

**CHARACTERIZING LEVEL IV STUDENTS' USE OF ENGAGEMENT RESOURCES
IN ACADEMIC WRITING IN ENGLISH:
AN EXPLORATORY STUDY FROM A SYSTEMIC FUNCTIONAL PERSPECTIVE**

This thesis is submitted on December 2017

A thesis submitted to Universidad del Norte in partial fulfillment of the requirements of
the degree of Maestría en Enseñanza del Inglés

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Abstract

An important aspect of successful academic writing involves establishing a dialogical space through proper interaction with readers and acknowledgment of other sources and ideas. In the Systemic Functional Linguistics framework, this interactive function of language is studied within the ENGAGEMENT subsystem of the APPRAISAL system. Given that university students, including students at Universidad del Norte, must master academic writing skills to demonstrate analytical skills, share knowledge and become full members of the academic community, it is necessary that they also master the use of ENGAGEMENT resources. Despite the importance of interpersonal resources, this linguistic function has not been assessed in the English programs at Universidad del Norte. Therefore, the aims of this study are to characterize the language resources denoting interpersonal ENGAGEMENT meanings and to describe the ENGAGEMENT patterns that emerge in Level 4 EFL students' exposition texts at Universidad del Norte. For these purposes, a qualitative analysis of 20 Level IV short exposition opinion paragraphs belonging to two different topics was undertaken. Results show a higher frequency of Monoglossic, Deny, Counter and Entertain resources. However, the distribution of these resources varies per topic and student. The analysis of rhetorical stages showed results that differed depending on the prompt. One prompt showed a majority of Monoglossic thesis statements and contractive resources in arguments and conclusions. The second prompt showed a majority of Entertain thesis statements while arguments show a majority of Monoglossic statements with the bulk of Entertain resources grouped in a few students' paragraphs. Pedagogical implications for teaching suggest that students need higher awareness of interpersonal resources earlier in the curriculum and increased dialogically focused feedback from teachers.

Acknowledgements

I would like to thank my mother and sister. Thank you for your encouragement and for helping me be the best that I can. To my dad, I know you would have been proud of me.

I would like to thank my tutors Norma Barletta and Jesus Guerra for their patience, support and guidance.

I am greatly indebted to Jenn Gooding, Walter Andion, Kristine Adams, and Johana Avila for their friendship and words of encouragement without which I would not have been able to complete this study.

Special thanks to my graduate classmates and colleagues for their camaraderie and support.

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Introduction

Learning to write academically is a necessity for many higher education students across the world. Through academic writing, students can demonstrate knowledge and critical thinking, expand their knowledge beyond the classroom, and prepare for future membership in professional disciplines (Curry & Lillis, 2005). Traditionally, learning to write academically has involved learning to deploy the academic conventions of the specific text types (Swales, 1990) in addition to having a command of linguistics forms. Although these “are an important aspect of creating shared meanings” (Curry & Lillis, 2005, p. 13), increasing research in the social dimension of writing has highlighted the role of interpersonal strategies such as reader-writer relationships and author positioning in the construction of effective academic writing texts (Gordon & Myskow, 2012; Swales, 2004; Hood, 2010). Through these interpersonal strategies writers construe authorial identities and ideal audiences for their texts (Martin & White, 2005).

For some foreign language students, however, effective academic writing is a challenge that can potentially threaten their full membership into academic and professional disciplines as well as their identity construal. These challenges may be due to syntactical, lexical and rhetorical issues, which may stem from their L1 ‘schemata’ (Swales, 1990), and which can impede students’ ability to communicate their ideas with clarity. However, another challenge impeding effective academic writing may be that specific instruction in interpersonal strategies may be neglected. Research on L2 teacher feedback has shown an emphasis on linguistic features such as correct sentence construction, lexical accuracy, and spelling (Lesky, Cumming & Silva, 2008) and little explicit feedback on interpersonal strategies which could be tied to a lack of instruction on interpersonal resources from the start. It is this teacher emphasis on form

or structure as opposed to ‘meaning’ and ‘choices’ (Martin & White, 2005) that has informed the present study.

Therefore, using the Systemic Functional Linguistics (henceforth SFL) framework as put forth by Martin and White (2005), this research analyzes the interpersonal strategies deployed by pre-intermediate EFL university students in their academic writing efforts. In particular, it focuses on the engagement subsystem features of authorial positioning, reader-writer relationships and writer alignment choices.

My study focuses on a group of students’ writings from Universidad del Norte, a higher education institution in Barranquilla, Colombia. The Universidad del Norte has as its core mission to prepare professionals that will influence the expanding development of Colombia through their presence and action in the Caribbean Coast (Universidad del Norte, 2015, Mission section). The Universidad del Norte aims to fulfil this demand for qualified professionals by preparing students through its various academic departments and the Instituto de Idiomas, which is the division in charge of teaching English and other modern languages. The Instituto offers credit courses for business and international affairs students and non-credit courses for all other students. Courses’ syllabi list the Instituto’s aims and goals as follows:

“Through an emphasis on skills within an integrated approach, the program aims to develop the general, academic, and technical language of students. The goal of the program is to graduate students with a high-intermediate level of English, equivalent to the B2 level of the Common European Framework (CEF) and as determined by their score on the TOEFL ITP.” (See Appendix A for Level 4 syllabus)

The English program consists of 8 levels. According to the Instituto de Idiomas English Language Program Overview (n.d.), the program has three focus areas which are language, academic skills and content based (See Appendix B for language program overview). In the present study, short exposition texts were collected from Level IV courses which have a language focus. This means the courses have an emphasis on language skills, vocabulary, grammar, and language learning strategies. The language proficiency goal of this course is a level B1.1 which is a low, pre-intermediate level as per the Common European Framework of Reference for Language (CEFR). As per the class syllabus, learning outcomes for writing include writing a well-organized basic exposition paragraph explaining a familiar topic, using appropriate mechanics (e.g. capitalization and punctuation), and using simple, compound and compound-complex sentences.

While there are quite a few studies addressing written academic discourse analysis on the topic of engagement resources, the number of studies is limited yet varied. A good number of studies has focused on analyzing writing products of advanced writers such as graduate students (e.g., Chang, 2015), and published works (e.g., Cheng & Unsworth, 2016; Pho, 2008; Pho, 2013), but few studies have undertaken the task of analyzing early student writing samples. I believe that by studying the writing products of more advanced writers, some research studies have taken a results based approach. By analyzing early student writing samples, an anticipatory or preventive stand can be taken as opposed to a remedial after-the-fact approach. Hence, of greater pertinence to my proposed study were the studies focusing on less advanced and novice students.

Studies addressing less advanced and beginner writing were found across disciplines such as sciences, geography, political theory, and economics; and language contexts such as L1, L2,

and EFL (e.g., Chang & Schleppegrell, 2011; Lancaster, 2016; Lee, 2006, Swain, 2009; Wu, 2007). However, to my knowledge, there seem to be no EFL studies done on engagement resources in tertiary institutions in Colombia and certainly no engagement studies have been done at Universidad del Norte. Consequently, there is no knowledge on what authorial positioning lower level EFL students at Universidad del Norte generally tend to adopt and how they enact social relationships with their intended readers through their written texts. With this knowledge of students' L2 engagement writing resources, teachers can devise more appropriate teaching strategies to help students move forward in their writing process.

The benefits of understanding how these students grapple with authorial positioning and Acknowledgement of other views may be of use for several reasons. First, the proposed writing corpus belongs to Level Four students, which at Universidad del Norte is the halfway point in the overall English program. Analyzing Level 4 students' writing samples would help assess their progress midway through the program and establish a baseline knowledge of our students' current practices in acknowledging other authors and ideas.

Second, given that no explicit instruction on engagement resources is given to students up to Level 4, findings could also draw implications as to the appropriate time to introduce students to engagement resources in earlier courses. This is because if students naturally demonstrate the underpinnings of authorial stance at the early levels, teachers could capitalize on this and formally introduce these resources earlier throughout the English program.

Third, learning to deploy engagement resources could help students transition from peripheral membership towards full participant status in the academic enterprise (Lave & Wenger, 1991) which would be in alignment with the language curriculum at Universidad del Norte. It would also be in alignment with the Colombian Ministerio de Educación Nacional

(MEN) which instituted the Programa Nacional de Bilingüismo (2004-2019) with the goal of ensuring that Colombian citizens develop communicative skills in English in order to become competitive in the global economy and open to global communications and cultures (Ministerio de Educación Nacional, 2006).

In summary, by exploring current use of engagement resources, teachers can understand how to approach teaching practices and students can benefit by adopting better practices early in their writing efforts. Additionally, students can potentially develop a stronger command of English language choices thus, fulfilling institutional and national educational standards. Last, by exploring engagement resources students can develop greater awareness of the power of language and become more critical language users.

With this in mind, the purpose of my study is to characterize students' use of engagement resources and provide a descriptive account of distributional frequencies in an attempt to draw pedagogical implications for the future. Research questions guiding this study are:

1. What are the lexico-grammatical resources through which Level 4 learners realize different forms of engagement in exposition argumentative texts?
2. What are the patterns of engagement across stages in students' exposition argumentative texts?

The specific objectives for the study are as follows:

1. To describe the lexico-grammatical resources through which Level 4 learners realize different forms of engagement in exposition argumentative texts.

2. To identify prosodic patterns of engagement in students' exposition argumentative texts by locating the engagement occurrences and interactions with prospective readers in students' texts.

The present study thus, aims to answer these research questions and fulfill the specific objectives. Chapter one describes the theoretical background covering the frameworks of academic literacy and Systemic Functional Linguistics that inform the study. It also discusses the literature reviewed. Chapter two explains the context of the study, writing tasks, and the methodological procedures followed to analyze the written corpus. Chapter four describes and discusses results. Chapter 5 offers limitations of the study, pedagogical implications, future research opportunities and conclusions.

Chapter 1: Theoretical Framework

In this chapter the conceptual theories underpinning the study are discussed starting with literacy and followed by the SFL and the engagement subsystem from the Appraisal System. A literature review of pertinent studies follows the theoretical framework.

Academic Literacy

The literacy model that inspired this study is Halliday's (2007) seven levels of literacy. Recognizing these various levels of literacy helped to guide the study away from a focus on error correction of lexico-grammatical forms and towards a focus on interpersonal meanings.

Halliday offers a functional framework to define what it means to be literate. According to Halliday (2007), the term literacy has been appropriated by disciplines other than linguistics to signify having knowledge of any given specific domain. He argues that the term can be defined in such broad terms as to "refer to effective participation of any kind in social processes" (p. 98) due to being associated with both spoken and written discourse and less with reading and writing as it was originally defined. However, he argues for the need to see literacy in terms of reading and writing and as such offers 7 linguistic levels from which to approach literacy. Although these levels show an increase in complexity, he argues that learners can enter the process of literacy at any level. Thus, these levels of literacy can place language users in a developmental continuum but do not require users to start at the base level or to achieve literacy in a specific order. The levels are defined in terms of increasing complexity of written language from mark making into a recognized system and language and not in terms of increasing cognitive abilities.

The first level defines literacy as a physical action and not as a mental process of knowing. That is to say, literacy means "writing language down" (Halliday, 2007, p. 99). Thus, in this first level, being literate is equated with being able to translate thoughts and spoken

discourse into marks on a surface and then being able to recognize these written marks and the resulting patterns emanating from bringing abstractions into the physical realm. The recurring use of these emanating patterns results in organized and distinct systems.

The second level of literacy then refers to understanding how the systems work and being able to use them and to create new forms. However, the first and second literacy levels raise the questions on whether writing emanates from speaking and whether or not writing can effectively convey spoken discourse. These questions are seen as referring to the nature of written language itself which become the third level of literacy.

In the third level, being literate is to recognize the features of the written mode as distinct from spoken language. These features include ways in which written text showcases not only lexico-grammatical and interpersonal patterns, but more importantly, how it showcases the organization of ideational meanings through features such as lexical density and nominalizing (Halliday, 2007). Thus, literacy also refers to the ability to recognize differences and similarities between written text and speaking. These differences extend to both implicit and explicit text features.

In the fourth level of literacy, Halliday (2007) argues that literacy is the “construction of an objectified world through the grammar of written language” (p. 110). He explains that spoken discourse is built around the clause which “construes reality as processes” such as “actions, events, mental processes and relations” (p. 109). On the other hand, writing is built through nominalizations which “construe reality as entities” (p. 109). Through the process of writing, using a system we created, and through strengthening the differences between spoken language and written text, we arrived at certain conventions that characterize writing as fixed, both literally and figuratively. This is because written language is used to express itself in terms of

concepts and less in terms of actions as in spoken discourse. This means that written text has the power to create new meanings. Halliday then concludes that it is at this level that differences emerge between educational knowledge, which results from spoken and written interactions, and common sense knowledge, which results only from verbal interactions (Halliday, 2007). This implies that at this level of literacy there is wide distinction between written and spoken discourse, that these differences have been made into conventions, and that there is an expectation to fulfill such conventions. Furthermore, through the use of these conventions we create worlds which we may or may not belong to and if we do, it creates varying degrees of belonging.

The fifth level refers to technology of literacy. Halliday argues that the first incarnations of technology served to separate spoken from written language. However, currently, technology is acting to once again unite them by lessening the “consciousness barrier” of the different systems and processes that constitute writing and speaking. Literacy is being able to use technology to participate in communicative endeavors but also being able to participate in the new realities that technology creates (Halliday, 2007). Thus the immediacy provided by technology is closing the gap between how what is said is put into writing. In the process technology is creating new conventions and being literate means the ability to join in and use such conventions.

Halliday (2007) argues there are many visual symbols that do not belong to the lexis of written language but because they are verbalized nonetheless, these visual symbols need to be analyzed alongside written text. These visual symbols include maps, charts, graphs, and others. Thus the 6th level of literacy refers to the ability of verbalizing these non-linguistic items and coping with the new and lost meanings derived from the activity of verbalizing them. This

emphasizes the idea of literacy as being broader than the only ability to read and write using the symbols of the language.

The last literacy level places written language within a cultural context. Halliday explains that the needs of the cultural context create a need for writing and in turn writing creates cultural artifacts and thus, culture itself. Halliday (2007) states that “to be literate implies construing in both directions, hence constructing a relationship between text and context that is systematic and not random” (p. 118). Thus, citing Malinowski’s concepts of ‘context of situation’ and ‘context of culture’, Halliday argues that the context creates written texts features and at the same time these features denote the context in which the text was created.

Halliday’s literacy framework is useful to explain students’ writings. On the one hand, it grounds different levels of performance at different levels of literacy. This could be construed as different developmental stages as long as they are not seen as progressive stages of development but only as different placement in a literacy grid so to speak. Literacy is not then a developmental continuum and students cannot be seen as progressing towards higher levels. This explains how some students are able to use academic language in their writing at the same time that they have syntactic errors. Or how some students can understand and explain charts and maps but write using spoken discourse features. By the same token, seeing students writing from this functional perspective creates opportunities to evaluate students’ writings in terms of how well they have adopted written conventions and less in terms of errors. Thus, students need to be made aware of the differences in discourses as well as to be made aware of the conventions of academic writing they are expected to comply with to be accepted in the academic reality to which they seek to belong.

The Systemic Functional Linguistics Model of Language

The SFL model of language, developed by Michael Halliday, studies language in use, its variations according to context and the inner workings reflected in its surface structure (Eggins, 2004). The model is in contrast to formal prescriptive language theories which focus on providing rules for how language should be used. According to Eggins (2004), SFL views language as “a semiotic system, a conventionalized coding system, organized as sets of choices” (p. 3). This means that we, as language users, have an array of language resources to choose from for each of the social situations that we find ourselves in. The social context of each situation dictates what language resources are appropriate to achieve communicative purposes.

A functional analysis of language is validated by the close relationship between language and context. This relationship is evidenced by people’s ability to extrapolate context from a text and to anticipate language elements for a given context. It is also evidenced by the ambiguity of texts taken out of context (Eggins, 2004). SFL studies what layers of context influence language and what language resources are influenced through context. There are several levels of context but systemic linguistics offers three main ones which correlate with Register, Genre and Ideology. Register refers to ‘context of the situation’ which is given by the immediate surroundings of language use. Genre refers to the cultural influence over people’s language decisions (Eggins, 2004). In other words, genre refers to culturally prescribed patterns of language use that inform the accomplishment of particular social purposes. Register, on the other hand, refers to the specific configuration of a situated communicative event. It is determined by the interplay of three variables which are field, tenor and mode. Field refers to the topical content of the exchange; tenor refers to the relationship established through the exchange, and mode, to the way that information is organized according to the means of communication (Eggins, 2004).

These three variables, in turn, are determined by three recurrent types of meanings, known as metafunctions: ideational, interpersonal and textual.

The ideational metafunction entails language's ability to represent reality as objects, entities and logical relations. The interpersonal metafunction establishes relationships such as for example, relationships of power and solidarity. It also expresses feelings in terms of attitudes. The textual metafunction is concerned with the modalities through which interpersonal and ideational meanings are conveyed (Halliday & Matthiessen, 2004).

As mentioned in the introduction, I will be analyzing students' writings using the engagement framework which helps construe interpersonal meaning. Therefore, I will now focus on defining the engagement framework.

Engagement Subsystem

Engagement analyzes writers' degree of acknowledgment of other authorial voices, how writers align or not with others' value positions, and how writers anticipate readers to align with their proposed value positions or stance. Along with Attitude and Graduation, it conforms the Appraisal System which is a discourse semantic set of resources that construe power and solidarity. The Appraisal system, in conjunction with Negotiation and Involvement, helps construe the interpersonal or intersubjective meaning of a text or locution (Martin & White, 2005). Through engagement, writers join a dialogic relationship with previous utterances and a community of value position holders. This follows Bakhtin's and Voloshinov's dialogism which sees all utterances whether spoken or written as reacting to or in communication with previous utterances, and interacting with "actual, potential or imagined readers/listeners" (Martin & White 2005, p. 92).

Through engagement, writers also construe an ideal reader and build solidarity. The ideal

reader is construed as the writers anticipate or take for granted that readers will agree or not with the writer's proposed stance (Martin & White, 2005). The writer construes readers by taking for granted readers' alignment, anticipating disagreement, and assuming the need to elaborate (Webster, 2009).

Solidarity takes place as writers demonstrate tolerance with others' opinions through their chosen language resources. In terms of alignment/disalignment, writers/speakers construe Solidarity in texts when they acknowledge differing points of views. However, Solidarity implies a deeper meaning. Martin and White (2005) write:

Thus solidarity can turn, not on questions of agreement/disagreement, but on tolerance for alternative viewpoints, and the communality into which the writer/speaker aligns the reader can be one in which diversity of viewpoint is recognized as natural and legitimate. (p. 96).

Hence, when writers/speakers make clear their value positions, they can also demonstrate the acceptance or tolerance for alternative value positions. This construes solidarity with the communities with which the writer aligns or disaligns. Thus writers are seen as construing social relationships in their use of language resources.

Following Bakhtin's notion of dialogism, Martin & White categorize all locutions as Monoglossic or Heteroglossic. The communicative interactions of acknowledging and aligning/disaligning established by the writer with the reader and society in general, construe a 'Heteroglossic' background for the text.

While Heteroglossic utterances engage with other voices, Monoglossic utterances do not. Monoglossic utterances, also known as bare assertions, are seen as common sense assertions and are declared categorically. However, a distinction can be made between bare assertions which

the writer assumes as taken for granted, aligning with the reader, and bare assertions that are then supported or defended throughout the co-text or supporting text. Although Monoglossic, bare assertions of this second type help to construe a reader who may not be aligned with the writer's stance and may need to be won over (Martin & White, 2005). Monoglossic utterances are thus seen as having no dialogical functionality per se unless the writer goes on to support the utterance. On the other hand, Heteroglossic utterances are seen as having an expansive or contracting dialogical functionality which will be defined below.

Dialogical Functionality of Language Resources

Heteroglossic resources are categorized under two broad choices denoting a dialogical functionality. These categories are Expansion and Contraction. Expansion utterances are those in which the writer acknowledges other authoritative viewpoints accepting them as one of several (Martin & White, 2005). In this way, these locutions expand the intersubjective functionality of the text by expanding the intersubjective positioning and integration with respect to other authorial voices. In other words, through expansion utterances, writers ground their assertions in their own subjectivities implicitly accepting the subjectivity of others and thus increasing dialogicity. Heteroglossic Contraction utterances on the other hand, are such in which the writer acknowledges other views but either accepts them as the only position, ruling out others, or rejects them altogether. The writer presents propositions as true and aligns with the introduced authorial voice (Martin & White, 2005). In this way, utterances are seen as reducing or contracting the intersubjective positioning of the text.

SFL offers a taxonomy that further classifies utterances depending on their expansive or contracting dialogical functionality.

SFL Taxonomy of Engagement Meanings

The engagement category of meanings classifies ways in which writers Acknowledge prior utterances, alternative viewpoints and anticipate responses. Figure 1 shows an overview of the various categories making up the engagement system of meanings which will be explained in more detail below.

