DEVELOPING LANGUAGE LEARNERS' USE OF APPRAISAL FOR ARGUMENTATIVE WRITING: A SYSTEMIC FUNCTIONAL LINGUISTICS APPROACH

By

WLLA ABUHASAN

THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE MASTER OF ARTS DEGREE
IN BILINGUALISM STUDIES

FACULTY OF ARTS
OFFICIAL LANGUAGES AND BILINGUALISM INSTITUTE
UNIVERSITY OF OTTAWA

Abstract

This study explores the impact of a pedagogic intervention grounded in Systemic Functional Linguistics (SFL) (Halliday & Matthiessen, 2014) designed to support language learners' development of their English argumentative writing skills. The predominance of argumentative writing in school curricula and language assessment reflects the importance of helping language learners master this text-type in order for them to succeed in academic settings. This pedagogic intervention drew specifically on the Appraisal system of SFL to make explicit to students the interpersonal and evaluative language resources they can use to establish authoritative and intersubjective positioning as key means of achieving the overall purpose of argumentative texts. The study documents the impact of explicating to students appraisal resources during class instruction and helping them make more informed language choices as they engage with the information presented in their texts, and shape the interaction with their readers.

The study drew on quantitative data stemming from students' writing tasks and qualitative data in the form of reflection tasks and a research journal to explore the extent to which students' understanding and use of different appraisal resources could be positively affected by the pedagogic intervention at the heart of this study. The analysis of the findings suggests that the intervention was successful in helping students familiarize themselves with and incorporate appraisal language to effectively convey their intended meaning in the composition of their argumentative texts. The findings also suggest that the teaching intervention contributed to students' increased awareness of the range of lexicogrammatical choices available to them when they write as reflected in students' skillful use of these resources in genre-specific ways. This

included using appraisal resources to develop well-supported claims, in addition to establishing a critical authoritative position.

Discussion of these findings focuses on the value of this type research on the pedagogic applications of the SFL framework as a way of advancing our understanding of how to better scaffold language learners and help them gain greater explicit control of the language resources necessary to successfully construct academic texts. As such, this study argues for the potential affordances of teaching pedagogies grounded in SFL theory in supporting language learners' academic writing development. This study presents a case for the ability of SFL-informed pedagogies to empower students as writers by offering them new ways of looking at the writing process and using language to engage in advanced acts of meaning-making.

Acknowledgments

This thesis would not have been completed without the support and kindness of a number of people who I would like to thank and acknowledge here.

First and foremost, I owe a debt of gratitude to my thesis supervisor, Dr. Jérémie Séror, who has patiently guided and encouraged me through this learning journey. His generous advice and feedback enlightened me in ways that go beyond the pages of this thesis. I would also like to acknowledge here Dr. Marie-Josée Hamel, Dr. Nikolay Slavkov, and Dr. Beverly Baker for their invaluable feedback and advice.

This study would not have been possible without my eleven students who have kindly agreed to participate in this project. I thank each one of them for being open-minded to new ways of doing things and looking at writing as something that is no longer an obstacle, but a stage where they can show off their abilities and talents. The progress they have made during this study was definitely my greatest reward!

I would like to thank my friends for always being there for me, especially when isolating at the start of the pandemic. You managed to keep me company and sane from across the globe. While I cannot name you all, I thank in particular Farah Omar, Ghaid Abdeen, Ghaidaa AbuZahra, and Mira Hanieh.

For my family, I thank you for always supporting me on whatever task I took on. Being away from home for two years and being always immersed in my own world to write this thesis was not easy on any of us. I want to especially thank my little niece, Eileen, for always brightening up my world when I needed it the most. You came to this world at exactly the right time!

Table of Contents

List of Tables

List of Figures

Chapter 1 : Introduction

1.1 Introduction

The visible change in the demographics of undergraduate students in recent years has brought to view the more culturally and linguistically diverse student population entering our higher education institutions (Ferris, 2016; Miller, Berkey, & Griffin, 2015). Indeed, student enrolment at universities and colleges today extends beyond the traditional student population leaving school to a much socially broader context and, diversity undoubtedly dominates the undergraduate student population in numerous parts of the world (Hood, 2010). In Canada, the growth in the number of international students enrolled in postsecondary institutions has been steady. For instance, in the 2018-2019 academic year, Canada welcomed over 300,000 international students attending its public universities and colleges (Statistics Canada, 2020). This ever-changing educational context underscores the importance of adapting instructional practices to help this growing student population meet the complex demands of their new academic settings. This is especially important for students who are expected to study and navigate their learning in a language other than their mother tongue (Hood, 2010; Hyland, 2017).

The increased diversity in higher education calls for a greater focus on the programs and curricular initiatives than can be put in place to help students overcome the linguistic and cultural barriers that they may encounter upon their entry into an English medium education (Evans & Morrison, 2010; Miller et al., 2015). Specifically, Ferris (2016) notes, for instance, that the growing number of English language learners (ELL) enrolled at higher education institutions implies reassessing current instructional practices to meet the particular needs of those students. This also includes supporting and working with students in ways that differ from how we used to teach when we could anticipate that most students shared a relatively common linguistic and

cultural background (Détourbe, 2018). Finally, this increasing focus on supporting English language learners as they overcome the complex academic demands and challenges of an English medium education has important implications in the field of second language (L2)[1] writing instruction (Evans & Morrison, 2010; Ferris, 2016; Ferris 2018; Hyland, 2017)

Academic writing forms one of the greatest challenges that English language learners experience in higher academic settings (Ferris, 2018). Tertiary-level academic writing is often associated with high stakes tasks that are used to channel and assess students' learning and competencies in discipline specific matters (Miller, Mitchell, Pessoa 2014). Academic writing tasks in higher education are also key in the manner students are expected to demonstrate critical thinking and reasoning skills, as well as their ability to develop arguments that support their understanding of complex constructs (Hyland, 2017). As such, tertiary-level academic writing involves different and more complex practices than the writing tasks and genres students might encounter in school settings (Ferris, 2018). Students are expected to use language not only to present information through written texts, but to also critically engage, and comment on the knowledge they are communicating to their readers (Hood, 2004). This results in exceptionally complicated tasks for L2 writers who must meet these expectations with what are frequently limited knowledge of the academic and linguistic conventions that govern how to effectively fulfill these requirements (Bitchener, 2017; Hood, 2004). L2 writers' successful participation in the construction of academic texts thus depends in part on their ability to gain an awareness and

[1] Second language (L2) is used in this thesis as a common and popular terminology to refer to language learners working with a language other than their mother tongue. However, this thesis acknowledges the limitation of this labelling as many students may be working in their third or fourth language.

to learn to successfully deploy the specific rhetorical and linguistic patterns that shape the discursive practices of their chosen academic fields (Bitchener, 2017).

