Katarina M. Ilić[1]
University of Niš
Faculty of Philosophy

ENGAGEMENT RESOURCES IN ESP RESEARCH ARTICLE ABSTRACTS

Abstract: *This paper investigates engagement resources employed in research article abstracts in the field of English for Specific Purposes. Engagement resources comprise rhetorical strategies by which authors allow for or dismiss alternative viewpoints. Excluding the dialogic space for alternative opinions is termed dialogic contraction, while opening up the possibility for dialogic alternatives is dialogic expansion. These strategies are described within Appraisal theory of Systemic Functional Linguistics. We conducted a corpus-based qualitative analysis on 50 ESP abstracts using Martin and White's analytical method (Martin and White 2005), in order to investigate the dialogic space occupied by the writer and reader in the sample. All abstracts were written in English and published by Taylor & Francis Group in the period from 2015 to 2020. Engagement resources were identified and explicated in each move structure of abstracts we analysed. The results of the study will show what kind of lexicogrammatical structures are employed in order to achieve the rhetorical effects of dialogic expansion and contraction in ESP research article abstracts. The awareness of the evaluative strategies can help novice ESP academic authors in modeling their own abstracts and academic texts in general.*

Key words: *academic discourse; Appraisal theory; engagement resources; dialogic space; English for Specific Purposes*

1. Introduction

The continuous study of academic discourse has contributed to the idea that scientific writing is not only a means of conveying research results, but also the attempt of academic writers to place their writing within a particular social and

[1]katarina.iiilic@gmail.com

professional world. A scientific text is an outcome of interactions among academics who signal their allegiances by negotiating the status of their claims and balancing facts with evaluation. Therefore, it can be concluded that academic discourse operates both on the level of facts and on the level of understanding what is meant by what is said, the latter being called metadiscourse (Hyland 2004, Hyland & Salager-Meyer 2008, Sultan 2011).

Since academic texts represent a social activity, the analysis of academic discourse can be diverse and multifaceted in linguistic and sociolinguistic terms. Moreover, the language of science has been of interest to researchers from different disciplines, which resulted in a variety of disciplinary tools for analysing phenomena, driven by a wide range of intellectual concerns (Bazerman 2005). One of the perspectives on analysing the language of science is provided by Appraisal theory within Systemic Functional Linguistics (SFL). Systemic Functional Linguistics operates over a spectrum of three different metafunctions of language: ideational, interpersonal and textual. The interpersonal metafunction, which is the basis of Appraisal theory, refers to enacting interpersonal relations through language, including those which define the society and the individual and those which concern the immediate situation of a given dialogue (Halliday & Matthiessen 1999: 7). It is suggested that the interpersonal metafunction denotes a dimension of language use which incorporates attitudes towards discourse as a dialogue. In this regard, a scientific text also creates a dialogical relationship with its readers, i.e. a particular academic community.

The aim of this paper is to examine one subsystem of Appraisal theory, referred to as engagement. We shall explore the corpus consisting of research article abstracts written in English in the field of English for Specific Purposes (ESP) in order to illustrate the way in which the authors establish an indirect dialogue with their readers in this particular discipline. We paid attention to abstracts since they arouse the interest in the topic of the article, prepare the reader for the text by introducing some key words and concepts, present the article macro-propositions and help readers understand the author's purpose and the text structure (Salager-Meyer 1990). Furthermore, abstracts represent a concise version of the whole article and provide the reader with an exact knowledge of the topic to be discussed (Salager-Meyer 1990, Hyland & Tse 2005). Quite simply, abstracts work as screening devices, which help readers decide whether to read the whole article or not (Swales & Feak 2010: 2). In this regard, a well-written abstract contains all the segments of an entire article following the IMRAD structure - introduction, material and methods, results and discussion.

We decided to examine abstracts in the field of ESP for a number of reasons. First of all, ESP as a subdivision of a wider field, Language for Specific Purposes (herein, LSP), addresses meaning, language in use and communicative practices, in particular professional and occupational communities. As such, it became a major force in English language teaching and research, whereas English as a Lingua franca is the tool of socio-cultural and knowledge exchange and a language of international business, science and medicine (Hyland 2006: 379, 380; Khansir 2013; Pleşca, 2016: 1141). Furthermore, ESP is closely connected to applied linguistics, discourse analysis, communicative language teaching, rhetoric, sociology of scientific knowledge and other disciplines, which enables it to embrace different disciplinary perspectives (Hyland 2006: 380). Nowadays, ESP students are focused on awareness-raising activities in order to grasp the conventional content of a genre, its organisation and typical linguistic features. The ultimate aim of these activities is to integrate such knowledge into one's practice (Garcia Mayo 1999: 223, 224). However, these discursive realities are still obscure (Bhatia 2008). Therefore, it would be of interest to shed light on knowledge construction in ESP research article abstracts as the awareness of the evaluative strategies can be used by novice ESP academic writers in modeling their own research article abstracts and academic texts in general (Hood 2004).

1.1. Engagement in Appraisal System

Appraisal theory examines the language of evaluation based on the principles described in Martin and White (2005). This theory addresses the interpersonal metafunction of language describing the act of stance-taking and expressing an attitude towards both the material the author presents and the intended audience. More precisely, it is concerned with linguistic resources authors use to position themselves and motivate their readers/listeners to do likewise. As a result, a community of shared emotions, tastes and normative assessments is created. According to Martin and White (2005: 36), evaluative language is classified into three domains: 1) attitude, which is concerned with emotional reactions, judgement of behaviour and evaluation of things; 2) engagement, which deals with adopting a stance towards the value positioning in a text and creating a dialogue with the addressee; and 3) graduation, which operates across the axes of grading according to intensity/amount (force) and prototypicality (focus).

The subject of our research are engagement resources, which group together all those locutions that enable the authorial voice to position itself with respect

to other voices and alternative viewpoints in the communicative context. This approach is inspired by Bakhtin's notions of dialogism and heteroglossia, under which all verbal communication refers to what has been said/written before and anticipates the responses of potential readers/listeners (Martin & White 2005: 92). By establishing an indirect dialogue, a speaker/writer asserts their position, refers to other views in the community and thus negotiates social relations within the same community.