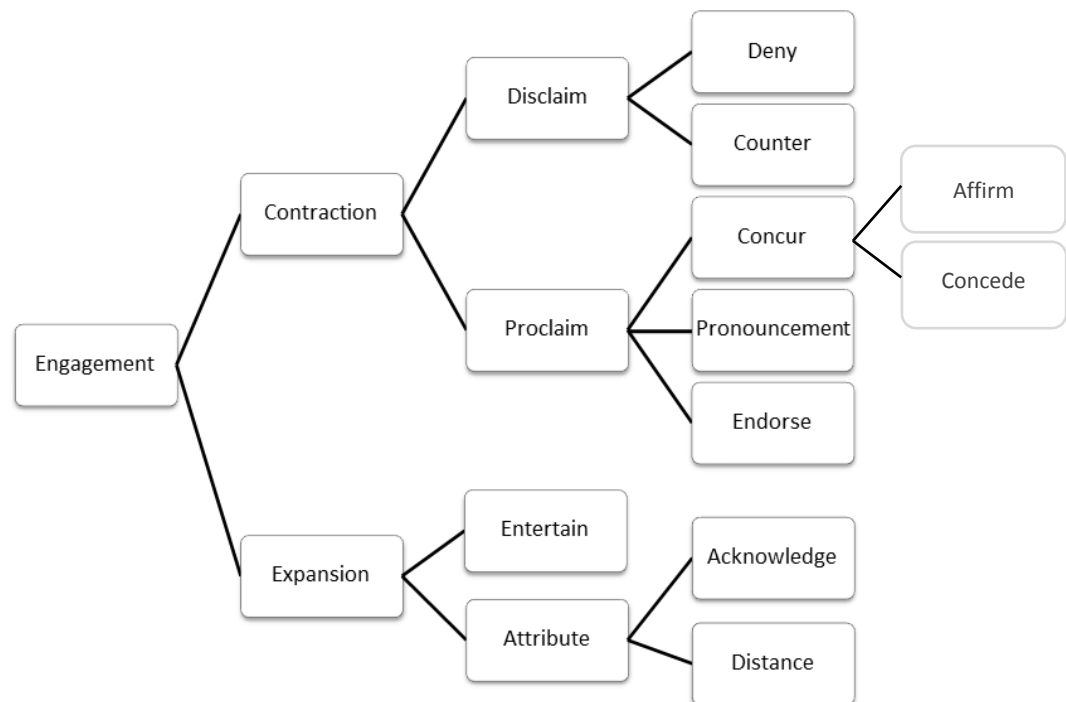


Figure 1. SFL Taxonomy of Engagement meanings.

This figure illustrates the various categories classifying engagement degrees materialized through lexico-grammatical choices. Adapted from *The language of evaluation: Appraisal in English*, by J. R. Martin and P. R. R. White, 2005, New York: Palgrave MacMillan.

As it can be observed, there are several categories and subcategories of engagement meanings. Table 1 illustrates examples of lexico-grammatical resources belonging to each category and examples from students' paragraphs. This is followed by an explanation of each category's dialogic functionality.

Table 1. *A Taxonomy of Engagement Realizations*

Category	Lexico-Grammatical Resources	Examples from Students' Paragraphs
Monoglossic		The change in global weather is affecting in a bad way the societies
Heteroglossic		
Contraction		
Disclaim: Deny	No, didn't, never	In Barranquilla people <u>don't use</u> bicycle to go to any place
Disclaim: Counter	Yet, although, amazingly, but	<u>But</u> we should know that all these consequences we did possible.
Proclaim: Concur: Affirm	Naturally, of course, obviously, etc.	In Colombia, climate change is <u>obvious</u> in the high temperatures in all cities
Proclaim: Concur: Concede	Admittedly....[but]; sure.... [however] etc.	<u>Admittedly</u> that there are many ways to do our activities <u>but</u> with computers, Many of this activities are too easy with a computers
Proclaim: Pronounce	I contend, the facts of the matter are..., indeed	finally <u>its important to know how</u> many damage people of Barranquilla are caused to environment
Proclaim: Endorse	The report demonstrates/shows/proves that...	<u>Statistics shows</u> that it's devices will increase the consumption at 300 %
Expansion		
Entertain	Perhaps, it's probable that, this may be, must, it seems to me, apparently, expository questions	Computers <u>could increase</u> the careers in the future
Attribute: Acknowledge	X argues that, many X believe that, it's said that, the report states...	<u>scientist says</u> that world will be dominate for the computers
Attribute: Distance	X claimed	"Tickner <u>has claimed</u> , that regardless of the results..."

Lexico-grammatical resources taken from *The language of evaluation: Appraisal in English*, by J. R. Martin and P. R. R. White, 2005, New York: Palgrave MacMillan.

Within the Contractive dialogical functionality there are two categories of engagement

which are DISCLAIM and PROCLAIM. Each has several subcategories which will be described below.

DISCLAIM meanings reject or replace dialogic alternatives or consider them inapplicable. There are two Disclaim subcategories: Deny and Counter.

DISCLAIM-DENY formulations are 'maximally contractive'. They simultaneously negate a position and by virtue of the negation acknowledge its implicit positive version. Thus it is dialogistic at the same time that contracts the dialogical space. Deny formulations construe a putative reader in two ways. If the writer denies a 3rd party value position and goes on to offer supporting arguments, the writer may be construing a reader that may be aligned with the 3rd party and may need to be won over via arguments that may be confrontational. The second type of writer-reader relation is construed through implicit negations which are corrective as opposed to argumentative and construe a reader that may not be as knowledgeable as the writer. This expresses sensitivity towards readers' inaccurate ideas and establishes solidarity.

DISCLAIM-COUNTER: These formulations are dialogistic in that they replace or Counter an expected proposition. Countering is conveyed through conjunctions, connectives, adverbials and adjuncts and construes an aligned reader.

PROCLAIM realizations are a separate contraction category which limits the dialogical functionality of utterances. It has three subcategories which are Concur, Pronounce, and Proclaim.

PROCLAIM-CONCUR realizations construe an alignment between the writer and the putative reader through the use of expressions such as of course, naturally, not surprisingly, admittedly, etc. Concur is also conveyed through rhetorical questions of the type in which the addressee is expected to agree with the writer. These are dialogistic because they establish a

dialogue with an agreeable putative audience, but they are contractive because they present the propositions as globally accepted (Martin & White, 2005). In other words, the propositions exclude alternative views disagreeing with what the writer presents as taken for granted. These types of Concur are known as affirming Concurrence. A second subtype of Concur is conceding Concurrence which is characterized by Concur realizations that are followed by a Counter expression. In these cases the writer accepts or validates a proposition thus building solidarity, only to dismiss it with a Counter proposition immediately after.

PROCLAIM-ENDORSE realizations present value propositions which are attributed to a source and presented by the writer as fact, thus, aligning with the source of the proposition. Endorse differs from the expansive Attribute-Acknowledge in that with Acknowledge, the writer establishes a separation from the source of the proposition, presenting it as one of many. On the other hand, with Endorse, the writer is invested in the proposition, which contracts the dialogical space.

PROCLAIM-PRONOUNCE refers to instances in which the author's explicit textual interpolation emphasizes a value proposition indicating a writer's heightened investment in the proposition. The implication is that the overt assertion is in response or in conflict with differing propositions. Thus, Pronounce realizations both Acknowledge and challenge or dismiss Countering value propositions and reduce dialogism. Pronouncements may challenge a position held by the reader in which case solidarity is diminished. However, when Pronouncements challenge a 3rd party source in the text on behalf of the reader, solidarity with the reader is increased. Pronouncement realizations can be subjective or objective and explicit or implicit. Subjective Pronouncements are specifically grounded in the author's subjectivity and can be explicit through a top-level clause or implicit via a sub-clausal element. Objective

Pronouncements hide subjectivity through impersonalized realizations.

Dialogically expansive categories include Entertain and Attribute.

ENTERTAIN is a dialogically expansive category in which the writer indicates consideration of alternative value propositions. Entertain resources include modals of probability, modal auxiliaries, adjuncts, Attributes, circumstances, mental verb/Attribute projections, evidence/appearance postulations and rhetorical questions of the type that do not expect a response. These realizations are not seen as expressing doubt in the veracity of the proposition but as grounded in the writer's subjectivity and as such, they are considered dialogistic.

ATTRIBUTE realizations ground the value propositions being put forth in the subjectivity of a third party or external source through the use of indirect and direct reported speech and thought. There are two sub-categories which are Acknowledge and Distance.

ATTRIBUTE ACKNOWLEDGE formulations ground propositions externally through the use of reporting verbs and do not indicate the writer's stance towards the proposition by either advancing or undermining it. They are dialogistic because the writer engages with someone else's proposition establishing a communicative interaction and because by grounding the proposition in another's subjectivity, they construe the proposition as one of several.

ATTRIBUTE DISTANCE realizations clearly Distance the writer from the value propositions put forth by the writer, and it is achieved through the use of the reporting verb "Claim" and scare quotes. Distance differs from Acknowledge in that it explicitly declines responsibility for the value proposition.

Table 2 below offers a summary description of all engagement categories with their respective dialogical functionality, subjectivity placement, and reader construal characteristics.

Table 2. SFL Engagement Categories: Dialogic Functionality, Subjectivity Placement and Reader Construal.

	Category	Sub-category	Dialogical Functionality Towards Alternative Value Propositions	Value Proposition's Subjectivity Placement	Reader Construal
C O N T R A C T I O N	Disclaim	Deny	Rejects proposition.	Author	Reader is anticipated as not aligned with author and may need convincing
		Counter	Contradicts an expected proposition.	Partly author, partly readership	Reader is aligned
	Proclaim	Concur	Agrees with propositions and construes it as universal.	Partly author, partly readership	Usually reader is aligned. In Conceding Concurrence alignment is problematic
		Pronounce	Challenges or Dismisses proposition. Author is highly invested in proposition.	Grounded in authorial subjectivity: objective, subjective, explicit, implicit	Reader is not aligned or reader is aligned when author challenges a 3rd party on behalf of reader.
		Endorse	Acknowledges proposition and excludes alternatives. Shares responsibility with source.	Grounded in authorial subjectivity	Reader may be aligned or not.
E X P A N S I O N	Entertain		Entertains other propositions or takes them into consideration.	Grounded in authorial subjectivity	neutral
	Attribute	Acknowledge	Acknowledges proposition but author's position towards it remains neutral.	Grounded in 3rd party authorial subjectivity	neutral
		Distance	Acknowledges propositions but author Distances from it. Does not share responsibility with source.	Grounded in 3rd party authorial subjectivity	no alignment

Adapted from *The language of evaluation: Appraisal in English*, by J. R. Martin and P. R. R. White, 2005, New York: Palgrave MacMillan.

Review of the Literature

As previously mentioned in the introduction, despite the growing research in interpersonal strategies and the specific subsystem of engagement, SFL studies on EFL contexts lag behind L1 and L2 studies. Furthermore, I found no studies focusing on pre-intermediate English students in the Colombian higher education or Universidad del Norte context.

In this section I present five studies which are relevant for my proposed study as they illustrate the use of varying engagement resources by novice writers in comparison to more advanced writing in L1, L2 and EFL contexts. What differentiates these from the present study is that their corpus consists of argumentative genre essays written by students with a high command of the English language while this study's corpus consists of paragraphs written by pre-intermediate ESL learners.

One aspect that made the literature search more complex was the variety of terms used in the current literature to refer to reader-writer relationships and author alignments. Such terms included authorial stance, interpersonal stance, voice, dialogical alternatives, and intersubjective positioning. While four of the studies reviewed below specifically use the engagement framework to refer to reader-writer relationships, Aull & Lancaster's (2014) study refers to this relationship as 'Stance' and does not offer detailed engagement categorizations. However, their study was considered relevant because the authors use SFL as their framework and because the study describes lower and upper level writings and the features students used to construct an academic stance.

Several studies were found which focused on aspects such as students' use of external sources and persuasiveness (e.g., Ting, Raslie & Jee, 2011). However, while these features can

be studied for their dialogicity, the studies were outside the SFL perspective and thus, were not considered.

The Studies

One study investigating the engagement patterns emerging from students' argumentative writings was done by Miller, Mitchell, and Pessoa (2014). In this study, the authors compared seven high-graded (HG) and seven low-graded (LG) first-year students' argumentative World History writings at a university in Qatar. Texts were compared in terms of how students recognized alternative historical perspectives, how they incorporated alternative voices, and how they used concession and Counter resources. Findings showed that when using Attribution resources, HG students incorporated other authors' views mid-way through their essays. These alternative voices were preceded by Monoglossic statements and were followed by Endorse statements which allowed students to offer their own interpretations and to build-up their arguments. In contrast, LG students used more Monoglossic statements and Proclaim: Pronounce moves. LG students acknowledged other voices toward the ends of essays and did not offer their own interpretations. LG students also had problems using Counter and Concede+Counter move patterns which the authors saw as weakening the students argument due to the fact that in attempting to show contrast, many times students contradicted themselves and offered conflicting views of the reader.

In another study, Aull and Lancaster (2014) analyzed frequency patterns of stance features. They also analyzed what these patterns revealed about academic writing expectations in relation to stance construction, and which expectations seemed difficult for students to achieve. For this purpose they collected 4,032 first year (FY) university-entrance argumentative essays and 615, 3rd and 4th year students' (UP) argumentative essays, critiques/evaluations and

response papers from University of Michigan and Wake Forest University combined. Additionally, they compared these with published writings from approximately 100 peer-reviewed journals from the Contemporary American English (COCA) corpus. They used AntConc, a free concordance program, and contextual analysis of selected samples focusing on stance features which the concordance program revealed as increasing or decreasing between FY and UP and published writers. Their findings revealed that most FY students used hedges (e.g., possibly, generally) and boosters (e.g., very, certainly). However, FY students presented marked differences in their use of these and other stance features in comparison with other writers in the study. For example, FY students used boosters and adversative connectors (e.g., however, but) with higher frequency while UP and published writers used hedges, code glosses (e.g., in particular, put another way), concessions and contrast connectives (in contrast, alternatively) with higher frequency. What these frequency patterns revealed about academic writing expectations and how students were able to fulfill them is that FY students were able to establish a stance towards a particular proposition but demonstrated a lack of awareness of other's views and voices. On the other hand, UP students' writings showed increasing writing complexity by demonstrating awareness of other voices and precision in their writing, thus, putting forth a dialogically expansive stance, which FY students had difficulty in achieving.

In another study done independently, Lancaster (2016) focused on argumentative writings from Wake Forest University students in two different disciplines: Economics and Political Theory. His purpose was to ascertain what dialogical stance positions, in addition to writing critically, were valued across both disciplines. His framework followed mainly Hyland's (2005) model of stance which differentiate between writer and reader oriented features. He focused then on 'writer-oriented' (p. 19) features which in this model include hedges, boosters,

and self-mentions and did not focus on ‘reader-oriented’ features or engagement devices such as reader pronouns, directives, questions, shared knowledge devices and asides. He did, however, include analysis of Disclaim markers of Counter-expectancy (however, but, nevertheless) concession (it is true, of course, certainly...but) and denial (it is not that). He did this by doing a comparative study of 92 graded papers from an Economics class and 42 papers from a Political theory class. The papers were separated into low grade (LG) and high grade (HG). A sample of the papers was analyzed for organizational stages patterns. Then, targeted searches for specific stance categories were conducted using AntConc. Third, Lancaster analyzed the relationship between stance choices and rhetorical purposes established as essay requirements by instructors.

His findings indicated that the needs of each disciplinary genre called for students to use differing stance choices resulting in the Economic papers being more interactional towards other authors and ideas and Political Theory papers being more evaluative. Students who received high grades were those that made use of linguistic features such as hedging, attitudinal evaluations and Disclaim markers (but rather, however, this does not mean, it is not). These HG students were seen as expressing ‘critical Distance’ and ‘discoursal alignment’ (p. 21), being more inclusive of other authors and anticipating readers’ reactions in greater quantities than LG students. Despite the high grades, these features were not asked of students in rubrics. Thus, the author correlated the use of stance resources to teacher expectations of quality stances even if teachers did not have the lexical vocabulary to call them by the SFL terminology.

Wu (2007) studied evaluative patterns of expressions in undergraduate geography essays in correlation to grades and teacher feedback. More specifically, she analyzed how engagement patterns of use aided in students’ construal of problematization using contrastive data to support conflicting positions in their argumentative essays. The corpus included 27 high grade (HG) and

low grade (LG) argumentative geography essays from non-native English speakers at National University of Singapore. Essays were 2000 words in length.

In this study, students received instructions regarding the importance of topics, research, and use of primary and secondary data to support their arguments. Essays were graded paying attention to originality, quality of introduction and a conclusion that summarized main arguments. Wu (2007) validated her analysis via intrarater analysis which involved her analyzing the data for engagement markers a second time but two months apart.

As in other studies reviewed above, her findings showed two main patterns. HG students used more Attribute markers and less Monoglossic statements than LG students. Even when stating their hypothesis, HG essays were able to construe dialogically expansive statements via Entertain resources. Additionally, when introducing contrastive data, HG students used a higher number of Disclaim:Counter and Disclaim:Deny resources. HG students also used a higher number of Proclaim:Endorse. In the meantime, LG students used Proclaim:Pronounce resources more frequently which to Wu (2007), seemed to indicate LG students proclivity for validating their own ideas.

Another study closely resembling my proposed line of inquiry is Liu's (2014) graduate thesis, *Engaging with Dialogic Alternatives in ESL Argumentative Paragraphs: Systemic Functional Linguistic and Teacher Perspectives*. In her research, Liu studied the use of engagement resources in 14 short, argumentative paragraphs from a pre-university, ESL, writing class in Canada with the purpose of understanding the students' use of dialogical resources. The research had a mixed method approach in which she also analyzed class instructor's value placement on the students' use of engagement resources in order to draw more complete pedagogical implications. The writing corpus consisted of essays ranging from 200 to 1063

words. First, these essays were broken down into genre stages of thesis, arguments and reiteration. Second, essays were quantitatively coded for the 9 engagement resource categories of Monoglossic, Deny, Counter, Concur, Counter, Endorse, Entertain, Acknowledge and Distance. Third, essays were analyzed by exploring patterns of engagement resources in specific essay stages, variation of lexico-grammatical realizations per engagement categories, and variation of meanings within engagement categories. Liu's (2014) study findings showed that students used a greater number of combined Heteroglossic resources than Monoglossic resources. However, when analyzing Heteroglossic sub-categories individually, the study showed students used Monoglossic and Entertain resources with the most frequency. This suggested both a high degree of assertiveness from some students and high dialogicity from others. Furthermore, the most frequent Entertain resources used were modalization (e.g., will, should) and personalization (e.g., I think, in my opinion). Another frequently used resource was Disclaim. Proclaim resources were used infrequently while Attribute resources were rarely used.

In regards to engagement resources valued by the instructor as per essay comments and teacher interview, findings highlighted the teacher's unknowingly high regard for Monoglossic statements which he only categorized as assertive, clear and direct. Heteroglossic categories such as Attribute, Counter, Concur and Entertain were also valued and construed by the teacher as 'nuanced' (p. 100). In her implications, Liu (2014) concluded that there seemed to be a dichotomy between what was valued at the current course (e.g., clear, concise writing or Monoglossic) and what would be valued in more advanced academic writing (e.g., Entertain, Acknowledge, Concessions or Heteroglossic).

Summary

These studies focus on the same topic of engagement and draw useful findings in the way advanced and novice writers use engagement resources. Two commonalities in engagement use emerged from across the studies. First, advanced writers used dialogically expansive features in greater frequency than more novice writers. Second, novice writers in general and some advanced writers demonstrated difficulties in presenting opposing ideas in their arguments. Another aspect that emerged from these studies is that teachers, regardless of SFL terminology knowledge, saw dialogically expansive resources as proof of advanced academic development and thus, gave higher grades to more expansive essays. These findings echo the current theory literature that categorizes advanced academic writers as those being able to successfully weave their arguments with those of others (Hood, 2004). These findings thus, have implications for my proposed study as they set a precedent on successful standards of academic writing stances that I can draw comparisons with.

The literature review, however, seemed to reveal three potential gaps in the research. First, the corpus of these studies consisted of writings from students who had a high command of the English language. Judging by the student examples in the studies, it is apparent that even novice writers had a high level of English proficiency regardless of the context (ESL, EFL, L1). Second, while there are few studies found to take place in an EFL context, to my knowledge, there are no engagement studies on academic writing from pre-intermediate, undergraduate EFL students. Last, and more specifically, I found no studies on engagement resources by EFL undergraduate students in Colombia and much less, a study done in my specific context at Universidad del Norte. Having established a theoretical framework and located the study within the context of existing research, the next chapter explains the methodology and context.

