations of the world, but also because of its diversity of approaches and ideologies behind them.

Postmodernism, in particular, has significantly impacted the subject of history in academic writing. Before postmodernism, history writing was optimistic about the ability to depict historical events as the way they "really were". Ranke (1952), a

historian who is regarded as having established the modern methods of history research, argued:

> History has had assigned to it the task of judging the past, of instructing the present for the benefit of the ages to come. To such lofty functions this work does not aspire. Its aim is merely to show how things actually were.
>
> (Ranke 1952: 74)

This perspective dominated the subject of history research before postmodernism, which could also be represented in Collingwood's (1946) claim that historians should only re-enact the minds of individuals from the past.

Today's historians have argued that it is not possible to do this. Muslow (1997), a prominent historian in postmodern history theory wrote:

> It is now commonplace for historians, philosophers of history and others interested in narrative to claim we live in a postmodern age wherein the old modernist certainties of historical truth and methodological objectivity, as applied by disinterested historians, are challenged principles. Few historians today would argue that we write *the* truth about the past. […] It is not enough merely to criticise historical method, but rather to ask can professional historians be relied upon to reconstruct and explain the past objectively by inferring the 'facts' from the evidence, and who, after all the hard work of research, will then write up their conclusions unproblematically for everyone to read?
>
> Even if, as many might argue, history has never been nor is now precisely as positivist a research process, or as unreflective a literary undertaking as that description suggests, the crude empiricist or reconstructionist emphasis on the historian as the impartial observer who conveys the 'facts' is a paradigm (defined as a set of beliefs about how to gain knowledge) that obscures history's real character as a literary undertaking.

(Munslow 1997: 1–2)

Therefore, today's historians can no longer rely on the belief that historical descriptions can be objective and positivistic. As Tosh (2006) noted, 'we understand more clearly than Ranke did that historians cannot detach themselves from their own time' (p. 23). Writing history, since the postmodern turn, has come to be considered 'a discursive practice', as Jenkins (1991) observed, 'that enables present-minded people(s) to go to the past, there to delve around and reorganise it appropriately to their needs' (p. 68). One of the main research interests of this present study, therefore, is to investigate how such postmodern awareness in history writing is manifested in the construction of the text.

Such an emergence of postmodern awareness in writing history is at the same time an awareness of the historian's ideological positioning and how that affects every facet of exploring history, from the data collection, interpreting the sources, assigning cause and effect, to presenting these aspects consecutively in writing. History writing, therefore, is a diverse representation of diverse ideological positioning. It is not surprising, then, that history research today appears to have 'no single, dominating epistemology or methodology' (Booth 2003: 248).

This view raises several questions. First, how does history writing differ depending on the ideology adopted? Considering that language is a representation of ideologies, history writing based on different ideologies may differ enormously. However, no detailed linguistically oriented analysis on how they differ, to my knowledge, has ever been conducted.

Another question concerns how the discipline of history is adapting to its

current diversity. Given the current ideological diversity in the discipline of history, it may be assumed that historians of different theoretical or ideological standpoints may be ignoring one another. On the other hand, however, history as a discipline is reported to be adapting to new ideologies and criticisms. Tosh (2006) noted that 'historians are already in the process of assimilating aspects of the Postmodernist perspective' and that 'Historians have always shown a capacity to engage with critics of the truth claims of their discipline and to take on board some of their arguments' (p. 200). Although Tosh didn't provide examples of how historians adapt to other perspectives and critics, his remark echoes with the observation of Becher and Trowler (2001: 187) that historians more often use the phrase 'community of scholars' than researchers in any other discipline. It appears that historians are particularly concerned with successful communications with other scholars in the discipline; however, little is known as to how exactly historians maintain solidarity with their colleagues who exhibit such a diversified ideology.

A further question arises as to how such a diversified discipline remains as one discipline. It may be that historians' interpersonal strategies to communicate with their colleagues in writing history play a key role in sharing one disciplinary identity, which in return may lead to the formation and maintenance of a discourse community. Such communicative strategies within a discipline may further relate to the evolution of a disciplinary genre. The relations between ideologies, interpersonal strategies and genre, have received more and more attention each year (e.g., Poynton 1993; Martin 1992, 2006; Martin & White 2005). How all these factors affect the genre of history writing needs to be investigated.

This study intends to shed light on these presently unanswered questions

concerning the discipline of history, as well as the diverse ideologies within disciplines, communicative strategies, and genre evolution.

1.4 Framework

This study conducts a generic structure analysis using a semiotically-oriented framework (Greimas 1983) and an engagement[1] analysis (Martin & White 2005). The purpose of conducting two different types of text analyses is to investigate the interactions between textual and interpersonal resources, namely, generic structure resources and engagement resources, which will then lead to the investigation of how such interactions are motivated.

This study takes a relational perspective in understanding text, exemplified by scholars of structuralism such as Saussure, Hjelmslev, Lévi-Strauss, Greimas and Lacan, among others. The perspective is considered relational because, as this study suggests, any given part of a text cannot make meaning in isolation; rather it must rely on the other parts of the text. This falls in line with the basic understanding of a text's meaning-making mechanism in structuralism. In other words, underlying the structuralism is semiotics: the study of signs that construe meaning through assigning relations and the values among them.

[1] In this thesis, following Martin and White (2005), I write the appraisal systems and features without capitalising, while it is conventional in systemic functional linguistics to use small capitals when referring to systems.

1.4.1 Generic structure analysis

Generic structure is one of the largest constituent units that generates meaning (beside graphologic elements such as sections and paragraphs, which are not generically or functionally motivated), and is considered to be motivated by a genre's specific purposes (Swales 1981, 1990, 2004). Swales' widely known generic structure model for introductory parts of academic writing, the Create-A-Research-Space (CARS) model, has revealed a three-move structure in typical academic writing. Whilst the CARS model is becoming more and more recognised, many unresolved issues remain, including difficulty in identifying moves (Lewin, Fine & Young 2001).

The CARS model may be useful in analysing a typical type of academic writing, but for the purposes of this study, using the CARS model on its own would pose serious problems. Recent humanities theses are known to include very atypical elements, such as personal anecdotes, exemplified by the excerpt from the corpus of the present study below:

> **Text 1**, **p. 6**
>
> Like many of my political generation, my own development of a 'primal socialist innocence', really began at university. I went to the Australian National University at the beginning of 1966 having been brought up in a country town (Orange) as the child of parents who typified the post World War Two middle class.

Such personal anecdotes are increasingly present in today's theses and are considered a consequence of the emergence of post-modern views that reject the traditional academic writing style as detached and objective (Casanave 2010; Hall 1985; Hodge 1998; Kelly, Hickey & Tinning 2000; Maton 2003; Sheldon 2009; Swales 2004; Starfield & Ravelli

2006). Despite the fact that many of these studies report on personal anecdotes in introductory chapters, and despite the dominant position of the CARS model on academic genre studies, such personal anecdotes are yet to be identified within generic structures. This is because personal anecdotes cannot fit into any moves in the CARS model.

The CARS model reflects the structure of the traditional types of academic writing introductions only, which is not sufficient for analysing emerging types of generic structure components. Lewin et al. (2001) expanded on the difficulty of analysing with the CARS model, suggesting that the identification of moves should be semantically-oriented. However, even with this semantically-oriented method, the status of such elements as personal anecdotes cannot be fully explained.

The present study argues that these suggested methods only consider linguistic realisations within the components, ignoring the function of the component in relation to the whole text, beyond the level of individual generic structure components. Greimas's simple binary generic structure model (1983, originally published in 1966), on the other hand, takes into account exactly this point: relations between components, which is used in this study as the basis of classifying generic structure components.

Despite his flexible generic structure model, the work of Greimas is little known in the Anglophone research communities. A.J. Greimas is a semiotician of the structuralist tradition (e.g., the Prague School, the Copenhagen School, and the Paris School) who, together with Lévi-Strauss, emphasised the semiotic perspective of text, and analysed the generic structuring of texts by placing the text's elements into binary oppositions. From this perspective, generic structures are defined as relations between units and therefore each unit cannot be considered in isolation from the rest of the text.

The process of generic structure identification requires 'semiotic reduction' (Greimas 1983), in which texts can be reduced to the most fundamental structural level, and each structural component is semiotically related.

Applying the Greimassian model on a generic structure analysis of a thesis's introductory chapter reveals that Move 1 (establishing a territory) and Move 2 (establishing a niche) within Swales' CARS model, can be further reduced, so that they become sub-moves under an overarching move, which then forms a component which is in structural opposition to Move 3 (occupying the niche). The postmodern personal anecdotes, furthermore, can be placed under the same overarching move as Move 1 and Move 2. For this thesis, this overarching move is referred to as 'research warrants', a term coined by Hood (2010) who observed that the rhetorical function of personal anecdotes can provide a 'research warrant'. Hood pointed out that these new elements in academic writing play a functional role in structuring the text, by warranting research through presenting the author's personal background, which, from a postmodern perspective, influences the research to a great extent, and thus forms a crucial background for the research.

In previous studies in academic writing, the existence of narrative elements has been discussed in relation to the development of students' academic writing skills, because students need to learn that narrative discourse is not an appropriate choice in the genre (Martin & Rose 2007; Tardy 2009). The postmodern personal anecdotes in humanities theses are unique in that the author is aware that traditional academic writing should not contain such an element. The author does it for a purpose—to represent one of the research warranting choices in the postmodern research condition. The postmodern anecdotes establish a new realisation pattern for the same rhetorical

function of warranting research, despite its lack of placement in a generic structure analysis. The present study, therefore, examines the function of such postmodern personal anecdotes and places them in a generic structure model.

One of the main goals of this present study, therefore, is to re-formulate the generic structure components of introductory sections in academic writing into the Greimassian binary structure. Essential to such a project, however, is to share the less known concepts of a generic structure analysis with the reader. The Greimassian model is easy to apply once an analyst gains sufficient understanding of theories in semiotics; however, thoroughly explaining the history of such theories will be required, which is provided in the literature review of this thesis (Chapter 2).

1.4.2 Engagement analysis

Despite the increasing attention to the interpersonal elements in academic discourse, Bakhtinian dialogism and its stratifying function remain largely unexplored. This may be due to the difficulty in constructing a framework that can describe the dynamic dialogic forces proposed by Bakhtin (1981). As will be explained further in Chapter 3, one framework that does explicitly draw on Bakhtinian dialogism is the system of engagement (Martin & White 2005). The system of engagement is a sub-system within the appraisal system (Martin & White 2005) which was developed within Systemic Functional Linguistics (SFL) for the purpose of further exploring the function of interpersonal resources. Hence, for this study, the system of engagement is used for the investigation of Bakhtinian dialogic dimensions on the corpus.

Bakhtin himself understood that the development of a systematic framework

for his dialogic perspectives is not possible due to the dynamism of dialogic movements; hence, he distanced his study from the trend of systematic descriptions of text which many scholars of his time, such as Hjelmslev and Jakobson, were aiming for (Holquist 1981). The fact that no analytical framework was provided by Bakhtin makes it difficult for researchers interested in Bakhtinian theory to apply it to text analysis. Although terms such as 'intertextuality' and 'dialogism' are widely associated with Bakhtin, few researchers have developed methods to explore the dynamic nature of text associated with these terms. This may be partly due to the language of Bakhtin—specifically, the definitions of some of the words Bakhtin uses in his writings are difficult to translate into today's English (Holquist 1981). Due to all the difficulties, Bakhtinian theory was left unapplied to systematic text analysis.

The system of engagement is the first attempt in the history of linguistics to systematically describe text in accordance with the Bakhtinian perspective. Such an attempt, of course, cannot be an easy task. And because of that, together with the entire appraisal system, the system of engagement is still in development. Nevertheless, it is a useful framework for the description of dialogic dynamism functioning in text, which this present study aims to analyse. Therefore, the present analysis deploys the current system of engagement, and any problems and possible solutions concerning the system of engagement that have been generated during the analysis are presented in the conclusion chapter of this thesis, which is another contribution of this study.

1.5 Observing the interaction of multiple resources

In order to observe how the resources of generic structure components and engagement elements interact, this study utilises the technological advancement of coding software

and statistical technology. A qualitative observation is also conducted to provide explanations for the quantitative text analyses.

The previously dominant method for observing interacting resources was conducting a qualitative analysis. A qualitative analysis may show a micro-mechanism of how different types of resources interact and construct text, but this provides a very limited, localised account of the text. The present study intends to provide more general accounts of such interactions; hence, it is essential to first conduct a quantitative analysis to render mass trends in the corpus, and then to provide an explanation of the quantitative results through a subsequent qualitative analysis. In the past, the quantitative analysis of interacting resources has also been unrealistic due to the difficulty in processing a large amount of double-coded corpus manually, but today this can be achieved by utilising the UAM (Universidad Autónoma de Madrid) Corpus Tool (O'Donnell 2008).

The corpus for this study goes through three different types of processing. First, the coding software, UAM Corpus Tool, double-codes generic structure components and engagement resources. The software presents the results of the coding to show the distribution of engagement resources across generic structure components as well as across texts. The results are then statistically processed so that significances in distributional differences can be identified. Finally, the statistical results are processed qualitatively so that the interactions between resources identified with the statistical results are explained in micro-discourse analysis. These elements are introduced below and more fully elaborated in Chapter 4.

1.5.1 UAM Corpus Tool

Corpus linguistics is able to code large amounts of data, but typically codes limited types of linguistic descriptions (including lexicogrammatical and semantic elements). In contrast, the UAM Corpus Tool (O'Donnell 2005) was developed to enable quantitative descriptions of different levels of resources that occur at different hierarchical levels, for example, lexical resources occurring at generic structure levels. The UAM Corpus Tool was developed for SFL perspectives on language, in which multiple resources occur at the same time to realise higher levels of text structuring. Most importantly for this study, the UAM Corpus Tool has enabled the quantitative processing of a text's internal hierarchical structure, thus making it possible to efficiently gain the distributional results of engagement resources across generic structure components and texts.

Therefore, it can be said that this study is a product of technological advancements in which corpus linguistics and text linguistics finally intersect. In other words, this study is an attempt to solve the shortcomings of both corpus and text linguistics, because utilising the UAM Corpus Tool can take into account both internal text descriptions—which have been lacking in corpus linguistics—and quantitative measurements of the corpus—which have been lacking in text linguistics. These methods are described in further detail in Chapter 4.

1.5.2 Statistical linguistics

The results processed using the UAM Corpus Tool can provide some clues in viewing the distributional differences of resources. However, this would not be sufficient to determine whether the apparent distributional differences are significant or not. Therefore, the processing of the corpus needs to shift to the next stage of statistical processing.

To achieve this, the present study utilises various statistical techniques. One such technique is hypothesis testing, where this study tests the significance of the distributional differences of engagement resources between the traditional and postmodern corpora. The traditional corpus is described in this study as containing no postmodern generic structure elements, while the postmodern corpus contains one or more postmodern generic structure elements. A chi-square and t-test are then conducted to test the engagement distributional differences between these two corpora. This statistical processing is one of the corpus processing stages that allows the study to gain a clearer understanding of how ideological differences, namely, the traditional and postmodern ideologies in history writing, impact the text's engagement resources distribution.

Another type of statistical technique utilised for this thesis is correspondence analysis, which is concerned with a visual presentation of associations between different variables. Correspondence analysis is a useful statistical method to identify linguistic variations visually, because it can visually present (on a bi-plot) the correlations between variables, such as co-occurrence patterns (Sinclair & Nakamura 1995) and genre variations (Mealand 1997, 1999), among others. Hence, this study conducts a correspondence analysis for the purpose of identifying correlations between different generic structure components, as well as between generic structure components and texts.

As far as the present study is concerned, such statistical processing has not, as far as I know, been conducted in either a moves analysis or in an engagement analysis, despite the fact that such statistical applications should highlight trends and correlations in a text that would otherwise remain unseen in the corpus. Hence, another contribution

that this thesis intends to make is to explore the potential of applying statistical linguistics to large-scale text analysis.

1.5.3 Qualitative observations

After all the technical treatments performed on the corpus, it is essential to return to the text itself to conduct a qualitative analysis (e.g., Sinclair 2004). This is because the explanations for the results of the quantitative analysis can only be found in the discourse. So it is essential to conduct a micro-internal examination of the text, which should then be expanded to discussions on how various contexts surrounding the text—such as ideologies, cultures, and so on—have impacted the text.

Investigating the text qualitatively to provide an interpretation is particularly important for the present study's purpose to identify how diversified ideologies within a discipline impact different levels of text realisation. The qualitative analysis for this study highlights the interactions between the traditional and postmodern norms, bridging with the discussion on how the interactions between the thesis author, the reader, and the conflicting norms within the discipline construct the final text. The discussion is further extended to determine how such interactions are related to the evolution of genre—more specifically, how such interactive functions contribute to a discipline in order to maintain solidarity and share identity, which may ultimately play a crucial role in the evolution of a discipline. Thus, another aim of this study is to provide an account of the mechanisms surrounding interactive resources that contribute to genre evolution.

1.6 Thesis structure

Since this thesis is conducting two main analyses—a generic structure analysis and an engagement analysis—the literature review, method, result and discussions are divided into two. Chapter 2 consists of a literature review concerning the generic structure analysis, and Chapter 3 provides a literature review concerning the engagement analysis.

The literature review concerning generic structure analysis (Chapter 2) outlines the issues in the current generic structure analytical methodology in English for Academic Purposes (EAP). The theoretical overview of the structuralist theory is also presented so as to contrast the differences in theoretical positions between these two perspectives. The chapter is meant to introduce the concepts behind this new methodology for generic structure analysis in this thesis.

The literature review concerning the engagement analysis (Chapter 3) discusses how interpersonal elements started to attract the attention of researchers of genre studies. Various theories and concepts concerning the interpersonal elements in text construction are discussed, such as dialogism and heteroglossia, reader-response theory, appraisal theory, and the system of engagement within the appraisal theory. The studies on interpersonal elements—in particular, on citation practices in EAP—are outlined, to highlight how the focus on dialogism in this study can contribute to knowledge in the field.

Chapter 4 establishes the generic structure analysis method for the present study to solve the methodological issues presented in Chapter 2. A revised relationally-oriented method for identifying generic structure elements is presented in detail, highlighting in particular the exact method of reducing the moves into the

minimum function. The details of the coding tool for this study, the UAM Corpus Tool, are also provided in the chapter. Further, the chapter provides the statistical analytical methods used for identifying associations between move components and texts.

Chapter 5 highlights the generic structure trends in the observed PhD history theses' introductory chapters. The quantitative results enable the study to identify what types of move components are typical, atypical or postmodern. The main findings of the quantitative analysis are presented based on the diversity and typicality of the move components, as well as the correlations between particular move components and emerging ideologies of academic history writing.

Chapter 6 outlines in detail the study's engagement analysis method, which includes identification criteria for engagement resources in which the available criteria are sometimes ambiguous. The issues with the system are pointed out, so that, after the present analysis is conducted, the suggestions to revise the system into a more dynamically-oriented one can be made more convincingly in the conclusion chapter (Chapter 9).

Chapter 7 highlights the engagement distributional differences between the observed traditional and postmodern theses. The differences identified quantitatively between the two corpora are explained with the qualitative analysis, which discovers that different ideologies in history manifest not only the distributions of engagement resources but also the entire structure of a thesis's introductory chapter. The findings relate to the stratifying function of engagement resources, which are further discussed in the next chapter (Chapter 8).

Chapter 8 presents the distributional analysis of engagement resources across

move components. The quantitative results reveal distributional differences across move components, and this is discussed in relation to the interaction between generic structure and interpersonal resources. The reasons for the qualitative variation in engagement resources are explained in terms of context, purpose, and cohesion.

Chapter 9 concludes the findings and implications of this study by summarising its contributions to the present knowledge. A different account of moves is also proposed, with implications for understanding the evolution of a genre. At the same time, the findings of the engagement analysis are related to questions of ideology and text structuring. The chapter ends with recommendations for future genre research. Compilations of sample-coded data, results and tables for reference are provided in the Appendices, and in the CD attached to this thesis.

1.7 Conclusion

This study explores genre variation and evolution from Bakhtinian dialogic and structuralist perspectives by analysing the introductory chapters of history theses. The following two chapters (Chapter 2 and Chapter 3) provide the literature review, which is important to further frame the position of this present study. The current chapter has presented various issues concerning generic and interpersonal elements in the introductory chapters of PhD history theses. Academic writing, in general, and thesis writing, in particular, are productive sites for analysis because of the challenges that such writing poses to students. Investigating PhD thesis writing is important pedagogically because learning to write like a professional academic is one of the most important skills PhD students acquire (Bunton 1999, 2002, 2005; Paltridge 2002; Kwan 2009; among others). Further, the discipline of history should be a fertile site for

investigation, because it contains contested approaches within it. Using a combination of analyses which investigate both the generic structure and interpersonal strategies, this thesis will use both quantitative and qualitative techniques to identify key points of similarity or difference across the corpus, and to investigate the interaction of multiple resources. The study also aims to cast light on the understanding of genre within a doctoral-level history program, and to contribute to the development of techniques and tools for analysing genre, and thus, to an enhanced understanding of genre itself.

Chapter 2

Literature Review I

Generic Structure Research

2.1 Introduction

This chapter takes the definition of genre as a starting point, from which various theories related to this study and their generic structure analytical frameworks can be presented and contrasted. A large amount of this chapter is used for the presentation of Greimassian theory, because—although the generic structure analysis for this study is based on Greimassian semiotic frameworks—the theory is little known to the research community of academic writing studies. Efforts are made, however, to relate this little known theory to the familiar traditions for the research communities—such as SFL and EAP—so that the differences, as well as similarities, of the theory with/from those familiar traditions can be clearer to the reader.

The individual studies presented in this chapter are reviewed in relation to the theories, traditions and the definitions of genre, so that the issues and generic structure analytical practices of the traditions that the individual studies are grounded in can become clearer. The goal of the literature review in this chapter, therefore, is to identify issues surrounding the generic structure analysis with the current practices, and ultimately to consider how they can be solved with the semiotically-oriented perspectives of generic structure.

The past few decades have seen an enormous amount of studies in EAP that have contributed to the present understanding of academic genres. However, it is not possible to review all of the most important studies in this chapter due to the limitations in space. Rather than providing an encyclopaedic review of a large number of studies, this chapter attempts to highlight only those studies that immediately relate to this project—namely: variations in academic texts, postmodern turn in humanities, and thesis writing—so that this study can be clearly positioned in relation to the studies that are reviewed.

2.2 The concept of genre and analytical models

The following sub-sections overview the history of genre studies from EAP and SFL, so that the associations between their genre perspectives and genre analysis frameworks can be subsequently made. As Paltridge (1995) pointed out, '[w]hilst both approaches (SFL and Swales' approaches) to genre analysis offer important perspectives on the notion of genre, neither, as yet, has provided, within a single integrated framework, a model for genre analysis which incorporates both social and cognitive aspects of language comprehension and production' (pp. 393–394). The following sub-sections attempt to explore this issue and identify the causes for each of the frameworks, which prepare the chapter to introduce Greimassian theory.

2.3 English for Academic Purposes (EAP)

2.3.1 Genre in EAP tradition

The EAP tradition has an established and well elaborated definition of genre and its surrounding concepts. The most influential genre theory within EAP is the one developed by Swales (1981, 1990, 2004). Swales' framework is pedagogically motivated, and therefore the main aim of his analytical framework is to try and demonstrate the general value of a genre-based approach to the teaching of academic communicative competence (Swales 1990: 6). His theory of genre, as well as the Create-A-Research-Space model (CARS), has evolved since he first provided his definition of genre, while the general definition of it as an oriented 'communicative purpose' remains the same. The notion of genre for which Swales first established the CARS model is summarised below:

1. A genre is a class of communicative events.
2. The principal criterial feature that turns a collection of communicative events into a genre is some shared set of communicative purposes.
3. Exemplars or instances of genres vary in their prototypicality.
4. The rationale behind a genre establishes constraints on allowable contributions in terms of their content, positioning and form.
5. A discourse community's nomenclature for genres is an important source of insight.

(Based on Swales 1990: 45–56)

By defining genre as a class of communicative events, Swales (1990) connected genre to a discourse community, which is characterised by 'a broadly agreed set of common goals' (p. 24), patterns of 'intercommunication among its members' (p. 26) and other social mechanisms that regulate membership. A discourse community maintains 'discoursal expectations' (ibid.) which 'are created by the genres that articulate the operations of the discourse community' (ibid.). It is these purposes that 'constitute the rationale for the genre' (p. 58) in Swalean tradition. 'The rationale shapes

the schematic structure of the discourse and influences and constrains choice of content and style' (ibid.). This is, therefore, the rationale and background for the generic structure analysis of the CARS model.

It should be noted, however, that Swales later refers to the above definitions as 'long and bold', and that now he considers that 'we should see our attempts to characterize genre as being essentially a metaphorical endeavor' (2004: 61). Swales' later view of genres seems to be incorporating the work on genre that was developed by others, especially by Bazerman (1988, 1994, 1997), who considered genre as 'institutionalised mediators' and 'frames of actions'. Along this view of genres as institutionalised mediators, Bazerman (1988) observed the evolution of the scientific article from 1665 to 1800. Through his genre studies, he introduced the concept of 'systems of genre', which denotes interrelated communications:

> From the viewpoint of the participant in society, which we all are, I want to identify how the genres in which we participate are the levers which we must recognize, use, and construct close to type (but with focused variation) in order to create consequential social action. This machine, however, does not drive us and turn us into cogs. The machine itself only stays working in-so-far as we participate in it and make our lives through its genres precisely because the genres allow us to create highly consequential meanings in highly articulated and developed systems.
>
> (Bazerman 1994: 79)

Bazerman further defined genre as frames of social actions, which Swales (2004) referred to as most straightforward, and powerful:

> Genres are not just forms. Genres are forms of life, ways of being. They are frames for social action. They are environments for learning. They are locations

> within which meaning is constructed. Genres shape the thoughts we form and the communications by which we interact. Genres are the familiar places we go to create intelligible communicative action with each other and the guideposts we use to explore the familiar.
>
> (Bazerman 1997: 19)

These definitions of genre by Swales and Bazerman, such as 'communicative event' and 'frames of actions', describe the roles of genre in the academic setting. However, the focus of their definitions remains largely ethnographic, and how exactly these rich definitions relate to the realisations that constitute the schema, the generic structure, have not sufficiently been made clear.

2.3.2 The CARS model

The CARS model (1981, 1990), despite its wide applications to a number of academic writing studies, has been theoretically under-explored. This may partly be because it has been little explored outside what Hyon (1996) and Yunick (1997) described as three traditions of genre analysis: English for Specific Purposes (e.g., Swales 1990; Bhatia 1993); Australian educational linguistics (e.g., Christie 1989, 1993; Halliday & Martin 1993) and New Rhetoric (e.g., Bazerman 1988; Bizzell 1992). Clearly, the CARS model is related to the problem-solution model (Winter 1971; Hoey 1983), and may also have a link to Propp's formalistic analysis of folklore (1968) which became highly influential in genre analysis in general (see: Paltridge 1997; Gledhill 2000).

The CARS model accounts for the rhetorical organization of RA introductions—that is, how the typical RA introductions are structured. Originally, the attempt of describing rhetorical structure of English RAs started when Swales found the need to provide adequate support for non-native English speaking researchers to publish

RAs in English (2004). The model has received enormous attention in the research setting where both researchers and students found it difficult to write the introductory portions of their research, which may be due to the fact that introduction writing involves various types of decision making concerning research, which the 'problem-solution' model does not adequately capture (Swales 1990). The original four-move model (Swales 1981) has been revised in accordance with other studies' findings and criticisms (Lopez 1982; Bley-Vroman & Selinker 1984; Crookes 1986), making it into three rhetorical moves that are made up of 'steps' (Figure 2.1).

MOVE I: Establishing a territory	MOVE II: Establishing a niche	MOVE III: Occupying a niche
• Step 1: Claiming centrality • Step 2: Making topic generalization (s) • Step 3: Reviewing items of previous research	• Step 1A: Counter-claiming • Step 1B: Indicating gap • Step 1C: Question raising • Step 1D: Continuing a tradition	• Step 1A: Questioning purpose • Step 1B: Accouncing present research • Step 2: Announcing principal findings • Step 3: Indicating RA structure

Figure 2.1 CARS model: RA introduction (based on Swales 1990: 141)

As the CARS model above shows, descriptions of the model—such as 'establishing a territory'—are useful for students to easily apply the model in writing introduction sections. The model has been widely applied to the teaching of academic writing, as well as studies in academic discourse—and has been adapted to resolve issues identified in earlier studies (Swales 2004). The revised model simplified Move 1 and Move 2. Move 1 in the revised model has only one step: 'topic generalization of

increasing specificity'. Chu pointed out functional similarities in Move 2 steps (1996), so in the revised model, steps within Move 2 have been simplified into two: 'indicating a gap' and 'adding to what is known', with an optional step of 'presenting positive justification'. Lewin et al. (2001) pointed out that citations can occur across moves, so citations in the revised model can occur in all three moves. Following Samraj's (2002) research, which reveals recycling of moves, the revised model also allows recycling of Move 1 and Move 2 for 'increasingly specific topics' (Swales 2004: 230).

As for Move 3, Swales (2004) pointed out that it 'can now be seen as typically more complex and elaborated than originally envisioned', and as to the reasons for it, Swales did not identify what exactly caused it (p. 231), contemplating that 'it remains unclear whether this is the result of evolution in the genre itself or of further studies, or perhaps both' (ibid.). The complexity is that announcing present research is often presented with the mixture of other elements, such as announcing methods, and so on. (Chu 1996; Anthony 1999; Dressen & Swales 2000). Hence, the revised model has one obligatory step 'announcing present research descriptively and/or purposively', with three optional steps of 'presenting research questions or hypotheses', 'definitional clarifications', and 'summarizing methods'. Further, Move 3 in the revised model has three 'probable in some fields' steps, which are: 'announcing principal outcomes', 'stating the value of the present research' and 'outlining the structure of the paper'. So, as a potential consequence of many studies revealing more steps and the genre evolving, the revised model consequently appears to be more complicated with a lot more steps in the model.

The descriptions in the model may be useful from the students' perspective, but it also has a risk of becoming prescriptive (Swales 2004). The fact that the model does

capture the typical RA introductions quite well is one reason that the CARS model has been successfully applied to the teaching of academic writing. From the researchers' perspective, however, analysing various academic writing, the model often becomes confusing. The model is static, designed for students learning the typical traditional RA introduction structure, and thus it does not flexibly accommodate variations often present in real academic texts.

The inflexibilities with the model have continued to be addressed. For instance, one of the causes of the inflexibility of the original model (1981) is that the model was originally under the influence of linearly fixed generic structure theories (Swales 1981; Hoey 1983). Subsequent findings by a number of studies showed that moves often occur cyclically (Crookes 1986; Swales 1990), and often get embedded (Samraj 2002). Following such studies, Swales (1990, 2004) later modified the model in which the moves do not always occur linearly. However, such findings have led none of the previous studies, to my knowledge, to go so far as to question the theoretical groundings of the CARS model, consequently leaving the current model fundamentally unchanged.

It is necessary to present here the various concepts surrounding the CARS model, in order to further identify its characteristics. Other than 'genres', two concepts formed the CARS model: 'discourse community' and 'task'. Discourse community is a fundamental concept upon which Swales (1990) developed his framework. As a starting point for establishing this concept, Swales referred to 'cluster of ideas' (Herzberg 1986) in that:

> …language use in a group is a form of social behaviour, that discourse is a means of maintaining and extending the group's knowledge and of initiating

> new members into the group, and that discourse is epidemic or constitutive of the group's knowledge.
>
> (Herzberg 1986: 1)

Swales (1990) suggested that 'this cluster is *consequential* of the assumption that there are indeed such a thing as discourse communities, not *criterial* for establishing or identifying them' (p. 22, original italics).

For the present purposes of investigating how ideological differences within a discipline are reflected in text, the concept and characteristics of discourse communities become important. To summarise the concept of discourse community, six defining characteristics proposed by Swales are presented below:

1. A discourse community has a broadly agreed set of common public goals.
2. A discourse community has mechanisms of intercommunication among its members.
3. A discourse community uses its participatory mechanisms primarily to provide information and feedback.
4. A discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aims.
5. In addition to owning genres, a discourse community has acquired some specific lexis.
6. A discourse community has a threshold level of members with a suitable degree of relevant content and discoursal expertise.

(Swales 1990: 24–27)

According to Flowerdew (2000), discourse communities as socio-rhetorical networks (Swales 1990: 24) are possible because 'they share similar educations and professional initiations, because they have absorbed the same technical literature and drawn many of the same lessons from it, because they share goals and professional

judgments, and because their communication is full' (Flowerdew 2000: 129). Further, according to Berkenkotter and Huckin (1995), maintenance of memberships of the particular disciplinary community is affirmed by acceptance of their writing for publication in a discourse community of research.

For Swales' model, the concept of task becomes equally important, as one of the main aims when Swales established his approach was to try and demonstrate the general value of a genre-based approach to the teaching of academic communicative competence (Swales 1990: 6). In this context, he related genre to task, conceived as a set of goal-directed activities related to the acquisition of genre skills.

These concepts underlying the CARS model are certainly important to understand, rather ethnographically, what writing academic texts means in society, but it appears that the descriptions of the model are not quite sufficiently made for analysing texts—namely, the linguistic and functional definitions concerning the model are not made clear. This may be partly because Swalean genre analysis favours Wittgenstein's (1958) 'family resemblance' approach to the definitional approach. As Swales noted, 'What holds shared membership together is not a shared list of defining features, but inter-relationships of a somewhat looser kind' (Swales 1990: 49). Highlighting family resemblances, however, risks the analysis losing a consistent criterion. Lewin et al. (2001) pointed out that 'Swales (1990) appears to combine criteria from different systems. For instance, he distinguishes Move 2 ('establishing the research niche') by either lexicogrammatical criteria—such as negation in the determiner—or by rhetorical function—such as 'logical conclusions' (p. 18). They further expand on this issue concerning the classification of 'reference to literature' as a separate move:

> The assumption that 'reference' in itself conveys communicative intent, in the same way that the other rhetorical functions do, seems ill-advised. While Swales (1990) no longer categorizes literature references as a separate move, his original (1981) position influenced subsequent studies (e.g., Crookes 1986).
>
> (Lewin et al. 2001: 25–26)

Swales's lexicogrammatical criteria has also been questioned by Chu:

> He [Swales] also maintained that words such as *suffer, is limited to, time consuming, expensive* and *not sufficiently accurate* are indications of gaps of some kinds. However, these lexical items can also be interpreted as inherent problems of the previous methods rather than gaps to fill, and thus can be seen as counter-claims of various sorts.
>
> (Chu 1996: 11, original italics; cited by Swales 2004)

This is exactly the level of complexity concerning the identification criteria between lexicogrammatical and functional orientations. Lexicogrammar may indicate possible generic structure components, but that alone does not determine the rhetorical function of the component.

Swales's later work (2004) attempted to clarify his position towards such issues, and as to the lexicogrammatical identification of moves, Swales noted:

> Sometimes, however, grammatical features can indicate the type or nature of a move. Examples include the use of present continuous tenses invocations of recency (Lewin et al., 2002) in "pushed" opening generalizations; negative or quasi-negative elements in gap indications; and the use of deictics and personal pronouns ("In this paper, we propose a new model…") or the occurrence of "was to" (Gledhill, 2000) to signal the onset of an introduction's third move.

> Additionally, there are many types of *lexical* signal. Some are obvious enough ("The main *methods* used were…; The *result* are shown in Table 1"); others can be a little more subtle, such as indications of the end of a move by the use of phrases such as "in conclusion" or "in summary."
>
> (Swales 2004: 229, original italics)

Swales appears to be leaning towards 'function' for the identification of moves, which is indicated in another revised point from Swales' 1990 version of the model where four realisations or steps in Move 2 have been reduced to two. Swales noted that:

> …"continuing a tradition" seems a rather odd choice of nomenclature. Continuing a tradition of what? Additionally, most studies of introductions show that "indicating a gap" is by far the most common option. More important, the rarer other options of "counterclaiming" or "question-raising" may not *functionally* be very different from gap-indication.
>
> (Swales 2004: 229–230, original italics)

Another struggle between linguistic realisation and function can be identified here. In the case above, it is between the semantic description and function of move components —different semantic realisations seem to realise the same function.

Criticisms point out that the Swales model is 'in the end based on personal and individual judgement' (Crookes 1986: 61; cited in Lorés 2004: 282) and that 'the analysis of the research genre seems to lack uniform standards for move identification, as they include not only lexicogrammatical features but also cognitive criteria' (Lorés 2004: 282). All the elaborated definitions concerning genre presented earlier do not provide reliable identification criteria for move analysis, consequently leaving the analyst to rely on intuition. Further, Swales (2004) himself admitted that 'the identification of moves, and consequently the setting of move boundaries, is established

by a mixed bag of criteria' (p. 229). The issue seems to be revealing itself here: the relations between linguistic realisations and their functions. Lexicogrammatical and semantic realisations of a move component seem to realise its function, but there seems to be no clear or definite rule that governs the relationship between the two.

This ambiguity appears to be related to the reason that Swales remains in the position that 'communicative purpose' can be retained as a primary criterion for deciding whether a particular discourse falls within a particular generic category (Askehave & Swales 2001). The rationale for this, according to Askehave and Swales, is that there are genres—such as parodies—where the text's lexicogrammatical features are identical to the genre of the original text the speaker/writer is reproducing. So by simply looking at the text's lexicogrammatical features, it might be categorised to be the same genre as the original text, whereas by considering the communicative purpose, it can be simply categorised as parody.

Discerning genres may be that simple; however, discerning move components based on the CARS model is not. The complexity between linguistic realisations of a move component and its function has not sufficiently been explained, and therefore the difficulty in identifying the generic structure components with the CARS model remains. Such difficulty may be due to one reason, beside the basis of genre analysis within the Swalean perspective having been rather cognitive, which is why the practice of applying a psychometrics—inter-rater/coder reliability—in the analysis using the CARS model has been considered necessary and become so widespread (e.g., Crookes 1986; Biber et al. 2007; Upton & Cohen 2009).

The inter-rater/coder reliability is a statistical test that is used to determine the likelihood of the same result among two or more raters/coders. Concerning the analysis

of the CARS components, it is for the purpose of ensuring the reliability of analysis, and the procedures include two or three researchers independently coding the data. The inter-rater reliability is then checked and then where the researchers disagree, a consensus is sought by discussion. After that, the inter-rater reliability is checked again. Shifting to such psychometrics, however, does not necessarily increase the validity of the analysis. This is because it does not solve the difficulty in identifying move components.[2]

Identifying a noun phrase in syntax, a semantic role, or even other analytical methods in discourse analysis do not require psychometrics, because identifications of items are fairly clear and established. The direction the generic structure analysis in the academic writing genre should pursue is in the level of lucidity in the identification of move components. This can be achieved by exploring the relations between linguistic realisations and move components semiotically, as this study will show later.

2.4 Systemic Functional Linguistics (SFL)

2.4.1 Genre in SFL tradition

According to Askehave and Swales (2001), the SFL view of genre may be rather text-based when compared to Swales' view. Coffin and Donohue (2012) similarly point out the text-oriented nature of SFL approaches to academic discourse. It may be also appropriate to describe the SFL view as a process-based dynamic approach to genre,

[2] For more discussions on methodological issues concerning associating reliability with validity and on examples of problematic applications of inter-rater reliability tests, see Moss (1994), Linacre (2002), and Gwet (2010).

because SFL highlights the two direction processes—namely, how the genre knowledge constrains the text realisation and how the text realises the genre in return. SFL genre theory originated in Halliday and Hasan's (1976, 1985) view of genre, and has since been developed into the current SFL theory of genre that was established by Martin (1984, 1992) and further developed by Martin and Rose (2008).

Underlying the SFL theory of genre is the influence of Malinowski (1923, 1935) who considered that the social contexts of interaction are stratified into two levels—'context of situation' and 'context of culture'. Following Malinowski, SFL considers that a text could be understood in relation to both these levels. The context of situation is associated with 'register', which is considered a semantically oriented phenomenon. As Halliday (1978) states, register is 'the clustering of semantic features according to situation type' (p. 68). More specifically, register is concerned with the configuration of 'field' (ideational metafunction), 'tenor' (interpersonal metafunction) and 'mode' (textual metafunction), which constitute a register of a text. Hasan's approach to genre is based upon this understanding, which is concerned with the context of situation and the description of register variables (e.g., Hasan 1978).

Martin (1984, 1992), on the other hand, placed 'genre' over 'register'. In Martin's model, the context of situation is associated with 'register'—the immediate context of a situation of a language event on the way language is used—whereas genre concerns the impact of the context of culture on language and the descriptions of genre explore the staged, step-by-step structures that cultures institutionalise as ways of achieving goals (Martin & Rothery 1986; Martin 1992). Martin's definition of genre is elaborated in the following:

i. *staged*: because it usually takes us more than one phase of meaning to work through a genre,
ii. *goal-oriented*: because unfolding phases are designed to accomplish something and we feel a sense of frustration or incompleteness if we are stopped,
iii. *social*: because we undertake genres interactively with others.

(Martin 2009: 13)

In Martin's (1992) model of context, 'register' and 'genre' are stratified—these two concepts interact and realise each other to make a meaningful text. This point is clearly represented by the following passage by Martin and Rose (2008):

> Realisation is a kind of re-coding—like the mapping of hardware through software to the images and words we see on the screen on our computers. Another way of thinking about this is symbolisation… Symbolising is an important aspect of realisation, since grammar both symbolises and encodes discourse, just as discourse both symbolises and encodes social activity. The concept of realisation embodies the meanings of 'symbolising', 'encoding', 'expressing', 'manifesting' and so on.

(p. 10; appeared originally in Martin & Rose 2003/2007)

A full review of Martin's rationales in genre theory would require undergoing detailed theoretical reviews; however, for the present purpose of describing generic structure variations within a genre, what is most relevant is Martin's argument on the phases of registers in a genre. According to Martin, the relation between 'register' and 'genre' is concerned with 'the accomplishment of a social process', and 'register values complement each other as a genre move from one phase to another' (Martin 1998: 32). Hence, the relation between genre and register is pictured as: '... genre is positioned as an abstract level of analysis co-ordinating field, mode and tenor (known collectively as register), and register is realised in turn through language (discourse semantics,

lexicogrammar and phonology/graphology)' (Martin & Rose 2008: 231). It is, for one thing, this logogenetic change in text's dynamism between register and genre that Martin found necessary to accommodate in the genre theory, which leads to 'mapping culture as a system of genres' (Martin & Rose 2008: 59).

Genre theory of SFL can thus be summarised to be more concerned with the dynamic nature of genre and text realisation in contrast to the one by Swales. The central idea of text in SFL is that a text's context is encoded in the text. That is, if in some way in the realisation of the text, the contextual factors are reflected, then the description of the levels of impact that the context provides the text is about deducing context from text (Eggins 1994). As such, the encoding and decoding processes described by SFL, in particular with the descriptions of generic structures, are rather vertical—from the top to the bottom. This dynamic view in SFL is not extended to the paradigmatic relations between generic structure components, that is, the meaning-making through the relations between generic structure components.

2.4.2 The generic structure models from the SFL tradition

In the SFL tradition, Halliday and Hasan (1985) developed the frameworks for text's generic structure. The first genre model within SFL was developed through Hasan's notion of Generic Structure Potential (GSP), which described the textual variations within genres. According to Hasan (1996), GSP 'is designed to highlight the variant (optional) and invariant (obligatory) properties of text structure within the limit of one discrete genre' (Hasan 1996: 53), and 'the obligatory elements define the genre to which a text belongs' (Halliday & Hasan 1985: 62). These properties of text structure

(schematic structure) are defined with a functional label—for example, if it is a sales encounter: 'Greeting', 'Sales initiation', 'Sales inquiry', 'Sale request', 'Sale compliance', 'Sale', 'Purchase', etc. (Hasan 1989).

The procedure of GSP analysis further defined which elements of schematic structure appear to be 'obligatory' or 'optional' in a particular genre. Obligatory elements define genre in GSP, which is well summarised by Eggins (1994: 41):

> We use the distinction between obligatory and optional schematic structure elements to help us define what constitutes a particular genre. A genre is thus defined in terms of its obligatory elements of schematic structure, and variants of a genre are those texts in which the obligatory schematic structure elements are realized, as well as perhaps some of the optional ones.

While there have been some disagreements concerning the placement of register and genre within SFL (Hasan 1995), the more recent and widely accepted SFL genre model by Martin (1992) shifts from Hasan's view, stating that register variables are constrained by their schematic structure.

An important concept with Martin's model is 'micro-genre'. 'Micro-genres' are small text types that realise rhetorical functions, such as 'narratives', 'recounts' and 'accounts', etc. A configuration of several micro-genres, or sometimes one micro-genre, is termed 'macro-genre', which denotes the genre of the whole text such as 'news reports' and 'class room discussions', and so on. (Martin & Rose 2007, 2008). The understanding of a genre (macro-genre) as a configuration of micro-genres makes it possible to comprehensively consider what has been called 'mixed genre'. As mentioned earlier (Chapter 1), studies within ESP/EAP have found that many academic discourses contain apparently un-academic types of discourse (genre mix) (Bhatia 1995,

1997, 2004). Importantly, Martin and Rose (2008) pointed out that 'the concept of "mixed genre" is itself contradictory, since recognizing such phenomena entails acknowledging the typologically distinct systemic categories we find in our mix' (p. 242).

The description of generic structure components becomes oriented with the understanding that genre is staged, goal oriented and social. The description involves, therefore—for example, in a story genre—'recount' (micro-genre), which may be staged as 'orientation' and 'records of events', and the purpose of the text is 'recounting events' (Martin & Rose 2008: 345). They are 'patterns of meaning' that are 'relatively consistent for each genre' (p. 8). Many SFL studies have described the configurations of genres in students' writing, which have observed how students learn patterns of meaning for genres (e.g., Veel 1997; Martin & Rose 2008; Coffin 2010).

2.5 Approaches in identification of generic structure components

Before reviewing the Greimassian approach that this study utilises for generic structure analysis, it is necessary to review some of the recent move identification approaches so that the Greimassian generic components identification approach can be clearly outlined in the next section. In contrast to the Swalean approach that combines lexicogrammatical and cognitive identification of moves, Lewin et al. (2001) explored the generic structure of academic writing from a semantically oriented perspective. They explored the potential of 'an objective system of realisations based on semantic features' (p. 22) and these semantic features are depicted in a system network (Martin 1985, 1992), which is based on the understanding provided by Martin (1985, 1992) that

a realisation of a rhetorical function is generated through a system network. Specifically, the criteria describe generic structure components in terms of participants and their attributes. So, for example, 'The death of a spouse ... is one of the most stressful events that a person can experience' (Lehman et al. 1987; cited in Lewin et al. 2001: 33), is described as 'AFFECTOR (participant) + INTENSITY (attribute)', which claims relevance for human behaviour and, as such, is categorised as Move 1.

In the majority of cases, certain semantic properties exhibit a rhetorical function, but a question still remains as to whether a discourse stating that the death of a spouse is one of the most stressful events immediately relates to a particular rhetorical function. In other words, the relation between semantic features and rhetorical functions has not been fully explored in a convincing way. This again may lead to the question that Askehave and Swales (2001) made with the cases of parodies, where the text's realisations are identical to the genre of the original text that the speaker/writer is reproducing. Thus, whereas semantics certainly play a pivotal role in generic structure construction, such an understanding alone still cannot fully account for the mechanism between linguistic realisations and rhetorical functions.

Another more recent orientation was suggested by Biber, Connor and Upton (2007) and Upton and Cohen (2009), who take a corpus-based approach to genre analysis in EAP/ESP (English for Specific Purposes). Their approach takes the whole text into consideration in the identification of moves. As Biber et al. (2007) called it, it is a 'top-down approach' to the discourse structural analysis, and the approach distances itself from bottom-up approaches to move analysis that take linguistic realisations within move components as the primary concern in the identification of moves. Their identification method includes a seven-step process, starting from the first step of

determining ‘communicative/functional categories’ which includes ‘determine rhetorical purpose of genre/determine rhetorical purpose of each text segment in its local contexts’. Linguistic descriptions of each unit, in this process, are conducted after their rhetorical function is determined.

The top-down approach (Biber et al. 2007; Upton & Cohen 2009), hence, seems to consider that rhetorical functions are rather autonomous, because their move identification process identifies rhetorical functions independently of their linguistic features. By first separating functions from realisations, the process looks straightforward. However, such a process still does not take account of the relation between rhetorical functions and linguistic realisations. Whether it is top-down or bottom-up, the identification processes are limited to the vertical, and important questions remain unanswered. For example, does a rhetorical function generate linguistic realisations or is it the linguistic features that realise a rhetorical function? What seems to be lacking in the literature so far is, therefore, a horizontal perspective that places rhetorical functions and linguistic features on one line and examines their relations.

2.6 Greimassian generic structure model

The Greimassian generic structure model can be characterized as a semiotically-oriented approach to genre analysis, which takes semiotic relations between generic structure components into consideration. A. J. Greimas (1983) provided a very simple generic structure model made up of only two generic structure components. It is based on the deductive approach that reduces a text’s function to the most minimum one. Generic

structure components are defined as a combination of function and semantics. What this means is that, while semantic features do realize a generic structure component, the rhetorical status of the component is determined by its relation to the other part of the text. Thus, in this model, many different semantic features can realise the same generic structure function, and, also, the same semantic features can realise different generic structure functions. This is because the role of a unit in a discourse made up of lexicogrammatical and semantic resources can only be clear when its function to the other part of the text becomes clear.

As the model provides methods to reduce generic structure components of various lexicogrammatical and semantic realisations into the most minimum function, it can be readily applied to a functional generic structure analysis where components under observation contain variations, which would otherwise pose difficulty to the analyst when classifying atypical elements. The detailed Greimassian analytical methods are outlined in the following sections.

2.6.1 Theoretical surroundings

As this model is less known in the Anglophone research communities, it may be necessary to first place it in the history of text analysis so that the model can be positioned clearly in relation to the surrounding theories. The Greimassian model is based on Russian Formalism (Jakobson 1962a, 1962b, 1971, 1984; Propp 1968) whose text analytical approach reduces text's components to the most minimum 'form'. It was in the generic structure analysis of Russian folklore that Greimas developed his model,

which is considered to be the most minimally reduced generic structure model—hence, the model is simple and functionally lucid.

The Greimassian model was originally produced so as to solve inadequacies with Propp's generic structure model for folktales. Both Propp and Greimas's generic structure research ultimately derive from Saussure's distinction between *langue* (the whole linguistic or literary system) and *parole* (the individual utterance or work of art). This has impacted the text analytical approaches of Russian Formalism and French Structuralism to highlight the structure of text. As Hawkes (1977) stated, 'Saussure's insistence on the importance of the synchronic as distinct from the diachronic study of language was momentous because it involved recognition of language's current structural properties as well as its historical dimensions' (p. 20, original italics).

Following this approach, in his book entitled *Morphology of Folklore* (1968), Propp categorised a large number of Russian folk tales into analysable units (narratemes) by drawing on the Russian Formalist approach that reduces sentence structures into analysable elements (morphemes). Propp stated that the folklore genre's internal structure consists of 'thirty-one action-developing events' which he termed 'functions'—such as Function 1: 'One of the members of a family is absent from home', Function 2: 'An interdiction is addressed to the hero', ... Function 31: 'The hero is married and ascends the throne' (Propp 1975). Propp further proposed that the overall structures of folklore are the same.

Propp's method may have much in common with the moves analysis methods in EAP tradition. The first similarity is that they do not consider the relations between functional components. The second similarity, which is subsequent to the first one, is

the way in which descriptions of generic elements are made, in that they remain the semantic descriptions within the component.

It is important to note that these events or functions are linearly constrained in Propp's model. That is, the sequencing of these 31 functions does not vary—meaning that the relations between the generic components are fixed. Swales' original model (1981) was also based on linear perspectives, and, following a number of studies which showed otherwise, was later modified to allow non-linear and cyclical moves (Swales 1990).

In his essay entitled 'Structure and Form: Reflections on a Work by Vladimir Propp'[3] (1984), Lévi-Strauss criticised Propp's analysis. He suggested that it does not reduce elements to the minimum analysable units, nor does it consider generic structure elements in relation to the construction of the whole text. Lévi-Strauss' criticism is well summarised by Schleifer (1987):

> Lévi-Strauss notes in 'Structure and Form' that in his analysis Propp stops 'too soon, seeking the form too close to the level of empirical observation' (1984: 183). Rather than conceiving each dramatis persona 'in the form of an opaque element' thus treating the narrative as 'a closed system' (1984: 181), Lévi-Strauss argues that Propp should 'step by step … define a 'universe of the tale,' analyzable in pairs of oppositions interlocked *within each character* who—far from constituting a single entity—forms a bundle of distinctive features like the phoneme in Roman Jakobson's theory (1984: 182). That is, Lévi-Strauss is arguing for the logical structuring of the dramatis personae rather than the sequential structuring Propp offers.
>
> (Schleifer 1987: 97)

[3] This essay can also be found in Lévi-Strauss, C. (1976). *Structural anthropology* (Vol. II). New York, NY: Basic Books. (Original work published in 1973).

Here, Lévi-Strauss' emphasis on the semiotic perspective of analysing the generic structuring of text by placing the text's elements into binary oppositions is seen. This reminds us of his anthropology and mythology, in that he places various elements of myth or social customs from early non-western cultures into minimum functional structures, with which he then concludes that those elements which have been generally deemed 'primitive' or 'savage' by European contemporaries, are in fact functionally identical to those in 'civilised' societies (Lévi-Strauss 1963, 1966, 1976). In his book entitled *Structural Anthropology* (1963), he repeatedly acknowledges the role of the relations between units, for example:

> The error of traditional anthropology, like that of traditional linguistics, was to consider the terms and not the relations between the terms.
>
> (p. 46)

> In the study of kinship problems (and, no doubt, the study of other problems as well), the anthropologist finds himself in a situation which formally resembles that of the structural linguist. Like phonemes, kinship terms are elements of meaning; like phonemes, they acquire meaning only if they are integrated into systems.
>
> (p. 34)

This is how Lévi-Strauss advocates the structuralist's method that highlights the form or the whole system in relation to the individual description of the elements or their content—the method requires the researcher to reduce the elements so much that the relation of the element to the whole system appears. The inadequacy of Propp's analytical method is also widely recognised amongst researchers of structuralism and post-structuralism, as exemplified by Schlesinger's remark: 'Propp …fails to develop a

semiotics of plot, a "syntactic component" of the semio-narrative level of discourse situated between the immanence of grammar and the manifestation of meaning' (1987: 93).

As indicated in the earlier quotes concerning the analysis of phoneme, this semio-narrative level of discourse relates to the level of the bi-planer perspective of language structuring. As indicated earlier, Jakobson is one of the founders of the Prague School which is known for structural linguistics as well as functional linguistics. Jakobson also coined the term *structuralism* in 1929 (Jakobson 1971), and his theory is one of the driving forces for Lévi-Strauss and Greimas in their consideration of how individual elements are related, and how the meaning is structured as a whole. With regard to phonology, Jakobson (1962a, 1962b) considered a phoneme to be 'a distinctive feature' in terms of binary oppositions (voiced/unvoiced, aspirated/unaspirated, etc.), and he further considered the phonological conceptions as a 'lawful structural whole'. Hence, a phoneme—being a distinctive feature—is no more than a part of a structure of signification and can, therefore, be described only in relation to other phonemes.

The Copenhagen School is another structuralism school that arose after Saussure. Represented by scholars such as Hjelmslev, the Copenhagen School highlights the function of 'form' in the meaning-making process: '... it would seem to be a generally valid thesis that for every *process* there is a corresponding *system* by which the process can be analysed and described by means of a limited number of premises'(Hjelmslev 1961/1963: 9, original italics).

Greimas (1983) responded to the criticism of Lévi-Strauss on Propp and resolved the inadequacy of Propp's method by taking into account the relations between

generic structure components. Such a text analytical perspective that combines both structure and semantics is what Hjelmslev aimed for, as indicated in the quote above. With this perspective in mind, Greimas proposed that—just like the Prague School's phonological analysis that highlights the logical priority of semantics over syntax (Martinet 1962; Ducrot & Todorov 1979)—the relations between generic structure components, which he calls 'seme', should be taken into consideration during the analysis of a larger level as well—namely, at the content plane:

> Just as the expression plane can, through a functional analysis, be resolved into components with mutual relations (as in the ancient discovery of alphabetic writing and in modern phonemic theories), so also the content plane must be resolved by such an analysis into components with mutual relations that are smaller than the minimal-sign-contents.
>
> (Hjelmslev 1961: 67)

Hence, the generic structure components on the content plane can be mutually dependent in meaning-making. This bi-planar perspective that is extended to the generic structure level is summarised in Figure 2.2.

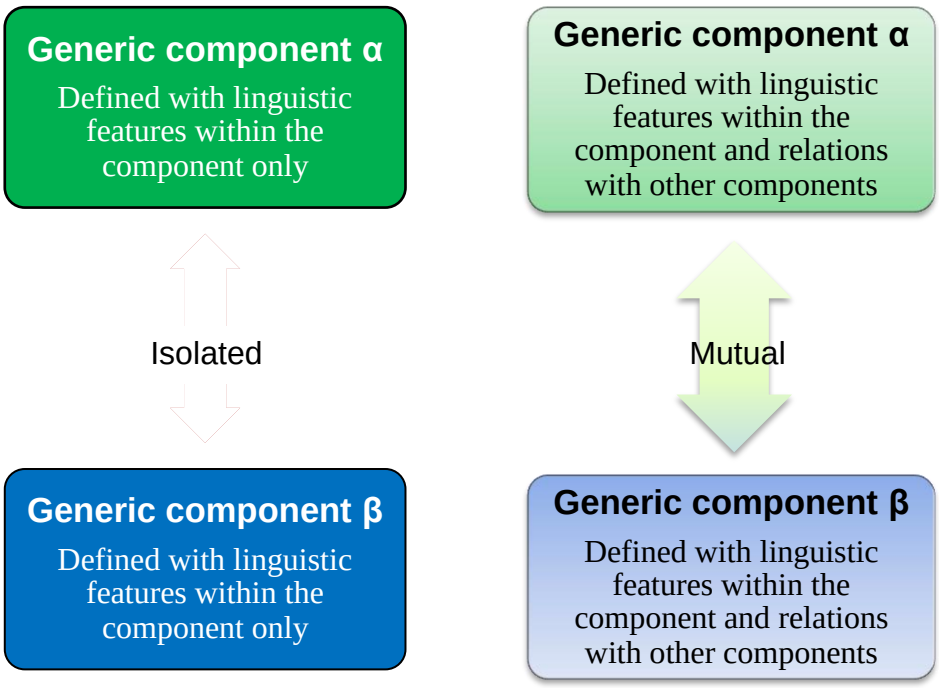


Figure 2.2 Generic components on biplane (right) and non-biplane (left)

Such doubling or bi-planar perspective may be reminiscent of the SFL's hierarchical model of language (Halliday 1985). SFL similarly has been influenced by the theories of scholars such as Lévi-Strauss and Hjelmslev, and by the Prague and Copenhagen Schools. As reviewed earlier, SFL perspectives consider that the structure of a text is a configuration of multiple functions. However, what is fundamentally different from Greimassian theory is that SFL does not take into consideration the relations between generic structure components. Also, contrary to the structural elements in Greimassian theory of not being autonomous but dependent on the other parts of the text, the elements in Hasan's theory have an autonomous status. This is because, in GSP, some of these elements are considered to be obligatory in certain genres, regardless of the element's function in the overall structuring of the text. Greimassian theory, on the contrary, considers that the relations between the generic components are autonomous. Greimas (1971) asked, 'And, in the first place, what is the

relation between narrative structure[4] and linguistic structure?' (p. 793), and clarifies the autonomous universal status of generic structure:

> 1) Narrative structures are translinguistic because they are common to cultures with different natural languages. (Alan Dundes has shown that the models which Vladimir Propp constructed for the analysis of Russian fairy tales are also relevant to the description of American Indian tales.)
>
> 2) Narrative structures are distinct from linguistic structures because they can be revealed by languages other than the natural languages (in cinema, dreams, etc.).
>
> 3) Narrative structures are not to be confused with the so called 'literary genres'. (For example, the same narrative structure can be found in a novel or a play.)
>
> 4) Narrative structures, although they serve as an organizing principle of a great number of discourses, do not account for the economy of these discourses: if the analysis of discourse is able to reduce discourse to its deep 'semantic representation,' the discrepancy which does exist between discursive sequences and narrative sequences can, nevertheless, be very important, although these two sequences are isotopic. (Thus, only one narrative function can correspond to a whole paragraph of the discourse.)
>
> (1971: 793)

As a result of these, Greimas further summarised:

> a) Narrative structures are located at a deeper level than deep linguistic structures.

[4] Greimas (1971) was concerned with the generic structure of fiction; hence, the expression 'narrative structure' is used.

> b) While they are verifiable and/or apprehendable at the level of the natural languages, narrative structures enjoy a certain autonomy with regard to linguistic structures and are not to be confused with them.
>
> (1971: 794)

For Greimas, then, generic structure is a deep structure, and as this Chomskyan concept suggests, various linguistic structures are considered to be generated by a deep structure. So the relations between linguistic features and generic structures are summarised as:

> To the two linguistic levels,
>
> 1) surface linguistic structures
> 2) deep linguistic structures
>
> two other narrative levels are added:
>
> 3) surface narrative structures
> 4) deep narrative structures.
>
> (Greimas 1971: 797)

Various move descriptions based on lexicogrammatical or semantic features, so far having been made in the generic structure analysis of academic texts in the previous literature, fall within the third level, 'surface narrative structures'. This is the level which Greimas (1971) noted that 'the temporalization and spatialization of narrative structures which at the third level are defined only by their logico-semantic relations' (p. 797). The third level in the Greimassian model, however, is merely a surface realisation generated by the fourth level, 'deep narrative structures', which is the most minimum generic structure that needs to be highlighted.

By these statements, however, Greimas himself is not denying that the deep structure is realised by linguistic components within each unit in the structure, but he considers that there are no rules—with for instance, the types of participants within a unit—in realising its function in relation to other parts of text—any semantic participants and processes can realise a particular functional unit in discourse, because a deep structure can generate any semantic participants and processes.

The disparity between the Greimassian theory and SFL becomes clearer. Despite the fact that the Greimassian generic structure model shares common European structuralist roots with SFL, it presupposes the basis of Chomskyan universal generative grammar—namely, surface structures are generated by deep structures—which SFL opposes (Halliday 1973). As such, the Greimassian perspective towards language highlights the innate structure operating universally among *homo loquens*, and therefore it may be disparate from the perspectives that foreground 'language development' in SFL (e.g., Halliday 1995). Having said that, it may not be impossible to integrate these two perspectives, because developing a framework that extends the bi-planar perspective to the generic structure level does not necessarily presuppose the generative nature of it—this is, however, beyond the scope of this study.

On the other hand, Greimassian theory is integrative in that it does not deny universal nor cultural aspects of text construction, as discussed in more detail later in this chapter. As seen in his concept of 'actants', which will be presented later, the system and realisations are actually integrated, while the emphasis is placed on the system. Greimas's theory is well-known in semiotics, folklore studies and various fields of language studies in Paris Schools, including linguistics, literary analysis and genre analysis. By virtue of its simplicity and flexibility in classifying various texts' generic

components, a Greimassian framework has been successfully applied to the analysis of a wide range of genres, such as legal discourse (Greimas & Landowski 1976; Jackson 1985, 1998), conversational logic (Cooren & Sanders 2002), advertisements (Bertrand 2003), narratives of career counselling (Vilhjálmsdóttir & Tulinius 2009), pauses in theatre (Teodorescu-Brînzeu 1984), the discourse of the western health care system (Askehave & Zethsen 2010) and multidimensional analysis of advertisements (Cian 2012) to name just a few.

Despite its successful application in other disciplines and in other cultures, Greimassian theory did not attract much attention in the research communities of Anglophone genre studies. Chomskyan Linguistics, which highlights an innate universal grammar, was mainly concerned with syntax, not genres. SFL came to be concerned with genres, oriented in culture and contexts. And although SFL is also grounded on a European structuralism tradition, Greimas's theory was not taken over, possibly due to his explicit insistence on universal, innate, deep structures to be discovered in genre studies, which SFL has been opposed to.

It should be noted, however, that while Greimas advocated universal grammar, he was not opposed to the cultural and situational aspects of language construction. He asked whether linguistic realisations differ depending on culture and contexts (Greimas & Cortés 1979, 1982), while the underlying deep structure is the same for texts belonging to the same genre. Hence, it can be said that Greimassian theory is an integrated theory that is quite distanced from theoretical conflicts.[5]

[5] It should also be added that Hjelmslev, whose theory has been considered to have contributed to SFL, similarly pursued the universal structure of discourse although he might not have been as explicit as Greimas on that point. See Bache (2010) for such discussions on the application of Hjelmslev's theory on SFL.

One approach that is similarly influenced by the structuralist' view of language, having been established in Anglophone linguistics research communities, may be the ethnographic approach toward narratives by Hymes (1979), in which he considers 'the rules of use without which the rules of grammar would be useless' (p. 15) and which extends the Chomskyan notion of linguistic competence to communicative competence that involves rules of form as well as rules of use.

Also, the time lag of translation can cause a theoretical gap. By the time Greimas's major work, *Sémantique Structurale* [Structural semantics] (1966) was finally translated into English and published in 1983, Swales' model, with the publication of *Aspects of Article Introductions* (1981), was rapidly becoming dominant in academic writing studies. However forgotten, the Greimassian theory is an integrative and flexible theory that comprises advantages of both universal and cultural perspectives toward language, which has the potential to solve issues in the analysis of academic genres.

2.6.2 Deductive approach

The Greimassian process of the generic structure analysis is deductive. Greimas, as a semiotician, suggested various methods to reduce texts to the most fundamental structural level, which he called 'semiotic reduction'. One such method is the 'actantial model', where Greimas reduced Propp's 31 functions into pairs of actors, by placing them in binary opposition to each other depending on the functional role the character of the story takes: 'Subject' vs. 'Object', 'Helper' vs. 'Opponent', 'Sender' vs. 'Receiver' and so on (Greimas 1983). For example, one of Propp's 31 functions, 'The villain

causes harm or injury to a member of a family', can be placed on the 'Subject' vs. 'Object' binary opposition.

