



# **Writing to be Heard: Authorial Voice in the Written Discourse of Chinese International Students**

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## **Abstract**

Voice in academic writing has become one of the most significant concepts in second language writing research and applied linguistics today. Voice research is replete, however, with difficulty due to conflicting definitions of voice, theoretical frameworks, and diverse views regarding the role of voice in writing pedagogy. The research suggests that authorial voice is significant in terms of the writer's acquisition of dominant academic conventions, denoting membership of high capital academic communities (Hyland, 2002). It is also evident that the interstice between authorial voice in the target language and non-native speakers is marked by the struggle to negotiate, adapt, acquire, and, also, to resist certain disciplinary and academic voice practices.

Empirical studies of voice have, to date, considered the reader reception of voice as well as the presence of expressivist linguistic items in texts. There is limited research which focuses on, first, the linguistic resources which writers use to construct voice, and, second, the voices which non-native speakers construct in their L2 (second language) texts. This study explores the authorial voice types constructed in the academic texts of Chinese international students by detailing the linguistic items employed to construct voice. The study, further, views voice as a form of self-representation, and implements Ivanic and Camps' (2001) pioneering voice typology as derived from Halliday's (1985) macrofunctions. This typology is unique within voice research as it embeds authorial voice within the whole language system. By focusing on the academic discourse of Chinese international students, this study also contributes to present understandings of Chinese background students as writers in the Australian tertiary context.

This research comprises a qualitative research design with the primary methodology grounded in a text analysis. The study involved four participants and eight texts. Ivanic and Camps' voice typology was applied to the eight texts resulting in a detailed overview of the voice types constructed in the texts. Ivanic and Camps' (2001) voice framework provided descriptive codes for data analysis, and interpretive codes were also implemented to strengthen the analysis. The results of the text analysis indicate that Chinese international students construct a

diverse range of voice types in their L2 texts which both align with, and, also, challenge the high capital voice types of the academic discourse community. The results indicate that voices in texts are often conflicting, dynamic, and agentive. The findings also provide a detailed study of the textual choices and resources used by the participants to create authorial voice. The limited nature of the deficit approach as applied to the L2 academic discourse of Chinese international students is also underscored in the findings of this study.

The implications of the research are outlined and include the importance of constructing credible authorial voices in order to gain membership of particular academic communities as well as the central role of voice in specifying the agency of non-native speakers as writers. The importance of further text-based, author focused voice research is also suggested.

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# **Chapter 1: Introduction**

This introduction situates the research project in its theoretical and methodological context. In this chapter, the research background is outlined including the status of international students in Australia as well as research which foregrounds academic writing and voice. There is a particular focus on introducing the complexities related to the notion of authorial voice as this forms the basis of the research inquiry. The research aims and methodology will also be briefly examined. The significance of this research project alongside various limitations and ethical considerations also forms part of this introductory chapter. Finally, a series of chapter summaries have been included, therefore, providing a broad overview of the research project.

## **1.1. Research Background**

International students have been a feature of the Australian educational landscape since the implementation of the Colombo Plan in 1950, which offered Australian education as a form of aid to countries across Asia and the Pacific (Department of Foreign Affairs and Trade, 2004). Since that time, the conceptualisation of international enrolments has shifted from education as aid to the present discourse of education as a form of trade. International enrolments in Australia subsequently represent a booming export industry generating approximately \$15 billion a year for the Australian economy (Universities Australia, 2013).

The tertiary sector comprises the highest number of international student enrolments in the Australian educational context with recent figures from Australian Education International indicating that in 2013, 217, 520 of the 410, 925 full fee paying international students in Australia were enrolled in higher education (Australian Education International, 2013). Since the 1990s, the majority of international students enrolled in the Australian tertiary sector have been drawn from South East Asian backgrounds, namely, China, India, Korea, Vietnam, and Malaysia, with China contributing the largest number. Indeed, China has comprised the largest market for the export of Australian education

since 2001 (Yao, 2004). This market is expected to continue its growth due to the strength of the Chinese economy, the demand for high quality and internationally focused education from Chinese employers, as well as the high priority given to education by Chinese families (Australian Education International, 2009). The predominance of Chinese students in Australia is manifest in the significant portion of ongoing tertiary enrolments: in the year 2013, for example, 61.9% of university-enrolled international students identified as Chinese background students (Australian Education International, 2013).

## **1.2. International Students in Australian Universities**

The high numbers of international students enrolled in Australian universities has devolved into a research emphasis on the interface between international students and the Australian educational context. In this research, earlier scholarship demonstrated a marked tendency to view Asian students as a homogenous group whose linguistic and cultural background is different to, and, thus, problematic in Western academia (Fox, 1994; Hofstede, 1986). Students drawn from South East Asia were positioned as problematic due to a shared Confucian heritage which, in theory, valued the collective over the individual, manifesting as passivity and a reliance on rote learning in Western academic contexts (Ballard, 1987; Ballard & Clanchy, 1991; Samuelowicz, 1987). In the context of learning and teaching, students from South East Asia were, further, positioned as rote learners who adopted a passive surface approach to learning (e.g., Ballard, 1987; Barker, Child, Galloois, Jones & Callan, 1991; Samuelowicz, 1987). Ballard and Clancy, and, also, Samuelowicz (1987) described students from South East Asia as deficient in critical thinking due to the fact that “arguing and presenting one’s point of view are not developed” in their education systems (Samuelowicz, 1987, p. 124). Chalmers and Volet (1997) also suggest that deficit-based scholarship positioned students from Confucian heritage cultures as unwilling to socialise with local students. The writing produced by Asian students was similarly attributed to cultural background, and characterised as lacking the critical stance, linearity, directness, and originality inherent to high quality academic writing in the West (Kaplan, 1966).

Subsequent research focusing on students from South East Asia sought to challenge this cultural essentialism positing, instead, that while cultural differences between South East Asian and Western countries are evident, Asian students demonstrate individual variety in how they approach, adapt to, and experience the L2 context. Several studies, including Biggs (1989, 1993, 1997), Marton, Watkins and Tang (1995), and Volet and Renshaw (1995) established, for example, that memorisation was used as an aid to understanding content. Fuller and Kirkpatrick (1993), Volet and Chalmers (1992), and Volet and Renshaw (1995) also determined that international students adapt strategically to the L2 context acquiring the skills they needed according to their individual motivation and goals for learning, and thus, adjusting to different learning situations for the duration of their enrollment. More recently, Cadman (1997), Littlewood (1999), and Stephens (1997) have demonstrated that individual differences, language development, and ongoing exposure to the target context are more important in relation to the construction of authorial identity in thesis writing, and learner autonomy than the monolithic influence of the L1 cultural and linguistic background.

Another recent strand of research in both Australia and overseas positions students from South East Asia as subject to coercive practices by Western academic conventions (Benesch, 2001; Leki, 2001; Lillis, 2001). Informed by postcolonial and critical theory, the focus of this research is the mediation of power via the university to either engage or disengage international students. Ninnes (1999) study investigated, for example, how the particular disciplinary practices of a particular Western university coerced students through a process of acculturation into the dominant practices of the discourse community. Studies in the Australian context by Kettle (2005), Koehne (2005), Morita (2004), and Arkoudis and Tran (2007) also foreground issues of power as mediated by the reader or institution.

Issues of resistance, agency, participation, and empowerment are further salient to critical studies regarding international students. In the Australian context, the perspective of the learner is privileged in studies by Arkoudis and Tran (2007), Kettle (2005), and Koehne (2005). Kettle, to illustrate, examined students

agentive action as learners and writers in a Masters coursework program, while Koehne (2005) documented the ways in which international students talk about their shifting identities. Arkoudis and Tran (2007) similarly foregrounded learner agency in the creation of their first assignment for a Master of TESOL course. Le Ha (2005, 2009) also attends to issues of international student identity during the academic writing process. Other positions taken up in the literature include a focus on how international students might adjust particular learning strategies in order to adapt to the academic discourse community (Storch, 2007).

### **1.3. The Chinese Learner and L2 Writing**

Research focusing on the Chinese learner has been characterised by a tendency to privilege a deficit model foregrounded on a juxtaposition between China and the West. In this approach, Chinese learners are considered to have different ways of thinking and writing in comparison to native English speakers. Distinctive Confucian cultural practices including an emphasis on harmony, deference, respect for authority, cooperation, and self-sacrifice are assumed to result in rhetorical patterns which conflict with more individualistic Western writing (Wu & Rubin, 2000). Difficulties in establishing an argumentative position, lack of skill in developing topic and concluding statements as well as expressing a personal or critical point of view are deficits often ascribed to Chinese L2 writing in English. These deficits are further attributed to the cultural differences between China and the West in studies undertaken by Ballard (1987), Ballard and Clanchy (1991), Chen (1997), Hofstede (1986), Matalene (1985), and Scollon and Scollon (1991).

The influence of Classical Chinese Rhetoric is also posited as interfering with Chinese students' facility to meet the demands of academic writing in English (Kaplan, 1966). The modern interpretation of the eight legged essay, the *qi-cheng-zhuan-he*, which consists of *qi* – the preparation of the topic, *cheng* – the introduction and development of the topic, *zhuan* – turning to another viewpoint, and *he* – the conclusion of the essay as influencing modern Chinese composition



is, according to Hinds (1990), so indirect as to be incoherent to the Western reader (also in Connor, 1996; Matalene, 1985).

A number of studies have sought to problematise, however, the extent to which Chinese students are shaped by static and unchanging collectivist values. Wu and Rubin (2000) provided a critique of the small sample size used in studies by Connor (1996), Fox (1994), Matalene (1985), and Scollon (1991), indicating that the extent to which Chinese students are influenced by Confucian values is also contingent on factors such as age, geographic isolation, previous education, and socioeconomic status. Chalmers and Volet (1997) also critically assessed the common misconceptions associated with Chinese international students, specifying that, in the case of L2 writing, Chinese students are explicitly aware of the need to take a critical and direct stance. Biggs (1996) further warned against stereotyping Chinese students as passive, rote learners suggesting that memorisation was used as a tool for deeper understanding rather than as a surface approach. Taking a more radical stance, Mohan and Lo (1985) asserted that there were no fundamental differences regarding issues of directness and indirectness between the academic conventions valued in both China and the West.

#### **1.4. The Research Focus**

Chinese students are significant in the Australian educational landscape due to a continuing high number of enrolments in the higher education sector. Their experiences, however, as writers in the Australian L2 context tend to be under researched or influenced by an essentialist view of language and culture (Arkoudis & Tran, 2007). The view of Chinese learners as problematic in the context of Australian universities is still manifest across L2 settings (Borland & Pearce, 2002; Cadman, 1997; Hellsten & Prescott, 2002; McInnes, 2001; Nichols, 2003).

One of the broad foci of this research project is to contribute to research which moves beyond the deficit approach as applied to the L2 writing of Chinese international students. This move is reflected in recent work by Nield (2004) and Skyrme (2005) which sought to challenge the deficit approach in respective

studies of Chinese students with Nield establishing that Chinese students adapted well to cooperative learning situations. Skyrme's longitudinal study also described the strategies appropriated by Chinese international students in their first semester of study.

The particular focus of this investigation is the authorial voice constructed in the L2 texts of Chinese international students. Studies of voice are suggestive of a recent focus in L2 writing research on non-normative aspects of writing, as evinced in Arkoudis and Tran (2007), and Kettle (2005) in the Australian context, and Ivanic (2001), Lillis and Scott (2007), and Matsuda (2009), among others, in Britain and the United States. Authorial voice also encapsulates a particular concern with writer agency as evident in scholarship particularly by (Phan, 2009a, 2009b). Academic writing is also the focus of this research due to the critical role which writing plays in the construal of academic achievement in universities.

**1.4.1. Academic writing in english.** This thesis also shares conceptual similarities with work undertaken by Canagarajah (2002) and Pennycook (1994), and in second language writing, research by Auerbach (1993), Benesch (2001), Clark and Ivanic (1997), Lea and Street (2000), Lillis (2001), and Ramanathan and Atkinson (1999) which problematises academic writing as hegemonic and coercive. Canagarajah (2002) particularly documents academic writing in English as a key disciplinary practice with its own associated values and preferred practices. These practices are positioned as “unconscious, unreflective, and uncritical” (Gee, 2004, p. 221), and are assumed by members to be transparent to non-members. In this research field, academic conventions are posited as operating in ways that gate-keep particular academic discourse communities (Lea & Street, 2000; Lillis, 2001). Writer identity, voice, and style are particularly located within the hegemony of academic discourse communities insofar as certain authorial identities and voices have more capital than others in academia. This research orients academic voice types as located in particular academic communities and, therefore, embedded in the preferred practices of the specific discourses. That is, in academic contexts, certain voices or voice types entrench dominant, high capital voice practices, and are, thus, more accessible to

discourse insiders (Gee, 1996). Writing, then, constitutes a discourse of power, and acquiring the high capital conventions related to authorial voice is crucial in accessing high quality outcomes in the L2 context.

Canagarajah (2002) and, also, Snaza and Lensmire (2006) position voice as a non-normative element of writing which particularly foregrounds the negotiations made by the writer. That is, the writer's adaptation and appropriation of academic conventions is manifest across authorial voice comprising a form of third space as the writer's negotiation of the target language and culture creates new, or third meanings. In this space, the L2 writer imbues the conventions of the target language with diverse meanings and intentions in an act of appropriation (Bhabha 1996; Kramsch 1995).

It is, thus, the underlying ideological premise of this thesis to promote a more dialogic approach to the expectations regarding the writing of international students. The overriding ideological thrust of this thesis is to underscore the fact that Western universities are monolingual and monocultural, subjecting international students to exclusionary processes, particularly in terms of academic writing (Lillis, 2001). This thesis shares a similar ideological basis to what Preece and Martin (2010) describe as developing an approach in Western tertiary institutions which is inclusive of nonnative speakers' linguistic repertoires.

**1.4.2. Voice in academic writing.** Authorial voice has a complex history in L2 writing research. The notion of an author's voice was initially associated with the process writing movement of the 1970s and 80s. This movement involved a shift from the earlier grammar-translation approach characterising composition studies after the Second World War, to what the writer was thinking and doing during the writing process. Finding and expressing the true individual self of the writer was one of the primary aims of process writing pedagogy and research. Expressing the true self was also thought to be essential to good writing as evident in the number of personal pronouns employed in this writing as well as evidence of a strong, assertive stance (Flower & Hayes, 1980; Hashimoto, 1987).

The influence of discourse analysis on more recent voice research has located voice in the social context of academic writing (Fox, 1994; Ramanathan & Atkinson, 1999). A social discourse conceptualisation of voice maintains that a writer does not have a unified, individual voice that appears consistently in writing, voice is, instead, a response to context including the influence of the reader and the particular stipulations of the genre (Ivanic, 1995; Tardy & Matsuda, 2009). This perspective suggests that voice is an outcome of “the texts he or she has encountered, the desired, projected identities of the author, and the voice of the shapers” (Tardy & Matsuda, 2009, p. 47). Voice, in this social sense, is also conceived of as multilayered and unstable, shifting and changing in response to the task as well as to the many possibilities or voices available to the author. Voice in a social view is also, accordingly, a form of negotiation and participation between the reader and writer as the writer negotiates, adapts, appropriates, and is coopted by the dominant discourses operating in a particular academic context (Kramsch, 2000; Lemke, 2003, Pennycook, 2001).

A third position maintains that there is no binary between the social and the personal as a writer’s voice is created from both personal and social resources. This is underpinned by Bakhtin’s (1981, 1986) dialogic which contends that language use consists of the endless re-voicing of the words and ideologies of others. In Bakhtin’s dialogic, voice is social and, also, agentive and generative insofar as those words and ideologies do not necessarily act to coopt the author but are appropriated and populated with the author’s own intentions (1981, pp. 293-294). Another view of voice privileges agency and foregrounds the non-normative nature of academic voice types (Canagarajah, 1996). This position rejects the extreme social view of voice which posits students as the “victims of discursive discourse” (Casanave, 2003, p. 143), acknowledging the role of personal agency in the discourse and non-discourse choices made by the writer (Hirvela & Belcher, 2001). That is, authorial voice is located as the outcome of both personal and social resources.

Both Prior (2001), and Ivanic and Camps (2001), developed a voice framework based on Bakhtin’s social theory of language use. Ivanic and Camps (2001), for example, viewed authorial voice as intrinsic to all written text, and as navigating

both personal and social discourse systems. Prior also suggested that voice is always personal and social, and that a writer's voice is likely to draw on both to achieve the intentions, ends, and goals of the writer (Ivanic & Camps, 2001, p. 55).

Studies of voice are complex insofar as while voice is important in high-stakes academic writing, defining voice is contentious. Definitions of voice are premised on the notion that as spoken language contains phonetic and prosodic qualities which suggest a distinctive aural voice, writing across all registers also embeds voice resources for the writer. Proponents of voice such as Ivanic and Camps (2001), Matsuda (2001), and Hirvela and Belcher (2001) argued that the choices a writer makes across lexis, syntax, semantics, and even non-discursive aspects such as visual layout, allow for the construction of a voice which is as distinctive as an aural voice. That is, every act of writing reflects the identity of the writer or the writer's self and, in turn, influences membership of particular academic communities (Kamberesis & Scott, 1992).

Ivanic and Camps (2001), and also Jeffery (2011) point to the fundamental nature of voice in academic writing and composition studies, stating that voice is not an optional extra (Ivanic & Camps, 2001, p. 3). Defining voice in writing is, however, replete with difficulty. It is clear in L2 writing research that voice in writing is often used as a metaphor for describing a certain quality which can be discerned by the reader, but is not necessarily identifiable in one particular linguistic or rhetorical feature.

Elbow (1994) suggested that voice captures a sense of identity in written discourse insofar as it is the stamp of the writer on the text. Bowden (1999) defined voice as: "voice as a metaphor has to do with feeling-hearing-sensing a person behind the written words, even if that is just a persona created for a particular text or a certain reading" (pp. 97-98). However, the most widely used definition of voice in research is Matsuda's (2001) definition which is grounded primarily in a social view. It sees voice as an effect of a writer's identity which is visible in the text, resulting from "the use of discourse and non-discourse features that language users chose, deliberate or otherwise, from socially available yet ever

changing repertoires” (Matsuda, 2001, p. 40). While the study outlined here takes this definition, it also pays attention to a writer’s agency (Canagarajah, 1996). It does not, as Casanave (2003) pointed out in articulating her own struggle with voice in academic writing, see international students as, “victims of discursive discourses” (p. 143). Instead, it is acknowledged that in the construction of voice, students might exercise their personal agency in the discourse and relevant non discourse choices made. Agency is a primary theoretical principle in the context of this research as authorial voice continues to offer the educator and researcher “one of the most powerful metaphors we have for thinking about agency and authorship” (Snaza & Lensmire, 2006, p. 3). Indeed, voice indexes the agency of the writer as they seek access to a particular discourse community (Kubota, 2001). Other concepts significant in the context of this study of voice include Ede’s (1992) notion of a situational voice which posits that people have different voices for different occasions alongside Cummins (1994) notion of voicing which captures voice as a process of continually changing and adapting our identities and voices within the confines of language, discourse and culture.

This thesis also takes a similar position to Phan and Baurain (2011), in their recent collection on voice, who argued that despite the difficulties associated with defining voice, contributing to voice research is essential in view of the role of voice as the representation of the *self* in writing. Specifically, the significance of voice resides in its position at the interstice of adaptation, resistance, and struggle for the L2 learner of academic English (Lensemire, 2009). This thesis is similar to the critical view insofar as it is assumed that, in the context of tertiary institutions, there are voices in writing which are more prestigious than others, and that these voices are not necessarily made overt to the L2 writer (Phan, 2011). This thesis is also critical in the sense that it focuses on challenging the notion of Chinese international students as voiceless L2 writers by detailing the ways in which voice is constructed in the selected participant texts.

## 1.5. Research Questions and Aims

The central aim of this thesis is to contribute to knowledge regarding Chinese international students as writers by investigating the authorial voices constructed in the L2 texts of a particular group of Chinese international students based at an Australian university. In the context of this study, international students are defined as full fee paying students from other nations. The study draws on a qualitative framework and aligns with the broad field of L2 writing research. Empirical studies of voice are relatively extant and offer a limited number of research methodologies. In order to progress knowledge of authorial voice, a pioneering voice epistemology and research framework was selected for this study.

The research was guided by the following research questions:

1. What authorial voices do Chinese international students construct in their L2 texts?
2. What does the data suggest about the participant Chinese students as writers in the L2 context?
3. What do the voice types in the texts add to our knowledge regarding voice in academic writing?

By delineating voice types in the L2 texts of Chinese international students, this project aims to contribute to present understandings regarding the L2 writing voices of non-native speakers, particularly Chinese background students. Studies on authorial voice and the ESL learner have, to date, demonstrated a tendency to focus on how an L2 English writing voice might be effectively taught (Hyland, 2002). This thesis, however, diverges from a solely instructional goal insofar as the examination of voice in the relevant texts aims to explore how the students' negotiate the text, and the context, in both the intentional and unintentional discourse choices made. As Hirvela and Belcher (2001) stated in regards to their study of three Latin American doctoral students in the United States, the objective of their examination of authorial voice was not an instructional goal, "but rather... a kind of analytic device by which to understand some of the complexities experienced by these mature writers (p. 84)."

The project is supported and guided by the following objectives:

- (a) To detail the voices and voice types constructed in the written texts of the participants Chinese background students.
- (b) To examine what the voice types suggest about the ideational, interpersonal, and textual positioning of each participant in relation to discourse conventions.
- (c) To add to present understandings of Chinese background students as writers in the L2 context.
- (d) To add to present understandings regarding a writer's voice.
- (e) To provide some recommendations for future directions in voice research.

## **1.6. Research Methods**

This thesis follows a qualitative case study design within the broad field of L2 writing research. The study was undertaken at a medium sized Australian university. This university began accepting full fee-paying international students in 1989 and, as reflective of other Australian universities, Chinese international students comprise a significant portion of the international student body at the university. In 2013, for example, China was approximately one-third of the overseas student population at the university in question (SERRU, 2013).

The Chinese international students recruited for this study were invited from within the Education and Humanities Departments at the university. The participants L2 texts formed the primary data set of this study. The selected texts were expository, analytical essays as this particular discourse is the most widespread in the university context in terms of assessing student achievement. The primary analytic method was the textual analysis which applied Ivanic and Camps' (2001) epistemology of voice. The application of this analytic method is pioneering as there is no published research, to date, which employs this particular methodology.



**1.6.1. Ivanic and camps' voice epistemology.** Ivanic and Camps (2001) outlined a framework for detailing a writer's voice in the 2001 special voice issue of the Journal of Second Language Writing. This framework is premised on voice as both personal and social, and applies Halliday's (1985) language functions, thus, bridging the agency of the writer to the context of writing. Ivanic and Camps (2001) posited that voice can be identified and detailed in terms of the positions which a writer establishes across the three macrofunctions. Accordingly, voice can be identified and described in terms of the different positionings that a writer takes in having particular ideas and views of the world, varied topics of interest and different stances towards content (ideational); representing themselves according to different degrees of self-assurance (interpersonal), and in the different ways in which they construct, or make meaning in a text (textual) (p. 4). According to this epistemology, a student's voice is manifested in the linguistic representations or markings of these three macrofunctions. Thus, the ideational voice of the author is evident in the use of lexical choice in noun phrases, syntactic choice, verb types, and generic or specific reference; the interpersonal via modality, person reference, and the textual in noun phrase length, syntactic choices, and linking devices (p. 11). The linguistic realisations of the ideational, the interpersonal, and the textual alongside their possible linguistic realisations are listed in Table 1.1.:

Table 1.1. *Types of subject positioning (adapted from Ivanic & Camps, 2001, p. 11)*

<b>TYPES OF POSITIONING</b>	<b>IN RELATION TO</b>	<b>LINGUISTIC REALISATIONS</b>
<b>Ideational Positioning</b>	<ul style="list-style-type: none"> <li>▪ Different interests, objects of study, methodologies.</li> </ul>	<ul style="list-style-type: none"> <li>i. Lexical choice in noun phrase</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Different stances towards topics: values, preferences, beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>i. Classificatory lexis</li> <li>ii. Generic reference</li> <li>iii. Evaluative lexis</li> <li>iv. Syntactic choice</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Different views</li> </ul>	<ul style="list-style-type: none"> <li>i. Verb tense</li> <li>ii. Verb type</li> <li>iii. Reference to</li> </ul>

	of knowledge making.	iv. human agency Generic or specific reference v. First person reference
<b>Interpersonal Positioning</b>	<ul style="list-style-type: none"> <li>▪ Different degrees of self-assurance and certainty.</li> <li>▪ Different power relations between the writer and the reader.</li> </ul>	i. Evaluation ii. Modality iii. First person reference  i. Mood ii. First person reference
<b>Textual Positioning</b>	<ul style="list-style-type: none"> <li>▪ Different views of how a written text should be constructed.</li> </ul>	i. Noun phrase length ii. Mono-vs. multisyllabic words iii. Linking devices iv. Semiotic mode

In terms of the ideational macrofunction, Ivanic and Camps (2001) suggested that writers take up different positions according to their interests, opinions and views of knowledge making. This includes different interests, objects of study, methodologies; different stances towards topics: values, beliefs, preferences, and different views of knowledge-making. The various linguistic choices which a writer makes will reflect these interests and stances and, thus, create particular voice types. Ivanic and Camps (2001) found that in terms of having different interests, objects of study, and methodologies, a writer's choice of lexis in noun phrases can align the writer with the field of study, constructing the writer's voice as knowledgeable, academically literate, and interested in such topics of study.

According to Ivanic and Camps (2001), the different opinions and attitudes which the writer takes towards the material of the text also shape the writer's ideational voice. The use of classificatory lexis such as *the predominant Western-rooted environmental education model* carries the writer's stance on the particular topic at hand forming a confident, expert voice (p. 14). Generic reference, evaluative lexis, and syntactic choice also create voice types. The use of the passive construction in *being exploited in a competitive, efficiency-based development*

*model has not considered the rate at which natural resources are being exploited*, for example, represents the writer as someone with a strong, almost militant stance on the topic (pp. 13-14). The use of generic instead of specific reference in addition to the use of nominalisations as in *effective IT capability* also serve to suppress human agency, demonstrating that the writer is buying into the abstract nature of academic discourse via the appropriation of a professional, distant voice in relation to the material of the text (p. 15).

The writer's perspective on the construction of knowledge from the impersonally objective to the personally subjective view also constructs voice. Linguistic realisations of the writer's position on knowledge-making include verb tense, verb type, reference to human agency, generic or specific reference, and, also, first person reference (p. 18). An objectivist voice is constructed, for example, via the use of present tense verbs, categorical verbs, relational processes, and a lack of reference to human agency in the process of knowledge-making. A view of knowledge as the product of human activity albeit in an impersonal sense is also manifest in the absence of first person reference, thinking verbs in the passive such as *is characterised by* and published research referred to in the abstract (p. 19). A less impersonal voice in terms of knowledge-making posits knowledge as the product of individual thought and research, and includes direct reference to the thoughts and opinions of the writer as in *I consider the technical framework* (p. 20).

In Ivanic and Camps' (2001) voice typology, writers also construct voice types across the interpersonal language function, positing two strands of the interpersonal as related to voice types: different degrees of self-assurance and certainty, and different power relationships between the writer and reader. The linguistic realisations of different degrees of self-assurance and certainty include evaluative lexis such as *big automotive companies*, modal markers of certainty or uncertainty, and establishing authority through explicit reference to the author (pp. 21-22). An uncertain, tentative voice can, to demonstrate, be constructed via justification of claims and regular appeals to authority. Ivanic and Camps further suggest the potential of the first person to construct an equal to or as-powerful-as-the-reader voice particularly in the use of the first person plural. The use of the

imperative and interrogative mood of the verb additionally works to construct an authoritative, challenging voice type (p. 26). A writer's voice is also embedded in the textual macrofunction of language insofar as certain linguistic resources allow a writer to construct voice types which reflect their beliefs regarding how texts should be written. The writer's view of the textual is embedded in noun phrase length, the prevalence or lack of multisyllabic words, linking devices, and the semiotic mode (pp. 28-29). An imbued with academic literacy voice is shaped, for instance, via long noun phrases and multisyllabic words.

**1.6.2. Methodology.** The study utilised a qualitative approach to the collection and analysis of data. The study included four participant Chinese international students all enrolled at an Australian university. The primary data set consisted of eight academic essays written by the student participants: two from each of the selected participants. The text analysis was conducted using Ivanic and Camps' voice framework augmented by both descriptive and interpretive coding. The coding process was performed manually (Miles & Huberman, 1994). It is acknowledged that the qualitative nature of the research design effects an imperfect process which is emergent and interpretive in the study of authorial voice.

**1.6.3. Text analysis.** Ivanic and Camps' (2001) voice epistemology provides the researcher with a qualitative research approach. The aim of the application of this analysis was to describe the voice types present in the participant texts. Ivanic and Camps' (2001) framework provided *a priori* linguistic categories for a grounded inductive analysis of voice. Voice associated features in the form of the linguistic realisations as outlined in relation to each macrofunction provided descriptive codes. These codes were applied manually to each of the participant texts. Ivanic and Camps' (2001) voice framework also provided a start list for the next layer of coding: interpretive codes (Corbin & Strauss, 2008). The interpretative coding involved a thematic analysis of the descriptive codes for what voice types they evoked in relation to the three substrata's or macrofunctions (Miles & Huberman, 1994). These thematic codes comprised the voice types constructed in the texts.

The thematic analysis of the participant texts allowed the researcher to construct hypotheses about the voice constructed in the participant texts in terms of relationship to the subject field, the L2 context, and the intended reader. At the conclusion of the text analysis, a series of voice types for each of the participants was generated and detailed. Inter-rater reliability was applied to the interpretive coding via the involvement of a PhD colleague. Interpretive codes were added to and refined through this process.

### **1.7. Protection of Human Subjects**

The ethical considerations pertaining to this research project were guided by reference to the *National Statement on Ethical Conduct in Research Involving Humans* (1999), and ethical clearance was obtained on the 10<sup>th</sup> August, 2009 (See Appendix 1). The primary issue was the informed consent of the participant students. Participants were provided with detailed information in relation to the research project and no data was collected without the participants consent. Participants were advised that they could withdraw any time and were provided with contact details for the relevant university organisations in relation to making a complaint. Students were also invited to use a pseudonym. No participants were harmed during the course of this research. Confidentiality throughout the data collection and analysis was considered to be of particular importance to the protection of human subjects in this research. The participant texts were re-identifiable data but participant names were removed from the scripts so that the researcher had sole access to identifying information. Data was also stored securely throughout the research process.

### **1.8. Significance of the Study**

The significance of this research project is multifaceted. The study takes as its focal point an account of voice as constructed in the expository texts typical of those produced in Australian tertiary settings. By foregrounding voice in texts, this present study seeks to extend voice research beyond its present limitations. The difficulties associated with studying voice are acknowledged, however, this thesis seeks to contribute to the conversation on voice.

The importance of voice in academic writing is attested to in the literature (e.g., Easton, 2005; Gillis, 2002; Holding, 2005; McHaney, 2004; Rief, 1999; Romano, 2004; Ruggieri, 2000). Indeed, Gilbert (1991) suggests that it has come to dominate how education in academic English is viewed. As outlined in 1.3.3., the construction of voice is also pivotal to recent accounts of authorial agency and participation, particularly across the L2 context (Lam, 2000; McKay & Wong, 1996; and in the Australian context (Viète, 2011). However, despite the importance of voice in both academic writing and research, there is limited empirical research focusing on the linguistic instantiations of voice in text. The detailing of voice in texts, to date, tends to focus on surface level markers of argumentation such as first person pronouns. Voice studies such as Jeffery (2011) and Matsuda (2007) further attend to the reader construction or reception of voice as opposed to how writers construct voice in texts.

This thesis seeks to address the gap in the literature by foregrounding a methodological study of the voice types constructed in academic essayist texts, as well as the specific linguistic instances which construct these voice types. The text analysis is grounded across the whole language system detailing the voice types which emerge in the ideational, interpersonal, and textual domains (Halliday, 1985). This study, therefore, provides novel accounts of voice in written text in terms of existing published research. In this way, this study contributes to a significantly under-researched area. Another facet of this study is the incorporation and application of Ivanic and Capps' voice framework which, apart from Ivanic and Capps' (2001) initial research, has not been applied in any published research to date.

This study's significance also lies in the contribution which it makes to current concerns within the Australian research context in relation to international students, academic writing, agency, voice, and style (Arkoudis & Tran, 2007; Kettle, 2005). In the application of Ivanic and Capps' (2001) voice framework, this study underscores the agency of the writer in the construction of voice in texts, and contributes to understandings regarding Chinese international students as writers in the Australian tertiary context (Kubota, 2001; Lillis & Scott, 2007).

## **1.9. Limitations**

Several factors constrain the application of the data related to this research project. The research drew on data from a self-selected population from one university site and the results are, therefore, not generalisable outside of the context of the particular texts and participants. The data was also drawn from a text analysis of the participant texts, and is pioneering insofar as there is no published research, outside of the original conception of the method, which applies the particular framework to academic writing. The nature of the text analysis was also interpretive and subject to the limitations of the views of the researcher. In order to apply this voice typology, additional coding and inter-rater reliability were added to the data analysis, thus, strengthening the internal validity of the data (Polio, 1997). The sample size is also relatively small due to the limited number of Chinese international students studying within the Humanities strand at the particular university. The results of the text analysis do, however, add knowledge to the field of voice studies, in addition to augmenting present understandings of Chinese international students as writers in the Australia context.

## **1.10. Structure of the Thesis**

This thesis contains nine chapters in total. In addition to this introductory chapter, the thesis is comprised of two Literature Review chapters, a Methodology Chapter, as well as four Findings chapters. The findings have been recorded in this way with the aim of increasing the readability and presentation of the voice coding. Chapter Nine consists of the Discussion and Conclusion section of the research project.

## **1.11. Conclusion**

This chapter has provided the research context and background which underpins this research project. The international student context in Australian higher education was, first, outlined with a specific focus on Chinese background learners, followed by an overview of several salient theoretical principles related to the nature of academic writing in Western universities. The notion of an authorial voice in L2 writing

research was also introduced. This chapter, then, delineated the research aims and methods, alongside the ethical considerations and limitations associated with the project. The following Literature Review chapter will detail the historical and theoretical concepts relevant to voice research, thereby, establishing a broad theoretical framework for the remaining thesis.



## **Chapter 2: Theoretical Considerations of Voice**

Chapter One established that authorial voice is contested terrain in L2 writing research. However, as Yancey (1994) stated in relation to earlier studies of voice in writing, the debate surrounding voice underscores its ongoing theoretical and pedagogical significance in research and teaching. Indeed, Guinda and Hyland (2012) described voice as “one of the most significant concepts in applied linguistics today” (Guinda & Hyland, 2012, p. 1). This significance is, in part, due to the salience of voice in denoting writing as a form of interactive, dynamic social phenomena via the writer’s agency, participation, interaction and, also, resistance to the construction of academic authorial voices (Lensmire, 2009). It is evident, though, that while studies of voice are pivotal in L2 writing research and composition studies, voice research is replete with difficulty insofar as voice is characterised by a broad and multifaceted range of definitions and methodologies.

One of the salient features of the renewed interest in authorial voice is the diverse and often conflicting theoretical positions which underpin various definitions and models of voice (Phan & Baurain, 2011). This chapter provides a review of the theoretical concepts related to voice research including Bakhtin’s heteroglossia and dialogism alongside different views and definitions of voice according to social and historical influences within applied linguistics. This chapter, therefore, underpins the specific voice models and epistemological studies examined in Chapter Three as well as the analytic model pioneered in this study.

### **2.1. Introduction**

Voice in writing is premised on the notion that while writing contains none of the phonetic and prosodic qualities which spoken language offers in terms of a distinctive and personal voice, all writing, regardless of genre or type, conveys a sense of the self of the author. Voice researchers such as Ivanic and Camps (2001), Hirvela and Belcher (2001), and Matsuda (2001) have suggested that the choices a writer makes across lexis, syntax, semantics, and even the non-discursive elements of a text including visual layout, allow for the construction of

a voice which is as distinctive as that which occurs in spoken language. In other words, there is no such thing as impersonal, voiceless writing regardless of the context or purpose of the text as the discourse choices that a writer makes, both consciously and, perhaps, unconsciously, project a representation of themselves in relation to their world (Hyland, 2001; Ivanic, 1998; Ivanic & Weldon, 1999).

Voice as a concept fundamental to writing was first articulated by, and associated with, the process writing movement, which dominated composition studies in the United States from the late 1960s onwards (Elbow, 1968; Stewart, 1969). Since that point, the notion of an authorial voice has invited successive interpretations and debate, developing significance in writing research as pivotal to the relationship between the writer's ideas and the particular disciplinary discourse community. Recent editions which reflect this focus on voice and agency include Phan and Baurain (2011) and Guinda and Hyland (2012).

## **2.2. The Process View of Voice**

The process or expressivist writing movement was characterised by a shift, in both research and teaching, from the written product created by the writer, to what the individual writer was doing and thinking during the writing process. This view of writing conceived of a visible authorial presence in texts and privileged the notion of the personal self of the writer. That is, the foremost aim of writing instruction was to assist the writer in accessing and expressing their true selves by allowing the writer to develop a personal, individual voice unfettered by correction or guidance. The discovery of this self or voice was thought to give both momentum to the writing process as well as quality to the finished text. Process compositionists of this era, such as Elbow (1968), Graves (1993), and Murray (1969) posited, for example, that without this personal voice student writing lacked authenticity (Graves, 1993, p. 227). Other proponents of voice including Macrorie (1976), Murray (1969), and Stewart (1972) also described the development of a personal voice as the most crucial element of successful discourse with Hashimoto (1987) stating that “when teachers talk about the good

qualities of student writing, one of their favorite terms is ‘voice’. Good student writing has it; bad student writing doesn’t” (p. 70).

Attempts at defining voice during this era reflect the emphasis placed on the individual and personal, ranging from lists of attributes such as, “energy, humour, individuality, music, rhythm, pace, flow, surprise, believability” (Murray, 1969, p. 144), to “the words somehow issue from the writer’s centre” (Elbow, 1968, p. 298), and, further, in reading the text we, “hear the voice of a real person speaking to real people” (Lannon, 1986, p. 14). This lack of an empirical definition of voice meant that, in process writing, voice came to mean almost anything (Elbow, 2007), and was most closely identified with the use of personal pronouns across the personal genre. However, while compositionists struggled to define voice in terms of text, they were also evangelical in the belief that voice was immediately recognisable as either present or absent in a text.

The process view of voice also emphasised the liberating or empowering nature of developing a personal authorial voice. This is reflected in the pedagogical focus on student’s own topic choice and positioning the writer’s knowledge, thoughts, and beliefs at the centre of the writing process (Murray, 1969). In addition, traditional instruction in writing structures was thought to impede student’s writing progress and allowing the writer’s voice to appear without restriction was considered to be fundamental to good writing. Liberating the writer’s voice was, in this way, thought to free the writer from oppression and social injustice (Jeffery, 2011).

### **2.3. Voice and Individualism**

The expressivist conceptualisation of voice alongside the process writing movement was, in general, widely disparaged for locating writing as asocial (e.g., Leki, 1992; Silva, 1990, 1993). Indeed, one of the most damaging criticisms made of voice was its apparent championing, in the context of L2 writing, of the Western ideology of individualism. Ramanathan and Atkinson (1999) challenged voice for assuming that individuality is an innate and unified part of being. They

also questioned authorial voice as being grounded in cultural values such as self and identity which are distinctive only to the West (also in Faigley, 1992). Ramanathan and Atkinson (1999), and Ramanathan and Kaplan (1996) likewise asserted that voice presumes that the writer has a private self, which is unified, and which can be given outward expression in linguistic behaviour that is overt, expressive, assertive, and demonstrative. In Ramanathan and Kaplans' (1996) study, for instance, the concept of voice as treated in ten freshman textbooks determined that voice was couched in cultural conventions inaccessible to the non-native speaker. Overt expression and assertion as associated with the process view of voice are characteristics fundamental to cultures which valorise the individual, polarising other cultural and discourse practices, which value, for example, interdependence, subtlety, and interpretation. Bowden (1999) stated, to demonstrate, that voice was a "logocentric, Eurocentric, patriarchal approach to discourse" (p. viii), acting to exclude non Western students who do not have access to a similar conceptualisation of what it means to be a person. This critique also reflects Gilbert's assessment of voice as a romanticised, childlike vision of the individual which functions to discount the complexity of adult human experience (Gilbert, 1989). The individualist version of authorial voice is also challenged in terms of class as critics such as Gorrell (1984) emphasised the middle class nature of an individualistic, singular writerly voice (Cope & Kalantzis, 1993).

In this foregrounding of voice as a celebration of Western individualism, students from collectivist cultures are posited as disadvantaged in L2 writing settings as individualism theoretically conflicts with the fundamental values which embody collectivist cultures and texts. Waterman (1984) suggested that individualism in the West is characterised by a sense of personal identity defined in terms of separateness from other members of the group, self-actualisation, and an internal locus of control. In other words, the core of individualism are the interests of the individual. Triandis (1990, 1996) stated that collectivist societies, in contrast, particularly Confucian heritage cultures, define self in terms of interdependence with other group members and are more concerned about the impact of their actions on others. This dichotomy regarding how the self is conceptualised between the East and West was, to some extent, borne out by studies such as

Hofstede (1986) and Hui and Triandis (1986), which both documented tendencies towards independence in American participants, alongside emotional interdependence in participants from East Asia.

Several studies in L2 writing also support the notion that culturally diverse constructions of self and identity pose difficulties for students from South East Asia in developing an English writing voice. Narratives published by Gale (1994) and Shen (1989), for example, highlight the unfamiliarity of an individualised voice in writing, outlining the conflicts experienced by both Chinese writers in moving towards an L2 writing identity:

“One day in June 1975, when I walked into the aircraft factory where I was working as an electrician, I saw many large-letter posters on the walls and many people parading around the workshops shouting slogans like "Down with the word 'I'!" and "Trust in masses and the Party!" I then remembered that a new political campaign called "Against Individualism" was scheduled to begin that day. Ten years later, I got back my first English composition paper at the University of Nebraska-Lincoln. The professor's first comments were: "Why did you always use 'we' instead of 'I'?" and "Your paper would be stronger if you eliminated some sentences in the passive voice." The clashes between my Chinese background and the requirements of English composition had begun. At the center of this mental struggle, which has lasted several years and is still not completely over, is the prolonged, uphill battle to recapture "myself" (Shen, 1989, p. 459).

Other instances of struggle that centre on issues of identity and voice for non-English speaking background students (NESB) in L2 settings are also recounted in Canagarajah (2001), Connor (1996), Gale (1994), Hirvela and Belcher (2001), Kamani (2000), and Lam (2000, 2009). In the Australian context, Phan (2001) also documented her sense of exclusion from the dominant academic voice practices as well as her determination to incorporate her L1 voice types into her new academic identity.

However, a view of individuality as an exclusively Western principle is increasingly problematic (Elbow, 1999). Discussions of voice as derivative of an ideological individualism are, first, usually grounded in an idealised view of individuals in the West as a homogenous group of unified, assertive, and self-interested entities. This is, further, juxtaposed against the East as a monolithic and self-effacing cooperative, and while the ideology of individualism is, at least in

theory, dominate in Western countries, particularly in the United States, individual variation across both the United States and South East Asia is noted by, among others, Kim, Hunter, Miyahara, Horvath, Bresnahan and Yoon (1996), and Wu and Rubin (2000).

Additionally, the absence of an overt ideology of individualism in South East Asian countries does not mean that writers from collectivist cultures are not individuals. Voice and individualism are not necessarily inclusive of one another in the sense that, regardless of cultural provenance, all writers are individuals insofar as all humans are individuals. Matsuda, further, postulated that writers from collectivist cultures do construct a voice in their L2 writing, albeit not necessarily the assertive voice most closely associated with writing in English. There is also evidence of variation in relation to South East Asian students as L2 writers. Wu and Rubin's (2000) study of Taiwanese and American students demonstrated considerable variation across indices of the collective self between Taiwanese students and, in some cases, less evidence of conforming to cultural convention than students from the United States. They suggested that Triandis' (1990) original conception of the collectivist/individualism divide is not necessarily incompatible in terms of their findings as Triandis referred to a set of tendencies which both the East and West possess notwithstanding different emphasis across cultures.

Criticisms of the individual voice inherent to process writing meant that voice, in terms of both research and pedagogy, fell into disuse. Interest was renewed, however, in 2001 when the *Journal of Second Language Writing Research* dedicated a special issue to voice with one of the stated aims being to shift voice paradigms to a social constructivist perspective.

## **2.4. Voice in the Social View**

The social constructivist view of voice is influenced by the hegemony of critical discourse analysis in applied linguistics and educational research from the early 1990s (e.g., Giroux, 2004). A social view of voice is premised on the understanding that voice does not come from inside of the writer. Indeed, there is

no such thing as the writer's real, authentic personhood emanating from the text but, rather, voice is to be understood in relation to others and is, likewise, constructed in relation to others (Lensmire, 2009). In a social view, voice is located as something that occurs outside of the texts in response to other texts, identities, and voices (Hirvela & Belcher, 2001). Influenced by discourse analysis, a social view of voice generally maintains that a writer does not have a unified, individual voice appearing consistently in writing, but that voice is a response to, and changes according to the purpose of the writer, the situation, the reader, the topic, and the genre. Shen's (1989) narrative account, to illustrate, is indicative of Shen's (1989) struggle to adopt the voice conventions of the specific academic community as well as of a particular historical moment. This is evident in his first person account wherein he referenced the significance of the Chinese Communist Movement in his conception of self.

An extreme social constructivist position is adopted by Cummins (1994), and Fulwiler (1994), who argued that there is no such thing as a personal voice. Voice is constructed externally to the self as well as unintentionally by the writer. Fulwiler suggested, for example, that voice in writing is primarily a result of the stance which the writer takes in response to the particular topic at hand, stating that "our voices are determined largely outside of ourselves, according to where we live and work, what we read, and with whom we interact" (Fulwiler, 1994, p. 157).

A social view, thus, locates voice outside of the writer as an outcome of "the texts he or she has encountered, the desired, projected identities of the author, and the voice of the shapers" (Tardy & Matsuda, 2009, p. 47). This view describes a writer's voice as a form of selfhood constructed from social resources; that is, a writer's voice belongs to the social resources available for voice or voices (Elbow, 2007).

Implicit in a social epistemology is the notion of multiple voices (e.g., Halasek, 1999). Harris (1987) argued, for example, that if voice is to some extent a response to the particular context of writing, then, it is an amalgam of the voices available to the author including the views and experiences of others as found in

other texts (also in Prior, 2001). This is underpinned by Bakhtin's (1981) social semiotic which took every utterance as an interaction insofar as words are exchanges with the social world including history, culture, and social groupings and strata: that is, "The word is born in dialogue as a living rejoinder within it" (p. 279). Bakhtin's theory of heteroglossia contended, to demonstrate, that language utterances contain different points of view, histories, stories, meanings, and values. This means that words are always polyphonic or many-voiced. According to Bakhtin, then, every instance of language use comprises the endless re-voicing of the words and ideologies of others. That is, words are multi-voiced because they are of the world. At any rate, in the social view of voice, texts are multi-voiced and multilayered. They are a composite of cultural voices and individual selves or as Harris (1987) states an "amalgam of other selves, voices and experiences" (p. 161). Specifically, in the act of writing, the writer acquires the voices of others in constructing their own voice (Prior, 2001). Fairclough's (1992) notion of intertextuality comprises another way of characterising the manifold nature of voice.

Bakhtin's (1986) social semiotic is also premised on the dialogic principle insofar as every utterance possesses addressivity or is posited as an ongoing response to or dialogue with prior, present, and future instances of language use (p. 99). This points towards one of the salient features of Bakhtin's semiotic which adumbrates utterances as an ongoing process of metamorphosis and change (Chandrasoma, Thompson & Pennycook, 2004). In Bakhtin's (1981) dialogic, voice is also agentive and generative insofar as words and ideologies do not necessarily act to coopt the author but are appropriated and populated with the author's own intentions (pp. 293-294). Bakhtin's (1981, 1986) dialogic suggested that the way we use language is by endlessly voicing the words of others. Not insofar as language is passively received, but that words and texts are also populated by the author's own intentions, alongside the voices of other texts which have been borrowed and appropriated to serve the purpose of the author. In this way, Bakhtin's (1981, 1986) voice is generative rather than simply reproductive and the voice resources which might be culturally available are coopted via the act of self-creation (Lemke, 2005).



Voice in the social view is also, accordingly, about power as voices in texts reflect certain social and political affiliations. In the context of the academy, voice as a social act underscores what and how things can be said, inevitably entrenching dominant, high capital voice practices (Gee, 1996). A social view, therefore, understands voice as the site of tension, indeed, participation between the reader and writer as the writer negotiates the dominant discourses at work in a particular academic context (Kramsch, 2000; Lensmire & Satanovsky, 1998).

In contrast to the earlier, more individualist view of voice, a social view of voice also emphasised the pedagogical possibilities of contributing to the social world. The emphasis in this view shifted from constructing an individualist voice to using the writer's voice to participate in the social world, the construction of meaning, and to, moreover, challenge latent power structures. Affirming the writer's voice became crucial in the social view as the capacity to use voice in writing is emancipatory for both the individual and the social context (Freire, 1970; Giroux, 1988). Critical studies of voice in writing also tended to focus on the reception of voice and audience as opposed to evidence of assertion and reference to the personal in the text. A critical view also sought to render the writer, via the use of voice, as an active participant in the world rather than a silenced one (Hooks, 1994; Lensmire, 1995).

A social or functionalist pedagogy of voice further paid attention to the voices and identities which writer's incorporate from academic and disciplinary resources to construct their own voice (also in Kamler, 2001). This particular view sees authorial voice as a series of voice types that writers adopt for the purpose of particular and specific texts. Hyland's (2004, 2008) work, for example, highlighted the academic and disciplinary voices which writer's sought to align themselves with. Writers, as Hyland (2002) stated, "gain credibility by projecting an identity invested with individual authority, displaying confidence in their evaluations and commitments to their ideas" (p. 1091). Cameron (2011) similarly pointed out the almost person-less, abstract academic voice types that writer seek to conform to in their own writing.

All versions of voice, however disparate, foreground the writer's voice and its use, coercion, or neglect as emancipatory, seeking to empower "students in the classroom and citizens at large" (Elbow, 2007, p. 168). Individualist voice theorists assess the academic voices which students are coerced into acquiring as lacking authenticity, and indicative of the uneven power relationships which demarcate schooling (Lensmire, 1998). The emphasis, therefore, is on enabling or allowing student writers to find and write in their own voices as a form of power. Social theorists, in a similar way, view explicit instruction in the voice types of the academic and disciplinary communities as desirable as knowing the rules allows students to make choices in order to achieve their own ends (Giroux, 1988). This approach also presumes that explicit instruction in dominant voice conventions equips student's with a critical stance towards "genres of power" (Lemke, 1988), and enables students to access them critically (Jeffrey, 2011; Phan & Baurain, 2011).

## **2.5. Voice on a Continuum**

Some scholars such as Prior (2001) draw further on Bakhtin's (1986) dialogic and posit voice as manifest outside of both the individual and the social by way of a phenomena that draws on both individual and social resources. This position rejects a dichotomous binary between the social and the personal stating that voice is a result of "streams that are always simultaneously social and personal... neither inside nor outside, but between people" (Prior, 2001, p. 59). Prior, further, evoked voice as a threefold process of discourse acquisition involving a writer acquiring the words of others through repetition, the adoption of particular social identities, and the influence of situated literacy or disciplinary practices. Lensmire and Satanovsky (1998) postulated a similar position conceptualising voice as a process of becoming. Lensmire and Satanovsky (1998) also rejected both the expressivist and social frameworks as failing to locate voice in the micro-context of the immediate classroom environment.

This approach, while recognising the complex power imbalances and relationships inherent in the social world, also emphasised the salience of the

writer's agency, locating voice as a process of coopting, becoming and changing on the part of the author (Bakhtin, 1981, 1986). Elbow (2007) referred to this as an attempt to rescue personal human agency from the mire of the social. This position involved a shift from primarily observing the effect of voice on the reader to how the writer constructs a voice in the text. Present conceptions of voice, for the most part, theorise voice as integrating both the social and the personal with Matsuda (2011) stating that voice exists on a continuum from the social to the individualistic.

## **2.6. Defining Voice**

The diverse theoretical positions related to voice mean that there is no one definition of voice underpinning relevant voice research. Indeed, scholars such as Tardy (2011) note the difficulties associated with defining voice. Morita (2004) also suggested that the variability involved with defining voice is related to the ascribed image designated by the reader and their history, values, and beliefs. In terms of the difficulties of defining voice, however, Phan (2009) highlighted the importance of establishing a position as a way of contributing to the conversation on voice (Phan, 2005).

The term itself is typically employed as a metaphor for describing a certain quality which can be discerned by the reader, but is not necessarily identifiable in one particular linguistic or rhetorical feature. The individualised view of voice, as outlined to some extent above, is associated with the presence of the writer's self in the text. This presence, according to the individualist standpoint, is correlated with concepts such as authenticity, resonance, and stance. Bowden (1999) stated, for example, that "voice as a metaphor has to do with feeling-hearing-sensing a person behind the written words, even if that is just a persona created for a particular text or a certain reading" (pp. 97-98). Elbow (2007) also delineated voice as authenticity which is measured according to indications of sincerity and also resonance in the text. Indeed, Elbow (1994) stated that voice captures a sense of identity in written discourse, and is the stamp of the writer on the text. In other words, voice is, in the individual view, the manifestation of the real person in the

text. This definition is also usually associated with studies of voice which take a narrative form.

Defining voice from the individualistic point of view specifies voice as linked to a sense of authority alongside a strong stance in the text (Hirvela & Belcher, 2001; Hunston & Thompson, 2000). Issues of style are also often conflated with voice in writing (Hood, 2006; Hunston & Thompson, 2000). A social view, in contrast, suggests that a writer's voice is not necessarily related to the real personhood of the writer. It is, instead, about the constructed identity evident in the particular text which, in turn, references, at the very least, relevant social contexts (Cherry, 1988). Ivanic (1998) conceived of this constructed identity or voice of the writer as a form of self-representation consisting of several aspects of representation. Ivanic (1998) suggested that a writer's self is evident, first, in the autobiographical self of the writer which includes the life history, experiences, and beliefs of the author. Some academic discourses, for example, such as academic reflective writing allow for the autobiographical self of the author to be included in texts. The discursive self of the writer forms another facet of self-representation in Ivanic's (1998) typology. The discursive self includes representations of the writer that transpire in order to achieve the specific aims associated with a specific text type or academic discourse. The third possibility for self-representation, as outlined by Ivanic (1998), involves the authorial self which relates to the ways in which the writer claims their authority as an author or active agency in the construction of writing, research, and knowledge.

Matsuda's (2001) definition of voice draws on Ivanic's (1998) discursual self. This definition is grounded in both the personal and the social and locates voice as an effect of the writer visible in the text resulting from "the use of discourse and non-discourse features that language users chose, deliberate or otherwise, from socially available yet ever changing repertoires" (Matsuda, 2001, p. 40). Definitions of voice can also be organised according to audience. Tardy (2012) demonstrates that individualist definitions of voice tend to be adhered to by students and teachers. Petric's (2010) study of 30 master students showed, for example, that student's understanding of voice was closely linked to personal

voice. The social view of voice is, however, more widespread in published research and scholarship.

This present research aligns with Matsuda's (2001) definition of voice as the effect of an amalgam of linguistic choices that a writer makes from both social and personal resources. However, it also views voice according to Ivanic's (1998) broader typology of self-representation wherein voice resources are constructed across and from the autobiographical, discursive, and authorial selves. This research aligns with the critical social view of voice as a form of participation and creation. While the definition of voice salient to this research is social, it also seeks to align with research that denotes agency by focusing on the voices created by writers in academic texts as opposed to the reader-based reception of voice.

## **2.7. The Significance of Voice in Writing**

The renewal of interest in voice in recent times has led to further criticism of the importance of voice related phenomena in L2 writing research and instruction (Capello, 2006; Elbow, 2007). Stapleton (2002), and Helms-Park and Stapleton (2003) questioned the viability of elevating voice as significant in L2 writing research in place of more crucial elements such as sentence level proficiency, grammar, content development, and genre. Helms-Park and Stapleton (2003) designed a voice intensity rating scale which evaluated the authorial voice present in high rated ESL texts comprising: assertiveness – as evident in the use of hedges and intensifiers, self-identification – via the use of first person pronouns and the active voice, reiteration of the central point, and authorial presence and autonomy of thought. The study found no correlation between text quality and the intensity of voice, reinforcing Helms, Park and Stapleton's view that studies of authorial voice have little theoretical relevance for L2 writers and teachers of English.

In response to Helms-Park and Stapleton's (2003), Matsuda and Tardy (2007) criticised the voice intensity scale as prefaced on an individualist, post-enlightenment voice typology. Zhao and Llosa (2008) also responded to Helms-Park and Stapleton's critique of voice, applying the same voice intensity rating

scale to both high and low rated ESL texts establishing, in contrast, a strong correlation between ‘high intensity’ voice indices and high quality writing. While there are discrepancies in studies which seek to determine an explicit correlation between text quality and voice, audience related studies of voice indicate that readers do construct, and, more significantly, actively assess voice in texts. Matsuda and Tardy (2008, 2009) undertook two studies investigating the reception of a writer’s voice during the blind review process, demonstrating that the reader detected an identifiable voice across elements such as choice of topic, representation of the field, and use of particular sentence structures and genre conventions. Further, the use of linguistic resources which aligned with the dominant conventions of the discourse community have been found to mark the writer’s voice as belonging to particular communities (Guinda & Hyland, 2012; Matsuda & Tardy, 2008, 2009). A study by Beason (2001) also demonstrated that readers construct the background, ethnicity, and status of the writer within the disciplinary community as they read. According to Jeffery (2009), voice is also prevalent in writing assessment rubrics in the United States and comprises a key element of essayist literacy in American universities (also in Matsuda & Jeffery, 2012).

In the context of non-native speakers of English, acquiring the identity and voice types of the academic community is often impeded by lack of familiarity with the rules as well as the influence of rhetorical patterns in the L1 (Tardy, 2012). Voice, in this way, acquires significance as it is central to the development of competence with the target academic repertoire, and, hence, the site of struggle for non-native speakers. In Hirvela and Belchers’ (2001) study of three Latin American doctoral students voice was found, for example, to be the lens through which these mature writers theorised their struggles to establish themselves as effective writers. Recent studies in an Australian setting by Viete and Phan (2007) and Phan (2009) also emphasise non-native speakers desire to acquire the voices of the academic discourse community as well as to maintain their L1 voices during the acquisition of the L2. One of the central roles of authorial voice, therefore, is in shaping a credible academic persona which is indicative of membership of the target community (Hyland, 2002). Hirvela and Belcher (2001), Matsuda and Jeffery (2012), and, also, Guinda and Hyland (2012) argue, to

demonstrate, that the high capital voices of the academy need to be explicitly underscored for non-native speakers.