One solution that has been suggested in response to the various problems language learners encounter with academic writing is to work on making more explicit, during classroom instruction, the language choices and meaning-making resources available to them as they construct their texts (Bitchener, 2017; Christie, 2017; Hyland, 2017; O'Hallaron, 2014; Schleppegrell, 2004; Schwarz & Hamman-Ortiz, 2020). The rationale is that more explicit instruction of the language resources expected in a writing task can provide students with solid support for their learning (Schleppegrell, 2010). Chang & Schleppegrell (2016) explain that "being explicit about language and meaning helps learners engage in the noticing and focused attention that supports second language development and raises consciousness about the resources available in the language for meaning-making" (p. 51). Therefore, adopting an explicit approach to writing instruction can help draw students' attention to the language resources they can deploy to engage in advanced acts of meaning-making as they compose texts (Chang & Schleppegrell, 2016). This approach can help make visible to L2 writers what is valued in academic texts and, as such, enable them to make informed language choices when constructing their own texts (Schleppegrell, 2006).

The need to explicate to students' how language realizes meaning in a text suggests a shift from traditional process writing approaches and their focus on planning-writing-reviewing strategies (Graham & Sandmel, 2011) to a focus on the specific linguistic features that can be associated with the production of successful academic writings (Hyland, 2007). To empower language learners as writers, researchers argue that teaching should focus on language that is "functional" for the given text (Schleppegrell 2004; Schleppegrell & Go, 2007). This means

presenting language resources to students as meaning-making tools linked to broader social contexts relevant to the target texts (Byrnes; 2012; Schleppegrell, 2004). For Byrnes (2012), this suggests that in order for writing development to occur, language resources should be examined in relation to the academic texts students wish to produce. This is key to quality writing since academic texts are typically associated with particular valued ways of using language (Hyland, 2007; Paltridge, 2017).

Paying attention to the contextual nature of language has been acknowledged in the literature as a critical component of effective language instruction that can promote students' writing development (Gebhard, 2019; Troyan, Sembiante & King, 2019; Gebhard, 2019). This approach allows students to examine language choices within the broader social context where they are employed, thus encouraging students to think of writing as something which goes beyond the word or sentence level to include the constellation of features that make up the whole text (Troyan et al., 2019). To help students develop advanced writing skills, instruction should focus on exploring with students how particular language resources combine to build meaning in academic texts and achieve broader social purposes (Derewianka, 2011). Therefore, adopting an explicit approach that focuses on the functional and contextual nature of language can offer L2 writers new ways to approach and fully grasp the construction of written texts (Schleppegrell, 2010).

1.2 Purpose of this study

As noted above, there is a growing interest in L2 writing research in the kinds of pedagogical support that could be provided to L2 writers to help them succeed at advanced academic levels (e.g. Chang & Schleppegrell, 2016; Coffin, 2010; Hinkel, 2014; Ferris, 2018).

Abundant research on L2 writing highlights the issues that ELLs face in acquiring the academic language necessary to comprehend and construct texts in school settings (e.g. Hinkel, 2002; Hinkel, 2005; Hinkel, 2014; Hood, 2010; Lee, 2008; Schleppegrell, 2004; Schulze, 2011). At higher academic levels, the literacy skills that students need to ultimately develop and master become much more difficult and complex (Ferris, 2018; Schleppegrell, 2004). The present study is situated in this great body of research concerned with ELLs' academic writing practices and the pedagogical approaches that could foster their academic writing development.

This research focuses in particular on supporting ELLs' argumentative writing. Argumentative writing can be defined as the presentation of interlinked claims supported by the use of evidence (Hirvela, 2013; O'Hallaron, 2014). It is, moreover, one of the more complicated text types that students need to ultimately master at advanced academic levels, proving to be especially problematic for language learners (Bitchener, 2017; Hirvela, 2013; Hirvela, 2017; Miller, Mitchell, & Pessoa, 2017; Zhao, 2012). The predominance of argumentative writing in school curricula and language assessment reflects the importance of this text-type in determining students' academic success (Hirvela, 2017). However, language learners tend to show limited understanding of how an academic argument in English is developed or what the expectations for this text-type are (Bitchener, 2017; Ferretti & Lewis, 2018).

In seeking to better understand the types of pedagogic interventions that might support language learners' acquisition of the knowledge and skills required to produce successful argumentative texts, this study explores the impact of explicit language instruction grounded in Systemic Functional Linguistics (SFL) (Halliday & Matthiessen, 2014) on developing students' argumentative writing. SFL looks at language resources as meaning-making tools related to a broader social context (Coffin, Donohue & North, 2009; Halliday & Matthiessen, 2014; Martin,

2009; Schleppegrell, 2004). A strong case has been made in the literature for the affordances of SFL in helping ELLs master the construction of a variety of academic genres including argumentative writing (O'Hallaron, 2014; Pessoa, 2017; Schulz, 2011; Schwarz & Hamman-Ortiz, 2020). SFL approaches have emerged as an increasingly popular framework to help make explicit to students the purpose, organizational patterns, and language features expected of the target genre (Coffin et al., 2009; Schwarz & Hamman-Ortiz, 2020). SFL's focus on the relationship that exist between context and language also makes this framework stand out as a means of illuminating for students' how particular language choices realize meaning-making in their academic texts (Schleppegrell, 2004).