By so doing, no matter what the semantic and lexicogrammatical realisations the text contains, they can be summarised on the one functional basis instead of increasing the number of generic structure components on the model for infinitely possible lexicogrammatical and semantic combinations of the same function. So, 'Subject' vs. 'Object' can also include 'the hero (Subject) finds the princess (Object)', 'the princess (Subject) finds the hero (Object)' and so on, without complicating the model. The functional roles are called *actants*, which involve the manifestation of meaning. Actants can be, as Jameson (1972) put it, 'articulated either as a function (as the possibility of a certain type of performance) or as a qualification (involving the conferral of a certain number of attributes)' (p. 124). As such, actants are both structural and semantic elements at the same time.

Another Greimassian model that is more directly relevant to this present study is the 'semiotic square'. The semiotic square is particularly useful in identifying the function of a newly encountered set of linguistic realisations by sorting out its logical identification of meaning. Sorting out such rhetorical functions that are seemingly complex at the surface level of the discourse becomes lucid by placing generic structure components on the semiotic square. By so doing, it further becomes possible, as will be shown later in this thesis, to hold off on the judgment of a component that seems to be ambiguous and wait to determine its status until a more extensive analysis has been conducted. The basic semiotic square in Figure 2.3 represents the semantic articulation on the content plane that Greimas developed:

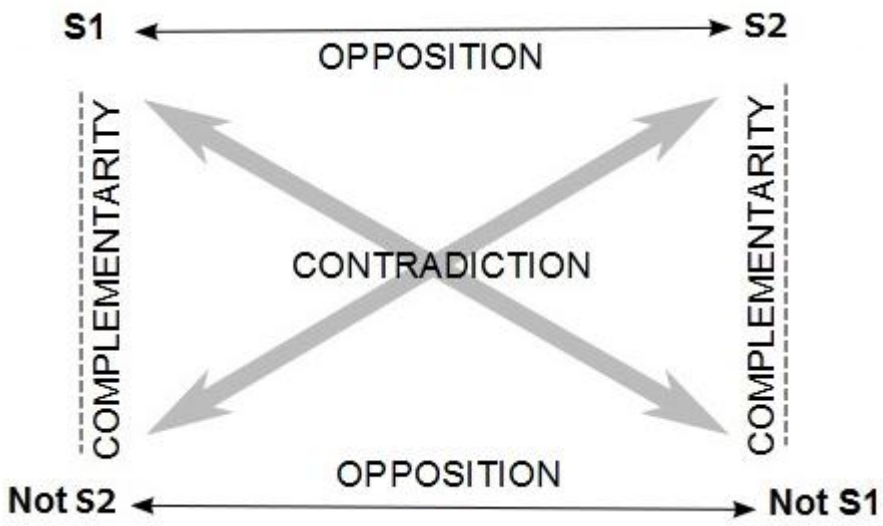


Figure 2.3 Basic Semiotic Square (based on Greimas 1983)

In Figure 2.3, four 'semes' (semiotic elements) are displayed on the square. 'S1' and 'S2'; 'Not S1' and 'Not S2' are in opposition. 'S1' and 'Not S1'; 'S2' and 'Not S2' are in contradiction. 'Not S1' can be 'S2' or something other than 'S1', and similarly 'Not S2' can be 'S1' or something other than 'S1'.

Jackson's (1998) study on legal discourse may provide a good example of the application of the semiotic square. In a lawsuit that would determine whether the defendant is 'Guilty (S1)' or 'Innocent (S2)', it is not, in reality, always clear whether the defendant is actually guilty or innocent, because there may not be enough evidence to determine it clearly. Being found 'not guilty', therefore, does not necessarily mean that the defendant is innocent. Jackson investigates this unclear nature of giving verdicts in a lawsuit using the semiotic square. One such square that Jackson displayed reads: S1: 'Found Guilty'; S2: 'Found Not Guilty'; Not S1 'Not Found Guilty'; Not S2 'Not Found Not Guilty' (1998: 238).

Jackson pointed out that, for a layperson, 'not guilty' means 'innocent', partly because the layperson tends to construct meaning in terms of binary

oppositions—namely, guilty vs. innocent. So the verdict 'not guilty' would be perceived as 'innocent' on the binary opposition of guilty v. innocent, without leaving room for the second level of the semiotic square that the defendant is possibly guilty or possibly innocent. Importantly, the semiotic square enables the analyst to describe both the differences and similarities between an unclear case and a clear case. Instead of forcefully placing unclear cases into an established category (on the first level of the square only), it can flexibly identify the function of a newly encountered set of realisations using the second level of the square.

2.7 From the investigations of the prototypical to variations

Many studies report that academic writing is not as static and monolithic as it was once believed to be. Hyland (2004) pointed out, 'the discourses of the academy are enormously diverse' (p. x), and 'this diversity has important implications for writers as they interact with their teachers and peers, and as they write themselves into their disciplines' (ibid.), indicating that successful interaction through writing can be achieved by adequate understanding of diverse practices or ideologies within disciplines. Postmodern anecdotes in the humanities discipline may be one of the consequences of such diversified ideologies within disciplines (Hodge 1998; Swales 2004; Starfield & Ravelli 2006; Casanave 2010; among others). Different or new social purposes can also be a factor for an emergence of new elements in academic writing, as the insertion of promoting/advertising elements in introductions is becoming more common in an ever more competitive society (Bhatia 1995, 1997, 2004). The mainstream attention of the previous literature, however, has been the description of major elements in genre and

disciplines, which have formed important steps to identify what typical elements in texts can be associated with certain genres and disciplines.

One central area of attention for researchers of the academic genre has been the distinction between the obligatory and optional elements. In SFL traditions, Halliday and Hasan considered that a genre is made up of a series of obligatory elements. Martin (1992), Ventola (1987, 1989) and Lewin et al. (2001), on the other hand, preferred the term 'prototypical':

> …texts of a given genre exhibit prototypical structures, i.e. one can only say that membership of the texts in the same genre is established by the fact that they select their structures from a common repertoire and that there is a highly predictable sequence of structures.
>
> (Lewin et al. 2001: 86)

The term 'prototypical' has been advocated in academic genre studies. Swales (1990) and Paltridge (1995, 1997), similarly, preferred the term, but their definition of prototypicality—or the focus of attention concerning prototypicality—slightly differ. For Swales (following Wittgenstein 1953), genre is described as 'family resemblances' (Swales 1990: 49), and as such texts belonging to the same genre should exhibit structures prototypical to the genre. For Paltridge (1995), the central concept to genre analysis is 'prototype', which is characterised not so much by language but by cognitive aspects: 'People categorize objects according to a prototypical image they build in their mind of what it is that represents the object in question' (1997: 53).

Attempts in identifying prototypical elements in academic genres has brought a wealth of research into the field, and the typical rhetorical structures of academic genres have been revealed (Swales 1990, 2004; Anthony 1999; Nwogu 1990; Chu 1996; Lewin

et al. 2001; Gross et al. 2002; Samraj 2002, 2008; Ozturk 2007; among others). Early studies of EAP, thus, may have been more concerned with discovering what all the academic writings have in common—as Hyland (2004) put it: 'an enterprise that has tended to emphasise genre rather than discipline and similarity rather than difference' (p. 4). This is also associated with the occasional remarks stating that the CARS analysis tends to be static (Chin 1994; Cooper 1989; Prior 1998).

At the same time, however, these studies—along with the description of academic genre prototypes—shifted the research attention to disciplinary variations (Hyland 2004; Samraj 2005; Bruce 2010; Basturkmen 2012). Such a shift in research attention has revealed enormous disciplinary variations; however, their research process still consists of the identification and comparison of different prototypicality across disciplines. Elements that are not prototypical have been marginalized as optional and have hardly been of central attention.

Investigating generic structural variations within disciplines that highlight the differences between texts, therefore, should become one of the first attempts in identifying the nature of atypical generic elements that are distanced from the prototypical. Such an investigation is in fact essential for revealing how different norms within disciplines co-exist or conflict with one another, as Hyland (2000) suggested:

> If we see communities as real, stable groups conforming to rules and values and upholding a consensus we are clearly obscuring the potentially tremendous diversity and variation of members' roles, allegiance and participation in their disciplines. We are also neglecting the innovation and momentum that is possible in disciplines...
>
> (p. 9)

Minor elements within disciplines—namely, variations within disciplines—may, therefore, be the site of dynamic interactions between the typical and emerging norms within disciplines, which, furthermore, may have associations with a process of genre evolution. Investigating variations within discipline, albeit under-researched, has the potential to reveal important dynamic processes concerning academic genre.

2.8 Postmodern turn

The issue of describing variations within genre is directly concerned with the postmodern history thesis genre that this present study attempts to analyse. One of the distinct variations in academic genre observed in the last few decades, in particular in the humanities disciplines, is the emergence of postmodern writing (e.g., Hall 1985; Hodge 1995, 1998). 'Postmodernism' is characterised by a mistrust of the grand narratives that modernism was founded on, as Lyotard (1984, originally 1979)—who coined the term 'postmodernism'—defined as 'incredulity toward meta-narratives' (1984: xxiv). That is, the power of universalising the meta-narrative that presupposes that there is a universal, true knowledge. As postmodernism spread, the modernist's construction of knowledge as a true objective description of the world has been questioned across disciplines, especially in humanities, consequently bringing about postmodern elements in academic writing that refuse to construct 'objective' knowledge.

Postmodern elements in the humanities discipline may certainly not be typical, but they are emerging and frequently observed today across the humanities disciplines, indicating that disciplinary boundaries, as well as disciplines as static entities, can no

longer be assumed. It was nearly two decades ago that Hodge (1995) found that a growing number of theses in humanities and social sciences were changing:

> In discipline after discipline, it raises issues of epistemology and the processes of intellectual and textual production, in a way that is cumulatively so radical that the previous practices of disciplinary knowledge can no longer be assumed as given by those aspiring to profess them at any level.
>
> (p. 35)

Traditional academic writing is built on the unquestionable belief that maintaining objectivity throughout an academic inquiry is possible. As postmodernism spread across disciplines, however, 'objectivity'—the very foundation of the traditional academic epistemology—was questioned, consequently changing the way that academic writings are produced. In postmodern academia, where researchers know that the observation of objects as they are is no longer possible to record, a growing number of academic writing have become radically and evolutionally personal, which Hodge (1995) called a 'postmodern turn'.

Hodge (1995) pointed out that many humanities theses are being produced under the postmodern influences, and summarised the characteristics of those theses as:

> Typically … they are over-ambitious, they lack unity, they lack objectivity, they are 'creative', they are difficult to assign to a single disciplinary pigeon-hole, they are excessively concerned with their own conditions of production, and they are strenuously, complexly written (or, sometimes, refuse to be merely written, but reach out for some other mode of presentation).
>
> (p. 35)

As such, these theses 'run the risk of being judged by inappropriate criteria' (ibid.), 'as failing to be 'good Old Humanities theses' (ibid.). Hodge (1995) considered it urgent to reveal this movement in new humanities theses, so that these new theses do not get misjudged. Today, a growing number of theses with postmodern elements can be found, and many such theses—despite the risk suggested by Hodge (1995) —have obviously successfully passed the examination processes. Little is known, however, how such radically postmodern theses persuade a reader/examiner of the traditional perspective.

The number of studies that investigate postmodern elements in academic writing is small, but many aspects of such elements are being revealed. Many have found that today's academic writings have been impacted by the emergence of postmodern views that reject the traditional academic writing style of being detached and objective; as a consequence, they have become increasingly subjective (Hall 1985; Hodge 1995, 1998; Kelly et al., 2000; Maton 2003; Swales 2004; Starfield & Ravelli 2006; Sheldon 2009; Casanave 2010; Hood 2010).

Starfield and Ravelli (2006) investigated the role of the first person pronoun *I*, which characterises the presentation of self in new humanities theses and identified different discourse functions of *I* in their corpus. One of the functions they discovered is the 'reflexive *I*—autobiographical/narrative *I*', which reflects the emergence of the postmodern academic writing in new humanities theses. Casanave (2010) observed the writing difficulties that students experience when writing a thesis with personal orientations, and concluded that the difficulties increase with non-native English writers. In her study on Cultural Studies RAs, Hood (2010) identified that the postmodern personal anecdotes in academic writing may have the same rhetorical function as research justifications of traditional academic writing, and therefore posits a term

'research warrants' that comprise the postmodern personal anecdotes and the traditional research justifications together. Hood (2010) noted, '[the personal anecdotes] function to establish the significance of the object of study, and contribute in similar ways to the construction of the research warrant (in the traditional RAs)' (p. 46).

These recent studies suggest that new humanities theses are constructed very differently from their traditional counterparts. More research on the structural analysis of new humanities academic discourse is necessary to further reveal how such discourse is constructed, how it associates with the relation between ideology and text construction, and the evolution of the genre.

2.9 Thesis studies

A number of recent studies have investigated thesis genre, many of which have revealed vast variations. Paltridge (2002), for example, found a 'wider range of thesis types than the guides and handbooks on thesis writing would suggest occurs' (p.125). He identified four main types of thesis macro-structures, which are categorised into: 'traditional: simple', 'traditional: complex', 'topic-based' and 'compilations of research articles'. More relevant to the present inquiry of the structure of introductory chapters of academic theses, Bunton (1998, 2002, 2005) investigated the generic structure of the introduction and conclusion chapters of theses from various disciplines (Science, Medicine, Arts, Education and Social Sciences) produced at a University in Hong Kong. For the introduction chapter analysis, Bunton drew on the CARS model, and not surprisingly found variations of move elements, which was summarised as the CARS model for PhD theses (Figure 2.4).

Often present	Occasionally present
Move 1: Establishing a Territory	
1: Claiming centrality	
2: Making topic generalizations and giving background information	Research parameters
3: *Defining terms* (Eg, A, So)	
4: Reviewing previous research	
Move 2: Establishing a Niche	
1A: Indicating a gap in research	
1B: *Indicating a problem or need*	
1C: Question-raising (So, A)	Counter-claiming
1D: Continuing a tradition	
Move 3: Announcing the Present Research (Occupying the Niche)	
1: Purposes, *aims or objectives*	*Chapter structure*
2: Work carried out (Eg, Si)	*Research questions/Hypotheses*
3: *Methods*	*Theoretical position* (So)
4: *Materials or Subjects*	*Defining terms*
5: Findings or results	*Parameters of research*
6: *Product of research* (Eg)/*Model proposed* (So)	*Application of product* (Eg)
7: Significance/Justification	*Evaluation of product* (Eg)
8: Thesis structure	

N.B. The moves in this model may not occur in a single progression, but may well be cyclical. For example, the sequence of moves may be: 1–2, 1–2, 1–2–3.
A = Arts, So = Social Sciences, Eg = Engineering, Si = Science, M = Medicine.
Newly identified steps are in *italics*.

Figure 2.4 Modified CARS model for PhD thesis introductions (based on Bunton 2002: 74)

As Figure 2.4 shows, many new steps (as well as disciplinary variations) that are not identified as prototypical in RAs have been identified in theses, which include ‘defining terms’, ‘methods’, ‘materials/subjects’, ‘thesis structures’ and so on. At the same time, the model seems to indicate the limitation in analysing the generic structure components of thesis introductory chapters with the CARS model. ‘Methods’ as a step

'often present', for example, is categorised as Move 3. Move 3 as 'Announcing the present research' may certainly include elements concerning the methods of 'the present research', but in reality thesis introductions hardly announce the methods of the research abruptly.

This also relates to the length of the introduction as Crookes (1986) suggested. Strategically, it is not wise for PhD students to simply pick a method of his/her choice without providing an explanation for this choice. Announcing methods typically involves justifying the methods, which is particularly salient in the social sciences (Swales 1990: 159) and in the humanities, as Hyland (2007) pointed out:

> Unlike scientific knowledge, which tends to be cumulative and tightly structured, researchers in the humanities and social sciences cannot assume that the background to a problem, appropriate methods for its investigation, and criteria for establishing resulting claims are agreed by all readers. Instead, the context often has to be elaborated anew, its more diverse components reconstructed for a potentially less cohesive readership.
>
> (p. 272)

Hence, in the humanities and social sciences, announcing methods to be deployed for research itself involves quite a number of strategies for thesis introductions, making justification of the methods deployed almost essential—as this present study will later statistically demonstrate (Chapter 5).

Announcing methods almost always involves Move 1-like elements of asserting relevance of the methods and/or Move 2-like elements of pointing out problems with the methods, as reported previously (Ahmad 1997; Dressen & Swales 2000; Samraj 2002; among others). Such justifying elements of some aspects of

research in Swales' model (1990) were considered as Move 1, 'Reviewing previous research', since the majority of the time these are achieved by reviewing some aspects of previous research, or a Move 2, 'Indicating a gap', where problems with some aspects of research are indicated. Later, they were considered as part of a larger step of announcing some aspect of research under Move 3, consequently defining them as a subordinate element with the terms 'sub-moves' or 'sub-steps'.

An alternative way to describe them is to place descriptions such as 'Methods', 'Materials or Subjects' etc., in Move 1 and Move 2 as well. Bunton's CARS model for theses achieved aspectual descriptions of Move 3, adding a number of steps under Move 3. However, it was only in Move 3, in his model, that such aspectual descriptions were made, leaving the scope of Move 1 and Move 2 limited to the research topic or field.

Descriptions of the generic structure of thesis genre, therefore, pose a great challenge for researchers, due to their variations and complexity. Studies have identified a wide range of variations in rhetorical organisations of theses (Ridley & Thompson 2000; Kwan 2006; Peters 2011). More recently, studies have revealed rhetorical structure variations through the contrastive analysis of English and other languages which highlight cultural factors in thesis writing (Soler-Monreal, Carbonell-Olivares & Gil-Salom 2009, 2011; Ono 2012). The variations in generic components found in these studies suggest the complex nature of generic structuring in thesis genre, which at the same time suggests the complex nature of thesis writing pedagogy. It is therefore urgent to establish a clearer generic structure model that can account for the complexity and variations of academic writing, because, otherwise, important writing skills for thesis writers—such as strategically justifying various aspects of research (e.g., methods,

materials, etc.) when announcing such aspects of research—may not be adequately addressed through teaching.

2.10 Conclusion

The overview of the theoretical groundings for this study was conducted to provide the reader with the basic understanding necessary to understand the methodology of the generic structure analysis (which will be introduced in Chapter 4). The individual studies mentioned in this chapter posed two inter-related issues for this study to solve: 1) the current ambiguous identification criteria of the CARS model with the mixture of lexicogrammatical/semantic, functional and cognitive basis exhibit limitations to the analysis of academic texts with the model, particularly with types of academic texts that exhibit variations; and 2) the variations in academic texts are not sufficiently investigated in relation to genre evolution and contextual changes, although many studies suggest that academic genre is not a static entity but is dynamically changing under various impacting factors that appear to orient disciplinary, cultural, ideological differences and changes. These issues may relate to the lack of semiotic perspectives in the current research community. The methodology chapter (Chapter 4) will provide an integral, relationally-oriented generic structure analytical method to solve these issues. Literature concerning history discourse is reviewed in Chapter 3, along with a review of interactive strategies in academic writing.

Chapter 3

Literature Review II

Interactive Strategies in Academic Writing

3.1 Introduction

The negotiative nature of academic text has attracted much attention, because many researchers have realised the important role that interpersonal elements play in constructing text and persuading the reader in academic settings (e.g., Hyland 2005; Hood 2006). This chapter first explores the Bakhtin's dialogic perspective, as this is the basis for the system of engagement which this study employs as an analytical framework to investigate interpersonal elements in academic writing. The system of engagement is then reviewed and contrasted with other approaches to interpersonal elements analysis in the academic genre, so that the dialogically-oriented dynamic approach of engagement will become clearer and help to justify its use in this study.

Another issue emphasised in this chapter is the complexity of history writing in terms of history text's engagement strategies. A number of recent history discourse and history education studies that have investigated this complexity are reviewed in this chapter. This leads to further justification of the use of the system of engagement and the use of history thesis introduction chapters as the source materials.

3.2 Theoretical overview: Bakhtinian dialogic dynamism

Bakhtin's dialogism emerged as an intriguing and radical idea which proposed that text's dialogic elements dynamically form the fundamental text constituents (Bakhtin 1981). It is important, first of all, to note that Bakhtin distanced himself from the trend of the linguistic circle of his time, Russian Formalism, because Bakhtin's essential idea is that text's dialogic dynamism is too complex to systematically describe in the way that the formalists attempted in their text analysis (Holquist 1981). Bakhtin, therefore, distanced himself from any such trends in text analysis which aimed to provide a systematic description of texts.

This, of course, does not indicate that attempting to systematically describe Bakhtinian dialogism, or to investigate the relations between system of language and Bakhtinian dialogism, is irrelevant. On the contrary, such attempts may further reveal and develop the relevancies of Bakhtinian dialogism, because many of his ideas are concerned with the dialogic forces that form various text organisations. In the following sub-sections, among many of Bakhtin's influential ideas, three aspects of his central ideas related to the systematic descriptions of text are reviewed, namely: 1) heteroglossic forces; 2) stratification and text construction; and 3) evolution of language.

3.2.1 Heteroglossic forces

What makes Bakhtinian perspectives so dynamic is the fundamental idea that text is made up of heteroglossic forces – which is a consequence of 'heteroglossia', referring to the nature of discourse that contains conflicting discourses within (Bakhtin 1981). According to Bakhtin, living discourse cannot be separated from the influence of heteroglossia, because it is constantly and dynamically forming dialogic relations

between the heteroglossic forces. Discourse contains simultaneous interactions between centripetal (unifying) and centrifugal (expansive, re-defining) forces. As Bakhtin (1981) explained: 'the processes of centralization and decentralization, of unification and disunification, intersect in the utterance' (p. 272). These seemingly opposing forces simultaneously direct, so that centrifugal, expansive forces are united to form a harmonious force for the discourse's direction. As Bakhtin clarified, 'every utterance participates in the "unitary language" (in its centripetal forces and tendencies) and at the same time partakes of social and historical heteroglossia (the centrifugal, stratifying forces)' (ibid.).

For Bakhtin, therefore, discourse expands so that it refers to others' voices from heteroglossia, which is made up of other opinions, utterances, values, norms and so on. At the same time, at its every moment of logogenesis—with every different voice brought up into the discourse—it unifies all the voices and directs them to its own answer or conclusion. Importantly, the meaning of each of the voices in the text is constrained with the anticipated answer that the discourse directs. As Bakhtin emphasised:

> ...every word is directed toward an *answer* and cannot escape the profound influence of the answering word that it anticipates.
>
> The word in living conversation is directly, blatantly, oriented toward a future answer-word: it provokes an answer, anticipates it and structures itself in the answer's direction. Forming itself in an atmosphere of the already spoken, the word is at the same time determined by that which has not yet been said but which is needed and in fact anticipated by the answering word. Such is the situation in any living dialogue.
>
> (1981: 280)

Importantly, the passage above provides the philosophical issues surrounding language

use. Bakhtin pointed out that those others' voices involved in the discourse no longer belong to 'others' but to the writer/speaker's discourse, because they are already absorbed into the writer/speaker's new discourse, coloured with different discoursal flavours, and under the control of the writer/speaker's new discoursal force, leading to a new conclusion. That is to say, when the original text is cited or involved in the new text, it has a different existence. Therefore, the original meaning may inescapably, to various degrees, be modified so as to suit the purpose of the new text.

On the other hand, the author's position itself is formed through the dialogue with, what Bakhtin called, social heteroglossia, which is made up of social norms—the external forces from what Bakhtin called 'alien context', and the internal forces are always working simultaneously in both directions, living at the borderline between its context as well as others:

> Style organically contains within itself indices that reach outside itself, a correspondence of its own elements and the elements of an alien context. The internal politics of style (how the elements are put together) is determined by its external politics (its relationship to alien discourse). Discourse lives, as it were, on the boundary between its own context and another, alien, context.
>
> (1981: 284)

Another important point implied in the quote above is the role of heteroglossic forces that create coherence in discourse by putting elements together. The voices from heteroglossia introduced to a discourse comprising 'contradictory opinions, points of view and value judgments' (Bakhtin 1981: 281) are negotiated, re-accentuated and re-defined. It then forms a new value system through a new discourse, which further forms the structure of the discourse by putting the various voices together—as Bakhtin

(1981) noted: 'internal dialogization can become such a crucial force for creating form' (p. 284). Hence, according to Bakhtin, form is created by various heteroglossic forces and may, then, contain various traces of such heteroglossic forces. Heteroglossic forces may be dynamic and complex, as Bakhtin suggested, but examining the traces of heteroglossic forces in text's form may provide a new important insight into the text construction mechanism of heteroglossic forces. This is one intersection between form and heteroglossic forces that has yet to be explored.

3.2.2 Stratification and text construction

Stratification in the Bakhtinian sense is not marked by linguistic units, but it is understood as a socio-ideologically motivated process:

> At any given moment of its evolution, language is stratified not only into linguistic dialects in the strict sense of the word (according to formal linguistic makers, especially phonetic), but also—and for us this is the essential point—into languages that are socio-ideological: languages of social groups, "professional" and "generic" languages, languages of generations and so forth.
>
> (Bakhtin 1981: 271–272)

Crucially, here, Bakhtin points out the socio-ideological nature of stratification, which is under the control of social norms, genres and professions. According to Bakhtin (1981), 'certain features of language (lexicological, semantic, syntactic) will knit together' (pp. 288–289), with the intention in the case of generic stratification, and with the specific point of view in the case of professional stratification, to differentiate with other genres or professional discourses, as quoted at the beginning of this thesis:

> It is in fact not the neutral linguistic components of language being stratified and differentiated, but rather a situation in which the intentional possibilities of language are being expropriated: these possibilities are realized in specific directions, filled with specific content, they are made concrete, particular, and are permeated with concrete value judgments; they knit together with specific objects and with the belief systems of certain genres of expression and points of view peculiar to particular professions.
>
> (Bakhtin 1981: 289)

The socio-ideological languages of social groups, generic languages and professional languages seem close to the concepts of discourse community, which Bakhtin pointed out, and has been widely discussed in the field of EAP/ESP research. Clearly, for Bakhtin, the emphasis is placed on the stratifying function of such socio-ideological, interpersonal conditions—namely, how the external conditions of the text form the text. For Bakhtin, such stratifications are the process to create the identity of the text, differentiating it from the others, and at the same time, they are directed into specific directions, with specific content and concrete value judgments, and thus 'the internal politics of style (how the elements are put together) is determined by its external politics (its relationship to alien discourse)' (1981: 284).

What Bakhtin suggested here is that such socio-ideological factors may also be traced in text, because socio-ideological factors stratify, direct, and form the identity of the text. More specifically, it is likely that some types of heteroglossic resources may be more significant in certain types of texts under the influence of a particular ideology. It is further likely that heteroglossic resources may be traced to be working together to create a certain ideology in text, which may at the same time function to stratify and form a certain set of discourses that are peculiar in a certain socio-ideological discourse.

They may be stratifying and forming move components, and creating further forces to cohere the text. All these possibilities are unexplored, and yet worth investigating.

3.2.3 The evolution of language

Since language is constrained with socio-ideological conditions, Bakhtin considered that language evolves according to the change in socio-ideological conditions. His idea of the evolution of language is insightful, in that it has potential to provide an explanation for the variations seen in the theses of this present study. What is further relevant to the present inquiry is that Bakhtin suggested that a socio-ideological change does not suddenly occur, changing the discoursal features accordingly at once, but that language evolution is rather a gradual process and, as such, languages of different norms co-exist in the same text in a dialogic way:

> ... at any given moment of its historical existence, language is heteroglot from top to bottom: it represents the co-existence of socio-ideological groups in the present, between different socio-ideological groups in the present, between tendencies, schools, circles and so forth, all given a bodily form. These "languages" of heteroglossia intersect each other in a variety of ways, forming new socially typifying "languages".
>
> (1981: 291)

Bakhtin emphasised that different socio-ideologies in discourse 'do not *exclude* each other, but rather intersect with each other in many different ways...' (ibid., original italics). Even an entirely opposing norm introduced in a discourse, in Bakhtin's understanding, gradually gets directed into unity with the norm of the speaker/author in the discourse. Conflicting voices, therefore, are under control of the unifying force of the

discourse, creating a new set of value systems through discourse, as 'they all may be juxtaposed to one another, mutually supplement one another, contradict one another and be interrelated dialogically' (1981: 292).

As such, the evolution of language, for Bakhtin, is dialogically oriented. Bakhtin believed that 'these languages live a real life, they struggle and evolve in an environment of social heteroglossia' (ibid.). It should also be noted here that, as his word 'struggle' suggests, underneath the Bakhtinian sense of language evolution lays a Marxist's sense of social evolution—where social struggles among conflicting classes are manifested to evolve into communism. Just like such social struggles, Bakhtin thinks that dominant and emerging norms conflict and interact to reach unity in the discourse.

Such a view that conflicting voices co-exist in the discourse while language evolves is insightful for this present study when observing if and how conflicting voices between the traditional and postmodern norms are negotiated in thesis writing, and how those opposing norms relate to ideological changes in the history field of knowledge. They may co-exist in the discourse without completely ignoring each other, as Bakhtin pointed out earlier that conflicting voices are not always ignored but co-exist in the same discourse without destroying the writer's discourse, instead serving as crucial resources for constructing the text.

Such a phenomenon may be a representation of two or more conflicting norms existing in the same discipline at the same historical time. In that case, they may similarly complicate the writer–reader dialogic relation of the discourse, because the author may not be certain of the reader's socio-ideological background—thus making it difficult to construct an image of the assumed reader, because the reader of the text at such a historical time may prefer a text written from a different perspective.

Bakhtin considered that the dialogic relations that construct discourse are also related to the listener/reader's apperceptive background: 'the speaker breaks through the alien conceptual horizon of the listener, constructs his own utterance on alien territory, against his, the listener's, apperceptive background' (1981: 282). How a speaker/writer breaks through the opposing conceptual horizon of the listener/reader—or in the case of the present enquiry, how a thesis author successfully manages (or fails to manage) the complexity of the possible reader's apperceptive background during a historical time of discoursal evolution—therefore, is an interesting topic to explore.

3.3 Approaches for interpersonal elements analysis

3.3.1 From evidentiality and modality to stance

Traditionally, approaches for investigations on the evaluative nature of text relied on modality (Halliday 1994; Perkins 1983; Palmer 1986), which is concerned with the speaker/writer's certainty about the events in question, and evidentiality (Chafe 1986), which is concerned with the degree of the speaker/writer's commitment to factual claims on the events in question.

Studies that rely on such a distinction typically depend on specific linguistic realisations for the basis of analysis, which, on one hand, makes identifying the elements easier, further making it possible to perform automatic coding, but on the other hand, limits the analysis to specific linguistic realisations. Studies that analyse specific linguistic realisations include: Thompson and Ye (1991) and Hyland (1999a) on reporting verbs; Nwogu (1997) and Thompson and Zhou (2000) on conjunctive relations; Hawes and Thomas (1997), Hyland (1999b) and Mansourizadeh and Ahmad

(2011) on citation structures; Dressen-Hammouda (2008) on knowledge frame; Hyland and Tse (2004) on self-mention; and Lakoff (1972), Myers (1989), Salager-Meyer (1994), Hyland (1994, 1996, 1998), Crompton (1997) and Lewin (2005) on hedging, just to name a few. The use of hedging is extensively studied in academic discourse studies (e.g., Myers 1989; Hyland 1994, 1996, 1998), since managing the degree of certainty on knowledge claims is considered one of the important aspects of academic discourse.

Many linguists attempted to build a framework without solely relying on the distinction between modality and evidentiality, or on particular linguistic realisations. Halliday (1994) identified that attitudinal meaning can be made by some type of adjectives (‘attitudinal Epithet’ in Halliday’s words), separating modality from attitudinal meaning. Such formulations include *splendid, silly, fantastic*, and so on, which express the speaker/writer’s subjective attitude and thus interpersonal elements (Halliday 1994: 184).

The distinction between modality and evaluation has often been made. For example, Bybee and Fleischman (1995) considered that modality consists of two main sub-categories: ‘epistemic’ (probability) and ‘deontic’ (obligation), and with evaluation concerning the speaker/writer’s view of something as desirable or undesirable. A few frameworks distinguish affect and modality (Conrad & Finegan 1989; Conrad &Biber 2000; Ochs & Schiefflen 1989; Bybee & Fleischman 1995). Thus, rather than solely relying on evidentiality and modality, recent studies have a larger picture and use such terms as ‘stance’ (e.g., Conrad & Biber 2000) or ‘evaluation’ (Hunston & Thompson 2000, 2003) in order to comprehensively include attitudinal meanings.

3.3.2 Proposition-based approaches

Recent studies are more concerned with how propositions introduced in the text are placed in relation to the speaker/writer. Stubbs (1996) developed a framework with the basis of whether the speaker/writer commits or detaches to the propositions in the text. Importantly, such a framework shifts its attention from modality- or evidentiality-based investigation to relations between the speaker/writer and propositions constructed throughout the text.

A number of studies distinguished propositions introduced into text semantically. Thetera (1997) distinguished 'world-entities' and 'discourse-entities', which further relates to the distinction between 'opinions about entities' and 'opinions about propositions' (Hunston & Thompson 2000, 2003). Opinions about entities are concerned with the real world phenomena and tend to be attitudinal. Opinions about propositions are rather text-oriented and epistemic, and therefore a characteristic of academic writing. Such semantic patterns of the propositions to be discussed in text may therefore be concerned with genre variation, and hence such a distinction should be useful to analyse texts from different genres and investigate how meanings are constructed through the propositions introduced in the text.

These distinctions led Hunston (2000: 183) to develop an analytical model that distinguished between 'interactive plane' (evaluating a part of the discourse) and 'autonomous plane' (evaluating something else of discourse). The terms 'interactive plane' and 'autonomous plane' were originally coined by Sinclair (1981). 'Interactive plane' is roughly equivalent to a proposition- or text-oriented plane, where the writer interacts with the reader by signalling the status of the proposition in relation to the whole text, and hence navigates the reader with the structuring of the text. 'Autonomous

plane', on the other hand, is concerned with the real world entities, where the writer's perspective is presented and a value is assigned.

Another distinction in Hunston's model is 'status' and 'value'. Each statement is of a particular type (e.g., a fact or an assessment) and has a source (e.g., averred by the writer, or attributed to someone else) and these determine its status (Hunston 2000: 177). This means that each statement has a status and optionally has value, and status and value interact on both the interactive and autonomous planes. The model also makes the distinction between 'averral' (author's speech) and 'attribution' (others' speech) (Sinclair 1986), which are concerned with the responsibility and the source of proposition.

3.4 Engagement: Dialogic dynamism-oriented approach

One of the main and fundamental differences of the system of engagement (Martin & White 2005) from the rest of the approaches toward interpersonal elements and evaluations concerning propositions in text is that it is partly an attempt to consolidate the concepts from the previous approaches—such as 'modality', 'evidentiality', 'averral', and so on—in terms of the text's dynamic movements that are oriented from dialogic contraction and expansion. It is an ongoing project inspired by Bakhtin's dialogism. As such, it is a completely new and also a challenging attempt, because, as presented earlier, the extent of the complexity of dialogic dynamism is such that Bakhtin himself refused to establish a systematic analytical model. However, at the same time, it means that the system of engagement has the potential to describe many of the delicate dialogic phenomena essential to Bakhtinian stratification that have been

previously considered too complex to describe.

3.4.1 Positioning the system of engagement

In order to position the system of engagement more clearly in relation to other approaches, it is first necessary to review its history briefly. The system of engagement is one of the sub-systems of the appraisal system developed within SFL. Traditionally, SFL positions the interpersonal function as one of the three meta-functions—namely, the ideational, the textual and the interpersonal, as discussed in Chapter 1. The study of interpersonal meaning has been elaborated by Martin and White to include appraisal (Martin 2000, 2003).

It is important to stress that the appraisal theory explores the text organising /stratifying potential of interpersonal resources across strata. The potential of the text-organising function of interpersonal resources has been suggested not only by Bakhtin but by a number of recent studies. In their study on the role of interpersonal function in text organisation, Thompson and Zhou (2000, 2003) showed how the logical connectors—such as *and, so,* or *but*—which used to be considered textual, actually contain interpersonal functions. They concluded that coherence and cohesion may depend on evaluation, further suggesting that cohesion itself is an interpersonal as well as a textual phenomenon. Hunston (2000, 2003) also stated that ‘evaluation plays a key role in the construal of a particular ideology by a text or set of texts. It also plays a key role in discourse organization’ (Hunston 2003: 177).

In order to consider such stratifying function of interpersonal resources beyond the lexicogrammatical stratum, Martin and White (2005) positioned appraisal theory in

discourse semantics, which is concerned with meaning beyond the clause and with various aspects of discourse organisation. Under the appraisal system, the system of engagement consists of three interacting sub-systems: 'attitude', 'engagement' and 'graduation', where 'attitude' is divided into three regions of feeling, 'affect', 'judgment' and 'appreciation', as summarised in Table 3.1.

Attitude		concerned with our feelings, including emotional reactions, judgments of behaviour and evaluation of things
	Affect	deals with resources for construing emotional reactions
	Judgment	concerned with resources for assessing behaviour according to various normative principles
	Appreciation	looks at resources for construing the value of things including natural phenomena and semiosis (as either product or process)
Engagement		deals with sourcing attitudes and the play of voices around opinions in discourse
Graduation		attends to grading phenomena whereby feelings are amplified and categories blurred

Table 3.1 Appraisal system (adapted from Martin & White 2005: 35–38)

According to Martin and White (2005):

> …engagement is concerned with the ways in which resources such as projection, modality, polarity, concession and various comment adverbials position the speaker/writer with respect to the value position being advanced and with respect to potential responses to that value position – by quoting or reporting,

> acknowledging a possibility, denying, countering, affirming and so on.
>
> (p. 36)

Thus, engagement is concerned with propositions, modality, polarity, and so on, as with the other approaches discussed earlier, but it is also fundamentally different in the way it is concerned with such resources—it is about the dynamic way that dialogic value positioning is made and advanced.

3.4.2 The system of engagement

What separates the system of engagement from other frameworks concerning stance is that whereas other frameworks are primarily concerned with the truth-functional status or the sources of propositions, engagement is concerned with the text's dynamic expansion and contraction in relation to the speaker/writer's positioning of his/her own voice and others' voices. This approach considers that an essential constituent which makes up a discourse includes interpersonal elements and therefore every part of the text is considered to be dialogic. Engagement is concerned with:

> ...what is at stake when one stance is chosen over another. Our approach locates us in a tradition in which all utterances are seen as in some way stanced or attitudinal. Thus we share with Stubbs the view that 'whenever speakers (or writers) say anything, they encode their point of view towards it' (Stubbs 1996: 197). More specifically, our approach is informed by Bakhtin's/Voloshinov's now widely influential notions of dialogism and heteroglossia under which all verbal communication, whether written or spoken, is 'dialogic' in that to speak or write is always to reveal the influence of, refer to, or to take up in some way, what has been said/written before, and simultaneously to anticipate the responses of actual, potential or imagined readers/listeners.

(Martin & White 2005: 92)

The central notion concerning the system of engagement is therefore dialogism, negotiation through text. The stance in discourse is created in relation with the other utterances, which reflects the notion of heteroglossia that all utterances exist against a backdrop of other concrete utterances on the same theme (Bakhtin 1981), and such utterances negotiate with each other including the reader's expected responses. The positioning of various utterances chosen by the speaker/writer becomes essential for the system of engagement, as Martin and White (2005) noted: 'We are interested in whether they present themselves as standing with, as standing against, as undecided, or as neutral with respect to these other speakers and their value positions' (p. 93).

As such, the system of engagement is directed towards providing a systematic account of how such positionings are achieved linguistically. Hence, the 'taxonomy is directed towards identifying the particular dialogistic positioning associated with given meanings and towards describing what is at stake when one meaning rather than another is employed' (Martin & White 2005: 97). The system of engagement is displayed in Figure 3.1.

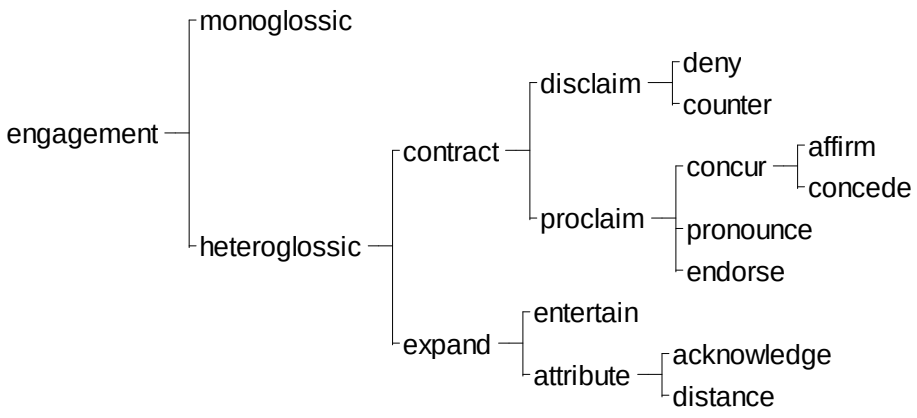


Figure 3.1 The engagement system (adapted from Martin & White 2005: 134)

The first distinction made in the system of engagement is between 'monogloss' and 'heterogloss'. 'Monogloss' in the current system of engagement is not so much a category; rather, in practice, it is treated as the rest of the discourse that cannot be categorised under the heteroglossic system. The current system of engagement describes resources that saliently signal heteroglossic movements in discourse.

As discussed earlier, many researchers—including Martin and White (2005) as quoted earlier—agree that every part of text is heteroglossic, and that making a distinction between 'monogloss' and 'heterogloss' may be contradictory. However, it is also true that, as Bakhtin emphasised, the dynamism of heteroglossic forces is too complex to describe as an analytical system, and, at this stage, a partial establishment of a system for heteroglossic resources may serve as an analytical frame for many studies. However, it is, at the same time, important that studies that employ the system of engagement may, at the end of their study, contribute to the further establishment of the system of engagement. Hence, the issue concerning 'monogloss' is further discussed in the conclusion chapter of this thesis, after the analysis.

In the system of engagement, heteroglossic resources are primarily categorised in terms of their dynamic movements, 'contract' or 'expand'. This may be one of the locations in the system in which a contrast with the other approaches presented earlier can be seen. Contractive movements include 'disclaim' and 'proclaim' resources, and expansive movements include 'entertain' and 'attribute' resources. It may be further necessary to provide the outlines of sub-engagement categories, which are summarised by Martin and White (2005) below:

> **Disclaim:** resources 'by which some prior utterance or some alternative position is invoked so as to be directly rejected, replaced, or held to be unsustainable' (Martin

and White 2005: 118). It is a resource under 'contract' because disclaiming is contractive in kind, in that the alternative positions are held not to apply. There are two categories under 'disclaim':

> **Deny:** resources for introducing the alternative positive position and hence denying is to acknowledge it, so as to reject it; the negative is not the simple logical opposite of the positive, since the negative carries with it the positive, while the positive does not reciprocally carry the negative. Formulations include: *not, never, nothing,* etc.
>
> **Counter:** formulations which represent the current proposition as replacing or supplanting, and thereby 'countering' a proposition which would have been expected in its place. The countering is typically conveyed via conjunctions and connectives—such as *although, however, yet* and *but.*

Proclaim: rather than directly rejecting or overruling a contrary position, formulations under 'proclaim' act to limit the scope of dialogistic alternatives in the ongoing colloquy. Under this category there are three sub-types:

> **Concur:** formulations which overtly announce the addresser as agreeing with, or having the same knowledge as, some projected dialogic partner. It is conveyed via such locutions as: *of course, naturally, not surprisingly, admittedly* and *certainly.* It has sub-categories for more delicate analysis, 'conceding concur', where the speaker/writer is more reluctant to concur (such as: *Admittedly..., but* ...) and 'affirming concur', where the speaker/writer is less reluctant to concur (such as: *Of course...*, *Naturally...*).
>
> **Pronounce:** formulations which involve authorial emphases or explicit authorial interventions or interpolations—such as: *I contend…, The facts of the matter are that…, The truth of the matter is that…, We can only conclude that…, You must agree that…*—intensifiers with clausal scope—such as *really, indeed,* etc—and, in speech, appropriately placed stress.
>
> **Endorse:** formulations by which propositions sourced to external sources are construed by the authorial voice as correct, valid, undeniable or otherwise maximally warrantable. The verbs in question include: *show, prove, demonstrate, find* and *point out.*

Entertain: an expansive resource because it is dialogically expansive in that the authorial voice indicates that its position is but one of a number of possible

positions and thereby, to greater or lesser degrees, makes dialogic space for those possibilities. Formulations under 'entertain' include: modal auxiliaries (*may, might, could, must,* etc.), modal attributes (*it's* <u>*possible*</u> *that…, it's* <u>*likely*</u> *that…* etc.), circumstances of the *in my view* type, certain mental verb/attribute projections (*I suspect that…, I think, I believe, I'm convinced that, I doubt,* etc.), modal adjuncts (*perhaps, probably, definitely,* etc.), evidence or appearance-based postulations (*it seems, it appears, apparently, the research suggests…*) and certain types of rhetorical or expository questions (those which don't assume a specific response, but are employed to raise the possibility that some proposition holds).

Attribute: an expansive category, which includes formulations which disassociate the proposition from the text's internal authorial voice by attributing it to some external source. 'Entertain' and 'attribute' values are different in that 'entertain' presents the internal voice of the speaker/writer's source, while 'attribute' presents some external voice (e.g. *many Australians believe, in Dawkin's view*). There are two sub-categories under 'attribute':

Acknowledge: those locutions where there is no overt indication, at least via the choice of framer, as to where the authorial voice stands with respect to the proposition. This is the domain of reporting verbs, such as: *say, report, state, declare, announce, believe* and *think.*

Distance: formulations in which, via the semantics of the framer employed, there is an explicit distancing of the authorial voice from the attributed material. The formulation is typically exemplified by the reporting verb, *to claim*, and by certain uses of 'scare' quotes.

(Summarised from Martin & White 2005: 92–135)

While many of the formulations that the system of engagement is concerned with may overlap with those of other approaches, it is the dialogic perspective that separates the engagement approach. This is most clearly seen with the 'entertain' category. In contrast to the previous approaches with modality and evidentiality, which are mainly concerned with truth functionality, engagement shifts focus 'so that such a concern with "epistemic status" and "reliability of knowledge" is seen to be not always and not necessarily the primary, determining communicative motive' (Martin & White

2005: 105), and considers that it is rather an indication of the writer presenting the proposition as their own, subjective opinion. The source is relevant in relation to other aspects of appraisal, i.e., 'appraiser' (Martin & White 2005: 90). As such, 'entertain' is concerned with resources that make a space for dialogic alternative positions, and is not concerned with the degree of truth functionality.

The sources of propositions (e.g., self-sourced, other-sourced) are also not a primary concern for engagement. As seen in the descriptions above, contractive and expansive resources are not defined in terms of the sources of propositions, but in terms of the dialogic movements. As such, both contractive and expansive resources include self-sourced and other-sourced propositions. For instance, while many of the 'contract' resources may be concerned with formulations that contract with the writer's own opinions, 'endorse' under 'contract' is concerned with other-sourced propositions that are endorsed by the writer and thereby contractive. On the other hand, 'entertain' under 'expand' has to do with loosening the writer's own opinion, so while 'attribute' expands the discourse by bringing in others' propositions, 'entertain' does so by giving a dialogic space for alternative positions.

Thus, the system of engagement is quite different from other approaches. Its main analytical aim is to describe the dynamism of dialogues between the writer/speaker's positioning and alternative positions. It is concerned with the dialogic dynamism that occurs when a certain positioning is made against alternative positions, and with how various positionings are constructed through discourse and, in return, how such heteroglossic positionings organise the discourse.

Studies have explored interpersonal resources using the appraisal system in various genres. Some early studies include: White (1998), in media discourse, and

Eggins and Slade (1997: Ch. 4), in casual conversation. Later, the appraisal system was better established (Martin & White 2005), and the system of engagement has been further explored in media discourse (White 2012). In academic writing genres, Coffin and Hewings (2004) analysed engagement in International English Language Testing System (IELTS) writings. They demonstrated how engagement resources are mapped onto textual resources of Theme in their corpus, and how successfully managing the interaction of evaluative and textual resources results in high IELTS scores. Wu (2007) explored the use of engagement resources in undergraduate geography essays and found that well-perceived essays bring opposite opinions into their discourse and negotiate through them while situating the writer's position firmly. Hood's (2010) qualitative observation of appraisal resources interacting with the larger structures of text in RA introductions in various disciplines also suggests the relation between evaluative resources and larger text structures.

All of these studies indicate that interpersonal resources are closely associated with textual resources, and that skilful management of interpersonal positioning is essential in creating a successful academic text. These studies are all based on qualitative analyses and hence a quantitative investigation on engagement resource distributions within and across texts may be necessary to further confirm the relations between engagement and textual resources. Coffin's series of appraisal studies on school history discourse will be discussed in Section 3.7, concerning the complexity of historical reading and interpretation.

3.5 Studies concerning evaluation in the academic genre

For the last two decades or so, a number of studies have investigated interpersonal

resources in academic texts from various aspects. Due to the limited space of this chapter, it is not possible to review all such studies in detail, but these include: Thompson and Ye (1991), Hyland (1999a) and Charles (2006) on reporting verbs; Crompton (1997), Hyland (1994), Myers (1989) and Lewin (2005) on hedging; Butler (1990), Simpson (1990), Thompson (2001) and Rizomilioti (2006) on modality; Hoey (2000) on information structure; Biber and Finegan (1988) and Conrad and Biber (2000) on adverbials; Nwogu (1997) and Thompson and Zhou (2000) on conjunctive relations; Hyland (1999b) and Groom (2000) on citation structures; Charles (2006) and Hyland and Tse (2005) on the *that* clause; Charles (2003) on nouns; Dressen-Hammouda (2008) on knowledge frame; Freddi (2005) on evaluative keyword; Hyland and Tse (2004) on self-mention; and Hood (2006) and Coffin (1997, 2006, 2010) on appraisal resources.

This wealth of research has enhanced the knowledge of interpersonal resources in the academic genre, and it has created various terms and frameworks concerning investigation on such resources, as discussed earlier. On the complexity of the interpersonal taxonomies resulting from this wealth of studies, recent research has established taxonomical understanding to use the term ‘evaluation’ to refer to all the interpersonal resources, and such resources are roughly classified into two functions: ‘stance’ and ‘engagement’ (Hyland 2005). ‘Engagement’, in Hyland’s taxonomy, is concerned with writer–reader relations and includes resources like reader pronouns, personal asides, appeals to shared knowledge and directives and questions; whereas ‘stance’ is concerned with the writer’s positioning, such as hedges, boosters, attitude markers and self-mentions. For the construction of an effective argument, Hyland (2005) emphasised that writers need to connect with the value system of the discipline, ‘making rhetorical choices which evaluate both their propositions, and their audience’ (p.

175), for 'every instance of evaluation has to be seen as an act socially situated in a disciplinary or institutional context' (ibid.).

The understanding that writer positioning and the construction of successful writer–reader relations are fundamental for the production of successful academic writing has become well recognised today. This relates to the understanding that the norms of the discourse community regulate the construction of the text, and that the successful deployment of evaluative resources vary across the discourse communities. From the cross-cultural orientation, for example, a number of studies have indicated that the academic genre of different cultural settings assume different uses of evaluative resources (Moreno & Suárez 2008, 2009; Bondi 2009; Hood 2006; Chang 2010; Dueñas 2010; among others). Moreno and Suárez (2008), for instance, found that Spanish book reviews contain significantly fewer negative critical acts when compared to book reviews in English. Studies concerning non-native English speaker's academic writing also suggest that different cultural and linguistic backgrounds affect the deployment of evaluative resources, for which non-native speakers experience difficulties adjusting to English academic writing practices (Hood 2006; Chang 2010).

From the ontogenetic orientation, many studies have observed the process of student writers acquiring the skill of positioning their research (Coffin 1997, 2006, 2010; Wu 2007; Macken-Horarik & Morgan 2011). Macken-Horarik and Morgan (2011), for example, observed that students gradually learn to write by 'orchestrating and integrating the voices of theorists with their own voices and creating a complex polyphony in the process' (p. 147).

For the highest level of students' writing, Bunton (1999) investigated metadiscourse of PhD theses and found that some thesis writers acquire a high level of

reader-guiding strategies by 'keeping the reader in touch with how the current subject matter relates to the text as a whole' (p. 41). Following Hunston's framework on statement sources discussed earlier, Charles (2006) developed the network of source type by clause type in order to investigate disciplinary variations in writer stance in theses. She has found that theses in politics use more human, self-sourced and text-oriented sources, making it more personal and aware in situating the thesis with other studies, whereas in material science, sources are more fact-oriented. James (2011) explored the writer identity as formed through thesis writing. This is not linguistically oriented, but rather a broadly education-oriented study, which explores the process of the writer identity formation. James (2011) mentioned this as: '*becoming* a research degree writer' (p. 248, original italics), both through language and norms surrounding the text, including the instances of postmodern norms in the humanity disciplines. These studies similarly indicate that understanding the norms of the discipline and communicating accordingly to the reader are particularly important in thesis writing.

Further, studies have investigated the use of evaluative resources across disciplines and found variations which are attributed to different disciplinary norms (Hyland 1999a, 2000, 2005; Hyland & Tse 2005; among others). These studies highlight the norms of the disciplinary community that impact the evaluative resources in various ways. Particularly insightful to the present inquiry is a series of interdisciplinary studies by Hyland (1999a, 2000, 2005, 2007) of various interpersonal resources in RAs, with which he found that soft disciplines, such as sociology and philosophy, are more overtly interpersonal than hard disciplines, such as physics. He concludes that these differences are partly a consequence of the different ways that hard science and the humanities mediate reality. As quoted earlier (Chapter 2), Hyland attributed the elaborate interpersonal elements in the humanities writing to the lack of consensus in the

discipline:

> Unlike scientific knowledge, which tends to be cumulative and tightly structured, researchers in the humanities and social sciences cannot assume that the background to a problem, appropriate methods for its investigation, and criteria for establishing resulting claims are agreed by all readers. Instead, the context often has to be elaborated anew, its more diverse components reconstructed for a potentially less cohesive readership.
>
> (Hyland 2007: 272)

Such findings were predicted by Crismore (1983) who used the term 'metadiscourse continuum', which suggests that the amount of metadiscourse—especially, interpersonal strategies—may vary across genres, and therefore different use and amounts of interpersonal elements can be an indication of genre variations. They have also been predicted with Bakhtin's perspective of genre presented earlier; 'certain features of language (lexicological, semantic, syntactic) will knit together' (1981: 288–289) in accordance with the socio-ideological view of the specific professional community. Hyland's series of studies support this view that interpersonal elements present in the text are related to the norms of the discourse community—namely, the norms of the specific genre.

These studies seem to further suggest that disciplines that contain conflicting norms utilise highly elaborated and persuasive techniques to communicate successfully with the reader who is potentially in an opposite position from the writer—in particular in the humanities, as Hyland indicated. Little has been investigated, however, on the exact strategies of how researchers of such disciplines do that, which may also relate to the lack of studies that focus on variations within disciplines. Further investigation of

the variations within disciplines, in particular in the humanity disciplines, may reveal more about various elaborated interactional techniques in such disciplines.

3.6 History discourse in diversified ideological contexts

As discussed earlier in Chapter 2, Hyland (2004a) pointed out that 'the discourses of the academy are enormously diverse' (p. x), and that 'this diversity has important implications for writers as they interact with their teachers and peers, and as they write themselves into their disciplines' (ibid.). Although underexplored, such diversity even exists within a discipline, which complicates the interactions between the writer and the reader, requiring more elaborate interpersonal strategies towards, as quoted earlier, a 'potentially less cohesive readership' (Hyland 2007: 272). Writing in the discipline of history appears to be one such context that requires elaborate interpersonal strategies.

The variations in history writing are such that students can find it difficult to grasp the pre-existing body of knowledge in the history discipline, and accordingly, it is difficult to position their essay within that knowledge community. In their study of undergraduate history writing in UK, concerning the influence of the teaching and learning environment, Anderson and Day (2005) placed this difficulty as a primary concern in the discipline of history:

> An important initial observation to make concerning history as a discipline is the enormous range and diversity of its concerns. Not only does the history researched and taught within the UK and elsewhere range over different periods and regions of the globe, but it also concerns itself with very different facets of the human past: economic, political, social, intellectual, scientific, cultural, gender-relations, imperial, religious, etc.

(Anderson & Day 2005: 330)

'The diversity of history knowledge', they pointed out, 'means that in contrast to many other disciplines there is no *specific* body of foundational knowledge that all history students are, or can be, expected to acquire' (ibid., original italics). Jordonova (2000) also stated that '"History" includes so much and has such fluid edges, that the idea of a delimited *body* of knowledge is not really appropriate, ... there is no body of historical knowledge that underpins the whole field' (p. 29, original italics) and 'the discipline of history is totally unlike the natural sciences; they possess bodies of theory *and* knowledge without a mastery of which one cannot be said to practise them at all' (p. 28, original italics; also cited by Anderson & Day 2005: 330).

Recently, in their study on the teaching environment in the disciplines of biology and history, Hounsell and Anderson (2009) highlighted the diverse possible stances—such as history and gender, postmodern perspectives, and so on—which historians may choose from. They pointed out that a student of history may face difficulty in interpreting the historian's stance. They concluded that it is important for students of history to understand the diversity in the discipline and choose an appropriate interpretive voice in order to think and write like a historian.

In their study of the genre-based model for teaching writing, which was tested in the discipline of history at a UK university, Wrigglesworth and McKeever (2010) also suggested an enormous diversity within the history discipline. They observed that '... the essay as the most common assessment genre in history seems likely to occlude not only interdisciplinary, but also intradisciplinary differences' (2010: 113), and postulate that 'it seems feasible that, within one degree course, students might meet historians from different domains, from different ideological perspectives and with differing

expectations as to what constitutes evidence, or indeed, how it could and should be expressed in writing' (pp. 113–114). They further pointed out that 'historical texts are written in a wide range of styles. There is considerable variation, not only in the types of writing valued in different historical schools, but also in the types of writing valued by individual historians' (pp. 112–113).

The presence of such diverse ideologies and styles of writing in history has been identified particularly with the emergence of the postmodern turn. John Tosh (2006), a prominent historian, discussed the postmodern impacts on the discourse of history. He pointed out that postmodernism has brought relativism into historical interpretations: 'Postmodernists take a big step closer to relativism by accepting—even celebrating—a plurality of concurrent interpretations, all equally valid (or invalid)' (Tosh 2006: 198, original brackets). He further observed the ideological nature of today's historical writing:

> The stories they [historians] tell, and the human subjects they write about, are merely subjective preference, drawn from an infinity of possible strategies. Historians are embedded in the messy reality they seek to represent, and hence always bear its ideological imprint. They may do no more than replicate the dominant or 'hegemonic' ideology; alternatively, they may identify with one of a number of radical or subversive ideologies; but all are equally rooted in the politics of today. From this angle all versions of history are 'presentist', not just the politically committed ones.
>
> (Tosh 2006: 198, [historians] added)

In other words, the variations in today's history writing may be a reflection of diverse ideological positions that historians choose to take. Some may take the dominant or hegemonic ideology, others may take a less dominant ideology, but all are equally

perceived as an ideological product. Nevertheless, Tosh (2006) further commented that 'many welcome a greater sophistication in interpreting texts and a heightened awareness of the cultural significance of historical writing. But few are prepared to join in a rejection of the truth claims of history as usually practised' (p. 202).

Thus, the postmodernist's detachment in writing history may still be considered as rather a minor writing style in the discipline. At the same time, the historians of the dominant ideology are reported to not completely reject the postmodern views. As Tosh (2006) reported, 'historians are already in the process of assimilating aspects of the Postmodernist perspective' (p. 200). Although Tosh did not provide examples of historians' strategies of integrating the postmodern perspectives, his observations seem to imply the important dialogic nature of today's history writing—that is, historians are pursuing the creation of a harmonious, stable disciplinary world, which can accommodate the conflicting perspectives and norms that exist within today's history discipline.

Such a practice of maintaining dialogue between the conflicting views of historians is also reported in education research. Booth (2003) and Anderson and Day (2005) both noted the commonalities that historians have, which is to maintain solidarity among historians. This is in line with the statement quoted earlier that 'more historians used the phrase "community of scholars" than did respondents in any other discipline' (Becher & Trowler 2001: 187). Anderson and Day (2005) went on to suggest that 'historians in recent times can be seen as adopting differing epistemological and ontological assumptions' (p. 331).

Recent history writing has, therefore, become highly dialogic, accommodating conflicting historical views, and it is expected that history writing should exhibit elaborated and strategic interactions. While these studies report on the historians'

practice of seeking agreements and engagements among enormously diversified conflicting norms within the discipline, little has been reported on how exactly such historians engaging in such practices reflect on their writing or their engagement strategies in their writing. This is partly because those studies presented so far are only conducted by historians or researchers in education. Historians obviously do not analyse their language linguistically, nor do education researchers whose basis for research are more oriented with field work, such as interviewing academics and students. Analysing engagement resources in recent history theses may therefore shed light on the historians' strategies of managing conflicting epistemological views from a linguistically-oriented perspective.

3.7 Linguistic studies of history discourse

As discussed, little has been explored on the structure of history writing from a linguistic perspective, nevertheless, there are a small number of insightful studies that investigated history discourse linguistically. Students' history discourse in Australian secondary school were investigated from an SFL perspective (Eggins, Wignell & Martin 1987; Coffin 2006, 2010). Coffin's series of studies observed the stages in history writing, including: story-telling, argument, cause-effect, autobiographical, biographical, historical recount and historical account. The importance of understanding such stages of history writing in pedagogical settings has been emphasised in her study. The most relevant part of Coffin's study to this present study involves the analysis of how students learn to position their writing, which will be reviewed later in this Chapter (Section 3.8).

Bondi (2005) investigated abstracts in history and economics RAs, and found that history abstracts contain two sub-genres, which are: 'history as story-telling or narrative' and 'history as argument'. Interestingly, some of her corpus of abstracts includes narrative elements that recount historical events, in which the author hides and reports the scene behind the discourse. With abstracts where emphasis is placed on 'history as story-telling/narrative', Bondi (2005) observed: 'metadiscursive practices contribute to claiming significance and credibility by: a) *Problematizing*: highlighting the "problematicity" of an initial situation to be explained; b) *Claiming significance*: showing the unexpectedness of an ending/explanation ("resolution")' (p. 15). Bondi (2005) further observed that—in abstracts with more explicit 'history as argument', in contrast to 'history as story-telling/narrative'—the claim of significance and credibility is rather epistemologically oriented, relating the argument to theoretical issues, discourse community, etc.

Two important implications for the present inquiry are seen here. First, there are enormous variations in history writing and, subsequently, narrative elements in history writing seem to have specific rhetorical functions, which seem to be an established practice in the discipline. Second, the strategy of claiming significance and credibility seems to differ between the narrative-oriented history texts and typical argumentative history texts. These implications require further investigation because they may relate to the purpose of the present study, such as ideological impacts on text structuring and different strategies of justifying research in history discourse.

3.8 Complexity of historical reading and interpretation

The literature introduced so far suggests that the diversity of historical writing orients the diversity in norms and practices in the discipline of history, including reading and interpreting history. Reading and interpreting history is another complex domain, because writing history requires multiple reading and interpretation processes, namely, the reading and interpretation of: 1) the primary sources, such as newspaper articles, diaries, letters, pictures and so on; and 2) secondary sources, such as history books and articles, and after the history text is produced, it then again involves the reader's reading and interpretation of the author's historical text.

It has been reported that the complexity of reading and interpreting the primary sources is what students of the discipline of history are first confronted with when attempting to write a history text (Himmelfarb 1997; VanSledright 2004; Anderson & Day 2005; Coffin 2006; among others). For historians, the primary sources can be interpreted not in one single way, but in various ways depending on the perspective toward the historical sources the historian takes. As discussed previously (Chapter 1), for Rankean historians, for instance, reading their primary sources is conducted in a positivistic way, while for the postmodern historians, the primary sources are approached relativistically:

> The Rankean project of re-creating the past collapses, because it depends on a privileged, 'authentic' reading of the primary sources. In place of historical explanation, Postmodernist history can only offer intertextuality, which deals in discursive relations between texts, not causal relations between events; historical explanation is dismissed as no more than a chimera to comfort those who cannot face a world without meaning. The conventional actors of history fare no better. If the author is dead, so too is the unified historical subject, whether conceived of as an individual or as a collectivity (such as class or nation): according to the Postmodernist view, identity is constructed by language – fractured and unstable because it is the focus of competing discourse. Perhaps most important of all,

> deconstructing the individuals and groups who have been the traditional actors in history means that history no longer has a big story to tell. ... The most they will concede is that the past can be arranged into a multiplicity of stories, just as individual texts are open to a plurality of readings.
>
> (Tosh 2000: 197)

Hence, the traditional and postmodern stances towards their historical sources are conflicting and so are their interpretations of the sources. Another factor which makes the reading of the sources more complex is the disciplinary practices of how to treat the sources when writing a history text, such as:

> ...the purpose of the author in producing the text, the text as rhetorical device; the location of text in the broader historical context; and how the claims of the text and the stories it tells are corroborated by other source texts from the same historical period.
>
> (VanSledright 2004: 344)

Despite this complexity, experienced historians are reported to have similar approaches toward reading historical sources, by applying 'a cluster of carefully honed heuristics that make synthetic interpretations of texts possible' (ibid.) which requires a considerable intertextual reading skill (Wineburg 1991, 1998; Leinhardt & Young 1996; VanSledright 2002a, 2002b, 2004; Wineburg, Mosborg, Porat & Duncan 2007).

On the other hand, many studies suggest that novice readers of history apparently experience difficulties reading and interpreting historical sources. Wineburg (1991) observed that 'the call to "understand the bias" of a source is quite common in the reflective writings of historians' (p. 496). He further commented, 'yet as a guild, historians have been uncharacteristically tight-lipped about how they do it. This is

unfortunate, for the process is by no means self-evident' (ibid.), which makes interpreting sources for students of history a difficult task. He further explored what it means by reading historical texts, comparing how expert and novice readers (high school students) read the same historical text of the American Revolution's Battle of Lexington Green differently:

> ...students so rarely saw subtexts in what they read; that their understanding of point of view was limited to which "side" a document was on; that they rarely compared one account to another, searching instead for the right answer and becoming flustered in the face of contradictions—all hint at something far greater than knowing more names and dates.
>
> (Wineburg 1991: 510)

Wineburg (1991) continued to observe, 'for students, reading history was not a process of puzzling about authors' intentions or situating texts in a social world but of gathering information, with texts serving as bearers of information' (ibid.). This is how the novice readers of history fail to engage with the text. Importantly, Wineburg sourced the differences to heuristic reading, because the results of his study showed that 'historians used this heuristic nearly all of the time (98%), while students used it less than a third (31%)' (ibid.).

