Engagement System in the Introduction Sections of International Journal Articles

**A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master Program of English Language Education**

REZA FAUZAN RAHMAN

2236139350

FACULTY OF LANGUAGE AND ART

MASTER PROGRAM OF ENGLISH LANGUAGE EDUCATION

STATE UNIVERSITY OF JAKARTA

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ABSTRAK

REZA FAUZAN RAHMAN. 2018. *Sistem Engagement dalam Bagian Pembukaan dari Artikel Jurnal Internasional. Thesis. Jakarta. Program Magister Pendidikan Bahasa Inggris Universitas Negeri Jakarta.*

Penelitian ini bertujuan untuk meneliti sistem *engagement* dalam bagian pembukaan artikel jurnal internasinoal. *Engagement* digunakan untuk menganalisis cara penulis artikel jurnal menghubungkan sudut pandang lain dalam menyusun ide dalam bagian pembukaan artikel mereka. Data penelitian ini adalah 20 bagian pembukaan dari artikel jurnal yang dipublikasikan secara internasional. Artikel jurnal diambil dari dua tahun publikasi yaitu tahun 2015 dan 2016. Hasil penelitian menunjukkan bahwa dari 409 klausa, 104 diantaranya dikategorikan sebagai *monogloss* yang berarti penulis artikel jurnal menunjukaan tidak adanya hubungan dengan sudut pandang lain dalam kalimat-kalimat mereka. Sejumlah 305 klausa lainnya dikategorikan sebagai *heterogloss*. Klausa-klausa *heterogloss* selanjutnya dianalisis lebih lanjut kedalam kategori-kategori *engagement*. Kategori engagement yang dominan adalah *acknowledge* yang tererpresentasi dalam 84 klausa. Dominasi *acknowledge* menunjukkan bahwa pada umumnya penulis artikel jurnal menyatakan hubungan dengan peneliti lain atau penulis lain dengan tujuan untuk mendukung ide-ide mereka dalam penulisan bagian pembukaan dalam artikel jurnal.
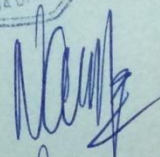
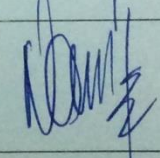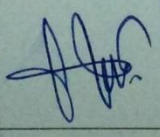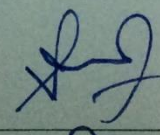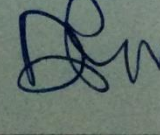**Kata kunci: sistem engagement, appraisal, artikel jurnal**

ABSTRACT

REZA FAUZAN RAHMAN. 2018. *Engagement System in the Introduction Sections of International Journal Articles. Thesis. Jakarta. Magister of English Education Study Program of State University of Jakarta.*

The present study aimed at investigating Engagement system in the introduction sections of international journal articles. The Engagement is used to analyse how the journal articles writers engage the other viewpoints in constructing the idea in their introduction sections. The data of the study were 20 introduction sections of articles from international published journal. The journal articles were taken from 2 years publication year 2015 and 2016. The findings of the study showed that from 409 clauses, 104 clauses are categorized as monogloss which means the writer of the articles show no engagement with other viewpoints in their sentences. The other 305 clauses are categorized as heterogloss. The heterogloss clauses then are further analysed into engagement features. The dominant Engagement feature is acknowledge which are represented in 84 clauses or 20.5% in percentage. The dominance of acknowledge shows that mostly the writers of the journal articles acknowledge other experts or researchers in order to support their own idea in the writing of introduction sections.

Keywords: engagement System, appraisal, journal articles

PERSETUJUAN PANITIA UJIAN
ATAS HASIL PERBAIKAN TESIS

Nama : Reza Fauzan Rahman

Nomor Registrasi : 2236139350

Program Studi : Magister Pendidikan Bahasa Inggris

No.	NAMA	Tanda Tangan	Tanggal
1.	Dr. Liliana Muliastuti, M.Pd. Dekan Fakultas Bahasa dan Seni		15/2 18
2.	Dr. Ratna Dewanti, M.Pd. Koordinator Program Studi Magister Pendidikan Bahasa Inggris		9/2 18
3.	Dr. Ratna Dewanti, M.Pd. Pembimbing 1		7/2 18
4.	Dr. Hanip Pujiati Pembimbing 2		8/2 18
5.	Dr. H. Muchlas Suseno, M.Pd. Ketua Penguji		6/2/18
6.	Dr. Siti Drivoka Sulistyaningrum, M.Pd. Anggota Penguji		9/2/18

DECLARATION

I declare that this research paper entitled *Engagement System in the Introduction Sections of International Journal Articles* submitted for Magister degree of English Education Study Program is entirely the result of my own work. I am fully aware that I have quoted some statements and ideas from various sources. All quotations are already properly acknowledged.

Jakarta, February 2018

Reza Fauzan Rahman

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ENGAGEMENT SYSTEM IN THE INTRODUCTION SECTIONS OF INTERNATIONAL JOURNAL ARTICLES

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CHAPTER I

INTRODUCTION

This chapter provides general description to conduct the research about Engagement system. It consists of background, research questions, scope, purposes, and significance of the study.

1.1 Background of the Study

Language is used by people to communicate. The communication can be in the form of written or spoken. It is stated in Halliday and Matthiessen (2004) that when people speak or write, they produce text. In producing the text, which is spoken or written, the speaker or writer are always related with the other texts. The text can be explored from two points of view; text as an object and text as an instrument. Text as an object has function to construe human experience. While construing, language also has function as instrument to express personal and social relationships with the other people. One of the language functions is to express our appraisal of and attitude towards whoever we are addressing and what we are talking about (Halliday, 2004: 29). This relation is known as all utterances whether in spoken or written, are always has value or represent viewpoints (Martin and White, 2005: 92).

The study of viewpoints in text is mainly discussed in the theory of Appraisal, specifically under the Engagement system. Appraisal is one of

branch of wider theory Systemic Functional Linguistic (SFL) by Halliday. Appraisal with its engagement system is focused on the interpersonal dimension of meaning while the other SFL branches are focused on textual dimension of meaning. As stated in Martin and White (2005) all verbal communication, whether written or spoken, is 'dialogic' in that to speak or to write always reveals the influence of, refer to, or to take up in some way, what has been said/written before, and simultaneously to anticipate the responses of actual, potential, or imagined readers/listeners (Martin and White, 2005: 92). Engagement system represents the viewpoints of researcher, who conduct a study, with respect to others opinion or discussion in the same field. The example of engagement system is represented in the following example which is stated in Martin and White (2005):

Table 1.1 Overview of Engagement System

Monogloss	Heterogloss
The banks have been greedy	*There is the argument though that the banks have been greedy* *In my view the banks have been greedy* *Callers to talkback radio see the banks as being greedy* *The chairman of the consumers association has stated that the banks are being greedy* *There can be no denying the banks have been greedy* *Everyone knows the banks are greedy* *The banks haven't been greedy*

The use of Engagement system as shown in the table above under the heading of Heterogloss is mostly found in research articles. In research articles, especially in introduction part, the writer should use the other viewpoints to support their argument or sentences. Murray (2005) states that researchers have to know the literature and have to contextualize their contribution in terms of the other work that has been done. As stated in Hyland (2005), academic writers seek to present a credible representation of their work by claiming solidarity with readers, evaluating their material and acknowledging alternative views to build a convincing argument in their writing (Hyland, 2005: 173).

The discussion of Engagement has been done in the systemic functional frameworks or system. One of them is the work done by Hyland (2005). In his frameworks Hyland defines this relation as stance and engagement. Stance deals with the positioning of the previous discussion of the topic while engagement deals more with the possible readers. Another framework is also mentioned by Hyland in his study. It is stated that perhaps the most systematic approach to these issues to date has been the work on appraisal (Hyland, 2005: 174).

The study of appraisal has been done by Martin and white. Martin and White (2005) state that appraisal composed of three domains: attitude, engagement and graduation. Attitude concerned with feelings, including emotional reactions, judgments of behavior and evaluation of things; Engagement deals with sourcing attitudes and the play of voices

around the discourse; Graduation used to grade phenomena in which feelings are amplified and categorized.

Recent studies of Engagement system cannot be separated from appraisal theory. One of the studies about appraisal was conducted by Hadidi and Parvin (2015). The study investigated the appraisal system and focused on an English novel. The study found that appraisal in terms of appreciation, judgment, affect and attitude was stylistically indicated and worked in line with character and context within the novel.

Another research concerning appraisal was conducted by Zhang and Liu (2015).The study investigated a comparative appraisal between two national newspaper; New York Times and China Daily's News on Internet Hacking. The analysis in the study is conducted to obtain and explain the distribution of various appraisal resources and to examine and interpret the appraisal resources in the selected news. The study found that similar distribution of engagement resources in the news reports are adopted when engaged in an ideological attitude. The study also found that China Daily and New York Times hold different attitudes to Internet Hacking news.

From the previous studies about appraisal, some have focused with the research articles as the corpus of the study under the Engagement system. In a study by Geng (2015), investigates the deployment of interpersonal meanings in discussion sections of doctoral theses. The study also explored the patterns of discussing the authors' own research

findings in relation to previous literature by means of Appraisal options, which is considered as a key aspect of the rhetorical purpose of discussion sections. This study use engagement system as the framework for the study.

In another study by Yang and Xiaojuan (2015), generic structures of English research articles are analysed using perspective of Engagement from Appraisal System. The study found the variations of choosing other researchers' are indicated by different information sources and lexica grammatical realization forms.

The study by Jin (2005), unlike the other studies, used Hyland's framework of engagement to compare students' research articles and experts' research articles. They are analysed in terms of reader pronouns, personal asides, shared knowledge, directives and questions. The study found that students' research articles have less engagement devices than the experts' research articles. It showed that Hyland's framework is also significant for analyzing the engagement of the research articles.

Based on the discussion of previous studies, the researchers use appraisal, especially engagement system, for analysing the academic discourse, such as research articles. The Engagement features in the research articles are important to support the writer argument by using other viewpoints in the writing of the introduction sections. The recent study aimed at investigating the engagement system in the introduction sections of International Journal Articles. Selected research articles of

International Journals are analysed using engagement system from appraisal theory. The results of this study are intended to show how the research articles engage with other viewpoints to support their argument in the introduction. The findings of this study are intended to be beneficial for systemic functional linguists, especially on the study of engagement system under appraisal theory. Furthermore, it would be useful for the students who take academic writing class in the process of writing their research articles.

1.2 Research Questions

This study has one main research question:

1. How is the engagement system in the introduction sections of international journal articles?

   Then the main research question is divided into two sub-questions:

   a. How is the dialogic contraction in the introduction sections of international journal articles?

   b. How is the dialogic expansion in the introduction sections of international journal articles?

1.3   Purposes of the Study

The main purpose of this study is:

1. To investigate the engagement system in the introduction sections of international journal articles

   a. To investigate the dialogic contraction in the introduction sections of international journal articles

   b. To investigate the dialogic expansion in in the introduction sections of international journal articles

1.4   Scope of the Study

This study focuses on investigating the engagement system represented in the introduction sections of international journal articles. The journal articles were taken from publication year 2015 and 2016. The articles were analysed using engagement system based on appraisal theory proposed by Martin and White (2005). Engagement system is used to analyse the introduction sections of international journal articles because it shows how the writer put other viewpoints into their writing which is especially important in introduction sections. Engagement system has two domains, Dialogic Contraction and Dialogic Expansion. Dialogic Contraction divided into Disclaim and Proclaim. Dialogic Expansion divided into Entertain and Attribute.

1.5   Significance of the Study

The significance of this study is for educators or researchers who are willing to understand more about engagement system and its implementation. Theoretically, this study is significant to researchers who are interested in systemic functional linguistic field. It is especially intended to researchers who are interested in the study of how the writers put other viewpoints into their writing in order to place their positions in the study.

In practical, this study might be also useful for graduate or post-graduate students in the academic writing class. In academic writing class, the students are introduced to the nature of writing academically. Several things are needed to be considered. One of them is that in the academic writing, the relation with other texts or other viewpoints in the field by experts or researcher is essential. Because Engagement system can show how the writers put other viewpoints in the sentences, Engagement would be one of the additional aspects to be considered in order to write the research articles, especially in introduction sections.

CHAPTER II

LITERATURE REVIEW

The discussion of this chapter focuses on three topics. The first topic is about engagement system from appraisal theory. The origin and fundamental discussion about the term of engagement system are discussed in this section along with the discussion of previous related studies about engagement system. The models of engagement analysis based on appraisal theory are discussed in second discussion. Two models of engagement are presented to be discussed; Hyland's Model and Martin and White's Model. The third discussion is concerned with journal articles, specifically in the introduction sections.

2.1 Engagement System

Engagement system is one of three categories from Appraisal theory. Appraisal theory is concerned with the linguistic resources used by speakers or writers which have function to give evaluation, express and grading positions (White, 2001: 1). Appraisal theory is divided into three categories, Attitude, Engagement and Graduation.

The first category is Attitude. Attitude includes sets of meaning by which speaker or writer used in giving value or assessment based on either emotional response or accepted value systems (White, 2001: 4). Attitude is divided into three sub-categories, which are Affect, Judgment

and Appreciation. White (2001) states that Affect is related with emotional response and usually realized through mental process of reaction such as *This pleases me* or *I hate chocolate.* It is also realized through attribute relational such as *I'm sad* or *I'm happy.* Noun such as in *His fear was obvious to all* also realized affect in a sentence (White, 2001: 9).

The second sub-category in Attitude is Judgement. Judgement is related with evaluation of human behavior positively or negatively by reference of accepted norms. The example for positive judgement in is *standard* while the negative judgement for it is *odd.* The third sub-category in Attitude is Appreciation. Appreciation is related with giving value to processes. It is also through positive and negative reaction. The example for positive appreciation is *stunning* or *dramatic* while the negative is *uninviting* or *monotonous* (White, 2001: 13).

The second category of appraisal is Engagement. Engagement is concerned with explicit position of speaker or writer in relation with other viewpoint in the field. Engagement is divided into eight categories such as deny, counter, concur, pronounce, endorse, entertain, attribute and distance.

The third category of appraisal is Graduation. Graduation is related with semantic resources attached to an utterance which has function for scaling or grading. Graduation is divided into two, force and focus. It is also presented in two scales, low intensity and high intensity. The example of low intensity graduation is in *Perhaps he is a post-modernist* while the

high intensity represented in *He's definitely a post-modernist* (White, 2001: 28).

The theory adopted in this study is the engagement system, which is one of the three subsystems of Martin and White (2005) appraisal theory. Engagement system concerns with the linguistic resources by which speakers/writers adopt a stance towards to the value positions being referenced by the text and with respect to those they address (Martin and White, 2005: 92).

Engagement works as a framework to characterize a speaker/writer's interpersonal style and strategies they used from other voices and viewpoints to construct their own writing and engage with them as standing with, as standing against, as undecided or as neutral. Engagement also provides a way to analyse the connection between the writer/speaker and their possible reader/listener as one which can be taken for granted or as one which is likely to be questioned, resisted or rejected (Martin and White, 2005: 93).

Engagement system's orientation is towards meanings in context rather than towards grammatical forms. It includes some terms under the headings as modality, polarity, evidentiality, intensification, attribution, concession and consequentiality. All the terms group together under the heading of 'engagement' (Martin and White, 2005: 94).

Martin & White divided engagement system into two, "monogloss" and "heterogloss". Monogloss means that in the text there is no allowance

for other viewpoints about the relation with other texts while heterogloss means the text is dialogic. Heterogloss then divided into dialogic expansion and dialogic contraction.

Dialogic expansion can be realized in two ways called "entertain" and "attribute". As stated in Martin and White (2005), entertain refers to locutions by which the authorial voice presents the proposition as but one of a range of possible propositions, by explicitly presenting the proposition as grounded in its own contingent, individual subjectivity (Martin and White, 2005: 104). Entertain is expressed through modal auxiliaries such as *may, might, could, must.* It is also expressed through modal attributes such as *It's possible that…, It's likely that.* While mental verb in *I suspect that, I think, I believe, I'm convinced that* and *I doubt* are also represent Entertain.

Attribute refers to formulations which dissociate the proposition from the text's internal authorial voice by attributing it to some external sources (Martin and White, 2005: 111). It is divided into Acknowledge and Distance. Acknowledge is expressed through reporting verb such as *say, report, state, declare, announce, believe* and *think* (Martin and White, 2005: 112). Distance is expressed through one reporting verb *claim.*

Dialogic contraction is also divided into two, "disclaim" and "proclaim". Disclaim refers to locutions that invoke some prior utterances or alternative positions in order to directly reject or replace it (Martin and White, 2005: 117). Disclaim is divided into deny and counter. Deny is

expressed through negative expression such as *is not, did not*, etc. Counter is express through conjunctions and connectives such as *although, however, yet* and *but.*

Proclaim refers to formulations which announce the addresser as agreeing with, or having the same knowledge as, some projected dialogic partner (Martin and White, 2005: 122). Proclaim is divided into three, concur, pronounce and endorse. Concur is expressed through *of course, naturally, admittedly* and *certainly.* Pronounce is expressed through phrases such as *I contend that, the facts of the matter are that, you must agreed that.* Endorse is expressed through verbs such as *show, prove, demonstrate, find* and *point out* (Martin and White, 2005: 126).

2.1.1 Relevant Studies

Relevant studies about Engagement cannot be separated from appraisal theory. One of the literary text studies using appraisal theory was conducted by Hadidi and Parvin (2015) entitled *Systemic Functional Linguistics as Interpersonal Semantics: Appraisal and Attitude in the Stylistic Analysis of an English Novel.* Hadidi and Parvin (2015) define appraisal as tools to justify and explain the process through which writers and speakers communicate their evaluations towards individuals, material objects and phenomena, or even their own emotions in the novel. In this study, the category of Appraisal theory used is Attitude.