Chapter 2: Methodological Design

The general methodological process for this study consisted of collecting, organizing, and analyzing students' writings, collecting basic quantitative information and drawing in depth qualitative results from the analysis. While ideally the organizing and the analysis steps would have been done separately, the reality was that these steps were done jointly because first, in reading the paragraphs to organize them, it was difficult not to analyze them. Second, it was clear from the start that many of the students' lexico-grammatical realizations were problematic likely due to students' pre-intermediate English proficiency. Some paragraphs had problems with mode coherence as students' clause complexes were so long that they were reminiscent of spoken registers. Some paragraphs also presented problems with internal cohesion which heightened the difficulty in analyzing paragraphs. These issues resulted in an organizing and coding criteria that evolved as paragraphs were being read, which logically resulted in going back to previously coded paragraphs and analyzing them one more time to ensure consistency.

This chapter thus, presents an account of the research methodology process of this study. First, it briefly re-introduces the research questions. Second, it presents the qualitative research design methodology. Third, it describes the context and analysis procedure.

Research Questions and Design Methodology

As mentioned in the Introduction chapter, the purpose of this research is to characterize students' use of engagement resources in short expository academic paragraphs. The study addresses the following two questions:

1. What are the lexico-grammatical resources through which Level 4 learners realize different forms of engagement in exposition argumentative texts?

2. What are the patterns of engagement across stages in students' exposition argumentative texts?

To answer these questions, this study uses a qualitative research design methodology which was considered appropriate as it is concerned with the analysis of qualitative phenomena such as the expressions of attitudes, opinions and behavior (Kothari, 2004; Merriam, 2009), which in the current study are expressed through students' written paragraphs. Qualitative research also allows for rich descriptions, fewer participants and a cyclical or open ended methodology process (Mackey & Gass, 2005) which characterize the current study.

Additionally, this study falls into the category of discourse analysis research design, which "is concerned with the study of the relationship between language and the contexts in which it is used" (McCarthy, 2002, p.5). Because in writing their paragraphs participants had an opportunity to think and make choices on what and how to express their ideas within the constrain of their academic setting, a discourse analysis methodology was thought appropriate as it offers an opportunity to collect insights from their natural discourse with an emphasis on the relationship between form and function (McCarthy, 2002).

Last, as described in depth in the literature review, this study adopts the SFL framework put forth by Martin and White (2005) in order to analyze students' use of engagement resources.

Context and Students

The short paragraphs analyzed in this study were written by twenty randomly-chosen students from ten different EFL Level IV non-credit courses at Universidad del Norte during the January-May, 2017 semester. As explained in the introduction to this study, Level IV writing samples were chosen because the level is midway through the EFL program at the university and

thus, samples would give us information on students' performance half way through students' English studies.

In general, Level IV courses are composed of students with various backgrounds. Some students come from lower level courses while others are taking the course a second time. Other students are new to the university and placed directly in the level via the English Placement Test administered to all students at the start of their career at Universidad del Norte. Despite being in the same Level IV, students' English proficiency varies from student to student; something which was later observable during the analysis of exams.

Students in Level IV met weekly for a total of four hours per week and 64 hours per semester. In addition to writing, the class also focused on reading, listening and speaking skills as well as grammar and vocabulary.

Student Paragraphs

This study focuses on 20 short exposition paragraphs which were randomly chosen from ten different Level IV classes at Universidad del Norte. Paragraphs are considered 'short' because students were required to write one paragraph with ten to twelve sentences. Paragraphs were written in class as the requirement for the writing examination which accounted for 20% of the overall grade.

Previous to the examination, students received instruction based on two different units from the *NorthStar 3 Reading and Writing* textbook: Careers of the Future and Is Our Climate Changing? Reading comprehension exercises, key vocabulary terms and grammar points from both units served as preparation for the written examination. The textbook's grammar points were: future possibility modals (may, might, could) and future time clauses. Additionally,

students received instruction on compound, complex, and complex-compound sentences, author's purpose, and rhetorical organization (thesis, arguments, and conclusion).

According to the EFL curriculum at the university, this paragraph acts as a scaffolding for higher level courses in which students are expected to write longer essays consisting of at least three paragraphs. Because these longer essays are expected to follow the stages of the argumentative genre, students in Level IV are taught to organize their one-paragraph writings following similar stages. Thus, the paragraphs in this study are analyzed by their genre stages.

According to the Level IV syllabus (See Appendix A), the objective for the writing examination was to “write a well-organized basic expository paragraph about a familiar subject” (p. 1). The purpose of the paragraph was to express an opinion. According to Martin and Rose (2008), this type of paragraph falls under the genre of argumentation-exposition in which the author states a thesis and supports it following the structure of thesis, arguments and reiteration of thesis. Martin and Rose (2008) also write that the typical organization of exposition paragraphs consists of three arguments and one reiteration which are reflective of what students were asked to produce.

Before the examination, students wrote one practice paragraph which was peer reviewed for rhetorical organization. Teachers gave general feedback based on students' questions during class. Two weeks later, students did the writing exam which is explained next.

The actual writing examination, from which the corpus for this study was chosen, had two phases. First, students wrote their paragraph in response to a topic of their choosing from two different options which varied by day. This paragraph was reviewed by their teacher focusing on content, rhetorical organization, spelling, grammar and punctuation using editing codes. One week later, students met a second time and rewrote their final paragraphs following

teachers' feedback and using dictionaries. The paragraphs analyzed in this study were collected from these final version paragraphs.

Paragraphs were chosen at random without taking into consideration individual grades since teacher evaluation was not the focus of the study.

The specific exam questions and paragraph distribution are showcased in table 3 below.

Table 3. Distribution of Paragraphs Per Prompt

Abbreviation	Prompt	Paragraph count
CLCH	Explain: How the change in global weather is affecting societies around the world.	10
COFU	Explain: How computers will have an impact on careers in the future.	10

As it can be observed in Table 3 above, the prompts were written in a manner that asked students to support assertions already being given to them, which were that a) global weather is affecting societies and that b) computers will have an impact on careers of the future. These statements were not up for discussion and thus, students were only to give explanations and examples. As discussed in the results chapter of the study, this may have influenced students to write in highly monoglossic ways, and to write paragraphs that followed an structure of an explanation genre essay with phenomenon and explanation stages (See Figure 3 for example).

Despite this, for the purpose of this paper the paragraphs are taken as argumentative paragraphs given that this is the structure that was taught in class.

Analysis Procedure

In broad terms, students' paragraphs were coded for engagement linguistic resources and analyzed for emerging patterns of use in order to answer the proposed research questions.

Previous to commencing the analysis, students paragraphs were first photocopied with students' and teacher's names and grades removed. Paragraphs were transcribed by a third party into Microsoft Word documents, and then reviewed for accuracy, so that each Word document mirrored its written Counterpart.

The methodology planned for the study consisted of the following steps:

1. Break down each paragraph into units of analysis
2. Code each unit for engagement categories
3. Tally categories students used in general
4. Draw relationships or denote patterns of use between the resources used and the rhetorical moves of exposition paragraphs.

A total of two analyses were made. The first analysis (heretofore A1) was finished in July, 2017. The second analysis (heretofore A2) was done in September, 2017.

A1 Description

In analyzing students' paragraphs this first time, I borrowed from Martin and White's (2005) text examples in their *Language of Evaluation: Appraisal in English* book with one main difference. Martin and White account for all engagement resources even when more than one resource is present in the same clause or sentence. In other words, they account for each instantiation of engagement. In this first analysis, however, only one instantiation per unit of analysis was taken into consideration. This process is explained below.

The unit of analysis was the clause or a clause complex which elaborated on the same subject or expressed a unified engagement position towards a particular subject. In other words, the unit of analysis was based on functional criteria. Each clause or clause complex with a specific engagement was numbered. Some clauses or clause complexes were not numbered because they were missing information or had unclear lexico-grammatical constructions which made them unintelligible.

When analyzing each unit of analysis for its dialogicity, only the engagement linguistic feature implying a stronger engagement was accounted for. Admittedly, this notion of ‘stronger engagement’ is subjective. However, Martin and White (2005) argue that it is “only through the act of reader/listener interpretation in a given context that meaning actually occurs” (p. 162). As such, they argue that “for one text there can be a range of instantiations and hence interpretations” (p. 163). In an effort to increase validity of the analysis, all paragraphs were visited a second time and when there were discrepancies between categories, the opinion of my thesis tutor was consulted for triangulation.

Units of analysis were coded for engagement resources belonging to the following categories after Martin and White (2005):

1. Monoglossic - Taken for Granted
2. Monoglossic - At Issue
3. Heteroglossic - Contraction - Disclaim - Deny
4. Heteroglossic - Contraction - Disclaim - Counter
5. Heteroglossic - Contraction - Proclaim - Concur
6. Heteroglossic - Contraction - Proclaim - Pronounce
7. Heteroglossic - Contraction - Proclaim - Endorse

8. Heteroglossic - Expansion - Entertain
9. Heteroglossic - Expansion - Attribute - Acknowledge
10. Heteroglossic - Expansion - Attribute - Distance

These instantiations were entered into a table and quantified to denote which categories happened with greater frequency. A word count was not done because students' low pre-intermediate command of linguistic resources resulted in some words not being actual English words. Additionally, questions were not coded for engagement.

At this point, the coding process was finished. Three months later the process was re-evaluated and a second analysis was started. However, during the three months between A1 and A2, engagement categories were made clearer and a better understanding of students' writings was gained. This resulted in the analysis procedure being revised. As explained above, the unit of analysis had been based on functional criteria with clauses or clause complex having a unified role being the unit of analysis or 'move'. Given some paragraphs' issues with coherence and cohesion, the 'move' opened the analysis for additional subjective interpretation from the analyst. Thus, in A2, the unit of analysis followed a formal criterion and became the clause. This process is explained in more detail in the A2 description section below. However, in general the aim was to reduce instances for interpretation and in fact, by focusing on clauses, interpretation was reduced to instances in which students failed to add periods or commas and thus, was restricted to punctuation and not meaning. Table 4 below exemplifies the unit of analysis for A1 and A2.

Table 4. *Unit of Analysis Comparison*

Paragraph number	A1	A2
CLCH-1	1. Finally, weather change involves natural disasters, for example strong rains and even floods, and it destroys the infrastructure [MONOGLOSSIC]	1. Finally, weather change involves natural disasters, for example strong rains and even floods, [MONOGLOSSIC] 2. and it destroys the infrastructure [MONOGLOSSIC]
CLCH-3	1. The global warming is danger for people around world. <u>although</u> affect directly to people of low income Because they <u>haven't</u> the money necessary as people of high income. <u>even though</u> People of high income also feel the change. [COUNTER-CONCESSION]	1. The global warming is danger for people around world. [MONOGLOSSIC] 2. <u>although</u> affect directly to people of low income [COUNTER] 3. Because they <u>haven't</u> the money necessary as people of high income. [DENY] 4. <u>even though</u> People of high income also feel the change. [COUNTER]

As can be observed in the examples above, in A1 the unit of analysis was a clause complex while in A2, it was the individual clause, which increased the number of clauses. This change in unit of analysis affected the coding of engagement resulting in an increased number of engagement values.

This differentiation illustrates ways of preparing data for interpretation and is not meant to imply that one analysis is better than the other. I chose A2 because using clauses as the unit of analysis allowed for consistency throughout all paragraphs specially when confronted with cases in which the extent of an engagement value was ambiguous as exemplified in Table 5 below.

Table 5. *Example of Ambiguous Case.*

Paragraph Number	A1	A2
CLCH1	<p>1. First of all, <u>it is important to know</u> that exists a lot of countries that use renewables energys, and the principal resource of this energy are the natural resources so a problem in the environments a problem to the society [PROCLAIM: PRONOUNCE]</p>	<p>2. First of all, <u>it is important to know</u> [PROCLAIM: PRONOUNCE] 3. that exists a lot of countries [MONOGLOSSIC] 4. that use renewables energys [MONOGLOSSIC] 5. and the principal resource of this energy are the natural resources [MONOGLOSSIC], 6. so a problem in the environments a problem to the society [MONOGLOSSIC].</p>

As can be observed, in A1 each ‘move’ received an engagement value. This increased the level of subjective analysis as a decision had to be made as to which value was the strongest from all those present in a given ‘move’ which could be an entire clause complex. In the example given, A1- CLCH-1, the entire clause complex was given a Pronounce value. However, in A2 each clause received its own value because upon further analysis, there was ambiguity as to how far the Pronouncement value on clause #1 extended over the following clauses. Was the student pronouncing that there are many countries that use renewable energies or was the student pronouncing that there are many countries using renewable energies and that the principal resources are natural resources and that an environmental problem is a societal problem as well? In A2 it was also felt that each choice students made was taken into consideration and Acknowledged for its engagement value.

Table 6 below summarizes the main differences between the coding criteria of A1 and A2.

Table 6. *Main Differences Between A1 and A2.*

	A1	A2
Unit of Analysis	Clause or Clause Complex with one specific engagement	Single finite clause
Numbering	Each clause or clause complex with a specific engagement is numbered	Each clause or clause complex is numbered <u>even</u> if more than one engagement is present
Clauses or complexes not coded due to not being understood	Not numbered	Not numbered, but NC placed next to number to indicate 'not coded'
Questions	Not coded for engagement	Coded for engagement

Table 7 below shows the final tally of clauses and engagement values which was taken into consideration for this study. The table shows total number of clauses and engagement values per paragraph, topic question and both topics combined.

Table 7. *Total Number of Clauses and Engagement Values.*

Paragraph Number	Total Clauses	Total Engagement Values per Paragraph
CLCH1	21	23
CLCH2	18	18
CLCH3	12	13
CLCH4	31	30
CLCH5	18	17
CLCH6	16	16
CLCH7	21	21
CLCH8	20	24
CLCH9	18	20
CLCH10	18	20
Total CLCH	193	202
COFU1	21	19
COFU2	11	11
COFU3	16	16
COFU4	16	16
COFU5	5	5
COFU6	12	12
COFU7	15	15
COFU8	15	18
COFU9	20	20
COFU10	12	12
Total COFU	143	144
Total Combined	336	346
Abbreviations. CLCH: Explain: How the change in global weather is affecting societies around the world. COFU: Explain: How computers will have an impact on careers in the future.		

A2 Description

In this second analysis, the same 20 short paragraphs were analyzed for ‘localized’ instantiations. Paragraphs were broken down into clauses, and each clause was numbered to

facilitate reference to specific paragraph segments during the analysis (See Appendix C for student paragraphs with analysis notes) Due to some students' low language proficiency, two issues emerged that increased the complexity of breaking down the paragraphs into clauses and numbering them. First, some paragraphs had clauses that were missing periods or commas (heretofore run-on sentences). Second, problematic grammatical constructions made some clauses unintelligible. Thus, the decision was made to separate run-on sentences into clauses based on where a period would have been required for clarity. Clauses that were not understood due to faulty grammatical structures or lexical items were not numbered. These sentences were denoted with the letters 'NC' to specify they were 'not coded' for dialogical resources.

In order to account for this study's second objective of looking for patterns of dialogicity in rhetorical stages, paragraphs were divided into Rose's (2010) exposition genre stages of Thesis, Arguments, and Reiteration. Each thesis statement was denoted with a 'TH' next to the clause number.

After numbering all clauses, the engagement analysis commenced. As in A1, the following Martin and White's (2005) engagement categories were taken into consideration when analyzing students' paragraphs:

1. Monoglossic - taken for granted
2. Monoglossic - at issue
3. Heteroglossic - Contraction - Disclaim - Deny
4. Heteroglossic - Contraction - Disclaim - Counter
5. Heteroglossic - Contraction - Proclaim - Concur
6. Heteroglossic - Contraction - Proclaim - Pronounce
7. Heteroglossic - Contraction - Proclaim - Endorse

8. Heteroglossic - Expansion - Attribute - Distance
9. Heteroglossic - Expansion - Attribute - Acknowledge
10. Heteroglossic - Expansion – Entertain

When coding students' engagement resources, the following coding criteria was followed:

1. Engagement values found in finite clauses and identifying relative clauses were coded. Non-finite and non-identifying clauses were not coded.
2. In conditional constructions, the independent and dependent clauses were coded with their own engagement value.
3. In clauses with more than one engagement value, all values were coded. One exception was negative conditionals which were coded as Disclaim: Deny. Initially they were coded as Entertain + Deny.
4. Affirmative conditional clauses were coded as Entertain.
5. Drawing on Liu's (2014) the use of the modal auxiliary 'will' and future with going tense were interpreted as statements of high probability and were coded as Entertain.
6. Modals of necessity (need, must, should) and possibility (would, could, may, might, can) were interpreted as lower probability modals and also coded as Entertain.

Once coding of engagement resources was finished, the frequency of engagement resources in each paragraph was tallied. Frequency was calculated to denote which paragraphs were more Monoglossic or more heteroglossic or which paragraphs presented a more balanced dialogic stance. The percentage frequency of each engagement value category among the total

number of engagement values was calculated for all 20 paragraphs as a whole and also for each set of 10 paragraphs belonging to the two question prompts. Frequency and percentage frequency was also calculated per rhetorical stages in order to help draw generalizations on the dialogicity of each stage.

The qualitative analysis aimed to identify the lexico-grammatical resources students use to realize different forms of engagement. The focus was in identifying which resources were more predominantly used and how effective these were in realizing different engagements. In this analysis process it emerged that some grammatical constructions were less successful than others, which is explained in the results and discussion section below.

A second aim of this qualitative analysis consisted of analyzing patterns of engagement across rhetorical stages. Paragraphs were read again and notes were taken on how students' use of engagement values contributed to the overall purpose of the texts which was to give their opinion on the chosen topic question.

Summary

In this chapter I presented the quantitative and qualitative methodology used to analyze the corpus. The process of organizing and coding engagement instantiations in students paragraphs was problematic at times due to several reasons that include the researcher's evolving understanding of interpersonal meanings expressed through written mode and the students' sometimes problematic lexico-grammatical constructions and schematic organizations. Throughout the analysis process, therefore, emphasis was placed in maintaining consistency of organization and coding criteria across all paragraphs as well as restricting subjective interpretations as much as possible to the interpretations of engagement meanings or values in

order to increase the reliability of the study. Strategies used to validate such interpretations included comparing the first and second analysis which were done three months apart, referring to available literature and triangulating specific cases through consultation with my thesis tutor.

CHAPTER 3: Results and Discussion

Results are presented in two sections. First, I address question one of the study focusing on students' use of engagement resources by describing frequently used engagement values and corresponding lexical resources. Second, I address question two of the study focusing on the patterns of engagement values as students move through the different rhetorical stages of the paragraph.

Question 1: Distribution of Engagement Values and Lexico-grammatical Resources

The first question this study seeks to answer is “What are the lexico-grammatical resources through which Level 4 learners realize different forms of engagement in exposition argumentative texts?”

To this respect, students' paragraphs show a total frequency of 189 Monoglossic instantiations versus a total of 157 Heteroglossic instantiations or resources from among a total number of 346 engagement values coded. These frequencies correspond to a frequency percentage of 55% Monoglossic versus 45% Heteroglossic instantiations from among all instantiations.

Table 8 summarizes the frequency of each engagement category for each paragraph and percentage frequency of each category for the total number of paragraphs and total number of paragraphs per topic.

Table 8. *Frequency and Percentage Frequency of Engagement Categories.*

Paragraph Number	Monoglossic	Monoglossic at Issue	Monoglossic Taken for Granted	Heterogloss	Contractive	Disclaim: Deny	Disclaim: Counter	Proclaim: Concur	Proclaim: Pronounce	Proclaim: Endorse	Expansive	Attribute: Distance	Attribute: Acknowledge	Entertain
CLCH1	11	9	2	12	7	3	2	0	2	0	5	0	0	5
CLCH2	14	10	4	4	4	2		1	1	0	0	0	0	0
CLCH3	5	3	2	8	5	1	3	0	1	0	3	0	0	3
CLCH4	20	15	5	10	7	4	1	0	2	0	3	0	0	3
CLCH5	7	5	2	10	5	1	3	0	1	0	5	0	0	5
CLCH6	10	7	3	6	4	0	3	1	0	0	2	0	0	2
CLCH7	21	12	9	0	0	0	0	0	0	0	0	0	0	0
CLCH8	4	2	2	20	11	8	2	0	1	0	9	0	1	8
CLCH9	13	8	5	7	4	2	2	0	0	0	3	0	0	3
CLCH10	12	11	1	8	4	3	1	0	0	0	4	0	0	4
Frequency CLCH Topic	117	82	35	85	51	24	17	2	8	0	34	0	1	33
Percentage Frequency CLCH Topic	34%	24%	10%	25%	15%	7%	5%	1%	2%	0%	10%	0%	0%	10%
COFU1	5	3	2	14	5	2	1	0	1	1	9	0	1	8
COFU2	10	7	3	1	0	0	0	0	0	0	1	0	0	1
COFU3	7	6	1	9	4	0	2	0	0	2	5	0	1	3
COFU4	8	7	1	8	1	0	0	0	1	0	7	0	0	7
COFU5	5	4	1	0	0	0	0	0	0	0	0	0	0	0
COFU6	10	6	4	2	1	1	0	0	0	0	1	0	0	1
COFU7	11	9	2	4	1	1	0	0	0	0	3	0	0	3
COFU8	1	1	0	17	6	6	0	0	0	0	11	0	0	11
COFU9	9	6	3	11	7	1	2	1	3	0	4	0	0	4
COFU10	6	3	3	6	1	1	0	0	0	0	5	0	0	5
Frequency COFU Topic	72	52	20	72	26	12	5	1	5	3	46	0	2	43
Percentage Frequency COFU Topic	21%	15%	6%	21%	8%	3%	1%	0%	1%	1%	13%	0%	1%	12%
Total Frequency All Paragraphs	189	134	55	157	77	36	22	3	13	3	80	0	3	76
Percentage Frequency All Paragraphs	55%	39%	16%	45%	22%	10%	6%	1%	4%	1%	23%	0%	1%	22%

Note: Percentage frequency per the total number of 346 engagement values.

