University of Bath

Integrating Appraisal Theory with possible selves in understanding university EFL writing

Jim McKinley, University College London

Abstract

This article explores how the taxonomy of evaluative meanings supplied by Martin and White's (2005) appraisal framework might be deployed to linguistically operationalize an analysis inspired by Clark and Ivanič's (1997) 'possibilities for selfhood'. While these two 'frameworks' operate at different logical/conceptual levels (i.e. they are concerned with meaning making at very different levels of abstraction), the taxonomies can be connected to make the analysis of EFL writer identity more explicit. In SFL terms, the appraisal framework offers an account of meaning making potential at the (discourse) semantic level, while Clark and Ivanič's system of different selves operates at the level of context of situation/culture. That is, the 'possibilities of selfhood' is a taxonomy of social roles while the appraisal framework is a taxonomy of meanings. The theory of connecting the two frameworks was tested in a study that examined the experiences of sixteen EFL writers in a Japanese university learning English composition over a period of one year. The paper shows how the framework can be applied through a detailed analysis of one case in this study, serving as an impetus for further inquiry into providing EFL writing teachers and students with explicit metalanguage for the social construction of writerly selves.

Keywords: writer identity, EFL writing, appraisal theory, writer selves, authorial self

1. Introduction

Studies in writer identity and voice that influence L2 writing have provided valuable insights by exploring how diverse cultural and linguistic resources are utilized by multilingual writers for voice, especially in classroom contexts, for several decades (e.g. Fogal, 2017; Hyland, 2002; Ivanič, 1998; Matsuda, 2015; Stapleton, 2002; Tardy, 2016; Zhao, 2017). Canagarajah (2015) draws on developments in L2 writing theory over the past few decades to explain that orientations to voice and writer identities need to be matched up with "effective pedagogical applications or empirical research" (p.122). In this study, which involved closely examining the experiences of sixteen EFL students in learning English composition in their Japanese university over a period of one year[1], I aimed to match up theory to pedagogical practice by connecting two different conceptual level frameworks, namely Clark and Ivanič's (1997) 'possibilities of selfhood' or *selves framework* (autobiographical, authorial, and discoursal selves) and Martin and White's (2005) *appraisal framework*, in aiding the construction of selves in L2 writing. The two frameworks, explained in the next section, are simplified versions to make them accessible for university EFL writing teachers and students. A justification for choosing Clark and Ivanič's 'framework' is established by exploring a range of interpretations of L2 identity and voice from recent, key literature (i.e. Fogal, 2017; Matsuda, 2015; Zhao, 2017). In this study, I formed a single, adapted framework that focuses on how the aspects of attitude, engagement, and graduation provide a taxonomy of evaluative meanings that can be used to make the writerly selves more explicit. This explicitness is then used to suggest further inquiry into the possibility of providing university EFL writing teachers and students with such metalanguage for the construction of writer selves, with a focus on developing a better understanding of writing with authority, and establishing a position or *stance* in relation to what the writer wants to say.

Such understanding could help better equip university EFL writing teachers with appropriate, formative feedback and constructive support for their students. When these teachers assess a student's written argument as ineffective, or not meeting their expectations, they may struggle to explain why the writing choices are inappropriate (see e.g. Lee, 2008). The proposed framework may give them a way to understand what is not matching up with expectations; it provides language examples from cases that do work, which could have pedagogical value. Based on the supporting information from the literature, the research questions for this study are:

- How can a simplified version of the Appraisal framework be mapped onto a simplified version of the selves 'framework' to analyze EFL student writing?
- How can this process reveal metalanguage that university EFL writing teachers can use to understand writer identity in appropriate and effective written arguments?

2. Theoretical frameworks

[1] For the findings of this study regarding identity construction, see McKinley (2017); the present study is focused instead on the conceptual and practical application of the adapted framework.

2.1. The selves framework

EFL writing tasks require students to apply genre-appropriate conventions by adopting particular writer identities or *selves*. These conventions include identifying relevant questions, using genre-specific vocabulary and sources, and appropriately integrating and documenting those sources. While EFL students may struggle with these conventions to various extents in their writing, it may be possible to ameliorate the struggle by identifying the different writer selves involved so that they can take ownership of their writing and write with authority.