Hence, while voice research is replete with a range of different approaches - including its relationship to high quality writing, it is important for both individual students as well as academic research as it affords a way of examining issues of power and exclusion in relation to non-native speakers and the academy. It also provides a lens through which the negotiations of international students as L2 writers can be viewed as agentic rather than “victims of discursive discourses” (Casanave, 2003, p. 143). Indeed, Lensmire and Satanovsky (1998) postulated voice as the nexus wherein students choose or struggle to choose their own identities and voices.

## **2.8. Other Concepts Relevant to Voice Theory**

In the broad area of voice scholarship, notions of voice tend to intersect with other concepts relevant to academic writing and research. Kramsch’s (2009) theoretical framework of third space and third space pedagogy also informs voice research. Third space pedagogy or thirdness is reflective of Bakhtinian semiotics as voice is a dynamic process of shaping and reshaping meaning insofar as third space delineates the margin between native and non-native speakers as an intersection for new and critical meaning-making. This margin or space is, further, a space where new meanings are negotiated. Kramsch (2009), drawing on de Certeau (1984), also conceived of third space as subversive insofar as meanings are created outside of, and in place of, dominant discourses.

Voice as a form of stance, evaluation, and appraisal is also noted in scholarship by Hood (2006), Martinez (2005), and Prior (2001) with these scholars suggesting that voice is an effect of the persuasive position which a writer adopts within the text.

## **2.9. Conclusion**

This chapter comprises the first section of the survey of voice literature. The historical and diverse points of views related to authorial voice were explored, and the broad and often conflicting nature of the theoretical assumptions which underpin voice were highlighted. This chapter also highlighted the importance of voice in academic writing particularly in relation to non-native speakers who struggle to acquire the dominant voice types of target academic communities. The particular theoretical themes related to this research project were also overviewed. The next chapter shifts from a broad examination of theoretical considerations of voice to examining specific voice research and aims to elucidate empirical studies of authorial voice to date. This will include a consideration of the methods and approaches used, thus far, within the field of voice research. Ivanic & Camps voice (2001) typology will also be delineated with a view to providing a framework for the rest of the study.



## Chapter 3: A Survey of Voice Research

Chapter Two comprised the first part of the review of literature as related to theoretical constructs of voice in writing. This review chapter examined authorial voice from the point of view of its historicity in L2 writing research as well as the diverse concepts which inform voice research and teaching. The voice theory explored in the previous chapter underscored the framework of voice relevant to this study including voice as a phenomena embedded in both the personal and social resources available to the author - for the purpose of textual self-representation (Ivanic, 1998). The previous chapter also highlighted the various difficulties associated with defining voice aligning with Matsuda's definition of voice as an effect of the writer's identity which is visible in the text. According to Matsuda, this effect results from "the use of discourse and non-discourse features that language users chose, deliberate or otherwise, from socially available yet ever changing repertoires" (Matsuda, 2001, p. 40). This definition coheres particularly with research on voice as it allows the researcher to approach voice from a broad perspective, and is further adopted by Ivanic and Camps (2001) in their pioneering study of voice as applied in this research project.

From a theoretical perspective, this study also positions voice as dynamic and shifting across texts, purposes, and discourses, and as intersecting with issues of power within academic discourse communities. This study also aligns with Lensmire (1998) and Phan (2009), in positioning voice as a way in which the agency of the author can be explored. The struggle of the L2 writer to voice academic English writing is, likewise, relevant to the theoretical considerations of this present study.

This chapter investigates the published research on authorial voice completed to date. It critically examines the relatively limited range of methodologies and approaches to voice extant in published research. The analytic framework selected for this study is also examined in relation to other empirical studies. The position of Ivanic and Camps' (2001) voice framework, as the only method to date, that examines voice in texts outside of the personal view is also underscored. This

chapter, further, establishes the limited scope and nature of empirical voice research validating the significance of this present study in contributing to understandings related to voice features in texts.

### **3.1. Introduction**

Empirical studies of voice tend to, thematically, concentrate across reader perceptions of voice, the relationship between voice and high quality writing, the type of expressivist voice features used in texts, and non-native speakers and English academic voices. Much of this research also reflects a focus on informing writing pedagogy. The difficulties associated with defining voice, since its conceptualisation in the 1980s, means that there is also a body of research concerned with identifying reader-associated voice features in texts. The purpose of these studies is to inform teaching across both secondary and tertiary settings. Other voice research pays attention to establishing links between high quality writing in English and voice features with a similar instructional purpose and focus. A third theme which emerges in published voice research are instances of voice related linguistic items as delimited by expressivist, personal frameworks of voice. The third space between non-native speakers and L2 English writing voices is also a principal concern in voice research as it seeks to investigate non-native speakers difficulties in acquiring the dominant voice practices of the target academic community.

### **3.2. Audience-Based Studies of Voice**

An audience focus in terms of authorial voice is evident across some voice research seeking to isolate those features associated with voice by readers. In the process writing movement, audience based voice studies were concerned with perceptions of integrity in the text. Studies such as Hatch, Hill and Hayes (1993), for example, focused on personality in texts, and suggested that readers made decisions regarding the personality traits of the writer (e.g., confident, proud). The specific linguistic items that the readers associated with voice, however, was not identified in this particular study. A more recent investigation of audience perceptions of voice also delineated voice as expressivist. Petric (2010)

interviewed 30 postgraduate students regarding academic voice types ascertaining that student's perceptions of voice were grounded in the personal framework of voice and grouped around personal items such as pronoun usage (Petric, 2010). Other studies including those by Martinez (2005) and Sheldon (2009) contrasted the number and use of the first person between native and non-native speaker texts.

Studies by Davila (2012), Matsuda and Tardy (2007), and Tardy and Matsuda (2009) also focused on the reader reception of voice. Davila (2012) found that writing teachers constructed student's identities, including ethnic background, based on the degree to which sentencing conformed to the norms of the academic community. Matsuda and Tardy (2007), additionally, conducted studies in relation to how readers construct the writer's voice during the blind review process. In both studies, it was demonstrated that the reader detected an identifiable voice across elements such as choice of topic, representation of the field, use of particular sentence structures, and genre conventions. Matsuda and Tardy postulated that the combined effect of linguistic choices in texts, therefore, contributed to how the reader perceived the voice of the author. Both Davila (2012), Matsuda and Tardy (2007), and Tardy and Matsuda (2009) also found that the reader's background and cultural experiences played a role in how voice was perceived in texts.

A comprehensive study by Jeffery (2010) sought to delineate, more specifically, the linguistic items which readers associated with voice. Her study of twenty writing teachers found that the participants located voice across six categories of textual features including literary items such as imagery, rhetorical features, and evaluative language use including stance and tone, the use of cliché and hyperbole, stylistics such as sentence length, and global features including clarity and repetition. Jeffery found that these items were correlated with concepts such as integrity, authenticity, and *soul* demonstrating that the participant's view of voice was salient to the expressivist view of voice.

Tardy's (2012) more recent investigation of the reader construction of voice in writing focused on how the extra-textual features of the writer (by viewing their

person) impacted on the reader construction of voice across credibility, writing ability, intelligence, socioeconomic status, minority culture, and authorial presence.

### **3.3. Voice, High Quality Writing, and Pedagogy**

One of the historic points of contention within voice research is the relationship between voice types and high quality writing. In the expressivist view of voice, voice was considered to be fundamental to writing quality. Expressivists such as Elbow (1994), Graves (1993), and Stewart (1972, 1992) claimed that the most crucial element of successful written discourse was the development of the writer's voice with Hashimoto (1987) stating that, "when teachers talk about the good qualities of student writing, one of their favourite terms is voice. Good student writing has it; bad student writing doesn't" (p. 70). Early criticisms of process writing, however, interrogated the position of voice in L2 writing research arguing that voice played a minor role in writing quality. Helms-Park and Stapleton (2003), for example, argued that it was misleading to emphasise voice in writing pedagogy in place of more important elements of writing such as sentence level proficiency, grammar, content development, genre, and so on. Helms-Park and Stapleton (2003) designed a voice intensity rating scale with four major components including assertiveness – which involved counting the use of hedges and intensifiers, self-identification – counting the number of first person pronouns and instances of the active voice, reiteration of the central point, and authorial presence and autonomy of thought. The study found that there was no correlation between text quality and the intensity of voice.

Zhao and Llosa (2008) responded to Helms-Park and Stapleton's (2003) critique of voice and investigated high and low rated ESL texts using the voice index conceived of by Helms-Park and Stapleton. They found a high correlation between high intensity voice indices and high quality writing.

Studies which focus on identifying voice related features in order to establish a correlation between high quality writing and voice also tend to privilege how to teach voice to students, particularly non-native speakers. A focus on voice

pedagogy is manifest in research undertaken by Jeffery (2011), Lensmire (2006), and Matsuda (2001). Ivanic and Camps (2001) further foreground the need for pedagogy which raises student's critical awareness regarding authorial voice types as essential to developing control over the L2 academic register.

### **3.4. Voice and Non-Native Speakers**

Another significant theme underpinning voice research is the interstice between non-native speakers and the dominant authorial voice types of Western academic communities. Voice as problematic for ESL learners or non-native speakers is a common theme in voice research as different languages and cultures offer different resources for constructing an authorial voice. Matsuda (2001) found, for example, that the repertoire of linguistic devices available to Japanese writers was not available for the construction of an authorial presence in written English. Voice as a site of difficulty and struggle for the non-native speaker is also explored in Lam (2000), McKay and Wong (1996), and Peirce (1995).

To date, studies investigating voice and the ESL learner in academic writing tend to focus on, first, the challenges associated with developing an L2 or English writing voice including the silencing of the writer's L1 voices, and, second, how authorial academic voice types might be taught (Hyland, 2002). Work by Cadman (2002), Lillis (1997), Pennycook (2001), and Ramanathan and Atkinson (1999) foregrounded the silencing of L1 voices by the norms of the Western academy, while other voice studies such as Shen (1989) and Casanave (2003) focused on the non-native speakers struggle in 'third space' to acquire the high capital voice practises of the particular academic discourse community. Other studies adopt the viewpoint of contrastive rhetoric and investigate different voice types cross culturally. Flottum (2010) examined, for example, variation in academic voice types across cultures while Phan (2011) studied the variations between Vietnamese and English academic writing registers.

Wang's (2011) more recent voice research attended to the negotiations that Chinese students employed in writing which resulted in the acquisition of multiple authorial identities. In the Australian context, Viete and Phan's (2007)

narrative tracing of Phan's journey to maintain her own voice types highlights the significance of agency in authorial voice with Phan concluding that while she successfully manipulated the academic requirements of a thesis, her writing also possessed her affective self via her passion and anger. Viete and Phan (2007) conclude that "her writing is a clear example of the postcolonial strategies of strategic resistance and appropriation discussed by Pennycook (2001). Phan is rightly proud of her creation, of her writing in the third space" (Viete & Phan, 2007, p. 53). Hirvela and Belcher (2001) also underscored the complex negotiations which non-native speakers experience in their interview-based study of three Latin American doctoral students writing in a United States university. Jacinta, for example, found English scientific and academic writing dehumanised, and struggled to express her political views in English academic voices which straddled her first language voice types, and, also conformed to the norms of the academic register. Other work which privileges the emergence of multiple voice types – insofar as non-native speakers retain, adapt, and acquire voices cross culturally, includes Viete (2011) who examined the broad range of voices available to non-native speakers within the creative genre.

### **3.5. Voice and Academic Disciplines**

The voice types salient to different academic disciplines also form a strand of voice research particularly in the work of Hyland (2000, 2001, 2008) who investigated hedging across academic genres, voice and identity in academic writing, and self-representation in research articles. The types of voice standardised in textbooks (Bondi, 2012), voices of authority and authenticity in PhD theses (Thompson, 2012), and disciplinary voice types across disciplines and text types are also examples of work undertaken in voice and academic disciplines. Flottum, Dahl and Kinn (2006) and Flottum (2005) also examined expressivist related voice markers such as the pronoun *we* in academic text types. Hedging, stance and interpersonal interventions within particular disciplinary text types including medical articles was also investigated in work by Bloor and Bloor (1993) and Gross and Chesley (2011).

### **3.6. Methods in Voice Research**

Methods in voice research encompass both the audience identification of voice-related features as outlined above in addition to a limited number of text-based investigations of voice. Aside from recent research such as Jeffery's (2011) examination of voice features, these studies generally apply expressivist interpretations of voice via an analysis of indicators of personhood and stance. This is evident in aforementioned research by Spalding, Wang, Lin, and Hu (2009), Hyland (2012), and, more recently, in the emphasis placed on appropriate voice pedagogy by Matsuda and Jeffery (2012).

The application of systemic appraisal features by Coffin (2002) and Hood (2012) forms another approach in voice research wherein voice is associated with persuading and positioning in texts. Studies which identify voice types and voice related linguistic items are rare in voice research. This present study seeks to address the gap in text-based research by applying the voice typology outlined by Ivanic and Camps in the 2001 special voice issue of the *Journal of Second Language Writing*. The focus of the analysis is to describe the voice types constructed in various participant texts thereby additionally underscoring the linguistic items which writers employ to create voice.

**3.6.1. Ivanic and camps' voice epistemology.** Ivanic and Camps' (2001) typology of voices stands as the only analytic framework, to date, which has investigated the voice types that writers construct in texts. It is also pioneering in the sense that it further incorporated both the social and personal elements of voice. In this way, Ivanic and Camps' (2009) typology attended to both context and authorial agency as "each individual ultimately exercises individual agency to take elements from different voice types and blend them into a unique, heterogeneous voice according to their own interests, motivations, allegiances, and preferences" (p. 21). Ivanic and Camps' typology also specified the ready-made nature of academic voice types which might act to co-opt the writer into the particular disciplinary community.

Ivanic and Camps (2001) analysed the writing of six Mexican graduate students enrolled in postgraduate courses across four British universities and found that writers constructed different voice types in relation to how they positioned themselves in terms of Halliday's threefold social semiotic (Fairclough, 2003; Halliday, 1985). The application of Halliday's macrofunctions in Ivanic and Camps' (2001) epistemology provided *a priori* features for identifying, defining, and interpreting authorial voices in texts. These categories are described in the linguistic realisations of each macrofunction and the different stances, positions, knowledge, and views which construct voice.

In terms of the ideational macrofunction, Ivanic and Camps (2001) suggested that writers take up different positions according to their interests, opinions and views of knowledge making. This includes different interests, objects of study, methodologies; different stances towards topics: values, beliefs, preferences, and different views of knowledge-making. The various linguistic choices which a writer assumes will reflect these interests and positions and, thus, create particular voice types. Ivanic and Camps (2001) found that in terms of having different interests, objects of study, and methodologies, a writer's choice of lexis in noun phrases can align the writer with the field of study, constructing the writer's voice as knowledgeable, academically literate, and interested in such topics of study.

According to Ivanic and Camps (2001), the different opinions and attitudes which the writer takes towards the material of the text also shape the writer's ideational voice. The use of classificatory lexis such as *the predominant Western-rooted environmental education model* carries the writer's stance on the particular topic at hand - forming a confident, expert voice (p. 14). Generic reference, evaluative lexis, and syntactic choice also create voice types. The use of the passive construction in *being exploited in a competitive, efficiency-based development model has not considered the rate at which natural resources are being exploited*, for example, represents the writer as someone with a strong, almost militant stance on the topic (pp. 13-14). The use of generic instead of specific reference in addition to the use of nominalisations as in *effective IT capability* also serve to suppress human agency, demonstrating that the writer is buying into the abstract



nature of academic discourse via the appropriation of a professional, distant voice in relation to the material of the text (p. 15).

In Ivanic and Camps' (2001) voice typology, writers also construct voice types across the interpersonal language function, positing two strands of the interpersonal as related to voice types: different degrees of self-assurance and certainty, and different power relationships between the writer and reader. The linguistic realisations of different degrees of self-assurance and certainty include evaluative lexis such as *big automotive companies*, modal markers of certainty or uncertainty, and establishing authority through explicit reference to the author (pp. 21-22). An uncertain, tentative voice can, to demonstrate, be constructed via the justification of claims and regular appeals to authority. Ivanic and Camps (2001) further suggested the potential of the first person to construct an equal to or as-powerful-as-the-reader voice particularly in the use of the first person plural. The use of the imperative and interrogative mood of the verb additionally works to construct an authoritative, challenging voice type (p. 26).

An example from the final paragraph of Evodia's Master of Education assignment is used by Ivanic and Camps (2001) to illustrate interpersonal positioning. It is manifest in the excerpt below that Evodia makes claims tentatively by using modals such as *it could be said* and *it cannot be assured*. The paragraph also ends with an appeal to an authority. There are also frequent justification for positions taken. Ivanic and Camps subsequent interview with Evodia revealed that she was very aware of this tentativeness and felt that her voice was usually more self-assured in her writing. However, feedback from her tutor had repeatedly emphasised the importance of using an impersonal style which Evodia indicated that she was not yet comfortable with:

"To be a group participant is a tiring experience. It could be said that the group is now entering the performing stage...searching for productivity and channelling toward identified tasks. There was multiple interchange of knowledge in levels of deep complex thoughts. It cannot be assured that individuals incorporated fully to their lives the essence of group learning, unless there is a longer-term assessment of behaviours. What is true is that with a traditional method members would not have got the opportunity to be themselves, challenge ideas, exchange knowledge and share

experiences as it happened in the same time frame. Knowles accurately says, “some of the strongest forces affecting an individual’s psychological field are other people” (Ivanic & Camps, 2001, p. 23).

A sample from German’s second assignment written as part of a Master of Science, underscores a more assertive interpersonal voice type.

“The big automakers companies have a huge influence on the value system... Negotiations in terms of prizes, sale, procurement, logistics and others are made directly by the automaker with the last 3 links of the supply chain, which include leather makers. Other characteristics of this particular value system are that companies which are farther from the automaker...have less technology applied and are far more influenced by changes in the automotive environment, such as unexpected increases or decreases in production rates. This is seen as an opportunity to improve the competitiveness of CIB taking into account that these gaps in technology application are stronger in Mexican companies, especially with hides suppliers” (Ivanic & Camps, 2001, p. 21).

According to Ivanic and Camps (2001), the features that create a more assertive voice in this passage include the use of present tense verbs such as *have*, *are made*, *are* and *have*, and the lack of justification for the assertions made. The use of the evaluation marker *huge* also conveys authority as does the modal expression *it was imperative*. A subsequent interview with German also demonstrated that he was aware of this authoritative voice in the text and was surprised by it. German suggested that his previous work experience undertaken in Mexico placed him, in his view, on an equal level with his tutor.

In Ivanic and Camps’ (2001) typology, a writer’s voice is also embedded in the textual macrofunction of language insofar as certain linguistic resources allow a writer to construct voice types which reflect their beliefs regarding how texts should be written. The writer’s view of the textual is embedded in noun phrase length, the prevalence or lack of multisyllabic words, linking devices, and the semiotic mode (pp. 28-29). An imbued with academic literacy voice is shaped, for instance, via long noun phrases and multisyllabic words. In the analysis undertaken by Ivanic and Camps, German constructs a textual voice type that, counter to most academic voice types, is committed to plain-speaking English. The sentences used are short and draw on no academic lexical items. Another participant, Cesar, also constructed a textual voice which was more aligned with

spoken English than academic discourse through the use of personal reference such as - we (p. 28).

Ivanic and Camps (2001) found, in their examination of the Mexican students L2 texts, that the students were subject to powerful disciplinary and academic voice types which they willingly aligned with or, at times, rejected in their writing. Ivanic and Camps (2001) concluded that the voice types manifest in the students' L2 texts were socially constructed from particular privileged voice types, but that the writers also exerted their own agency in the selection of voice resources. Other conclusions regarding authorial voice in Ivanic and Camps' (2001) study include the simultaneous nature of voicing insofar as the same lexical item or sentence contained various voice types across the three macrofunctions. This means that the student texts were multi-voiced as well as often contradictory and contrasting, reflecting, in Ivanic and Camps' (2001) view the demands of the discipline and the student's own uncertainties about acquiring the voices of the academic community. Ivanic and Camps (2001) also found that the writer's voices changed over time, and also across assessment items as the students gained more confidence in their L2 writing.

This study seeks to apply Ivanic and Camps' (2001) typology as it is the only framework available which describes voice in texts outside of the narrow expressivist conceptualisation of voice. The aim of this study, however, differs to Ivanic and Camps focus of primarily informing critical writing pedagogies, and aligns more with Hirvela and Belchers (2001) desire to explore voice, less as an instructional goal, and more as a means by which voice can be detailed in texts.

### **3.7. Conclusion**

This chapter has established that voice research has a relatively limited range of methods available for analysing voice in texts. The various themes which characterise voice research have been discussed alongside the methodologies used in voice research to date. It emerged that while voice is of significance in L2 writing research, there is a lack of research which describes voice types or voices in academic texts. The focus in voice research, to date, tends to be an audience based view of voice. The multivariate nature of authorial voice was also

underscored in this chapter demonstrating that, in the context of voice research, an empirical study of voice is replete with difficulty. However, the broad framework provided by Ivanic and Camps (2001) was found to offer a fruitful area of research in terms of delineating voice according to both the personal and social resources that are available to the writer.

This chapter has, further, underscored the methodological principles of this research project which are detailed in the next chapter including the application of Ivanic and Camps' (2001) voice framework to the participant texts. The research examined in this chapter also informs the results and discussion section of the research project.

## Chapter 4: Research Design and Methods

The theoretical framing and review of voice literature in Chapters Two and Three suggests that studies of voice are of ongoing importance to understanding academic writing in both L2 writing research and Applied linguistics (Gilbert, 1991). This interest in authorial voice is evinced in recent scholarship by, among others, Hyland and Guinda (2012), and Phan and Baurain (2011). Published empirical studies which examine voice related phenomena are still relatively limited, however, in scope and method. Research concerned with establishing a strong correlation between culturally embedded voice types and high quality writing tend to apply analytic methods related to individualistic descriptions of voice. Helms-Park and Stapleton (2003) and Zhao and Llosa (2008) both employed, for example, the voice intensity rating scale as premised on an expressivist application of voice. Spalding, Wang, Lin, and Hu (2009) also utilised the 6 + 1 Trait rubric with voice as one of the six traits also defined according to the process view (Spandel, 2004). Other studies including those by Martinez (2005) and Sheldon (2009) contrast the number and use of the first person between native and non-native speaker texts. Studies presaged on a more sociocultural perspective include Matsuda and Tardy's (2007) analysis of the reader reception of voice during the blind review process, and also Jeffery's (2011) recent investigation of the voice features identified by teachers utilising a think aloud inferencing protocol which underscored readers' perceptions of voice in texts.

Chapter Three established that Ivanic and Camps' (2001) pioneering typology of voice types, as published in the special Voice issue of the *Journal of Second Language Writing* in 2001, comprises the only analytic framework, to date, which investigates both the social and personal elements of voice. Ivanic and Camps (2001) analysed the academic texts of six South American post graduate students studying in the United States and found that writers constructed different voice types in relation to how they positioned themselves in terms of Halliday's threefold social semiotic (Fairclough, 2003; Halliday, 1985). In this way, Ivanic and Camps' (2001) typology attends to both context and authorial agency as

“each individual ultimately exercises individual agency to take elements from different voice types and blend them into a unique, heterogeneous voice according to their own interests, motivations, allegiances, and preferences” (p. 21). Ivanic and Camps’ (2001) typology also theorises the nature of this voicing as heterogeneous and simultaneous in any given clause or sentence (pp. 29-30). Voice types are multiple in the sense that they often change within the text, and juxtapose other voice types across and within the macrofunctions. This typology further specifies the ready-made nature of academic voice types which might act to co-opt the writer into the particular disciplinary community, and, therefore, attending to issues of both power and agency.

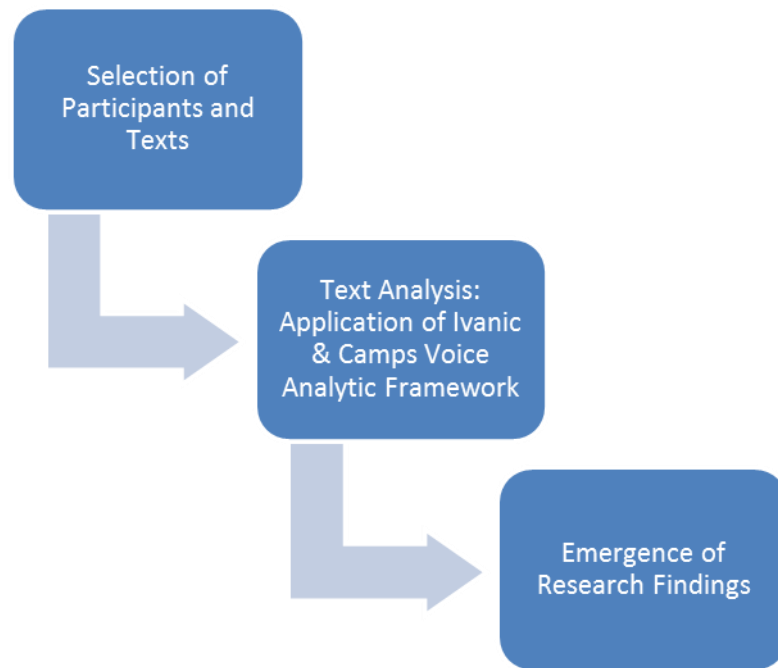
The purpose of this study is to respond to the limitations identified within the area of voice research by detailing voice in texts using Ivanic and Camps’ (2001) epistemology which evaluates both the personal and social resources that writers use to construct voice in texts. Specifically, this research sets out to explore the voice types constructed in the academic writing of Chinese international students based at an Australian university. The linguistic resources involved in the construction of voice in the selected texts form the centrepiece of this study. At a broader level, this research aims to contribute to several emerging trends and currents at the interstice between international students and writing in the L2 Western context (Arkoudis & Tran, 2007; Kettle, 2005). This research is, in this sense, emancipatory as it takes a critical perspective of academic writing as cultural hegemony (Canagarajah, 2002), and further posits the construction of authorial voice as struggle for nonnative speakers of English (Cameron, 2012). It is also the intention of this research to challenge the deficit model as applied to students from South East Asia by broadening understandings of Chinese international students as writers in the Australian tertiary context (Cameron, 2012). This chapter details the qualitative research design utilised in this study to examine voice in student texts, and includes an overview of the participants, data collection, analytic and interpretive methods, limitations, and issues of research legitimacy alongside various ethical considerations.

## 4.1. Research Design and Objectives

The research seeks to explore the voice constructed in the academic texts of participant Chinese international students and employs a qualitative research paradigm. The research is text-bounded insofar as the student texts comprise the primary data source. The key research questions - *What authorial voices do Chinese international students construct in their L2 texts?*, *What does the data suggest about the participant Chinese students as writers in the L2 context?*, and *What do the voice types in the texts add to our knowledge regarding voice in academic writing?* guides the design and conduct of this research which can be delineated according to the research objectives outlined below.

- (a) To detail the voices and voice types constructed in the written texts of the participants Chinese background students.
- (b) To examine what the voice types suggest about the ideational, interpersonal, and textual positioning of each participant in relation to discourse conventions.
- (c) To add to present understandings of Chinese background students as writers in the L2 context.
- (d) To add to present understandings regarding a writer's voice.
- (e) To provide some recommendations for future directions in voice research.
- (f) To provide commentary in relation to the application of a pioneering voice epistemology.

The study draws on qualitative methods of data collection and analysis to respond to the key research questions and objectives. The primary method of data collection comprised of a text analysis applying Ivanic and Camps' (2001) theoretical and methodological voice framework. The application of this voice framework to the participant texts comprised the data set. The aim of the text analysis was to generate theoretical voice types from the data. Descriptive and interpretative coding were used to strengthen the application of this voice typology, adding structure to the organisation and interpretation of the data (Miles & Huberman, 1994). Figure 4.1. provides an overview of this research design.



*Figure 4.1. Concept Map of Research Steps*

#### **4.2. Participants and Text Selection**

This study is set at an Australian university, which is a medium sized university. The university began to accept, and actively recruit, full fee-paying International student enrolments in 1989 (International Student Office, 2010). International student number at the University are, at present, approximately 6,000 students of the total 29,000 student cohort (SERRU, 2013). International students are enrolled in a range of courses with high numbers in Business, Computing, Law, Medicine, and Engineering (SERRU, 2013). In order to gain entry to the university, international students must have an International English Language Testing System (IELTS) score of five which indicates that the student is a modest user of English (nine indicates the highest proficiency as an expert user). The selection of participants for this study was purposive in the sense that Chinese International Students were the targeted research group. Students in the Education and Humanities Faculties were also targeted as the academic practices in these particular schools tend to foreground written expository essays and assignments.



Graduate students were also targeted as the majority of international students at the university tend to be in this category. Apart from these criteria, the recruitment of participants was random in terms of gender and age. The four International students selected for this study were recruited via the International Student Office according to the following procedure:

- A letter was written to the Director of International Services asking permission to bring the study to the attention of Chinese International Student). Permission was granted on the 12<sup>th</sup> of September, 2010.
- Information sheets (students) were attached to the Centre's notice board and also placed at reception (See Appendix 1). The Director of the International Student Centre also placed a call for participants in the 24<sup>th</sup> of February, 2011, edition of the International Student Centre news.
- Nine students responded via email to the request for participants. Three of these participants were excluded on the basis of their course enrolment which did not suit the requirement for either Humanities or Education-based subjects. The four students selected for participation in the study were all postgraduate students enrolled in Master's Degrees. Informed consent (See Appendix 1) was then sought and received from each student in addition to background information including previous study, experience/education in English and motivation for studying in Australia. Each participant is given a code in the study.

**4.2.1. Student B.** B was 29 year olds at the time of data collection with an extensive background in English IELTS teaching in China. He has an Arts degree with a major in English in addition to an IELTS and BEC certificates. B was enrolled in a Master's of Education (TESOL strand) and, at the time of data collection, was in the first semester of a one year, full-time course. B's mastery of English was evident in his IELTS score of 7.5, and also in his success presenting at two conferences during his time in Australia. B discussed his motivation for studying in Australia as related to what he viewed as the necessity to have personal contact with Western culture. B also stated that he intended to pursue a

PhD in a Western country at some point in the future, expressing a passionate interest in systemic functional linguistics.

**4.2.2. Student L.** L was 27 at the time of data collection and was enrolled in the first semester of a Master in Education (TESOL strand). Her IELTS score was 6. She had a Bachelor of Finance from China and a career in the Finance Industry. Prior to undertaking her Master's degree, L had completed a 15 week English preparation course through the university. L indicated that she was studying in Australia to improve her English and had chosen Australia because of its reputation for freedom and safety.

**4.2.3. Student D.** D was 24 at the time of data collection. Her IELTS score was 7. D was enrolled in a Master of Education (TESOL strand) and had a Bachelor of Arts (China). D indicated that she wanted to pursue a PhD in a Western country in the future.

**4.2.4. Student S.** At the time of data collection, S was 25 and had completed a Bachelor of Education (China) as well as the 15 week English preparation program at the university. S IELTS score was 5.5 and he was enrolled in a Master of Education (TESOL strand). He indicated that his reason for pursuing study in Australia was due to the fact that it was a 'nice and quiet' place to live and to contemplate. S also identified himself as Confucian.

**4.2.5. The participant's texts.** Each of the selected participants was asked to submit two completed written assignments from the most recent academic term. Two texts per student was considered to be ideal as this provided the researcher with an opportunity to explore the differences and similarities in the voice types constructed by the same author across the requirements of two different tasks. The selection of texts was not purposive in terms of text quality, length or any other variable. Table 4.1. below provides details regarding the selected texts including the subject studied, the topic of the essay, and the word count total of each of the texts.

Table 4.1. *Selected Texts*

<b><i>Participant:</i></b>	<b><i>Text 1:</i></b>	<b><i>Text 2:</i></b>
B	4000 words, <b>Unit:</b> Teaching English as a Second/Foreign Language, <b>Topic:</b> The role of nonverbal behavior in intercultural communication: its implications for foreign language teaching.	3, 300 words, Unit: Teaching English as a Second/Foreign Language, Topic: Teaching grammar as explicit knowledge: Theory and practice.
L	3, 160 words, Unit: Teaching English as a Foreign Language, Topic: Teacher-centered or learner-centered: a Chinese perspective.	3, 600 words, Unit: Aspects of Linguistics, Topic: English academic writing in two conflicting discourses: a Chinese perspective.
D	5, 500 words, Unit: Current issues in second language, Topic: Culture in teaching foreign languages.	5, 098 words, Unit: Aspects of Linguistics, Topic: Teaching English pronunciation for Vietnamese students.
S	5, 005 words, Unit: Language and Communication, Topic: The relationship between language and thought: a TESOL perspective.	5,400 words, Unit: Current Issues in Second Language, Topic: Cultural influence on learning style of Chinese students: A TESOL Perspective.

### 4.3. Data Analysis

The data analysis involved the application of Ivanic and Camps' (2001) voice framework to each of the selected texts. Ivanic and Camps' voice epistemology maps voice onto Halliday's (1985) macrofunctions via the presence of specific linguistic items in relation to each macrofunction. Figure 4.2. provides an overview of Ivanic and Camps' voice framework. Descriptive and interpretive codes were added to the text analysis to strengthen the analytic method.

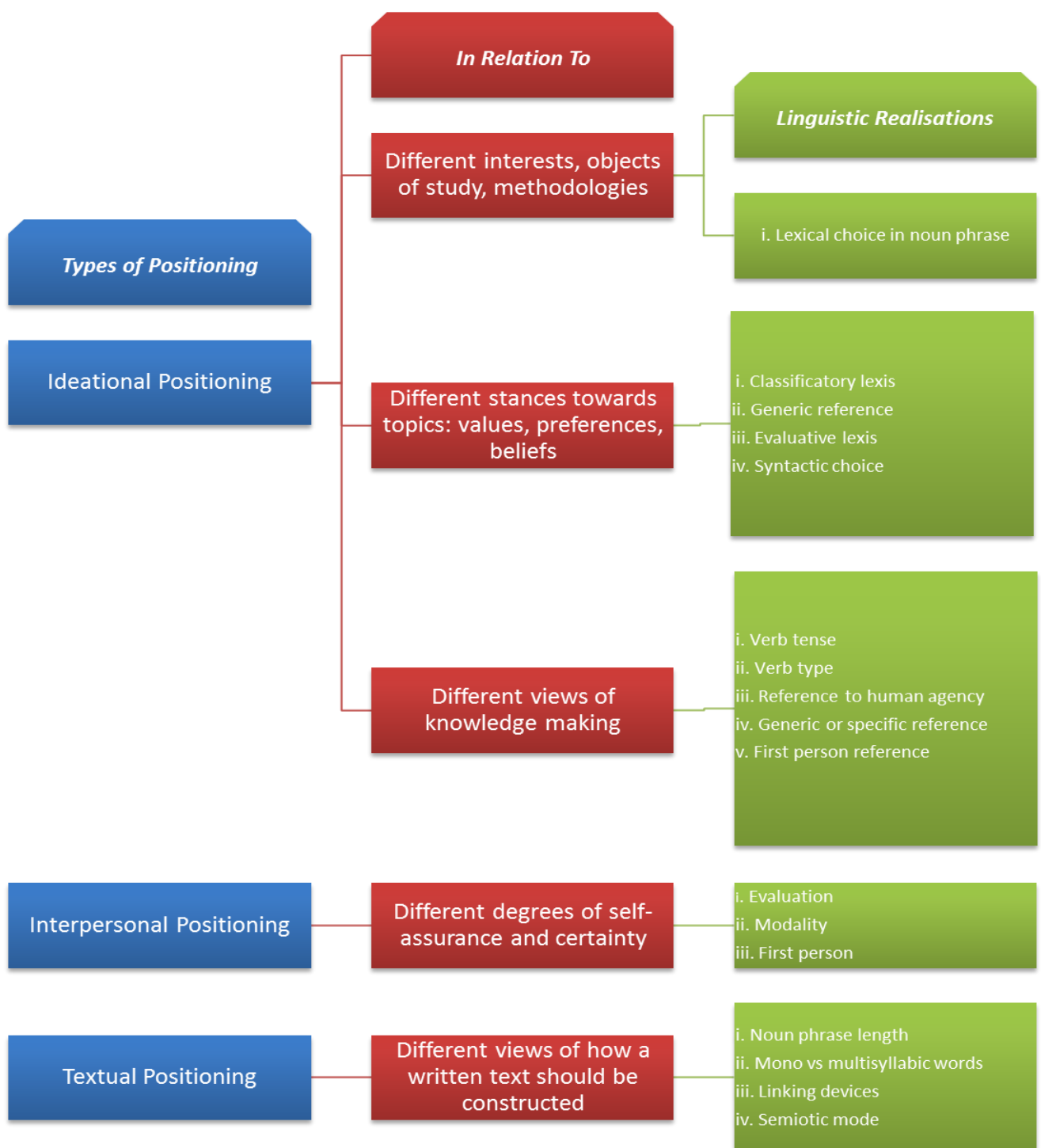
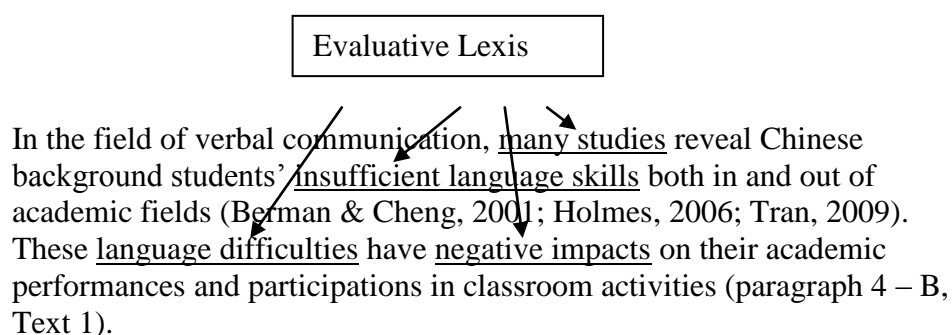


Figure 4.2. Ivanic and Camps' Voice Typology

**4.3.1. Applying Ivanic and Camps' voice typology.** Ivanic and Camps' (2001) voice typology provided *a priori* categories for the delineation of a writer's voice in terms of identifying, defining, and interpreting voice types in the text. In the application of Ivanic and Camps' (2001) analytic framework, the linguistic realisations of the three macrofunctions were manually identified in the texts and treated as descriptive codes. An example of the manual coding of descriptive codes is included below.

*Fig - Ideational - Different stances towards topics: values, beliefs, and preferences; evaluative Lexis*



These descriptive codes were, in a second layer of coding, examined for what voice types they evoked across the three macrofunctions serving to generate a series of interpretive codes or voice types. Instances of each linguistic realisation were counted in each text and instances of the linguistic realisations or codes were recorded. Recording the instances of each linguistic code was a way of documenting the data rather than a quantitative method of interpreting the texts.

A 'start list' (Miles & Huberman, 1994) of interpretive codes was compiled from Ivanic and Camps' study and new categories were added as they arose from the data. These voice types are, to some extent, 'ready-made' by the academic discourse community and borrowed by the writer in order to attain membership (Ivanic & Camps, 2001). The start list is outlined below in table 4.2. Other voice types which arose from the data analysis include an independent voice, a Confucian voice, and a reluctant-to-conform voice. Changes in voice types within the participant texts, and also across the three macrofunctions were also observed.

Table 4.2. *Start List of Voice Types (Ivanic & Camps, 2001)*

<b>Ideational</b>	<b>Interpersonal</b>	<b>Textual</b>
Interested in the field voice Knowledgeable voice Professional voice Managerial voice Militant voice Opinion-holder voice Knowledge as objective voice Knowledge as personal voice Critical voice	Hesitant voice Confident voice Authoritative voice Impersonal voice Self-aware voice One among equals voice	Imbued with academic literacy voice Committed to plain English voice Reader considerate voice

The basis of the organisation and description of the text analysis was the orthographic sentence, and instead of collating the analysis within one copy of each text, each linguistic realisation was manually set out on a clean copy. Both the descriptive and interpretive codes were recorded on the same copy of the text. The manual coding of the texts was undertaken line by line. Instances of descriptive codes and interpretive codes were, then, collated in columns as in Table 4.3. below for the purposes of reporting.

Table 4.3. *Descriptive Coding*

<b>Descriptive Code: Verb type (thinking and research verbs)</b>	<b>Interpretive Codes</b>
Interpret Demonstrated Suggested Explored Examines Indicate Incorporating Coins Defined Include Realised Acquired Discuss Discover	Positivist voice Impersonal/abstract knowledge-making voice

A further example of the descriptive and interpretive codes is included in table 4.4 below.

Table 4.4. *Coding Sample*

<b>Descriptive Code: Evaluative Lexis</b>	<b>Interpretive Codes</b>
Many studies Insufficient language skills Language difficulties Negative impacts	Opinion-holder voice Interested in the field voice Knowledgeable voice

**4.3.2. The ideational macrofunction.** The ideational macrofunction is concerned with the writer's relationship to the content or field of the text and includes the writer's different interests, objects of study and methodologies, different stances towards topics including values, beliefs and preferences, as well as different views of how knowledge is constructed. Figure 4.3. below provides an overview of the relationships and linguistic realisations related to the ideational macrofunction. An explication of each linguistic item or descriptive code follows with examples selected from the data.

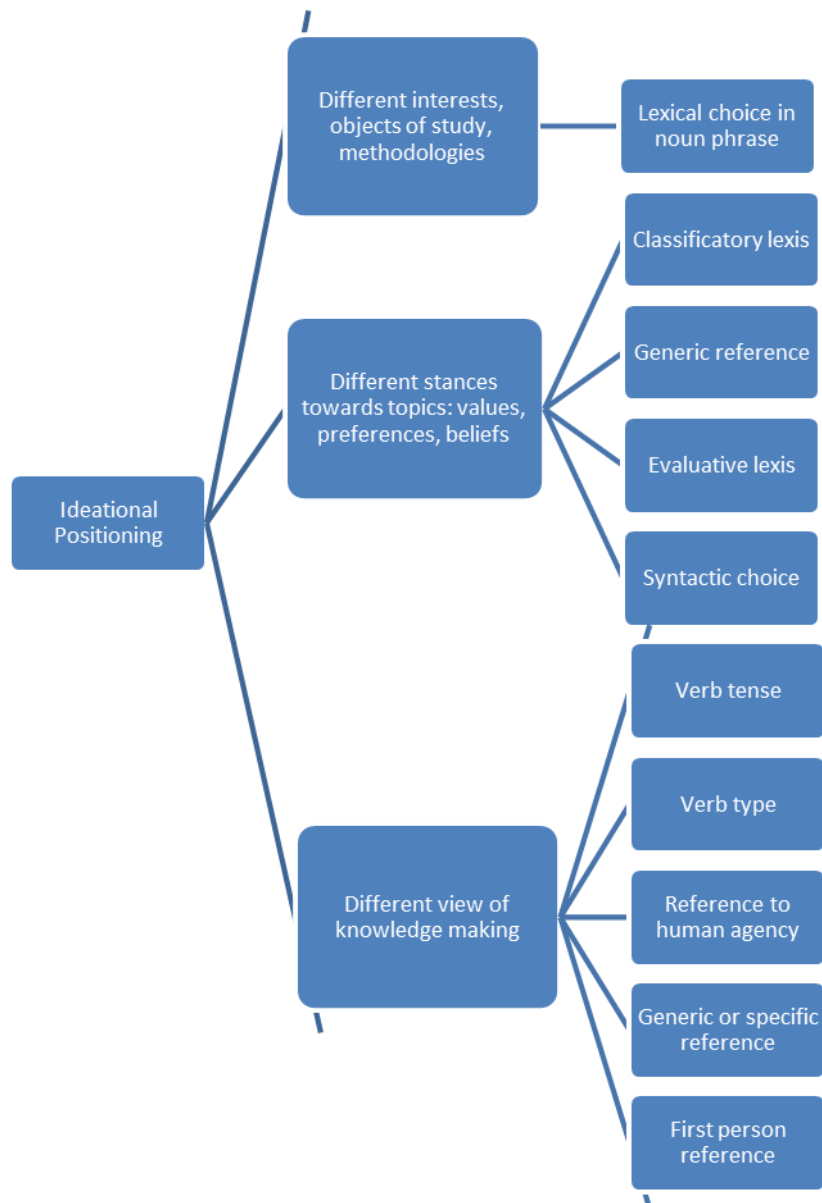


Figure 4.3. Ideational Positioning

**4.3.2.1. Different interests, objects of study, and methodologies.** The writer's choice of lexis in noun phrases is indicative of their interest in the topic in addition to their interest in aligning with the particular field of inquiry. Using lexis associated with the disciplinary field aligns the writer, for example, with the field of study and constructs the writer's voice as knowledgeable, academically literate, and interested in such topics of study. Academic lexis in noun phrases identified in the participant texts included phrases such as *students' learning*



*process, teacher centred approach, an important role in Chinese education, and learning attitude and interaction in classroom and cultural differences.*

#### **4.3.2.2. Different stances towards topics: values, beliefs and preferences.**

The writer's value judgments regarding a particular topic are designated by the writer's choice of classificatory lexis, generic reference, evaluative lexis, and syntax. Each instance of the above linguistic realisation was identified in each of the ten texts and examined in relation to the writer's voice position in terms of the voice type reflected in their particular stance taken up on the topic or sub topics.

Classificatory lexical items refer to those adjectives which occur in the attributive position before a noun and identify the noun as being of a categorical type.

Examples of lexical items identified as classificatory in the analysis include *language classroom, lesson plan, student behaviours, and discipline models.*

Generic reference refers to nouns, noun phrases, and adjectives which signify members of a class of people, places, or things such as *students, people, teachers,* and *universities* from the participant texts.

Evaluative lexemes are those lexical items which explicitly express a positive or negative value containing the writer's value judgment on a particular topic.

Evaluative lexis can be adjectival such as *appropriate learning environment*, or adverbial - *significantly different* and *naturally mastered*, but also include nominals such as *scholar and teacher*. The following sentences from the participant texts contains several examples of evaluative lexis: *It is critical to create an appropriate learning environment in school because the quality of student's behaviours makes a significant difference to school and student outcomes*, and *In addition, Bowers and Flinders (1990) support Halperin's opinion, and they argue that students are considered as "products" instead of individual human beings in teacher-centred model.*

In Ivanic and Camps' (2001) model, syntactic choice also constructs a writer's voice in terms of different stances towards knowledge as regards formality or informality, abstraction, and, also, according to degrees of authoritativeness on the topic/genre, particularly in the application of generic versus specific nominal reference, personal or impersonal ways of referring to people, the use of

nominalisation, and active or passive verb forms. The use of the passive construction in *being exploited* in the following - *a competitive, efficiency-based development model has not considered the rate at which natural resources are being exploited* (Ivanic & Camps, 2001, p. 14) represents the writer as someone with a strong, almost militant stance towards the topic. The use of the passive voice in the following paragraph constructs formality and abstraction in relation to the field of the text.

*The paper aims to indicate benefits and limitations of two teaching methods in Chinese perspective, and also suggests Chinese students' preference between the two education systems. The paper reports a study which involved the participation of ten Chinese students at the Australian university. In order to explore the preferences of Chinese background students on teaching approaches, the study utilised a semi-structured interview and encouraged to write reflective journals. The research investigates three aspects including students' learning process, learning attitude and interaction in classroom and cultural differences.*

Likewise, the use of generic instead of specific reference alongside the use of nominalisations - as in *effective IT capability act to suppress human agency*, demonstrating that the writer is adopting the abstract nature of academic discourse via the appropriation of an imbued with academic literacy voice.

**4.3.2.3. Different views of knowledge making.** Writer's views of the construction and presentation of knowledge range from knowledge which results from an objective, empirical process to knowledge as embedded in subjective and personal experience. Linguistic realisations of the writer's position on knowledge-making include verb tense, verb type, reference to human agency, generic or specific reference, and, also, first person reference (Ivanic & Camps, 2001, p. 18). Verb tense and type, more specifically, verbs of thinking and researching – *states, suggests, define, argues*; verbs in the passive – *the texts were examined for*; and verbs without modality (indicative mood) suggest a view of knowledge as objective and factual. A view of knowledge as the product of human activity albeit in an impersonal sense is also manifest in the absence of first person reference, thinking verbs in the passive such as *is characterised by*, and published research referred to in the abstract (Ivanic & Camps, 2001, p. 19). A less impersonal voice in terms of knowledge-making posits knowledge as the product

of individual thought and research, and includes direct reference to the thoughts and opinions of the writer as in *I consider the technical framework* (p. 20). Verbs related to the positivist view of knowledge construction were found in the participant texts, and included *describe, suggest, argue, discuss, discover, and writes that*.

Stances towards knowledge making are also evinced in how researchers, writers, and scholars are referred to in writing. Humans as the agents of knowledge, for example, can be referred to in the abstract and scholarship referenced as an object as opposed to the product of human thought such as *the scholarship suggests*. At the opposite end of the continuum, a view of knowledge as subjective is also manifest in the use of personal reference, and, also, in references to the writer as expressing an opinion or stance, for example, in phrases such as *in my view*. In the participant texts, reference to human agency was abstract with researchers and scholars referred to in the third person such as *Berman and Chen (2001) argue, Liu's study (2001) suggests Gao (2000) discusses, supported by Lustig and Koester* or as abstract, agentless entities such as *studies show and paralinguistic factors were considered to be*.

The use of generic reference to cite concepts in the field including *English native speakers, Chinese background students, and human communication* also creates distance and formality in B's stance towards the material. This voice type is characteristic of general academic discourse indicating that, in part, B is adopting the voice type most commonly associated with the academic discourse community. The use of first person reference in relation to the ideational macrofunction posits knowledge making as the direct result of human thought and activity. The use of first person reference in the participant texts was rare.

**4.3.3. Interpersonal.** The interpersonal domain of language denotes the relationship between the writer and the reader/s of the text, more specifically, the interpersonal concerns the position which the writer takes up in regards to the reader and includes the different degrees of self-assurance and certainty expressed by the writer in their relationship with the reader. It also involves how the different power relationships between the author and the reader are enacted,

linguistically, in the text. The linguistic markers of these particular relations are detailed in Figure 4.4..

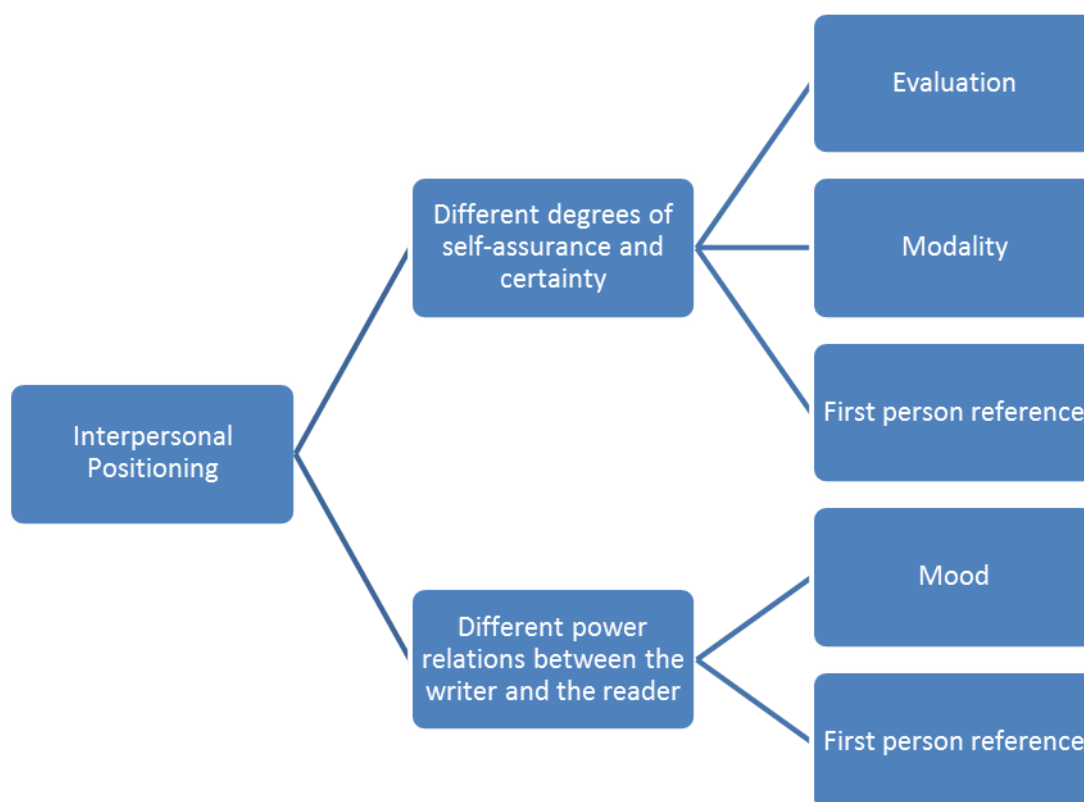


Figure 4.4. Interpersonal Positioning

**4.3.3.1. Different degrees of self-assurance and certainty.** The writer's degree of self-assurance and certainty is evinced in linguistic items such as the continuum of evaluative lexis employed in a text, modality, and evidence of first person reference. The extent to which a writer has a sense of their own authority in the context of the text is evident in the use of evaluative language including lexis which carry overt positive or negative judgments such as adjectives and adverbs. Words such as *significant*, *important*, *negative* and *appropriate*, for instance, were coded in the participant texts and suggest an authoritative voice type. Modality or the use of modal verbs and adverbs such as *should*, *possibly*, and *might*, also constitutes one way in which the author's sense of authority is expressed in the text. In general, modality expresses a more tentative sense of

authority as reflected in the following – *it can be stated, it is possible that*. The use of first person reference can also reflect the interpersonal position taken up by the writer, expressing a voice imbued with a sense of personal authority. May's texts, for example, contained several instances of the first person plural pronoun: *we*.

#### **4.3.3.2. Different power relationships between the writer and the reader.**

The power imbalance between the writer and the reader also constructs authorial voice as the writer negotiates relationships with the preferred reader of the text. Linguistic items such as verb mood, and first person reference reflect this imbalance between the writer and reader. In academic prose, the present declarative mood comprises the most common verb mood, however, the presence of the imperative mood in words such as *select, review, decide, and take* can work to establish a relationship of equality between the writer and the reader. The subjunctive mood of the verb *which*, among other things, expresses uncertainty or doubt also suggests a power imbalance between the writer and the reader. The following use of the subjunctive mood from L's first texts indicates that the writer is unwilling to assume an expert voice in relation to both the topic of the text and the reader/audience:

*Compared with teacher-centred teaching approach, learner-centred teaching approach seems to be more effective in students' learning process according to the opinions of Chinese background students.*

The use of first person reference can also be indicative of the writer assuming equality with the reader as well as other scholars in the field.

#### **4.3.4. The textual macrofunction**

The textual macrofunction references the writer's views regarding how written texts are or should be constructed within a particular discourse community. In this particular macrofunction, a writer's voice can conform to the norms of the academic community, and also construct voice types which are reader considerate, academically literate, or variations along the continuum of the ways

in which texts can be constructed. Figure 4.5. below illustrates the textual macrofunction.

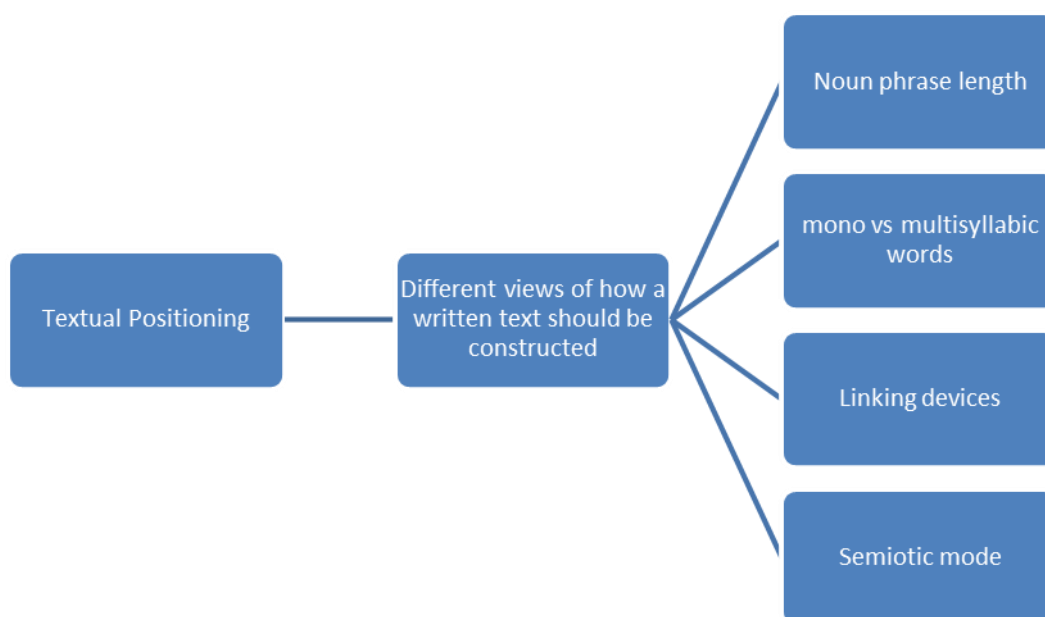


Figure 4.5. Textual Positioning

**4.3.4.1. Different views of how a written text should be constructed.** In the textual macrofunction, the linguistic realisations of the writer’s views of how knowledge should be constructed, identified, and examined consist of noun phrase length, mono versus multisyllabic words, linking devices and the semiotic modes embedded in the written text. The length of nominal phrases and sentences constitute tools which assist the writer in the construction of a voice. Ivanic and Camps (2001, p. 28) found, for instance, that an “imbued with academic literacy” voice was established through the use of long noun phrases, a high number of lexical words, as well as the inclusion of long sentences (Wolfe-Quintero, Inagaki, & Kim, 1998). According to Ivanic and Camps, high instances of subordination are also indicative of a voice that is in accordance with the hedging norms of the academic community, thus, marking the writer as academically literate. The noun phrases in the following sentence from B’s Text A suggest, for example, an imbued with academic literacy voice: *According to Ellis (2002), implicit knowledge of grammar, which refers to those intuitive and automatic knowledge.*

In the descriptive coding of the texts, only noun phrases of more than three words were included in the coding.

The use of mono and multisyllabic words also contributes to the construction of a writer's voice. High instances of multi-syllabic words in relation to the textual macrofunction serve to align the writer with the academic community and create a voice type which is academically literate. This was evident in the participant texts in multisyllabic words such as in - As a traditional teaching method, teacher-centred approach focuses on the role of teachers (L, Text A). The use of linking devices such as coordinating and subordinating conjunctions in written text also positions a writer's voice insofar as high instances of coordination and subordination create a more reader-considerate text. The excerpt from B's Text B below contains several linking ties which construct, among other things, a reader-considerate voice.