The system of engagement comprises monoglossic and heteroglossic locutions. Monoglossia refers to single-voiced communicative context which does not recognise other voices or alternative viewpoints. It incorporates categorical or bare assertions which attend only to the issue of truth conditions and are considered neutral or even factual. Heteroglossia, on the other hand, refers to the propositions which invoke or allow for dialogistic alternatives (Martin & White 2005: 102). According to Martin and White (2005: 102), heteroglossia displays dialogic diversity, which can be divided into two broad categories: dialogic contraction and dialogic expansion. This distinction is based on the degree to which an utterance makes allowance for or restricts dialogically alternative positions. Accordingly, dialogic contraction fends off or restricts the scope of dialogue, while dialogic expansion actively allows dialogically alternative positions and voices (Loghmani et al. 2019). Within both categories, there is a further division into subcategories. Regarding dialogic contraction, there are disclaim and proclaim strategies, which serve to explicitly exclude or reduce certain opinions judged as unfavourable by the author. Disclaim strategies incorporate two sub-categories – denial, where dialogic alternatives are rejected; and counter, which typically introduces a proposition intended to replace the existing proposition. With proclaim, alternative opinions are rejected by introducing a prior utterance which is refuted. It is divided into the following sub-categories: concurrence, pronouncement and endorsement. Concurrence involves formulations which overtly signal the addresser's agreement with some projected dialogic partner. In the case of pronouncement, the author emphasises a certain opinion or explicitly intervenes in the text to insist upon the value of the proposition. As for endorsement, the formulations illustrate the author referring to external sources in order to prove the authorial voice undeniably (Martin & White 2005, Stojičić & Figar 2018). Dialogic expansion incorporates entertainment and attribution. Entertainment involves wordings suggesting that the author's position is one of a number of possible positions while attribution introduces an external viewpoint into the text. Entertainment is further classified into epistemic modality, deontic modality and evidentiality. Epistemic modality encompasses

assessments of likelihood, deontic modality is concerned with permission and obligation and evidentiality includes evidence/appearance-based formulations. As for attribution, it distinguishes the categories of acknowledgement and distance. Acknowledgements are attributions from no specific source where the authorial voice is not overt while the category of distance involves those formulations which explicitly distance the authorial voice from the attributed material (Longhmani et al. 2019, Martin & White 2005, Stojičić 2016).

1.2. Previous Studies on Engagement in Academic Discourse

Key researches undertaken by Swales and Hyland in the field of evaluative language in academic discourse have established solid foundations for numerous upcoming surveys of Appraisal theory. Many researchers agree that Martin and White's framework is a suitable model for investigating evaluative language in academic writing, from the perspective of dialogic interaction which incorporates authors' positioning towards both the subject being discussed and putative readers (Amornrattanasirichok & Jaroongkhongdach 2017). The analysis of engagement resources in English academic discourse has been a subject of interest due to increasing recognition that knowledge is a social consensus between writers and readers. So far, engagement has been examined in various academic genres, mostly research articles and novice academic writing, such as Master's and Ph.D. theses.

The line of research we are interested in involves the study of engagement in a research article as a whole in a particular scientific field or in its particular rhetorical units. Zhang and Cheung (2017), for example, use Appraisal theory to discuss interpersonal meaning in the fields of computer networks and communications and second language writing and find that CNC writers predominantly use the ATTRIBUTE+DENY/COUNTER resources to introduce related literature and point out the research gaps while SLW writers opt for ENDORSE, CONCUR and PRONOUNCE resources. In his doctoral dissertation, Fryer (2019) conducts a similar research in the field of medical research discourse where he concludes that a wide range of verbal, mathematical, and visual resources are used to express engagement, and that lexicogrammatical realisations of engagement vary across different stages and phases of the medical research article. In a similar vein, Amornrattanasirichok and Jaroongkhongdach (2017) analyse engagement resources only in literature review sections of research articles and compare Thai and international writings in the field of applied linguistics. Their results suggest that some particular differences in the deployment of engagement resources might

be attributed to readers' expectations, norms and conventions of the academic discourse community, the institutionalised nature of academic discourse and disciplinary culture.

The aim of such studies is to analyse how authors bring together multiple engagement resources to construct an evaluative stance in a particular academic genre and maintain writer-reader solidarity within academic discourse. Furthermore, the research in this field is motivated by a pedagogical goal to support novice academic writers in expressing their evaluative stance, especially those who are non-native English speakers (Hood 2004).

The studies examining engagement resources in research article abstracts primarily analyse the sample in the disciplines such as applied linguistics among soft sciences, and biology, computer science and medicine among hard sciences (Hood 2004, Fryer 2011, Holtz 2011). However, there has been no relevant research focusing on evaluative language in research article abstracts in the field of ESP, despite its significance for both novice academic writers in the field of ESP and soft disciplines in general.

2. Material and Methods

In the present study we adopted a qualitative approach in order to examine engagement resources extracted from 50 ESP research article abstracts. Although ESP focuses on English language skills in a particular profession or occupation, we decided to encompass several subsets of ESP instead of choosing only one. Therefore, the selected research articles from which abstracts were extracted cover general ESP, Medical English, Business English, Technical English, Legal English, English for Academic Purposes, English in mathematics, English in tourism, English in the media and Military Aviation English. The selected articles were published by Taylor & Francis Group, so that the sample includes articles following standardised editing and proofreading criteria. The period in which the articles were published is 2015 to 2020 because we wanted to follow the latest instantiated use of evaluative language in the target corpus. Following the criteria given, the research articles were selected from journals such as *Teaching in Higher Education*, *Interactive Learning Environments*, *Educational Studies*, *Journal of International and Intercultural Communication* and other. The total length of the sample is 8.399 words, with the average of 167.98 words per article. In this paper, the corpus of abstracts is referred to as English for Specific Purposes Abstract Corpus (ESPAC).

The annotations of engagement resources were made manually, following the theoretical framework provided by Martin and White (2005). We consulted *Oxford Advanced Learner's Dictionary online* (OALD) to decide whether definitions of some words or phrases affect their dialogic status in the context. The analysis was based on heteroglossic resources in particular, since we aimed to explore how authors position themselves in relation to the propositions given rather than investigate bare assertions. The stratification of the corpus was twofold. The first level of the analysis involved the identification of rhetorical structures (i.e. move-structure identification) in each abstract based on the model described by Hyland (2004: 67). Hyland's five-move pattern incorporates introduction, purpose, method, product and conclusion. As stated by the author, the rhetorical microstructure of abstracts corresponds to the organisation of the paper itself (Hyland 2004: 67). The second level of the analysis consisted of classifying heteroglossic resources into subcategories in each move following the taxonomy in Martin and White (2005).

Using a corpus-based qualitative approach, we outlined some of the more salient target structures identified in each move and determined which engagement strategies ESP academic writers used in order to either contract or expand the dialogic space with their readers.

3. Results and Discussion

3.1. Dialogic Contraction

3.1.1. Disclaim: deny and counter

The resources of dialogic contraction act to exclude or limit the dialogic space for alternative opinions (Fryer 2019, Martin & White 2005). There are two realisations of disclaim strategies: denial and counter.

According to Fryer (2019: 39), the denial feature directly rejects a dialogically contrary position. It incorporates the introduction of an alternative position into the dialogue, so as to reject it (Martin & White 2005: 118). In ESPAC, denial is encoded in lexicogrammatical resources of negation. Most commonly, it is signaled by morphologic negation, the negative operator *not* and semantically negative verbs and nouns. It is a frequent engagement strategy, especially in Introduction and Product sections.

Morphologic negation, or "local negation" includes prefixes *non-*, *un-* and *in-*, as in examples (1), (2) and (3). Another example of "local negation" is the negative determiner *no*, which is illustrated in example (4).