An EFL student's ability to write with authority can be measured by their use of textual identities. Clark and Ivanič (1997) classified writers' diverse textual identities into three types: the autobiographical self, self as author (or authorial self) and discoursal self. It is important to note that these three selves are not distinct and independent from each other, but often work together. These different selves, in simplified descriptions designed to be of use for university EFL writing teachers, are defined as follows:

- The autobiographical self is made apparent by the inclusion of the writer's own life history, as well as experiences, values, and beliefs. It is the presence of these factors in the writing that give shape to the writer's understanding of authority and ability to write in different contexts.
- The authorial self is an indication of the writer's sense of an exigency to write. There are several associated textual features including the writer's position in relation to authorities and other writers, evaluation of other works, qualifying or hedging in reporting, use of first-person pronouns, and how much they claim authority for personal experiences. According to Clark and Ivanič (1997, p.152), the authorial self involves the textual "evidence of writers' feeling of authoritativeness and sense of themselves as authors."
- The discoursal self is realized through the writer's display of features that are identifiable with specific discourses, according to generally understood discourse conventions. For example, academic discourse is characterized by citation conventions, specialized terminology, and varied, complex structures.

Clark and Ivanič's system of different selves operates at the level of context of situation/culture – that is, it is a taxonomy of social roles. Ultimately the academic L2 student writer has much to negotiate in terms of determining how to establish her or his academic writer identity, one that generally requires knowledge to be displayed authoritatively (Schleppegrell, 2006). These negotiations directly affect the writer's attempt to critically argue in academic writing. Due to the social roles of *novice* and *non-native*, L2 student writers may inevitably 'borrow' their argument from relevant sources, and then use the borrowed argument as their thesis. This approach to forming an argument is common for EFL writers as they attempt to make their writing appear 'native' (Stapleton, 2002). They may mimic features from their sources in this approach, both of language and perspective, as well as in the attempt to integrate sources (McKinley, 2013). This practice can lead to a loss of the writer's voice and authorial self.

The selves framework used for the adapted framework is a simplified version of the

original established by Clark and Ivanič (1997), using Burgess and Ivanič's (2010, p. 235) clarification of "the 'what' of writer identity: the sorts of identities that are socially available in academic contexts, and the multiple selves that are constructed by writers' selection of particular discoursal characteristics in the design of their texts". This focus aligns with the writer identity construction identifiable using Appraisal Theory, as it takes into consideration the social construction of self, and recognizes that of the three possibilities of selfhood, multiple selves are possible, and even likely.

2.2. Taxonomy of evaluative meanings: appraisal framework
In Systemic Functional Linguistics (SFL) terms, language is understood as being fundamentally about meaning making (Byrnes 2009). The appraisal framework offers an account of meaning making potential at the (discourse) semantic level. While this framework functions at a different conceptual level than the selves framework, it can be applied to the selves framework to make it more explicit.

The justification of the connection of the two frameworks starts with analysis of the literature. In Ivanič's (2004) Discourses of Writing framework, she explicitly relates her work with that of Halliday (1978; 1994) to explain how academic identity is socially constructed in written discourse. Halliday's SFL model of language use showed that "ideational, interpersonal and textual meanings conveyed by language all contribute towards constructing an individual's identity" (Sokol, 2005, p. 324). Put simply, SFL views both language and identity as socially constructed. Based on this premise, a connection can be drawn between Clark and Ivanič's possibilities of selfhood and Martin and White's appraisal theory, as both position their theories as socially constructed.

In addition to the social construction connection, work by researchers Macken-Horarik and Isaac also suggests a link between the two selves and appraisal 'frameworks'. In their chapter, *Appraising Appraisal* in the book *Evaluation in Context*, Macken-Horarik and Isaac (2014) explain that the appraisal framework provides a way to map both explicit and implicit attitude in evaluative language use when communicators position themselves in relation to their argument. However, the dependency on context makes such mapping a significant challenge. In addressing this challenge, Macken-Horarik and Isaac concede that the reliability of an analytical framework such as Appraisal Theory is subject to textual, cultural, and institutional environments. They admit that the attempt to code evaluation is counter-intuitive. But in their work exploring the function of different voices in text analyses and narrative evaluations, they discovered that the appraisal framework provided a "comprehensive and principled model of evaluation in discourse" (Macken-Horarik & Isaac, 2014, p. 68). They go on to explain, "In contrast to lexical concepts of evaluation, the text-wide reach of APPRAISAL enables analysts to track not just explicit expressions of attitude but the relations these contract with implicit forms of evaluation and their cumulative significance" (Macken-Horarik & Isaac, 2014, p. 68). Put simply, the appraisal framework provides insights beyond the words writers use, giving readers an understanding of the position of the writer in relation to the text by identifying the writer's intentions in three main systems, explained in section 2.3 below. This understanding allows for a clearer connection to be made with identity construction. The connection between the frameworks is elaborated in the literature review, section 3.1.