Beside literary text studies, theory of appraisal also used to analyse media discourse. The study is conducted by Liu and Zhang (2015) entitled *One Coin has Two Sides: A Comparative Appraisal of New York Times and China Daily's News Coverage of Alleged Internet Hacking.* In the study, Liu ands Zhang (2015) found that appraisal theory is capable to give a picture of the reporter's attitude related with the topic discussed in the selected news article. In their study, Liu and Zhang used attitude analysis from appraisal theory.

Wigunadi (2014) investigated the use of appraisal in media discourse. Selected articles from Indonesian National newspapers were analysed. The study found that the writers of the texts applied all of the appraisal devices including the addresses of the appraisals and the ideology of the texts. The findings of the study also found that based on the appraisals devices indicated in the newspaper articles, most of the evaluation fell on the negative categories.

Another study using appraisal in media discourse is a study conducted by Tallapessy (2015). The study analysed the newspaper articles about corruption. Appraisal theory was used to analyse the articles in terms of attitude, engagement and graduation to find out the relation between participants involved in the context. From the research findings, it is found that the newspaper showed certain positioning about the context being discussed.

Wu (2013) conducted study using appraisal theory on Public Service Advertising Discourse. The appraisal theory was used to investigate the attitudinal meaning being represented in the advertisement. It has focused on the attitude system which are categorised into affect, judgement and appreciation.

Interestingly, appraisal theory is not only applied into media discourse studies. It is also applied for academic discourse such as research articles. In a study by Pascual and Unger (2010), grant proposals by Argentinean researchers are analysed using engagement system from appraisal theory. The study found that in the proposals made by Argentinean researchers, the most dominant engagement features represented is entertain, while the second dominant is acknowledge. The findings also showed that the proposals were highly heteroglossic. The representation of engagement in the proposals showed that the writer tend to invite other voices into their writing.

Another study conducted by Geng (2015) focused on Engagement in Discussion Section of Doctoral Theses in the Discipline of ELT/Applied Linguistic. The study focuses on discussion section to analyse the three parts of appraisal theory, including attitude, graduation and engagement as a whole. The study also focuses in comparing the use of appraisal devices in two different doctoral theses, L1 Chinese and L1 English writers.

The study by Yang and Xiaojuan (2015) investigated Reporting Evidentials in Generic Structure of English research articles. The study found that the different generic structures express different evaluative meanings in the research articles. In this study, Engagement system from appraisal theory was used to analyse the Generic Structure of English research articles. The findings of the study showed that the most dominant feature of engagement is acknowledge. The verb represents acknowledge which is mostly found in the research articles is *show.* The study concludes that the use of acknowledge feature in the research articles is to review the past literature and distance the information so the writer of the articles takes no responsibility.

The recent study related with engagement was conducted by Eric (2015). The study focuses on knower's multiple voices in applied linguistics postgraduate written discourse. The engagement system was used to analyse how the postgraduate students represent other voices in their writing. The findings of the study showed that the most dominant engagement feature used by the postgraduate students is entertain, the second dominant is acknowledge and the third dominant feature is counter.

From the discussion of relevant studies, it is found that the three categories in appraisal, which are attitude, engagement system and graduation are used in the specific corpus of study. It is found that for media discourse such as newspaper and magazine, the attitude analysis

from appraisal theory is used to analyse the data. For the academic discourse such as research articles, the engagement system analysis is used to analysed the data.

2.2 Engagement analysis

Since the aim of the present study is to investigate the engagement system in international journal articles, then the categories for analysing the engagement features is required. It is used to determine the engagement features found in the articles and further classify and discuss them into categories. There are two famous analysis models for analysing engagement taken from Hyland and Martin & White.

Hyland (2005) considers that there are two main purposes why the writer used engagement strategies. It is to acknowledge the need of reaching readers' expectations. It is also to pull readers into points being discussed using questions, directives and references to shared knowledge. (Hyland, 2005: 182). The model of Hyland analysis is represented by Reader pronouns, Personal asides, Appeals to shared knowledge, Directives and Questions.

Reader pronouns are the most explicit feature of engagement. The example for reader pronouns are the use of *you* and *your.* Personal asides make the writer able to put the direction for the reader by interrupting the discussion to offer a comment on what has been discussed. Appeals to shared knowledge usually identified by the use of phrases such as *it is*

well known, of course, obviously. Directives are explicitly drive the reader to do actions in such a way designed by the writer. It is usually identified by imperative sentence in the writing. Questions are the dialogic involvement to bring the reader into the writer's point of view (Hyland, 2005: 185).

Martin and White (2005) believes that the writer acknowledge the prior speakers of their topics and in such a way put their positions to be engaged with them. The positions can be identified as standing with, as standing against, as undecided, or as neutral (Martin and White, 2005: 93).

Hyland (2010) in his work mentioned that the most systematic system to analyse engagement is the engagement system under the appraisal theory proposed by Martin and White (2005). So, the present study choose the engagement system by Martin and White to analyse the introduction sections of international journal articles.

In the discussion of engagement system, Martin and White (2005) divided the engagement into two, monogloss and heterogloss. Monogloss means that the writers of the journal articles show no engagement with other viewpoints in their sentences. While heterogloss means that the sentences in the journal articles show engagement with other viewpoints. If a sentence is categorized as heterogloss, then it can be analysed further into Dialogic Contraction and Dialogic Expansion.

2.2.1 Dialogic Contraction

Dialogic Contraction is divided into two categories. The first category is disclaim and the second category is proclaim.

2.2.1.1 Disclaim

Disclaim means that the viewpoints used by the writer of journal articles in supporting their sentences are represented as not applying. Although the other viewpoints are mentioned but the position of them are considered as rejected or replaced (Martin and White, 2005: 118). The category of disclaim is divided into two sub-categories, deny and counter.

Deny

The first sub-category of disclaim is deny or negation, from the perspective of engagement system, it is used as a resource for introducing other alternative viewpoints in the sentence. In the articles, it is usually represented by the use of negation such as *no*, *it's not*, *it doesn't* etc.

Counter

The second sub-category of disclaim is counter. Counter represents the viewpoints used by the writers of journal articles as countering the previous or older viewpoints to state their positions in the study. In the articles, the use of counter is usually represented by the use of conjunctions or

connectives such as *although*, *however*, *yet* and *but* (Martin and White, 2005: 119)

2.2.1.2 Proclaim

The opposite ways of denying or countering the viewpoints in the sentences are categorized under the heading of proclaim. The category of proclaim is divided into three sub-category, concur, pronounce and endorse.

Concur

The first category of proclaim is concur. Concur represents the viewpoints used by the writer as agreeing with or having the same knowledge with the idea being presented. It is usually represented by the use of adverbials such as *naturally*, *surprisingly*, *admittedly* and *certainly* (Martin and White, 2005: 122).

Pronounce

The second category of proclaim is pronounce. Pronounce involves the other viewpoints to the sentence by emphasize the author or use explicit sources. It is usually represented by the use of expressions such as *I contend, the facts of the matter are that…, you must agreed that…,* or *we can only conclude that* (Martin and White, 2005: 125).

Endorse

The third category of proclaim is endorse. Endorse refers to viewpoints which are construed by correct, valid undeniable or maximally warrantable sources. In the articles, it is usually represented by the use of verbs such as *show, prove, demonstrate, find* and *point out* (Martin and White, 2005: 126).

2.2.2 Dialogic Expansion

Dialogic Expansion is divided into two categories. The first category is entertain while the second is attribute.

2.2.2.1 Entertain

Entertain refers to the wordings used by the writer of the articles to state their positions as well as to open possibilities in the viewpoints. It is usually represented by modal auxiliaries such as *may, might, could, must*. It can also be represented by the use of modal attributes such as *it's possible that…* and *it's likely that.* The use of mental verb such as *I suspect that, I think, I believe, I'm convinced that* and *I doubt* also represents entertain (Martin and White, 2005: 105).

2.2.2.2 Attribute

Attribute is divided into two categories. The first category is acknowledge while the second is distance.

Acknowledge

The first category of attribute is acknowledge. Acknowledge presents the position of the writer's article as engaging interactively with the viewpoints of other. It is usually represented by reporting verbs such as *say, report, state, declare, announce, believe* and *think* (Martin and White, 2005: 112).

Distance

The second category of attribute is distance. Distance presents the position as either aligned or disaligned, or as neutral or disinterested with the viewpoints used by the writer. It is typically represented by the use of reporting verb *to claim* (Martin and White, 2005: 113).

The analysis model of engagement system can be seen in the following tables.

Table 2.1 Engagement System by Martin and White

DIALOGIC CONTRACTION		
Disclaim	Deny	New or tougher legislation *is not* going to solve the problem
	Counter	The Premier has stated that tougher anti-racial hatred laws are on the 'drawing board'. But we *already* possess laws against threatening behavior and incitement to violence.
Proc laim	Concur	The Premier, *of course*, wants us to think what a fine anti-racist fellow he is.

	Pronounce	I ***would contend*** that this enviable level of tolerance is not the result of direct government laws or interventions.
	Endorse	As Hastie (an Englishman of their own political persuasion) so compellingly argued, 'in any society racism will increase in direct proportion to the number of people who are given well-paid and prestigious positions to discover it.
	DIALOGIC EXPANSION	
	Entertain	If we are really witnessing an increase in racial intolerance; ***perhaps*** it is time to ask whether the whole anti-racist apparatus that has grown up in the past couple of decades is counter-productive…
Attribute	**Acknowledge**	the Premier ***has stated*** that tougher anti-racial hatred laws are on the 'drawing board'.
Attribute	**Distance**	the Queensland Anti-Discrimination Commissioner and her comrades ***claim*** …

(White, P.R, 2003: 274)

2.3 Introduction Sections of Journal Articles

Journal articles cannot be separated from academic research recently. To have their research articles published, especially in international journal has been the focus of academic researchers. Murray (2005) concludes that there are some reasons for academic researchers to publish their writing into published journals. Some of the reasons are to gain recognition for work has been done, to get personal satisfaction, to promote career progression, to stop someone else taking credit for the work or using the materials, to set a new challenge and to develop a profile.

Another reason to publish the writing to published journals is to give contribution to knowledge. Thyer (2008) states that our research and findings from journal article are valuable, especially to scientific community in the same field. By publishing the journal articles, it enables other researchers who are interested in the same field to look at our work. They can open the journals which are now offered in two forms, printed and online. The journal articles are also categorized and grouped by certain topic or field by certain journal publishers. The researcher who has interest of some topics of fields can choose the journal articles from the preferred journal publishers available.

The introduction sections of journal articles play important role in presenting the study. It is stated in Bavdekar (2015) that almost all journals prefer to have an introduction sections for the original research articles. A well-written introduction describes background and the context, goes on to state deficiencies in previous knowledge and defines what is being planned. In the study by Yang and Xiaojuan (2015) it is found that the use of introduction section is to review the past literature and presenting the position of the present study.

CHAPTER III

RESEARCH METHODOLOGY

The discussion of this chapter focuses on four sections. The first section is about the research design. The second section is the data of the study. The third is data collection of the study. The last section is the discussion of how the data analysis procedures are conducted.

3.1 Research Design

The research design used to answer the research questions in this study is a content analysis. Content analysis is a technique to get portrait of the text or other meaningful materials to the context being used (Krippendorf, 2004: 18).

The writer applied content analysis because the present study used the content of the international journal articles to be analysed. The content analysis used in order to investigate the engagement features represented in international journal articles.

3.2 Data and Data Sources

The data used in this study were the introduction sections of international journal articles. Sources of the data were taken from journal articles which are published internatinoally. Ten articles were chosen randomly from the two year publication (2015-2016). Therefore, the

analysis of engagement was applied on twenty research articles. Introduction sections of the articles become the focus of the study. The reason is that the discussion of viewpoints is mostly discussed in introduction section. Therefore, the result of the analysis is used to answer the research question about engagement in the introduction sections of international journal articles.

3.3 Data Collection Procedure

The data of the study was collected using the following steps:

1) Selecting the source of the data from international journal articles

2) Twenty journal articles are selected in order to give portray of international journal articles in general

3) Determining the engagement features in the research articles

4) Identifying the engagement feature categories in analysis table

3.4 Data Analysis Procedure

The data was analysed in both qualitative and quantitative point of view. The procedures are sequenced into the following steps:

1) Determining the engagement feature in the research articles

2) Identifying the engagement feature categories based on Martin and White engagement analysis. There are two categories of engagement, monogloss and heterogloss. If the sentence is heterogloss then it further being categorized into dialogic contraction and dialogic

expansion. Dialogic contraction is divided into disclaim and proclaim. Disclaim is further divided into deny and counter while proclaim is divided into concur, pronounce and endorse. Dialogic expansion is divided into entertain and attribute. Entertain has no further category while attribute is further divided into acknowledge and distance.

3) Counting the number and percentage of each engagement feature

4) Discussing the findings to investigate the engagement in the research articles

Several tables are formulated for completing the analysis of engagement.

Table 3.1 Monogloss and Heterogloss

Clause no.	Monogloss	Heterogloss
1		
2		
3		
…..		

Table 3.1 is used to analyse the clause whether it is categorized as Monogloss or Heterogloss. If the clause is heterogloss then it is analysed further into Engagement features below.

Table 3.2 Disclaim in the articles

Disclaim	Number	Percentage
Deny		
Counter		
Total		

Table 3.2 is used to analyse Disclaim category from Dialogic Contraction. Disclaim is divided into two categories, Deny and Counter.

Table 3.3 Proclaim in the articles

Proclaim	Number	Percentage
Concur		
Pronounce		
Endorse		
Total		

Table 3.3 is used to analyse Proclaim category from Dialogic Contraction. Proclaim consists of three categories, Concur, Pronounce and Endorse.

Table 3.4 Attribute in the articles

Dialogic Expansion		Number	Percentage
Entertain			
Attribute	Acknowledge		
	Distance		
Total			

Table 3.4 is used to analyse Entertain and Attribute from Dialogic Expansion category. Attribute is divided into Acknowledge and Distance.

Table 3.5 All engagement features in the articles

Engagement Features			Number	Percentage
Heterogloss	Disclaim	Deny		
		Counter		
	Proclaim	Concur		
		Pronounce		
		Endorse		
	Entertain			
	Attribute	Acknowledge		
		Distance		
TOTAL				100%

Table 3.5 is used to analyse all engagement features found in the introduction section of international journal articles. The table is used further to find the percentage of engagement from all articles being analysed.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the description of the data and the findings of the research in order to answer the research questions. The first finding is the engagement system in the introduction section of international journal articles. The second finding is related with the engagement features in terms of Dialogic Contraction and Dialogic Expansion. The writer describes the information about the journal articles and then discusses the findings.

4.1 Description of the Data

The data of this study were the introduction sections of journal articles taken from ASIAN EFL Journal and TESOL International Journal. There are 20 articles taken from the two years publication in 2015 and 2016. Each year publication consists of 10 articles. The description of the articles is shown in the following table.

Table 4.1 Description of the articles

No	Title	Source and Year
1.	English Language Teachers' Use of Social MediaTechnology in Indonesian Higher Education Context	Asian EFL Journal Vol. 17 No.4 Dec 2015
2.	Expanding the vision: A study of teacher trainees' beliefs about using technology in the English language classroom in Malaysia	Asian EFL Journal Vol. 17 No.4 Dec 2015
3.	Examining Potential Sources of Miscommunication between Japan and the	Asian EFL Journal Vol. 17

	West: Using Grice to Bridge the Sociolinguistic Gap for Japanese EFL Learners	No.2 June 2015
4.	Listening Difficulties of Low-Proficiency EFL learners: A Comparison of Teacher and Learner Perspectives	Asian EFL Journal Vol. 17 No.3 Sept 2015
5.	Student Uptake of Teacher Written Feedback on Writing	Asian EFL Journal Vol. 17 No.1 March 2015
6.	Multiple Modes of Meaning in Expository Discourse	TESOL Int Journal Vol. 10 Issue 1 2015
7.	The Contribution of Systemic Functional Grammar to the Error Analysis Framework	TESOL Int Journal Vol. 10 Issue 1 2015
8.	Practice of Differentiated Instruction and Alternative Assessments with Young EFL Learners in Taiwan	TESOL Int Journal Vol. 10 Issue 2 2015
9.	The Effect of Text Enhancement on Learning and Recall of English Language Structures And Its Interaction with Gender and Personality-Traits	TESOL Int Journal Vol. 10 Issue 2 2015
10.	Schematic Structure and Linguistic Characteristics of Discussion Sections in Applied Linguistics Research Articles	TESOL Int Journal Vol. 10 Issue 2 2015
11.	Pre-Service Teacher Beliefs toward EIL Pedagogy in Teaching and Learning English	Asian EFL Journal Vol. 18 No.1 March 2016
12.	English vocabulary instruction through storybook reading for Chinese EFL kindergarteners: Comparing rich, embedded, and incidental approaches	Asian EFL Journal Vol. 18 No.2 June 2016
13.	The Effects of the Synectics Model on Vocabulary Learning, Attitude and Desire to Learn English	Asian EFL Journal Vol. 18 No.3 Sept 2016
14.	A Comparative Analysis of Kurdish Pre-service and In-service EFL Teachers' Beliefs about	Asian EFL Journal Vol. 18

	English Language Learning	No.4 Dec 2016
15.	Creating a Professional Learning Community for EFL Trainee Teachers during the Teaching Practicum: The Roles of Practicum Mentors	Asian EFL Journal Vol. 18 No.3 Sept 2016
16.	Taiwanese College Teachers of English as Cultural Mediators	TESOL Int Journal Vol. 11 Issue 1 2016
17.	Language Functions in ESL Textbooks	TESOL Int Journal Vol. 11 Issue 1 2016
18.	Effects of Implementing Cooperative Learning Method (CLM) on Eleventh Graders' Paragraph Writing	TESOL Int Journal Vol. 11 Issue 1 2016
19.	Beliefs and Practices Regarding Intercultural Competence among Chinese Teachers of English: A Case Study	TESOL Int Journal Vol. 11 Issue 2 2016
20.	Foreign Language Teachers' Attitudes Toward Written Recall Protocol as a Practice of Reading Comprehension Assessment	TESOL Int Journal Vol. 11 Issue 2 2016

The writer's background of the journal articles can be divided into two from the perspective of native and non-native speakers of English. From all 20 articles, there are 27 writers. From 27 writers, two are native speakers from UK, one is native from United States of America. The other 24 writers are Asian.