(1) Low foreign language achievers in vocational education often have a lack of learning strategies, a tendency to feel frustrated, and an **<u>unwillingness</u>** to be involved. (ESPAC 5)

(2) The results show that although the teacher talk ratio of target language and first language (L1) use is 90:10, the participants' target language use in various communicative contexts in and outside the classroom is **<u>inadequate</u>**. (ESPAC 30)

(3) This article offers new insights into the translation norms and conventions of cookbooks and recipes by discussing how corpus tools can help choose the most appropriate collocation or turn of phrase and validate hypotheses concerning crucial but **<u>non-salient</u>** choices at the lexical, syntactic, stylistic, spelling and punctuation levels. (ESPAC 19)

(4) To date however, **<u>no</u>** studies have been carried out to demonstrate that subje ct matter experts can do this language assessment in a reliable way. (ESPAC 32)

The negative operator *not* is encountered in dependent clauses, as in example (5) and (6). According to Fryer (2019: 212), it is also considered a marker of "local negation". This denial resource is commonly employed with the verb *to be*, or other verbs in the Present Simple or Past Simple Tense.

(5) The technical English syllabus for engineering students advocates teaching of all the four language skills but does **<u>not</u>** specify testing of these language skills. (ESPAC 31)

(6) However, the desired effect on their reading autonomy was **<u>not</u>** significant whatsoever. (ESPAC 39).

Thirdly, negative verbs and nouns which express semantic negation (Fairclough 1992, Fryer 2019) are a lexical realisation of denial. Some of the common examples include *lack* both as verb and noun and the verb *fail*, which we can see in examples (7), (8), (9).

(7) Several challenges were reported, which comprised shortage of appropriate ESP training for teachers, **<u>lack</u>** of teacher motivation, students' low English proficiency and difficulties in materials development for that context. (ESPAC 7)

(8) It indicates that the mastery of idiomatic expressions mastery of the students of Hospitality and Tourism is "Low", no idiomatic expressions teac hing, **<u>lack</u>** familiarity with strategies for understanding idiomatic expressions,

the priority English skills include Speaking, Listening, Writing, and Reading; and the primary Functional English needed are General Conversations, Providing Services, Giving information Offering Help and Asking for Co-operation. (ESPAC 14)

(9) They often **fail** to express themselves clearly in discussing professional issues. (ESPAC 45)

Since the instantiations of denial are primarily of local character, the analysis of ESPAC has suggested that their distribution is independent of the rhetorical structure. Another conclusion is that denial expressed in academic discourse in general does not seem to challenge readers' knowledge or threaten the solidarity between writer and reader (Fryer 2019: 138).

The second type of disclaim is counter, which includes propositions that replace or supplant an expected position. They contract the dialogic space between the writer and the reader by projecting on the reader certain expectations where the "writer is just as surprised by this 'exceptional' case as it is assumed the reader will be" (Martin & White 2005: 121). In ESPAC, they are primarily signaled by conjunctions such as *but*, *although* and *while* and adverbs such as *however*, *yet*, and *rather*. As for *rather*, it should be noted that the word meaning plays a significant role in its classification into engagement categories. The meaning 'fairly' or 'to some degree' (OALD) does not belong to the category of counter but when it is used as *rather than* in order to 'introduce an idea that is different or opposite to the idea that you have stated previously' (OALD) it is an obvious example of a countering view. This is illustrated in examples (10) and (11) respectively:

(10) The implementation of e-learning methods and their efficiency in the process of teaching English for specific purposes, particularly media and journalism, is a **rather** new phenomenon in Central Europe. (ESPAC 22)

(11) Drawing on the design of a research-based writing workshop for postgraduate anthropology students, we argue that **rather than** a 'hybrid' model of writing pedagogy, a theoretically grounded but eclectic approach is needed in order to respond to students' personal, local, and disciplinary contexts. (ESPAC 17)

With regard to the distribution of countering resources in rhetorical moves, we observed that in the Introduction section they are commonly used to replace prior utterances or indicate their deficiencies, since this is where writers are invited to position themselves in the context of previous knowledge (Amornrattanasirichok & Jaroongkhongdach 2017), as we can see in examples (12) and (13). In the Product

section, writers employ countering resources to emphasise some contrastive or counterexpectational research result (Fryer 2019: 143). The instantiations of such usage are shown in examples (14) and (15).

(12) To date **however**, no studies have been carried out to demonstrate that subj ect matter experts can do this language assessment in a reliable way. (ESPAC 32)

(13) Educators commonly promote English as beneficial to future employability, **but** students' perceptions of the importance of English in the tourism and hospitality industry are often not considered. (ESPAC 27)

(14) **However**, the desired effect on their reading autonomy was not significant whatsoever. (ESPAC 39)

(15) **Contrary to our expectations**, a considerable number of students did not feel confident in their use of video presentations and felt intimidated by the cameras. (ESPAC 10)

In summary, countering resources do not threaten the solidarity between the writer and the reader as the writer expects the reader to align with the counter view, which contracts the space for alternative viewpoints (Stojičić & Figar 2018).

3.1.2. Proclaim: concur, endorse and pronounce

Proclaim is an engagement strategy which comprises those formulations that limit the scope of dialogic alternatives by allowing the authorial voice to emphasise its own position. It groups together three categories: concur, endorse and pronounce.

The category of concur includes formulations which overtly announce that the writer shares the same knowledge with the putative reader (Martin & White 2005: 122). In ESPAC, we detected only two instances of concur, which are realised by the adverb *undoubtedly* and the adjective *obvious*. Both of them were located in the Introduction section of one abstract and are used to affirm a particular position emphatically, which we can see in examples (16) and (17).

(16) In the twenty-first century, the development of information technology has **undoubtedly** accelerated the globalisation in the medical field. (ESPAC 45)

(17) It is **obvious** that the Chinese medical postgraduates came across a huge language obstacle in their academic pursuit. (ESPAC 45)

It is interesting to note that the adverb *clearly* is also a common realisation of concur when used 'to emphasise that what you are saying is obvious and true' (OALD). However, when *clearly* means 'in a way that is sensible and easy to understand' (OALD), it cannot be considered an instantiation of concur. ESPAC contains no examples in which *clearly* is used in the former meaning. The latter is given in (18).

(18) They often fail to express themselves **clearly** in discussing professional issues. (ESPAC 45)

The category of endorse is far more frequent in the abstracts we analysed since it involves the formulations by which propositions deriving from external sources are construed by the authorial voice as correct, valid, undeniable (Martin & White 2005: 126). The most common realisations of endorse are the verbs *show*, *demonstrate*, *reveal* and *find*, and the noun *findings*. The majority of instantiations of endorse are found in the Product section, where the authorial voice presents its own research results as valid and maximally warrantable. It is demonstrated by the examples below (19, 20, 21):

(19) The **findings revealed** how the lecturers underwent positive pedagogical shifts from traditional lecturing to more constructivist approaches to teaching and learning over the time of the study. (ESPAC 2)

(20) Results **demonstrated** that there is a significant relationship between teachers' self-efficacy and their teaching styles. (ESPAC 6)

(21) The results **showed** that students considered self-created videos to be effective tools for developing their oracy skills. (ESPAC 10).