Martin (2014) recently published an autobiographical essay in which he explained the need for appraisal as a system allowing for analysis to bring together feelings with lexical-grammatical choices—providing a way to describe evaluation as it relates to the negotiation of identity. Martin refers to an earlier article in which he initially explained that this is where appraisal made the turn from a grammatical perspective to a discourse semantic evaluation (Martin, 2010). Martin also makes the distinction between appraisal as a discourse semantic framework for analyzing feeling, discourse semantics that focus on content, and genre that focuses on context. The links between the three areas are significant, as he has in the past illustrated genre with respect to narrative construction built in steps through key lexis, grammar, and discourse structure choices (Martin, 2009). Martin's clarification of these aspects within SFL provides strong support for the value of the appraisal framework.

Davies (2014) in his summary of SFL focuses on Halliday's work in the development of SFL out of a "scale and category" model. Davies gives a nod to Martin and White's (2005) work with Appraisal Theory, targeting areas for future SFL-model-related research: grammar and discourse, the role of systems, and identity. It is the focus on identity that is particularly of note here, as my mapping of Martin and White's appraisal framework onto Clark and Ivanič's selves framework provides a direction in which to take identity studies further with SFL.

To clarify, the adaptation proposed in this article is building on the inherent relationship between genre, context of culture, and the Appraisal framework. While the appraisal and selves 'frameworks' operate at different logical/conceptual levels, they can be considered to operate at similar pragmatic levels. As Martin (2009) explains, genre focuses on context that is constructed through lexical and syntactic choices. This relationship is crucial to the value of the proposed mapping of the frameworks.

2.3. The three systems of Appraisal Theory

The language features to be analyzed in the appraisal framework are outlined in the three systems of ATTITUDE, ENGAGEMENT and GRADUATION that position the text (Martin, 2000). The appraisal framework refers to the interpersonal systems that provide writers with choices as to how they value or 'appraise' social experience. The organization for the sub-systems used in the simplified version of the appraisal framework for this study was based on Martin and White's (2005) framework as well as White's (2015) outline of Appraisal Theory, which provides an extensive list of possible indicators for each of the main systems.

The idea of a possibility of various selves or writer identities in one's writing is part of what Halliday (1985) referred to as *interpersonal meaning*. Halliday explained that language expresses three types of meaning at the same time, namely *textual meaning* (the shaping of texts), *ideational meaning* (the topic being communicated), and *interpersonal meaning* (how the people who are doing the communicating position themselves in relation to the discourse) (Fairclough, 1992; Ivanič, 1994). Martin (2000) stresses that an expression of attitude in writing is an interpersonal matter, as it is the

writer's attempt to establish some solidarity with the reader. Fairclough (1992) made the distinction between the two parts of interpersonal meaning as: 1) the representation of social relations and 2) the representation of social identities. These social identities are constructed in student writers' *discourse choices*, which include students' written texts, the fact that the texts were written in the context of an assignment, and the fact that many of the decisions made were unconsciously based on the discourses available to them in their sociocultural contexts (Ivanič, 1994; 1998).

The extension of the selves framework by connecting it with the appraisal framework here is based on the literature. As most appraisal is either inscribed, explicitly stated in the text, or evoked, projected by events or states either prized or frowned on (Martin, 2000), we should expect that most appraisal aligns with Clark and Ivanič's authorial self. Figure 1 shows the categories for identifying the three systems of the appraisal framework, based on White (2015), in which the ENGAGEMENT system network is identified by modelling language resources used to realize engagement. This figure of the appraisal framework differs from other figures of the appraisal framework in that features of hetero-gloss within the system of ENGAGEMENT have been shifted to align with features of the systems of ATTITUDE and GRADUATION, to allow for a clear list of categories within each of the three systems.
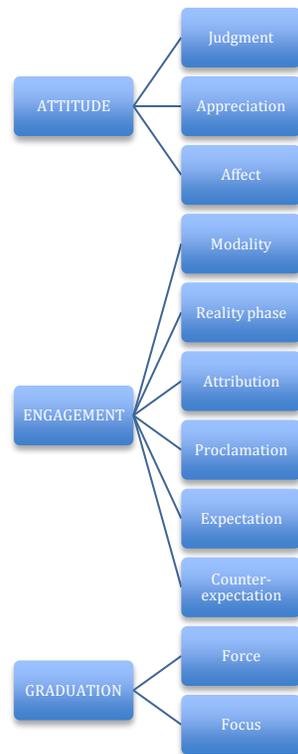

Figure 1: Appraisal framework systems and categories, based on White (2015)

To elucidate the meaning of Figure 1, the following explanations of the systems and categories are in direct reference to the figure.