As observed in Table 8, results show that CLCH paragraphs have a greater frequency of Monoglossic versus Heteroglossic statements. On the other hand, COFU paragraphs show the same amount of Monoglossic and Heteroglossic statements. This raises the question as to why on one topic students felt compelled to state their opinions categorically with higher frequency while for the other topic they allowed alternative voices more often. This differing distribution was also observed when analyzing paragraphs for Heteroglossic resources with one set of paragraphs being more expansive than contracting and vice versa. The answer could be due to several reasons that include the type of texts and grammar points students were exposed to in preparation for the exam, as well as overall familiarity with the topic. These results and discussion are expanded below in more detail starting with Heteroglossic resources and following with Monoglossic statements.

Heteroglossic Resources

Heteroglossic resources act to expand or contract the dialogical space by allowing or challenging alternative voices and construing putative readers that are aligned or not with the propositions being put forth (Martin & White, 2005). When looking at the total number of Heteroglossic values from all paragraphs, 80 (23%) were expansive while 77 (22%) were contractive suggesting an even use of expansive and contractive resources. However, when paragraphs belonging to each prompt were analyzed separately, results show that CLCH paragraphs were less expansive with a value frequency of 34(10%) versus 51(15%) contractive. On the other hand, COFU paragraphs were more expansive with a frequency of 46(13%) versus less 26(8%) contractive.

Within the expansive category, students used a majority of Entertain resources with a

total frequency of 77 (22%) instances from among all 20 paragraphs. CLCH paragraphs had 33 (10%) Entertain instances while COFU paragraphs had 44 (13%) instances. The least frequently deployed category was Attribute with Acknowledge being used in 3 instances and Distance not being used by any of the students. This suggests that when expanding the dialogical space students saw their own voice as one of many, grounding their propositions in their own subjectivity. Table 9 below shows the distribution of the most used lexical resources of the Entertain type.

Table 9. *Most Used Entertain Resources*

Expansive Category	Grammatical Category	Lexical Resources	
Entertain	Modals	Possibility	Can
			Could
		Obligation	Should
			Need
			Have to
			Will
	Conditional	Future (high probability)	Going to
		If	
		When	

The specific resources students used the most were modal verbs followed by conditionals with if. The most frequently used modals were could and can.

-for example, it could cause flooding or rising sea levels [ENTERTAIN]. (CLCH-5, clause 10)

-First of all, computers can help careers with all the tools, and benefits that it has [ENTERTAIN]. (COFU-1, Clause 2).

While the modal verb ‘can’ could be seen to express ability, it can also be seen to express possibility and from this point of view, the use of the modal injects an interpersonal meaning to the propositions.

Future with will was the second used engagement resource which can partly be explained due to the fact that one of the prompts invited students to speculate about the future. In its epistemic meaning, the modal verb ‘will’ can be read to equate with ‘it is certain’ or ‘predictable’ (Coffin, Donahue, North, 2009), and thus, it could be read as a high probability modal that still places the proposition in the subjectivity of the writer. In the clauses below, for example, students express themselves with high certainty but stop shortly of making categorical statements allowing for alternate voices.

- In the future, computers will have an important impact careers (COFU-1, Clause 1)

-so in the future, this tool will be better [ENTERTAIN], (COFU-9, Clause 2)

The third most used resource was conditionals with if which allow for the consideration of other voices by nature of being conditionals,. These conditionals were sometimes combined with Entertain resources and other times with contractive resources such as Deny and Counter and even Monoglossic ones as in the examples below.

*-for example, if I have a company [ENTERTAIN] || and I need a new employee
[ENTERTAIN] || I can post this in internet [ENTERTAIN]. (COFU-4, Clauses 10-12)*

*-In conclusions, if humans reduce a little percent of polution and littering
[ENTERTAIN]|| we can't save the planet [DISCLAIM: DENY] || but [DISCLAIM:*

COUNTER] we can prolong the time for our childrens [ENTERTAIN]. (CLCH-10, Clauses 16-18)

-Namely, if companies throw fossil fuels to ocean [ENTERTAIN], || they damage to animals that there are [MONOGLOSSIC]. (CLCH-9, Clause 14)

The mixing of dialogical meanings was sometimes successful and other times unsuccessful. In particular, the mixing of conditionals with Monoglossic resources such as in CLCH-9 example above were problematic which could be attributed to some of the students' lack of English proficiency.

Within the dialogically contractive category, Disclaim resources were used more frequently. Deny resources were the most used with a total frequency of 36 (10%) instances in all 20 paragraphs followed by Counter resources with 22 (6%) instances. Proclaim resources followed with Pronounce being present 13 (4%) time. The least used categories were the Proclaim resources of Concur and Endorse with only 3 instances each, which may points towards few students' emphasizing their own voice and supporting or agreeing with alternative voices.

The high number of Deny and Counter resources points toward students' increased acknowledgement of readers as these resources introduce a contrary position which can be attributed to readers' beliefs, but which is explicitly rejected. From this point of view, Martin and White (2005) argue that these resources can be seen as corrective by "sensitively attending to the addressee's level of knowledge and seeking to adjust their communication accordingly" (p. 120). For example:

-For example, It is impossible that the security of USA work without computers [DISCLAIM: COUNTER] (COFU-9, Clause 8)

-Therefore, the way that change in the global weather affect to the population won't be in the same way [DISCLAIM: DENY]. (CLCH-8, Clause 11)

In these examples students seem to construe a readership that disagrees with their Monoglossic propositions. Table 10 shows the most used contractive lexico-grammatical instantiations.

Table 10. *Most Used Contractive Resources*

Contractive Category		Grammatical Category	Lexical Resources
Disclaim	Deny	Negatives	Don't
		Future negative	Will not
		Modal of possibility negative	Can't, cannot
	Counter	Conjunction	but
		Comment adjunct	Impossible, on the other hand
Pronounce	Proclaim	subjective	We think, we know, by this I mean, we can see
		objective	Equally important

Of notable interest was the difference in Heteroglossic resources used per topic prompts. For example, CLCH paragraphs used the greatest number of Deny (don't, can't) and Counter resources (but); and Entertain modal verb 'could.' Meanwhile, COFU paragraphs used a majority of modal verbs (will, can) and the least number of Deny and Counter resources.

One reason for this difference could be the type of texts students were introduced to during class. During the unit dealing with climate change, students read three texts from the *NorthStar* textbook which explicitly offered opposing views between scientist and government

officials regarding the effect of global warming (See Appendix D). This could have resulted in students using a majority of Deny and Counter resources as they tried to also include contrastive arguments in their paragraphs. On the other hand, during the unit covering careers of the future, students were exposed to texts that put forward a unified argument towards the shift of manual-based jobs toward technology-based jobs (See Appendix E). Additionally, this question was constructed using the simple future tense, and thus, this could have also resulted in students using the future tense with higher frequency in their paragraphs.

The difference in resources depending on the topic can be related to findings discussed in the literature review one of which is Lancaster's (2016) study. While his study focused on two different academic subjects (Political Theory and Economics), results showed that the different subjects made differing demands on the students resulting in Political Theory essays being more evaluative and Economics papers being more dialogistic. By the same token, the different topics in the present study in addition to the input texts could have made different demands on the students resulting in one topic being more contractive than the other.

In general, the least used categories include Acknowledge, Distance, and Endorse which explicitly serve to source external propositions either from a neutral, distant or highly warrantable position respectively as in the example below.

-scientist says [ATTRIBUTE: ACKNOWLEDGE] that world will be dominate for the computer , // and each day is a more reality (COFU-3, Clauses 15-16)

The low number of Attribute resources may be due to the fact that students in the EFL language program at Universidad del Norte do not learn to cite sources until they are in Level 6 and the corpus of this study belongs to Level 4 students. Therefore, citing sources is neither

emphasized nor evaluated in these paragraphs.

These results also show that when contracting the dialogical space, students used a greater variety of contractive resource types (Deny, Counter, Pronounce) than when they expanded the dialogical space in which case the majority of resources were restricted to the Entertain category.

Something to note is that when using Counter resources, students used the connector ‘but’ to the expense of any other connector (e.g. however, yet, nevertheless, notwithstanding, etc.) or comment adjuncts/adverbials (e.g. surprisingly, even, in contrast etc.) This may be due to the level of English proficiency of the student or the pedagogic emphasis in using ‘but’ as the main connector to express a Countering idea. If seen from the perspective of a lack of writing maturity and what is valued as academically accepted, then these results can be compared to Aull and Lancaster’s (2014) study in which low graded essays were found to use connectors with higher frequency while high graded essays were found to use adjuncts and adverbials more often.

Additionally, students’ use of Deny resources were at time problematic which suggests some students may need help in constructing declarative statements of the negative type.

Several paragraphs show a large difference between the number of Heteroglossic and Monoglossic instances in either functional direction. Paragraphs CLCH-7, COFU-2 and COFU-5 were the most Monoglossic paragraphs with zero or only one instance of Heteroglossia present. Alternatively, paragraphs CLCH-8, COFU-1 and COFU-8 were the most Heteroglossic paragraphs with zero to two instances of Monoglossia (See Figures 2 and 3 for examples).

For the purpose of this study, paragraphs were considered to have a balanced dialogicity if the difference between the number of Monoglossic and Heteroglossic instances was 5 or less. Within this group the most balanced paragraphs were COFU-4 and COFU-10 which have the

same number of Monoglossic and Heteroglossic instances. Table 11 below shows the distribution of mainly Heteroglossic or Monoglossic and balanced paragraphs with the most Monoglossic/Heteroglossic/balanced paragraphs in each category highlighted in bold letters.

Table 11. *Categories of Paragraphs by Majority Distribution*

Predominantly Monoglossic Paragraphs	Predominantly Heteroglossic Paragraphs	Balanced Monoglossic-Heteroglossic Dialogism
CLCH-2 CLCH-4 CLCH-7	CLCH-8	CLCH-1 CLCH-3 CLCH-5 CLCH-6 CLCH-9 CLCH-10
COFU-2 COFU-5 COFU-6 COFU-7	COFU-1 COFU-8	COFU-3 COFU-4 COFU-9 COFU-10

Monoglossic Resources

In general, students used a majority of Monoglossic statements when writing their paragraphs. Figure 2 shows an excerpt from the argument stage of one of the paragraphs which was found to be highly Monoglossic. Clauses are shown separated by double vertical lines and numbered with engagement values in square brackets.

4. To begin with, the first consequence of change in global weather is the floods.
 [MONOGLOSSIC] || 5. The floods affect to the society [MONOGLOSSIC] || 6. because it destroy houses, crops and causes disease. [MONOGLOSSIC] ||7. For example, in Mexico when there are floods increasing of number of victims and disease by Malaria and Chikunguña
 [MONOGLOSSIC] || 8. The second consequence is droughts,[MONOGLOSSIC] || 9. it affects

us [MONOGLOSSIC] || 10. because is difficult to get water [MONOGLOSSIC] || 11. and the animals, plants and people need it. [MONOGLOSSIC] ||12. For instance, in Guajira- Colombia, the children die [MONOGLOSSIC] || 13. because their family haven't water and the other hand, food. [DISCLAIM DENY] || 14. Third, other consequence of change in global weather is energetic weather conditions. [MONOGLOSSIC] || 15. This conditions affect us [MONOGLOSSIC] || 16. because increase the temperature, [MONOGLOSSIC] || 17. consequently there are wildfires and ice melt. [MONOGLOSSIC] || 18. Namely, in the world has increased the level of sea [MONOGLOSSIC] || 19. and it is causing loss of animals such us polar bear and loss of beach. [MONOGLOSSIC]

Figure 2. Monoglossic resources in argument stage of paragraph CLCH-7.

In this excerpt the student goes on to state the consequences of climate change in no uncertain terms. There is no modality that would allow for other views nor are there mentions of sources such as news or even texts read in class. As in all paragraphs in the study, this student uses the present tense with a few instances of present perfect (clause #18) and present continuous (clause #19) to state the propositions. As a consequence, these students' statements do not engage with readers or acknowledge other sources of knowledge and thus, the paragraph is highly Monoglossic.

Martin and White (2005) acknowledge the perceived objectivity or factual characterization that can be ascribed to Monoglossic statements. From a factual perspective then, it can be concluded that the paragraphs in this study are highly objective as paragraphs show a greater number of Monoglossic statements with students positioning themselves as authorities on the topics of climate change and the effects of computers in careers of the future.

However, following discourse analysis tenets, the context for which these paragraphs were written needs to be considered. For these students' their immediate context was their classroom, the input they received in preparation for the exam, and the requirements of the examination. It could then be argued that the exam prompts and even the Level IV course requirements set up the students as authorities on these subjects given that it was not required to cite sources.

Martin and White (2005) go on to explain that restricting the analysis of students' writings to facticity or 'truth condition' (p. 99) leaves out the interpersonal aspect of their writings. Focusing on the interpersonal aspect, through their Monoglossic statements, students restricted the communicative context to one voice; their own and construed putative readers, in this case their teachers, that were in agreement with their value propositions.

The high number of Monoglossic statements found in the corpus can be compared with results from the studies by Wu (2007), Lancaster (2016), Aull and Lancaster (2014) and Miller, Mitchell and Pessoa (2014) reviewed in chapter one above. In these studies, paragraphs that received a low grade consisted of a majority of Monoglossic statements. As mentioned in the review of the literature, no discourse studies focusing on engagement meanings in pre-intermediate EFL students' paragraphs were found. Thus, the studies reviewed focused on writings from students with a high command of the English language although of obvious differing writing ability and hence, some students received lower grades than others.

One notable difference is the study by Liu (2014) because it also focused on pre-intermediate argumentative writers; albeit ESL students rather than EFL ones as in the present work. However, her results also showed a high number of Monoglossic and Entertain instances in the low graded essays. Other similarities include the high frequency of modals and Disclaim

resources. Thus, Liu's study seem to correlate pre-intermediate writings with a) highly undialogised stances to put forth a particular argument and b) the predominant use of modals to mitigate the strength of dialogistic statements and thus, open the dialogic space.

Attributing the high number of Monoglossic statements in the corpus to either low EFL proficiency or low writing ability is beyond the scope of this study and worth of further analysis. However, the important conclusion is that a high number of Monoglossic statements can be correlated with low level writing whether it is due to immature writing skills or lack of English proficiency. From this point of view, the paragraphs in the present study demonstrate there are opportunities to grow in their written interpersonal skills.

Question 2: Patterns of Engagement Values and Lexico-grammatical Resources in Rhetorical Stages.

The second question this study seeks to answer is "What are the patterns of engagement across stages in students' exposition argumentative texts?" This is an important focus of SFL, which studies how lexico-grammatical resources "organize and stage whole texts and how this relates to their social purpose" (Coffin, Donahue, North, 2009, p. 244).

As stated in the methodology chapter, students were instructed on parts of a paragraph that include thesis, supporting statements and conclusion. According to Martin and Rose (2008), the typical organization of exposition essays consists of a thesis, three arguments and one reiteration which are reflective of what students were asked to produce in their short paragraph, and consequently what several followed. In their thesis statements, students were to express their opinion. In the argument section students were to support their opinion and give examples. In the conclusion, students were to restate their thesis statements and summarize their arguments.

Results show that students moved through the stages adjusting their lexico-grammatical resources in varying ways.

Of the 20 analyzed paragraphs, ten answered the prompt “Explain: How the change in global weather is affecting societies around the world,” and the other ten answered the prompt “Explain: How computers will have an impact on careers in the future.” These prompts have been coded as CLCH and COFU respectively throughout the study as seen in Table 3.

With respect to thesis statements, results show different patterns of engagement values for each set of CLCH and COFU essays. Five of the ten CLCH thesis statements were independent clauses and were written Monoglossically using the present tense or present continuous. The five remaining thesis statements were compound sentences with the independent clause written Monoglossically and the dependent clause written Monoglossically or written with a Counter or Deny element. Table 12 below shows several examples of CLCH thesis statements with patterns of engagement values.

Table 12. *CLCH Thesis Examples with Corresponding Engagement Patterns*

Engagement Values	Thesis Statement Examples
Monoglossic (5 instances)	Warming global is affecting us in several ways [MONOGLOSSIC]. (CLCH-5)
Monoglossic + Monoglossic (4 instances)	Around the world, countries are evidence_of the climate change [MONOGLOSSIC]. that is the cause of so many problems to the societies like high and low temperatures, natural disasters and diseases[MONOGLOSSIC]. (CLCH-6)
Monoglossic + Counter + Deny (1 instance)	The global warming is danger for people around world [MONOGLOSSIC]. <u>although</u> affect directily to people of low income [DISCLAIM: COUNTER] Because they

	haven't the money necessary as people of high income [DISCLAIM: DENY]. (CLCH-3)
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The use of Monoglossia in their thesis statements suggests a high level of assertiveness from the students. In regards to reader-writer relations, their Monoglossic thesis statements show no effort in the part of the students to convince the readers of the danger of climate change. Instead the reader is assumed to be in alignment. Even in the third example above where the student used Counter and Deny resources, these seem to be clarifying the type of people that are affected and not that global warming represents a danger.

In contrast, six of the ten COFU thesis statements were written dialogically using Entertain resources that included five instances of the modal verb will and one instance of the adverbial 'in the future'. Of the remaining four thesis statements, one was an independent clause written Monoglossically using the present tense. Two statements were compound sentences with the independent clause written Monoglossically and the dependent clause being coded Monoglossic, Deny and Entertain; and the last thesis statement was a compound sentence with the independent clause being coded Entertain and the dependent clauses a mix of Proclaim, Pronounce and monoglossia. Only three statements were written Monoglossically. Table 13 below shows the patterns of engagement that emerged in COFU thesis statements.

Table 13. *COFU Thesis Examples with Corresponding Engagement Patterns*

Engagement Values	Thesis Statement Examples
Entertain with modal will (5 instances)	Computer <u>will</u> change the way you work in careers [ENTERTAIN] (COFU-8)
Entertain with adverbial (1 instance)	In the future, computers <u>will</u> have an important impact careers [ENTERTAIN]. (CLCH-1)
Entertain + Proclaim:Pronounce + Monoglossic (1 instance)	Computers <u>could increase</u> the careers in the future [ENTERTAIN] and we <u>know</u> [PROCLAIM: PRONOUNCE], Computers is a good and usefull tool to do whatever activity, [MONOGLOSSIC] so in the future, this tool will be better [ENTERTAIN], because, in this moment, Everything is in evolution [MONOGLOSSIC]; (COFU-9)
Monoglossic (2 instances)	Computers do that the careers make obsolete [MONOGLOSSIC]. (COFU-7)
Monoglossic + Deny + Entertain (1 instance)	The computers and technology have a very important role in careers of the future [MONOGLOSSIC] because <u>if</u> you don't [DENY] know to use them, you <u>could lose</u> great opportunities [ENTERTAIN]. (COFU-10)

This suggests that in this set of paragraphs students were open to differing opinions. However, in using the high probability modal verb will as opposed to lower probability modals such as may or could, students were still highly assertive at the same time that they opened the dialogical space.

This patterning of mostly Monoglossic CLCH and mostly Entertain COFU thesis statements may be due to aforementioned reasons such as different texts used as input during

class (See Appendix D and E), the fact that the CLCH prompt was written in the present continuous tense and the COFU prompt was written in the future tense using the modal verb will, or to the assumptions implicit in the prompts as discussed in the methodology.

However, the fact that CLCH thesis statements were written more categorically than COFU statements may also be due to the topic itself and students' context beyond the classroom. In the current societal context, climate change is a topic of interest for many governments and due to weather disasters, the topic has been the subject of many newscasts. This contextual familiarity could have led to students to state their thesis statements categorically and thus, to position themselves as authorities. The second topic about how computers will affect careers in the future contrasts highly with climate change. Computers replacing human beings could still be seen as too hypothetical a situation. This, and the fact that the prompt was written in the future tense, could have led students to use mostly modalized declarative sentences with the modal verb will, hence opening the space for alternative voices and a variety of reader alignments.