*This essay starts from re-examining the position of grammar teaching in language education. Then, it examines two important concepts in grammar teaching, the implicit knowledge and the explicit knowledge. The relationship between the two types of knowledge will be discussed, therefore providing the basis for the discussion of pedagogical implementation in the second part of the essay.*

The construction of a writer's voice can also be attributed, in part, to the different semiotic modes used. Visual elements including fonts, diagrams, and layout contribute to the reader's impression of who the writer is. The participants' semiotic modes ranged from reader considerate to adhering to the academic conventions of the particular subject area.

**4.3.5. Summary.** The descriptive and interpretive coding of the data was successful in its application. In the coding of the data, a wide range of voice type arose which both aligned and contrasted with the academic discourse community. The data analysis found a wide range of voice types manifest in the participant texts. These voice types were also found to be diverse across the participant texts with each writer developing a distinctive authorial voice in their texts. The data analysis did not code within direct quotations in the participant texts or analysis headings and sub headings in the texts.

There were no errors in the application of the data and no data was omitted from the final analysis and discussion. In the reporting of the data, all errors in the original texts were reproduced in the recording and analysis. Due to the nature of voice, there were also overlapping descriptive codes. It is important to note that in the presentation of results, not all descriptive codes have been reported on as some codes were not significant in the construction of voice types.

#### **4.4. Reliability and the Limitations of the Research**

As a qualitative pioneering study, research reliability and validity was of primary interest in regards to this research project. While the study focused on detailing the voice types in the written texts of particular Chinese International students, it did not claim impartiality and recognised that in the interpretative coding of voice types, the results were inevitably selective. To improve internal reliability, however, checks were conducted with the participants at several points during the data collection and analytic process. Participants were invited, for example, to read the first draft of the results in order to obtain their perceptions of the interpretation of voice types (Strauss & Corbin, 2008).

Data collection was also systematic and undertaken by the researcher only which also improved the reliability of the results. To further strengthen the results a code-checking process or inter-rater reliability process was undertaken (Polio, 1997). The descriptive codes were not subject to a code checking process as linguistic realisations are predominantly rule governed linguistic phenomena



(Miles & Huberman, 1994). The interpretive codes, however, were checked by another doctoral student. There was strong agreement in voice types with the addition of several new interpretive codes including *teacher voice* and *wordy voice*. The inter-rater checking process allowed the data to be refined and strengthened, however, while the analysis incorporated reliability and validity procedures, the research findings are limited to the participants of the study insofar as the results are not suggestive of Chinese international students studying at other Australian universities.

#### **4.5. Research Ethics**

This study was undertaken in accordance with the ethical guidelines stipulated by the university, gaining ethical clearance from the University Human Research Ethics Committee from the 10<sup>th</sup> August, 2009 (Commonwealth of Australia, 1999). The primary ethical considerations related to this research involved informed consent and the protections of participants from harm. Detailed information was provided to all participating students and written, voluntary consent was obtained from the participants (See appendix 2). Participants were also advised that they could withdraw at any time during the data collection and analysis process. Students were also offered anonymity throughout the research process. Particular care was taken to preserve anonymity in terms of data labelling and storage as all names were removed from the student texts. That is, each text was numbered 1-12 and the researcher was the only person who knew which text belonged to which student. Student texts were also stored on a password locked, stand-alone computer. Copies were stored in a locked file within the Education Department at the university and original audio files destroyed. The participants were protected from harm and coercion throughout the research process as the researcher gave priority to establishing a respectful rapport with the participants. The research was considered to be ethically justified as the analysis informs present understandings regarding the experiences of international students in the Australian tertiary setting.

Given that the study focused on a small group of Chinese international students enrolled in Education courses at an Australian university, external reliability is

limited to extrapolations regarding similar populations. The internal reliability of the study renders these observations credible. The study is also considered to be valid insofar as the information resulting from both data analyses is valid, and while voice studies are complex, the information was systematically and rigorously collected, coded, and interpreted, and thus the results can be replicated.

#### **4.6. The Structure of the Findings Chapters**

The findings of this research project have been divided into four separate chapters with each chapter presenting the findings of the analysis of each of the participant texts. Chapter Five, therefore, presents the results of the analysis of B's texts, Chapter Six presents L's texts, Chapter Seven delineates the analysis of S's texts, and Chapter Eight presents the findings of the analysis of D's texts. The ideational, interpersonal, and textual macrofunctions which formed the basis of the textual analysis also provide the broad organising structure for each of the findings chapters. The results of the descriptive coding have also been presented in tables with the interpretive codes listed next to the descriptive codes. Significant lexical features and excerpts from the texts have been underscored and discussed throughout the findings chapters. Data is presented and discussed selectively insofar as not all codes are explicated in the discussion. In the presentation of the data, diagrams of Ivanic and Camps' (2001) voice network have been reproduced throughout each chapter in consideration for the reader.

#### **4.7. Conclusion**

This chapter delineated the data procedures and analytic methods used to explore the voice types present in the participant texts. The overview of methods provided in this chapter included an introduction to the selected participants and texts as well as a detailed description of the application of Ivanic and Camps' voice typology to the texts. This chapter further highlighted issues related to reliability and validity in pioneering a text analytic method. The application and refinement of Ivanic and Camps' voice framework is the strength of this study insofar as the research design allows for a broad description of authorial voice unprecedented in the field.

## Chapter 5: B - I am an Insider

The previous chapter established the methodology of this research project, and outlined Ivanic and Capps' (2001) voice typology which forms the focus of this study. This chapter presents the text analysis of B's two written assignments. B was a Master of Education student with a professed interest in TESOL and further tertiary study. B's prior education included an Arts degree from a Chinese university in addition to IELTS certificates. The texts which B volunteered for analysis were both written for a subject titled *Teaching English as a Foreign Language*. In the analysis of the two texts, various voice types emerged which both aligned B with the academic discourse community and, also, positioned him as a writer who desires to express his own views.

### 5.1. Text 1

B's first text is an essay of 4000 words which focuses on the role of nonverbal behavior in intercultural communication. The essay was an own-choice topic, and examined the role of non-verbal behaviour in English. In the essay, B argues that the difficulties which Chinese students experience would be overcome via overt instruction regarding appropriate non-verbal behaviours.

**5.1.1. Ideational.** In the data analysis of the ideational macrofunction, the different interests, objects of study, methodologies; different stances towards topics: values, preferences, beliefs, and different views of knowledge making were analysed via the linguistic realisations set out by Ivanic and Capps (2001). The linguistic realisations associated with the ideational macrofunction are set out in Figure 5.1.

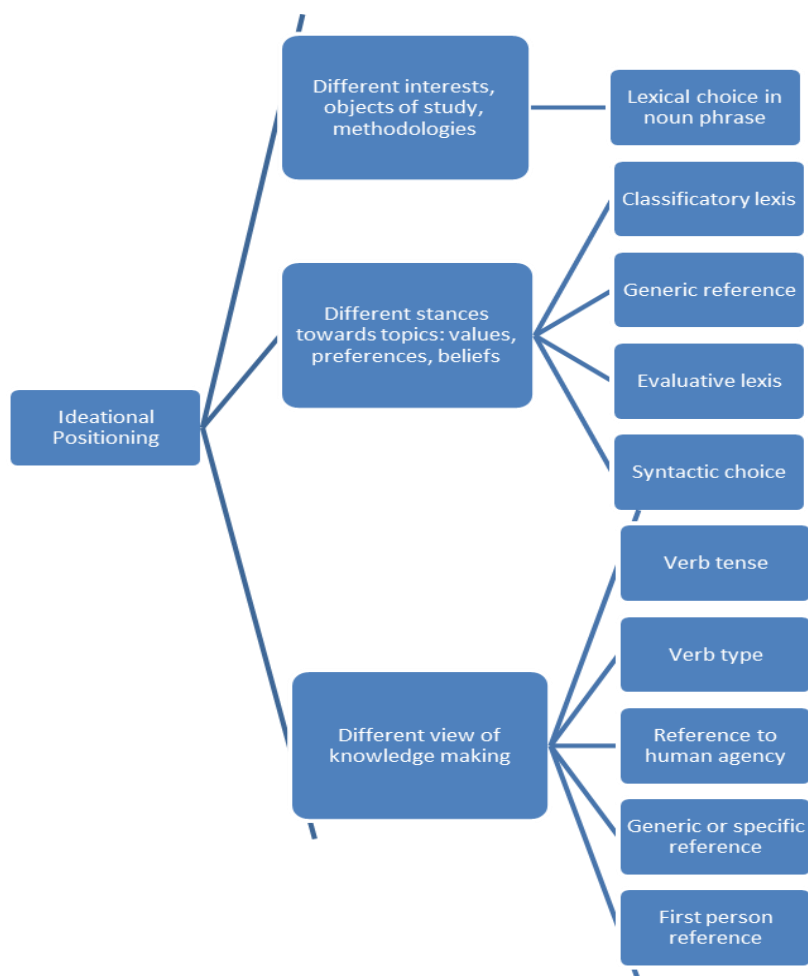


Figure 5.1. Ideational Positioning

**5.1.2. Lexical choice in noun phrase.** Table 5.1 below lists the noun phrases used in B's text, the number of times the noun phrases was repeated in the text, and the interpretive codes which arose from the descriptive codes. The voice types evident in B's text across lexical choice in noun phrase have been explicated below.

Table 5.1. *Lexical Choice in Noun Phrase*

<b>Descriptive Code: Lexical Choice in <u>Noun Phrase</u></b>	<b>Interpretive Codes</b>
Nonverbal communication Critical component Human communication Verbal and nonverbal communication Intercultural communication Communication study The fascinating relationship	Interested in the field voice Interested in the topic voice Interested in academic research voice Knowledgeable voice Educator voice Scholarly voice Insider voice

<p> Many scholars  Theoretical basis  The specific nonverbal behaviour  Cross-cultural or intercultural context  EFL classrooms  Intercultural communicative competence  English language teaching  English learning  The study  Language classrooms  Learner's study motivation  International language  Socio-cultural norms  Some specific countries  The ownership of English  Lingua franca  English language education  Cultural elements  A culturally appropriate and acceptable way  New cultural environment  A challenging experience  An enculturation process  Cultural meanings  Effective communication  Students from different cultures  Dialogical exchange of ideas, emotions, stories and visions  An important factor  Mutual understanding  A large number of studies  The challenges facing Asian students  English speaking countries  Chinese background students insufficient language skills  Academic fields  These language difficulties  Academic performances  Additional context  Language learners  The target culture  The fields of human communication and intercultural communication  Minor position  Language education  Foreign language education  Real contexts  The analysis of linguistic factors  Nonverbal behaviours in EFL classrooms  The process of human interaction  The target language  EFL learners  The context of intercultural communication  The differences between cultures  Many studies  Classroom settings, academic assignments, </p>	<p>Knowledgeable about the topic</p>
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<p> and daily interaction  Students from other cultures  The challenges  The current language education  Linguistic skills and intercultural communication skills  ESL teaching  This study  Postgraduate students  TESOL program  Research students  These students  English language  Teachers, doctors, and other Australian colleagues  Appropriate language use  Different social contexts  A new language  The role of nonverbal behaviours in EFL classrooms  English language teaching in China  The skills of nonverbal communication  Different cultures  The knowledge of nonverbal communication  Education institutions  The new cultural environment  The learnability and teachability of nonverbal behaviours  Pedagogical challenges  Teaching and assessment methods  Indispensable component of human interaction  Close relationship with culture  A set of norms  Second language teaching programs  Semiotic system  Unique function of body language  The spoken language  The study  The body language system  Nonverbal behaviours in intercultural communications  The findings  The biggest obstacles  Students from other cultural backgrounds  Socio-pragmatic rules  Prosody and nonverbal communication  Native language and culture  Target language and culture  The field of EFL teaching  Linguistic knowledge  Grammar and vocabulary  Seven out of eight participants  A positive attitude  English teaching classrooms  English language teaching classrooms </p>	
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<p> Authentic language materials  Language classrooms  These participants  English teaching experiences  The cultural differences  The Chinese EFL curriculum  The culture specific properties of body language  Language input and output  Interpersonal attitudes  Four primary functions of nonverbal behaviour  The process of speaking  The function of body language  The participants reflective journals  The interview questions  Open-ended questions  The participants  The few interviews  Constructivist grounded theory  A coding process  The data analysis process  The miscommunication  Inappropriate use of nonverbal behaviours  People from different cultures  Most of the participants  The non-speaking part  The speech stream  Paralinguistic factors in human interactions  The English speaking countries  The functions on nonverbal communication  People's emotions, attitudes and some implied meanings  Some participants  Their emotions, such as joy or anger  Body language  Nonverbal behaviours in intercultural communications  The learning of the target culture  Body languages or paralinguistic factors  The successful experiences  Many of them  Many participants  Other participants  The participants reflective journals  The interview questions  Open-ended questions  The participants  The few interviews  Constructivist grounded theory  A coding process  The data analysis process  The miscommunication  Inappropriate use of nonverbal behaviours  People from different cultures </p>	
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<p> Most of the participants  The non-speaking part  The speech stream  Paralinguistic factors in human interactions  Classroom activities  New Zealand local students  The language difficulties of speaking and writing  EFL masters students' academic achievements  Chinese background students incompetence in intercultural communication  Chinese students silence in American classrooms  Chinese culture  The polite strategy and face-saving view  Chinese background migrants intercultural communication  A significant reason  The understanding of nonverbal behaviours  Different social contexts  Extremely different rules  Many ways  The unspoken dialogue  The three major components of nonverbal communication  The communication environment  The communicators paralinguistic characteristics  The role of nonverbal communication  The major resources  An indispensable role  Face-to-face interaction  Different ways  Human communication behaviours  The context of natural communication  Communicative messages  Close relationship  Phonemic clauses  The comprehension of messages </p>	
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The data analysis of noun phrases in B's first text shows that B incorporated noun phrases which align closely to the particular subject field. The use of lexis is identifiable as related to Applied linguistics/TESOL as well as to the topic of the text. In the introductory paragraph, there is a prevalence, for example, of technical words such as *nonverbal communication*, *cross-cultural*, *intercultural context*, *lingua franca*, and *intercultural communication* as per example one below – the first paragraph of B's essay.



*Example 1:*

Nonverbal communication is a critical component of human communication. McNeill (2000), who interprets that both verbal and nonverbal communication are under the concept of communication and are inseparable. In addition, intercultural communication and nonverbal communication have become two important areas of communication study. The fascinating relationship between the two areas has attracted many scholars (Ma, 1999). Many studies have demonstrated the close relationship between the two areas on a theoretical basis and explored the specific nonverbal behaviour in cross-cultural or intercultural context (Althen, 1992; Barnlund, 1989; Ma, 1996). Therefore, it is suggested education for nonverbal communication needs to be taken into consideration in EFL (English as a Foreign Language) classrooms in order to develop English learners' intercultural communicative competence. This paper examines the role of non-verbal communication in intercultural communication. The findings indicate that inappropriate nonverbal behaviours may cause potential breakdowns in intercultural communication. It is also shown that the necessity of incorporating skills of nonverbal communication into English language teaching in order to enable English learners to communicate cross-culturally. The study also suggests that teachers should use more nonverbal behaviours in language classrooms to improve learners' study motivation (paragraph 1).

The interpretative codes or voice types which, thus, emerged in the coding process include interested in the field voice, knowledgeable in the field voice, and knowledgeable in the topic voice. The manipulation of lexis closely associated with the general academic and EFL discourse community is also consistent throughout B's essay in the repetition of noun phrases such as *EFL classroom*, *intercultural communication*, *paralinguistic factors*, and *non-verbal factors* as evident in Example 2 below.

*Example 2*

Although nonverbal behaviours are important in both the fields of human communication and intercultural communication, nonverbal communication remains minor position in language education (paragraph 8).

Other voice types that emerged from the descriptive codes include a scholarly voice and an interested in academic research voice with noun choice in noun phrase reflecting the inclusion of academic vocabularies such as *many scholars*, *theoretical basis*, *an important factor*, *linguistic knowledge*, and *grammar and*

*vocabulary*. An interested in academic research voice also emerged from the noun phrases coded as noun choice reflects familiarity and interest in research such as *open-ended questions, the participants, the few interviews, and constructivist grounded theory*. The repetition of lexis associated with the field also constructs a voice type which positions B as a knowledgeable insider in the field. This includes noun phrases such as *many studies, many scholars, indispensable component of human interaction, and a large number of studies*. The descriptive codes also suggest an educator voice as noun choice indicate an alignment with teaching and learning as manifest in *English teaching classrooms, English language teaching classrooms, the language difficulties of speaking and writing, and EFL masters students' academic achievements*.

**5.1.3. Classificatory lexis.** The use of classificatory lexis (as Table 5.2.) also aligns B with the disciplinary community as he adopts classificatory lexical items typical of the field including *non-verbal* and *verbal communication, English language teaching, and target culture*. In this way, B's voice is the expert, 'insider' voice of a writer who is knowledgeable in terms of the field of the text. The repetition of classificatory devices throughout the text also constructs a professional stance towards the topic. This further augments the insider voice in B's text. An academic voice type also emerges from the classificatory codes including classification typical of the academic register such as *data-analysis process, primary functions, and auxiliary role*.

Table 5.2. *Classificatory Lexis*

<b>Descriptive Code: Classificatory Lexis</b>	<b>Interpretive Codes</b>
Verbal communication Nonverbal communication Human communication Intercultural communication Cross-cultural context Intercultural context English lessons Language classrooms Specific countries International language New cultural environment Enculturation process	Knowledgeable voice Professional voice Insider voice Academic voice

Different cultures English speaking countries Asian students Language difficulties Chinese background students New Zealand local students Other countries Different social contexts Unspoken dialogue Three major components Body movements Body language The communication environment Face-to-face interaction Different ways Natural communication Target culture Real contexts Language education Human interaction Daily interaction ESL teaching Research questions Interview questions Open-ended questions Reflective journals Data-analysis process Miscommunication Human interaction/s Primary functions Auxiliary role Interpersonal attitudes Semiotic system Socio-pragmatic rules Close relationship Native language and culture Significant role	
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**5.1.4. Generic reference.** There were several instances of generic reference used throughout B's first text. Instances of generic reference have been coded below in Table 5.3.

Table 5.3. *Generic Reference*

<b>Descriptive Code: Generic Reference</b>	<b>Interpretive Codes</b>
Verbal communication	Professional voice

Nonverbal communication Intercultural communication Human communication Scholars Teachers The findings An international language People Body languages The participants Different cultures English speaking countries Academic fields These language difficulties Speakers Language learners Language education Students Lecturers Tutors Miscommunications	Abstract academic voice
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The interpretive codes which arose from the descriptive coding of generic reference include a professional voice type alongside an abstract academic voice. The use of generic reference in B's first text supported the construction of an abstract, theoretical relationship to the material. The reference to *human communication* in the example below demonstrates this abstract voice type and stance in relation to the topic of the text.

### *Example 3*

Poyatos (1984, p. 433) describes human communication behaviours by the so called "Basic Triple Structure" which is composed by verbal language, paralanguage and kinesics (body language) (paragraph 7).

### **5.1.5. Evaluative Lexis.**

Table 5.4. *Evaluative Lexis*

<b>Descriptive Code: Evaluative Lexis</b>	<b>Interpretive Codes</b>
<u>Critical</u> component <u>Fascinating</u> relationship <u>Attracted many</u> scholars <u>Close</u> relationship The <u>necessity</u> of incorporating skills Increasing demands	An opinion holder voice Interested in the topic voice Particular points of view voice Strong points of view voice

So-called English native speakers <u>So-called</u> linguistic competence <u>Challenging</u> experience <u>Appropriately effective</u> communication behaviours <u>Mutually</u> establishing <u>Mutual</u> understanding <u>Insufficient</u> language skills Significant reason Language difficulties <u>Indispensable</u> role <u>Negative</u> impacts <u>Negative</u> effect <u>Extremely different</u> rules Fails More effectively <u>Carefully</u> designed Important part Important <u>Biggest</u> obstacles <u>Successful</u> nonverbal communication Difficulties Sharply distinguished Important aspect Significant role It is <u>especially needed</u> for Survive and function adequately It is necessary to investigate Great deal Is often overlooked Become fully competent	
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The use of evaluative lexis listed in Table 5.4. above positions B as someone who has a strong point of view regarding the topic including the role of non-verbal communication in EFL teaching as well as various sub-topics such as the challenges faced by Chinese learners, the responsibility of educators in terms of nonverbal communication, and the politics and ownership of English. The use of adjectives and adverbs throughout the essay expresses a passionate, interested voice as well as a particular point of view voice, positioning B as someone who believes that the topic is important in research and teaching. This is evident in the use of *critical* in *Nonverbal communication is a critical component of human communication* and in the evaluative lexis in *The fascinating relationship between the two areas has attracted many scholars*. B also uses *indispensable* and *indispensable role* to refer to nonverbal communication throughout the essay.

Evaluative lexis, further, acts to establish an assertive voice in relation to the need to teach nonverbal communication to Chinese students. In paragraph one, for example, B uses *needs* and *necessity* to express his strong stance on the role of explicit teaching in nonverbal communication.

Evaluative lexis is also used to indicate B's view that while nonverbal communication is crucial in learning and teaching, it does not occupy a significant enough position in research or teaching. *Minor* in *Although nonverbal behaviours are important in both the fields of human communication and intercultural communication, nonverbal communication remains minor position in language education* (paragraph 8) and *often overlooked* in *However, the nonverbal communication is often overlooked in second language teaching programs* (paragraph 27 – conclusion) are examples of evaluation which positions B's stance on the sub-topic and construct an opinion-holder voice.

The use of evaluative lexis in example 3 below (paragraph 3 of the text) also positions B as someone with strong opinions regarding how instruction in nonverbal communication should occur and whose responsibility it is. After indicating that studying in a different cultural environment is *challenging*, B outlines his view on how this can be modified for ESL learners, namely, through negotiated expectations. The lexis *mutual/mutually* is used three times in the example below - *mutually establishing* and *mutual understanding*, hence, constructing an opinion-holder voice in terms of the topic of the text.

*Example 2:*

Learning to live, work and study in a new cultural environment is a challenging experience. Kim (2005) describes such experience as starting an enculturation process all over again... Kramsh (1998) suggests the importance of mutually establishing a “place”, in where students from different cultures can understand each other through dialogical exchange of ideas, emotions, stories and visions. Therefore, mutual understanding seems to be an important factor in intercultural competence. Such mutual understanding is realised by appropriately interpreting and conducting verbal and nonverbal behaviours in intercultural contexts.

An opinion-holder voice with strong stances and vested interests in the field is further reinforced via B's use of evaluation concerning the difficulties faced by Chinese learners. In paragraph four, which provides 'background' information regarding the importance of nonverbal communication, B depicts Chinese background students as students who are not equipped to cope with the demands of a Western classroom. In example four below, the evaluative lexis in *insufficient language skills*, *language difficulties*, and *negative impacts* orient B's strong position on the material.

*Example 3:*

In the field of verbal communication, many studies reveal Chinese background students' insufficient language skills both in and out of academic fields (Berman & Cheng, 2001; Holmes, 2006; Tran, 2009). These language difficulties have negative impacts on their academic performances and participations in classroom activities.

In the concluding sentence of paragraph five the use of *extremely different* establishes strong evaluation - *Different social contexts might create extremely different rules for appropriate and effective use of nonverbal behaviours*, therefore, locating the responsibility outside of the Chinese learner and with educators. This use of evaluation constructs B's voice in the ideational network as an author and writer who is prepared to criticise elements of the field and to align with certain views within the field.

In the second paragraph of the essay, evaluative lexis also locates B as someone with a distinct set of beliefs regarding Chinese learners of English, English native speakers, and the ownership of English by native speakers. The evaluative term *so called* in the first line of paragraph two below expresses a belief on B's part regarding who are, and, further, who defines English native speakers. B states that English is an international language which has been expanded beyond specific English speaking boundaries to become the lingua franca of the international community. He also argues that the defining characteristic of this 'new' English is that English learners do not need to adopt the linguistic and cultural norms of the native speaker, challenging the delineation – English native speaker, firstly, by the evaluative use of *so-called*, and, secondly, by the use of quotation marks around

the term English native speakers. This unusual linguistic realisation clearly marks B's voice as that of a critical, opinion-holder, casting doubt on the veracity of the existence of English native speakers. The almost militant strength of the assertion, however, is qualified by specific reference to an expert at the end of the sentence.

*Example 4:*

Firstly, English learners do not need to incorporate the socio-cultural norms of so called "English native speakers" (1976, p. 38). In other words, English is more than a language owned by some specific countries. Instead, the ownership of English has been globalised. Besides, the purpose of learning English has been enlarged to enable learners to communicate intercultural.

**5.1.6. Syntactic choice.** Instances of the passive in B's text are tabulated below in Table 5.5.

Table 5.5. *Passive Verbs*

<b>Descriptive Code: Passive Verbs</b>	<b>Interpretive Codes</b>
Needs to be taken	Academic voice
Has been globalised	Professional voice
It is suggested	Insider voice
It is also shown	
Can be manifested	
Have been done	
Can be explained	
The study also suggests	
Nonverbal communication is	
Is defined	
Many studies were carried out	
Data were collected	
Journals were also collected	
It was found	
Will be described	
Is considered	
It bears	
Is often overlooked	
Research is called for	
It is especially needed	
Is often used	
Were given	
It is revealed	
It is noted	
Be used	
Nonverbal communication is viewed	
Were considered	



Has been made Are seen	
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The use of passive constructions such as *it is suggested*, and *it is also shown* (in example five below) detaches B from the material of the text, keeping him at a distance, and, therefore, more aligned with a professional, academic stance or voice (Ivanic & Camps, 2001, p. 15). This use of the passive, therefore, shapes B's voice as an insider voice type aligning him with the academic register.

*Example 5:*

Therefore, it is suggested education for nonverbal communication needs to be taken into consideration in EFL (English as a Foreign Language) classrooms in order to develop English learners' intercultural communicative competence. This paper examines the role of non-verbal communication in intercultural communication. The findings indicate that inappropriate nonverbal behaviours may cause potential breakdowns in intercultural communication. It is also shown that the necessity of incorporating skills of nonverbal communication into English language teaching in order to enable English learners to communicate cross-culturally.

B's voice types are also realised in his syntactic choices which likewise reflect his stances towards the knowledge of the text. Instances of modality coded in B's text and the interpretive codes that emerged in the second layer of coding are recorded in Table 5.6. below.

Table 5.6. *Modality*

Descriptive Code: Modality	Interpretive Codes
May cause Should use Should be Seems to be Might create Might lead Could learn They would Should have Should focus Should be attached Should be some Should be presented Might be more likely Should pay Should be explore	Opinion holder voice More tentative voice Interested in the field voice

The use of modality in the essay serves to both construct voice types that reflect a strong interest in the topic as well as a more tentative stance. Hedges such as *might* and *may* construct a less certain approach towards the material of the text, and also align with hedging conventions within the academic community (Hinkel, 2002). The use of *should*, on the other hand, contrasts to this voice type by establishing the author's strong interest in the topic as well as reinforcing his opinion-holder voice, particularly by means of *should*. At the end of the second paragraph, for example, *should* is used to strengthen B's argument regarding the incorporation of nonverbal elements into EFL education.

*Example 6:*

Firstly, it should be explored the possibility of incorporating the knowledge of nonverbal communication into the EFL curriculum. It is especially needed for the education institutions which intend to send their students abroad for study or work, because the students would need a better preparation to survive and function adequately in the new cultural environment. The other issue that should be explored is the learnability and the teachability of nonverbal behaviours.

**5.1.7. Verb tense.** The verb tenses manipulated in B's first text incorporate a combination of tenses. An example of the descriptive coding of verb tense is included below.

Nonverbal communication is defined (simple past) in many ways. According to Burgoon, Buller, and Woodall (1989), nonverbal communication is (present) the unspoken dialogue which involves (present) the messages conveyed (simple past) beyond the words. Similarly, DePaulo and Friedman (1998) write (present) that "nonverbal communication is the dynamic, mostly face-to-face exchange of information through cues other than words". Knapp and Hall (2006) specify (present) the three major components of nonverbal communication, the communication environment, the communicators' paralinguistic characteristics and the nonverbal behaviours such as body movements and positions.

This combination of verb tense is typical of the academic register and reinforces B's insider voice type.

**5.1.8. Verb type.** In the analysis of verb type, B's voice primarily aligns with the positivist view as evinced in the use of verbs related to the processes of research and thinking such as *describe*, *suggest*, *argue*, *discuss*,

*discover*, and *writes that*, which recognise humans as knowledge-makers albeit in an abstract sense. Verb type has been coded below in Table 5.7.

Table 5.7. *Verb Type*

<b>Descriptive Code: Verb type (thinking and research verbs)</b>	<b>Interpretive Codes</b>
Interpret Demonstrated Suggested Explored Examines Indicate Incorporating Coins Defined Include Realised Acquired Discuss Discover Support Acknowledged Utilise Reported Consider Involves Conveyed Specify It bears Encountered Describe Argue Emphasises Points out that Indicates Discuss Conducted Analyse Experienced Investigate Stressed Included	Positivist voice Impersonal/abstract knowledge-making voice

**5.1.9. Reference to human agency.** The positivist view of knowledge-making is, further, augmented by reference to humans as producers of knowledge albeit in an abstract sense. That is, while researchers, studies, and findings are frequently referred to, this reference is dehumanised insofar as the people doing the research are often nameless, or abstract entities. Instances of reference to human agency are listed in Table 5.8.

Table 5.8. *Reference to Human Agency*

<b>Descriptive Code: Reference to Human Agency</b>	<b>Interpretive Codes</b>
<p>Mcneill (2000), who interprets  Smith (1976, p. 38)  Kim (2005) describes  According to Chen and Starosta (1996)  Kramsh (1998) suggests  according to Holmes' study (2006)  Berman and Chen (2001) argue  Liu's study (2001) suggests  Gao (2000) discusses  Xiao and Petraki (2007) discover  Lustig and Koester (2006), who caution  According to Burgoon, Buller, and Woodall (1989),  Similarly, DePaulo and Friedman (1998) write  Knapp and Hall (2006) specify  Applbaum et al. (1979) describe  Mcneill (2000), who argues  Poyatos (1984, p. 433) describes  Burgoon, Buller and Woodall (1989) argue  Brown argues  According to Kaikkonen (2001),  Kirch (1979) emphasises  He (1979) points out that  Hurley (1992) also suggests  He (1992) also indicates  According to those studies which supports the findings from Burgoon, Buller and Woodall (1989) and Allen (1999).  Argyle's (1988) study  Antes (1996) describes  According to Birdwhistell (1970, p. 81),</p>	<p>Abstract academic voice  Positivist voice  Professional voice  Insider voice  Knowledge as personal voice</p>

the findings of Gao (2000) and Xiao and Petraki (2007) put forward by Hurley (1992) This paper Many studies Many scholars Researchers This study It was found It is also shown It was found It is noted Further research is called for It is necessary to investigate	
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Verbs used in the text are also agentless including *it was found*, *it is also shown*, *it was found*, and *it is noted*. Researchers are, further, referred to in the third person such as *Berman and Chen (2001) argue*, *Liu's study (2001) suggests* *Gao (2000) discusses*, *supported by Lustig and Koester* or as abstract, agentless entities such as *studies show*, *according to those studies* and *paralinguistic factors were considered to be*.

In parts of B's text, however, a more subjective and personalised reference is made to people as the makers of knowledge. In the excerpt from B's text below, the presence of personal pronoun markers indicates a less abstract view of how knowledge is constructed.

In addition, Kirch (1979) emphasises the importance of incorporating nonverbal behaviours in EFL classrooms. He (1979) points out that since verbal and nonverbal communication are complementary in the process of human interaction, teaching nonverbal elements in EFL classrooms can enable students to reach a full stage of communication in the target language. Hurley (1992) also suggests that if EFL learners could learn the skills of nonverbal communication, they would communicate more effectively in the context of intercultural communication. He (1992) also indicates that incorporating nonverbal factors into language teaching can raise students' awareness to the differences between cultures and to modify their own behaviour accordingly.

In relation to reference to human agency, though, the interpretive codes align with a view of knowledge as detached and abstract incorporating an academic, insider voice, knowledge as impersonal voice, and a professional voice type.

**5.1.10. Generic or specific reference.** The use of generic reference to cite concepts in the field including *English native speakers*, *Chinese background students*, and *human communication* also creates distance and formality in B's stance towards the material. This voice type is characteristic of general academic discourse. There were also no instances of person reference in the text, further, allowing for a stance towards knowledge as distant and formal to emerge.

**5.1.11. Interpersonal positioning.** In the interpersonal macrofunction, B's voice types emerged across evaluation, modality, first person reference, and verb mood in relation to different degrees of self-assurance and certainty as well as different power relations between the writer and the reader. See Figure 5.2. below for a delineation of Ivanic and Camps (2001) interpersonal conceptualisation of voice features.

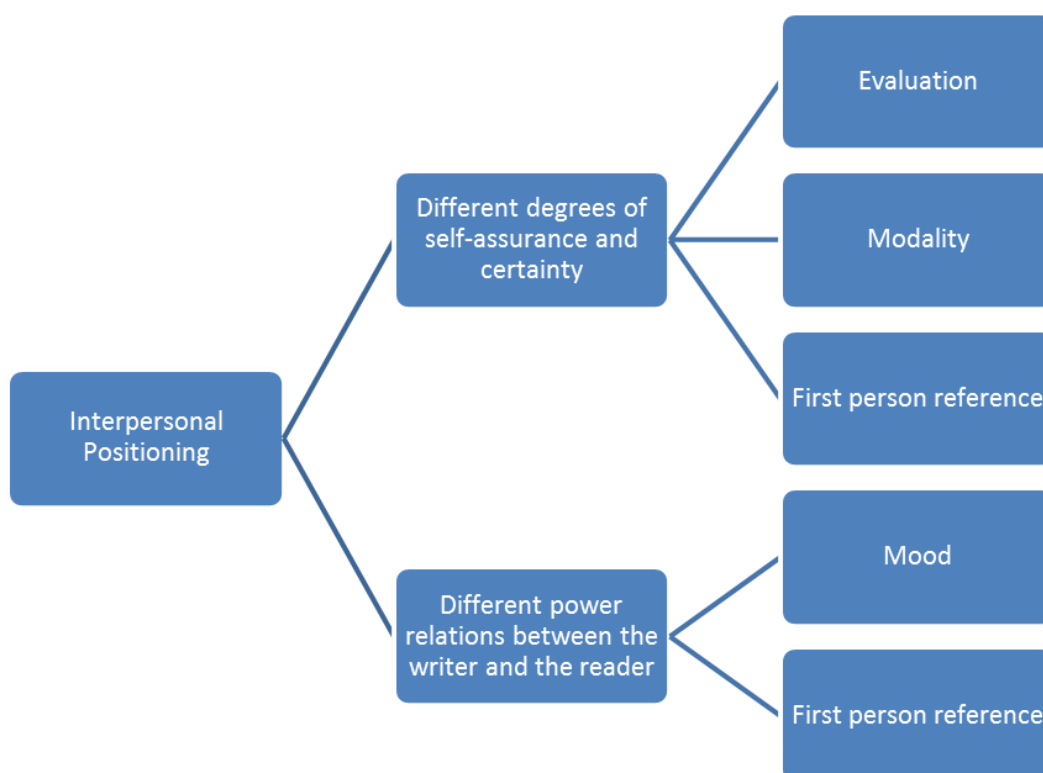


Figure 5.2. Interpersonal Positioning

**5.1.12. Evaluation.** In the ideational analysis, Evaluative linguistic items constructed B's voice types as knowledgeable, interested, and with a range of strong views on the material. These same descriptive codes also located his voice in the interpersonal domain as self-assured and authoritative. Table 5.9. below outlines the interpretive codes relevant to interpersonal positioning in the text.

Table 5.9. *Evaluation*

<b>Descriptive Code: Evaluation</b>	<b>Interpretive Codes</b>
<u>Critical</u> component <u>Fascinating</u> relationship <u>Attracted many</u> scholars <u>Close</u> relationship The <u>necessity</u> of incorporating skills Increasing demands <u>So-called</u> English native speakers <u>So-called</u> linguistic competence <u>Challenging</u> experience <u>Appropriately effective</u> communication behaviours <u>Mutually</u> establishing <u>Mutual</u> understanding <u>Insufficient</u> language skills Significant reason Language difficulties <u>Indispensable</u> role <u>Negative</u> impacts <u>Negative</u> effect <u>Extremely different</u> rules Fails More effectively <u>Carefully</u> designed Important part Important <u>Biggest</u> obstacles <u>Successful</u> nonverbal communication Difficulties Sharply distinguished Important aspect Significant role It is <u>especially needed</u> for Survive and function adequately It is necessary to investigate Great deal Is often overlooked Become fully competent	Self-assured voice Challenging voice Certain voice Authoritative voice Confident, knowledgeable voice

A confident, assertive voice is evident, for example, in use of evaluation in *the necessity of incorporating skills of nonverbal communication, two important areas of communication study* (paragraph 12), *such mutual understanding is realised by appropriately interpreting and conducting verbal and nonverbal behaviours in intercultural contexts* (paragraph 3), and *nonverbal communication is a significant reason for the difficulties in the intercultural communication between Chinese background students and those from other countries* (paragraph 5). The presence of strong evaluation indicates a voice type suggestive of equality with other discourse ‘insiders’. Indeed, the use of intensifying lexis such as *so-called* as in *so-called “English native speakers”* in addition to the use of quotation markers indicates skepticism assuming an almost defiant voice towards so-called English native speakers. The strength of this interpersonal stance, though, is belied to some extent by in-text references and appeals to authority as in *according to those studies, many of the challenges in intercultural communication met by the Chinese background students can be traced back to language education, since the current language education fails to include both linguistic skills and intercultural communication skills* (paragraph 9) and *many studies reveal Chinese background students’ insufficient language skills both in and out of academic fields* (Berman & Cheng, 2001; Holmes, 2006; Tran, 2009) (Paragraph 4).

### 5.1.13. Modality

Table 5.10. *Modality*

Descriptive Code: Modality	Interpretive Codes
May cause Should use Should be Seems to be Might create Might lead Could learn They would Should have Should focus Should be attached Should be some Should be presented	Tentative voice Certain voice Confident voice



Might be more likely Should pay Should be explore (2)	
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The use of modality or hedging in B's text creates diverse, conflicting voice types across the interpersonal domain (See Table 5.10.). The use of *should* in sentences as in *the study also suggests that teachers should use more nonverbal behaviours in language classrooms to improve learners' study motivation* (paragraph 1) and *the scope of English language education should be widened to include* (paragraph 2) shapes B's voice as confident and certain in regards to the material of the essay as well as in relation to the intended audience. The presence of several modals, however, also position B as less self-assured. *Seems to be* and *may* in the following sentences *Therefore, mutual understanding seems to be an important factor in intercultural competence* (paragraph 3) and *nonverbal communication may serve as the underlying reason for Chinese background students' incompetence in intercultural communication* (paragraph 5) act to hedge the strong evaluations made in each sentence. In this way, the linguistic realisations of the interpersonal construct both a self-assured voice as well as a more tentative voice type in terms of the writer's relationship with the reader.

**5.1.14. Verb mood.** Instances of the imperative mood of the verb construct a strong voice and an equal to the reader voice in B's text. The majority of verbs in B's text are in the indicative mood, however, several instances of the imperative mood direct the reader towards the best course of action. In the introduction, the imperative *needs to be* is used in relation to nonverbal communication and its incorporation into EFL instruction and *do not need* is used in paragraph one in: *Firstly, English learners do not need to incorporate the socio-cultural norms of so called "English native speakers" (1976, p. 38)* (paragraph 2). In this particular section of the text B, thus, positions himself as equal to the reader, taking on the authoritative voice of an instructor within the particular discourse community. In terms of different power relations between the reader and the writer, the lack of first person reference in the text did not result in interpretive codes.

**5.1.15. Textual positioning.** Textual positioning in the text also aligns closely with the voice types of the academic discourse community. Academically-literate, formal, and skilled writer voice types emerged in the analysis of noun phrase length, mono vs multisyllabic words, linking devices, and semiotic mode. Figure 5.3. below provides an overview of the textual macrofunction.

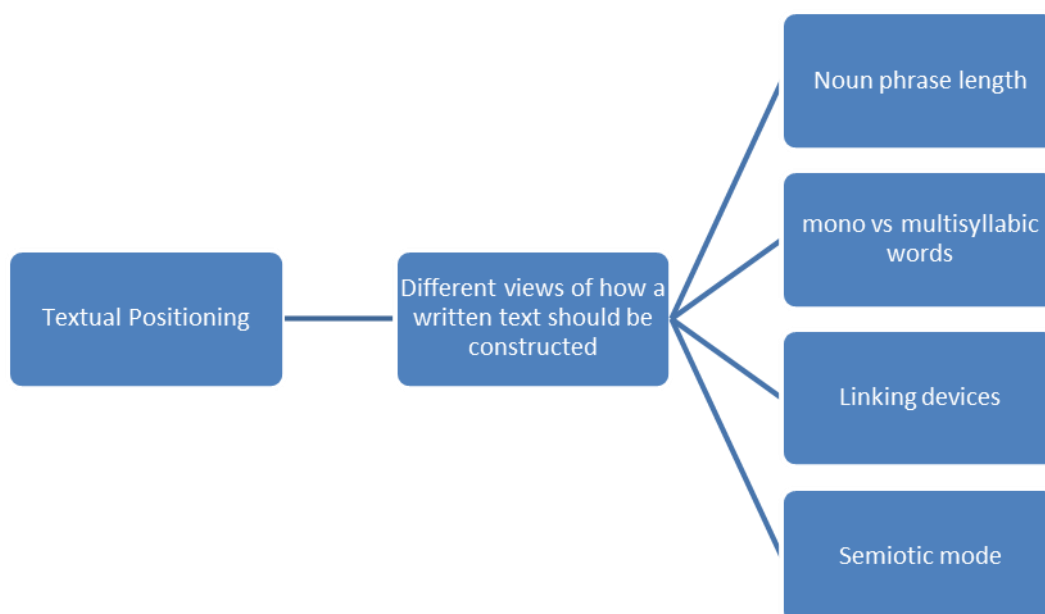


Figure 5.3. Textual Positioning

**5.1.16. Noun phrase length.** B employs long noun phrases throughout his text constructing a formal voice as well as an academically literate voice type (Table 5.11. contains the descriptive and interpretive coding of noun phrase length in B's text). This also reinforces the insider voice types which arose in the ideational and interpersonal macrofunctions. Examples in B's text include - *the appropriateness of different types of body language and paralinguistic factors*, and *the important semiotic systems and the culture-specific properties of body language* in the excerpt below:

In this study, much discussion has been made about the function of body language. Firstly, body languages are seen as a semiotic system by the participants in this study. Antes (1996) describes this unique function of body language as being able to stand alone and replace the spoken

language. According to Antes (1996), body language is one of the important semiotic systems that people use in their lives. Furthermore, the study also indicates the culture-specific properties of body languages. According to Birdwhistell (1970, p. 81), it is very unlikely “to discover any single facial expression, stance, or body position which conveys an identical meaning in all societies.” From this perspective, the body language system should be presented with verbal system to the learners so as to enable them to be really competent in that language (Antes, 1996).

Other voice types which emerged from the coding of noun phrase length include a skilled writer voice, a sophisticated voice, and an educated voice type.

Table 5.11. *Noun Phrase Length*

<b>Descriptive Code: Noun Phrase Length</b>	<b>Interpretive Codes</b>
a critical component of human communication verbal and nonverbal communication intercultural communication and nonverbal communication two important areas of communication study The fascinating relationship between the two areas the close relationship between the two areas the specific nonverbal behavior education for nonverbal communication English learners’ intercultural communicative competence the role of non-verbal communication inappropriate nonverbal behaviours the necessity of incorporating skills of nonverbal communication nonverbal behaviours in language classrooms learners’ study motivation intercultural communication from the ESL learners the socio-cultural norms of so called “English native speakers” a language owned by some specific countries the ownership of English the purpose of learning English a lingua franca within worldwide the characteristics of English as an international language the scope of English language education a new cultural environment an enculturation process all over again dialogical exchange of ideas, emotions, stories and visions an important factor in intercultural competence verbal and nonverbal behaviours a large number of studies the challenges facing Asian students English speaking countries both verbal and nonverbal perspectives the field of verbal communication Chinese background students’ insufficient language skills	Formal voice Academically literate voice Sophisticated voice Educated voice Skilled writer voice

<p> academic performances and participations in classroom activities  Chinese background students  the so called “linguistic competence”  the language difficulties of speaking and writing  EFL master students’ academic achievements  Chinese students’ silence in American classrooms  the polite strategy and face-saving view in Chinese culture  Chinese background migrants’ intercultural communication  the difficulties in the intercultural communication  Chinese background students and those from other countries  the understanding of nonverbal behaviors  for appropriate and effective use of nonverbal behaviors  the messages conveyed beyond the words  the three major components of nonverbal communication, the  communication environment, the communicators’ paralinguistic  characteristics and the nonverbal behaviours such as body  movements and positions  the role of nonverbal communication  the process of face-to-face interaction  The important role of nonverbal communication  human communication behaviours  verbal language, paralanguage and kinesics  heightening attention, providing additional context and  facilitating recall  the role of nonverbal factors  the difficulties of nonverbal factors  the fields of human communication and intercultural  communication, nonverbal communication  foreign language education  the analysis of linguistic factors  the importance of incorporating nonverbal  behaviours in EFL classrooms  the process of human interaction  nonverbal elements in EFL classrooms  a full stage of communication  the target language  the skills of nonverbal communication  the context of intercultural communication  the differences between cultures  the Chinese background students’  classroom settings, academic assignments, and daily interaction  with students from other cultures  linguistic skills and intercultural communication skills  non-verbal communication into ESL teaching  the participation of eight Chinese background students  the Faculty of Education at the University  postgraduate students from the TESOL program  research students from the PhD program  lecturers, tutors and other Australian colleagues  These Chinese background students </p>	
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<p>interviews and the participants' reflective journals</p> <p>Participants' reflective journals</p> <p>constructivist grounded theory</p> <p>a coding process, open coding, axial coding and selective coding</p> <p>the data analysis process</p> <p>an important component of human communications</p> <p>the necessity of incorporating nonverbal communication</p> <p>people from different cultures</p> <p>the five sub-sections below</p> <p>gestures, postures, touching behaviours, facial expressions and eye contacts</p> <p>the ability to use nonverbal communication as the "human nature"</p> <p>three of the eight participants</p> <p>the importance of paralinguistic factors</p> <p>the function of expressing people's emotions</p> <p>attitudes and some implied meanings</p> <p>the emotions of the speaker</p> <p>the indispensable role of nonverbal behaviours</p> <p>body languages in different cultures</p> <p>people from different cultures</p> <p>nonverbal behaviours in the target culture</p> <p>an indispensable component of human communication</p> <p>the learning of the target culture</p> <p>the unfamiliarity of body languages or paralinguistic factors</p> <p>Only two participants</p> <p>some paralinguistic factors</p> <p>the influences of nonverbal communication</p> <p>the areas of intercultural communications and English language teaching</p> <p>the influences of nonverbal communication</p> <p>English teachers' nonverbal behaviours</p> <p>these behaviours in English learning</p> <p>the English speaking countries</p> <p>the English language teaching</p> <p>the teachability of nonverbal behaviours</p> <p>English language teaching classrooms</p> <p>The non-verbal communication</p> <p>English teaching experiences in China</p> <p>the aim of teaching nonverbal behaviours</p> <p>the problems of the Chinese EFL curriculum</p> <p>the English language teaching</p> <p>the English language teachers in China</p> <p>an important part in human interactions</p> <p>Body languages and paralinguistic factors</p> <p>language input and output</p> <p>meanings, emotions and attitudes</p> <p>the four primary functions of nonverbal behavior</p> <p>conveying emotion, showing interpersonal attitudes, exhibiting one's personality to others and playing auxiliary role</p>	
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the function of body language a semiotic system by the participants in this study this unique function of body language the important semiotic systems the culture-specific properties of body languages the importance of understanding and using nonverbal behaviours inappropriate use or interpreting nonverbal behaviours native language and culture the target language and culture The role of nonverbal communication the field of EFL teaching an important aspect of this study linguistic knowledge such as grammar and vocabulary the skills of using nonverbal behaviours intercultural communicative competence nonverbal communication into the EFL curriculum the learnability and the teachability of nonverbal behaviours pedagogical challenges such as teaching and assessment methods an indispensable component of human interaction the appropriateness of different types of body language and paralinguistic factors	
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### 5.1.17. Mono vs. multisyllabic words and linking devices.

The prevalence of multisyllabic, formal lexical items indicative of general academic discourse as well as technical words associated with TESOL and Applied linguistics in B's text reinforced the academically literate, skilled writer voice types - as per the example below:

In the past centuries, researchers have learnt a great deal about nonverbal communication. Nonverbal communication is considered as an indispensable component of human interaction and it bears close relationship with culture. Each culture has a set of norms regarding the appropriateness of different types of body language and paralinguistic factors.

A reader considerate voice is similarly shaped by means of the high number of linking devices placed throughout the text and, also, in various positions within a sentence. Linking devices coded in the text are tabulated below in table 5.12. and include academic vocabulary items such as *in this study*, *much discussion*, *Firstly*, and *according to*.

Table 5.12. *Linking Devices*

Descriptive Code: Linking Devices	Interpretive Codes
In addition Therefore Also According to However For example Besides In another example In this way In general Furthermore Firstly In other words Instead That is Similarly In other words As discussed above Moreover In this category Besides In this study Further	Academically literate voice Reader considerate voice

**5.1.18. Semiotic mode.** The semiotic mode of B's text also allows for an academically literate voice type to emerge from the data. The text is plain and unadorned and adheres to the guidelines set out by the Education Faculty at the university. This interpretive code or voice type reinforces the other interpretive codes which emerged from the textual descriptive codes. That is, the descriptive coding indicates that B positions himself as someone who views texts as constructed according to the conventions of the academic register.

**5.1.19. Conclusion.** The analysis of B's text gave rise to a range of interpretive codes or voice types which characterise his authorial voice as academic, formal, assured, and knowledgeable. These voice types position B as a discourse insider who seeks membership of the particular academic community. Table 5.13. includes a list of B's voice types as analysed in the text.

Table 5.13. *B's Voice Types*

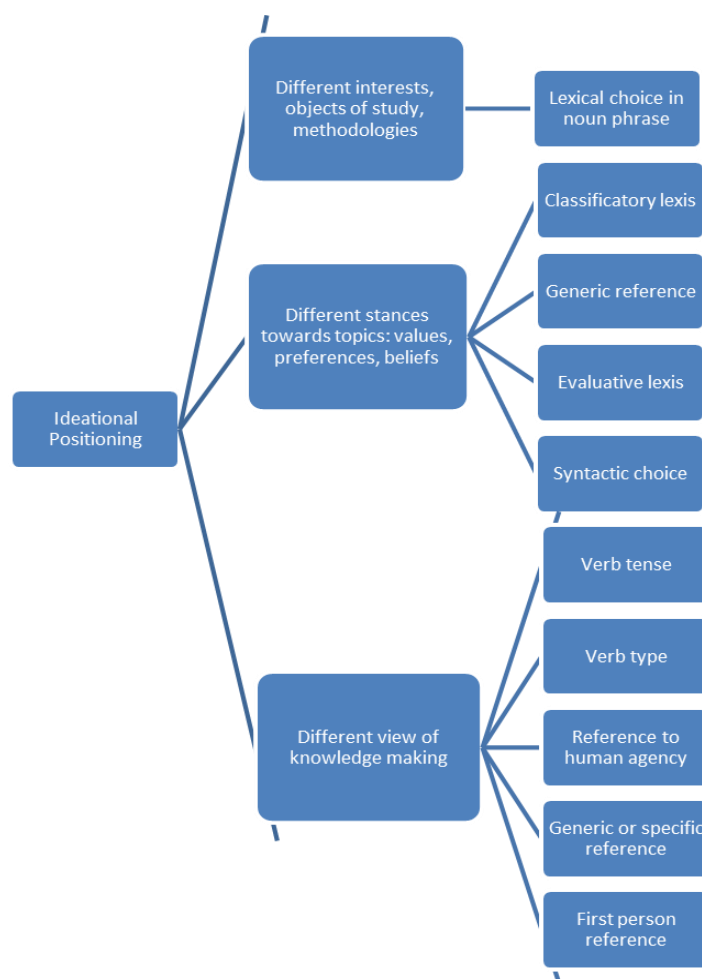
<b>B's Voice Types – Text 1</b>
Educated voice
Skilled writer voice
Interested in the field voice
Interested in the topic voice
Knowledgeable voice
Educator voice
Educated voice
Reader considerate voice
Self-assured voice
Challenging voice
Certain voice
Interested in academic research voice
Insider voice
Scholarly voice
Knowledge as personal voice
Authoritative voice
Confident voice
Opinion-holder voice
Particular points of view voice
Academic voice
Professional voice
Abstract academic voice
More tentative voice
Formal voice
Impersonal voice
Positivist voice

## 5.2. Text 2

B's second essay was the second major assignment for the unit *Teaching English as a Second/Foreign Language*. The second essay was also an own choice topic. In this text, B explored teaching grammar as explicit knowledge in the context of a second or foreign language and advocates for the explicit teaching of grammatical forms in EFL contexts.



**5.2.1. Ideational positioning.** The analysis of the ideational positioning in B's text involved examining the linguistic realisations of different interests, objects of study, methodologies; different stances towards topics: values, preferences, beliefs, and different views of knowledge making. The linguistic realisations associated with the ideational macrofunction are set out in Figure 5.4.



*Figure 5.4. Ideational Positioning*

**5.2.2. Lexical choice in noun phrase.** In relation to different interests, and objects of study and methodologies, the noun phrases in B's text position him as a discourse insider giving rise to a knowledgeable and interested in the material voice types. This is evident in B's choice of noun phrase which consistently align with the Applied linguistics discourse community and, also, the specific field of the essay (see Table 5.14. for a complete list of descriptive and

interpretive codes). This use of technical TESOL/EFL related vocabulary is incorporated throughout the text including the repetition of lexis such as *linguistic form, grammatical competence, contextually appropriate sentences, non-interface position, form focused instruction, psycholinguistic foundation, and target feature*. All noun phrases in the text have been tabulated below in Table 5.14. alongside the interpretive codes or voice types which emerged from the data. High instances of particular lexical items have also been highlighted.

The lexical choices which B has incorporated into his essay position him in relation to different objects and interests of study as a knowledgeable insider, as well as an expert in the field. This use of lexis associated with the field is manifest in example one below in, among others, *grammatical competence* and *production and reception in language*.

This view is further elaborated by Larsen-Freeman (1991), when she argues about the place of grammatical competence in communicative competence. In the conventionally accepted model of communicative competence, grammatical competence is one of the major components, describing the knowledge of “lexical items and of rules of morphology, syntax, sentence- grammar semantics, and phonology (Canale & Swain, 1980)”. However, Larsen-Freeman argues that, despite the importance of grammar knowledge for the communication to take place, but it is not enough to describe all the process of production and reception in language. In her opinion, the grammatical competence should enable language learners to use the language accurately, meaningfully, and appropriately (1991). (1991). The above discussion reveals two views of grammar, the knowledge of grammar and the competence of grammar. It also leads to the following discussion of two important concepts that related to that separation: the implicit knowledge and the explicit knowledge (paragraph 3).

B further positions himself as a discourse insider in noun usage by means of lexis associated with the general academic discourse community including *theoretical rationale, pedagogical, concepts, major components, and the literature*. In this way, B’s stance towards the ideational system of the text constructs the knowledgeable voice of someone who seeks alignment with other discourse insiders. The data analysis also shows that B has an interested in the field voice as well as an interested in the academic world voice type.

Table 5.14. *Lexical Choice in Noun Phrase*

Descriptive Code: Lexical Choice in Noun Phrase	Interpretive Codes
<p>The role of grammar  Language teaching  Grammar teaching  Language education  Implicit knowledge  Explicit knowledge  Teaching method  Different perspectives  The linguistic point of view  A system of rules  The conventional arrangement and relationship of words in a sentence  The correct linguistic form  The speakers  English speakers  The first person singular pronoun  Form-governing rules  Language learners  Those forms  Grammatical competence in communicative competence  The conventionally accepted model of communicative competence  The major components  Grammar knowledge  Communication  The language  Two views of grammar  The knowledge of grammar  The competence of grammar  the grammatical correct and contextually appropriate sentences  the linguistic views  a native English speaker  grammatical correctness  a school assignment  the grammar rules  the literature from the fields of psychology  second language acquisition  the relationship between explicit and implicit knowledge  the non-interface position,  weak interface position, and strong interface position  The three relationships  the “learnt” knowledge and “acquired” knowledge  theory  grammar instruction  scholars  uncontrolled settings</p>	<p>Interested in the field voice  Insider voice  Expert voice  Knowledgeable voice</p>

<p> pedagogical plans  the zero option  classroom learners  form focused instruction  the interface position  Krashen's non interface position  A number of applied linguists  The language learning process  The declarative knowledge  two end-points at a continuum  two distinctive knowledge systems  explicit knowledge and automatic processing  a weak interface position  that those pedagogical or conscious rules  the internal knowledge  natural communication  those pedagogical rules  the internalisation and actual use of the rules  the model of weak-interface position,  the implicit knowledge functions as a kind of filter  the explicit knowledge from instruction  the model  an explicit form  relationship  the ultimate goal for learners  the three models  three different theoretical explanations  the inevitable route from learning and practicing explicit  knowledge  reiterates the importance of instruction of explicit  knowledge  the role of implicit knowledge in the process of learning.  These theories  the practioners in the field of language education  the related pedagogic actions  language users  a major problem  morpheme studies  longitudinal studies of classroom SLA (second language  acquisition)  L2 knowledge  Grammatical structure  The formal instruction  The learner's internal syllabus  Classroom instruction  the development of the interlanguage system of learners?  The language output  The accuracy of the language  the input and the learners' language production  these three functions of explicit knowledge </p>	
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<p> the development of learners' implicit knowledge  the Delayed-Effect Hypothesis  direct teaching or indirect teaching  direct explicit grammar teaching  The deductive learning  certain grammar rule or structure  an exercise or activity  the oldest types of direct teaching  the grammar-translation method (GT)  The main characteristic of the GT method  decontextualised sentences  a grammar point  these sentences  the authors of textbooks  the method  a real world  the language  the GT method  Communicative Language Teaching (CLT)  is a long-standing teaching model  the "PPP" model  includes the presentation of the language points or  functions  other controlled exercises  a production stage  free activities  the characteristics of the PPP model  that the sequence of the three steps  the class  the production stage  than the traditional GT method  the teaching contents and the process of the lesson  a clear teacher role  the power relationship  a popular belief  the Asian context  the critical reasons  the long-standing popularity of the PPP model  tangible goals, precise syllabuses, and a comfortably  itemisable basis  the teachers and the learners  a standard text  the teaching method  on the inauthentic language input or exercises in the PPP  model.  the teaching process.  Language points  The taught forms  The world  The benefits </p>	
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<p>Important factor</p> <p>the pros and cons of Task-based Language Teaching (TBLT)</p> <p>twelve secondary school teachers and ten teacher educators in Hong Kong</p> <p>the ideal replacement of PPP approaches in academic fields</p> <p>the traditional PPP approaches.</p> <p>of the complexity of the TBLT approach</p> <p>the indirect instruction</p> <p>inductive learning</p> <p>a specific grammatical structure</p> <p>the underlying rule</p> <p>the aim of a grammar task</p> <p>the active language</p> <p>one specific type of grammar task, the consciousness-raising tasks (CR)</p> <p>The psycholinguistic foundations for the CR task</p> <p>The relationship</p> <p>The design of the CR task</p> <p>learners' awareness or consciousness</p> <p>grammatical features through formal instruction</p> <p>the targeted features</p> <p>of the reconstructing of learners' implicit linguistic knowledge</p> <p>this idea</p> <p>the targeted language features</p> <p>the reconstructing of learners' implicit linguistic knowledge</p> <p>the existing system of linguistic knowledge</p> <p>new hypothesis</p> <p>between the new feature and the existing system</p> <p>Consciousness-raising task</p> <p>the CR task from other traditional grammar activities</p> <p>the task</p> <p>the learner's production</p> <p>the minimal production of that feature</p> <p>learner's attention</p> <p>of the features in communicative input</p> <p>three advantages</p> <p>the CR task</p> <p>grammar problems</p> <p>the major task</p> <p>trivial problems</p> <p>the serious language study</p> <p>Asian countries such as Japan and Hong Kong</p> <p>the local educational context</p> <p>the use of the target language</p> <p>the assessment of the task performance</p> <p>the traditional teacher-fronted language lesson, the</p>	
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grammar consciousness-raising task the job of the serious language study. A theoretical rationale Formal instruction The development of SLA The PPP approach and conscious raising task An ideal substitute the traditional teacher-fronted language teaching style the specific sociocultural and educational context the adoption of what methods of grammar teaching	
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**5.2.3. Classificatory lexis.** Classificatory lexis in B's text also acts to position B as a discourse insider in terms of both the general academic community as well as the Applied Linguistic specialist field by demonstrating familiarity with specialist concepts and theory. Table 5.15. below contains the descriptive and interpretive coding of classificatory lexis in B's text.