ATTITUDE: Affect, Judgment, Appreciation

The system of ATTITUDE is used to indicate the presence of an authorial self or in the case of references to personal experience, an autobiographical self, as described by Clark and Ivanič (1997). *Affect* is emotional evaluation, *Judgment* is ethical evaluation of general human behavior, and *Appreciation* is aesthetic or functional evaluation.

ENGAGEMENT: Modality, Reality phase, Attribution, Proclamation, Expectation, Counter-expectation

ENGAGEMENT is divided into hetero-gloss (the presence of other voices in a text) and mono-gloss (the voice of the author only). As it is the intention of this study to identify in what ways the student writers' voices interact with other voices, to emphasize the social construction of voice, and to simplify the framework for operationalization in an EFL context, mono-gloss was not utilized for the analysis. The system of ENGAGEMENT was used especially to provide metalanguage for the authorial self, referring to Clark and Ivanič's (1997) as well as Hyland's (2002) concept of writing with authority. There are six sub-categories here identified by White (2015) used for analysis: *Modality*, which concedes that there are other viewpoints; *Reality phase*, which provide a less-focused position (often using the word seems); *Attribution*, including hearsay and projection, which usually refers to other sources; *Proclamation*, which provides a position of certainty (such as in fact, there is no); *Expectation*, which refers to social norms (such as should, will); and *Counter-expectation* (such as surprisingly), which refers to positions against social norms.

GRADUATION: Force and Focus

Like the system of ATTITUDE, the system of GRADUATION can also be used by EFL writers as Clark and Ivanič's (1997) authorial self in the intention to make their authoritative stance a strong one and to increase the interpersonal impact of their language. *Force* is raising or lowering interpersonal impact. *Focus* is blurring or sharpening semantic categorizations.

2.4. Connecting the frameworks
Based on the explanation of the theoretical frameworks supporting this study, I move now to an explanation of the adaptation of the frameworks. The two frameworks in this study operate at different logical/conceptual levels as they are concerned with meaning making at very different levels of abstraction. However, the taxonomies can be connected to make the analysis of EFL writer identity more explicit. In SFL terms, the appraisal framework offers an account of meaning making potential at the (discourse) semantic level, while Clark and Ivanič's system of different selves operates at the level of context of situation/culture – that is, it is a taxonomy of social roles while the appraisal framework is a taxonomy of meanings.

The autobiographical self is distinctive, as personal experience will be indicated by any reference to personal opinion (ATTITUDE), local contexts (ENGAGEMENT), or personal

emphasis (GRADUATION). The authorial self is recognized at any point when writers put forward opinion or stance in establishing their own argument, as opposed to the reporting of others' arguments. For the discoursal self, there is a certain *agency* of the writer, which refers to the action of the writer to achieve a desired result; and *critical perspective*, which refers to the challenge the writer makes to any established norms. In this sense, the discoursal self is recognized when writers engage in a specific discourse community (e.g. academic discourse), and utilize the work of others. Resources available for students to construct intended selves in academic writing are shown in Table 1.

Table 1: Resources for constructing writerly selves

	ATTITUDE	ENGAGEMENT	GRADUATION
Autobiographical	Personal opinion (especially *Affect*, i.e. emotion, and *Appreciation*, i.e. conditions or functions)	Any appeals to local contexts	Personal emphasis (based on cultural norms)
Authorial	Own interpretation, analysis, or evaluation (especially *Judgment*, i.e. ethics or morals)	Endorsements or critiques of own or others' arguments	Own emphasis
Discoursal	Others' interpretation, analysis, or evaluation	Others' endorsements or critiques of arguments	Others' emphasis

It is important to note here that other studies have shown advantages to using SFL for developing useful metalanguage in the teaching of L2 writing. Referring to Gebhard, et al's (2013) study on teacher education, Byrnes (2013, p. 102) noted:

when teachers acquire metalanguage that allows them to analyze text they came to

adopt more context-sensitive, functional understandings of language as SFL foregrounds them; they acquired a foundational metalanguage that allowed them to analyze texts with a meaning orientation, to translate that ability into differentiated design features for focused writing instruction and, importantly, to use this new-found genre-oriented awareness of the relationship between language use and the construction of knowledge in the assessment of L2 student writing.

Furthermore, while it is possible to analyze texts, draw conclusions and develop a teachable metalinguistic analysis solely by working with the appraisal framework (e.g. Hood, 2010), and while appraisal has also been applied directly to considerations of identity (e.g. Knight, 2013), the intention of connecting the selves framework is that it

provides a framing of metalanguage potentially useful for university EFL teachers and students, a significant factor motivating this study.