Pronouncement incorporates those locutions that involve the author's overt intervention into the text by an explicit emphasis, which points to the insistence upon the warrantability of the proposition. Such an emphasis implies a challenge against which authors assert themselves (Martin & White 2005: 127). In ESPAC, this category is most commonly realised by the noun *emphasis* and the verb *emphasise*, which are primarily used in the Conclusion section. They serve to highlight the importance of research results obtained by the author. Other examples of pronounce are equally distributed in the Introduction, Purpose and Product section, usually by a single instance, such as the adverb *notably*, adjective *crucial*, verb *highlight* etc. The category of pronounce is illustrated below:

(22) This suggests that a greater **emphasis** should be put on the development of digital communication skills to prepare our students for the new communication reality. (ESPAC 10)

(23) This study **highlights** the primacy of preferred teacher identities in the manifestation of teacher agency, identifies enabling and constraining effects of teacher agency, and **emphasises** the significant roles of discipline-specific communities and ethnicity and nationality in EMI practices. (ESPAC 48)

(24) Findings highlight the functional deployment of English as the airport lingua franca and non-verbal resources to accomplish meaning, **notably** around the smooth and efficient security processing of travelers. (ESPAC 20)

The examples above have shown some typical lexicogrammatical realisations of proclaim in ESPAC. All of them are used to present authorial propositions as highly reliable, which does not allow for alternative viewpoints.

3.2. Dialogic Expansion

3.2.1. Entertain: modality and evidentiality

Dialogic expansion opens up the possibility for dialogic alternatives. Entertainment is a subcategory within dialogic expansion, which is employed by the authorial voice to indicate that its position is only one possible option among a number of positions (Martin & White 2005: 104).

Many instances of entertainment are grouped under the heading of modality. It incorporates the domain traditionally known as epistemic modality, as well as the domain of deontic modality. Epistemic modality encompasses the formulations by which the authorial voice makes assessments of likelihood and positions a proposition as relative to other potential alternative positions (Hood 2010, Martin & White 2005). In our corpus, a key grammatical resource of modality consists of modal verbs such as *can*, *may*, *might* and *could*, which is shown in (25), (26) and (27).

(25) The findings from corpus-based studies on the research article genre **can** reveal authorial voice, power relations, identity construction, as well as cross-cultural and cross-linguistic features, important issues raised in the Ac Lits literature. (ESPAC 4)

(26) Feedback was largely positive, but it **may** be helpful to customise future workshops for specific language groups. (ESPAC 38)

(27) On the other hand, the online method resulted to an observable improvement in students' performance as far as for the listening and speaking skills as it **might** simulate their future workplace. (ESPAC 22)

Other lexicogrammatical realisations of epistemic modality are the verb *tend*, adjectives *possible*, *potential* and *likely* and adverb *potentially*. Some examples are listed below.

(28) Academic Literacies and English for Specific Purposes perspectives on the teaching of academic writing **tend** to be positioned as dichotomous and ideologically incompatible. (ESPAC 17)

(29) First, we conducted a needs analysis to identify the target situations in which professional communication is most **likely** to take place and problems are frequently encountered. (ESPAC 45)

(30) A Personal Learning Environment (PLE) is a **potential** pedagogical approach to realise learning-centered in ESP teacher development. (ESPAC 1)

What all of these resources have in common is that they are typically located in either Introduction or Product section, where the authorial voice cautiously interprets previous or its own research results, thus allowing for alternative positions.

The category of modality also concerns locutions related to permission and obligation, which is traditionally known as deontic modality. Deontic modality does not deal with offering information but with the relationship of control and compliance/resistance, which is heteroglossic in the way that it explicitly grounds the demand in the subjectivity of the author (Martin & White 2005: 110, 111). In ESPAC, deontic modality is primarily expressed in modal verbs such as *should* and *need*. Other deontic modality markers are the nouns *need* and *necessity*, the verb *require* and the adjective *necessary*. They are commonly used in the Product and Conclusion sections in order to make recommendations. Some instantiations of deontic modality are illustrated in (31), (32) and (33).

(31) This suggests that a greater emphasis **should** be put on the development of digital communication skills to prepare our students for the new communication reality. (ESPAC 10)

(32) Thus, it has become **necessary** to improve the effectiveness of transnational and intercultural business communication for these enterprises. (ESPAC 35)

(33) Drawing on the design of a research-based writing workshop for postgraduate anthropology students, we argue that rather than a 'hybrid' model of writing

pedagogy, a theoretically grounded but eclectic approach **is needed** in order to respond to students' personal, local, and disciplinary contexts. (ESPAC 17)

Evidentiality is another category within entertainment. From a broader perspective, it is labeled with regard to knowledge which is placed on a scale of reliability and introduced by evidence/appearance-based postulations (Chafe 1986, Martin & White 2005). In ESPAC, it is mostly used in the Product and Conclusion sections where the authorial voice presents research results which are "derived via a process of deduction" (Martin & White 2005: 110). Evidence-based formulations guarantee the warrantability of the postulation but still open up dialogic space for alternatives as the postulation is one among potential options. The most common evidentials are the reporting verbs *indicate* and *suggest* and the noun *implication* when it means "something that is suggested or indirectly stated" and "a possible effect or result of an action or a decision" (OALD). The examples are shown in (34), (35) and (36).

(34) A survey about the value and flexibility of the platform was carried out, the result of which **indicated** an improvement on the skills required in ESP teaching, learners' self-regulated learning competency and their ICT literacy. (ESPAC 1)

(35) The results **suggested** that the students who studied medicine were more motivated compared to those who studied nursing. (ESPAC 3)

(36) The **implications** of these results in deferring to subject matter experts to conduct language assessments in this workplace are discussed. (ESPAC 32).

All things considered, both modality and evidentiality are frequently exploited engagement resources in ESPAC, which, by validating or opening up for alternative viewpoints, maintain a writer-reader solidarity.

3.2.2. Attribute: acknowledge and distance

Attribution refers to formulations which dissociate the proposition from the textual voice and attribute it to some external source (Fryer 2019, Martin & White 2005). The instantiations of attribution can be categorised as acknowledgement or distance.

Acknowledgement resources do not indicate directly the position of the textual voice with regard to the externally sourced position. They are considered heteroglossic since they open up the dialogic space for alternative viewpoints but authors preserve their neutrality regarding those external positions. Even though

acknowledgement is usually encoded in reporting verbs (Martin & White 2005: 112), in ESPAC it is typically nominal, as in examples (37), (38), (39).

(37) Subject teachers' **perceptions** of EMI undermined prospective students' linguistic gains. (ESPAC 16)

(38) This paper investigates those capabilities through the eyes of experienced ALL practitioners (n = 42), whose **views** on the issue were sourced via an online survey. (ESPAC 49)

(39) Further investigations using two-way-within-between subjects ANOVAs, and one way ANOVAs revealed that students of medicine had a higher level of motivation, but their **opinion** regarding the factors they found motivating did not differ much from those studying nursing. (ESPAC 3)

A limited set of verbal resources include *consider* and *perceive*. *Consider* can construe both acknowledgement and entertainment, depending on the assumed framer of the proposition (Fryer 2019, Martin & White 2005). The framer can also be unclear, as in example (40), where we can hardly conclude whether the authorial voice dissociates itself from the community which considers ESP as the dominant paradigm of academic writing or belongs to it. In the matter of *perceive*, it is used in formulations which are undoubtedly attributable to an external source. One such case is shown in example (41).