Table 5.15. *Classificatory Lexis*

<b>Descriptive Code: Classificatory Lexis</b>	<b>Interpretive Codes</b>
Language teaching Grammar teaching Language education Implicit knowledge Explicit knowledge Teaching method Different perspectives Correct linguistic form English speakers First person singular pronoun Form-governing rules Language learners Grammar knowledge Two views of grammar Grammatical correct Native English speaker Grammatical correct School assignment Grammar rules the non-interface position, weak interface position, and strong interface position The three relationships the "learnt" knowledge and "acquired" knowledge the fields of psychology second language acquisition	Knowledgeable voice Interested in academic study voice Interested in the field voice

the non-interface position uncontrolled settings pedagogical plans the zero option classroom learners form focused instruction the interface position a weak interface position that those pedagogical or conscious rules the internal knowledge natural communication those pedagogical rules language users a major problem morpheme studies longitudinal studies applied linguists language learning process two distinctive knowledge systems ultimate goal the three models three different theological explanations inevitable route pedagogical actions Grammatical structure The formal instruction The learner's internal syllabus Classroom instruction Language output Deductive learning Grammar task Oldest types Grammar point Real world Teaching model Controlled exercises Free activities Production stage Teacher role Power relationship Popular belief Asian context The PPP model Inauthentic language input Teaching process Secondary school teachers Teacher educators Basic options Academic fields underlying rule	
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grammatical features through formal instruction the targeted features targeted language features new hypothesis three advantages CR task grammar problems major task trivial problems serious language study Asian countries such as Japan and Hong Kong local educational context traditional teacher-fronted language lesson new feature teachability hypothesis	
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The classificatory lexis in *Two general types of explicit grammar teaching method* (1), two distinctive knowledge systems (7), Consciousness-raising task (multiple use), contextually appropriate sentences (multiple use), and different perspectives (2) reflect lexemes common in the particular field, or how concepts are defined and described typically as related to the topic. Classificatory lexis in B's text, consequently, positions him as knowledgeable regarding the topic of the text. More non-technical classificatory lexis such as *basic options* in *The basic options can be divided into direct teaching or indirect teaching, which will be discussed respectively later* classified the two particular grammatical models discussed for the purposes of developing argumentation. The evaluative lexis present in the text positions B as interested in the field of the text.

**5.2.4. Generic reference.** There are several instances of generic reference in the text which are delineated in Table 5.16. Generic reference serves to position B's stance towards the material of the essay including *many parts of the world* and *people* in *At present, the GT method has been abandoned in many parts of the world, when people realising the importance of developing communicative competence of language learners*. This linguistic realisation indicates B's stance towards the topic as an opinion holder who believes that the abandonment of the GT method is generically widespread. This also serves an argumentation purpose as it sets the scene for the development of B's key points

in favour of a return to the GT method. Generic reference constructs a similarly knowledgeable of the field, opinion-holder voice in the following sentence from paragraph five in the use of many scholars - *However, this option has been challenged by many scholars, which leads to another position, the interface position.*

Table 5.16. *Generic Reference*

<b>Descriptive Code: Generic Reference</b>	<b>Interpretive Codes</b>
Classroom Sentence Speakers Communication The knowledge Language Many scholars The learners The scholars A real world Many parts of the world People The class teachers	Opinion-holder voice

**5.2.5. Evaluative lexis.** The prevalent use of evaluative lexis in B's second text, further, positioned B as closely aligned with, and interested in the field of the text. In other words, evaluative lexis reflects B's delineation of various positions and stances within the field. The evaluative lexis coded in the text is listed in table 5.17 below.

Table 5.17. *Evaluative Lexis*

<b>Descriptive Code: Evaluative Lexis</b>	<b>Interpretive Codes</b>
<u>Important</u> concepts The <u>most controversial</u> issue The <u>conventional</u> arrangement The <u>correct</u> linguistic form Appropriateness <u>Conventionally</u> accepted Major <u>Two important</u> concepts The <u>importance</u> of grammar A <u>careful</u> style The grammatical <u>correctives</u> Widely acknowledged The <u>importance</u> of instruction	Interested in the field voice  Knowledgeable about the topic voice Opinion holder voice

Naturally The attack <u>Two distinctive</u> knowledge systems <u>Unique</u> order <u>Weak</u> interface <u>Strong</u> interface A <u>valid</u> one Useful The usefulness The validity The <u>oldest</u> types <u>Long-standing</u> teaching model Much criticism <u>Popular</u> belief It is impossible The pros and cons Ideal replacement Prefer Several pedagogic advantages The <u>serious</u> language study Gains popularity Under constant attack Fake representations and ignorance Ideal substitute	
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The use of evaluative lexis in the construction of a knowledgeable about the topic voice is evident in the use of *two distinctive* in *They are considered two end-points at a continuum instead of two distinctive knowledge systems* which positions B as familiar with the field of the text, indeed, as having the voice type of a knowledgeable insider. This is also manifest in *the conventionally accepted model of communicative competence* from paragraph three. B's stance as an insider with knowledge of the various current positions within the field is also manifest in the use of *controversial* in *What is controversial, on the other hand, is the relationship between explicit and implicit knowledge*. This knowledge of the various strands within the field is similarly reflected in the use of evaluation in: *A weak interface position is proposed by Seliger (1979), In the theory of strong interface position, explicit knowledge and implicit knowledge are not separated and However, this option has been challenged by many scholars, which leads to another position, the interface position*. In addition to positioning himself as knowledgeable via the delineation of the field, evaluative lexis also constructs B's voice as interested in the field of study and also as an opinion-holder with stances and opinions on the topic. Indeed, the first sentence of paragraph one states that

*The role of grammar might be one of the most controversial issues in language teaching.* This strong evaluative stance towards the topic, positioning the subject within the hierarchy of the field as well as B's opinion regarding grammar in language teaching, constructs B's voice as that of an interested opinion-holder. B's strong interest and opinions regarding the field is also delineated in *However, Ellis contends that (1997) if grammar rules have to be learnt first as explicit language, it is impossible to learn a language at all. What strong interface position fails to do is to account for those cases of "acquisition" where no explicit "learning" has occurred.* B's strong agreement with Ellis' view is evident in the use of *impossible*, and *fails to do* regarding the weaknesses of the strong interface position. The use of quotation marks is also noteworthy, and serves to challenge the veracity of the terms.

Further instances of evaluative lexis which position B as an opinion holder are evident in *In this way, the PPP model is quite similar to the GT method in terms of the teaching process. They both teach by presenting language points, and then practising them. In this way, it is impossible for the learners to acquire the taught forms (Skehan, 1996).* The use of *impossible* indicates B's strong stance towards the PPP model and GT method. Likewise, strong evaluative lexis such as *major problem* and *impossible* specify B's opinion regarding teaching implicit knowledge as well as *been proved too hard* indicating a negative stance towards attempting to teach implicit grammar knowledge: *However, there is a major problem in trying to teaching the implicit knowledge. Therefore, teaching implicit knowledge is impossible to work unless it coincides with the learners' internal syllabus, and this has been proved too hard to realise (Ellis, 2002).*

A particularly strong use of evaluative lexis occurs in the following sentence: *The PPP approach gains popularity among teachers and learners although it is under constant attack from the scholars for its fake language input and ignorance of the differences among learners wherein B expresses disdain for the PPP approach indicating that while it is popular with teachers, it uses fake language and is, further, ignorant. The use of *fake* and *ignorant* in this sentence conveys a very strong stance towards this particular model of grammar instruction. The colloquial tone of *fake* and *ignorant* are also startling expressing intense negativity regarding*

the grammar model in question. In this way, evaluative lexis in B's text articulates positive and negative stances towards the material of the text constructing B's voice as that of a knowledgeable opinion-holder as well as someone who is interested in the topic of study.

**5.2.6. Syntactic choice.** The syntactic features of the text also reflect B's stance towards the topic and field reinforcing his voice types as knowledgeable about the field, and opinionated. The use of modality as outlined in Table 5.18. functions to express strong stances towards the material. This includes might in - *might be one of the most in The role of grammar might be one of the most controversial issues in language teaching*. Modal verbs in B's text also serve to delineate different opinions and positions in relation to the field including *should* in *Firstly, it should be explored the possibility of incorporating the knowledge of nonverbal communication into the EFL curriculum*, and - *The other issue that should be explored is the learnability and the teachability of nonverbal behaviours*.

Table 5.18. *Modality*

Descriptive Code: Modality	Interpretive Codes
Might be one Will be shifted Grammar can be defined Grammar can be viewed Should enable language learners language can interpret may pay more attention they can use can be divided should be abandoned can be converted can be served seems to should be taught may not directly have may be able to promote should be the they might know task can be defined should be taken into consideration	Opinion-holder voice Interested in the subject voice

Several instances of the passive in B's text shape a slightly different stance towards the topic. The coding of passive forms is included below in Table 5.19. Forms such as *it is noted*, *it is attempted*, and *it is suggested* construct a less opinionated and interested voice type in relation to the ideational network of the text. The use of passive constructions additionally act to construct a detached and academic stance towards the material, reinforcing the academically literate voice type that has emerged across B's text.

Table 5.19. *Passive Verbs*

Descriptive Code: Passive Verbs	Interpretive Codes
Can be divided	Opinion-holder voice
Will be discussed	Detached voice
Cannot be converted	
Plans and are called	
Are not separated	
Are considered	
Can be served	
Should be taught	
It is argued	
Which is known	
Is followed	
Is based	
Are taught	
Are provided	
Is not designed	
It is noted	
It is attempted	
Are discussed	
It is suggested	
Should be taken	

**5.2.7. Verb tense and type.** The verb tense patterns in B's second text combine a mix of present tense, simple past, and present perfect as is characteristic of the Western academic register (Hinkel, 2002). A sample of the coding of verb tense is shown below:

The strong interface position derives (present) from the attack (present) on Krashen's non-interface position by a number of applied linguists (Gregg, 1984; O'Malley, Chamot, & Walker, 1987; Sharwood Smith, 1981; Sorace, 1985), who argue (present) that explicit knowledge can be converted (simple past) into implicit knowledge and vice versa. In their view, the language learning process starts (present) by learning (present continuous) the declarative knowledge (or the explicit knowledge), and those knowledge will be proceduralised (simple past) gradually when

opportunities are provided (simple past) for practice. In the theory of strong interface position, explicit knowledge and implicit knowledge are (past) not separated (simple past). They are (past) considered (simple past) two end-points at a continuum instead of two distinctive knowledge systems.

Verbs of thinking, study, and research in the text also shapes an academic stance of voice type. The use of lexis such as *examine*, *discuss*, *define*, and *argue*, as listed in Table 5.20. positions B's voice as interested in the academic field.

Table 5.20. *Verb Type*

Descriptive Code: Verb Type	Interpretive Codes
Re-examining	Academic voice
Examining	Interested in academic study voice
Discussed	
Discusses	
Taught	
Examines	
Defined	
Viewed as	
Describe	
Related to	
Elaborated by	
Argues	
Enable	
Reveals	
Indicates	
Noted	
Acknowledged	
Divided	
Propose/d	
Supported	
Claims	
Considered	
Suggests	
Provide	
Stresses	
Summarises	
Facilitate	
Validated	
Enables	
Facilitates	
Explains	
To exemplify	
Includes	
Explores	
Notes	

Determines Repeated Identifies Conducted Suggests Indicated Involves Expresses Compares Aims Recommends	
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**5.2.8. Reference to human agency.** Reference to people as agents of knowledge making in the text is generally positivist and impersonal with some subjective references to researchers via the use of personal pronouns *This view is further elaborated by Larsen-Freeman (1991), when she argues about the place of grammatical competence in communicative competence, and in her opinion.* The majority of references to human agency, however, are collective or abstract references to researchers or studies. Table 5.21. contains the descriptive coding of these references. This aligns B's ideational voice type with the academic discourse community as positivist, objective and academic. B's reference to his own agency is also abstract with his writing referred to as *this* or *the essay*. This reference to human agency shapes B's voice as positivist and, for the most part, objective, again, aligning him as a writer with the academic register.

Table 5.21. *Reference to Human Agency*

<b>Descriptive Code: Reference to Human Agency</b>	<b>Interpretive Codes</b>
This essay It examines In the following part of the essay The essay From the linguistic point of view This view is further elaborated by Larsen-Freeman (1991), when she argues Larsen-Freeman argues In her opinion, The above discussion According to Ellis (2002) Larsen-Freeman called Ellis defines	Positivist voice Objective voice Subjective voice Academic voice



<p> This distinction between implicit and explicit knowledge is widely acknowledged in <u>the literature from the fields of psychology</u> (for example, Paradis (1994) and second language acquisition (SLA), such as Bialystok (1991).  proposed by Krashen  in his theory  according to him  in Krashen's view  This idea is also supported by other scholars such as Dulay, Burt, and Prabhu.  They propose  Many scholars  Ellis (1997) summarises  Ellis contends  proposed by Seliger (1979), who argues  Ellis (1997) also suggests  As can be seen from the above discussion  the three models provide three different theoretical explanations  These theories  will be discussed  As is discussed above  It is reasonable to assume  Ellis (1994) summarises... and he makes...  According to Ellis, he validated the usefulness of teaching explicit knowledge  The essay has discussed  Byrne (1986) explores  Skehan argues  by many scholars such as Skehan (1996), Ellis (Ellis, 1993), and Willis (1996)  According to Ellis... he argues...  Careless conducted  According to his study, Careless  Ur (1988) further suggests  Swain expresses this idea... She writes...  Foto summarises three advantages  According to Foto  Thus, Foto, recommends  During the course of this essay </p>	
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**5.2.9. Generic or specific reference.** The presence of generic reference in the text also reinforces the objective knowledge voice which emerged in the analysis of reference to human agency. The instances of generic reference outlined in Table 5.22. below contribute to an abstract view of knowledge and knowledge making by creating distance and formality in the text. This shapes B's voice type in relation to knowledge making as objective and detached.

Table 5.22. *Generic Reference*

<b>Descriptive Code: Generic Reference</b>	<b>Interpretive Codes</b>
Classroom Sentence Speakers Communication The knowledge Language Many scholars The learners The scholars A real world Many parts of the world People The class teachers	Objective voice

**5.2.10. Interpersonal positioning.** Evaluation, modality, first person reference, and verb mood in relation to different degrees of self-assurance and certainty as well as different power relations between the writer and the reader were analysed in relation to interpersonal positioning. Figure 5.5. sets out the interpersonal macrofunction.

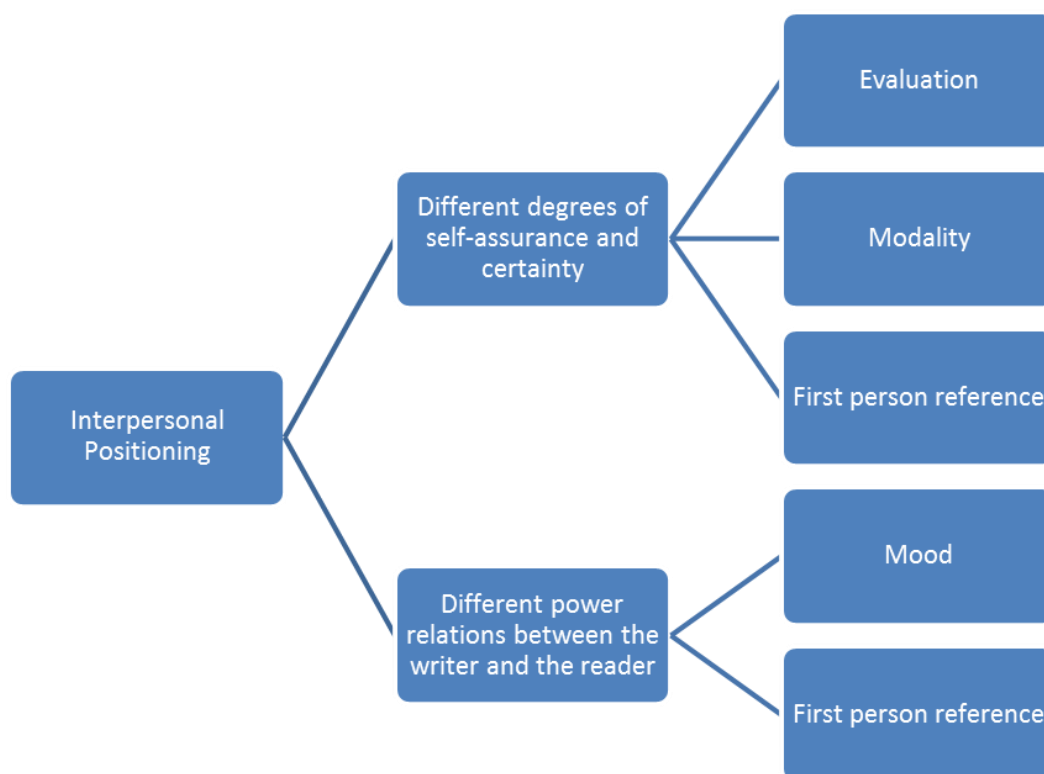


Figure 5.5. Interpersonal Positioning

**5.2.11. Evaluation.** The use of strong evaluative lexis in Text 2 shapes B as self-assured, strong, and certain. Lexis such as *the most controversial* in *The role of grammar might be one of the most controversial issues in language teaching*, and *fails to do* in *What strong interface position fails to do is to account for those cases of “acquisition” where no explicit “learning” has occurred* shape B’s voice as strong and assured in relation to the topic of the text. *Impossible*, *constant attack*, and *fake language input* are further examples of strong evaluative lexis in the text which shape B’s voice as certain. An expert voice also emerges in the coding of evaluative lexis as B’s strong views on the topic position him as a knowledgeable insider. *Widely acknowledged* and *what is controversial* in - *This*

*distinction between implicit and explicit knowledge is widely acknowledged in the literature from the fields of psychology (for example, Paradis (1994) and second language acquisition (SLA), such as Bialystock (1991). What is controversial, on the other hand, is the relationship between explicit and implicit knowledge. Other instances of evaluative lexis in B's text have been listed in Table 5.23. below.*

Table 5.23. *Evaluation*

<b>Descriptive Code: Evaluation</b>	<b>Interpretive Codes</b>
<u>Important</u> concepts The <u>most controversial</u> issue The <u>conventional</u> arrangement The <u>correct</u> linguistic form Appropriateness <u>Conventionally</u> accepted Major <u>Two important</u> concepts The <u>importance</u> of grammar A <u>careful</u> style The grammatical <u>correctives</u> Widely acknowledged The <u>importance</u> of instruction Naturally The attack <u>Two distinctive</u> knowledge systems <u>Unique</u> order <u>Weak</u> interface <u>Strong</u> interface A <u>valid</u> one Useful The usefulness The validity The <u>oldest</u> types <u>Long-standing</u> teaching model Much criticism <u>Popular</u> belief It is impossible The pros and cons Ideal replacement Prefer Several pedagogic advantages The <u>serious</u> language study Gains popularity Under constant attack Fake representations and ignorance Ideal substitute	Knowledgeable voice Expert voice Self- assured voice Strong voice Certain voice

**5.2.12. Modality.** Instances of modality in the text also indicate a relatively self-assured way of writing and voicing for B. Modal markers of certainty in the text include what *should be taught*, *will be shifted context should be taken into consideration*, and *The role of grammar might be one of the most controversial issues in language teaching*. Modals coded in the text are included below in Table 5.24.

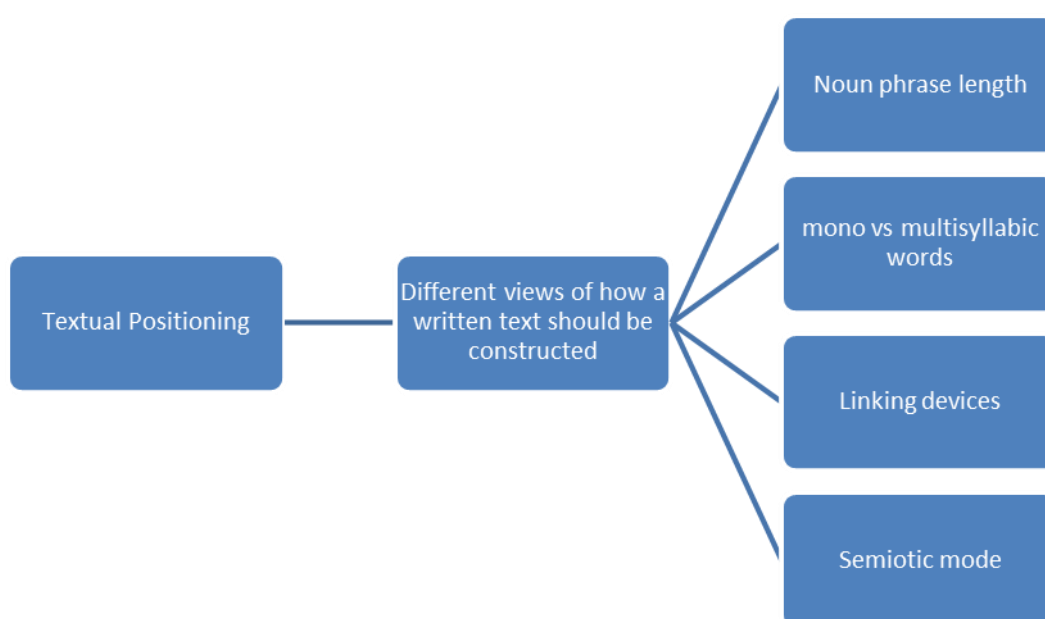
Table 5.24. *Modality*

<b>Descriptive Code: Modality</b>	<b>Interpretive Codes</b>
Might be one Will be shifted Grammar can be defined Grammar can be viewed Should enable language learners language can interpret may pay more attention they can use can be divided should be abandoned can be converted can be served seems to should be taught may not directly have may be able to promote should be the they might know task can be defined should be taken into consideration	Self-assured voice

**5.2.13. Mood and first person reference.** While B does not claim authorial presence via the use of first person reference in the text, the use of the subjunctive mood positions B as having power as a writer. The use of *should*, for example, in - *It is reasonable to assume that implicit knowledge should be taught*, and *It is suggested that the specific sociocultural and educational context should be taken into consideration, when deciding the adoption of what methods of grammar teaching* places B in the position of a confident opinion-holder. This places him in a less unequal power relationship than is generally assumed between the student-writer and the powerful marker-reader. Verb mood, therefore, results in a powerful, insider voice for B. This is particularly evident in - *The essay discusses what should be taught in classrooms and examines two general*

*types of explicit grammar teaching method* where B instructs the reader in the correct method of grammar instruction. There were no instances of first person reference in the text.

**5.2.14. Textual positioning.** In the analysis of textual positioning, different views of how text should be constructed were examined in the text. This includes noun phrase length, mono vs multisyllabic words, linking devices, and semiotic mode as shown in Figure 5.6. below.



*Figure 5.6. Textual Positioning*

**5.2.15. Noun phrase length and multisyllabic words.** The presence of relatively long noun phrases throughout B’s text, as delineated in Table 5.25. below, gave rise to interpretive codes such as an academically literate voice, a formal voice, a knowledgeable voice, and an insider voice. The presence of multisyllabic words also contributed to an academically literate voice type.

Table 5.25. *Noun Phrase Length*

Descriptive Code: Noun Phrase Length	Interpretive Codes
The most controversial issues The position of grammar teaching	Academically literate voice

<p>Two important concepts</p> <p>the implicit knowledge and the explicit knowledge</p> <p>the two types of knowledge</p> <p>the discussion of pedagogical implementation</p> <p>the second part of the essay</p> <p>the following part of the essay</p> <p>the grammar teaching options</p> <p>two general types</p> <p>explicit grammar teaching method</p> <p>the linguistic point of view</p> <p>the conventional arrangement and relationship of words</p> <p>the correct linguistic form</p> <p>the conventionally accepted model</p> <p>the process of production and reception</p> <p>the <u>language accurately, meaningfully, and appropriately</u></p> <p><u>the knowledge of grammar and the competence of grammar</u></p> <p>two important concepts</p> <p>the implicit knowledge and the explicit knowledge</p> <p>a careful style of communication</p> <p>a native English speaker</p> <p>implicit knowledge and explicit knowledge</p> <p>the non-interface position, weak interface position, and strong interface position</p> <p>the non-interface position</p> <p>the “learnt” and “acquired” knowledge</p> <p>the “learnt” knowledge and “acquired” knowledge</p> <p>a set of pedagogical plans</p> <p>the strong interface position</p> <p>Krashen’s non-interface position</p> <p>a number of applied linguists</p> <p>the language learning process</p> <p>two end-points at a continuum</p> <p>two distinctive knowledge systems</p> <p>pedagogical or conscious rules</p> <p>the internalisation and actual use</p> <p>the model of weak-interface position</p> <p>three different rhetorical explanations</p> <p>the process of grammar acquisition</p> <p>the field of language education</p> <p>the related pedagogic actions</p> <p>morpheme studies and longitudinal studies of classroom</p> <p>SLA (second language acquisition)</p> <p>Pienemann’s teachability hypothesis</p> <p>Learner’s internal syllabus</p> <p>The target of classroom instruction</p> <p>The interlanguage system of learners</p> <p>the usefulness of teaching explicit knowledge</p> <p>the input and the learners’ language production</p> <p>these three functions of explicit knowledge</p> <p>the development of learners’ implicit knowledge</p>	<p>Knowledgeable voice</p> <p>Insider voice</p> <p>Formal voice</p> <p>Skilled writer voice</p>
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<p> the development of the implicit knowledge  the Delayed-Effect Hypothesis  the validity of teaching explicit knowledge  direct teaching or indirect teaching  certain grammar rule or structure  the oldest types of direct teaching  the grammar-translation method  many parts of the world  a long-standing teaching model  the language points or functions  the characteristics of the PPP model  many language learners  the long-standing popularity of the PPP model  the inauthentic language input  the pros and cons of Task-based Language  twelve secondary school teachers and ten teacher  educators in Hong Kong  the ideal replacement of PPP approaches  the traditional PPP approaches  the complexity of the TBLT approach  the form of inductive learning  a specific grammatical structure  the active language use  the consciousness-raising tasks  The psycholinguistic foundations for the CR task  learners' awareness or consciousness  certain grammatical features  of learners' implicit linguistic knowledge  the targeted language feature  consciousness raising task  traditional grammar activities  the grammar consciousness-raising task  several pedagogic advantages  the local educational context  the traditional teacher-fronted language lesson  the grammar consciousness-raising task  the serious language study  the PPP approach and the Consciousness-Raising Task  fake language input and ignorance  the traditional teacher-fronted language teaching style  a universal accepted grammar teaching method  the specific sociocultural and educational context </p>	
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**5.2.16. Linking devices.** The coding of linking devices in the text further shapes B's voice as academically literate. Other voice types which emerged from the coding of linking ties include a skilled-writer voice, and reader-considerate voice as the linking devices serve to signpost the text for the reader.



This is evident in the introductory paragraph which contains a high frequency of linking devices:

The role of grammar might be one of the most controversial issues in language teaching. This essay starts from re-examing the position of grammar teaching in language education. Then, it examines two important concepts in grammar teaching, the implicit knowledge and the explicit knowledge. The relationship between the two types of knowledge will be discussed, therefore providing the basis for the discussion of pedagogical implementation in the second part of the essay. In the following part of the essay, the focus will be shifted on the grammar teaching options in classrooms. The essay discusses what should be taught in classrooms and examines two general types of explicit grammar teaching method.

The linking ties coded in B's text are listed below in Table 5.26.

Table 5.26. *Linking Devices*

<b>Descriptive Code: Linking Devices</b>	<b>Interpretive Codes</b>
This essay Furthermore Moreover Thereby During the course of this essay Then Therefore In the following part of the essay The essay For example However In other words In another words In this section In addition On the one hand While on the other hand In the following part of the essay As is discussed above In this way	Academically literate voice Skilled writer voice Reader-considerate voice

**5.2.17. Semiotic mode.** The written semiotic mode of B's second text coheres with the conventions set out by the Faculty of Education at the chosen university. This reinforces the insider voice types which emerged in the analysis of the linguistic realisations above.

**5.2.18. Conclusion.** The analysis of voice types in B's second text resulted in voice types closely aligned with the academic register. B's voice types in this text were also reader-considerate, technical, and knowledgeable. The voice types identified in the data are listed below in Table 5.27.

Table 5.27. *B's Voice Types*

<b>B's Voice Types – Text 2</b>
Interested in the field voice
Skilled writer voice
Reader-considerate voice
Academically literate voice
Knowledgeable voice
Insider voice
Formal voice
Certain voice
Self-assured voice
Expert voice
Strong voice
Interested in the subject voice
Objective voice
Academic voice
Detached voice
Opinion-holder voice
Academic voice
Positivist voice
Subjective voice

## Chapter 6: L - I am Western and Chinese

The results of the analysis of L's texts are presented in this chapter. L was a Master of Education student with a Bachelor of Finance from a Chinese university. L had previously had a successful career in the Finance Industry in China. The two texts analysed were written for different units. The first text was the major assessment item for a unit on teaching English as a foreign language, while the second text was written for a subject titled: *Aspects of Linguistics*. The voice types which emerged in the coding of L's texts are delineated in this chapter.

### 6.1. Text 1

L's first text is an essay of 3, 160 words examining the differences between teacher- and learner-centred education. In the essay, L applied a Chinese perspective and argues that while learner-centred education is highly effective, teacher-centred education is more suited for the Chinese context.

**6.1.1. Ideational positioning.** The data analysis of the ideational macrofunction including the different interests, objects of study, methodologies; and different stances towards topics involved examining a range of linguistic realisations for voice types. These linguistic realisations are outlined in Figure 6.1, and are followed by the explication of the analysis of L's ideational voice types.

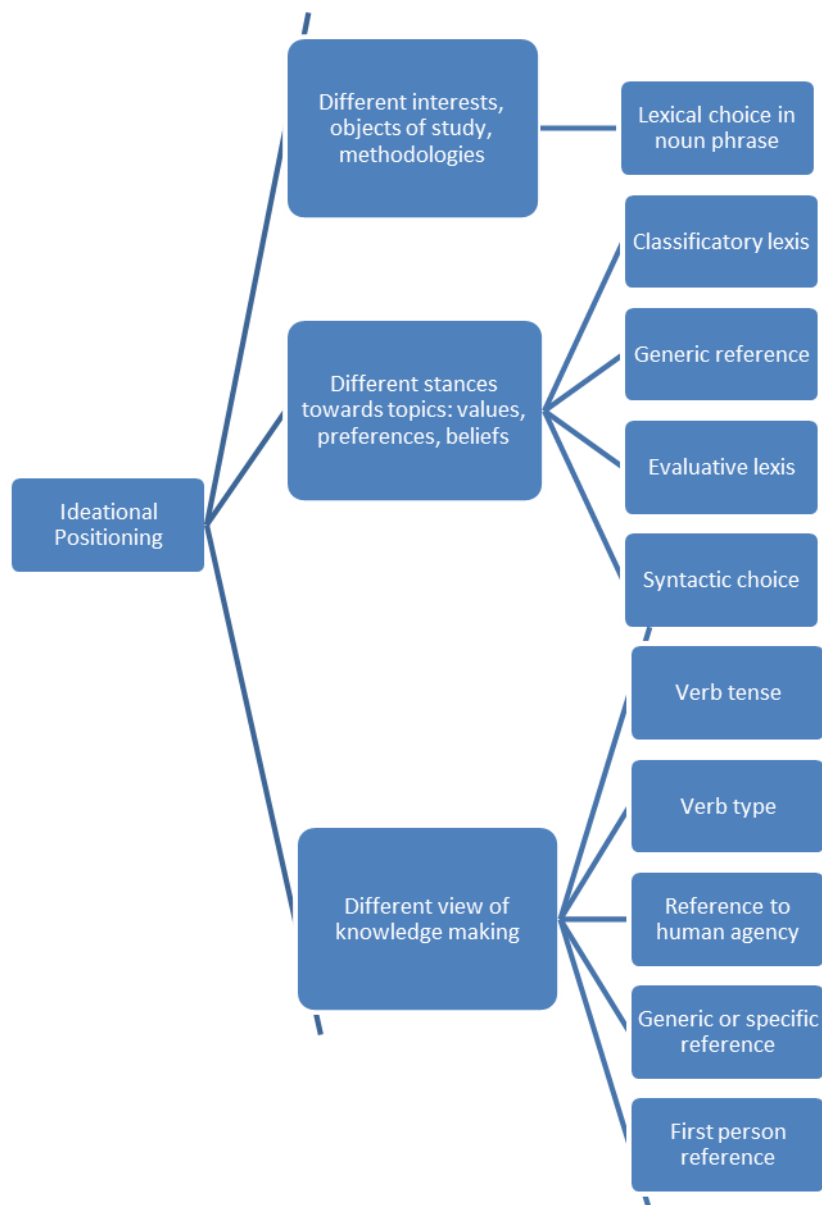


Figure 6.1. Ideational Positioning

**6.1.2. Lexical choice in noun phrase.** The coding of lexis in the noun phrases in the text indicate an interest in the topic and field of the text. Lexis related to teacher and learner-centred education, and, also, to teaching and learning position L as interested in these topics. Noun phrases such as *students' learning process, learning attitude and interaction in classroom and cultural differences, and learning content, learning outcome, the standard and criteria of teaching and assessment* shape L's voice as interested in the topic and field, knowledgeable, and also interested in being an insider voice. Lexis related to research including – *a three-step coding approach, open coding stage, axial*

*coding stage* and *selective coding stage* also shape L's voice as interested in academic research. Noun phrases in the text have been tabulated in Table 6.1. below.

Table 6.1. *Lexical Choice in Noun Phrase*

<b>Descriptive Code: Lexical Choice in Noun Phrase</b>	<b>Interpretive Codes</b>
a traditional teaching method teacher-centered approach Role of teachers The authority and presenters The class the researcher Teacher-centered education A major teaching approach Chinese education Elementary level The researcher Learner centred teaching approach Main approach Australian education Major role Teaching goals Teaching content Chinese education system Australian education system Chinese background students Australian universities The paper Two teaching methods Chinese perspective Two education systems The paper A study Ten Chinese students Teaching approaches Semi-structured interview Reflective journals The research Three aspects Student's learning process, learning attitude and interaction Classroom Cultural differences Important role Confucianism Major approach Teachers Students Passive receiver	Interested in the topic voice Interested in the field voice Knowledgeable voice Insider voice

<p>Traditional style of instruction</p> <p>Neat rows</p> <p>Passive roles</p> <p>Language teaching and learning</p> <p>Instruction methods</p> <p>Teacher-centred teaching approach</p> <p>Knowledge</p> <p>Communication</p> <p>Discussion</p> <p>Knowledge points</p> <p>Explanation</p> <p>Learners' interest</p> <p>Academic study</p> <p>Grammar, literature, and in-depth analysis</p> <p>Literary texts</p> <p>Learning process</p> <p>Concept of learner-centred</p> <p>Learning methods</p> <p>The time of learning</p> <p>A presenter of knowledge</p> <p>The goal of learning</p> <p>The standard and criteria of teaching and assessment</p> <p>The power of decision</p> <p>The teacher's hand</p> <p>The learning content</p> <p>Learning style</p> <p>Learning outcome</p> <p>A main role</p> <p>Power sharing</p> <p>The learning process</p> <p>Teaching content</p> <p>The learner's needs</p> <p>Effective teaching</p> <p>Students levels of language proficiency</p> <p>Intelligence, level of literacy, motivation, self-discipline, attitude and interest</p> <p>Learners' experiences, interests, capabilities, background and needs</p> <p>The learning content, learning style and learning outcome</p> <p>An appropriate teaching plan</p> <p>The motivation of the students</p> <p>learner-centred teaching approach</p> <p>the training of learning strategies</p> <p>learning strategy training</p> <p>the interesting activities and group work</p> <p>students' motivation and interest</p> <p>learning style and learning strategies</p> <p>this study</p> <p>two different educational systems</p> <p>the advantages and disadvantages of two teaching approach</p>	
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<p> the perspective of Chinese students  the two educational systems  the advantages and disadvantages  two teaching approaches  semi-structured Interviews  ten Chinese international students  tertiary level  these students  the participants  major of computing, international business and accounting  five interviewees  teaching experience  primary school  the data  a two-month period  interview transcripts  a constructivist grounded theory approach  a three-step coding approach  coding stage, axial coding stage and selective coding  the west and Asian countries  six categories  the following section  five categories  Chinese perspective  Purpose of learning  The coding process  Learner-centered approach  Students' motivation  The power of decision  The teachers' hand  The teacher  One participant  The memorisation of knowledge  The memories of the knowledge  One interviewee  Most participants  Learner-centered approach  Problems and limitations  The fixed content and teaching goal  Teacher and students' time  Teacher class  Fixed teaching goal and content  Teaching goal and teaching content  The teachers  English teacher  Learning outcome in teacher-centered approach  Learner-centered education system  Four interviewees  Their negative opinion  Learning method </p>	
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Teacher-centered education Three interviewees The test Knowledge Chinese senior high school Higher mark in exam Australian students Primary students Four out of ten participants Elementary education Elementary education level The national syllabi The teaching goal and curriculum Primary school and middle schools A clear and logical knowledge Typical children and teenagers Some children A disciplined framework A authority Five out ten participants Australian university's classroom Facilitators The differences of cultural backgrounds The data analysis The benefits Shared power Student's effective learning outcome This approach Learning attitude Western culture and Asian culture Some limitations A suitable learning style The evidence More positive opinions The other considerable finding The benefits and the limitations of the teacher-centered teaching approach The fixed content Teaching goal Teacher and students' time A significant findings Many negative attitude Advantages and disadvantages The opinions of Chinese background students The negative impacts on learning process Socio-cultural factors The context of Chinese community The participants in the study	
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**6.1.3. Classificatory lexis.** Classificatory lexis in L's text shapes her stance towards the topic, her values, and her preferences as knowledgeable, professional, and academic. Classificatory lexis such as *traditional teaching method*, *teacher-centred*, *academic study*, and *literary texts* align L with the field of the text positioning her as a knowledgeable insider. Instances of classificatory lexis in the text function to construct L's voice as professional and knowledgeable in relation to the topic. Instances of classificatory lexis have been coded below in Table 6.2.

Table 6.2. *Classificatory Lexis*

Descriptive Code: Classificatory Lexis	Interpretive Codes
a traditional teaching method	Knowledgeable voice
teacher-centred approach	Professional voice
Teacher-centred education	Academic voice
A major teaching approach	
Chinese education	
Elementary level	
Learner centred teaching approach	
Main approach	
Australian education	
Major role	
Teaching goals	
Teaching content	
Chinese education system	
Australian education system	
Chinese background students	
Australian universities	
Two teaching methods	
Chinese perspective	
Two education systems	
Ten Chinese students	
Teaching approaches	
Semi-structured interview	
Reflective journals	
Three aspects	
Student's learning process, learning attitude	
Cultural differences	
Important role	
Major approach	
Passive receiver	
Traditional style	
Neat rows	
Passive roles	
Language teaching and learning	
Instruction methods	
Instruction methods	

<p>Teacher-centered teaching approach</p> <p>Academic study</p> <p>in-depth analysis</p> <p>Literary texts</p> <p>Learning process</p> <p>Learning process</p> <p>learner-centered</p> <p>Learning methods</p> <p>The teacher's hand</p> <p>The learning content</p> <p>Learning style</p> <p>Learning outcome</p> <p>main role</p> <p>Teaching content</p> <p>language proficiency</p> <p>The learning content, learning style and learning outcome</p> <p>teaching plan</p> <p>learner-centered teaching approach</p> <p>learning strategy</p> <p>educational systems</p> <p>two teaching approach</p> <p>Chinese students</p> <p>two educational systems</p> <p>semi-structured Interviews</p> <p>ten Chinese international students</p> <p>tertiary level</p> <p>teaching experience</p> <p>primary school</p> <p>interview transcripts</p> <p>a constructivist grounded theory</p> <p>a three-step coding approach</p> <p>coding stage, axial coding stage and selective coding</p> <p>the west and Asian countries</p> <p>six categories</p> <p>the following section</p> <p>five categories</p> <p>Chinese perspective</p> <p>The coding process</p> <p>Learner-centered approach</p> <p>The fixed content and teaching goal</p> <p>English teacher</p> <p>Learning outcome in teacher-centered approach</p> <p>Learner-centered education system</p> <p>Learning method</p> <p>Teacher-centered education</p> <p>Chinese senior high school</p> <p>Australian students</p> <p>Primary students</p> <p>Elementary education</p>	
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Elementary education level The national syllabi The teaching goal Primary school and middle schools Australian university's classroom The data analysis learning outcome learning style learning process Chinese community	
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**6.1.4. Generic reference.** Instances of generic reference in L's text position her as having a formal and academic stance towards the content of the text. This includes reference such as *teachers*, *students*, *higher education*, and *Asian culture*. The generic reference used in the text have been coded in Table 6.3. below.

Table 6.3. *Generic Reference*

<b>Descriptive Code: Generic Reference</b>	<b>Interpretive Codes</b>
Teachers The west Asian countries Asian cultures Asian students Higher education The researcher Students Classroom The class A study The knowledge Learners Learning methods The learner's needs Teaching and learning The curriculum The data The codes Test Exam Subject Many benefits	Formal voice Abstract academic voice

**6.1.5. Evaluative lexis.** The descriptive coding of evaluative lexis in L's text allowed for several voice types to emerge in relation to her stance towards the topic, her values, and her preferences. In the essay, L discusses the traditional Confucian system of education referring to teachers as the authority and presenters of the knowledge in - *As a traditional teaching method, teacher-centred approach focuses on the role of teachers. It means that teachers are the authority and presenters of the knowledge in the class.* Teachers in the Chinese system are further evaluated as requiring to be followed *without doubt, because teacher is not only knowledgeable, but also explain controversial questions and show them right way to students.* L concludes her essay by suggesting that the Confucian system is the best option for China, while the learner-centred Western approach has a slight advantage in relation to student outcomes. This is evident in - *Learning outcome in teacher-centred approach was not as effective as that in learner-centred education system.*

Evaluative lexis also shapes L's stance toward the topic as she outlines different stances and positions within the field. *Traditional style and students sit quietly in neat rows* in - *According to Halperin (1994), in most classrooms, the majority of activities continue to use traditional style of instruction, where students sit quietly in neat rows facing to the teacher, and passively receiving knowledge from teacher standing in front of the class* indicates that L is interested in aligning with prevailing views within the field. The delineation of the positions in the field via the use of evaluative lexis is also evident in exact understanding, every word, and in-depth analysis from the following sentence:

*According to Barnhouse (1981), in this type of class, the learners' interest is focused upon an exact understanding of every word, academic study of grammar, literature, and in-depth analysis of literary texts.*

The interpretive codes which, thus, emerged from the analysis of evaluative lexis (as listed in Table 6.4.), shape L's voice as that of an opinion-holder.

Table 6.4. *Evaluative Lexis*

Descriptive Code: Evaluative Lexis	Interpretive Codes
<p>Teachers are the authority and presenters of knowledge</p> <p>A major teaching approach</p> <p>Main approach</p> <p>Major role</p> <p>Difficult</p> <p>Benefits and limitations</p> <p>An important role</p> <p>Affected heavily</p> <p>Without doubt</p> <p>Not only knowledgeable</p> <p>Controversial</p> <p>The right way</p> <p>The authority</p> <p>Passive receiver</p> <p>Most classrooms</p> <p>The majority</p> <p>Neat rows</p> <p>“products”</p> <p>Passive roles</p> <p>Ignores importance of</p> <p>Exact understanding</p> <p>In depth analysis</p> <p>Main role</p> <p>Beneficial</p> <p>Effective teaching</p> <p>Appropriate teaching plan</p> <p>More effective</p> <p>The most efficient way</p> <p>Heighten learner awareness</p> <p>Interesting activities</p> <p>Two different</p> <p>Most participants</p> <p>Highly valued significances</p> <p>Correct way</p> <p>Lost in study</p> <p>Learn effectively</p> <p>Not as effective</p> <p>Negative opinion</p> <p>Failed to enable</p> <p>Not interesting in knowledge</p> <p>Too much stress</p> <p>More creative and positive</p> <p>More active and positive</p> <p>Effective</p> <p>Clear and fixed</p> <p>Lacked self discipline</p>	<p>Opinion holder voice</p> <p>Supportive of Confucian education voice</p>

A disciplined framework Without doubt Interaction was more active and effective Different Effective learning outcome More positive Many benefits Some limitations Some Chinese students A suitable learning style More positive opinions More effective Considerable finding More limitations Not as effective Successful A significant findings Many negative attitude Suitable Positive learning attitude More interaction Appropriate teaching approach	
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**6.1.6. Syntactic choice.** Some of L's syntactic choices also construct her voice types, in relation to different interests and values, as less interested in membership of the academic discourse community as well as less strong in her views on the topic. The lack of passive forms in L's text suggests a lack of distance and formality as associated with the academic register (Hinkel, 2002). This allows for a less Western academic voice type to emerge. The use of modality in L's text also results in a less strong and opinionated stance in relation to the topic and field in comparison to the coding of evaluative lexis (the coding of modality is listed below in Table 6.5.). This is manifest in: *In learner-centred approach, the interesting activities and group work may arouse students' motivation and interest*, and *The evidence shows that the fixed content and teaching goal may save teacher and students' time* (Weimer, 2002). This hedging, however, might also indicate a desire to align with the academic register.

Table 6.5. *Modality*

Descriptive Code: Modality	Interpretive Codes
Students can suggest Teachers should be respected Students can negotiate	Less opinionated voice

Could discuss Can discuss Can reveive May arouse students Could suggest Could not find Might save teacher Can be seen successful Students should respect This may due to Could learn effectively Students could learn better It can be seen May save teacher Should pride of its Students should follow and learn	
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**6.1.7. Verb tense and type.** The verb tenses used in L text were a combination of present tense, past tense, and the continuous past tense. The present tense is used, particularly, when delineating the field which indicates that the knowledge within the field is objective and true. A sample of the descriptive coding of voice tense has been inserted below. This is indicative of an academic view of knowledge as objective and true, reinforcing L's voice type as aligned with an academic view of knowledge making, or as an objective voice type.

It is suggested (present/passive) that learner-centered teaching approach is (past) a major approach in Australian education (Harris, 1992). The learner-centered teaching approach is defined (present/passive) as "an instruction that is responsive, collaborative, problem-centred, and democratic in which both students and the instructor decide how, what, and when learning occurs" (Dupin-Bryant, 2004, p. 42). That is, the teaching method involves (present) learner in the learning process. In the concept of learner-centred, the knowledge, learning methods and the time of learning are constructed (simple past) by learners and teachers together. The teachers are (past) facilitators of learning rather than a presenter of knowledge (Kember, 1997). In addition, Harden and Crosby (2000) support (present) the above opinion; he argues (present) that in order to achieve (present) the goal of learning, the learner-centred approach focuses (present) on what students do rather than what teachers do. In other words, students can negotiate (present) with teacher about learning process, which includes (present) learning content, learning outcome, the standard and criteria of teaching and assessment.

Verbs associated with research and thinking are also prevalent in L's text. The descriptive coding of these verbs has been included in Table 6.6., and, further, reinforces her voice as aligned with a positivist view of knowledge making.

Table 6.6. *Verb Type*

<b>Descriptive Code: Verb Type</b>	<b>Interpretive Codes</b>
Focus/es/ed Indicate/d Adopted Emphasises Suggest Adapt to Reports Involve/d Defined Constructed Negotiate Explore Utilise/d Encourage/d To write Investigates Show Taught Support Considered Discuss Involved Motivated Promote Achieve Makes Studied Collected Heighten Varies Attempts Receive Teach Think Arouse To reveal It seeks to find out Conducted Analysed Constructed Related to Refined	Knowledge as the result of human activity voice Positivist voice Academic voice Formal voice



Stated	
Mentioned	
Expressed	
Disclosed	
Believe/d	
Helped	
Respect	
Experienced	

**6.1.8. Reference to human agency.** Reference to humans as the agents of knowledge is absent in L's text as they are referred to by their surnames or as abstract entities in the third person. This includes examples such as *Halperin's opinion*, *According to Dupin-Bryant*, and *Harden and Crosby* in the table of coded data below. The results of human knowledge are, likewise, referred to in the abstract including *the paper aims*, *the study*, *from the data analysis*, *it showed that*, and *it is suggested*. This constructs L's voice in relation to knowledge making as objectivist and academic. The coding of reference to human agency is presented in Table 6.7.

Table 6.7. *Reference to Human Agency*

<b>Descriptive Code: Reference to Human Agency</b>	<b>Interpretive Codes</b>
the researcher indicated The paper aims to The paper reports The study The research According to Dupin-Bryant According to Halperin (1994) Bowers and Flinders (1990) support Halperin's opinion... they argue According to Barnhouse (1981) It is suggested Harden and Crosby (2000)... he argues A study shows According to Cohen The aim of this study It seeks to find The study also suggested It focuses on The research The data A three-step coding approach including open coding stage, axial coding stage and selective coding stage was used.	Objective voice Positivist voice Academic voice

The codes constructed in the research The codes were identified and labeled into six categories, which were discussed in the following section. The research showed It showed that From the data analysis The research shows The data shows The research indicated The other considerable finding The evidence shows There is a significant findings	
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#### **6.1.9. Generic or specific reference and first person reference.**

The emergence of a primarily objectivist voice in L's text is reinforced by the use of some generic reference. This serves to underscore the formality which constructs a positivist view of knowledge making. The absence of person markers in L's text also contributes to this view of knowledge as abstract, impersonal, and true, and, therefore, to an objective authorial voice type.

**6.1.10. Interpersonal positioning.** The analysis of interpersonal voice types in L's texts consisted of an examination of evaluation, modality, first person reference, and mood in the text. A diagrammatic representation of the interpersonal network has been reproduced in Figure 6.2.

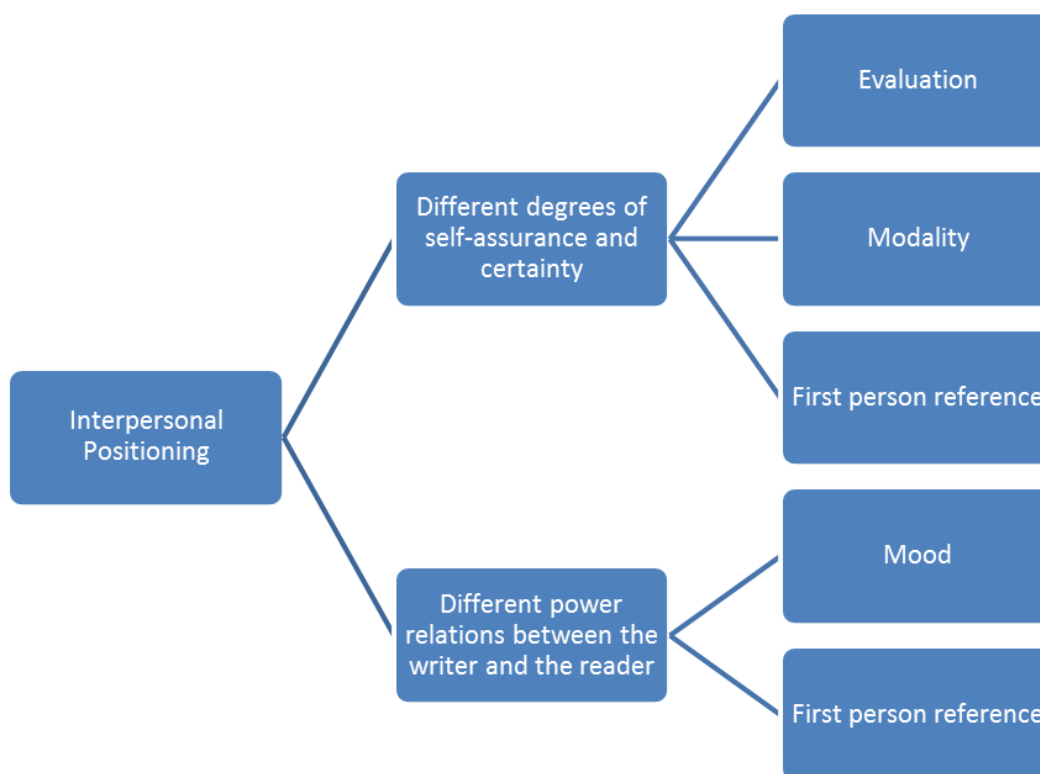


Figure 6.2. Interpersonal Positioning

**6.1.11. Evaluation.** L's inclusion of evaluative lexis shapes her interpersonal voice as both self-assured and confident. Evaluative lexis positions her as being certain in relation to her control of both the text and content. The evaluative lexis in the example below such as *many*, *more positive*, and *difficulties* constructs L's voice as self-assured in terms of the topic:

Although the research shows many benefits of learner-centered approach, there are some limitations. The research indicated that some Chinese students who study in Australia universities have difficulties of finding a suitable learning style to adapt studying in Australia (Weimer, 2002). The evidence showed that Chinese background students hold more positive opinions on learner-centered teaching approach than teacher-centered teaching approach. They believe that learner-centered approach is more effective for their learning.

Other instances of evaluative lexis (as reported in Table 6.8.) also shape L's voice as assertive. *Rarely* in *In Chinese classroom*, learners rarely do group work and

*discussion, and failed in - It is suggested that teacher-centered approach failed to enable students to remember what they had learned in classrooms are examples of this.*

Table 6.8. *Evaluative Lexis*

<b>Descriptive Code: Evaluation</b>	<b>Interpretive Codes</b>
Teachers are the authority and presenters of knowledge A major teaching approach Main approach Major role Difficult Benefits and limitations An important role Affected heavily Without doubt Not only knowledgeable Controversial The right way The authority Passive receiver Most classrooms The majority Neat rows “products” Passive roles Ignores importance of Exact understanding In depth analysis Main role Beneficial Effective teaching Appropriate teaching plan More effective The most efficient way Heighten learner awareness Interesting activities Two different Most participants Highly valued significances Correct way Lost in study Learn effectively Not as effective Negative opinion Failed to enable Not interesting in knowledge Too much stress	Self- assured voice Certain voice Confident voice

More creative and positive More active and positive Effective Clear and fixed Lacked self discipline A disciplined framework Without doubt Interaction was more active and effective Different Effective learning outcome More positive Many benefits Some limitations Some Chinese students A suitable learning style More positive opinions More effective Considerable finding More limitations Not as effective Successful A significant findings Many negative attitude Suitable Positive learning attitude More interaction Appropriate teaching approach	
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**6.1.12. Modality.** There were some instances of hedging modals in L's text which construct a more tentative voice type (the use of should is discussed below in relation to verb mood). The modality used in the text is listed in Table 6.9. below. The use of *may* in *In learner-centred approach, the interesting activities and group work may arouse students' motivation and interest*, and in *This may due to the socio-cultural factors in the context of Chinese community, according to the participants in the study* expresses hesitation in making strong claims related to ideas in the field. This creates a less certain and self-assured voice type in the text. There were no instances of first person reference in the text.

Table 6.9. *Modality*

<b>Descriptive Code: Modality</b>	<b>Interpretive Codes</b>
Students can suggest Teachers should be respected Students can negotiate	Less certain voice Self-assured voice

Could discuss Can discuss Can reveive May arouse students Could suggest Could not find Might save teacher Can be seen successful Students should respect This may due to Could learn effectively Students could learn better It can be seen May save teacher Should pride of its Students should follow and learn	
--	--

**6.1.13. Mood.** While L's text indicates some hesitation and lack of certainty regarding the material of the text, a more assertive and equal voice type is constructed via the use of *should*. Phrases such as *students should respect teacher, students should follow and learn* indicate an instructive, teaching voice assuming a more equal position with the reader. Most of the verbs in the text, however, were in the indicative mood which is typical of the academic register and did not give rise to interpretive voice codes. There was no first person reference in the text.

**6.1.14. Textual positioning.** In the analysis of textual positioning, different views of how text should be constructed were examined in the text. This includes noun phrase length, mono vs. multisyllabic words, linking devices, and semiotic mode as shown in Figure 6.3.