3. The application of the theory (methods)

3.1. Data collection instruments and study details

To test the adapted framework, a study was conducted over a period of one year in which monthly teacher and student interviews were conducted; and for the main source of data, writing samples that required students to present an argument were collected from sixteen students in six different first year (English Composition 1) and second year (English Composition 2) courses in the same English department at a Japanese university. Initial interviews were conducted with the teachers and students to discuss their courses and backgrounds. The participants were then interviewed for approximately 30-40 minutes once per month during the course year as well as once at the start of the following year, for a total of nine interviews.

The selection of the university was based on availability of access. The study was conducted in the English department where English composition was compulsory for two years.

3.2. Teacher participants

Four teachers were selected who allowed me to conduct the study with two to four students in one or two of their English composition classes over a period of one year (the full length of the course). The four teachers in the study included two Japanese nationals who lived more than 10 years in English-speaking countries and completed advanced degrees in those countries: Ms. Aiba, who taught two sections of English Composition 2, and Mr. Doi, who taught one section of English Composition 2; and two foreign nationals who grew up in English-speaking countries and had been living in Japan for more than 10 years: Mr. Clark, who taught one section of English Composition 1, and Ms. Ellis, who taught one each of English Composition 1 and 2. Ms. Aiba and Mr. Clark both had backgrounds in language teaching (advanced degrees in applied linguistics or similar, with 5-10 years of language teaching experience in higher education), while Mr. Doi and Ms. Ellis did not (degrees in unrelated fields, with less than 3 years of language teaching experience).

3.3. Student participants

In total, there were six classes and sixteen students. There were two sections of English Composition 1 (first year) and four sections of English Composition 2 (second year). Six students were identified as having traditional backgrounds – five (four first year and one second year) having attended local schools with six years of English classes, and one (first year) having attended a private school. Four students were identified as having fairly traditional backgrounds, with approximately one year spent overseas. This included three (second year) students who had attended local schools, and one (second year) who had attended a 'less rigorous' international school. The last group, identified as having lived 5-7 years overseas, with an English language focus in school on return

to Japan, was made up of six students: two (one first year, one second year) attended international schools, two (second year) attended 'returnee' private schools, and two (one first year, one second year) attended local schools with a focus on English.

3.4. Data analysis

All interviews were audio recorded and transcribed. To code the interview data, I used qualitative data analysis software (NVivo 10). The methodology used to analyze interview data follows the practices of *qualitative text analysis* (Kuckartz, 2014), within the tradition of *qualitative content analysis* (Mayring, 2000). Through qualitative text analysis, I coded data using *thematic text analysis* (Kuckartz, 2014), which combined concept-driven and data-driven categories (Schreier, 2014). Using a typical methodology of qualitative text/ content analysis (see Schreier, 2014), I established a coding frame based around central themes. These themes were then trialed in the data, evaluated, and modified where new themes emerged. There were two stages of main coding: first, to broadly code and establish central themes, and second, more refined coding and categorization.

The students' written texts were analyzed using the adapted framework, with all coding done in NVivo. One full piece of writing (research paper, argumentative essay, or 'letter to the editor' – depending on assignments set by the teacher, and that fit within the broad genre of argumentative writing) from each student was coded for uses of phrases/chunks of text fitting the categories identified in Figure 1. This process was completed by myself, and independently by a research assistant with a working knowledge of Appraisal Theory and SFL. The research assistant and I met and discussed any differences in our coding and came to a consensus.

4. Findings and analysis

This section takes one student as a case, to provide a rich, detailed analysis of the phenomenon of L2 writer identity development as understood through the adapted framework, and to use this example in support of further inquiry into the potential use of this novel framework in supporting university EFL writing teachers. The findings are provided first with a single case study, including a close analysis of the student's writing using the adapted framework. This is followed by an analysis of the results according to each of the three possibilities of selfhood.

4.1. Case study: Aya

This student, given the pseudonym Aya, was originally resistant to her teacher, Mr. Doi's, approaches to teaching writing, but grew to later understand and appreciate them, allowing for clearer development in the recognition of her writerly selves throughout the year. The writing was analyzed using the adapted framework to clarify which selves were used, in consideration of the teacher's expectations. The discussion in this section also considers Aya's shared cultural knowledge between readers and writers, and any evidence of mimicking features from sources. A brief but explicit

explanation is provided regarding how the adapted framework is useful for teaching students how to improve their writing.

Aya spent her second of three years of high school in England. She went through typical compulsory English classes starting from grade 7 and finishing in grade 12. Her mother was an English teacher at a private language school, and for ten years she studied conversational English with her mother and teachers from the US and UK. Her high school was well known for its English language education program. In her Composition 1 course she did not write many essays; instead she mostly completed grammar worksheets. Aya explained that she was not a confident writer, giving poor spelling, grammar and vocabulary as reasons.