The study documents and reports on the impact of an SFL-informed teaching intervention designed to draw students' attention to the language resources that can be employed in argumentative writing to achieve the overall purpose of this text-type. This includes introducing students to interpersonal language resources necessary for authoritative and intersubjective positioning by drawing on the Appraisal system of SFL. The intervention's pedagogic objectives were to help students find new ways of examining and labelling the language resources available to them, and to reflect on their role in helping them accurately present their points of view and intended messages while also establishing the critical authoritative positions that are key to strong, and successful, argumentative texts.

This focus on the interpersonal resources that can help establish one's authoritative voice as an author stems from research which suggests that ELLs experience major challenges related to the construction of an authoritative position in argumentative writing (Chang & Schleppegrell, 2016; Hood, 2010; Lee, 2008; Zhao, 2012). Emphasis, it is suggested by these authors, must be placed, as it is in this study, on pedagogic interventions that can make explicit to students the

lexicogrammatical resources they can use to present critical evaluations, engage with the information presented in their texts, and shape a form of discussion with their readers.

The research questions significant to this study seek to guide our understanding of how students' comprehension and use of different appraisal resources in their argumentative writing could be positively affected by explicit classroom instruction. The research questions also aim to provide insights into students' experiences of being taught through an SFL-based approach and the extent to which they perceived this type of explicit, contextual writing instruction to be supportive and helpful (see Chapter 2 for research questions). We attempt to answer these questions by drawing on quantitative data stemming from the texts produced by eleven participating students and qualitative data in the form of reflection tasks and a research journal.

1.3 Significance of this study

The various types of academic texts that language learners are expected to produce entail in some part an attempt to support and argue for the validity of something. In this sense, academic writing often involves an argumentative aspect that students are expected to gain control of to be successful in school settings (Hirvela, 2017; Lunsford & Ruszkiewicz, 2001). However, despite the importance of argumentative writing in determining the academic success of language learners, it is still one of the underresearched areas in L2 writing (Hirvela, 2017). Hirvela (2017) highlights that argumentation in L2 writing is "marginalized as a major topic of investigation and discussion in published scholarship and at conferences" (p. 70). Little consensus has emerged in the field of L2 writing on what argumentation is or how to effectively teach argumentative writing to language learners in various educational contexts (Bitchener, 2017; Hirvela, 2017; O'Hallaron, 2014; Wingate, 2012). Therefore, this study contributes to the body of research

focusing on L2 argumentative writing (Bitchener, 2017; Hirvela, 2017; Hirvela, 2013; Pessoa, 2017). It offers insights regarding the argumentative practices of L2 writers and the pedagogical approaches that can effectively help those students produce quality argumentative texts.

Since argumentative writing requires advanced and complex writing practices, adapting instructional tools to better suit the needs of language learners in this area is of critical importance (Hirvela, 2013). By drawing on the theory of SFL, this study explores new directions to support the increasingly growing population of L2 writers in developing their argumentative writing. We explore the ability of an SFL-informed approach to empower language learners as writers by helping them explore the full meaning-making potential of their language choices. This study explores functional approaches to help l2 writers gain greater control of the lexicogrammatical resources they can use as means to argue and persuade.

Moreover, the study's significance lies in its explicit focus on the interpersonal dimension of meaning that has not uncommonly been neglected in academic writing instruction. This includes an emphasis on the resources that students can employ to engage with and position themselves as authors in relation to the information presented in their text allowing them to more effectively present knowledge claims in a convincing manner. Swain (2007) suggests that academic language programs should pay particular attention to the teaching of these interpersonal resources. Yet, little attention has been given to the teaching of the interpersonal dimension to language learners despite the importance of this dimension of meaning in academic writing (Christie, 2017; Hood, 2010; Hyland 2012; Liu, 2013; Swain, 2007; Tardy, 2012b).

In the hopes that a pedagogical approach informed by Systemic Functional Linguistics will positively impact the development of students' argumentative writing, the findings of this study

will lay the groundwork for future development of interventions of this kind. This study's significance thus lies in its ability to guide future instructional practices and curricula development that can be grounded in this theory. Since a functional approach to writing pedagogies has the potential to help students write in more sophisticated ways, we hope that this study can present students in English language programs with a resource to draw on in order to excel academically.

1.4 Thesis overview

This thesis is divided into five chapters. Chapter two presents a review of the literature and the theoretical frameworks that have guided this study. The chapter focuses on defining argumentative writing that students would be asked to produce and the problems experienced by L2 writers as noted in the literature. It also discusses pedagogical approaches that have been adopted to help support L2 argumentative writing while making a case for an SFL-based pedagogy as a promising approach in this regard. The chapter presents an overview of previous research that has found SFL-based pedagogies successful in supporting L2 argumentative writing. Finally, the chapter concludes with the research questions at the heart of this study and that aim to guide our understanding of the teaching intervention's impact on students' argumentative writing.

Chapter three outlines the key elements of the research design of this study including the research context and participants, the teaching intervention at the heart of the study, and a description of the data sources collected. The chapter also presents the procedures followed to analyze the data sources in order to produce the findings presented in chapter four.

Chapter four presents the findings of the quantitative and qualitative analysis of the data collected. These findings are presented in four sections, each addressing one of the research questions significant to this study. The findings aim to guide our understanding of the extent to which students' argumentative writing were affected by the SFL-informed teaching intervention, as well as to provide insights into students' perspectives of the usefulness of this form of instruction.

Chapter five concludes this thesis with a discussion of the findings. It explores the potential of teaching pedagogies grounded in SFL in supporting language learners' argumentative writing. The chapter summarizes the theoretical and research implications that can be drawn from this study and presents pedagogical recommendations for educators interested in drawing on SFL-informed pedagogies to help L2 writers gain more control over their academic texts. This chapter concludes with my personal reflections regarding my experience working with SFL frameworks in the classroom and the lessons that I have learnt from conducting this study.