As students moved from their thesis statements to their argument stages, different engagement resources appeared. As stated previously in the discussion of question 1, CLCH paragraphs were highly Monoglossic followed by a higher frequency of contractive resources (Deny and Counter). Within the argument stage, several students used a structure that included a topic sentence followed by an example while other students used connectors (e.g. and, but) to build their arguments. In reviewing CLCH arguments, there was no discernible pattern of engagement resources as to how students wrote argument topics and their supporting examples. However, by introducing the bulk of Deny and Counter resources and intermixing them with Monoglossic and Entertain statements, a pattern emerged in which they continuously contracted and expanded the dialogical space. For example:

-Second, there are many animals [MONOGLOSSIC] that can not to adapt to different conditions of life [DISCLAIM: DENY], || therefore if the weather changes [ENTERTAIN], || they should will adapt [ENTERTAIN], || but [DISCLAIM: COUNTER] if they can not [DISCLAIM: DENY], || they will die [ENTERTAIN]. (CLCH-1 Clauses 7-12)

-News constructions are really beneficials to the city [PROCLAIM: PRONOUNCE], || but [DISCLAIM: COUNTER] not for environment [DISCLAIM: DENY], || because Colombia don't know [DISCLAIM: DENY] how to make sustainable constructions to not damage the environment (CLCH-4, Clauses 23-25)

At times these constructions were problematic as it was not clear how far some engagement values extended over the continuing text. For example:

-First of all, it is important to know [PROCLAIM: PRONOUNCE] || that exists a lot of countries [MONOGLOSSIC] || that use renewables energys [MONOGLOSSIC] || and the principal resource of this energy are the natural resources [MONOGLOSSIC], || so a problem in the environments a problem to the society [MONOGLOSSIC]. (CLCH-1 Clauses 2-5)

In this particular example there seem to be some ambiguity of how far the Pronounce engagement influences the Monoglossic projections or relative clauses that follow it due to sentence construction being long. This may be due to the fact that some EFL pre-intermediate students construct their sentences imitating oral speech.

The analysis of CLCH arguments suggests that students felt confident in their assertions about climate change being a danger to society. However, they may not be as certain as to the

reasons why or as to the impact of human actions on global warming. In regards to reader alignment, the use of Counter and Deny resources in their arguments points towards students construing putative readers that agree with them in part but that may need to be won over or corrected.

The analysis of COFU arguments presented different results. As explained in the results of question one of this study, COFU paragraphs had the same amount of Monoglossic and expansive resources and few contractive ones. While COFU thesis statements presented a majority of Entertain resources mixed with some Monoglossic statements, the arguments present no general discernable engagement patterns.

Instead, some paragraphs have the bulk of Entertain resources (e.g. COFU-4, COFU-8, COFU-10) while other paragraphs have very few Entertain instances or were written Monoglossically in their entirety, even if the thesis statement was written with an Entertain value as shown in the COFU-6 excerpt below.

-The computers will have an impact careers in the future [ENTERTAIN]. The first reason is [MONOGLOSSI] // the companies now they need a computers for to work [MONOGLOSSIC]. // For example the companies sent a letter, and take more time [MONOGLOSSIC] // meanwhile today they send emails [MONOGLOSSIC] (COFU-6, Clauses 1-5)

As it can be observed, the thesis statement resembles the prompt almost verbatim suggesting that the prompt may have influenced the writing of thesis statements given that the student switched to Monoglossic in the argument stage. This in turn raises questions as to the interpersonal nature of the paragraphs and on whether or not students purposely decided to entertain alternative voices in their thesis statements or if they were borrowing from the prompt.

A more purposeful use of Heteroglossic resources was used in paragraph COFU-8 which showed a variety of expansive and contractive resources as shown in Figure 3 below. Clauses are shown separated by double vertical lines and numbered with engagement values in square brackets.

1. Computer will change the way you work in careers [ENTERTAIN]. || 2. First in case of medicine, sick people will not have to go to the hospital to be cared [ENTERTAIN + DISCLAIM: DENY]. || 3. If a people feels bad [ENTERTAIN], || 4. he can go to his computer and find a doctor online [ENTERTAIN]. || 5. For example, when a person feels a headache [ENTERTAIN], || 6.the computer will tell you wich pills to take [ENTERTAIN]. || 7. Second, in case of teaching, the students will not have necessarily have to go to school to learn a class [ENTERTAIN + DISCLAIM: DENY]. || 8. the students can learn a class on the computer using videos or virtual teachers [ENTERTAIN]. || 9. For example, whe a student can't go to school [DISCLAIM: DENY] || 10. he can't watch and learn the topic of class in his compute [DISCLAIM: DENY]. || 11. Third, in case of internacional business, the businessman will not have to go to business meetings to pressent their ideas [ENTERTAIN + DISCLAIM: DENY]. || 12. Through programs such as skype or Telescope, businessman can make live meetings from other places [ENTERTAIN]. || 13. For example, if a businessman can't go to meet [DISCLAIM: DENY] || 14. he can turn on his computer and communicate his ideas via skype [ENTERTAIN]. || 15. In conclusion, the computer facilitates the way of working [MONOGLOSSIC].

Figure 3. Example of Heteroglossic paragraph

As in the majority of CLCH paragraph arguments, this COFU paragraph shows a continuous contraction and expansion of the dialogical space. The student used Deny resources in topic statements to state what people will no longer have to do once computers change future careers. Then the student elaborates with more information and examples mixing Entertain and Deny resources. Thus, the text construes a reader that is in alignment with how life is currently, but one that may need to be convinced as to how computers will change life in the future. This is evidenced not only by the use of engagement resources, but by the writer offering extra information in addition to an example for each of the arguments. In this example it can be observed how the effects of computers in careers of the future are not challenged. What is at stake is the nature of the changes and thus, the conclusion is the actual thesis. However, since students were not interviewed for this study, there is not enough information to ascertain as to their reasoning behind their arguments.

In regards to conclusions, CLCH paragraphs show several instances of Entertain, Deny and Pronounce as exemplified below.

*-In conclusions, if humans reduce a little percent of pollution and littering [ENTERTAIN],
 // we can't save the planet [DISCLAIM: DENY] // but [DISCLAIM: COUNTER] we can
 prolong the time for our childrens [ENTERTAIN]. (CLCH-10, Clauses 16-18).*

*-To sum up, if we don't [DISCLAIM: DENY] care our environment, // We going to affect
 for the change in global weather [ENTERTAIN] . (CLCH-9, Clauses 17-18).*

-finally its important to know [PROCLAIM: PRONOUNCE] // how many damage people of Barranquilla are caused to environment , // and think in many solution to help the environment and reduce climatic change [MONOGLOSSIC]. (CLCH-4, Clauses 29-31)

Given that CLCH thesis statements were written Monoglossically, the first two examples seem to point to students somewhat backing out of their categorical positions. However, these conclusions do not open up the argument of whether climate change is affecting society or not. Instead, these conclusions are opening the dialogical space in regards to whether people can have a positive effect on climate change or not, which is a different issue.

Counter and Pronounce resources were infrequently used throughout both sets of paragraphs, but were present in CLCH conclusions as in the examples above. The use of Counter in the first example serves to construe a reader that needs to be corrected in the belief that the planet will be saved at the same time that gives hope through the Entertain lexico-grammatical resources of conditionals and modal verb can.

The Pronounce statement in the last example serves to emphasize the student's assertion at the same time that construes a reader that may not be in alignment or may resist the idea that people of Barranquilla are damaging the environment. The conclusion reads as an admonishment not only due to the content but also due to the combination of explicit Pronounce and Monoglossic statements which place the student as a strong authorial voice.

In regards to COFU conclusions, results show a mix number of Monoglossic and Entertain statements similar to how they wrote their thesis statements. However, one difference is that Entertain thesis statements used the modal verb will while Entertain conclusions used the conditional if. For example:

*-In conclusion, computers and technology are very important for the society
[MONOGLOSSIC]. // Thanks to this you can have great opportunities to work
[ENTERTAIN] // if you use computers [ENTERTAIN] // and you can know different
people and cultures [ENTERTAIN].*

Overall, COFU conclusions were more expansive with only one Deny instance. As a result these conclusions read more positive which could also be due to the topic. In the example above it can be seen how the student is hopeful about the positive impact of computers. By using the conditional if, the student seems to accept that there are readers who may disagree or who may not want to use computers. However, the student goes on to assert, albeit with the low Entertain modal can, how computers can expand cultural and social circles.

Summary of Results

The analysis shows that in general students used a variety of Monoglossic and Heteroglossic resources. The majority of students used both type of statements and hence, most paragraphs demonstrate mixed interpersonal meanings that both engage or do not recognize alternative voices or engage with readers. However, there are several paragraphs that are not balanced and are 100% Monoglossic. Within the Heteroglossic category, the majority of resources used belong to the Entertain subtype (e.g. modals verbs and conditionals). This was followed by Deny resources (e.g. don't) which some students had problems deploying in correct grammatical form. The third resource was Counter (e.g. but) while some categories such as Concur and Attribute were used infrequently. However, how these resources are distributed among the topics differs with CLCH paragraphs being more contractive while COFU paragraphs being more expansive.

In summary, engagement patterns in rhetorical stages were mainly found in thesis statements for both sets of paragraphs. CLCH thesis statements were written Monoglossically while COFU thesis statements were a mix of Entertain and Monoglossic. Arguments opened and closed the dialogical space with CLCH arguments being generally more contractive while some COFU arguments were highly Monoglossic and others highly Entertain. Conclusions in both sets of paragraphs show a mix of Monoglossic and Entertain statements with CLCH conclusions showing several instances of Deny and Pronounce.

Chapter 5: Final Conclusions

In the present exploratory study, 20 paragraphs from 20 pre-intermediate EFL students from Level IV English courses at Universidad del Norte were collected for the purpose of analyzing students' use of interpersonal resources in their writings. The questions the study set out to answer were: what are the lexico-grammatical resources through which Level IV learners realize different forms of engagement in exposition argumentative texts? And what are the patterns of engagement across stages in students' exposition argumentative texts? The conceptual underpinnings of the study were Halliday's (2007) seven levels of literacy and Martin and White's (2005) work on the SFL's interpersonal subsystem of engagement. This section highlights and discusses main findings, draws conclusions, and evaluates the study by indicating limitations and making pedagogical implications.

The study shows students use a majority of Monoglossic, Entertain, and Deny resources in their essays. In their Monoglossic statements students use a majority of present tense, and present continuous grammatical constructions. The most frequently used Lexico-grammatical resources to Entertain other voices include the modal verbs will, can and could followed by if conditionals with. Deny resources include negative modals don't, will not and can't. Counter resources were limited almost to its entirety to the conjunction 'but' with a few comment adjuncts.

The analysis of engagement patterns across rhetorical stages shows no discernible patterns for all 20 paragraphs together. Instead, patterns varied per topic with the topic about climate change having Monoglossic thesis statements supported with a mix of Monoglossic and frequent use of contractive arguments and conclusions. These results suggest that in climate change topic students were highly assertive in their thesis statements. Their arguments were

slightly more open to alternative positions and engaged readers at the same time that they assumed readers may need to be convinced or corrected.

Alternatively, essays responding to the topic about the effect of computers on careers of the future show a mix of mainly Entertain and Monoglossic resources throughout thesis statements and conclusions. The majority of Entertain values were concentrated in a few paragraph arguments while other arguments were highly Monoglossic.

The types of engagement meanings and lexico-grammatical resources deployed in these paragraphs are comparable to low graded essay results obtained by Wu (2007), Lancaster (2016), Aull and Lancaster (2014) and Miller, Mitchell and Pessoa (2014). Variations on resources depending on the topic can also be compared to results obtained by Lancaster (2016).

Possible explanations for the distinctive dialogical resources students deployed can be related to the grammar points and reading examples students were exposed to during class prior to the examination. Explanations as to the resources used in thesis statements could be related to students paraphrasing or borrowing from the question prompts. Another explanation may be due to the manner in which the prompts were written and how they asked students to explain and support given assertions. Last, a possible explanation for the differences in resources between the two sets of paragraphs may be students' familiarity with the topics.

These results point towards the conclusion that some students are more effective than others in their use of interpersonal resources to engage with other voices and readers, and that the majority of students could benefit from explicit instruction in interpersonal resources.

In evaluating this exploratory study, several limitations were found. First, the corpus of 20 paragraphs was too small. This may have directly affected the findings of patterns of

engagement use due to the small number of paragraphs analyzed. Thus, a bigger sample could have yielded more representative results of the entire Level IV population.

A second limitation was having only one data collection instrument which consisted of the writing samples. Having interview protocols for students and teachers would have helped in understanding students' choices. This is because it would have helped clarify what students tried to say and also because it would have clarified teachers' expectations and values which may have directly affected students' choices.

A third limitation relates to the high amount of opportunities for subjective interpretation that could make the study more challenging to replicate. Subjective interpretation was increased in part due a fourth limitation, which was students' pre-intermediate command of the English language. Due to problematic punctuation and grammatical constructions some subjectivity in separating clauses to use them as units of analysis was required during the preparation of the corpus for analysis. Due to spelling, use of cognates and problematic grammatical constructions, there was a degree of subjectivity in interpreting what students were trying to say and in what tense they were trying to do so.

Additionally, due to the author's beginning knowledge of SFL and the inherent subjective quality of discourse analysis, there was subjectivity in coding engagement values in students' paragraphs in general. Greater experience in discourse analysis and a deeper understanding of the interpersonal metafunction and engagement subsystem could have resulted in higher objectivity and greater depth of analysis.

Pedagogical implications include raising students' awareness of alternative voices and audiences, so that from the start of their EFL writing careers, they can begin to acquire mature academic writing skills that they will need in future courses. This entails teacher development in

the interpersonal metafunction and its lexico-grammatical realizations so that interpersonal meanings can be explicitly taught to students.

Given that one important aspect of academic writing is the avoidance of plagiarism, raising students' awareness in interpersonal meanings relating to sources of knowledge starting from lower level EFL writing may prepare students for more formal citations in more advanced writings. Because more academic essays and thus, explicit teaching of citations, are covered in higher English levels within the EFL program at the university, this awareness of alternative sources of knowledge does not need to be showcased through strict citations or explicitly written within the text. For example, students could be taught to acknowledge in simple forms that they read texts and discussed in class the topics of the paragraphs they are writing about.

Alternatively, this awareness of alternative voices could be raised by instructing students to acknowledge readings and class discussions as a side note to their paragraphs.

Other implications relate to the question prompts. In the EFL level IV courses, question prompts are changed daily for the writing examination which requires a large number of prompts. Having different prompts for each day may have implications for students as results in this study showed that the different topics set out students to use different engagement and lexico-grammatical resources from the start. Even if the topics remain the same, which they do, different grammatical prompt constructions can result in students adopting either Monoglossic or Heteroglossic stances such as observed in the thesis statements. Thus, an implication is for teachers to instruct students to include other voices and be aware of their readers regardless of how the topic is written. Another implication is that care must be taken in the construction of prompts so that they ask students for their opinion and not to support a statement or assertion being given to them.

Another implication relates to the reading texts used as input during teaching. In this study it was found that the readings for the climate change topic were argumentative and introduced several opposing points of view. The reading on the topic relating to the effect of computers in future career was an opinion text that did not include contrasting voices. Results showed a higher number of Monoglossic and contractive resources in climate change paragraphs than in future effects of computer ones. Thus, a correlation could be drawn between the reading texts and students' writings. Because grades or teacher values were not taken into consideration for this study, no correlations can be made as to which types of students' writings received higher grades. However, argumentative writings that negotiate information are seen as more advanced than opinion writings with only one point of view, and thus, the implications is that the readings and questions prompts set out students who chose one prompt over the other to write more advanced paragraphs, which could lead to higher grades. On the other hand, students whose level of English does not allow them to negotiate information with accurate grammar and effective interpersonal resources could get lower grades if they chose the more argumentative question prompt.

Future research can continue to focus on characterizing students' use of interpersonal resources in their writings across the different levels within the program since there are no studies being done on this topic in the EFL English courses at Universidad del Norte. Future research can also focus on teachers' knowledge of interpersonal resources and how they communicate this knowledge to students.

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Appendix A: Level IV Syllabus

Universidad del Norte
Instituto de Idiomas
Exigencia Inglés IV

Level: Four

Code: 4905

Duration: 64 Hours

Period: 201710

Textbook: NorthStar 3B

CEF Goal: B1.2 (Pre-Intermediate Level)

Description of the Undergraduate English Program

The Instituto de Idiomas at Universidad del Norte offers an Undergraduate English Program which consists of eight 64-hour courses focusing on the four skills – reading, writing, listening, and speaking. Through an emphasis on skills within an integrated approach, the program aims to develop the general, academic, and technical language of students. The goal of the program is to graduate students with a high-intermediate level of English, equivalent to the B2 level of the Common European Framework (CEF) and as determined by their score on the TOEFL ITP.

Level Four Course Goals (CEF B1.2 = Pre-Intermediate Level)

To understand the main point of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. To deal with most situations likely to arise while in an area where the language is spoken. To produce simple connected text on topics which are familiar or of personal interest. To describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Learning Outcomes by Skill

At the end of the course, students will be able to:

WRITING:

- Write a well-organized basic expository paragraph explaining a familiar topic.
- Use appropriate mechanics: capitalization and punctuation.
- Use simple, compound and compound-complex sentences.

READING:

- Understand and interpret tables, graphs, and charts.
- Differentiate between opinion and fact.
- Recognize author's use of irony.

LISTENING:

- Identify reasons for a speaker's opinion in a conversation or talk on familiar topics.
- Recognize markers that signal disagreement and a contrasting opinion in longer texts.

SPEAKING:

- Talks about plot, theme, and tone of abridged versions of famous narrative.
- Participate (initiate/maintain/close simple, face-to-face conversations on familiar topics.
- Justify points of view when challenged.

GRAMMAR CONVENTIONS: Comparatives and equatives, Modals of possibility, Conditional form 1, Future time clauses, Because/even though, Phrasal verbs.

VOCABULARY CONVENTIONS:

Weather phenomena, careers and jobs, climate change, tourism and campaigns, relationships and marriage traditions, culture and society.

Grading Framework and Assessment

- Writing Assessment 20% Write an explanatory paragraph.

- | | |
|------------------------------------|---|
| ● Reading Assessment 15% | Reading test includes: vocabulary, grammar and reading comprehension. |
| ● Listening Assessment 20% | Listening Test includes: vocabulary, grammar and listening comprehension. |
| ● Integrated Book club project 10% | Take part on a book club project. |
| ● Speaking Assessment 15% | Share opinions and facts about a particular topic. |
| ● Final Exam <u>20%</u> | Cumulative Evaluation of listening, speaking, grammar, and vocabulary |
| | = 100% |

All assessment is on a scale from 0.0 to 5.0, and the minimum cumulative grade needed to pass this course is 3.0/5.0 (= 60%).

Classroom Guidelines

- Plagiarism is defined as the using of another person's ideas or words without explicitly crediting that person. All sources for your work must be documented carefully with appropriate quotation marks and/or citations. Consequences of plagiarism include failure of the assignment, failure of the class, and/or disciplinary action by the university, including possible expulsion. Please make sure that you do your own work.
- Students may be asked to demonstrate their command of content and skills of their own work.
- Class sessions begin on the half hour. If students arrive more than 15 minutes late, they can stay for the class, but the absence will be counted. Official class time is the Colombian government's official time, available at (<http://horalegal.sic.gov.co/>).
- The professor has established office hours, and the official means of communication is the class email within Blackboard. Students should e-mail the teacher to express any concerns or questions, to set up an individual meeting with the teacher, or to reach the teacher for any reason.
- All electronic devices (smartphones, tablets, etc.) should remain off and unused during class.
- The teacher will return grades within a reasonable time and allow students ample opportunity to review their graded materials. Students are responsible for keeping track of their own grades, and for timely contesting of any graded event with which they are dissatisfied for any reason.
- For students to make up any graded event, a valid excuse must be presented to the professor, a *Supletorio* form must be signed by the professor and program coordinator, and the graded event must be completed within ten days upon returning to class. Failure to do so will result in a zero for that graded event. Homework cannot be made up.
- Learning to use a language is a constant process; therefore, class attendance is essential. If a student misses more than 12 hours of class, he/she will not be able to take the final exam and will receive a 0.0 for that exam.

Suggestion and Complaint Procedure

If students have a suggestion, query, or complaint about any issue related to the normal development of the course, they should follow the guidelines below:

1. In the first instance, students should raise and discuss concerns with the course professor, and every effort will be made to resolve them.

2. If the issues are not resolved, students should use the “Buzón de Sugerencias” located in the reception area of Bloque i1 or on the website of Uninorte.
3. The suggestions, queries, or complaints will receive an answer within a maximum of 30 days.