4.2. Interview data

In the first interview, in April, Aya explained, "I think it's very important to have a class teaching you the basic knowledge of English writing. If it's a very advanced class and you understand it – but if you don't understand the basic idea of the paragraph or – you can't be advanced... I don't know what I'm saying" (Aya, 1st interview, April). It seemed that she had very basic expectations of the class, and was otherwise a bit unsure of what to expect.

By May, Aya considered her position in the class by commenting on the course textbook: "Well, I think I don't know – it was too Japanese thinking textbook. Well, he's teaching us lessons in English but the textbook - the author is Japanese ... So Japanese language and English language is very different and I – Maybe the author was Japanese-thinking man" (Aya, 2nd interview, May). She was satisfied with the basic lessons on paragraph work, and was starting to consider her position on "being critical" – something the teacher had introduced as a fundamental element to the class.

As explained in interviews, Mr. Doi had indeed encouraged the students to be critical in class. This led to something some students interpreted as an open forum for criticism. Mr. Doi had this to say about it: "Maybe because of a lack of confidence, the students seem to be taking control... they are challenging the way the textbook presents information, suggesting it is insufficient or misleading..." (Mr. Doi, 2nd interview, May). Aya felt rather unsure about her position on all of this. The interview shifted a bit:

> Aya: "Our class is very difficult class because [student] and [student] – they were half native and some have never been abroad for long time. And [student], me and [student] has only been abroad for a year. It doesn't make us half native, does it?"
>
> Researcher: *"So you feel more Japanese..."*
>
> Aya: "I feel somewhere in the middle, always" (Aya, 3rd interview, June).

Aya felt a divide between her and the other students she considered to be more fluent, and therefore more critical in their thinking. Part of the concern for her was ownership of ideas, since she had never been to the US, where her teacher and some classmates had spent a considerable number of years. For her writing task, she commented, "So I

think, is it possible to do the essay up to his expectation? The only thing I've got is assertion in my essay – so far. I think I'm going to use that disabled Barbie as my evidence of representing the social problems. The problem is I don't know the background. I've never been to America and I don't know anyone from America" (Aya, 3rd interview, June).

By the end of the first semester, Aya knew she was only producing satisfactory work. She commented, "So, like I – I write my essay in English in Japanese style, so that's why it's not really good. And I know that, but I – still can't figure out how to get out it. And I'm kind of worried if I'm gonna do it again this semester because that's – I really don't want to do it. I really wanted more feedback from Mr. [Doi], not from friends" (Aya, 4th interview, July).

For Aya's major writing task, an argumentative research paper, in addition to concern about the ownership of ideas, Aya was also concerned about the large amount of peer-evaluation that had been introduced in the class – a practice Aya was not overly comfortable or familiar with. She commented, "It – oh, they're kind of thinking in the way – a way Western people does. So, it kind of has gap between me and them. So this is – it doesn't really help me – like I said before, it's kind of unsolvable problem" (Aya, 5th interview, October). Aya also commented on her confusion about Mr. Doi's encouragement to write objectively, but to maintain personal involvement in the writing, echoing comments made by Mr. Doi in earlier interviews. Aya was required to use outside sources to attribute her ideas, and was regularly reminded to think about her readers and the importance of persuading them with information from sources. This indicated Mr. Doi's expectation that students should write using a discoursal self, which Aya felt very unsure about, since she had interpreted 'being critical' as establishing a personal position in her argument.

Aya had chosen the wearing of a veil by Islamic women in the UK as her topic, because she felt she could provide a non-Western perspective on the topic. Unfortunately, her classmates seemed unable to attain the same perspective. They insisted it would be better for her to shift her perspective to a more Western one. She commented, "Then because I – or if I was just studying what – with Western methods. It would be really easy, and it would be really helpful. I could just criticize of her wearing a veil. And argue her right because she's in England. Why don't you adjust? You know, I did" (Aya, 6th interview, November). It became clear Aya was not willing to risk being disconnected from her writing. She commented, "It's really – it would be really unfair of me to write in a – way they suggest me to write" (Aya, 7th interview, December).

4.3. Written text

In this section, the adapted framework is used to identify Aya's lexical choices that carry interpersonal meaning, and thus particular writer identities. Examples are identified in the three systems of appraisal, and then analysed in consideration of the three writerly selves.

ATTITUDE. Aya used a very high number of expressions of Judgment (20), indicative of a sympathetic rhetorical approach. However, she used only one Emotional phrase—

interestingly, this was in her thesis statement. This seems to reflect the struggle Aya experienced with not wanting to take a side, preferring to maintain neutrality. What she wrote in her thesis statement, *This paper is…eager to find out what causes huge discussion…* expressed the desire to explore the topic, rather than speak authoritatively on it. Aya explained in her follow-up (9th) interview that her thesis had been shaped by the work she had done with her peers, who disagreed with her pro-veil-wearing leanings, attempting to present their ideas in her paper.