On their study on students' reading skills and literacy from a multicultural perspective, Alvermann and Phelps (2002) highlighted the importance of acquiring the subtextual reading skill which takes into consideration the author's perspectives. On this issue of difficulty to learn to read like historians, Anderson and Day (2005) suggested that:

> ...students' engagement with disciplinary practices will be shaped by their background, circumstances, existing knowledge and experience, and orientations towards university study. Students' involvement with a subject's purposes and activities will also be enabled or constrained by the curricular structure, level of resourcing, administrative arrangements and ethos of a specific university context.
>
> (p. 324)

Given all the reported difficulty to learn to read like an expert historian, it is interesting to note that the expert historians are reported to read the historical texts in the same heuristic way. In Wineburg's (1991) study, the expert historians who were interviewed came from various subfields of history, ranging from Islamic history to Medieval history; nevertheless, the stance they deployed in reading historical text appears to be the same. This seems to suggest that regardless of the complex fields in the discipline of history, historians of different fields seem to employ similar approaches toward history texts: an intertextual, interactive approach, which enables the reading of history written from various conflicting perspectives.

The findings on historians' reading practices so far presented are based only on interviews and there is little or no linguistically-oriented analysis on interpersonal elements that signal the subtext of the history text to the reader. A question then arises as to how exactly they utilise interpersonal elements in positioning such subtexts. One comprehensive study that deals with this question is Coffin's (1997, 2003, 2006) series of research in history discourse in a secondary school context.

Coffin's research is concerned with ontogenesis (Halliday 1993), a process of language learning, which is a slightly different orientation from this present research, but it is relevant in that it observes how students gradually learn to perceive historical phenomena, to position their writing in relation to subtexts, and to use interpersonal

resources in a way expected by the discipline. In so doing, Coffin's studies demonstrate the interactive nature of history discourse: 'the past is contested ground in which numerous interpretations compete' (2006: 9). Coffin observed how students move from everyday language to a more reflexive one, from what she calls 'recorder key' to 'appraiser key' in history writing. The 'recorder key' is represented with narrative-like recoding of historical events, where students don't provide interpretations to the events they describe, whereas with the 'appraiser key', students literarily appraise historical events, situating their writer's voice in relation to other perspectives. Coffin's analysis of subjectivity, bias and perspective in history discourse—namely, how the propositions are put forward as uncontentious or as open for negotiation—highlight the importance of acquiring strategies in using such resources for student writers.

The literature concerning writing and reading history thus suggests that history discourse is a particularly complex site of interpersonal strategies for both its reader and writer. It requires the writer to situate the history amongst many different potential positions. It requires the reader to interpret the perspective and ideology of the writer and then read and interpret the text accordingly. The acquisition of such skills is crucial for successful reading and writing in the discipline, which can be expected in PhD thesis writing, as such students are expected to demonstrate the intertextual and interactive skills that an expert historian is expected to possess. A study concerned with how these skills are achieved linguistically—in particular, through the strategic deployment of engagement resources—will reveal many important linguistic skills for these students, and consequently will provide many important implications for history education.

3.9 Conclusion

This chapter described various approaches concerning the analysis of the interpersonal nature of text, followed by an overview of the studies concerning discourse in the discipline of history, which tends to be particularly complex in terms of its interpersonal strategies. By establishing the theoretical foundation of the system of engagement—which will be employed for the present purpose of interpersonally exploring introductory chapters of history theses—it has further justified the necessity of applying a dialogically-oriented approach to the study of academic texts which are expected to be highly complex in their interpersonal strategies. The goals of engagement analysis on history thesis introductory chapters have been made clearer through this chapter by further clarifying the issues concerning history reading and writing in the discipline.

Chapter 4

Methodology I

Generic Structure Analysis, Semiotic Square and Statistical Processing

4.1 Introduction

As presented in Chapter 2, little has been explored for the analysis of variations of moves within disciplines. As such, the basis of the methodology of generic structure analysis in the introductory parts of academic writing has been in terms of the descriptions of typical generic structure components, and—as a consequence—atypical components have been marginalised as 'optional' realisations of moves. Under such current research conditions of a move analysis, there is no established methodology currently available to adequately analyse atypical realisations of moves within disciplines. This means that there is no pre-established framework that this study can directly rely on for the present purpose of analysing variations of history thesis introductory chapters. Therefore, this study needs to establish a new move analysis methodology, by establishing theoretical foundations that comprehensively identify atypical moves in the corpus, to establish the corpus processing methods and quantify variations.

For the theoretical foundation of the new move analysis, this study shifts the basis of move analysis to semiotics, drawing on the Greimassian method of generic structure analysis. The rational for deploying the Greimassian method to the analysis of

variations in the academic writing genre is that, as discussed in Chapter 2, it is a flexible, semiotically-oriented genre analysis method that enables the descriptions of both underlying functional and structural similarities, as well as various strategies to complete the function. The method of this approach is represented with the use of the Greimassian 'semiotic square', which is a useful framework to reduce text elements to their minimum functions. In order to present an exact method of the approach, this chapter displays the semiotic square a number of times to sort out the function of atypical move components, and, at the same time, to show that the underlying function of all the atypical elements is the same.

The chapter then moves on to present the methodology of quantifying variations in the corpus. This study goes through two sub-stages of corpus processing: the first is the coding processing with the UAM (Universidad Autónoma de Madrid) Corpus Tool, and the second is the statistical processing with a correspondence analysis (a multivariate statistical model). After the presentation of the quantitative corpus processing methods, this chapter ends with the presentation of the qualitative analysis methods that highlight the observation of the ideological impacts on variations within disciplines.

4.2 Corpus

The corpus consists of forty introduction chapters taken from history PhD theses produced in the time period 2000–2010 and submitted to eight Australian universities. The theses were randomly selected from the National Library of Australia's Trove service:

(http://www.caul.edu.au/caul-programs/australasian-digital-theses/finding-theses).

The total size of the corpus is 230,707 words, with an average size of a single introductory chapter being 5,768 words (rounded to the nearest whole number), with a range from 1,456 to 14,234 words. As the corpus is fairly large in size, and was collected from eight Australian universities, it can be considered to be representative of PhD theses, from the discipline of history, produced in Australian universities during the period 2000–2010.

Distinguishing history theses from other disciplines was not always straightforward, because many Australian universities do not have an independent history department. History is often grouped with other closely related disciplines and, consequently, the front pages of the theses show, for example, 'Department of History and Politics' without clarifying the specific discipline that the thesis in question belongs to. In order to narrow the parameters and collect only history theses, when the front pages do not clarify the exact discipline the thesis belongs to, the content of the thesis was further examined so that only theses that belong to the discipline of history were collected.

The time span of the theses collected did not exceed a decade, so that the phylogenetic variables could be controlled. The thesis writers' language background is not considered because it cannot reliably be identified based on the author's name only, and because further details about the author cannot be accessed as part of this study.

Although the Corpus Tool has the 'text styling' feature, which can show the coding visually, it is not used because the number of features coded for this study is too large (38 move features and 10 engagement features) for the Corpus Tool to intelligibly present the coded corpus. Hence, the samples of the coded corpus (Appendix B) are written out manually, which can be found in the CD attached to this thesis. The CD also

contains files that were too large to include on printed paper, including: a Correlation Matrix table for move components and texts (Appendix D), a correspondence analysis graph (Appendix F) and a table overviewing the results of the study's engagement analysis (Appendix H).

4.3 Overall analytical processes

In order to achieve the goal of exploring generic structure variations in history thesis introductory chapter writing, the analysis of this study follows a series of stages. It will be useful to first present the overall summary of these methodological stages and the purposes of each of the corpus processing stages (Figure 4.1).

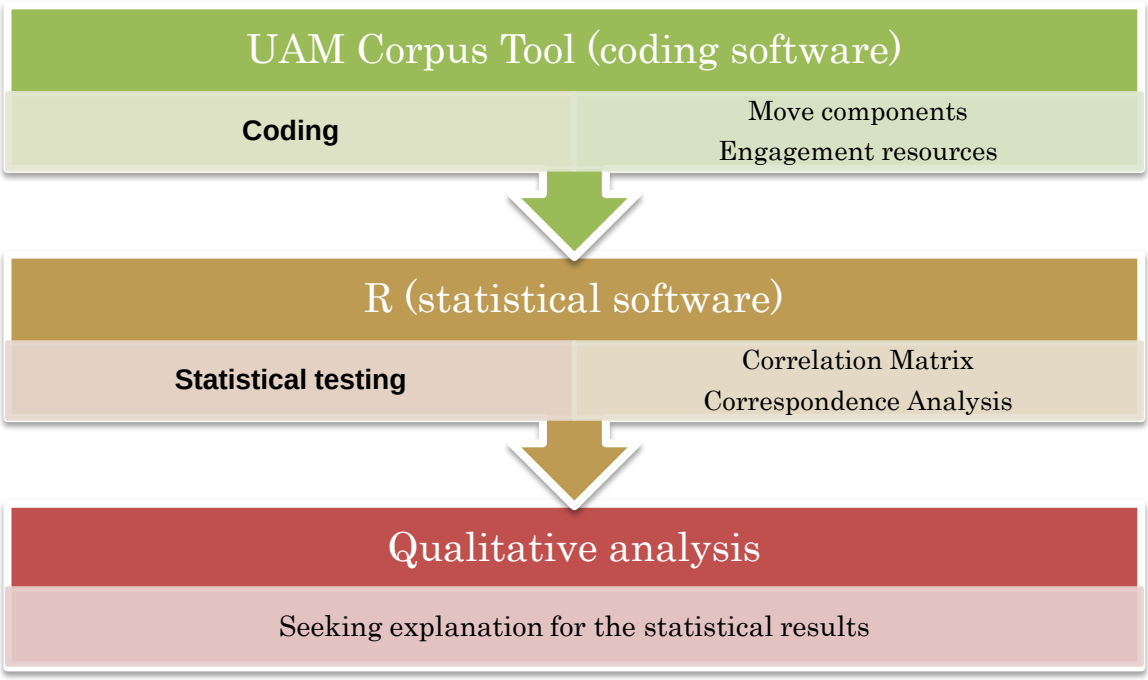


Figure 4.1 Corpus processing: Generic structure analysis

First, the corpus of this study is coded by a coding tool, the UAM Corpus Tool.

The text's resources of two different systems—move components and engagement—can be double coded manually on the tool and the quantitative results will be automatically generated for further statistical analysis on R (R Core Team 2013), the statistical software, which will be presented later in this chapter (Section 4.9.2). The methodology concerning the identification of correlations between engagement resources and move components are presented in the methodology chapter for engagement analysis (Chapter 6), and are not going to be discussed in this chapter.

The second stage involves the statistical testing with R on the results generated through the UAM Corpus Tool. The purpose of this stage of corpus processing (statistical testing) is to identify correlations between: 1) move components (with Correlation Matrix); and 2) texts and move components (with correspondence analysis). These statistical tests are conducted to identify typical and atypical patterns of move occurrences across texts (theses). Finally, the correlations identified with the statistical analysis are discussed in relation to ideology and genre evolutions. This is done through qualitative analysis of the corpus.

4.4 The UAM Corpus Tool

The UAM (Universidad Autónoma de Madrid) Corpus Tool is an annotation software developed for systemic functional linguistics by O'Donnell (2008). With the UAM Corpus Tool, the user first imports the corpus to be coded into the software, and then defines and provides a system network (scheme) to the software. An example of a scheme is displayed in Figure 4.2.

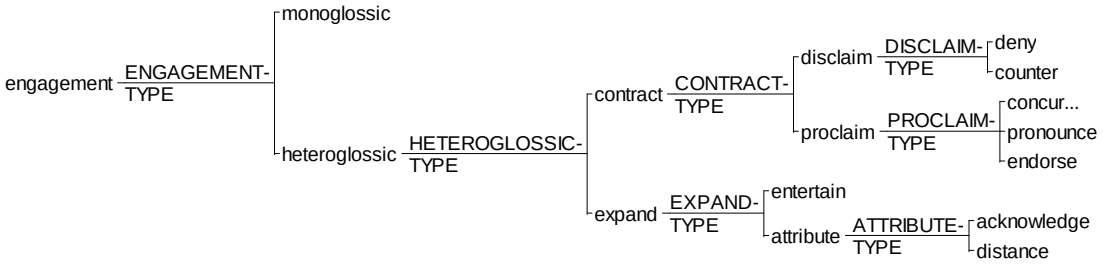


Figure 4.2 A system network (scheme; engagement system [Martin & White 2005]) for this study

The user then categorises text segments in terms of the system network. The coding process requires that the user highlights a segment then chooses a feature applicable to the segment from the system network. Thus the process of defining a system network and coding the corpus in terms of the system network composes the analytical method of systemic functional linguistics. The UAM Corpus Tool is able to annotate multiple layers, enabling the corpus to be analysed at different levels such as ‘clause’, ‘register’, and so on.

One of the types of discourse analyses that this multiple layer analysis of the UAM Corpus Tool enables is the distributional description of the features of a system network on a lower layer across the features of another system network belonging to a higher layer─for example, it enables the descriptions of the distributions of clause functions across the texts belonging to different registers. So it should be noted that not only does the UAM Corpus Tool provide an efficient coding tool for SFL that is concerned with the descriptions of hierarchical layers of text construction, it also serves the purposes of many discourse studies outside the scope of SFL that are concerned with certain distributional features across the features belonging to a larger text level, such as the distributions of hedging across different sections of RAs and so on. The

UAM Corpus Tool is useful for SFL studies, particularly those concerned with the hierarchical nature of language, and many recent studies have utilised the software (e.g., Teich & Holtz 2009; Baklouti 2011; Thompson 2012).

It may be possible for this present study to completely code the corpus manually without using coding software, but there are many advantages of using the Corpus Tool, such as: the flexibility in changing, adding, and deleting features of the scheme; checking coding errors with the search function; adding more texts to the analysis; and so on. The biggest advantage is that the basic results of the analysis can be calculated automatically, which consequently enables this study to code a large amount of data. So the UAM Corpus Tool seems to be an appropriate coding tool for the present purposes, as the generic structure analysis for this study moves on to the observation of the distributions of engagement resources across generic structure components.

In order to process the corpus for this study with the UAM Corpus Tool, the generic structure model (Appendix B) and the system of engagement (to be presented in further detail in Chapter 6) have been entered in the form of scheme on the software. For the generic structure analysis, a new feature is added under the appropriate scheme whenever a new component is encountered during the analysis. The final generic structure scheme therefore includes all the move components that appear in the corpus. All the texts are imported to the software, then segmented and coded in terms of the schemes. The simple results with word number for each of the generic structure components in each of the introductory chapters, ratio of each component against the entire chapter and the entire corpus, and so on, are given within the UAM Corpus Tool. The results are exported to statistical software so that the results can be further tested for statistical significance.

Due to the limited space of this methodology chapter—which requires further inclusion of a detailed presentation about the identification processes of generic structure components, as well as the statistical methodology—step-by-step descriptions of how to use the analytical tools (the UAM Corpus Tool, as well as R—the statistical software) used for this study are not presented in this chapter. The user manual of the UAM Corpus Tool can be downloaded from:

http://www.wagsoft.com/CorpusTool/UAMCorpusToolManualv27.pdf

and the UAM Corpus Tool can be downloaded freely from:

http://www.wagsoft.com/CorpusTool/

4.5 Reducing the moves: Semiotic re-definitions of moves

In the Greimassian generic structure analytical model, a text is made axiologically, which means that various axes of binary structure constitute a text. In this study of the generic structure analysis of thesis introductory chapters, the axis is placed on the binary structure of x warrants y, where x represents a semantic role of Agent/Cause. In academic writing, a binary structure of 'Subject: the researcher' and 'Object: the object of research' may also constitute one of the binary structures, but this is not a dominant axis.

As discussed (Chapter 1), the previous literature has also identified similar functions in the introductory parts of academic writing—albeit in different terms and from different orientations—and hence, x warrants y are expected to constitute a dominant axis in thesis introductory chapters. Also, it is necessary to place the axis on the moves described by the previous studies as one of the aims of this study is to reduce

the functions of moves described by the previous studies. By so doing, it also becomes possible to relate the findings of this study to other studies, so that the findings of this study can be compared to the previous ones.

For the same reason, the terms such as ‘Move 1’, ‘Move 2’, and ‘Move 3’ are still used. However, these terms in this study are re-defined semiotically. In this study, Move 1, Move 2 and Move 3 are considered to be relational components that can exist and make meaning only in relation to the other components in the text. These moves are re-described in a semiotically-oriented manner that shows their roles in constructing text: Move 1 and Move 2 as ‘increasing the value of research (Move 1 by asserting relevance and Move 2 by pointing out problems)’, and Move 3 as ‘presenting research’, following the descriptive practice of Lewin et al. (2001). Each move is further described in semantically more detailed terms, such as: ‘asserting relevance of method’, ‘reporting problems with defining terms’, and so on. These are roughly equivalent to Swales’ (1990) ‘steps’ or Lewin et al.’s (2001) ‘acts’, but are different in that those in this study are rather aspectual descriptions of moves.

The moves are not expected to progress linearly, nor are they semantically generated within components, as with ‘acts’. In this study, these categories are simply referred to as ‘strategies’ or ‘move components’. Appendix B lists all the move components under each of the moves found for this study. Furthermore, the descriptions in Swales’ model, such as ‘citation required’ and ‘citation optional’, are not used, because they are present in all of the moves (Samraj 2002; Lewin et al. 2001). Also, Swales’ distinction between ‘obligatory’ and ‘optional’ is not used in this study. This is because the focus of this study is on the descriptions of variations in moves and their realisation. At the end of the quantitative coding, this study defines whether elements are typical or atypical by the statistical analysis. The atypical elements are then

highlighted and discussed so that what impacted the atypical realisations can be explored in relation to factors external to the text.

The identification of the elements of generic structure relies on the relations between the elements of the generic structure that constitute the text, and so lexicogrammar (Dudley-Evans 1986, 1994) or semantics (Lewin et al. 2001) do not play a pivotal role. The importance of taking the whole text (the whole introductory chapter in this case) into consideration in the identification of moves has been pointed out in recent literature (Biber & Upton 2007; Upton & Cohen 2009). However, no literature—to my knowledge—has used relationships between moves in identifying moves.

A methodology that focuses on the bi-planar nature of a text has the potential to solve some of the issues discussed in the previous literature, especially in terms of the difficulties and ambiguities in identifying moves (such as: Bloor 1998; Lewin et al. 2001). The CARS model with the integration of prototype theory (Rosch 1975) and cluster approaches (Armstrong, Gleitman & Gleitman 1983) originally aimed to describe various realisations of moves under an integral umbrella of 'family resemblances', so that 'it allows the genre analyst to find a course between trying to produce unassailable definitions of a particular genre and relaxing into the irresponsibility of family resemblances' (Swales 1990: 52). As discussed (Chapter 2), many studies (e.g., Paltridge 1994; Lewin et al. 2001; Lorés 2004) pointed out that such a goal has not been achieved in the move analytical methods established so far; consequently, the infinite classifying of instances 'which just don't seem to fit the generic descriptions' (Cope & Kalantzis 1993: 12) continues. The subsequent sections attempt to demonstrate the establishment of an overarching move that can take account of atypical realisations of moves, through the method of semiotic reduction.

As will be demonstrated in this chapter, this is a flexible framework that does not require pre-set componential labels, and can be particularly useful in taking into account the diversity in text structures. Therefore, even thesis genres—that are known to have much diversity (Bunton 1998; Paltridge 2002)—can be comprehensively analysed.

4.5.1 Coding

Concerning the parts of the texts to be coded for the analysis, the main body has been coded, excluding headings and epigraphs. The footnotes, figures, and tables have also been excluded. Typical move components represented by Move 1, Move 2, and Move 3 can be unproblematically coded. However, coding atypical moves—that is, moves that cannot be easily classified into Move 1, Move 2 or Move 3—needs special attention. In this study, atypical moves are put aside, as such, without attempting to classify them into what seems closest within the traditional framework. Instead, they are given a label that describes them as being distant from the typical moves, such as 'Not Move 3'—a process which is based on the Greimassian framework of a semiotic square. The status of such tentatively placed generic components will be re-classified after a further quantitative analysis has been undertaken.

Although the identification of move components is straightforward in this study, the coding error needs to be minimised. The coding error, therefore, was checked a few times, both by repeating the coding (Bunton 1998) and by using the search function of the UAM Corpus Tool.

4.5.2 Typical cases

The identification of a Move 3 component is straightforward compared to the other move components, because it can be identified by the two main directions of this move: the *purpose* or the *contents* of the study (Lewin et al. 2001: 52). The extract below demonstrates a typical Move 3 extract because it addresses both of these directions.

> **Text 12, p. 13** (Move 3)
>
> To provide a framework for investigation this thesis is constructed to address three separate, but interrelated components of Berryman's life. Firstly 'The Formative Years' where he is guided by the institution of the family, school and the Army. Secondly, 'The Architect of victory', an analysis of his role in the Cyrenaican campaign and lastly, 'The Commander', which addressed his leadership of both the artillery and 'Berryforce' during the Syrian campaign. This thesis in effect covers the first 'act' of what is, in reality, a life that needs a complete two act play to do it justice.

If the stretch of discourse in question is not Move 3, then it is likely that the function of it is to provide the surroundings for Move 3: typically Move 1 or Move 2. Move 1 addresses 'the *significance*, *importance*, and *worthwhileness*' (Lewin et al. 2001: 41, original italics) of the field or object of study. Its structural function is to prepare for Move 3 by telling the reader that the field of study is worth investigating, as in the excerpt from Text 22 below:

> **Text 22, p. 1** (Move 1)
>
> For more than one hundred and fifty years the Sydney Morning Herald has been the leading newspaper in NSW and arguably Australia. Established in 1831 as the Sydney Herald, the (from 1842) Sydney Morning Herald is also the oldest continually published newspaper in Australia.

Move 2 has the same function as Move 1 in that it prepares for the text to introduce Move 3, and while Move 1 does it by claiming relevance, Move 2 does so by establishing the gap. The primary options for a Move 2 claim are '*scarcity*, *obscurity*, and *defect*' (Lewin et al. 2001: 46, original italics).

Text 12, p. 4 (Move numbers added)

However Berryman's accomplishments as a commander, either in the Middle East or the Pacific, [Move 1]

are not generally recognised nor remembered. More commonly Berryman is known and remembered for his roles and positions as a staff officer. [Move 2]

Text 12, above, first claims the significance of Berryman, which was praised as *accomplishments* as a commander. It should be noted here that the significance is claimed simply by the subject of the sentence, *Berryman's accomplishments as a commander*. When the sentence continues, the rhetorical function changes to Move 2—that his accomplishments are generally neither recognised nor remembered. The discourse establishes this as a defect: Berryman is only remembered as a staff officer, not as a commander. These claims clearly establish the gap to be filled by the researcher, fulfilling the function of Move 2.

The relations these moves form with the others in the introductory chapter can be displayed on the semiotic square (Figure 4.3). The semiotic square reveals the relationship between the typical moves and atypical ones. Move 1 increases the value of Move 3, so they form a binary structure of oppositions (S1↔S2). Move 2—by a different strategy from Move 1 – similarly increases the value of Move 3 by forming a binary structure with Move 3. Move 2, hence, can similarly be placed on the S1 position. 'Not S2: Not Move 3' is a position for atypical research warranting strategies. By

separating atypical strategies from the typical ones, the analysis can maintain the difference of atypical strategies, while achieving the descriptions of the function of atypical strategies. 'Not S1: Not Move 1 or Move 2' that is complementary to Move 3 can stay empty as such a function has not been found at this stage.

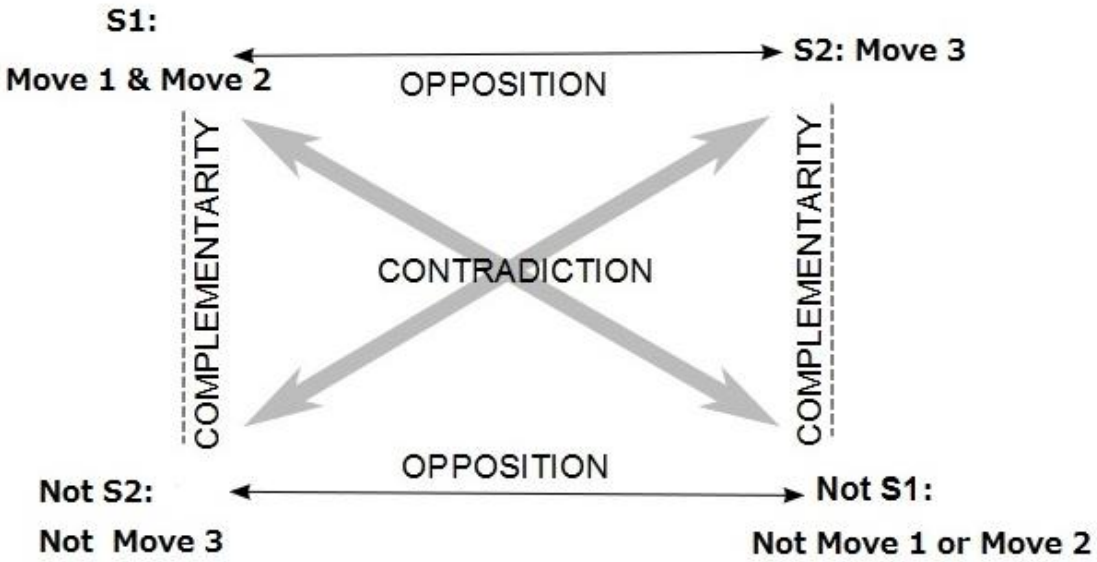


Figure 4.3 Semiotic square for move analysis (introductory chapters)

Both Move 1 and Move 2 possess the function of preparing for Move 3, so there is a big divide between 'Move 1 & Move 2' and 'Move 3'. On the other hand, the divide between Move 1 and 2 is functionally negligible, because the only differences between them are semantic or strategic; Move 1 claims the importance of the research area, whereas, Move 2 claims a gap in the area (importance versus emptiness/problem). They both prepare for new research to be introduced and justified.

So Move 1 and Move 2 share the same function, which seems to explain why these two elements occur in one sentence in Text 12 (p. 4) presented earlier, although confirming this requires further research. It seems that Move 1 and Move 2 tend to occur next to each other in the text. They seem to work together to create a function of

justifying the need for research, and in that sense, they also depend on each other to make meaning. The only difference is that they deploy different strategies to create the same function.

4.5.3 Aspectual moves

As discussed (Chapter 2), many of the theses exhibited what has been observed and termed as 'sub-moves' in the literature (Ahmad 1997; Dressen & Swales 2000; and Samraj 2002; among others). These are the elements that assert relevance or problems concerning some aspects of research—such as method, materials, and so on—which have been considered as a part of Move 3, for the reason that they are a part of announcing research. By reducing such elements to the minimum functional units, however, this study classifies them as separate moves. Consider the excerpt below:

> **Text 1, p. 8**
>
> It is quite common for writers in the fields of history and memory to be "an autobiographical presence in their work". Sometimes this presence is quite overt, particularly in the case of the 'participant historian'. For example, when writing about the anti-war movement of the late 1960's, Ann Curthoys chose to use two voices: one the detached voice of the historian and the other, a personal narrative explaining her own involvement and feelings. As this thesis is also a participant history I have, like Curthoys, chosen to use two voices. I have written this introduction in the first person, incorporating my own life history into a discussion of the methodology of this study, particularly as regards the relationship between memory and history. The thesis proper will follow the more detached voice of the historian with my own participation referred to in the third person and, where necessary, additional comments or references provided in the footnotes as 'the writer'.

With the previous conception of sub-moves, the excerpt above may be classified as Move 3, for it is concerned with the voices used for writing the thesis. However, it is important to note that the former part of the passage functions to prepare for the latter part, by asserting the relevance of writers in the field of history and by memory being an autobiographical presence in their work.

Various researchers have reported similar cases (Ahmad 1997; Dressen & Swales 2000; Samraj 2002; among others) and observed an introductory move embedded within Move 3 of specific topics concerning object of study, methodology, and so on, which they call cyclical moves. Their treatment of such a Move 1 function has been to place it under Move 3, step 1 'presenting purposes of research', as an embedded sub-step 'giving background information'.

An alternative analysis, however, is to see these as separate moves, each functionally oriented. The earlier part of the excerpt prepares for the discourse to introduce the thesis writing style that the author employs, hence, functionally, it is clearly Move 1 because it claims relevance. In this study, therefore, cases like this are classified as separate moves, Move 1 and Move 3. Move 1 has the semantically-oriented description of 'claiming relevance of the writing style (the voice)' with its corresponding Move 3 'writing style (the voice) employed for the thesis':

Text 1, p. 8 (Move numbers added)

It is quite common for writers in the fields of history and memory to be "an autobiographical presence in their work". Sometimes this presence is quite overt, particularly in the case of the 'participant historian'. For example, when writing about the anti-war movement of the late 1960's, Ann Curthoys chose to use two voices: one the detached voice of the historian and the other, a personal narrative explaining her own involvement and feelings. [Move 1]

> As this thesis is also a participant history I have, like Curthoys, chosen to use two voices. I have written this introduction in the first person, incorporating my own life history into a discussion of the methodology of this study, particularly as regards the relationship between memory and history. The thesis proper will follow the more detached voice of the historian with my own participation referred to in the third person and, where necessary, additional comments or references provided in the footnotes as 'the writer'. [Move 3]

It is important to note that in this thesis, the notion of 'embedded' elements is not used. Move 1 'claiming relevance of the writing style' and Move 3 'writing style employed for the thesis' (above) functionally rely on each other to form one semiotic unit to make sense, and none of these elements are functionally subordinate to the other. There is, thus, one unit made up of two functions. The function that prepares for Move 3 can be Move 1, Move 2, or something else, but all these can be functionally reduced to form a simple binary unit with Move 3.

It should be emphasised that there is no functional difference between components under the same move, for example, 'claiming relevance of research field' and 'claiming relevance of writing style'. And yet, in the literature, 'claiming relevance of research field' has only been identified as Move 1. The other 'claiming relevance' components, such as claiming relevance of methodology, object of study, writing style, and so on, have been treated as if they were secondary, subordinate under Move 3.

Hence, a paradigm change for this study is that a primary criterion in classifying moves is set on the function of the component in relation to the other components of the text, which has been treated as secondary in the previous literature. That is to say, for example, components that assert relevance and increase the value of the research, regardless of the aspect of research relevance which has been claimed, are

unproblematically classified into Move 1. The same criterion is applied to the classification of Move 2─any components that point out problems and create a gap for the research to fill are classified into Move 2. The description of what relevance has been claimed or what aspect of the problem is of semantic orientation is made secondary in this study. Such semantic strategies concerning each move, therefore, are further described in functional terms, such as: 'asserting relevance of method', 'reporting problems with defining terms', and so on. This way, the model is simplified and unified in functional classification, while still maintaining the description of the aspect of the research in question.

4.5.4 Move identification without relying on semantics or lexicogrammar

The excerpt below presents a case of a deep structure operating underneath a surface text (see Chapter 2). The thesis is about African-American conservatism in modern America, and the excerpt is concerned with the problems and difficulties that African-Americans have faced in American history. This excerpt alone may resemble Move 2 for it is pointing out problems in the external world (Samraj 2002). With a larger functional picture in mind, however, the excerpt can be classified as Move 1. When looking at the other parts of the text, it becomes clear that the aim of the research is not intended to solve the negative situations described in the excerpt below:

> **Text 11, pp. 2–3** (Move 1)
>
> Nobody can possibly dispute the fact that the black conservatives have had a significant impact on this 'culture'. Indeed, for much of the 1980s and 1990s, these intellectuals were ensconced at the heart of the national dialogue on 'race', tapping into the enduring American philosophies of individualism and

free enterprise, seeking to overturn the corrective political initiatives secured by the great civil rights movement. Insisting that their differences were not with the goals of freedom, justice and equality, but with the methods employed to achieve them, black conservatives argued that the liberal policies associated with the 'Great Society' of the late 1960s had failed, that government, far from providing the solutions, was in fact exacerbating the problems faced by African American people. Paying special attention to the controversies surrounding affirmative action, welfare and public education, they turned the language of the 'left' on itself, charging liberal leaders – black and white – with re-enslaving black people on new plantations of government dependency. With the civil rights struggle 'won', poor and even middle class African Americans were exhorted to leave these 'plantations' and to re-establish their independence by embracing self-help and the 'gospel of business success'.

How exactly is one to understand these negative black perceptions of government's attempts to help black people? A cursory glance at the contemporary origins of black conservatism provides some clues. It is now widely acknowledged that as the American conservative movement gathered momentum in the 1970s, 'a swarm of new, self proclaimed black conservatives…took flight' , subsequently emerging as a visible intellectual bloc in the wake of Ronald Reagan's landslide election victory of 1980.

Along with many descriptions of negative situations related to African-Americans, the excerpt above cannot be classified as Move 2, unless the purpose of the text was to take part in solving such issues, namely, to 'fill the gaps'. This was not, however, the issue that the thesis was trying to solve. This is made clear in the excerpt below which appears a little earlier in the text:

Text 11, p. 2 (Move numbers added)

While these black conservatives' 'existence' has continued to stir emotions and provoke polemical debate, [Move 1]

serious scholarly studies of their social and political thought remain elusive. [Move 2]

> By focusing on these intellectuals' ideas and assessing them alongside mainstream scholarship, this thesis seeks to fill an important void in the literature on a most intriguing impulse within the contemporary American political culture. [Move 3]

Thus, describing the 'problems in the external world' does not automatically equate with a Move 2 component. Only in terms of its relationship with other parts of the text can its generic componential status be confirmed.

It should also be pointed out, however, that the Move 2 element has an immediate relation with Move 3. This is because in relation to the problem pointed out in Move 2, there is always a corresponding Move 3 element of the problem being filled as a purpose of the text. By not pointing out a gap to be filled by the text, the excerpt has a function of establishing the relevance of the research topic, and as such, it should be classified as Move 1. This is an example of a component which cannot be clearly identified by looking at it at the surface level in isolation from other parts of the text—it needs to be confirmed in terms of its deep structure and its relationship with other parts of the text.

4.5.5 Historical recount

Cases which are less clear include narrative-like elements. One such case is the inserted historical recount, which was similarly observed in Bondi's (2005) history abstracts corpus.

> **Text 12, p. 1**
>
> The day was dark and overcast, a remnant of the typhoon that had delayed the impending proceedings for the previous two days. Fifty senior military officers

> lined up on the open quarter deck of the USS Missouri. Surrounding them on every vantage point, were the officers and sailors of the Missouri as well as camera men and reporters. The senior officers came together in a ragged formation, in the words of one American officer they were 'milling about... as though they were at a junior prom'. In the front stood the senior delegates from each of the Allied powers that were represented. They lined up from right to left in the order that they would sign the document of surrender. Behind them, in descending order of seniority, came the remaining delegates of each Allied power representing the various arms of service; Army, Navy, Air Force and Marines. In the centre of the quarter deck sat a table, covered with green baize set with one chair on either side, where the formalities would take place.
>
> Directly behind the Supreme Allied Commander, General Douglas MacArthur, and squeezed between Lieutenant General K. N. Derevyanko of the Soviet Union and Colonel L. Moore Cosgrave of Canada stood the Australian Commander in Chief, General Sir Thomas Blamey. Lieutenant General Frank H. Berryman, the Australian Army representative to the surrender of Japan and Blamey's most trusted subordinate stood immediately behind his commander in chief.

Not explicitly claiming relevance, cases such as the above may be closest to Move 1, for it is a recount of the event for which the thesis will provide a historical account, and it thus provides background knowledge for its Move 3. In the previous model, such an excerpt would be classified into Move 1. However, the distance of it from the typical Move 1, such as it being a narrative without directly claiming relevance of research, will be lost if classified simply as a straightforward Move 1. In order to sort out the semiotic complexity, the relations surrounding such an excerpt are displayed on the semiotic square (Figure 4.4).

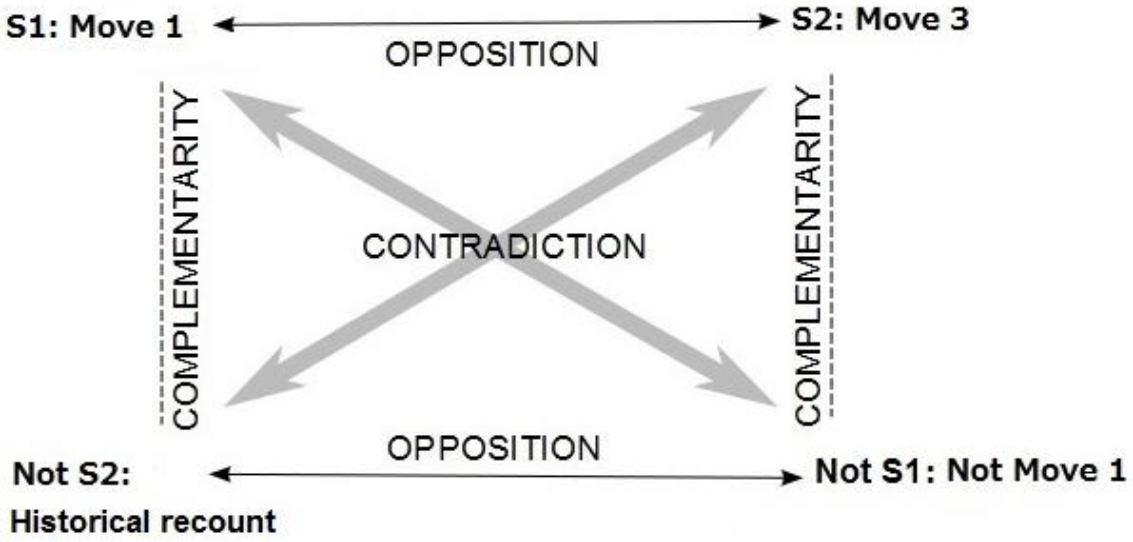


Figure 4.4 Semiotic square: Historical recount in relation to Move 1 and Move 3

'Historical recount' is not Move 3, because it is in oppositional relation with Move 3 by giving a background historical recount in preparation to Move 3. In that sense, it is complementary to Move 1. It is just a different way of realising the function as Move 1. At this stage, it becomes necessary to further examine if 'historical recount' is the same seme as Move 2. 'Historical recount', however, is not Move 2, because 'historical recount' does not explicitly point out problems for research to solve. Hence, the relations of 'historical recount' with Move 1, Move 2, and Move 3 can be summarised in the semiotic square (Figure 4.5).

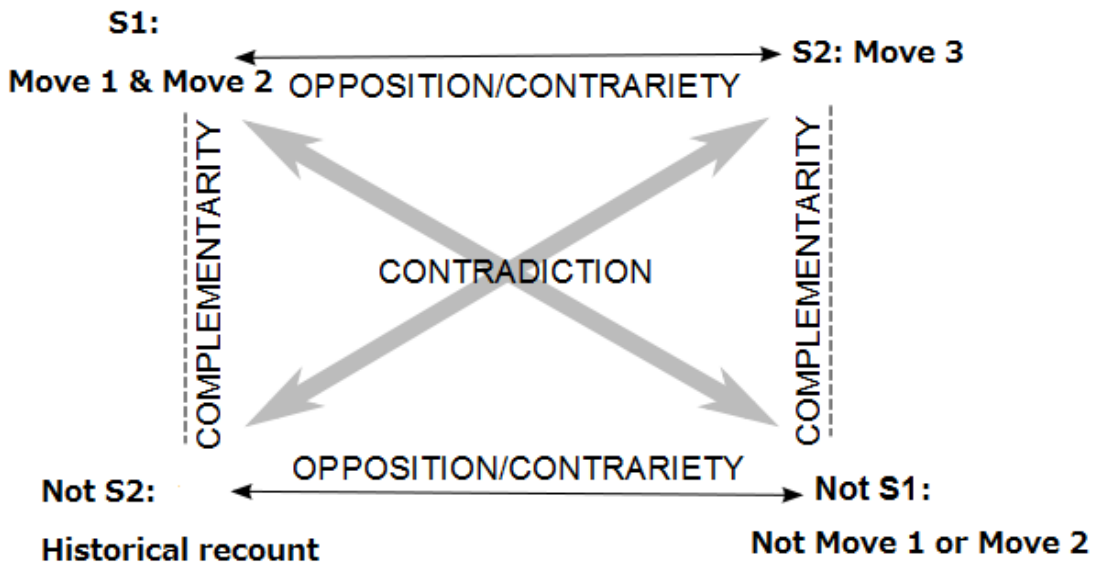


Figure 4.5 Semiotic square: Historical recount in relation to Move 1, Move 2, and Move 3

By this stage, the semiotic status of 'historical recount' is quite clear. The function of 'historical recount' is complementary to Move 1 and Move 2, all of which is in structural opposition to Move 3. 'Not S1: Not Move 1 or Move 2' is an empty position, but it can be filled if some atypical Move 3-like function is identified. What this means is that Move 1, Move 2, and 'historical recount' are semiotically related and work together to justify research, and also that, on that level, 'historical recount' is placed closer to Move 1, but distanced from Move 2. Hence, being a historical recount without explicit claim of relevance, such cases do not need to be included into Move 1 but can be tentatively put on hold, with a semantically-oriented description, 'giving historical recount'.

It is, however, necessary to sort out the semiotic status of unclear components using the semiotic square, so that their semiotic status in relation to other components of the text will be made clear. At the end of coding and after confirming the semiotic status

of the generic components of the entire corpus, the status of the components having been put on hold as atypical realisations of a function will be much clearer. In the entire corpus, if some component that has been put on hold turns out to be replacing typical realisations of a function, it may be that the genre is evolving in such a way as to change a major typical realisation of a function. If such a replacement is observed in certain types of texts in the corpus, it may indicate that a new trend is emerging in the discourse community that the corpus is taken from. Thus, with quantitative and statistical analysis, the status of atypical generic structure components can be determined and discussed in relation to genre evolution and variations within discourse communities.

Such a method of identifying the differences from, as well as the similarities to, the typical generic structure components is conducted so that the analysis does not require predetermined categories, but can wait until after substantial quantitative analysis to determine the significance of such cases and then give them a due status. Such methods that highlight differences from the typical move realisations have not been found in the previous literature, perhaps because the previous studies on generic structure academic writing have focussed on the description of the prototypical. Unless the methodology attempts to measure differences and distances of components in the corpus from the prototypical, however, all the interesting trends, features, and implications the corpus contains for genre theory will disappear during the analytical processes. This methodology of move deduction with quantitative identification of move status therefore has the potential to provide the research community with a new methodology to describe variation and genre evolution.

4.5.6 Recount as observer

Another type of component that needs semiotic investigation before coding of the corpus for this study is a type of recounting as an observer. The excerpt below is from a thesis that explores the impact of migration on Papua New Guinea. The author used a reporting style to recount the carnival scene in Papua New Guinea that represents the nation's rapid immigration and multicultural atmosphere:

> **Text 2, p. 14–15**
>
> It's Carnival time—the costumes are bright, the dancers gyrating, the music lively. However, this is not the famous Rio Carnival, or even the Notting Hill Carnival in London (which had Unity and Diversity as the 2005 theme), but the Wamena Carnival in Papua. This town in the highlands of Indonesia's easternmost province is celebrating its diversity with a parade through the town. The costumes are traditional dress from the different ethnic groups that make up the area's population—indigenous Dani and Lani, Javanese, Bugis, Torajan, even a lone girl from Timor. The dancers include two Papuan boys dressed only in penis gourds doing sexy gyrations on top of a mini-bus to the blaring dangdut music. Is this an exhibition of the cultural exchange occurring in this distant outpost, the multicultural nation in action? A celebration of the diversity in the unity?
>
> This is actually the second parade. The first was rather more simple, but perhaps more significant. As the crowd waited patiently for the main parade to start, the police cleared the crowd back to the sides of the road. Suddenly, a long line of trucks, vans and cars drive past at speed, full of soldiers and police – apparently a reminder of the government and military power in the province. Once the parade is over, I decide to eat. The nearby cheap restaurant is run by a migrant from Sulawesi. A quick stop at the internet cafe (Sundanese owner), before going back to my hotel (owner also from Sulawesi). The next day I take a becak (cycle rickshaw) to the terminal (Dani driver) and bus along the valley (West Sumatran driver). Out of these workers, the only job not taken by a migrant is poorly paid, low status and hard labour. The divide between migrants and indigenous people in the province is hard to miss on the ground.

The excerpt is clearly not Move 3. It does form an opposition to Move 3, because it

prepares for introducing the research. It is not Move 2, because it does not point out issues. By reporting how multicultural the carnival scene is, the excerpt functions to prepare for introducing the research because the author's research topic is to observe the alteration of Papua New Guinea's society due to rapid immigration.

In the traditional Swalean framework, this excerpt may be close to Move 1: establishing a territory, because it depicts the mixing of people in Papua New Guinea's society, which relates to the author's research. However, it seems to be distanced from the typical way of establishing a research territory, because the excerpt only reports the carnival scene and really does not explicitly establish a research territory. It is functionally complementary to Move 1 and Move 2 in that it prepares for research. It may be close to Move 1, because it is in a way providing background to research, but the strategy of the author—who is actually in the scene reporting it—is quite different from the prototypical. The semiotic relations of the component are thus summarised in the semiotic square (Figure 4.6).

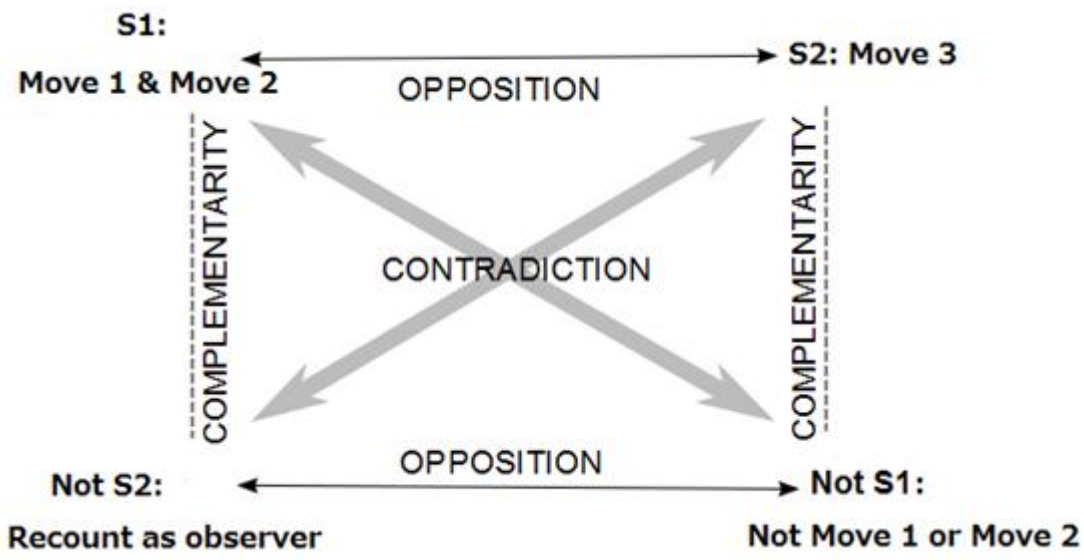


Figure 4.6 Semiotic square: Recount as observer in relation to Move 1, Move 2, and Move 3

Thus, 'recount as observer' in the corpus is also tentatively coded as an atypical realisation of the same function as Move 1 and Move 2.

4.5.7 Giving personal background

Another recounting element, personal anecdotes, can be semiotically classified in the same position as the other recounting elements identified earlier. The excerpt appears early in the introductory chapter of a thesis belonging to the field of 'Participant History', where the author attempts to write a history of the Australian Labor Party as a participant historian:

> **Text 1, p. 6**
>
> Like many of my political generation, my own development of a 'primal socialist innocence', really began at university. I went to the Australian National University at the beginning of 1966 having been brought up in a country town (Orange) as the child of parents who typified the post World War Two middle class. My father had come from a working class background and left school to work in the 'woollen mills' at Orange before fleeing the certainties of factory labour (in a reserved occupation) to enlist in the Second AIF. A prisoner of war after the fall of Singapore, he returned home after the war and built a successful small business as a contract painter. My mother also came from a rural working class background and met my father after the war on a bus on a hockey trip to Dubbo (they were both hockey players). Except for a brief period, my mother didn't do paid work during her married life though she 'did the books' for my father's business and kept the home. It was a comfortable upbringing for me in what was a happy and supportive, conventional post-war nuclear family (I have one sibling, a sister three years younger than me). I was interested in politics at my local high school and my memory is that it predisposed me to a more Left wing sensibility than that suggested by the more conservative political environment around me. This was a town that was part of Country Party electorates, state and federal, during the dominant

> anti-communism of the 1950's and early 1960's, though my father mostly voted Labor and my mother always did.

The excerpt above presents a typical post-modern and post-structuralist problematisation of representation and meaning (as in Casanave 2010; Hall 1985; Hodge 1998; Kelly et al. 2000; Maton 2003; Sheldon 2009; Starfield & Ravelli 2006; among others). For the excerpt above, a semantically-oriented description within the component may be 'giving autobiographical recount', but that does not necessarily place it in a clear position within the semiotic spaces between the generic components.

The excerpt has the function of preparing for the discourse to introduce its Move 3. Since the research is a 'Participant History', the author considers it an important step to introduce the history of his life in the introduction, so that he can explain how he—a participant historian—has been brought up to have a particular political view and, consequently, to be involved in the political movement he is going to research. We can also see that it is not simply autobiographical, but is carefully crafted, starting with *Like many of my political generation, my own development of a 'primal socialist innocence', really began at university...*, and bridges the shift between what so far has been presented in the chapter and the autobiographical recount.

The items to be recounted are carefully selected so that the recount gradually moves on to an account of why the author has come to be interested in politics and to be involved in a political movement. The excerpt is preparing to introduce the main part of the discourse, the new research. Hood (2010) similarly identified the rhetorical function of personal anecdotes in cultural studies research articles: '[they] function to establish the significance of the object of study, and contribute in similar ways to the construction of the research warrant' (p. 46).

Within the CARS model, the excerpt above is either Move 1 or Move 2, because it prepares for Move 3. Some may classify it as Move 1, because it is in some ways providing background information for the new research. However, it keeps some distance from a prototypical realisation of Move 1, the purpose of which is to establish a territory by claiming that the area is important. Some others may identify a Move 2-like feature in this excerpt, because it is building the tension which triggers the new research. However, this is somewhat implicit, and is far from the prototypical Move 2 strategies of expressing the author's own opinions about the need for the current research.

Most importantly, however, when considering the relations between the generic components, the excerpt above functions to push forward Move 3. Thus, the semiotic square for 'giving background' component can be summarised in a similar way to the other components that prepare for research (Figure 4.7). Similarly, therefore, 'giving personal background' can be coded tentatively.

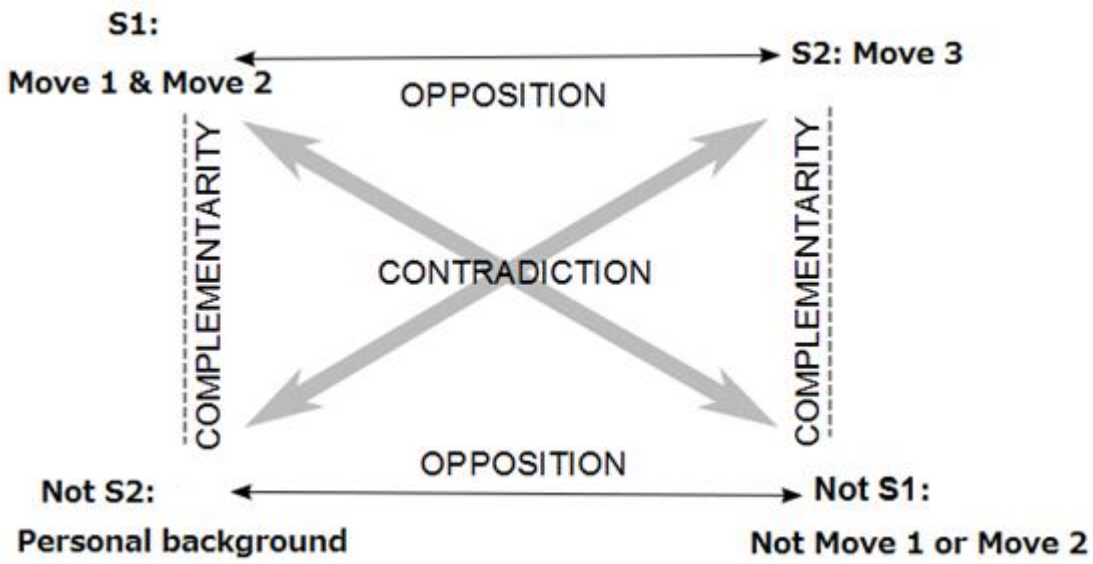


Figure 4.7 Semiotic square: Personal background in relation to Move 1, Move 2, and Move 3

4.5.8 Research trigger

Finally, another type of element that is hard to classify in the corpus reports what triggered the research. These elements clearly justify the research by presenting how the research was inspired, but again, they are neither asserting relevance nor pointing out deficiency of the research:

> **Text 1, p. 2**
>
> This is a history shaped by memory. In the first instance, it is shaped by my own memory of political issues and events with which I, and other members of the 'middle class Left', were involved in the inner Sydney municipality of Leichhardt, and the Australian Labor Party (ALP), during the decades of the 1970's and 1980's.
>
> **Text 4, p. 6**
>
> My interest in the emergence of the female warrior hero in popular culture was the original impetus for this work.

These are quite different from the prototypical realisations of research justifications made with Move 1 or Move 2. The excerpt from Text 1 states that the history (the research) the author is writing is shaped by memory, indicating that the author's personal experience has triggered the research. Text 4, similarly, states that the author's personal interest in the emergence of the female warrior hero in popular culture triggered the research. They both function to warrant research, but the way it is warranted is very personal. Unlike typical research warranting that is made with reference to previous research or external issues, the research trigger here is very personal and hence appears to be a very atypical strategy for research warranting. To

sort out the relations surrounding the component, the semiotic square is drawn for it (Figure 4.8). Again, the component occupies the same position[6] on the square with the other atypical components. The status of 'research trigger' will also be determined after the entire corpus is coded.

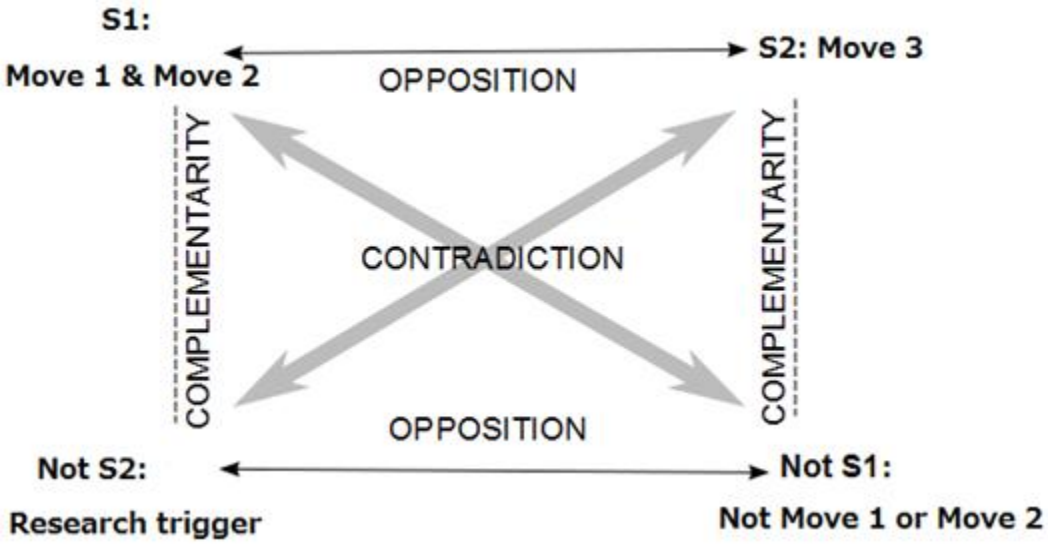


Figure 4.8 Semiotic square: Research trigger in relation to Move 1, Move 2, and Move 3

4.5.9 Functions of atypical components

Most importantly, all the atypical components so far presented function to push forward Move 3 when considering the relations between the generic components. Move 1, Move 2, and other strategies have the function of preparing for Move 3, so there is a big

[6] Jameson's remarks on the 'Not S2' position seems particularly relevant to the semiotic square for the present corpus: "… because the negation of a negation is such a decisive leap, such a production or generation of new meaning, that we so frequently come upon a system in the incomplete state …" (1972: 166); and "(Not S2) is always the most critical position …, for its identification completes the process and in that sense constitutes the most creative act of the construction" (1987, p. xvi).

semiotic divide between ‘research warrant moves’ and ‘Move 3’—namely, they are in oppositional relation to each other. On the other hand, the divide between research warrant moves is rather small, because the only differences between them are semantic or strategic. However, the distance between the typical and atypical move realisations can be still identified.

Move 1, Move 2, or other strategies depend on Move 3 for their existence and function in order to give various types of relational surroundings to Move 3. The distance that thesis introductory chapters with atypical research warranting strategies keep from the typical ones, while similarly forming the structural opposition with Move 3, makes a separate meaning: the impression that such an introductory chapter would give to the reader may be quite different. The move identification and coding method for this study is thus designed to describe the differences between texts.

It is important to note that, while Move 1, Move 2, or other strategies are certainly a generic element, they are not sufficiently reduced to the minimum functions that Greimas and Lévi-Strauss encourage the researchers of generic structure to seek. When sufficiently reduced, an overarching move emerges which is in structural opposition to Move 3. This overarching move may be called the ‘research warranting move’, following the functional description of personal anecdotes in RAs by Hood (2010). By doing this, it is possible to hold the judgment on a component that seems to be in a grey zone and determine it later, after substantial analysis on the corpus has been conducted. Detailed quantitative processing that determines the status of components is put on hold until after the coding is presented later in this chapter (Section 4.8).

4.6 The extent of semantic description

The generic structure component identification method used for this study may be characterised by the direction of the identification method: it starts with the most minimum semiotic relations that constitute the introductory chapter and then the semantic description of the components is added.

Although the literature using the CARS model describes many categories called steps and sub-steps, such as 'reviewing items of previous research', 'importance in external world', 'importance in research', 'indicating a gap in external world', 'indicating a gap in research', 'continuing a tradition', and so on, it was not found necessary to follow these descriptions. The reason is that these categories seem to come from all of the different levels of semantic properties. For example, there can be a component that indicates a gap by pointing out an issue with material and reviewing items of previous research, and so on. Thus, indicating a gap alone has many potential hierarchical strategies, which seem to continue for a potentially infinite time. Such an issue prevails in genre analysis in general (that rely on prototypicality of genre), although, ironically, the identification of prototypicality—together with the consideration of 'family resemblances' in genres—was originally meant to solve the problems of otherwise 'unassailable definitions of a particular genre' (Swales 1990: 52).

The categories so far provided in the previous literature can be confusing in many ways, for instance: as to how far the hierarchy can continue and how far it has to be described (especially with thesis genres whose hierarchy tends to expand profoundly). As such, rather than attempting to classify the components of different hierarchical levels into pre-set categories, this study simply describes the primary strategies that have been deployed for the move. That is, if a move deploys multiple strategies—for

example, by pointing out issues with methodology and reviewing items of previous research—the description will be limited to 'pointing out issues with methodology'. From then on, whether the issues were pointed out with citations, or in the external or research world, or even both, is not further categorised, but this is listed and noted as examples of ways in which the move has been achieved. For other studies deploying this method, each study may choose how far its generic componential strategies will be described, depending on the purpose of the study.

The advantage of this approach is that, perhaps ironically, it limits the claims that can be made about the generic description, confined as it is to the primary move. It is not necessary to determine all the steps and sub-steps, yet—at the same time—it allows the researcher to observe as many strategies as necessary, relevant to the corpus. The issues with the rhetorical structure analysis experienced by the previous studies, such as having to add a number of steps to describe variations in thesis genres (Bunton 2002; Ridley & Thompson 2000; Kwan 2006; Peters 2011), can be solved this way, because the new move identification process is not the process of putting various strategies in the corpus to the pre-set categories, but the process of describing different strategies. Unlike the CARS model, therefore, no pre-set model is necessary for this approach.

4.7 Boundary between moves

The coding method of this study also does not pre-set a unit of analysis. This is because moves are not a grammatical unit. In some instances, different elements of moves occur in one sentence:

Text 12, p. 17 (Move numbers added)

While Syria was not a strategic centre piece of the Allied war effort in the Mediterranean the battles fought during this campaign were very important in the context of Australian operations. [Move 1]

They are in essence 'forgotten battles' [Move 2]

and despite his significant role in ensuring the victorious nature of Australian operations in this campaign (as at Bardia and Tobruk) [Move 1]

Berryman has emerged as the 'forgotten man' in these 'forgotten battles'. [Move 2]

The third element in this example: *and despite his significant role in ensuring the victorious nature of Australian operations in this campaign (as at Bardia and Tobruk)*, forms neither a sentence nor clause. It can be described, in Hallidayan terms, as a circumstantial element of contingency type (Halliday 1994), following a conjunction *and*. There is no denying that this circumstantial element independently contains strong Move 1 elements, which is concentrated in the selection and use of the word *significant*. Regardless of it being no more than a phrase, semantically it contains a series of processes which are nominalised so that Berryman's role, having been significant, gets presented as a fact[7], consequently creating a salient rhetorical function of asserting relevance of researching this campaign in relation with Berryman's role in it.

[7] Grammatical metaphor in SFL framework. Halliday and Matthiessen (2004: 656) described it as follows: 'Nominalizing is the single most powerful resource for creating grammatical metaphor. By this device, processes (congruently worded as verbs) and properties (congruently worded as adjectives) are reworded metaphorically as nouns; instead of functioning in the clause, as Process or Attribute, they function as Thing in the nominal group.'

Such nominalisation of processes is significant in academic writing genres (Halliday & Martin 1993). The phrase above is made up of a few nominalised elements: *his significant role* is a nominalised form of 'he played a significant role'; *in ensuring the victorious nature of Australian operations in this campaign* is a nominalised form of 'he ensured the victorious nature of …'; and further, *the victorious nature of …* is cleverly compacted with the meaning that the campaign was victorious, implying the importance of Berryman's role. So the phrase contains three Move 1 elements all formed with nominals. This is one reason why attempting to set a grammatically-oriented criterion in how moves are realised becomes difficult, since nominals containing processes do realise a move, while other nominals without processes do not.

The next example shows that a move boundary can be drawn after the subject:

Text 12, p. 4

However Berryman's accomplishments as a commander, either in the Middle East or the Pacific, [Move 1]

are not generally recognised nor remembered. More commonly Berryman is known and remembered for his roles and positions as a staff officer. [Move 2]

The phrase *Berryman's accomplishments as commander* contains a Move 1 element. This Move 1 is grammatically the subject of Move 2: *are not generally recognised nor remembered*, which therefore does not, grammatically, independently form a full meaning by itself for lacking a subject.

These realisations of moves without a uniform and grammatically meaningful unit have been discussed by Swales (2004: 229):

> Although it has sometimes been aligned with a grammatical unit such as a sentence, utterance, or paragraph (e.g., Crookes 1986), it is better seen as flexible in terms of its linguistic realization. At one extreme, it can be realized by a clause; at the other by several sentences. It is a functional, not a formal, unit.

Swales' comment summarises well the nature of moves as a functional unit, although it is of a different orientation from the move analysis of this study. On the other hand, the majority of researchers using the CARS model prefer the lexicogrammatical orientation, and set the sentence as the unit of analysis (Crookes 1986; Hopkins & Dudley-Evans 1988; Holmes 1997; Samraj 2002; Ozturk 2007; Kuhi 2008; among others). The reason they take the sentence as the unit is a practical one, preventing the analysis from being too lengthy by identifying smaller move units.

Where two or more moves or steps are identified in one sentence, this method works by assigning the more salient one to the sentence, and where it is impossible to decide which of the two moves within a sentence is more salient, it is coded as containing two moves, following Crookes' (1986) and Holmes' (1997) procedures. The justification provided for it is that 'the sentence was selected as the basic unit of analysis, since it initially appeared that writers reflected the traditional conception of the sentence as constituting a complete unit of meaning (or "thought")' (Crookes 1986: 65). This statement comes with no examples or analyses from the data, and it seems that subsequent literature takes up this approach without further questioning.

Hyland (2002) raised the point that 'analysts have not always been convincingly able to identify the way these shifts are explicitly signalled by lexicogrammatical patterning' (p. 116). Moves are multi-functional in that they are mutually dependent, and, on the other hand, autonomous in that they function independently from linguistic realisations. Hence, there is no need to set a grammatical unit for a move analysis. Moves as mutually dependent units can exist across various grammatical units.

It is further important to note that the same identificational criterial limitation does not only apply to lexicogrammar but also to semantics as discussed earlier (Section 4.5.3). The two excerpts presented below both contain the construction 'while ...', and they are also semantically identical in that the positive descriptions of a previous study have been made. Although ultimately research warranting is made in both cases, they are classified as different moves where the distinction between Move 1 and Move 2 is concerned.

Text 3, pp. 5–6

While I am pleased to note that R. R. Davies had begun to acknowledge the existence of medieval Welsh noblewomen in the thirteenth century, [Move 1]

more needs to be done than, for example, his cursory addition of women in his recent paper published in 2004. [Move 2]

Text 14, p. 34

While his work has been enormously influential, there are a number of limitations to Foucault's analysis. Perhaps the greatest is his assumption that disciplinary practice accorded more or less exactly with disciplinary discourse. This assumption effectively removes the prison from history. Rothman offered one of the most cogent critiques of Foucault's thesis, arguing that Foucault had simply substituted one form of inevitability for another… [Move 2]

In the case of the 'while ...' construction with Text 3 above, the clause is identified as Move 1. Although it may not be sufficiently clear from the isolated excerpt, examining the entire chapter tells the analyst that the research topic for the thesis is the history of medieval Welsh noblewomen whose existence has long been ignored in historiography, and hence the function of *While I am pleased to note that R. R. Davies had begun to acknowledge the existence of medieval Welsh noblewomen in the thirteenth century,* is to increase the relevance of the research topic.