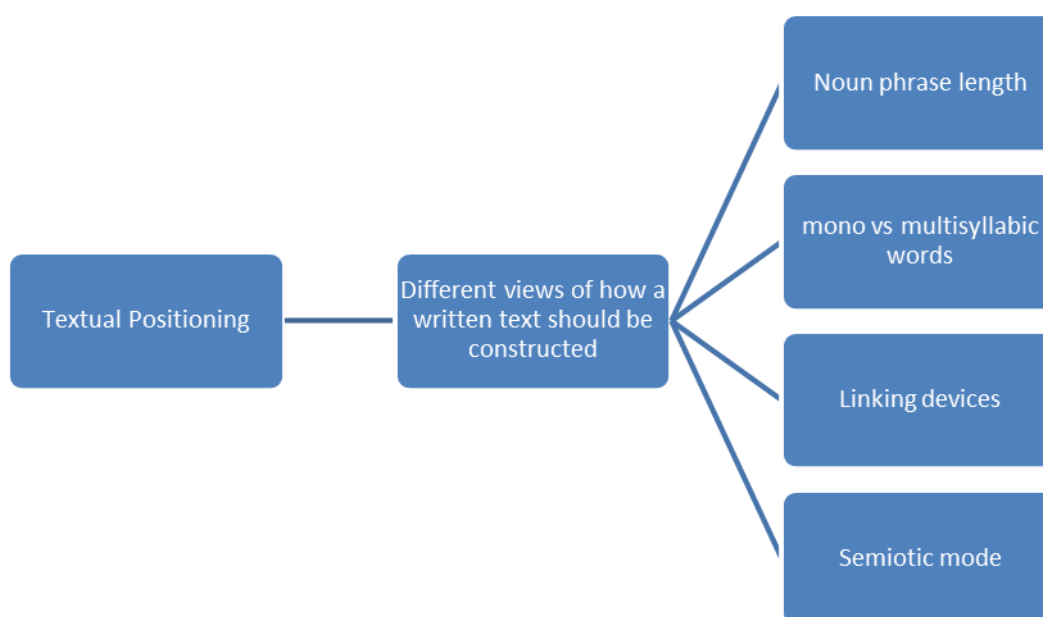


Figure 6.3. Textual Positioning

**6.1.15. Noun phrase length and multisyllabic words.** The noun phrases in L's text have been coded below in Table 6.10. The noun phrases are relatively long with some phrases containing six or seven nouns. L's text also contains many multisyllabic words such as those underscored in the example below:

From the data analysis, it can be seen that learner-centered teaching approach has the benefits for students including shared power between teachers and students in the classroom and students' effective learning outcome in this approach (Baecker, 1998; Weimer, 2002). Moreover, the research shows that Australian students tend to be more positive in learning attitude.

The long noun phrases and multisyllabic words in L's text shape her voice in relation to how written text should be constructed as aligned with academic style. That is, the voice types which emerged in the coding of noun phrase length and multisyllabic words include a formal voice, a sophisticated voice type, and academically literate voice.

Table 6.10. *Noun Phrase Length*

Descriptive Code: Noun Phrase Length	Interpretive Codes
A traditional teaching method, teacher-centred approach	Formal voice

<p> teacher-centered education  a major teaching approach  Elementary level to higher education  Learner-centered teaching approach  Australian education system  Chinese background students  Two teaching methods  Chinese students' preference  Two education systems  The participation of ten Chinese background students  A semi-structured interview  Students' learning process, learning attitude and interaction  Teacher-centered approach  Chinese traditional education  The right way to students  Teachers are the authority and students are passive receiver  Traditional style of instruction  Language teaching and learning  Teacher-centered teaching approach  This type of class  Every word, academic study of grammar, literature and in-depth analysis of literary text  the knowledge, learning methods and the time of learning  learning content, learning outcome, the standard and criteria of teaching and assessment  The learning content, learning style, and learning outcome  Students' levels of language  Intelligence, level of literacy, motivation, self-discipline, attitude and interest  Learners' experiences, interests, capabilities, background and needs  The learning content, learning style and learning outcome  An appropriate teaching plan  The most efficient way  Learning strategy training  Two ways of teaching students learning strategies  Students' motivation and interest  Two different educational systems  Two teaching approach  ten Chinese international students  major of computing, international business and accounting  a two-month period  a constructivist grounded theory approach  a three-step coding approach  coding stage, axial coding stage and selective coding  the west and Asian countries  Learner-centered approach  The fixed content and teaching goal  Teacher and students' time  Fixed teaching goal and content </p>	<p> Sophisticated voice  Academically literate voice </p>
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Teaching goal and teaching content Learning outcome in teacher-centered approach Learner-centered education system Their negative opinion Teacher-centered education Chinese senior high school Higher mark in exam Four out of ten participants Elementary education level The teaching goal and curriculum Primary school and middle schools A clear and logical knowledge Typical children and teenagers Five out ten participants Australian university's classroom The differences of cultural backgrounds Student's effective learning outcome Western culture and Asian culture More positive opinions The other considerable finding The benefits and the limitations of the teacher-centered teaching approach Teacher and students' time Many negative attitude The opinions of Chinese background students The negative impacts on learning process Socio-cultural factors The context of Chinese community The major of computing, international business and accounting A three step coding approach The fixed content and teaching goal Learner-centered education system Chinese senior high school More creative and positive than students More active and positive	
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**6.1.16. Linking devices.** L's text also incorporated a number of linking devices. These devices have been listed below in Table 6.11. and include, particularly, *for example*, *moreover*, and *in addition*. These devices, as well as contributing to a complex, sophisticated academic writing voice, also creates unity and cohesion in the text and construct a reader considerate voice. The linking devices in the passage below reflect this, beginning sentences with a signpost for the reader:

In contrast, the research shows more limitations than benefits of Chinese students' view. In teacher-centered approach, learning outcome is not as effective as that in learner-centered education system. Moreover, the evidence shows that teacher-centered teaching approach can be seen successful in elementary education in china. As a result, there is a significant findings that although Chinese students have many negative attitude on teacher-centered teaching approach, most of them believe that teacher-centered teaching approach is suitable for Chinese education.

Table 6.11. *Linking Devices*

Descriptive Code: Linking Devices	Interpretive Codes
On the one hand On the other hand For example The paper aims The paper In order to In their views As a result Moreover In addition Instead In other words Furthermore From the data analysis In contrast However	Academically literate voice Reader considerate voice

**6.1.17. Semiotic mode.** The visual layout of L's text is simple with a cover page, title, the text, and a list of references. This adheres to the academic conventions of the Education Faculty at the chosen university.

**6.1.18. Conclusion.** The voice types which arose from the coding and analysis of L's first text both align her with the academic register, and, also position her as aligning with different views and perspectives. Voice types in the text include an opinion-holder voice, an abstract academic voice, and a confident voice type. Table 6.12. below contains a list of the voice types which arose from the analysis of L's text.

Table 6.12. *L's Voice Types*

L's Voice Types – Text 1
Opinion-holder voice Supportive of Confucian education voice Knowledge as the result of human activity voice Abstract academic voice

Interested in the topic voice
Interested in the field voice
Insider voice
Knowledgeable voice
Professional voice
Reader-considerate voice
Formal voice
Sophisticated voice
Objective voice
Positivist voice
Self-assured voice
Less certain voice
Certain voice
Confident voice
Self-assured voice

## 6.2. Text 2

L's second text investigates English academic writing and the difficulties which Chinese students experience in acquiring English academic writing. In the essay, L argues for a particular teaching approach in relation to English writing and Chinese students.

**6.2.1. Ideational positioning.** The analysis of ideational positioning involved examining the linguistic realisations set out below in Figure 6.4. for L's ideational voice types.

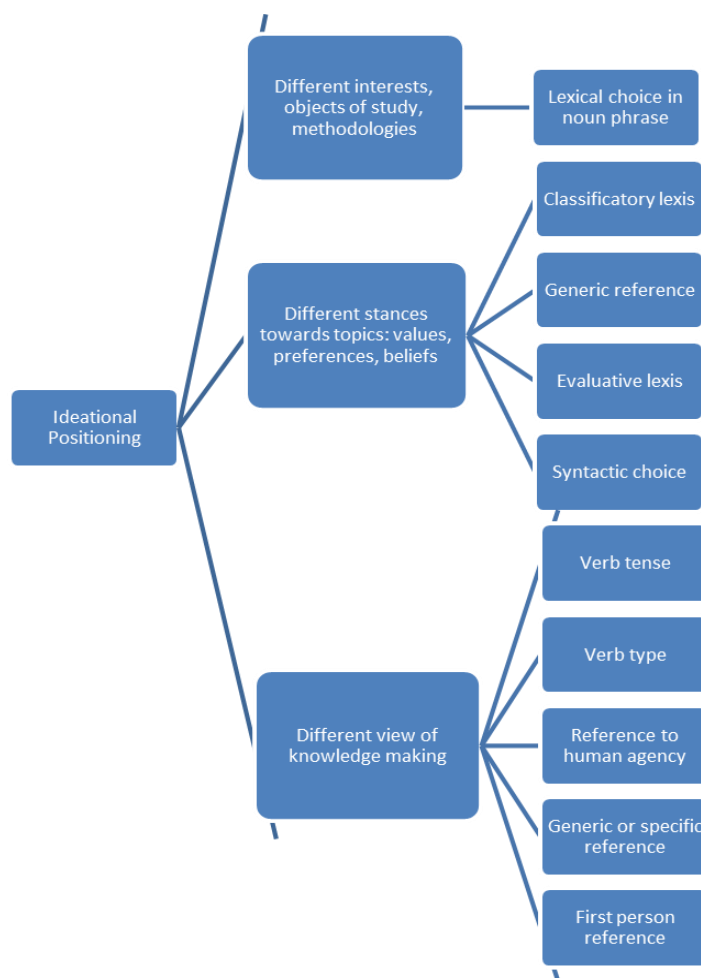


Figure 6.4. Ideational Positioning

**6.2.2. Lexical choice in noun phrase.** The lexis coded in the noun phrases in L's second text are listed in Table 6.13. and indicate her interest in the general academic discourse community, academic research, as well as the specialised topic of the essay. Nouns associated with academic discourse such as *study*, *research*, *data*, and *participants* shape L's voice as interested in the world of academic research. The inclusion of specialised lexis associated with teaching and learning strategies such as *English academic writing*, *English speaking tertiary education*, *native speakers of English*, and so on in the following example from L's text positions L as knowledgeable regarding the field. The coding of lexis in noun phrase, therefore, constructs L's voice as interested in the topic, interested in academic research, knowledgeable as well as the voice of an insider:

English Academic writing plays an important role in English speaking tertiary education. It is difficult not only for the students who are native speakers of English, but also for the international students from Asian countries such as China, Vietnam, and Indonesia. It is suggested that Chinese background students face difficulties in English academic writing in terms of vocabulary, grammar, structure of academic writing and referencing.

Table 6.13. *Lexical Choice in Noun Phrase*

<b>Descriptive Code: Lexical Choice in Noun Phrase</b>	<b>Interpretive Codes</b>
English academic writing	Knowledgeable voice Interested in the topic voice Interested in academic research voice Insider voice
English speaking tertiary education	
Native speakers of English	
Internationals students from Asian countries	
Chinese background students	
Vocabulary, grammar, structure of academic writing and referencing	
Different cultural, educational and linguistic backgrounds	
Appropriate learning strategies	
The research	
Semi-structured interviews	
Ten Chinese international students	
The language and cultural factors	
New educational requirements	
Own cultural identity	
Tertiary level in Western countries	
English language, culture and referencing	
The students who speak English as a native language	
Non-English speaking students	
The difficulty of English academic writing	
Asian students who use English as a second language	
English-speaking countries	
The different culture and perceptions	
A good job	
Significant differences	
Chinese academic writing	
Sentence structure in English	
English words	
Essays or research papers	
A lot of problems	
Grammar problems, disorder of sentence structure and misuse of referencing	
This paper	
The difficulties of English academic writing	
The Western university context	
The writing style in English	
Writing strategies	
The student's writing skills	
Ten Chinese students	

<p> The Australian university  Western education  The biggest challenge  Three facets  A good English academic writing  Various reference articles and books  Assessment, learning and entering particular disciplinary communities  The relevant knowledge  The assessment  Their ideas and thoughts  Disciplinary communities  The communication of norms in disciplines  The norms or convention of the subjects  English writing in this discipline  The English language, the text structure, the construction of arguments, grammar and punctuation  The width and depth of students' vocabulary  The accuracy and quality of their writing  The communication of writing  This opinion  Accurate meanings in writing  The importance of vocabulary  Language difficulties  Appropriate words in academic writing  Little practice in writing  Ideas and thoughts  A good academic essay  Grammatical rules  Daily communications  The language usage  The linguistics  Culture is a large group of people  History, world view, their language, languages and geographical  These groups  Culture  English rhetorical structure  The English articles  Oriental languages  The basic pattern  Different writing patterns  The cultural difference  The way of writing  Cross cultural differences in rhetoric  The organisation of English academic writing  ESL students  The rhetorical organisation of the first language of the writer  The researcher  Non-native speakers </p>	
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<p> The paragraph organisations and the overall coherence  The logic of one culture  Chinese logic structure  The key words or main points  The paragraph or the sentence  The purposes, conditions and reasons  The main ideas  The inductive, indirect, and circularly approaches  The rhetoric pattern  Stealing the words or ideas of someone else  The source  International students  The differences of writing  English culture and Chinese culture  Their previous experience of academic writing  Some reasons  Imitation as a major learning strategy  English beginners in China  The original articles  The reference  Different cultural norms  The use of reference  The authors  Unclear expression  Western students  North American students  The author  A named individual  The cultural variation  An original text  An individual's point of view  The purpose of this study  The difficulties of Chinese international students  Two specific research questions  This study  One public university  The bachelor level and master level  Five students  Education courses  Computing, accounting and business  The data collection  The data  Interview transcripts  A constructivist grounded theory approach  A three step coding approach  Open coding stage, axial coding stage and selective coding stage  The codes  The difficulties and the strategies of English academic writing </p>	
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<p> Four categories  Language usage  The lack of vocabulary  A number of academic vocabularies  Some participants  A large vocabulary  One participant  Appropriate words  The faculty of education  The English writing  The synonyms of some English words  Special expressions and contexts  Language differences  The correct use of grammar  Chinese student in English academic writing  Chinglish in English writing  Correct grammar in long sentences  Another big challenge  The differences of the way of thinking  Writing structure in English academic writing  Chinese writing structure  English writing structure  Academic level  The order of paragraphs  Native English reader  Essay assignments  Subjectivity to objectivity  Various references  Various English essays  Universities in China  Problems related plagiarism  An important part  A big problem  The Western university  Citation and quotation  A good essay  Three kinds  The importance of the organisation of an essay  Clear introduction and topic sentences  The concluding sentence  The topic sentence  The revising strategy  The sentence structure  The representation of the ideas  Grammar correction, word alteration or other adjustments  Grammar mistakes  Minor mistakes  The referencing strategy  Reference, paraphrasing and using right reference style  The three main points </p>	
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<p>Other's ideas</p> <p>A good English academic writing</p> <p>Good references</p> <p>The sources of information</p> <p>The data analysis</p> <p>All participants</p> <p>Writing style, sentence structure, grammatical rules and referencing</p> <p>The English essay</p> <p>An academic writing</p> <p>Appropriate vocabulary and correct grammatical rules</p> <p>Grammar mistakes</p> <p>Some English words and sentence structure</p> <p>A big challenge</p> <p>The writing style</p> <p>Traditional thinking way</p> <p>Right styles</p> <p>The other considerable finding</p> <p>Strategy, revising strategy and referencing strategy</p> <p>These strategies</p> <p>The most common strategies</p> <p>The topic sentences and introduction</p> <p>Revising strategy</p> <p>Writing structure</p> <p>Classmates, teachers and native English speaking friends</p> <p>Referencing strategy</p> <p>A good academic essay</p> <p>Paraphrasing and summarising</p> <p>Different sentence structure</p> <p>The application of synonyms</p> <p>Various reference articles and books</p> <p>The difficulties in English academic writing</p> <p>Language, culture and plagiarism</p> <p>A lot of problems</p> <p>The cultural and language difference</p> <p>Different cultural background and language structure</p> <p>The perceptions and ways of students</p> <p>The plagiarism</p> <p>The most important part</p> <p>Three academic writing strategies</p> <p>A good English paper</p> <p>Different writing strategies</p> <p>The various problems</p> <p>Their academic writing skills</p>	
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**6.2.3. Classificatory lexis.** Classificatory lexis in the text further positions L as having a professional, academic, knowledgeable, and interested stance towards the topic. Lexis used in the text demonstrates alignment with the field, and familiarity with the conceptual hierarchy of the topic of the essay as well as the field of Applied linguistics/TESOL. This is evident in lexis such as *English words, sentence structure, Chinese students, research papers, English academic writing, and grammar problems*. Other instances of classificatory lexis coded in the data are tabulated in Table 6.14.. Classificatory lexis in the text acts to reinforce L's authorial voice as interested in the topic, knowledgeable about the topic, professional, and, also academic in relation to the field of the text.

Table 6.14. *Classificatory Lexis*

<b>Descriptive Code: Classificatory Lexis</b>	<b>Interpretive Codes</b>
English academic writing	Interested voice
English speaking tertiary education	Knowledgeable voice
Native speakers of English	Professional voice
Internationals students from Asian countries	Academic voice
Chinese background students	
Different cultural, educational and linguistic backgrounds	
Appropriate learning strategies	
Chinese international students	
The language and cultural factors	
New educational requirements	
Own cultural identity	
Tertiary level in Western countries	
English language	
Non-English speaking students	
The difficulty of English academic writing	
Asian students	
English-speaking countries	
The different culture	
Chinese academic writing	
English words	
Essays or research papers	
The Western university context	
The writing style in English	
Writing strategies	
The student's writing skills	
Western education	
Disciplinary communities	
Student's vocabulary	
the text structure	
academic essay	
Grammatical rules	
Daily communications	

English rhetorical structure The English articles Oriental languages The basic pattern Different writing patterns The cultural difference Cross cultural differences The rhetorical organisation of the first language of the writer Non-native speakers Chinese logic structure The key words or main points The rhetoric pattern International students English culture and Chinese culture a major learning strategy English beginners in China The original articles Different cultural norms Western students North American students Two specific research questions One public university The bachelor level and master level Five students Education courses Interview transcripts A constructivist grounded theory approach A three step coding approach Open coding stage, axial coding stage and selective coding stage English academic writing Four categories Language usage Chinese writing structure English writing structure Academic level Native English reader The Western university Clear introduction and topic sentences The concluding sentence The topic sentence The revising strategy The sentence structure The referencing strategy The writing style native English speaking friends Referencing strategy A good academic essay reference articles and books different sentence structure	
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Three academic writing strategies Academic writing skills	
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**6.2.4. Generic reference.** The use of generic reference in the text resulted in interpretive codes indicating a professional and formal stance towards the topic. This contributed to L's alignment with the academic register. The coding of generic reference has been included below in Table 6.15.

Table 6.15. *Generic Reference*

<b>Descriptive Code: Generic Reference</b>	<b>Interpretive Codes</b>
Researchers The students/students Asian countries The difficulties The study International students Western countries Non-English speaking students Asian students Western education The Western university Asian The authors Western students Participants The research The students The international students Asian countries	Professional voice Formal voice

**6.2.5. Evaluative lexis.** L's use of evaluative lexis in the second text indicates an interested, knowledgeable, and strong stance towards the topic. It also establishes an opinion holder voice in relation to ideas and positions within the field. The descriptive coding of evaluative lexis has been included in Table 6.16., and reflects L's strong opinions regarding the topic, particularly her strong stance against plagiarism as evident in, for example, her definition of plagiarism as *Stealing the words or ideas of others*. L's views and stance in relation to the causes of plagiarism is also evident in her use of evaluative lexis. This is manifest in the use of *big challenge*, *traditional thinking*, *does not emphasise the importance*, and *challenges* in the example below:

Evidence shows that the style of the English essay finished by Chinese In

addition, how to avoid plagiarism is also a big challenge for many Chinese students due to the various factors influencing the writing style like traditional thinking way in Chinese and the effect of Chinese education (Lake, 2004; Moore, 1997; Shi, 2004). Since Chinese education does not emphasize the importance of avoiding plagiarism, hence, how to utilize reference in right styles and how to paraphrase other's ideas in the academic writing are the challenges for Chinese students who study at western universities.

Other instances of evaluative lexis in the text position L as taking a stance on other ideas related to the text such as the nature of academic writing in - *English academic writing is a challenging and complicated task*. This serves to construct L's voice types as interested in the topic and field of the text, and, also, as an opinion holder voice type

Table 6.16. *Evaluative Lexis*

<b>Descriptive Code: Evaluative Lexis</b>	<b>Interpretive Codes</b>
an important role difficult not only face difficulties The difficulties to investigate difficulties appropriate learning strategies to overcome challenge English academic writing is important a challenge for the students Asian students often <u>fail</u> to do a <u>good</u> job Significant differences Totally different A lot of problems in-depth insight The biggest challenge various mistakes English academic writing is a challenging and complicated task academic writing is important the accuracy and quality appropriately more effective it is necessary the importance of vocabulary appropriate words fail to arrive good command a large group many things belittles differences	Interested the topic voice Interested in the field voice Opinion holder voice

<p>             unique rhetorical structures              a problem for ESL students              negative transfer              stealing the words or ideas              the greatest difficulty              a large vocabulary              appropriate words              special expressions and contexts              embarrassment              correct use              big challenge              effective methods              the right way              a lot of problems              a big problem              to correctly use              a good essay              the correct use              the importance of              a clear introduction              coherent and logic              not as important              minor mistakes              crucial to achieve a good English academic writing              it is also important              appropriate vocabulary and correct grammatical rules              were also the difficulties              a big challenge              the importance              right styles              considerable finding              most common strategies              very helpful              necessary and crucial              the effective way              more useful information              a good academic essay              errors              a challenging task              the most important part              a lot of problems              some challenges              the various problems              always struggle           </p>	
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**6.2.6. Syntactic choice.** There were some instances of passive verbs in L's text as listed in Table 6.17. below. This syntactic choice constructs a formal, academic style reflecting a particular stance towards the field as complex, formal, and abstract. This reinforces L's authorial voice as both formal and academic.

Table 6.17. *Passive Verbs*

Descriptive Code: Passive Verbs	Interpretive Codes
It is suggested Was conducted Should be helped Students are expected It is reported Are influenced Are addressed	Formal voice Abstract voice

The descriptive coding of modality in the text revealed the use of *may* and *might* in order to hedge assertions, thus, creating a more tentative stance toward the subject matter of the text. This is evident in *It is recommended that Chinese students might adopt different writing strategies*, and *Also, it is stated that in the study it is difficult to use synonyms in the English writing as the synonyms of some English words may carry another meaning or may not be suitable in special expressions and contexts, even dictionaries or other sources are unable to avoid this embarrassment yet*. This shapes L's voice as more tentative than other descriptive and interpretive codes. The frequent use of *should*, on the other hand, constructs L's as alternatively also having a strong interest in the topic of the text. *Should* in the following sentences expresses a very strong opinion in relation to Chinese international students and English academic writing as well as a strong stance towards the actions that international students should take:

The findings suggested that Chinese international students should be helped to overcome challenge in English academic writing, in terms of the language and cultural factors. In addition, they should adjust their study strategies to meet new educational requirements and at the same time maintain their own cultural identity.

The coding of modality in the text, therefore, shapes L's voice types as both strong, tentative, and opinionated.

Table 6.18. *Modality*

Descriptive Code: Modality	Interpretive Codes
should	Interested voice
may	Opinion holder voice
might	More tentative voice

**6.2.7. Verb tense and type.** The coding of verb tense in the text aligned with tense usage which is typical of the academic register. That is, a mix of present, past, and present continuous. This reflects an academic view of how text should be constructed, and reinforces L's voice as academic and formal.

This paper aims (present) to examine the difficulties of English academic writing facing (present continuous) Chinese students in the western university context and review (present) the factors that influence (present) the writing style in English. Some writing strategies in English will be illustrated (simple past) to help improve (present) the student's writing skills. The paper reports (present) a study which involved (simple past) the participation of ten Chinese students at the Australian university. In order to help get in-depth insight of the difficulties in English academic writing, these students are invited (simple past) to attend a semi-structured interview and encouraged (simple past) to write reflective journals. The study disclosed (simple past) many problems that Chinese students encountered while writing (present continuous) English academic essays in western education. The biggest challenge is how to avoid (present) plagiarism and how to use (present) reference in right ways.

The presence of many verbs related to thinking, research, and writing (as listed below in Table 6.19.) in the text also shapes L's voice as academic and positivist. The presence of these academic verbs reflect a view of knowledge as the product of human thought and activity albeit in an abstract and distant sense contributing to L's academic and insider voice types.

Table 6.19. *Verb Type*

Descriptive Code: Verb Type	Interpretive Codes
Disclosed Suggested Conducted Investigated Indicate Explore To overcome Explained Study/ied	Academic voice Positivist voice



Involves Contained Increase Reported/s Believe/d Aims To examine Review Illustrated Encountered Consider Support Is seen as Discussed State/d/s Investigate Reflects Expressed Evaluated Involve Indicate Illustrates Argue/d Shows Emphasises Paraphrase Summarise Cite Identify Believed Suggested argued	
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### 6.2.8. Reference to human agency and first person reference.

Reference to human agency in L's second text is also very abstract with research activity referred to in the third person as *the study* or, generically, as *researchers*. L's own research and writing activity is also dehumanised and objective, and referred to as *this paper*, *the paper*, or *the study*. Further instances of reference to human agency have been coded below in Table 6.20. There is not first person reference in L's text.

Table 6.20. *Reference to Human Agency*

Descriptive Code: Reference to Human Agency	Interpretive Codes
The study	Academic voice
The research	Formal voice
It is reported	Abstract voice

Evidence shows It is believed This paper aims The paper reports Bailey (2003, p. 1) states According to Prior (1998) It is suggested that Researchers indicate This opinion is supported by Ediger (1999), who argue Scollon, R and Scollon, S (1995) believe According to Kaplan (1966), Although the Kaplan's explanation According to Kaplan (1972) In Kaplan's view, it According to Chan (1988) Lake (2004) argues According to Moore (1997) Participant The participants Most participants The study disclosed As Li stated that during the interview, From the data analysis Evidence shows <u>The other considerable finding</u> This paper It has been shown It is recommended	Positivist voice
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**6.2.9. Interpersonal positioning.** Figure 6.5. has been reproduced below and shows the linguistic realisations which were examined in L's text in terms of interpersonal positioning and voice. L's interpersonal voice types are discussed in this section.

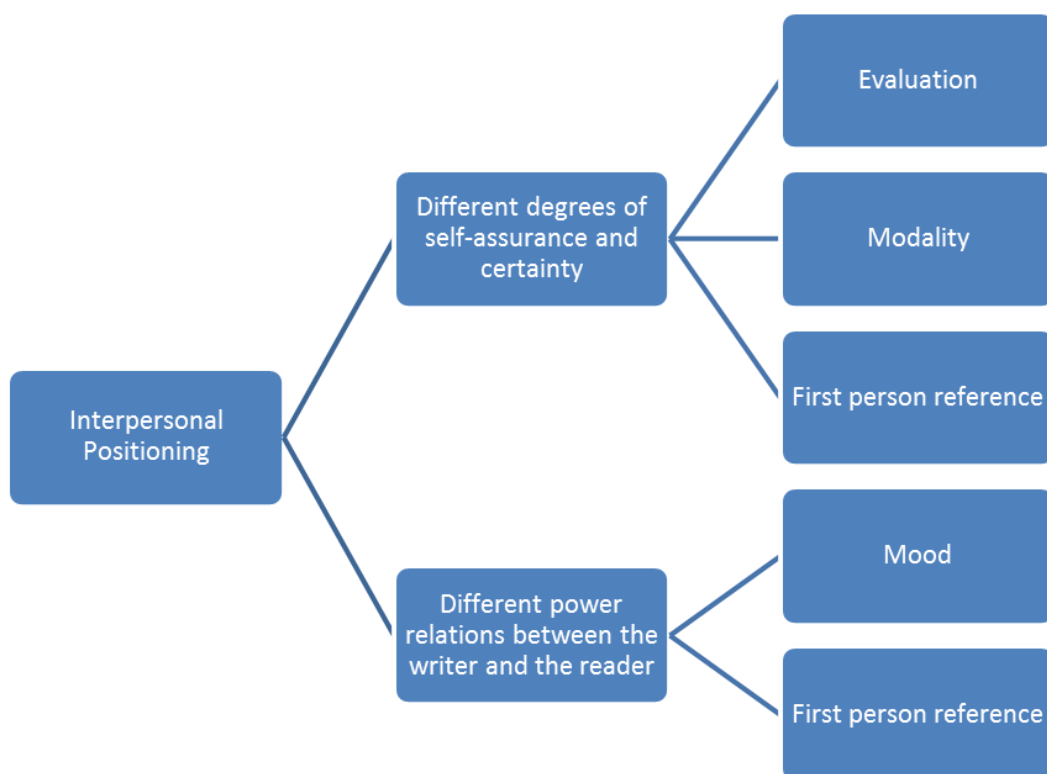


Figure 6.5. Interpersonal Positioning

**6.2.10. Evaluation.** Evaluative lexis in the text positioned L as self-assured and certain in relation to the essay and the field. Her delineation of a number of different strong views and opinions, via the use of evaluative lexis, gave rise to a strong and confident interpersonal voice type. This is reflected in the instances of strong evaluation listed in Table 6.21. including *fail to arrive*, *belittles differences*, and *the greatest difficult*.

Table 6.21. *Evaluative Lexis*

Descriptive Code: Evaluation	Interpretive Codes
an important role difficult not only face difficulties The difficulties to investigate difficulties appropriate learning strategies to overcome challenge English academic writing is important a challenge for the students Asian students often <u>fail</u> to do a <u>good</u> job	Self-assured voice Certain voice Confident voice Strong voice

<p> Significant differences  Totally different  A lot of problems  in-depth insight  The biggest challenge  various mistakes  English academic writing is a challenging and complicated task  academic writing is important  the accuracy and quality  appropriately  more effective  it is necessary  the importance of vocabulary  appropriate words  fail to arrive  good command  a large group  many things  belittles differences  unique rhetorical structures  a problem for ESL students  negative transfer  stealing the words or ideas  the greatest difficulty  a large vocabulary  appropriate words  special expressions and contexts  embarrassment  correct use  big challenge  effective methods  the right way  a lot of problems  a big problem  to correctly use  a good essay  the correct use  the importance of  a clear introduction  coherent and logic  not as important  minor mistakes  crucial to achieve a good English academic writing  it is also important  appropriate vocabulary and correct grammatical rules were  also the difficulties  a big challenge  the importance  right styles </p>	
--	--

considerable finding most common strategies very helpful necessary and crucial the effective way more useful information a good academic essay errors a challenging task the most important part a lot of problems some challenges the various problems always struggle	
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**6.2.11. Modality and first person reference.** The use of *may* and *might* in L's text reflects, to some extent, a lack of self-assurance or certainty in writing about the topic (instances of modals have been coded below in Table 6.22.). However, it also might suggest alignment to the academic discourse community which values hedging. The use of *should* has been discussed in the following section in relation to verb mood. There are no instances of first person reference in the text.

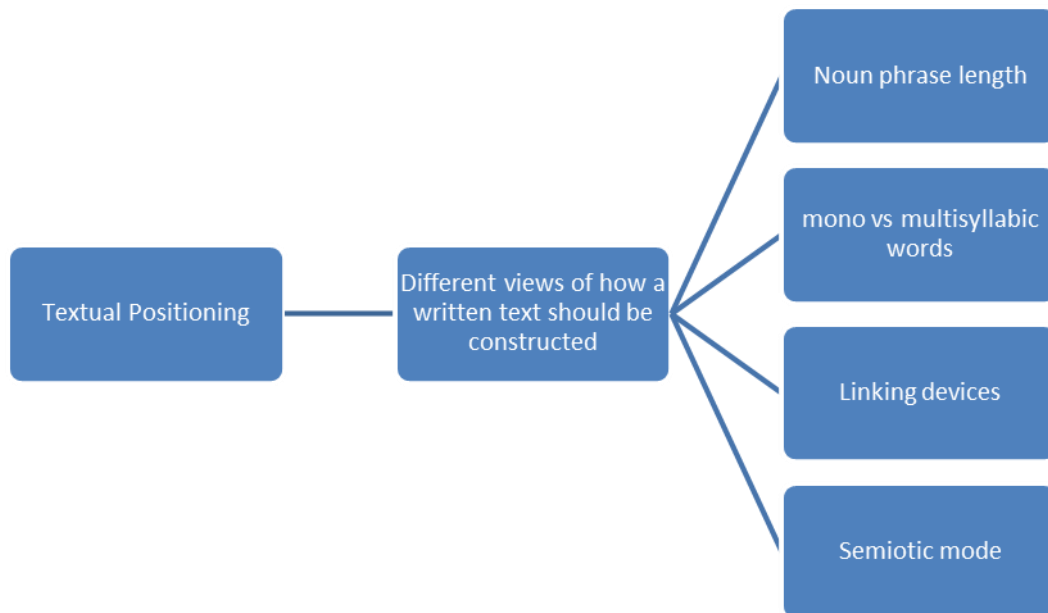
Table 6.22. *Modality*

Descriptive Code: Modality	Interpretive Codes
should may It is recommended that Chinese students <u>might</u> adopt different writing strategies	Confident voice Self-assured voice More tentative voice Academic voice

**6.2.12. Mood and first person reference.** While the indicative verb mood is the predominant verb mood utilised in the text, the subjunctive mood or *should* as used to express instruction or a command expresses a confident, powerful interpersonal voice type in the text. The use of this particular verb mood establishes an instructive relationship with the reader as L employs it to delineate conclusions and recommendations. This is evident in *It is shown that English academic writing should be objective instead of subjective*, and *This means the essay should be of a clear and well-defined organisation*. The lack of first person

reference in the text reflects L's alignment with the conventions of the academic register rather than a lack of power voice in the text.

**6.2.13. Textual positioning.** The analysis of textual positioning in L's second text involved coding noun phrase length, mono vs multisyllabic words, linking devices, and semiotic mode. Figure 6.6. below depicts the linguistic realisations of the textual macrofunction.



*Figure 6.6. Textual Positioning*

**6.2.14. Noun phrase length and multisyllabic words.** The noun phrases in L's second text are quite long with the longest consisting of five to seven words. Noun phrase length has been coded in Table 6.23. The length of noun phrases reflects a view of knowledge making as complex and academic. Long noun phrases also construct formality and a sense of wordiness in the text. The descriptive coding, therefore, shapes L's textual voice types as academic, knowledgeable, and sophisticated. The presence of many long, multisyllabic words further contributes towards a complex, wordy, academic voice type in L's text. The following example shows the prevalence of multisyllabic words in the text:

According to Kaplan (1972), due to cross cultural differences in rhetoric, the organisation in English academic writing is a problem for ESL students. In Kaplan's view, it results in the deviations from organisation of English academic writing that may be interference and negative transfer from the rhetorical organisation of the first language of writer.

Table 6.23. *Noun Phrase Length*

<b>Descriptive Code: Noun Phrase Length</b>	<b>Interpretive Codes</b>
English academic writing	Formal voice
English speaking tertiary education	Complex
Native speakers of English	voice
Internationals students from Asian countries	Academic
Chinese background students	voice
Vocabulary, grammar, structure of academic writing and referencing	Sophisticated
Different cultural, educational and linguistic backgrounds	voice
Appropriate learning strategies	Wordy voice
Semi-structured interviews	Knowledgeable voice
Ten Chinese international students	
The language and cultural factors	
New educational requirements	
Own cultural identity	
Tertiary level in Western countries	
English language, culture and referencing	
The students who speak English as a native language	
Non-English speaking students	
The difficulty of English academic writing	
Asian students who use English as a second language	
English-speaking countries	
The different culture and perceptions	
Chinese academic writing	
Sentence structure in English	

<p> Essays or research papers  Grammar problems, disorder of sentence structure and misuse of referencing  The difficulties of English academic writing  The Western university context  The writing style in English  The student's writing skills  Ten Chinese students  A good English academic writing  Various reference articles and books  Assessment, learning and entering particular disciplinary communities  The communication of norms in disciplines  The norms or convention of the subjects  English writing in this discipline  The English language, the text structure, the construction of arguments, grammar and punctuation  The width and depth of students' vocabulary  The accuracy and quality of their writing  Accurate meanings in writing  Appropriate words in academic writing  A good academic essay  Culture is a large group of people  History, world view, their language, languages and geographical  English rhetorical structure  Different writing patterns  Cross cultural differences in rhetoric  The organisation of English academic writing  The rhetorical organisation of the first language of the writer  The paragraph organisations and the overall coherence  Chinese logic structure  The key words or main points  The purposes, conditions and reasons  The inductive, indirect, and circularly approaches  Stealing the words or ideas of someone else  English culture and Chinese culture  Their previous experience of academic writing  Imitation as a major learning strategy  English beginners in China  Different cultural norms  North American students  An individual's point of view  The purpose of this study  The difficulties of Chinese international students  Two specific research questions  One public university  The bachelor level and master level  Computing, accounting and business  A constructivist grounded theory approach  A three step coding approach </p>	
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<p>Open coding stage, axial coding stage and selective coding stage</p> <p>The difficulties and the strategies of English academic writing</p> <p>A number of academic vocabularies</p> <p>The synonyms of some English words</p> <p>Special expressions and contexts</p> <p>The correct use of grammar</p> <p>Chinese student in English academic writing</p> <p>Chinglish in English writing</p> <p>Correct grammar in long sentences</p> <p>Another big challenge</p> <p>The differences of the way of thinking</p> <p>Writing structure in English academic writing</p> <p>Chinese writing structure</p> <p>English writing structure</p> <p>The order of paragraphs</p> <p>Native English reader</p> <p>Various English essays</p> <p>Problems related plagiarism</p> <p>The importance of the organisation of an essay</p> <p>A clear and well-defined organisation</p> <p>Clear introduction and topic sentences</p> <p>Grammar correction, word alteration or other adjustments</p> <p>Reference, paraphrasing and using right reference style</p> <p>The three main points</p> <p>A good English academic writing</p> <p>Writing style, sentence structure, grammatical rules and referencing</p> <p>Appropriate vocabulary and correct grammatical rules</p> <p>Some English words and sentence structure</p> <p>Traditional thinking way</p> <p>The other considerable finding</p> <p>Strategy, revising strategy and referencing strategy</p> <p>The topic sentences and introduction</p> <p>Classmates, teachers and native English speaking friends</p> <p>A good academic essay</p> <p>Different sentence structure</p> <p>Various reference articles and books</p> <p>The difficulties in English academic writing</p> <p>Language, culture and plagiarism</p> <p>The cultural and language difference</p> <p>Different cultural background and language structure</p> <p>The perceptions and ways of students</p> <p>The most important part</p> <p>Three academic writing strategies</p> <p>A good English paper</p> <p>Different writing strategies</p> <p>Their academic writing skills</p>	
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**6.2.15. Linking devices.** The instances of linking devices coded in Table 6.24. below reflect and reinforce an academic, formal voice type in L's text.

Table 6.24. *Linking Devices*

Descriptive Code: Linking Devices	Interpretive Codes
In addition Hence Furthermore In contrast Moreover On the contrary As a result Therefore However After that	Academic voice Complex voice Formal voice

The use of these ties in the text create formality, complexity, cohesion, and, also act as signposts for the reader. The example below contains examples of linking devices, underscoring L's view of how texts should be constructed in English, and, thus aligning her with insider, academic voice types.

In addition, the paragraph organisations and the overall coherence are influenced by the ways of thinking and the logic of one culture. According to Chan (1988), in Chinese logic structure, the key words or the main points are always placed at the end of the paragraph or the sentence. The purposes, conditions and reasons are always explained before the main ideas (Chan, 1988). As a result, the inductive, indirect, and circularly approaches are the main features of the rhetoric pattern and idea presentation in Chinese writing.

**6.2.16. Semiotic mode.** The semiotic mode of the text reflects adherence to the conventions of the particular department with no subheadings or diagrams throughout the text.

**6.2.17. Conclusion.** The voice types which arose in L's second text include a wordy voice, sophisticated voice, interested voice, and a professional voice. These voice types shape L as both interested in aligning with the academic conventions of the essay as well as interested in maintaining her own voices. A list of L's voice types are included below in Table 6.25.

Table 6.25. *L's Voice Types*

<b>L's Voice Types – Text 2</b>
Interested in academic research voice
Insider voice
Knowledgeable voice
Interested in the topic voice
Interested voice
Professional voice
Self-assured voice
Wordy voice
Complex voice
Sophisticated voice
Certain voice
Confident voice
Strong voice
Academic voice
Formal voice
Interested in the field voice
Opinion-holder voice
Abstract voice
More tentative voice
Abstract voice
Positivist voice

## Chapter 7: S - I am Confucian

The results of the analysis of S's texts are explicated in this chapter. S was a Master of Education student who intended to return to China in order to become a teacher. He identified himself as Confucian in the background information which he provided. The first text analysed for this study was the major essay for a unit on Language and Communication, and the second text formed part of the assessment for a unit titled: Current Issues in Second Language. The voice types which emerged were varied and underscore S's identification with both academic and non-academic ways of writing.

### 7.1. Text 1

S's first text is 5,400 words and investigated the cultural influences on the learning styles of Chinese students. In the essay, S argues that an awareness of culture is essential in the TESOL context as the impact on learning styles is significant.

**7.1.1. Ideational positioning.** The data analysis of the ideational macrofunction including the different interests, objects of study, methodologies; and different stances towards topics involved examining a range of linguistic realisations for voice types. These linguistic realisations are outlined in Figure 7.1.

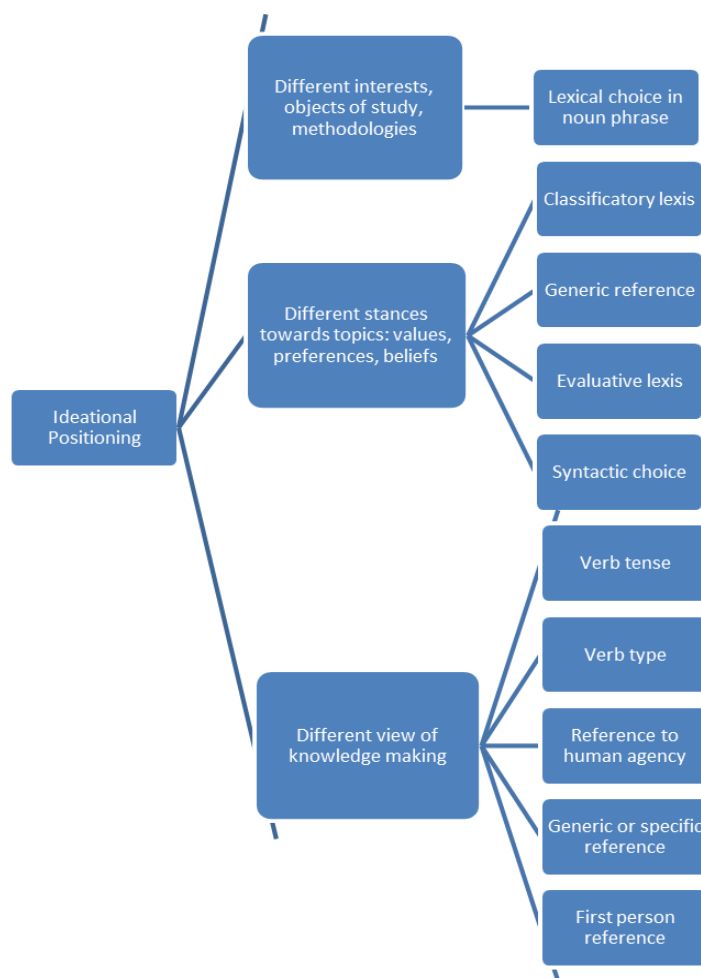


Figure 7.1. Ideational Positioning

**7.1.2. Lexical choice in noun phrase.** The lexical choice in S's first text reflects an interest in and a knowledgeable stance towards the topic of the text, the area of applied linguistics, academic study and research, as well as other interests. S's interest in the topic of the essay is evident in instances of noun phrases that explicate the cultural influences on the learning styles of Chinese students including *Chinese society*, *Chinese traditional thoughts*, *Chinese classroom culture*, and *the traditional teaching and learning styles*. S's interest in, and knowledge of, the applied linguistics field is also demonstrate in noun choice such as *this learning style*, *the language ability*, *their mother tongue*, *their learning style*, and *the language characteristics*, *the operative principle of Grice*, and *different communication patterns*.

Noun phrases in the text also indicate an alignment with the academic field of research, teaching, and learning. This is evident in academic and teaching related lexis such as *the process of students' cognition*, *the textbook knowledge*, *the study tasks*, and *a brief discussion*. The following example also contains lexis which positions S as interested in, and knowledgeable in regards to, teaching and learning:

Although English education in some areas have been improved a lot, English language teaching and learning are still a crucial challenge for Chinese teachers and students, and it also has aroused the attention for the whole society. There is a large amount of elements may lead to poor efficiency from different degrees in English education. Among them, there is a category of element could be neglected in the process of English study, that is cultural diversity in the communication strategy of teach and learn.

Other lexis in noun phrases in the text, however, reflect S's interest in knowledge and fields outside of the academic register of the text. The reference to *the beauty of emotion and artistic conception*, *the estranged feelings*, and *the brilliant lines* indicate S's interest in more artistic and creative areas. This interest is also evident in *the popular culture quintessence* and *the quintessence of English culture*. Thus, the voice types which emerged from the coding of lexical choice in noun phrase include an interested in the topic and field voice, a knowledgeable voice, an interested in learning and teaching and the academic world voice type, in addition to a creative expression, artistic voice. Instances of lexical choice in noun phrase coded in the text have been tabulated below in Table 7.1.

Table 7.1. *Lexical Choice in Noun Phrase*

Descriptive Code: Lexical Choice in Noun Phrase	Interpretive Codes
English as a global language	Artistic voice
Current world	Creative
English study	expression voice
A realistic education issue	Interested in the
Chinese national public language education	topic voice
The systematisation of English educations	Interested in the
Chinese educational field	field voice
English education	Knowledgeable
English language teaching	voice
A crucial challenge	Academic voice
Chinese teachers and students	Interested in

<p> The whole society  A large amount of elements  Different degrees in English education  A category of element  The process of English study  The communication strategy of teach and learn  English language learning style  Many learners  Traditional foreign language study  Sentence structure excising, text reciting and examination  The positive and correct learning styles  The modern foreign language teaching strategy  So-called learning style  The basic learning actions  Cognitive orientation  The study tasks  Learning style and learning method is a linear hierarchy of dominance  Some relative learning methods  Learning habit, learning cognition, learning attitude and learning quality.  A brief discussion  Culture diversity and learning styles  English and Chinese context  Reception an discovery learning  Students' learning style  English learning style  The learning styles and existing problems  English language learning  The learning efficiency  Both teaching and learning  The style of foreign language teaching and learning  55 categories teaching methods  The Chinese language learning styles  Problem solving, discussing and debating  Western culture learning styles  The former styles  The whole content  The focus of public information  Interpersonal communication  Teaching and learning process  The traditional teaching and learning styles  The examples from the textbook  This learning style  The language ability  Their mother tongue  Their learning style  The language characteristics  Their language parameter Settings  Explicit and inductively arranged style </p>	<p>learning and teaching voice</p>
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<p> The primary position of Western teaching  Chinese teaching and learning  Implicit deductively arranged style  The effects of teaching style in western world  Young children learning language  Current foreign language learning  Learning requirement and study period  This procedure  Chinese traditional thought  The foreign language learning  These memory traces  The internal storage capacity  Intercommunication  Educational psychology  Students' learning styles  Reception learning and discovery learning  Chinese traditional learning style  The learning context  The mental mechanism  Students are receivers of knowledge  Traditional English language teaching  Language environment inefficiency  English teacher teaching  The teaching platform  Many lifeless grammar knowledge  Various students' displays  The discovery learning  Study content  Question forms  Students are discovers of knowledge  Learning methods  Knowledge receiving and mastering  The process of students' cognition  The textbook  The textbook knowledge  The teachers  Spoon-feeding teaching method  The students' learning interests  English language learning  This learning style  Students' intelligence and thought  Students' learning interest and enthusiasm  Students' development  The teaching and learning is good communication  The acquisition of knowledge  The accuracy of information  Teachers and students  The following generations  The process of teaching  The problem solving task </p>	
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<p> Western logical thinking  The circumstances of Chinese background  These elements  The following stage  The diversity in culture aspect  The theory framework of Hofstede  Value orientation, uncertainty avoidance, sense of hierarchy and modesty  Some researchers  Chinese current values and traditional values  Western culture  These changes  The level of consciousness  The level of performance  A Chinese student  Strong individualistic tendency  A classical collectivistic model  The classroom display  The English class  The collectivistic culture  Individualistic society  Chinese society  Chinese traditional thoughts  Chinese classroom culture  Excellent students  Second best students' opinions  Most of the students  Teacher and other classmates  Society and psychology survey  The preference of Chinese culture  Chinese people  The communication prospect and capacity  Interpersonal communication  Information statement and exchange  Chinese communication  Individual favour and convenience  Personal communication style  Collective thoughts  The main trend  A collectivism society  Most of the students in the class  Foreign teacher's class  The student  The question  Open-ended question  Their viewpoints and perspectives  Secure circumstances  The social order  The social status  Passive learning style </p>	
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<p> Students' metacognitive strategy  Students' learning tasks  Teachers and schools' decision  Examination schedules and curriculums' requirement  The external elements  Their learning purpose and study interests  Less communication  Teachers to students  The process of communication  An active learner  The modesty  English language learners  Short-term goals  The purpose of communication  The feature  “speaker orientated communication pattern”  “hearer orientated communication pattern”  The communication style  Interpersonal communication strategy  The Chinese defensive communication pattern  The comprehensive ability  The listeners  A great deal of bombing questions  Impolite behaviour  The entire context  The traditional communication behaviour  The operative principle of Grice  Different communication patterns  Chinese communication behaviour  requirements, expectations, rejections, judgements and criticisms  both speaker and audience  avoidance communicative strategy  the time count  a strategic decision  long term hesitation  the process of serial communication and the efficiency of teaching  the communicative efficiency  two western short-term thinking  the information transmission and the economy of time  western psychological programming  the thinking process  ancient Greek thinker such as Socrates, Plato and Aristotle  the pattern of Socrates  the speaking skills  rhetoric skills  the dominant role  an external authority  new knowledge </p>	
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<p> meticulous observation  improve cognitions  the western communication strategy  new strategy  correct language teaching  the new circumstances  the “psychological program”  education system  people’s values  learning, understanding, creating and communicating  psychological programming  the problem of communication  Inquiry learning  the acquisition of knowledge, style and emotion  the thought and content of the article, the beauty of emotion  and artistic conception  the result  the classroom design  the creator and organiser  students’ learning context  the learning context  the interactive relationship  early teaching stages  each main knowledge  the systematisation in language cognition  the process of language learning  a certain language phenomenon  learning style transformation  the relationship of teachers and students  teachers’ status  the students’ research course  the character of knowledge  a facilitator, organiser and guider of students’ learning  the “dialogue” classroom culture English teachers primary  part position  Cooperative learning  its foundation  The division of cooperation  Teaching procedure  Experts prospective  The future class  Teaching reference books  Personal knowledge  New knowledge  Teachers and students’ interaction  Teachers and students research  The solutions  The new curriculum  Unification classroom”  Personal knowledge </p>	
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Teaching activities A cooperative company More methods, skills and arts Equal and harmonious cooperative atmosphere Teacher-student interaction Independent learning Students' genuine freedom The degree of freedom English education in China Reasonable knowledge structure The previous teaching The cultivation of students' practical ability Teachers' feelings Social practices The internal requirements The basic requirement Qualified personnel The speculative knowledge The textbook The classroom The creators of future civilisation Language environment The experimental teaching Language knowledge and cultural knowledge English language learning English and Chinese culture Interpersonal communication capacity The first platform of language cultural education Specific classroom teaching Text as a foundation English language knowledge Cultural content English class The primary position The main tool Students' cultural literacy The cultural elements A comparison on culture The language difficulties and lexical grammar The background knowledge The listening practice The closely related materials English-American cultural background Cultural materials The speaking practice The authenticity of everyday expressions Culture knowledge Cultural literacy A long term procedure The language and cultural knowledge	
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Books, journals and newspaper Local manners and feelings Some extracurricular activities English corner, English lecture, English competition, English salon, English forum and other different performs The society of the interpersonal and social communication The opportunities The popular culture Foreign language learning The process of English teaching English grade English songs Some students The brilliant lines The quintessence of English culture The culture background of English language the popular culture quintessence the estranged feelings classroom patterns and stimulate class atmosphere, a part of culture, the carrier of culture language culture literacy the essence of language a fundamental cognitive framework culture exploration an effective method students' intercultural communication capacity international culture exchange the DeKeyser's relationship theory on language teaching and learning process, English and Chinese education traditional and modern ways the reception and discovery learning the diversity in culture aspect into inquisitive, autonomous and cooperative patterns, the English pronunciation, grammar, sentence structure and vocabulary a profound understanding students' language communication capability	
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**7.1.3. Classificatory lexis.** The use of classificatory lexis in S's text shapes his stance towards the topic as both knowledgeable, academic, and expert as he manipulates lexis associated with the field. This includes classificatory items such as *English language teaching*, *global language*, *learning styles*, *sentence structure*, *interpersonal communication*, and *reception learning and*

*discovery learning*. Some classificatory lexis, also, acts to shape S's voice as an opinion-holder with a clear stance towards the topic. That is, he delineates clear differences between the West and China including lexis such as *classical collectivist model*, and Chinese *current values and traditional values*, alongside *Western teaching*, *Western short-term thinking processes*, *English pronunciation*, and *Western logical thinking*. Other instances of classificatory lexis coded in the text are listed below in Table 7.2.

Table 7.2. *Classificatory Lexis*

<b>Descriptive Code: Classificatory Lexis</b>	<b>Interpretive Codes</b>
Global language	Knowledgeable voice Academic voice Expert voice Opinion-holder voice
Current world	
English study	
education issue	
Chinese national public language education	
English educations	
Chinese educational field	
English education	
English language teaching	
Chinese teachers	
The whole society	
communication strategy	
English language learning style	
foreign language study	
Sentence structure	
learning styles	
modern foreign language teaching strategy	
Cognitive orientation	
study tasks	
Learning style and learning method brief discussion	
Culture diversity and learning styles	
Chinese context	
discovery learning	
English language learning	
The former styles	
The whole content	
public information	
Interpersonal communication	
Teaching and learning process	
language ability	
mother tongue	
Western teaching	
Chinese teaching and learning	
western world	
Young children	
Chinese traditional thought	

foreign language learning Educational psychology Students' learning styles Reception learning and discovery learning Chinese traditional learning style learning context mental mechanism Language environment English teacher teaching teaching platform grammar knowledge Study content Question forms students' cognition English language learning good communication problem solving task Western logical thinking Chinese background culture aspect Chinese current values and traditional values Western culture A Chinese student Strong individualistic tendency A classical collectivistic model classroom display English class Individualistic society Chinese society Chinese traditional thoughts Chinese classroom culture Society and psychology survey Interpersonal communication Information statement Chinese communication Personal communication style Collective thoughts main trend Foreign teacher's class Open-ended question social order social status Students' metacognitive strategy Students' learning tasks Examination schedules active learner English language learners Short-term goals communication style Interpersonal communication strategy	
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<p> The Chinese defensive communication pattern  The comprehensive ability  The listeners  traditional communication behaviour  The operative principle of Grice  Different communication patterns  Chinese communication behaviour  requirements,  strategic decision  long term hesitation  serial communication  western short-term thinking  thinking process  ancient Greek thinker  speaking skills  rhetoric skills  dominant role  external authority  new knowledge  western communication strategy  new strategy  psychological programming  classroom design  students' learning context  learning context  interactive relationship  main knowledge  language cognition  teachers' status  students' research course  classroom culture  English teachers  Cooperative learning  Teaching procedure  future class  Teaching reference books  Personal knowledge  new curriculum  Unification classroom"  Personal knowledge  Teaching activities  Teacher-student interaction  Independent learning  knowledge structure  Social practices  internal requirements  basic requirement  Qualified personnel  speculative knowledge  future civilisation </p>	
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Language environment experimental teaching English language learning Interpersonal communication cultural education Specific classroom teaching English language knowledge Cultural content English class primary position cultural literacy The cultural elements background knowledge listening practice English-American Culture knowledge cultural literacy procedure extracurricular activities Foreign language learning English teaching English grade English songs classroom patterns language culture literacy intercultural communication culture aspect English pronunciation sentence structure	
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**7.1.4. Generic reference.** Instances of generic reference in S's text contribute towards a formal, academic stance, thus, reinforcing a formal academic voice type. The use of *student* in the following sentences from S's text demonstrates a distant, formal stance towards the topic: *This learning style suffocates students' intelligence and thought, destroys students' learning interests and enthusiasm. It not only blocks students' development, but also become the barriers to restrain students' development (Rao, 2002).* Further instances of generic reference in the text are listed in Table 7.3.

Table 7.3. *Generic Reference*

<b>Descriptive Code: Generic Reference</b>	<b>Interpretive Codes</b>
Current world Students Teachers The textbook	Formal voice Academic voice Abstract voice

Companies Listeners Children Mother tongue People Classes Schools	
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**7.1.5. Evaluative lexis.** The evaluative lexis manipulated throughout S's text is very strong and frequent (evaluative lexis coded in the text is listed below in Table 7.4.). This acts to position S's stances towards the field of the text in several ways. Firstly, evaluative lexis such as *realistic education issue*, *troubles Chinese national public language*, *perfectly represents*, and *closes to attack* shapes S as very interested, indeed, as having a personal stake in the topic of the text. This is also evident in the views and stances which S delineates in the text including the difficulty of learning English for Chinese students in - *is of great difficulty for Chinese students*, *Chinese students are not fond of being forced*, *a great deal of bombing questions*, and *this is totally impolite behaviour*. Evaluative lexis also shapes S's views in regards to the differences between Chinese and Western education, and the subsequent impact of this on Chinese learners of English. Evaluative lexis in the passage below underscores this particular stance:

The long terms of traditional English language teaching is primarily centred on grammar, and together with language environment inefficiency, English teacher teaching in the classes usually sing solo. Teachers usually stand on the teaching platform and keep talking uninterruptedly with "foreign bibles", instilling a great many lifeless grammar knowledge into students' mind, while the students who are under the platform sitting as ordinances and passively adopt boring knowledge.

S's strong stance towards the impact of the differences between Chinese and Western educations systems is also evident in *while in the English class, students assume as bashful, silent, be concerned about face-saving and answer questions passively* (Rao, 2002). S's recommendation that cultural education forms a significant part of English education for Chinese students is also expressed via the use of strong evaluative lexis including extensively and deeply in *extensively and deeply studying the cultures in English language countries is a necessary condition of successfully conducting international culture exchange*, and

evaluation in - what more significant is to encourage students to establish a profound understanding on the cultures of English-American countries, cultivate students' language communication capability, finally achieve in the true sense of "Understanding" English.

This use of evaluative lexis in the text, therefore, shapes S as having an opinion-holder voice, a passionate voice, an interested in the field voice, and a teacher voice. The use of evaluative lexis also constructs an interested in creative fields or expression voice as S employs evaluation such as *the charm of popular culture, bashfully looks, hurriedly looks up, sing greatly English songs, and the brilliant lines in their favourite operas*. This lexis positions S as having preferences and interests outside of the academic range of the text.