4.2 Engagement System

In this study, engagement from appraisal theory is used to analyse introduction section of international journal articles. Engagement consists of two main categories, dialogic contraction and dialogic expansion.

Dialogic contraction is divided into proclaim and disclaim. Proclaim has two categories, deny and counter, while disclaim has three categories including concur, pronounce and endorse. Dialogic expansion divided into entertain and attribute. Attribute has two categories, acknowledge and distance. In the analysis of engagement feature, the findings show that all categories were found in the articles.

4.2.1 Engagement System in the Articles

Overall there are 409 clauses from introduction section of 20 journal articles. 104 clauses are categorized as Monogloss, while the other 305 clauses are categorized as Heterogloss. The Monogloss clauses means that the clauses have no engagement with other viewpoints in constructing the idea.

Table 4.2 Engagement features in the articles

Articles No.	Clauses	Monogloss	Heterogloss								TOTAL
			Dialogic Contraction					Dialogic Expansion			
			Disclaim		Proclaim				Attribute		
			Deny	Counter	Concur	Pronounce	Endorse	Entertain	Acknowledge	Distance	
1.	14	4	1	2	2	-	1	2	2	-	
2.	14	2	1	1	6	-	1	1	2	-	
3.	23	3	-	4	5	-	1	-	10	-	

4.	18	-	1	7	4	-	1	-	5	-
5.	13	1	4	4	1	-	1	-	1	1
6.	10	2	-	3	-	-	1	3	1	-
7.	22	5	1	6	4	-	2	3	1	-
8.	12	6	-	5	-	-	1	-	-	-
9.	66	18	6	8	3	-	7	10	14	-
10.	28	8	-	4	5	-	1	7	3	-
11.	17	6	1	3	3	1	-	1	2	-
12.	20	9	1	3	3	-	1	1	2	-
13.	29	11	-	6	3	-	-	-	8	1
14.	16	2	1	-	3	-	-	4	6	-
15.	7	1	1	1	3	-	1	-	-	-
16.	18	4	1	3	1	-	1	4	4	-
17.	14	6	-	1	-	-	2	-	5	-
18.	43	11	1	3	4	1	3	7	13	-
19.	9	1	-	3	2	-	-	1	2	-
20.	16	4	1	2	-	-	4	2	3	-
	409	**104**	**21**	**69**	**52**	**2**	**29**	**46**	**84**	**2**	**409**

The example of Monogloss clauses found in the journal articles can be seen as follows.

i.   *Therefore, the focus of the current study **is** on SMT integration, with specific focus on the discipline of ELT in the Indonesian context.*

ii. *The overall aim of the study **was** therefore to investigate teacher trainees' beliefs in relation to technology in teaching and learning in order to develop a framework to address this issue.*

The sentences above show no engagement with other viewpoints in constructing the idea in the writing. The sentences are made just in the point of view of the writer. The purpose of the sentences is to give information about the study, in the context here, to give information about the focus and the aim of the study.

It is in a line with the findings of previous study by Eric (2015). The findings showed that the monogloss sentence found in the research articles serve as indicating the structure, the purpose and the methods of the paper. Besides, the monogloss sentences are also found with function as reflecting the writer's own experience and demonstrating shared knowledge or fact.

The Heterogloss clauses then are categorized into Engagement features. All categories of Engagement features can be found in those articles. The number and percentage of the Engagement features found in the articles can be seen in the following table.

Table 4.3 Engagement features percentage

Engagement Features			Number	Percentage
Monogloss			104	25.4%
Heterogloss	Disclaim	Deny	21	5.1%
		Counter	69	16.8%
	Proclaim	Concur	52	12.7%
		Pronounce	2	0.4%
		Endorse	29	7.0%
	Entertain		46	11.2%
	Attribute	Acknowledge	84	20.5%
		Distance	2	0.4%
TOTAL			409	100%

Figure 4.1 Engagement features in the articles
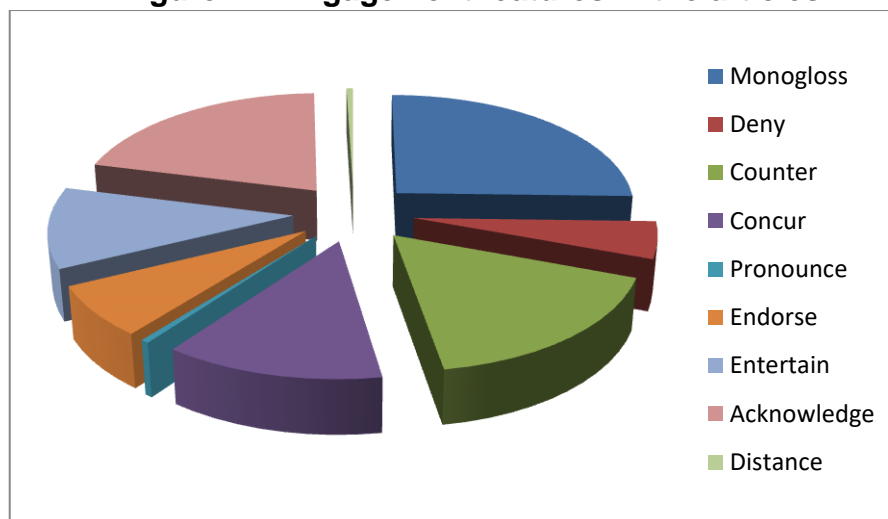
The engagement features found in the articles are represented in 305 clauses. There are 3 dominant features in the articles. The first dominant feature is acknowledge with 84 clauses or 20.5% percentage. The second is counter with 69 clauses which are shared in 16.8% from overall percentage. The third is concur with 52 clauses or 12.7% percentage.

Compared to previous study by Yang and Xiaojuan (2015), it is similar in terms of the most dominant engagement features found in the research articles. Yang and Xiaujuan (2015) in their study found that in the all generic structures and introduction sections of research articles, the most dominant feature is acknowledge. While in another study by Eric (2015), acknowledge is found as the second dominant features in postgraduate written discourse. It is also in a line with the study conducted by Pascual and Unger (2010) where the acknowledge feature is also found as the second dominant features in research proposals.

From the perspective of writer's background, the dominant engagement feature from native writer is concur and acknowledge. From the other non-native writer the dominant engagement feature is acknowledge.

4.2.2 Dialogic Contraction in the Articles

4.2.2.1 Disclaim

There are two categories of Disclaim, Deny and Counter. Both of the categories can be found in the articles. The number and percentage of the Disclaim found in the articles can be seen in the following table.

Table 4.4 Disclaim in the articles

Disclaim	Number	Percentage
Deny	21	5.1%
Counter	69	16.8%
Total	**90**	**21.9%**

Figure 4.2 Disclaim in the articles
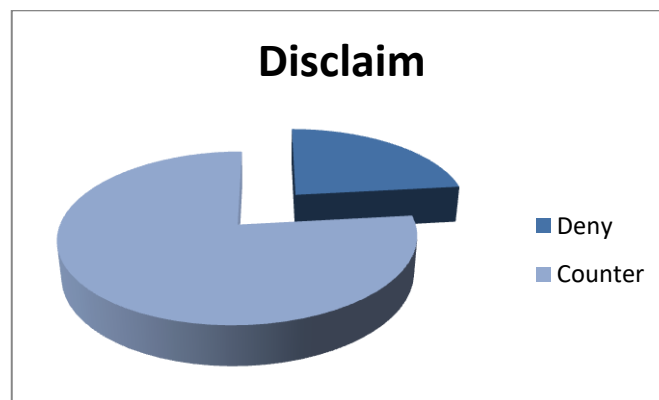
Deny

From the category of Disclaim, 21 clauses are categorized as deny with 5.1% percentage. The other 69

clauses are categorized as counter which shared 16.8% of the overall percentage.

The example of Deny found in the articles can be seen in the following sentence.

i.   *Information and communication technology (ICT) integration in education is **no** longer considered as novelty.*

The sentence is categorized as deny. In the engagement system perspective, deny is used as a feature to introduce the alternative position into the dialogue. It is usually stated in the articles by using negation such as no, is/are not, or do/does not.

From all 20 journal articles, the engagement feature of deny can be found in 13 articles. The following are the other example of deny found in the articles.

ii.   *It is unclear whether the same results would be found if these studies were continued over a longer period of time **not** simply to improve subsequent drafts of the same composition.*
iii.   *What we learn throughout our lives **is not** bound to learning in classroom environments or other sorts of instruction we might receive.*

In the sentence above, the writer of the articles used negation in order to open space for alternative actions to be taken in the study. Besides, negation in the articles can also

be used to give conclusion of the actions taken in the study, as shown in the following sentence.

iv. *Moreover, the amount and level of input **are not** solely sufficient to influence intake out of input.*

v. *… and their students have practically no exposure to the field inspired the researcher to conduct a workshop on EIL for pre-service teachers of English at ULIS*

Another reason why the writer of the articles used deny is to state their study position between some previous study has been done in the same field. It can be seen in the following sentences.

vi. *To our knowledge, there has been **no** research on the effects of explicit/implicit instructional approaches on second language vocabulary learning in the Asian context.*

vii. *Unfortunately, existing literature in EFL teacher education **has not** paid much attention to how the practicum mentors can engage their mentees in professional dialogues …*

In the study by Eric (2015), the deny feature of engagement system is found about 7.7% from all clauses. Comparing to the present study, the engagement feature of deny is found about 6.8% from all heterogloss clauses. The function of deny has several functions as shown in the examples above. From the study by Eric (2015) the findings showed that the use of deny plays important role to realign the readership with contrasting viewpoints.

Counter

The example of Counter found in the articles can be seen in the following sentence.

i. *because they have a background in English based on their study of grammar and translation in junior and senior high school,* **but** *have very little, if any, communicative abilities.*

The sentence above is categorized as counter. It can be found in the articles by conjunctions or connectives such as although, however, yet and but. It has function as a feature to replace or counter the position in the dialogue which has been expected to be in its place. It can also be seen in the following sentences.

ii. **Even though** *many countries' national curricula for language teaching have been following the intercultural shift in theory (Sercu, 2016), several researchers argue that teaching for IC has not yet yielded desired outcomes.*

iii. **Although** *defining the unobservable psychological trait of reading comprehension has been difficult and remains elusive today, determining best practices for accurately assessing reading skills continues to be a priority for educators.*

From all 20 articles, the category of counter can be found in 19 articles. It showed that counter is used by most of the writer of the journal articles. Counter can also be used to give suggestion from the actions has been done as shown in the following sentences.

iv. *This suggests that learning a language is never an isolated study of its linguistic form,* **but** *rather a complex process which also includes knowledge of the language context.*

v. **However,** *the appropriate implementation of LTM/OFLM in classroom in Ethiopia have encountered several problems, due mostly to teachers' lack of training.*

The use of counter in the research articles is also useful for put position of the present study in the field being taken. It can be seen in the following sentences.

vi. **Though** *a large body of literature has discussed IC from a theoretical and pedagogical perspective in Chine, the teaching and learning of IC have not been sufficiently researched through empirical studies*

vii. **While** *there* **is increasing** *acceptance of and research on SMT integration into the educational sector in many parts of the world, such studies* **are scarce** *in Indonesia*

Compared to previous study by Eric (2015), the counter feature of engagement system shared about 30% of all clauses, while in the present study the number of counter is found about 22.6% from all heterogloss clauses. From the conclusion in Eric (2015) study, the counter feature serves similar function as deny which is for realign strategies with other viewpoints.

4.2.2.2 Proclaim

Three categories of Proclaim, Concur, Pronounce and Endorse can be found in the articles. The number and percentage of the Proclaim found in the articles can be seen in the following table.

Table 4.5 Proclaim in the articles

Proclaim	Number	Percentage
Concur	52	12.7%
Pronounce	2	0.4%
Endorse	29	7.0%
Total	**83**	**20.1%**

Figure 4.3 Proclaim in the articles
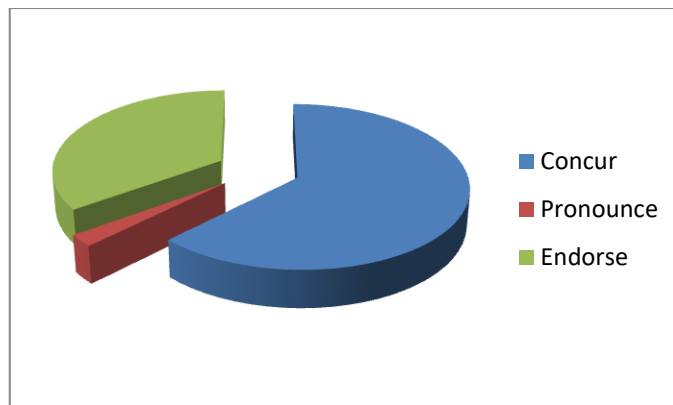
Concur

From the Proclaim category, concur is dominantly found in the articles with amount 52 clauses or 12.7%. The other category, endorse, is represented in 29 clauses or

7.0% percentage. For the category of pronounce, 2 clauses are found or 0.4% in the percentage.

The first category of Proclaim is concur. The following sentences are example of concur, pronounce and endorse found in the articles.

i.   *This is **particularly** the case in the French university where the current study was carried out.*
ii. *Teachers' beliefs about the role of technology in education more **generally** have also been examined.*

The sentences above are categorized as concur. Concur has function as a feature to announce the writer position in the writing as agreeing with or having the same knowledge as. It is usually found in the article by the use of of course or the adverbial such as naturally, surprisingly, admittedly and certainly.

The other example of concur can be seen in the following sentences.

iii. ***Similarly,** in the language classroom, technology is being used in innovative ways appropriate to particular contexts, such as the use of wikis and digital video technologies to develop language proficiency.*
iv. ***Concurrently,** divergent opinions are raised with respect to whether a bottom-up approach or a top-down approach to teaching listening would be prioritized to help weak L2 listeners enhance their comprehension abilities.*

In the discussion of findings in the study by Eric (2015), it is showed that the use of concur is represented in

15% from all clauses. Compared to the present study, the engagement feature of concur is found about 17.04% from all heterogloss clauses. From the study by Eric (2015), it concluded that the function of concur is to align readers with the viewpoints being discussed.

Pronounce

The second category of Proclaim is pronounce. The following sentences are example of pronounce found in the articles.

i. *In this regard, Richards and Rodgers (2001) **contend that** traditional learning methods, which do not focus on the learning process and the central role of students, is a teacherfronted approach that fosters competition rather than cooperation.*

Pronounce has function as a feature as emphasis for the writer position using explicit authorial interventions. It usually found in the articles by the use of phrases such as I contend, the facts of the matter are that, you must agree that.

From all 20 articles, the use of pronounce is only found in 2 articles. It is shown that the writer of the research articles is rarely used the emphasis in their writing. It can be seen in the second example of pronounce in the following sentence.

ii.   ***The fact that*** *few lecturers at Hanoi University of Language and International Studies (henceforth ULIS) have systematic understanding of the EIL paradigm …*

In the sentence above, the writer of the article used Pronounce feature **the fact that** to emphasis the argument in the article.

Compared to previous study by Eric (2015), the engagement feature of pronounce is found only in one clause. In the present study, from all clauses, pronounce is found only in two clauses. The function of pronounce is to display explicit other sources in the sentence.

Endorse

The third category of Proclaim is endorse. The following sentences are example of endorse found in the articles.

i.   *Rutherford and Stuart (1978)* ***showed that*** *this kind of teaching can lead to a decrease in students' attention as lectures progress.*
ii.   *An increasing number of studies* ***have shown*** *this trend, some of which have been reviewed in specific studies on social media use in teaching and learning conducted …*

The third category, endorse, represented in the sentences above. Endorse serves function as a feature in which the external positions in the writing represented by correct, valid and undeniable sources. The verbs represent

endorse includes show, prove, demonstrate, find and point out.

iii.   The results **showed that** the performance of the TE group was much higher than that of the control group which was instructed through explicit grammar teaching.
iv.   Abe (2006) **found that** interactive input enhancement had a positive effect on the acquisition of connected speech by Japanese college students.

The writer of the articles used of endorse feature **showed that** and **found that** as shown in the example above to support their argument with valid sources. It can't be denied that the argument in their articles is supported by experts or by the results of the previous study being taken in the same field. The other example of endorse can be seen in the following sentences.

v.   … in which he **demonstrated** the benefits of using Grice's (1975) cooperative principle as a theoretical basis for analyzing intercultural communication (hereafter IC).
vi.   Several studies **have noted** the need for a dual focus in language teaching – a focus on form (FoF) and a focus on meaning (FoM).

Compared to previous study Eric (2015), the endorse category of engagement system is found in 4 clauses. In the present study, the engagement feature of endorse is found in

29 clauses. It has function as emphasis of the validity of the viewpoint sources as correct and warrantable.

4.2.3 Dialogic Expansion in the Articles

4.2.3.1 Entertain and Attribute

In Dialogic Expansion there are two categories, entertain and attribute. Attribute is divided into acknowledge and distance. All categories from Dialogic Expansion can be found in the articles. The number and percentage of the attribute found in the article can be seen in the following table.