Chapter 2 : Literature Review

2.1 The importance of argumentative writing for academic success

Argumentative writing is considered a critical benchmark for academic success (Hirvela, 2017; Newell, Beach, Smith & VanDerHeide, 2011; O'Hallaron, 2014; Schleppegrell, 2004; Zhao, 2012) and constitutes an indispensable part of school curricula (Coffin, 2004; Graham, McKeown, Kiuhara, & Harris, 2012; Hirvela, 2013; Newell et al., 2011; O'Hallaron, 2014; Ramos, 2019; Schleppegrell, 2004). The Common Core State Standards (CCSS) in the United States, for example, have placed an increased emphasis on writing development objectives and especially on the development of argumentative skills (Ferretti & Graham, 2019; Graham et al., 2012; Hirvela, 2013; Newell et al., 2011; O'Hallaron, 2014; Ramos, 2019). This type of writing also constitutes a part of language assessment and a measurement for admission into higher academic institutions (Coffin, 2004; Hirvela, 2017; Ramos, 2019; Schleppegrell, 2004; Zhao, 2012). For example, the International English Language Testing System (IELTS) considers argumentative writing as one of its fundamental components (Coffin, 2004; Hirvela, 2017; IELTS, 2020). One of the academic writing components of the IELTS requires test takers to write an essay in response to a particular point of view, argument or problem (IELTS, 2020). As suggested by Hirvela (2017) our reliance on argumentative writing to assess students' academic writing skills indicates the importance of this type of writing for ELLs. Pessoa (2017) also underscores that argumentative writing is, indeed, of critical importance in many disciplines in tertiary settings and forms an indispensable part of academic writing assessments.

Despite the growing focus on argumentative writing and how to teach it, this text-type still proves to be difficult for many students to master, especially language learners (Bacha, 2010;

Bitchener, 2017; Hirvela, 2013; Hirvela, 2017; Pessoa, Mitchell, & Miller, 2017; Pessoa, 2017; Zhao, 2012). Hirvela (2013) describes written argumentation as "one of the greatest challenges many English language learners (ELLs) are likely to face" (p. 67). Considering the importance of argumentative writing for students' academic success, a pedagogical focus on constructing this text-type is "essential for all developing writers, and especially so for English language learners" (O'Hallaron, 2014, p. 305).

2.2 Constructing successful argumentative texts

In order for students to succeed in the development of different text types, they need a specific understanding of the way language is typically used in the construction of these texts (Hyland, 2007; Schleppegrell, 2004). Importantly, as students move to higher academic levels, they are expected to gain control of an increasingly complex set of academic texts including argumentative writing (Schleppegrell, 2004). This complexity in turn makes the linguistic expectations that convey the desired purpose of the target text more demanding especially for language learners (Schleppegrell, 2004). Language learners' experienced difficulties in the construction of quality argumentative texts are related in part to their limited understanding of what is expected in this type of writing, in addition to their limited knowledge of how specific language resources can be deployed to meet those expectations (Bitchener, 2017; Hood, 2004). Thus, introducing English language learners to the expectations and defining characteristics of argumentative writing forms the first necessary step to help them gain control of this more complex genre type (Bitchener, 2017; Hood, 2004). While many of the expectations of L2 argumentative writing may also apply to the field of L1 writing, this section highlights key concepts that are especially prominent, and might be more problematic, in L2 argumentative writing instruction.

Although there are many ways in which argumentation could be defined (Bitchener, 2017; Ferretti & Graham, 2019; O'Hallaron, 2014; Hirvela, 2017; Wingate, 2012), this style of writing most commonly refers to the presentation of a specific point of view or position, also known as the claim, supported by the use of evidence (Coffin, 2004; Hirvela, 2013; Schleppegrell, 2004). The interlinked claims and evidence presented in an argumentative text ultimately seek to establish the validity of the position an author is supporting (Bitchener, 2017). In order to clearly define the expectations of argumentation, making a distinction between this type of writing and persuasion is vital since these two terms might inaccurately be used to refer to the same thing (Hirvela, 2013; Hirvela, 2017). While persuasion aims to convince an audience to adopt a point of view and agree with the author or take action on a specific matter, argumentation relies on the logical representation of evidence to justify or refute a certain claim (Lunsford & Ruszkiewicz, 2001). Lunsford & Ruszkiewicz (2001) explain that "writers or speakers argue to find some truth; they persuade when they think they already know it" (p. 7). Argumentative writing, thus, focuses on developing a dialogue with the audience involving different points of view to ultimately present a claim as the truth regarding a controversial issue (Ferretti & Lewis, 2018).

In argumentative writing, the writer is expected to support claims with reliable evidence, remain formal and objective, all while taking an authoritative stance towards the knowledge presented (Hyland, 2008; Schleppegrell, 2004). The development of an authoritative stance is considered one of the fundamental qualities to developing strong, academic arguments (Bacha, 2010; Bitchener, 2017; Chang & Schleppegrell, 2016; Hyland, 2008; Hood, 2010; Lee, 2015; Schleppegrell, 2004; Wingate, 2012; Zhao, 2012). The authoritative stance expected of writers in such academic texts is displayed by how effectively the author projects his/her presence in the text and supports the arguments he/she is advancing (Hyland, 2002). The importance of

developing an authoritative position in argumentative writing has been described as equal to the development of the whole argument (Bitchener, 2017; Wingate, 2012).

Hyland (2008) highlights that the development of an authoritative position in academic writing is a social principle rather than a personal one in the sense that authors draw on the valued ways of using language within their field to appeal to a specific audience. In order to effectively convey meaning and purpose, an author's rhetorical and language choices need to conform with the cultural ways of constructing texts in a specific discipline. As such, the language features related to the development of an authoritative position in argumentative writing need to be directly associated with language appropriate for academic disciplines, rather than the language features associated with oral communication for example (Hyland, 2008; Schleppegrell, 2004).

One conventional method of depicting an authoritative voice in the field of academic writing is through the use of interpersonal language resources designed to encode the author's evaluations and judgements in the text (Derewianka, 2007; Hood, 2004; Hood, 2010; Lam & Crosthwaite, 2018; Martin & White, 2005; Swain, 2007). These resources can be used to align the author's position with the knowledge being presented, as well as to shape a form of interaction between the writer and the reader or the information in the text (Chang & Schleppegrell, 2016; Hood, 2010; Hyland, 2008). For example, the use of the word *perhaps* in the sentence *perhaps there is an alternative solution* is an illustration of an interpersonal language resource.