Contact Information

Professor:

Email:

Phone:

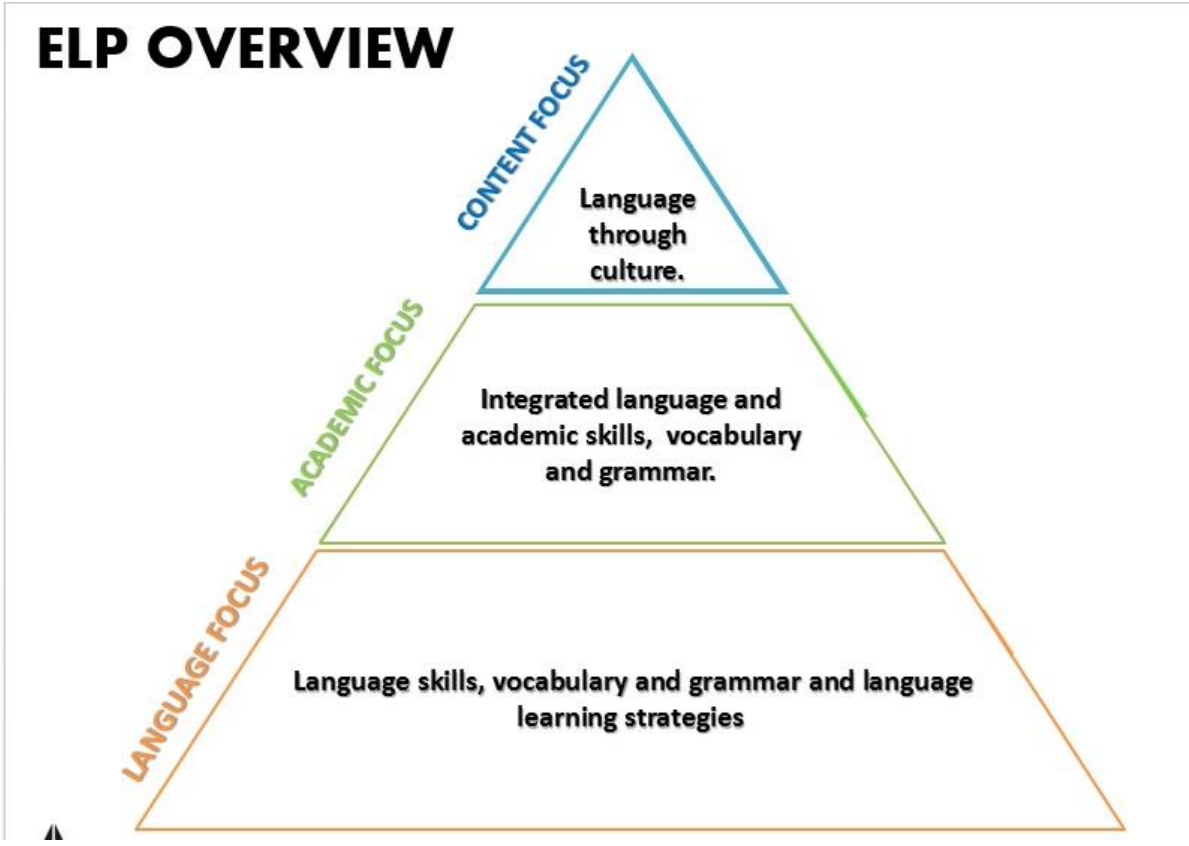
Level Coordinator: Katherine Iglesias.

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Mission of the Instituto de Idiomas

Contribute to the well-rounded development and continuous professional education of citizens and to the teaching and learning of languages. Respond with quality, relevance and creativity to the needs of students, teachers, professionals, entrepreneurs, and public and private organizations in the region, country and Latin America. Use a wide range of educational programs, developed by experts with academic and research interests.

Appendix B: Language Program Overview



Appendix C: Students' Paragraphs with Analysis Notes

CLCH-1

OPTION2: EXPLAIN: HOW THE CHANGE IN GLOBAL WEATHER IS AFFECTING SOCIETIES AROUND THE WORLD.

Opening		
#	Text with Coding	Comments
1 TH	1. The change in global weather is affecting in a bad way the societies [MONOGLOSSIC AT ISSUE].	
Arguments		
2	2. First of all, <u>it is important to know</u> [PROCLAIM: PRONOUNCE] 3. that exists a lot of countries [MONOGLOSSIC TAKEN FOR GRANTED] 4. that use renewables energys [MONOGLOSSIC TAKEN FOR GRANTED] 5. and the principal resource of this energy are the natural resources [MONOGLOSSIC TAKEN FOR GRANTED], 6. so a problem in the environments a problem to the society [MONOGLOSSIC TAKEN FOR GRANTED].	student pronounces the importance of three monoglossic statements 1 heteroglossic 4 monoglossic ----- 1. ambiguity of how proclaim: pronounce influences monoglossic statements that are projections or are relative clauses 2. How far (if at all) is the influence. 3. This seems to derive from the fact that students write long sentences imitating oral speech 4. RELATIVE IDENTIFYING CLAUSES will be coded; relative non-identifying clauses will not be coded. they are overridden by the previous engagement
3	7. Second, there are may animals MONOGLOSSIC TAKEN FOR GRANTED 8. that <u>can not to adapt</u> to differents conditions of life [DISCLAIM: DENY],	1 MONOGLOSSIC 1 HETEROGLOSSIC
4	9. therefore <u>if</u> the weather changes [ENTERTAIN], 10. they <u>should</u> will adapt [ENTERTAIN],	NEGATIVE CONDITIONAL ARE HETEROGLOSIC-DENY. IT

	<p>11. <u>but</u> [DISCLAIM: COUNTER] <u>if</u> they can <u>not</u> [DISCLAIM: DENY],</p> <p>12. they will die [ENTERTAIN].</p>	<p>ELIMINATES ENTERTAINING.</p> <p>POSITIVE CONDITIONAL CLAUSES COUNT AS ONE ENTERTAIN.</p>
5	<p>13. <u>For example</u>, polar bears have died [MONOGLOSSIC AT ISSUE]</p> <p>14. because they have to adapt to new conditions ENTERTAIN</p> <p>15. <u>but</u> [DISCLAIM: COUNTER] they <u>can not</u> do that + [DISCLAIM: DENY].</p>	
6	<p>16. Finally, <u>weather change involves natural disasters</u> for example strong rains and even floods MONOGLOSSIC TAKEN FOR GRANTED</p> <p>17. and it destroys the infrastructure [MONOGLOSSIC TAKEN FOR GRANTED].</p>	
Conclusion		
7	<p>18. <u>It is true</u> [PRONOUNCE]</p> <p>19. that the weather are changing [MONOGLOSSIC TAKEN FOR GRANTED]</p> <p>20. and people <u>might</u> to do something to control this situation [ENTERTAIN]</p> <p>21. because <u>it is</u> affecting in a bad way the society and the peace of environment [MONOGLOSSIC TAKEN FOR GRANTED].</p>	<p>ambiguity of how proclaim: pronounce influences monoglossic statements that project or are relative clauses</p>

CLCH-2

OPTION2: EXPLAIN: HOW THE CHANGE IN GLOBAL WEATHER IS AFFECTING SOCIETIES AROUND THE WORLD

Opening		
#	Text with Coding	Comments
1	<p>1. The change in global weather is affecting societies around the world [MONOGLOSSIC AT ISSUE].</p>	

<p>2 TH</p>	<p>2. is <u>not</u> <u>mistry</u> [DISCLAIM: DENY]</p> <p>3. that the change in global weather has negativbe consequence in the way live of people [MONOGLOSSIC AT ISSUE].</p>	<p>5. ambiguity of how proclaim: pronounce influences monoglossic statements that projection or are relative clauses</p>
<p>Arguments</p>		
<p>3 NC</p>	<p>First, this change have to produce dangerous sick for humans, more flu until kill.</p>	<p>Not coded. Not clear.</p>
<p>4</p>	<p>4. Second, the enviroment is different [MONOGLOSSIC AT ISSUE],</p> <p>5. since is <u>not</u> comfortable [DISCLAIM: DENY]</p> <p>6. and there are many pollution [MONOGLOSSIC TAKEN FOR GRANTED].</p>	
<p>5</p>	<p>7. The climate change <u>is a evident consequence</u> [PROCLAIM: CONCUR: AFFIRM]</p> <p>8. that is affecting all the world , [MONOGLOSSIC AT ISSUE]</p> <p>9. since some activities that are realized like agriculture, are very affectr for greenhouse effect [MONOGLOSSIC TAKEN FOR GRANTED].</p>	<p>At first read, ‘is a evident consequence’ read as "it is clear to me” so it was coded as PROCLAIM. It is written objectively and implicitly. See Martin & White, p.130-131.</p> <p>However, upon a second read, it read as ‘it is an obvious’ so I marked as CONCUR.</p>
<p>6</p>	<p>10. Also the nature are experimenting many changes and genetic mutations [MONOGLOSSIC TAKEN FOR GRANTED],</p>	
<p>7</p>	<p>11. The food is contaminated [MONOGLOSSIC TAKEN FOR GRANTED].</p> <p>12. while the animals kill more and more [MONOGLOSSIC TAKEN FOR GRANTED].</p>	
<p>8</p>	<p>13. The oceans are increases them levels [MONOGLOSSIC TAKEN FOR GRANTED].</p> <p>14. and frequently there are many hurricanes [MONOGLOSSIC TAKEN FOR GRANTED].</p>	
<p>9</p>	<p>15. There are extrens climate like very cold or very hot [MONOGLOSSIC TAKEN FOR GRANTED].</p>	
<p>Conclusion</p>		

10	16. the world is very affected fot change in global weather [MONOGLOSSIC TAKEN FOR GRANTED],	
11	17. <u>all we can see</u> the consequences us around [PROCLAIM: PRONOUNCE].	See Martin & White subjective explicit page 132
12	18. This effects, more of 90% are negative for lifestyle,of societies in the world [MONOGLOSSIC TAKEN FOR GRANTED].	

CLCH-3

OPTION2: EXPLAIN: HOW THE CHANGE IN GLOBAL WEATHER IS AFFECTING SOCIETIES AROUND THE WORLD.

Change in the societies

Thesis		
#	Text with Coding	Comments
1 TH	1. The global warming is danger for people around world [MONOGLOSSIC TAKEN FOR GRANTED].	
Arguments		
2	2. <u>although</u> affect directily to people of low income [DISCLAIM: COUNTER] 3. Because they <u>haven't</u> the money necessary as people of high income [DISCLAIM: DENY].	
3	4. <u>even though</u> People of high income also feel the change [DISCLAIM: COUNTER].	
4	5. Too the pollution is worse for the future [MONOGLOSSIC TAKEN FOR GRANTED], 6. and kids need the best future [ENTERTAIN].	Here is an example where knowing the L1 helped me understand what the student is saying. The student means to say, "Also, the pollution is worse for the environment"
5	7. This problem is the bigger [MONOGLOSSIC AT ISSUE] 8. because the kids are hope around world. [MONOGLOSSIC TAKEN FOR GRANTED]	
6	9. finally the societie <u>need to help clime</u> [ENTERTAIN] 10. Because we are live in this planet [MONOGLOSSIC AT ISSUE]	"because we are live in this planet´ is a self evident statement yet it is still

		written monoglossically.
7	11. <u>even</u> [DISCLAIM: COUNTER] <u>if</u> we have other planet [ENTERTAIN] 12. is <u>very important</u> [PROCLAIM: PRONOUNCE]_safe this planet for the future generations .	we are not coding non finite clauses
8 NC	so the choose climate affect all people.the chases climate change the societie.	Not coded. Not understood. Not clear if there is a conclusion or where it starts.

CLCH-4

OPTION2: EXPLAIN: HOW THE CHANGE IN GLOBAL WEATHER IS AFFECTING SOCIETIES AROUND THE WORLD.

Opening		
#	Text with Coding	Comments
1 TH	1. The climate change and polution are damage the environment, [MONOGLOSSIC TAKEN FOR GRANTED] 2. and Barranquilleros are contribute to this problem [MONOGLOSSIC AT ISSUE].	
Arguments		
2	3. one reason is [MONOGLOSSIC TAKEN FOR GRANTED] 4. because in Barranquilla a lot of people are tourn fossil fuels like gasoline. [MONOGLOSSIC AT ISSUE]	# 4 is AT ISSUE because it is supported by the example in clause 5.
3 NC	5. For example, in Barranquilla the trafic now is more than last years [MONOGLOSSIC TAKEN FOR GRANTED], <i>so are more persons with cars</i> 8. and this produce more greenhouse gas [MONOGLOSSIC TAKEN FOR GRANTED].	NC is not coded because the “so” creates an illogical construction. Did the student mean to say ‘because’? If so, I would have coded #5 as AT ISSUE because the S felt the need to elaborate on it.
4	9 .In Barranquilla people <u>don’t use</u> bicycle to go to any place, [DISCLAIM: DENY]	

<p>5</p>	<p>10. this is a sustainable way to transport to any place [MONOGLOSSIC TAKEN FOR GRANTED]</p> <p>11. and is good for helt [MONOGLOSSIC TAKEN FOR GRANTED].</p>	
<p>6</p>	<p>12. Another reason is [MONOGLOSSIC TAKEN FOR GRANTED]</p> <p>13. that people in Barranquilla like all world, used many energy in electronic things [MONOGLOSSIC TAKEN FOR GRANTED],</p> <p>14. and this produce a increment in greenhouse gases too [MONOGLOSSIC TAKEN FOR GRANTED].</p>	
<p>7</p>	<p>15. If this greenhouse gas increase [ENTERTAIN],</p> <p>16. this damage the atmosphere and produce more climatic change than now. [MONOGLOSSIC TAKEN FOR GRANTED]</p>	<p>In this example, the complex sentence has two different intersubjective positionings. The dependent clause starting with ‘if’ sets up an ENTERTAINING value. However, the independent clauses are expressed monoglossically.</p> <p>consider this constrasting example from Lancaster (2012):</p> <p>(75) <u>if</u> Vons were allowed to keep all of its Shopping Bag stores, the benefits of merger <u>could</u> be even greater because the stores <u>may</u> have even lower costs and higher bargaining power [ENTERTAIN]. (p. 88)</p> <p>or consider the next sentence in the student essay.</p>
<p>8</p>	<p>17. In Barranquilla the clima is <u>to</u> hot [MONOGLOSSIC TAKEN FOR GRANTED]</p> <p>18. and if <u>don’t</u> take any way to reduce the production of greenhouse gas [DISCLAIM: DENY] ,</p> <p>19. <u>probably</u> in a close future, will be more warming. [ENTERTAIN]</p>	
<p>9</p> <p>NC</p>	<p>20. This is a Big problem to Barranquilla and all “costa area” [MONOGLOSSIC AT ISSUE],</p> <p>21. because drought <u>can increment</u> and sea levels too [ENTERTAIN],</p> <p><i>and Barranquilla isn’t near to ocean, that’s can produce many floods in a future. (THIS PART NOT CLEAR)</i></p>	

10	<p>22. A third problem is [MONOGLOSSIC TAKEN FOR GRANTED]</p> <p>23 because Barranquilla is expanding more and more and are less green areas. [MONOGLOSSIC AT ISSUE]</p>	
11	<p>23. News constructions are <u>really</u> beneficias to the city [PROCLAIM: PRONOUNCE],</p> <p><u>24. but</u> [DISCLAIM: COUNTER] <u>not</u> for environment [DISCLAIM: DENY],</p> <p>25. because Colombia <u>don't know</u> [DISCLAIM: DENY] how to make sustainables constructions to not damage the environment</p>	
12	<p>26. n Barranquilla are a lot of drought zones, [MONOGLOSSIC AT ISSUE]</p>	
13	<p>27. In this areas are less trees than anyone can imagine [MONOGLOSSIC TAKEN FOR GRANTED],</p> <p>28. so this problem damage environment and affect climatic change too, [MONOGLOSSIC TAKEN FOR GRANTED]</p>	
Conclusion		
14	<p>29. finally <u>its important to know</u> [PROCLAIM: PRONOUNCE]</p> <p>30. how many damage people of Barranquilla <u>are caused</u> to environment ,</p> <p>31. and <u>think</u> in many solution to help the environment and reduce climatic change [MONOGLOSSIC TAKEN FOR GRANTED].</p>	<p>Initially clause #30 was coded as MONOGLOSSIC.</p> <p>However, unlike clauses 2-6 in essay #1 above in which there is ambiguity of how far the Pronouncement goes,, it is clear that the PRONOUNCE engagement on #29 affects only #30 and not #31.</p>

CLCH-5

OPTION: EXPLAIN: HOW IS THE CHANGE IN GLOBAL WEATHER AFFECTING SOCIETIES AROUND THE WORLD?

Opening		
#	Text with Coding	Comments

1	<p>1. Today the change in global weather is affecting societies around the world [MONOGLOSSIC AT ISSUE],</p> <p>2. <u>but</u> this change sometimes is a little good for some places [DISCLAIM: COUNTER].</p>	At first the opening clause was coded TAKEN FOR GRANTED but a clarification was made through a counter expression which led me to interpret it as AT ISSUE.
2 TH	3. Warming global is affecting us in several ways. [MONOGLOSSIC AT ISSUE]	
Arguments		
3	<p>4. First, in some places heat has increased a lot [MONOGLOSSIC TAKEN FOR GRANTED]</p> <p>5. and those places it has become <u>too</u> warm [PROCLAIM: PRONOUNCE]</p> <p>6. that humans <u>couldn't live</u> there [DISCLAIM: DENY].</p>	<p>In clause #5, the word 'too' is used to emphasize the statement about warm temperatures.</p> <p>Informal writing</p>
4	<p>7. This warming brings drought [MONOGLOSSIC TAKEN FOR GRANTED]</p> <p>8. <u>unless</u> that place be too cold [DISCLAIM: COUNTER],</p> <p>9. so the consequence <u>will be</u> different [ENTERTAIN];</p>	
5	10. for example, it <u>could</u> cause flooding or rising sea levels [ENTERTAIN].	
6 NC	<i>Also, warming global affecting some species that melt.</i>	<i>NOT COUNTED NOT UNDERSTOOD</i>
7 NC	<i>As soon as it happens, a lot of animals will die.</i>	<i>NOT COUNTED NOT UNDERSTOOD</i>
8	<p>11. In the other hand, warming global also <u>could</u> be a little good for some places like countries that before used to be so cold [ENTERTAIN],</p> <p>12. now warming cause an effect so good [MONOGLOSSIC: TAKEN FOR GRANTED];</p>	
9 NC	<i>that is to say, already it will be too cold but temperate by this I mean not to cold and not too warm.</i>	<i>NOT COUNTED NOT UNDERSTOOD</i>

10	13. Otherwise, this do that place be good to take a vacation .[MONOGLOSSIC TAKEN FOR GRANTED]	
Conclusion		
11	14. Finally, <u>it seems to me</u> [ENTERTAIN] 15. that is good 16. <u>but</u> most places around the world is affecting too much [DISCLAIM: COUNTER].	
12	17. <u>But</u> [DISCLAIM: COUNTER] we <u>should</u> know that all these consequences we did possible [ENTERTAIN] ,	
13	18. humans are the fault [MONOGLOSSIC TAKEN FOR GRANTED].	

CLCH-6

OPTION: EXPLAIN: HOW IS THE CHANGE IN GLOBAL WEATHER AFFECTING SOCIETIES AROUND THE WORLD?

Opening		
	Text with Coding	COMMENTS
1 TH	1. Around the world, <u>countries are evidence</u> of the climate change [MONOGLOSSIC AT ISSUE] 2. that is the cause of so many problems to the societies like high and low temperatures, natural disasters and diseases [MONOGLOSSIC TAKEN FOR GRANTED].	
Arguments		
2	3. In Colombia, climate change is <u>obvious</u> in the high temperatures in all cities [PROCLAIM: CONCUR: AFFIRM], 4. <u>but</u> in the north countries the temperature is very low [DISCLAIM:	

	COUNTER].	
3	5. For example: In Bogota, a cold city in Colombia, the temperature some times is increase [MONOGLOSSIC TAKEN FOR GRANTED], 6. and at the same time in other country like canada, the temperature is under the zero [MONOGLOSSIC TAKEN FOR GRANTED].	
4	7. Another point is [MONOGLOSSIC TAKEN FOR GRANTED] 8. that in some countries there so many disasters like flood or Droughth [MONOGLOSSIC TAKEN FOR GRANTED].	
5	9. This <u>is</u> an effect of the ice cap melting and the increase of global warming [MONOGLOSSIC TAKEN FOR GRANTED].	
6	10. Floods and Droughth affect societies [MONOGLOSSICAT ISSUE] 11. because it cause damage Such as infraestructure, death and hungry [MONOGLOSSIC TAKEN FOR GRANTED].	
7	12. Also, the change in global weather <u>could</u> bring an increas to the diseases for people [ENTERTAIN].	
8	13. This <u>can be related</u> with change in temperatures, or with the new conditions of the earth such as an increase of flu or heart diseases [ENTERTAIN].	
Conclusion		
9	14. <u>Although</u> the change in global weather bring bad consequences to the humans [DISCLAIM: COUNTER], 15. it is normal cicle of the Earth [MONOGLOSSIC AT ISSUE] 16. <u>but</u> we need to star to take care with the enviroment [DISCLAIM: COUNTER] with little actions lie <u>don't</u> littering and <u>don't</u> abuse with the natural resources	<u>in terms of author positioning</u> “ it is normal cicle of the Earth” is interpreted monoglossically. However, the countering statement preceding seems to counter not the monoglossic statement but a presupposed imagined objection to this monoglossic statement : it can't be normal because humans are suffering. OR normal cannot bring suffering to humans.