Table 4.6 Dialogic Expansion in the articles

Dialogic Expansion		Number	Percentage
Entertain		46	11.2%
Attribute	Acknowledge	84	20.5%
	Distance	2	0.4%
Total		**132**	**32.1%**

Figure 4.4 Dialogic Expansion in the articles
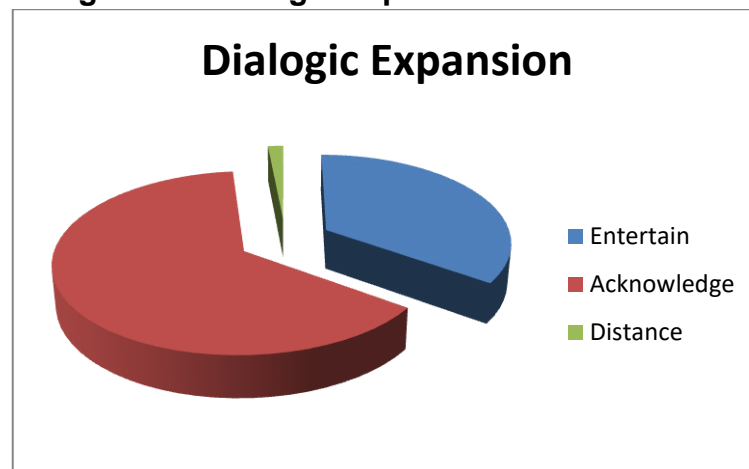
From dialogic expansion, there are three categories, entertain, acknowledge and distance. The acknowledge category is dominantly found in the articles by 84 clauses or 20.5% percentage from overall clauses. Entertain found in 46 clauses or 11.2% in percentage. While distance only found in 2 clauses from overall clauses with 0.4% percentage.

Entertain

The first category of Dialogic Expansion is entertain. The example of entertain found in the articles can been seen as follow.

i.   One **may** even argue that the decline could potentially be due in part to the actual analysis which remains predominantly manual.

ii.   This concerns **may** differ from those of digital immigrants (Prensky, 2001) or first generation users of technology.

iii. In comparison to similar studies, Pacheco's (2004) findings **may** prove the moderating effect of the age of participants on the effects of TE.

The sentences above are categorized as entertain. It has function in the writing as a feature to open a space for other position possibilities. It is usually found in the articles by the use of modal auxiliaries such as may, might, could, must, etc. It is also represented by the use of modal attributes such as it's possible that…or it's likely that. Mental verb such as I suspect, I think, I believe, I'm convinced that, I doubt are also represents entertain category in engagement feature.

Entertain feature *may* as shown in three sentences above is used by the writer of the articles to open possibilities in their discussion. By using *may*, the other options of chances is open to be discussed further in the next sentence of their articles. Besides *may*, Entertain found in the articles also represented by the other feature such as *must, could and might* in the following sentences.

iv. *Therefore, to survive academically, scholars and researchers **must** be actively involved in the writing of RAs and other academic publications.*

v. *In this regard, a review of genre-based studies focusing on 'move analysis' as articulated by Swales (1990, 2004) **could** reveal the hierarchical schematic structures of texts.*

vi. *Moreover, it indicates that people hold particular beliefs as each of them **might** have particular justifications for such beliefs, which are considered as conscious.*

Compared to previous study by Pascual and Unger (2010), entertain is found as the most dominant engagement features. It is in a line with the study by Eric (2015) in which the dominant features found in the research articles is entertain. In the present study, the engagement feature of entertain is found in about 46 clauses or 15% from all heterogloss clauses. The findings in Eric (2015) showed that the entertain feature is used to draw the readers into certain possibilities mention in the sentence.

Acknowledge

The second category of Dialogic Expansion is acknowledge. The example of acknowledge found in the articles can be seen in the following sentences.

i.   *Ng & Rao (2013) **reported** the results of a recent survey showing that 100% of the 256 sampled kindergartens offered English teaching at the K2 and K3 levels (ages 4 and 5).*
ii.   *It **has been reported** by Nguyen (2013), T.M.H . Nguyen (2008), Phan (2008), and Ton and Pham (2010) that the majority of Vietnamese students lacked international competence.*

The sentence above is categorized as Acknowledge. Acknowledge is found as dominant Engagement features in the 20 journal articles.

It has function as a feature in the writing to associate the writer position with external positions or voices and present them as engaging interactively. It is usually represented by the use of reporting verbs such as say, report, state, declare, announce, believe and think.

iii. *They **believed that** incidental learning is both possible and effective if the nature of the task calls for attention to what is being learned.*
iv. *The reason for this special interest in this area **is believed** to be that understanding and improving teaching and learning are difficult without uncovering the beliefs and learners hold about language learning.*

The use of **believe** as Acknowledge feature of Engagement can be seen in the sentences above. The writer use that feature to engage their argument with other point of view interactively. The writer usually put the experts name or the name of the study while acknowledging them in the arguments.

Besides **report** and **believe**, the Acknowledge features found in the articles are usually represented by the use of verbs which are synonym with **say** *such as **argue**, **noted*** and **explain**. The example can be seen in the following sentences.

v.   *Lin, Wang, Akamatsu, and Riazi (2002) **argue** that reasearchers and teacher educators are increasingly aware that to be considered good, pegagogy must be informed by a socioculturally situated perspective.*

vi.   *For effective language use and acquisition, Chomsky (1957, 1965) **argues** the importance of linguistic competence as the goal of language learning.*

vii.   *Jiang (2006) **noted** that the trend is primarily because of concerns over learner's language needs, which is paving the way towards making connections between language functions and forms.*

viii.   *Similarly, Hirstand Sinclair (1989) **explained that** when students or tutees seek out peer help, they receive individualized instruction and more focused teaching.*

Compared to previous study by Yang and Xiaojuan (2015), it is also found that the most dominant features of engagement is acknowledge. Yang and Xiaojuan (2015) in their study findings, conclude that the writers of the research articles use acknowledge features to present certain viewpoints without presenting them as true or false. Besides, the use of acknowledge is also important to review the past literature to be included in the present study.

Distance

The third category of Dialogic Expansion is Distance. The example of Distance found in the articles can be seen in the following sentence.

i. *A number of Second Language Acquisition (SLA) researchers **have claimed** that noticing is a necessary step for acquisition*

The sentence above is categorized as distance. It has function as a feature in the writing to open possibility as either aligned/disaligned or as neutral or disinterested with the position being mention. Distance is most typically represented by the use of reporting verb claim.

From all 20 articles, Distance is only found in 2 articles. Another example of Distance can be seen in the following sentence.

ii. *DeSiato and O'Quinn (2006, p.10) **claimed that** "attempts to eliminate or ignore the emotional impact of certain texts result not only in awed critical understandings, but also stunt the growth of some students and silence the voices of others desiring to respond in public".*

Eric (2015) in his study found that the distance feature of engagement system is absent from all clauses being analysed. As a result, the category of distance is omitted from the analysis table and has no discussion. Compared to the present study, the engagement feature of distance is only found in two clauses. The reason is that because distance feature is typically only represented by the use of word 'claim'.

CHAPTER V

CONCLUSION

This chapter presents the conclusion and implication of the study. In the end of the chapter, some recommendations are also presented. The recommendation proposed is concerning with engagement features found in the journal articles as well as suggestions for other researchers who are interested in conducting a study related to engagement.

5.1 Conclusion

Based on the findings and discussion in the previous chapter, it is showed that engagement features are found in the journal articles. From all journal articles in 409 clauses, 104 clauses or 25.4% is categorized as Monogloss. The other 305 clauses or 74.5% is categorized as Heterogloss. The domination of Heterogloss clause in the introduction sections of international journal articles shows that the clause in the introductions are dominantly engaged with the viewpoints of other. The Heterogloss clauses are then categorized into Engagement features.

The feature of engagement which the writer of journal articles mostly used is Acknowledge. Totally 84 clauses or 27.5% from all engagement features found in the journal articles are categorized as Acknowledge. These Acknowledge features enable the writer to support their argument in the writing by engaging them interactively with other sources viewpoints.

The journal articles also represent the Dialogic Contraction under Disclaim category of engagement features. From 90 clauses, 69 clauses or 16.8% is categorized as Counter, while 21 or 5.1% is categorized as Deny. Deny and counter enables the writer of journal articles to open the possibilities for their position in the viewpoints being discussed in the articles.

Dialogic Contraction also includes Proclaim category which is represented in the journal articles in 83 clauses. From 83 clauses, 52 clauses or 12.7% is categorized as Concur. The 29 clause or 7.0% is categorized as Endorse. The category of Pronounce is only represented by 2 clauses or 0.4%.

From the category of Dialogic Expansion, 132 clauses are found in the journal articles or shared about 32.1% in percentage. Overall 84 clauses or 20.5% is categorized as Acknowledge while 46 clauses or 11.2% is categorized as Entertain. Acknowledge enables the writer of journal articles to present their position in the viewpoints by acknowledging others, while entertain enables them to open a space for further discussion about the viewpoints. The category of Distance is only found in 2 clauses from all 20 journal articles with 0.4% percentage.

From the discussion of findings in the previous chapter, it can be concluded that the introduction sections of international journal articles dominantly represent the heterogloss sentence. In the other words, the sentences in the introduction sections dominantly engage with other

viewpoints. The most dominant engagement feature, which is acknowledge, serves function to present viewpoints without stating them as true or false. Beside, acknowledge also serves as a means to review the past literature to be included in the introduction sections.

5.2   Recommendation

Considering the findings and discussion of the study, it is recommended for academic researchers or EFL/ESL students who are taking academic writing or in the process of writing the research articles to give focus on the introduction sections. Engagement system focuses on how the writer employs other viewpoints in constructing their idea in the sentence. Furthermore, engagement system can be an additional aspect to be considered in the process of writing a good introduction section of research articles.

Theoretically, the findings and discussion of the study can enrich the study of engagement system, especially under appraisal theory. Another possible suggestion for researchers is conducting the engagement features in the other part of the research articles, such as literature review or discussion sections.

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APPENDICES

APPENDIX 1

The Table Analysis of Engagement System in Journal Article 1

No.	Clause	Engagement Feature
English Language Teachers' Use of Social Media Technology in Indonesian Higher Education Context		
1.	Information and communication technology (ICT) integration in education is **no** longer considered a novelty.	Disclaim : deny
2.	For decades, educators **have incorporated** various forms of ICT into their teaching with the aim of enhancing student learning.	Attribute : acknowledge
3.	To some extent, this trend **has reciprocally influenced** the development of education to make it more open towards ICT, which is reflected in the growing number of studies conducted in the area.	Proclaim : concur
4.	One of the latest forms of ICT with rising popularity **is** social media.	Monogloss
5.	The influence on education of this form of ICT **will be examined** further in this study.	Entertain
6.	Social media **literally refers** to any media that allows interaction among people.	Proclaim : concur
7.	**However**, **currently**, the term **has been given** to a particular set of attributes that tend to narrow its meaning towards a range of networked tools that emphasize the social aspects of the Internet as a medium of communication (Davis, Bagozzi & Warshaw, 2012).	Disclaim : counter
8.	**Following** Davis III et al.'s (2012) suggestion, the term social media technology (SMT) **is** used in this paper to refer to web-based and mobile applications that allow users to create, engage, and share digital content through multi-way communication.	Attribute : acknowledge
9.	Some examples of popular SMTs **include** resource-sharing tools such as microblogging platforms (e.g. Twitter) and blogs (e.g. Wordpress), social networking sites such as Facebook and LinkedIn, media sharing tools such as YouTube and Flickr, and wiki	Monogloss

	software such as PBworks (Dabbagh & Kitsantas, 2011).	
10.	English language teaching (ELT) **is** an area which often actively embraces social media in its teaching and learning activities.	Monogloss
11.	This **may** be due to the nature of social media which allows the implementation of educational theories in second/ additional language teaching such as constructivism and socio-cultural language theories—both are discussed further in the Literature Review section.	Entertain
12.	An increasing number of studies **have shown** this trend, some of which have been reviewed in specific studies on social media use in teaching and learning conducted by Sim and Hew (2010), Inayati (2013) and Macaro, Handley and Walter (2012).	Proclaim : endorse
13.	**While** there **is increasing** acceptance of and research on SMT integration into the educational sector in many parts of the world, such studies **are scarce** in Indonesia.	Disclaim : counter
14.	**Therefore**, the focus of the current study **is** on SMT integration, with specific focus on the discipline of ELT in the Indonesian context.	Monogloss

Article 1	**Monogloss**	Engagement Feature (Heterogloss)							
		Deny	Counter	Concur	Pronounce	Endorse	Entertain	Acknowledge	Distance
Number	4	1	2	2	-	1	2	2	-
TOTAL	14								

APPENDIX 2

The Table Analysis of Engagement System in Journal Article 2

No.	Clause	Engagement Feature
Expanding the vision: A study of teacher trainees' beliefs about using technology in the English language classroom in Malaysia		
1.	In recent years, there **have been** a number of studies relating to teachers' beliefs about language education (for example, Riley, 2009; Warford & Reeves, 2003) as well as Borg's wider review (Borg, S. 2006).	Attribute : acknowledge
2.	Teachers' beliefs about the role of technology in education more **generally have also been examined** (for example, Chen, 2010; Sang et al., 2010; Liu & Szabo, 2009).	Proclaim : concur
3.	In addition, there are studies which **specifically** address teachers' beliefs about the role of technology in English language education (Yunus, 2007; Kern, 2006).	Proclaim : concur
4.	With the inexorable growth in technology use in all major spheres of life, a basic level of competence and a readiness to embrace technology as a teaching tool is **increasingly** expected to be part of an English language teacher's repertoire in many English language teaching contexts.	Proclaim : concur
5.	**Whilst** it **should not** be assumed that today's teacher trainees, as digital natives or second generation users of technology, are all confident and competent with regard to use of technology (Robinson & Mackey, 2006),	Disclaim : deny
6.	their concerns **may** differ from those of digital immigrants (Prensky, 2001) or first generation users of technology.	Entertain
7.	The present study **investigated** the beliefs of a group of English language teacher trainees from Malaysia with regard to the use of technology for teaching and learning English.	Proclaim : endorse

8.	The Malaysian school system is **strongly** committed to the implementation and integration of technology across the curriculum in order to equip its next generation of citizens to compete globally in the technological age.	Proclaim : concur
9.	The Malaysian Ministry of Education **aims** to develop technology use across all schools such that "ICT will be a ubiquitous part of schooling life … with all teachers and students equipped with the skills necessary to use this technology meaningfully" (Malaysian Education Blueprint 2012, p. E-19).	Attribute : acknowledge
10.	The teacher trainees who took part in the study **were** cognisant of the Ministry of Education's aims and the resultant expectations with regard to their future teaching role and the focus on technology within their programme aimed to support the trainees in developing the required competencies.	Monogloss
11.	A focus on particular technological tools is **gradually** becoming more prevalent in teacher training programmes for language teachers, often through innovative use of particular tools on particular courses within such programmes, such as the use of digital multimedia on a digital storytelling course to develop language proficiency and teaching techniques (Hanington et al., 2013).	Proclaim : concur
12.	**Similarly**, in the language classroom, technology **is** being used in innovative ways appropriate to particular contexts, such as the use of wikis and digital video technologies to develop language proficiency (Johnson & deHaan, 2011).	Proclaim : concur
13.	**However**, there is a need for a more systematic focus within teacher training programmes on equipping teacher trainees with the skills to operate confidently using technology in the language classroom.	Disclaim : counter

14.	The overall aim of the study **was** therefore to investigate teacher trainees' beliefs in relation to technology in teaching and learning in order to develop a framework to address this issue.								Monogloss	

Article 2	**Monogloss**	Engagement Feature (Heterogloss)							
		Deny	Counter	Concur	Pronounce	Endorse	Entertain	Acknowledge	Distance
Number	2	1	1	6	-	1	1	2	-
TOTAL	14								

APPENDIX 3

The Table Analysis of Engagement System in Journal Article 3

No.	Clause	Engagement Feature
	Examining Potential Sources of Miscommunication between Japan and the West: Using Grice to Bridge the Sociolinguistic Gap for Japanese EFL Learners	
1.	The general aim of this paper **is** to inform EFL pedagogy in Japan by highlighting potential sources of misunderstanding of Japanese EFL speakers in intercultural encounters.	Monogloss
2.	First, in specifying an area of weakness among Japanese EFL/ESL learners (JEFL/ESLs hereafter), this section **begins** by examining the concept commonly known as communicative competence.	Monogloss
3.	In SLA, communicative competence most **often refers** to Hymes's (1971) seminal article outlining the skills thought to define L2 ability.	Proclaim : concur
4.	This concept was further **developed** by Canale and Swain (1980), whose definition of communicative competence has become canonical in the field of Applied Linguistics.	Attribute : acknowledge
5.	Canale and Swain (1980) **define** communicative competence in terms of four components: grammatical competence (i.e., words and rules), sociolinguistic competence (i.e., appropriateness), discourse competence (i.e., cohesion and coherence) and strategic competence (i.e., appropriate use of communication strategies).	Attribute : acknowledge
6.	**While** the general failure of English language education in Japan is well known and continues to generate a lot of discussion (Lockley, Hirschel & Slobodniuk, 2012),	Disclaim : counter
7.	most analysts **agree** that oral skills are what Japanese EFL learners have the greatest trouble with (Ellis, 1991; Farooq, 2005; Helgesen, 1987; Hughes, 1999; Okushi, 1990; Matsumoto, 1994; Yano, 2001; Reesor, 2002; Roger, 2008; Takanashi, 2004).	Attribute : acknowledge