It should also be pointed out that the intensity of the relevance of researching on medieval Welsh noblewomen is heightened by the nominal construction, *the existence of medieval Welsh noblewomen*. As pointed out earlier in this section, nominalisation of processes is a powerful device to present a phenomenon as fact. Presenting the existence of medieval Welsh noblewomen as a firm fact, although of course they existed but were forgotten, intensifies the unreasonableness of the scarcity of research on medieval Welsh noblewomen (Move 2) despite the existence of medieval Welsh noblewomen (Move 1). Consequently, the *while*-clause forms a Move 1 unit, which draws a boundary with Move 2 within the sentence.

In contrast, the *while*-clause with a semantically positive description of the previous study in the excerpt from Text 14 does not form a move unit or a boundary; rather, it forms a part of Move 2 with the rest of the sentence. This is because *While his work has been enormously influential,* does not form a direct relation to the thesis's research semiotically. The research aim of the thesis is to dynamically analyse the emergence of the prison camps in Australia from a range of conflicting factors, which is clearly stated elsewhere in the thesis introduction: 'McGuire concluded that "penal

trajectories were determined by more than just the will to reform". My thesis is squarely based on this insight—that reform proceeds in response to a range of conflicting pressures, some of which have little to do with penal policy' (p. 29). The excerpt above follows a paragraph that reviews Foucault's work, *Discipline and Punish* (1977), whose static approach to assume that *disciplinary practice accorded more or less exactly with disciplinary discourse* is clearly denied in the excerpt. So the thesis is not taking Foucault's approach, neither is the *while*-clause with a positive description of Foucault's work asserting relevance of the thesis's approach, and neither is it forming Move 1.

The *while*-clause from Text 14 is not a move unit. The function of it is rather interpersonal. The main interpersonal function of it may relate to the construction of the academic writer's self through text─it informs the reader that the author is aware of the enormous influence of Foucault's work in the field of the history of prisons. By doing so it helps to construct the author's image as a knowledgeable scholar in the field of study who is reliable and trustworthy, and hence, is worth being guided through his/her discourse.

Another interpersonal function it may achieve relates to the power status of the previous studies, the scholar, the approach, etc., in the field of study which the author needs to dismiss in the discourse. Where some powerful approach in the field of study needs to be dismissed, for example, an author should insert positive comment right before its dismissal, so that the believer of the approach would be less offended. Foucault is considered very influential within and beyond historiography of prisons, and, therefore, it is likely that the potential reader would be devoted to Foucault's approach. In that case, it becomes easier for the reader to accept the author's approach and to stay

aligned with the thesis author. All of these are typical interpersonal strategies in academic writing, and, therefore, the *while*-clause in Text 14 is an interpersonal strategy within the Move 2 unit, and is not a move unit itself.

Thus, apparently similar lexicogrammatical or semantic units do not necessarily indicate a move unit. This is where many move analysts become confused with the move analysis of introductory chapters in academic writing, because positive descriptions of some aspects of the previous research sometimes seem to be Move 1, but at other times, similarly positive descriptions with similar lexicogrammatical construction in analogous contexts that are followed by Move 2 elements seem to have lost a Move 1 flavour, and instead have a Move 2 flavour. Nevertheless, the kind of stretch of discourse that reviews previous research but does not assert relevance of research─exemplified by the *while*-clause in Text 14─if analysed with Swales' model (1990) would be classified as Move 1, step 1–3, 'Reviewing items of previous research' (see Figure 15 of an example analysis in Swales [1990: 158–159]). Notably, Lewin et al. (2001) pointed out that reviewing items can realise various rhetorical functions and can occur across different moves.

Various different functions, therefore, can be achieved through similar lexicogrammatical or semantic units, making surface level criteria of move analysis unreliable. Thus, this present study with its semiotic orientation only relies on the underlying semiotic relations between text components, drawing boundaries between move components flexibly and liberally from grammatical or semantic units.

4.8 Processing the results

The coded results will be presented to first show the extent of the diversity in the recent history theses. In order to measure the extent of atypical moves in the corpus, the number of thesis introductory chapters that contain moves other than typical Move 1, Move 2, and Move 3, is displayed along with its ratio against the total number of the chapters investigated, which is 40. Secondly, the status of the new move components that have been tentatively coded is examined statistically so as to identify each of their statuses in the corpus, such as common, emerging, and so on. This is done by conducting a correspondence analysis. The correspondence analysis is conducted in order to identify co-occurrence patterns of move components and associations between move components and theses. Throughout the analysis, qualitative observations provide explanations for the findings.

4.8.1 Correspondence analysis

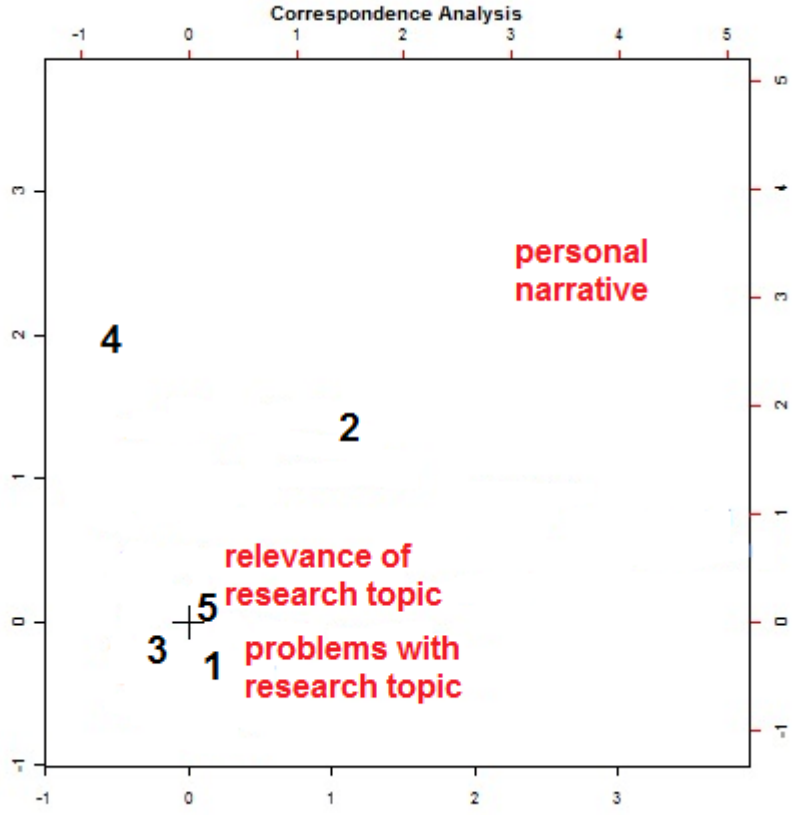
A correspondence analysis (Benzécri 1973) is conducted on move analysis results for the purpose of: 1) identifying the typical and atypical move occurrences, and 2) identifying correlations among move components and between move components and theses. The correspondence analysis is a multivariate statistical model, which can be conducted where a contingency table that 'is a two-entry frequency table where the joint frequencies of two qualitative variables are reported' (Hardle & Simar 2003: 341) is at hand. Two qualitative variables, that is, for this study, move components and theses, are placed on the rows and columns. The rows and columns are interchangeable because correspondence analyses are concerned with the indices of associations between two variables. Table 4.1 is an example of a part of a contingency table for a correspondence

analysis where the rows indicate text numbers (theses) and the columns move components.

	Topic1	Method1	Materials1
1	0.0	0.0	0.0
2	22.6	1.1	0.6
3	23.7	0.0	0.0
4	35.9	1.7	2.0
5	7.9	0.0	9.8
6	22.7	0.0	0.0

Table 4.1 Example contingency table for correspondence analysis

The contingency table is the table for relative frequencies; hence, the figures in Table 4.1 indicate the percentage of word numbers that constitute a relevant move component against the percentage of word numbers in an entire thesis chapter. The correspondence analysis develops ‘simple indices that will show the relations between the row and the columns categories’, which ‘will tell us simultaneously which column categories have more weight in a row category and vice-versa’ (Hardle & Simar 2003: 341). In the correspondence analysis, associations between variables are calculated based on a contingency table and observed visually on a bi-plot, represented in Figure 4.1.



Note: Numbers in black indicate text numbers, whereas wordings in red indicate move components.

Figure 4.9 Example of correspondence analysis

In a correspondence analysis, typical profiles (variables) will appear near the origin (0, 0) of the bi-plot, indicating that these variables have more weight. With Figure 4.9, Text 1, Text 3, and Text 5 are near the origin, and hence, these texts are considered to be typical texts mostly made up of typical move components. On the other hand, Text 2 and Text 4 are not so typical, as they are made up with some atypical move components. Similarly, the move components that claim 'relevance of research topic' and 'problems with research topic' are typical because these components are found near the origin. The move component, 'personal narrative', on the other hand, is atypical because it is an outlier. The bi-plot further shows associations between two different types of variables

originally placed in the rows and the columns in a contingency table. Figure 4.9 shows close associations between 3 texts (Text 1, Text 3, and Text 5) and 2 move components ('relevance of research topic' and 'problems with research topic').

Thus, the objectives of a correspondence analysis relate to the two purposes of this study: 'identifying what the typical and atypical move occurrences are' and 'identifying correlations among move components and between move components and theses'. By placing move components and texts on the rows and the columns, the correspondence analysis of this study can quantitatively and statistically measure and enable the researcher to visually identify typical move components and typical texts (thesis introductory chapters) that are made up with typical move components with typical ratio of the typical move components. On the other hand, those outliers on the bi-plot can be interpreted as atypical.

More specifically, such graphical representations of correspondence analysis are concerned with the weights corresponding to the columns and the rows:

> The graphical relationships between the rows and the columns of the table χ that result from correspondence analysis are based on the idea of representing all the row and column categories and interpreting the relative positions of the points in terms of the weights corresponding to the column and the row. This is achieved by deriving a system of simple indices providing the coordinates of each row and each column. These row and column coordinates are simultaneously represented in the same graph. It is then clear to see which column categories are more important in the row categories of the table (and the other way around).
>
> (Hardle & Simar 2003: 342)

This is what Hair, Anderson, Tatham & Black (1998) summarised as an 'association between row <u>and</u> column categories' (p. 552, original emphasis) in a correspondence

analysis. The associations between rows and columns, hence, can be visually interpreted because 'the categories can be compared to see if two can be combined (i.e., they are in close proximity on the map) or if they do provide discrimination (i.e., they are located separately in the perceptual space)' (ibid.). This indicates, for this study, that the theses and the move components placed closely on the bi-plot of a correspondence analysis, have close associations, whereas those at distance are not closely associated.

In linguistic studies, a correspondence analysis is employed as a statistical model that can visually present such relationships among the texts and the texts' internal features, which consequently enables researchers to classify otherwise complex relations functioning among texts and the features of texts. As such, a correspondence analysis has been conducted in a number of studies that are concerned with linguistic variations (e.g., Sinclair & Nakamura [1995]; Mealand [1997, 1999] on genre variations; and Cichocki [2006] on geolinguistic variations) as a method to seek evidence in the patterns of texts themselves and to visualise the variations graphically.

Sinclair and Nakamura (1995), for instance, conducted a correspondence analysis on co-occurrence patterns of collocations in the Book Component, the Times Component, the Spoken Component and the BBC Components from The Bank of English corpora, which consists of English texts compiled by Cobuild. They found correspondence analysis to be 'a powerful tool in the description and classification of corpora' (p. 99), because the results made explicit 'the relationships among the four components, the relationships among collocates and the relationships between components and collocates' (ibid.).

Most relevant for the present methodology, Sinclair and Nakamura (1995) provided a classification method based on the internal patterns of texts themselves.

Rather than relying solely on external evidence—that is externally classified genres such as spoken conversations, narratives, news reports, and so on—they emphasise the importance of considering internal evidence in classifying texts. This method of classification is used in the present study as well, which is interested in examining the relationships between new types of theses and new types of moves—namely, the co-occurrence patterns between them. This further means that the new types of theses are quantitatively identified through the statistical analysis that can identify the relationship between theses and move components.

For the interpretation of the graphs that a correspondence analysis provides, the summary by Hardle and Simar (2003) may be useful for the reader when this study presents the correspondence analysis graph in Chapter 5:

- The proximity of two rows (two columns) indicates a similar profile in these two rows (two columns), where "profile" refers to the conditional frequency distribution of a row (column); those two rows (columns) are almost proportional. The opposite interpretation applies when the two rows (two columns) are far apart.
- The proximity of a particular row to a particular column indicates that this row (column) has a particular important weight in this column (row). In contrast to this, a row that is quite distant from a particular column indicates that there are almost no observations in this column for this row (and vice versa). Of course, as mentioned above, these conclusions are particularly true when the points are far away from 0.
- The origin is the average of the factors *rk* and *sk.* Hence, a particular point (row or column) projected close to the origin indicates an average profile.
- The absolute contributions are used to evaluate the weight of each row (column) in the variances of the factors.
- All the interpretations outlined above must be carried out in view of the quality of

> the graphical representation which is evaluated, as in PCA[8], using the cumulated percentage of variance.
>
> (Hardle & Simar 2003: 347–348, the footnotes are added)

Thus, the approach of a correspondence analysis 'is decidedly geometric, especially for interpreting the resulting graphical displays' (Izenman 2008: 633). A correspondence analysis enables this study to identify visually what the typical move components and theses are, by examining what average profiles are near the origin on the plot and at the same time to identify correlations by observing the proximity between move components, theses, and both. The entire bi-plot of the correspondence analysis (Appendix F) for this study can be found in the CD attached to this thesis, because the plot is too large to be provided in printed form. A smaller version of the bi-plot is provided in Chapter 5 *Move Analysis,* so that the discussion of the results of the correspondence analysis can be facilitated.

Correlations between two different variables for this study can also be identified with a correlation matrix table. Providing a correlation matrix table is a statistical practice used when conducting a correspondence analysis (Benzécri 1973), which is useful to view correlations that can range between −1.0 (perfect negative) and +1.0 (perfect positive). The closer the correlation is to +1.0, the closer the two variables are in a perfect positive linear correlation. Likewise, the closer the correlation is to −1.0, the closer the two variables are in a perfect negative linear correlation. So, if two move components have a +1.0 correlation, they always co-occur in the same text in the corpus. If two move components have a −1.0 correlation, they never co-occur in the same text in the corpus. Hence, identifying such correlations becomes the basis of identifying

[8] Principal Components Analysis: a multivariate statistical method that empirically summarises the correlations among the variables (Tabachnick & Fidell 2007: 25).

patterns of move component occurrences in the corpus. The shaded rows and columns in the correlation matrix for this study (Appendix D) indicate that the variables occurred only once or twice in the entire corpus, making them insufficient to consider linear correlations or to make any generalisations.

Displaying the correlation matrix for this study has presented some difficulty, because it is too large to insert in this chapter. The matrix cannot be divided into two pages or presented in fragments, because one matrix is supposed to be presented in one view (page). This has to do with the nature of the correlation matrix. For example, if the reader wants to see the correlation between 'asserting relevance of topic' and 'asserting relevance of method' components, it can be found at the top-left of the matrix, and if, at the next moment, the reader wants to see the correlation between 'asserting relevance of topic' and 'research trigger' components, it can be found on the bottom-left. The purpose of the correlation matrix is to enable such a random view of correlations across different components. Hence, it cannot be divided in any way. The correlation matrix is displayed in full in Appendix D (A3 size), and overviews the patterns of co-occurrences amongst move components. It is recommended that the reader refers to Appendix D while reading Chapter 5, because it will provide a full view of the correlations across move components.

4.8.2 R: Statistical software

The software R (http://www.r-project.org/) used in the statistical analysis for this study is an open source programming language for statistical analysis. Statistical Package for the Social Sciences (SPSS) may be more widely used for conducting a statistical

analysis in the studies of humanity fields, because SPSS is simple to use and designed for humanities majors who know little about programming, mathematics, and statistics. The disadvantage of using SPSS is its inflexibility due to its ready-made programs, consequently leaving a researcher to modify research design according to the design of SPSS. R, on the other hand, is a powerful and flexible statistical software. Its flexibility is achieved partly because the user has to enter codes and program the statistical analysis according to the research need. Hence, although using R requires the researcher to learn the R programming language, this also means that R is versatile, enabling the researcher to program the statistical analysis in a flexible manner. The flexibility further facilitates the data entered to be used for different statistical analyses in the future. Further, R is a powerful tool with many useful functions, as Gries (2009) pointed out: 'R also offers a large number of ready-made functions for the statistical evaluation and graphical representation of data, which allow you to perform just about all corpus linguistic tasks within only one programming environment' (p. 3).

As with the UAM Corpus Tool, a manual-like presentation of R would be too large to include in a printed form of this thesis[9], but the relevant function for the correspondence analysis and the relevant descriptions of corpus processing on the software are presented in this section.

For a correspondence analysis of this study, the data entered needs to be a ratio of the word number of a move component per the text's word number. This is because each of the texts—i.e., thesis introductory chapters—varies in size, so the proportion of each of the move components taken in the entire introductory chapter becomes relevant for the present purpose. For this study, the ratio has been entered in the form of a

[9] For a comprehensive overview of using R for statistical and corpus linguistics, see Baayen (2008) and Gries (2009).

percentage. The function package Modern Applied Statistics with S (MASS) needs to be loaded into R by entering the command:

```
> library(MASS)
```

before performing the correspondence analysis.

4.8.3 Qualitative analysis

Identifying the causes and implication of the quantitative results requires close investigation of the thesis introductory chapters. In the process of such investigation, the diversity of move components and their structures in the texts are qualitatively examined. Then, the findings will be discussed in relation to the diversified ideologies in the discipline and in relation to genre evolution. The processing of analysis for this study, therefore, moves from the quantified description of move features in the corpus and the detailed qualitative descriptions of the texts surrounding the features described in the quantitative analysis, to the discussion of the external factors that impact the texts.

During the qualitative analysis and discussions, particular emphasis is placed on the ideological factors impacting the diversity found in the corpus. As discussed, this study is particularly interested in the impact of the postmodern turn on the generic structure in history thesis introductory chapters. Hence, the qualitative analysis and discussion attempt to identify relations between the postmodern turn in history writing and emerging elements of generic structure.

A subsequent query to be made is concerned with the history discipline as a

diversified yet unified community. As the term 'postmodern turn' suggests, the types of history writing that are highly influenced by postmodernism may be positioned at the opposite end of the ideological diversity from traditional history writing. It may be, then, quite interesting to observe how their conflicting norms toward history writing manifest in introductory chapter writing. Perhaps, the thesis authors may completely ignore the conflicting norms within the history discipline, which may be one strategy for avoiding difficulty in writing that could be caused by the inclusion of contesting discussions in the introductory chapter. Some may choose to include conflicting views within the discipline and strategically position the thesis by distancing the opposing views. Or, they may choose to deploy a more peaceful strategy of persuading the opposing views.

Of course, theses may deploy all these strategies in order to justify the research. Perhaps, it depends on the aspects of research that the thesis discusses—that is, the object of research, the methodology of the study, the ideology the study is taking, and so on. Thesis introductions may take different strategies to deal with opposing norms, representing different strategies in different parts of the introductory chapter. Further, it may depend on the current situation of certain aspects of research in the field of history.

To describe the aspects of research that different texts discuss, all of the possibilities, mentioned above, along with the methodology of this study, can be taken into consideration in a qualitative investigation. For this study, particular attention is paid to the relationship between the postmodern and traditional ideologies reflected in the text and how these opposing norms are dealt with in the texts. This is partly because discussing strategies surrounding every aspect of research mentioned in the corpus with equal weight is not possible for the size of this study, but also because it would be more fruitful to focus on the impact of the postmodern ideology on texts for the purpose of

this study.

For the present purpose of investigating the impact of emerging ideology in academic genres on texts, as well as the evolution of disciplinary genres, this study particularly highlights how the emergence of postmodernism in the history thesis genre has influenced the generic structuring of a thesis's introductory chapter. Previous literature has suggested that the discipline of history is quite harmonious in comparison to other disciplines, and hence, how the discipline deals with the opposing norms that emerged with postmodernism in the discipline is particularly intriguing.

4.9 Conclusion

This chapter has established a methodology to describe variation in the generic structure of academic writing. An exact method for clearly identifying the minimum function of elements with the semiotic square was also presented. The main aim of presenting the semiotic reduction method in detail was to inform the reader of the new method before proceeding to the results and discussion of generic structure analyses (Chapter 5). The detailed methodological description was also mentioned for the reader who could apply this generic structure analytical method to other studies.

Some level of technicality concerning the presentation of the quantitative corpus processing methods was also mentioned in this chapter. However, it was the aim to comprehensively summarise the goals for this study that can be achieved through the quantitative and statistical processing of the corpus, without going into too much technicality, such as mathematical groundings. Some more supplementary guides for interpreting tables and bi-plots are provided along with the presentation of results in

Chapter 5, so that an understanding of the quantitative results of this study can be understood.

Chapter 5

Move Analysis

5.1 Introduction

The general structure of this chapter shifts between the presentation of the coding results, the statistical results, and the interpretation of these results. In so doing, this chapter reveals significant diversity amongst move components in the corpus, which is important for the overall purpose of this thesis, because it will be attributed to and discussed in relation to different ideologies that thesis authors take towards history writing.

This chapter starts by displaying the extent of moves, other than Move 1, 2, or 3, in the corpus, and in order to examine the correlations amongst move components, it maps the theses and move components on a correlation matrix table (Appendix D), which is useful to observe the correlations between all pairs of move components, as well as the bi-plot of the correspondence analysis, which is useful to view correlations visually. The result of this quantitative analysis shows a significant diversity of move components, which can be summarised into three patterns: 1) the average typical pattern, 2) the pattern represented with a ‘personal background’ component, and 3) the pattern with a ‘historical recount’. Importantly, ‘historical recount’ is quantitatively identified as a major trend in recent history theses.

The results of this chapter will bridge with the discussion chapter (Chapter 6), which attempts to identify the causes and implications of the results. The discussion chapter then serves the overall purpose of this thesis in identifying how diversified ideologies within disciplines impact different levels of text realisations.

Among the move components that have been tentatively placed, recounting ones—'historical recount' and 'recount as observer'—are positioned as a typical research warranting strategy in history discourse. This allows for further discussion on the nature and function of recounting in different disciplines, as well as genres. The functions of 'personal background' and 'research trigger' are further examined, and consequently identified as postmodern-oriented move components.

The results are discussed in relation to the impact of the emerging ideologies and approaches within the history discipline on the postmodern move components in the theses. The discussion in this chapter highlights the interactions between the traditional and postmodern norms that are present in terms of the move components, the reader's role in constructing text, implications on the evolution of the thesis genre, and the relations between moves and Bakhtinian dialogic stratifying forces.

Finally, this chapter relates the findings to EAP studies, by emphasising the importance of investigating variations within disciplines, and attempts to provide implications of this study for future EAP research. By showing how moves function to dialogize between the author and reader, this chapter combines with the engagement analysis of Chapters 7 and 8 to further observe the interpersonal nature of text.

5.2 Overview of the quantitative results

In the following sub-sections, the extent of move component diversity is presented, followed by the correlations between move components and texts. The results of the move analysis (statistically unprocessed) are displayed in Appendix E.

5.2.1 The presence of moves other than Move 1, 2, or 3

Table 5.1 displays the comparison between the percentages of the texts exhibiting Move 1, 2, and 3 only, and the texts containing other moves.

	N	**%**
Move 1, 2 and 3 only	16	40.0%
Other moves present	24	60.0%
Total	40	100.0%

N: the number of texts

Table 5.1 Diversity of moves

Table 5.1 shows that a higher percentage (60%) of the texts do not fit into the typical Move 1, 2 or 3 only structure, in comparison to the percentage of the texts that are made up of the typical moves only (40%). Therefore, the majority of the theses studied use atypical move components.

5.2.2 Correlation matrix: Correlations among move components

As discussed in Chapter 4, the correlation matrix (Appendix D) displays and quantifies co-occurrences amongst move components. The closer the correlation is to +1.0, the closer the two variables are in a perfect positive linear correlation. Likewise, the closer the correlation is to -1.0, the closer the two variables are in a perfect negative linear correlation. The selected correlations which are substantial for this study are presented in Tables 5.2–5.4.

Correlated move components	Correlations	
'Thesis title 1' (Move 1: asserting relevance of thesis title) & 'Thesis title 3' (Move 3: providing thesis title)	0.94	High association
'Limitations 1' (Move 1: asserting relevance of research limitations) & 'Limitations 3' (Move 3: research limitations)	0.86	
'Providing background 1' (Move 1: asserting relevance of providing background) & 'Personal background'	0.47	Fairly high association
'Material 2' (Move 2: problems with materials) & 'Material 3' (Move 3: research materials)	0.39	
'Parameters 1' (Move 1: asserting relevance of parameters) & 'Parameters 3' (Move 3: research parameters)	0.33	

Table 5.2 Summary of correlated move components: Aspects of research

With the correlation matrix, three basic correlation patterns are identifiable. First, there are relatively high correlations between the components that warrant certain aspects of research and their corresponding components (mainly Move 3 components), as summarised in Table 5.2

The correlation between asserting relevance of thesis title ('Thesis title 1': Item no. 12) and providing thesis title ('Thesis title 3': Item no. 33), for instance, is very high (correlation = 0.94), followed by the correlation between asserting relevance of research limitations ('Limitations 1': Item no. 11) and providing research limitations

(‘Limitations 3’: Item no. 27; correlation = 0.86), both of which exhibit strong positive associations.

Fairly high correlations are also observed between asserting relevance of providing personal background (‘Providing background 1’: Item no. 5) and providing personal background[10] (‘Personal background’: Item no. 37; correlation = 0.47), between pointing out problems with research materials (‘Materials 2’: Item no. 16) and providing research materials/how to fill the gap with research materials (‘Materials 3’: Item no. 23; correlation = 0.39), and finally between asserting relevance of research parameters (‘Parameters 1’: Item no. 7) and providing research parameters (‘Parameters 3’: Item no. 24; correlation = 0.33).

Such correlations indicate that justifying certain aspects of research and their corresponding components occupy similar proportions of the text. This means that move components do not function in isolation, but work together to make meaning, and for that reason they are indispensable to each other. Thus, as hypothesised earlier, moves of the introductory thesis chapter, at least with the current corpus, function to create a semiotic space for the new research to be justified.

On the other hand, some of the Move 1 and Move 2 components are missing (see Appendix C). For example, while ‘Thesis title 1’ (Move 1: ‘Asserting relevance of thesis title’) and ‘Thesis title 3’ (Move 3: ‘Providing thesis title’) occurred in the corpus, ‘pointing out problems with thesis title’ (Move 2) did not occur. What this indicates is

[10] Note that the component of providing personal background contains two different semiotic functions at the same time: a corresponding function to the component that asserts the relevance of providing personal background; and an overarching warranting move that increases the value of research. This point is further discussed later.

that some of the aspects of moves are warranted by asserting relevance of it (Move 1) or pointing out problems of it (Move 2) only. This is important to the present inquiry in that Move 1 and Move 2 do not necessarily co-occur, which indicates that one or the other is sometimes sufficient to warrant research. Thus, this result supports the notion that Move 1 and Move 2 are sub-moves of an overarching move that warrants research.

Correlated move components	Correlations	
'Personal background' & 'Research trigger'	0.89	High association
'Personal background' & 'Method 2' (Move 2: problems with method)	0.82	
'Research trigger' & 'Method 2' (Move 2: problems with method)	0.71	

Table 5.3 Summary of correlated move components: Postmodern components

Table 5.3 indicates the second co-occurrence pattern that can be identified. This revolves around new types of move components that warrant research, namely, 'personal background' (Item no. 37) and 'research trigger' (Item no. 38). Not only are they in a near positive linear correlation with each other (correlation = 0.89), they are both in a near positive linear correlation with 'Method 2' (Move 2: Pointing out problems with method: Item no. 15; correlation = 0.82 with 'personal background'; correlation = 0.71 with 'research trigger').

This indicates that theses which contain ‘personal background’ and ‘research trigger’ require pointing out the problems with methods. As identified in the methodology chapter, these two new types of components are the consequence of the postmodern perspectives in history discipline. As such, this result may indicate that theses which are under the influence of the postmodern perspectives, which—as with many postmodern research methods—may also be methodologically radical and controversial, requires asserting relevance.

Move components in negative correlations	Correlations	
‘Topic 1’ (Move 1: asserting relevance with topic) & ‘Research trigger’	-0.29	Weak negative association
‘Topic 1’ (Move 1: asserting relevance with topic) & ‘Personal background’	-0.28	
‘Topic 2’ (Move 2: problems with topic) & ‘Personal background’	-0.18	
‘Topic 2’ (Move 2: problems with topic) & ‘Research trigger’	-0.06	

Table 5.4 Summary of negative associations between postmodern and typical move components

Finally, Table 5.4 identifies negative correlations concerning the two postmodern moves. The two move components, x and y, are in a negative linear correlation with typical move components that warrant research, such as ‘Topic 1’ (Item no. 1; correlation = -0.28 with ‘personal background’ and -0.29 with ‘research trigger’)

and ‘Topic 2’ (Item no. 14; correlation = -0.18 with ‘personal background’ and -0.06 with ‘research trigger’). These negative correlations suggest that theses which contain these two new types of moves deploy smaller proportions of typical research warranting moves than the rest of the theses, replacing traditional ways of warranting research with new ones.

5.2.3 Overview of the Correspondence Analysis

The following plot (Figure 5.1) represents the result of the correspondence analysis: a bi-plot that represents the correlations between two different variables (thesis numbers and move components). The variables to be discussed have been enlarged so that they are readable (otherwise the variables on the plot would be too small and overlapping). The entire dataset (bi-plot) of the correspondence analysis is displayed in Appendix F. The rest of the variables scattered at close proximity to the origin (0, 0) are typical, and are not going to be discussed further. Therefore, they have been left in small font for the purpose of presentation.

To recall, a correspondence analysis is a multivariate statistical technique that enables the visualization of the correlations among variables by plotting them on a two-dimensional graph. The plot is meant to visually clarify variation patterns across texts (theses) and move components. In Figure 5.1, items labelled on the plot, such as ‘Historical recount’, ‘Research trigger’ and ‘Referencing 3’, represent move components. Items numbered in black represent thesis numbers (see Appendix A). The point where x and y axes interact (0, 0) is the ‘origin’. The texts and the move components close to the origin are considered to be typical ones (average profiles) in

the corpus, whereas outliers are considered to be atypical. The proximity of two rows or columns indicates correlations, and hence, if they are far away from each other then they are not correlated.

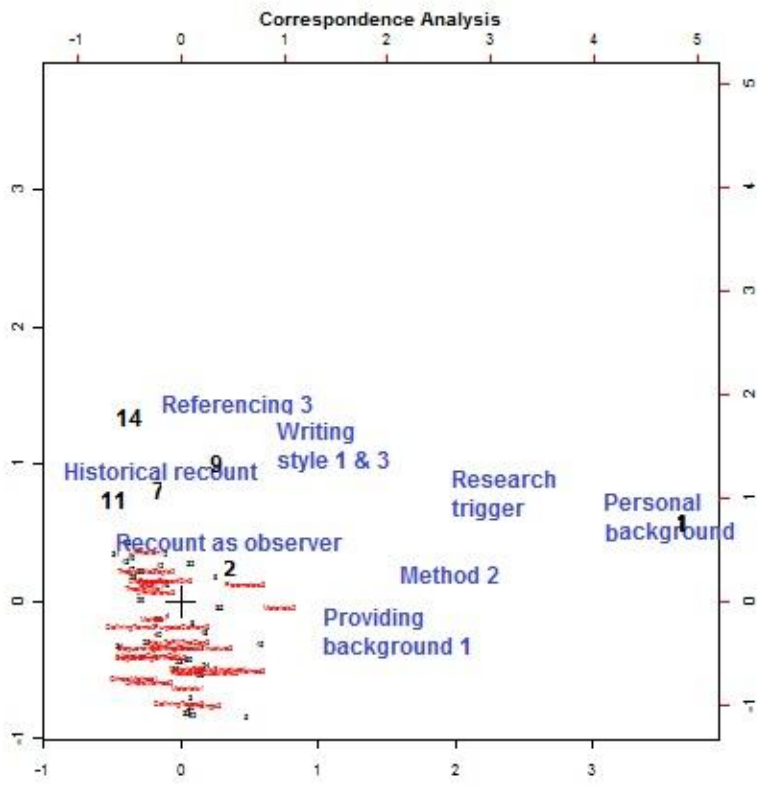


Figure 5.1 Bi-plot: The correlations between move components and theses

Three dimensions[11] in Figure 5.1 are identified. A number of texts (theses) and move components are scattered at close proximity to the origin, suggesting that such texts and move components exhibit average profiles in the corpus. While two other dimensions, one to the right, and the other to the top, are identified.

[11] In a correspondence analysis, 'dimension' denotes a set of items that are placed close to each other on a bi-plot.

Text 1 (to the far right), a participant history thesis that contains a large number of personal anecdotes, is located at the greatest distance from the origin than any other text. As to its correlation with move components, Text 1 is placed at a very close proximity to ‘personal background’. With this profile of Text 1, we can interpret that: 1) Text 1 is very different from the average thesis; 2) the average thesis is not represented with ‘personal background’; 3) Text 1 is represented with a large amount of ‘personal background’; and 4) the cause of Text 1 to be so distanced from the origin is the large proportion of ‘personal background’.

Five other move components are placed relatively close to each other and hence form a dimension with ‘personal background’ (to the right). These include; ‘research trigger’, ‘Method 2’ (Move 2: Pointing out problems with method), ‘Providing background 1’ (Move 1: Asserting relevance of providing background), ‘Writing style 1’ (Move 1: Asserting relevance of writing style) and ‘Writing style 3’ (Move 3: Writing style). Despite the fact that they are on the same dimension, in terms of distance, these five move components keep some distance from Text 1 and ‘personal background’. This indicates that these five components tend to co-occur in the corpus, but unlike ‘personal background’, they are not represented mainly by just one text, but by more than one text. They seem to co-occur in a group of the texts that contain these move components.

It is further notable that many of these move components are postmodern oriented, such as ‘personal background’, ‘Providing background 1’, and ‘research trigger’. Even ‘Method 2’ and ‘Writing style 1 and 3’ may have some postmodernism associations, which will be discussed later in this chapter.

Another interesting relationship (another dimension on the plot) can be identified between 'historical recount' and Texts 7, 9, 11, and 14. This dimension stretches close to the origin and thus, unlike the dimension with 'personal background' as discussed above, the move components and texts around the dimension with 'historical recount' can be considered fairly average profiles. In other words, in these texts, 'historical recount' makes up a fairly large proportion of the text, which is contrastive with the 'personal background' dimension that is distant from the origin. Thus, the texts that contain 'personal background' contain only a small proportion of it, except for Text 1. In contrast, the texts that contain 'historical recount' contain a large proportion of it, which is indicated with their close proximity to each other.

It is demonstrated that many other texts contain some 'historical recount', because 'historical recount' is located fairly close to the origin. It should also be noted that 'Referencing 3' (Move 3: Referencing of thesis) is located within the same dimension as 'Historical recount'. 'Referencing 3', however, is only fairly close to Text 9 and Text 14, and is some distance from Text 7 and Text 11, indicating that only Text 9 and Text 14 contain a fairly large proportion of 'Referencing 3'. Hence, 'Referencing 3' has only a weak correlation with the other variables that are scattered at the top on the plot.

To summarise, three dimensions: the average one, the one with 'personal background' and the one with 'historical recount', were identified. The 'personal background' dimension is located far from the origin, therefore it is not a major trend in the corpus, and may be a consequence of the postmodern historical perspectives. The 'historical recount' dimension is closer to the origin and therefore a major trend in the

corpus. The relationship between these move components and the particular texts will be further discussed later in this chapter, as well as in the next chapter, and thus this correspondence analysis will be referred to a number of times throughout the rest of the current thesis.

5.3 Components under 'not Move 3'

Four move components, 'historical recount', 'recount as observer', 'personal background' and 'research trigger' have been placed tentatively under 'not Move 3'. Now with the quantitative results, these should be able to be classified properly.

components	*N*	%
Historical recount	18	45
Recount as observer	1	2.5
Personal background	4	10
Research trigger	6	15

N: the number of texts that contain the component
(Note that some texts contain two or more instances of the components)
%: the percentage of the number of texts with these move components against the total number of texts (40) in the corpus

Table 5.5 Distributions of the tentatively placed move components

Table 5.5 displays the number of the texts that contain the moves which have been placed under 'not Move 3', including the percentages of the texts that contain such moves in proportion to the total number of the texts analysed.

Clearly, some of the move components appear more widely than others in the corpus. 'Historical recount' occurs in nearly half of the total number of texts, while 'personal background' and 'research trigger' occur only occasionally. Although 'recount as observer' occurred only once (Text 2), the text appears close to the origin in Figure 5.1. This is because Text 2 has a similar profile to the average theses, despite having a small proportion of atypical components. This result is further discussed later in this thesis, and hence is displayed more visually in Figure 5.2 for easier reference.

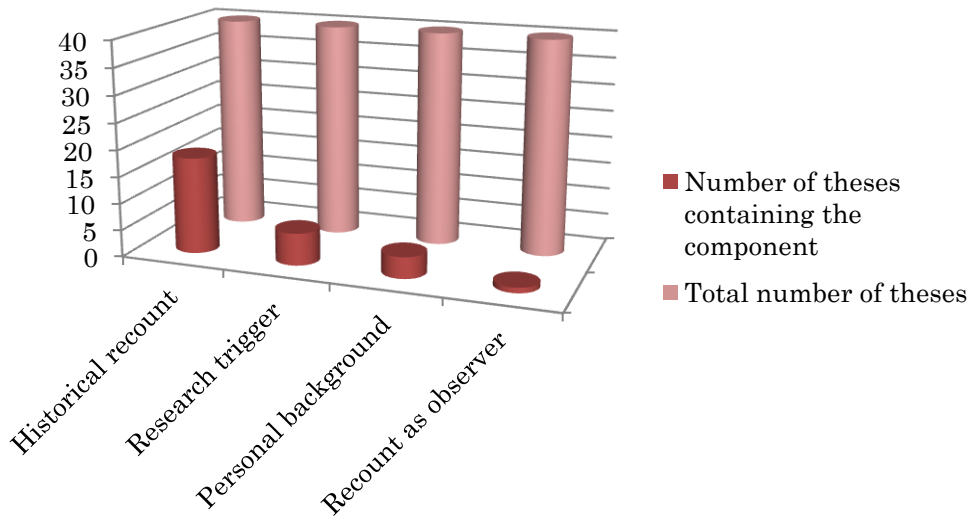


Figure 5.2 Number of theses containing tentatively placed components against the total number of theses

Adding to this quantitative observation, a micro-perspective observation of these move components will further enable the identification of their statuses and roles in text structuring, which is conducted in the next section.

5.4 Finalising the status of move components

5.4.1 Historical recount

Nearly half of the texts (45.0%) deployed 'historical recount', which is one of the most common strategies among these four components. In order to further reflect on this component, the excerpt that represents 'historical recount' introduced earlier in Chapter 4, is presented again below:

> **Text 12, p. 1**
>
> The day was dark and overcast, a remnant of the typhoon that had delayed the impending proceedings for the previous two days. Fifty senior military officers lined up on the open quarter deck of the USS Missouri. Surrounding them on every vantage point, were the officers and sailors of the Missouri as well as camera men and reporters. [...]
>
> Directly behind the Supreme Allied Commander, General Douglas MacArthur, and squeezed between Lieutenant General K. N. Derevyanko of the Soviet Union and Colonel L. Moore Cosgrave of Canada stood the Australian Commander in Chief, General Sir Thomas Blamey. Lieutenant General Frank H. Berryman, the Australian Army representative to the surrender of Japan and Blamey's most trusted subordinate stood immediately behind his commander in chief.

As explained earlier, with Swale's CARS model, the excerpt above would be classified as Move 1 'background knowledge', but being a historical recount without an explicit claim of relevance, such cases have been tentatively classified under 'not Move 3 (possibly Move 1 or 2)' because this study aims to measure the differences from, as well as the similarities to, the typical moves. Now with the quantitative results showing

the high frequency of this move in the corpus, 'historical recount' can be identified as a major way of warranting research in the contemporary history thesis genre.

Additionally, this kind of recounting may be a characteristic of history as a discipline because previous studies of history discourse have identified such recounting in history research article abstracts (Bondi 2005) and students' history essays (Coffin 1997, 2006, 2010), even though these studies use different methods from moves analysis. As identified in Chapter 4 of this thesis, recounting in history writing is a strategy of presenting the historical scene that relates to the topic of the history study, that is, the scene is first presented in a neutral observer recounting, so that the author can provide an account of it. Thus, recounting is a useful resource for a history writer for the purpose of presenting the writer's historical account for the historical event (see Coffin [1997, 2006, 2010] and Martin & Rose [2005] for 'historical recount' and 'historical account'). Together with the traditional ways of research warranting, that is, asserting relevance and pointing out problems with the research topic, recounting is widely deployed in many history theses.

It should be noted, however, that recounting is not specific to just the history discipline. Recounting and accounting seems quite widely deployed, not just across academic disciplines but also across genres. For example, Martin and Rose (2005) observed them in media discourse. This suggests that, generally, recounting forms a useful step to push forward the author's main argument. Depending on the discipline, there may be different causes for the spread of the practice of recounting in the discipline. This is because some disciplines are more oriented to the external phenomena than the epistemology, and their arguments are primarily built on recounting of the external world events and accounting for them. Recounting may, thus,

be an interesting component to explore across disciplines, and may shed light on disciplinary differences, as well as the evolution of genre.

5.4.2 Recount as observer

Another strategy placed tentatively includes 'recount as observer', which is represented with a report-like recount of a carnival scene in the excerpt below from a history thesis—introduced earlier in Chapter 3—concerning Papua New Guinea's rapid immigration and the changing diversity of the nation:

> **Text 2, p. 14**
>
> It's Carnival time – the costumes are bright, the dancers gyrating, the music lively. However, this is not the famous Rio Carnival, or even the Notting Hill Carnival in London (which had Unity and Diversity as the 2005 theme), but the Wamena Carnival in Papua. This town in the highlands of Indonesia's easternmost province is celebrating its diversity with a parade through the town. [...] Is this an exhibition of the cultural exchange occurring in this distant outpost, the multicultural nation in action? A celebration of the diversity in the unity?

The original text, quoted above, is displayed with two photos of the carnival scene, making the text indiscernible from a travel report genre if the reader were not aware of the true genre of the text—although a travel report would not include the last two sentences. By reporting how multicultural the scene is, the excerpt functions implicitly to prepare to introduce and warrant the research. It is certainly a new move component, and perhaps a postmodern one, because it not only deploys the thesis writer's own personal involvement and recounts of the scene, but it also shows the

postmodern awareness of the author of text as a construction, by intentionally and playfully mixing and inserting the writing style of other genres into the text.

The postmodern nature of Text 2 will be further confirmed in the next chapter, which discusses the engagement analysis results and discussion, where Text 2 is identified as the discourse of deconstruction and reconstruction of the image presented by the carnival scene. Interestingly, however, this strategy cannot be considered a major one in this present study, because it occurs only once, although it may perhaps prove to form an emerging move component for history thesis genres in the future.

5.4.3 Giving personal background

Personal narrative-like recounts (personal anecdotes) occur in four texts (10% of the total texts), and this seems to indicate of the fact that although we cannot say that it is common in the present corpus, giving author's personal background is becoming a more common strategy.

In the correspondence analysis (Figure 5.1), 'personal background' forms a dimension in the plot, which means that 'personal background' is quantitatively significant in the corpus. However, only one text (Text 1) has a high proportion of 'personal background' in the text (16.4%), and of the remaining three texts that contain 'personal background', it forms only a small amount of the text. Hence, despite the increasing use of 'personal background' in history thesis introductory chapters, it makes up only a small proportion of the introductory chapter in the majority of theses that contain it. As such, the use of 'personal background' does not yet seem to be a major

strategy of warranting research in the present corpus. It may, rather, be identified as an emerging component.

The reasons for the small proportion of 'personal background' will be further discussed in the second part of this chapter, which examines the function of such anecdotes in relation to the thesis authors' negotiative strategies between different ideologies within the discipline.

5.4.4 Research trigger

Another component whose status has not been determined is 'research trigger', which occurs in six texts (15% of the texts). Given that it occurs occasionally, the component seems to be emerging. The component is represented with the strategy of giving a personally oriented research trigger:

> **Text 4, p. 6**
>
> My interest in the emergence of the female warrior hero in popular culture was the original impetus for this work.

> **Text 9, p. 1** (underlining and brackets added)
>
> I first took an interest in Galen as a result of my researches [sic] into second century personal spirituality for my thesis that formed part of the Honours program in Ancient history at the Australian National University. I became <u>both attracted and intrigued</u> by his powerful and contradictory personality and challenged by a remark of Vivian Nutton: ...

Text 38, p. 16

Frantzen's work on the historiography of Anglo-Saxon studies was another inspiration for this thesis, in particular the following description: ...

Such excerpts have been placed under 'not Move 3' during the coding, because although, in a way, they too provide the background of the research by referring to what triggered or inspired the author to start researching the topic, at the same time differences from the typical Move 1 can be identified: they do not claim or generalise the importance of the research topic. Rather, they highlight personal impressions or feelings of the author towards the topic that in turn led the author to start research on the topic.

There seems, on the other hand, some Move 2-like element with this strategy, represented with the excerpt from Text 9 above, *I became both attracted and intrigued by his powerful and contradictory personality and challenged by a remark of Vivian Nutton…* So the thesis author is both attracted and intrigued at the same time, which provides a gap to be filled by researching it and discovering more about it, so that the author will be less intrigued.

So 'research trigger' is actually quite personal, shifting the traditional objective ways of research warranting to a personal one. Thus, as with 'personal background', some postmodern influence may be identified with 'research trigger', although they may not be as personal as giving a personal background because 'research trigger' gives more explicit research warranting. The association of 'personal background' and 'research trigger' is further confirmed with a very high correlation (0.89) observed on the correlation matrix between these two components (Appendix D). Moreover, on the

correspondence analysis plot (Figure 5.1), these two move components are located in fairly close proximity, further indicating that these two components are closely associated. We also notice that these two components are a large distance from the rest of the move components, which indicates that there are hardly any associations between these two components and the other components.

5.5 Thesis introductory chapters without Move 3

One extreme variation observed is a thesis introductory chapter without Move 3, which is displayed in Appendix E (Text 23). Text 23 is about the history of the reconquest of Portugal between the eleventh and thirteenth centuries.

Reading the whole thesis confirms that it is a traditional mainstream history thesis, because it does not employ post-colonial perspectives or other emerging methods and approaches. Clearly, the thesis does not belong to any emerging fields or topics in the discipline of history. Also, despite lacking Move 3, Text 23 contains an otherwise very standard introductory chapter, being made up of both Move 1 and 2 components that are typical of history theses. Further investigation on the rhetorical functions of the whole thesis has revealed that the chapters following the introductory chapter are topic-based chapters, and these topic-based chapters—the research itself—provide the function of Move 3. Thus, the whole thesis forms a complete structure of Move 1, 2 and 3.

With this one case alone, it is not appropriate to offer any kind of generalisation, such as Move 1 and 2 constitute more fundamental components, are

prototypical of thesis introductory chapters, or warranting research is the major function of introductory chapters. Also, because this structural variation seems to have little association with the new types of humanites theses in question, it is beyond the present inquiry of investigating emerging trends in history theses. Therefore, this study will not discuss this case further. Noting that such a thesis introductory structure has been observed may, however, be useful for future research on variations in the structures of thesis introductory chapters.

5.6 Move component variations within a discipline: Qualitative perspective

So far, the results of the analysis have revealed three features: 1) as much as 60% of the theses were identified to contain move components other than the typical Move 1, 2 and 3 components; 2) co-occurrences of move components were identified; and 3) patterns associated between move components and theses were identified. The results support the observation by Swales (2004), Paltridge (2002) and Starfield and Ravelli (2006) that differences between disciplines are not the only determining factor that impacts differences in thesis writing. Rather, differences within a discipline are also a contributing factor. However, accounting for variations is not a simple task, as Swales (2004) posited: '*subfield* may emerge as one strong determining factor, while the particular theoretical or methodological approach adopted is likely to be another' (p. 110, original italics).

Differences may arise because of the existence of sub-fields, or the emergence of sub-fields within disciplines, particular theoretical or methodological approaches, particular trends that emerge across disciplines, some other factors, or the combination

of any of these. Further investigation of the results presented in the previous chapter may shed some light on the question, as qualitatively investigating the co-occurrence patterns may explain some of the causes of differences. The sections below provide a further qualitative discussion of key texts.

5.6.1 Postmodern moves with ‘problems with methods’

In the previous section, it was revealed that the postmodern move components, ‘personal background’ and ‘research trigger’, tend to co-occur, and that both also tend to occur with ‘problems with method’. On the other hand, these two postmodern components tend not to occur with typical components, such as ‘asserting relevance of research topic/field’ and ‘pointing out problems with research topic/field’. It was further revealed that Text 1 is the main factor for the formation of this co-occurrence pattern. Hence, Text 1, mainly, will be investigated qualitatively, to further reveal the reasons for such co-occurrence patterns, and consequently to shed more light on the potential causes for the variations. It should be noted, however, that this is not something to generalise from, because we do not have enough data (texts) to conduct such an investigation.

As noted earlier, Text 1 is a participant history thesis that contains a large number of postmodern move components that replace typical research warranting strategies with postmodern ones. The excerpts below present the co-occurrence of the Move 2 component of ‘pointing out problems with method’ and postmodern move

components. It appears that postmodern methodology requires acknowledging the potential problems with radical methods, as represented in the excerpt below:

> **Text 1, p. 5** (move descriptions added)
>
> I am all too well aware of the danger of imposing my own hopes and disappointments on an interpretation of past events. [Pointing out problems with method] But perhaps my experience is also that of a generation. Looking about me at friends and associates, as well as at the general political landscape, I am convinced that the sense of the 1970's and 1980's as a cycle of hope and disappointment, elation and frustration, was not mine alone. [Asserting relevance of method]

The author of Text 1 above admitted that his methodology of writing history is reliant on his interpretation, and that memory may cause a serious problem of making his interpretation a subjective one.

It is interesting to note that Text 1 is much more associated with 'pointing out problems with method' than with 'asserting relevance of method'. It seems a wise move to reveal to the reader that the author is aware of the problems with the postmodern methods that allow the researcher to be subjective, rather than asserting the relevance of such methods without showing any awareness of problems that come with it. The reason is that by ignoring these issues the author might fail to present himself as a trustworthy author, one who understands the pros and cons of the various methods and approaches in the discipline. Representing the author as one who understands the issues of postmodern history methods may be particularly important in order for a thesis that contains postmodern approaches to successfully communicate its ideas and be accepted by the reader. This is because although postmodern approaches are emerging and becoming more common, such methods are not yet typical in the discipline. It is

possible that a particular reader may happen to have negative views towards such methods.

The emphasis on the issues with methods and approaches is further observed in the following excerpts from Text 1, which points out problems with the oral history interview method. As with the previous excerpt, the problem with the method is discussed and solved so that the relevance of the method can be asserted:

Text 1, p. 9–10 (move descriptions added)

The necessity for a writer of participant-history to be self-reflexive meshes in with the need for circumspection when dealing with oral history interviews. As Ian Watson points out, interviews can shift between the narrative devices of the "performance" of the informant and the "conscious self identity" which an informant links to memory by teleology. [Pointing out problems with method]

Nonetheless Watson explains that

> a 'reconstructionist' view of memory, as opposed to a 'retrieval' view does not imply that we cannot distinguish between different levels of veridical accuracy in oral history accounts, nor does it imply that memory and fantasy cannot be distinguished. Crucial to an analytical reconstructionist approach to oral history and memory is an understanding of the collective nature of memory. As David Thelen points out, the construction (or reconstruction) of memory "is not made in isolation but in conversations with others that occur in the contexts of community, broader politics and social dynamics". Analysing a large number of interviews dealing with an area of interest such as this study requires awareness of the collective interactions that can shape and reinforce informants' memories and the way in which individual interviews can "tap… collective memories within an individual's story". [Asserting relevance of method]

In the excerpt above, the author pointed out the difficulty in dealing with oral history interviews, which is the method of research the thesis is taking. This is a method that runs the risk for making research subjective, relying on the historian's own or the interviewee's memories that are coloured by their own experiences and values. With this case too, immediately following the Move 2 component is a Move 1 component of asserting the relevance of the method that solves the issues presented. This is the precise issue with the postmodern method: it allows the inclusion of subjective views. The author of the thesis is aware that all the interviewees' stories are a 're-presentation' of the past, as Munslow (1997), a renowned historian of postmodern historiography, stated:

> Historians of the deconstructionist or linguistic turn, like others aware of the indeterminate character of postmodern society and the self-referential nature of representation, are conscious that the written historical narrative is the formal *re-presentation* of historical content.
>
> (p. 25, original italics)

The postmodern approach of Text 1 is a sub-field of participant history which requires presenting the historian's own involvement and perspective, as well as collecting oral history by interviewing. This approach is inherently subjective and consequently the author shows his awareness of the implications of this approach.

Another factor that is noteworthy is the method with which problems are pointed out. There may be the methodological issues concerning previous studies, as well as those of the thesis, and this present study did not distinguish between these during the coding. However, investigating all the 'problems with method' components in Text 1 revealed that it does not have any components that point out any previous

study's methodological issues. All of the problems highlighted are with the thesis's own research method. This seems to confirm that theses which contain postmodern move components are critical of their own methods, requiring the authors to show an awareness of the issues concerning their radical methods, followed by Move 1 components of asserting the relevance of them in such a way as to solve the postmodern methodological issues for the thesis.

This ushers in arguments concerning the internal or external location of 'research warranting' in relation to variations of move components. The location of 'research method warranting' of Text 1 occurs internally to the text, where the thesis's own methodological issues are evaluated critically so as to be solved by the author. If the methodological issues exist externally of the thesis—namely, in the research community—they are solved by the thesis author's methodology.

There are two points to be made here. First, the self-dialectical nature of the move component purposefully points out the issues concerning the research's own postmodern methods. The dialectic is a method that, by debating between an argument and counter-argument, ultimately reaches a new idea. The thesis author is not simply critical of the postmodern method he is taking, but his ultimate purpose is to reach acceptance of the method by sufficiently discussing its relevance and any issues to be solved. Although being self-critical about research is a common strategy for achieving the reader's acceptance in any research genre, such a move forms a major part in theses that contain postmodern move components, as shown in the previous section. A self-dialectical way of argument is, therefore, a process of persuading the reader, which forms a major part of the introductory chapter, in particular with Text 1.

The second point to be made is rather implicative. Highlighting the location of 'research warranting' may bring to light another promising research site for the moves analysis, because investigating the location of research warranting may potentially shed light on the variations in the introductory chapter of academic writing. Similar observations, in fact, have been pointed out previously. For example, Samraj (2002) reported Move 2 elements of problems with real world matters in Conservation Biology RA introductions. Thus, justification of research can occur in relation to different contexts, the real world (external to the research world), epistemological spaces (the research community), and the current research space (the current research writing), and possibly more, as similarly pointed out by Hood (2010). Many of these may occur in certain academic genres, one of these may be predominant in certain disciplines, or they may all differ across research works within disciplines, as observed in this study. The variations in the types of research warranting may be a consequence of ideational or ideological variations. This point will be further discussed in Chapter 9 (Conclusions).

5.6.2 'Personal background' and 'asserting relevance of giving personal background'

Another postmodern move co-occurrence pattern observed in the quantitative analysis is 'personal background' and 'asserting relevance of giving background'. It is interesting to examine these co-occurrences, because we may get some idea as to the factors for the variations of move components in the present corpus—in particular, the factors for the occurrence of personal anecdotes. In the excerpt below, we observe recent problematizations in historiography that lead to the emergence of personal anecdotes in history discourse:

Text 3, p. 22 (move descriptions added, *(sic)* in the original)

> Historiography – the methodology used to look at the past – is of necessity coloured by our own contemporary experience – by the times in which we live. Our value judgments determine our interpretation of the information we find. My own interpretation of my findings must be qualified by my own belief systems, by my modern *(sic)* or twenty-first-century view of the world, in the same way that the writings of historians living in the late nineteenth and early twentieth centuries constructed their own view of the world. [Asserting relevance of giving personal background]
>
> My own obvious bias is that of a twenty-first-century Australian woman who remembers very well, with great admiration and affection, her Welsh-speaking greatgrandmother, Jane Williams. ... [Giving personal background]

We can see from the excerpt above that the reason and justification for giving personal background has to do with the awareness of the postmodern condition of writing history, that is, 'Our value judgments determine our interpretation of the information we find.' Derrida (1976, originally published in 1967) suggested that one of the elementary understandings of postmodernism, 'deconstruction', reveals the relative nature of our interpretations. In other words, whenever we interpret something, our interpretation will inevitably be coloured by our value judgment. This is exactly the issue in recent historiography, which has adopted a postmodern understanding in historical interpretations (Munslow 1997).

It is accepted in the current historiography that the nature of history writing is not objective as was once assumed; rather, it is personal. This is because writing history is about negotiating the past, which may only be possible by the form of narratives:

'...the past is negotiated only when historians represent it in its narrative form and that historical interpretation should not close down the meanings of the past to pursue what at best must remain an ersatz "truth"' (Munslow 1997: 5).

Such recent understanding of the postmodern condition in the discipline may explain the co-occurrences of 'asserting relevance of giving personal background' and 'personal background' in the corpus. Thesis writers give personal anecdotes so that the anecdotes can at least partly account for their historical interpretation, as is stated in 'asserting relevance of giving background'. The recent historiography admits the limitations in capturing the past: 'selection, relevance, significance and objectivity' depend on the historian, which is the process of describing historical events (Lemon 1995: 133). So it becomes necessary, under the postmodern condition, that the historian presents his/her personal background because this is something important and fundamental to the historical interpretation. Under the postmodern condition, historians can no longer simply present history as truth; they can, on condition that they present their personal backgrounds that seem to have impacted their interpretations, write their own history. Considering that, personal anecdotes in history theses are not just an unusual insertion in the introductory chapter but a fundamental component of it.

Hence, it is the new postmodern understanding in recent historiography that has brought about the emergence of personal anecdotes in recent history theses. It also seems that this relatively newer understanding has impacted across many sub-fields in the history discipline. Qualitative investigations of the corpus imply that giving personal background is even recommended in certain fields of the discipline of history:

Text 6, pp. 37–38 (original [writers'], move descriptions added)

Dickey also suggests that welfare writers include a personal statement to indicate their values, because, as he says, readers 'are entitled to know about... [writers'] perceptions and beliefs'. [Asserting relevance of giving personal background]

Briefly, therefore, my culture is Australian-Irish Catholic. This year my maternal family celebrates 200 years living in NSW. My paternal ancestors migrated in the 1840s and 1850s, mostly as a result of the Great Irish Famine. ... [Giving personal background]

Text 1, p. 8

It is quite common for writers in the fields of history and memory to be “an autobiographical presence in their work”. Sometimes this presence is quite overt, particularly in the case of the ‘participant historian’.

The first excerpt above is from a thesis on the history of Catholic welfare and the second on participant history, both of which suggest that giving personal background is a field-specific practice. Some of the sub-fields, notably the newer sub-fields represented above, are thus more influenced by the postmodern condition of historiography than others. However, it needs to be stressed again that such a postmodern history writing awareness, itself, is a common understanding in recent historiography. As quoted earlier in the introduction of this thesis, fewer historians today believe in the modernist, positivistic method of exploring historical truth:

It is now commonplace for historians, philosophers of history and others interested in narrative to claim we live in a postmodern age wherein the old

> modernist certainties of historical truth and methodological objectivity, as applied by disinterested historians, are challenged principles. Few historians today would argue that we write *the* truth about the past.
>
> (Munslow 1997: 1)

It seems appropriate to conclude that the impact of postmodern understanding has been such that it has prevailed in many humanities disciplines, crossing the boundaries across disciplines. The history discipline, in particular, has been highly influenced by this, due to the large or nearly entire reliance on writing as the discipline's major method of exploring the object of study. Further, some of the newer sub-fields in history have become more postmodern than the rest, exemplified by welfare history, history and memory, participant history, and so on.

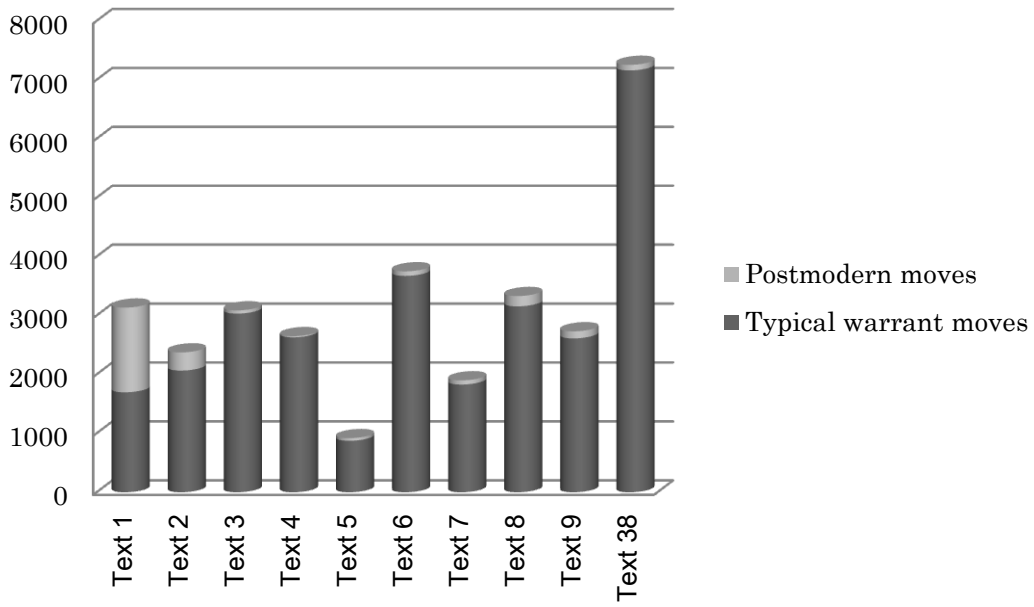
This has contributed to the observed diversity within the discipline, which may be even more significant than variations between disciplines. Importantly, then, the concept of monolithic disciplinary norms needs to be questioned. Beyond any one discipline, there may at times be a large trend prevailing across disciplines, which also results in variations within a discipline. Such a trend, that dynamically impacts many disciplines, may be one of the driving forces for genre evolution, which is discussed later in this chapter.

5.7 The ratio of typical and postmodern moves

So far, it has been observed that postmodern research warrants are emerging, but the question remains as to how much of the new moves take up the research warranting of the introductory chapter. Figure 5.3 is a visual presentation that shows the ratio between

typical research warrant moves and postmodern research warrant moves in each of the theses that contain postmodern moves. 'Typical warrant moves' on the graph represent the total word number of Move 1, Move 2, and 'historical recount', which has been identified as a common component in history theses. 'Postmodern moves' on the graph represent the total word number of postmodern research warranting moves—namely, 'recount as observer', 'personal background' and 'research trigger'.

It is clear from Figure 5.3 that Text 1 contains a high proportion of postmodern research warrant, as nearly half of its research warranting is made up of postmodern moves. Additionally, it is clear from Appendix E that Text 1 does not have any typical research topic warranting components, such as 'asserting relevance of research topic/field' or 'pointing out problems/research gap with research topic/field'. This suggests that Text 1 has replaced typical research warranting with postmodern moves. The rest of the texts that include postmodern moves, on the other hand, contain only small proportions of postmodern moves. In Appendix E, those nine texts still contain typical research topic warranting components, such as 'asserting relevance of research topic/field' and 'pointing out problems/research gap with research topic/field'.



Note: The vertical axis represents word number.

Figure 5.3 Research warranting ratio: postmodern vs. typical

It can be summarised that, among forty theses examined, thirty are traditional, nine are mainly traditional with a small proportion of postmodern moves, and one is very postmodern. As hypothesised, it may be that the thesis introductory chapter genre will evolve in such a way as to replace traditional research warrants with new ones; however, this cannot be assumed from the present corpus, as only one text has largely replaced traditional research warrants with new ones. More interestingly, however, as many as nine texts contain a small proportion of postmodern move components. It is hard to know with the current study whether this is a definitive sign of the discipline in transition, evolving to contain more postmodern components. This present study instead shows that a number of the theses do exhibit the mixing of traditional and postmodern strategies of warranting their research.

Hood (2011) identified the humanities discipline as being strong in observer visibility and testimonial observations, in contrast to natural sciences as weak in observer visibility and strong in analytical observations. The result of this present study suggests the dynamism of such a continuum: despite the wide deployment in postmodern research of legitimation strategies (observer visibility and testimonial observations) among the thesis introductory chapters, only one thesis introductory chapter (Text 1) exclusively deploys such a feature.

Given these findings, rather than labelling features for history or humanity discourses, it would be more useful to shed light on this mixing of conflicting features in relation to the social structure—namely, the interpersonal factors functioning in the disciplinary community. The fact that those otherwise entirely traditional theses contain postmodern components may reflect strategic interactions between different values within discipline, which will be discussed in the next section.

5.8 Interactions between traditional and postmodern norms

Further investigation is needed to explain why only one thesis out of ten has a high proportion of postmodern moves, while the rest contain only a fraction of postmodern moves. With these nine theses mainly made up of the typical traditional moves, a question arises as to why some of the thesis authors chose to deploy a small proportion of postmodern moves, instead of writing the entire introductory chapter with traditional moves only. It should be much safer for a thesis to be written entirely traditionally, as Swales (2004) reported on the mixed reactions that a thesis containing personal narratives received by its reviewers. One of its anonymous reviewers, Swales reported, disapproved of the personal strategies that the thesis had taken (p. 264).