CLCH-7

OPTION: EXPLAIN: HOW IS THE CHANGE IN GLOBAL WEATHER AFFECTING SOCIETIES AROUND THE WORLD?

Opening

	Text with Coding	COMMENTS
1 TH	<p>1. The pollution in the world has been caused by increasing gases emissions, use fossil fuels [MONOGLOSSIC AT ISSUE],</p> <p>2. and this factors causes change in global weather [MONOGLOSSIC AT ISSUE]</p> <p>3. while it affect societies around the world [MONOGLOSSIC AT ISSUE].</p>	
Arguments		
2	4. To begin with, the first consequence of change in global weather is the floods. [MONOGLOSSIC AT ISSUE]	
3	<p>5. The floods affect to the society [MONOGLOSSIC TAKEN FOR GRANTED]</p> <p>6. because it destroy houses, crops and causes disease. [MONOGLOSSIC TAKEN FOR GRANTED]</p>	
4	7. For example, in Mexico when <u>there are</u> floods increasing of number of victims and disease by Malaria and Chikunguña [MONOGLOSSIC TAKEN FOR GRANTED]	
5	8. The second consequence is droughts, [MONOGLOSSIC AT ISSUE]	
6	<p>9. it affects us [MONOGLOSSIC AT ISSUE]</p> <p>10. because is difficult to get water [MONOGLOSSIC AT ISSUE]</p> <p>11. and the animals, plants and people need it. [MONOGLOSSIC AT ISSUE]</p>	
7	<p>12. For instance, in Guajira- Colombia, the children die [MONOGLOSSIC AT TAKEN FOR GRANTED]</p> <p>13. because their family haven't water and the other hand, food. [MONOGLOSSIC TAKEN FOR GRANTED]</p>	
8	14. Third, other consequence of change in global weather is energetic	

	weather conditions. [MONOGLOSSIC AT ISSUE]	
9	15. This conditions affect us [MONOGLOSSIC TAKEN FOR GRANTED] 16. because increase the temperature, [MONOGLOSSIC TAKEN FOR GRANTED]	
10	17. consequently there are wildfires and ice melt. [MONOGLOSSIC TAKEN FOR GRANTED]	
11	18. Namely, in the world has increased the level of sea [MONOGLOSSIC TAKEN FOR GRANTED] 19. and it is causing loss of animals such us polar bear and loss of beach. [MONOGLOSSIC TAKEN FOR GRANTED]	
Conclusion		
12	20.. To summarise, we life is affecting due to floods, droughts and energetic weather conditions, [MONOGLOSSIC TAKEN FOR GRANTED]	I am tempted not to count the instances of ENGAGEMENT happening in the conclusions because Ss are taught conclusions are a summary and reiteration of their thesis and arguments. Thus the conclusion has already been argued for in the body.
13	21. this causes produces disease, victims and bad change in our life style.[MONOGLOSSIC TAKEN FOR GRANTED]	

CLCH-8

OPTION: EXPLAIN: HOW IS THE CHANGE IN GLOBAL WEATHER AFFECTING SOCIETIES AROUND THE WORLD?

Opening		
	Text with Coding	COMMENTS
1 TH	1. The climate change affect of different ways to societies around the world [MONOGLOSSIC AT ISSUE] .	Because students were required to support their opinions, several of the

		<p>Thesis have AT ISSUE monoglossic engagement. Despite this, the fact remains that the statement was written monoglossically when students could have acknowledged class discussions or texts. Perhaps we should teach students to combine giving their opinions at the same time that they acknowledge previous authors or knowledge. Thus this opening thesis could look like this:</p> <p>According to our class discussion/ Several authors assert that/, the climate change affect of different ways to societies around the world. I agree with this statement for several reasons.....</p>
Arguments		
2	2. Meanwhile in some places the temperature increase, and in other decrease [MONOGLOSSIC AT ISSUE]	
3	3. this <u>can causes</u> problems for the develop of their lifestyle [ENTERTAIN].	
4	4. By this I mean, very people are <u>going to have do</u> change [ENTERTAIN], 5. because the ideas is help to the planet, it <u>doesn't</u> destroy [DISCLAIM: DENY].	In some cases what looked like a run-on sentence was not. In this example I interpreted the student wanted to say 'not destroy it' instead of 'it doesn't destroy.' This showcases the student's faulty construction of DENY expressions of this type.
5	6. For example, we <u>could</u> to recycle, to drop the amount used to diary [ENTERTAIN].	
6	7. In contrast, the capitalism and the industries <u>can do</u> [ENTERTAIN] 8.that the enviroment pollution <u>doesn't</u> drop [DISCLAIM: DENY], 9. and this <u>could</u> causes water pollution, littering [ENTERTAIN];	

	10. as well as, the emissions of carbon dioxide produce drought, wildfire, etc [MONOGLOSSIC TAKEN FOR GRANTED].	
7	11. Therefore, the way that change in the global weather affect to the population <u>won't</u> be in the same way [DISCLAIM: DENY].	The student may be having an internal conversation and his linguistic resources do not catch up
8	12. Last, <u>but not</u> least [DISCLAIM: COUNTER + DENY], the change in global weather <u>can do</u> [ENTERTAIN] that people to become aware of all the problem 13. that this <u>could</u> to cause [ENTERTAIN].	Example of clause with more than one engagement. There are two ways of seeing these engagements. The Deny can bathe the entire clause or it could be seen as an extra entertain.
9	14. Because, sometimes <u>some people think</u> that there are others place where go [ATTRIBUTE: ACKNOWLEDGE], 15. when it <u>don't</u> to be possible live here [DISCLAIM: DENY], 16. <u>but this isn't</u> true [DISCLAIM: COUNTER + DENY].	Thinking mental verb process
10	17. At the same time, you <u>should</u> to be aware about that the climate change <u>is not</u> a kid [ENTERTAIN + DISCLAIM: DENY],	
11	18. it's a reality [MONOGLOSSIC TAKEN FOR GRANTED],	
12	19. and <u>is very important</u> that your attitude change [PROCLAIM: PRONOUNCE].	Not sure if this is monoglossic or pronounce. I interpret 'it is <u>very important</u> that your attitude change' as an overt interporlation or intervention of the student.
Conclusion		
13	20. To conclude, the change in global weather don't affect to the socities in the same ways [DISCLAIM: DENY].	

CLCH-9

OPTION: EXPLAIN: HOW IS THE CHANGE IN GLOBAL WEATHER AFFECTING SOCIETIES AROUND THE WORLD?

Opening		
	Text with Coding	COMMENTS
1 TH	1.The societies around the world are affecting for all changes in global weather [MONOGLOSSIA AT ISSUE], 2. <u>but</u> it <u>doesn't</u> the same way [DISCLAIM: COUNTER + DENY] .	There seems to be a confusion on when to use <i>don't</i> VS <i>not</i> .
Arguments		
2	3. To begin with, many countries currently have differents weather than they have before [MONOGLOSSIC AT ISSUE].	
3	4. For example, the colombian people are affect [MONOGLOSSIC AT ISSUE] 5. because their weather is hotter than year before [MONOGLOSSIC TAKEN FOR GRANTED].	
4	6. Similarly in USA its strong snow, and its street are danger to people [MONOGLOSSIC TAKEN FOR GRANTED].	
5	7. At the same time, people suffer flood or wildfires, so they lose all their things [MONOGLOSSIC AT ISSUE] .	
6	8. For instance, in Chile there are many wildfires [MONOGLOSSIC TAKEN FOR GRANTED] 9. that destroy many hectare of forest [MONOGLOSSIC TAKEN FOR GRANTED] 10. while in Japan happened floods [MONOGLOSSIC TAKEN FOR GRANTED] 11. that affected to many people, [MONOGLOSSIC TAKEN FOR GRANTED]	6. RELATIVE IDENTIFYING CLAUSES will be coded; relative non-identifying clauses will not be coded. they are overridden by the previous engagement This is one example where all the clauses have the same engagement value. I decided to count them all because in each instance the student chose to express an engagement. This differs from Lancaster who would have just chosen one engagement for

	12. and this people lose all their things [MONOGLOSSIC TAKEN FOR GRANTED].	the entire clause.
7	13. Last, <u>but not</u> least [DISCLAIM: COUNTER + DENY], the society also suffer for water polution of some company, for increase their money [MONOGLOSSIC AT ISSUE].	can I have a monoglossic statement preceded by a Counter and Deny? these two are outside the monoglossic clause and I think refer to “last”.
8	14. Namely, <u>if</u> companies throw fossil fuels to ocean [ENTERTAIN], 15. they damage to animals that there are [MONOGLOSSIC TAKEN FOR GRANTED],	
9	16. This <u>could</u> to cause illness and dead for humans [ENTERTAIN].	
Conclusion		
10	17. To sum up, <u>if</u> we don’t [DISCLAIM: DENY] care our enviroment, 18. We <u>going to affect</u> for the change in global weather[ENTERTAIN] .	problematic construction of Future with Going tense

CLCH-10

OPTION: EXPLAIN: HOW IS THE CHANGE IN GLOBAL WEATHER AFFECTING SOCIETIES AROUND THE WORLD?

Opening		
	Text with Coding	COMMENTS
1	1. First in this paragraph we are talking about <u>what are humans doing to destroy the earth, affecting the climate change and what are they doing to preserve</u> [MONOGLOSSIC TAKEN FOR GRANTED].	
2	2. ARE Humans guilty? [ENTERTAIN]	
3	3. Yet however, we are going to talk about <u>which countries are colder and which countries are hotter, in such a way that those countries are suffering ice cap melting and droughts</u> [MONOGLOSSIC TAKEN FOR GRANTED].	
Arguments		

4	<p>4. The first step humans every day are contaminating more and more [MONOGLOSSIC TAKEN FOR GRANTED],</p> <p>5. Every day there are more cars, more industries, more garbage [MONOGLOSSIC TAKEN FOR GRANTED].</p>	
5	<p>6. The pollution are affecting the atmosphere [MONOGLOSSIC TAKEN FOR GRANTED].</p>	
6	<p>7. Then the poles are affecting as a result the poles note ice cap melting [MONOGLOSSIC TAKEN FOR GRANTED].</p>	
7	<p>8. On the other hand, the countries were doesn't [DISCLAIM: DENY] raining like in Colombia (Rioacha) are suffering and intensive drought [MONOGLOSSIC TAKEN FOR GRANTED]</p> <p>9. and they are affecting the nutrition of humans at the point [MONOGLOSSIC TAKEN FOR GRANTED]</p> <p>10. that people death [MONOGLOSSIC TAKEN FOR GRANTED].</p>	
8	<p>11. A very strong example of countries that have an extrem contamination and pollution are beijin (china) and (Mexico df) Mexico [MONOGLOSSIC TAKEN FOR GRANTED].</p>	
9	<p>12. The pollution in those countries are <u>to</u> extrem [MONOGLOSSIC TAKEN FOR GRANTED]</p> <p>13. that persons need to use masks [MONOGLOSSIC AT ISSUE],</p> <p>14. and if you <u>don't</u> [DISCLAIM: DENY] used</p> <p>15. you <u>are going to</u> have seriously problemns in your healthy [ENTERTAIN].</p>	<p>conclusion: will and future with going are categorized as ENTERTAIN</p>
<p>Conclusion</p>		
10	<p>16. In conclusions, <u>if</u> humans reduce a little percent of pollution and littering [ENTERTAIN],</p> <p>17. we <u>can't save</u> the planet [DISCLAIM: DENY]</p> <p>18. <u>but</u> [DISCLAIM: COUNTER] we <u>can</u> prolong the time for our</p>	<p>Counter engagement precedes entertain</p>

	childrens [ENTERTAIN].	
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COFU-1

OPTION: EXPLAIN: HOW COMPUTERS WILL HAVE AN IMPACT IN CAREERS IN THE FUTURE.

Opening		
#	Text with Coding	Comments
1 TH	1. In the future, computers <u>will</u> have an important impact careers [ENTERTAIN].	I believe this statement expresses certainty rather than possibility. there is also an important dissimilarity. “Despite the speaker/ writer’s upscaled investment, <u>assessments of high probability are nevertheless still dialogistically expansive, and are classified as instances of entertain.</u> pg 133
Arguments		
2	2. First of all, computers <u>can help</u> careers with all the tools, and benefits that it has [ENTERTAIN].	
3	3. For example, people <u>can have a clear,</u> and organized information using excel or other programs designed for this [ENTERTAIN].	
4	4. <u>Experts say</u> [ATTRIBUTE: ACKNOWLEDGE] that careers like people freelancers or people with neany business, need a computer because 5. it can facilitate their work.	In this case the Acknowledge engagement spreads over clause 4 and 5.
5	6. <u>Equally important,</u> [PROCLAIM: PRONOUNCE]computers have an amazing technology 7. that facilitate the fast work.	
6	8. <u>Statistics prove</u> [PROCLAIM: ENDORSE] 9. that people <u>can</u> make a task more fast with a computer that without it [ENTERTAIN].	

7	10. This happens [MONOGLOSSIC AT ISSUE] 11. because computer has the option of install many programs [MONOGLOSSIC TAKEN FOR GRANTED] 12. <u>that can help</u> different careers in any task [ENTERTAIN].	
8	13. On the other hand [DISCLAIM:COUNTER], computers also has several disadvantages 14. that <u>could affect</u> careers in the future [ENTERTAIN].	I interpret this as “however” or “yet” because of what the S says next. Norma agrees with Counter due to what it says following up. It is a disadvantage.
9	15. One of these is that people lose the investigative sense [MONOGLOSSIC AT ISSUE].	
10	16. Computers give to the persons the access to internet [MONOGLOSSIC TAKEN FOR GRANTED], 17. and the internet <u>don't</u> has limits [DISCLAIM: DENY], 18. so people to decide work less [MONOGLOSSIC TAKEN FOR GRANTED].	
Conclusion		
11	19. In conclusion, computers <u>will</u> has an important impact careers in the future being a great invent [ENTERTAIN], 20. but computers also <u>can be bad</u> [ENTERTAIN] 21. <u>if</u> people don't take the control [DISCLAIM: DENY].	

COFU-2

OPTION: EXPLAIN: HOW COMPUTERS WILL HAVE AN IMPACT CAREERS IN THE FUTURE.

Opening		
#	Text with Coding	Comments
1	1. The computers, in the future, are part of the cotidian life [ENTERTAIN].	
Arguments		
2	2. First, In very careers, the computers are very, the <u>computers are very important</u> [MONOGLOSSIC AT ISSUE].	Jesus said it was entertain. I thought it was pronouncement.

		Norma: Monoglossic with attitude and graduation.
3	3. For example, a manager have control the finances of the company in the computer [MONOGLOSSIC TAKEN FOR GRANTED].	
4	4. Other example is a doctor, [MONOGLOSSIC AT ISSUE] 5.he have the dates with your patiens secures in your Pc [MONOGLOSSIC TAKEN FOR GRANTED].	
5	6. Second, the computers help of the people it realized your activities in the job [MONOGLOSSIC TAKEN FOR GRANTED].	
6	7. There are jobs is more easy it used computers [MONOGLOSSIC AT ISSUE].	
7	8. For example, is more easy secured the information of an architect in a computer [MONOGLOSSIC TAKEN FOR GRANTED].	
8 NC	Finally, in the future, this machine are very used for your differents may of used .	NOT UNDERSTOOD
9	9.The electronic security of the computers are better [MONOGLOSSIC TAKEN FOR GRANTED] 10. and helped more with the communication between different persons all the world [MONOGLOSSIC TAKEN FOR GRANTED].	
Conclusion		
10	11. Nowadays, such as the future the computers are very used in different career [MONOGLOSSIC TAKEN FOR GRANTED].	

COFU-3

OPTION: EXPLAIN: HOW COMPUTERS WILL HAVE AN IMPACT CAREERS IN THE FUTURE.

Opening		
#	Text with Coding	Comments
1	1. The computers are technologic devices, frequently are used daily for all [MONOGLOSSIC TAKEN FOR GRANTED].	
2	2. In the future, this devices <u>will</u> arrive so much important for the careers, for the work, for the life [ENTERTAIN].	

TH		
3	3. Actually, the computer is <u>very important</u> , [MONOGLOSSIC TAKEN FOR GRANTED]	Jesus thought it was mono I thought it was pronouncement NOrma: monoglossic
4	4. this do the work more easy [MONOGLOSSIC TAKEN FOR GRANTED]	THIS IS EVALUATIVE THUS, SUBJECTIVE SO NOT MONOGLOSSIC????
5	5. The arrival of the computers had much benefits [MONOGLOSSIC AT ISSUE], 6. <u>but</u> also consequences [DISCLAIM: COUNTER] .	Jesus thought this was CONCUR: CONCEDE However, I don't interpret it as such because it does not have the structure of 'admittedly...but' or sure.... however' NORMA agrees with MONOGLOSSIC and Counter.
6 NC	Betwen the consequences more important are the addiction at the internet for this wave and the consupcion of naturals resources, because reduce this recourses.	NOT UNDERSTOOD
7	7. The computers are born between 1960 -1970 years [MONOGLOSSIC TAKEN FOR GRANTED].	
8	8. <u>Based on dates of Princenton University</u> in each home of the world have a computer [PROCLAIM: ENDORSE], 9. <u>but</u> all not have an internet connection [DISCLAIM: COUNTER], 10. because the elevated price for this service [MONOGLOSSIC TAKEN FOR GRANTED].	This could be read to mean 'according to' (Acknowledge) OR 'as Princeton University shows' (Endorse). I believe it is endorse because author uses Princenton University dates as factual. 126-127
9	11. For the future this devices <u>are going</u> to many [ENTERTAIN], 12. because the planet is globalizate fastly [MONOGLOSSIC TAKEN FOR GRANTED] 13. and the careers of the future will need this for your labors [ENTERTAIN].	
10	14. <u>Statistics</u> shows that it's devices will increase the consumption at 300 % [PROCLAIM: ENDORSE].	
11	Actually exists human secretaries, in the future this were obsolet, and begin to exist virtual secretaries.	NOT UNDERSTOOD

NC		
12	15. <u>scientist says</u> [ATTRIBUTE: ACKNOWLEDGE] that world will be dominate for the computers , 16. and each day is a more reality	ACKNOWLEDGE value spreads over clause 16 as per my interpretation.

COFU-4

OPTION: EXPLAIN: HOW COMPUTERS WILL HAVE AN IMPACT CAREERS IN THE FUTURE.

Opening		
#	Text with Coding	Comments
1 TH	1. The computers <u>will</u> have an important impact for careers in future [ENTERTAIN].	
Arguments		
2	2. First, <u>we think</u> [PROCLAIM: PRONOUNCE] 3. the computers are one of the best invention of the modern times [MONOGLOSSIC TAKEN FOR GRANTED]. , 4. because with this people <u>can do</u> more difficults activities and develop this more quickly and better [MONOGLOSSIC TAKEN FOR GRANTED].	“we think” Jesus thought this was pronouncement. I thought it was acknowledge. PRONOUNCEMENT spreads over clause 3 and 4 as per my interpretation but there is ambiguity. Norma thinks it is one voice only. Not acknowledging. Thus, it is pronounce.
3	5. Second, the computers help people who works, have better comunication with the clients and other people that do the same carrear [MONOGLOSSIC TAKEN FOR GRANTED].	
4	6. The information that we can found in the red help us to informate and know about every kind of topic [MONOGLOSSIC AT ISSUE].	
5 NC	For example chef, need to know how do, a recet, 7. <u>He can</u> search in the internet what he need [ENTERTAIN].	
6	8. And the last benefit is the communication and relationships with the computers are more fast and effetive [MONOGLOSSIC TAKEN FOR GRANTED].	
7	9. <u>People need</u> to have a constantly communication with their employees, and their clients [ENTERTAIN],	

8	<p>10. for example, <u>if I have</u> a company [ENTERTAIN]</p> <p>11. and I need a new employee [ENTERTAIN]</p> <p>12. <u>I can post</u> this in internet [ENTERTAIN]</p> <p>13. and people who need a job call me [MONOGLOSSIC TAKEN FOR GRANTED].</p>	
Conclusion		
9	<p>14. Companies have clients around the world [MONOGLOSSIC TAKEN FOR GRANTED]</p> <p>15. and the internet help that company take care about theirs [MONOGLOSSIC TAKEN FOR GRANTED].</p>	
10	<p>16. For that <u>people have to know</u> use computers in their careers [ENTERTAIN].</p>	<p>This is a modalized imperative. pg 111</p>

COFU-5

OPTION: EXPLAIN: HOW COMPUTERS WILL HAVE AN IMPACT CAREERS IN THE FUTURE.