8.	For instance, Ellis (1991) and Okushi (1990) **have noted** that regular Japanese high school and/or university graduates are seriously incompetent in their English skills, particularly where sociolinguistic competence is concerned.	Attribute : acknowledge
9.	Farooq (2005, p. 27) **describes** JEFLs as having —extreme difficulties in interacting with native speakers in real-life situations even at a survival level‖.	Attribute : acknowledge
10.	The term —false beginner **is** often used to describe JEFLs in current course books and/or teacher instructional manuals designed for university classes (Helgesen, Brown & Mandeville, 2007; Martin, 2003).	Attribute : acknowledge
11.	**According** to Peaty (1987, p. 4), JEFL university students are —prototype false beginners‖,	Attribute : acknowledge
12.	because they have a background in English based on their study of grammar and translation in junior and senior high school, **but** have very little, if any, communicative abilities.	Disclaim : counter
13.	It **is not** difficult to fathom how people from different cultures, who **may** have a high degree of grammatical proficiency in English, will, at times, **still** have trouble communicating in English.	Disclaim : counter
14.	Knapp and Knapp-Potthoff (1987, p. 8) **shed** light on the process underpinning this difficulty by describing —intercultural communication as taking place whenever participants introduce different knowledge into the interaction which is specific to their respective sociocultural group.	Attribute : acknowledge
15.	In other words, interactants in intracultural encounters **are** thought to **implicitly** share the same ground rules of communication and meaning of signals (O'Keeffe, 2004),	Proclaim : concur
16.	whereas interactants in intercultural encounters are **likely** to experience a degree of uncertainty and ambiguity concerning the meaning of signals and the ground rules by which communication	Proclaim : concur

	will occur (Gudykunst & Nishida, 2001; Gudykunst, Nishida & Chua, 1986; Gudykunst, Yang & Nishida, 1985).	
17.	In oral/aural exchanges, the meanings of utterances are negotiated **jointly** by speaker and listener;	Proclaim : concur
18.	thus, it is **always** necessary for the receiver to draw inferences about the intentions of the sender (Scollon & Scollon, 1995).	Proclaim : concur
19.	**Despite** the great interest in intercultural (mis)communication, a great majority of intercultural analyses **seems** to be anecdotal and lacking in a theoretical foundation.	Disclaim : counter
20.	Thus, **concerning** the former, one of the aims here **is** to extend beyond anecdotal observations and stereotypical representations by providing empirical data as evidence of support or refutation.	Attribute : acknowledge
21.	Further, concerning the latter, this paper **has adopted** the ideas first proposed in Nunn's (2003) article,	Attribute : acknowledge
22.	in which he **demonstrated** the benefits of using Grice's (1975) cooperative principle as a theoretical basis for analyzing intercultural communication (hereafter IC).	Proclaim : endorse
23.	Specific to the writer's teaching context, this paper **uses** a Gricean framework for intercultural analyses in order to identify some potential sources of miscommunication experienced by JEFL learners.	Monogloss

Article 3	**Monogloss**	Engagement Feature (Heterogloss)							
		Deny	Counter	Concur	Pronounce	Endorse	Entertain	Acknowledge	Distance
Number	3	-	4	5	-	1	-	10	-
TOTAL	**23**								

APPENDIX 4

The Table Analysis of Engagement System in Journal Article 4

No.	Clause	Engagement Feature
Listening Difficulties of Low-Proficiency EFL learners: A Comparison of Teacher and Learner Perspectives
1.	**Once** regarded as a solely passive activity, L2 listening was **rarely seen** as worthy of serious research or pedagogical attention (Berne, 2004).	Disclaim : deny
2.	**Despite** the recognition that listening is an important facet in both language learning and communication, it "remains the least researched of all four language skills" (Vandergrift, 2007, p.191).	Disclaim : counter
3.	Among the relatively small amount of work done on L2 listening, different views **have been voiced** regarding two important process types involved in this skill, namely bottom-up processing and top-down processing, in terms of their role in successful listening comprehension and the relevant importance attached to them in the teaching of L2 listening.	Attribute : Acknowledge
4.	Bottom-up processing **involves** "perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive" (Field, 2003, p.326).	Attribute : Acknowledge
5.	Top-down processing **is** often interpreted in opposition to bottom-up processing (Lynch & Mendelsohn, 2002), which **mainly** concerns L2 listeners' ability to infer meaning from contextual clues (Hedge, 2003).	Proclaim : concur
6.	A number of studies **have been conducted** to investigate the association between processing types and learner listening proficiency, yet mixed findings have been put forward:	Attribute : acknowledge

7.	**Whilst** some studies report that less-skilled listeners **are** deficient in top-down processing skills (e.g., Sadighi & Zare, 2006; Shohamy & Inbar, 1991),	Disclaim : counter
8.	others **contradict** this view, citing evidence that what less-skilled listeners lack most is bottom-up processing capacity (e.g., Long, 1990; Macaro, Graham, & Vanderplank, 2007).	Disclaim : counter
9.	**Concurrently**, divergent opinions are raised with respect to whether a bottom-up approach or a top-down approach to teaching listening would be prioritized to help weak L2 listeners enhance their comprehension abilities (e.g., Cross, 2009; Renandya & Farrell, 2011).	Proclaim : concur
10.	**In spite of** these differing stands, **however**, one established view concerning weak L2 listeners is that they **tend to** favor a bottom-up approach to listening (Field, 2004).	Disclaim : counter
11.	This assumption, together with the widely held belief that teaching top-down processing skills would compensate for the decoding problems faced by poor listeners, **has led** to the current trend of teaching listening in favor of "the development of top-down processes at the expense of developing bottom-up processes" (Vandergrift, 2004, p. 5).	Proclaim : endorse
12.	One major strand of research reflecting a top-down approach of teaching L2 listening during the past two decades **is** strategy-based instruction, **guided** by the underlying belief that transplanting what high proficiency learners are doing to poorer ones can make the latter better listeners (Macaro et al., 2007).	Attribute : acknowledge
13. 14.	Recently, **however**, the effectiveness of strategy-based instruction in enhancing weak listeners' comprehension competence has been **increasingly** questioned, given the rather limited empirical evidence documenting the success of strategy-based instruction, especially where low-proficiency learners are concerned, and the heavy burden strategy training places on teachers (e.g., Renandya	Disclaim : counter Proclaim : concur

	& Farrell, 2011; Ridgway, 2000).	
15.	From a pedagogical perspective, Swan (2008) and Wilson (2003) in particular **cautioned** against the tendency to undervalue the importance of promoting students' bottom-up skills in that the aim of L2 teaching is to help learners rely less on contextual guesswork and more on capturing the aural input.	Attribute : acknowledge
16.	In light of the existing controversies in the academia, more investigations into the potential factors affecting listening comprehension outcomes **are apparently** needed since a good and thorough understanding of L2 learners' listening comprehension problems is the prerequisite for determining which approach pedagogically works more effectively for L2 listeners (Goh, 1999, 2000).	Proclaim : concur
17.	**Different** from previous studies which explored this issue solely from the learner perspective, the current study, taking into consideration classroom teachers' uniquely intimate understanding of their students' L2 listening problems, is carried out to examine and compare the perceptions held by teachers and learners.	Disclaim : counter
18.	It is hoped that by examining the potential mismatches in teacher and student beliefs, which usually affect L2 students' satisfaction with the language class (Kern, 1995), the study **will not only** contribute to a better understanding of the difficulties experienced by low-proficiency listeners, **but also** shed additional light on a more effective approach to teaching L2 listening.	Disclaim : counter

Article 4	Monogloss	Engagement Feature (Heterogloss)							
		Deny	Counter	Concur	Pronounce	Endorse	Entertain	Acknowledge	Distance
Number	-	1	7	4	-	1	-	5	-
TOTAL	18								

APPENDIX 5

The Table Analysis of Engagement System in Journal Article 5

No.	Clause	Engagement Feature
	Student Uptake of Teacher Written Feedback on Writing	
1.	There **have been** a **significant number of studies** investigating the effectiveness of written feedback on L2 writing.	Attribute : acknowledge
2.	Most of the feedback studies to date have focused **specifically** on problems related to language use often **specifically** on grammatical errors and sometimes on only one or two specific types of grammatical errors	Proclaim : concur
3.	It seems that writing teachers usually give feedback on **not only** language errors **but also** on problems related to organization and content simultaneously	Disclaim : counter
4.	**While** some studies have examined feedback on meaning focused issues, **very few** studies have incorporated both language-focused and meaning focused issues in the field of second language writing	Disclaim : counter
5.	Furthermore, many of the more recent feedback studies in the field of L2 writing **have involved** students revising a single text after receiving feedback just once	Proclaim : endorse
6.	It is **unclear** whether the same results would be found if these studies were continued over a longer period of time **not** simply to improve subsequent drafts of the same composition	Disclaim : deny
7.	That is; writing instructors **hope** to improve the processes learners use to write **rather than** just the final drafts of the essays they produce	Disclaim : counter
8.	**However**, it **seems** that before feedback can help students improve their writing skills, they need to use that feedback to revise	Disclaim : counter

	their writing	
9.	A number of Second Language Acquisition (SLA) researchers **have claimed** that noticing is a necessary step for acquisition	Attribute : distance
10.	The best way to know whether learners have noticed the problems in their drafts **is** to see whether they have revised them in the subsequent draft	Monogloss
11.	If certain kinds of feedback on certain types of problems **are ineffective** in that they **do not** result in revision	Disclaim : deny
12.	it **seems** that it **is not** worthwhile for teachers to continue to give such feedback	Disclaim : deny
13.	as it is also **unlikely** to lead to improvement in writing ability	Disclaim : deny

Article 5	**Monogloss**	Engagement Feature (Heterogloss)							
		Deny	Counter	Concur	Pronounce	Endorse	Entertain	Acknowledge	Distance
Number	1	4	4	1	-	1	-	1	1
TOTAL	13								

APPENDIX 6

The Table Analysis of Engagement System in Journal Article 6

No.	Clause	Engagement Feature
	Multiple Modes of Meaning in Expository Discourse	
1.	Successful academic text includes exposition and argument to convince the reader or listener **but** second language (L2) writers **may not** be aware of associated interpersonal or rhetorical resources	Disclaim : counter
2.	As we know, effective exposition serves to **not merely** present facts or explain figures with positions and purposes **but also** to narrate experiences and emotions through multiple resources and specific details in particular cultural and institutional contexts	Disclaim : counter
3.	To help learners achieve various social purposes, a genre approach to L2 writing instruction **should** focus on common rhetorical patterns and strategies demanded by various modes of writing, such as exposition, argument, and narrative	Entertain
4.	Moreover, in the new media age, writing instructional practice **should** incorporate a range of context and resources to promote visual and computer literacy	Entertain
5.	**but** in most of the L2 college writing classes, the focus has been on features of written genres **rather than** on features of visual and oral presentations of expository texts	Disclaim : counter
6.	By blending genres and contexts in learning, multiple resources such as diverse audiences, teaching materials, and multimedia representations **could** be incorporated as distinct meaning-making modes and therefore specific situational and multimodal characteristics could be learned	Entertain
7.	**Adopting** Halliday's Systemic Functional Linguistics (SFL), this	Attribute :

	article **provides** a review of SFL-based studies on expository text and visual semiotics to inform the instructional design and analysis of L2 students' multimodal text	acknowledge
8.	The distribution of textual-semantic patterns in the students' oral presentations of their written expository texts **is** then outlined	Monogloss
9.	Several short extracts **also illustrate** the ensembles of textual-semantic and visual-graphic resources that L2 students draw upon to represent and enact semiotic reality	Proclaim : endorse
10.	The final section **provides** discussions of the major findings to broaden our understanding of L2 students' rhetorical strategies and multimodal capabilities in presentations	Monogloss

Article 6	**Monogloss**	Engagement Feature (Heterogloss)							
		Deny	Counter	Concur	Pronounce	Endorse	Entertain	Acknowledge	Distance
Number	2	-	3	-	-	1	3	1	-
TOTAL	10								

APPENDIX 7

The Table Analysis of Engagement System in Journal Article 7

No.	Clause	Engagement Feature
	The Contribution of Systemic Functional Grammar	
1.	The current global context and status of English in academia **have given** rise to an increasing number of studies in English for Academic Purposes (EAP)	Monogloss
2.	Some of these **focus**, whether in research or language teaching, on macro-textual features relating to cultural awareness and discourse specificities in terms of register and genre	Monogloss
3.	Others **tend to** favour a more bottom-up approach where language proficiency assessments constitute the starting point of most analysis associated with authentic second language production or use	Disclaim : counter
4.	In other words accuracy and inaccuracies in usage **are** seen as key elements in the comprehension of second language acquisition	Monogloss
5.	**notably** where this is deemed central to further theorisation and improvement of language teaching	Proclaim : concur
6.	**However**, what can be observed is that inaccuracies (hereafter errors) within the bottom-up approach are generally **only** explained in light of traditional or 'school' grammar – in both manual and computer-aided analysis	Disclaim : counter
7.	And **in spite of** being a burgeoning field in applied linguistics, over the last 40 years many error analysts continue to focus on local syntactic relations at the expense of the overall textual construction	Disclaim : counter
8.	This continued refusal to incorporate a solid theoretical linguistic framework to the traditional approach, which has evolved in a rather languid manner since the 1960s, means that error analysis (EA) **does not** take advantage of the many theoretical advances	Disclaim : deny

	that linguistics as a science has put forward since then	
9.	One **cannot** help **but** wonder as a result if this refusal **does not** have a direct impact on the slow evolution or the state of general decline with which EA is currently faced	Disclaim : counter
10.	One **may** even argue that the decline could potentially be due in part to the actual analysis which remains predominantly manual	Entertain
11.	and that this onerous task of identifying a plethora of errors individually in lower level texts (i.e. beginner or intermediate) **can prove** daunting to any analyst working on large corpora	Proclaim : endorse
12.	Furthermore, the majority of past work done in error analysis **has led** to the creation of various error taxonomies which are predominantly aimed at categorizing erroneous elements in a traditional school grammar fashion: i.e. errors on general word classes	Attribute : acknowledge
13.	These classifications identify errors on the same linguistic level (though, with different names [cf. Anderson, 2011]) highlighting **more** often **than** not a failure in the linguistic performance of the second language learners' production **rather than** a failure in the actual communicative attempt	Disclaim : counter
14.	In other words, traditional EA boils down to identifying errors **primarily** in terms of correct or incorrect grammatical sentence constructions to the detriment of the overall text constructs	Proclaim : concur
15.	For those working in EAP , **however**, this may be cause for concern as "grammar" or linguistic knowledge is **only** part of what is considered important, given that respecting specific text genres and conventions are equally of prime significance	Disclaim : counter
16.	This general trend **should** therefore be called into question	Entertain
17.	First, EAP **has seemingly** become an indispensable part of academia in many university level courses in countries where	Entertain

	English is not the mother tongue	
18.	This is **particularly** the case in the French university where the current study was carried out	Proclaim : concur
19.	In addition, there **has been** a surge of English language programmes around the world, each one more specific than the other, with many differing approaches all geared towards a specific group: i.e. English for Aviation, English for Business, English for Engineers, etc	Monogloss
20.	These specific programmes **are** on the rise and **are** often informed by general and applied linguistic research	Monogloss
21.	For instance, my personal experience as a language instructor at the tertiary level **has shown** second language proficiency is accelerated when the curriculum is specifically designed for a particular target group – that is, taking into consideration both the macro-textual (genre specific) and the micro-textual (linguistic specific) features in the curriculum design	Proclaim : endorse
22.	Therefore, if traditional error analysis continues to focus **exclusively** on grammatical correction, there will **ultimately** be little renewal in the language teaching approaches based on studies assessing language learners' weaknesses in contextual and more communicative second language use	Proclaim : concur

Article 7	Monogloss	Engagement Feature (Heterogloss)							
		Deny	Counter	Concur	Pronounce	Endorse	Entertain	Acknowledge	Distance
Number	5	1	6	4	-	2	3	1	-
TOTAL	**22**								

APPENDIX 8

The Table Analysis of Engagement System in Journal Article 8

No.	Clause	Engagement Feature
	Practice of Differentiated Instruction and Alternative Assessments with Young EFL Learners in Taiwan	
1.	English **remains** the major language of international communications, the growing importance of which necessitates its use among non-native speakers of English across national and cultural boundaries	Monogloss
2.	A trend in East Asia **is** to move English education to a younger age for students	Monogloss
3.	In Taiwan, to develop students' English abilities, the English curriculum that was **originally introduced** in the fifth grade **was shifted** to the third grade in 2005	Disclaim : counter
4.	**However**, some parents choose to start their children's English education in bilingual kindergartens and continue to have them learn English in private English institutes	Disclaim : counter
5.	**While** some students enjoy this privilege, others are beginners upon entering elementary school	Disclaim : counter
6.	Under these circumstances, one-size-fits-all classrooms **often** end up dis-servicing students: middle-level students show average achievement, lower-level students suffer, and higher-level students make few gains	Monogloss
7.	The big gap between students' proficiency levels, the "two-peak phenomenon" to use Chien's (2012) phrase, **makes** English teaching more difficult than ever and highlights an urgent need for effective teaching to accommodate a diverse range of students	Monogloss

8.	To respond to all learners' needs, the practice of differentiated instruction (DI**) has been introduced** as a way of "ensuring that what a student learns, how he/she learns it, and how the students demonstrate what he/she has learned is a match for that students' readiness level, interests, and preferred mode of learning"	Proclaim : endorse
9.	**Unlike** traditional instruction in which teachers "teach to the middle", DI addresses not only the current level of each learner but also individual needs, interests, and strengths so as to move them forward as far as possible	Disclaim : counter
10.	DI **has been** used in both literacy and content courses in first language (L1) settings **whereas** the application of DI in second language (L2) settings has been limited	Disclaim : counter
11.	Therefore, the purpose of this study **was** to investigate the effects of DI along with group and peer assessments in a target English-as-a-Foreign-Language (EFL) course in an elementary school in Taiwan	Monogloss
12.	and **explore** how the instructor and students perceived this approach to teaching in this context	Monogloss