Clearly, using postmodern components is a risk for thesis writers, but there must also be a benefit of inserting some postmodern moves, because 25% of the theses examined do so. A careful qualitative observation in the text that includes postmodern moves seems to reveal that there is something that the existence of a component concerned with 'asserting relevance of giving personal background' implies:

Text 3, p. 22 (move descriptions added, *(sic)* in the original)

> Historiography – the methodology used to look at the past – is of necessity coloured by our own contemporary experience – by the times in which we live. Our value judgments determine our interpretation of the information we find. My own interpretation of my findings must be qualified by my own belief systems, by my modern *(sic)* or twenty-first-century view of the world, in the same way that the writings of historians living in the late nineteenth and early twentieth centuries constructed their own view of the world. [Asserting relevance of giving personal background]
>
> My own obvious bias is that of a twenty-first-century Australian woman who remembers very well, with great admiration and affection, her Welsh-speaking greatgrandmother, Jane Williams. ... [Giving personal background]

In Appendix E, we notice that three of the four texts that provide personal background occur with 'asserting relevance of providing personal background'. It may seem obvious, but it is important to note that with the traditional moves providing research warrant, asserting the relevance of the research topic, for example, does not occur. This is because there is no need for the theses to justify the inclusion of such a common, expected move. In contrast, although it similarly warrants research, providing personal background needs to be justified, simply because it is not so typical. This is

represented in the excerpt from Text 3 discussed earlier (Section 5.6.2), which makes claims for the relevance of giving personal backgrounds by pointing out that our value judgments determine our interpretation. It is, thus, possible that emerging moves require justification for the reader.

Moves that justify postmodern approaches also reflect further important issues concerning the conceptual complexity surrounding genre, institution and discipline. Earlier in the review of literature, the importance of the reception of a text has been discussed; that is, for a text to be perceived successfully, the writer needs to interact in accordance with the institution's norms that the text belongs to. It is, however, not always a simple task to interact successfully with the reader, as with the cases observed in this study, a genre often contains multiple, conflicting institutionalised norms. Multiple norms impact a text, which creates complexity in the realisations of the text at various levels.

This complexity becomes intense with current history theses that are influenced by postmodern views, because they are under two conflicting norms: one is that of the discipline whose dominant disciplinary norms are traditional ones that value objective, detached writing (empiricist's or re-constructivist's views); the other is that of the postmodern fields that value awareness of personal influences on writing. How, then, do such theses manage to interact successfully with the reader given that the task is so delicate?

The co-occurrence of 'giving personal background' and 'asserting relevance of giving personal background' suggests that the thesis author is attempting to successfully interact with various types of assumed readers. By inserting 'asserting relevance of giving personal background', the author can successfully show the author's knowledge

of the postmodern conditions of history writing to the postmodern reader, and to the traditional reader, the author can provide justification of giving personal background. It is also possible that many readers value the thesis for attempting to communicate successfully with both types of readers, because it shows the author's understanding of the discipline of history that contains various norms and that values communicating with other norms within the discipline. In other words, the component 'asserting relevance of giving personal background' has multiple interpersonal functions, which, depending on the type of the reader, changes its function.

Such a communicative practice may partly explain the occurrence of the small proportion of postmodern moves in otherwise entirely traditional types of theses. There may be a variety of reasons for this and it is beyond the scope of this present study to clearly identify them, but one of the reasons may be that some thesis authors may have added postmodern moves because they are aware of the increasing presence of the postmodern views in their disciplinary community, and that the possible readers—including the examiners of the thesis—could be focused on postmodern sensibility. In that case, it is safer for the thesis to include some postmodern moves, to show to the reader that the author is also aware of the condition of postmodern history writing, and further demonstrating the writer's awareness of the historians' practice of seeking engagement among conflicting views.

As suggested, other Move 1 components may present the functions of engaging with the reader who may hold other values. Below is an excerpt from Text 1 (that is identified as a very postmodern thesis) which contains 'asserting relevance of writing style of thesis':

Text 1, p. 8 (move numbers added)

It is quite common for writers in the fields of history and memory to be "an autobiographical presence in their work". Sometimes this presence is quite overt, particularly in the case of the 'participant historian'. [Move 1: Asserting relevance of providing personal background]

For example, when writing about the anti-war movement of the late 1960's, Ann Curthoys chose to use two voices: one the detached voice of the historian and the other, a personal narrative explaining her own involvement and feelings. [Move 1: Asserting relevance of writing style of thesis]

As this thesis is also a participant history I have, like Curthoys, chosen to use two voices. ... [Move 3: Writing style of thesis]

The author of the excerpt above is not ignoring the readers outside the field of history and memory—namely, the traditional history readers. He is aware that many historians outside his field of history might find his writing style of thesis too atypical and unacceptable, so in order to engage them, he asserts that it is common in his field to include an autobiographical presence in the work. By so doing, the author can successfully prove to the reader that he is aware of typical history writing practices, which further demonstrates his ability to write like an experienced historian, situating his study within the conflicting disciplinary norms and practices, and without failing to communicate with the readers of different norms of the discipline.

This account seems to support the descriptions of the discipline of history provided by the previous literature. As discussed, the discipline of history is known to contain a diversity of values (Anderson & Day 2005; Jordonova 2000; Hounsell & Anderson 2009; Wrigglesworth & McKeever 2010; among others), and further with the diversity, historians are reported to practice seeking agreements and engagements

among conflicting views (Becher & Trowler 2001; Booth 2003; Anderson & Day 2005). Little, however, has been reported on how exactly such historians' engaging practices are reflected in their writing.

To recall, one of the difficulties students of history tend to experience has been related to the variations in history writing to the extent that students find it difficult to grasp the body of knowledge in the history discipline, and accordingly, to position their essay in relation to the knowledge community (Anderson & Day 2005; Jordonova 2000; Hounsell & Anderson 2009). Despite the difficulty, one of the common values that various historians share is to create a harmonious, stable disciplinary world, which accommodates conflicting views and values in the discipline. As reported by Becher and Trowler (2001), 'more historians used the phrase "community of scholars" than did respondents in any other discipline' (p. 187) and by Anderson and Day (2005), 'historians in recent times can be seen as adopting differing epistemological and ontological assumptions' (p. 331).

Such historians' strategies of creating a harmonious, stable disciplinary world, which accommodates conflicting views and values in the discipline, seem to be reflected in the excerpt above. Importantly, such strategies are included as one of the main functions of some of the move components, such as 'asserting relevance of providing personal background' and 'asserting relevance of writing style of thesis'. Such conflicting voices construct a kind of cohesion in the text in a way that Bakhtin (1981) predicted, binding the conflicting discourses together.

5.9 The reader's role in constructing text

The interactive components discussed so far are what Bakhtin called the role of the reader in constructing text: 'The speaker breaks through the alien conceptual horizon of the listener, constructs his own utterance on alien territory, against his, the listener's, apperceptive background' (Bakhtin 1981: 282).

In the case of highly interactive moves discussed in the previous section, the thesis authors were aware that conflicting norms exist in the current history discipline. So it is possible that the reader might perceive the author's strategies as unusual because they are different from traditional academic writing practices ('the alien conceptual horizon'), so the thesis authors assert the relevance of their atypical strategies ('constructs his own utterance on alien territory, against his, the listener's apperceptive background'). In other words, the reader has constructed the text to include moves that engage both traditional and postmodern values, as Bakhtin suggested.

From what we have observed so far, the components that assert relevance of postmodern moves seem to be highly reader-oriented. Other Move 1 components may also be fairly reader-oriented by asserting relevance of various aspects of the thesis, and the rest of the text may have many reader-oriented aspects, which the present moves analysis cannot fully explain, but the next chapters on engagement analysis may further reveal different levels of the interpersonal elements across move components.

The components that assert relevance of postmodern moves reflect what Bakhtin called 'social heteroglossia' made up of social norms: 'Style organically contains within itself indices that reach outside itself, a correspondence of its own elements and the elements of an alien context' (Bakhtin 1981: 284). The conflicting norms, alien forces in Bakhtin's term, are positioned by the thesis author in such a way as to make meaning

in relation to the thesis author's position in the discourse. The author's position itself is also formed through the dialogue with social heteroglossia made up of social norms, so the external forces—from what Bakhtin calls 'alien context'—and the internal forces are always working simultaneously in both directions—living at the borderline between its own and other contexts: 'Discourse lives, as it were, on the boundary between its own context and another, alien, context' (ibid.).

With the introductory chapters of the postmodern theses in the corpus, it has been observed that their discourse does not simply go on with their atypical postmodern styles, but contain elements that assert their relevance against external backgrounds. With traditional theses, similarly, many contain a small amount of postmodern elements as well, showing their understanding of the postmodern conditions in history writing. So both types of discourse clearly contain a correspondence of its own elements and the elements of an alien context, as Bakhtin proposed.

This is also in line with more recent discussions on solidarity with possible opposing viewpoints—in particular, studies concerning power, ideology, context and text (Poynton 1984, 1985, 1993, 1996; Martin 2004, 2006; Martin & White 2005; among others). Martin and White (2005) summarised it thus:

> … it is always available to the speaker/writer to bid to maintain solidarity with those with whom they disagree by indicating that they recognise this diversity of viewpoints as valid and that they are prepared to engage with those who hold to a different position. Thus solidarity can turn, not on questions of agreement/disagreement, but on tolerance for alternative viewpoints, and the communality into which the writer/speaker aligns the reader can be one in which diversity of viewpoint is recognised as natural and legitimate.

(p. 96)

The findings of this study show such solidarity with conflicting positions. As a course of negotiation with the possible reader holding an opposite viewpoint, the text reflects external politics, and the extent of such external forces then form the text. With the moves analysis of the present corpus, external forces clearly bring about some of the move components. It is also interesting to point out that such external forces seem to form various levels of text structure, not only small levels—such as interpersonal lexical elements—but also at larger, more macro-structure levels—such as move components – as observed in the present study. Thus, to add to Bakhtin's remarks, it seems that at every level of text structure the discourse occurs on the boundary of internal and external contexts, which further provides an understanding of the dynamic nature of text.

The role of the reader in constructing meaning in text becomes crucial, because it is also ultimately during the reading processes that the meaning of the text is conveyed and redefined—as Reader Response theory, discussed in the previous chapter, proposes. The same text may be favourably or negatively perceived, depending on the norms of the reader, as reported by Swales (2004) on the mixed reactions a thesis that contains personal narratives received by its reviewers (as discussed earlier). Thus, it is a particularly delicate task for a thesis writer to successfully assume the reader's expectations—especially where various conflicting norms of the reader can be assumed as with the history discipline—and construct the text accordingly, so that the text can be successfully negotiated with any members of different norms of the disciplinary community who have different norms. Such successful writing may also demonstrate, as discussed in the previous section, the thesis author's disciplinary knowledge to the reader.

5.10 Implication for the evolution of thesis genres and interdisciplinarity

These findings have a number of implications for the understanding of genre evolution. The first important implication arises from the fact that the new moves are only present at the function of research warranting. The variation in history thesis introductory chapters can at least be partly attributed to the variation in research justification strategies, which at the same time implies that the history thesis genre is evolving by producing new strategies of research warranting. This further provides important theoretical implications for the CARS model that, as pointed out earlier, Move 1, 2, and other moves that give research warrants are sub-moves under an overarching move, which then forms a component that is in structural opposition to Move 3. This implies that generic structure analysis of the introductory sections of academic genres may continue to share the simple binary structure, regardless of the emergence of different strategies in research warranting. This will give flexibility to a future generic structure analysis of introductory sections.

It has been observed that some of the new strategies of research warranting have been triggered externally from the discipline, as with the postmodern values that have spread and affected many aspects of human life including various humanities disciplines. Bakhtin (1981) pointed out that socio-ideological forces of professional and generic groups become a driving force of the text's form 'at any given point of its evolution' (pp. 271–272). In the case of disciplinary groups, this may be triggered by various issues contained within the discipline (Moore 2011), so that the issues within

the discipline will be solved with innovative socio-ideological forces and will impact the text formation.

The socio-ideological forces of professional and generic groups may also occur outside of the group, namely, outside of the disciplinary community. A powerful paradigm change, represented by the emergence of postmodern perspectives, has impacted several humanities disciplines, creating interdisciplinary groups which in turn create new sub-fields within disciplines and change the form of the discourse. With the present move analysis, such changes in form can be observed as new research warranting moves. Such socio-ideological forces, hence, may be considered to function dynamically for the text to be structured, which relates to a series of studies concerned with interdisciplinarity, ideology, power, text, context and text variations (e.g., Bondi 1999; Hunston & Thompson 2001; Martin & Wodak 2003; Hyland 2009).

On this point, it is useful to refer to some of the recent works in Legitimation Code Theory (for example, Young 2008; Hood 2011; Moore 2011) that are concerned with 'a sociological account of interdisciplinarity in terms of the structuring of intellectual fields' (Moore 2011: 89). Taking their position that disciplinarity and interdisciplinarity are mutually exclusive, Moore (2011) referred to the postmodern trends across disciplines and systematically identified such interdisciplinary trends as a different boundary from a disciplinary one, which is to say 'interdisciplinarity should *displace* the disciplines' (p. 89, original italics).

Considering that personal narratives observed in this present study have been found frequently in the recent writing across humanities disciplines (e.g., Starfield & Ravelli [2006] in sociology; Hood [2010, 2011] in cultural studies), the results of this study that demonstrate a wide deployment of personal narratives seem to support this

position on interdisciplinary groups. The variations within disciplines observed in this study are the result of interdisciplinary trends, and rather than highlighting it as variation within a discipline, it may be more useful to consider them independently (separate from the within-discipline basis), as, for example, particular sub-fields and methods/approaches.

At the same time, however, this present study has found that strong disciplinary forces function so that conflicting perspectives can be kept within a discipline. The dynamism of disciplinary and interdisciplinary forces may become an interesting site of investigation in relation to knowledge construction.

5.11 Moves and Bakhtinian dialogic stratifying forces

It is also interesting to consider the result of the moves analysis from the perspective of Bakhtinian dialogic stratifying forces. Bakhtinian dialogic stratifying forces put text together in such a way that 'contradictory opinions, points of view and value judgments' (Bakhtin 1981: 281) are negotiated, re-accentuated and redefined, and form a new value system through new discourse, as 'internal dialogization can become such a crucial force for creating form' (1981: 284). In other words, internal dialogization can cohere text.

The internal dialogization we focus on here is the interaction between move components, which support each other by increasing each other's values and consequently form a generic component. In the excerpt below, the component 'asserting relevance of providing personal background' assigns a value position to another component 'giving personal background' and coheres the component to the text:

Text 3, p. 22 (move numbers added, *(sic)* in the original)

> Historiography—the methodology used to look at the past—is of necessity coloured by our own contemporary experience – by the times in which we live. Our value judgments determine our interpretation of the information we find. My own interpretation of my findings must be qualified by my own belief systems, by my modern *(sic)* or twenty-first-century view of the world, in the same way that the writings of historians living in the late nineteenth and early twentieth centuries constructed their own view of the world. [Move 1: Asserting relevance of giving personal background]
>
> My own obvious bias is that of a twenty-first-century Australian woman who remembers very well, with great admiration and affection, her Welsh-speaking greatgrandmother, Jane Williams. She emigrated to Australia in the early twentieth century and lived to a very great age. [Not Move 3: Giving personal background]

If the excerpt above did not contain the component of 'asserting relevance of providing personal background' and the component of 'giving personal background' appeared alone, the component of 'giving personal background' would look out of place, losing its link to the text, and vice versa. These two components are directed toward each other, forming a generic unit made up of two components. These two components are supporting each other (dialogization), and their forces create form at various levels of the text, namely, from the phonological and lexico-semantic levels to a larger level as generic units.

It is also important to point out that such generic units formed through dialogization further seem to affect the rest of the generic units in the text, by assigning new values on them and forming new value systems—as Bakhtin predicted. Taking the

text from which the excerpt above was taken, the generic unit—in Bakhtin's words—re-accentuates the rest of the text. The rest of Text 3, as clearly observed in Appendix E, is made up of the traditional move components which point out the important role of Welsh noble women in the Middle Ages and the lack of study concerning Welsh noble women of the time, and so on.

With the insertion of the 'asserting relevance of providing personal background' component, those generic units made up with the traditional move components are re-accentuated with the postmodern flavour, adding personal meaning to them, and the economy so far created with the text is given additional tint. The rest of the generic components in the text take part in such a formation of the text as well. The generic unit made up of personal move components are supported by the rest of the traditional parts of the text. In fact, it makes the personal narrative acceptable and even favourable. This is because without the rest of the traditional parts, an introductory chapter composed of the author's Welsh background only, would make the chapter unbalanced and incomprehensible. Thus, move components seem to be knitted into generic units with dialogic forces, and then the generic units seem to be knitted into the economy of a well-balanced introductory chapter with dialogic forces. Such a mechanism seems to be most clearly observed with particularly interactive move components represented in the excerpt above, which seems to support the notion that 'internal dialogization can become such a crucial force for creating form' (Bakhtin 1981: 284).

5.12 Variations in moves and their implication for EAP

The results of this study clearly suggest that we cannot consider a discipline to be a static entity; neither can we consider the concept of a disciplinary community to be a

monolithic one. This has important implications for EAP research. Variations within a discipline may play an important part in the evolution of research genre. It has been observed that the thesis authors often refer to multiple norms and practices, which often are conflicting, instead of just ignoring the norms the author is not taking. This creates writer–reader dialogic communication, where conflicting norms and practices exist. Such communications between conflicting positions may enable the discipline to remain coherent, and to evolve without separating into different disciplines. New norms that emerge in a discipline are digested and communicated by the traditional norms of the discipline, and may gradually spread to be a major norm of the discipline.

Further, it is important to consider that such interaction within a discipline plays a crucial role in text structuring. It has been observed with the present study that many of the move components are quite interactive in their function. It is interesting that such interactive functions of move components reflect what Thompson (2005) remarked upon: 'texts produced under the name of *thesis* are usually the result of a negotiation of practice, convention and expectations between the writer, the supervisor and other readers...' (p. 320, original italics).

Taking variation within a discipline and interactive functions into consideration is, therefore, useful to understand the function of move components and to more clearly observe the negotiation processes among move components to structure the text, and will further help us to understand the evolution of a genre in relation to the emergence of new socio-ideological trends in a discipline.

5.13 Conclusion

Methodologically, it has been demonstrated in this chapter that Move 1, 2, and other moves constitute lower level moves than Move 3, and that the researcher may flexibly identify and classify emerging rhetorical functions that may appear in academic genres in the future. Consequently, the evolution of the genre may be described without changing the basic generic structure model. The flexibility of this method is further demonstrated by tentatively placing newly encountered types of moves separately, and after considerable quantitative analysis to determine if they can be classified as typical or atypical, and more specifically, traditional or postmodern. This method is subsequently demonstrated to be useful in highlighting the interactive functions of some of the rhetorical moves.

The knowledge provided in this chapter may provide various advantages for EAP practitioners. First, it offers a dynamic perspective for the teaching of introduction section/chapter writing, with a deeper understanding of genre evolution and diversity within a discipline. Students may benefit from the new understanding that the basic strategy in writing research introductions is to give research warrants a functionally corresponding summary of conducted research, constructed in a way to fill the research need. A further important implication for students is that the strategies for giving research warrants may change depending on the dominant value system of the research community, and more importantly, they vary within a discipline, depending on the sub-fields of the discipline. Students may further benefit from the awareness that interacting with other norms within a discipline is the key to successful academic writing.

The subsequent finding offered by this chapter has revealed that the author's reader awareness is embedded in the text as a form of the Move 1 component of

asserting relevance of emerging disciplinary practices, namely, providing personal background, writing style, and so on. These have a particularly important interpersonal function directed towards the potential reader of different norms within a discipline. An implication, however, arises from this subsequent, but important, observation concerning the interpersonal nature of the theses. The history thesis genre seems to be evolving not by ignoring the existing norms, but by maintaining engagement and solidarity with them. This plays an important role in maintaining the diversity of history writing within the one discipline. Theses authors try to maintain communication with different norms within a discipline, because, otherwise, the thesis might lose its identify as a history thesis and will fall apart. Such shared purposes are reflected in the reader's awareness and, therefore, may play a crucial role in the evolution of genre. A complementary perspective to the moves analysis will be provided by the engagement analysis in Chapters 7 and 8, in order to further explore how such overall factors contribute to text structuring. Further background methodology for the engagement analysis is first provided in Chapter 6.

Chapter 6

Methodology II

Engagement Analysis

6.1 Introduction

This chapter contributes to the overall thesis by providing detailed methods for the engagement analysis, in order to highlight the role of negotiative elements. More specifically, this chapter provides methods for investigating the interaction between textual and interpersonal resources by explaining the quantitative methods that identify the distribution of engagement resources across texts and move components.

On providing methods for the engagement analysis, some difficulty may arise identifying engagement resources, due to the prosodic nature of interpersonal resources (Halliday 1981). Accepting this difficulty to draw a concrete line between dialogic functions, this chapter attempts to establish an analytical system suitable for the materials of this study. Hence, this chapter provides clear descriptions of the system of engagement used for this study. It then continues with a description of two parts of the engagement distributional analyses for this study—one which lies between the traditional and postmodern types of theses, and the other which lies across move components. Both of these are provided with the presentation of the quantitative and qualitative analytical methods that will reveal some of the essential functions of dialogic discourse in the history thesis genre; namely, the nature of dialogic discourse to construct a text.

6.2 Engagement: Negotiation as resources

As reviewed in Chapter 3, the engagement system is a unique analytical framework for negotiative elements that concern a text's dynamic dialogic contraction and expansion, which interact with other resources to construct a text. This perspective is in line with the present study, which aims to explore the potential of dialogic elements in text construction. Therefore, this study utilises the system of engagement as an analytical framework.

Although the system of engagement is a sub-system under the appraisal system (Martin & White 2005), this study analyses engagement resources only, because it intends to highlight a text's dialogic elements in relation to text construction mechanisms. However, appraisal sub-systems often seem to overlap (Martin & White 2005; Bednarek 2008), which occasionally makes the borderlines between other appraisal sub-resources and engagement resources unclear, perhaps indicating that appraisal sub-resources themselves may be multifunctional. In this study, therefore, those resources which are seemingly on the borderline with an engagement are coded within engagement system, consequently expanding the types of resources coded for engagement analysis, which will be presented in detail later in this chapter.

6.3 Dynamic coding

The coding of the engagement resources for this study presupposes that engagement resources are points in the discourse where heteroglossic movements occur. As such,

every engagement resource identified in this study is counted as one resource—that is, whether the resource is signalled by multiple words, phrases or one word is not considered. This means that the items coded in the engagement analysis are not the propositions; rather, they are the engagement signalling points, which introduce propositions (Martin & White 2005). Hence, this study intends to describe how and where the discourse changes its heteroglossic directions.

6.4 Identification of engagement

This study basically follows the identification criteria of engagement resources (Martin & White 2005) provided in Chapter 3. However, the preliminary analysis for the present study indicated that many of the heteroglossic resources in the corpus—in particular, contractive resources—were not coded when following the current system. It was also found that the identification criteria for some of the engagement resources required further refining so that the salient types of engagement signalling specific to the corpus of history thesis discourse, could be coded. The modification was necessary due to the fact that different analytical systems for negotiative resources available today were designed to highlight discourses of different, particular genres (Bednarek 2008). An engagement system was built mainly based on investigations of the media discourse; therefore, certain engagement values naturally exist that occur specifically in academic discourse. These values need to be taken into account for this study.

The following sub-sections (6.4.1) present brief summaries for each of the engagement resources for this study to provide an overview of the system. Some engagement resources are quite straightforward to identify (such as, ‘counter’, ‘affirm’

and 'concur'), and do not require any additional identificational criteria to those provided in Chapter 3. Once again, the system network of engagement is provided below, in Figure 3.1..

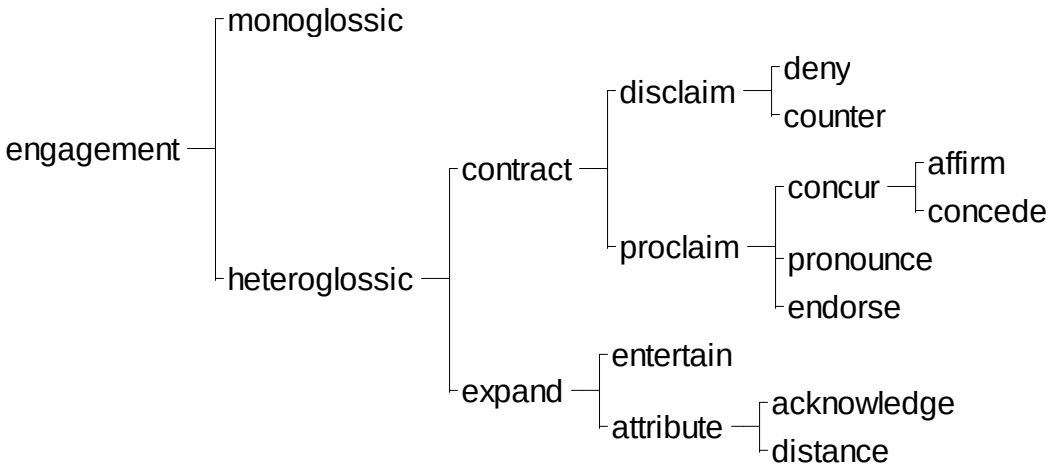


Figure 3.1 The engagement system (adapted from Martin & White 2005: 133)

The brief summary of engagement resources is followed by a detailed list of identification methods for the engagement resources that are not so straightforward to identify (Section 6.4.2). This highlights the modifications of the system having been made for this study. These sub-sections further provide rationale concerning how these resources are going to be significant for this study.

6.4.1 Brief summary of engagement resources

6.4.1.1 'Disclaim' resources (contractive)

'Deny', exemplified by formulations such as *not, never, nothing, etc.,* and 'counter', exemplified by *but, although, etc.,* are two disclaim resources, which are categorised as types of contractive resources because both disclaim in order to contract. In other words,

they both require two propositions: one to be denied ('deny') or countered ('counter'), and the other to be contracted by the speaker/writer. Disclaim resources are expected to appear frequently in highly negotiative discourse, in which conflicting propositions are negotiated.

6.4.1.2 'Proclaim' resources (contractive)

'Affirm' and 'concede' are sub-resources under 'concur' which is one of the sub-resources under 'proclaim'. 'Affirm' resources are signalled by such formulations as *of course, certainly, sure, etc.*, and 'concede' by such formulations as *of course..., (but)..., it is true that..., (but)..., etc.* The difference between 'affirm' and 'concede' is that while 'affirm' denotes that the speaker/writer is willing to concur with a proposition, 'concede' denotes that the speaker/writer is less willing to concur with it. The propositions are concurred because the speaker/writer assumes that the listener/reader is in line with the concurred propositions; hence, it is a strategy for the speaker/writer to align with the reader.

Another 'proclaim' resource—'pronounce'—is associated with the speaker/writer granting a proposition to be true/fact (Martin and White 2005). Another 'proclaim' resource is 'endorse', which involves externally sourced propositions or phenomena which are granted to be true by the speaker/writer. Formulations include *they demonstrate that..., the diary shows that... etc.* These 'proclaim' resources are contractive because the speaker/writer signals that he/she is in line with a proposition. Hypothetically for this study, proclaiming resources may be expected to occur in a highly contractive part of discourse, such as in Move 3.

6.4.1.3 ‘Entertain’ and ‘attribute’ resources (expansive)

‘Entertain’ is an expansive resource, which loosens the discourse by such formulations as *may, must, appear to, it is probable that..., etc.* ‘Entertain’ resources allow some space in the discourse for alternative propositions, so they dialogically expand the discourse. ‘Attribute’ resources are associated with external propositions or phenomena. Under ‘attribute’, there are two sub-resources, ‘acknowledge’ and ‘distance’. With ‘acknowledge’ resources, the speaker/writer does not indicate his/her clear stance toward a proposition, maintaining a seemingly neutral position toward it. The formulations include *they say that..., according to..., etc.* With ‘distance’, on the other hand, the writer/speaker distances himself/herself from the proposition. Distancing is signalled by such formulations as *they claim that..., these studies label him as..., he has commonly been misrepresented, have painted him as, the dominant and assumed view that, is mistaken for, etc.* These expansive resources may be expected to occur in the part of discourse where different positions are introduced, such as in Move 1 and Move 2.

6.4.2 Detailed identification methods

6.4.2.1 Deny

‘Deny’ resources are generally quite straightforward to identify, represented by denying formulations such as *not, never, nothing, nobody, nor, no, etc*. On the other hand, some other formulations, which are grammatically non-negations, are identified to signal

denial during the preliminary analysis. This is exemplified by such formulations as *challenge, opposed to, invalidate, reject, etc.* These do not fit into any of the categories of Martin and White's (2005) 'deny' formulations, but they have been included in the 'deny' category, because they also reject the alternative positions so as to contract:

> **Text 12, p. 12** (underlining added)
>
> By rejecting this 'orthodox' approach to the study of an Australian senior military officers and adopting a methodology similar to Serle, McMullin and Horner this work seeks to recognising the importance of Holmes and Mellor observations on personality and provide a much broader basis to the study of Berryman's development as a senior officer.

In the excerpt above, the author takes up one research approach over another. *By rejecting this 'orthodox' approach* heteroglossically signals that the discourse contracts with a different methodology. This contractive movement is further clarified with the discourse that immediately follows: *adopting a methodology similar to Serle, McMulllin and Horner...* and *seeks to recognising the importance of Holmes and Mellor observations on personality and provide a much broader basis to....* Denying in a discourse seems to be achieved by many more expressions than simple lexicogrammatical negations such as *not.* In the present corpus, 34 such cases of 'deny' resources have been identified. This is simply too many to ignore, so such realisations of 'deny' resources have been included.

6.4.2.2 Pronounce

'Pronounce' in this study is broadly defined as various contractive resources that direct to the discourse which the author intends to navigate. As such, various formulations can

be included in the pronounce category concerning the author's opinions and choices among all the views introduced in the discourse, which are presented in the following sub-sections.

6.4.2.2.1 Subtle pronouncing

Subtle pronouncing strategies are often used in the academic genre, specifically in history writing. In order to code such resources, this present study included the pronouncing strategies that were very low in the gradability of engagement values (see Martin & White 2005: 136). In academic writing genres generally, authors are very careful about claiming something to be fact. This is even so in the discipline of history, as discussed in Chapters 1 and 2. History writers are very careful when claiming how the past *really* transpired. Instead, they use subtle formulations such as *in this study, we argue that* ... What we observed in the present history corpus is that many of the subtle contractive strategies employed by academic authors are important strategies for this study, so that its engagement analysis can comprehensively include and accurately highlight the way in which authors shift between presenting different ideas and contracting his or her own ideas.

6.4.2.2.2 Author's choice

One of the notable heteroglossic movements in the present corpus is the change from expansive to contractive movements, in which the author expands the discourse by presenting different choices in conducting the research, be it a methodology, a writing

style, etc. Then he/she chooses one of these choices. Such strategies are important and need to be analysed for the purpose of this study because it reveals that the discourse has arrived at the shifting point from an expansive discourse to a contractive one. The excerpt from Text 12 presented earlier contains such a pronouncing resource:

> **Text 12, p. 12** (underlining added)
>
> By rejecting this 'orthodox' approach to the study of an Australian senior military officers and <u>adopting</u> a methodology similar to Serle, McMulllin and Horner this work seeks to recognising the importance of Holmes and Mellor observations on personality and provide a much broader basis to the study of Berryman's development as a senior officer.

In the excerpt above, the author adopts a methodology similar to Serle, McMullin and Horner, among others. This is a shifting point where an expansive direction switches to a contractive one. Similar formulations include *taking their approach..., in this thesis, I have chosen to use...., etc.* These are roughly equivalent to what Hyland (2005) called 'attitude markers', in which the writer indicates his/her 'affective, rather than epistemic, attitude to propositions, conveying surprise, agreement, importance, frustration, and so on, rather than commitment', and are 'most explicitly signalled by attitude verbs (e.g., *agree, prefer)*' (p. 180).

6.4.2.2.3 Various types of dialogic emphasis

As presented in Chapter 3, the current engagement system includes the writer/speaker's various types of resources that grant a proposition to be fact in the 'pronounce' category. These resources act as the emphasis markers, which, in written genres, are typically made with auxiliaries such as *do, does, did, is, was, etc.* Emphasis in writing also occurs

in the form of capital letters, bold or italic. These emphasis markers, however, do not just grant something to be true; rather, they conflate with another dialogic function, because these resources also signal to the reader that the particular proposition is important.

Thus, for this study, the extended engagement coding to various types of dialogic emphatic signalling has been made, including formulations such as *it is important that..., it is clear that..., it is essential, etc.* These resources are identified as highly negotiative and contractive (as classified by other frameworks of evaluations), for *it is important that...* is classified as the intensity/scales of 'relevance' dimension (Hunston 1994); as the 'importance' parameter (Bednarek 2006, 2008); and *it is clear that...* as the parameter of 'comprehensibility' (Bednarek 2006, 2008). Extending engagement coding to these resources again relates to the overlapping of engagement values with apparently other evaluative functions. In the appraisal system, both *it is important that...* and *it is clear that...* have been treated as 'attitude: appreciation', but these resources seem to borderline the definition of engagement values. These formulations are often deployed in academic discourse for dialogic purposes. The excerpt below is from a thesis comparing the legal histories of California and Queensland, and appears after the author explained the problems with the dominant colonialist's view towards Western history:

Text 16, pp. 21–22 (underlining added)

This new conceptualisation of Western history is a significant revision of Turner's thesis. However, <u>it is important that</u> "in revising Turner" we are careful not to "throw the frontier baby out with the bathwater". This is particularly true in the field of legal history. American legal institutions, both formal and informal, arrived from the East. […] In this way, the legal history of the American West can connect the traditional explanation of the settlement of the

> West with the wider story offered by new Western historians. This thesis therefore integrates Turner's description of settlement and his explanation of its effect with the more nuanced interpretations offered by historians such as Cronon, Limerick and White.

The author intends to advance his own approach of revising the colonialist's history—not by completely ignoring it—but rather by integrating with it. The proposition introduced with *it is important that* is stressed in the discourse, which persuades the reader—who perhaps by that point may be quite doubtful with Turner's history—that it is still important to connect with the traditional explanations, which, most importantly, are the author's approach in the thesis. Hence, while the formulation *it is important that* alone may certainly appear to be a resource for importance, appreciation or intensified relevance, dialogically speaking, it signals a contractive point in the discourse. Or, it may be more precise to identify as engagement resources from the flow of discourse, because *it is important that* can be identified as a contractive resource—not so much for its semantic type or intensity, but rather so that the reader can identify the contraction point by experiencing the flow of discourse whose proposition after the resource is contracted and supported in the subsequent discourse. In a way, this is similar to the explanations of 'deny' resources by Martin and White (2005) that 'deny' resources are contractive because they deny in order to contract. Various resources in institutionalised texts ultimately contract, especially in academic discourse.

Similar formulations for this kind of pronounce include *importantly, crucial to, clearly, etc.* These emphases can vary in their scope; that is, there may be difficulty in distinguishing between *he is an important person* and *it is important that...* Following Martin and White's (2005) pronounce category, which codes 'intensifiers with clausal

scope' only, this study codes these resources with clausal scope. In other words, only the latter type of the examples is coded as pronounce. The rationale for this is that the example with clausal scope clearly presents propositions to be contracted.

6.4.2.2.4 Naming/specification

Another strategy identified as contractive in the present corpus is the kind in which the author provides a previously presented proposition into a more preferable or specific one. The excerpt below is concerned with research methodology and defines what exactly the 'methodological challenge' for the thesis is, as presented following *namely*.

> **Text 15, p. 9** (underlining added)
>
> Whilst Canberra and Perth both evolved as low-density decentralised cities (much like all other Australian cities), the dissimilarity in approach to the planning and development of their respective suburban landscapes presents the primary methodological challenge of this thesis: <u>namely,</u> the inability to examine the planning and development of individual suburbs within Canberra without linking such planning and development to the city's larger planning configuration.

With *namely* above, the author overtly intervenes, to let the reader know that what follows will be important for the discourse: it will be a summary for the descriptions presented so far, and will be the starting point to discuss the following discourse, so that what needs to be solved methodologically for the thesis becomes clearer.

These types of specification are typical in the academic writing genre. Hyland (2007) described this strategy as the reduction type of 'code glosses'. Code glosses are the 'basic communication strategies used in the negotiation of meaning in many

different contexts, occurring in both spoken and written language, to facilitate the reader's understanding' (Hyland 2007: 267–268). Further the reduction type of code glosses serves 'to restrict the meaning of what has been said, narrowing the scope of interpretation by either paraphrase or specification' (p. 275). To relate it to the dialogic perspective, these resources narrow down the discourse for the author's strategic purpose, consequently contracting the discourse. Similar formulations may include *that is ..., in other words ..., etc.* Further included along this line is a naming strategy typical of academic discourse that signals the author's specific way of constructing terms in the discourse, which includes *in this thesis, A is called B, etc*.

6.4.2.3 Acknowledge

'Acknowledge' resources are categorised as expansive resources in an engagement system as they are concerned with externally sourced viewpoints and thus provide dialogic expansion to the discourse. The apparent author's stance toward 'acknowledge' resources is neutral (e.g., *Their research <u>argues that</u>...*), in contrast to 'endorse' where the author endorses external viewpoints (e.g., *Their research <u>shows that</u>...*) or 'distance' where the author distances external viewpoints (e.g., *Their research <u>claims that</u>...*), although acknowledged propositions may become aligned or disaligned in other parts of the discourse (Martin & White 2005).

The 'acknowledge' category has been expanded in accordance with the expansion of the 'pronounce' category for this study, that is, externally sourced propositions that are otherwise (i.e. internally sourced) coded as 'pronounce' are included as 'acknowledge'. It is important to note that 'acknowledge' resources also

include formulations that introduce unsourced or unspecifically sourced propositions, such as *many people believe that..., it is often believed that..., so called ...*:

Text 2, p. 15 (underlining added)

Migration has been both by people moved here through the transmigration program, and by those moving to Papua with no government assistance, so called spontaneous migrants. The western half of this island has a comparatively low population density in a nation with some of the most densely populated regions of the world. This has made Papua an attractive destination, both for spontaneous migrants and for the planners and administrators of the transmigration program.

As mentioned earlier in the section on 'pronounce' (Section 6.4.2), introducing terms plays a crucial role in constructing a heteroglossic space, as can be observed in the excerpt above. The source of the term, *spontaneous migrants*, introduced with unsourced acknowledging, *so-called*, can indicate that it is not an officially planned migration method, but rather a well-established practice in Papua. With the term introduced into the discourse, the discourse goes on to relate different migration methods to the geographic population trends across different types of migrants.

'Acknowledge' is basically a resource to neutrally introduce a proposition that is not attached to the author (Martin & White 2005). For the same reason, this study has included various passive constructions that are deployed in the discourse to strategically expand it by providing an alternative position. For example:

Text 1, p. 3 (underlining added)

Such an interpretation could be seen as fitting into the critical stream of labour history that Stuart Macintyre identified in his Manning Clark memorial lecture at the ALP National Conference in September 1994.

In the excerpt above, the tentatively presented perceiving action, *be seen as*, has not occurred, so the truth condition of it remains within the author's imagination. Yet, it is still an expansive strategy which shifts the discourse to an alternative position concerning a possible general perception of the interpretation to fit into the critical stream of Labor history. At the same time, it is not clear at the point of discourse whether the author aligns or disaligns with the tentatively presented general perception. Thus, such tentatively presented propositions can be classified as expansive, acknowledging resources because, from the dialogic perspective, it does not matter whether people in reality actually hold some view or not. It only matters for the analytical purpose of dialogic discourse as to whether the discourse has dialogically expanded or not. Those tentatively presented propositions are expected to play an important role in dialogically constructing academic discourse, hence, as long as a view or a proposition is presented, whether it appears to be tentative, conditional or a question, it will be coded for this study.

6.4.2.4 Combinations of 'deny' and 'entertain'

Some of the 'entertain' resources are identified as structured in combination with 'deny' resources, exemplified with *not sure, cannot say with certainty that....* This study codes these combined constructions as one 'entertain' resource instead of coding them as two separate resources ('deny' and 'entertain'), because these sets of constructions seem to be deployed not so much to create two separate engagement values, but to form one 'entertain' value and function as such in the discourse. Discursively, denying value seems to decrease in such sets of combined formulations, functioning rather to loosen a proposition as one 'entertain' value.

6.4.2.5 Heterogloss vs. monogloss

Although 'every utterance participates in the "unitary language" (Bakhtin 1981: 272), it is not realistic to code every part of a discourse. For this study, the basic criterion for distinguishing a certain formulation as the one requiring coding (heterogloss) from the rest (monogloss) is determined by whether it creates a shift in the viewpoint. Some formulations such as *advocate, demonstrate, show, etc*. contain a viewpoint within clearly signalled heteroglossic resources (Martin & White 2005).

> **Text 2, p. 3** (underlining added)
>
> However, <u>there have been less flattering appraisals of</u> Casey in regard to his outlook towards Asia.

In the excerpt above, *less flattering* would be a 'judgment' within appraisal theory (Martin & White 2005) if the entire system of appraisal was coded. More importantly for this study, *there have been ...* introduces an external viewpoint into the discourse concerning Casey. Therefore, such a formulation is coded as 'acknowledge' for this study.

Some other formulations need more careful observations as exemplified with constructions such as *consider*. The three constructions with *consider* below introduce a new viewpoint:

> **Text 38**, **p. 23** (underlining added)
>
> Hauer did not <u>consider</u> Jefferson's linguistic studies as a function of his nationalism.

Text 31, **p. 17** (underlining added)

Despite this, Des Williams, an [sic] historian of competition shearing in New Zealand, <u>considers</u> it inexplicable that an Australian champion of the 1960s, Kevin Saare, is not mentioned at all.

Text 3, p. 11 (underlining added)

One might <u>consider</u> Gwenllian ferch Llywelyn ab lorwerth to be a 'true' Welsh woman.

All of the examples above are formulated with the verb *consider* with a projected proposition, and thus can be classified without any problems as heteroglossic. On the other hand, in the following text, the same verb plays a different role:

Text 16, **pp. 33–34** (underlining added)

In accordance with a comparative and transnational approach, this thesis is divided into three parts. Chapter 2 introduces the legal systems of California and Queensland and explores their connected common law heritage. Part One deals with the law of mining in Nevada County (Chapter 3) and the Gympie region (Chapter 4) and concludes with a transnational comparison of the law of mining in each region (Chapter 5). Part Two (Chapters 6, 7 and 8) <u>considers</u> commercial law, and Part Three (Chapters 9, 10 and 11) <u>considers</u> criminal law.

These two constructions with *consider* in the excerpt above do not have a quoted equivalent (Halliday 1985), indicating that they lack propositions. Grammatically speaking, these are different constructions as they lack object complements. Further, semantically, these two cases of *consider* are different from those classified earlier as heteroglossic, in that they are closer in meaning to *examine*, *analyse*, *highlight*, or *focus on*. Clearly, not all of the formulations with the verb *consider* provoke a proposition. Therefore, these cases are not coded as heteroglossic in this study.

Since they lack new propositions, such formulations do not play a key component for constructing a negotiative discourse. Rather than presenting different propositions and viewpoints, and negotiating through the conflicting viewpoints, the excerpt above simply lists the content of the chapters, with the verbs typically lacking propositions, as in *considers* and *concludes with*. This may also relate to Move 3, which presents the structure of the thesis, and this is not a very negotiating part of a thesis's introductory chapter. Hence, in order to measure the amount of negotiations through different viewpoints across different generic structure components in the discourse, it is best not to code such elements in order to achieve precise measurements of negotiative distributions. Similar formulations that can be classified both heteroglossically or monoglossically include *outline, represents, refer to, mention, advise,* etc.

6.4.2.6 Externally sourced propositions

Formulations that introduce externally sourced propositions can be coded in a rather straightforward manner as either 'acknowledge', 'endorse' or 'distance'. But a complexity arises inside the external propositions, namely, how to treat engagement resources that occur inside the direct quotes from other sources. In this study, directly quoted propositions presented under indents are ignored in the analysis.

Externally sourced propositions are, to various extents, incorporated into the author's discourse, making it difficult for the analysts to draw a clear line between the part of the text that can be ignored in the analysis and the part that cannot be ignored. Indented direct quotes, however, may be considered an explicit signal by the author that the quote does not belong to the author's voice. Still, even indented quotes are

strategically inserted by the author to support his/her claim, and as such, semantic content in the quotes plays an important role in the formation of the discourse intended by the author. However, at the same time, it would be too complicated to identify the discoursal nature of externally sourced quotes. For instance, a 'deny' resource deployed in a quote can only mean that someone other than the author denied something in order to contract someone else's viewpoint. The author may or may not align with the person's denial. Contextual cues become important to determine the author's stance toward it, but what makes it more difficult for the present study's purpose here is that the location of the author's alignment and disalignment in the discourse cannot be measured; in other words, the author's stance does not become clear at the location of engagement resources in the externally sourced quotes. Hence, the goal of the present research to measure distributions of engagement resources across different parts of texts cannot be achieved by identifying the nature of the engagement resources used in directly quoted texts. Hence, the best solution for the present purpose is to ignore such directly quoted parts from the analysis.

Accordingly, such ignored parts of the text are not counted in the quantitative analysis of engagement; that is, the parts ignored for engagement analysis are still included in the move analysis, but the word number of each of the move components ignored in the engagement analysis are accordingly excluded for both the comparative analysis of engagement resources in the traditional and postmodern corpora and in the engagement distributional analysis. Problems still remain with the treatment of engagement resources within externally sourced propositions that are more deeply incorporated into the author's discourse, but such instances are quite small in comparison to those in indented quotes, and therefore, they are coded in the same way

as the engagement resources in the author's discourse, because although some inconsistencies may arise, they may be negligible.

The most deeply incorporated external propositions in the author's discourse may be non-integral citations (Swales 1990) and footnotes. Following Martin and White's (2005) account from the dialogic perspective and their coding methodology that considers non-integral citations as monoglossic, this study treats such discourse parts as the author's own, and hence indirect citations and footnotes are not taken into account. This study will, however, come back to the issue of distinguishing heterogloss from monogloss in the dialogic perspective in the Conclusions chapter, by providing findings of this study for the purpose of contributing to future analytical methodology research.

6.5 Corpus processing

The corpus processing of the engagement analysis for this study involves three primary stages. First, engagement resources are coded manually on the Corpus Tool; second, the results are processed statistically; and third, the qualitative analysis is conducted in order to identify the causes of the findings made by the quantitative and statistical analysis.

Two types of analyses were conducted through the three stages of corpus processing: an engagement distributional analysis comparing traditional and postmodern corpora, and an engagement distributional analysis across move components. The purpose of a comparative analysis between the traditional and postmodern corpora was to examine the correlations between engagement distributions and the ideological differences—namely, the traditional and postmodern history writing

ideologies. The interaction between engagement and textual resources (in other words, how engagement resources serve to realise larger resources) is the aim of the second analysis.

6.6 Comparisons between the traditional and postmodern corpora

The corpus of this study was divided into two parts—traditional and postmodern—to examine the ideological impacts on the occurrences of engagement resources in the history theses. The basis for dividing a corpus was the move analysis, which was conducted before the engagement analysis (Chapter 5). Those texts (theses) that include postmodern move components make up the postmodern corpus, and the rest of the corpus is labelled 'traditional', and consists of those texts that do not include postmodern move components. This does not mean that there is a clear division between the traditional and postmodern corpora. Drawing a line within a corpus itself requires sufficient examination, which can be achieved through statistical examinations testing if the two corpora do in fact have different distributions of engagement resources, so that the rhetorical differences identified in a move analysis also hold true with the engagement distributional analysis. Hence, dividing the corpus into two corpora is a necessary stage for determining whether there are significant differences between the two corpora.

More specifically, the process first requires examining the coded results on the Corpus Tool to divide the texts in the corpus into those with or without the postmodern move components. Afterward, the statistical analysis can be conducted in R, the statistical software. This chapter avoids a lengthy statistical description—more detailed

explanation is provided with the presentation of the results (Chapter 7 and 8), because comprehensive presentations of technical methods must be presented with real research.

6.6.1 Application of statistical methods

First, in order to examine whether the postmodern and traditional corpora are uniform in the density of heteroglossic resources, the study must determine whether one corpus is more heteroglossic than the other. To do this, a Welch's t-test (Welch 1947) was conducted. Welch's t-test is a hypothesis-testing statistical method that is suitable to measure the occurrence of a feature in two groups of possibly unequal variances. The occurrence of a feature measured for this study is the occurrence of engagement resources. The two groups for this study include the traditional corpus and the postmodern corpus. Statistical hypothesis tests examine if a hypothesis is true by first setting up a null hypothesis—a default position that hypothesises that there is no relationship between two measured groups. A null hypothesis is therefore a contradictory proposition which an analyst would like to reject. In statistical testing, the null hypothesis must be verified to determine if it should be accepted or rejected. If it is accepted, the analyst would have to accept that his/her original hypothesis (alternative hypothesis) was false, and if it is rejected, the analyst could safely claim that his/her original hypothesis (alternative hypothesis) was true. Statistical hypothesis testing, therefore, simplifies questions into two competing hypotheses.

Welch's t-test compares the means between two groups; hence, the null hypothesis (H_0) and alternative hypothesis (H_1) of this study can be set as the following:

H_0: The means of the heteroglossic resources between the two corpora (traditional vs.

postmodern) are the same. The variation in the sample is random noise.

H_1: The means of the heteroglossic resources between the two corpora (traditional vs. postmodern) are not the same. The variation in the sample is not random noise.

The t-test for this study is automatically calculated in R, the statistical software (see Chapter 4), which can be performed by entering the results of the engagement analysis across 40 texts in R, which are divided into the traditional and postmodern corpora. Then the means of the heteroglossic resources per 10,000 words in each of the corpora are calculated, where a Welch's t-test is performed. All of these procedures can be performed in R simply by entering the appropriate codes.

The result of Welch's t-test will show the p-value, which is concerned with the probability that the result observed in a study occurred by chance. So the lower the p-value, the more strongly the t-test rejects the null hypothesis, because it becomes more improbable for the difference between the two groups to occur coincidentally. The level of significance (p-value) is conventionally set at 0.05, so, for this study, if the p-value turns out to be lower than 0.05, the difference in heteroglossic density between the traditional and postmodern corpus is considered to be significant. If Welch's t-test rejects the null hypothesis for this study, then it can conclude that the two corpora present significantly different means of the heteroglossic resources. Conversely, if the null hypothesis is not rejected, this study must conclude that the two corpora are uniformly heteroglossic. More detailed methodological descriptions will be provided with the presentation of the results in Chapter 8.

6.6.2 Distribution of each of the engagement resources between the two corpora

After the density of the entire heteroglossic resources between the traditional and postmodern corpora are compared, the analysis will compare each of the resources between the two corpora. This investigation is conducted for the purpose of further clarifying the ideological impacts on engagement resources in text construction.

The process of the investigation first involves a statistical analysis to determine whether the densities of each of the engagement resources significantly differ between the traditional and postmodern corpus. In this case, the statistical test used for this investigation is the chi-square test. Both the t-test and chi-square test can determine whether two groups are uniform or significantly different, but the chi-square test is preferred because it can assess between several variables, making it easier for this study to process multiple variables (engagement resources).

Similarly to the t-test, the chi-square test is an hypothesis-testing statistical test. Hence, the process similarly involves the setting up of a null-hypothesis and an alternative hypothesis. The example hypotheses presented below are for the investigation of 'deny' resources:

H_0: The means of the 'deny' resources between the two corpora (traditional vs. postmodern) are the same. The variation in the sample is random noise.

H_1: The means of the 'deny' resources between the two corpora (traditional vs. postmodern) are not the same. The variation in the sample is not random noise.

The process of the chi-square test requires the analyst to enter the observed frequency (the observed frequency of engagement resources) and the expected frequency (the expected frequency of engagement resources, if it is uniformly distributed between the traditional and postmodern corpus), which can be calculated

with the formula below:

$$\chi 2 = \sum_{i=1}^{n} \frac{(\text{observed frequency} - \text{expected frequency})^2}{\text{expected frequency}}$$

These processes can be calculated automatically in R, which will render the p-value for each of the variables. Again, following the customary rule, the level of significance is set at 0.05. As this investigation involves multiple variables (engagement resources), a further significance level is set at 0.01, so that different levels of significance can be shown across different variables. If the p-value of one (or some) of the engagement resources shows 0.01 level of significance, then the distributional difference of the engagement resource between the traditional and postmodern corpora is very significant, because the probability of such a significant difference occurs by chance in only 1%.

6.6.3 Qualitative investigations

The findings made with the statistical analysis will also be explored qualitatively—although the statistical results provide strong evidence for generalising that certain engagement resources are significantly high in the traditional or postmodern corpus, the explanations for the results—namely, why certain engagement resources turned out to be significant in a certain corpus—can only be provided with a detailed qualitative analysis. The analysis further needs to be associated with external factors,

that is, different ideologies, which may be made only after delicate logogenetic[12] observations have been conducted.

A qualitative investigation of the logogenetic flow of discourse is important for the present study's purpose to explore the impact of ideology on the engagement resources in the discourse, because such different resources are expected to interact to construct the discourse. Hence, the aim of the qualitative analysis of this study is to reveal how different ideologies surrounding the construction of the text manifest the dynamic interactions of engagement resources and textual resources including delicate textual movements and organisations. The process of the qualitative analysis part of this study will include further references to the postmodern and traditional perspectives in history writing so that more nuanced accounts of the results can be made.

6.7 Engagement distributional analysis across move components

The engagement analysis across move components is then conducted with the purpose of investigating if engagement resources correlate with larger text structuring. Similar to the method of the investigation of ideological impacts on engagement resources, the process of the investigation involves a quantitative analysis, followed by qualitative explanation for the quantitative results. The distribution of engagement resources across move components is quantitatively measured to investigate the correlations between engagement resources and move components. The qualitative analysis will accompany

[12] Halliday and Matthiessen (2004: 43) define *logogenesis* as the ongoing meaning creation in an unfolding text.

discussions associated with important linguistic topics such as ideological impacts on text and interactions between textual and interpersonal elements in text construction.

6.7.1 Quantitative analysis

Four domains of engagement distributions will be highlighted in the quantitative investigations:

1) across typical moves, namely, Move 1, Move 2, and Move 3;
2) between warranting moves and Move 3;
3) between typical moves and postmodern moves; and finally,
4) across components under moves.

The quantitative analysis will attempt to identify the levels of correlations between engagement resources and other larger text structures, as presented above.

First, the investigation of the correlations between engagement resources and the typical moves attempts to identify whether certain engagement resources constitute major resources to realise such moves. Second, the analysis tries to identify if engagement resources or certain engagement resources are correlated with even larger text organising elements: the structure of ‘research warranting’ and ‘research’, the most elementary functional elements identified in this study (Chapters 4 and 5). The third aspect of the investigation, engagement resources between typical and postmodern moves, is concerned with exploring whether or not engagement resources are correlated with larger textual ‘ideological’ elements. ‘Textual ideological elements’ may sound strange, given that ideology is typically associated with factors that are external to text; however, as pointed out in Chapter 5, some of the moves are strongly oriented

interpersonally and ideologically. Hence, the third aspect of the engagement resources distributional analysis investigates if engagement resources correlate with such ideological manifestations in move realisations, namely, the typical traditional move components and postmodern move components. Finally, the study examines the correlations between engagement resources and move components. It needs to be noted that, by investigating engagement distributions across smaller move components, this stage of analysis is also concerned with the comparison between moves and smaller move components in terms of the amount of correlations with engagement resources. In other words, it determines whether engagement resources are a constituent of moves or smaller move components that make up a move.

The quantitative results are presented in a number of separate tables and are shown in full in Appendix H. In order to present the full view of the engagement distributions in the entire corpus, the chapter first presents the occurrences of engagement resources in the entire corpus (exemplified in Table 6.1). For the analysis of each of the four aspects of investigations presented above, two tables are presented; first, the total heteroglossic resources across variables (moves/move components), and then in a larger table, the distributions of each of the resources. The reason the total heterogloss is presented first is that it is necessary to first observe the density of the entire heteroglossic resources across variables in order to ensure an accurate interpretation of the more delicate phenomena.

These tables display the number of each of the engagement resources, and the means of each of the resources per 10,000 words (again a custom of corpus linguistics), across the types of moves under investigation. An example table, Table 6.1, is displayed below.

	n	mean	wn
Move 1	4,251	507.89	83,700
Move 2	2,449	622.40	39,348
Move 3	1,528	480.37	31,809
Total	8,228	531.33	154,857

n: number of heteroglossic instances

wn: total word number in the move

mean: per 10,000 words

Table 6.1 Example table (Total heterogloss across Move 1, Move 2 and Move 3)

As seen in Table 6.1, by presenting the means of heteroglossic resources in moves, it becomes clear which moves are more densely heteroglossic in the corpus, and which are not uniform in the text sizes of the moves. A comparison of engagement resources across other organisational components in the text from the four aspects is also made.

6.7.2 Qualitative investigations

The qualitative analysis for the investigation of engagement distributions explores what exactly is happening in the move components that were found to be heteroglossically salient in relation to particular move components. The analysis attempts to provide an explanation as to why certain engagement resources are dense in particular move components. The range of factors that might have impacted the engagement distributional variations are considered by paying special attention to such factors as ideological differences in history writing and the writer's strategies in negotiating with the reader.

Another essential question to be asked throughout qualitative analysis and subsequent discussions concerns the text-organising function of engagement resources. If it is found that the distributions of engagement resources are different across different types of move components, then it can be determined that engagement resources play an important role in realising text's larger functions. By highlighting salient engagement resources in particular move components, the qualitative analysis reveals how those salient engagement resources contribute to the realisation of particular moves and move components through careful logogenetic observation.

The realisation of larger text organisations through engagement resources may further relate to the cohesive functions of engagement resources. As presented in Chapter 3, the cohesive functions of interpersonal resources are considered one of the key issues that could reveal the interpersonal mechanisms which realise the overall structuring of the text. The qualitative analysis and discussions therefore attempt to observe exactly how engagement resources contribute to creating cohesion in text in the process of realising larger text organisations.

More importantly, the issues of interrelations between textual and heteroglossic resources relate to the semiotic nature of dialogic elements in assigning values to different positions introduced into the discourse. The qualitative analysis that explores the interactive resources in this study will hence be conducted with this semiotic perspective in mind. In other words, it will ask how new propositions are introduced into the text, the process of value assignments to the introduced propositions which are observed logogenetically, and how the propositions that are assigned a value can contribute toward the creation of a semiotic harmony, an overall cohesion in text.

6.8 Conclusion

This chapter explained one of the main purposes of the study to explore if and how heteroglossic elements realise larger text structuring. Engagement resources coded for this study are defined as 'dynamic points in the discourse where the direction of heteroglossic movements change'. This is important, because it further clarifies how engagement resources are treated in the research design and the quantitative analytical processes of this study. The rationale for adjusting the definitions of some of the engagement resources is provided so that the system can effectively analyse heteroglossic resources typically occurring in academic genres, particularly history writing. Accordingly, detailed identificational criteria were provided for the adjusted engagement resources. The overall research design is a combination of a quantitative/statistical analysis and a qualitative analysis; this design was chosen to show how these analytical methods can reveal the roles of the heteroglossic elements this study intends to explore. This chapter is followed by presentation of the results and discussion of engagement analysis in the next two chapters (Chapters 7 and 8).

Chapter 7

Engagement Analysis I

Traditional vs. Postmodern Types of Theses

7.1 Introduction

The purpose of this chapter is to explore the relation between ideology and engagement resources and, more specifically, the impact of the traditional and postmodern historical approaches on the distribution of engagement resources. For this purpose, the entire corpus of this study is divided into two corpora—the traditional and the postmodern. The postmodern corpus consists of those theses that include postmodern move components and the traditional corpus does not include any postmodern move components. It is not stating that having postmodern move components results in an entirely different thesis from those that do not. In fact, it is only after statistical testing that we can find out if these corpora are actually different. So, dividing the corpus into two is only one of the processes for the present purpose of finding out if the thesis introductory chapters that contain postmodern move components are different in their distribution of engagement resources.

This chapter first examines the heteroglossic density between the two corpora, followed by the distribution of sub-engagement resources between them. The statistical analysis finds that the two corpora are heteroglossic to a similar extent; however the distributional analysis of the sub-engagement resources finds significant differences

between the two corpora: the postmodern corpus is significant with 'deny' and 'entertain', and the traditional corpus is significant with 'endorse' and 'acknowledge'. The different dominance in engagement resources between the two corpora would seem to be aligned with different ideologies the historians—the thesis authors—hold on writing history. This chapter further observes that not only do the dominant engagement resources change depending on the ideologies, but so does the organisation of the text—which, together with the earlier findings of move analysis, leads to one of the conclusions of this thesis that all these resources—ideology, engagement, and organization—work together to construct a text.

The impact of ideology on different levels and kinds of text realisation is such that it determines the choice of dominant engagement resources, as well as the choice of move components and text organisation. The ideological change and differences within a discipline, then, play a powerful role in manifesting diversity in theses. These findings will be further discussed in relation to the findings of the move analysis and the engagement distributional analysis across move components (Chapter 8), which will add evidence to the final discussion on genre evolution for this thesis.

7.2 Statistical analysis

7.2.1 Heteroglossic resources

As presented earlier in the methodology chapter, Welch's t-test is a statistical testing method that is suitable to measure the occurrence of a feature in two groups—two different corpora in this present case. Here the study examines if the postmodern and traditional corpora are uniform in the density of heteroglossic resources, that is, if one

corpus is more heteroglossic than the other.

To recall, the t-test—as well as the chi-square test—first sets a null hypothesis (H_0). For this analysis, the null hypothesis can be set as below:

H_0: The means of the heteroglossic resources between the two corpora (traditional vs. postmodern) are the same. The variation in the sample is random noise.

The alternative hypothesis (H_1) for this analysis is then set as:

H_1: The means of the heteroglossic resources between the two corpora (traditional vs. postmodern) are not the same. The variation in the sample is not random noise.

If the statistical test does not reject the null hypothesis, we can conclude that the two corpora are uniformly heteroglossic. Conversely, if the null hypothesis is rejected, we can take the alternative hypothesis and conclude that the two corpora present significantly different means of the heteroglossic resources.

As the null hypothesis states that the two population means are equal, a two-tailed test is conducted (if the null hypothesis stated that one of the two population means is greater than or equal to the other, then a one-tailed test would be conducted).

Table 7.1 presents the basic information of the corpora concerning engagement analysis. ‘Heterogloss’ refers to the number of the heteroglossic resources that occurred in each of the corpora, ‘SD’ refers to the standard deviation, and ‘Mean’ is calculated per 10,000 words.

	Heterogloss	Number of texts	Total word number	SD	Mean
Traditional	7,014	30	179,676	43.30	390.37
Postmodern	1,693	10	43,483	53.52	389.35

Table 7.1 Basic Engagement corpora information (traditional vs. postmodern)

The entire traditional corpus that has been coded for engagement analysis consisted of 179,676 words, in which the heteroglossic resources occurred 7,014 times. Therefore, the mean is 390.37 per 10,000 words. Displaying the occurrence of a linguistic feature per 10,000 is a convention in corpus/quantitative linguistics. On the other hand, the entire postmodern corpus that has been coded for engagement analysis consisted of 43,483 words, in which the heteroglossic resources occurred 1,693 times. Therefore, the mean for the postmodern corpus is 389.35 per 10,000 words. The difference between the corpora is minimal; nevertheless, it is still important to test whether the difference is statistically significant. To do so, a Welch's t-test was performed on the result.

As presented earlier, the t-test is a statistical test that is useful to examine whether the means of two groups have a significant difference. Welch's t-test is a type of t-test that can be performed without assuming that two samples have equal variances. While the corpus for this study is large, the postmodern sub-corpus consists of only 10 texts—which may not be large enough to assume equal variances—and hence Welch's t-test is appropriate for the current corpora.

The results of 30 traditional and 10 postmodern corpora are entered in the statistical software, R, and are named x and y, respectively. The result of Welch's t-test in R is copied and displayed below in Figure 7.1.

```
> t.test(x,y)

      Welch Two Sample t-test

data: x and y
t = 0.0745, df = 13.16, p-value = 0.9417
alternative hypothesis: true difference in means is not equal
to 0
95 percent confidence interval:
 -38.91494 41.69761
sample estimates:
mean of x mean of y
 198.9233 197.5320
```

Figure 7.1 Welch's text

The result of the test clearly shows that the difference between the two corpora is not significant. The p-value of the result is 0.9417, which is much greater than 0.05 ($p > 0.05$ = 5% chance). The level of significance is normally set at 0.05, according to statistical convention. So when the p-value is lower than 0.05, the difference between the two groups is considered to be significant. The lower the p-value, the more significant the difference is considered to be, because, for example, we cannot consider that the different distributions occurred coincidentally when the probability of the difference to occur coincidentally is 1%, or one in one hundred.

With the present case, the difference between the two corpora is not statistically significant. This is because there is approximately 94% possibility that the difference occurs by chance. Therefore, the traditional and postmodern corpora are considered to be uniform with the level of occurrence of heteroglossic resources. In other words, the traditional and post-modern corpora are not differentiated by the amount of the

heteroglossic resources used. The question then arises as to the proportions of engagement between these two corpora: exactly what types of engagement resources make up each of the corpora? This question is investigated in the next section.

7.2.2 Engagement resources between the corpora

The investigation moves on to the distribution of the individual engagement resources between the traditional and postmodern corpora. The statistical test to be used for this purpose is the chi-square test. As presented earlier, both the t-test and chi-square test can test if two groups are uniform; the difference between the two tests is the method of assessing between the groups. While the t-test assesses an interval on categorical/nominal variances, with which the interval of engagement resources has been assessed in the previous section, the chi-square test uses nominal variables only. For the purpose of this section, the chi-square test is preferred because it can assess between several variables—that is, the processing of the observed data is easier where the proportions of many engagement resources between the traditional and postmodern corpora are concerned. The formula of the chi-square test is displayed below.

$$\chi 2 = \sum_{i=1}^{n} \frac{(\text{observed frequency} - \text{expected frequency})^2}{\text{expected frequency}}$$

To recall, ‘expected frequency’ in this present case represents the frequency that is expected to occur if the engagement resource in question is uniformly distributed between the postmodern and traditional corpora. As both of the corpora have already been found to be uniformly heteroglossic in the previous section, the distributions of resources under ‘heterogloss’ will be assessed in this section. Therefore, what will be

assessed are the distributions of a particular resource and the other resources (such as ‘deny’ and ‘non-deny’) between the two corpora. The result of the chi-square test is displayed in Table 7.2.