ENGAGEMENT. The very high number of expressions of Attribution (21) shows that Aya attempted to blend her voice with others, positioning herself using at times Modal expressions, Reality phases or Proclamations. She used the voices of her authors to further emphasize the sympathetic rhetoric of her argument. The problem with her attempts to use this game strategy was in her awkward attributions. Although she made attempts at introducing her sources providing author information when available, the attributions of her ideas to these sources disrupted the coherence of the paper. For example:

> *According to BBC News, Rome, last updated 7th November 2006 by Christian Fraser…*

> *According to the article, "Seeing Clearly" written by Carla Power and Rebecca Hall, in Newsweek, 27 November 2006 edition…*

> *As reading news materials and protests that had been made by the high school from BBC News online, it can be considered that…*

Aya was required to use a minimum of five sources for her assignment, and she did practices in class and received feedback from Mr. Doi on how to cite them in her paper, but the final version showed a lack of ability to effectively blend her voice with those of the authors, choosing instead to include annotations about the sources in extended introductions to them, or including a description of her own action of reading the news materials.

GRADUATION. The language Aya used to value interpersonal impact was consistent throughout the paper. She used both expressions of Force and Focus. Most of the Force expressions were used to raise interpersonal impact, including *even, not even, just, only, strongly, just because*, and so on. The Focus expressions were fewer in number and were used to sharpen the semantic value of the phrase. Aya's voice was clear in the GRADUATION language she used, but it was not used in relation to sources, therefore she was not blending her voice with theirs.

Aya's attempts to write using a discoursal self made it very difficult for her to develop her thesis, as the rhetorical mode she felt most strongly connected to on the topic was a personal one, rather than a one generated from her sources. She also implied an ethical rhetorical mode (Judgment) through a mention that religious practices *should not be insulted*. She ultimately settled on an authorial self, with some elements of a discoursal self in her many attributions.

Aya extended the argument with supporting evidence about globalized Muslims and how traditions such as wearing a veil become more significant outside Muslim countries. In the end, she left the reader wondering what to do about the culture gap she described, writing: "There seem to be no effective solutions yet."

The cultural knowledge of her topic was not shared with her peer readers, leaving her to take a neutral stance. In terms of mimicking linguistic features of her sources, Aya had trouble integrating quotes and blending her voice with her sources as evidenced, for example, by her overreliance on set phrases such as *according to* followed by descriptions of the sources including publication dates, or the inclusion of her own act of reading the articles, illustrated above. This use of annotations in introducing sources, and reference to her own reading activity, indicated that she did not mimic linguistic features from her sources, and instead used, however awkwardly, her own voice.

The adapted framework proved to be very effective in highlighting Aya's lexical choices in her attempt to argue. If Mr. Doi had conducted such an analysis using the adapted framework, he might have steered Aya away from the relatively high number of ATTITUDE phrases, as well as Force phrases, to make her argument potentially more effective.

5. Discussion

This study offers thought-provoking insights into understanding university EFL writing through using interpersonal metalanguage to identify writerly selves, and offers potentially valuable contributions to the field of EFL writing education. The results suggest that the analysis of students' texts via the proposed framework might provide meaningful support for EFL teachers in guiding students to use appropriate and effective *selves* in their writing. Aya's lexical and grammatical choices in her selected paper, easily identifiable using the adapted framework, served as an illustration of writer identities that worked against her in terms of meeting her understanding of her teacher's expectations of the writing task, as discussed in her interviews. This was found across most cases. For example, in interviews with teachers and students, it was clear that two of the four teachers in this study (including Mr. Doi) preferred students to utilize a discoursal self in their arguments, but few students in the study (including Aya) could successfully meet such an expectation.

The students, Aya serving as a typical example, attempted to be persuasive in their writing by using any or all of the different possible selves, sometimes in contrast to their teacher's occasionally explicit, occasionally vague instructions. Students of Mr. Doi and Ms. Ellis attempted to meet their teacher's expectations of an objective, discoursal representation of themselves in their writing, but since they did not have the expertise required by many of their topics, they generally resorted to a more authorial voice.

Grammatical and lexical choices depend on constraints and expectations of writing tasks. For example, in essays in which students are expected to provide and defend an argument, allowing students to use such a straightforward expression as 'I argue' allows

for less communication breakdown. However, for students to provide clarity for their thoughts, some suggested words and phrases can be very helpful.