Article 8	Mongloss	Engagement Feature (Heterogloss)							
		Deny	Counter	Concur	Pronounce	Endorse	Entertain	Acknowledge	Distance
Number	6	-	5	-	-	1	-	-	-
TOTAL	**12**								

APPENDIX 9

The Table Analysis of Engagement System in Journal Article 9

No.	Clause	Engagement Feature
	The Effect of Text Enhancement on Learning and Recall of English Language Structures And Its Interaction with Gender and Personality-Traits	
1.	The current consensus among language practitioners is that language learning **should** have a primary focus on meaning within an overall communicative framework	Entertain
2.	**However**, such a framework fails to strike a balance between communicative Guency and formal accuracy	Disclaim : counter
3.	Studies have shown that students' language learning, void of any grammar instruction, **would not** lead to native-like grammatical competence	Disclaim : deny
4.	Thus, a reconsideration of grammar teaching **gave rise** to a focus on forms (FonfS) and focus on form (FonF) dichotomy	Monogloss
5.	The former **advocates** a specific structure to be taught explicitly where language is treated primarily as an object to be learned and practiced through a synthetic syllabus	Attribute : acknowledge
6.	**On the contrary**, FonF is indirect and context-based in which meaning making rather than explicit teacher-led instruction of grammar is the core objective	Disclaim : counter
7.	The latter method **seems** to be more suited to the current state of foreign language teaching	Entertain
8.	Ellis (2001) **categorizes** FonF into two types, Incidental and Planned	Attribute : acknowledge
9.	Incidental FonF **assumes** that classroom activity **should** be based on communicative tasks and that attention to form **should** be paid only when grammatical difficulties arise which lead to (or anticipate)	Entertain

	a communicative breakdown	
10.	Planned FonF, **on the other hand**, involves the treatment of predetermined grammatical features	Disclaim : counter
11.	**but** it differs from FonfS **as** it occurs when the learners' attention is primarily engaged in meaning making processes through the use of focused tasks in an analytical syllabus	Disclaim : counter
12.	Input Enhancement **is** one of the techniques in planned FonF teaching	Monogloss
13.	The aim of this technique **is** to increase the attention learners' pay to linguistic form by making target structure more salient through various typographical devices such as bolding, underlining, and italicizing in the written input	Monogloss
14.	This technique **is not** limited to written input; oral input, for instance, can **also** be enhanced by some acoustic devices such as added stress or repetition	Disclaim : counter
15.	Moreover, in the target language input, those language components to which learners pay attention are **believed** to be learned better	Attribute : acknowledge
16.	and input enhancement **aims** to facilitate such attention	Monogloss
17.	**Initially** proposed by Sharwood Smith (1981) as consciousness-raising, input enhancement was an attempt to solve the disadvantages of analytic approaches towards language through augmenting them with synthetic techniques; that is, making input more noticeable in all aspects of the target language, such as lexicon, phonology, grammatical form, and pragmatics	Proclaim : concur
18.	**Although** such attention has a crucial role in mediating input and learning there is **still** disagreement about the amount of attention expended	Disclaim : counter

	by learners	
19.	Moreover, the amount and level of input **are not** solely sufficient to influence intake out of input	Disclaim : deny
20.	The key to such a process **is** noticing	Monogloss
21.	Schmidt (1994) **signified that** the subliminal perception of input does not lead to foreign language learning; rather, input should be consciously noticed by learners	Attribute : acknowledge
22.	Jin (2011) also tried to examine the role of consciousness in second language learning and **concluded that** language learning is explicit	Attribute : acknowledge
23.	They **believed that** incidental learning is both possible and effective if the nature of the task calls for attention to what is being learned	Attribute : acknowledge
24.	That is to say, task based language teaching (mainly implicit meaningful processes) and Schmidt's Noticing Hypothesis **could** be implemented simultaneously	Entertain
25.	**On the other hand**, it is clear that some of our learning **does not** take place consciously of our own volition	Disclaim : deny
26.	What we learn throughout our lives **is not** bound to learning in classroom environments or other sorts of instruction we might receive	Disclaim : deny
27.	We **improve** our knowledge and, in general, cognitive abilities in ways other than through formal instruction	Monogloss
28.	This kind of learning **plays** an important role in our skills, perceptions, and behaviors	Monogloss
29.	Kaufman et al. (2010) **characterized** this learning by "a set of automatic, associative, nonconscious, and unintentional learning processes as distinguished from the conscious, deliberate, and	Attribute : acknowledge

	reflective learning processes"	
30.	Considering Kaufman et al. (2010) and Jin (2011), the balance between explicit and intentional, and implicit and unintentional ways of learning **could** open up new possibilities into boosting learning	Entertain
31.	Similarly, formal grammar instruction in a classroom **can** be augmented through meaningful language instruction	Entertain
32.	Focus on Form **is** an effort to create such a middle ground for form instruction in overall language pedagogy	Monogloss
33.	An input enhancement technique to enhance noticing of input in planned FonF **is** called Textual Enhancement (TE)	Monogloss
34.	The main idea behind TE **is** to draw learners' attention to linguistic features by modifying the physical appearance of written text through modifications such as underlining, boldfacing, italicization, capitalization, color coding, or using different font sizes or types	Monogloss
35.	These **are** some ways of improving the perceptual saliency of form in second language input	Monogloss
36.	and **consequently**, making it more noticeable and easier to process	Proclaim : concur
37.	In the last few decades, the large number of studies on the effects of TE on grammar learning **has revealed** more controversies than conclusions	Proclaim : endorse
38.	Shook (1994) **rendered** positive effects for TE on the intake of the present perfect and the relative pronoun que/quien by L2 Spanish learners	Proclaim : endorse
39.	Similarly, Doughty (1991) andLeeman, Arteogotia, Fridman, and Doughty (1995) **showed that** TE has positive effects over the use of explicit rule explanation with adult learners	Proclaim : endorse
40.	In another study, Alanen (1995) **examined** the effects of TE and	Proclaim :

	explicit rule presentation on 36 Finish language learners who were divided into four groups	endorse
41.	Group A **received** a plain text, with no modification, group B received enhanced text, group C received grammar rule explanation, and group D received both grammar rule explanation and enhanced text	Monogloss
42.	It was found that **although** groups exposed to TE performed better than the control group, their structure achievement was lower **than** those of groups C and D	Disclaim : counter
43.	In the same fashion, Pacheco (2004), in a quasi-experimental classroom study, **put** the effectiveness of the textual enhancement method under investigation and compared it with explicit rule-based teaching	Attribute : acknowledge
44.	Some grammatical features of English grammar known to have been problematic for young L2 learners **were** chosen	Monogloss
45.	and the effects of text enhancement and explicit rule-based teaching in a four-week period on four groups of learners **were** compared	Monogloss
46.	The performances of these four groups **can** be represented as R+>R>E>C with group (R+) receiving both explicit rule explanation and visually enhanced materials, (R) explicit rule explanation, (E) enhanced texts, and finally (C) without rule explanation or visual enhancement	Entertain
47.	In comparison to similar studies, Pacheco's (2004) findings **may** prove the moderating effect of the age of participants on the effects of TE	Entertain
48.	Abe (2006) **found that** interactive input enhancement had a positive effect on the acquisition of connected speech by Japanese college students	Attribute : acknowledge

49.	while Lee (2007), using a correction task to measure intake, and a free recall task to measure comprehension, **found that** TE contributed to the acquisition of targeted forms, but negatively affected the comprehension of Korean adult ESL learners	Attribute : acknowledge
50.	De Santis (2008) also **led** research on L2 learners who were exposed to target language only in aural mode	Attribute : acknowledge
51.	The effects of TE **were** investigated on adult L2 learners who had been exposed to the target forms via naturalistic aural input	Monogloss
52.	In this study, the groups who received TE materials **outperformed** the control group in terms of their awareness of target forms	Monogloss
53.	**however**, such treatment appeared to **have no** facilitative effect on their oral production	Disclaim : deny
54.	More **recently**, TE has also been studied in the Iranian context	Proclaim : concur
55.	Vaez Dalili, Ketabi, Kassaian, and Eslami Rasekh (2011) **compared** the effects of textual enhancement and explicit metalinguistic instruction on the learning of English dative alternation among Iranian lower-intermediate EFL learners and showed that the group receiving explicit metalinguistic instruction outperformed the group which received TE instruction	Proclaim : endorse
56.	Moreover, the impact of TE on the acquisition of English conditional sentences was **investigated by** Rashtchi and Gharanli	Attribute : acknowledge
57.	The results **showed that** the performance of the TE group was much higher than that of the control group which was instructed through explicit grammar teaching	Proclaim : endorse
58.	In another study, Sarkhosh and Sarboland (2012) **put** different textual enhancements under investigation	Attribute : acknowledge
59.	Results revealed underlined and bold were **more** effective **than** other TE formats	Disclaim : counter

60.	The performance of the group which received underlined material **showed** much better results	Proclaim : endorse
61.	In another study, Farahani and Sarkhosh (2012) **came** to the same conclusion	Attribute : acknowledge
62.	The high number of studies on the benefits of the synergy between meaning oriented tasks and learners' noticing of formal aspects of language **seems** to indicate the controversial nature of these issues	Entertain
63.	and more investigations **would** undoubtedly lead to a more comprehensive knowledge of their potential	Entertain
64.	In the same fashion, FonF and TE, among the options in an EFL teacher's set of possible techniques for implementing meaningful grammar instruction, **are** in need of deeper investigation for their potential to be realized in different contexts	Monogloss
65.	However, **none** of the previous investigations, to the researchers' knowledge, included the effects of the commonest individual differences (IDs) such as gender and/or personality types on learners' achievement, or more significantly on their recall of grammatical structures over a longer period	Disclaim : deny
66.	This is why these two commonly investigated IDs **were** included in this study.	Monogloss

Article 9	**Monogloss**	Engagement Feature (Heterogloss)							
		Deny	Counter	Concur	Pronounce	Endorse	Entertain	Acknowledge	Distance
Number	18	6	8	3	-	7	10	14	-
TOTAL	**66**								

APPENDIX 10

The Table Analysis of Engagement System in Journal Article 10

No.	Clause	Engagement Feature
	Schematic Structure and Linguistic Characteristics of Discussion Sections in Applied Linguistics Research Articles	
1.	As the English language has achieved the status of an international language, the ability to use it **effectively** has become essential	Proclaim : concur
2.	Within any academic discipline worldwide, English is used in diverse forms to communicate, **particularly** in higher education	Proclaim : concur
3.	Among the numerous means of communication, it is **commonly** agreed that the role of research articles (RAs) written in English is becoming increasingly important	Proclaim : concur
4.	RAs **are** used to share new discoveries and knowledge in the academic community	Monogloss
5.	Therefore, to survive academically, scholars and researchers **must** be actively involved in the writing of RAs and other academic publications	Entertain
6.	In Thailand, being able to write for scholarly publications **is** becoming ever more important	Monogloss
7.	Several strategic plans initiated by the Thai government **have been** used to encourage Thai scholars and novice writers to publish their research findings in international journals, including the establishment of the National Research Fund in 1992, the Royal Golden Jubilee Program in 1996, and the Office for National Education Standards Quality Assurance in 2004	Monogloss
8.	**However**, according to Sinlarat (2004), these strategies seem to have been unsuccessful as academics in Thailand **still** only publish a small number of research articles in international journals	Disclaim : counter
9.	With regard to Thai graduate students, having their research work published in prestigious and peer-reviewed journals **seems** to be	Entertain

	crucial as it is a graduation requirement	
10.	Many Thai universities **require** candidates wishing to graduate with a master's or doctoral degree to have their work published in a refereed journal	Monogloss
11.	According to Kanoksilapatham (2011, p. 56), writing an RA is a daunting task, **not only** for non-native speakers, **but also** for native speakers of English	Disclaim : counter
12.	**Specifically**, Thai graduate students seem to have some difficulties in having their work published in English	Proclaim : concur
13.	That is, the schematic structure of RAs written in English and the style of writing required, including language proficiency and the language itself, **are** particular obstacles that Thai graduate students encounter	Monogloss
14.	Hence, it **is** inevitable that the ability to write an RA in English that conforms to a set of standardized expectations **is** pivotal for novice authors in general, and for Thai graduate students handling academic writing tasks and publications in particular	Monogloss
15.	In this regard, a review of genre-based studies focusing on 'move analysis' as articulated by Swales (1990, 2004) **could** reveal the hierarchical schematic structures of texts	Entertain
16.	These studies **have provided** invaluable insights into the general ways in which RAs are organised, and what should be included in each section	Attribute : acknowledge
17.	These studies, **however**, focused on the different conventional sections of RAs, namely, Introduction, Methods, Results, and Discussion (commonly known as the prototypical IMRD model) in various disciplines	Disclaim : counter
18.	Among these different sections, scholars investigating the Discussion section in several academic disciplines **agree** that this	Attribute : acknowledge

	particular section is a significant part of RAs for a number of reasons and has a number of functions	
19.	It is the section in which the researchers, based on the results, **not only** report the findings of the study being presented, **but also** explain, interpret, and compare results with those of previous studies	Disclaim : counter
20.	In this **regard**, a genre-based approach **has been** used to investigate the Discussion section in RAs from diverse disciplines; for example, medical science , and applied linguistics	Attribute : acknowledge
21.	The findings of these studies **have shown** distinctive patterns and moves, and revealed that disciplinary variation is discernable, leading to the incomplete detailed description of this particular section in RAs	Proclaim : endorse
22.	Therefore, more studies **are** needed to determine if the structural pattern of this section varies according to the academic discipline in question	Monogloss
23.	The present study is **primarily** concerned with the schematic structure and linguistic features of the Discussion section in applied linguistics RAs	Proclaim : concur
24.	This work **aims** to provide scaffolding support and encouragement for Thai novice writers and graduate students in enhancing their opportunities for international scholarly publication, especially in journals indexed in the Thai-Journal Citation Index (TCI) database	Monogloss
25.	moves and steps constituting the generic structure of the Discussion section **will** be analysed	Entertain
26.	Moreover, the extent to which linguistic choices can be examined in relation to rhetorical moves and constituent steps found using Swales' schematic framework **will** be investigated	Entertain
27.	This paper also examines linguistic features **commonly** used in	Entertain

				Engagement Feature (Heterogloss)							
28.	this particular section										Entertain
	Pedagogically, the findings obtained **will** help facilitate the teaching/training of graduate students and novice scholars to construct the Discussion section in a manner conforming to the expectations of their respective academic communities, both rhetorically and linguistically										Entertain

Article 10	Mongloss	Deny	Counter	Concur	Pronounce	Endorse	Entertain	Acknowledge	Distance
Number	8	-	4	5	-	1	7	3	-
TOTAL	**28**								

APPENDIX 11

The Table Analysis of Engagement System in Journal Article 11

No.	Clause	Engagement Feature
	Pre-Service Teacher Beliefs toward EIL Pedagogy in Teaching and Learning English	
1.	As one of the consequences of globalization, the worldwide expansion of English **has made** the language an important medium that supports the increasing demand for international integration of a large number of nations	Monogloss
2.	**Specifically**, written and spoken communication in English has become significant as international transactions take place among a wide variety of interlocutors in almost every walk of life	Proclaim : concur
3.	As a result, it **is** advisable for English speakers in both English-speaking and non-English-speaking countries to develop their international or intercultural competence in addition to other professional and technical skills	Monogloss
4.	This balance, **however**, seems to have been inadequately addressed in Vietnam's English language education context	Disclaim : counter
5.	It **has been reported** by Nguyen (2013), T. M. H. Nguyen (2008), Phan (2008), and Ton and Pham (2010) that the majority of Vietnamese students lacked international competence	Attribute : acknowledge
6.	In terms of English Language Teacher Education (ELTE) domain, Baurain (2010), Denham (1992), Le (2002, 2007, as in Dang, 2013), Kramsch and Sullivan (1996), Nguyen (2008), and To (2010) have also **documented that** student teachers of English entered their undergraduate course with relatively high English grammatical awareness but low proficiency in the four macro skills (i.e., reading, listening, writing and speaking)	Attribute : acknowledge
7.	EFL teacher education courses **consequently** have been spending	Proclaim :

	more than half of the course building and improving student teachers' language skills	concur
8.	What these studies **mostly** highlighted was the mismatch between the promotion of native-speaker models (i.e., British or American English) in the ELTE programs in teaching approaches, materials, assessment policy and the national curriculum, culture of learning and the students' communicative needs	Proclaim : concur
9.	The training policy of the existing ELTE courses, **on the one hand**, has produced generations of teachers of English with excellent theoretical linguistic knowledge	Disclaim : counter
10.	**yet** on the other hand, has inadequately invested in developing their professional teaching skills and intercultural competence	Disclaim : counter
11.	Moreover, the emphasis on native-like English proficiency and academic inclination in training outcomes **has placed** such a burden on the student teachers that writing and speaking in English have become daunting and stressful	Monogloss
12.	This situation **necessitates** the development of a new curriculum that is "sensitive to local teaching contexts and culture of learning" and "to achieving balance between local and global concerns" (Selvi & Yazan, 2013, p.9) like an English as an International Language (EIL) or EIL-oriented curriculum, focusing more on cross-cultural written and spoken communication strategies	Monogloss
13.	In order to support the development of such a curriculum, scrutiny of Vietnamese students' beliefs about the diversity of English, and specifically pre-service teachers' perceptions of the new approach of EIL toward English language teaching **have become** crucial	Monogloss
14.	**The fact that** few lecturers at Hanoi University of Languages and International Studies (henceforth ULIS) **have** systematic understanding of the EIL paradigm,	Proclaim : Pronounce
15	and their students **have** practically **no** exposure to the field inspired	Dislaim :

	the researcher to conduct a workshop on EIL for pre-service teachers of English at ULIS	deny
16.	The workshop **was** expected to bring about changes in the participants' beliefs about the current teaching and learning approach at ULIS compared with the EIL pedagogy	Monogloss
17.	It is hoped that the study **will** contribute, in particular, to the improvement of the quality of teaching and learning English speaking and writing skills at ULIS in the light of the EIL pedagogy and in general, to the development of an EIL/EIL-oriented curriculum at the institution in the near future	Entertain