	Tradtitional	Postmodern	X-squared	df	p-value	significance	higher in
Contract	3766	947	2.7649	1	0.09635	ns	NA
Expand (Non-contract)	3248	746					
Deny	892	259	7.9187	1	0.004893	**	PM
Non-deny	6122	1434					
Counter	1659	405	0.0547	1	0.815	ns	NA
Non-counter	5355	1288					
Affirm	69	16	0.0211	1	0.8845	ns	NA
Non-affirm	6945	1677					
Concede	23	12	4.9419	1	0.02621	*	PM
Non-concede	6991	1681					
Pronounce	640	174	2.1394	1	0.1436	ns	NA
Non-pronounce	6374	1519					
Endorse	483	81	9.9453	1	0.001613	**	Tr
Non-endorse	6531	1612					
Entertain	875	291	26.1233	1	0.0000003203	**	PM
Non-entertain	6139	1402					
Acknowledge	2247	427	29.7615	1	0.0000000489	**	Tr
Non-acknowledge	4767	1266					
Distance	126	28	0.1595	1	0.6896	ns	NA
Non-distance	6888	1665					

*: Statistically significant 0.05 level (5% probability).

**: Statistically significant 0.01 level (1% probability).

ns: Not significant.

PM: Postmodern corpus.

Tr: Traditional corpus.

NA: Not applicable.

Table 7.2 Engagement resources between the traditional and postmodern corpora

Table 7.2 reveals that the postmodern corpus has a very high association with ‘deny’ and ‘entertain’, a high association with ‘concede’, and a very low association with ‘endorse’ and ‘acknowledge’. At the same time, this means that the traditional corpus has a very low association with ‘deny’ and ‘entertain’, a low association with ‘concede’, and a very high association with ‘endorse’ and ‘acknowledge’.

As presented earlier, ‘contract’ and ‘expand’ form the main engagement resources in the system network, from which sub-engagement resources emerge. Hence, all the engagement resources are either ‘contract’ or ‘expand’ (non-contract). The postmodern corpus contains a slightly denser ‘contract’. The difference, however, according to the t-test, is not significant, as the p-value is 0.09635. It is only significant at 0.1 level, indicating that there is as much as 9.635% probability that this proportional difference occurs by chance.

The slightly denser ‘contract’ in the postmodern corpus can be explained with its sub-resource ‘deny’—which is displayed in the row just below ‘contract’ in Table 7.2—because ‘deny’ is statistically very significant in the postmodern corpus. The postmodern corpus is also statistically significant with ‘concede’, which is a sub-resource of ‘contract’. ‘Concede’, however, only has 35 counts in the entire corpus (12 in PM and 23 in Tr), so the statistical accuracy may not be as high as for the rest of the resources and, as such, generalization should not be made in association with its significance. Regardless of the slightly low ‘expand’ resources altogether in the postmodern corpus, what is noticeable is the very high statistical significance of ‘entertain’, which is a sub-resource of ‘expand’. The traditional corpus, on the other hand, is associated with ‘acknowledge’ and ‘endorse’, which have little association with the postmodern counterpart.

The results seem to indicate that postmodern history thesis introductory chapters tend to deny, concede and entertain propositions, whereas the traditional ones endorse and acknowledge them. Possible explanations of this quantitative result need to be sought. The following sections will further consider explanations for the results by examining the text qualitatively.

7.3 Qualitative investigations

The following sections attempt to account for the result of the quantitative analysis in the previous sections, that is, the association of 'deny' and 'entertain' with the postmodern corpus, and 'endorse' and 'acknowledge' with the traditional corpus. This will be done by exploring logogenetically the functions and strategies of these resources in question. 'Concede' is not considered in this chapter because it has occurred only 35 times for the entire corpus (nil to two per text), the number of which is too small to qualitatively discuss the distribution of it between the two corpora.

For each of the resources to be examined, one text that has the highest mean of a resource (Appendix G) is selected. The reason for this is that a text that is the densest with a particular resource should most clearly show the discourse function of the resource and provide a clearer explanation of why a particular resource is deployed so frequently in a given text. Another reason is that, because the present qualitative analysis requires the examination of the heteroglossic flow of an entire text, it is not realistic to examine all or many of the texts. So the texts to be examined are Text 2 for 'deny', Text 1 for 'entertain', Text 20 for 'endorse' and Text 29 for 'acknowledge'. Text 1 and Text 2 both turned out to be a part of the postmodern corpus, and Text 20 and Text 29 the traditional one, which have been identified in the generic structure analysis conducted earlier. This makes sense, as these engagement resources have just been identified with the quantitative and statistical analysis that 'deny' and 'entertain' are very significant in the postmodern corpus, and that 'endorse' and 'acknowledge' are very significant in the traditional one.

7.3.1 Deny (very significant in the postmodern corpus)

'Deny' resources occur most frequently in Text 2 (postmodern). This text exemplifies the way a history text organises itself after having been impacted by an ideology and the dominant choice of engagement resources; hence, a more detailed analysis is conducted in this section. Text 2 is the introductory chapter of a thesis that is concerned with the impact of migration in Papua New Guinea, titled *The Impact of Migration on the People of Papua, Indonesia.* The beginning of this thesis has been classified as 'recount as observer' as it starts with the author's reporting description of the Wamena Carnival in Papua, celebrating its diversity with a parade. The recount accompanies photos of the carnival taken by the author, which makes the text look like a travel report genre.

The author ends this recount with a couple of questions: 'Is this an exhibition of the cultural exchange occurring in this distant outpost, the multicultural nation in action? A celebration of the diversity in the unity?' (p. 14). The discourse then shifts to a rather typical kind of historical recount. Importantly, such shifting points seem to reflect the relations between engagement, ideology, and organization of the text:

Text 2, p. 15

Once the parade is over, I decide to eat. The nearby cheap restaurant is run by a migrant from Sulawesi. A quick stop at the internet cafe (Sundanese owner), before going back to my hotel (owner also from Sulawesi). The next day I take a becak (cycle rickshaw) to the terminal (Dani driver) and bus along the valley (West Sumatran driver). Out of these workers, the only job not taken by a migrant is poorly paid, low status and hard labour. The divide between migrants and indigenous people in the province is hard to miss on the ground.

> Since the handover of power from the Dutch to Indonesia (via the United Nations) in 1962/3, Papua has been a destination region for migration from the rest of the nation of Indonesia. Migration has been both by people moved here through the transmigration program, and by those moving to Papua with no government assistance, so called spontaneous migrants. The western half of this island has a comparatively low population density in a nation with some of the most densely populated regions of the world.

This is a gradual and strategic shift from 'recounting as observer' to 'historical recount'. The author—apparently recounting as observer—strategically contrasts that the hard labour, such as *becak* (cycle rickshaw), is taken by an indigenous person, *a Dani driver*, while standard jobs such as a restaurant owner, an internet cafe owner, a hotel owner, and a bus driver, are taken by migrants from various parts of Indonesia. This leads the discourse to highlight *The divide between migrants and indigenous people...*, which then pushes forward the historical recount that is concerned with the Papuan migration policy.

The discourse goes on to outline the history surrounding the migration policy, and its impact on social structure in Papua etc., followed by typical elements such as providing problems with method, thesis structure, and so on. The discourse then more clearly reveals the political nature of the carnival scene with 'deny' resources. Many of the 'deny' resources in Text 2 are deployed in order to uncover the issues behind the multiculturalism that was positively presented by the carnival's organisers:

Text 2, p. 25 (underlining added)

> Transmigration sites have <u>not</u> lived up to the expectations of the participants of these programs, with some sites having high rates of transmigrants abandoning their new homes […] with Hal Hill claiming in 1991 that only 10-15% of

> transmigrants had left their settlements. In those sites which were not successful in retaining migrants, many transmigrants migrated on to nearby towns and cities rather than returning to their areas of origin.

As clearly seen in the excerpt above, the author is deploying 'deny' resources in order to reveal that the migration program did not live up to the original expectations and was not successful. The author's intention of denying the official representation is even clearer in the final passage of the introduction chapter:

> **Text 2, p. 26** (underlining added)
>
> The essential aim of the research is to assess the political, social and economic changes that have come about through the large-scale migration to the province during the period of Indonesian sovereignty. The influx of migrants has blocked the advancement of indigenous people in the political, social and economic fields, creating jealousy and distrust of the newcomers. It appears that this mixing of people has not created the unity in diversity – the national identification beyond the ethnic pieces – that the earlier photographs from the carnival suggest. There has been the formation of a pan-ethnic consciousness among the indigenous populace, along with a feeling of difference from the 'Other' –the non-indigenous migrants who give definition to a Papuan identity.

The series of 'deny' deployments in Text 2 function to deny the positive image of Papuan multiculture and to represent it as a mere *mixing of people*. They bring to the surface the complex historical demography of Papua, such as the failed migration policy, colonial and migration history, racial conflicts, and indigenous issues. As the discourse goes on to deny the official positive image of the carnival scene, it successfully creates a research need and justifies the research topic for the thesis.

The particularly frequent 'deny' resources in Text 2, therefore, can be attributed

to denying the official positive image of the migration policy in the discourse. The text also includes the typical uses of 'deny' resources which are used, for example, to point out the lack of research: *There has been no detailed assessment of the effects of this migration on the people of Papua historically throughout the period of Indonesian sovereignty* (p. 17, underlining added). Hence, it appears that Text 2 has become denser in 'deny' than other texts because of the need for extra 'deny' deployments for denying the official representation.

Another issue to note is the discourse shifting the function of the author's explicit question on the positive representation created by the carnival organisers: *It appears that this mixing of people has not created the unity in diversity—the national identification beyond the ethnic pieces—that the earlier photographs from the carnival suggest* (p. 26, underlining added). This is an important passage for the text because it reflects the discourse relations between the recounting of the carnival scene at the beginning of the chapter, denying of the official image, and the history of the migration scheme which forms the rest of the thesis.

It is also important to note that this shifting point is partly created by the strategic choices of engagement resources. *It appears that…*, which is 'entertain', brings an alternative view to the official representation. The alternative view is 'entertained' at the stage of the discourse because it is yet to be demonstrated: it is the view the author will attempt to demonstrate from then on for the rest of the thesis. Then, *this mixing of people has not created the unity in diversity* denies the official representation by *not*, a deny resource. Also, the photographs presented at the very start of the introduction chapter get entertained by *suggest*. So *the national identification beyond the ethnic pieces* are not *shown* [pronounce] but only *suggested* [entertain] by the photographs of

the carnival. So the passage assigns values to the different positions introduced to the discourse, and thereby predicts and manifests the heteroglossic dynamism of the rest of the discourse.

Such a discourse function of 'deny', as well as other engagement resources, needs to be further examined in relation to ideology and, more specifically, the extent to which different ideologies and theories impact the various levels of the discourse structure. It is not simply about deny resources, but the whole structure of the text which changes accordingly. To make the same point in the introduction chapter, it would be possible for the discourse not to present the carnival scene or to use 'deny' resources. In fact, the carnival scene is not essential for the purpose of pointing out the problems with the migration policy. If not for the presentation of the carnival scene, the chapter could be simply constructed without 'deny' resources. For example, 'The impact of migration on Papua is such that it has created various issues in the society...' The differences in ideologies in this case, the traditional and postmodern history writing, may change not only the author's choice of dominant engagement resources deployed (polarity in this case) but also the macro-structure of the text. This point will be further discussed in relation to specific traditional and postmodern history ideologies and larger text organisations in Sections 7.4 and 7.5.

Importantly, this further indicates that engagement resources, together with ideologies, interact with textual functions of constructing a text, as Text 2 suggests. Hence, the author's ideological choices may change the realisation of the overall text, determining the text to such a large extent.

Further, it is important to point out that the use of 'deny' resources in Text 2 is exactly the process of deconstruction, in Derrida's (1967/1976) term. That is, Text 2 is

concerned with postmodern explorations of meaning and encourages the connection between representation and reality to be questioned. Any text, be it written or spoken with language, visual images, event, etc., are a construct, and as such a need to deconstruct text occurs, which enables the reader or viewer to see the politics behind the constructed text.

In the case with Text 2, the author questions the official meaning made by the carnival, gradually deconstructing the connection between the positive image of the migration policy and the carnival scene by denying the positive image presented and by giving evidence that proves otherwise. Munslow (1997), in his book titled *Deconstructing History*, emphasised 'the role of the historian, his/her use of social theory, and the construction of explanatory frameworks in historical understanding' (p. 3), which is further explained in the quote presented earlier that deconstructionist historians are aware of the self-referential, indeterminate nature of historical representation (Munslow 1997: 25).

In the case of Text 2—which is not a written historical narrative but a carnival scene—the author is aware that the carnival is an official re-presentation of the past Papuan migration policy, which he then questions. And this is what Southgate (2003), a historian of postmodern theory in history, called 'decentredness': 'postmodernism in any context—personal, cultural, historical, geographical or whatever—questions the prioritisation of any single centre' (p. 11).

Although it is difficult to generalise the use of 'deny' resources in postmodern theses with the qualitative analysis of one text, we can identify the acute awareness of postmodernism with the use of 'deny' resources at least with Text 2—the construction of an image with the carnival and its deconstruction by the author, which is

a-step–by-step process of decentring and persuading the reader. Such a use of 'deny' resources, therefore, may be a postmodern strategy of history writing—that is, to deny in order to deconstruct—which suggests that different strategies in the deployment of the same engagement resources may exist between the traditional and postmodern theses.

According to Munslow (1997), however, a deconstructionist historical method should not go to the next stage of reconstructing:

> But most historians clustering around the reconstructionist/constructionist axis still insist on seeking *the* essential proof that something discoverable and recoverable happened in the past, reasoning that the source, studied appropriately—in its context and/or the application of appropriate models of explanation—will reveal the reality behind it. The deconstructionist historian, on the other hand, maintains that evidence only signposts possible realities and possible interpretations because all contexts are inevitably textualised or narrativised or texts within texts.
>
> (p. 26, original italics)

It seems that Text 2 may be clustering around 'reconstructionist' history, because at the start of the final paragraph of the introduction chapter the author clarifies the purpose of the research: 'The essential aim of the research is to assess the political, social and economic changes that have come about through the large-scale migration to the province during the period of Indonesian sovereignty' (p. 26). It deconstructs the official representation of the past, but the next stage of assessing the political, social and economic changes may be close to reconstruction.

7.3.2 Entertain (very significant in the postmodern corpus)

The very postmodern thesis, then, may even question the thesis author's own assessments of historical events, which is reflected in the very frequent deployment of 'entertain' resources in Text 1, a participant history thesis—the one identified to be very postmodern in the generic structure analysis. Text 1 is the densest with 'entertain' resources. The first paragraph of the thesis summarises what the thesis is about: a history shaped by the author's own memory of political involvement in inner Sydney Leichhardt and the Australian Labor Party. The autobiographical narrative begins from the second paragraph and continues through most parts of the introductory chapter, which, as observed previously, contains no traditional types of research topic warranting. The discourse with the frequent 'entertain' resources of this thesis's introductory chapter is characterised by the awareness of, in Munslow's (1997) words, 'the indeterminate character of postmodern society and the self-referential nature of representation', and that 'the written historical narrative is the formal *re-presentation* of historical content' (p. 25, original italics). For example, the author 'entertains' when he claims that his personal experience is generalisable of the generation:

> **Text 1, p. 5** (underlining added)
>
> I am all too well aware of the danger of imposing my own hopes and disappointments on an interpretation of past events. But <u>perhaps</u> my experience is also that of a generation.

In the excerpt above, the author deliberately avoids denying alternative propositions to his claim that his experience belongs to the generation by inserting *perhaps* into it. Moreover, the claim is presented after deliberately allowing a possible

antithesis to it: *the danger of imposing my own hopes and disappointments on an interpretation of past events*. So his claim is made in the discourse environment that takes place in a wide heteroglossic space where possible alternative propositions co-exist.

The author continues narrating his own political involvement:

Text 1, pp. 7–8 (underlining added)

I can recall the meetings of the (north) Annandale branch as being small with a large proportion of older members. But it seemed as if I had entered the 'real' world (in contrast to Canberra), especially alongside my high school teaching at western Sydney high schools and the beginning of my involvement with the teachers union, the NSW Teachers Federation.

In the excerpt above, the author continues to entertain the description of his memory by *I can recall…*, implying that there must be other things that occurred that the author cannot recall. This is also reflected on the frequent use of '*I*' in the text. Although the construction with the first person pronoun was not included in the coding of this study, to avoid the complexity involved in such an analysis (see Chapter 6 *Methodology II: Engagement Analysis*), presenting a proposition with '*I*' entertains the proposition in such a way to give it no more than a subjective meaning. It seems, hence, that Text 1 may be even more significant with 'entertain' than the coding has presented. The author's propositions are presented as no more than the reflections of the fragment of events which he can recall, as the title given to the introductory chapter, *Memory's Mosaic: An Introduction*, suggests.

As the discourse explains the details of the content of the author's memory, it is frequently entertained, for example, as observed above with *it seemed*. The descriptions

are thus presented as no more than the author's impression, claiming no factorial observations. The author then starts to discuss the difficulty of presenting such postmodern perceptions in history writing, and then the discourse gradually explains how to possibly solve the problem with the approach he is taking:

Text 1, p. 9 (underlining added)

This memory has been reconstructed in the specific context of trying to explain my political evolution as background to my own involvement in the Labor Party and the way that background and involvement may have shaped this project. While it seems like a fair description I still have doubts as to whether it properly reflects how I felt at the time. Subsequent to my deferral in 1968 my political consciousness evolved from a 'Left Laborism' to a more 'libertarian Marxism' associated with the politicised end of the urban 'counter culture'. Standing in London's Grosvenor Square near the American embassy in 1975, the morning after the fall of Saigon, I can recall not only a sense of relief that the war was over but a sense of joy at the triumph of the Vietnamese and the vindication of the anti-war movement. Since these moments, other factors have also intruded on the clear line of vision back to my past: anger at the West's (in particular the US) vindictive isolation of Vietnam, disappointment at the 'Stalinisation' of post-war Vietnam and the general political confusion of the post-Cold War Left. But how politically radical was I back in 1968 when I confronted the problem of call-up? I think I have got the memory right but not without a good deal of reflection.

Text 1, p. 15 (underlining added)

As a participant historian who engaged in this, at times bitter, conflict I can do no more than attempt to construct a mosaic of the involvement of the new middle class in the Leichhardt ALP branches during the 1970's and 1980's. In doing so I hope to maintain an awareness of the integral relationship between oral and documentary sources, and between the contested territories of memory and history maintaining transparency as to the intrusion of my own, subjective, experience.

With the excerpts above containing frequent 'entertain' resources, we can see that the 'entertain' resources occur during the descriptions of the research approaches the author is taking. This is compatible with what Munslow (1997) identified as 'the deconstructionist history approach' that does not even reconstruct, but which 'maintains that evidence only signposts possible realities and possible interpretations because all contexts are inevitably textualised or narrativised or texts within texts' (p. 26).

This makes it clear that the frequent 'entertain' resources in the postmodern corpus are related to the critical approaches to the objective historical knowledge concerning the perception of the real world. The author of Text 1 admits that his history writing is an activity of subjective and relative description of historical events. This resulted in the very frequent 'entertain' resources because the relativist approach to history has no 'centre' in the discourse—such a history is characterised by 'decentredness' (Southgate 2003), which is partly realised by the frequent 'entertain' resources. This explains the result of the quantitative analysis that shows a statistically very significant mean of 'entertain' resources in the postmodern corpus, and reflects the understanding of the postmodern history writing conditions that any propositions concerning an historical event are equally subjective.

7.3.3 Endorse (very significant in the traditional corpus)

'Endorse' is one of the significant engagement resources observed in the traditional corpus, and Text 20 has been selected to demonstrate this because it is a traditional text that has the highest density of 'endorse' resources. It is a thesis on sectarianism in New South Wales, Australia, between the years 1945 and 1981. In the early pages of the

introductory chapter, the thesis presents various existing views concerning the word 'sectarianism'.

Text 20, pp. 2–3 (underlining added)

> In his study of sectarianism in early twentieth century Australia, Jeff Kildea notes that sectarianism is a term in Australian history 'pregnant with meaning which dictionary definitions fail to capture' and Michael Hogan points out that 'the cultural complexity of sectarian divisions makes the concept a messy one for explaining what happens in society'.

In the excerpt above, the author introduces Michael Hogan's proposition with an endorsing resource, *points out that*, so that it becomes clear that the author is positive with the proposition made by Michael Hogan. Throughout the introductory chapter, the author frequently refers positively to the previous studies on sectarianism, which becomes the foundations for the author's research.

Text 20, p. 4 (underlining added)

> There is a significant international body of historiography on Catholic-Protestant sectarianism. This scholarship demonstrates the methodological complexity of sectarianism, revealing its interconnectedness with other historical factors and forces. It shows that sectarianism has been a regular fixture within the armoury of social and political conflict throughout the centuries, serving as a conduit for the expression of not only religious rivalry but of other social cleavages and grievances, including class and ethnic rivalry. For instance, in his study of twentieth century England, Ross McKibbin shows that it was expedient for political parties to exploit racial grievances clothed in religious terms. Similarly, Frank Neal's *Sectarian Violence: The Liverpool Experience* shows that during the famine years of the nineteenth century, anti-Irish feeling—based on fears of Irish rebellion, crime and economic burden—was expressed in Merseyside 'in the guise of increased sectarian bitterness'.

In the excerpt above, the author presents the complexity of methodology in sectarianism research as a fact, using the endorsing expressions such as *demonstrates* and *revealing*. Then the author gives examples of sectarianism studies that take account of other historical factors, by again endorsing such studies with *show that*. These endorsed studies can then support the author's research method that takes account of other interconnected social factors, which is presented on the first page of the chapter: 'It locates sectarianism within the contexts of theological discourse and polemic, religious culture more generally, politics, broader social issues and cultural memory'. Such endorsing strategies continue:

Text 20, pp. 6–7 (underlining added)

In addition to Hogan's work, there are other more specific studies which contribute to the contextualisation and analysis of sectarianism in Australian history. Jeff Kildea's history of the Catholic Federation in *Tearing the Fabric: Sectarianism in Australia 1910-1925* is an important contribution to the study of sectarianism, <u>demonstrating</u> the significance of sectarianism in Australian political cultures and institutions. There are also some significant studies of Australian sectarianism at the local level. James Logan's 'Sectarianism in Ganmain: A Local Study, 1912-21', 12 <u>shows</u> how pragmatism invariably mitigated latent sectarianism in the small rural community of Ganmain. Janet McCalman's *Struggletown: Public and Private Life in Richmond*, *1900-1965,* also <u>shows that</u> while sectarianism was a significant factor in public and political life in Richmond, Victoria, personal contact could overcome sectarian prejudice in the private sphere.

As observed, it is not surprising that traditional thesis introductions frequently endorse other studies because justification of new research can be made straightforward by being in line with the tradition, without denying or entertaining them. The positive

relations with the previous research manifest the heteroglossic structure of the discourse to be a positivistic and straightforward one as well, which explains the high density of 'endorse'.

7.3.4 Acknowledge (very significant in the traditional corpus)

The thesis introductory chapter that is most densely composed with 'acknowledge' resources is Text 29. It is a traditional thesis about Australian foreign policy with Asia between 1951 and 1960, which focuses on the role that External Affairs Minister R. G. Casey had played. After a brief summary of the thesis on the first page, it presents many of the background sources by deploying 'acknowledge':

> **Text 29, p. 2** (underlining added)
>
> While different aspects of External Affairs in the 1950s have been discussed in isolation, such as Suez, there is not a definitive analysis of Casey's policies toward Asia, and particularly South-East Asia. Nevertheless, many writers <u>have alluded to</u> the fact that Casey contributed much to Australia's relationship with Asia and, in particular, South-East Asia. Walter Crocker <u>believed that</u> Casey's 'special achievement was to make Australia aware of Asia and Asia aware of Australia, and in both cases with sympathy and respect.' W.J. Hudson <u>argued that</u> 'Casey from the beginning showed a sensitive awareness of the politics of South and South-East Asia', while David Lowe <u>believed that</u> Casey 'showed himself intellectually flexible and receptive to new ideas in his thinking about Asia.' Lowe <u>also stated that</u> 'with considerable foresight [Casey] acknowledged the need for Australia to act as an involved party in South-East Asian affairs'. Coral Bell <u>suggested that</u> Casey was 'more attuned, especially in dealing with non-Europeans, to the realities of the mid-twentieth century'. Furthermore, T.B. Millar <u>felt that</u> Casey was 'more sensitive to the feelings of Asian leaders'. Upon Casey's retirement, in an evaluation of Casey's time as Minister for External Affairs, a writer for the *Sydney Morning Herald* <u>noted that</u> Casey had 'personally

> laid the foundations of the closer relationships with the new nations of South-East Asia which must now be among the first of our preoccupations.'

The author used a number of 'acknowledge' resources in order to support his claim that Casey is an important and interesting historical figure who is worth an isolated historical analysis. By establishing the value of Casey as a historical figure, the author successfully establishes a research space for his thesis. It is interesting to note that while deploying 'acknowledge' resources to introduce many sources concerning Casey, the excerpt above maintains a neutral stance toward the descriptions of Casey made by these propositions, instead of endorsing them by using 'shows that…', 'demonstrates that…', 'reveals that…', and so on. With such an acknowledging choice made by the author, the excerpt can also indicate that these propositions are not so much a sufficient analysis to endorse, but rather are casual, non-academic descriptions of Casey and that there are insufficient texts of this kind on Casey. Hence, in the excerpt above, by choosing to 'acknowledge' them instead of 'endorse' them, the author is successful in indicating two points about Casey: 1) he is worth being researched; and 2) he has not yet been researched properly. The chapter, from then on, similarly acknowledges other propositions and studies that surround various aspects of the study.

As the excerpt above indicates, the frequent use of 'acknowledge' resources appears to be the result of the thesis being positioned unproblematically and straightforwardly with propositions made by others, which appear to be a typical feature of traditional thesis introductions. That is, unlike the postmodern counterparts, the traditional theses do not hold an entwined understanding of their own or others' propositions. So, instead of considering others' propositions as constructed or relative ones, they treat them in a neutral or positivistic way. Hence, the traditional thesis's

introductory chapters become dense with ‘acknowledge’ resources, which serves the thesis by creating a typical kind of research space, as observed in the excerpt above.

7.4 Engagement and ideology

As observed so far in the qualitative analysis of the previous sections, it seems that differences in the deployment of engagement resources exist even between the postmodern theses and between the traditional theses. Text 1 and Text 2, as discussed, are both influenced by the postmodern perspectives, but different deployments in engagement resources were identified depending on different kinds of, or extent of, postmodern ideologies held by the thesis authors, namely, ‘reconstruction after deconstruction’ and ‘maintaining the awareness of the self-referential nature of representation’. Text 1 goes so far as to accept that the author’s own discourse is relative and hence deploys many ‘entertain’ resources. Text 2, on the other hand, deconstructed the official representation, and when the discourse moved on to the author’s own position it did not entertain as much as Text 1, but rather attempted to reconstruct.

Similarly, the qualitatively examined traditional theses showed some variations in the use of engagement resources depending on which position the author has taken in relation to other studies brought in to the discourse. Text 20 justified the research topic by endorsing many other studies that established the importance of the research topic. Text 29, instead, deployed many ‘acknowledge’ resources, so that the introductory chapter claims the importance of the topic by showing how frequently the research topic has been discussed previously. Text 29 then created a research need by concluding that

the previous propositions concerning the research topic were not sufficiently academic enough.

It is interesting to note how different types of engagement resources become dominant in thesis introductions, depending on slight differences in the thesis author's positioning of research in relation to other studies brought in to the chapter. Thesis authors seem to first set a strategy of justifying the research, which determines the choice of dominant engagement resources deployed for introducing other studies. It is not only when introducing other studies but also when introducing the author's own study that the deployment of engagement resources change. If a history thesis author takes a particularly postmodern approach and positions his/her own research relativistically, the text results in the high frequency of 'entertain' resources. Thus, not only does the positioning of other studies change the author's choice of engagement resources, but so does the positioning of the thesis author's own research.

7.5 The discursive associations: Engagement, organization and stance taking

The results of this engagement analysis between the traditional and postmodern corpora further suggest that the thesis author's stance (the traditional or postmodern perspectives toward writing history) impacts the text not only with its distributions of the engagement resources but also with the text's larger organisation. That is, when the choice in engagement resources changes, the text organisation changes accordingly.

As observed, when a discourse in the postmodern thesis introductory chapters contracts, it is characterised with the high deployment of 'deny'. In the traditional thesis, on the other hand, their discourse is characterised with a high deployment of 'endorse'.

Such different selections of contractive resources between the traditional and postmodern discourses are statistically significant, and yet it is important to note that the different selections of contractive resources would make a difference in the text's organisation but little difference with the semantic information that these theses would convey to the reader.

Text 2—which is a postmodern thesis that is marked with a particularly high frequency of 'deny'—for example, could have been composed with very few 'deny' resources if differently organised. That is, instead of presenting the carnival scene at the start and gradually denying the constructed multicultural theme of the carnival, the text could have been organised straightforwardly by presenting and endorsing the instances that reflect the issues concerning migration in Papua New Guinea. With the latter case, such a straightforward organisation would be expected to have much fewer 'deny' resources and more 'endorse' resources accordingly, just like a typical traditional thesis (as presented in Figure 7.2). Similarly, the selection of the expansive resources and the text organisation may change accordingly.

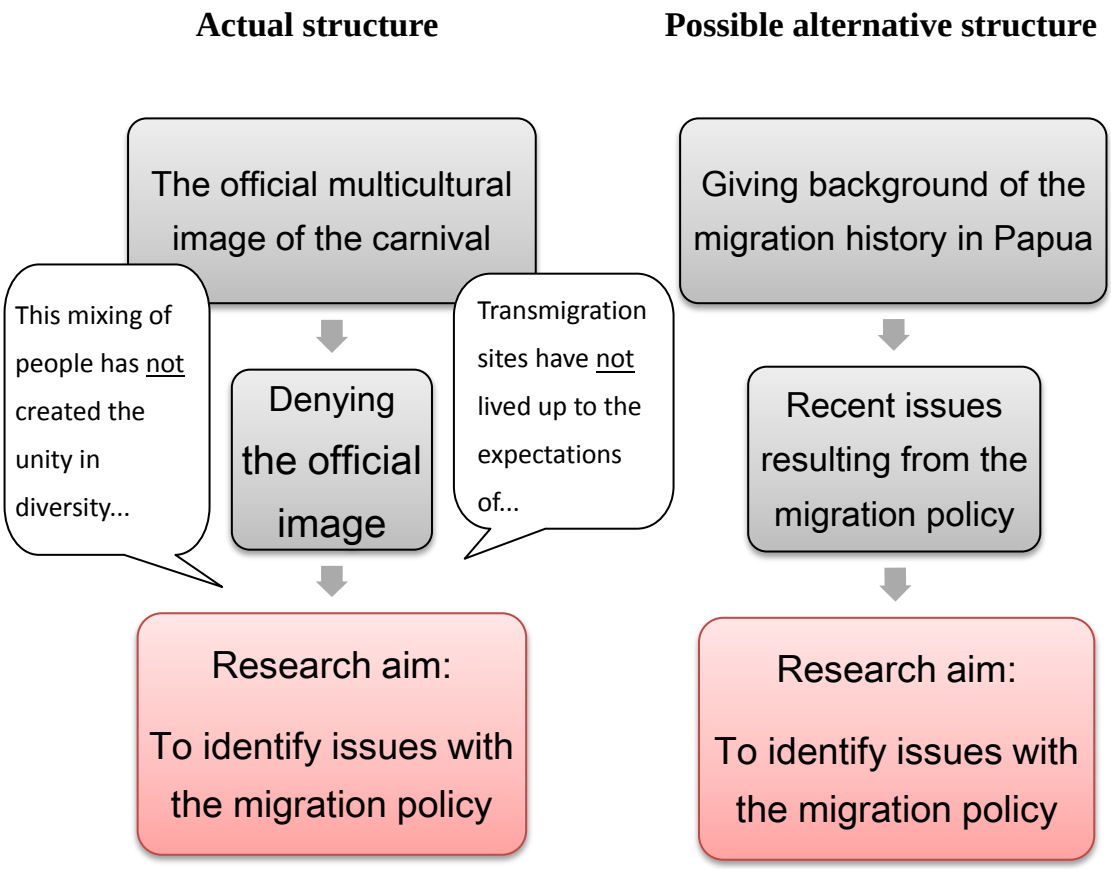


Figure 7.2 The actual and possible structures of Text 2

The comparisons of the expansive resources between the traditional and postmodern corpora show that the traditional is marked with 'acknowledge' and the postmodern with 'entertain'. Text 1—which is a postmodern thesis that is marked with a particularly high frequency of 'entertain'—for example, could be composed very differently if the author's stance toward history writing was not a postmodern one. As observed qualitatively in the previous section, the high frequency of 'entertain' in Text 1 is associated with its self-narrative discourse, which is a result of the author's awareness that the history he is writing is no more than a reflection of his own memory, and, hence, his writing needed to be loosely composed, giving plenty of alternative dialogic space, and avoiding generalisations.

If the author of Text 1 had a different, traditional stance with history writing, Text 1 would have no self-narratives. Consequently, it would have fewer 'entertain' resources because 'entertain' resources function to loosen the author's own propositions. Instead, a traditional thesis would compose Text 1 with more typical expansive strategies, by frequently referring to others' propositions, which would change the entire organisation of Text 1.

7.6 Conclusion

This chapter explored the relations between ideology, engagement resources, and text structuring, and demonstrated that ideological differences are manifested in the text. This was demonstrated by the statistical analysis of the distributions of engagement resources between the traditional and postmodern corpora, followed by qualitative investigations. The traditional and postmodern corpora have shown distinct distributional differences of engagement resources. It has been identified that the discourse in the traditional corpus is characterised by the positive references to the previous studies on which the thesis author continues the tradition, whereas the discourse in the postmodern corpus is characterised by the loosened and decentred arguments. Interestingly, the process of deconstructing and reconstructing history observed in this chapter has clearly demonstrated an example of dynamic interaction of different resources, both internal and external to the text. That is, a particular ideology in writing history—external to the text—has impacted the internal text, both in its structure and in its engagement resources.

The investigation of the relations between engagement resources and text

structuring for this study will be completed in the next chapter, which further reveals the distribution of engagement resources across move components.

Chapter 8

Engagement Analysis II

Engagement across Move Components

8.1 Introduction

This chapter provides an overview of the engagement analysis across move components, which investigates if engagement resources correlate with larger text structuring. The distribution of engagement resources across move components is quantitatively measured in order to examine the correlations between engagement resources and different types of move components, ranging from typical moves, postmodern moves, warranting moves, and smaller move components. The purpose of such investigations is to quantitatively assess the relations between different rhetorical units and engagement resources.

The quantitative results show surprisingly different distributions of engagement resources across move components, which leads to the qualitative analysis so that explanations can be given to the salient features observed in the quantitative results. Although the limitation of space has made it difficult to conduct a qualitative analysis for all the quantitative findings, the micro-observations suggest that highly negotiative discourses emerge where shifting of moves occur, suggesting that the text negotiates in order to create cohesion. These investigations are conducted for the purpose of providing insights into the stratifying nature of heteroglossic elements, and in particular, if and how they play a role in constructing larger text units.

With the qualitative observation that engagement resources interact with the other resources, such as moves, in order to create cohesion in text, this chapter concludes that engagement resources play a vital role in realising the author's stance, as well as cohesion. Hence, engagement resources have both interpersonal and textual functions. This chapter discusses these findings predominantly through the work of Bakhtin (1981), because—although it is not a new or updated work on heteroglossia—this is the first work that seriously discussed the function of heteroglossic resources in text structuring. Even today, it is difficult to find studies which have discussed this subject so rigorously and accurately—namely, the dynamic nature of heteroglossic resources that change every level of text structures. This chapter further relates the findings to the interaction between ideology, heteroglossic resources, text, genre, and genre evolution, which forms an important step for the conclusion chapter (Chapter 9) of this thesis.

8.2 Quantitative results

The results of the engagement distributional analysis are presented to highlight four different aspects of engagement distribution: 1) between Move 1, Move 2, and Move 3; 2) between warranting moves and Move 3; 3) between typical moves and postmodern moves; and 4) across move components. The interpretation of the results, such as the identification of the causes of the different dominant engagement resources across moves, is conducted after all of the four aspects are presented. Table 8.1 is presented for an overview of the engagement resource distribution in the corpus. Total word number for this engagement distributional analysis is slightly smaller than that of the move analysis because some parts of the corpus needed to be ignored during the analysis (see

Chapter 6 for Methodology II: *Engagement Analysis*). Such ignored parts are also omitted from the word number so that the means become accurate.

affirm		concede		deny		counter		pronounce		endorse		acknowledge		entertain		distance	
n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
85	5.13	35	2.11	1,148	69.30	2,055	124.06	812	49.02	562	33.93	2,670	161.18	1,165	70.33	154	9.30

contract		expand		wn
n	mean	n	mean	
4,697	283.55	3,989	240.81	165,649

n: number of resources

mean: per 10,000 words

wn: total word number of the corpus engagement analysis was applied to:

contract: ‘affirm’, ‘concede’, ‘deny’, ‘counter’, ‘pronounce’, and ‘endorse’

expand: ‘acknowledge’, ‘entertain’, and ‘distance’

Table 8.1 Occurrences of engagement resources in the entire corpus

Overall, the corpus is slightly more contractive (mean: 283.55) than expansive (mean: 240.81). The most dominant engagement resources in the corpus are ‘acknowledge’ (mean: 161.18) and ‘counter’ (mean: 124.06), while ‘distance’ (mean: 9.30) and two sub-resources under ‘concur’, ‘affirm’ (mean: 5.13) and ‘concede’ (mean: 2.11) hardly occurred. The following sections will investigate if and how the distributions of engagement resources differ from that of the entire corpus (Table 8.1) across different moves.

8.2.1 Engagement between Move 1, Move 2, and Move 3

Table 8.2 displays the means of heteroglossic resources across three major moves. Postmodern moves and recounting moves are not included in Table 8.2 and Table 8.3, because they do not belong to Move 1 or Move 2.

	n	mean	wn
Move 1	4,251	507.89	83,700
Move 2	2,449	622.40	39,348
Move 3	1,528	480.37	31,809
Total	8,228	531.33	154,857

n: number of heteroglossic instances

wn: total word number in the move

mean: per 10,000 words

Table 8.2 Total heterogloss across Move 1, Move 2 and Move 3

Differences are clearly identified between moves. Move 2 is the most heteroglossic (mean: 622.40) and Move 3 the least (mean: 480.37). This means that Move 2 is the most negotiative move and Move 3 the least negotiative. Hence, moves and engagement resources have correlations—different amounts of heteroglossic resources are deployed, which plays a role in realising a particular move. The question of exactly what engagement resources have a high correlation with a particular move—in other words, which resources contributed to the differences—are answered in Table 8.3.

Table 8.3 shows engagement distributions across typical moves. It also shows that different dominant engagement resources make up a particular move. This indicates that, interestingly, negotiations in each of the moves are not the same kind, but of different negotiative colours. Clearly, the highest heterogloss density in Move 2 is due to its higher density of the majority of engagement resources, which are: 'affirm', 'concede', 'deny', 'counter', 'acknowledge', 'entertain', and 'distance', than in the other moves. 'Pronounce' and 'endorse', however, are not higher in Move 2. Move 3 has the lowest mean of the entire heterogloss; however, the highest mean of 'pronounce' is in Move 3. Interestingly, the mean of 'pronounce' in Move 3 (mean: 129.52) is, in

fact, more than four times higher than in Move 1 (mean: 31.30) and Move 2 (mean: 32.28). Move 1, also, is not all average, but is marked with high ‘endorse’.

	affirm		concede		deny		counter		pronounce		endorse		acknowledge		entertain		distance	
	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
M1	48	5.73	16	1.91	548	65.47	971	116.01	262	31.30	323	38.59	1,424	170.13	591	70.61	68	8.12
M2	28	7.12	16	4.07	354	89.97	635	161.38	127	32.28	122	31.01	797	202.55	310	78.78	60	15.25
M3	7	2.20	3	0.94	200	62.88	325	102.17	412	129.52	95	29.87	247	77.65	220	69.16	19	5.97
Total	83	5.36	35	2.26	1,102	71.16	1,931	124.70	801	51.73	540	34.87	2,468	159.37	1121	72.39	147	9.49

	contract		expand		
	n	mean	n	mean	wn
M1	2,168	259.02	2,083	248.87	83,700
M2	1,282	325.81	1,167	296.58	39,348
M3	1,042	327.58	486	152.79	31,809
Total	4,492	290.07	3,736	241.25	154,857

M1: Move 1; M2: Move 2; M3: Move 3

n: number of resources

mean: per 10,000 words

wn: total word number in the move

contract: ‘affirm’, ‘concede’, ‘deny’, ‘counter’, ‘pronounce’, and ‘endorse’

expand: ‘acknowledge’, ‘entertain’, and ‘distance’

Table 8.3 Engagement resources across Move 1, Move 2, and Move 3

Both Move 1 and Move 2 are slightly more contractive (mean of Move 1: 259.02; mean of Move 2: 325.81) than expansive (mean of Move 1: 248.87; mean of Move 2: 296.58). Move 3 is over twice more contractive (mean: 327.58) than expansive (mean: 152.79). The very high frequency of contractive resources was expected because Move 3 is a part of discourse where the thesis author introduces his/her own research. ‘Acknowledge’ is slightly denser in Move 2 (mean: 202.55) than in Move 1 (mean: 170.13), and much lower in Move 3 (mean: 77.65). ‘Acknowledge’ resources include such formulations as ‘(someone) suggests that…’, ‘according to (someone), ...’, etc., where the author maintains neutrality with the proposition without explicitly showing the author’s stance toward it. It was an expected result that Move 3 should be the lowest

with ‘acknowledge’, whereas Move 1 and Move 2 should be much higher with it because acknowledging external viewpoints is considered a major resource that ultimately justifies the thesis author’s research. This will be qualitatively investigated in Section 8.4 in order to find out its causes.

8.2.2 Engagement between warranting moves and Move 3

Table 8.4 and 8.5 are presented to highlight the engagement distributional differences between warranting moves (Move 1, Move 2, ‘historical recounts’, and the postmodern moves) and Move 3. Although the means of ‘Warrants’ and ‘Move 3’ are not very different, it is still notable that Move 3 is less heteroglossic, which was expected because warranting moves need more negotiations in order to justify research.

	n	mean	wn
Warrants	7,158	534.82	133,840
Move 3	1,528	480.37	31,809
Total	8,686	524.36	165,649

Warrants: warranting moves including Move 1, Move 2, ‘historical recounts’, and postmodern moves
n: number of heterogloss
wn: total word number in the move
mean: per 10,000 words

Table 8.4 Total heterogloss between warrant moves and Move 3

Table 8.5 shows that the warranting moves are fairly evenly contractive and expansive, and, on the contrary, Move 3—as pointed out earlier—is over twice more contractive (mean: 327.58) than expansive (mean: 152.79).

	affirm		concede		deny		counter		pronounce		endorse		acknowledge		entertain		distance	
	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
Warrants	78	5.83	32	2.39	948	70.83	1,730	129.26	400	29.89	467	34.89	2,423	181.04	945	70.61	135	10.09
Move 3	7	2.2	3	0.94	200	62.88	325	102.17	412	129.52	95	29.87	247	77.65	220	69.16	19	5.97
Total	85	5.13	35	2.11	1,148	69.3	2,055	124.06	812	49.02	562	33.93	2,670	161.18	1,165	70.33	154	9.3

	contract		expand		
	n	mean	n	mean	wn
Warrants	3,655	273.09	3,503	261.73	133,840
Move 3	1,042	327.58	486	152.79	31,809
Total	4,697	283.55	3,989	240.81	165,649

Warrants: warranting moves including Move 1, Move 2, 'historical recounts', and postmodern moves
n: number of resources
mean: per 10,000 words
contract: 'affirm', 'concede', 'deny', 'counter', 'pronounce', and 'endorse'
expand: 'acknowledge', 'entertain', and 'distance'

Table 8.5 Engagement resources between warrant moves and Move 3

Compared to warranting moves, Move 3 is much lower with 'affirm' (mean in 'Warrants': 5.83; in 'Move 3': 2.2), 'concede' (mean in 'Warrants': 2.39; in 'Move 3': 0.94), 'deny' (mean in 'Warrants': 70.83; in 'Move 3': 62.88), 'acknowledge' (mean in 'Warrants': 181.04; in 'Move 3': 77.65), and 'distance' (mean in 'Warrants': 10.09; in 'Move 3': 5.97). On the other hand, the mean of 'pronounce' in Move 3 is much higher (mean: 129.52), again more than four times higher than the warranting counterparts (mean: 29.89). Hence, the higher contractive resources in Move 3 are not marked by such contractive resources as 'affirm', 'concede', or 'deny', but can be explained by its much higher 'pronounce'.

8.2.3 Engagement between typical moves and postmodern moves

Table 8.6 shows that the typical moves have a much higher mean of heterogloss (mean: 525.54) than the postmodern moves (mean: 359.28). It should be noted, however, that

the postmodern moves consist of a total of only 1,169 words, which may not be large enough for generalisations. Nevertheless, it is important to present the trend that the postmodern moves turned out to be less than half as heteroglossic than the typical counterparts.

	n	mean	wn
Typical	8,644	525.54	164,480
PM	42	359.28	1,169
Total	8,686	524.36	165,649

Typical: typical moves
PM: postmodern moves
n: number of heterogloss
wn: total word number in the move
mean: per 10,000 words

Table 8.6 Total heterogloss between typical and postmodern moves

Table 8.7 shows the means of engagement resources between the typical and postmodern moves. Some of the engagement resources pose difficulty to generalise, because the means of ‘affirm’ and ‘concede’ in the typical moves are only 5.17 and 2.13 per 10,000 words, respectively. This indicates that even if they occurred as frequently as they did in the typical moves, the postmodern moves cannot be expected to have more than zero counts, since the entire postmodern moves contain 1,169 words only.

	affirm		concede		deny		counter		pronounce		endorse		acknowledge		entertain		distance	
	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
Typical	85	5.17	35	2.13	1141	69.37	2,042	124.15	807	49.06	561	34.11	2,664	161.97	1155	70.22	154	9.36
PM	0	0	0	0	7	59.88	13	111.2	5	42.77	1	8.55	6	51.32	10	85.54	0	0
Total	85	5.13	35	2.11	1148	69.3	2,055	124.06	812	49.02	562	33.93	2,670	161.18	1165	70.33	154	9.3

	contract		expand		
	n	mean	n	mean	wn
Typical	4,671	283.99	3,973	241.55	164,480
PM	26	222.41	16	136.87	1,169
Total	4,697	283.55	3,989	240.81	165,649

Typical: typical moves

PM: postmodern moves

n: number of resources

mean: per 10,000 words

contract: ‘affirm’, ‘concede’, ‘deny’, ‘counter’, ‘pronounce’, and ‘endorse’

expand: ‘acknowledge’, ‘entertain’, and ‘distance’

Table 8.7 Engagement resources between typical and postmodern moves

On the other hand, ‘deny’ is slightly higher in the typical moves (mean: 69.37) than in the postmodern ones (mean: 59.88), and ‘endorse’ (mean: 34.11) and ‘acknowledge’ (mean: 161.97) are clearly higher in the typical moves as their means are both more than three times higher than the postmodern ones (mean of ‘endorse’: 8.55; mean of ‘acknowledge’: 51.32). Despite the overall higher means of heteroglossic resources in typical moves, which indicates that the typical moves are much more heteroglossic, the mean of ‘entertain’ resources is slightly higher in the postmodern moves (mean: 85.54) than in the typical moves (mean: 70.22). Hence, the result indicates that the postmodern moves are particularly salient with ‘entertain’ resources.

8.2.4 Engagement resources across move components

Table 8.8 and 8.9 show engagement distributions across move components, but some of the move components had to be omitted because they do not contain sufficient word

numbers for quantitative analysis. More specifically, the move components under 500 words for the entire corpus are not considered for this analysis. It should also be noted that the move components included in the tables (Table 8.8 & 8.9) do not present equally generalisable amounts of data, as a move component slightly over 500 words is much less generalisable than a move component over 50,000 words. Such differences in the size of move components are noted in the following sections as necessary. The engagement distribution result of the entire corpus is presented in Appendix H.

		total		
Move	components	n	mean	wn
1	Topic	2,942	495.57	59,366
	Method	417	627.92	6,641
	Materials	674	489.11	13,780
	Defining terms	56	580.31	965
	Parameters	103	535.90	1,922
2	Topic	1,837	632.51	29,043
	Methods	174	701.61	2,480
	Materials	155	545.77	2,840
	Defining terms	158	585.62	2,698
	Referencing	121	532.10	2,274
3	Purpose/Content	330	695.47	4,745
	How to fill the gap	97	1,001.03	969
	Methods	130	753.19	1,726
	Materials	106	553.81	1,914
	Thesis structure	434	279.62	15,521
	Findings	163	664.76	2,452
	Defining terms	152	526.86	2,885
	Research questions	36	573.25	628
Historical recount		416	432.30	9,623
Personal background		24	326.09	736

n: number of heterogloss

wn: total word number in the move

mean: per 10,000 words

Add ‘Claiming relevance of’ to Move 1 components and ‘Pointing out problems with’ to Move 2 ones, i.e. ‘Topic’ in Move 1 becomes ‘Claiming relevance of topic’.

Table 8.8 Total heterogloss across move components

Table 8.8 reveals that the heteroglossic densities across components within moves are not uniform. In particular, it is salient that 'How to fill the gap' component of Move 3 has the highest mean of heterogloss (mean: 1,001.03) among all the move components on the table, despite the fact that the total mean of heterogloss in Move 3 is the lowest among all the moves. On the other hand, the lowest Move 3 component is 'Thesis structure' (mean: 279.62). This is such a wide gap within a move as the highest mean is over three times higher than the lowest. At the same time, it is not that these two components are outliers because the mean of the heterogloss in the rest of the Move 3 components are scattered between these two means, making the means of heterogloss across Move 3 components quite varied.

Move 2 was observed to have the highest mean of heterogloss among moves, which, in Table 8.8, is mainly attributed to the component of pointing out problems with 'Method' (mean: 701.61). The rest of the Move 2 components also mark fairly high means. The distributions of heteroglossic resources across Move 1 components are generally not as varied, however, claiming relevance of 'Method' is fairly heteroglossically dense (mean: 627.92), considering that the mean of heterogloss in the entire corpus is 524.36 (see Table 8.3 or 8.5).'Historical recounts' and 'Personal background', which are research warrant moves that do not belong to the typical moves, are both less heteroglossic (mean: 432.30 and 326.09) than the entire corpus (mean: 524.36).

It should be summarised here—as these move components will be discussed in detail later—that, while 'How to fill the gap' (mean: 1,001.03) of Move 3 is by far the most heteroglossic part of the entire corpus, 'Thesis structure' (mean: 279.62) of Move 3 and 'Personal background' (mean: 326.09) are the lowest.

The discussion continues with the investigation of how the choice of engagement resources, which present the external voices change across moves. Table 8.9 contrasts contractive and expansive resources across move components. Whereas all the move components under Move 3 are salient with contractive resources, the move components under Move 1 and Move 2 do not show such salience. Some move components under Move 1 and Move 2 are higher with contractive resources, while the others are higher with expansive resources. In particular, Move 1 components are very unevenly distributed with contractive and expansive resources. Within Move 1, 'Defining terms' is much more expansive (mean: 362.69) than contractive (mean: 217.62). On the other hand, the Move 1 component of 'Parameters' is much more contractive (mean: 385.02) than expansive (mean: 150.88).

Move 3 components are marked with very high contractive resources in some of the move components. The Move 3 component of 'How to fill the gap' is very highly contractive (mean: 753.35) although it is also fairly high with expansive resources (mean: 247.68) compared to other move components.

		contract		expand		
Move	components	n	mean	n	mean	wn
1	Topic	1,467	247.11	1,475	248.46	59,366
	Methods	189	284.60	228	343.32	6,641
	Materials	382	277.21	292	211.90	13,780
	Defining terms	21	217.62	35	362.69	965
	Parameters	74	385.02	29	150.88	1,922
2	Topic	961	330.89	876	301.62	29,043
	Methods	84	338.71	90	362.90	2,480
	Materials	86	302.82	69	242.96	2,840
	Defining terms	90	333.58	68	252.04	2,698
	Referencing	58	255.06	63	277.04	2,274
3	Purpose/Content	248	522.66	82	172.81	4,745
	How to fill the gap	73	753.35	24	247.68	969
	Methods	96	556.20	34	196.99	1,726
	Materials	65	339.60	41	214.21	1,914
	Thesis structure	284	182.98	150	96.64	15,521
	Findings	108	440.46	55	224.31	2,452
	Defining terms	84	291.16	68	235.70	2,885
	Research questions	23	366.24	13	207.01	628
Historical recount		179	186.01	237	246.28	9,623
Personal background		11	149.46	10	135.87	736

n: number of heterogloss

wn: total word number in the move

mean: per 10,000 words

contract: ‘affirm’, ‘concede’, ‘deny’, ‘counter’, ‘pronounce’, and ‘endorse’

expand: ‘acknowledge’, ‘entertain’, and ‘distance’

Add ‘asserting relevance of’ to Move 1 components and ‘pointing out problems with’ to Move 2 ones, i.e. ‘Topic’ in Move 1 becomes ‘asserting relevance of Topic’.

Table 8.9 Contractive and expansive resources across move components

The non-uniformity of engagement resources across move components is even clearer in Table 8.10, which shows the distribution of each of the engagement resources across move components. Figure 8.1 is a visual representation of Table 8.10, which is meant to present an overview of the uneven distribution of engagement resources across move components.

		affirm		concede		deny		counter		pronounce		endorse		acknowledge		entertain		distance	
Move	move components	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
1	Topic	33	5.56	14	2.36	391	65.86	665	112.02	156	26.28	208	35.04	1044	175.86	378	63.67	53	8.93
	Methods	3	4.52	1	1.51	46	69.27	86	129.50	29	43.67	24	36.14	149	224.36	73	109.92	6	9.03
	Materials	9	6.53	0	0.00	76	55.15	167	121.19	50	36.28	80	58.06	171	124.09	113	82.00	8	5.81
	Defining terms	1	10.36	0	0.00	7	72.54	6	62.18	6	62.18	1	10.36	26	269.43	9	93.26	0	0.00
	Parameters	1	5.20	1	5.20	22	114.46	32	166.49	9	46.83	9	46.83	20	104.06	8	41.62	1	5.20
2	Topic	22	7.57	12	4.13	269	92.62	492	169.40	78	26.86	88	30.30	619	213.13	209	71.96	48	16.53
	Methods	2	8.06	2	8.06	17	68.55	38	153.23	14	56.45	11	44.35	52	209.68	33	133.06	5	20.16
	Materials	3	10.56	2	7.04	22	77.46	37	130.28	17	59.86	5	17.61	29	102.11	39	137.32	1	3.52
	Defining terms	1	3.71	0	0.00	26	96.37	42	155.67	12	44.48	9	33.36	53	196.44	12	44.48	3	11.12
	Referencing	0	0.00	0	0.00	17	74.76	26	114.34	6	26.39	9	39.58	43	189.09	17	74.76	3	13.19
3	Purpose/Content	0	0.00	0	0.00	51	107.48	60	126.45	112	236.04	25	52.69	47	99.05	30	63.22	5	10.54
	How to fill the gap	0	0.00	0	0.00	14	144.48	18	185.76	35	361.20	6	61.92	11	113.52	13	134.16	0	0.00
	Methods	0	0.00	0	0.00	25	144.84	28	162.22	39	225.96	4	23.17	7	40.56	27	156.43	0	0.00
	Materials	0	0.00	0	0.00	15	78.37	24	125.39	18	94.04	8	41.80	20	104.49	21	109.72	0	0.00
	Thesis structure	2	1.29	1	0.64	38	24.48	101	65.07	107	68.94	35	22.55	91	58.63	49	31.57	10	6.44
	Findings	4	16.31	1	4.08	27	110.11	38	154.98	33	134.58	5	20.39	25	101.96	29	118.27	1	4.08
	Defining terms	0	0.00	0	0.00	13	45.06	34	117.85	34	117.85	3	10.40	35	121.32	32	110.92	1	3.47
	Research questions	0	0.00	0	0.00	1	15.92	2	31.85	19	302.55	1	15.92	6	95.54	6	95.54	1	15.92
Historical recount		2	2.08	0	0.00	39	40.53	111	115.35	6	6.24	21	21.82	196	203.68	34	35.33	7	7.27
Personal background		0	0.00	0	0.00	2	71.68	6	81.52	3	40.76	0	0.00	2	27.17	8	108.70	0	0.00

n: number of resources

mean: per 10,000 words

Add ‘asserting relevance of’ to Move 1 components and ‘pointing out problems with’ to Move 2 ones,

i.e. ‘Topic’ in Move 1 becomes ‘asserting relevance of Topic’.

Table 8.10 Engagement resources across move components

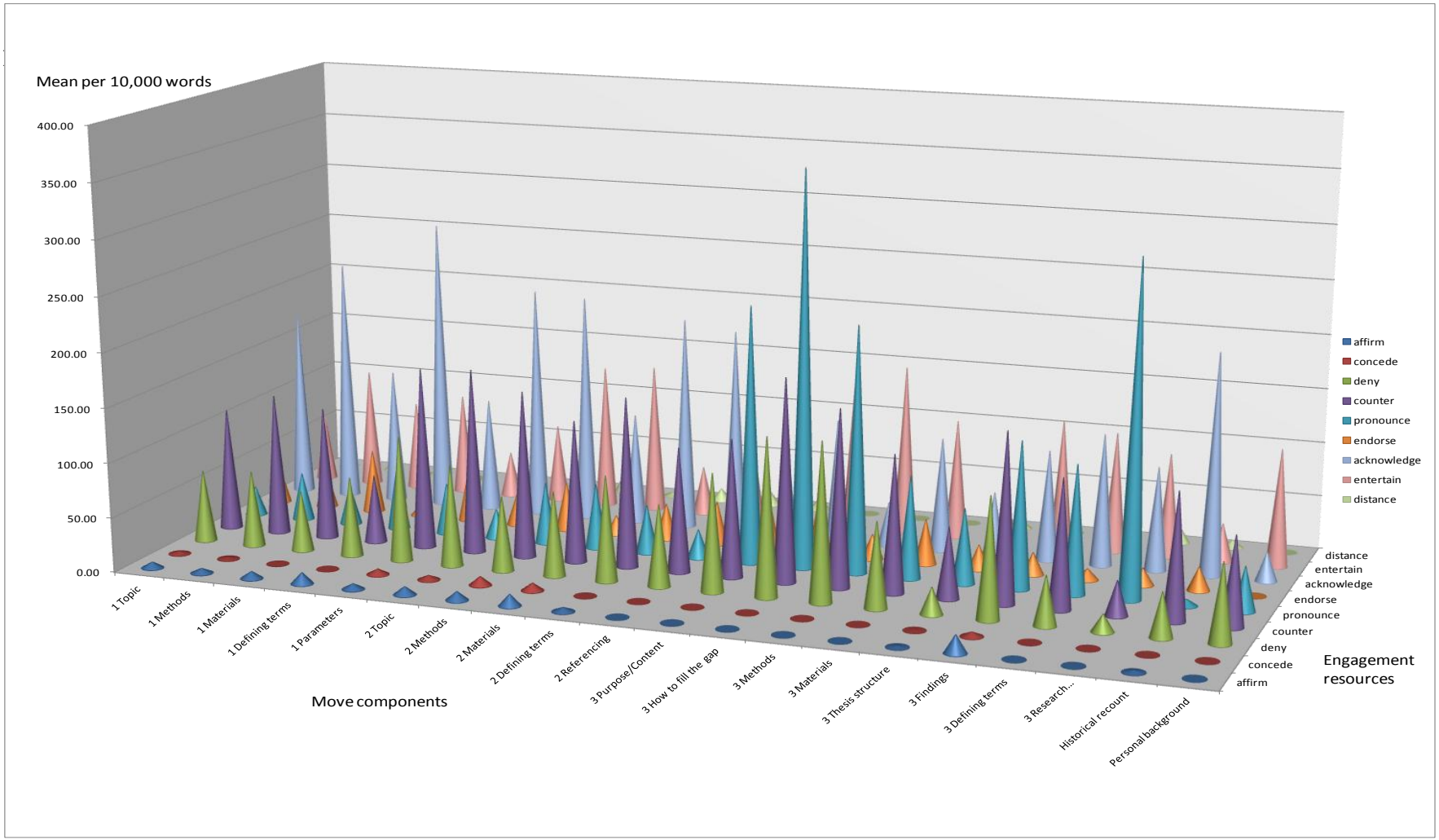


Figure 8.1 Engagement resources across move components

Starting with 'pronounce' across Move 3 components, there are big differences between the components with its highest means: 'How to fill the gap' (361.20) and 'Research questions' (302.55), and its lowest: 'Thesis structure' (68.94). It should be noted, however, that the mean of 'Research question' may not be as accurate as the rest because the entire word number of the component is only 628 words. Despite its uneven distributions across Move 3 component, it is notable that even the lowest mean of 'pronounce' in Move 3 (68.94) is much higher than the mean of 'pronounce' in the entire corpus (mean: 49.02, see Table 8.4 or 8.6). Compared to that, 'pronounce' across Move 1 and Move 2 components are fairly evenly low. Interestingly, 'pronounce' hardly occurs in 'Historical recount' (mean: 6.24), which needs to be discussed later.

'Counter' has not shown much of the distributional differences among moves; however more detailed results in Table 8.8 reveals that three of the components, 'Defining terms' (mean: 62.18) of Move 1, 'Thesis structure' (mean: 65.07), and 'Research questions' (mean: 31.85) of Move 3, mark much lower means than the rest. This indicates that these components hardly counter, which will be investigated further in the discussion section.

'Deny' is also unevenly distributed across move components within moves—in particular, within Move 1 and Move 3. The mean of the Move 1 component of 'Parameters' (mean: 114.46) marks 'deny' higher by two times than the rest of the Move 1 components. As 'deny' is a contractive resource, this explains the dominance with contractive resources in the Move 1 component of 'Parameters' observed in Table 8.10. This makes sense, as 'deny' is a useful resource to apply to the parameters not used by the research during the discourse, where the relevance of research parameters is discussed. The Move 3 component of 'How to fill the gap' (mean: 144.48) and

‘Methods’ (mean: 144.84) are the densest with ‘deny’, whereas some other Move 3 components—such as ‘Thesis structure’ (mean: 24.48) and ‘Research questions’ (mean: 15.92) —contain very little ‘deny’.

‘Endorse’ has been identified as very frequent in Move 1, which can be attributed to its high density in the Move 1 component of ‘Materials’ (mean: 58.06). On the other hand, the lowest mean of ‘endorse’ in the Move 1 component ‘Defining terms’ is only 10.36. However, the means of ‘endorse’ across Move 1 components are generally high. Move 2 was identified to be quite low with ‘endorse’, compared to the mean of ‘endorse’ in the entire corpus (mean: 33.93). Table 8.8 also supports generally lower means of ‘endorse’ across Move 2 components. Despite that, ‘endorse’ is salient in the Move 2 component of ‘Methods’ (mean: 44.35), which is higher than in the Move 2 component of ‘Materials’ (mean: 17.61). It is important to note that ‘endorse’ has never occurred in ‘Personal background’. This seems to explain why the typical moves have been observed to mark a much higher ‘endorse’ than the postmodern ones. Interestingly, despite the highest mean of ‘endorse’ in Move 2, the Move 3 component of ‘How to fill the gap’ (mean: 61.92) marks the highest mean among all the move components, which needs to be discussed later.

The means of ‘acknowledge’ in Move 1 and Move 2 have been identified as much higher than in the rest of the moves. It has also been identified that ‘acknowledge’ in Move 2 is slightly denser than in Move 1. Yet, the highest and the second highest means of ‘acknowledge’ are in Move 1 components, that is: ‘Defining terms’ (mean: 269.43) and asserting relevance of ‘Method’ (mean: 224.36). This explains the dominance of expansive resources in the Move 1 component of ‘Defining terms’ (Table 8.9). It is understandable that ‘Defining terms’ requires a lot of acknowledging as

asserting relevance of defining terms would certainly involve referring to the definitions of terms by other researchers.

The rest of the Move 1 components have much lower means of 'acknowledge'. Move 2 marked very high means of 'acknowledge' in its four components, 'Topic' (mean: 213.13), 'Method' (mean: 209.68), 'Defining terms' (mean: 196.44), and 'Referencing' (mean: 189.09). Further, the Move 2 component of 'Materials' (mean: 102.11) is the only component in Move 2 that is low in 'acknowledge'. These explain that the mean of 'acknowledge' in the entire Move 2 has turned higher than in Move 1. It is also notable that the means of 'acknowledge' across components within moves are quite varied and the mean of 'acknowledge' in 'Personal background' is only 27.17, which seems to explain the low 'acknowledge' in the postmodern moves.

'Entertain' also shows highly varied densities across move components. 'Entertain' is the densest in the Move 3 component of 'Methods' (mean: 156.43) and the least in the Move 3 component of 'Thesis structure' (mean: 31.57). 'Historical recount' marks the second lowest mean (mean: 35.33) of 'entertain' among all the move components. It has been identified earlier that 'entertain' is higher in the postmodern moves than in the typical moves. It appears that the reason for this is that 'Personal background' is quite high with 'entertain' (mean: 108.70). Some of the typical move components, such as the Move 3 component of 'Method' (156.43), contain much higher 'entertain' than in the postmodern move component of 'Personal background', and yet all the postmodern moves were identified higher with 'entertain'. This can be explained, again, with the very different densities of 'entertain' resources across move components, because while some typical move components are high in 'entertain', other typical move components are very low with it.

Lastly, 'affirm', 'concede', and 'distance'—which did not occur frequently enough for their accurate distributional observation across move components—should still be useful to observe tendencies. 'Affirm' occurred more frequently in the Move 3 component of 'Findings' (mean: 16.31), the Move 2 component of 'Materials' (mean: 10.56), and the Move 1 component of asserting relevance of 'Defining terms' (mean: 10.36) than in the rest of the components. 'Concede' occurred more frequently in the Move 2 component of 'Methods' (mean: 8.06) and 'Materials' (mean: 7.04). 'Distance' occurred more frequently in the Move 2 component of 'Methods' (mean: 20.16) and 'Topic' (mean: 16.53) and the Move 3 component of 'Research questions' (mean: 15.92). Hence, even these resources that hardly occur in the present corpus occur more frequently in the more heteroglossic parts of the discourse.

To summarise, the results suggest that engagement resources correlate more strongly with move components than with moves. Indications and causes for this need to be carefully considered with micro-qualitative examinations.