(40) ESP **has traditionally been considered** as the dominant paradigm and Ac Lits as somewhat on the margins of academic writing theory and practice. (ESPAC 4)

(41) To fill the gap, this qualitative case study explores the ways in which 13 university instructors in law and the humanities in Taiwan **perceived** their identity and exercised their agency as teachers. (ESPAC 48)

Unlike acknowledgement, where the authorial voice does not indicate its position related to the external source, distance is encoded in formulations which openly dissociate the authorial voice from the attributed material (Fryer 2019, Martin & White 2005). In ESPAC, there is only one instantiation of distance, illustrated in the phrasal verb *depart from*. It is used in the Method section, where the authors distinguish their tripartite perspective from the students' monolithic conceptualisations. It is shown in example (42).

(42) Both the research and the pedagogical model **depart from** monolithic conceptualisations of international students by identifying the issues of vertical transition peculiar to EAL postgraduate coursework students, a task that is addressed through the tripartite perspective of the personal, the linguistic and the academic. (ESPAC 49)

As a whole, distance involves greater interpersonal risk than acknowledgement since the authorial voice overtly disconnects itself from the alternative viewpoint. Research results show that authors rather opt for acknowledgement resources, which can be explained by a more neutral position they provide.

4. Conclusion

The aim of this paper was to investigate rhetorical strategies which ESP academic authors use in order to negotiate meaning with their putative readers in research article abstracts. The analysis was based on the framework of engagement, a sub-category of Appraisal theory. The idea was to illustrate how scientific knowledge presented in ESP research article abstracts is highly negotiable, despite the belief that academic discourse is only the means for conveying objective research results.

The analysis conducted indicated that ESP academic writers used both expansive and contractive strategies to construe a dialogic space with their readers. Dialogic contraction was primarily embodied in the instantiations of endorsement, denial and counter, which were employed to indicate the deficiency of alternative or prior viewpoints or present the author's viewpoints as maximally warrantable. Therefore, countering resources were commonly used in the Introduction section to negate alternative or prior propositions, while endorsement strategies were used in the Product section where the authorial voice presented its own research results as valid. In the matter of dialogic expansion, we noticed that ESP academic writers mainly opted for the resources of modality and acknowledgement, where they indicated their position and interpretation as one of a number of possible positions, usually when interpreting their research results, or opened up the dialogic space for alternative positions but made no overt reference to the external proposition. Due to a limited sample, we did not include a detailed analysis of the engagement resource of distance, which may be considered for further investigation. The linguistic material we analysed suggests that ESP academic writers express considerable dialogic diversity when composing research article abstracts, which is evident in a variety of lexicogrammatical formulations and their distribution in ESPAC.

Katarina M. Ilić

In the broad context, this study addresses discursive practices of academic writing in ESP in order to explicate how evaluative stance is construed in a particular context. In that sense, the study contributes to the theoretical model of Appraisal theory as well as an understanding of evaluative language in the given context. This linguistic contribution merges with the implications for ESP academic authors and their writing practice. In view of this, the command of the engagement resources in academic texts can help ESP writers to model their own research article abstracts in a comprehensive and theoretically sound way, especially those who are at the beginning of their academic career (Hood 2004). Such an understanding can guide them in positioning their research with respect to other voices and alternative viewpoints, thus maintaining writer-reader solidarity within academic discourse and ESP academic community.

References

1. Amornrattanasirichok, Supattra, and Woravut Jaroongkhongdach (2017), "Engagement in literature reviews of Thai and international research articles in applied linguistics", *Online Proceedings of the International Conference: DRAL 3/19th ESEA*, available at https://sola.kmutt.ac.th/dral2017/proceedings/56Additional/312327_Engagement%20in%20literature%20reviews_Supattra%20Amornrattanasirichok%20and%20%20Woravut%20Jaroongkhongdach.pdf (accessed on 15/9/2020).
2. Bazerman, Charles (2005), "Emerging perspectives on the many dimensions of scientific discourse", in *Reading Science. Critical and Functional Perspectives on Discourses of Science*, edited by J.R. Martin and R. Veel, 15–28, London: Taylor & Francis e-Library.
3. Bhatia, Vijay K. (2008), "Genre analysis, ESP and professional practice", *English for Specific Purposes, Volume 27, Issue 2*, 161–174.
4. Chafe, Wallace (1986). "Evidentiality in English conversation and academic writing", in *Evidentiality: The linguistic coding of epistemology*, edited by W. Chafe and J. Nichols, 261–272, Norwood: Ablex Publishing Corporation.
5. Fairclough, Norman (1992), *Discourse and Social Change*, Cambridge: Polity Press.
6. Fryer, D.S. (2019), *Engagement in Medical Research Discourse. A Multisemiotic Discourse-Semantic Study of Dialogic Positioning*, PhD dissertation, University of Gothenburg, Gothenburg, Sweden.
7. Garcia Mayo, M. del P. (1999), "The development of ESP: language description and its influence of pedagogical materials", *Journal of Languages for Specific Purposes, 6*, 203–228.

8.	Halliday, M. A. K., and C. M. I. M. Matthiessen (1999), *Construing experience through meaning: a language-based approach to cognition*, London: Continuum.

9.	Holtz, Monica (2011), *Lexico-grammatical properties of abstracts and research articles. A corpus-based study of scientific discourse from multiple disciplines*, PhD dissertation, University of Darmstadt, Darmstadt, Germany.

10.	Hood, Susan (2004), *Appraising Research: Taking a stance in academic writing*, PhD dissertation, Faculty of Education, University of Technology, Sidney, Australia.

11.	Hood, Susan (2010), *Appraising research: Evaluation in academic writing*, Basingstoke: Palgrave Macmillan.

12.	Hyland, Ken (2004), *Disciplinary Discourses. Social Interactions in Scientific Writing*, Ann Arbor, Michigan: University of Michigan Press.

13.	Hyland, Ken (2006), "English for Specific Purposes: Some Influences and Impacts", in *The International Handbook of English Language Education Vol 1*, edited by A. Cummins and c. Davison, 379–390, Norwell, Mass: Springer.

14.	Hyland, Ken, and Françoise Salager-Meyer (2008), "Scientific Writing", *Annual Review of Information Science and Technology 42(1)*, 297-338, DOI: 10.1002/aris.2008.1440420114.

15.	Hyland, Ken, and Polly Tse (2005), "Hooking the reader: a corpus study of evaluative *that* in abstracts", *English for Specific Purposes 24*, 123–139, DOI: 10.1016/j.esp.2004.02.002.

16.	Khansir, Ali Akbar (2013), "Applied Linguistics and English Language Teaching", *Middle-East Journal of Scientific Research 15 (8)*, 1140–1146, DOI: 10.5829/idosi.mejsr.2013.15.8.11238

17.	Loghmani, Zahra, Behzad Ghonsooly and Mohammad Ghazanfari (2019), "Textual engagement of native English speakers in doctoral dissertation Discussion sections", *Journal of Research in Applied Linguistics, 10(1)*, 78–107, DOI: 10.22055/RALS.2019.14180.

18.	Martin, J. R., and P. R. R. White (2005), *The language of evaluation: appraisal in English*, Basingstoke: Palgrave Macmillan.