Table 7.4. *Evaluative Lexis*

Descriptive Code: Evaluative Lexis	Interpretive Codes
Widely used Realistic education issue Troubles Chinese national public language education A lot of efforts Low rate efficiency persistently Awkward unceasingly Improved a lot Crucial challenge Large amount Poor efficiency Traditional foreign language study Essential activities More precisely Positive and correct learning styles So-called learning style Basic learning actions Optimise and improve learning style Problems A great deal Widely practiced Perfectly represents Closes to attack Commonly believes Dominates the primary position Very considerable so <u>quickly</u> is because people <u>commonly</u> do not have time urgency during that period, such as young children learning language <u>so fast</u> restricted	Opinion-holder voice Passionate voice Teacher voice Interested in the field voice Interested in creative expression voice

<p> more conscientious  scattered and disappeared  keep long silence  mainly applied  primarily centred  inefficiency  a great many lifeless  passively adopt boring knowledge  too much highlight and emphasis  the extreme conduct  bang knowledge into the head of their students  exactly  restrain students' development  good communication  the accuracy of information  still functional  ideal exchange  strong individualistic tendency  perfectly  bashful, silent  answer questions passively  traditionally disgust  praise highly to declare oneself  a great deal  deep thinking and profound knowledge  a superior opinion  seems more suitable  generally much less competition  sacrifice one's individual favour  extremely few  people are afraid  not quite sure  bashfully looks  hurriedly looks up  blurry answers  unwilling  students are vague and not specific  pay great attention  a correct stand  passive learning style  deeply influenced  over passive  less communication  confidence insufficiency, lazy, passive and cannot  independently  crucial culture orientation  style of attacking  Chinese students are not fond of being forced  Usually depressed  Mainly depends </p>	
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<p> A great deal of bombing questions  This is totally impolite behaviour  Try their best  Consideration and politeness  It disobeys  Avoid ambiguous and vague  Impolite  Successfully communicate  Violet (violate)  Communication strategies such as <u>avoidance</u>,  <u>ellipsis</u>, <u>silence</u>, <u>hesitation</u> and <u>beating</u> around to  save faces, refrain from directly fight against and  conflict in communication  Would not trapped  Embarrassed situation  It is no wonder  Much longer  A long time  Long term hesitation  The efficiency of teaching  Great obstacles  Effective response  The reasonable time  The dominant role  External authority  Increase cognitions  Meticulous observation  Correct language teaching  Low efficiency  The beauty of emotion  Artistic conception  Not more crucial  Main knowledge  Regular issues or common issues  Superior  Authority  The tedious monologue  Be clear or secretly set  Finally gained  Favourable results  Greatly increase  Create democratic, equal and harmonious  cooperative atmosphere  Students' genuine freedom  The initiative and enthusiasm  Rudimentary knowledge  Solid foundation  Reasonable knowledge structure  Gradually worse  Not as good as </p>	
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Qualified personnel Abundant social practice Limited Crucial to learn Culture is giant and rich To effectively increase Conduct appreciative remarks Valuable chances More frequently and crucial A tedious procedure The charm of popular culture is impossible to resist for young people Sing greatly English songs The brilliant lines in their favourite operas Popular culture A positive attempt Estranged feelings from students' English study The feeling of tedious Enhance students' feelings Genuinely improve Spur students reacquaint their national culture An effective method Extensively and deeply studying Successfully conducting More significant	
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**7.1.6. Syntactic choice.** Several instances of the passive voice were coded in S's text and have been listed in Table 7.5. These instances of the passive construct S's voice types, in relation to different stances and topics, as aligning with the formal, abstract style of the academic register. However, it also seems that the use of the passive is relatively limited in a lengthy academic text. This might indicate an interest or preference outside of aligning closely with the particular preferences of the academic discourse community.

Table 7.5. *Passive Verbs*

<b>Descriptive Code: Passive verbs</b>	<b>Interpretive Codes</b>
Which are advocated Cannot be avoided Is both influenced Nearly are occurred Would be hoped to be activated Could be divided Could be lost	Formal voice Academic voice Non-academic voice

Could be represented It is expected They are based Could be clear Would be activated It is considered Would not be considered Would be wasted	
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Modality in the text, on the other hand, results in a more distant, abstract, and academic stance towards the topics of the text. *Could* is particularly used as a hedging device in the text to express a more hesitant stance towards the material. This is evident in *this could reduce the process of serial communication and the efficiency of teaching* and *Moreover, teachers could introduce students to come into contact with a certain language phenomenon repeatedly, help students to build initial perceptual knowledge, and then leading students to make an induction and find out the regular issues or common issues*. The use of *should* as an intensifier also positions S as an opinion-holder. The syntactic choices in S's text, therefore, shape his voice types as both interested in the field, in the academic register, and, also, as less interested, perhaps, in aligning with the academic world.

Table 7.6. *Modality*

Descriptive Code: Modality	Interpretive Codes
May Could Should Seem	More hesitant voice Opinion-holder voice Interested in the field voice

**7.1.7. Verb tense and verb type.** A sample of the descriptive coding of verb tense in S's text is included below:

The style of foreign language teaching and learning is (present) both influenced (simple past) a great deal by respectively culture. Henry (1960) illustrates (present) categories teaching methods, and some of them even widely practised (simple past) in current times. On one side, observing, imitating, repeating, reciting (present continuous) and other relative methods are perfectly represents (present) the Chinese language learning styles; on the other side, practising (present continuous), problem solving, discussing and debating (present continuous) are closer to western culture learning styles (Shi, 2006). However, the former styles are emphasis

(present) on that before the whole content (high-context culture) understanding, learners need to cognise and reflect first; while the latter styles are more emphasis (present) on the focus of public information (low-context culture), and expect quickly response (Kim, Pan, & Park, 1998). Moreover, the former approaches (present) on the defend concept in interpersonal communication, and the latter closes (present) to attack (Kim et al., 1998).

The manipulation of verb tense incorporates a combination of tenses typically associated with the academic register (Hinkel, 2002) including the present, present continuous, and past tense. This shapes S's voice type in relation to different views of knowledge making as positivist and academic. Similarly, the use of verbs associated with thinking and research also shapes S's voice as formal, objective, and academic. This includes *applies*, *acknowledges*, *discusses*, *considers*, and *argued* (as listed in Table 7.7.). Verb such as *destroy*, *suffocate*, *bang*, and *troubles*, however, shape a more non-academic voice type.

Table 7.7. *Verb Type*

<b>Descriptive Code: Verb Type</b>	<b>Interpretive Codes</b>
Mentioned	Non-academic voice
Advocated	Formal voice
Emphasises	Positivist voice
Argued	Objective voice
Influence/d	Academic voice
Illustrates	
Cognise	
Reflect	
Defines	
Believes	
Obtained	
Suggest	
Troubles	
Bang knowledge	
Suffocates	
Destroys	
Afraid	
Excavate	
Eliminate	
Consider	
Discusses	
Discovered	
Indicates	
Acknowledges	
Represented/s	
Shows	
Displays	



Undertake Utilise Involved Related to Transforming Cultivated Applies	
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**7.1.8. Reference to human agency.** The reference to human agency in S's text is distant and abstract. Researchers and scholars are referred to in the third person or via their surnames as is standard in academic study and research. Instances of reference to human agency are tabulated below in Table 7.8 and include *experts suggest, according to Condon, and some researches in - in recent years, some researches on intercultural comparison discovered that Chinese current values and traditional values appear some obvious transforms, and all these changes attribute to the influence from western culture.* S's reference to his own agency as the writer of the essay is also abstract and positivist as is evident across *this essay starts with, it is argued, and it follows an argument.* The reference to human agency in the text, therefore, shapes S's voice in relation to views of knowledge making as academic and positivist.

Table 7.8. *Reference to Human Agency*

<b>Descriptive Code: Reference to Human Agency</b>	<b>Interpretive Codes</b>
Advocated by the <u>modern foreign language teaching</u> strategy. According to Zhu and Shen (2006) This essay starts with a brief discussion... it follows... Then it makes It is argued Henry (1960) illustrates DeKeyser (2005) defines According to DeKeyser (2005) According to Condon Experts (Powell & Anderson, 1994) suggest with the theory framework of Hofstede, J, Pedersen and Hofstede, H (2002) Actually, it disobeys the operative principle of Grice (as cited in Peacock, 2001) the operative principle of Grice (as cited in Peacock, 2001) It is necessary to study language culture literacy Extensively and deeply studying the cultures in	Distant voice Abstract voice Objective voice Positivist voice

English language countries is a necessary condition of successfully conducting international culture exchange. To summarise, from the start of this essay, it introduces the DeKeyser's relationship theory... and applies this theory Then it discusses Some researches It follows an argument At last, it makes some suggestion	
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### 7.1.9. Generic or specific reference and first person reference.

Instances of generic reference in S's essay further reinforce the positivist view of knowledge making evident in other linguistic realisations in the text. Coded generic reference is tabulated in Table 7.9. There were no first person markers in the text, thus, constructing S's voice type in relation to views of knowledge making as academic.

Table 7.9. *Generic Reference*

<b>Descriptive Code: Generic Reference</b>	<b>Interpretive Codes</b>
Current world Students Teachers The textbook Companies Listeners Children Mother tongue People Classes Schools	Abstract voice Positivist voice

**7.1.10. Interpersonal positioning.** The linguistic analysis of items related to interpersonal positioning includes evaluation, modality, first person reference, and verb mood. Figure 7.2. which illustrates the interpersonal macrofunction has been reproduced below.

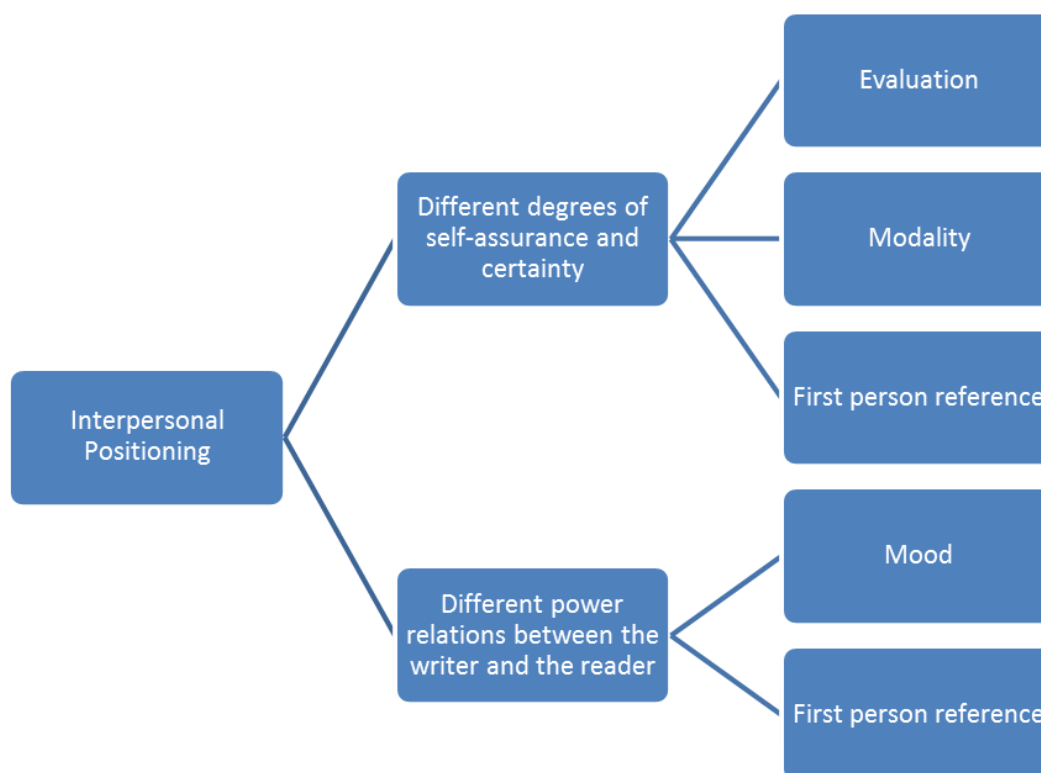


Figure 7.2. Interpersonal Positioning

**7.1.11. Evaluation.** Strong instances of evaluation in S's text shapes his authorial voice types as self-assured and certain (The coding of evaluation is listed in Table 7.10.). Evaluation such as *crucial challenge*, *poor efficiency*, *deep thinking and profound knowledge*, and *a superior opinion*, for example, create a strong voice type. The use of *essential*, *more precisely*, *positive and correct*, and *the so-called* in the following example from the text also demonstrates the strong interpersonal voice constructed via evaluation:

Although these methods are essential activities in English study, they are not actually learning styles, or to be more precisely, they are not the positive and correct learning styles which are advocated by the modern foreign language teaching strategy. The so-called learning style means the basic learning actions and cognitive orientation in the process of completing the study tasks (Zhu & Shen, 2006).

Table 7.10. *Evaluation*

Descriptive Code: Evaluation	Interpretive Codes
<p>Widely used  Realistic education issue  Troubles Chinese national public language education  A lot of efforts  Low rate efficiency persistently  Awkward unceasingly  Improved a lot  Crucial challenge  Large amount  Poor efficiency  Traditional foreign language study  Essential activities  More precisely  Positive and correct learning styles  So-called learning style  Basic learning actions  Optimise and improve learning style  Problems  A great deal  Widely practiced  Perfectly represents  Closes to attack  Commonly believes  Dominates the primary position  Very considerable  so <u>quickly</u> is because people <u>commonly</u> do not have time  urgency during that period, such as young children learning  language <u>so fast</u>  restricted  more conscientious  scattered and disappeared  keep long silence  mainly applied  primarily centred  inefficiency  a great many lifeless  passively adopt boring knowledge  too much highlight and emphasis  the extreme conduct  bang knowledge into the head of their students  exactly  restrain students' development  good communication  the accuracy of information  still functional  ideal exchange  strong individualistic tendency</p>	<p>Self-assured  voice  Certain voice  Strong voice</p>

perfectly bashful, silent answer questions passively traditionally disgust praise highly to declare oneself a great deal deep thinking and profound knowledge a superior opinion seems more suitable generally much less competition sacrifice one's individual favour extremely few people are afraid not quite sure bashfully looks hurriedly looks up blurry answers unwilling students are vague and not specific pay great attention a correct stand passive learning style deeply influenced over passive less communication confidence insufficiency, lazy, passive and cannot independently crucial culture orientation style of attacking Chinese students are not fond of being forced Usually depressed Mainly depends A great deal of bombing questions This is totally impolite behaviour Try their best Consideration and politeness It disobeys Avoid ambiguous and vague Impolite Successfully communicate Violet (violate) Communication strategies such as <u>avoidance, ellipsis, silence,</u> <u>hesitation and beating</u> around to save faces, refrain from directly fight against and conflict in communication Would not trapped Embarrassed situation It is no wonder Much longer A long time Long term hesitation	
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<p> The efficiency of teaching  Great obstacles  Effective response  The reasonable time  The dominant role  External authority  Increase cognitions  Meticulous observation  Correct language teaching  Low efficiency  The beauty of emotion  Artistic conception  Not more crucial  Main knowledge  Regular issues or common issues  Superior  Authority  The tedious monologue  Be clear or secretly set  Finally gained  Favourable results  Greatly increase  Create demoncrative, equal and harmonious cooperative atmosphere  Students' genuine freedom  The initiative and enthusiasm  Rudimentary knowledge  Solid foundation  Reasonable knowledge structure  Gradually worse  Not as good as  Qualified personnel  Abundant social practice  Limited  Crucial to learn  Culture is giant and rich  To effectively increase  Conduct appreciative remarks  Valuable chances  More frequently and crucial  A tedious procedure  The charm of popular culture is impossible to resist for young people  Sing greatly English songs  The brilliant lines in their favourite operas  Popular culture  A positive attempt  Estranged feelings from students' English study  The feeling of tedious  Enhance students' feelings </p>	
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Genuinely improve Spur students reacquaint their national culture An effective method Extensively and deeply studying Successfully conducting More significant	
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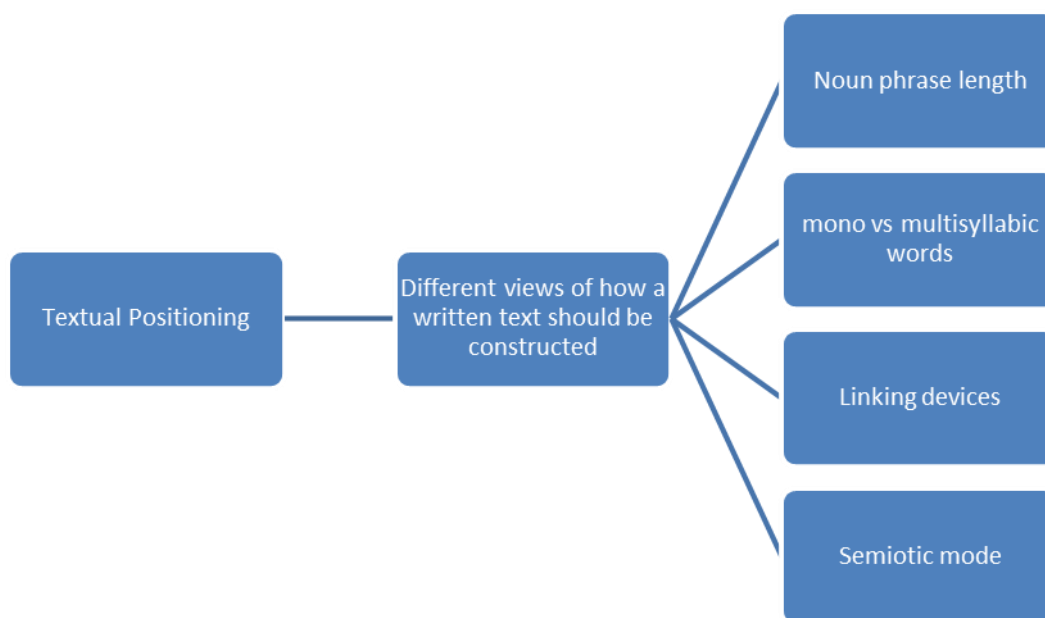
**7.1.12. Modality.** The use of modality in S's text shapes both a more hesitant interpersonal position, as well as a strong, self-assured, and certain voice type. The use of *may* in *the new curriculum may change the situation of "unification classroom"*, and *could* in *intercommunication could be slow down or break off*, for example, positions S as less self-assured in terms of making claims. Other instances of modality in the text construct a more certain interpersonal voice type. *Could* in - *as the time passes, the students could be lost interests in English language learning* the following example, to demonstrate, is manipulated to express a strong opinion on the topic, in addition to a strong and certain interpersonal voice type. The use of *should* is discussed below in relation to verb mood.

Table 7.11. *Modality*

Descriptive Code: Modality	Interpretive Codes
May	More hesitant voice
Could	Opinion-holder voice
Should	Self-assured voice
Seem	Certain voice

**7.1.13. Verb mood and first person reference.** Instances of the subjunctive mood in the text also position S as self-assured and confident. This is evinced in the use of *should* to express a direction or command in - *teachers should not only instruct students to study, therefore, teachers should use more methods, skills and arts of cooperating with students*, and, also, in *Independent learning, it should be the students' genuine freedom*. This verb mood shapes S's interpersonal voice type as strong and confident. There were no instances of first person reference in the essay.

**7.1.14. Textual positioning.** The analysis of textual positioning included coding noun phrase length, mono vs. multisyllabic words, linking devices, and semiotic mode. Figure 7.3. provides an outline of the model used in the coding of textual voice types.



*Figure 7.3. Textual Positioning*

**7.1.15. Noun phrase length and multisyllabic words.** The noun phrases in S's text are quite long with the longest comprising eight words in length. Long noun phrases in S's text have been coded in Table 7.12. below and include *grammar problems*, *disorder of sentence structure and misuse of referencing*, *the difficulties and the strategies of English academic writing*, *a number of academic vocabularies*, and *the synonyms of some English words*. This acts to position S's textual voice as academically literature and aligned with the academic discourse community. The long noun phrases in the text also shape S as having a view of text as wordy and sophisticated. The presence of many multisyllabic words in the text also reinforces this particular view of how written text should be constructed.



Table 7.12. *Noun Phrase Length*

Descriptive Code: Noun Phrase Length	Interpretive Codes
<p>English speaking tertiary education</p> <p>Internationals students from Asian countries</p> <p>Vocabulary, grammar, structure of academic writing and referencing</p> <p>Different cultural, educational and linguistic backgrounds</p> <p>Ten Chinese international students</p> <p>Tertiary level in Western countries</p> <p>English language, culture and referencing</p> <p>The students who speak English as a native language</p> <p>Non-English speaking students</p> <p>The difficulty of English academic writing</p> <p>Asian students who use English as a second language</p> <p>Grammar problems, disorder of sentence structure and misuse of referencing</p> <p>The difficulties of English academic writing</p> <p>A good English academic writing</p> <p>Various reference articles and books</p> <p>Assessment, learning and entering particular disciplinary communities</p> <p>English writing in this discipline</p> <p>The English language, the text structure, the construction of arguments, grammar and punctuation</p> <p>The width and depth of students' vocabulary</p> <p>The accuracy and quality of their writing</p> <p>Appropriate words in academic writing</p> <p>Culture is a large group of people</p> <p>History, world view, their language, languages and geographical</p> <p>Cross cultural differences in rhetoric</p> <p>The organisation of English academic writing</p> <p>The rhetorical organisation of the first language of the writer</p> <p>The paragraph organisations and the overall coherence</p> <p>The key words or main points</p> <p>The inductive, indirect, and circularly approaches</p> <p>Stealing the words or ideas of someone else</p> <p>English culture and Chinese culture</p> <p>Their previous experience of academic writing</p> <p>Imitation as a major learning strategy</p> <p>The difficulties of Chinese international students</p> <p>Two specific research questions</p> <p>The bachelor level and master level</p> <p>A constructivist grounded theory approach</p> <p>A three step coding approach</p> <p>Open coding stage, axial coding stage and selective coding stage</p> <p>The difficulties and the strategies of English academic writing</p>	<p>Academically</p> <p>literate voice</p> <p>Wordy voice</p> <p>Sophisticated voice</p>

A number of academic vocabularies The synonyms of some English words Chinese student in English academic writing Correct grammar in long sentences The differences of the way of thinking Writing structure in English academic writing The importance of the organisation of an essay A clear and well-defined organisation Clear introduction and topic sentences Grammar correction, word alteration or other adjustments Reference, paraphrasing and using right reference style A good English academic writing Writing style, sentence structure, grammatical rules and referencing Appropriate vocabulary and correct grammatical rules Some English words and sentence structure Strategy, revising strategy and referencing strategy Classmates, teachers and native English speaking friends Various reference articles and books The difficulties in English academic writing Different cultural background and language structure Three academic writing strategies	
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**7.1.16. Linking devices.** The coding of linking devices in S's text constructs reader-considerate and academically literate voice types (see Table 7.13.). The linking devices, as underscored in the example below, signpost the text for the reader, and also adhere to the conventions of academic writing in Western tertiary institutions.

To summarise, from the start of this essay, it introduces the DeKeyser's relationship theory on language teaching and learning process, and applies this theory into a comparison of English and Chinese education in both traditional and modern ways. Then it discusses the reception and discovery learning on students' learning style. It follows an argument on the diversity in culture aspect with the theory from value orientation, uncertainty avoidance, sense of hierarchy and modesty. At last, it makes some suggestion on transforming English learning style into inquisitive, autonomous and cooperative patterns, and how to optimise and improve learning style on cultural literacy. Thus, in the process of learning English as foreign language, it is necessary to help students to study the English pronunciation, grammar, sentence structure and vocabulary in an effective style.

Table 7.13. *Linking Devices*

Descriptive Code: Linking Devices	Interpretive Codes
However Secondly Naturally Furthermore Therefore Moreover Actually Precisely On the whole First of all In this way Currently For instance In the following stage For example Hence Consequently In contrast Thereupon Then To summarise Thus At last Among them In addition On one side	Academically literate voice Reader-considerate voice

**7.1.17. Semiotic mode.** The semiotic mode of S's text reinforces both his academically literate voice type as well as the reader-considerate voice as his essay aligns with the guidelines of the Education Faculty and also signposts the text via the use of sub-headings throughout the essay.

**7.1.18. Conclusion.** The voice types which arose in the analysis of S's first text indicate his alignment, to some extent, with the conventions of the academic register as well as a more creative way of voicing. The various voice types coded in the text are listed below in Table 7.14.

Table 7.14. *S's Voice Types*

<b>S's Voice Types – Text 1</b>
Interested in learning and teaching voice
Academically literate voice
Passionate voice
Teacher voice
Interested in creative expression voice
Sophisticated voice
Reader-considerate voice
Wordy voice
Distant voice
Abstract voice
Objective voice
Positivist voice
Artistic voice
Creative expression voice
Expert voice
Academic voice
Knowledgeable voice
Non-academic voice
Formal voice
More hesitant voice
Opinion-holder voice
Interested in the field voice

## 7.2. Text 2

The second text analysed focused on the relationship between language and thought arguing that the relationship between language and thought creates difficulty for international students when they are learning to write in English.

**7.2.1. Ideational positioning.** Ideational positioning, as applied to the text, has been reproduced below in Figure 7.4.

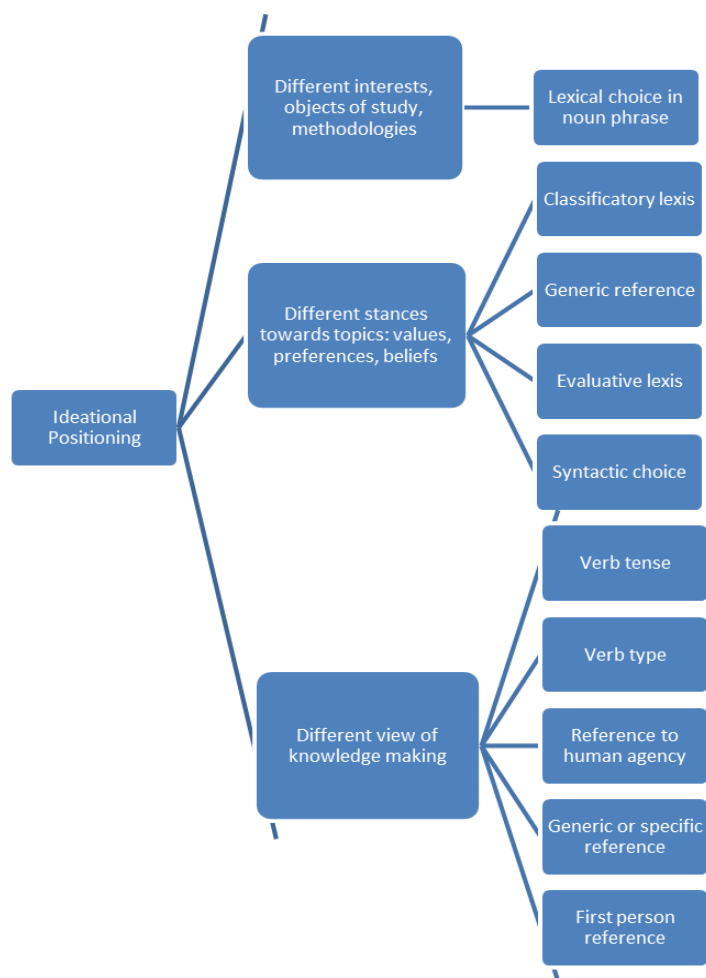


Figure 7.4. Ideational Positioning

**7.2.2. Lexical choice in noun phrase.** The lexis in the noun phrases of S's text position him as interested in the subject matter of the essay, the field of applied linguistics, as well as academic research related to teaching and learning. Noun phrases in the text have been coded in Table 7.15., and include phrases related to the topic of the text such as *the four traditional literacy theories*, *the famous American linguist Edward Sapir and his disciple Benjamin Lee Whorf*, *the most controversial theory*, *anthropology*, *sociology*, *philosophy*, *psychology* and *linguistic*, and *the Sapir-Whorf Hypothesis*. This lexis shapes S's voice as interested in, and knowledgeable regarding the topic of the essay as demonstrated in the example below:

It seems that the relationship between language and thought is not only simple but also natural. As people usually say that the major distinction between animals and human being is a person equipped with language ability but animals do not. People can utilise the language to process high-level comprehensive thinking but animals cannot.

Other lexical choices in noun phrases position S as interested in the field of applied linguistics. This includes *various linguistic genres, learner's mother tongue, second language learning, natural human language, the diversity of background knowledge, and English language learning*. Noun phrases in the text, further, shape S's interest and object of study as focused on teaching and learning. *The primary learning method, teacher-centred, the problem solving technique, and student-centred* reflect this interest. The noun phrases in S's text, therefore, shape his voice types as those of an academic as well as an insider with an interested in the topic voice, interested in applied linguistics voice, interested in teaching and learning voice, and a knowledgeable emerging from the data.

Table 7.15. *Lexical Choice in Noun Phrase*

<b>Descriptive Code: Lexical Choice in Noun Phrase</b>	<b>Interpretive Codes</b>
Language	Interested in the topic voice Interested in Applied Linguistics voice Teaching and learning voice Academic voice Knowledgeable voice
The crucial ability	
Human beings	
The primary factor	
A social phenomenon	
Human development	
The human society	
Animal thoughts	
The primary presentation	
The relationship of language and thought	
Philosophers, anthropologists, psychologists, linguist and sociologists	
Various linguistic genres	
The different languages in different cultures	
Learner's mother tongue	
The world	
This essay	
The four traditional literacy theories	
Linguistic field	
The connections	
Language and thought	
The problems of students' English writing	
The teachers	
English ways	
The process of second language learning	
The negative effects	
First language acquisition	
The degree of language proficiency	
People	
Animals and human being	

<p> Language ability  High-level comprehensive thinking  Most the people in the world  Their own understanding way  The format, structure, rules and parameters  Their first language  The four traditional literacy theories  These four concepts  The French philosopher E. B. de Condillac  Human  Language application  The ability of thinking/the thinking ability  The thought of human  Physiological function and environmental stimulus  These two feelings  The direction of thinking guidance  The major figure  The child cognitive development  Four basic stages  Normal children  The syllabic language  Their cognitive development stage  The children  Physical actions and the coordination  The study of children  The Sapir-Whorf Hypothesis  This hypothesis  The famous American linguist Edward Sapir and his  disciple Benjamin Lee Whorf  The most controversial theory  The most influential theory  Human science research  anthropology, sociology, philosophy, psychology and  linguistic  The Sapir-Whorf Hypothesis  Linguistic Determinism and Linguistic Relativism  The thought of a person  His/her mother tongue  The scope of language code  Different nationalities  Different languages  Linguistic relativity  Language structure  The scope of category  This language system itself  Thought, belief and manner  Different languages  Their ways of thinking  The mode of thinking  Each different language </p>	
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<p> This theory  Thought determination  L. Vygotsky (1986), a scholar of former Soviet Union  the thought and the development  the apes and human babies  the thought  verbal language  this cognition  the judgement  the theory of “language determines thought”.  A great deal of opinions  Linguistic field  The world view  Anthropologists and linguists  Last century  Language structure  The different human world perspective  This question  Some sociologist  The focus groups  Some Japanese female  English and Japanese  The experimenter  A girl  The values and social culture  This sort of language  A large number of scholars  Different researches  Various point of views  The language of Eskimo  The definition or class  The experts  Many different kind of snow  The type of snow  World perspective  The question of relationship  The subsistent thought  A specific world perspective  A kind of language  Some certain methods  The same reality, physical and social  Different language process  The structure of the languages  Some scholars  Cognitivist scholars  Brain function  A person  The primary objective  The different expressions  Single forms </p>	
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<p> The same thought  The direct object  Bilingual competence  Chomsky (as cited in Cook, 1985), an American  Contemporary linguist  <i>Universal Grammar</i>  Natural human language  Some language grammar rules  The vehicles  Wheels and engine  Verbs and nouns  These basic sentence structures  Young children  Their mother tongue  Children intelligence  Mathematics and physics  English speaking country  Languages competence  The physical outer skin  Inseparable relationship  The abstraction of language  Different thinking model  The east and the west  Chinese thinking model  Second language learning  “mother tongue transfer” (Travers, 1977).  English and Chinese language thinking mode  Linear thought pattern  The critical feature of English article  Philosophical thinking  The era of ancient Greek  The public speaking  This art  This type of thinking mode  English composition structure  The lay of sentence  The crucial part  The beginning of the sentence  An English sentence  A predicate verb  person deixis, numeral figures and tense  English linguistic  The non-finite verbs  Chinese thinking mode  English language  Circular thought pattern  A pair of Chinese article  Chinese discourse  These articles  The indirect position </p>	
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The topic statement Spiral form Chinese discourse Colourful and flexible forms The topic statement The authors The interspace Chinese sentence expressions The time and the location The main idea Several verbs A Chinese sentence Person deixis and tense The integration of the meaning Chinese students' English compositions English composition Author's previous students' works the structure of English composition writing these two paragraphs different learning method senior high school and college the first paragraph the specific facts the whole paragraph topic sentence the second paragraph the learning method the first sentence the concrete method the rule of English writing the Chinese writing habit another problem literary piece the writer the relationship these two paragraphs English language express rules Connecting words The sentences Two paragraphs English native speaker The primary learning method Senior high school A high school student Teacher-centered The problem solving technique The books The experience of learning method Student centered Senior high school	
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The learning ways This kind of situation A clear picture The accuracy of sentence Language specific application Chinese thinking mode English composition writing A college English language teacher The classical issues Chinese original sentences These sentences The second type Chinese grammar English style The class's atmosphere The high school Class Common problems Chinese students' compositions The top priority solution The analysis of common problems The top priority solution Some knowledge The negative effects English ways English-English Dictionary English-Chinese Dictionary An English sentence The definition of the word The procedure of understanding The process of translating The previous sentences The speaker's following words The primary reason Students misunderstanding The speakers The language features English and Chinese The social system, customs, religious philosophy and values Their language and social life A Chinese scholar The virtue of modesty A teacher Methodology research Methodology research The other foreign scholars The degree of teaching methodology A beginner The teaching methodology	
--	--

The different cultural background Chinese and western countries The thought diversity The modesty Their strength This scenario The miscommunication TESOL teachers English language learning circumstances and atmosphere The language environment The background knowledge Regular pattern knowledge the language the thought the integrated language system the degree of language learning proficiency four points of view linguistic field their concepts the world perspective the universal grammar the TESOL perspective diffident thinking mode English language teaching The diversity of background knowledge English language learning Foreign language learning The comprehensive ability The negative effects The first language acquisition Language learning proficiency	
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**7.2.3. Classificatory lexis.** The manipulation of classificatory lexis in S's text, further, reinforces his voice types as academic and knowledgeable as he takes an academic stance towards the topic and field. This is evident in the classificatory lexis listed in Table 7.16. below, and in examples such as *Linguistic Determinism and Linguistic Relativism, mother tongue, language code, different nationalities, different languages, and language structure.*

Table 7.16. *Classificatory Lexis*

<b>Descriptive Code: Classificatory Lexis</b>	<b>Interpretive Codes</b>
Human beings	Interested in the
A social phenomenon	topic voice
Human development	Interested in Applied
The human society	Linguistics voice

Animal thoughts linguistic genres mother tongue The four traditional literacy theories Linguistic field students' English writing English ways second language learning First language acquisition language proficiency Language ability comprehensive thinking Their first language The four traditional literacy theories These four concepts Language application Physiological function environmental stimulus These two feelings thinking guidance The major figure The child cognitive development Four basic stages Normal children The syllabic language cognitive development stage Physical actions The Sapir-Whorf Hypothesis American linguist Human science research Linguistic Determinism and Linguistic Relativism mother tongue language code Different nationalities Different languages Linguistic relativity Language structure Thought determination Soviet Union human babies verbal language Linguistic field The world view Last century Language structure The different human world Some sociologist The focus groups Some Japanese female social culture Different researches	Knowledgeable voice Academic voice
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World perspective subsistent thought A specific world perspective Some certain methods Different language process Cognitivist scholars Brain function different expressions Single forms an American Contemporary linguist <i>Universal Grammar</i> Natural human language language grammar rules These basic sentence structures Young children Their mother tongue Children intelligence English speaking country Languages competence The physical outer skin Inseparable relationship The abstraction of language Different thinking model Chinese thinking model Second language learning “mother tongue transfer” (Travers, 1977). Linear thought pattern English article Philosophical thinking ancient Greek The public speaking thinking mode English composition structure English sentence A predicate verb person deixis, numeral figures English linguistic The non-finite verbs Chinese thinking mode English language Circular thought pattern Chinese article Chinese discourse indirect position topic statement Spiral form Chinese discourse Chinese sentence expressions main idea Several verbs	
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A Chinese sentence Person deixis and tense Chinese students' English English composition Author's previous students' works English composition writing two paragraphs different learning method senior high school and college first paragraph specific facts whole paragraph topic sentence second paragraph learning method first sentence concrete method English writing Chinese writing habit literary piece these two paragraphs English language express rules English native speaker primary learning method Senior high school A high school student Teacher-centred learning method Student centred Senior high school learning ways A clear picture Language specific application Chinese thinking mode English composition writing A college English language teacher The classical issues Chinese original sentences The second type Chinese grammar English style The class's atmosphere The high school Chinese students' compositions English ways English-English Dictionary English-Chinese Dictionary English sentence language features social system, customs, religious philosophy	
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social life Chinese scholar Methodology research Methodology research other foreign scholars teaching methodology teaching methodology different cultural background TESOL teachers English language learning circumstances language environment background knowledge Regular pattern knowledge integrated language system degree of language learning four points of view linguistic field the world perspective the universal grammar the TESOL perspective diffident thinking mode English language teaching background knowledge English language learning Foreign language learning The first language acquisition Language learning proficiency	
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**7.2.4. Generic reference.** Instances of generic reference in the text have been listed below in Table 7.17. The use of generic references including *language*, *the teacher*, and *the relationship* underpins an academic stance towards the field of the text, reinforcing an academic, knowledgeable, and insider voice type.

Table 7.17. *Generic Reference*

<b>Descriptive Code: Generic Reference</b>	<b>Interpretive Codes</b>
Language Human beings A girl The relationship People Children Human/s The apes The world Thought	Academic voice Abstract voice



Human Animal A woman Babies Verbs Nouns The speakers The east The west The writer The authors Experts The sentences The teacher	
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**7.2.5. Evaluative lexis.** The coding of evaluative lexis in the text shaped S as having a strong, opinion-holder voice in relation to the topics of the essay. Evaluative lexis, for example, expressed a passionate view on the Sapir-Whorf hypothesis as *the most controversial theory in the world* and *the most influential theory*. Evaluative lexis also expresses a strong point of view regarding Chinese students and traditional Chinese thinking models including *Chinglish* in *Chinese students usually affected by Chinese thinking model when writing English compositions, as a result of producing Chinglish, and the class's atmosphere was very depressive*. A passionate, opinion-holder voice is also evident in the evaluative lexis such as *modestly*, *a beginner*, *faithfully express*, and *hypocrite* in the following example:

He answered modestly, a little. As a result, he was considered and treated as a beginner, and did not talked about the teaching methodology with him anymore. This is because the different cultural background between Chinese and western countries, causes the thought diversity. In Chinese culture, it is believed that the modesty is a virtue; by contrast with western culture, it is reasonable that people faithfully express their strength. Hence, in this scenario, modesty with no reason would be considered as hypocrite, results the miscommunication.

The strong position constructed by the use of evaluative lexis also shapes S's authorial voice types as knowledgeable and interested in the field.

Table 7.18. *Evaluative Lexis*

<b>Descriptive Code: Evaluative Lexis</b>	<b>Interpretive Codes</b>
The crucial ability The primary factor Important flag Fundamentally differs Primary presentation A watchful eye A satisfied and adequate explanation Final conclusion Traditional literacy theories Major distinction Language ability High-level comprehensive Simple but natural Mastered Some mysterious patterns Cannot dominate freely The major figure It precisely means The famous The most controversial theory in the world The most influential theory Perfectly determined Totally different mode A large number Some scholars The primary objective Is impossible Some language grammar rules Basically no different Closely related Natural inseparable relationship Correct though appropriate teaching method The critical feature Every single paragraph Unconsciously influenced The crucial part Keeps on beating around Another problem Lack off (of) Necessarily transition words Logic of article clear more accurate and get close to an English native speaker the primary learning method mastering the the only thing nearly put my head into the books my ultimate purpose	Interested in the topic voice Interested in the field voice Opinion-holder voice Passionate voice Knowledgeable voice

<p> work hard  hardly had any other things to do  most of the high school students  me feel totally different  nearly abandoned  a clear picture  a large amount  totally translated  classical issues  The first is “imitate blindly and mechanically”  Wrote carefully  The class’s atmosphere was very depressive  No talking  No speaking  The top priority solution  The negative effects  The word correctly  The primary reason  Also crucial  Different languages  Answered modestly  Faithfully express  Practice primarily  Favourable English language  Squarely  Regular pattern knowledge  The clarity and veracity of thought  Absolutely master  Diffident thinking mode  Correct guidance  Double effects  An accurate understanding  Effectively help  The negative effects  Finally achieve  Chinglish </p>	
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**7.2.6. Syntactic choice.** A less abstract and academic stance towards the topic is constructed in the lack of passive forms in S’s text. While some instances of the passive were delineated in the descriptive coding such as *is related to*, *will be related*, *would be happened*, and *have been hard-coded*, the majority of verb forms in the text are active. This creates less formality and distance towards topics in the text, shaping S’s voice as less aligned with the academic register. Instances of modality in the text, on the other hand, position S as having a tentative stance towards the subject of the essay, in addition to

adhering to hedging conventions in academic writing. Therefore, S's syntactic choices in relation to stances towards the topic and field shape both a more and less academic voice. They also shape him as less interested in the material of the text. Instance of modality in the text have been included below in Table 7.19.

Table 7.19. *Modality*

<b>Descriptive Code: Modality</b>	<b>Interpretive Codes</b>
It could be said These kind of sentences perhaps Totally translated It could be seen But it could affect And could be described The mistake could be correct Could affect It could have Words could make Could be introducing Chinese could influence Could finally achieve	Less interested voice Academic stance toward topic voice

**7.2.7. Verb tense and verb type.** The coding of both verb tense and verb type in S's text suggest voice types associated with the positivist, academic view of knowledge. The combination of tense as coded below is typical of the academic register:

For this question, some sociologist have done (past) some experiments (Ervin-Tripp, 2009). The focus groups are (past) some Japanese female who have immigrated (past) to American. They speak (present) both English and Japanese fluently, and familiar with both cultures. Then the experimenter gives (present) each person a picture, the close shot in the picture is a girl who holds (present) a book while the long shot is (present) a peasant who is ploughing (present continuous), a woman who is (present) against the tree and looking (present continuous) at the peasant. The people who experimented (past) are required (past) to describe (present) this picture in English and Japanese separately.

The inclusion of verbs related to thinking and research, as listed in Table 7.20., also shapes S's view of knowledge making as objective and academic. These verbs include, for example, *states*, *argued*, *illustrates*, *determines*, and *develops*.

Table 7.20. *Verb Type*

<b>Descriptive Code: Verb Type</b>	<b>Interpretive Codes</b>
Give Utilise/utilising Provide/d Completed Explains It is argued States Determines/d Follows Investigated Proposes Develops Illustrates Influenced/influencing To encourage Extracted on Promoted Believes Related Experimented Defined Analyse Described Compare Lists Introduces Point out Reflects Emphases Mastering Experienced Represents Influencing To learn Abolish To discuss Suggested Encourage Considered Established Introduces To demonstrate Achieve	Objective voice Positivist voice Academic voice

**7.2.8. Reference to human agency.** The descriptive and interpretive coding of reference to human agency in the text positions S's view of knowledge making as both positivist and subjective (see Table 7.21.). For the most part, human agency is referenced in the essay as the result of human cognition in an abstract sense. This is manifest in references such as *Slobin believes, some experts believe, and it is argued*. However, other references to human agency in the text construct a more subjective view of human agency in the process of knowledge making. That is, references such as *a watchful eye by philosophers, he believes, Piaget believes, the famous American linguist Edward Sapir and his disciple Benjamin Lee Whorf, and experts stick on their concepts and give examples* view knowledge making as more directly related to human cognition. This shapes S's voice types as both objective and subjective. S's reference to his own agency in the text is, further, abstract and objective, as his own knowledge making is referred to as *this essay begins, and finally it specifically develops and illustrates*. Instances of first person reference are discussed in the relevant section below.

Table 7.21. *Reference to Human Agency*

Descriptive Code: Reference to Human Agency	Interpretive Codes
a watchful eye by philosophers, anthropologists, psychologists, linguist and sociologists, but never obtained a satisfied and adequate explanation Therefore, it becomes a focus interested by various linguistic genres. these concepts not have any final conclusion in academic field so far This essay begins... Then it follows a discussion Finally it specifically develops and illustrates It is argued As people usually say According to Forrester (1996), We need to know that the format, structure, rules and parameters of the language we use had existed before we born The following sectors are going to briefly generalise these four concepts. The French philosopher E. B. de Condillac conducts He believes Hence, Condillac gives the conclusion Moreover, the major figure in the view of "thought comes before language" is from Piaget (1969). He introduces He believes that	Positivist voice Academic voice Subjective voice Personal voice

<p>Piaget believes  which promoted by the famous American linguist  Edward Sapir and his disciple Benjamin Lee Whorf.  the most controversial theory  the most influential theory  Slobin (n.d.) believes  For the last stage, L. Vgotsky (1986), a scholar of  former Soviet Union, whose view point disagrees with  the Sapir-Whorf Hypothesis, he believes that “thought  determines language  After, Vygotsky (1986) investigated  Vygotsky makes the judgement  The question of in what degree and what method,  language will be related with the world view to the  person who speaks this language, is one of the research  focuses to anthropologist and linguists from last  century. Nevertheless, here is another question, does  language structure affect the different human world  perspective?  some sociologist have done some experiments  From the experiment above  The Sapir-Whorf Hypothesis mentioned  According to the hypothesis of Whorf... Whorf notices  The experts  Based on Whorf’s thought  Hence, Crystal (1987) concludes  In recent years, cognitivist scholars try to demonstrate  that language and thought do not have inevitable  connection. Among them, Jackendoff (1996) proposes  Jackendoff (1996) states  Chomsky (as cited in Cook, 1985), an American  Contemporary linguist points  According to Jiang (1995),  As the differences discussed above  In the following stages  author believes that the top priority solution  In the following stages, it is going to discuss how  Crystal (1987) believes  from the beginning of this essay, it introduces  experts stick on their concepts and give examples  some experts believe  In the following stage, it discusses the TESOL  perspective</p>	
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**7.2.9. Generic or specific reference.** Instances of generic reference in the text have been coded below in Table 7.22. These references shape S’s voice as abstract and formal reinforcing his academic, insider voice types.

Table 7.22. *Generic Reference*

Descriptive Code: Generic Reference	Interpretive Codes
Language	Abstract voice
Human beings	Formal voice
A girl	
The relationship	
People	
Children	
Human/s	
The apes	
The world	
Thought	
Human	
Animal	
A woman	
Babies	
Verbs	
Nouns	
The speakers	
The east	
The west	
The writer	
The authors	
Experts	
The sentences	
The teacher	

**7.2.10. First person reference.** There were instances of first person reference in S's text in relation to his own experiences of teacher and learner centred learning. These reference positions S's view of knowledge making as subjective, resulting directly from human activity and cognition. First person markers in the text are included in the following example:

Now, I am at college and the old ways of learning have all gone. We are never asked to do this or that except during the class time. We have to learn everything almost all by ourselves, so I must know by myself very clearly what to do, how to do, but not follow anyone else.

Other instances of first person reference in the text include *we need to know*, *the language we use*, and *before we born*. S's inclusion of his own experiences reflects a view of knowledge making as personal and subjective. This contrasts to his academic voice types shaped through other linguistic realisations.



**7.2.11. Interpersonal positioning.** The analysis of interpersonal positioning included coding evaluation, modality, first person reference, and verb mood in the text. Figure 7.5. below provides an overview of interpersonal positioning.

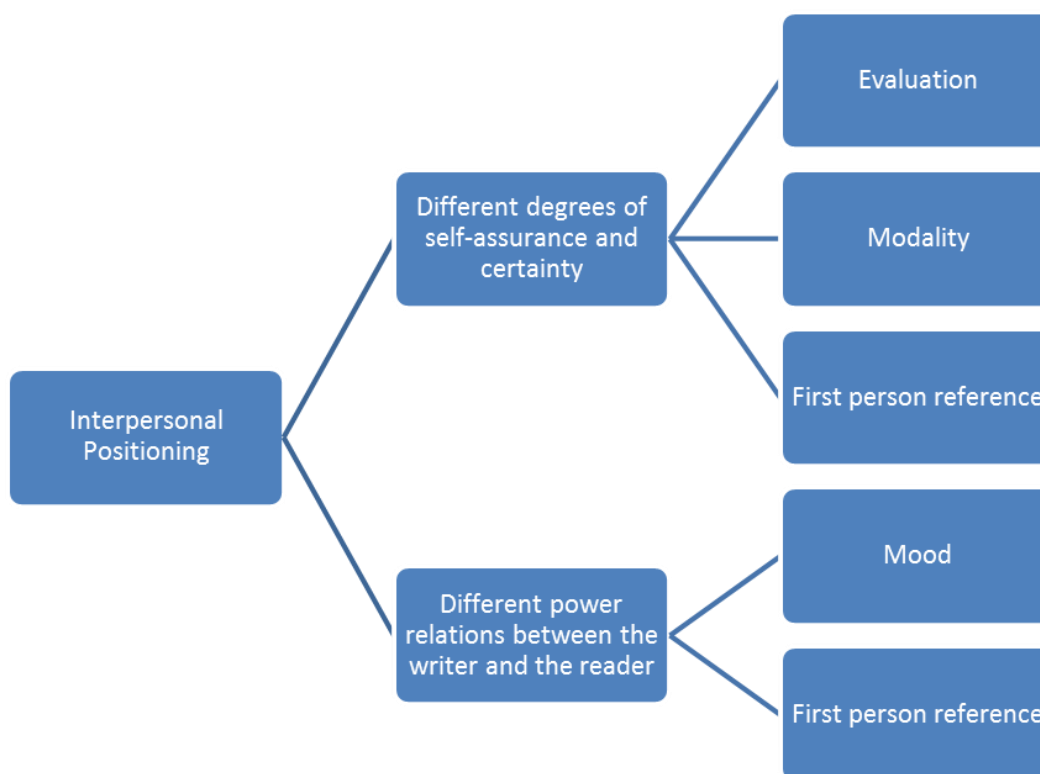


Figure 7.5. Interpersonal Positioning

**7.2.12. Evaluation.** Evaluation in the text acts to shape S's interpersonal voice types as self-assured and certain (instances of evaluation are listed in Table 7.23. below). Evaluation such as *crucial ability*, *it precisely means*, *perfectly determined*, and *major distinction* indicate a confident grasp of the material of the text. The confident, and, also, didactic, teacher voice types constructed by means of evaluation is also evident in the example from S's text below:

Therefore, thought is intangible and eternal constructed, it is difficult to be examined and need to practice primarily by students themselves. As TESOL teachers, they should create favourable English language learning

circumstances and atmosphere, and help students exposure more to the language environment; meanwhile, they should pay attention on introducing the background knowledge, and face the diversity thought between Chinese and western culture squarely, then find and pass on the regular pattern knowledge to the students. Crystal (1987) believes that the clarity and veracity of the language are determined by the clarity and veracity of the thought.

Table 7.23. *Evaluation*

<b>Descriptive Code: Evaluation</b>	<b>Interpretive Codes</b>
The crucial ability The primary factor Important flag Fundamentally differs Primary presentation A watchful eye A satisfied and adequate explanation Final conclusion Traditional literacy theories Major distinction Language ability High-level comprehensive Simple but natural Mastered Some mysterious patterns Cannot dominate freely The major figure It precisely means The famous The most controversial theory in the world The most influential theory Perfectly determined Totally different mode A large number Some scholars The primary objective Is impossible Some language grammar rules Basically no different Closely related Natural inseparable relationship Correct though appropriate teaching method The critical feature Every single paragraph Unconsciously influenced The crucial part Keeps on beating around Another problem Lack off (of)	Confident voice Self-assured voice Certain voice Opinion-holder voice Teacher voice

<p> Necessarily transition words  Logic of article clear  more accurate and get close to an English native speaker  the primary learning method  mastering the  the only thing  nearly put my head into the books  my ultimate purpose  work hard  hardly had any other things to do  most of the high school students  me feel totally different  nearly abandoned  a clear picture  a large amount  totally translated  classical issues  The first is “imitate blindly and mechanically”  Wrote carefully  The class’s atmosphere was very depressive  No talking  No speaking  The top priority solution  The negative effects  The word correctly  The primary reason  Also crucial  Different languages  Answered modestly  Faithfully express  Practice primarily  Favourable English language  Squarely  Regular pattern knowledge  The clarity and veracity of thought  Absolutely master  Diffident thinking mode  Correct guidance  Double effects  An accurate understanding  Effectively help  The negative effects  Finally achieve  Chinglish </p>	
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**7.2.13. Modality.** Instances of modality in S's text express some degree of uncertainty in making claims (coded in Table 7.24.). This includes *it could be seen* and *could be introducing*. However, the absence of hedges such as *may*, *might*, and *perhaps* in the text which constructs S's voice as more assured, as well as less aligned with the academic register. Instances of *should* in the essay will be discussed in the following section on verb mood.

Table 7.24. *Modality*

Descriptive Code: Modality	Interpretive Codes
It could be said These kind of sentences perhaps Totally translated It could be seen But it could affect And could be described The mistake could be correct Could affect It could have Words could make Could be introducing Chinese could influence Could finally achieve	Tentative voice

**7.2.14. First person reference.** The use of first person reference in the text is designed to describe S's experiences as a student in both China and Australia. Outside of these particular excerpts, though, the text reverts to third person and a more formal academic tone. The use of first person reference in the text constructs a self-assured, confident voice as S shares his experiences. An example has been included below:

The primary learning method in senior high school is teacher centred. When I was a high school student, my way of learning was following the teacher, mastering the problem solving technique, as well as remembering whatever learned in the book. During that period, doing as the teacher asked me to was the only thing that I practiced frequently and repeatedly. On one hand, in order to be familiar with the methods taught by my teachers, I did variety exercises and nearly put my head into the books. On the other hand, with my ultimate purpose of going to the college, I had to work hard on my study and hardly had any other things to do out of class. I believe that most of the high school students were in the same situation as well as what I experienced.

**7.2.15. Mood and first person reference.** There is one instance of the imperative mood of the verb coded in the text in the use of *need* in *we need to know that the format, structure, rules and parameters of the language we use had existed before we born*. Alongside the use of *should* as a directive, recommendation, or command, this creates the voice of a powerful equal in the text (the descriptive coding of verb mood has been included in Table 7.25.). Examples of *should* as a form of assertion include - *according to English language express rules, it should utilise some connecting words to join these sentences, English language teaching should not only stay at the aspect of verbally and grammatically correct, and as TESOL teachers, they should create favourable English language learning circumstances*. The use of *should*, therefore, constructs a powerful voice type in S's text. This is reinforced, to some extent, by the confident manipulation of first person reference in the text.

Table 7.25. *Mood*

<b>Descriptive Code: Mood</b>	<b>Interpretive Codes</b>
should could need	Powerful equal voice

**7.2.16. Textual positioning.** Figure 7.6. illustrates the linguistic realisations coded in S's voice.

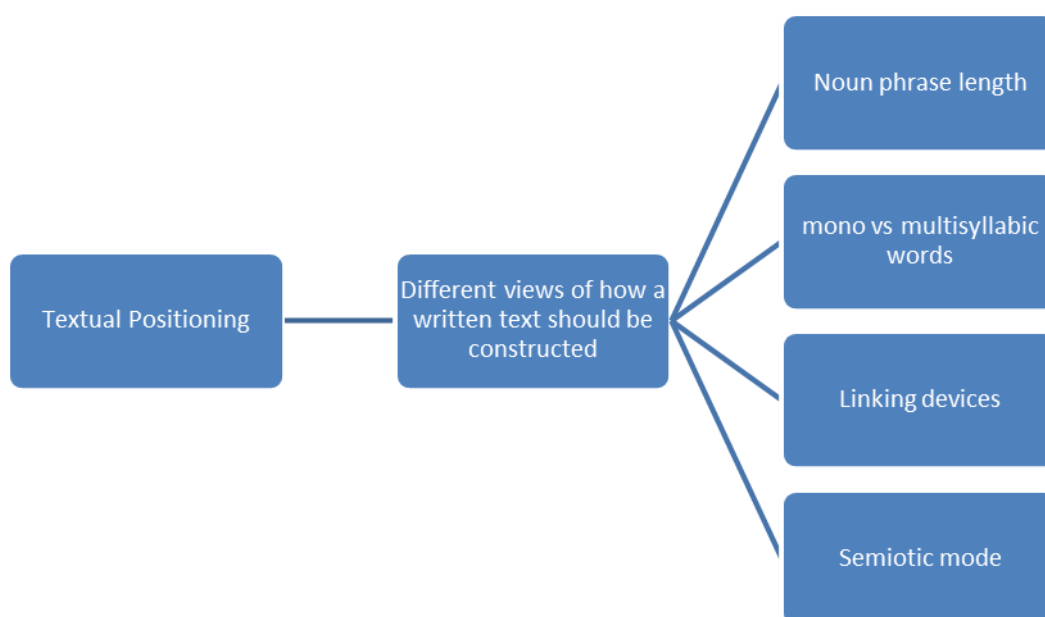


Figure 7.6. Textual Positioning

**7.2.17. Noun phrase length and multisyllabic words.** The noun phrases in S's text are relatively long with the majority of phrases, as is evident in Table 7.26. below, comprising, at least, four of five words. This includes noun phrases such as *the problems of students' English writing* and *the process of second language learning*. The presence of multisyllabic words in the text also constructs S's view of text construction as aligning with the academic register in terms of formality and academic literacy.