It is recommended that further studies make use of the novel mapping presented in this study to explore other contexts. Such further studies might then lend support to ensuing pedagogical implications, such as the recommendation that EFL composition should, as has been recommended for decades, follow a developmental sequence, where teachers could introduce an authorial self initially, with a view to moving to a discoursal self later on. This sequencing would allow students to differentiate between the selves. A further possible pedagogical recommendation is to consider the kind of writing required in the teaching context, as follows:

- If the teaching context requires reflective, personal writing, then the following autobiographical expressions could be useful for teachers to highlight: *in my experience, from my own perspective* (personal pronoun I)

- If the teaching context requires supported reflection or argumentation in response to a reading or other input, the following authorial language could be used: *I argue, it seems, it may be that, it can be concluded, in fact, indeed, effectively* (personal pronouns I/we/you)

- If the teaching context requires integration of sources, the following discoursal language could be effective for teachers to emphasize: *according to, regarding, in reference to* (no personal pronouns)

Such 'word banks' can be generated from students' writing, and may differ according to genre task, and language. Teachers can also refer to Manchester University's *Academic Phrasebank* (Morley, 2014), or the Academic Word List (Coxhead, 2000), for word banks taken from large academic corpora.

For the autobiographical self, topic choice and task expectations are the most important considerations. Topics should be familiar and reflect local contexts. For task expectations, student writers need to be instructed directly whether to include personal reflection, analysis, interpretation, or evaluation. It is important for writers using the autobiographical self to understand that such a subjective self should not be projected to generalize to the greater population.

For an authorial self, the confines of the writing task need to be considered, to allow students to differentiate the position between the discoursal as *objective* self, and the autobiographical *subjective* self. A thesis statement including the phrase 'I argue' as opposed to 'the argument' (discoursal) or 'I think' or 'In my opinion' (autobiographical) will help to establish the authorial self, indicating ownership of the argument lies with the writer.

For students desiring to construct a discoursal self, we need to consider what the sources are, and how the external voices can be integrated in student writing. Writing would not be successful if the sources are limited. Canagarajah (2015:16) explains,

…teachers should choose course materials that provide positive models of multilinguals with critical voices, but also those which introduce the dominant norms to acquaint students with the established discourses…

These suggestions indicate that using the terms 'autobiographical', 'authorial', and 'discoursal' self in an EFL writing class might help to explain to students that they need to consider local, cultural contexts and ways they are familiar with the topic to establish their stance (autobiographical), as well as the conventions of academic writing such as a thesis statement, citations, qualifying and hedging (discoursal). Finding a balance of these approaches first to establish ownership of the student writer's own argument (authorial) should lead to more effective, more successful academic writing. Students can be supplied with useful phrases that are linked to each of the selves so they might have a better understanding of how the selves are being used to achieve the rhetorical goal of their writing.

6. Conclusion

In conclusion, for written discourse analysis in university EFL writing, a metalanguage analysis can be achieved by mapping a simplified version of Martin and White's (2005) appraisal framework onto a simplified version of Clark and Ivanič's (1997) selves framework. This adaptation of these existing frameworks is not only justified by the literature, including Ivanič's (2004) Discourses of Writing framework, but also by the analysis of students' written texts. There are both research and pedagogical advantages provided by this adaptation. The research advantages include the use of the appraisal framework for written text analysis, maintaining a focus on language in use and encouraging understanding of the function of lexical and grammatical choices in conveying meaning. The pedagogical advantages are twofold. If teachers expect students to write using a discoursal self, then they could provide words/phrases associated with attribution, a feature of ENGAGEMENT aligned with the discoursal self. Particularly for EFL students who may not have as extensive a range of lexical choices in their vocabularies, teachers can identify banks of words and phrases to help these students express themselves. Additionally, analysis of students' written texts can be categorically managed to focus on content and meaning, aiding in identifying writers' intentions.

By connecting the two frameworks, the combination of selves represented (and how much and in what ways weight was put on a particular representation of the self) in the students' writing could be established to provide clarity on what that combination of selves meant in terms of the students' ability to meet their teacher's expectations in their writing tasks.

The results of this study suggest that further inquiry could be made into how teachers of EFL composition might use the adapted framework to understand their students' lexical and grammatical choices. That understanding might be used by the teachers to provide students with the lexical and grammatical choices appropriate for the most advantageous writer identities. That understanding might also be used to help teachers

provide effective feedback when their students do not meet expectations. The results also suggest further inquiry could be made into the clarity and reasonableness of university EFL writing teachers' expectations. For example, expecting students to take on a discoursal self without sufficient exposure to or experience with the topic or genre is unreasonable. Teachers in such situations may find it more advantageous to adjust their expectations to students' strengths in using an authorial self.

7. References

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