19.	Pleşca, Galina (2016), "The Essence of English for Specific Purposes", *Conferința științifică internațională: Perspectivele și Problemele Integrării în Spațiul Europeanal Cercetării și Educației, Universitatea de Stat „B.P. Hasdeu" din Cahul, 7 iunie 2016, Volumul II*, available at https://www.researchgate.net/publication/323254539_The_Essence_of_English_for_Specific_Purposes

20.	Salager-Meyer, Françoise (1990), "Discoursal flaws in Medical English abstracts: A genre analysis per research- and text-type", *Text - Interdisciplinary Journal for the Study of Discourse*, 365–384, DOI: 10.1515/text.1.1990.10.4.365.

21.	Stojičić, Violeta (2016), "Heteroglossia in George Orwell's Essays through Appraisal Theory of Systemic Functional Linguistics", *English Studies Today: Words and Visions*, Novi Sad: University of Novi Sad, Faculty of Philosophy, 431–443.

22. Stojičić, Violeta, and Vladimir Figar (2018), "Dialogic Space in Aldous Huxley's Essays", *Jezik, književnost, prostor*, Niš: Filozofski fakultet, 737–748.

23. Sultan, A. H. J. (2011), "A Contrastive Study of Metadiscourse in English and Arabic Linguistics Research Articles", *Acta Linguistica Volume 5, No.1*, 28–41, available at https://www.actalinguistica.com/arhiv/index.php/als/article/viewFile/354/485 (accessed on 15/9/2020).

24. Swales, John, and C. B. Feak (2009), *Abstracts and the Writing of Abstracts*, Ann Arbor, Michigan: University of Michigan Press.

25. Zhang, W. Y., and Y. L. Cheung (2017), "Understanding ENGAGEMENT resources in constructing voice in research articles in the fields of computer networks and communications and second language writing", *The Asian ESP Journal, 13(3)*, available at https://www.academia.edu/34594322/Understanding_ENGAGEMENT_resources_in_constructing_voice_in_research_articles_in_the_fields_of_computer_networks_and_communications_and_sec_ond_language_writing (accessed on 25/9/2021).

English for Specific Purposes Abstract Corpus (ESPAC)

1. **ESPAC 1** Xu, Xiaoshu, Fai Man Chan and Sun Yilin (2020), "Personal learning environment: an experience with ESP teacher training", *Interactive Learning Environments, Volume 28, Issue 6*, 779–794, DOI: 10.1080/10494820.2018.1552872.

2. **ESPAC 2** Nguyen, Buu Huan, Penny Haworth and Sally Hansen (2019), "Challenging ESP teacher beliefs about active learning in a Vietnamese university", *Teacher Development, Volume 23, Issue 3*, 345–365, DOI: 10.1080/13664530.2019.1598481.

3. **ESPAC 3** Hosseini, Ali, and Nasrin Shokrpour (2019), "Exploring motivating factors among Iranian medical and nursing ESP language learners", *Cogent Arts & Humanities, Volume 6, Issue 1*, 345–365, DOI: 10.1080/23311983.2019.1634324.

4. **ESPAC 4** Flowerdew, Lynne (2020), "The Academic Literacies approach to scholarly writing: a view through the lens of the ESP/Genre approach", *Studies in Higher Education, Volume 45, Issue 3*, 579–591, DOI: 10.1080/03075079.2019.1576165.

5. **ESPAC 5** Yang, Yu-Fen (2016), "Self-directed learning to develop autonomy in an online ESP community", *Interactive Learning Environments, Volume 24, Issue 7*, 1629–1646, DOI: 10.1080/10494820.2015.1041402.

6. **ESPAC 6** Baleghizadeh, Susan, and Maryam Shakouri (2017), "Investigating the relationship between teaching styles and teacher self-efficacy among some Iranian ESP university instructors", *Innovations in Education and Teaching International, Volume 54, Issue 4*, 394–402, DOI: 10.1080/14703297.2015.1087329

7. **ESPAC 7** Petraki, Eleni, and Korop Khat (2020), "Challenges and constraints in the design of an ESP course in Cambodia: implications for higher education institutions", *Asia Pacific Journal of Education*, DOI: 10.1080/02188791.2020.1798738.

8.   **ESPAC 8** Mauludin, Lutfi Ashar (2018), "Dynamic assessment to improve students' summary writing skill in an ESP class", *Southern African Linguistics and Applied Language Studies, Volume 36, Issue 4*, 355–364, DOI: 10.2989/16073614.2018.1548296.

9.   **ESPAC 9** Llanes, Angels, and Josep M. Cots (2020), "Measuring the impact of translanguaging in TESOL: a plurilingual approach to ESP", *International Journal of Multilingualism*, DOI: 10.1080/14790718.2020.1753749.

10. **ESPAC 10** Bobkina, Jelena, and Elena Domínguez Romero (2020), "Exploring the perceived benefits of self-produced videos for developing oracy skills in digital media environments", *Computer Assisted Language Learning*, DOI: 10.1080/09588221.2020.1802294.

11. **ESPAC 11** Jiang, Anne Li, Lawrence Jun Zhang, Stephen May and Limin Tony Qin (2020), "Understanding novice teachers' perceived challenges and needs as a prerequisite for English curriculum innovation", *Language, Culture and Curriculum, Volume 33, Issue 1*, 15–31, DOI: 10.1080/07908318.2018.1518452.

12. **ESPAC 12** Ai, Bin, Alexander Kostogriz, Daorong Wen and Lifei Wang (2020), "Student presentations as a means of teaching and learning English for Specific Purposes: an action research study", *Teaching in Higher Education, Volume 25, Issue 2*, 223–237, DOI: 10.1080/13562517.2018.1557136.

13. **ESPAC 13** Prior, Jemma (2017), "Integrating extra credit exercises into a university English-language course: how action research provided a framework to identify a practical problem", *Educational Action Research, Volume 26, Issue 5*, 770–786, DOI: 10.1080/09650792.2017.1402687.

14. **ESPAC 14** Arifuddin, Arifuddin, Arafiq Arafiq, Made Sujana and Kurniawan Apgriyanto (2020), "The Mastery of and Strategies for Understanding the Idiomatic Expressions Applied by the Students of Hospitality and Tourism", *Journal of Hospitality & Tourism Education, Volume 32, Issue 3*, 167–177, DOI: 10.1080/10963758.2019.1685392.

15. **ESPAC 15** Dahbi, Mohamed (2015), "Reassessing the English Course Offered to Computer Engineering Students at the National School of Applied Sciences of Al-Hoceima in Morocco: an Action Research Project", *Africa Education Review, Volume 12, Issue 3*, 508–524, DOI: 10.1080/18146627.2015.1110915.

16. **ESPAC 16** Jiang, Li, Lawrence Jun Zhang and Stephen May (2019), "Implementing English-medium instruction (EMI) in China: teachers' practices and perceptions, and students' learning motivation and needs", *International Journal of Bilingual Education and Bilingualism, Volume 22, Issue 2*, 107–119, DOI: 10.1080/13670050.2016.1231166.

17. **ESPAC 17** McGrath, Lisa, and Kathrin Kaufhold (2016), "English for Specific Purposes and Academic Literacies: eclecticism in academic writing pedagogy", *Teaching in Higher Education, Volume 21, Issue 8*, 933–947, DOI: 10.1080/13562517.2016.1198762.