Table 7.26. *Noun Phrase Length*

Descriptive Code: Noun Phrase Length	Interpretive Codes
Philosophers, anthropologists, psychologists, linguist and sociologists Various linguistic genres The different languages in different cultures Learner's mother tongue The four traditional literacy theories The problems of students' English writing The process of second language learning First language acquisition The degree of language proficiency People Animals and human being High-level comprehensive thinking Their own understanding way	Formal voice Academically literate voice Sophisticated voice Academic voice Insider voice

<p> The format, structure, rules and parameters  Their first language  The four traditional literacy theories  These four concepts  The French philosopher E. B. de Condillac  Physiological function and environmental stimulus  The direction of thinking guidance  The child cognitive development  Four basic stages  Their cognitive development stage  Physical actions and the coordination  The Sapir-Whorf Hypothesis  The famous American linguist  Edward Sapir and his disciple Benjamin Lee Whorf  The most controversial theory  The most influential theory  Human science research  anthropology, sociology, philosophy, psychology and  linguistic  The Sapir-Whorf Hypothesis  Linguistic Determinism and Linguistic Relativism  His/her mother tongue  The scope of language code  This language system itself  Thought, belief and manner  Their ways of thinking  L. Vygotsky (1986), a scholar of former Soviet Union  the theory of “language determines thought”  A great deal of opinions  The different human world perspective  Some Japanese female  The values and social culture  A large number of scholars  Various point of views  Many different kind of snow  A specific world perspective  Some certain methods  The same reality, physical and social  Different language process  Chomsky (as cited in Cook, 1985), an American  Contemporary linguist  Natural human language  Some language grammar rules  These basic sentence structures  Their mother tongue  English speaking country  The physical outer skin  Different thinking model  Chinese thinking model  Second language learning </p>	
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<p> “mother tongue transfer” (Travers, 1977)  English and Chinese language  Linear thought pattern  The critical feature of English article  The era of ancient Greek  This type of thinking mode  English composition structure  The beginning of the sentence  person deixis, numeral figures and tense  Chinese thinking mode  Circular thought pattern  A pair of Chinese article  Colourful and flexible forms  Chinese sentence expressions  Person deixis and tense  Chinese students’ English compositions  Author’s previous students’ works  the structure of English composition writing  these two paragraphs  different learning method  senior high school and college  the rule of English writing  the Chinese writing habit  these two paragraphs  English language express rules  English native speaker  The primary learning method  Senior high school  A high school student  The problem solving technique  The experience of learning method  Senior high school  Language specific application  Chinese thinking mode  English composition writing  A college English language teacher  Chinese original sentences  Chinese students’ compositions  The top priority solution  The analysis of common problems  The top priority solution  English-English Dictionary  English-Chinese Dictionary  The speaker’s following words  The social system, customs, religious philosophy and values  Their language and social life  The other foregin scholars  The degree of teaching methodology  The different cultural background </p>	
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Chinese and western countries English language learning Regular pattern knowledge the integrated language system the degree of language learning proficiency four points of view diffident thinking mode English language teaching The diversity of background knowledge English language learning Foreign language learning The first language acquisition Language learning proficiency	
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**7.2.18. Linking devices.** The linking devices coded in S's text have been listed below in Table 7.27. These linking devices construct voice types that align with the academic register as well as a reader-considerate voice type. Linking devices in the text also create formality and complexity as is evident in the example below:

In contrast, the experience of learning method in college is student centred, which makes me feel totally different from senior high school. At present, I study at college and have nearly abandoned the learning ways that I followed previously. We have never asked to do like before to follow the teachers except in the classes. Under this kind of situation, we have to learn everything almost all by ourselves. Therefore, it must have a clear picture in my mind to instructing myself without following anyone else.

Table 7.27. *Linking Devices*

<b>Descriptive Code: Linking Devices</b>	<b>Interpretive Codes</b>
Even more Therefore This essay Then Finally That is to say On the whole First of all Hence However Nevertheless For this question Rather	Academically literate voice Formal voice Academic voice Sophisticated voice Reader-considerate voice

<p> Instead  As a result  For example  Moreover  In other word  Furthermore  Nowadays  For the first component  That is  For the last stage  After  That is to say  By contrast  As a rule  In this instance  Overall  For instance  Comparatively  On the other side  As the differences discussed above  In the following stages  On the one hand  On the other hand  Obviously  In contrast  At present  Meantime  As a result  On the whole  To summarise  Thus  Firstly  Secondly  Thirdly </p>	
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**7.2.19. Semiotic mode.** The semiotic mode of S's text adheres to the conventions of the department, and, also constructs a reader-considerate voice type via the use of sub-headings throughout the text. This reinforces S's academic insider voice type.

**7.2.20. Conclusion.** The coding of voice in S's second text resulted in a range of voice types emerging from the data. Voice types analysed in the text include a teaching and learning voice, a passionate voice, and a certain voice. The voice types identified in S's second text are listed below in Table 7.28.

Table 7.28. *S's Voice Types*

<b>S's Voice Types – Text 2</b>
Insider voice Sophisticated voice Powerful equal voice Certain voice Tentative voice Subjective voice Positivist voice Confident voice Objective voice Formal voice Interested in the topic voice Interested in Applied Linguistics voice Teaching and learning voice Academic voice Knowledgeable voice Confident voice Personal voice Academic stance towards the topic voice Less interested voice Abstract voice Interested in the field voice Opinion-holder voice Passionate voice

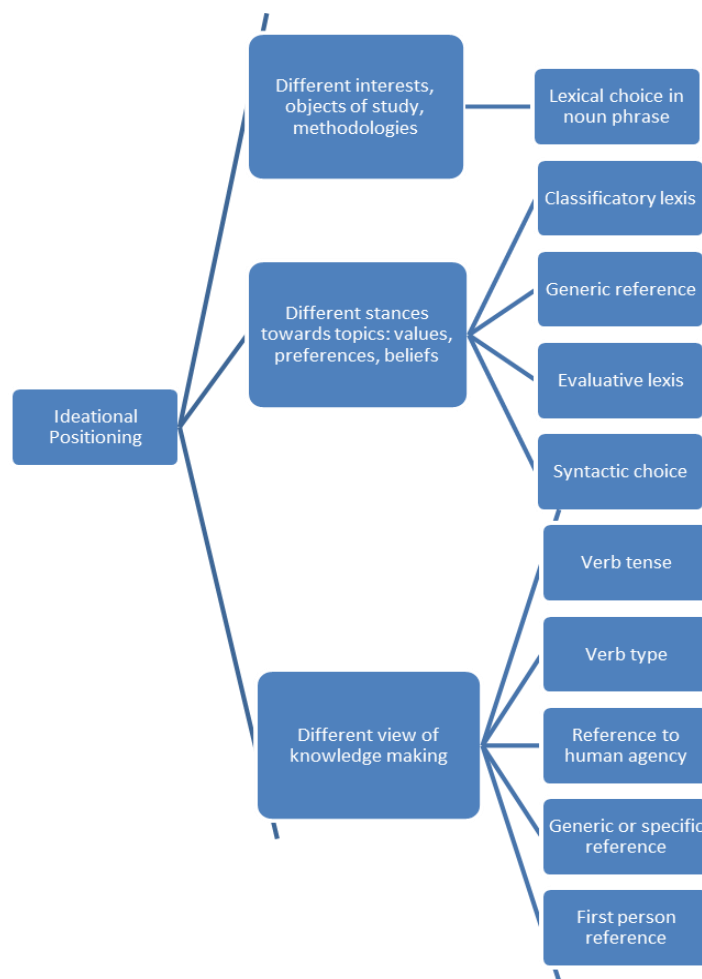
## Chapter 8: D - I am Plain-Spoken and Strong

This chapter details the results of the analysis of Thao's two texts. Thao was a Master of Education student enrolled in the TESOL strand. She had previously attained a Bachelor of Arts in China and was interested in pursuing a PhD in a Western country. The first text analysed was written for a subject titled Current Issues in Second Language, while the second text was part of an Aspects of Linguistics course. The voice types that resulted from the coding of D's texts included a wide range of voice types such as a passionate voice, a knowledgeable voice, and a plain-spoken voice. The coding of the texts and the subsequent voice types are described in this chapter.

### 8.1. Text 1

D's first text is 5, 500 words. The text explores the role of culture in teaching foreign languages and argues that cultural education should play a pivotal role in language education.

**8.1.1. Ideational positioning.** Figure 8.1. outlines the linguistic items associated with the ideational macrofunction as coded in D's text. The results of this analysis are outlined in the following sections.



*Figure 8.1. Ideational Positioning*

**8.1.2. Lexical choice in noun phrase.** The lexical choice in D's noun phrases positions her throughout the essay as interested in both the subject of the essay and in the field of applied linguistics. Noun phrases such as *an integral part of culture*, *culture educationists*, *the nature of culture*, and *sociological phase*, *artistic contributions* and *anthropological aspect* and other instances of lexis listed in Table 8.1. align D with the topic of the essay. Noun phrases in the text associated with Applied linguistics also reflect D's interest in this particular field and include *the practical case of language teaching*, *the different learning styles*, and *language users*. The use of this lexis in noun phrases throughout the essay shapes D's voice types as knowledgeable, interested in the topic and field, and, also, academic. The coding of lexis in noun phrases has been included in Table 8.1. below.

Table 8.1. *Lexical Choice in Noun Phrase*

<b>Descriptive Code: Lexical Choice in Noun Phrase</b>	<b>Interpretive Codes</b>
Culture The essence of the people Individual Family background, religious belief or political viewpoint Culture Characteristics of a person The influence of culture Culture education This subject Extensive study and hard work Language An integral part of culture Language teachers Culture educationists The arguments The big role of language One certain culture The identity of one nation An Asian-looking man A white young lady Verbal language Serious consequences Diplomatic relationship The instalment of culture The importance of culture Second language The four dimensions of culture Pedagogy implications	Knowledgeable voice Interested in the topic voice Interested in the field voice Academic voice

<p> Culture  A society  Literature  The novel  Architecture  The buildings or houses  The nature of culture  Sociological phase, artistic contributions and anthropological aspect  So-called sociological or social aspect of culture  A country  Political area  The artistic aspects  The culture of a country  The works  The creative minds  The peoples  Many field  Literature, painting, sculpture, architecture, and music  The last aspect  The whole picture  Their daily activity, the standard of life, religion, folkways  The different point of view  The language  The basic components of sounds, words, phrases or sentences  Flexible systems  Other cultures  The relationship between language and culture  Unseparated tie  Illustrative words  Different cultural aspects  The teaching of language  Students  Teachers  The expectations  The target language  People  The terms of masculinity and femininity  The words of Phuong-Mai  Masculinity  The roles of females and males  Social positions  Men  Women  The family  The concept of femininity  The society  Men and women  The above theory </p>	
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English as a second language Gender Female students Foreign language Cooperative learning Female students The mentioned issue The different social positions The mixed group Female members The societies Individuals Each member His or her The immediate family Collectivist societies People Strong, cohesive in-groups These relationships People in collectivist culture In-groups Out-groups Individualistic cultures A new groups New people Collectivist societies The power Different roles in society Individualistic ones The relationship between spouses Vietnam society The husband The wife The American society The academic area The collectivist society The real competence Students The paper tests The activities Collectivist culture Face-to-face or individual performance This dimension of culture The uneven distribution of power Power distance Less powerful members The situation of a class The role of the teacher Unequal relationships The power distance	
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<p>Those cases</p> <p>Asian countries such as Vietnam, Chinese and Japan</p> <p>The teachers</p> <p>Students' behaviours</p> <p>The beginning of classes</p> <p>The action</p> <p>The teacher's lecture</p> <p>A taboo</p> <p>The teachers' incompetence</p> <p>A study group</p> <p>The position of leader</p> <p>The cooperation of all members</p> <p>The group</p> <p>A culture</p> <p>Unknown circumstances</p> <p>This avoidance</p> <p>The feeling of extreme threat</p> <p>The people's internal part</p> <p>This dimension</p> <p>The people</p> <p>The shyness or lack of confident</p> <p>The other people</p> <p>The practical case of language teaching</p> <p>The different learning styles</p> <p>Different countries</p> <p>The hesitation in raising questions</p> <p>Some Asian countries such as Vietnam and China</p> <p>The deep comprehension</p> <p>The teaching method</p> <p>Some students</p> <p>Their home culture</p> <p>Written English discourse</p> <p>The problem</p> <p>The lack of understanding</p> <p>The target language cultural background</p> <p>The producing of writing</p> <p>English writing style</p> <p>The student writing style</p> <p>Their own culture</p> <p>English native speakers</p> <p>Academic genres such as the essay, lecture and research paper</p> <p>the conventions – the rules and elements</p> <p>student's own understanding</p> <p>Vietnamese writing style</p> <p>Indirect way</p> <p>The reader's understanding</p> <p>The Vietnamese students</p> <p>their mother tongue's style</p> <p>their pieces of paper</p>	
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<p> the important points  students' reading process  their cultural background  common misunderstanding  the real meaning  the author  the differences in culture  the target language  some sentences  their first language culture  this phenomenon  the writer  readers  living style  appropriate knowledge  custom of English people  the lines  in some specific situations  the texts  some cultural norms  reading comprehension  one example  Iran and many other Islamic countries  Weekend days  A potential trap  The reading material  Unfamiliar practice  Traffic regulation  United kingdom and Australia  Vietnamese students  Drivers  Their country  The usual reading activities  Students in Asian countries  Those obstacles  The differences in culture  The learning style of students  The concept of losing face  The students learning habit  Their ideas  Their mistakes  Their friends  The same situation  The teachers as native speakers  Little participants  The class  Korea  The impacts of normative cultures  The teachers  Their peers </p>	
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<p> The above examples  The cultural influence  Students in class  The most popular approach  The teachers  A source of cultural input  The most popular approach  The teachers  A source of cultural input  Their students  This method  A wide range of topics  The diversified-content of the teaching process  The students' interest  The custom of people  Different cultures  Their habit of eating  Different contexts  Asian students  Couples in western countries  The street  The other people  This action  Eastern countries such as Vietnam, China and Iran  Their own stereotype  This contrast  The contrast ways of thinking  The different culture  The people's thoughts  Morality assessment  The above situation  A good illustration  Some creativity  The lesson  Various activities  Map, pictures and so on  Culture authentic materials  An important role  Target-language learning  The real world material sources  The practical situations  The textbook  Their cultural background  Their prior knowledge  The diversity of societies  Target language  The approach  Dialogue materials  The student's expectations  The required language structure </p>	
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<p> Their ability  This issue  A wide range of those materials  films ,news, broadcasts, television show, web sites ,  magazines ,newspapers ,menus ,and other printed matters  abundant sources  the different ages or level of the class  some video clips  a television show  a detail picture  the beginning classes  the cultural segments the information  the represented cultural norms  the values of them  the exciting atmosphere  the area of nonverbal behaviours  most European languages  India and Ceylon  Other ways  Eye contact  The Australian culture  The other's talk  Lower status  The given authentic material and the discussion  role-playing is an effective and relaxing activity  dramatised situations  this method  a useful instructional technique  a sociocultural approach  the learners competence  intercultural communication  the similar problem  real second language communication  the prior practice  existing skills  their own knit  The class  Different culture  Role-play  The common miscommunications  The cultural differences  Different societies  The cultural differences  Some circumstances  Many situations  The words  The higher social status  The lower social status one  This acting-out method  Nonverbal-communication </p>	
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Facial expression A list of several words People's emotions Their face Different cultures Each language Idioms and proverbs People's point of views A long time observations Human life in societies Other language Some differences The trait of a culture This method Target language and their mother tongue This area The lines Proverbs The stereotypes and misconceptions An appropriate understanding The message The government system The feudalism society The past The message The final target One proverb A different picture The image of chicken The two cultures The dissimilarity The long term history The multicultural classes Some obstacles Second language learning The diversity of students The shared experiences Exchange students, immigrant students or students who speak the target language Expert sources The regular conversations The various aspects of that culture The real people Careful and polite observations The direct contacts Daily rituals Greetings, meal servings or openings and closings in conversation This strategy The student's cultural understanding competence	
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<p>Native culture and target language culture</p> <p>These presentations</p> <p>Natural and relaxing interactions</p> <p>This method of teaching</p> <p>Many immigrants</p> <p>The activity</p> <p>The approach of using culture capsules</p> <p>Students misunderstandings</p> <p>The concept of cultural capsule</p> <p>A technique</p> <p>The cultural differences</p> <p>Each cultural capsule</p> <p>One difference</p> <p>The life of people</p> <p>This procedure</p> <p>The whole integrated sequence of capsules</p> <p>The mentioned culture</p> <p>Language teaching classroom</p> <p>This method in classroom</p> <p>Suitable objects or images</p> <p>The target culture</p> <p>A brief summary</p> <p>The information</p> <p>A family meal</p> <p>This narrative</p> <p>A strong belief</p> <p>The invisible function</p> <p>A threshold</p> <p>The cultural facets</p> <p>This view</p> <p>Literary texts</p> <p>Authentic language</p> <p>Literature materials</p> <p>The picture of a culture</p> <p>Cultural essence</p> <p>The eagerness of discussion</p> <p>The concealed meaning</p> <p>The words of the poem</p> <p>The emotions of the author</p> <p>An advance language</p> <p>Cultural norms</p> <p>People's thought</p> <p>The misunderstanding of students</p> <p>A thorough description and explanation</p> <p>Their mind</p> <p>The student's misconception</p> <p>Vital role</p> <p>The top of the agenda</p> <p>A deep view</p> <p>The collaboration of thorough study</p>	
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Devoted supervision of teachers The prerequisite factor The importance of culture Intense cataclysm The final outcome Cultural education The three dimensions Their cultural knowledge Culture, authentic material or role-playing The vast reserve of culture Cultural protocol Language users Cultural source Language-specialised students Academic interest The foundation of a strong element of culture Language efficiency In-born cultural capacity Authentic materials The main ideas The resultant benefit A strong tie Language users Communicating ability Cultural aspect Behavioural perception Sufficient arguments A verbal discussion or debate The highest rung of intellectual ladder Their language practise A clear-cut target	
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**8.1.3. Classificatory lexis.** The classificatory lexis coded in D's text is tabulated below in Table 8.2. This lexis shapes D's voice as having a knowledgeable and academic stance towards the topic and field of the text. Classificatory lexis in D's text includes lexis associated with the subject such as *cultural background*, *culture educationists*, *one certain culture*, and *the four dimensions*. Other instances of classificatory lexis construct a knowledgeable, academic, and formal stance towards the field of Applied linguistics as well as teaching and learning, and include *prior knowledge*, *target language*, *dialogue materials*, *student's expectations*, and *required language structure*. Classificatory lexis in D's text, therefore, shapes D's voice as formal and academic.

Table 8.2. *Classificatory Lexis*

Descriptive Code: Classificatory Lexis	Interpretive Codes
<p>Family background, religious belief or political viewpoint</p> <p>Culture education</p> <p>Extensive study and hard work</p> <p>Language teachers</p> <p>Culture educationists</p> <p>One certain culture</p> <p>An Asian-looking man</p> <p>A white young lady</p> <p>Verbal language</p> <p>Diplomatic relationship</p> <p>Second language</p> <p>The four dimensions</p> <p>Pedagogy implications</p> <p>Sociological phase, artistic contributions and anthropological aspect</p> <p>So-called sociological or social aspect of culture</p> <p>Political area</p> <p>artistic aspects</p> <p>creative minds</p> <p>last aspect</p> <p>whole picture</p> <p>daily activity, the standard of life, religion, folkways</p> <p>basic components</p> <p>Flexible systems</p> <p>Other cultures</p> <p>Unseparated tie</p> <p>Illustrative words</p> <p>Different cultural aspects</p> <p>target language</p> <p>Social positions</p> <p>The above theory</p> <p>English as a second language</p> <p>Female students</p> <p>Foreign language</p> <p>Cooperative learning</p> <p>Female students</p> <p>different social positions</p> <p>mixed group</p> <p>Female members</p> <p>The immediate family</p> <p>Collectivist societies</p> <p>collectivist culture</p> <p>Individualistic cultures</p> <p>New people</p> <p>Collectivist societies</p> <p>Different roles</p> <p>Individualistic ones</p>	<p>Formal voice</p> <p>Academic voice</p> <p>Knowledgeable voice</p>



Vietnam society American society collectivist society paper tests Collectivist culture uneven distribution Power distance Unequal relationships power distance Students' behaviours A study group Unknown circumstances The other people practical case language teaching different learning styles Different countries teaching method Their home culture Written English discourse target language cultural background English writing style student writing style English native speakers Academic genres student's own understanding Vietnamese writing style Indirect way Vietnamese students mother tongue's style students' reading process common misunderstanding target language their first language culture living style appropriate knowledge custom of English people some specific situations cultural norms reading comprehension Weekend days reading material Unfamiliar practice Traffic regulation Vietnamese students The usual reading activities Asian countries learning style native speakers normative cultures	
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<p> cultural influence  cultural input  teaching process  students' interest  Different contexts  western countries  Eastern  The different culture  people's thoughts  Morality assessment  The above situation  A good illustration  Culture authentic materials  Target-language learning  The real world material sources  practical situations  cultural background  prior knowledge  Target language  Dialogue materials  student's expectations  required language structure  video clips  television show  detail picture  beginning classes  cultural segments  cultural norms  non-verbal behaviours  European languages  Eye contact  Australian culture  Lower status  authentic material  role-playing  a sociocultural approach  intercultural communication  the similar problem  second language communication  the prior practice  existing skills  Different culture  Role-play  The common miscommunications  The cultural differences  Different societies  The higher social status  The lower social status one  This acting-out method  Nonverbal-communication </p>	
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Facial expression People's emotions Different cultures Idioms and proverbs Human life Target language and their mother tongue appropriate understanding government system feudalism society different picture The two cultures The long term history The multicultural classes Second language learning The shared experiences Exchange students, immigrant students or students who speak the target language Expert sources Daily rituals Greetings, meal servings or openings and closings in conversation cultural understanding Native culture and target language culture Many immigrants culture capsules Students misunderstandings The cultural differences The mentioned culture Language teaching classroom Suitable objects or images The target culture A family meal A strong belief The invisible function The cultural facets Literary texts Authentic language Literature materials Cultural essence An advance language Cultural norms People's thought A thorough description The student's misconception Vital role thorough study The prerequisite factor The final outcome Cultural education The three dimensions	
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Their cultural knowledge Culture, authentic material or role-playing Cultural protocol Language users Cultural source Language-specialised students Academic interest Language efficiency In-born cultural capacity Authentic materials The main ideas The resultant benefit A strong tie Language users Communicating ability Cultural aspect Behavioural perception Sufficient arguments A verbal discussion or debate The highest rung intellectual ladder	
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**8.1.4. Generic reference.** Generic reference in D's text also reinforces her academic, formal, and knowledgeable stance towards the topic and field. Lexis such as *the native speakers*, *Eastern countries*, and *Western countries* reflects, for example, a knowledgeable stance towards the topic. Other instances of generic reference in D's text suggest an opinion-holder voice as embedded in *Asian-looking man*, and *white young lady*. Generic reference, therefore, constructs D's voice types as formal, academic, knowledgeable, and abstract. Instances of generic reference have been included in Table 8.3. below.

Table 8.3. *Generic Reference*

<b>Descriptive Code: Generic Reference</b>	<b>Interpretive Codes</b>
Culture A person A child Language A society A country Asian-looking man White young lady The students men/women female/male	Formal voice Academic voice

the native speakers Eastern countries Asian students Western countries The readers The husband The wife	
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**8.1.5. Evaluative lexis.** Instances of evaluative lexis coded in D's text have been listed in Table 8.4. below. Evaluative lexis in the text positions D's stance towards the subject as interested in and as having strong beliefs and views regarding the role of culture in language education. This includes *thoroughly* and *the soul of that in this is to say, the students cannot master the language without understand thoroughly about the culture as the soul of that language. Deemed indispensable, the importance of culture, and their unseparated tie* also indicate this stance towards the material. D's opinion-holder stance towards the topic of the text is also expressed in the evaluative lexis underscored in the following example:

Culture, with its indisputably vital role in education, should claim to the top of the agenda in a wide range of curriculum. In terms of linguistics, teachers as well as students are required to offer a deep view into culture so that their supposed efficiency in linguistics can be guaranteed, techniques in which the latter calls for the collaboration of thorough study, active participation of students along with devoted supervision of teachers. But the prerequisite factor that should be prioritised is that the importance of culture. Any hard-line attempt should be motivated by an adequately intense cataclysm and the final outcome was just fully appreciated if procedures taken were deeply found hard and systematic.

Particular ideas and topics within the subject field of the essay also express a strong view point and stance via the use of evaluative lexis including *excellent* and *acceptable* in *it is believed that there are some students who appear to be excellent at writing in their home cultures; however, when transferring into written English discourse their performance is not at an acceptable standard* (Fox, 1995). D's views on certain cultural differences also express a strong stance such as *cheating and other illegitimate means, a deep look, and comfortably and passionately*. The evaluative lexis in D's text, therefore, construct voice types

with particular stances towards the field and include a knowledgeable voice, an interested voice, an academic voice, and an opinion-holder voice.

Table 8.4. *Evaluative Lexis*

<b>Descriptive Code: Evaluative Lexis</b>	<b>Interpretive Codes</b>
Should be proud	Knowledgeable voice
A key role	Interested voice
Is inevitable deep and intense	Academic voice
Any lack of culture education	Opinion-holder voice
Irreparable setbacks	
A vast area	
A wide range	
Extensive study and hard work	
An integral part of culture	
The big role of language	
The strong ties	
It is not often hard to conclude	
Hardly understand anything	
Some serious consequences	
Diplomatic relationship	
Deemed indispensable	
The importance of culture	
A deep look	
A wide range of angles	
A more informative description	
A simple way of understanding	
Not that simple to describe	
Their unseparated tie	
More illustrative words	
Thoroughly mentioned above	
Cannot master	
Understand thoroughly	
It is necessary for students	
Target language successfully	
The clear distance	
Be assertive, tough	
Modest, gentle	
Modest and tender as well	
More positive perceptions	
Seemingly passive	
Gain more disadvantages	
It is demonstrated clearly	
The loose connections	
Last permanently	
The thoughtful support and protection	
Offers more ability and confidence	
Set up seriously with clear differences	
Commonly spread out equally	
Normally obedient	

<p> A high interest  The final decision  Normally obedient  The real competence  Cheating and other illegitimate means  Uneven distribution  Effectively illustrate  Unequal relationships  The highest position  Outspokenly toward  A taboo  Teacher's incompetence  Extreme threat  The shyness or lack of confident  Different learning styles  The deep comprehension  Quite common  An acceptable standard  Incomprehensive  Appropriate and desirable  Excellent  An acceptable standard  The problem  The important points  The success of  The real meaning  Lack of comprehension  Unavoidably leads  Appropriate knowing  Unfamiliar practice  It is tricky for Vietnamese students  Quite difficult  Feel superior  People normally want to spend time  Is discouraged  Negatively judged  Deduced clearly  It is problematic but necessary  Long-term impact  To heat up  Normative cultures  The most popular approach  A wide range  Attract  May feel surprised  Comfortably and passionately  Definitely unacceptable  No judgment  No value  A good illustration </p>	
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<p> Some creativity  Excellent motivator  An important role  The real world material sources  Useful experiences  A wide range  Abundant sources  The most efficiency  A detail picture  The beginning classes  The exciting atmosphere  Most European languages  Different cultures  Courteous  Impolite manner  No interest or no attention  Rude  Lower status  Authentic material  Learnt freely and spontaneously  Effective and relaxing activity  A useful instructional technique  Learners competence  Well-prepared  The similar problem  Their existing skills and creativity  Vigorously illustrate interesting  Common miscommunications  Rarely used  Valuable sources  Long time observations  Intricately practical way  Adequate consideration  Profound and deliberate meanings  An appropriate understanding  More comprehensive  Interestingly,  A very common thing  Reveal the message effectively  It is undoubtable  An advantage  Careful  Regular conversations  Careful and polite observations  Undeniably effective  More memorable  More natural and relaxing  Developing countries  Reliable enough  Activity regularly </p>	
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A remarkable effect Shedding a light Students misunderstandings A strong belief The invisible function Untapped resource Informative literature The concealed meaning Advance language Easily embedded Indisputably vital role A deep view Devoted supervision The importance of culture Hard-line attempt Adequately intense cataclysm Hard-line attempt Deeply found hard and systematic Well-founded establishment Effectively manipulating Deep-rooted Strong element Language efficiency In-born cultural capacity Resultant benefit A strong tie The most perfect way Frequent access Bettering one's persuasiveness Sufficient arguments Highest rung High awareness Highly recommended A clear-cut target	
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**8.1.6. Syntactic choice.** The use of the passive voice in the text constructs D's views, preferences, and stances as formal, distant, and academic. Instances of the passive in D's essay have been coded in Table 8.5. below and include *can be invited*, *is claimed*, and *can also be credited*.

Table 8.5. *Passive Verbs*

<b>Descriptive Code: Passive Verbs</b>	<b>Interpretive Codes</b>
Saying is reflected Is expressed Is used Two cultures could be found	Academic voice Formal voice Distant voice

Was just fully appreciated It should be regarded Should be equalled to Role-playing is aimed at Can be found Were deeply found Can be guaranteed Can also be figured out Can be invited This view is approved Are expressed Is easily embedded Should be motivated Is claimed Can also be credited	
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Modality in the text reinforced D's voices as formal and academic as well as interested and opinionated. The use of hedging such as *may* in *thus, if the Vietnamese students keep their mother tongue's style, their pieces of paper may become hard to follow* creates a less strong stance towards the material of the text, and, also aligns with the conventions of the academic register. Other instances of modality construct a stronger stance and point of view, including *could* in *exciting discussions could follow that to broaden the information related to the objects* (Peterson & Coltrane, 2003). *Should* is also manipulated in the text to create an opinion-holder stance in regards to the material. This is evident in *Any individual, irrespective of differences in their family background, religious belief or political viewpoint, should be proud of the culture of their birthplace*, and, also, *thus, the instalment of culture in language lessons should be deemed indispensable*. Syntactic choice in D's text, therefore, underscores her voice types as tentative and academic as well as knowledgeable.

Table 8.6. *Modality*

Descriptive Code: Modality	Interpretive Codes
May Could Should Seemingly	Tentative voice Academic voice Opinion-holder voice Knowledgeable voice

**8.1.7. Verb tense and verb type.** The verb tenses manipulated in D's text align her voice types as positivist and academic. That is, the combination of verb tenses in the text reflect an objective view of knowledge making which results from distant and abstract human activity. A sample of the coding of verb tense in D's text is included below:

Putting (present continuous) the above theory into the situation of teaching English as a second language may help (present) to explain (present) some problems related (simple past) to gender. There is a finding that female students had (past) more positive perceptions of studying foreign language (Kobayashi, 2002). In other words, Schmenk (2004, p. 517) states (present) that "language learning success is causally linked to a person's gender...girls and women worldwide tend to study languages more often than boys and men do". However, the fact that in cooperative learning, female students are (present) seemingly passive and gain (present) more disadvantages compare to female ones in Confucian heritage culture is (present) discussed openly in Phuong-Mai et al. (2005).

Verb type in D's text also shape her voice types as positivist and academic as verbs associated with thinking and research have been manipulated in the text. These verbs have been coded in Table 8.7. below and include *expressed*, *analysed*, *illustrate*, and *propose*. This positions D as aligned with the positivist view of knowledge making which posits knowledge as the result of human cognition in an abstract sense. D's voice types within this particular descriptive code, therefore, reinforce her academic, formal voice types.

Table 8.7. Verb Type

Descriptive Code: Verb Type	Interpretive Codes
Expressed Claim Prioritised Exposes Serves Characterised Reveal/ed Devotes Discuss/ed Reasoned Show Propose Illustrate Considered Advocate	Academic voice Formal voice

To explore Provide/d Describe Indicates Believed To acquire Defined It is advisable Viewed as Interpreting Possesses Proved Analysed	
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**8.1.8. Reference to human agency.** Reference to human agency is, for the most part, in D's text aligned with the academic register insofar as human agency is referred to in the abstract (references to human agency have been coded below in Table 8.8). This includes references such as *Similarly, (Pfister, 1992) proposes*, and *concerning this issue, (Ming & Cheng, 2006) show*. References to D's own agency as a knowledge-maker also consist of abstract, academic lexis such as *it is said* and *this essay*. One of the references to human agency in D's text construct a less academic and more subjective voice via direct reference to the words of a researcher in - *in the words of Watson*.

Table 8.8. *Reference to Human Agency*

<b>Descriptive Code: Reference to Human Agency</b>	<b>Interpretive Codes</b>
It is said This essay In the words of Watson Huebener devotes Thao et al states Approving this point, Kilickaya (2004) indicates There is a finding Confucian heritage culture is discussed openly in Phuong-Mai et. al (2005 Schmenk (2004, p.517) states As being stated in Nixon and Bull (2006), In the words of Pigott (2007), (Phuong-Mai, et al., 2005) continues to point out It is believed Pigott (2007) states that: Similarly, (Pfister, 1992) proposes Concerning this issue, (Ming & Cheng, 2006) show	Abstract voice Academic voice Positivist voice Subjective voice

Among the findings of (Thanasoulas, 2001), There is a strong belief This view is approved with the fact that	
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### 8.1.9. Generic or specific reference and first person reference.

Generic reference in the text reinforces D's academic, abstract stance towards knowledge making as it creates distance and formality in the text. Instances of generic reference in the essay have been coded in Table 8.9. below. There was no first person reference in the text.

Table 8.9. *Generic Reference*

<b>Descriptive Code: Generic Reference</b>	<b>Interpretive Codes</b>
Culture	Abstract voice
A person	Academic voice
A child	Distant voice
Language	Formal voice
A society	
A country	
Asian-looking man	
White young lady	
The students	
men/women	
female/male	
the native speakers	
Eastern countries	
Asian students	
Western countries	
The readers	
The husband	
The wife	

**8.1.10. Interpersonal positioning.** The analysis of interpersonal positioning involved coding the evaluation, modality, first person reference, and verb mood in the text. Figure 8.2. has been reproduced below in order to illustrate the relationships inherent in Ivanic and Camps' model of ideational positioning.

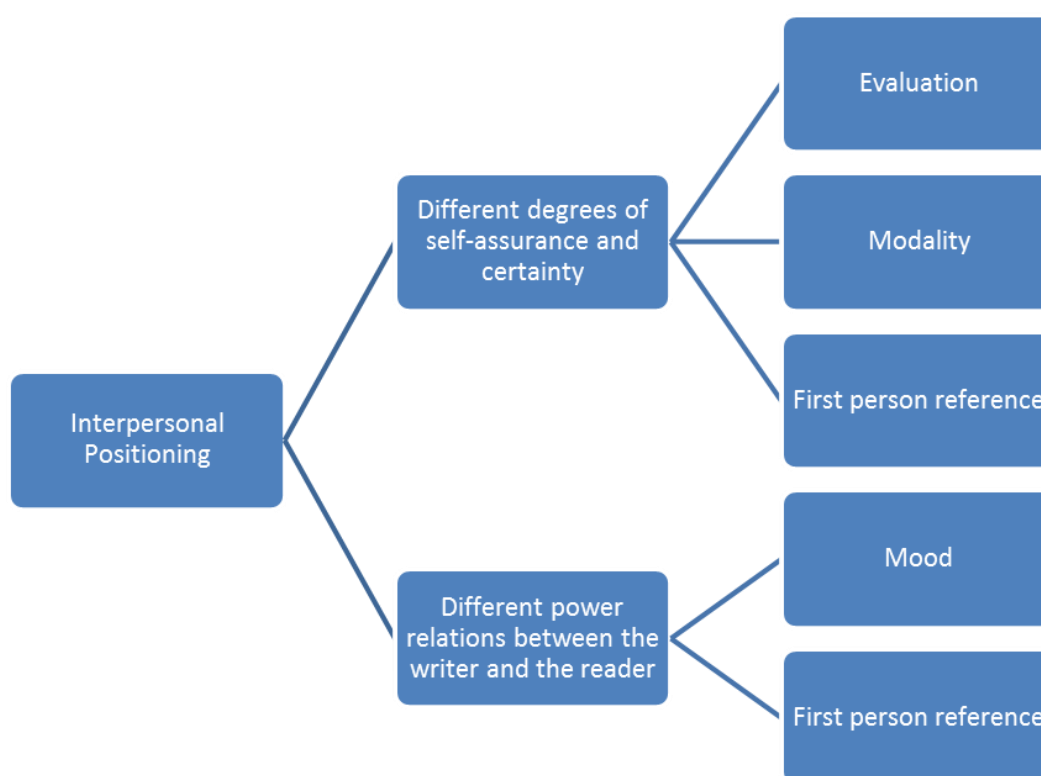


Figure 8.2. Interpersonal Positioning

**8.1.11. Evaluation.** The descriptive coding of evaluative lexis in D's text shapes D's voice types as confident and self-assured. Evaluation such as - *it is undoubtable that teaching in the multicultural classes may create for teachers some obstacles* expresses a confident stance towards the material of the text. This is also evident in the self-assured stance expressed via evaluation in *thus, it is significant for teacher to give a thorough description and explanation that help to shed a light on the students' misconception. By this way, the information achieved is easily embedded in their mind, and culture, with its indisputably vital role in education, should claim to the top of the agenda in a wide range of curriculum.* The presence of evaluation throughout D's text, consequently, shapes D's

interpersonal voice as self-assured, certain, and knowledgeable. Other instances of evaluation in the text have been listed in Table 8.10.

Table 8.10. *Evaluation*

<b>Descriptive Code: Evaluation</b>	<b>Interpretive Codes</b>
Should be proud A key role Is inevitable deep and intense Any lack of culture education Irreparable setbacks A vast area A wide range Extensive study and hard work An integral part of culture The big role of language The strong ties It is not often hard to conclude Hardly understand anything Some serious consequences Diplomatic relationship Deemed indispensable The importance of culture A deep look A wide range of angles A more informative description A simple way of understanding Not that simple to describe Their unseparated tie More illustrative words Thoroughly mentioned above Cannot master Understand thoroughly It is necessary for students Target language successfully The clear distance Be assertive, tough Modest, gentle Modest and tender as well More positive perceptions Seemingly passive Gain more disadvantages It is demonstrated clearly The loose connections Last permanently The thoughtful support and protection Offers more ability and confidence Set up seriously with clear differences Commonly spread out equally Normally obedient	Confident voice Self-assured voice Certain voice Knowledgeable voice Academic voice

A high interest The final decision Normally obedient The real competence Cheating and other illegitimate means Uneven distribution Effectively illustrate Unequal relationships The highest position Outspokenly toward A taboo Teacher's incompetence Extreme threat The shyness or lack of confident Different learning styles The deep comprehension Quite common An acceptable standard Incomprehensive Appropriate and desirable Excellent An acceptable standard The problem The important points The success of The real meaning Lack of comprehension Unavoidably leads Appropriate knowing Unfamiliar practice It is tricky for Vietnamese students Quite difficult Feel superior People normally want to spend time Is discouraged Negatively judged Deduced clearly It is problematic but necessary Long-term impact To heat up Normative cultures The most popular approach A wide range Attract May feel surprised Comfortably and passionately Definitely unacceptable No judgment No value A good illustration	
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<p> Some creativity  Excellent motivator  An important role  The real world material sources  Useful experiences  A wide range  Abundant sources  The most efficiency  A detail picture  The beginning classes  The exciting atmosphere  Most European languages  Different cultures  Courteous  Impolite manner  No interest or no attention  Rude  Lower status  Authentic material  Learnt freely and spontaneously  Effective and relaxing activity  A useful instructional technique  Learners competence  Well-prepared  The similar problem  Their existing skills and creativity  Vigorously illustrate interesting  Common miscommunications  Rarely used  Valuable sources  Long time observations  Intricately practical way  Adequate consideration  Profound and deliberate meanings  An appropriate understanding  More comprehensive  Interestingly,  A very common thing  Reveal the message effectively  It is undoubtable  An advantage  Careful  Regular conversations  Careful and polite observations  Undeniably effective  More memorable  More natural and relaxing  Developing countries  Reliable enough  Activity regularly </p>	
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A remarkable effect Shedding a light Students misunderstandings A strong belief The invisible function Untapped resource Informative literature The concealed meaning Advance language Easily embedded Indisputably vital role A deep view Devoted supervision The importance of culture Hard-line attempt Adequately intense cataclysm Hard-line attempt Deeply found hard and systematic Well-founded establishment Effectively manipulating Deep-rooted Strong element Language efficiency In-born cultural capacity Resultant benefit A strong tie The most perfect way Frequent access Bettering one's persuasiveness Sufficient arguments Highest rung High awareness Highly recommended A clear-cut target	
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**8.1.12. Modality and first person reference.** Instances of modality in D's text position her interpersonal voice types as both tentative and self-assured. The use of *may* and, also, *could*, for example, express a more tentative stance. This is evident in *putting the above theory into the situation of teaching English as a second language may help to explain some problems related to gender, and applying this dimension into the practical case of language teaching may help teachers understand the different learning styles of students in different countries*, which both reflect a less confident stance towards the material. *Could* in the following sentence also hedges the assertion, therefore, creating a less

confident voice type: *the above situation could be viewed as a good illustration for teachers in conducts this technique to their students*. The use of modality in the text subsequently positions D's voice as self-assured, tentative, as well as academic as the instances of hedging align her with the academic discourse community. The use of *should* is discussed in the following section in relation to verb mood.

Table 8.11. *Modality*

Descriptive Code: Modality	Interpretive Codes
May	Hesitant voice
Could	Confident voice
Should	Self-assured voice

**8.1.13. Mood and first person reference.** The use of *should* in the subjunctive in D's text creates a very strong voice type. In the text, *should* results in a directive, imperative tone as well as positioning D as equal to the reader. This is evident in *thus, the instalment of culture in language lessons should be deemed indispensable, and the use of such abundant sources should be flexible regarding the different ages or level of the class in order to achieve the most efficiency. Should in culture, with its indisputably vital role in education, should claim to the top of the agenda in a wide range of curriculum*, further, demonstrates the strong voice type constructed via the use of the subjunctive mood. There were no first person markers in D's text.

**8.1.14. Textual positioning.** Figure 8.3. below lists the linguistic realisations identified in the coding of textual voice types in the text.

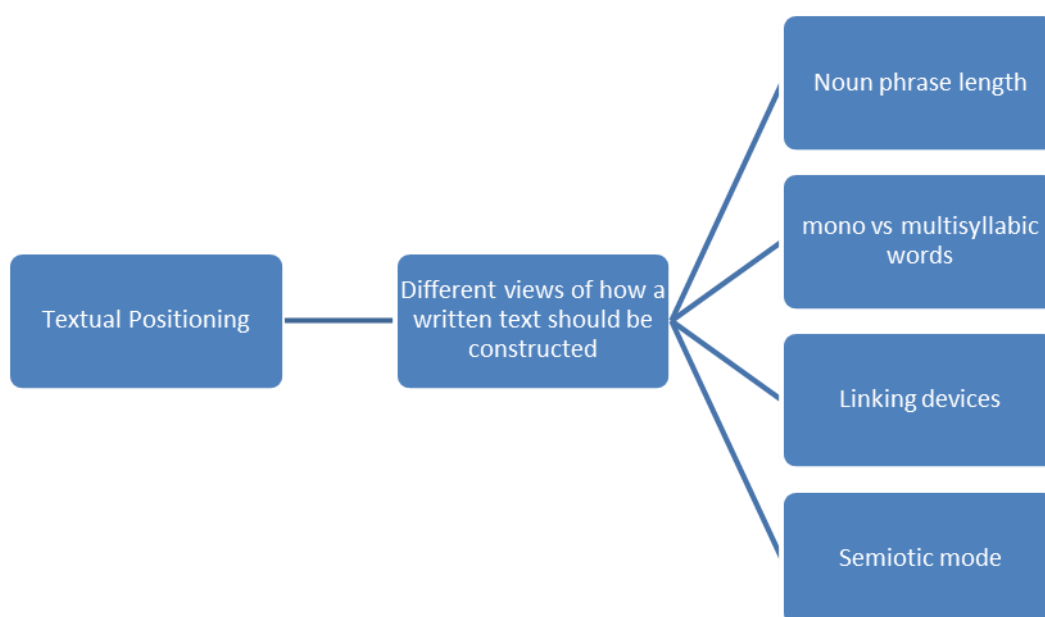


Figure 8.3. Textual Positioning

**8.1.15. Noun phrase length and multisyllabic words.** The descriptive coding of noun phrase length, as recorded in Table 8.12. below, in D's text shows that most of the noun phrases are three or four words long including, for example, *English as a second language* (3), *The different social positions* (3), *Strong, cohesive in-groups* (3), and *People in collectivist culture* (3). Some noun phrases in the text are longer, and include *Native culture and target language culture* (5), and *The basic components of sounds, words, phrases or sentences* (6). This constructs D's voice types as academically literature, but, also, as less sophisticated and complex. The relative lack of a high frequency of very long noun phrases, in fact, also shapes D's textual voice as, to some extent, plain spoken in comparison to the conventions of the academic register (Hinkel, 2002). The presence of many multisyllabic words, however, in the text contributes towards an academically literature voice type.

Table 8.12. *Noun Phrase Length*

Descriptive Code: Noun Phrase Length	Interpretive Codes
Family background, religious belief or political viewpoint Extensive study and hard work The four dimensions of culture Sociological phase, artistic contributions and anthropological aspect	Academically literate voice Plain-spoken voice type

<p>So-called sociological or social aspect of culture</p> <p>Literature, painting, sculpture, architecture, and music</p> <p>Their daily activity, the standard of life, religion, folkways</p> <p>The different point of view</p> <p>The basic components of sounds, words, phrases or sentences</p> <p>The relationship between language and culture</p> <p>Different cultural aspects</p> <p>The terms of masculinity and femininity</p> <p>The roles of females and males</p> <p>English as a second language</p> <p>The different social positions</p> <p>Strong, cohesive in-groups</p> <p>People in collectivist culture</p> <p>Different roles in society</p> <p>Face-to-face or individual performance</p> <p>This dimension of culture</p> <p>The uneven distribution of power</p> <p>Less powerful members</p> <p>Asian countries such as Vietnam, Chinese and Japan</p> <p>The cooperation of all members</p> <p>The feeling of extreme threat</p> <p>The people's internal part</p> <p>The shyness or lack of confident</p> <p>The practical case of language teaching</p> <p>The different learning styles</p> <p>The hesitation in raising questions</p> <p>Some Asian countries such as Vietnam and China</p> <p>Their home culture</p> <p>Written English discourse</p> <p>The target language cultural background</p> <p>English writing style</p> <p>The student writing style</p> <p>Their own culture</p> <p>English native speakers</p> <p>Academic genres such as the essay, lecture and research paper</p> <p>the conventions – the rules and elements</p> <p>student's own understanding</p> <p>Vietnamese writing style</p> <p>their mother tongue's style</p> <p>their pieces of paper</p> <p>students' reading process</p> <p>their cultural background</p> <p>their first language culture</p> <p>custom of English people</p> <p>in some specific situations</p> <p>the texts</p> <p>some cultural norms</p>	
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<p>Iran and many other Islamic countries</p> <p>The usual reading activities</p> <p>Students in Asian countries</p> <p>The learning style of students</p> <p>The concept of losing face</p> <p>The students learning habit</p> <p>The teachers as native speakers</p> <p>The impacts of normative cultures</p> <p>The most popular approach</p> <p>A source of cultural input</p> <p>The most popular approach</p> <p>A source of cultural input</p> <p>A wide range of topics</p> <p>The diversified-content of the teaching process</p> <p>Their habit of eating</p> <p>Couples in western countries</p> <p>Eastern countries such as Vietnam, China and Iran</p> <p>Their own stereotype</p> <p>The contrast ways of thinking</p> <p>Culture authentic materials</p> <p>Target-language learning</p> <p>The real world material sources</p> <p>Their cultural background</p> <p>Their prior knowledge</p> <p>The required language structure</p> <p>A wide range of those materials</p> <p>films ,news, broadcasts, television show, web sites ,</p> <p>magazines ,newspapers ,menus ,and other printed matters</p> <p>the different ages or level of the class</p> <p>some video clips</p> <p>the cultural segments the information</p> <p>the represented cultural norms</p> <p>the area of non-verbal behaviours</p> <p>most European languages</p> <p>The given authentic material and the discussion</p> <p>role-playing is an effective and relaxing activity</p> <p>a useful instructional technique</p> <p>the learners competence</p> <p>real second language communication</p> <p>The higher social status</p> <p>The lower social status one</p> <p>This acting-out method</p> <p>A list of several words</p> <p>People's point of views</p> <p>A long time observations</p> <p>Human life in societies</p> <p>Target language and their mother tongue</p> <p>The long term history</p> <p>Second language learning</p> <p>Exchange students, immigrant students or students who</p>	
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speak the target language The various aspects of that culture Careful and polite observations Greetings, meal servings or openings and closings in conversation The student's cultural understanding competence Native culture and target language culture Natural and relaxing interactions This method of teaching The approach of using culture capsules The concept of cultural capsule Each cultural capsule The whole integrated sequence of capsules Language teaching classroom This method in classroom Suitable objects or images A thorough description and explanation The collaboration of thorough study Devoted supervision of teachers Their cultural knowledge Culture, authentic material or role-playing The vast reserve of culture Language-specialised students The foundation of a strong element of culture In-born cultural capacity A verbal discussion or debate The highest rung of intellectual ladder Their language practise	
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**8.1.15. Linking devices and semiotic mode.** Instances of linking devices used throughout D's text have been coded in Table 8.13.. The coding indicates that there were a high frequency of linking devices in the text including the use of *thus*, *however*, *for example*, and *in other words*. This acts to shape D's textual voice as both academic and reader-considerate as is evident in the example below:

For example, in most European languages, nodding the head means "yes", but in the Eskimo culture, it means "no". In Japan, people say "yes" by moving the arms to the chest and waving them. Other languages in India and Ceylon have other ways (Emmitt & Pollock, 1997). Eye contact varies in different cultures. For example, in the Australian culture, when conversing with someone it is considered courteous to maintain eye contact and if you do not it would be considered impolite manner as that shows no interest or no attention to the others' talk. In contrast, in many Asian cultures it would be considered rude to maintain eye contact, particularly if you were of lower status.

The features of the semiotic mode of the text also shape D's voice type as reader-considerate as the text contains specific signposting devices such as a table of contents and sub-headings. The semiotic mode also reinforces D's academically literate voice as it adheres to the conventions set down by the Education Department at the chosen university.

Table 8.13. *Linking Devices*

Descriptive Code: Linking Devices	Interpretive Codes
By this way In many cases To put it in other words Furthermore However On the other hand Moreover Thus This essay For example In fact Therefore Specifically In other words Then To understand in more illustrative words Besides In another example Another example In a different way In other words This is to say Similarly Accordingly In contrast Besides	Academic voice Reader-considerate voice



**8.1.16. Conclusion.** The voice types coded in D's first text included voice types which aligned her with the academic register such an academically literate voice, a knowledgeable voice, and a positivist voice. Other voice types express a more non-academic interest or view, and include a subjective voice and a plain-spoken voice type. The voice types coded in D's text are listed in Table 8.14. below.

Table 8.14. *D's Voice Types*

<b>D's Voice Types – Text 1</b>
Academic voice
Reader-considerate voice
Academically literate voice
Plain-spoken voice
Certain voice
Hesitant voice
Confident voice
Self-assured voice
Knowledgeable voice
Abstract voice
Interested in the topic voice
Interested in the field voice
Distant voice
Formal voice
Positivist voice
Subjective voice
Tentative voice
Formal voice
Interested voice
Opinion-holder voice

## **8.2. Text 2**

D's second text is 5, 098 words and examines the most effective methods for teaching English pronunciation to Vietnamese students.

**8.2.1. Ideational positioning.** The linguistic realisations coded in the analysis of ideational positioning are listed below in Figure 8.4.

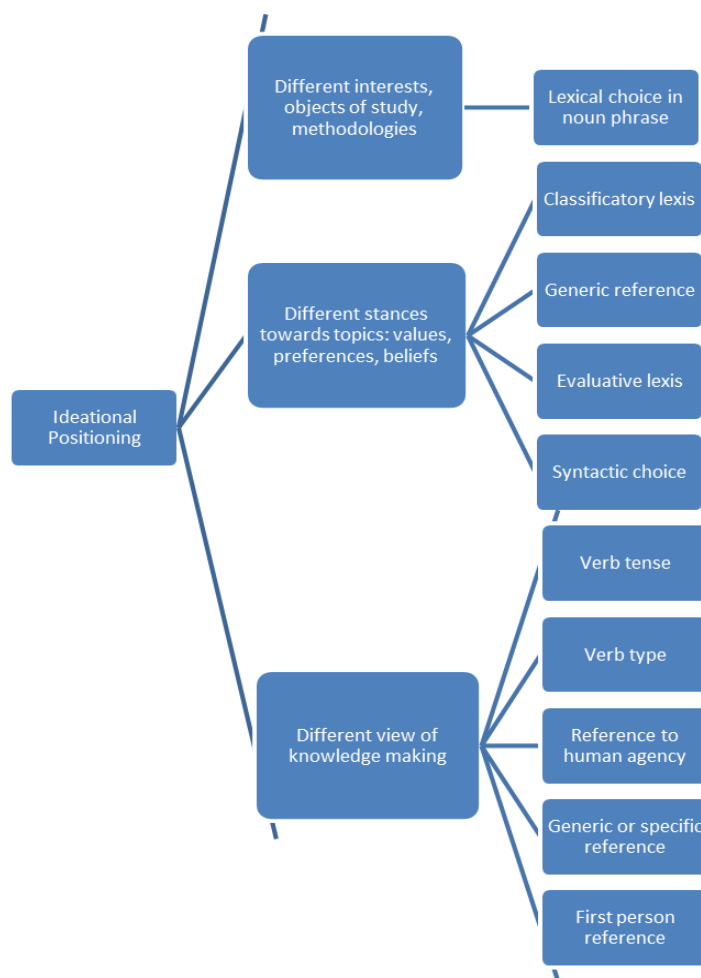


Figure 8.4. Ideational Positioning

**8.2.2. Lexical choice in noun phrase.** The lexis in noun phrases in D's text are listed in Table 8.15., and position her as interested in the subject of the essay. This includes - *the disparities in vowels, consonants and tone, the collection of Vietnamese vowels, English counterpart, and a fifteen-more-vowel groups of twenty-six ones*. This lexis, further, shapes D's voice types as knowledgeable in relation to the field. Other examples of lexis in noun phrases which shape D's voice types as interested in, and knowledge, regarding the subject of the essay include *Vietnamese speakers of English, Latin-based alphabet, and a considerable number of multisyllabic words*. Lexis related to the field of Applied linguistics in D's texts also positions her as interested in this particular area of research as is manifest across *their mother tongue, the differences between two languages, and the linguistic similarity*. Other lexical choices reflect D's interest in teaching and learning, and include students and

teachers, students' capacity, and elementary level. D's interest in aligning with the academic field is also evident in lexis such as *the most important reasons, the aforementioned issue, the following discussion, and the most significant feature*. Lexical choice in noun phrase, therefore, shapes D's ideational voice types as interested in the topic and field of the text, as well as knowledgeable regarding the subject. An academic and insider voice type also arose in the coding of noun phrases.

Table 8.15. *Lexical Choice in Noun Phrase*

<b>Descriptive Code: Lexical Choice in Noun Phrase</b>	<b>Interpretive Codes</b>
English The most powerful language Culture and education A wide range of countries Their curriculum plans Students of all levels Daily conversations The S-shaped country Such dominant language Foreign companies Working conditions and salary English speaking countries Vietnamese learners of English The locals Non-English protocol The long-time outcome Negative performance Learning style to communicative ability English ability The demand of Vietnamese students This gloomy deduction Linguistic gap and sparse misunderstanding Vietnamese people and foreigners Some main reasons This phenomenon A basic concept An exact definition A speech sound The pharynx and the mouth A more specific explanation A simple sound A flow of breath and the arrangement of mouth A pause in vocal sound flow Organs of speech Pronunciation	Knowledgeable voice Interested in the topic voice Interested in the field voice

<p> The boldest feature  People's notice  A wide range of vocabulary  Knowledge of grammar  The weakness in pronunciation  The ability of a person  The listener  Incorrect sounds of the words  The pronunciation and listening comprehension  English conversation  Certain patterns of rhythm and intonation  This principle  The speech's organisation  The patterns of intonation  An effective communication  A good performance at pronunciation  A source of motivation  The teachers in class  The foreigners in reality  Teaching pronunciation  The real situations  English classes  The educators  The quality of teachers  An acceptable picture  Most of English classes  An appropriate academic training  Their students  Many Vietnamese learners  Native speakers  The real situation  High school classes  English assessment procedures  Grammar-oriented  Pronunciation practice  Vietnamese students  Their ability in communication  Pronunciation error  Useful correction  Many students  A further problem  The cultural interference  The characteristic of this country  Their most wanted questions  Stainless public image  The daily life  The employment of implicit appeal  A vital role in communication  Criticism and negative attitudes  The teaching process </p>	
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<p> The high level of interaction  The above hypothesis  The participation in an English class  The students are too passive  Teacher's talk  Most of them  Poor comprehension  English as lessons  The third in rank  The most important reasons  The aforementioned issue  Their mother tongue  Most of the mistakes  The differences between two languages  The same situation  Vietnamese speakers of English  Latin-based alphabet  The following discussion  The disparities in vowels, consonants and tone  The collection of Vietnamese vowels  English counterpart  a fifteen-more-vowel groups of twenty-six ones.  The most significant feature  A considerable number of multisyllabic words  The common mistakes  Long and short vowels  Oral movement  Their first language  The situation  Several diphthongs and triphthongs  The vowel system of their language  The area of consonants  Another knowledge  Most of the consonants  Both positions  The trait of English pronunciation  The nature of final consonants  Ten possible final consonants  Majority of English native speakers  The final sounds  Original English users  Many problems in communication  The word five  The word fine  The consonant clusters  Numerous problems  The learners  Two or more consonant sounds  An intervening vowel  The same time </p>	
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<p> A total different word  English clusters  The first position  Only one sound  Some specific suffix  The grammatical meaning  Countable nouns  A singular form  The tense  The regular verb  This way of creating a new word  The final consonant clusters  The original final sound  Many final sound  The in-group consonants  Washington Center for applied linguistics  A vital different characteristic  A lexically determined tone  Different meanings  A monosyllabic language  Six tones in Vietnamese  The suitable meaning  The meaning of noodle  The wrong stress position  The intonation in English  Some major issues  Many pronunciation errors  Several implications  The following ideas  Various resources  The importance of practicing listening skill  The real conversations or talks  The accuracy and fluency in pronouncing  The material  Diversified sources such as soap movies, news in English  or tests books  The very reading material  The fluency and intonation  An appropriate concentration  The first step  Different techniques  This strategy  Useful tips  Physical explanation  The sounds as the first step  Different techniques  This strategy  Useful tips  Physical examination  Some confusing sounds in English </p>	
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A good preview Listening materials A protocol of practice The serious misunderstanding Possible errors The sound of sell An entirely different meaning The same sounds The regularity of errors The speaker's awareness The most comprehensive way The two following examples Manila Center for applied linguistics Another method The length of two vowels The real difference The strength and tense The opposite way Mirrors for self-correction Some challenging sounds The teacher's careful explanation Movement of the lips, tongue or jaws The other's ways The two students Their partner's mistake The trickiest part Their mother tongue Their own talk The support of the high technologies The students' performance The native speaker's pronunciation Each individual Their own record The material for teaching The improvement of students The beginning of the class Non-verbal response An immediate feedback A significant part The student's progress Their perceptual weak points Several kinds of non-verbal response The spelling and phonetic transcription The listening exercises The whole class's answers The lesson's concentration A fun non-verbal response The listening exercises The rhythm of sentences or phrases Other pronunciation aspects	
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Any consonant cluster The English intonation A lively show The above suggestions His or her own nonverbal response The background, level and the characteristic of each class Games and activities The feeling of frustration The tedious long lesson Such challenging aspect Valuable result This action The class environment Good interaction An integral part of language learning The first steps Something new English learning The difficulties in struggling A completely strange application A far-flung language geographically and culturally Proper English utterance The use of different methods The manipulation of the outcome A wide range of factors Students and teachers Students' capacity Elementary level A certain mother tongue An alienated language The linguistic similarity Well-qualified speakers Good linguistic performers Lessons on pronunciation	
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**8.2.3. Classificatory lexis.** Classificatory lexis in the text reflects D's knowledge of the topic and field, and includes *class environment*, *English learning*, *different methods*, and *students' capacity*. The use of this classification shapes D's voice types as academic, interested in the field, and, also, knowledgeable regarding Applied linguistics and learning and teaching.