Article 11	Monogloss	Engagement Feature (Heterogloss)							
		Deny	Counter	Concur	Pronounce	Endorse	Entertain	Acknowledge	Distance
Number	6	1	3	3	1	-	1	2	-
TOTAL	17								

APPENDIX 12

The Table Analysis of Engagement System in Journal Article 12

No.	Clause	Engagement Feature
English vocabulary instruction through storybook reading for Chinese EFL kindergarteners: Comparing rich, embedded, and incidental approaches		
1.	Sufficient vocabulary **is** important for both reading outcomes as well as academic achievement	Monogloss
2.	Vocabulary learning **is** known to be a complex and lengthy process	Monogloss
3.	The size and quality of vocabulary for children who learn two languages simultaneously **may** suffer due to reduced exposure to oral input as compared to their monolingual counterparts	Entertain
4.	An increasing number of studies **have examined** how to accelerate vocabulary learning among children who learn English as-a-foreign-language	Attribute : acknowledge
5.	**However**, majority of vocabulary training studies have focused on vocabulary development of English native speakers with limited research on the development of EFL learners, especially for those who are from Asian educational contexts	Disclaim : counter
6.	Moreover, extant research **has focused** on examining the improvements on comprehension of texts but not on learning the meanings of words	Proclaim : endorse
7.	For young children, learning word meanings **is** important for text comprehension	Monogloss
8.	**Currently**, few studies have examined the effectiveness of vocabulary instruction among EFL children	Proclaim : concur
9.	The present research **extends** previous literature by increasing our understanding of the efficacy of theory-driven vocabulary instruction for EFL kindergarten children from Hong Kong, with the	Monogloss

	learning of word meanings as outcomes	
10.	In Hong Kong, most children **start** to learn two languages (Chinese and English) in both oral and written forms around the age of 3	Monogloss
11.	Ng & Rao (2013) **reported** the results of a recent survey showing that 100% of the 256 sampled kindergartens offered English teaching at the K2 and K3 levels (ages 4 and 5)	Attribute : acknowledge
12.	English **was** taught as a separate subject in specific time slots during the week	Monogloss
13.	The teaching of English relied much on the use of textbooks which **generally** focused more on print learning using whole word method (e.g., copying target words) than oral language skills	Proclaim : concur
14.	Formal exercises, such as copying words and sentences, were found to be **more** dominant **than** oral activities such as singing, reading stories or playing language games	Disclaim : counter
15.	**Despite** an early start, children are usually exposed to limited English oral language outside English lessons, and English is rarely used for daily communication	Disclaim : counter
16.	**Consequently**, Hong Kong children's English oral language proficiency is **generally** low	Proclaim : concur
17.	Given this unique educational context, the aim of the present research **is** to examine the effects of implicit and explicit vocabulary instructions on the learning of word meaning among Chinese EFL kindergarteners	Monogloss
18.	In this study, we **examined** to what extent different instructional approaches are able to enhance vocabulary knowledge of target words	Monogloss
19.	Hence, the instructional approach **is** said to be effective if it enhances the knowledge of word meaning for the target words	Monogloss

20.	To our knowledge, there **has been no** research on the effects of explicit/implicit instructional approaches on second language vocabulary learning in the Asian context	Disclaim : deny

Article 12	**Monogloss**	**Engagement Feature (Heterogloss)**							
		Deny	Counter	Concur	Pronounce	Endorse	Entertain	Acknowledge	Distance
Number	9	1	3	3	-	1	1	2	-
TOTAL	**20**								

APPENDIX 13

The Table Analysis of Engagement System in Journal Article 13

The Effects of the Synectics Model on Vocabulary Learning, Attitude and Desire to Learn English		
No.	**Clause**	**Engagement Feature**
1.	**Although** vocabulary learning was characterized as a 'neglected aspect of language learning' in 1980 by Paul Meara, "the acquisition of vocabulary has become the most active areas in second language acquisition research"	Disclaim : counter
2.	In this sense, the teachers **have** the responsibility to go beyond the use of classic methods of teaching vocabulary and introduce new ways and techniques so as to develop positive attitudes toward vocabulary learning on behalf of students and to motivate learners not just to learn new vocabularies but also to retain those longer	Monogloss
3.	As the starting point, this study **makes** use of the Synectics model as a vocabulary teaching approach which has been developed and generally used for the purposes of enhancing creativity and problem solving ability	Monogloss
4.	The name of the Synectics model **comes** from the Greek word synecticos meaning "understanding together that which is apparently different"	Monogloss
5.	The father of the Synectics model, Gordon **according** to whom it is an operational theory, bases the entire theory on a belief that the creative process can be taught using analogous and metaphorical thinking	Attribute : acknowledge
6.	Gordon **identified** strategies that creative people use unconsciously and developed these strategies into teachable forms	Attribute : acknowledge
7.	The Synectics model **originally** developed by William Gordon is implemented as "an instructional model which is specifically	Proclaim : concur

	designed to enhance creativity in problem solving by having students consciously develop analogies that allow for an emotional rather than rational approach to solutions"	
8.	Whether fostering students' emotional approach to solutions is what the teachers expect or not can be a matter of debate **but** this model enables students to voice their answers depending on their personal perspectives, emotions, backgrounds, and feelings	Disclaim : counter
9.	**Although** traditional way of teaching is crucial for objective information, the importance of emotional perspective was **also** supported by the researchers	Disclaim : counter
10.	DeSiato and O'Quinn (2006, p. 10) **claimed that** "attempts to eliminate or ignore the emotional impact of certain texts result not only in awed critical understandings, but also stunt the growth of some students and silence the voices of others desiring to respond in public"	Attribute : distance
11.	Therefore, the Synectics model, which encompasses the emotional perspectives of the students **was** used in this study to create positive attitudes toward vocabulary learning, to increase the desire to learn English of the learners, and to teach the vocabulary in a new format which was expected to help learners retain them longer	Monogloss
12.	"The Synectics approach was **originally** developed for groups of individuals responsible for developing new products"	Proclaim : concur
13.	As mentioned above, the techniques and materials produced since 1960s related to Synectics **have been** effective in teaching creative thinking and writing	Attribute : acknowledge
14.	Emphasizing the effect of it on creativity, Keyes (2006) also **views** Synectics as a model of teaching which can be used as a brainstorming tool individually and in a group work to enhance creative writing and reflection	Attribute : acknowledge
15.	As it can be seen from the definitions of the model, it is **mostly**	Proclaim :

	used for enhancing creativity or promoting writing ability of the learners	concur
16.	**However**, this study makes use of the Synectics model as a vehicle to learn and retain vocabularies	Disclaim : counter
17.	Having this new perspective, **due** to the nature of this model which brings learners together to work cooperatively and calls forth brainstorming among them, the Synectics model is **also** expected to create positive attitudes and increase the desire to learn English as a foreign language among the participants of this study	Disclaim : counter
18.	**Concerning** vocabulary learning, one of the important functions of this model is letting the learners connect what they already know with the new concepts they come across	Attribute : acknowledge
19.	"What Gordon and his associates developed **is** the specific skills to help learners make unique and creative connections between what they know and what they are to learn"	Attribute : acknowledge
20.	Gordon **considers** learning by purposeful connection making as efficient due to the fact that it makes explicit the associative process by which the mind naturally assimilates knowledge	Attribute : acknowledge
21.	To support this claim, the possibility to understand something new without associating it with something with which a person already knows **is** also questioned	Monogloss
22.	Through the use of metaphor, these connections **are** facilitated in the synectics process	Monogloss
23.	Using metaphors and analogies to highlight similarities and differences **increase** students' understanding and the application of new skills and information	Monogloss
24.	**According** to Gordon (1961), it is an operational theory which uses group interaction to create new insights through 'understanding together' process	Attribute : acknowledge

25.	Involving creativity, problem solving, group work, and interaction, this model **is** considered to have positive effects on vocabulary learning and retention due to its game-like nature	Monogloss
26.	It takes attention of **even** the most disinterested students and let them feel free to express their knowledge in English	Disclaim : counter
27.	Also by going beyond the traditional way of teaching vocabulary, it **is** estimated to create positive student attitudes toward learning English as a foreign language and to make students desire to learn English	Monogloss
28.	Using an existing teaching model on language teaching with a different purpose **makes** this study significant	Monogloss
29.	The findings of this research, which has the objective of enriching vocabulary learning together with creating positive attitudes and desire to learn English as a foreign language, **are** important for language teachers and researchers due to the fact that it has a unique perspective by employing the Synectics model for vocabulary learning	Monogloss

Article 13	**Monogloss**	Engagement Feature (Heterogloss)							
		Deny	Counter	Concur	Pronounce	Endorse	Entertain	Acknowledge	Distance
Number	11	-	6	3	-	-	-	8	1
TOTAL	**29**								

APPENDIX 14

The Table Analysis of Engagement System in Journal Article 14

No.	Clause	Engagement Feature
	A Comparative Analysis of Kurdish Pre-service and In-service EFL Teachers' Beliefs about English Language Learning	
1.	In the past few decades, research in Second Language Learning (SLL) and Teaching (SLT) **has prioritized** teacher and learner beliefs from various perspectives and in different contexts	Attribute : acknowledge
2.	The reason for this special interest in this area is **believed** to be that understanding and improving teaching and learning are difficult without uncovering the beliefs teachers and learners hold about language learning	Attribute : acknowledge
3.	Since beliefs are unobservable, related to the mental lives of particular individuals (Borg, 2009), and complex, researchers **have faced** serious challenges in giving the precise definition of beliefs	Attribute : acknowledge
4.	Therefore, various terms **have been coined** to describe the concept of "beliefs"; among these terms **are** attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, dispositions, personal theories, perspectives, and rules of practice	Monogloss
5.	In the present study, the definition of Borg (2001) on beliefs as "a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment further, it serves as a guide to thought and behavior" (p. 186) **is adopted** to find teacher beliefs about English language learning	Attribute : acknowledge
6.	It **can** be inferred from the definition that beliefs have some characteristics, as they might be conscious or unconscious	Entertain
7.	Moreover, it indicates that people hold particular beliefs as each of	Entertain

	them **might** have particular justifications for such beliefs, which are considered as conscious	
8.	Unconscious beliefs, on the other hand, are those that teachers **have no** reasons to justify their perceptions	Disclaim : deny
9.	Beliefs, in addition, **might** also be evaluative because they can be evaluated and judged for their convenience, usefulness, or success for a specific purpose or in particular context	Entertain
10.	Beliefs **are** also personal, as each individual has particular beliefs about concepts and they are completely private and might be different from the beliefs of others	Monogloss
11.	**Finally**, beliefs guide actions	Proclaim : concur
12.	Linking these features to those of learners and teachers **will** be extremely helpful in understanding and improving the process of language learning	Entertain
13.	In the related literature, beliefs about English language learning have been investigated **mainly** through three distinctive frameworks, namely, normative, metacognitive, and contextual	Proclaim : concur
14.	In the normative framework, beliefs **are examined by** using Likert-scale questionnaires, such as those of Horwitz's (1988), Bernat & Gvozdenko's (2005), Cotterall's (1999), Kuntz's (1996), Sakui & Gaies's (1999)	Attribute : acknowledge
15.	Furthermore, the metacognitive framework **has** also **been adopted** by many researchers (for example, Goh, 1997; White, 1999; Wenden (2001) through the use of semi-structured interviews and self-reports to collect the necessary research data about beliefs	Attribute : acknowledge
16.	**Finally**, studies in which the contextual framework has been adopted, are qualitative and have used ethnography, narrative, and metaphors (Kramsch, 2003) through the means of case studies, ethnographic classroom observations, informal discussions and	Proclaim : concur

		Engagement Feature (Heterogloss)							
Article 14	**Monogloss**	Deny	Counter	Concur	Pronounce	Endorse	Entertain	Acknowledge	Distance
Number	2	1	-	3	-	-	4	6	-
TOTAL	**16**								

APPENDIX 15

The Table Analysis of Engagement System in Journal Article 15

	Creating a Professional Learning Community for EFL Trainee Teachers during the Teaching Practicum: The Roles of Practicum Mentors	
No.	**Clause**	**Engagement Feature**
1.	Studies on the socialization of English language teachers either in ESL or EFL contexts **attempt** to explain various factors shaping the journey of becoming participating members of the teaching community that pre-service teachers experience, **particularly** during the teaching practicum	Proclaim : concur
2.	While it **is** well recognized that the teaching practicum contributes to the development of trainee teachers' initial teaching experience it is also well acknowledged that school-based practice benefits depend **largely** on the relationship the trainee teachers have with their mentors, the experienced teachers who help them develop the practical skills, competencies and know-how required for effective practice	Proclaim : concur
3.	In fact, the practicum mentors **not only** play a crucial role in developing trainee teachers' instructional skills **but also** in acculturating them to the policies and practices of the school community because they assist "novices learn new pedagogies and	Disclaim : counter

	socialize them to new professional norms"	
4.	In foreign language education, researchers **highlight** the mentoring role of supervisors in terms of observing lessons, providing feedback, deepening knowledge of the English language, developing subject matter teaching skills and improving self-reflection and problem-solving skills	Proclaim : endorse
5.	The nature of a mentor-mentee relationship is **typically** described as following an apprenticeship model, consisting of mentees observing, being observed, taking advice from mentors and reflecting on it	Proclaim : concur
6.	**Unfortunately**, existing literature in EFL teacher education **has not** paid much attention to how the practicum mentors can engage their mentees in professional dialogues characterized by i) shared values and vision, (ii) mutual trust, respect and support, and (iii) openness, networks and partnerships	Disclaim : deny
7.	By focusing on the roles of practicum mentors, this study **seeks** to explore whether a professional learning community involving collaborative learning among the triad of a trainee teacher, his or her school mentor and the university mentor can be formed during the teaching practicum so as to ensure optimal learning experiences for the trainee teachers	Monogloss

Article 15	Monogloss	Engagement Feature (Heterogloss)							
		Deny	Counter	Concur	Pronounce	Endorse	Entertain	Acknowledge	Distance
Number	1	1	1	3	-	1	-	-	-
TOTAL	**7**								

APPENDIX 16

The Table Analysis of Engagement System in Journal Article 16

No.	Clause	Engagement Feature
	Taiwanese College Teachers of English as Cultural Mediators	
1.	Current second language acquisition (SLA) theories and teaching methodologies **have been** developed in ESL contexts, **mainly** in the U.S., the U.K., and Australia	Proclaim : concur
2.	To increase credibility as legitimate English teaching professionals (Golombek & Jordan, 2005), as many as 70% of EFL pre-service teachers **enroll** in teacher preparation programs in the above English-speaking countries	Attribute : acknowledge
3.	Lin, Wang, Akamatsu, andRiazi (2002) **argue that** researchers and teacher educators are increasingly aware that to be considered good, pedagogy must be informed by a socioculturally situated perspective	Attribute : acknowledge
4.	As **indicated by** Canagarajah (1999), "pedagogies are not received in their own terms, but appropriated to different degrees in terms of the needs and values of the local communities"	Attribute : acknowledge
5.	Therefore, the knowledge base of TESOL education **should** provide the tools to explore cross-cultural variation in language teaching and learning (Dogancay-Aktuna, 2006) and to enact "locally appropriate response[s]" (Johnson, 2009, p. 115) in teaching practices	Entertain
6.	To this end, research **is** needed to explore how local practitioners adapt teaching approaches developed in ESL contexts and enact socioculturally appropriate English language teaching in their home contexts	Monogloss
7.	Nonetheless, **although** relevant studies exploring the effectiveness of TESOL theories and methodologies agree that approaches	Disclaim : counter

	developed in ESL contexts cannot be fully adopted in EFL contexts	
8.	the current literature **does not** elucidate the extent to which local teachers use communicative language teaching (CLT)	Disclaim : deny
9.	**Only** a few case studies have been conducted to explore obstacles local teachers encounter	Disclaim : counter
10.	and a scant number of studies **clarify** how they can modify an instructor's role to adapt the approach to local contexts	Proclaim : endorse
11.	The common challenges **include** insufficient teacher communicative competence and preparation; large class size and limited class time; testing concerns; student resistance because of low English proficiency, low motivation, and unwillingness to participate; and antithetical classroom practices such as textboundedness, all-in-English instruction, focus on form rather than meaning, and emphasis on product rather than process	Monogloss
12.	Some researchers **have suggested** ways to modify communicative based teaching, for example, by incorporating some elements of traditional pedagogy such as some explicit grammar teaching and applying grammar rules in context, balancing linguistic competence and communicative competence, and using both textbooks and authentic materials	Attribute : acknowledge
13.	Other suggestions **include** allowing enough opportunity for repetition and accurate reproduction and creating chances for interaction and meaning negotiation	Monogloss
14.	To overcome students' resistance to speaking in class, teachers **can** build their confidence by avoiding intrusive corrections and providing a supportive atmosphere; and to dispel students' anxieties, teachers **can** offer clear directions for doing tasks and encourage cooperative learning	Entertain
15.	That is, by balancing teacher-centered and student-centered approaches, teachers **might** re-orient students to take a positive	Entertain

	look at CLT	
16.	**However**, these suggestions have been largely formulated by researchers based on the results of case studies of instructors who had textbook knowledge of how a theory had been practiced in ESL classrooms without necessarily having experiences studying abroad	Disclaim : counter
17.	Therefore, to fill this gap in the literature, the purpose of this study **was** to investigate how 71 college EFL teachers who completed their master's or doctoral degrees in an ESL context practiced CLT in Taiwan, what their concerns were, and how they addressed these concerns	Monogloss
18.	The findings **represent** a relatively large group of teachers' experiences and **may** be informative to other Asian EFL teachers and TESOL teacher educators	Entertain