One way of addressing the interpersonal dimension of meaning to establish an authoritative position is through an effective display of evaluative resources (Hood, 2010; Hyland, 2008;

Hyland, 2012; Hyland, 2017; Lam & Crosthwaite, 2018; Liu, 2013; Schleppegrell, 2004). According to Hunston &Thompson (2000), evaluative meaning can be described as "the expression of the speaker or writer's attitude or stance towards, viewpoint on, or feelings about the entities or propositions that he or she is talking about" (p.5). For instance, the use of evaluative resources such as *littering is definitely harmful for the environment* reinforces the author's stance with regards to the knowledge claims presented. In addition to presenting one's evaluations in the argument being advanced, evaluative resources can also be used to establish solidarity with a certain position and to present the author's credibility (Hyland, 2008). Hyland (2017) highlights that the importance of evaluative language lies in its ability to help cautiously develop arguments while still preserving the credibility of a certain viewpoint against possible alternatives. This more tentative approach to building arguments is regarded as a characteristic of sophisticated academic writing (Hyland, 2012). This is realized, for example, in the use of evaluative language features typically referred to as hedges or boosters (Hyland, 2008; Hyland 2012; Hyland, 2017). Hedges such as *claim, appear to be,* or *suggest* can be used to downplay claims and present them as based on possible reasoning rather than accurate, non-negotiable knowledge. Boosters, on the other hand, such as *clearly, certainly,* or *has been proven* can be used to express the certainty and the author's sense of confidence in the information presented. Thus, hedges and boosters can be used to express the extent to which the author claims responsibility for the information in the text (Hyland, 2012). Since the effective use of evaluative resources in this manner is recognized as a fundamental component of argumentative writing (Hyland, 2008; Hyland, 2017; Liu, 2013; Schleppegrell, 2004), language learners need to gain control over this dimension of meaning in order to establish an authoritative position in the development of arguments (Hood, 2010; Hyland 2012; Liu, 2013; Swain, 2007).

2.3 Problems experienced by L2 writers regarding argumentative writing

2.3.1 The overall organization of argumentative texts

We have seen that in argumentative writing the logical organization of information is greatly associated with the establishment of authoritative position and the successful development of an argument (Bitchener, 2017; Chang & Schleppegrell, 2016). However, language learners also face the challenge of effectively organizing their information in academic texts to successfully present logical, coherent arguments (Hirvela, 2013, Hirose, 2003). This includes the location of the author's position in the text, in addition to the organization of evidence and example at a macro-level (Hirose, 2003).

Hirvela (2013) comments on the challenges of successfully organizing information in argumentative texts for language learners who come to the writing process with an already developed knowledge of how to build arguments in their first language. Differences in students' comprehension of the schema or structure of an argumentative text in English can thus be partly linked to their past writing experiences or past schooling (Hirose, 2003; Hirvela, 2013). For example, Japanese writers have the tendency to present their point of view or position in the final section of their argumentative writing (Hirose, 2003). As such, some students from Japanese backgrounds tend to follow the same pattern when composing their argumentative texts in English. This, however, does not meet the expectations of English argumentative writing where the writer is expected to incorporate his evaluations across segments of text (Chang & Schleppegrell 2016; Hood,2004; Hood, 2010). Therefore, the structure or the schema of argumentative writing that English language learners are expected to follow may differ greatly

from how they have been previously taught to write (Hirose, 2003; Hirvela, 2013; Hyland,2008b).

Christie & Dreyfus (2007) also emphasize that the overall organization of information is one of the distinctive features of a successfully written academic text in English. They explain that an academic text that is clearly organized is much easier to comprehend by readers and as such is more likely to achieve its overall purpose. In argumentative writing, the overall organization of texts is especially important for the development of a clear authoritative position (Chang & Schleppegrell, 2016; Wingate, 2012). Therefore, English language learner's unfamiliarity with the organizational patterns necessary for the development of arguments in academic texts is problematic and adds to their challenge of acquiring the linguistic skills necessary for meaning making (Bacha, 2010; Hirose, 2003; Hirvela, 2013). This suggests that L2 writing instruction seeking to support students' argumentative writing should work on drawing students' attention to how information is typically organized in an argumentative text to develop effective and convincing arguments.

2.3.2 The effective development of an authoritative position

As highlighted earlier, establishing an authoritative position is a defining characteristic of argumentative writing. Writers are expected to position themselves in relation to the information and arguments in their text, shaping a form of interaction with their readers. However, research reveals that L2 writers experience major challenges related to the construction of an authoritative position in argumentative writing (Chang & Schleppegrell, 2016; Hood, 2010; Lee, 2008; Zhao, 2012). According to research, L2 writers tend to feel hesitant to integrate their personal voice in their academic texts (Bitchener, 2017; Hirose, 2003; Hood, 2004; Hyland, 2008a; Zhao, 2012). Instead, L2 writers often rely on the presentation of neutral, generic information without

encoding any elements of stance-taking to strengthen their arguments (Hirose, 2003; Hyland, 2008a). Chang & Schleppegrell (2016) highlight that L2 argumentative texts tend to lack a critical outlook which makes them more descriptive narrative genres rather than argumentative. This is because L2 writers may not be accustomed, and as such not willing, to present a critical view of the ideas of published authors who typically have more knowledge about the topic they are writing about (Bitchener, 2017; Hood, 2004).

Another reason proposed to explain why L2 writers experience challenges constructing an authoritative position is the fact that it is a cumulative task (Hood, 2004, Hood, 2010; Tardy, 2012b). In other words, there is no single section or feature that needs to be addressed. Rather authoritative position is the result of various language patterns working together in a text to shape the author's argument (Hood, 2004, Hood, 2010; Hyland 2008a; Hyland 2012; Tardy, 2012b). Chang & Schleppegrell (2016) state that L2 writers are often unable to present consistent extended evaluations throughout their texts in order to support their arguments. In addition, some L2 writers tend to mention their position once in their writing without restating it or reinforcing it throughout their text (Hirose, 2003). However, in order to effectively develop an argumentative text, students need to look at authoritative positioning as a dynamic process that accompanies the unfolding of their argument (Hood, 2004, Hood, 2010; Pessoa, Mitchell & Miller, 2017). Language teachers must thus include pedagogic interventions that can mitigate students' unfamiliarity with the valued ways of projecting an authoritative position in English academic writing to increase students' chance of adequately using the resources necessary for the successful establishment of an authoritative position (Hood, 2004; Hyland, 2012; Tardy, 2012b; Zhao, 2012).