Table 8.16. *Classificatory Lexis*

<b>Descriptive Code: Classificatory Lexis</b>	<b>Interpretive Codes</b>
A wide range of country curriculum plans All levels	Academic voice Interested voice Knowledgeable



Daily conversations dominant language Foreign companies Working conditions English speaking countries Vietnamese learners The locals Non-English protocol Learning style English ability Vietnamese students Linguistic gap Vietnamese people speech sound English conversation Certain patterns Teaching pronunciation real situations English classes academic training Vietnamese learners Native speakers High school Vietnamese students public image daily life teaching process English class Teacher's talk Vietnamese speakers Latin-based alphabet Vietnamese vowels English counterpart multisyllabic words Long and short vowels Oral movement first language vowel system English pronunciation final consonants English native speakers final sounds English users consonant clusters Numerous problems different word grammatical meaning Countable nouns singular form a new word	voice
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different characteristic following ideas Various resources practicing listening skill appropriate concentration The first step Different techniques first step Different techniques Listening materials different meaning opposite way self-correction mother tongue students' performance native speaker's pronunciation Non-verbal response non-verbal response listening exercises whole class's answers lesson's concentration non-verbal response listening exercises consonant cluster English intonation nonverbal response long lesson class environment English learning different methods Students' capacity Elementary level mother tongue	
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**8.2.4. Generic reference.** The use of generic reference in the text, further, reinforces D's voice types academic and knowledgeable. Generic reference, such as the instances listed in Table 8.17. below, also act to construct a formal stance towards the subject matter of the text.

Table 8.17. *Generic Reference*

<b>Descriptive Code: Generic Reference</b>	<b>Interpretive Codes</b>
English World Countries Students Pronunciation	Academic voice Knowledgeable voice Formal voice

Person Grammar Listeners Games Activities News Teacher Class Vietnamese people Vietnamese students Vietnamese speakers	
--	--

**8.2.5. Evaluative lexis.** Instances of evaluative lexis in D's text have been listed in Table 8.18., and reflect her opinions regarding the topic of the text. Evaluative lexis, for example, shapes D's stance towards the difficulties of pronunciation in English for non-native speakers, and how pronunciation should be taught. This is evident in the use of evaluative lexis underscored in the example below:

Finally yet importantly, teachers can take advantage of games and activities in order to warm up the class, which is often covered with the feeling of frustration when studying pronunciation. The tedious long lesson is likely to kill the student's aspiration of studying English, especially when facing such challenging aspect. Thus, putting some creation in teaching English does help to bring valuable result of the students' feedback. This action will make students feel excited to join the class and that will motivate the teachers. As a result, the class environment will be very enjoyable with good interaction between teachers and students.

Other instances of evaluative lexis which shape D's voice types as academic, knowledgeable, opinionated, and passionate include *are never introduced*, *extremely excluded*, *normally put*, and *a vital different characteristic*. A less academic stance towards the subject is evident, however, in *roughly profound knowledge* and *the situation even becomes tougher for Vietnamese people*. In summary, the coding of evaluative lexis in D's text shapes her voice types as both academic and less academic, interested in the subject of the text, passionate about the topic, and as an opinion-holder.

Table 8.18. *Evaluative Lexis*

Descriptive Code: Evaluative Lexis	Interpretive Codes
the most powerful language	Academic voice
a wide range	Knowledgeable

dominant language a prioritised requirement better working conditions a considerable number several issues the long-time outcome negative performance many aspects an integral part a high scale sparse misunderstanding roughly account the regular errors main reasons a new face in teaching English in Vietnam simple a basic concept not easy to offer a more specific explanation the boldest feature a wide range appropriate knowledge of grammar a little compensation the weakness in pronunciation incorrect sounds big barriers effective communication truly talking about a good performance enough confidence an acceptable picture consideration seriously completely neglected an appropriate academic training quite understandable their own weakness usually expect real situation good performance very significant part useful correction much satisfaction many students a further problem vital impact most wanted questions deeply turned a big influence a vital role mostly spark criticism	voice Opinion-holder voice Interested voice Passionate voice Less academic voice
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negative attitudes negative issues high level of interaction associated closely roughly profound knowledge too passive too shy poor comprehension very important the most important commonly originated the most significant feature considerable number some difficulties common mistake quite problematic tougher extremely excluded normally put brings complication fail in applying tenses a vital different characteristic wrong stress position it is important the importance of practicing real conversations the accuracy and fluency an appropriate concentration useful tips confusing sounds necessarily classified a good preview it is important the serious misunderstanding immediately possible entirely different meaning the most comprehensive way the trickiest part a big difference an effective way not difficult to work recognise quickly sounds cause difficulties feedback appropriately negatively influenced a relaxing way quite suitable often unconfident the class excited a lively show	
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the tedious long lesson valuable result good interaction an integral part quite challenging and time-consuming deeply experience a completely strange application a far-flung language high care irreparable different methods major role their shyness the tense atmosphere perform enthusiastically more precise judgement regular drill cannot entirely adjust erases the gap well-orchestrated well-qualified good linguistic performers a basic means proved vital the top of the agenda follow them strictly	
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**8.2.6. Syntactic choice.** The use of passive forms in the text align D with an academic stance towards the material of the text positioning her as having both formal and distant voice types. Instances of the passive coded in the text are listed below in Table 8.19.

Table 8.19. *Passive Verbs*

<b>Descriptive Code: Passive Verbs</b>	<b>Interpretive Codes</b>
Deduction is supported Sounds are taken Are understood What have been originally It is known that Is usually represented Are never introduced Are extremely excluded Can also be created Is probably affected It can be understood Be considered Is not taken	Academic voice Formal voice Distant voice

Are not provided Which is viewed Is proved May be figured out It should be mentioned Are easily affected Are commonly originated Can be added Could be applied It is proved Can be reduced Could be found Can be applied The mouth is opened Lips are rounded A voice is made Is necessarily clarified It is stated Can be reduced Are collected	
---	--

Modality in D's text also constructs an academic stance towards the topic, albeit less interested and invested in the field. This is manifest across the use of *may* in *the following ideas collected from various resources may serve the purpose above*, and *the above suggestions may be used as example for teachers* which shapes a more distant stance towards the topic. Instances of modality in the text have been coded below in Table 8.20.

Table 8.20. *Modality*

<b>Descriptive Code: Modality</b>	<b>Interpretive Codes</b>
Seemingly May Could	More hesitant voice Academic voice

**8.2.7. Verb tense and verb type.** D's view of knowledge making is aligned with the academic, positivist view of knowledge due to the instances of verbs related to thinking and research in her text. These verbs have been coded in Table 8.21. The combination of verb tenses in D's text, further, reinforces this particular view of knowledge making as distant and abstract as it positions D as aligned with the academic register.

A suggestion that students should learn (present) from their mistakes by listening (present continuous) to their own talk can be an effective way which are not difficult to work (present) on thanks to the support of the high technologies in the modern time (Fraser, 2000). The students' performance of any types of conversation, which may be made (past) during class time, will be recorded (future perfect) and replayed (past) many times to compare with the native speaker's pronunciation. Each individual will learn (future) from two sources: one from their own record and another from the others record. By this way, teachers can use (present) the record file as the material for teaching. Thorough analyses should make to finger out mistakes and observe the improvement of students time by time. Moreover, the teachers can keep those records as sample for illustration at the beginning of the class when teaching any new sounds.

Table 8.21. *Verb Type*

<b>Descriptive Code: Verb Type</b>	<b>Interpretive Codes</b>
Introduces Illustrate Brings out Claimed Prioritised Contribute Emerge Include/d Assess Devotes States Express Offers Produce States Perceive Requires Represented Presented Indicates Emphasised Describe Proved Viewed Involved	Academic voice Positivist voice



**8.2.8. Reference to human agency.** Reference to human agency in the text shapes D's ideational voice types as both academic and positivist, as well as subjective. As is evident in Table 8.22. reference to human agency in the text is, for the most part, referenced as distant entities. This includes *According to Sethi and Dhamija (2006)*, and *Maniruzzaman (2008) states*. D's reference to her own agency is also positivist and includes *this essay is going to*. Other references to human agency, however, reflect a more subjective, personal view of how knowledge is constructed via references to the feelings and actions of the researchers. *Winn, Twist and Blodgett (2009) may give a feeling of*, *Veronika (1996) devotes an idea of using*, and *Similarly, Lin (1995) brings out* are examples of this.

Table 8.22. *Reference to Human Agency*

Descriptive Code: Reference to Human Agency	Interpretive Codes
It has been claimed This gloomy deduction is supported through evidences showing This essay is going to Marshall (1839) offers a more specific explanation stating According to Sethi and Dhamija (2006), Maniruzzaman (2008) states In the words of Morgan (2009), As the above hypothesis is proved probable It should be mentioned with Carey's statement (2009) Winn, Twist and Blodgett (2009) may give a feeling of almost According to Osburne (1996), Hanh and Macken (2008) describe a vital different characteristic The following ideas collected from various resources may serve the purpose above. Graceffo (2010) emphasised the importance Campbell (1960) indicates that teachers Gillette (1994) presented some useful Similarly, Lin (1995) brings out Furthermore, Lin (1995) also recommends using A suggestion that students should learn from their mistakes Veronika (1996) devotes an idea of using Veronika (1996) introduces several kinds of non-verbal response The above suggestions It is often claimed	Academic voice Positivist voice Subjective voice

### 8.2.9. Generic or specific reference and first person reference.

Generic reference in D's text, further, reinforces the construction of an academic, positivist, and formal voice type in relation to knowledge making. Generic reference, as coded below in Table 8.23. aligns D with the positivist view of knowledge making which characterised the academic register. The lack of first person markers in the text also reinforces D's positivist voice type.

Table 8.23. *Generic Reference*

Descriptive Code: Generic Reference	Interpretive Codes
English World Countries Students Pronunciation Person Grammar Listeners Games Activities News Teacher Class Vietnamese people Vietnamese students Vietnamese speakers	Academic voice Positivist voice Formal voice

**8.2.10. Interpersonal positioning.** The linguistic realisations coded in relation to interpersonal positioning are listed below in Figure 8.5.

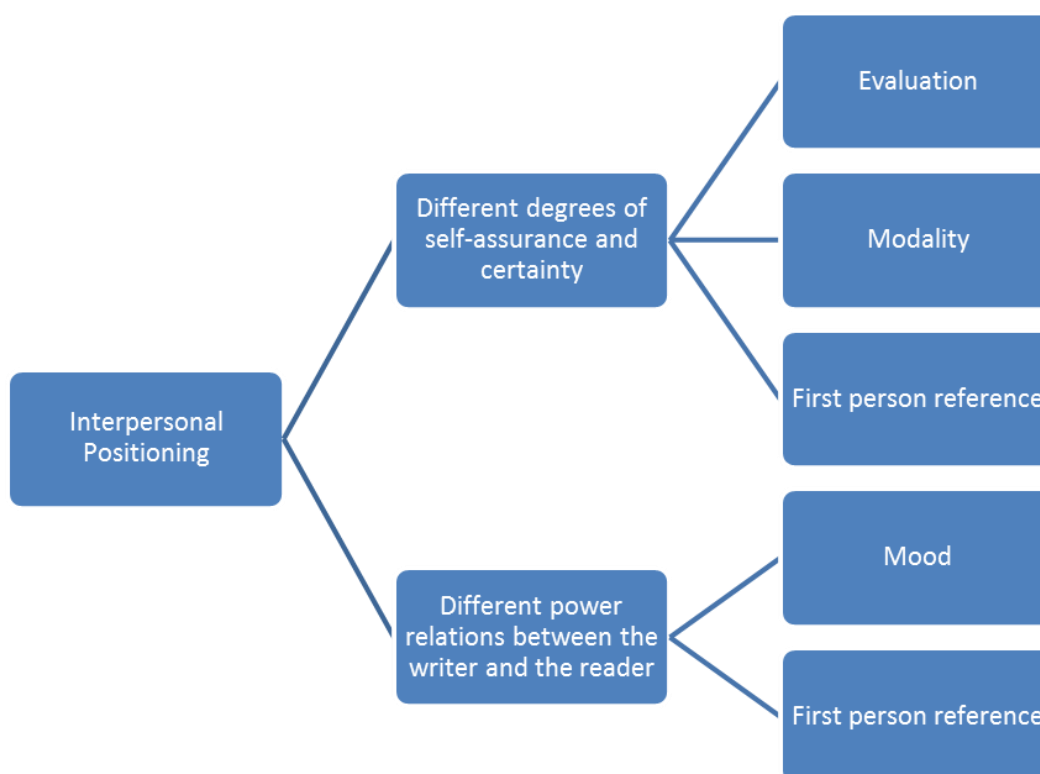


Figure 8.5. Interpersonal Positioning

**8.2.11. Evaluation.** The use of strong instances of evaluation in D's text shape her interpersonal voice types as certain, self-assured, and confident. Evaluation in the text expresses D's strong and confident stance regarding the teaching of pronunciation is evident in evaluative lexis such as *truly talking about, the boldest feature, and the tedious long lesson*. This self-assured voice type is particularly evident via the use of evaluation in the concluding paragraph of D's text included below:

But the mission posed to students and teachers is to enable the linguistic similarity that supposedly erases the gap dividing students and native speakers. If well-orchestrated, such plan will help produce well-qualified speakers that can be good linguistic performers against all odds. Pronunciation is a basic means of communicating and has proved vital in assisting speakers to make themselves understood. Consequently, lessons on pronunciation should be always put at the top of the agenda and learners should follow them strictly for their own sake.

Other instances of evaluation coded in the text are listed in Table 8.24.

Table 8.24. *Evaluation*

<b>Descriptive Code: Evaluation</b>	<b>Interpretive Codes</b>
the most powerful language a wide range dominant language a prioritised requirement better working conditions a considerable number several issues the long-time outcome negative performance many aspects an integral part a high scale sparse misunderstanding roughly account the regular errors main reasons a new face in teaching English in Vietnam simple a basic concept not easy to offer a more specific explanation the boldest feature a wide range appropriate knowledge of grammar a little compensation the weakness in pronunciation incorrect sounds big barriers effective communication truly talking about a good performance enough confidence an acceptable picture consideration seriously completely neglected an appropriate academic training quite understandable their own weakness usually expect real situation good performance very significant part useful correction much satisfaction many students a further problem vital impact most wanted questions	Self-assured voice Confident voice Interested voice Passionate voice

<p> deeply turned  a big influence  a vital role  mostly spark criticism  negative attitudes  negative issues  high level of interaction  associated closely  roughly profound knowledge  too passive  too shy  poor comprehension  very important  the most important  commonly originated  the most significant feature  considerable number  some difficulties  common mistake  quite problematic  tougher  extremely excluded  normally put  brings complication  fail in applying tenses  a vital different characteristic  wrong stress position  it is important  the importance of practicing  real conversations  the accuracy and fluency  an appropriate concentration  useful tips  confusing sounds  necessarily classified  a good preview  it is important  the serious misunderstanding  immediately possible  entirely different meaning  the most comprehensive way  the trickiest part  a big difference  an effective way  not difficult to work  recognise quickly  sounds cause difficulties  feedback appropriately  negatively influenced  a relaxing way </p>	
--	--

quite suitable often unconfident the class excited a lively show the tedious long lesson valuable result good interaction an integral part quite challenging and time-consuming deeply experience a completely strange application a far-flung language high care irreparable different methods major role their shyness the tense atmosphere perform enthusiastically more precise judgement regular drill cannot entirely adjust erases the gap well-orchestrated well-qualified good linguistic performers a basic means proved vital the top of the agenda follow them strictly	
--	--

**8.2.12. Modality and first person reference.** The instances of modality in the text shape D's interpersonal voice as less confident and self-assured in making claims. This may reflect her alignment with the academic discourse community alongside a more tentative stance towards the material. The use of *may* in *this essay is going to figure out some main reasons for this phenomenon as well as suggestions that may help in creating a new face in teaching English in Vietnam* underscores a less certain and less self-assured interpersonal voice type. There were no instances of first person reference in the text.

Table 8.25. *Passive Verbs*

Descriptive Code: Passive Verbs	Interpretive Codes
Seemingly May Could	Tentative voice

**8.2.13. Mood and first person reference.** There were sixteen instances of *should* in D's text. This use of the subjunctive mood constructs more confident, self-assured and certain voice types as is manifest in *what teachers and students should do*, it should be mentioned with Carey's statement (2009), and besides, students should make it a practice to repeat many times after listening to the recording.

**8.2.14. Textual positioning.** In the coding of textual positioning, noun phrase length, mono vs. multisyllabic words, linking devices, and semiotic mode were analysed. Textual positioning is illustrated below in Figure 8.6.

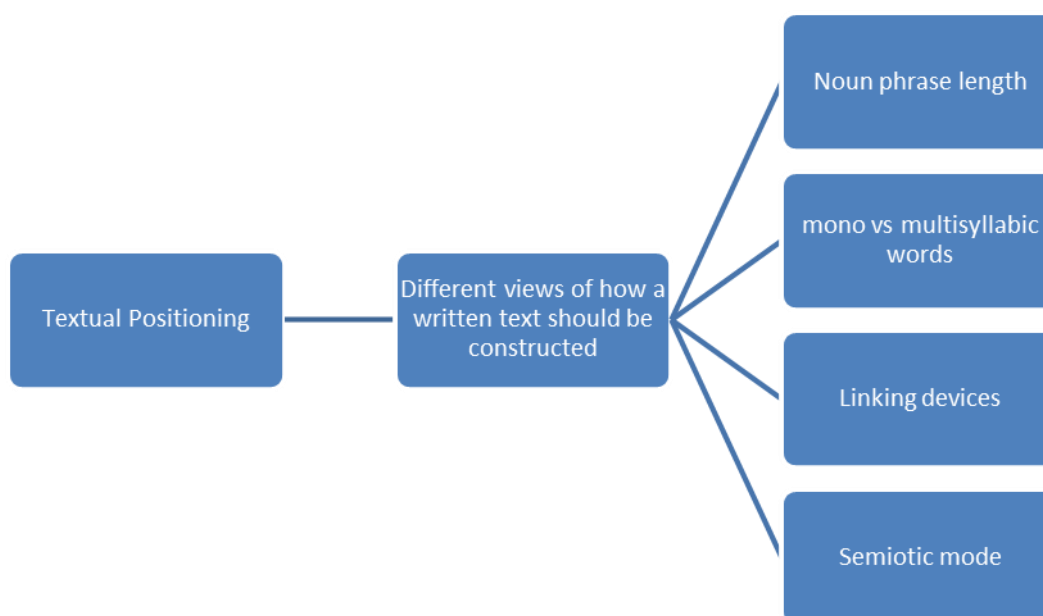


Figure 8.6. Textual Positioning

**8.2.15. Noun phrase length and multisyllabic words.** The noun phrases in D's text are relatively long with most phrases consisting of three to four words each. Some phrases in the text are longer with - *a fifteen-more-vowel groups of twenty-six ones (7)* comprising seven words. The length of noun phrases in the text positions D's textual voice as academically literate and formal. The presence of multisyllabic words in the text also reinforces this academically literate voice type.

Table 8.26. *Noun Phrase Length*

<b>Descriptive Code: Noun Phrase Length</b>	<b>Interpretive Codes</b>
The most powerful language	Academically literate voice Formal voice
A wide range of countries	
Their curriculum plans	
Students of all levels	
Such dominant language	
Working conditions and salary	
English speaking countries	
Vietnamese learners of English	
Non-English protocol	
The long-time outcome	
Learning style to communicative ability	
The demand of Vietnamese students	
This gloomy deduction	
Linguistic gap and sparse misunderstanding	
Vietnamese people and foreigners	
Some main reasons	
A more specific explanation	
A flow of breath and the arrangement of mouth	
A pause in vocal sound flow	
A wide range of vocabulary	
Incorrect sounds of the words	
The pronunciation and listening comprehension	
Certain patterns of rhythm and intonation	
A good performance at pronunciation	
Most of English classes	
An appropriate academic training	
Many Vietnamese learners	
High school classes	
English assessment procedures	
Their ability in communication	
The characteristic of this country	
Their most wanted questions	
Stainless public image	
The employment of implicit appeal	
A vital role in communication	
Criticism and negative attitudes	



<p> The high level of interaction  The participation in an English class  The students are too passive  The most important reasons  Their mother tongue  The differences between two languages  Vietnamese speakers of English  Latin-based alphabet  The disparities in vowels, consonants and tone  The collection of Vietnamese vowels  a fifteen-more-vowel groups of twenty-six ones  The most significant feature  A considerable number of multisyllabic words  Long and short vowels  Their first language  Several diphthongs and triphthongs  The vowel system of their language  The trait of English pronunciation  The nature of final consonants  Ten possible final consonants  Majority of English native speakers  Original English users  Many problems in communication  Two or more consonant sounds  A total different word  Only one sound  Some specific suffix  This way of creating a new word  The final consonant clusters  The original final sound  Many final sound  Washington Center for applied linguistics  A vital different characteristic  A lexically determined tone  Six tones in Vietnamese  The wrong stress position  Some major issues  Many pronunciation errors  The importance of practicing listening skill  The real conversations or talks  The accuracy and fluency in pronouncing  Diversified sources such as soap movies, news in  English or tests books  The very reading material  The sounds as the first step  Some confusing sounds in English  An entirely different meaning  The most comprehensive way  The two following examples  Manila Center for applied linguistics </p>	
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The length of two vowels Mirrors for self-correction Some challenging sounds The teacher's careful explanation Movement of the lips, tongue or jaws Their partner's mistake Their own talk The support of the high technologies The native speaker's pronunciation Non-verbal response Their perceptual weak points Several kinds of non-verbal response The spelling and phonetic transcription The whole class's answers A fun non-verbal response The rhythm of sentences or phrases Other pronunciation aspects Any consonant cluster His or her own nonverbal response The background, level and the characteristic of each class The tedious long lesson Such challenging aspect An integral part of language learning A completely strange application A far-flung language geographically and culturally Proper English utterance The use of different methods A wide range of factors A certain mother tongue Well-qualified speakers Good linguistic performers	
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**8.2.16. Linking devices and semiotic mode.** D manipulated linking devices throughout the text as coded in Table 8.27. This reinforces D's textual voice as academically literate as well reader-considerate and complex. The use of linking devices in the following example reflects D's alignment with the academic register in addition to the reader-considerate effect of the cohesive ties:

Finally yet importantly, teachers can take advantage of games and activities in order to warm up the class, which is often covered with the feeling of frustration when studying pronunciation. The tedious long lesson is likely to kill the student's aspiration of studying English, especially when facing such challenging aspect. Thus, putting some creation in teaching English does help to bring valuable result of the students' feedback. This action will make students feel excited to join the class and that will motivate the

teachers. As a result, the class environment will be very enjoyable with good interaction between teachers and students.

D's textual voice types are, further, reinforced by the semiotic mode of the text which include explicit signposting such as a contents page and sub-headings.

Table 8. 27. *Linking Devices*

<b>Descriptive Code: Linking Devices</b>	<b>Interpretive Codes</b>
By this way Furthermore On their own side However This essay Thus Therefore Similarly On the other hand In other words It is to say Moreover Accordingly Finally For example Consequently But above all As a result In contrast Noticeably For instance Additionally By contrast Besides In addition	Academically literate voice Reader-considerate voice Complex voice

**8.2.17. Conclusion.** There were a wide range of voice types coded in D's second text including a complex voice, a plain-spoken voice, and a knowledgeable voice. D's voice types both aligned her with the academic discourse community as well as reflect her interest in other ways of knowledge making and text construction. Table 8.28. below includes a list of the voice types coded in the text.

Table 8.28. *D's Voice Types*

<b>D's Voice Types – Text 2</b>
Interested in the field voice
Interested in the topic voice
Complex voice
Plain-spoken voice
Reader-considerate voice
Academically literate voice
Formal voice
Confident voice
Self-assured voice
Certain voice
Interested voice
Academic voice
Distant voice
Positivist voice
More hesitant voice
Subjective voice
Less academic voice
Passionate voice
Opinion-holder voice
Knowledgeable voice

## Chapter 9: Discussion and Conclusion

The previous four chapters have detailed the findings of the application of Ivanic and Camps' (2001) voice typology to the academic essays of Chinese international students. The research investigated the following questions:

*What authorial voices do Chinese international students construct in their L2 texts?, What does the data suggest about the participant Chinese students as writers in the L2 context?, and What do the voice types in the texts add to our knowledge regarding voice in academic writing?*

These questions were explored via an analysis of voice types in the participant texts according to the three macrofunctions utilised by Ivanic and Camps. That is, the ideational voices, interpersonal voice, and textual voices in each text were coded and a range of diverse voice types emerged. These voice types were found to align the participants with the conventions of the academic register, and, also position the writers as maintaining their own non-academic voice types in the text.

The final chapter of this thesis discusses the results which are presented according to the research questions and objectives as salient to the research design. The voices and voice types constructed in the participant texts are, first, discussed. The voice types are also examined for what they suggest about the negotiation, adaption, and resistance of each participant in relation to the academic register. The voice types are additionally interrogated in terms of what they might suggest regarding the participant Chinese students as writers in the L2 academic context. This chapter also delineates what the findings add to present understandings of authorial voice. Suggestions regarding directions for future research comprise the final section of this chapter.

## 9.1. Authorial Voices and Voice Types

The application of Ivanic and Camps' (2001) voice typology to the participant texts gave rise to a diverse range of voice types for each participant. The results of the text analysis include voice types which align with the academic register such as an educated voice, a skilled writer voice, an interested in academic research voice, and a positivist voice, alongside voice types which align with more non-academic, or non-Western interests, views, and preferences (Ivanic & Camps, 2001). The analysis of the ideational macrofunction, to demonstrate, resulted in voice types such as an interested in the topic voice as well as a knowledgeable, academic voice, via the use of specialised, multisyllabic lexical items associated with the field. An objective, positivist voice type was also present in the participant texts reflecting a primarily Western view of how texts should be constructed (Ramanathan & Atkinson, 2001). In terms of the interpersonal macrofunction, voices aligned with the academic register such as a certain voice, an opinion-holder voice, and the voice of an equal also emerged in the analysis of evaluation and modality. Academically literate, skilled writer voice types also manifested in the participant texts in accordance with noun phrase length and academic linking ties. These particular voice types reflect the 'ready-made', insider voices of the academic discourse community in addition to the participants' desire to align with and adopt these voices. B, S, L, and D's alignment with the academic register as non-native speakers and writers is strongly supported by other voice literature including findings by Ivanic and Camps (2001), Hyland (2002), and Jeffery (2011). That is, the findings clearly point to the participant writer's seeking membership of the academic discourse community. This supports scholarship undertaken by Guinda and Hyland (2012) and Matsuda and Tardy (2008; 2009).

The findings of the research also, however, reinforce a Bakhtinian view of voice as multivariate and heterogeneous as each participant constructed voice types in their texts which align with more non-academic and Western ways of voicing and writing (also in Halasek, 1999; Prior, 2001). In the analysis of each text, for example, more tentative voice types in the interpersonal macrofunction conflicted with other, more academic voices in the texts. A reader-considerate voice type

was also evident in each of the analysed texts aligning, therefore, with a less complex and more reader-focused view of how text should be constructed (Ivanic & Camps, 2001).

The multi-voiced nature of the participant texts is also evident in the writer's attempts to construct their own voices in the texts. B's voice types, for example, were aligned with the academic register in terms of being abstract, sophisticated, and knowledgeable, but they were also extremely assertive, invested, and passionate, particularly in relation to the interpersonal macrofunction. S's interest in the Confucian way and his creative and artistic voice types also marked his texts as divergent from the academic register (Viète, 2011). L's wordy and less self-assured voice types alongside her defense of the Chinese education system, similarly, contrasted to her more academic, insider voice types. D also constructed voice types which conflicted with her alignment to the academic discourse community including a subjective voice and a plain-speaking voice type. In this way, the findings reflect both the conflicting nature of authorial voice in addition to underscoring voice as reflective of the writer's agency (Hirvela & Belcher, 2001; Lensmire & Satanovsky, 1998). Work by Cadman (1997), Littlewood (1999), and Stephens (1997) is also supported by the findings of this research project as it highlights individual differences between participant voice types as opposed to the influence of the L1 language and culture.

## **9.2. Chinese International Students as Writers**

While the sample size of the texts and participants limits the extent to which the results of this study can be applied to other students and contexts, the findings do act to counter research which positions Chinese background learners as lacking the facility to develop a critical, assertive voice (e.g., Fox, 1994; Ramanathan & Atkinson, 1999). B's strong, assertive voice types, for example, are indicative of conventional, individualistic Western discourse, contradicting, to some extent, the voiceless myth associated with Chinese background students. Opinion-holder, assertive, and certain voice types were also evident across the three macrofunctions in D, L, and S's texts. Each participant, also, adopted positivist, abstract voices in relation to text construction and knowledge making, therefore,

adhering to a Western view of human agency in knowledge making (Ramanathan & Atkinson, 2001; Jeffery, 2011).

The construction of academic voice types in the participant texts is evidently suggestive of the participants desire to align with the academic community. The findings also reflect the coercive nature of academic writing conventions (see, for example, Canagarajah, 2002; Clark & Ivanic, 1997). Additionally, the construction of voice types that align less with the academic discourse community index B, S, D, and L's resistance to academic norms. This is also supported by recent literature on voice such as Arkoudis and Tran (2007), Hirvela and Belcher (2001), Kettle (2005), and Phan (2009) which posits voice as the site of agentive struggle for the non-native speaker wherein the desire to acquire the voices of the academy conflicts with the writer's L1 voice types. The construction of non-normative voice types in the texts also supports literature challenging essentialist views of Chinese international students as passive learners and writers (Chalmer & Volet, 1997; Wu & Rubin, 2000).

### **9.3. Voice in Writing**

The findings of this study also reinforce present understandings of authorial voice as drawing on both personal and social resources. That is, the results of the application of Ivanic & Camps typology demonstrate that voice is constructed, and can be delineated in texts, outside of the limited range of person markers available in English (Prior, 2001). The positionings and stances which B, L, S, and D adopted in relation to the three macrofunctions, to demonstrate, underscored their voice types as drawn from a wide range of linguistic items in relation to both personal preferences and views and, also, context. Ivanic and Camps' (2001) voice typology, therefore, offers the researcher a broad and detailed framework for describing voice. In this way, the findings of this research expand the possibilities for investigating voice beyond the identification of person reference and argumentation as evinced in studies such as Hyland (2012) and Spalding, Wang, Lin, and Hu (2009). This finding coheres with the view of voice as social and personal as delineated in, for example, Lensmire (2009), Matsuda (2001), and Prior (2001).



Other voice research is also supported by the findings of this study. Indeed, the data emphasises the complex, conflicting, and multi-voiced nature of authorial voice as each participants' voice types were diverse, wide-ranging, and often contrasting within and between the ideational, interpersonal, and textual macrofunctions. This reinforces the conceptualisation of voice as paradoxical in work by, among others, Guinda and Hyland (2012), Phan and Baurain (2011) and Tardy and Matsuda (2009).

It is also evident from the text analysis that voice does signal authorial agency in the construction of English text as demonstrated in the often significant shift and contrast between the academic and less academic voice types in each of the participant texts (Snaza & Lensmire, 2006). This suggests the rich possibility of voice research in examining agency in writing, particularly regarding non-native writers and the English academic register.

#### **9.4. Recommendations for Further Research**

This research sought to contribute to research related to both Chinese background students and authorial voice. This has been achieved via the application of Ivanic and Camps' (2001) voice typology to the participant texts, and while the sample size of texts and participants limits the extent to which the research can be extrapolated, the results of this study indicate that Ivanic and Camps' (2001) typology comprises a valuable methodology as it expands the area of voice research beyond the personal and process method. It also offers a way of detailing voice in texts as opposed to reader-based reviews of voice. The research conducted for this study was exploratory and pioneering. It also points towards more text-based voice studies involving a larger corpus of texts in order to add to understandings of both voice and nonnative speaker writers. Longitudinal, text-based investigations of voice would also prove fruitful in examining the agentive shifts and changes that a writer's voice undergoes over time. Research concerned with the interstice between authorial voice and high quality writing would likewise be augmented by an application of Ivanic and Camps' (2001) typology as it provides a broader range of linguistic items associated with voice.

The parameters of this study were limited, to some extent, to a description of voice in texts via the linguistic realisations associated with Halliday's (1986) macrofunctions. However, the findings of this study might also be suggestive of a voice pedagogy insofar as, the study points towards both the participant writer's desire to adopt Western voice types and, also, how voice might be taught outside of the narrow range of person markers associated with expressivist voice. Further research which implements Ivanic and Camps' (2001) framework would, thus, provide useful foci in relation to teaching target voice types to non-native speakers across a range of educational settings. This coheres with the emphasis placed on developing voice pedagogy by Guinda and Hyland (2012), Lensmire (2006), and, also, Matsuda and Jeffery (2012).

## **9.5. Conclusion**

The findings of this research project suggest the enormous value of voice related research in contributing to how second language writing is detailed and understood. The findings support more recent voice research in several ways including in terms of underscoring the paradoxical, multiple nature of authorial voice as well as its location in both the personal and social. The coercive nature of academic writing conventions is also emphasised in the data alongside the writers evident desire to become discourse insiders. This study, further, questions the deficit model as applied to Chinese background students as writers as the data from this study suggests that the participant writers constructed powerful voice types in their texts.

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# Appendix 1: Ethics Approval

## Appendix 1.1.: Ethics approval letter

<p>COPY</p> <p>MEMORANDUM</p>	<p>Private Bag 01 Hobart Tasmania 7001 Australia Telephone (03) 6226 2764 Facsimile (03) 6226 7148 Marilyn.Knott@utas.edu.au <a href="http://www.research.utas.edu.au/index.htm">http://www.research.utas.edu.au/index.htm</a></p>	
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### MINIMAL RISK COMMITTEE APPLICATION APPROVAL

3 November 2009

Dr Thao Le  
Education  
Private Bag 1307  
Launceston

**Ethics Reference: H10910**

**The Construction of Voice in the Written Discourse of Chinese International Students.**

**PhD Candidate: Davina Brown**

Dear Dr Le

Acting on a mandate from the Tasmania Social Sciences HREC, the Chair of the Committee considered and approved the above project on 3 November 2009.

All committees operating under the Human Research Ethics Committee (Tasmania) Network are registered and required to comply with the *National Statement on Ethical Conduct in Human Research* (NHMRC 2007).

Therefore, the Chief Investigator's responsibility is to ensure that:

- 1) All researchers listed on the application comply with HREC approved application.
- 2) Modifications to the application do not proceed until approval is obtained in writing from the HREC.
- 3) The confidentiality and anonymity of all research subjects is maintained at all times, except as required by law.
- 4) Statement 5.5.3 of the National Statement states:

Researchers have a significant responsibility in monitoring approved research as they are in the best position to observe any adverse events or unexpected outcomes. They should report such events or outcomes promptly to the relevant institution/s and ethical review body/ies and take prompt steps to deal with any unexpected risks.

- 5) All participants must be provided with the current Information Sheet and Consent form as approved by the Ethics Committee.
- 6) The Committee is notified if any investigators are added to, or cease involvement with, the project.

A PARTNERSHIP PROGRAM IN CONJUNCTION WITH THE DEPARTMENT OF HEALTH AND HUMAN SERVICES



COPY

MEMORANDUM

Private Bag 01 Hobart  
Tasmania 7001 Australia  
Telephone (03) 6226 2764  
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Marilyn.Knott@utas.edu.au  
<http://www.research.utas.edu.au/index.htm>



HUMAN RESEARCH ETHICS COMMITTEE (TASMANIA) NETWORK

## MINIMAL RISK COMMITTEE APPLICATION APPROVAL

3 November 2009

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Education  
Private Bag 1307  
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A PARTNERSHIP PROGRAM IN CONJUNCTION WITH THE DEPARTMENT OF HEALTH AND HUMAN SERVICES

## **Appendix 2: Student Information**

Appendix 2.1.: Information sheet for students

Appendix 2.2.: Consent form

Appendix 2.3.: Background information

Locked Bag 1307 Launceston  
Tasmania 7250 Australia  
Telephone: (03) 6324 3696; Fax: (03) 6324 3048  
Email: T.Le@utas.edu.au  
Website: www.utas.edu.au/educ



## Faculty of Education - University of Tasmania

### INFORMATION SHEET FOR STUDENTS

***Title: The Construction of Voice in the Written Discourse of Asian International Students***

You are invited to participate in a research study which examines how international students construct voice in their academic writing<sup>1</sup>. In order to describe aspects of authorial voice, the investigator will employ a text-based analysis of selected student texts and, also, conduct interviews with both students and lecturers. This study is being undertaken by the chief investigator, Dr Thao Le, and Davina Brown who is a PhD student at the University of Tasmania.

As this study focuses on writing and how Asian international students negotiate academic discourse to construct an individual voice in their writing, it aims to broaden our understanding of the experiences of international students in Australian universities. It seeks to highlight the individuality which each student brings to the construction of text, and how the different attitudes, values, beliefs, and experiences of each student influence the ways in which they write in a second language setting. Asian students are the focus of this study as this group constitutes the largest portion of international students in the Australian tertiary sector (Australian Education International, 2009).

As an international student, you are invited to participate in this study. Your involvement is beneficial insofar as you will be given an opportunity to share your own perspectives on your L2 (English) academic writing, and also your experiences as a student in an Australian university.

Your participation in this study will involve the following:

---

<sup>1</sup> Voice, in the context of this study, is defined as an effect, visible in the written text to the reader across aspects such as lexis, syntax, and organizational structure, and resulting from “the use of discourse and non discourse features that language users chose, deliberate or otherwise, from socially available yet ever changing repertoires” (Matsuda, 2001, p. 40).

**Text Analysis:** your permission will be sought to select and analyze two of your written assignments. It is important that this assignment is in the essay genre. A copy will be made of the text and the original returned to you. The copy of your assignments will be kept in a locked and secure filing cabinet in the Department of Education, and also on password locked computers. Your name will also be removed from the documents. The analysis will be undertaken, confidentially, by the investigators. Copies of the written text will be destroyed five [5] years after the completion of the study.

Please note that participation in this study is voluntary and any research data gathered will be kept confidential. The identity of the participants will also be kept confidential. Further, if you choose to participate, you are entitled to withdraw from the study at any time, and any data that you may have contributed will also be withdrawn.

If you would like to discuss any aspect of this study please feel free to contact either Dr Thao Le at [T.Le@utas.edu.au](mailto:T.Le@utas.edu.au) or Davina Brown at [davinab@utas.edu.au](mailto:davinab@utas.edu.au). Either of us would be happy to discuss any aspect of the research with you.

The Human Research Ethics Committee (Tasmania) Network has approved this study. If you have any concerns about the manner in which the project is conducted you may contact the Executive Officer of the Human Research ethics committee (Tasmania) who can be contacted on (03)-6226 7479 or [human.ethics@utas.edu.au](mailto:human.ethics@utas.edu.au).

If you wish to take part in this study, please sign the attached consent form, place it in the addressed envelop and mail to Dr Thao Le. Thank you for taking the time to consider this study. Please note that the information sheet is for you to keep.

Yours sincerely

Dr Thao Le

Davina Brown

#### References

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## Faculty of Education - University of Tasmania

### CONSENT FORM: Students

*Title of Project: The Construction of Voice in the Written Discourse of Chinese International Students*

1. I have read and understood the 'Information Sheet' for this project.
2. The nature and possible effects of the study have been explained to me.
3. I understand that the study involves sharing my experiences, of living in a new country and a new language environment while using English, by participating in one, or any, or all of the following activities:
  - sharing one of my written assignments for the purposes of analysis.
  - talking about my experiences writing in English, with a focus on the assignment selected for analysis.
  - talking about my experiences as an international student at an Australian university.
  - taking part in a face-to-face interview. When the interview has been transcribed, I will check the transcriptions and may be asked to answer follow-up questions.
4. I understand that the following risks are involved - there are no foreseeable risks involved for participants in this study.
5. I understand that all research data will be securely stored on the University of Tasmania premises for at least five years, and will be destroyed when no longer required.
6. Any questions that I have asked have been answered to my satisfaction.
7. I agree that research data gathered from me for the study may be published provided that I cannot be identified as a participant.

8. I understand that the researchers will maintain my identity confidential and that any information I supply to the researcher(s) will be used only for the purposes of the research.
9. I agree to participate in this investigation and understand that I may withdraw at any time without any effect, and if I so wish, may request that any data I have supplied to date be withdrawn from the research.

Name of Participant: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Statement by Investigator**

☐ I have explained the project & the implications of participation in it to this volunteer and I believe that the consent is informed and that he/she understands the implications of participation.

If the Investigator has not had an opportunity to talk to participants prior to them participating, the following must be ticked.

☐ The participant has received the Information Sheet where my details have been provided so participants have the opportunity to contact me prior to consenting to participate in this project.

Name of investigator \_\_\_\_\_

Signature of investigator \_\_\_\_\_ Date \_\_\_\_\_

Locked Bag 1307 Launceston  
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## Faculty of Education - University of Tasmania

### BACKGROUND INFORMATION: students

*Title of Project: The Construction of Voice in the Written Discourse of Asian International Students*

<b>Name:</b>	
<b>Gender:</b>	
<b>Age:</b>	
<b>IELTS Score:</b>	
<b>How many years have you been studying in Australia?</b>	
<b>What degree/award are you enrolled in?</b>	
<b>Please outline any previous educational attainments including other degrees and awards completed.</b>	
<b>Please outline your prior exposure to English including any relevant courses taken.</b>	
<b>Please describe your reasons for studying in Australia.</b>	

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## **Appendix 3: Student text**

Appendix 3.1.: Transcribed copy of student text

### **English academic writing in two conflicting discourses: a Chinese perspective**

#### ***Abstract***

English Academic writing plays an important role in English speaking tertiary education. It is difficult not only for the students who are native speakers of English, but also for the international students from Asian countries such as China, Vietnam, and Indonesia. It is suggested that Chinese background students face difficulties in English academic writing in terms of vocabulary, grammar, structure of academic writing and referencing. The difficulties are due to different cultural, educational and linguistic backgrounds. The study was conducted with the aim to investigate difficulties of Chinese international students in English academic writing in Australia, and explore ways of helping international students to overcome the difficulties and to employ appropriate learning strategies. The research was conducted by using semi-structured interviews with ten Chinese international students. The findings suggested that Chinese international students should be helped to overcome challenge in English academic writing, in terms of the language and cultural factors In addition, they should adjust their study



strategies to meet new educational requirements and at the same time maintain their own cultural identity.

## ***Introduction***

English academic writing is important for students who study in tertiary level in western countries. It involves various aspects including the usage of English language, culture and referencing, which is not merely a challenge for the students who speak English as a native language, but also for non-English speaking students, especially for these students from Asian countries, such as China, Vietnam, and Indonesia. Various factors contained in English academic writing probably increase the difficulty of English academic writing for Asian students who use English as a second language and study in English-speaking countries (Sarnovar & Porter, 1995). It is reported that due to the different culture and perceptions of thinking, Asian students often fail to do a good job in English academic writing (Wong, 1988). Evidence shows that there are significant differences between Chinese academic writing and English academic writing, for example, sentence structure in English is totally different from Chinese; some English words cannot be matched in Chinese (Kaplan, 1972). Hence, it is believed that many Chinese students, when they write essays or research papers, may face a lot of problems in English academic writing such as grammar problems, disorder of sentence structure and misuse of referencing.

This paper aims to examine the difficulties of English academic writing facing Chinese students in the western university context and review the factors that influence the writing style in English. Some writing strategies in English will be

illustrated to help improve the student's writing skills. The paper reports a study which involved the participation of ten Chinese students at the Australian university. In order to help get in-depth insight of the difficulties in English academic writing, these students are invited to attend a semi-structured interview and encouraged to write reflective journals. The study disclosed many problems that Chinese students encountered while writing English academic essays in western education. The biggest challenge is how to avoid plagiarism and how to use reference in right ways. It is suggested that Chinese students should consider three facets in order to arrive at a good English academic writing: first understanding the topic that they will deal with, then reading various reference articles and books to get the relevant information to support the topic, finally reviewing what has been discussed in the essay to avoid various mistakes.

## ***Background***

English academic writing is a challenging and complicated task. It is designed for assessment, learning and entering particular disciplinary communities (1997). Bailey (2003, p. 1) states that academic writing is "the type of writing designed for anybody who is studying (or planning to study) at English-medium, colleges and universities and has to write essays and other assignments for exams or coursework". It is reported that students are often required to write essays, do writing in exams, or produce reports to test their understanding of the relevant knowledge. Apart from the assessment, academic writing also reflects students' learning process through students writing reflection journal linked to their ideas and thoughts (Coffin et al., 2003). Furthermore, academic writing is important in the study in disciplinary communities. According to Prior (1998), the

communication of norms in disciplines is expressed and evaluated through a certain of academic writing. Students are expected to follow the norms or convention of the subjects to meet the requirements of their English academic writing in this discipline.

The academic writing in English involves the usage of the English language, the text structure, the construction of arguments, grammar and punctuation (Coffin et al., 2003). The width and depth of students' vocabulary affect the accuracy and quality of their academic writing. Researchers indicate that when words are used appropriately in writing, the communication of writing is more effective (Corona, Spangenberg, & Venet, 1998). This opinion is supported by Ediger (1999), who argue that it is necessary to select words for accurate meanings in writing. It shows the importance of vocabulary using in writing. As for Chinese students, they may often encounter language difficulties, especially in using appropriate words in academic writing. Due to the lack of enough vocabularies and little practice in writing, Chinese students always struggle with using appropriate words in academic writing to express their ideas and thoughts accurately, and often fail to arrive at a good academic essay (Hu, 2001). In addition, although the students have good command of grammatical rules, they may still fail to use the grammar correctly in writing or in daily communications (Doughty & Williams, 1998).

In addition to the language usage, culture is another factor which affects the linguistics. Scollon, R and Scollon, S (1995) believe that culture is a large group of people who have many things in common that include their history, world view,

their language, languages and geographical, such as “the Chinese” and “the English”. They are all recognised by members of these groups. Culture always emphasizes the common of group members and belittles differences in group members. In addition, culture affects rhetorical structures. According to Kaplan (1966), cultures develop unique rhetorical structures. For example, English rhetorical structure is linear, because the English articles begin with topic sentence and support the statement with several references. In contrast, “oriental” languages, such as Mandarin, are indirect which shows oriental people’s thought. Although the Kaplan’s explanation is seen generally to be simplistic, it illustrates the basic pattern about the nature of different writing patterns in different cultures (Brown, 1994).

The cultural difference affects the way of writing. According to Kaplan (1972), due to cross cultural differences in rhetoric, the organization in English academic writing is a problem for ESL students. In Kaplan’s view, it results in the deviations from organization of English academic writing that may be interference and negative transfer from the rhetorical organization of the first language of writer. The researcher indicate that in academic settings non-native speakers, including Chinese students, tend to be more subjective in writing than native speakers (Hinkel, 1999). In addition, the paragraph organisations and the overall coherence are influenced by the ways of thinking and the logic of one culture. According to Chan (1988), in Chinese logic structure, the key words or the main points are always placed at the end of the paragraph or the sentence. The purposes, conditions and reasons are always explained before the main ideas (Chan, 1988). As a result, the inductive, indirect, and circularly approaches are the

main features of the rhetoric pattern and idea presentation in Chinese writing.

When it comes to academic writing in English, it is necessary to mention “Plagiarism” which refer to stealing the words or ideas of someone else and use them as one’s own without citing the source (Park, 2003). International students, especially from Asian have difficulties of using references correctly and avoiding plagiarism in their English academic writing. Lake (2004) argues the differences of writing between English culture and Chinese culture, and also points out that more than half of the Chinese students he surveyed have never acknowledged an author in their previous experience of academic writing. Chinese students lack of sense on acknowledging authors in their English academic writing for some reasons. For instance, due to imitation as a major learning strategy in Chinese traditional education, Chinese students see Plagiarism as imitation, which is acceptable and encouraged for English beginners in china (Shi, 2004). As they are not educated to acknowledge other person’s work in writing, Chinese students often copy long texts from the original articles as the references (Shi, 2004). Therefore, it is suggested that Chinese students should be aware of the risk of plagiarism and know how to do the reference correctly.

In addition, different cultural norms also influence the use of reference in academic writing. According to Moore (1997), English native speaker mention the authors clearly in their academic writing. In contrast, the non-native English speaker students, particularly from Asian, utilize unclear expression to mention the reference, such as ‘it was said’ or ‘the article aims to’. Western students, such as North American students, always present the author in their essays as a named

individual. In contrast, Asian students do not aware that the authors should be mentioned clearly in the academic writing. The cultural variation leads to the difference of thought of reference. An original text is seen as information by Asian students, while it is seen as reflection of an individual's point of view by native speakers (Moore, 1997)

The purpose of this study is to investigate the difficulties of Chinese international students in English academic writing in Australia. It is also to find out some ways of helping international students to overcome the difficulties and propose appropriate learning strategies for the students in the academic writing. Two specific research questions are addressed:

1. What are the specific difficulties when Chinese students write an English essay?
2. What are the strategies used by Chinese international students in English academic writing?

## ***Method***

This study was conducted at one public university in Australia, which involved the participation of ten Chinese international students at the bachelor level and master level. Five students were studying Education courses and others studying computing, accounting, and business during the data collection. The data was collected within a two-month period in the forms of interview transcripts and analysed by a constructivist grounded theory approach. The study adopted a three-step coding approach including open coding stage, axial coding stage and selective coding stage. The codes constructed in the research were related to how Chinese international students view the difficulties and the strategies of English academic writing. The codes were identified and labeled into four categories,

which were discussed in the following section. All responses would be anonymous.

## ***Findings***

### **Theme 1: language difficulties**

The study disclosed that the language usage is the greatest difficulty for Chinese students in Australian contexts. The lack of vocabulary increases the difficulty in writing an English essay and participants believed that knowing a number of academic vocabularies is very helpful in English academic writing. However, even though some participants had acquired a large vocabulary, they admitted that they still had difficulties in using appropriate words in their English academic writing, as one participant from the faculty of education mentioned that “*when I write an English essay, the most difficult thing for me is that I can’t find out a suitable word in English to express my thoughts in particular contexts because one English word may deliver several meanings in Chinese or one Chinese word can be expressed in different ways in English*”. Also, it is stated that in the study it is difficult to use synonyms in the English writing as the synonyms of some English words may carry another meaning or may not be suitable in special expressions and contexts, even dictionaries or other sources are unable to avoid this embarrassment yet.

Language difference also makes it difficult in the correct use of grammar for Chinese student in English academic writing. Due to the influence of the perceptions and ways of thinking in Chinese, Chinese students failed to avoid the use of Chinglish in English writing. One participant argued that “.....*Chinglish*

*expressions often occur in my English writing, because I tend to write essay in Chinese ways, which made me fail to arrive at a good academic English writing. It is a really problem that I have to overcome*". Moreover, how to use correct grammar in long sentences is also another big challenge. Some participants argued that the difficulty in English academic writing would be to make sure use grammar correctly. Chinese students always made mistakes in utilizing correct grammar in long sentences.

## **Theme 2: cultural difficulties**

Due to the differences of the way of thinking, many Chinese students had problem on writing structure in English academic writing. Some of them were aware of the differences between Chinese writing structure and English writing structure. In addition, they try to make their essay academic. One participant argued that *".....Another area is how to make the whole essay coherence. It means how to organize information, and make the information relevant to the topic. Therefore, I try to paraphrase the information, and attend to the style so as to make it more academic"*. Another interviewee had a similar opinion; she argued that *"I think the biggest one is in English essay, we need to pay more attention to the structure....."* Some participants also reported that academic level of writing was difficult. Even though they focused on the order of paragraphs in the essay, they still did not make sure the order was logical for native English reader.

It is shown that English academic writing should be objective instead of subjective. However, it seemed that Chinese students tended to be subjective in



their academic writings. When writing academic essay, Chinese students found it difficult to make it more objective. One participant had done many essay assignments. She experienced the conflicted period for her essay from subjectivity to objectivity. *“In China we were only asked to express my own ideas, however, in Australia, the lecturers would like to see my understandings from different perspective.”* Another participant argued that the Chinese essay, which she did at the Chinese university, were more subjective. *“In Chinese way, the essay can be subjective, but in western way, the essay should be academic and objective. Moreover, here, you discuss the topic generally and then give your opinions.”*

### **Theme 3: Plagiarism**

It was true that Chinese students were not taught how to avoid plagiarism when they were in Chinese universities, and the Chinese universities may not have effective methods to examine plagiarism in students' academic writings. Participants stated that when they studied at Chinese universities, they were never educated how to use various references and the teachers seldom mentioned the importance of avoiding plagiarism. They did not know much about how to use the reference in the right way. One participant who was an English teacher in china argued that *“In china, the concept of plagiarism is not highlighted, but now some universities in China start to realize this problem and take some measures”*. Also, Chinese students had few chances to practice various English essays when they studied at the universities in China. That is probably why they are facing a lot of problems related plagiarism in western universities.

All the participants reported that in the study plagiarism is really an important part in the English academic writing and all students should pay attention to it. It is stated that in fact they did not realize that plagiarism could be a big problem in the English academic writing before they studied at the western university. And the issues of plagiarism and referencing in their academic writing was not highlighted when they were in china, as one participant who studies master of education argued that *“before I went to Australia, I did not consider it is a problem. But, when I study in University of Tasmania, it seemed a quite serious problem. We need to pay attention on it”*. On the contrary, at the Australian university, the students are required to correctly use various references including citation and quotation. Many participants claimed that although they did not know much about how to use the reference in the right way at the first, after practicing several essays, they could achieve a good essay through the correct use of the quotation and citation of different references.

#### **Theme 4: English academic writing strategies**

The study disclosed many writing strategies for Chinese students at the Australian university, which was identified and classified into three kinds as being:

##### **Organizing Strategy**

The responses of the participants indicated the importance of the organization of an essay. This means the essay should be of a clear and well-defined organization. The participants believed that the English academic writing should contain a

certain and clear introduction and topic sentences. Most participants suggested using the organizing strategy in the English academic writing to make the essay coherent and logic. One participant argued that *“in Australia, the writing should be academic and in the essay, the first person like “I” should never appear in your essay. Besides, each paragraph should have a topic sentence and supporting sentence and concluding sentence which are regarded as being academic”*. Most participants also mentioned the concluding sentence is necessary and plays an indispensable part in one paragraph even though some argued that the conclusion sentences are not as important as the topic sentence in the paragraph.

### **Revising Strategy**

As for the English writing, most participants believed that the revising strategy should be often adopted to help to improve academic writing. For international students who came from non-native English speaking countries, revision not only includes the reorganization of the sentence structure or the representation of the ideas, but also involves grammar correction, word alteration or other adjustments. It is mentioned that in the study students should read every essay that they had done many time so as to discover some grammar mistakes, add or delete some ideas or sentences in the writing. One participant stated that *“When the essay is finished, I will read the article and check some minor grammatical mistakes”*. Students should pay attention to checking what they had typed and avoid minor mistakes such as spelling.

### **Referencing Strategy**

The study showed that all the participants regarded the referencing Strategy as the most important part in the English academic writing. It is stated that in the study how to find reference, paraphrasing and using right reference style were the three main points that Chinese students use to avoid plagiarism in their English academic writing. It is very important to know how to correctly paraphrase, summarize and cite other's ideas in the writing without plagiarism. One participant argued that *"I have to make sure that what I paraphrase and refer to should be in accordance with the referencing styles, never be plagiarized"*. Moreover, it is argued that reading a lot of useful information as references is crucial to achieve a good English academic writing. As Li stated that during the interview, *"Firstly, reading is important, so I collect information related to my topic. I would summarize that information in my own words. In this way, I can avoid the plagiarism"*. Therefore, it is believed that when students write an English essay, the first thing they have to do is to find out good references. After that, it is also important to paraphrase or summarize the references appropriately, and then to identify the sources of the information.

## ***Discussion***

From the data analysis, it can be seen that all participants encountered some difficulties in their English academic writing which relate to writing style, sentence structure, grammatical rules and referencing. Evidence shows that the style of the English essay finished by Chinese student seemed to be more subjective rather than objective which should accord with in an academic writing (Hinkel, 1999). Moreover, the use of appropriate vocabulary and correct grammatical rules were also the difficulties for Chinese students in writing

(Corona et al., 1998; Doughty & Williams, 1998). It has been shown that in this study Chinese students often make grammar mistakes or misuse some English words and sentence structure in the English essay. In addition, how to avoid plagiarism is also a big challenge for many Chinese students due to the various factors influencing the writing style like traditional thinking way in Chinese and the effect of Chinese education (Lake, 2004; Moore, 1997; Shi, 2004). Since Chinese education does not emphasize the importance of avoiding plagiarism, hence, how to utilize reference in right styles and how to paraphrase other's ideas in the academic writing are the challenges for Chinese students who study at western universities.

The other considerable finding relates some writing strategies which include organizing strategy, revising strategy and referencing strategy. These strategies are the most common strategies that Chinese students implemented in their English essays. It is argued that in the study the implementation of the organizing strategy is very helpful in an essay, in which the topic sentences and introduction are necessary and crucial. Furthermore, revising strategy can be used to check grammar mistakes and revise writing structure. It is suggested that revision is the effective way to improve the academic writing, which may be done by the students themselves, or by their classmates, teachers and native English speaking friends who can check the vocabulary and grammar mistakes. In addition, referencing strategy is suggested in the study which helps to get more useful information to support the essay. It is believed that a good academic essay involves the use of various references through paraphrasing and summarizing,

different sentence structure and the application of synonyms. While writing an academic essay in English, Chinese students should first understand the topic completely, then read various reference articles and books to get the relevant information to support the essay, and finally review what has been discussed in the essay to avoid grammar mistakes and other errors.

## ***Conclusion***

English academic writing is a challenging task for most Chinese students. This paper has discussed the difficulties in English academic writing for Chinese students studying in western universities, which involves language, culture and plagiarism. It has been shown that Chinese students not only faced a lot of problems in the use of English language in their writing, but also encountered some challenges resulted from the cultural and language difference. Different cultural background and language structure may influence the perceptions and ways of students in writing. Moreover, the plagiarism, highlighted in the English academic writing, is the most important part that the Chinese students must notice in the academic essay. In order to overcome these difficulties, three academic writing strategies were proposed and discussed in the paper to help Chinese students arrive at a good English paper. It is recommended that Chinese students might adopt different writing strategies to deal with the various problems in academic writing, thus improving their academic writing skills in English.