Article 16	Monogloss	Engagement Feature (Heterogloss)							
		Deny	Counter	Concur	Pronounce	Endorse	Entertain	Acknowledge	Distance
Number	4	1	3	1	-	1	4	4	-
TOTAL	**18**								

APPENDIX 17

The Table Analysis of Engagement System in Journal Article 17

No.	Clause	Engagement Feature
	Language Functions in ESL Textbooks	
1.	For effective language use and acquisition, Chomsky (1957, 1965) **argues** the importance of linguistic competence as the goal of language learning	Attribute : acknowledge
2.	Such a notion **puts** emphasis on learning the form, structure, and grammatical content of the target language	Monogloss
3.	Hymes (1967, 1972), on the other hand, **asserts** that development of communicative competence should be the goal in language learning	Attribute : acknowledge
4.	This concept **takes** into account both the linguistic aspect of the target language and the importance of context in language acquisition	Monogloss
5.	By the late 1970s and early 1980s, a significant shift from a linguistic to communicative approach to language teaching **had occurred**	Attribute : ackowledge
6.	This shift **paved** the way for Hymes' terminology, perspective, and notion of communicative competence to be adopted in the teaching approaches and development of new teaching materials by language teachers and applied linguists	Attribute : acknowledge
7.	Several studies **have noted** the need for a dual focus in language teaching – a focus on form (FoF) and a focus on meaning (FoM)	Proclaim : endorse
8.	This suggests that learning a language is never an isolated study of its linguistic form, **but** rather a complex process which also includes knowledge of the language context	Disclaim : counter

9.	This **is** crucial in understanding the message communicated by the speaker and to enable appropriate responses from other interlocutors	Monogloss
10.	This view of language learning **is** becoming more popular as a greater number of English as Second Language (ESL) textbook publishers adopt language functions as the core of their instructional materials	Monogloss
11.	Jiang (2006) **noted that** the trend is primarily because of concerns over learners' language needs, which is paving the way towards making connections between language functions and forms	Attribute : acknowledge
12.	This **has been further intensified** by an emphasis on the increasing role of pragmatics in English language instruction which draws on natural conversations to be integrated into commercially available English language learning materials	Proclaim : endorse
13.	Considering these practices, it **is** crucial that the language function contents of existing ESL textbooks be assessed and evaluated	Monogloss
14.	This **is** to provide sufficient information to material developers and ESL teachers whose tasks include designing, continuously modifying, and upgrading instructional materials to suit and address the needs of ESL students	Monogloss

		Engagement Feature (Heterogloss)							
Article 17	**Monogloss**	Deny	Counter	Concur	Pronounce	Endorse	Entertain	Acknowledge	Distance
Number	6	-	1	-	-	2	-	5	-
TOTAL	**14**								

PPENDIX 18

The Table Analysis of Engagement System in Journal Article 18

No.	Clause	Engagement Feature
	Effects of Implementing Cooperative Learning Method (CLM) on Eleventh Graders' Paragraph Writing	
1.	Recent studies in the field of language teaching **accentuate** the importance of the learning process and the central role of students	Attribute : acknowledge
2.	This situation **is** realized, among other things, when students are provided opportunities to learn cooperatively	Monogloss
3.	In this regard, Richards and Rodgers (2001) **contend that** traditional learning methods, which do not focus on the learning process and the central role of students, is a teacherfronted approach that fosters competition rather than cooperation	Proclaim : Pronounce
4.	This is because, 70% of class time **is** being used by the teacher while the students are sitting and listening passively	Monogloss
5.	Rutherford and Stuart (1978) **showed that** this kind of teaching can lead to a decrease in students' attention as lectures progress	Proclaim : endorse
6.	When there is a shift from a teacher-centred to a student-centred approach, teacher talk is **generally** reduced by around 50%, and the extra time can be spent praising and aiding students in their exchange of ideas	Proclaim : concur
7.	Thus, in cooperative classrooms, students **remain** in charge of their own discoveries and can become truly excited about the learning process	Monogloss
8.	Johnson, Johnson, and Stanne (2000) **argued that** cooperative learning method (CLM) is clearly based on theory which has been validated by research and operationalized on the basis of the	Attribute : acknowledge

	procedures that educators use	
9.	When students are motivated to help one another in the process of learning, a stage for cognitive development **is** created	Monogloss
10.	In this regard, Vygotsky (1978) **emphasized that** cooperation promotes learning because the process of cooperation during learning enables students to operate within one another's Zones of Proximal Development	Attribute : acknowledge
11.	Working with peers **has** academic benefits because it enables students to comprehend things more easily than solely listening to an explanation given by a person at a different stage of development than the learners themselves	Monogloss
12.	Similarly, Hirstand Sinclair (1989) **explained that** when students or tutees seek out peer help, they receive individualized instruction and more focused teaching	Attribute : acknowledge
13.	they **may** also respond better to their peers than their teachers	Entertain
14.	and they **can** build relationships with their tutors	Entertain
15.	Moreover, Krashen and Terrel (1983) **indicated that** input from CLM is likely to be comprehensible and contributes to second or first language learning as group members' language levels may be roughly equal	Attribute : acknowledge
16.	This, **according** to Krashen and Terrel, facilitates learning which results in higher levels of understanding and reasoning, the development of critical thinking, and a possible increase in the accuracy of long-term retention	Attribute : acknowledge
17.	Students sometimes **experience** stabilization, i.e., incorrect linguistic features which become a permanent part of the way students speak or write a language **despite** further exposure or instruction	Disclaim : counter
18.	Aspects of pronunciation, vocabulary usage, and grammar **may**	Entertain

	become fixed or stabilized in SL/FL learning	
19.	Stabilized features of pronunciation contribute to a student's unique accent that **may** differ from that of a native speaker of the target language	Entertain
20.	Some researchers **are** skeptical of the existence of true fossilization, which implies the impossibility of future change, and prefer the term stabilization	Attribute : acknowedge
21.	As a solution to the problem of fossilization, Santiago (2010) **suggested that** constant exposure to input, sufficient opportunities to use the target language, and the enhancing role of the teacher to guide and give corrective feedback are necessary	Attribute : acknowledge
22.	**additionally**, a relaxed atmosphere in the classroom can prevent or at least minimise fossilization	Proclaim : concur
23.	The solution suggested by Santiago **seems** to be realized when students are allowed to learn cooperatively	Entertain
24.	Bruner (1978) also **added that** if a task is beyond learners' levels of understanding that they should be provided with scaffolding as cognitive support by their teachers to help them solve tasks that they may not be able to solve while working on their own	Attribute : acknowledge
25.	Recognizing the value of cooperative learning, the Ethiopian Ministry of Education **issued** the National Education Policy (1994), which require teachers to practice group work and student-centred teaching	Proclaim : endorse
26.	**Specifically**, teachers are asked to implement the Learning Together Method (LTM) or One-to-Five Learning Method (OFLM)	Proclaim : concur
27.	This **is** a type of cooperative learning or peer-collaboration method which engages students in working two to five heterogeneous member groups on a given task to accomplish mutual learning goals	Monogloss

28.	Teammates **work** on academic and social tasks that involve them preparing a single team product to which all contribute and receive praise or rewards based on the group product	Monogloss
29.	This method **emphasizes** team-building activities before students begin working together	Monogloss
30.	As such, LTM/ OFLM **includes** the elements of Cooperative Learning	Monogloss
31.	**However**, the appropriate implementation of LTM/ OFLM in classrooms in Ethiopia have encountered several problems, due mostly to teachers' lack of training	Disclaim : counter
32.	Ambaye (1999) **found that** many teachers in Ethiopia lack the critical determination of effective teaching	Proclaim : endorse
33.	that is, they lack the pedagogical content knowledge and motivation **although** they are in the front line of education reform programmes	Disclaim : counter
34.	Ambaye further **explained that** teachers in the current training institutes of Ethiopia predominantly use conventional/traditional types of teaching methods that they are familiar to them perhaps even the ones that they themselves experienced when they were students at schools	Attribute : acknowledge
35.	Some studies **have been conducted** to investigate the effects of CLM in Ethiopia	Attribute : acknowledge
36.	For example, Seid (2012) **investigated** the effects of CLM on English as a Foreign Language (EFL) reading comprehension achievement and the social skills of tenth graders	Attribute : acknowledge
37.	Seifu (2005) **assessed** group activities in grade nine English textbooks whether or not they promoted cooperative learning focusing on speaking skills	Attribute : acknowledge
38.	To the best of my knowledge, **no** studies have been carried out to identify the effects of implementing CLM on eleventh graders' paragraph writing in line with content, vocabulary, layout, grammar, and mechanics	Disclaim : deny

39.	This paper **aims** to fill this gap	Monogloss
40.	Its results **may** be relevant to practical classroom application	Entertain
41.	Probing the issue **may** help students to fill a gap in paragraph writing skills and to help them skilfully juxtapose appropriate content, vocabulary, layout, grammar, and mechanics in their compositions	Entertain
42.	**Specifically**, the present study attempts to examine whether or not CLM could help the experimental group compose appropriate paragraphs in terms of content, vocabulary, layout, grammar, and mechanics	Proclaim : concur
43.	To this end, the researcher **used** pre- and post-tests on a paragraph writing task to measure learners' improvements in writing paragraphs before and after the interventions	Monogloss

Article 18	**Monogloss**	Engagement Feature (Heterogloss)							
		Deny	Counter	Concur	Pronounce	Endorse	Entertain	Acknowledge	Distance
Number	11	1	3	4	1	3	7	13	-
TOTAL	**43**								

APPENDIX 19

The Table Analysis of Engagement System in Journal Article 19

Beliefs and Practices Regarding Intercultural Competence among Chinese Teachers of English: A Case Study		
No.	**Clause**	**Engagement Feature**
1.	The importance of intercultural competence (IC) development has been **widely** recognized and documented in foreign language (FL) education in Europe, Australia, and North America since the late 1980s	Proclaim : concur
2.	**Even though** many countries' national curricula for language	Disclaim :

	teaching have been following the intercultural shift in theory (Sercu, 2006), several researchers argue that teaching for IC has not yet yielded desired outcomes	counter
3.	In the realm of English as a Foreign Language (EFL) in China, many teachers and researchers **have realized** the important role that culture has in English language learning and some have addressed the need to integrate cultural teaching into EFL classes	Attribute : acknowledge
4.	However, cultural teaching **mostly** refers to helping students learn cultural knowledge and cultural teaching strategies accordingly revolve around teaching cultural knowledge	Proclaim : concur
5.	Chinese scholars **have begun** to identify the goal of FL learning as a means of achieving successful intercultural communication and some teaching pedagogies have been proposed for this purpose	Attribute : acknowledge
6.	**Though** a large body of literature has discussed IC from a theoretical and pedagogical perspective in China, the teaching and learning of IC **have not** been sufficiently researched through empirical studies	Disclaim : counter
7.	Are Chinese EFL teachers aware of the development of IC in their teaching practice?	
8.	How do they perceive the concept of IC in EFL teaching?	
9.	Do they incorporate this concept in their classroom practices?	
10.	If they do, then how?	
11.	Are the ideas of IC developed mostly in the western context, also applicable to the Chinese context, more specifically, the Chinese EFL teachers?	
12.	**Unfortunately**, limited empirical research has been found to answer these questions	Disclaim : counter
13.	This study **aims** to fill this gap in the literature	Monogloss

14.	Before reporting on the present study, I **will** first review research on teacher cognition and teacher behavior and research on the components and dimensions of IC								Entertain	
Article 19	**Monogloss**	**Engagement Feature (Heterogloss)**								
		Deny	Counter	Concur	Pronounce	Endorse	Entertain	Acknowledge	Distance	
Number	1	-	3	2	-	-	1	2	-	
TOTAL	**9**									

APPENDIX 20

The Table Analysis of Engagement System in Journal Article 20

Foreign Language Teachers' Attitudes Toward Written Recall Protocol as a Practice of Reading Comprehension Assessment		
No.	**Clause**	**Engagement Feature**
1.	Immediate written recall protocols, a diagnostic assessment grounded in the cognitive theory of constructivism (Bartlett, 1932; Spiro, 1980; Spivey, 1989), **provide** an alternative to traditional measurements of reading comprehension, which have often included multiple-choice, true-false, and cloze-completion item types	Proclaim : endorse
2.	**Unlike** such item types popular in the psychometric tradition of discrete-point tests, immediate written recall protocols require students to produce written language to summarize the main ideas and to identify the details of texts immediately following reading	Disclaim : counter
3.	These written responses then **can** be analyzed to identify information gaps and communication breakdowns, which in turn informs corrective instruction	Entertain
4.	The procedures for using immediate written recall protocols **are** similar to those used in the first recorded test of reading comprehension reported in 1884	Monogloss
5.	In that experiment of psychology, "Adults read a 10-line paragraph during a fixed time period, after which they wrote down everything they could remember"	Attribute : acknowledge
6.	**Although** defining the unobservable psychological trait of reading comprehension has been difficult and remains elusive today, determining best practices for accurately assessing reading skills continues to be a priority for educators (National Reading Panel, 2000), private industry (Lindhour & Ale, 2009), and government	Disclaim : counter

	agencies (RAND, 2002)	
7.	For military linguists on the battlefield, national security **is** at stake	Monogloss
8.	In terms of the strategic military importance of literacy education and reading comprehension, DuBay (2004) **reported**, "General George Washington first addressed concerns about the reading skills of fighters during the Revolutionary War… Since then, the U.S. armed services have invested more in studying workplace literacy than any other organization"	Attribute : acknowledge
9.	Because misunderstanding texts **could** result in severe consequences in military operations, reading comprehension **should** be taken very seriously in the foreign language classrooms that prepare military personnel for their jobs	Entertain
10.	Responding to this concern, the U.S. Department of Education **instructed** the RAND Reading Study Group to investigate best practices for teaching and assessing reading comprehension	Monogloss
11.	Consistent with the recommendations of the RAND report published in 2002, the assessment framework known as immediate written recall protocols **has been proposed** to address government concerns about inadequate literacy education and best practices for measuring reading skills	Attribute : acknowledge
12.	**However**, implementation of the alternative assessment framework **has not** been widespread, likely resulting from a lack of knowledge about immediate written recall protocols and the general ideas held by foreign language teachers about best practices for assessing reading comprehension	Disclaim : deny
13.	The purpose of this study **is** to explore the beliefs and practices of foreign language teachers regarding their use of immediate written recall protocols and traditional item types for assessing reading comprehension	Monogloss
14.	In the study, I **will demonstrate** that the assessment practices and	Proclaim :

	attitudes of respondents regarding immediate written recall protocols and traditional item types are similar to those of foreign language teachers reported in the literature	endorse
15.	Further, I **show** that participation in the research inquiry had an "awareness-raising" impact on some respondents, who reported changes in their beliefs about immediate written recall protocols	Proclaim : endorse
16.	The next section of the paper **presents** a literature review of research on reading comprehension, which began at the end of the 19th century with the birth of the field of psychology and continued to the present, driven in part by the expanding technological demands of education, industry, and national security	Proclaim : endorse

Article 20	Monogloss	Engagement Feature (Heterogloss)							
		Deny	Counter	Concur	Pronounce	Endorse	Entertain	Acknowledge	Distance
Number	4	1	2	-	-	4	2	3	-
TOTAL	16								

Articles No.	Clauses	Heterogloss							
		Dialogic Contraction					Dialogic Expansion		
		Disclaim		Proclaim				Attribute	
		Deny	Counter	Concur	Pronounce	Endorse	Entertain	Acknowledge	Distance
1.	14	1	2	1	6	-	2	2	-
2.	14	1	1	6	4	-	1	1	-
3.	23	-	4	5	5	1	-	8	-
4.	18	1	7	4	4	-	-	2	-
5.	13	4	4	1	3	-	-	-	1
6.	10	-	3	-	2	1	3	1	-
7.	22	1	6	4	7	1	3	-	-
8.	12	-	5	-	7	-	-	-	-
9.	66	6	8	3	20	6	10	13	-
10.	28	-	4	3	12	1	7	1	-
11.	17	1	3	3	7	-	1	2	-
12.	20	1	3	3	11	-	1	1	-
13.	29	-	6	3	13	-	-	6	1
14.	16	1	-	3	5	-	4	3	-
15.	8	1	1	3	2	1	-	-	-
16.	18	1	3	1	6	-	4	3	-
17.	14	-	1	-	9	1	-	3	-

TOTAL

18.	43	1	3	4	16	2	7	10	-	
19.	9	-	3	2	3	-	1	-	-	
20.	16	1	2	-	8	1	2	2	-	
	410	**21**	**69**	**49**	**150**	**15**	**46**	**58**	**2**	**410**

CURRICULUM VITAE

Reza Fauzan Rahman was born in Jakarta, June 13th 1990. He started his formal education of primary school in SDIT Al-Amanah, his Junior High School in SMP Negeri 30 Jakarta, his Senior High School in SMA Negeri 13 Jakarta. He graduated from State University of Jakarta majoring English Education on 2013. He continued his study in Master Program of English Education in the same university. He works as educator and creative designer and photographer.