In commenting on L2 writers' limited control of evaluative resources from the interpersonal dimension of meaning, Hyland (2012) states that language learners' challenge with authoritative positioning "is partly because they have not been taught the features which express interpersonal aspects of language and so continue to see academic writing in English as impersonal and faceless" (p.137). Chang & Schleppegrell (2016) echo this notion stating that the instruction L2 writers often receive does not make explicit the linguistic features that need to be deployed in order to present an effective authoritative position. As a consequence, L2 writers frequently are not explicitly taught to adequately use evaluative resources such as boosters and hedges for example (Hinkel, 2005, Hyland 2012; Lee & Deakin, 2016). This may explain why L2 writers have noted to overly rely on vague expressions that do not firmly present their claims or positions in the argument (Bitchener, 2017). L2 writers' limited control of the linguistic features underpinning the effective development of an authoritative position is problematic and can hold them back from developing effective arguments. As such, there is a need for writing instruction to make visible to students the evaluative resources they need to clearly express an authoritative position in their academic texts (Chang & Schleppegrell, 2016; Hood, 2010; Hyland 2012; Liu, 2013; Swain, 2007).

2.3.3 The appropriate use of academic language: from informal to formal language

The most common difficulties language learners face in the construction of meaning is moving beyond the use of informal language to using more formal academic language appropriate for the target text (Hinkel, 2005; Hinkle, 2014; Hood, 2010; Lee, 2008; Schleppegrell, 2004; Schulze, 2011). Lee (2008) highlights that one of the most distinguishing factors between successful L2 writers and their less successful peers is their ability to argue in a formal tone. This is partly due to the fact that novice L2 writers are unaware of the significantly

different linguistic expectations for academic genres (Hyland,2017; Schleppegrell, 2004). This includes the inappropriateness of informal speech features in academic writing versus what might be more typically expected and appropriate for social interactions (Aguirre-Muñoz et al., 2009; Schleppegrell, 2004; Schulze, 2011). For example, using informal or conversational language in L2 writing could include using slang, contractions, or colloquial expression such as *he went a bit bananas*, instead of using more formal expressions such as *he was slightly upset*.

L2 writers' use of informal speech in their academic texts is also reflected in their overuse of overstatements, a speech feature that is typical of everyday interactions, such as *this will not change in a million years* (Hinkel, 2005). In Hinkel's (2005) study of the lexical and syntactic elements used in academic argumentative writing by native and non-native English speakers, English language learners' deployment of overstated claims through the use of universal pronouns such as *nobody*, *nothing*, or *everybody* was significantly higher than their native peers. Research more generally has also underscored L2 writers' greater reliance on overtly subjective statements (Hood, 2010; Hyland, 2012; Hyland, 2017). The use of subjective expressions in academic texts can hold L2 writers back from establishing the objectivity that is often regarded as an indication of advanced writing competencies (Hood, 2010).

The demand for formality and objectivity in academic writing presents L2 writers with the challenging task of establishing a critical voice without being too subjective or informal in their arguments (Hood, 2010; Hyland, 2012). In order to meet these requirements, L2 writers need to develop an understanding of how critical evaluations are realized through formal academic language (Swain, 2007). This includes becoming more familiar with, and making choices from, the language resources typically employed for authoritative positioning in academic writing such as the skillful use of interpersonal and evaluative resources mentioned earlier (Hyland, 2012;

Lee, 2008). Since drawing on appropriate linguistic choices to present critical evaluations while realizing objectivity is a complex task, language learners need appropriate pedagogical support to argue in a formal tone and deploy academic language successfully to construct evaluations (Derewianka, 2011, Lee, 2008; O'Hallaron, 2014; Schleppegrell, 2004).

After having identified the expectations of argumentative writing and some of the challenges that L2 writers encounter in the construction of their texts, the following section presents some of the approaches that have been adopted to teach argumentative writing to L2 writers.

2.4 Approaches adopted to teach L2 argumentative writing

Despite the importance of argumentative writing in determining language learners' academic success and the challenges that L2 writers experience in this area, no clear consensus has emerged in the field of second language writing on how to effectively teach argumentative writing (Bitchener, 2017; Hirvela, 2017; O'Hallaron, 2014; Wingate, 2012). A variety of pedagogical approaches have emerged (see Hirvela 2013; Hirvela, 2017; Pessoa, 2017) including approaches that focus on generic essay structure and requirements, the implementation of Toulmin's model, and genre-based pedagogies including those grounded in Systemic Functional Linguistics.

One adopted pedagogical approach to teaching argumentative writing for L2 learners is through a general focus on traditional essay structure and requirements (Bacha, 2010; Bitchener, 2017; Newell et al., 2011). This includes, for example, introducing students to the five-paragraph essay structure composed of: an introductory paragraph, three body paragraphs, and a concluding paragraph (Bacha, 2010). This approach typically assumes that students know what an academic

argument entails and are able to shape it using this generic outline (Bitchener, 2017). Although the paragraph structure of an argumentative text is important in the effective development of arguments, it is alone insufficient to accomplish the complex social purpose of argumentative writing (Newell et al., 2011) since the traditional essay outline does not specifically address the content and rhetorical aspects of argumentative texts that students need to acquire (Bitchener, 2017). In addition to effectively organizing their texts, L2 writers need to also acknowledge and reflect on the social purpose underpinning their argumentative writing (Bitchener, 2017; Newell et al., 2011).