8.3 Discussion: Identifying the causes for the results

This discussion first attempts to identify the causes for the results—namely, what is exactly happening in those move components that were found to be heteroglossically salient in relation to particular move components. Identifying such causes leads to one of the ultimate aims for the discussion—to identify the realisation mechanisms of a text's larger structures, which involve interactions between moves, move components, and engagement.

A qualitative examination will focus particularly on the highly heteroglossic

move components: 'How to fill the gap' (Move 3), 'Purpose/Content' (Move 3), and 'Methods' (Move 1, Move 2, and Move 3), as well as the particularly low heteroglossic move components: 'Thesis structure' (Move 3) and 'Personal background'. Due to limited space, it is not possible to qualitatively analyse all the cases pointed out in the previous section. As such, the following qualitative observation is not meant to generalise, but to complement and give possible explanations to the quantitative results.

8.3.1 'How to fill the gap': The highest with heterogloss

'How to fill the gap' has been identified as the most heteroglossic move component (mean: 1,001.03), which normally occurs right after a Move 2 component of 'pointing out problems with research topic/field'. For instance:

> **Text 6, p. 26** (underlining and engagement categories are added)
>
> [Move 2: pointing out problems with research topic/field]
>
> … O'Brien and Turner's interpretative study of medical social work in Victoria identifies <u>only</u> [counter] a very small number of Catholic social workers and <u>describes them as</u> [acknowledge] a 'separate' group.
>
> [Move 3: How to fill the gap]
>
> This thesis will <u>challenge</u> [deny] this interpretation <u>by demonstrating</u> [pronounce] the broader role and engagement of Catholic social workers within the profession in Melbourne in the 1930s.

In Text 6, after the shortcoming of *O'Brien and Turner's interpretative study* is presented (Move 2), the author proceeds to present how it can be solved in 'How to fill

the gap': *This thesis will challenge this interpretation by demonstrating …* Two different kinds of contractive resources are deployed here: 'deny' and 'pronounce'. O'Brien and Turner's interpretative study is denied, which is done by the author's demonstrating counter evidence in the author's research. Filling the gap, here, requires two strategies: 1) denying the previous literature; and 2) granting the evidence that the author considered to be true.

If such a combination of denying and pronouncing is typical in the 'How to fill the gap' component, it may explain the very high mean of 'deny' (mean: 144.84) —which is the second highest across move components—and 'pronounce' (mean: 361.20) —which is the highest across move components. Similar combinations are also observed in the excerpt below from a history thesis on colonial art, nature, and landscape in the Netherlands East Indies:

Text 33, p. 8 (underlining and engagement categories added)

[Move 2: pointing out problems with research topic/field]

… Studies of environmental policy alone, then, <u>cannot</u> [entertain + deny] furnish an accurate view of colonial actions in tropical landscapes. Further, those studies that rely upon 'top-down' approaches — emphasizing government (or, preceding that, Company) policy, institutional activity, and sources derived from elite-level participants — are necessarily encumbered by distortions. For example, Richard Grove <u>has asserted that</u> [acknowledge] colonial scientists who were sympathetic to conservation were often also progressive, <u>even</u> [counter] radical, in their political beliefs: some <u>even</u> [counter] harboured anti-colonial sentiments.

[Move 3: How to fill the gap]

In this thesis, I will be presenting evidence to the contrary. In the case of the Netherlands Indies, a close examination of visual and literary sources <u>reveals</u>

> [endorse] a distinct conservatism among colonists who tacitly imbued their representations of Indies landscapes with the desire to uphold colonial rule. It is also one of the arguments of this thesis that [pronounce] broader attitudes to tropical landscapes were not [deny] always congruent with the aims of government.

In the Move 2 that precedes the 'How to fill the gap', the author creates a gap by pointing out that studies of environmental policy alone cannot fully explain the political actions and that they are necessarily encumbered by distortions, which immediately leads to how the author fills the gap. The author stated, in Move 3: 'How to fill the gap', that he had evidence against those studies. The author pointed out that *a close examination of visual and literary sources reveals* [endorse] *a distinct conservatism among colonists…* So the author's evidence reveals that the colonists were *conservative* and not *progressive* or *radical* as *Richard Grove* in Move 2 *has asserted*. 'Endorse' has been identified to be the highest in 'How to fill the gap' than in any other move components. It is interesting to note that 'endorse' here is deployed in order to endorse the author's primary sources—that is, evidence. This seems to be a feature of 'endorse' in 'How to fill the gap'. In contrast, the object to be endorsed in Move 1 is typically the previous research, which is observed in a thesis on football history:

> **Text 13, p. 27** (underlining and engagement categories added)
>
> Her study revealed [endorse] five stages in the psychological responses of the terminally ill to their impending death.

Going back to Text 33, the author further constructs the positioning by assigning values to the two perspectives: the denial of those studies and the granting of the author's counter-claims, by: *It is also one of the arguments of this thesis that*

[pronounce] *broader attitudes to tropical landscapes were* <u>*not*</u> [deny] *always congruent with the aims of government.* This is again the combination of 'deny' and 'pronounce'. The author argued that studies of policies may take it for granted that broader attitudes are congruent with the aims of government, which the author denied by: *not always congruent with….* The high deployment of 'deny' and 'pronounce' thus may be attributed to such combination of denying other studies and pronouncing author's research. This also seems to explain why the density of 'deny' resources in 'How to fill the gap' is higher than in Move 2 components. Move 2 is a move that points out the problems of research and hence was expected to be the highest with 'deny'. In reality, however, 'deny' in the Move 3 component of 'How to fill the gap' is by far higher (mean: 144.48) than in Move 2 (mean: 89.97), which seems to be attributed to the very frequent and strategic deployment of the 'deny' and 'pronounce' combination in 'How to fill the gap'.

'Counter' is another engagement resource which was marked the highest in 'How to fill the gap'. The following excerpt is the final passage of the introductory chapter of a history thesis that explores the image of women in the military:

Text 4, p. 15 (underlining and engagement categories added)

[Move 2: pointing out problems with research topic/field]

… Many of these questions remain in the realm of speculation.

[Move 3: How to fill the gap]

This thesis, <u>however</u> [counter], <u>reveals</u> [pronounce] the complex processes and politics of representation that underlie debate about women, combat and war, in the past and in the present.

In the Move 2 preceding 'How to fill the gap', the author created a gap in the research by pointing out that the questions that were posed by previous studies remain in the realm of speculation, which in Move 3 'How to fill the gap' is countered. The speculative past approaches are countered by the author's research that *reveals the complex processes and politics of representation*…. By inserting the countering resource, *however*, the excerpt successfully contrasts the previous research and the author's, creating the roles of two different positions: the problems of the previous research to be solved by the author's research. Without *however* in the excerpt, such construction of the value and role assignments cannot clearly be created—namely, the clear role of the author's research filling the gap. This is an interesting example of how an engagement resource creates a move component.

Finally, 'entertain' is also fairly high in 'How to fill the gap', which seems to 'entertain' the author's contribution in the following excerpt from a thesis concerning colonial art, nature, and landscape in the Netherlands East Indies:

Text 33, p. 16 (underlining and engagement categories added)

[Move 2: pointing out problems with research topic/field]

As I elaborate upon elsewhere in this Introduction, up until very recently most of the scholarly work on these artists has focused on constructing biographies, clarifying attributions and publishing selected works—a descriptive project,

[Move 3: How to fill the gap]

then, to which a more analytical approach to the content and historical context of these works, as intended here, <u>might</u> [entertain] be a timely contribution.

The previous research was a descriptive project, so the author's analytical project becomes a contribution. The deployment of 'entertain' resource here appears to have a function of loosening a statement that the author's work is a contribution, which may in a way be understandable as it is ultimately not for the author to decide. It may appear to be down-toning, but considering the writer–reader relations, it rather functions to present the author's image as a trustworthy scholar who uses appropriate down-toning where necessary, especially in the part of the discourse which is particularly dominant in contractive strategies.

8.3.2 Function of 'How to fill the gap'

Now that the discourse functions of dominant engagement resources in 'How to fill the gap' have been made clearer, the status of the 'How to fill the gap' component in relation to the discourse constructive function of engagement resources needs additional attention. The observations on the functions of engagement resources in the component seem to suggest that 'How to fill the gap' has a distinct connective or cohesive function that ties Move 2 and Move 3 together.

To recall, it was pointed out (Chapter 3) that the status of the 'How to fill the gap' component is different from the rest in that it is not aspectual—that is, it is not concerned with aspects of research such as research topic/field, methodology and approach, terms and definitions, and so on. 'How to fill the gap' seems to be a part of some other move components. First, it appears to be one of the stages within research 'Purpose/content' (Move 3), because filling the gap may be a purpose and content of research. Second, it also appears to be the final stage of 'Pointing out problems with

research topic/field' (Move 2) both semantically and logogenetically—it semantically ties the discourse together by providing a solution which the author solves, and it occurs right after 'Pointing out problems with research topic/field'. Yet, 'How to fill the gap' has been coded as an independent move component because it tends to occur so frequently. It was also pointed out that 'How to fill the gap' has an ambiguity in that it can occur in Move 2 as well as in Move 3: it was coded as a Move 3 component when it was about a specific way for the thesis author's research to fill the gap, whereas it was coded as Move 2 when it was presented rather as a general possible solution to fill the gap, not specifically presented as the way for the author to fill.

The dominance of contractive resources ('deny', 'counter', and 'pronounce') in 'How to fill the gap' was identified earlier, which seems to suggest further important cohesive and text constructive functions of such resources in 'How to fill the gap'. Observe again the excerpt of 'How to fill the gap' in Text 33 (p. 8) below (underlining and engagement categories added):

> In this thesis, I will be presenting evidence to the contrary. In the case of the Netherlands Indies, a close examination of visual and literary sources <u>reveals</u> [endorse] a distinct conservatism among colonists who tacitly imbued their representations of Indies landscapes with the desire to uphold colonial rule. <u>It is also one of the arguments of this thesis that</u> [pronounce] broader attitudes to tropical landscapes were <u>not</u> [deny] always congruent with the aims of government.

The 'How to fill the gap' component determines the way in which the values and positions are assigned in the text, which is summarised in Figure 8.2. The figure represents that the propositions made by the previous studies are denied and decrease in value, which in return increase the value of the propositions made by the author's

research. On the other hand, the propositions made by the author are granted and increase in value, which in return further decreases the value of the propositions made by the previous studies. These different positions are negotiated, balanced with the power relations created by the text, and create a harmony in the text. In other words, the values of the previous propositions and the author's rely on each other. What this further indicates is that 'How to fill the gap' is a very distinct component in which moves are tied to each other—in other words, the propositions presented in Move 2 and Move 3 obtain a confirmed status, as well as a cohesive relation to each other.

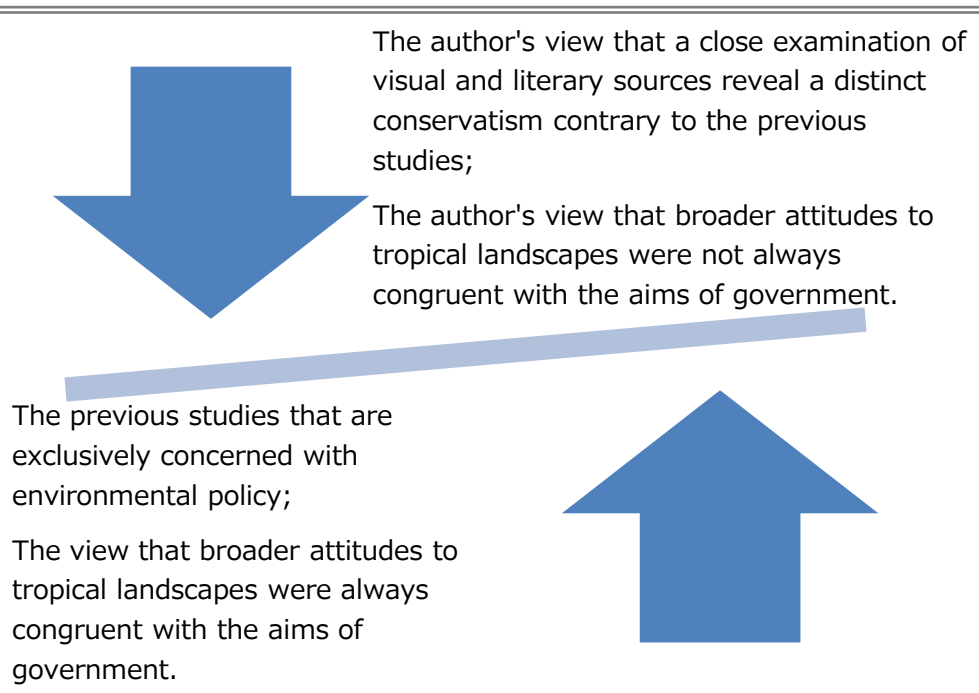


Figure 8.2 Power balancing constructed with Engagement resources in 'How to fill the gap'

The very dense engagement resources in general and the particularly high deployment in contractive resources in 'How to fill the gap', therefore, are due to this distinct discourse role of the component creating cohesion between moves. In other words, this role of creating cohesion is construed by engagement resources.

8.3.3 'Purpose/Content': High in heterogloss

The second most heteroglossically active component is again a Move 3 component: 'Purpose/Content'. The similarities of the engagement strategies employed by this component with those of 'How to fill the gap' can be identified. 'Purpose/Content' does not normally occur immediately after Move 2, nor does it directly associate the author's research to solve issues—which may explain the approximately 30% lower density of 'deny', 'counter', and 'pronounce' than in 'How to fill the gap'. On the other hand, 'entertain' in 'Purpose/Content' is less than half than that seen in 'How to fill the gap', which seems to suggest that unlike 'How to fill the gap'—where the discourse is more centred in 'problems-solutions' and the author would like to entertain the author's solutions to solve issues—there is little need for the discourse to be entertained because it rather simply presents the content of the thesis.

> **Text 33, pp. 3–4** (underlining and engagement categories added)
>
> [Move 3: Purpose/ Content]
>
> I <u>argue that</u> [pronounce] attitudes to nature and landscape were often enmeshed with prevalent colonial attitudes toward race, gender and class.
>
> This thesis is <u>not</u>, [deny] then, a history without people in it: on the contrary, it is an exhortation to approach cultural history from a perspective that takes into account the environmental context in which policies and historical identities were formed.

The discourse above is primarily concerned with the main arguments of the author's thesis. The author pronounces the argument of the thesis, *attitudes to nature and*

landscape were often enmeshed with prevalent colonial attitudes toward race, gender and class, which is further clarified with a deny resource *not* in the next paragraph that it is not a history without people in it.

Interestingly, unlike the 'deny' resources deployed in order to deny the previous studies in 'How to fill the gap', the 'deny' resource here is deployed in order to clarify what kind of history thesis it is, the one that takes an integral approach and takes into account various human conditions. The deployment of 'deny' resources, that is, the items that are denied and the author's purpose of denying them, seem to change across move components. This further means that there are differences in the way text contracts, one by getting rid of alternative views; and the other by getting rid of possible misunderstandings.

Importantly, the implication is that 'deny' resources do not have a single concrete discourse function, although it is concrete in that it denies in order to contract (Martin & White 2005). But its detailed functions may vary in accordance with the purpose of a larger level of the text, namely, different move components. This point will be further discussed in relation to the deployment of other engagement resources.

8.3.4 'Methods' (Move 1, Move 2, and Move 3)

The move components concerning research methods, the Move 1 component of 'Methods' (mean: 627.92), the Move 2 component of 'Methods' (mean: 701.61), and the Move 3 component of 'Methods' (mean: 753.19) all mark very high with heteroglossic elements (Table 8.8).

The excerpt below is from Text 33 which is a thesis that explores the

connection between legal history and social history by examining the cases in Nevada, California, and Gympie, Queensland:

> **Text 33, p. 12–13** (underlining and engagement categories added)
>
> [Move 1: Asserting relevance of Methods/Approaches]
>
> This approach is inspired by the work of social historians, who have studied the history of individual communities since the 1950s. Historians who have engaged in this type of close analysis <u>argue that</u> [acknowledge] the benefit is that issues that "are almost unyielding over a larger area can be relatively easily disposed of on this smaller canvas".

The 'acknowledge' resource is deployed above in order to bring about others' argument to the discourse that support the author's method. 'Acknowledge' occurs most frequently in the component of 'Asserting relevance of Methods'. 'Acknowledge' similarly occurs most frequently in the Move 2 component of 'Pointing out problems with methods':

> **Text 33, p. 17** (underlining and engagement categories added)
>
> [Move 2: Pointing out problems with Methods/Approaches][13]
>
> Advocates of transnational history <u>have criticised</u> [acknowledge] the comparative approach for the reason that it does <u>not</u> [deny] transcend the boundaries of nationalist historiography. <u>This is a valid criticism</u> [endorse] of comparisons that seek to emphasise the distinctiveness of the units of comparison, or where the units of comparison are locked within the structure of the nation state. This is <u>not</u> [deny] the fault of comparison itself, <u>but</u>

[13] The last sentence of this excerpt may appear to be concerned with how to fill the gap of methods/approaches, but as clarified in the methodology of move analysis (Chapter 3) it is not classified as a Move 3 component unless the way to fill the gap is clearly presented as the author's way to fill the gap in the author's research. Otherwise, it is considered as a phase within Move 2.

> [counter] the purpose for which historians have used it. Done carefully, comparative history can [entertain] complement the aims of transnational history by demonstrating [endorse] shared influences and exchanges across national boundaries.

The 'acknowledge' resource above attributes to *Advocates of transnational history* the proposition where the problem with the comparative approach is that the author is using. By bringing it up to the discourse, the author is able to demonstrate his/her wide knowledge concerning the approach, ranging from its positives to its negatives. The negatives are brought up to the discourse in order for them to be negotiated so that they become non-problematic. This is done by first endorsing it, *This is a valid criticism,* then the author shifts the problem by denying, *This is not the fault of comparison itself*. Here, the author lets the comparative approach escape from the criticism by blaming *the purposes for which historians used it*, which follows the countering, *but*. Then, the discourse is ready to grant the validity of the comparative method, *Done carefully, comparative history can complement the aims of transnational history*, which is entertained as it is yet to be done and still a potential. At the same time, it is implicating that it is going to be done by the author. The entertained clause is followed by a contractive resource, *by demonstrating* [endorse] *shared influences and exchanges across national boundaries*. This *demonstrating* is not a 'pronounce' but 'endorse', because it is still discussed within a general statement, which in a way intensifies the contractiveness of the discourse by shifting the statement to one with a more generalised, official tone. By then, the value of the comparative approach has been increased so that it is safe to make a strong positive statement about the approach—that it can *demonstrate shared exchanges across national boundaries*.

Interestingly, it is a gradual persuasive process that involves different types of

engagement resources at different points of discourse within a move component. The excerpt first throws into the discourse an alternative viewpoint by 'acknowledge', the author's comparative method is criticised by 'deny', which the author even 'endorses'. Then suddenly, the discourse changes its direction—it starts contracting positively towards the author's preferred approach by 'denying' and 'countering' the fault with the approach, then presents the potential of the author's approach with 'entertain', and finishes it off with 'endorse'.

Hence, the high heteroglossic resources in the components that justify research methods or approaches can be explained with these highly negotiative processes which involve conflicting voices gradually being negotiated using different appropriate engagement resources. It has been quantitatively identified that 'acknowledge' is salient in Move 1 and Move 2 components concerning research methods and approaches, which has just been qualitatively observed as well. However, the qualitative observation seems to reveal that, even within a move component, dominant engagement resources vary. This point will be further discussed separately later in this chapter.

On the other hand, the Move 3 component of methods/approaches is high with contractive resources. Below is another excerpt from Text 33:

Text 33, p. 15 (underlining and engagement categories added)

[Move 3: Methods/Approaches]

This thesis uses all three approaches when comparing Nevada County and the Gympie region to <u>demonstrate</u> [pronounce] substantial similarities between the legal experience in each region, the connections between each region, and the reasons for those similarities.

The Move 3 excerpt above presents no difficulty in stating that the three approaches used by the thesis are useful in demonstrating many facts. With all the negotiations occurring in Move 1 and Move 2, it seems that any alternative views were rejected and so the author simply contracts with the thesis's methods and approaches. The high density of heterogloss in method related moves, thus, seem to be attributed to the necessity of the research genre to choose one appropriate method among many potential ones.

8.3.5 'Historical recount' and 'acknowledge'

'Historical recount' contains high 'acknowledge' (mean: 203.68), whereas the rest of the engagement resources occur very infrequently. Text 14 presented below is a thesis on Australian penal history:

> **Text 14, pp. 12–13** (underlining and engagement categories added)
>
> There had been a large prison on the island since the 1860s, and as part of the conversion, the inmates were put to work dismantling the old cell-block buildings. Writing shortly after this work began, the Comptroller-General <u>announced that</u> [acknowledge]: The whole of the new system is formed on the principle of reformation, and not with a vindictive desire to punish, …

'Acknowledge' above is used as a part of recounting. That is, it is not for bringing others' propositions on research related matters to be negotiated in the discourse, but for giving descriptions about the event—who the participants in the history are and what they said at the time. The high occurrence of 'acknowledge' in 'Historical recount' are attributed to this type of non-negotiative, descriptive recounting.

What is interesting is that the purpose of deploying 'acknowledge' also seems to vary across move components. This point will be further discussed later in this chapter.

8.3.6 'Thesis structure' and 'Personal background': Lowest heterogloss

The least heteroglossic move components are 'Thesis structure' of Move 3 (mean: 279.62) and 'Personal background' (mean: 326.09). It was expected that 'Thesis structure' would turn out to be less heteroglossic, because the purpose of providing a description of the thesis's structure is to provide an outline and overview of the thesis, which is not expected to involve much negotiation. The following excerpt is from the introductory chapter of a history thesis that explores the relations between the British war, national identity, and the cinema:

> **Text 26, pp. 6–7**
>
> [Move 3: Thesis structure]
>
> Chapter Two explores the legislative measures taken by the state, and the influence such actions had on the industrial context in which British films were produced and consumed. Government intervention in the cinema industry will be examined firstly as a means to encourage British production, and secondly, as a means to project British culture and values to both national and international audiences.

Contrary to the same Move 3 component, 'How to fill the gap', the discourse above is very relaxed, with little tension, no arguments negotiating, and no heteroglossic resources. It is a listing of the thesis structure, little more than a table of contents. It does not appear to impact the other parts of the discourse, but appears to be just simple

structural information added to the thesis introduction.

'Personal background' is only a little heteroglossic, but it is different from 'Thesis structure' in that, according to the quantitative results, it involves no 'endorse' and that it is fairly high with 'entertain':

> **Text 1, p. 7** (underlining and engagement categories added)
>
> [Personal background]
>
> There is an air of unreality that can [entertain] often surround such situations, especially when young, and I cannot say with certainty [entertain] what I would have done.
>
> … I can [entertain] recall a social function there, probably [entertain] in late 1969 or early 1970, to welcome the Whitlam 'sixty-niners' who came into parliament during Labor's 1969 electoral comeback.

The narrative above concerns the author's memory and includes many 'entertain' resources, which makes the memory loosely presented. Unlike 'How to fill the gap', there is no assignment of the values and no strengthening of the truth value of the memories. Instead, the discourse is made up of the fragmented memories which have no specific status in the discourse or specific relations amongst each other.

Such personal narratives have been identified, nevertheless, to push forward Move 3. Text 1 was identified to provide personal background, so that the author can present to the reader how he was brought up and became interested in his history research of the thesis. Text 1 does not even contain a 'How to fill the gap' component (Appendix E). Also, 'entertain' is the only resource that becomes high in Text 1; other engagement resources are not high in Text 1 (Appendix G). This suggests that research

warranting and Move 3 are loosely connected, because—even from the Move 3 side—a clear value assignment does not occur, and, consequently, the relations between positions presented in the discourse remain loose—being frequently 'entertained.'

8.4 The varied functions of 'acknowledge' across move components

The distribution of 'acknowledge' resources needs further attention—in particular, the results that show slightly higher 'acknowledge' in Move 2 (mean: 202.55) than in Move 1 (mean: 170.13; see Table 8.3). 'Acknowledge' resources apparently maintain the author's neutral stance towards others' propositions. The results show that there is a high frequency of 'acknowledge' in Move 2 where the problems or scarcity of research are pointed out. Move 2 was expected to be high with 'deny' and 'distance' —as having been confirmed in Table 8.3—but it was not expected to be higher with 'acknowledge' than it was in Move 1. The dominance of 'acknowledge' indicates the dominance of a neutral way of introducing others' propositions in the move. However, being neutral does not seem to effectively lower the values of others' propositions. Move 2 is the most heteroglossic move, but that alone may not be sufficient to explain the higher density of 'acknowledge' in Move 2.

The qualitative observations suggest that there are different types of 'acknowledge' deployment in Move 2. One type of 'acknowledge' identified is to introduce other researchers' propositions that point out problems with research in the same way as the thesis author does, so their propositions and the author's aligned. This is observed in the excerpt from Text 16 below, which is again from the history thesis that compares Nevada and Queensland:

Text 16, p. 33 (underlining and engagement categories added)

[Move 2: Research topic/field]

The existence of the "gap" between formal and informal law is, therefore, not [deny] a new revelation. Hunter notes that [acknowledge] future research should explore the nature of this "gap" …

The author's thesis explores this *"gap"*, and the necessity to fill the gap is confirmed by *Hunter* as *Hunter notes that future research should explore the nature of this gap*. This type of 'acknowledge' deployment provides a supporter for the thesis author's claim of the gap in research, which consequently strengthens the author's research justification. This type of 'acknowledge' is therefore characterised by the aligned relations: the author's and the acknowledged propositions are in line with each other.

Another type of 'acknowledge' in Move 2 is deployed to introduce others' propositions at the location in the discourse in a neutral way, so that it can be denied in other locations of the discourse. The next example of 'acknowledge' —from a thesis on colonial domestic service which analyses male and female domestic servants from a variety of ethnic groups—is the latter type of 'acknowledge'—that the author is not in line with the acknowledged proposition:

Text 8, p. 23–24 (underlining and engagement categories added)

[Move 2: Research topic/field]

In the context of colonial India, Banerjee has concluded that [acknowledge] in middle-class Bengali households the relationship between the master and servant was exactly the same as that between the mistress and servant. I am inclined to suggest that [entertain] this field of research is not [deny] developed to the extent that we can [entertain] draw such conclusions more broadly.

The author disaligns with *Bernerjee*'s conclusion that *in middle-class Bengali households the relationship between the master and servant was exactly the same as that between the mistress and servant*. The author's stance is not very clear when *Bernerjee*'s conclusion was brought into the discourse with an 'acknowledge' resource, but in the next sentence, the discourse starts decreasing the value of *Bernerjee*'s conclusion by posing suspicions on the validity of the conclusion, suggesting that the field of study is not developed enough to make such a conclusion. As the author's study addresses the ethnic and gender differences in the scenes of colonial domestic service, the excerpt successfully creates a research gap for the author to fill.

It is, however, interesting that at the exact location where *Bernerjee*'s conclusion is introduced, the author's negative stance toward it is not indicated. That is, the discourse did not choose to put negation or distancing resources to *Bernerjee*'s proposition. For instance, *Bernerjee did not have enough evidence to state that …* or *Bernerjee's claims that …*. The author chose not to show alignment or disalignment and, only in the next sentence, was the author's stance toward the proposition made clear.

Similarly, a proposition that the thesis author disagrees with is introduced with 'acknowledge' in another excerpt from Text 16:

Text 16, p. 31 (underlining and engagement categories added)

[Move 2: Research topic/field]

Transnational legal history is a neglected area in legal history. <u>Despite</u> [counter] the transnational turn in other areas of history, legal historians <u>tend to emphasise</u> [acknowledge] the importance of the national unit. <u>Even</u> [counter] Lawrence Friedman, who <u>has acknowledged</u> [acknowledge] the possibilities of drawing similarities between regions, <u>nevertheless</u> [counter] <u>argues that</u>

> [acknowledge] American law is a product of American culture, peculiar to the United States.

The author disagrees with *Friedman*'s argument that *American law is a product of American culture, peculiar to the United States*. The disaligned proposition, however, is introduced neutrally by the 'acknowledge' resource *argues that…* which itself does not clarify the author's alignment or disalignment toward the proposition. Nonetheless, the reader knows the author's disagreement with the proposition because of the discourse immediately preceding it: *Transnational legal history is a neglected area in legal history. Despite* [counter] *the transnational turn in other areas of history, legal historians tend to emphasise* [acknowledge] *the importance of the national unit*. So *Friedman*'s proposition is presented as an example of *legal historians tend to emphasise the importance of the national unit*. The author's disalignment is also implied from a number of countering *Despite*, *Even*, and *nevertheless*, which function together to assign a particular value on the proposition introduced nearby in the discourse.

Such 'acknowledge' realisation that is denied elsewhere in the discourse is very common throughout Move 2, which is even observed in the Move 2 excerpt from Text 33 (p. 8) presented earlier:

> … Studies of environmental policy alone, then, cannot [entertain + deny] furnish an accurate view of colonial actions in tropical landscapes. Further, those studies that rely upon 'top-down' approaches — emphasizing government (or, preceding that, Company) policy, institutional activity, and sources derived from elite-level participants — are necessarily encumbered by distortions. For example, Richard Grove has asserted that [acknowledge] colonial scientists who were sympathetic to conservation were often also progressive, even [counter] radical, in their political beliefs: some even [counter] harboured anti-colonial sentiments.

The earlier analysis will not be repeated here, but, clearly, the reason why 'acknowledge' has become so salient in Move 2 can be explained. It is deployed so often because of this neutrality at the location where an external proposition is introduced into the discourse, so it can be deployed either when the author is aligned or disaligned with it. The status of an external proposition neutrally presented can be determined elsewhere in the discourse.

The question remains, however, as to why the author chooses not to specify the relation of the external proposition to the author's at the very location where the external proposition occurs. This phenomenon with 'acknowledge' resource was pointed out before (Martin & White 2005), but the reasons for it have not been explored. Although it is beyond the scope of this thesis to identify an exact cause of this phenomenon, it is useful to explore possible causes. One reason may be explained in terms of ideational restriction. Consider when an author's proposition is introduced in formulations such as, *This study considers, states, argues that...* It is immediately obvious for the reader that the author contracts with the proposition after *that*. On the contrary, when a proposition is attributed to others, using the same formulations such as *consider, state,* and *argue,* it does not clarify the author's position toward the proposition. It only tells the reader that somebody contracts with the proposition introduced in the discourse. So at the location of the proposition, the information provided becomes the attribution of the proposition only—namely, the source of the proposition.

If we consider that the author attempts to negotiate step by step without rushing into value assignment, the neutral, somewhat semantically empty way to present an external proposition may make sense. There might simply be too much information at

the same location if, all of a sudden, the author wrote, for example, using a 'distance' resource, *(someone) went so far as to speculate that* ... Such a construction would be semantically heavily loaded with the attribution of the proposition as well as the author's stance toward it, which might be too much information for the reader's mind to process and hence the negotiation would fail. It may, therefore, be more effective to separate the locations that indicate the source of a proposition and the author's stance toward it.

The author's choice between 'acknowledge' and 'distance' resources may also have to do with the author's image of the reader. That is, where the author is certain that, without persuasion, the reader aligns with the author's distancing toward an external proposition, the author deploys 'distance' resource rather than 'acknowledge'.

Text 10, p. 21 (underling and engagement categories added)

[Move 1: Research topic/field]

Sojourners and Citizens, published in 1992 and 1996 contained numerous references to interracial relationships and Anglo-Chinese Australians gathered from a wide range of sources throughout Australia. <u>Although</u> [counter] Rolls <u>made the valuable point that</u> [endorse] 'the majority of Chinese who married in Australia married European women',

[Move 2: Research topic/field]

he <u>still</u> [counter] <u>returned to the standard claim that</u> [distance] 'many of them were Irish girls who <u>could</u> [entertain] <u>not</u> [deny] read or write and who <u>otherwise</u> [counter] faced bleak marriages with brutal European labourers'. <u>Despite</u> [counter] growing evidence to the contrary, for the most part discussions of relationships between white women and Chinese men continued to rely on the well-known stereotypes, as Rolls did, and to feature families as <u>only</u> [counter] a small part of a larger narrative.

In the excerpt above, the author is certain that the reader aligns with the author with the idea that it is a stereotype to consider that it was due to their low social status that white women married Chinese men. When an external proposition requires little negotiation to be disaligned, it is more efficient to disalign it at once with 'distance' resources. Using 'acknowledge' in the same context, for example, 'he states that many of them were Irish girls who could not read …', and then deny or distance it elsewhere would be inefficient and unnecessary. So, in this case, the author can simply deploy 'distance' together with the strategic placement of 'counter' resources above, so that the excerpt above efficiently distributes and contrasts the author's alignment with *the majority of Chinese who married in Australia married European women* and disalignment with *many of them were Irish girls who could not read or write and who otherwise faced bleak marriages with brutal European labourers*.

Hence, the choice between seemingly-neutral 'acknowledge' and evaluation-charged resources relates to the dynamic reader positioning as suggested by Coffin and O'Halloran (2005). This is also what Bakhtin (1981) emphasises as the listener/reader's response that constructs text:

> The listener and his response are regularly taken into account when it comes to everyday dialogue and rhetoric, but every other sort of discourse as well is oriented toward an understanding that is "responsive" - although this orientation is not particularized in an independent act and is not compositionally marked. Responsive understanding is a fundamental force, one that participates in the formulation of discourse, and it is moreover an *active* understanding, one that discourse senses as resistance or support enriching the discourse.
>
> (p. 280, original italics)

Another explanation as to why the thesis authors choose to deploy

‘acknowledge’ on an external proposition so that it could be denied or distanced elsewhere in Move 2 can be made from an interpersonal perspective, because, perhaps, the thesis authors avoid using a clear negative marker directly attached to others’ proposition—namely, between the person’s name and his/her proposition. It may be face-threatening to immediately deny others’ views, so what the thesis authors chose to do was to maintain a neutral stance at the location of the discourse where others’ propositions are introduced. This is wrapped up negatively before or after (or both) the external proposition (and possibly with other propositions attributed to some other people), so that it is less face-threatening to assign negative values to others’ propositions. All of those external utterances the author disaligns with are tossed in, wrapped up and sealed with a label *‘No good’*. The negative resource is directly assigned on a collective trend in research, not on an individual. This account may further explain why the mean of ‘acknowledge’ in Move 2 is higher than in Move 1: ‘acknowledge’ is a useful, less face-threatening resource to deny others and create a gap in research.

8.5 The possibility of a larger unit of analysis for engagement

It appears that a set of discourse made up with, for example, ‘the author’s negative stance toward a research trend’, ‘some researcher’s proposition supporting the research trend (presented neutrally with ‘acknowledge’ resources)’, and ‘the author points out exact problems with those researchers’ views’, constructs an engagement resource. The entire process constructs a stance, one engagement resource that denies or distances external propositions. In such cases, what appears to be functioning for the construction of an engagement is a larger unit. A larger unit of analysis may exist for engagement

resources, in particular, concerning the analysis of external propositions.

The system of engagement, theoretically, is not oriented with particular realisations (Martin & White 2005), but the resources categorised in the system directly assign values to an immediately introduced proposition, such as *in fact, certainly, not, demonstrate that, argue that, etc.* The way the author/speaker establishes engagement with external propositions, as well as the reader/listener, seems to involve more complex processing which stretches across sentences and different levels of discourse—that is, the hierarchy of language.

In relation to such larger units of engagement, the way the discourse gradually establishes the status of an external proposition in the stretches of discourse, even looks like staged processing. The process appears to be a micro-version of 'recounting' and 'accounting'. For example, a sentence or sentences about 'the author's negative stance toward a research trend', which occurs before the acknowledged proposition, is a 'pre-account of external views'. This is followed by 'some researcher's proposition supporting the research trend (presented neutrally with 'acknowledge' resources)', which is 'recounting external views'. And this finishes with 'the author points out exact problems with the external views', which is a 'post-account of external views'.

Martin and Rose (2007) suggested the perspective of 'micro-genre' for different types of texts existing in one text, which concerns the staging of micro-genres such as 'recounting', 'accounting', etc. that make up a text. Their micro-genre components are roughly equivalent to this study's move components, although what is observed in this study are smaller units. Within a move component, there are 'micro-recount' and 'micro-account', which are equipped with different types of engagement resources so as to effectively construct a larger unit of engagement that

assigns the relation between the external propositions and the author's stance, and which further constructs a move component such as 'pointing out problems with research topic/field'.

Considering such micro- and macro-occurrences of generic structure units in relation to engagement resources may further provide an account of the high density of 'acknowledge' in 'historical recount' discussed earlier. At least with 'acknowledge', it seems more appropriate to consider that it has a more direct correlation with recounting and not directly with moves or move components. Conversely, it is also important to consider the fact that 'acknowledge' does not have the same discourse function across different parts of text. In 'historical recount', 'acknowledge' was observed to be frequently used so that the author can simply recount historical events without making commitment to the propositions made by the historical figures. In Move 2 components, two different purposes for the 'acknowledge' deployment were observed: 1) to bring a supporter's voice which agrees with the author that there are problems with the research; and 2) to bring an external voice with which the author disagrees. So the purposes and functions vary, while they all share that the stance at the time of using 'acknowledge' is neutral and that they are recounting, regardless of their different sizes of recounting. It is, however, important to emphasise Bakhtin's words on neutrality:

> As a result of the work done by all these stratifying forces in language, there are no "neutral" words and forms - words and forms that can belong to "no one"; language has been completely taken over, shot through with intentions and accents.
>
> (Bakhtin 1981: 293)

It seems that the complication is due to the system of engagement coding two

separate phenomena—the occurrence and source of utterances and the author's/speaker's stance towards utterances—in one system. 'Acknowledge' resources have to do with the occurrence and source of utterances only. If the system of engagement is meant to analyse the occurrence and source of utterances, then it can stay in the current approach of analysing the immediate level where the utterances occur. However, if it is meant to analyse stance and positioning, which is believed to be the original intent—it has to expand the scope of analysis to include a larger analytical unit, in particular with 'acknowledge'. Such an expansion can further enable the modifications on 'pronounce' and 'monogloss'—which is, however, outside the scope of this chapter. This point is further explored in the conclusion chapter (Chapter 9) as an implication of this study.

8.6 The stratifying forces of engagement resources

It has been observed with the quantitative analysis that the distributions of engagement resources vary across move components. The qualitative analysis has further revealed that, although different dominant engagement resources across move components are confirmed, engagement resources are not evenly distributed within move components. In the Move 3 component of 'how to fill the gap', in particular, very active and complex flows of engagement deployments have been observed. The high density of various engagement resources has been further identified to have a cohesive function to tie move components together. In the case of 'How to fill the gap', the high density of engagement resources has been attributed to the interaction between Move 2 and Move 3—namely, the complex deployment of engagement resources has a function to connect them. An excerpt from Text 6, discussed earlier, is presented again below in order to

further observe how exactly the heteroglossic resources tie in with each other to create cohesion in a larger level of the discourse:

> **Text 6, p. 26** (underlining and engagement categories added)
>
> [Move 2: Research topic/field]
>
> O'Brien and Turner's interpretative study of medical social work in Victoria identifies <u>only</u> [counter] a very small number of Catholic social workers and <u>describes them as</u> [acknowledge] a 'separate' group.
>
> [Move 3: How to fill the gap]
>
> This thesis will <u>challenge</u> [deny] this interpretation <u>by demonstrating</u> [pronounce] the broader role and engagement of Catholic social workers within the profession in Melbourne in the 1930s.

Figure 8.3 shows the image of the heteroglossic components from the excerpt above, equipped with engagement resources, all of which semiotically contribute to the distributions of values, which further contributes to creating cohesion between moves. The following Move 2 proposition: *O'Brien and Turner's interpretative study of medical social work in Victoria identifies <u>only</u> a very small number of Catholic social workers*, lowers the status of *O'Brien and Turner's interpretative study* by the countering resource *only*. This pushes a neutrally presented proposition—*and <u>describes them as</u> a 'separate' group*—downwards and gives a negative status to *O'Brien and Turner's interpretative study*, because the proposition is a part of *O'Brien and Turner's interpretative study*. These value-decrease movements create a value increase of the Move 3 proposition, *This thesis will <u>challenge</u> this interpretation <u>by demonstrating</u>*…. The value increase of these Move 3 propositions are also made internally by the contractive engagement resources, such as *challenge* and *demonstrating*. This, in return, further pushes the

movement of the Move 2 components towards a lower status.

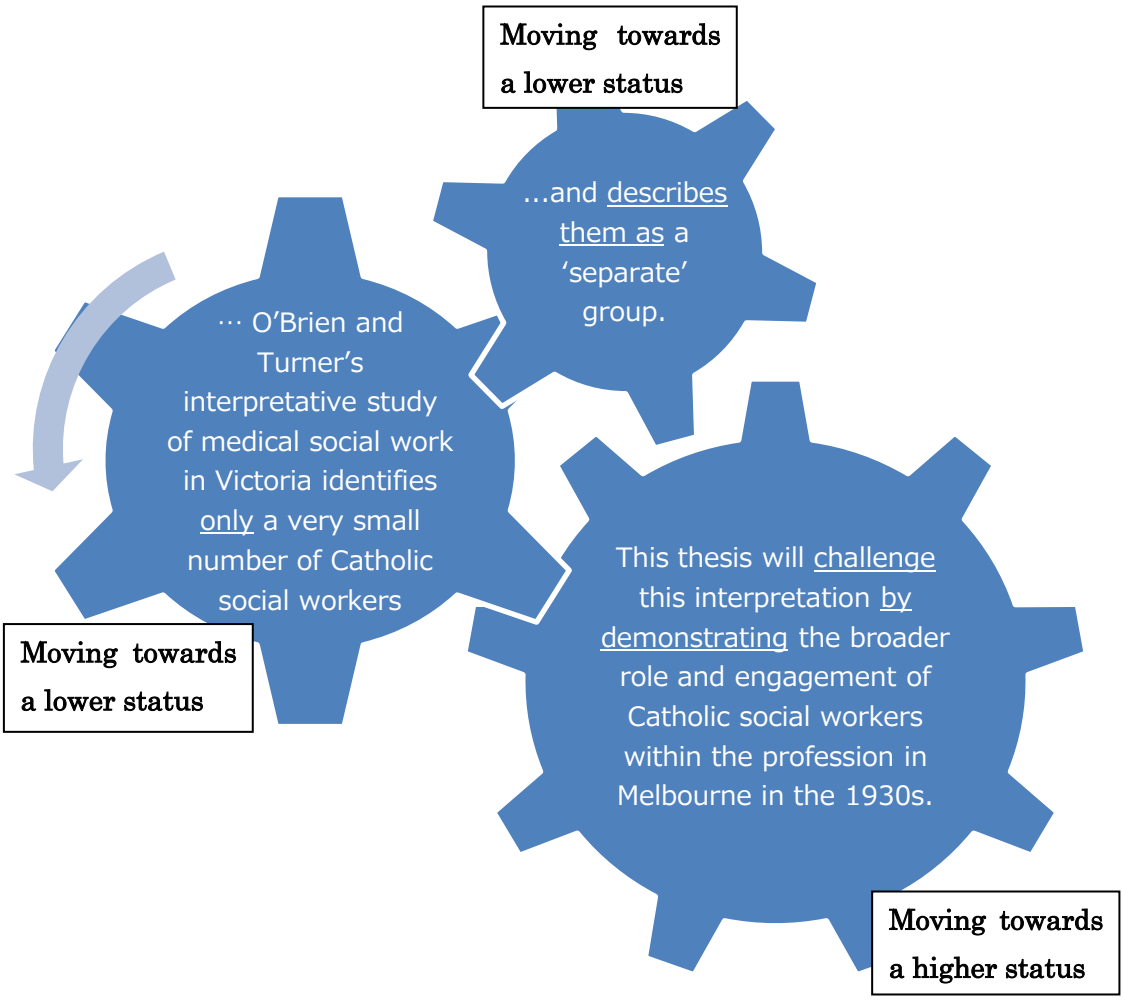


Figure 8.3 Engagement dynamism creating cohesion

Two important Bakhtinian points need to be made here. First, the value distributions of propositions in texts are made not only by engagement resources, but also by such texts' dynamic movements of increasing and decreasing values of components in relation to each other. The more the status of a proposition is confirmed, the more efficiently and effectively the values assigned to other propositions in other parts of the text are contrasted. In other words, the distribution of values also depends on the relations with the other parts of the text. This further brings about the second

important point. As long as the distribution of values partly depends on the value distributions of other parts of the text, all these propositions assigned with values are moving towards each other. This is how cohesion is created with heterogloss—namely, 'unitary languages' in Bakhtin's words.

As reviewed in Chapter 3, living discourse—for Bakhtin (1981)—cannot be separated from the influence of heteroglossia, because it is constantly and dynamically forming dialogic relations between the unifying force of the discourse, which is directed by the speaker/writer's intention, and heteroglossia, through simultaneous interactions between centripetal (unifying) and centrifugal (expansive, re-defining) forces. As Bakhtin (1981) explained, 'The processes of centralization and decentralization, of unification and disunification, intersect in the utterance' (p. 272).

The findings that have been made in this chapter support what Bakhtin (1981) predicted, as quoted earlier, that 'every word is directed toward an *answer* and cannot escape the profound influence of the answering word that it anticipates' (p. 280). Move 3 is made up of the answering words, which influences the rest of the moves (Move 1, Move 2, and other warranting moves). This study would further point out that Move 3 (the answering words) is under the influence of the rest of the moves, because the values of Move 3 components are observed to be dependent on the rest of the moves.

Although only the stratifying forces between Move 2 and Move 3 were displayed in Figure 8.3, due to the limitation of space, it can be considered that Move 1 and other warranting moves also contain unifying forces created by heteroglossic resources. Hence, the entire text (thesis introductory chapter) is a collective, dynamic entity made up of multiple heteroglossic mechanisms such as those displayed in Figure 8.3. This mechanism is one of the largest cohesive functions a text utilises, reflected on

the high frequency of engagement resources observed between moves.

8.7 Conclusion

The correlations between engagement resources, moves and move components were identified in this chapter. More specifically, it was observed that the distribution of heteroglossic resources varies across moves and move components. Further, the correlations can be attributed to the cohesive functions that tie moves and move components together. The cohesive functions have been confirmed from the uneven distribution of engagement resources within the same moves and move components—that is, the heteroglossic density increases where the discourse shifts from one move/move component to another.

Also, the functions of the same engagement resource are not the same in different moves. It was found that the thesis authors deploy the same engagement resource for different purposes at different locations. For this study, different discourse functions of 'deny' (Chapter 7) and 'acknowledge', in particular, were observed. Interestingly, engagement resources do not seem to realise a concrete discourse function, but rather they are assigned with different functions at every occurrence. The functions of engagement resources do not always become clear at the exact location they occur in discourse, but become clear in relation to other parts of the discourse. This is what Bakhtin (1981) called an *answer* of the discourse as already noted: 'every word is directed toward an *answer* and cannot escape the profound influence of the answering word that it anticipates' (p. 280). It is interesting that the negotiations have a function to unify text, because this study has revealed that engagement resources play a vital role in

structuring text. The exact mechanism or dynamic for such stratifying through engagement resources, however, needs further research.

In association with the concept of genre and its evolution, this study observed that ideological changes impact the text to a large extent in a variety of ways—that is, the different ways in which a thesis warrants research, engagement resources distributions, and the overall chapter organisation. In this and the previous chapter of engagement analysis, it has been identified that postmodern theses and postmodern moves are salient with 'entertain' resources, which loosen the connections between the claims of research justification and the author's research. This is a consequence of the postmodern ideology of history writing that considers it impossible to write history objectively, so the justification of research gets loosened. Hence, ideological differences even impact the strength of the ties between these two major text components which make up a whole introductory chapter: research justification and the author's research. This is the extent to which differences were identified in this study concerning the evolution of the history thesis genre.

The large extent of differences in the PhD history thesis introductory chapter genre observed in this study may lead to a question concerning the definition of genre. Despite all the differences, the theses examined have one thing in common: the purpose (Martin 1992). The purpose of all of the texts is to push forward the author's research, despite the fact that the realisations of the purpose are different: they can explicitly justify research, they can narrate the surroundings of research, and so on, which further changes other resources, such as engagement.

This chapter therefore concludes that engagement resources contribute considerably to the construction of text. This has been revealed by the text's cohesive

forces of engagement resources functioning across move components.

Chapter 9

Conclusion

9.1 Introduction

Throughout this study, it has been confirmed that dynamism, which gradually forms relations among various text components, plays a vital role in constructing the introductory chapters of history theses. The present study has contributed to building new knowledge in academic writing research, thesis writing, and history discourse. This thesis has further challenged previous methodologies by contributing to a generic structure analysis in academic discourse studies. It has also contributed by applying statistical linguistics methods to the discourse analysis.

This chapter reviews the topics that were explored in this thesis, highlighting the dynamic and interactive nature of discourse construction revealed in this study, namely, the interaction between ideology, engagement, and textual resources. In so doing, this chapter summarises the findings and discusses the contributions of this thesis to the current body of knowledge, and considers limitations of the research, which may reveal implications for future research.

9.2 Findings

The major findings of this present thesis contribute to the body of knowledge in two areas: the study of history discourse, and the study of thesis writing. This thesis has found that ideological differences towards history writing do make differences in text

construction, in terms of generic structure, move components, the realisation strategy of research space and engagement strategies. Findings suggest that engaging with the reader plays a crucial role in the text of introductory chapters in history theses, and that the basic binary generic structure of the thesis introductory chapters remains the same regardless of the different research justification strategies.

9.2.1 Moves in introductory chapters: Co-existing patterns

The move analysis of the present thesis (Chapter 5) found that many thesis introductory chapters (60%) contain atypical types of move components. Thus a standard model consisting of three typical moves does not effectively account for contemporary history thesis writing.

Co-occurrence patterns between move components were identified between aspectual moves such as ‘asserting relevance of thesis title’ (Move 1) and ‘providing thesis title’ (Move 3). This shows that move components do not function in isolation, but work together to make meaning. High associations between some of the postmodern move components, such as ‘personal background’ and ‘research trigger’ are also identified, showing that the postmodern types of generic structure elements tend to co-occur. It has further been revealed that the postmodern move components have a high association with ‘pointing out problems with method’ (Move 2). This shows that these thesis introductory chapters which contain high proportions of the postmodern move components are critical toward research methods. On the other hand, negative associations were also found between the typical and postmodern move components such as ‘asserting relevance with topic’ (Move 1) and ‘research trigger’. This

demonstrates that some of the typical move components and postmodern move components tend not to co-occur.

A correspondence analysis revealed three dimensions (average profiles) in the present corpus. One is the postmodern dimension, represented by one of the thesis introductory chapters which is made up of proportionally high postmodern move components. This dimension is placed far from the origin of the plot, showing that it is a trend, although not a major one, in the entire corpus. The second dimension is made up of the move components that are postmodernism oriented, such as 'personal background' and 'research trigger'. The third dimension is made up with four thesis introductory chapters that have a high proportion of 'historical recount'. 'Historical recount' is identified close to the origin of the plot, showing that 'historical recount' is a major component in the entire corpus. Hence, 'historical recount' has been quantitatively and statistically demonstrated to be a typical move component of the present corpus of history thesis introductory chapters. The study also found that the majority of theses which exhibit postmodern move components contain only a small proportion of such components in relation to the entire chapter.

9.2.2 Persuasive function of moves

This study found that some move components themselves present strong persuasive functions, as has been discussed with the component of asserting relevance in giving personal background (Chapter 5). Interestingly, it has been posited that, with the component of asserting relevance in giving personal background, many distinct interpersonal functions can be identified, from persuading the opposing norms of the

discipline to presenting the author to the disciplinary community as an expert with the knowledge and understanding of the current ideological map of the discipline. Other move components similarly contain some persuasion, which is reflected by descriptions of move components such as 'pointing out problems with ...', 'asserting relevance of ...', and so on. Further, some postmodern oriented move components such as 'asserting relevance of giving personal background', which takes up a small proportion of an introductory chapter, were observed to have a persuasive function with the traditional history reader who may not agree with the postmodern historical approaches. They all function to persuade the reader in one way or another. This may further relate to the cohesive function of move components; for example, a problem pointed out in a move component is solved in another, hence creating a logical cohesion between two move components. The interpersonal nature of move components may further be investigated in the future so that the relation between textual and interpersonal elements can be revealed.

Interpersonal functions at lower levels of text also construct moves and move components, as has been confirmed in the engagement analysis of this study. Engagement resources were quantitatively identified to be correlated with particular types of move and move components, and further, they were qualitatively observed to form major elements to construct particular moves and move components (Chapter 8). Engagement resources were then observed to create cohesion between moves (Chapter 8), a process which structures a larger text, and therefore, is a textual function as well (Halliday & Hasan 1976; Martin & Rose 2008). These aspects all seem to suggest that dynamically different kinds of interpersonal resources at different levels interact with each other to realise larger structures of text. With all of these interpersonal constituents, it may not be so surprising that the moves themselves develop strong persuasive

functions.

9.2.3 Engagement distributions between the traditional and postmodern corpora

The results of the distributional analysis of engagement resources between the traditional and postmodern corpora (Chapter 7) have statistically shown that the thesis author's ideological stance on writing (the traditional or postmodern perspectives toward writing history) impacts the text (again bear in mind that the division of the corpus was based on the move analysis). Traditional history theses tend to construct a strong alignment with other studies by endorsing and acknowledging them; in contrast, postmodern history theses tend to deny and loosen others' positions, as well as the thesis author's own views, which construct a text that is dialogically open. Further, the qualitative analysis found that the ideological differences and choice of dominant engagement resources also impact the text's overall organisation. That is, when the choice of engagement resources changes, the text organisation changes accordingly. One of the major findings of this present thesis, therefore, is that external factors such as ideological differences do interact with each other dynamically to construct a text.

9.2.4 Decentring in postmodern history theses

The present thesis revealed recent trends in history discourse by observing recent ideological changes in history writing, the loose connection between research warrant and new research, and the dominance of 'entertain' resources in postmodern history theses. This was argued to be associated with the 'decentredness' (Southgate 2003) of the postmodern conditions of history writing (see Chapter 7). Texts without centres, for

historians, are a characteristic of postmodern history writing. Postmodern historians consider postmodern history as a denial of 'old organising frameworks that presupposed the privileging of various centres (things that are, for example, Anglo-centric, Euro-centric, ethno-centric, gender-centric, logo-centric)' (Jenkins 1991: 60). Jenkins (1991) further argued that historians can no longer rely on so called legitimate and natural frameworks, which have affected the epistemology of the history discipline:

> Such relativism and scepticism affect the status of epistemological and methodological practices too; here there are only positions, perspectives, models, angles, paradigms. The objects of knowledge seem to be constructed arbitrarily, thrown together in the manner of collage, montage and pastiche, so that, as Lyotard has expressed it, 'Modernity seems to be ... a way of shaping a sequence of moments in such a way that it accepts a high rate of contingency.' Here a flexible pragmatism runs (what is good is what pays off) resulting in a series of calculating practices.
>
> (p. 63)

Such an absence of centres in today's conditions of history writing seems to have manifested the variations in the generic structures and engagement strategies of the history thesis introductory chapters observed in the present study. It was found that the introductory chapters are a series of the authors selecting, positioning and justifying various aspects of their research, such as the subject of research, the research approaches, methodologies, writing styles, and so on.

With regard to the engagement resources, this study observed that the discourse of the postmodern thesis introductory chapters are significantly 'entertained', reflecting the relativism and scepticism in history writing (Chapter 7). Such an ideological shift has not only impacted engagement strategies, but also other kinds of resources such as generic structures (Chapter 5). Such larger structures of text have been observed to work

with engagement resources to realise the thesis author's ideology toward history writing. For instance, the high deployment of 'entertain' resources loosened the connection between research warrants and research, which, therefore, work together to create the relativistic historical descriptions (Chapter 7). Further, some of the generic structure components themselves were identified to have an interpersonal function (Chapter 5), as pointed out earlier in the previous section. A move component that asserts relevance in giving personal background, for example, attempts to justify such a postmodern style of writing to the traditional, mainstream reader; therefore, the entire move component is meant to persuade the reader. As Bakhtin (1981) noted: 'Every discourse presupposes a special conception of the listener, of his apperceptive background and the degree of his responsiveness; it presupposes a specific distance. All this is very important for coming to grips with the historical life of discourse' (p. 346).

Further, the postmodern view has even impacted the overall processing of a thesis's introductory chapter, which was observed in the deconstructive discourse of the thesis on the history of Papuan migration policies. The introductory chapter of this thesis first presented the official image of the migration policy at the beginning of the chapter, but then the author followed this up with a denial of the official image (Chapter 5). Such a process of denying the official image has increased 'deny' resources, so that the ideological shift, the processing of the entire discourse, and the engagement resources all interacted with each other to create a meaningful text.

These findings confirm, therefore, that the 'death of centres' in history writing is achieved through different functions at various text levels. In other words, decentring is construed through the interaction of various resources. They interact by changing each other's realisations, thus construing the 'death of centres'. Thus, the elements

external to the text, such as the author's ideologies, seem to impact the dynamism of text structuring.

9.2.5 Engagement distributions across move components

The second part of the engagement analysis (Chapter 8) found that the distribution of engagement resources varied across move components. 'Pronounce' and contractive resources were generally observed to be very dense in Move 3, whereas 'acknowledge' was found to be very dense in Move 1, Move 2 and moves that warranted research. The typical moves were observed to contain denser heteroglossic resources than postmodern moves. More specifically, 'endorse' and 'acknowledge' were found to be much denser in the typical moves than in the postmodern moves, indicating that the typical moves are more heteroglossic because they are more contextualised, thus aligning with previous studies. Among all the move components, 'how to fill the gap' of Move 3 was much more heteroglossic than the rest of the move components, indicating that 'how to fill the gap' is a highly negotiative stage of discourse. 'Thesis structure' of Move 3 and 'Personal background' were, on the contrary, the lowest in heteroglossic resources. Overall results showed that engagement resources correlate more strongly with move components than with moves.

The erratic distribution of engagement resources across move components suggests that different engagement strategies manifest the realisations of the larger textual organisation, again suggesting that engagement and textual resources interact. In the same vein, cohesion is created as a result of the interaction between engagement resources and move components, in particular, this was identified in 'how to fill the

gap'. More specifically, the qualitative analysis of this thesis found that highly dense heteroglossic resources in 'how to fill the gap' helped move components cohere by constructing a power balance between the previous studies and the thesis author's study.

9.2.6 Nature of thesis writing

This present study revealed the interpersonal nature of thesis introductory chapter writing by investigating the roles of engagement and generic structures in the writing process. Some of the findings in the generic structure analysis concern the generic structure itself. While the generic structure may appear to be a structural resource, it has a strong interpersonal nature of persuading the reader strategically (Chapter 5). Some of the generic structure components such as 'asserting relevance of giving personal background' (Move 1) were observed to strategically persuade the reader who may not be familiar with such a postmodernist oriented style of writing.

The major contribution of the engagement analysis of this study is that it found that the ideological differences of both traditional and postmodern history writing conditions change the distribution of engagement resources as well as the larger organisation of a thesis's introductory chapter (Chapter 7). It also found that engagement resources interact with move components to construct text (Chapter 8). These engagement analyses showed that engaging the reader and the disciplinary community indeed plays a major role in constructing a thesis introductory chapter.

Another contribution of the present thesis is that it showed that thesis introductory chapters are not static entities; rather, they evolve over time, following ideological shifts in the discipline. Therefore, variations in writing within a discipline

may occur.

9.2.7 The purpose of text and the evolution of history thesis writing

Concerning the relation between a text's purpose, its genre, and the evolution of its genre, the study's generic structure analysis found that the introductory chapters of a history thesis seem to evolve by creating different ways to warrant research, at the same time maintaining the function of the text and the generic structure. The function of the generic structure components remains the same no matter how the components are realised semantically, as long as the purpose of the genre remains the same, which is to warrant research. Accordingly, the generic structure remains the same. This is in line with the Greimassian perspective of genre, which considers that texts written in the same genre share the same generic structure, regardless of how they are realised.

Furthermore, the present study determined that the trigger of new research warranting strategies may vary. One of the largest triggers observed in this study seemed to be an ideological change in a text's discipline—the postmodern turn in history writing—and has caused the emergence of personal narrative research warranting. In an empirical field such as participant history, where an author's direct participation in historical events is expected, personal elements may inevitably be present, so different fields within a discipline may also be a factor of variation (Swales 2004). Hence, new ideologies, new fields, new disciplines, and so on, may result in the occurrence of a new type of research warranting.

Such environments may have one aspect in common: the condition in which a new type of research warranting occurs—in other words, the condition in which the

traditional strategies for research warranting are no longer valid. However, the need to warrant research, or the purpose of writing academic introductory sections remains, so the authors need to come up with a new, appropriate way to warrant research as if a living thing repaired and replaced a missing substance to maintain life. This may explain why genre maintains its basic generic structure while allowing for a change in its semantic elements. As long as the text's purpose remains the same, the generic structure remains fundamentally the same as well, and when a change in the text's environment occurs, the strategies to realise the generic structure change. In other words, language has a high potential to create the same function, utilising various semantic realisations. Any semantic realisation can achieve a function if its relation with another part of the text is successfully construed.

9.2.8 Variations within disciplines, disciplinary identity and evolution

Despite the high degree of variation in academic texts, introductory chapters of the history theses in this present corpus maintained solidarity across different ideologies within the discipline (Chapter 5). Instead of ignoring or completely denying opposing views within the discipline, researchers of various conflicting ideologies put a lot of effort in persuading a potentially critical reader of the validity of his/her research.

It appears that the evolution of the disciplinary genre is a continuum, which does not simply transform itself into something entirely different by ignoring all that happened before. Bakhtin (1981) described this, stating, 'At any given moment, languages of various epochs and periods of socio-ideological life cohabit with one another' (p. 291). The continuity of the disciplinary genre may be achieved by intertextuality; however, it is not sufficient to simply say so. Intertextuality observed in

this present study does not simply refer to other studies or views but is also interpersonal, which persuades and negotiates with others belonging to the discipline.

The move component that justifies providing a personal background for the opposing reader of postmodern history writing (Chapter 5), functions, for example, to maintain the continuity of the discipline. Without such a move, the text would become isolated from the rest, losing its position within the discipline, losing the reader's interest in reading the rest of the text, and consequently losing its identity as a disciplinary member. In order for a new study to contribute to the evolution of the disciplinary genre, establishing solidarity with all the members of the discipline, therefore, becomes a key element. Such a function is often achieved with engagement resources, as observed in this study (Chapter 8 and 9), which construe relations with the previous studies and the reader. All of these interpersonal functions provide vital forces for academic texts of different perspectives to continue evolving as one disciplinary genre across time.

Therefore, it is important to mention that heteroglossic forces connect both synchronically and diachronically. They connect different values of the time that exists within a discipline, so they function synchronically. They also connect different values across different times, so they function diachronically as well.

9.3 Methodological contributions

9.3.1 Binary structure of moves

This present study has made a number of important methodological contributions to the understanding of genre. First, it demonstrated that a Greimassian binary model is useful

and flexible in a generic structure analysis of thesis introductory chapters, enabling the inclusion of atypical types of components into the analysis. Previously, these analyses were conducted with methodologies that relied on surface-level linguistic features. The study further identified that Move 1, Move 2 and other atypical components are sub-moves under an overarching research warranting move, which forms a structural opposition to Move 3.

An alternative coding procedure emerged from the findings of this study, which placed an aspect of research between the research warrant move and sub-descriptions of the research warrant move (‘Move 1’, ‘Move 2’, and various atypical research warrant strategies), revealing that moves in the present corpus are dominantly aspectual. In this way, aspects of research such as ‘research topic/field’, ‘research methods’, ‘research materials’, ‘writing styles’, etc. could be described immediately after identifying an element as a warranting move; then, further descriptions could be made as to how the warranting of the aspect of the research was created, namely, by asserting relevance (Move 1), or by pointing out the problem (Move 2). This is because, considering that Move 1 and Move 2 work together to create research warranting of a certain aspect of research, Move 1 and Move 2 are sub-moves under research warrants of certain aspects of research. In this way, the analysis can treat generic structure components clearly, level by level, from the minimum functional generic components to sub-descriptions. This alternative coding procedure may be useful in analysing the generic structure of a large amount of introductory parts of academic texts, such as introductory chapters in the thesis genre, in academic books, and so on. Some other types of corpora, such as RAs, on the other hand, may lack the aspectual level, structured by the warranting of a research topic/field only. In such a case, the aspectual level of the move description does not have to be taken into consideration. Hence, future research can flexibly describe the

levels of move components, depending on the materials or the purpose of the research.

It can be further suggested that move elements such as Move 1 and Move 2 are, semiotically speaking, quite far from being sufficiently reduced generic structure elements which Lévi-Strauss and Greimas encouraged researchers of generic structure to seek. The relational method has high potential for further generic structure studies in EAP to solve many current discrepancies if successfully integrated with future research conducted from Swalean perspectives. Although Swalean and structuralist perspectives are quite different in their foundations, it would not be impossible to integrate flexibile and relational perspectives into a move analysis as this study has demonstrated.

9.3.2 Coding and statistical processing of corpus

Another methodological contribution of this study is that it has incorporated the advancement of corpus linguistics and statistical linguistics into text linguistics whose analytical methods have been dominantly qualitative. This study has taken advantage of the newly updated coding software, the UAM Corpus Tool, which has enabled quantitative double coding of resources, that is, engagement resources distributions across move components.

While it was not possible previously to observe the way in which engagement resources interact with textual resources, it was also not possible to make generalisations from a qualitative analysis only without a large amount of corpus coded and examined. This present study has demonstrated that, by utilising today's coding and statistical advancements, observations made in discourse studies can further strengthen new findings.

The result of the coding is statistically processed in the move analysis. The correspondence analysis, in particular, has been found to be useful for the visual presentation of correlations. For practical reasons, the correspondence analysis was limited to between texts and move components, but the correspondence analysis may be useful even with the correlation analysis between move components and engagement resources. This may enable the statistical distributional analysis of engagement resources between move components, which may further reveal the extent of engagement resources realising move components. The methodology of this study has the potential to be explored statistically, especially with the correspondence analysis.