18. **ESPAC 18** Wu, Peng, Shulin Yu and Limin Zhang (2019), "The function and integration of components of pedagogical content knowledge (PCK) in classroom teaching: a case study of business English teachers", *Educational Studies, Volume 45, Issue 4*, 440–455, DOI: 10.1080/03055698.2018.1509770.

19. **ESPAC 19** Paradowski, Michał B. (2017), "What's cooking in English culinary texts? Insights from genre corpora for cookbook and menu writers and translators", *The Translator, Volume 24, Issue 1*, 50–69, DOI: 10.1080/13556509.2016.1271735.

20. **ESPAC 20** Nguyen, Thi Chau Ngan, Margaret Kettle and Catherine Doherty (2019), "From form to function: Mobile language resources in the Vietnamese customs setting", *Journal of International and Intercultural Communication, Volume 12, Issue 4*, 344–363, DOI: 10.1080/17513057.2019.1572208.

21. **ESPAC 21** Park, Moonyoung (2020), "Investigating Target Tasks, Task Phases, and Indigenous Criteria for Military Aviation English Assessment", *Language Assessment Quarterly, Volume 17, Issue 4*, 337–361, DOI: 10.1080/15434303.2020.1799221.

22. **ESPAC 22** Kurucova, Zuzana, Janka Medová and Anna Tirpakova (2018), "The effect of different online education modes on the English language learning of media studies students", *Cogent Education, Volume 5, Issue 1*, DOI: 10.1080/2331186X.2018.1523514.

23. **ESPAC 23** Nami, Fatemeh (2020), "Edmodo in semi-technical English courses: towards a more practical strategy for language learning/practice", *Computer Assisted Language Learning*, DOI: 10.1080/09588221.2020.1819340.

24. **ESPAC 24** Lu, Yi-Ling (2017), "Learning through engaging in retrospective reflection on a change process in an English course on workplace communication", *Educational Action Research, Volume 25, Issue 3*, 453–466, DOI: 10.1080/09650792.2016.1178154.

25. **ESPAC 25** Cai, Yuyang, and Antony John Kunnan (2018), "Examining the inseparability of content knowledge from LSP reading ability: an approach combining bifactor-multidimensional item response theory and structural equation modeling", *Language Assessment Quarterly, Volume 15, Issue 2*, 109–129, DOI: 10.1080/15434303.2018.1451532.

26. **ESPAC 26** Loiacono, Rocco, and Laura Bertoli (2017), "The complexities of legal translation in the drafting of bilateral treaties between Italy and English-speaking countries", *Perspectives: Studies in Translation Theory and Practice, Volume 26, Issue 5*, 646–662, DOI: 10.1080/0907676X.2018.1425464.

27. **ESPAC 27** Bury, James, and Tatsuya Oka (2017), "Undergraduate students' perceptions of the importance of English in the tourism and hospitality industry", *Journal of Teaching in Travel & Tourism, Volume 17, Issue 3*, 173–188, doi: 10.1080/15313220.2017.1331781.

28. **ESPAC 28** Jin, Yan, and Liz Hamp-Lyons (2015), "A new test for China? Stages in the development of an assessment for professional purposes", *Assessment in*

Education: Principles, Policy & Practice, Volume 22, Issue 4, 397–426, DOI: 10.1080/0969594X.2014.1003794.

29. **ESPAC 29** Youngblood, Alison M., Joyce W. Nutta, Duncan R. Dickson and Marco W. Nutta (2020), "Learning English as a second language in the back-of-the-House: proficiency and employment from the perspective of hotel human resource directors. *Journal of Human Resources in Hospitality & Tourism, Volume 20, Issue 1*, 24–47, DOI: 10.1080/15332845.2020.1821426.

30. **ESPAC 30** Xie, Qing (2017), "Investigating the target language usage in and outside business English classrooms for non-English major undergraduates at a Chinese university", *Cogent Education, Volume 4, Issue 1*, DOI: 10.1080/2331186X.2017.1415629.

31. **ESPAC 31** Peter, Christy (2017), "Importance of Standards in Testing Technical English for Engineering Students of Tamil Nadu", *International Journal of Educational Sciences, Volume 16, Issue 1–3*, 36–42, DOI: 10.1080/09751122.2017.1311593.

32. **ESPAC 32** Lockwood, Jane, and Michelle Raquel (2019), "Can subject matter experts rate the English language skills of customer services representatives (CSRs) at work in Indian contact centre?", *Language Assessment Quarterly, Volume 16, Issue 1*, 87–104, DOI: 10.1080/15434303.2019.1604711.

33. **ESPAC 33** Ali, Holi Ibrahim Holi (2020), "Lecture comprehension difficulties experienced by Omani students in an English-medium engineering programme", *Cogent Arts & Humanities, Volume 7, Issue 1*, DOI: 10.1080/23311983.2020.1741986

34. **ESPAC 34** Yasmin, Musarat, Mela Sarkar and Ayesha Sohail (2016), "Exploring English Language Needs in the Hotel Industry in Pakistan: An Evaluation of Existing Teaching Material", *Journal of Hospitality & Tourism Education, Volume 28, Issue 4*, 202–213, DOI: 10.1080/10963758.2016.1226846.

35. **ESPAC 35** Ai, Bin, Lifei Wang and Jie Zhang (2018). "Using English as Economic Capital in a Chinese–Australian Workplace: Implications for Teaching Business English in China", *Journal of Teaching in International Business, Volume 29, Issue 4*, 272–288, DOI: 10.1080/08975930.2018.1557095.

36. **ESPAC 36** Pashmforoosh, Roya, and Esmat Babaii (2015), "Whose Culture and How Far? Culture Presentation in Current Business English Textbook Series", *Journal of Teaching in International Business, Volume 26, Issue 3*, 216–236, DOI: 10.1080/08975930.2015.1083514.

37. **ESPAC 37** Gan, Zhengdong, Guangwei Hu, Wenjiao Wang, Honghan Nang and Zhujun An (2020), "Feedback behaviour and preference in university academic English courses: associations with English language self-efficacy", *Assessment & Evaluation in Higher Education*, DOI: 10.1080/02602938.2020.1810628.

38. **ESPAC 38** Bowker, Lynne (2020), "Machine translation literacy instruction for international business students and business English instructors", *Journal*

Katarina M. Ilić

of Business & Finance Librarianship, Volume 25, Issue 1–2, 25–43, DOI: 10.1080/08963568.2020.1794739.

39. **ESPAC 39** Karimi, Somayeh, and Adel Dastgoshadeh (2018), "The effect of strategy-based instruction on EAP students' reading performance and reading autonomy", *Cogent Education, Volume 5, Issue 1*, DOI: 10.1080/2331186X.2018.1527981.

40. **ESPAC 40** Pang, Hanzhou (2017), "Intercultural and Transnational Negotiation of English Academic Written Discourse: A Few Cases in the USA, South Korea and Russia", *Changing English: Studies in Culture and Education, Volume 24, Issue 1*, 34–41, DOI: 10.1080/1358684X.2016.1213624.