Hirvela (2013) states that "an informal scan of popular writing textbooks focusing on argument also suggests the dominance of the Toulmin model" (p.70). This commonly adopted approach to support L2 argumentative writing is particularly centered around the teaching of the key components of an argument and the logic underpinning it (Bitchener, 2017; Hirvela, 2013; O'Hallaron, 2014; Wingate, 2012). The basic version of Toulmin's model divides an argument into three main components: claim, evidence (or data), and warrants (Toulmin, 2003). These three core components of an argument are often referred to as the distinct stages of the argumentative genre (O'Hallaron, 2014). Toulmin (2003) explains the relationship between these three components or stages of an argument by stating that "we may symbolize the relation between the data and the claim in support of which they are produced by an arrow, and indicate the authority for taking the step from one to the other by writing the warrant immediately below the arrow" (Toulmin, 2003, p. 92). Therefore, warrants typically serve as the logical connection between the proposed claim and the evidence provided in support of it. For instance, if our claim was to recognize a child born outside Canada as a Canadian citizen, and we had as evidence that one of his/her parents is born a Canadian, our warrant would be "Since a child born to at least

one Canadian parent is likely a Canadian." Figure 2.1 Illustrates this example according to Toulmin's model.

Figure 2.1 The three components of an argument based on Toulmin's Model

By using warrants to systemically connect the claim to supporting evidence, Toulmin's model relies on critical reasoning as the basis for the construction of convincing arguments (Hirvela, 2017). As such, L2 writing instruction that draw on Toulmin's model help students understand the rhetorical logic that they need to manipulate in order to develop critical and effective arguments (Hirvela, 2013).

Drawing on Toulmin's model alone to teach argumentative writing has, nevertheless, been seen as insufficient to clearly introduce students to the structure of an argumentative text at a macro level (Bacha 2010; Bitchener, 2017; Wingate 2012). It has been suggested in the literature to combine the teaching of Toulmin's model with other methods that address the structure of argumentative texts more clearly such as the five-paragraph essay (Bacha 2010; Bitchener, 2017; Wingate 2012). Moreover, while Toulmin's model can be used and combined with other methods to teach the structural components of argumentative writing, this approach has been criticized for not addressing the complex social construct of argumentative texts (Newell et al., 2011). Newell et al. (2011) suggest that "structural notions of argumentation [grounded in a

particular interpretation of Toulmin's model] are necessary but insufficient for analyzing the complex argumentative social practices in specific literacy events" (p. 275). This includes addressing the rhetorical purpose of argumentative writing and the language patterns that are typically used to achieve this purpose.

A pedagogical framework that has gained a lot of interest in recent years for improving writing instruction because of its explicit focus on language choices within the overall context of use are genre-based approaches. Indeed, genre-based approaches have been widely adopted to help support L2 argumentative writing (Hood, 2004; Hyland, 2006; Hyland 2008b; O'Hallaron, 2014; Pessoa, 2017; Ramos, 2019; Schulze 2011). Genre-based language instruction looks at different text-types in terms of the socially recognized ways of using language at the heart of the construct of each text (Hyland, 2007). Hyland (2003) explains that this approach is "based on the assumption that the features of a similar group of texts depend on the social context of their creation and use, and that those features can be described in a way that relates a text to others like it" (p. 21). As such, this approach focuses on making explicit to students the recurring language patterns in text-types such as argumentative writing, as well as introducing them to the overall context and purpose of these patterns of language features (O'Hallaron, 2014; Ramos, 2019; Schulze 2011).

Genre-based pedagogies have often been adopted in the teaching of L2 argumentative writing in response to the limitations of process approaches centered around planning-writing-revising strategies (Hyland, 2007; Schulz, 2011, Nordin & Mohammad, 2006). Process approaches are characterized by their focus on recursive writing activities that students participate in as they generate ideas, develop their first drafts, edit their writing based on received feedback, and finally produce a completed text (Nordin & Mohammad, 2006). As such, in

process approaches, great emphasis is placed on how a text is written. While process approaches aim to foster students' discovery and creativity, important aspects of language use are often overlooked in these approaches (Hodgson-Drysdale 2016; Hyland, 2007; Schulz, 2011). In process approaches, the realization of different text-types is treated in the same manner with the same process despite the different contexts and purposes of each text (Nordin & Mohammad, 2006). As suggested by Hodgson-Drysdale (2016), because of the limited attention given to the impact of social context on language choices, process approaches do not provide L2 writers with the knowledge necessary to meet the expectations of different text-types.

To help L2 writers explore the contextual factors affecting language choices, genre-based writing approaches often draw on a pedagogic sequence based on a teaching and learning cycle (TLC) composed of deconstruction, joint construction and independent construction activities (Martin, 2009; Hodgson-Drysdale 2013; Hodgson-Drysdale 2016; O'Hallaron, 2014; Ramos, 2019; Schulze 2011). This cycle aims to raise L2 writers' awareness of what they need to learn and achieve in the target text-type by showing them how published authors use language to achieve their purpose (Hodgson-Drysdale 2016). Functional models of language have been widely associated with genre-based pedagogies focusing on the teaching of argumentative writing through the teaching and learning cycle (O'Hallaron, 2014; Ramos, 2019; Schulze 2011). Functional approaches look at language resources as meaning-making tools linked to specific social purposes (Halliday & Matthiessen, 2014; Schleppegrell, 2004). The most commonly referred to theoretical framework in this approach is Systemic Functional Linguistics (SFL) grounded in the work of Michael Halliday (Halliday & Matthiessen, 2014).

Genre-based pedagogies grounded in SFL have been advanced in the literature as effective pedagogical approaches to L2 writing. Pessoa (2017) argues that "a Systemic Functional

Linguistics (SFL) and genre-based conceptualization of argumentation can help writing teachers and teachers in the disciplines enhance their teaching of argumentative writing" (p. 77). SFL-based genre pedagogies have proven particularly helpful in making visible to students the social purposes of argumentative texts and how those are achieved in conventional ways through a series of lexicogrammatical choices (O'Hallaron, 2014; Ramos, 2019; Schulze 2011). According to scholars such as Martin (2009), SFL is critical to genre-based writing pedagogies because of its explicit focus on the relationship that exists between the social context of texts and the lexicogrammatical resources that shape the development of meaning.