9.4 Limitations

The present study only explored the introductory chapters of Australian history theses; hence, it was not possible to describe academic writing using general terms. Another limitation of this present thesis concerns the method used to minimize coding errors. While the intra-rater method was used to minimize errors, human errors may still be present. A further limitation concerns the dynamism of engagement. Although the system of Engagement is a developing framework within the appraisal system, some difficulties in coding real text have been identified, which may be attributed to the dynamic nature of the engagement resources. This issue is further discussed in the implications section of this chapter (9.5.2). Also, this present study has limited its focus to the text analysis and did not extend to the pedagogical application, which is discussed in the implications section of this chapter (9.5.1).

9.5 Implications for future studies

9.5.1 Generic structure analysis and application to EAP

The relational binary generic structure model built by this present study can provide further potential in the teaching of academic writing. As this study has demonstrated, one of the features of the generic structure of a thesis's introductory chapters is that it evolves in such a way as to create a new research warranting strategy in adjustment to its new environment. That is, in the case of the study's corpus of history theses, the postmodern thesis authors have employed personal anecdotes for the purpose of warranting their research, because they assumed that their own personal backgrounds were an important element for new research (Chapter 5). The various elements that the discipline considers important and relevant for warranting research may change for various reasons.

Therefore, practitioners of EAP need to bear this point in mind, so that the flexible teaching of introductory parts of academic writing can be achieved. Depending on the environment in which academic writing is produced, strategies to warrant research may vary, and as the environment changes—that is, as the research community goes through ideological changes and so on—strategies to warrant research may change. Such a dynamic view toward academic writing becomes important to achieve appropriate teaching that is in accordance with the individual students' unique disciplinary environment, and failing to do so might impose a static view of academic writing structures for introductory chapters, which might consequently not only fail to support an individual student's needs, but also to provide a healthy evolution of research genres. Rather, it is important to emphasise that the writing of an introductory chapter requires a sufficient understanding of the current environment of the discipline, which

then allows a student to select the appropriate structure for his/her individual academic assignment.

9.5.2 The multi-functional nature of heterogloss

Conducting an engagement analysis in this study has revealed a complex dynamism of heteroglossic functioning as well as difficulties in classifying with the engagement system. The multi-functional nature of evaluative resources has been reported (Lemke 1998; Macken-Horarik 2003; Hyland 2005; Bednarek 2006, 2007, 2008), but such a multi-functional nature also applies to heteroglossic or engagement resources, which require more attention in studies of dialogic perspectives. Currently, the system of engagement can only code one 'primary' engagement resource for a proposition (Martin & White 2005), but often the case is that more than one engagement resource is at work where dialogic framing of a proposition occurs. Although coding one type of heteroglossic movement at one point of discourse may suffice for many studies, the analysts of dialogic perspectives should always remember that dialogism in practice is much more complex. For example, see the excerpt below:

> **Text 1, p. 10** (underlining added)
>
> ... a 'reconstructionist' view of memory, as opposed to a 'retrieval' view, does <u>not</u> imply that we can<u>not</u> distinguish between different levels of veridical accuracy in oral history account …

With the denying resource *not*, two positions concerning 'a reconstructionist view of memory' are being negotiated. In other words, with a reconstructionist view of memory,

- We cannot distinguish between different levels of veridical accuracy in oral history account...
- We can distinguish between different levels of veridical accuracy in oral history account...

The author of the excerpt is of course aligning with the latter proposition, and he brought up the former proposition in order to deny, as Martin and White (2005) pointed out (concerning the disclaiming category) that 'Obviously to deny or reject a position is maximally contractive in that, while the alternative position has been recognised, it is held not to apply' (p. 118). So with their system of engagement, 'deny' resources are placed under the 'contract' category.

However, we should also take into account the nature of heterogloss in discourse that, strategically, this contracting process requires two different voices—two positions are presented and negotiated during the contracting process. This is one case of the 'double-voicedness' in dialogism that was emphasised by Bakhtin (1981). In Bakhtin's understanding of dialogism, the dynamism of centripetal (unifying) and centrifugal (expansive) forces intersects, and these two opposing forces function simultaneously, suggesting that where a point in the discourse appears to be 'primarily' contractive, it is at the same time expansive.

This is true with the rest of the categories of engagement. When a discourse opens up a dialogic space by an 'entertain' resource, it does not solely expand; rather, the primary purpose of allowing alternative propositions is to contract. The author chooses to entertain so that the discourse can advance in the author's intended direction. So the discourse with an 'entertain' resource has two kinds of discoursal movements: a movement that loosens, releasing the discourse to allow alternatives, and a movement that advances towards the author's intended goal. Entertain resources often occur where

the discourse is handling a somewhat contested proposition, and in order to continue with the discourse (contractive forces), it is necessary to loosen it, because otherwise, the discourse might collapse. Some locations of discourse contain noises (strong alternative voices) that become obstacles for the author. Some other locations of discourse have cleared all the noise, so there are no obstacles or need for the discourse to entertain. Where noise exists, the discourse needs to entertain so that the noise can open up a narrow path to proceed. In this sense, the contractive force is the primary strategy and the loosening force is secondary, which is deployed for the primary strategy to function.

Multiple heteroglossic functions are also clearly at work with the 'disclaim' resources: 'deny' and 'counter'. Just as 'disclaim' resources are categorised under contractive resources (Martin & White 2005), 'entertain' resources are contractive, although they are not maximally contractive like 'deny' resources. So, ultimately, it is hard to justify one heterogloss as the primary resource over other heteroglossic resources and the rest of the simultaneously occurring heteroglossic forces as negligible. Similarly, 'endorse' is a sub-category of contractive resources in the engagement system, which is deployed when the author is in line with external voices; external propositions are, however, attributed to others so they also have a function of 'acknowledge', which is a sub-category of expansive resources. As Bakhtin emphasises:

> Thanks to the ability of a language to represent another language while still retaining the capacity to sound simultaneously both outside it and within it, to talk about it and at the same time to talk in and with it—and thanks to the ability of the language being represented simultaneously to serve as an object of representation while continuing to be able to speak to itself—thanks to all this, the creation of specific novelistic images of languages becomes possible.

(1981: 358)

Hyland (2005) emphasised a similar multiple functionality of interpersonal resources and raised the question of validity in setting discrete categories, stating, 'Discrete categories inevitably conceal the fact that forms often perform more than one function at once because, in developing their arguments, writers are simultaneously trying to set out a claim, comment on its truth, establish solidarity and represent their credibility' (pp. 176–177).

While simplifications of interpersonal phenomena may sometimes be necessary for research purposes, it is important for future studies of negotiative discourse to keep in mind that the dynamism of simultaneous interpersonal resources or the complexity themselves play a crucial role in construing text. Taking into account such interpersonal multiplicity in an analysis, however, may pose an immediate complexity. One possible solution for taking into account the simultaneous nature of heterogloss may be to set up multiple system networks for it, in a similar way to how SFL represents language—that is, with co-existing systems for textual, interpersonal and ideational meanings. Currently with SFL frameworks, however, engagement is represented in only one system network, although making more system networks for engagement could make the framework too complex. And before working on that, the validity of attempting to represent heterogloss in a system network needs to be thoroughly investigated, because heteroglossic movements may be too dynamic for system networks, because system networks are fundamentally two dimensional representations.

Another possible way to represent it is through a multi-dimensional space, with each of the dimensional axe representing a type of heteroglossic resource. Attempts to analyse different types of evaluative elements by considering multiple evaluative dimensions have been considered in the previous literature (e.g., Thompson & Hunston

2000, and the evaluative parameters in Bednarek 2006, 2008), which have posed further complexity in terms of how many dimensions can be used and how each of the evaluative instances in text can be classified. Considering the multi-functional nature of heteroglossic resources, shifting to multi-dimensional descriptions of heterogloss in text seems to be an appropriate move for studies in heteroglossic resources. At the same time, it seems that, unlike those previous studies of multi-dimensional perspectives to evaluations that are not oriented in the dynamic nature of evaluative resources, the dynamic view needs to be combined in order to comprehensively describe the dynamism of heteroglossic forces that construct a text. This would attempt to follow Bakhtin's dialogic perspective which describes the mechanism of heteroglossic forces. This means that such a dynamically-oriented multi-dimensional description of heteroglossic resources can only be defined in terms of multi-dimensional space that directly relates to the constructive movements of text. It will again be complicated because such a multi-dimensional space needs to represent heteroglossic forces that function simultaneously at different heteroglossic angles for different directions.

This attempt is similar to Hjelmslev's glossematics (1963), in that it tries to provide a calculus for discourse by using multi-dimensional parameters. For example, *I suggest that* ... contracts in that it introduces the author's opinion; at the same time, it helps advance the discourse while expanding to loosen the proposition by choosing the verb *suggest*. However, attempting to quantify the type of heteroglossic resources at work in text would pose great difficulties. One of these difficulties can be found in the justification of quantifications, which may be similar to scaling such values (e.g., low, median, high in Halliday's scaling of the value of modality [1994: 358]). The problem with such scaling as low, median, and high, is that it cannot take into account how the combinations of multiple values at one point in a discourse increase and decrease

certain values, so numeral quantification seems necessary. Bakhtin (1981) denied the possibility of such an attempt to describe heterogloss systematically due to the heteroglossic movements being too dynamic for a systematic description. This may become an attempt to quantify the dynamism of heteroglossic movements. If these movements can be captured in something similar to a multi-dimensional graph in future studies, it could help capture some of their complexity.

9.5.3 The direction of genre study

The present thesis has contributed to existing literature concerning text, ideology and the persuasive nature of academic writing; however, further research is necessary to gain a clearer picture of this topic. Communication between conflicting perspectives within the history discipline can provide many important implications for future studies. These implications include the mechanism and process of disciplinary evolution: how newer ideologies persuade and justify as compared to traditional ideologies; how the conflicting views are discussed in the discipline; in what cases the traditional previous studies are ignored; and how all of these phenomena relate to the identity of an academic text and the evolution of the disciplinary genre.

As this present study has only explored the introductory chapters of history theses, it is necessary to investigate similar topics in other materials. Research that explores the relation between a text's persuasive functions and genre evolution across disciplines and different types of academic genres is necessary to shed more light on this issue.

9.6 Conclusion

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Conclusion

The present study, which conducted both a move analysis as well as an engagement analysis, identified the crucial roles that heteroglossic elements play in text construction. These roles were observed to be dynamic movements which assign values to various elements in the text, and which create cohesion. Throughout this thesis, the importance of including the dynamic relations of text elements in the analysis has been emphasised.

This present thesis combined multiple theories and approaches for conducting its research, thus resolving many issues which have limited prior studies. As this study has demonstrated, an integrated approach that combines the CARS model with a Greimassian theoretical framework resolved many issues that the CARS model had raised. Also, the incorporation of quantitative techniques enhanced the analyses of the present study, which were typically approached only qualitatively. Theoretical discrepancies exist between different approaches to genre study; however, integrating different approaches may sometimes provide new knowledge. Faith in a particular theory may exist with analysts, but it may, perhaps, also be necessary to allow for the potential of different perspectives, because, as a result of exploring what will work in a real-text analysis, a new theory may follow. Hopefully a more dynamic view of language, along with new integrative approaches and technological advancements in corpus and statistical linguistics, will further reveal the nature of academic writing in the future.

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Appendices

(Appendices B and F are in the CD attached to this thesis)

Appendix A: Sources and text numbers

Text 1:

Harris, T. (2002). *Basket Weavers and True Believers The Middle Class Left and the ALP Leichhardt Municipality c. 1970-1990* (Unpublished PhD thesis). School of History, University of New South Wales, Sydney.

Text 2:

Upton, S. (2009). *The Impact of Migration on the People of Papua, Indonesia: A Historical Demographic Analysis* (Unpublished PhD thesis). School of History, University of New South Wales, Sydney.

Text 3:

Richards, G. (2005). *From Footnotes to Narrative: Welsh Noblewomen in the Thirteenth Century* (Unpublished PhD thesis). Department of History, University of Sydney, Sydney.

Text 4:

Buttsworth, S. (2003). *Body Count: The Politics of Representing the Gendered Body in Combat in Australia and the United States* (Unpublished PhD thesis). Department of History and Centre for Women's Studies, University of Western Australia, Perth.

Text 5:

Cummins, P. (2004). *The Digger Myth and Australian Society: Genesis, Operation and Review* (Unpublished PhD thesis). School of History, University of New South Wales, Sydney.

Text 6:

Gleeson, D. (2006). *The Professionalisation of Australian Catholic Social Welfare, 1920-1985* (Unpublished PhD thesis). School of History, University of New South Wales, Sydney.

Text 7:

Anderson, J. (2005). *Annie Heloise Abel, (1873-1947) an Historian's History* (Unpublished PhD thesis). Department of History, Flinders University, Adelaide.

Text 8:

Lowrie, C. (2009). *In service of empire : domestic service and colonial mastery in Singapore and Darwin, 1890s-1930s* (Unpublished PhD thesis). School of History and Politics, University of Wollongong, Wollongong.

Text 9:

Elliot, C. (2005). *Galen, Rome and the Second Sophistic* (Unpublished PhD thesis). School of Social Sciences, Department of History, The Australian National University, Canberra.

Text 10:

Bagnall, K. (2006). *Golden Shadows on a White Land: An exploration of the lives of white women who partnered Chinese men and their children in southern Australia, 1855-1915* (Unpublished PhD thesis). Department of History, University of Sydney, Sydney.

Text 11:

Ondaatje, M. (2007). *Neither Counterfeit Heroes nor Colour-Blind Visionaries: Black Conservative Intellectuals in Modern America* (Unpublished PhD thesis). Discipline of History, School of Humanities, University of Western Australia, Perth.

Text 12:

Dean, P. (2007). *"The Making of a General: Lost Years, Forgotten Battles": Lieutenant General Frank Berryman 1894-1941* (Unpublished PhD thesis). School of History, University of New South Wales, Sydney.

Text 13:

Andrews, A. (2001). *Football: the People's Game* (Unpublished PhD thesis). Department of History, Monash University, Melbourne.

Text 14:

Taylor, B. (2010). *Prisons Without Walls: Prison Camps and Petal Change in Australia, c.1913-c.1975* (Unpublished PhD thesis). School of History and Philosophy, University of New South Wales, Sydney.

Text 15:

Brown, S. (2008). *Imagining "Environment" in Australian Suburbia: An environmental history of the suburban landscapes of Canberra and Perth, 1946-1996* (Unpublished PhD thesis). Discipline of History, School of Humanities, University of Western Australia, Perth.

Text 16:

Chapple, S. (2010). *Law and Society Across the Pacific: Nevada County, California, 1849-1860 and Gympie, Queensland, 1867-1880* (Unpublished PhD thesis). School of History and Philosophy, University of New South Wales, Sydney.

Text 17:

Clapton, R. (2005). *Intersections of conflict: policing and criminalising Melbourne's traffic, 1890-1930* (Unpublished PhD thesis). Department of History, The University of Melbourne, Melbourne.

Text 18:

Davis, J. (2009). *Longing or belonging? : responses to a "new" land in southern Western Australia 1829-1907* (Unpublished PhD thesis). History Discipline Group, School of Humanities, University of Western Australia, Perth.

Text 19:

van Duinen, J. (2009). *The "Junto" and Its Antecedents: The Character and Continuity of Dissent Under Charles I from the 1620s to the Grand Remonstrance* (Unpublished PhD thesis). School of History and Philosophy, University of New South Wales, Sydney.

Text 20:

Edwards, B. (2007). *Proddy-Dogs, Cattleticks and Ecumaniacs: Aspects of Sectarianism in New South Wales, 1945-1981* (Unpublished PhD thesis). School of History, University of New South Wales, Sydney.

Text 21:

James, K. (2005). *The Final Campaigns: Bougainville 1944-1945* (Unpublished PhD thesis). School of History and Politics, University of Wollongong, Wollongong.

Text 22:

Johnson, S. (2006). *The Shaping of Colonial Liberalism: John Fairfax and the Sydney Morning Herald, 1841-1877.* (Unpublished PhD thesis). School of History, University of New South Wales, Sydney.

Text 23:

Lay, S. (2004). *The Neglected Reconquest—Portugal as a European Frontier (1064-1250)* (Unpublished PhD thesis). Department of History, Monash University, Melbourne.

Text 24:

Lim, J. (2006). *Nationalism, Tea Leaves and a Common Voice: The Fujian-Singapore Tea Trade and Political and Trading Concerns of the Singapore Chinese Tea Merchants, 1920-1960* (Unpublished PhD thesis). School of Humanities-History, School of Social & Cultural Studies-Asian Studies, University of Western Australia, Perth.

Text 25:

Luscombe, D. (2004). *Inscribing the Architect: The Depiction of the Attributes of the Architect in Frontispieces to Sixteenth Century Architectural Treatises* (Unpublished PhD thesis). School of History, University of New South Wales, Sydney.

Text 26:

McDiamid, T. (2005). *Imagining the War/ Imagining the Nation: British National Identity and the Postwar Cinema, 1946-1957* (Unpublished PhD thesis). Discipline of History, School of Humanities, University of Western Australia, Perth.

Text 27:

McEwan, J. (2008). *Negotiating Support: Crime and Women's Networks in London and Middlesex, c.1730-1820* (Unpublished PhD thesis). Discipline of History, School of Humanities, University of Western Australia, Perth.

Text 28:

McIntyre, J. (2008). *A "civilized" drink and a "civilizing" industry: wine growing and cultural imagining in colonial New South Wales* (Unpublished PhD thesis). School of History, University of Sydney, Sydney.

Text 29:

McLean, C. (2008). *R.G. Casey and Australian Foreign Policy: Engaging with China and Southeast Asia, 1951-1960* (Unpublished PhD thesis). School of Social Sciences, Victoria University, Melbourne.

Text 30:

Muller, C. (2006). *In Reagan's Backyard: an Examination of the Condition of Liberalism in California in the Early 1980s* (Unpublished PhD thesis). History Discipline Group, School of Humanities, University of Western Australia, Perth.

Text 31:

O'Malley, T. (2009). *MATESHIP and MONEY-MAKING: Shearing in Twenty Century Australia* (Unpublished PhD thesis). Department of History, University of Sydney, Sydney.

Text 32:

Parry, N. (2007). *"Such a Longing": Black and White Children in Welfare in New South Wales and Tasmania, 1880-1940* (Unpublished PhD thesis). School of History, University of New South Wales, Sydney.

Text 33:

Protschky, S. (2007). *Cultivated Tastes: Colonial Art, Nature and Landscape in the Netherlands Indies* (Unpublished PhD thesis). School of History, University of New South Wales, Sydney.

Text 34:

Quinn, P. (2006). *"Unenlightened Efficiency": The Administration of the Juvenile Correction System in New South Wales 1905-1988* (Unpublished PhD thesis). Department of History, University of Sydney, Sydney.

Text 35:

Seng, L. (2008). *The 1961 Kampong Bukit Ho Swee Fire and the Making of Modern Singapore* (Unpublished PhD thesis). School of Social Sciences and Humanities, Murdoch University, Perth.

Text 36:

Taylor, T. (2000). *Women, Sport and Ethnicity: Exploring Experiences of Difference in Netball* (Unpublished PhD thesis). School of History, University of New South Wales, Sydney.

Text 37:

Tovías de Plaisted, B. (2007). *Resistance and Cultural Revitalisation: Reading Blackfoot Agency in the Texts of Cultural Transformation 1870-1920* (Unpublished PhD thesis). School of History, University of New South Wales, Sydney.

Text 38:

Walker, J. (2007). *"Our Anglo-Saxon Ancestors": Thomas Jefferson and the Role of English History in the Building of the American Nation* (Unpublished PhD thesis). Discipline of History, School of Humanities, University of Western Australia, Perth.

Text 39:

Wilson, D. (2000). *On the Beat: Police Work in Melbourne 1853-1923* (Unpublished PhD thesis). Department of History, Monash University, Melbourne.

Text 40:

Wise, N. (2007). *A Working Man's Hell: Working class men's experiences with work in the Australian Imperial Force during the Great War* (Unpublished PhD thesis). School of History, University of New South Wales, Sydney.

Appendix C: Generic structure components for this study

Move 1: Increasing the value of research by asserting relevance of it from various aspects	
Aspects of research	*Research topic/field*
	Methods/approaches/frameworks/theories
	Materials/subjects/primary sources
	Writing style of thesis
	Providing personal background
	Terms/defining terms
	Research parameters
	Thesis/chapter structures
	Literature research draws on
	Sequencing of thesis
	Limitation
	Title of thesis
	Others' methods/approaches

Move 2: Increasing the value of research by indicating a gap	
Aspects of research in which a gap/problems/scarcity is indicated; An ideal way to fill the gap (not explicitly by author); Causes for deficiency or problems	*Research topic/field*
	Methods/approaches/frameworks/theories
	Materials/subjects/primary sources
	Defining terms
	Referencing
	Others' methods/approaches

Not Move 3: Increasing the value of research	
Implicit strategies to warrant research	*Historical recount*
	Recount as observer
	Personal background
	Reporting trigger

Move 3: Presenting research	
Aspects of research	*Purpose/content*
	How to fill the gap in research topic/field (by author)
	Methods/approaches; how to overcome the problems in methods/approaches (by author)
	Materials/subjects; how to solve the problems with materials/subjects (by author)
	Research parameters
	Thesis/chapter structure
	Significance/Findings/Conclusions
	Limitations
	Terms/defining terms
	Research questions
	Writing style of thesis
	Sequencing of thesis
	Literature research draws on
	Title of thesis
	Referencing in thesis

Appendix D: Correlation Matrix for move components and texts

Variables	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)
(1) Topic1	1.00																																					
(2) Method1	−0.03	1.00																																				
(3) Materials1	−0.30	0.02	1.00																																			
(4) Writing style1	−0.29	−0.11	0.03	1.00																																		
(5) Providing background1	−0.19	−0.15	−0.15	0.04	1.00																																	
(6) Defining terms1	−0.06	0.05	0.02	−0.08	−0.11	1.00																																
(7) Parameters1	−0.04	−0.13	−0.03	−0.08	−0.11	−0.05	1.00																															
(8) Thesis structure1	−0.23	−0.14	−0.02	−0.05	−0.07	−0.02	−0.04	1.00																														
(9) Literature drawn on1	−0.08	0.05	0.17	−0.04	−0.05	−0.08	0.00	−0.05	1.00																													
(10) Sequencing of thesis1	−0.09	0.05	0.18	−0.03	−0.04	−0.07	0.02	−0.04	0.97	1.00																												
(11) Limitation1	−0.07	−0.05	−0.13	−0.05	−0.07	0.15	0.38	0.17	−0.05	−0.04	1.00																											
(12) Thesis title1	0.24	−0.07	−0.11	−0.05	−0.06	−0.10	−0.09	−0.06	−0.05	−0.04	−0.06	1.00																										
(13) Others' method1	0.01	0.01	−0.02	−0.03	−0.04	−0.07	−0.07	−0.04	0.22	−0.03	−0.04	−0.04	1.00																									
(14) Topic2	−0.09	−0.07	−0.22	0.39	0.02	−0.08	−0.10	0.05	0.15	0.16	0.20	−0.05	−0.03	1.00																								
(15) Method2	−0.29	−0.04	−0.11	0.11	0.36	−0.06	−0.10	−0.07	−0.07	−0.06	−0.06	−0.07	−0.06	−0.14	1.00																							
(16) Materials2	−0.36	−0.16	0.26	0.00	0.09	−0.19	0.18	0.04	−0.02	0.00	0.03	−0.12	−0.09	−0.21	0.33	1.00																						
(17) Defining terms2	0.00	0.24	−0.15	−0.06	−0.08	0.22	0.04	0.08	−0.06	−0.05	0.41	−0.08	−0.05	0.00	−0.11	−0.17	1.00																					
(18) Referencing2	−0.24	−0.09	0.05	0.98	−0.04	−0.07	−0.07	−0.04	−0.03	−0.03	−0.04	−0.04	−0.03	0.44	−0.06	−0.09	−0.05	1.00																				
(19) Others' method2	−0.07	0.23	−0.15	−0.08	0.14	−0.11	−0.13	−0.04	0.09	−0.06	0.01	−0.09	0.64	−0.12	−0.12	−0.16	0.43	−0.06	1.00																			
(20) Purpose/Content3	−0.24	0.13	−0.04	0.05	−0.06	0.23	0.00	−0.07	−0.03	−0.03	−0.10	−0.14	−0.01	−0.13	−0.03	−0.11	−0.04	0.07	−0.04	1.00																		
(21) How to fill the gap3	−0.16	−0.03	0.06	−0.16	−0.09	0.07	−0.24	0.30	0.04	0.04	−0.08	0.02	0.02	−0.05	−0.07	−0.13	−0.15	−0.14	−0.02	0.53	1.00																	
(22) Methods3	−0.32	0.05	0.17	−0.04	0.01	−0.14	−0.14	0.59	−0.07	−0.05	−0.10	−0.02	−0.09	−0.25	0.25	−0.02	−0.16	−0.09	−0.03	−0.06	0.32	1.00																
(23) Materials3	−0.30	−0.06	0.60	−0.13	−0.17	0.00	0.05	0.07	0.39	0.42	−0.10	−0.14	−0.09	−0.25	−0.13	0.39	−0.13	−0.11	−0.15	−0.04	−0.04	0.19	1.00															
(24) Parameters3	−0.27	−0.12	−0.05	−0.03	0.04	−0.08	0.33	0.25	−0.06	−0.04	0.02	−0.11	−0.08	−0.13	0.17	0.57	0.02	−0.08	−0.17	0.01	−0.19	−0.07	0.09	1.00														
(25) Thesis structure3	−0.39	−0.23	−0.05	−0.16	−0.03	0.26	0.00	0.11	−0.15	−0.16	−0.11	0.13	0.05	−0.28	0.12	0.17	−0.06	−0.16	0.06	0.35	0.21	0.12	0.18	0.13	1.00													
(26) Findings3	−0.20	−0.19	−0.13	−0.07	0.65	−0.12	−0.09	0.42	−0.06	−0.05	−0.09	−0.08	−0.06	−0.06	−0.04	−0.08	−0.10	−0.06	0.21	−0.03	0.18	0.38	−0.07	0.08	0.06	1.00												
(27) Limitations3	−0.11	0.02	−0.05	−0.08	−0.10	0.09	0.54	0.06	−0.02	−0.06	0.86	−0.10	0.18	0.05	−0.08	0.03	0.22	−0.06	0.10	0.00	−0.05	−0.11	−0.09	0.07	−0.09	−0.11	1.00											
(28) Defining terms3	−0.08	−0.17	−0.09	−0.08	0.26	0.03	−0.09	−0.10	−0.08	−0.07	−0.08	−0.04	−0.07	−0.10	−0.08	−0.19	−0.03	−0.07	0.20	0.01	0.14	0.26	−0.07	−0.08	0.05	0.55	0.00	1.00										
(29) Research questions3	−0.27	−0.02	0.24	−0.08	−0.11	−0.04	−0.01	−0.11	−0.08	−0.07	−0.11	0.12	−0.07	−0.25	0.08	0.23	−0.09	−0.07	−0.13	0.17	−0.18	0.10	0.48	0.05	0.36	−0.04	−0.12	0.06	1.00									
(30) Writing style3	−0.21	−0.14	−0.04	0.88	0.08	−0.11	−0.11	−0.07	−0.05	−0.04	−0.07	−0.06	−0.04	0.25	0.19	0.01	−0.08	0.83	−0.10	−0.02	−0.14	−0.05	−0.18	−0.02	−0.18	−0.08	−0.10	−0.11	−0.11	1.00								
(31) Sequencing of thesis3	0.03	−0.06	0.16	−0.05	−0.07	0.35	−0.06	−0.07	0.60	0.63	−0.07	−0.06	−0.04	−0.01	−0.10	−0.05	0.00	−0.04	−0.05	0.00	−0.05	−0.13	0.47	−0.10	−0.02	−0.09	−0.10	−0.02	−0.07	−0.07	1.00							
(32) Literature drawn on3	0.08	0.30	−0.01	−0.03	−0.04	−0.07	−0.03	−0.04	0.03	0.04	0.15	−0.04	−0.03	−0.04	0.12	−0.09	−0.05	−0.03	−0.03	−0.04	0.00	0.02	−0.08	−0.04	−0.14	−0.05	0.27	−0.04	−0.07	−0.05	0.00	1.00						
(33) Thesis title3	0.35	−0.09	−0.13	−0.05	−0.07	−0.11	−0.10	−0.07	−0.05	−0.04	−0.07	0.94	−0.04	−0.09	−0.07	−0.12	−0.09	−0.04	−0.10	−0.17	−0.05	−0.04	−0.14	−0.11	0.03	−0.08	−0.11	−0.03	0.06	−0.07	−0.07	−0.05	1.00					
(34) Referencing3	−0.24	−0.09	0.05	0.98	−0.04	−0.07	−0.07	−0.04	−0.03	−0.03	−0.04	−0.04	−0.03	0.44	−0.06	−0.09	−0.05	1.00	−0.06	0.07	−0.14	−0.09	−0.11	−0.08	−0.16	−0.06	−0.06	−0.07	−0.07	0.83	−0.04	−0.03	−0.04	1.00				
(35) Historical recount	−0.03	−0.10	−0.13	0.11	−0.13	−0.19	0.02	−0.01	−0.08	−0.07	−0.01	−0.07	−0.08	0.08	−0.16	0.01	−0.14	0.13	−0.18	−0.22	−0.17	−0.17	−0.06	0.10	−0.25	−0.09	−0.03	−0.19	−0.03	0.23	−0.12	−0.01	−0.04	0.13	1.00			
(36) Recount as observer	−0.07	−0.06	−0.08	−0.03	−0.04	−0.07	0.80	−0.04	−0.03	−0.03	0.53	−0.04	−0.03	−0.16	−0.06	0.20	−0.05	−0.03	−0.06	0.07	−0.14	−0.05	0.02	0.16	0.01	−0.06	0.70	−0.07	−0.07	−0.04	−0.04	−0.03	−0.04	−0.03	0.06	1.00		
(37) Personal background	−0.28	−0.11	−0.10	0.18	0.47	−0.08	−0.08	0.04	−0.04	−0.03	−0.05	−0.05	−0.03	−0.18	0.82	0.37	−0.06	−0.03	−0.06	−0.11	−0.11	0.28	−0.11	0.23	0.01	0.02	−0.08	−0.06	−0.08	0.29	−0.05	−0.03	−0.05	−0.03	−0.10	−0.03	1.00	
(38) Research trigger	−0.29	−0.08	−0.13	0.41	0.34	0.08	−0.12	−0.05	−0.06	−0.11	0.00	−0.04	−0.05	−0.06	0.71	0.28	−0.04	0.23	−0.10	−0.10	−0.15	0.13	−0.19	0.16	−0.02	−0.09	−0.05	−0.10	−0.11	0.58	−0.08	−0.05	−0.05	0.23	0.01	−0.05	0.89	1.00

Dark red: +0.7 to +1.0: strong positive associations

Light red: +0.3 to +0.7: weak positive associations

Blue: -0.7 to -0.3: weak negative associations

Note. Row and column numbers indicate move components (variables); The number following variable names indicates move numbers (i.e. 'Topic 1' indicates 'Move 1: asserting relevance of research topic'); -1.0 to -0.7 are not on the table as strong negative associations are not observed; Shaded rows and columns indicate variables that appeared in two or fewer texts, which are not sufficient to consider linear relationships.

Appendix E: Results: Move analysis

	Text number	Text 1		Text 2		Text 3		Text 4		Text 5		Text 6		Text 7		Text 8		Text 9		Text 10	
Moves	Components	wn	%	wn	%	wn	%	wn	%	wn	%	wn	%	wn	%	wn	%	wn	%	wn	%
1	Topic	0	0.0%	731	22.6%	1,458	23.7%	1,503	35.9%	220	7.9%	1,158	22.7%	1,151	52.4%	1,020	19.2%	49	1.5%	5,125	55.2%
	Method	0	0.0%	34	1.1%	0	0.0%	71	1.7%	0	0.0%	0	0.0%	0	0.0%	675	12.7%	0	0.0%	29	0.3%
	Materials	0	0.0%	20	0.6%	0	0.0%	82	2.0%	273	9.8%	0	0.0%	0	0.0%	0	0.0%	313	9.5%	230	2.5%
	Writing style	46	0.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	138	4.2%	0	0.0%
	Providing background	35	0.7%	0	0.0%	85	1.4%	0	0.0%	0	0.0%	28	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Defining terms	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	474	8.9%	0	0.0%	0	0.0%
	Parameters	0	0.0%	685	21.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Thesis structure	0	0.0%	0	0.0%	0	0.0%	0	0.0%	54	1.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Literature drawn on	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Sequencing of thesis	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Limitation	0	0.0%	20	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Thesis title	0	0.0%	0	0.0%	0	0.0%	238	5.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	90	1.0%
	Others' method	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2	Topic	0	0.0%	102	3.2%	1,029	16.7%	735	17.5%	285	10.2%	2,105	41.3%	134	6.1%	969	18.3%	1,677	51.1%	1,207	13.0%
	Method	1,151	23.6%	0	0.0%	24	0.4%	0	0.0%	25	0.9%	303	5.9%	0	0.0%	17	0.3%	0	0.0%	0	0.0%
	Materials	464	9.5%	192	5.9%	0	0.0%	0	0.0%	0	0.0%	78	1.5%	0	0.0%	0	0.0%	0	0.0%	140	1.5%
	Defining terms	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Referencing	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	22	0.7%	0	0.0%
	Others' method	0	0.0%	0	0.0%	436	7.1%	0	0.0%	16	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	28	0.3%
3	Purpose/Content	99	2.0%	249	7.7%	319	5.2%	123	2.9%	150	5.4%	284	5.6%	44	2.0%	494	9.3%	254	7.7%	211	2.3%
	How to fill the gap	0	0.0%	0	0.0%	83	1.3%	112	2.7%	150	5.4%	39	0.8%	44	2.0%	70	1.3%	0	0.0%	27	0.3%
	Methods	341	7.0%	31	1.0%	42	0.7%	102	2.4%	520	18.7%	0	0.0%	0	0.0%	23	0.4%	0	0.0%	174	1.9%
	Materials	0	0.0%	62	1.9%	0	0.0%	0	0.0%	89	3.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	180	1.9%
	Parameters	149	3.1%	74	2.3%	0	0.0%	0	0.0%	0	0.0%	39	0.8%	0	0.0%	0	0.0%	0	0.0%	35	0.4%
	Thesis structure	498	10.2%	364	11.3%	342	5.6%	1,116	26.6%	561	20.2%	956	18.7%	131	6.0%	1,311	24.7%	0	0.0%	553	6.0%
	Findings	0	0.0%	0	0.0%	1,649	26.8%	0	0.0%	393	14.1%	0	0.0%	29	1.3%	0	0.0%	0	0.0%	138	1.5%
	Limitations	0	0.0%	81	2.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	0.2%	0	0.0%	0	0.0%
	Defining terms	0	0.0%	0	0.0%	629	10.2%	0	0.0%	0	0.0%	33	0.6%	0	0.0%	65	1.2%	0	0.0%	0	0.0%
	Research questions	0	0.0%	0	0.0%	0	0.0%	83	2.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Writing style	77	1.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	49	2.2%	0	0.0%	136	4.1%	0	0.0%
	Sequencing of thesis	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Literature drawn on	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Thesis title	0	0.0%	0	0.0%	0	0.0%	7	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	0.1%
	Referencing	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	159	4.8%	0	0.0%
Not 3	Historical recount	0	0.0%	281	8.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	543	24.7%	0	0.0%	412	12.6%	1,111	12.0%
	Recount as observer	0	0.0%	308	9.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Personal background	802	16.4%	0	0.0%	54	0.9%	0	0.0%	45	1.6%	77	1.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Research trigger	636	13.0%	0	0.0%	0	0.0%	20	0.5%	0	0.0%	0	0.0%	71	3.2%	175	3.3%	120	3.7%	0	0.0%

Note. wn = word number of the component; % = the percentage of the word number of the component against the word number of the entire introductory chapter.

	Text number	Text 11		Text 12		Text 13		Text 14		Text 15		Text 16		Text 17		Text 18		Text 19		Text 20	
Moves	Components	wn	%	wn	%	wn	%	wn	%	wn	%	wn	%	wn	%	wn	%	wn	%	wn	%
1	Topic	1,692	55.5%	1,327	21.5%	5,771	79.1%	1,565	15.3%	682	14.9%	3,268	42.0%	5,371	76.1%	448	11.9%	4,723	51.7%	1,145	37.1%
	Method	0	0.0%	839	13.6%	150	2.1%	241	2.4%	0	0.0%	1,191	15.3%	26	0.4%	0	0.0%	0	0.0%	0	0.0%
	Materials	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	377	4.9%	91	1.3%	581	15.4%	0	0.0%	21	0.7%
	Writing style	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Providing background	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Defining terms	0	0.0%	0	0.0%	0	0.0%	0	0.0%	109	2.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	81	2.6%
	Parameters	63	2.1%	0	0.0%	20	0.3%	0	0.0%	129	2.8%	65	0.8%	0	0.0%	81	2.1%	0	0.0%	228	7.4%
	Thesis structure	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Literature drawn on	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Sequencing of thesis	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Limitation	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	18	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Thesis title	0	0.0%	0	0.0%	220	3.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Others' method	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2	Topic	501	16.4%	1,957	31.7%	364	5.0%	2,735	26.8%	492	10.7%	910	11.7%	127	1.8%	39	1.0%	3,840	42.0%	216	7.0%
	Method	0	0.0%	144	2.3%	92	1.3%	0	0.0%	563	12.3%	387	5.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Materials	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	19	0.3%	402	10.6%	0	0.0%	0	0.0%
	Defining terms	0	0.0%	0	0.0%	0	0.0%	0	0.0%	23	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	266	8.6%
	Referencing	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Others' method	0	0.0%	102	1.7%	0	0.0%	0	0.0%	0	0.0%	79	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3	Purpose/Content	45	1.5%	870	14.1%	153	2.1%	42	0.4%	503	11.0%	333	4.3%	212	3.0%	303	8.0%	49	0.5%	254	8.2%
	How to fill the gap	70	2.3%	189	3.1%	0	0.0%	33	0.3%	13	0.3%	115	1.5%	0	0.0%	6	0.2%	132	1.4%	0	0.0%
	Methods	0	0.0%	168	2.7%	30	0.4%	22	0.2%	129	2.8%	194	2.5%	142	2.0%	0	0.0%	0	0.0%	0	0.0%
	Materials	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	39	0.6%	330	8.7%	0	0.0%	33	1.1%
	Parameters	7	0.2%	101	1.6%	10	0.1%	0	0.0%	40	0.9%	29	0.4%	0	0.0%	75	2.0%	0	0.0%	114	3.7%
	Thesis structure	0	0.0%	0	0.0%	39	0.5%	254	2.5%	1,499	32.7%	161	2.1%	663	9.4%	800	21.2%	178	1.9%	696	22.6%
	Findings	0	0.0%	0	0.0%	0	0.0%	0	0.0%	162	3.5%	21	0.3%	0	0.0%	0	0.0%	23	0.3%	0	0.0%
	Limitations	0	0.0%	32	0.5%	0	0.0%	0	0.0%	0	0.0%	89	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Defining terms	0	0.0%	0	0.0%	218	3.0%	0	0.0%	55	1.2%	55	0.7%	0	0.0%	0	0.0%	198	2.2%	32	1.0%
	Research questions	0	0.0%	0	0.0%	0	0.0%	0	0.0%	181	4.0%	0	0.0%	0	0.0%	196	5.2%	0	0.0%	0	0.0%
	Writing style	0	0.0%	7	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Sequencing of thesis	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Literature drawn on	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	117	1.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Thesis title	0	0.0%	0	0.0%	13	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Referencing	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not 3	Historical recount	671	22.0%	442	7.2%	220	3.0%	5,331	52.1%	0	0.0%	363	4.7%	372	5.3%	518	13.7%	0	0.0%	0	0.0%
	Recount as observer	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Personal background	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Research trigger	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

	Text number	Text 21		Text 22		Text 23		Text 24		Text 25		Text 26		Text 27		Text 28		Text 29		Text 30	
Moves	Components	wn	%	wn	%	wn	%	wn	%	wn	%	wn	%	wn	%	wn	%	wn	%	wn	%
1	Topic	1,341	32.2%	569	21.2%	2,030	50.2%	762	17.4%	2,777	51.6%	849	20.8%	1,845	24.3%	1,938	41.8%	3,269	50.1%	767	11.8%
	Method	158	3.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	321	7.9%	925	12.2%	1,236	26.6%	0	0.0%	465	7.1%
	Materials	197	4.7%	0	0.0%	0	0.0%	1,091	24.9%	668	12.4%	1,261	31.0%	1,402	18.4%	0	0.0%	595	9.1%	2,561	39.2%
	Writing style	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Providing background	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Defining terms	0	0.0%	0	0.0%	0	0.0%	0	0.0%	406	7.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	78	1.2%
	Parameters	0	0.0%	0	0.0%	487	12.0%	0	0.0%	0	0.0%	0	0.0%	119	1.6%	8	0.2%	0	0.0%	68	1.0%
	Thesis structure	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Literature drawn on	42	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Sequencing of thesis	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Limitation	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Thesis title	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Others' method	205	4.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2	Topic	548	13.2%	232	8.7%	1,488	36.8%	781	17.8%	185	3.4%	442	10.9%	668	8.8%	939	20.2%	1,209	18.5%	121	1.9%
	Method	0	0.0%	30	1.1%	0	0.0%	0	0.0%	0	0.0%	161	4.0%	28	0.4%	0	0.0%	0	0.0%	10	0.2%
	Materials	0	0.0%	0	0.0%	0	0.0%	539	12.3%	23	0.4%	108	2.7%	322	4.2%	0	0.0%	0	0.0%	0	0.0%
	Defining terms	0	0.0%	0	0.0%	0	0.0%	0	0.0%	126	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0.1%
	Referencing	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Others' method	749	18.0%	233	8.7%	0	0.0%	62	1.4%	0	0.0%	0	0.0%	28	0.4%	0	0.0%	0	0.0%	16	0.2%
3	Purpose/Content	211	5.1%	80	3.0%	0	0.0%	58	1.3%	294	5.5%	288	7.1%	699	9.2%	170	3.7%	1,191	18.3%	85	1.3%
	How to fill the gap	69	1.7%	86	3.2%	0	0.0%	50	1.1%	48	0.9%	88	2.2%	36	0.5%	10	0.2%	260	4.0%	37	0.6%
	Methods	0	0.0%	269	10.0%	0	0.0%	43	1.0%	0	0.0%	118	2.9%	274	3.6%	171	3.7%	0	0.0%	616	9.4%
	Materials	12	0.3%	0	0.0%	0	0.0%	97	2.2%	232	4.3%	89	2.2%	297	3.9%	0	0.0%	0	0.0%	541	8.3%
	Parameters	0	0.0%	0	0.0%	0	0.0%	81	1.8%	0	0.0%	0	0.0%	53	0.7%	32	0.7%	0	0.0%	6	0.1%
	Thesis structure	602	14.4%	416	15.5%	0	0.0%	815	18.6%	362	6.7%	307	7.5%	457	6.0%	0	0.0%	0	0.0%	492	7.5%
	Findings	0	0.0%	270	10.1%	0	0.0%	0	0.0%	0	0.0%	20	0.5%	31	0.4%	0	0.0%	0	0.0%	0	0.0%
	Limitations	33	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Defining terms	0	0.0%	494	18.4%	0	0.0%	0	0.0%	166	3.1%	0	0.0%	68	0.9%	0	0.0%	0	0.0%	91	1.4%
	Research questions	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20	0.5%	293	3.9%	0	0.0%	0	0.0%	153	2.3%
	Writing style	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Sequencing of thesis	0	0.0%	0	0.0%	0	0.0%	0	0.0%	91	1.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Literature drawn on	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Thesis title	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Referencing	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not 3	Historical recount	0	0.0%	0	0.0%	39	1.0%	0	0.0%	0	0.0%	0	0.0%	54	0.7%	135	2.9%	0	0.0%	415	6.4%
	Recount as observer	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Personal background	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Research trigger	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

	Text number	Text 31		Text 32		Text 33		Text 34		Text 35		Text 36		Text 37		Text 38		Text 39		Text 40	
Moves	Components	wn	%	wn	%	wn	%	wn	%	wn	%	wn	%	wn	%	wn	%	wn	%	wn	%
1	Topic	7,194	83.4%	949	17.0%	1,741	16.6%	2,296	32.9%	1,536	32.1%	1,840	25.4%	285	19.7%	1,917	24.3%	612	18.4%	2,902	20.4%
	Method	0	0.0%	0	0.0%	0	0.0%	1,513	21.6%	233	4.9%	0	0.0%	58	4.0%	34	0.4%	0	0.0%	767	5.4%
	Materials	0	0.0%	0	0.0%	4,488	42.9%	0	0.0%	183	3.8%	112	1.5%	0	0.0%	0	0.0%	0	0.0%	2,633	18.5%
	Writing style	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Providing background	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Defining terms	0	0.0%	0	0.0%	188	1.8%	17	0.2%	0	0.0%	27	0.4%	43	3.0%	282	3.6%	0	0.0%	0	0.0%
	Parameters	0	0.0%	225	4.0%	489	4.7%	90	1.3%	0	0.0%	96	1.3%	0	0.0%	0	0.0%	0	0.0%	281	2.0%
	Thesis structure	0	0.0%	51	0.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	44	0.6%	0	0.0%	0	0.0%
	Literature drawn on	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	570	4.0%
	Sequencing of thesis	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	44	0.3%
	Limitation	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	74	0.9%	0	0.0%	0	0.0%
	Thesis title	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Others' method	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2	Topic	1,354	15.7%	1,001	18.0%	425	4.1%	105	1.5%	911	19.0%	1,169	16.2%	67	4.6%	3,489	44.3%	527	15.8%	4,148	29.2%
	Method	0	0.0%	0	0.0%	0	0.0%	0	0.0%	386	8.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Materials	0	0.0%	468	8.4%	263	2.5%	0	0.0%	322	6.7%	16	0.2%	0	0.0%	0	0.0%	55	1.6%	258	1.8%
	Defining terms	0	0.0%	0	0.0%	21	0.2%	1,092	15.6%	0	0.0%	127	1.8%	0	0.0%	940	11.9%	0	0.0%	0	0.0%
	Referencing	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Others' method	0	0.0%	0	0.0%	0	0.0%	1,157	16.6%	0	0.0%	0	0.0%	0	0.0%	255	3.2%	179	5.4%	0	0.0%
3	Purpose/Content	81	0.9%	202	3.6%	393	3.8%	385	5.5%	114	2.4%	553	7.6%	366	25.2%	48	0.6%	237	7.1%	654	4.6%
	How to fill the gap	0	0.0%	57	1.0%	287	2.7%	22	0.3%	209	4.4%	130	1.8%	122	8.4%	109	1.4%	5	0.1%	265	1.9%
	Methods	0	0.0%	0	0.0%	0	0.0%	0	0.0%	172	3.6%	304	4.2%	14	1.0%	0	0.0%	0	0.0%	135	0.9%
	Materials	0	0.0%	115	2.1%	331	3.2%	0	0.0%	225	4.7%	190	2.6%	0	0.0%	0	0.0%	186	5.6%	1,143	8.0%
	Parameters	0	0.0%	467	8.4%	123	1.2%	0	0.0%	0	0.0%	95	1.3%	0	0.0%	0	0.0%	0	0.0%	61	0.4%
	Thesis structure	0	0.0%	717	12.9%	1,334	12.7%	312	4.5%	492	10.3%	894	12.4%	468	32.3%	271	3.4%	1,475	44.2%	0	0.0%
	Findings	0	0.0%	440	7.9%	14	0.1%	0	0.0%	0	0.0%	373	5.2%	0	0.0%	0	0.0%	0	0.0%	24	0.2%
	Limitations	0	0.0%	0	0.0%	72	0.7%	0	0.0%	0	0.0%	40	0.6%	0	0.0%	152	1.9%	0	0.0%	0	0.0%
	Defining terms	0	0.0%	0	0.0%	301	2.9%	0	0.0%	0	0.0%	1,106	15.3%	27	1.9%	43	0.5%	0	0.0%	0	0.0%
	Research questions	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	163	2.3%	0	0.0%	0	0.0%	39	1.2%	0	0.0%
	Writing style	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Sequencing of thesis	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	19	0.6%	211	1.5%
	Literature drawn on	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	0.1%
	Thesis title	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Referencing	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not 3	Historical recount	0	0.0%	876	15.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	124	1.6%	0	0.0%	114	0.8%
	Recount as observer	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Personal background	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Research trigger	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	95	1.2%	0	0.0%	0	0.0%

Appendix G: Engagement across texts (between the postmodern and traditional thesis corpora)

		Deny		Counter		Affirm		Concede		Pronounce		Endorse		Entertain		Acknowledge		Distance		
		n	m	n	m	n	m	n	m	n	m	n	m	n	m	n	m	n	m	wn
PM	Text 1	14	30.78	32	70.36	0	0	2	4.4	22	48.37	7	15.39	45	98.94	39	85.75	2	4.4	4,548
	Text 2	23	71.12	21	64.94	0	0	1	3.09	7	21.65	4	12.37	14	43.29	14	43.29	2	6.18	3,234
	Text 3	47	76.42	70	113.82	6	9.76	0	0	44	71.54	6	9.76	72	117.07	64	104.07	1	1.63	6,150
	Text 4	16	38.79	34	82.42	0	0	0	0	7	16.97	12	29.09	29	70.3	30	72.73	2	4.85	4,125
	Text 5	18	69.04	15	57.54	0	0	1	3.84	20	76.72	3	11.51	12	46.03	19	72.88	0	0	2,607
	Text 6	27	53.38	40	79.08	0	0	2	3.95	14	27.68	5	9.89	8	15.82	50	98.85	4	7.91	5,058
	Text 7	9	40.95	43	195.63	1	4.55	1	4.55	4	18.2	8	36.4	8	36.4	10	45.5	1	4.55	2,198
	Text 8	20	37.71	33	62.22	1	1.89	4	7.54	29	54.68	11	20.74	23	43.36	32	60.33	3	5.66	5,304
	Text 9	20	63.76	47	149.82	1	3.19	0	0	11	35.07	9	28.69	31	98.82	48	153.01	0	0	3,137
	Text 38	65	91.27	70	98.29	7	9.83	1	1.4	16	22.47	16	22.47	49	68.8	121	169.9	13	18.25	7,122
Tr	Text 10	58	63.19	60	65.37	3	3.27	1	1.09	26	28.33	34	37.04	44	47.94	108	117.66	13	14.16	9,179
	Text 11	16	57	27	96.19	3	10.69	2	7.13	24	85.5	3	10.69	26	92.63	60	213.75	5	17.81	2,807
	Text 12	25	44.37	67	118.92	1	1.77	1	1.77	16	28.4	15	26.62	19	33.72	50	88.75	4	7.1	5,634
	Text 13	37	50.84	53	72.82	2	2.75	0	0	17	23.36	12	16.49	57	78.32	101	138.77	6	8.24	7,278
	Text 14	59	63.74	111	119.92	3	3.24	1	1.08	17	18.37	19	20.53	56	60.5	166	179.34	7	7.56	9,256
	Text 15	16	35.57	28	62.25	0	0	0	0	39	86.71	6	13.34	4	8.89	47	104.49	0	0	4,498
	Text 16	36	46.4	66	85.07	3	3.87	1	1.29	26	33.51	29	37.38	48	61.87	134	172.72	4	5.16	7,758
	Text 17	37	52.52	60	85.17	3	4.26	0	0	6	8.52	15	21.29	21	29.81	67	95.1	3	4.26	7,045
	Text 18	21	55.57	27	71.45	0	0	1	2.65	20	52.92	6	15.88	8	21.17	40	105.85	1	2.65	3,779
	Text 19	42	45.94	121	132.34	12	13.12	8	8.75	23	25.16	33	36.09	44	48.12	143	156.4	7	7.66	9,143
	Text 20	9	29.49	18	58.98	3	9.83	0	0	16	52.42	15	49.15	7	22.94	22	72.08	0	0	3,052
	Text 21	22	52.8	50	119.99	2	4.8	0	0	11	26.4	7	16.8	12	28.8	47	112.79	5	12	4,167
	Text 22	12	44.78	26	97.01	0	0	0	0	27	100.75	3	11.19	10	37.31	25	93.28	2	7.46	2,680
	Text 23	8	20.1	55	138.16	0	0	0	0	5	12.56	6	15.07	16	40.19	38	95.45	1	2.51	3,981
	Text 24	24	54.81	28	63.94	0	0	0	0	7	15.99	9	20.55	10	22.84	22	50.24	3	6.85	4,379
	Text 25	16	32.34	31	62.65	0	0	0	0	15	30.32	8	16.17	29	58.61	69	139.45	2	4.04	4,948
	Text 26	10	25.26	31	78.3	1	2.53	0	0	15	37.89	14	35.36	28	70.72	55	138.92	8	20.21	3,959
	Text 27	15	20.35	42	56.97	2	2.71	0	0	31	42.05	22	29.84	54	73.25	84	113.94	3	4.07	7,372
	Text 28	37	80.35	45	97.72	2	4.34	0	0	9	19.54	15	32.57	33	71.66	38	82.52	4	8.69	4,605
	Text 29	22	36.23	38	62.57	1	1.65	0	0	23	37.87	20	32.93	35	57.63	137	225.59	3	4.94	6,073
	Text 30	45	68.87	57	87.24	2	3.06	0	0	33	50.51	13	19.9	38	58.16	93	142.33	7	10.71	6,534
	Text 31	78	88.37	141	159.74	3	3.4	5	5.66	16	18.13	27	30.59	53	60.04	121	137.08	8	9.06	8,827
	Text 32	22	40.33	67	122.82	1	1.83	1	1.83	21	38.5	19	34.83	14	25.66	72	131.99	3	5.5	5,455
	Text 33	42	40.11	82	78.3	9	8.59	0	0	55	52.52	28	26.74	48	45.84	53	50.61	4	3.82	10,472
	Text 34	37	52.93	78	111.59	2	2.86	2	2.86	24	34.33	16	22.89	22	31.47	115	164.52	12	17.17	6,990
	Text 35	15	31.63	38	80.12	1	2.11	0	0	12	25.3	14	29.52	12	25.3	35	73.79	0	0	4,743
	Text 36	35	49.03	42	58.83	1	1.4	0	0	32	44.82	7	9.81	30	42.02	56	78.44	3	4.2	7,139
	Text 37	4	27.59	9	62.07	0	0	0	0	11	75.86	0	0	3	20.69	18	124.14	1	6.9	1,450
	Text 39	12	36.6	32	97.59	1	3.05	0	0	17	51.85	13	39.65	18	54.89	37	112.84	2	6.1	3,279
	Text 40	77	58.36	120	90.95	8	6.06	0	0	44	33.35	53	40.17	75	56.84	190	144	5	3.79	13,194

Note. PM = Postmodern corpus; Tr = Traditional corpus; n = number of resource; m = mean per 10,000 words; wn = Total word number of the chapter considered for Engagement analysis.

Appendix H: Engagement across move components

		Affirm		Concede		Deny		Counter		Pronounce		Endorse		Acknowledge		Entertain		Distance	
Move	components	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
1	Topic	33	5.56	14	2.36	391	65.86	665	112.02	156	26.28	208	35.04	1,044	175.86	378	63.67	53	8.93
	Methods	3	4.52	1	1.51	46	69.27	86	129.50	29	43.67	24	36.14	149	224.36	73	109.92	6	9.03
	Materials	9	6.53	0	0.00	76	55.15	167	121.19	50	36.28	80	58.06	171	124.09	113	82.00	8	5.81
	Writing style	0	0.00	0	0.00	2	144.93	2	144.93	1	72.46	0	0.00	2	144.93	3	217.39	0	0.00
	Providing background	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	952.38	2	952.38	0	0.00
	Defining terms	1	10.36	0	0.00	7	72.54	6	62.18	6	62.18	1	10.36	26	269.43	9	93.26	0	0.00
	Parameters	1	5.20	1	5.20	22	114.46	32	166.49	9	46.83	9	46.83	20	104.06	8	41.62	1	5.20
	Thesis structure	0	0.00	0	0.00	0	0.00	2	740.74	2	740.74	0	0.00	1	370.37	0	0.00	0	0.00
	Literature drawn on	1	38.61	0	0.00	1	38.61	2	77.22	3	115.83	1	38.61	2	77.22	1	38.61	0	0.00
	Sequencing of thesis	0	0.00	0	0.00	0	0.00	0	0.00	1	3333.33	0	0.00	0	0.00	0	0.00	0	0.00
	Limitation	0	0.00	0	0.00	0	0.00	1	1,111.11	0	0.00	0	0.00	1	1,111.11	0	0.00	0	0.00
	Thesis title	0	0.00	0	0.00	3	77.32	7	180.41	4	103.09	0	0.00	6	154.64	4	103.09	0	0.00
	Others' method	0	0.00	0	0.00	0	0.00	1	55.25	1	55.25	0	0.00	0	0.00	0	0.00	0	0.00
2	Topic	22	7.57	12	4.13	269	92.62	492	169.40	78	26.86	88	30.30	619	213.13	209	71.96	48	16.53
	Method	2	8.06	2	8.06	17	68.55	38	153.23	14	56.45	11	44.35	52	209.68	33	133.06	5	20.16
	Materials	3	10.56	2	7.04	22	77.46	37	130.28	17	59.86	5	17.61	29	102.11	39	137.32	1	3.52
	Defining terms	1	3.71	0	0.00	26	96.37	42	155.67	12	44.48	9	33.36	53	196.44	12	44.48	3	11.12
	Referencing	0	0.00	0	0.00	17	74.76	26	114.34	6	26.39	9	39.58	43	189.09	17	74.76	3	13.19
	Others' method	0	0.00	0	0.00	3	2,307.69	0	0.00	0	0.00	0	0.00	1	769.23	0	0.00	0	0.00

Note.

n: number of resource

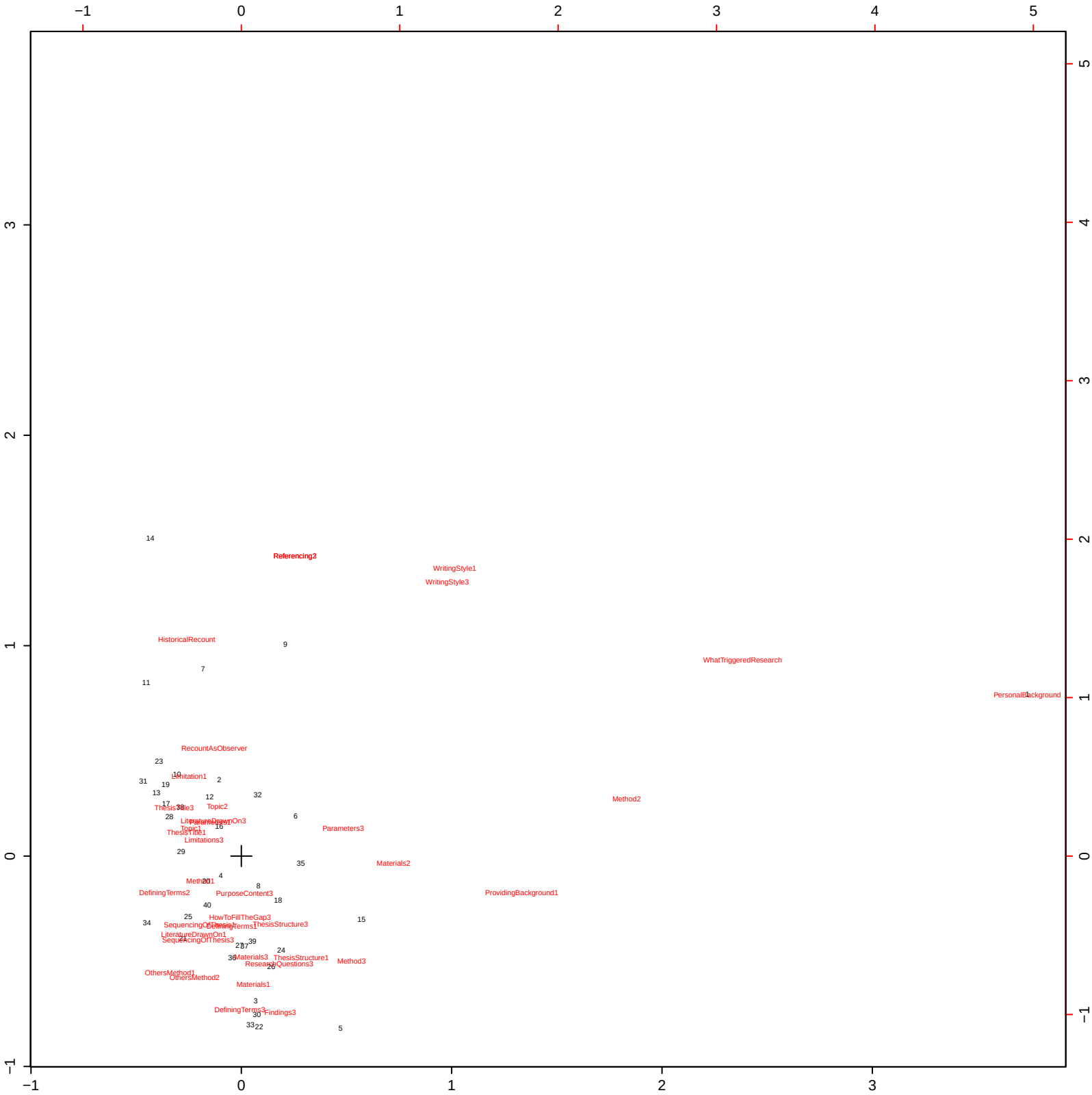
mean: per 10,000 words

See Chapter 4 (4.5.3-4.5.8) for the identifications and descriptions of move components.

		Affirm		Concede		Deny		Counter		Pronounce		Endorse		Acknowledge		Entertain		Distance	
Move	components	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
3	Purpose/Content	0	0.00	0	0.00	51	107.48	60	126.45	112	236.04	25	52.69	47	99.05	30	63.22	5	10.54
	How to fill the gap	0	0.00	0	0.00	14	144.48	18	185.76	35	361.20	6	61.92	11	113.52	13	134.16	0	0.00
	Methods	0	0.00	0	0.00	25	144.84	28	162.22	39	225.96	4	23.17	7	40.56	27	156.43	0	0.00
	Materials	0	0.00	0	0.00	15	78.37	24	125.39	18	94.04	8	41.80	20	104.49	21	109.72	0	0.00
	Parameters	0	0.00	0	0.00	4	118.69	10	296.74	3	89.02	3	89.02	2	59.35	1	29.67	0	0.00
	Thesis structure	2	1.29	1	0.64	38	24.48	101	65.07	107	68.94	35	22.55	91	58.63	49	31.57	10	6.44
	Findings	4	16.31	1	4.08	27	110.11	38	154.98	33	134.58	5	20.39	25	101.96	29	118.27	1	4.08
	Limitations	0	0.00	1	37.31	7	261.19	6	223.88	6	223.88	3	111.94	1	37.31	6	223.88	1	37.31
	Defining terms	0	0.00	0	0.00	13	45.06	34	117.85	34	117.85	3	10.40	35	121.32	32	110.92	1	3.47
	Research questions	0	0.00	0	0.00	1	15.92	2	31.85	19	302.55	1	15.92	6	95.54	6	95.54	1	15.92
	Writing style	1	74.63	0	0.00	1	74.63	2	149.25	3	223.88	0	0.00	1	74.63	0	0.00	0	0.00
	Sequencing of thesis	0	0.00	0	0.00	1	138.89	1	138.89	0	0.00	1	138.89	0	0.00	1	138.89	0	0.00
	Literature drawn on	0	0.00	0	0.00	0	0.00	1	370.37	2	740.74	0	0.00	0	0.00	2	740.74	0	0.00
	Thesis title	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	3,333.33	0	0.00
	Referencing	0	0.00	0	0.00	3	234.38	0	0.00	1	78.13	1	78.13	1	78.13	2	156.25	0	0.00
Historical recount		2	2.08	0	0.00	39	40.53	111	115.35	6	6.24	21	21.82	196	203.68	34	35.33	7	7.27
Recount as observer		0	0.00	0	0.00	2	71.68	7	250.90	0	0.00	0	0.00	0	0.00	2	71.68	0	0.00
Personal background		0	0.00	0	0.00	5	67.93	6	81.52	3	40.76	0	0.00	2	27.17	8	108.70	0	0.00
Research trigger		0	0.00	0	0.00	0	0.00	0	0.00	2	129.87	1	64.94	4	259.74	0	0.00	0	0.00

Appendix H

		Total		
Move	components	n	wn	mean
1	Topic	2,942	59,366	495.57
	Methods	417	6,641	627.92
	Materials	674	13,780	489.11
	Writing style	10	138	724.64
	Providing background	4	21	1,904.76
	Defining terms	56	965	580.31
	Parameters	103	1,922	535.90
	Thesis structure	5	27	1,851.85
	Literature drawn on	11	259	424.71
	Sequencing of thesis	1	3	3,333.33
	Limitation	2	9	2,222.22
	Thesis title	24	388	618.56
	Others' method	2	181	110.50
2	Topic	1,837	29,043	632.51
	Method	174	2,480	701.61
	Materials	155	2,840	545.77
	Defining terms	158	2,698	585.62
	Referencing	121	2,274	532.10
	Others' method	4	13	3,076.92
3	Purpose/Content	330	4,745	695.47
	How to fill the gap	97	969	1,001.03
	Methods	130	1,726	753.19
	Materials	106	1,914	553.81
	Parameters	23	337	682.49
	Thesis structure	434	15,521	279.62
	Findings	163	2,452	664.76
	Limitations	31	268	1,156.72
	Defining terms	152	2,885	526.86
	Research questions	36	628	573.25
	Writing style	8	134	597.01
	Sequencing of thesis	4	72	555.56
	Literature drawn on	5	27	1,851.85
	Thesis title	1	3	3,333.33
	Referencing	8	128	625.00
Historical recount		416	9,623	432.30
Recount as observer		11	279	394.27
Personal background		24	736	326.09
Research trigger		7	154	454.55


Referencing2
WritingStyle1
WritingStyle3
HistoricalRecount
WhatTriggeredResearch
PersonalBackground
RecountAsObserver
Limitation1
Topic2
Method2
Parameters3
Limitations3
Materials2
DefiningTerms2
PurposeContent3
ProvidingBackground1
HowToFillTheGap3
ThesisStructure3
LiteratureDrawnOn1
SequencingOfThesis3
Materials3
ThesisStructure1
ResearchQuestions3
Method3
OthersMethod1
OthersMethod2
Materials1
DefiningTerms3
Findings3