41. **ESPAC 41** Ho, Ya-Yu Cloudia, and Maria R. Coady (2018), "English as a second language nurses in the United States: culture, communication, and needs for continuing education", *Studies in Continuing Education, Volume 40, Issue 2*, 212–233, DOI: 10.1080/0158037X.2018.1460721.

42. **ESPAC 42** Tratnik, Alenka, Marko Urh and Eva Jereb (2019), "Student satisfaction with an online and a face-to-face Business English course in a higher education context", *Innovations in Education and Teaching International, Volume 56, Issue 1*, 36–45, DOI: 10.1080/14703297.2017.1374875.

43. **ESPAC 43** Ebadi, Saman, and Gerannaz Zamani (2018), "Predatory publishing as a case of symbolic violence: A critical English for academic purposes approach", *Cogent Education, Volume 5, Issue 1*, DOI: 10.1080/2331186X.2018.1501889.

44. **ESPAC 44** Lopez, Alexis A. (2020), "Examining How Spanish-Speaking English Language Learners Use Their Linguistic Resources and Language Modes in a Dual Language Mathematics Assessment Task", *Journal of Latinos and Education*, DOI: 10.1080/15348431.2020.1731693.

45. **ESPAC 45** Tan, Xuejiao, Min Chen, Xiewan Chen, Rongxia Liao and Jianguo Sun (2015), "A shift of focus is required in English courses for Chinese medical postgraduates", *Medical Teacher, Volume 37, Issue 4*, 403–404, DOI: 10.3109/0142159X.2014.1001338.

46. **ESPAC 46** Murray, Neil, and Amanda Muller (2019), "Developing academic literacy through a decentralised model of English language provision", *Journal of Further and Higher Education, Volume 43, Issue 10*, 1348–1362, DOI: 10.1080/0309877X.2018.1483015.

47. **ESPAC 47** Jego, Eric Hajime, and Olga Amengual (2017), "Current trends in medical English education and the Japan College of Rheumatology International School", *Modern Rheumatology, Volume 27, Issue 6*, 1101–1105, DOI: 10.1080/14397595.2017.1307503.

48. **ESPAC 48** Huang, Yi-Ping (2019), "English-medium instruction in law and the humanities in higher education: the role of teacher identity", *Higher Education Research & Development, Volume 38, Issue 6*, 1183–1196, DOI: 10.1080/07294360.2019.1621269.

49. **ESPAC 49** Fenton-Smith, Ben, and Pamela Humphreys (2017), "Language specialists' views on the academic language and learning abilities of English as an additional language postgraduate coursework students: towards an adjunct tutorial model", *Higher Education Research & Development, Volume 36, Issue 2*, 280–296, DOI: 10.1080/07294360.2016.1185397.

50. **ESPAC 50** Crossman, Katie (2018), "Immersed in academic English: vocabulary and academic outcomes of a CLIL university preparation course", *International Journal of Bilingual Education and Bilingualism, Volume 21, Issue 5*, 564–577, DOI: 10.1080/13670050.2018.1494698.

Katarina M. Ilić
Univerzitet u Nišu
Filozofski fakultet

RESURSI ANGAŽOVANJA U APSTRAKTIMA NAUČNOISTRAŽIVAČKIH RADOVA IZ OBLASTI ENGLESKOG JEZIKA ZA POSEBNE NAMENE

Rezime

Proučavanje akademskog diskursa doprinelo je saznanju o tome da naučni tekst nije samo sredstvo prenošenja istraživačkih rezultata, već da odslikava i nameru autora da svoje pisanje integriše u određenu društvenu zajednicu, kako bi utvrdio svoje mesto u akademskom svetu i komunicirao sa pripadnicima iste interesne ili profesionalne zajednice. Način na koji se autori obraćaju čitaocu u tekstu zapravo odražava njihov stav prema određenoj temi, koji saopštavaju svojim kolegama. Kako naučni tekst predstavlja društvenu aktivnost, analiza akademskog diskursa može biti raznovrsna i slojevita u lingvističkom i sociolingvističkom pogledu. S tim u vezi, predmet ovog istraživanja jeste analiza resursa angažovanja u apstraktima naučnoistraživačkih radova iz oblasti engleskog jezika za posebne namene. Osnovno teorijsko polazište u ovom radu jeste teorija vrednovanja iz oblasti sistemsko-funkcionalne lingvistike, koja se bavi svojstvima jezika evaluacije na osnovu principa koje su ustanovili Martin i Vajt (Martin and White 2005). Pod resursima angažovanja podrazumevamo jezička sredstva putem kojih govornik/pisac zauzima stav prema tekstu i sagovorniku/čitaocu, kao i retoričkim efektima ovakvog pozicioniranja. Osnova podela domena angažovanja zasniva se na monoglosiji (tj. jednoglasju) i heteroglosiji (tj. višeglasju); monoglosija podrazumeva kategoričke tvrdnje kod kojih nema otvorenog upućivanja na alternativna stanovišta, dok heteroglosija upućuje i, na određeni način, poziva sagovornika/čitaoca da razmotri al-

ternativne stavove u komunikativnom kontekstu. Kod višeglasnih iskaza govornik/pisac ili dozvoljava alternativna stanovišta ili ih ograničava. U prvom slučaju. radi se o proširenju dijaloga (engl. dialogic expansion), a u drugom o suženju dijaloga (engl. dialogic contraction). U okviru obe pomenute kategorije postoji dalja podela na poddomene. Retorički efekat domena heteroglosije usmeren je ka značenju u kontekstu, i ostvaruje se odabirom različitih gramatičkih i leksičkih elemenata kako bi se ustrojili stavovi autora u tekstu.

Služeći se analitičkim aparatom Martina i Vajta, koji podrazumeva podelu resursa angažovanja na poddomene i njihovo identifikovanje, istraživanje je obavljeno na uzorku od 50 apstrakata iz oblasti engleskog jezika za posebne namene. Engleski jezik za posebne namene bavi se značenjem, upotrebom jezika i komunikativnim praksama u profesionalnim zajednicima pa je, kao takav, postao vodeća disciplina u nastavi engleskog jezika i istraživanju. Apstrakt, po definiciji, predstavlja razradu naslova i sažetu, „pročišćenu" verziju naučnoistraživačkog rada te pruža čitaocu precizno saznanje o temi o kojoj će biti reči. U obzir smo uzeli apstrakte radova objavljenih u periodu od 2015. do 2020. godine, kako bismo pratili aktuelna dostignuća u akademskom pisanju iz pomenute oblasti. Sve odabrane časopise iz kojih je sačinjen uzorak objavljuje renomirana izdavačka kuća Taylor & Francis Group, tako da analiziramo apstrakte koji podležu ujednačenim kriterijumima za uređenje i lekturu teksta.

Istraživanje resursa angažovanja na uzorku apstrakata naučnoistraživačkih radova iz oblasti engleskog jezika za posebne namene može značajno doprineti rasvetljavanju upotrebe stategije evaluacije u akademskom pisanju. S tim u vezi, rezultati ovakvih istraživanja najviše će koristiti mladim akademskim autorima iz pomenute oblasti u sastavljanju sopstvenih apstrakata i izražavanju svog stava u njima.