Opening		
#	Text with Coding	Comments
1	<p>1. The use of computers is <u>very</u> common in the actuality [MONOGLOSSIC TAKEN FOR GRANTED].</p>	<p>On first read, I thought this was entertain and then monoglossic</p>
2 TH	<p>2. This are <u>very helpfull</u> in several aspects and dangenorous in others [MONOGLOSSIC AT ISSUE],</p> <p>3. so is a a polemic subject [MONOGLOSSIC TAKEN FOR GRANTED].</p>	
3 NC	<p>About it their we in general is very helpful for academic professional and personal activities.</p>	<p>Not coded, not clear.</p>
4	<p>4. <u>Some advantages</u> are finding information online, having access to academic data bases, having a way to communicate with other studenst real-time. metting new places, and languages [MONOGLOSSIC TAKEN FOR GRANTED].</p>	<p>I thought this had been monoglossic or entertain</p> <p>Norma: Monoglossic</p>
5	<p>5. On the other how <u>are some disadvantages</u>, like develo ping, vision problems muscular problem like neckpain, feeling tired, and psicological disorders,</p>	

	depression [MONOGOSSIC TAKEN FOR GRANTED].	
Conclusion		
6 NC	<u>Can concluded that</u> computers are uniplanet part of oues lives and the future, and in universities computer <u>are indispensable.</u>	

COFU-6

OPTION: EXPLAIN: HOW COMPUTERS WILL HAVE AN IMPACT CAREERS IN THE FUTURE.

Opening		
#	Text with Coding	Comments
1 TH	1. The computers will have an impact careers in the future [ENTERTAIN].	
Arguments		
2	2. The first reason is [MONOGLOSSIC TAKEN FOR GRANTED] 3. the companies now they need a computers for to work [MONOGLOSSIC AT ISSUE].	
3	4. For example the companies sent a letter, and take more time [MONOGLOSSIC TAKEN FOR GRANTED] 5. meanwhile today they send emails [MONOGLOSSIC TAKEN FOR GRANTED].	
4	6. Other reason is that the persons has an outsource [MONOGLOSSIC AT ISSUE] 7. because they can works in your home or other place [MONOGLOSSIC AT ISSUE].	
5 NC	For example the journales write for the newspaper , and sent a the edition they are in your house.	
6	8. The next reason is [MONOGLOSSIC TAKEN FOR GRANTED] 9. that thanks at the computers [MONOGLOSSIC TAKEN FOR GRANTED] 10. some persons are entrepreneur [MONOGLOSSIC TAKEN FOR GRANTED].	

7NC	And used estategy for work freelancer in such a way 11. that they workn't [DISCLAIM: DENY] for the company.	
8 NC	For example, they ito create apps or other busines.	
Conclusion		
9	12. Finally The computers are <u>very important</u> for the careers in the future [MONOGLOSSIC AT ISSUE].	
10N C	But to your used must be sure.	Not clear

COFU-7

OPTION: EXPLAIN: HOW COMPUTERS WILL HAVE AN IMPACT CAREERS IN THE FUTURE

Opening		
#	Text with Coding	Comments
1 TH	1. Computers do that the careers make obsolete [MONOGLOSSIC AT ISSUE].	
Arguments		
2	2. First, Society's development is link with to create more tecnological equipment [MONOGLOSSIC TAKEN FOR GRANTED].	
3	3. It is doing that many workers are without jobs [MONOGLOSSIC TAKEN FOR GRANTED].	
4	4. For example, workers in film developer is to replace for digital pictures [MONOGLOSSIC TAKEN FOR GRANTED].	
5	5. Second, New companies is creating New strategies to reduce the number of employees [MONOGLOSSIC AT ISSUE] .	
6	6. <u>One reason</u> is [MONOGLOSSIC TAKEN FOR GRANTED] 7. that, for they the job security is in the way of computer [MONOGLOSSIC TAKEN FOR GRANTED],	6.6: First read this as monoglossic but second reading I thought it was Entertain because it seemed the S acknowledges other reasons.

	8. and the performance is greater [MONOGLOSSIC TAKEN FOR GRANTED].	Norma: monoglossic
7 NC	So government to have strategies for the careers sustainable in the future.	
8	9. Finally, the creation of new computers is doing [MONOGLOSSIC TAKEN FOR GRANTED] 10.that many workers <u>will</u> become future freelancer [ENTERTAIN].	
9	11. People <u>can not</u> get a job for the replacement of the computers [DISCLAIM: DENY], 12. then they create their work [MONOGLOSSIC TAKEN FOR GRANTED].	
10 NC	When they are freelancer <u>can win</u> more experienced entrepreneur for decide what types of companies will create.	
11	13. Add they <u>can have</u> experiences in the field [ENTERTAIN], 14. and they <u>could be</u> an expert in the workers of business [ENTERTAIN].	
Conclusion		
12	15. In conclusion. The computer is the end of work in companies and the principle of freelancer [MONOGLOSSIC TAKEN FOR GRANTED].	
	Taken from: the Book (NorthStar 3B Lvl 4)	

COFU-8

OPTION: EXPLAIN: HOW COMPUTERS WILL HAVE AN IMPACT CAREERS IN THE FUTURE

Opening		
#	Text with Coding	Comments
1 TH	1. Computer <u>will</u> change the way you work in careers [ENTERTAIN].	
2	2. First in case of medicine, sick people <u>will not</u> have to go to the hospital to be cared [ENTERTAIN + DISCLAIM: DENY].	
3	3. <u>If</u> a people feels bad [ENTERTAIN], 4. he <u>can go</u> to his computer and find a doctor online [ENTERTAIN].	

4	5. For example, <u>when</u> a person feels a headache [ENTERTAIN], 6.the computer <u>will</u> tell you wich pills to take [ENTERTAIN].	
5	7. Second, in case of teaching, the students <u>will not</u> have necessarily have to go to school to learn a class [ENTERTAIN + DISCLAIM: DENY].	
6	8. the students <u>can learn</u> a class on the computer using videos or virtual teachers [ENTERTAIN].	
7	9. For example, whe a student <u>can't</u> go to school [DISCLAIM: DISCLAIM: DENY] 10. he <u>can't</u> watch and learn the topic of class in his compute [DISCLAIM: DENY] .	
8	11. Third, in case of internacional business, the businessman <u>will not</u> have to go to business meetings to pressent their ideas [ENTERTAIN + DISCLAIM: DENY].	
9	12. Through programs such as skype or Telescope, businessman <u>can make</u> live meetings from other places [ENTERTAIN].	
10	13. For example, if a businessman <u>can't</u> go to meet [DISCLAIM: DENY] 14. he <u>can turn</u> on his computer and communicate his ideas via skype [ENTERTAIN].	
Conclusion		
11	15. In conclusion, the computer facilitates the way of working [MONOGLOSSIC TAKEN FOR GRANTED].	

COFU-9

OPTION: EXPLAIN: HOW COMPUTERS WILL HAVE AN IMPACT IN CAREERS IN THE FUTURE

Opening		
#	Text with Coding	Comments
1 TH	1.Computers <u>could increase</u> the careers in the future [ENTERTAIN] 2. and <u>we know</u> [PROCLAIM: PRONOUNCE], 3. Computers is a good and usefull tool to do whatever activity, [MONOGLOSSIC TAKEN FOR GRANTED]	compare to essay #2.11 It is PRONOUNCE because of explicit author intervention. Explicit and subjective via top level clause P. 132


2	<p>4. so in the future, this tool will be better [ENTERTAIN],</p> <p>5. because, in this moment, Everything is in evolution [MONOGLOSSIC TAKEN FOR GRANTED];</p>	
Argument		
3	<p>6 .In the world, many things depends of computers [MONOGLOSSIC AT ISSUE]</p> <p>7. and these things <u>cannot work</u> without computers [DISCLAIM: DENY].</p>	
4	<p>8. For example, It is <u>impossible</u> that the security of USA work without computers [DISCLAIM: COUNTER],</p> <p>9. because that security is one of the most important in the world [MONOGLOSSIC TAKEN FOR GRANTED]</p>	
5	<p>10. Therefore, It's <u>necessary</u> to increase this tool [MONOGLOSSIC AT ISSUE]</p>	
6	<p>11. <u>Admittedly</u> that there are many ways to do our activities [PROCLAIM: CONCUR: CONCEDE],</p> <p>12. <u>but</u> with computers, Many of this activities are too easy with a computers [DISCLAIM: COUNTER]</p>	
7	<p>13. By this I mean [PROCLAIM: PRONOUNCE]</p> <p>14. that in the future, computers help people to work more easy [MONOGLOSSIC TAKEN FOR GRANTED]</p> <p>15. and It's reduce the time to Do whatever in anything careers [MONOGLOSSIC TAKEN FOR GRANTED] .</p>	
8	<p>16. Actually, we <u>can see</u> the important of this tecnology in the engineers, Health, communication an others [PROCLAIM: PRONOUNCE].</p>	Norma: Reads a bit as "it is evident" thus should be PRONOUNCE.
9	<p>17. Actually, computers It's neccessary in a job, in a school, at university, in a banck and wherever [MONOGLOSSIC AT ISSUE], for the reason that,</p> <p>18. computers do more simply the life of people that use it [MONOGLOSSIC TAKEN FOR GRANTED].</p>	
Conclusion		
10	<p>19. In summary, <u>if in</u> this moment computers are important [ENTERTAIN],</p> <p>20. in a copule of years be <u>going to more</u> important and more necessary [ENTERTAIN].</p>	

COFU-10

OPTION: EXPLAIN: HOW COMPUTERS WILL HAVE AN IMPACT IN CAREERS IN THE FUTURE

Opening		
#	Text with Coding	Comments
1 TH	1. The computers and technology have a <u>very important role</u> in careers of the future [MONOGLOSSIC AT ISSUE] 2. because <u>if</u> you don't [DENY] know to use them, 3. you <u>could lose</u> great opportunities [ENTERTAIN].	First clause I read it as entertain and then monoglossic at issue Norma: monoglossic at issue
Arguments		
2	4. First, computers are used in all areas for example, in medicine, radio, TV, finance and others [MONOGLOSSIC AT ISSUE].	
3	5. That is, any profession uses computers and technology [MONOGLOSSIC TAKEN FOR GRANTED].	
4	6. Second, some companies today and companies of the future <u>will use</u> more technology and less the functions that the human being does [ENTERTAIN]	
5	7. Finally, computers are part of the personal life, social and politics [MONOGLOSSIC TAKEN FOR GRANTED].	
6 NC	Also, is a useful tool for solve problems and not all is beneficial for the reduction of the labor field.	Not clear
7	8. By this means you can have communication with people in different countries [MONOGLOSSIC TAKEN FOR GRANTED].	
Conclusion		
8	9. In conclusion, computers and technology are <u>very important</u> for the society [MONOGLOSSIC AT ISSUE].	
9	10. Thanks to this you <u>can have</u> great opportunities to work [ENTERTAIN] 11. <u>if</u> you use computers [ENTERTAIN] 12. and you <u>can know</u> different people and cultures [ENTERTAIN].	


10	Take from: latecnologiavirtual.blogspot.com.co lacompumania.blogspot.com.co	
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Appendix D: Reading Texts from Unit 8 Is Our Climate Changing?

Our Climate Is Changing and It Is Going to Keep Changing

Climate Change

1 It's getting hotter. Our climate is changing, so you need to get used to it. It's changing because of what we humans do and the **gases** we have put into the **atmosphere**. We have already put so much gas into the atmosphere, the climate will keep changing for a long, long time. Some of the changes may be good (at least in the short term) and some may be bad. But change is coming.



2 We have known for 30 years that the atmosphere was changing. We knew because there was an increase in **carbon dioxide** (CO₂), the gas we breathe out and the gas produced when we burn **fossil fuels** such as coal and gasoline. This is the same gas that is used by plants to make food. Before 1900 the amount of carbon dioxide in the atmosphere was 270 to 280 parts per million (ppm). Now it has grown to 394 parts per million. At the same time that carbon dioxide was increasing, something else was happening. The world was becoming hotter. It is this **link**, this connection between an increase in carbon dioxide and an increase in temperature, that tells us that carbon dioxide is causing the warming. This **evidence** is proof that humans, in addition to nature, are causing climate change.

(continued on next page)

Not Just Hotter

- 3 Since the atmosphere is getting hotter, it is also getting more **energetic**. This means that in some places it will be windier, in some places wetter, in some places drier. In some places it may even be cooler. That's why we talk about "climate change" rather than "global warming." Although on average it will be warmer, it won't be warmer everywhere.

Can We Stop It?

- 4 No. We can slow it, but we can't stop it for a long, long time. We have already made the greenhouse gas **emissions** that will keep the atmosphere changing for decades to come. Even if we could stop the world's greenhouse gas emissions from growing, the temperature would keep growing as fast as it is growing now. If we could reduce emissions by 50 percent, the world would still keep getting hotter for a hundred years or more. But if we act soon, we can make sure the changes can be managed and kept to a minimum, and we can **adapt** to them.

The Greenhouse Gases

- 5 Our activities make gases that cause climate change; important gases are carbon dioxide, methane, and nitrous oxide. We call these gases "greenhouse gases" because they warm the atmosphere like a greenhouse keeps plants warm. Carbon dioxide is released when we burn fossil fuels like coal and gasoline. Carbon dioxide has a bigger effect than all the other gases put together. Consequently, it is very important to decrease carbon dioxide. All these gases—the ones we produce, and the water vapor in the atmosphere—warm the Earth because they let the sun's heat come in but stop some of the heat from **escaping** out to space.

The Bottom Line

- 6 The climate is changing and is going to keep changing. Almost every country wants to reduce its emissions. If all the countries of the world act, and act soon, the problems of climate change can be reduced.

2 Now read the editorial about climate change.

CLIMATE CHANGE: Making Informed¹ Decisions

- 1 For the past decade, there have been angry **debates** about whether our planet is heating up and whose fault it is. Scientists, politicians, journalists, and famous entertainers are all saying that our planet is in trouble and that human beings are the cause. They say we must act now to reduce our use of fossil fuels before it is too late. At the same time, a few governments and some scientists argue there is no evidence that humans are causing recent changes in climate and weather. Clearly, the experts can't agree. So, what is the average person supposed to think, or do, about this issue?
- 2 *Can carbon dioxide produced by humans cause climate change?* This question was first studied in the early 1900s. For the next 60 years, most scientists did not think that the daily actions or lifestyles of humans could really change the Earth's temperature. Since then, however, many scientists have thought that our actions *do* make a difference. In 1988, a group of scientists called the International Panel on Climate Change (IPCC) met to discuss three important issues: 1) how our lifestyles **affect** the Earth's climate, 2) how climate change would affect us in the future, and 3) how to deal with climate change. Later, the IPCC ideas were used to write the Kyoto Protocol, a 1997 agreement that explained our role in the Earth's changing atmosphere and set international **limits** for gas emissions from 2008–2012. Some countries have decided to continue these reductions until 2020. However, CO₂ emissions are now more than 50 percent higher than in 1990.
- 3 A few governments, including the United States and Saudi Arabia, and some companies don't support the Kyoto Protocol. They think achieving the limits that were put in the Protocol would cost too much money and be bad for business. Scientists who work for these governments and companies argue that recent climate change is not actually caused by humans. These scientists don't think we really need to change our lifestyles; that is, we should continue to drive, fly, and live normally. They present evidence that proves that the Earth is going through a normal heating and cooling cycle, as it has done throughout its history.
- 4 So, is there a link between humans and climate change or not? Who should we believe? The IPCC or the governments and companies that disagree with it? To reach an educated opinion, it is important to think about the people who make scientific claims and what their purposes may be. For example, some say the scientists who **warn** about global warming are trying to scare people in order to get attention and money for their research. According to Petr Chylek, Professor of Physics and Atmospheric Sciences at Dalhousie University in Nova Scotia, scientists can only get this attention and money "by making things bigger and more dangerous than they really are."
- 5 And what about the other experts who say our use of fossil fuels is *not* causing climate change? Well, some of *them* get money from companies that produce these fossil fuels. For example, ExxonMobil, one of the world's

¹ **informed:** involving a lot of knowledge or information

biggest oil companies, has spent millions of dollars to support groups that discredit² the idea of global warming. Two groups have criticized ExxonMobil for this. One is the Union of Concerned Scientists, a group of watchdog³ scientists in the United States. Another is the Royal Society, Britain's top scientific academy. Both groups have said ExxonMobil is trying to confuse people with incorrect and dishonest information about climate change.

6 Clearly, scientific information can be affected by the interests of individual scientists. When we hear reports on climate change, we must use good judgment and ask ourselves where the facts are coming from. We must interpret the research, make informed decisions, and most importantly, participate in the debate.


²**discredit**: to criticize someone or something so that they are not respected

³**watchdog**: a person or group that makes sure other people follow rules

Appendix E: Readings from Unit 5 Careers of the Future

Ask Danny: Advice for people wanting to work

DEAR DANNY: My job as a film developer is becoming **obsolete** now that everyone takes digital pictures. Can you advise me on how to become a **freelancer** in photography? I think I'm ready to work for myself.—FUTURE FREELANCER



DEAR FUTURE FREELANCER: First of all, becoming a freelancer does not mean that you can stay in your pajamas all day and work when you want. As a freelancer, you have to do everything—get the work, do the work, and collect pay for the work. It's very hard! But here are some basic **strategies** to follow if you are determined to try:

1. Create a website with a blog and be sure to add at least one new photo and some comments about it every day.
2. Decide what types of companies have the photography jobs you want and contact the most likely person to hire photographers at those companies. Don't be afraid to make the first contact. People can't hire you if they don't know about you.
3. Respond to emails and phone calls quickly.
4. Take every job that is offered—even the ones that scare you.

In order to keep a freelance career **sustainable**, you have to work hard for a very long time. And it doesn't offer the job **security** you'd have working for a company, but you will be doing something you love.

DEAR DANNY: I found out today that my job will be **outsourced** next year. The **prospects** for getting another job at my age are few. My hobby is growing flowers, and I'd like to start my own shop with the money I've saved over the years.—FUTURE FLORIST


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DEAR FUTURE FLORIST: Using your own money to start a shop is very uncertain. Even the most experienced **entrepreneurs** do not put all their money into one business. So my first piece of advice is to find some partners to share the risk. Then ask yourself these questions:

1. Are you certain you could be an **expert** in growing and arranging flowers professionally?
2. Do you have a location in mind?
3. Have you found a supplier?
4. Do you have the necessary licenses and insurance policies?
5. Do you have a plan to advertise your new shop?

When you can answer "yes" to these questions, you can begin.

MEET THE NEW BOSS: YOU

- 1 People used to be born into a family business or a family career. You'd follow your dad into the sea, the farm, or the workshop. You'd follow your mom into the kitchen or sewing room. In your grandparents' time, there was the **prospect** of working a job from graduation until retirement. How times have changed! Most of my friends have no intention of following in their parents' footsteps¹ or even staying in one job for very long. Working at one particular job for the rest of your life just isn't **sustainable**.
- 2 In fact, planning to work in the same field or industry for your entire working life just isn't practical anymore. One reason for this is technology. Skills you learn today will be **obsolete** very soon. And then what will you do? Work hard? Win the lottery? Hope for the best or pray? You might be lucky. These **strategies** might bring you a nice, comfy life, working at a job you like and retiring while you're still young and healthy enough to enjoy it. But most of us working today have to look beyond the little box of "career." This means thinking of new ways to make our own money and constantly learning to stay on top of this technology we love and hate and use for everything.
 
- 3 If you think you can work eight hours a day and build a career, think again. If you think you can't be replaced by software or have your job **outsourced** to the moon, you are wrong. An employer can always replace you or find someone who can do your job more cheaply. One way to protect yourself is to take what you do at the office and do it on your own as a **freelancer** for a limited time without a contract. For example, if you spend your day editing advertising copy all day, you are developing (and getting good at) a skill that other people want. Editing is a skill that most companies need some of the time. These companies may not offer full-time employment, but they have 100 hours of work that needs to be done now. You step in, get the job done, and get some extra money. You may even find that you make more money as a freelancer and are able to quit your full-time job (*before* it is outsourced).
- 4 Another strategy is to find something to do besides what you're doing and keep finding a smarter way to do it. That could be turning a hobby into a small business or using your skills to create products and services that you can sell. In other words, think like an **entrepreneur**. Find someone who is willing to help you make your idea a reality. You'll need money, organization, workers, and a lot of energy. You'll need to be a risk taker, an innovator, a problem solver, and

¹ follow in somebody's footsteps: to do the same job that someone else did before you

(continued on next page)

a hard worker. Being an entrepreneur is not an 8-hour-a-day job; it is a 24-hour-a-day job. And when things go well, you have your rewards. Here's an example. A woman I grew up with decided to become a chef. Then she developed a wedding cake business. A few years later, she started blogging about desserts and writing restaurant reviews for a website. One thing leads to another, especially if you can become an **expert** at something.

- 5 Jobs and careers come and go at an amazing pace these days. What if your job disappears after working for 10 years in the field? You may have to go back to school to be able to work in another field. You may have to retrain yourself in order to keep working at the same company or in the same field. In fact, in all likelihood, you will have to do this more than once.
- 6 In short, if you are going to succeed in the twenty-first-century job market, you have to broaden your idea of what earning a living is. Lifetime **security** from one employer is no longer certain or even likely. The truth is that you will probably have several jobs in different fields in your lifetime; you may even work as a freelancer or form your own company. Are you ready for this new type of career?