The present study adopts an SFL-based genre pedagogy to make explicit to students the lexicogrammatical resources available to them as they participate in the construction of argumentative texts. While the potential of SFL-based genre pedagogy in supporting English language learners' academic writing development is elaborated in further detail in upcoming sections, it is first necessary to present the Systemic Functional Linguistic framework that informs this promising pedagogical approach.

2.5 Key Theoretical Framework: Systemic Functional Linguistics (SFL)

Central to the domain of Systemic Functional Linguistics (SFL) is Michael Halliday's framework highlighting the relationship between language form and meaning (Derewianka & Jones, 2010). Grammar in this functional approach is viewed as an interrelated system of choices that link language features to the construction of meaning (Halliday & Matthiessen, 2014). While traditional grammar focuses on how language is formed, functional grammar focuses on how language is used to convey meaning in different contexts and for different purposes (Coffin, Donohue & North, 2009; Derewianka & Jones, 2010). Traditional grammar approaches typically

revolve around the teaching of decontextualized language structures and rules focusing on syntactic accuracy (Coffin, Donohue & North, 2009; Derewianka & Jones, 2010). However, in real-world language use, language forms cannot be separated from their function (Byrnes, 2018; Coffin et al., 2009; Derewianka & Jones, 2010). Therefore, Systemic Functional Linguistics seeks to provide "a bridge between form and meaning, mapping systematically and in detail the relationship between grammatical classes and the functions they perform. While the orientation is firmly functional, the emphasis is placed equally on grammatical forms and on the meanings they make" (Derewianka & Jones, 2010, p.7).

Whereas traditional, form-focused grammar and L2 writing instruction tend to be restricted to level of the sentence, functional grammar and L2 writing look at the development of meaning at the level of the whole text and in relation to the overall context of use (Byrnes, 2018; Coffin, Donohue & North, 2009; Derewianka & Jones, 2010; Gebhard, Chen, Graham & Gunawan; 2013). Looking at meaning-making from the level of the whole text is a key construct of SFL theory (Coffin et al., 2009). Research on L2 writing development suggests that in order to gain more control of academic texts, students need to explore meaning making that stretches beyond the sentence level (Byrnes, 2012; Byrnes, 2018; Derewianka & Jones, 2010; Ferris, 2014; Gebhard et al, 2013). Paltridge (2017) similarly states that in order to fulfill the expectations of academic writing, students need to be well aware of the impact of the writing situation on the development of texts. This is because our language choices are always governed by, and as such may vary according to, different contexts (Paltridge, 2017; Schleppegrell, 2004). In this regard, SFL allocates special attention to the relationship that exits between language and context (Coffin et al., 2009; Derewianka & Jones, 2010; Paltridge, 2017; Schleppegrell, 2004). In contrast to traditional grammar, SFL offers precise analytical frameworks to analyze different

text-types in terms of their structure, organization and lexicogrammatical features (Coffin et al., 2009).

In order to establish the link between language and context, SFL draws on three contextual variables, also known as the notions of register: *field, tenor, and mode* (Halliday & Matthiessen, 2014). *Field* represents the subject matter or topic, *tenor* represents the participants and their social roles, and *mode* represents the role of language as a channel of communication. These three notions of register correlate with three metafunctional dimensions of meaning that exist simultaneously in any language use: ideational, interpersonal, and textual. *Field* is realized through ideational meaning which explains how language is used to express ideas and experiences. *Tenor* is realized through interpersonal meaning which explains how language is used to enact personal and social relationships and allows participants to express their attitudes and evaluations. *Mode* is realized through textual meaning which explains how language is used to organize and construct cohesive texts.

The notions of register work to connect the dimensions of meaning to the broader context in which they are used (Halliday & Matthiessen, 2014). *Field*, for example, helps connect ideational meaning to the broader context by answering questions such as: what is happening? Who is involved? And, what are the circumstances? Similarly, *tenor* answers questions related to social roles such as: what is the relationship between the participants? What attitudes are expressed? Finally, *mode* answers questions such as: how is the text structured? Figure 2.2 displays the relationship between the three metafunctional dimensions of meaning, the notions of register, and the overall context.

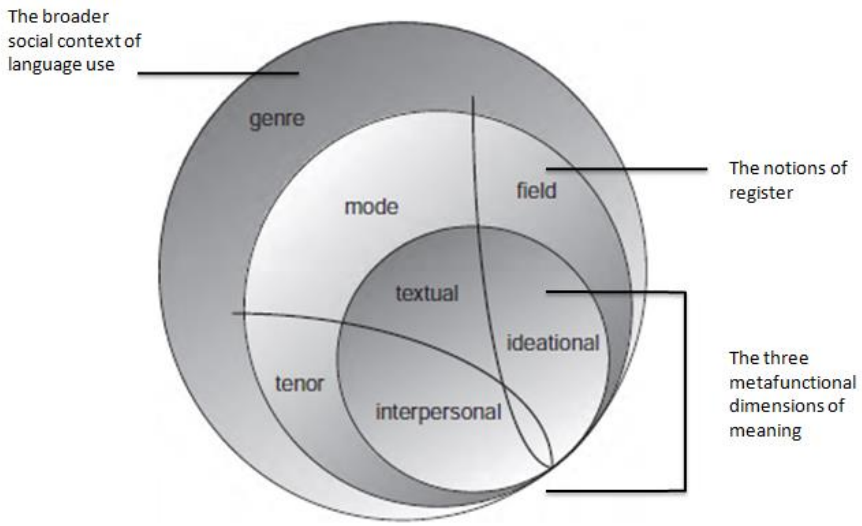

Figure 2.2 Genre and register in relation to metafunctions of language adapted from Rose (2012)

Considering the importance of establishing an authoritative position in argumentative writing mentioned earlier, and the need to support L2 writers' use of evaluative resources necessary for this task, the present study chose to focus on the development of L2 writers' mastery of the interpersonal dimension of meaning in argumentative texts. This study draws in particular on Appraisal theory, a model of interpersonal meaning concerned with the language of evaluation, to explicate to students the evaluative lexicogrammatical resources that are likely to be used in argumentative writing. Appraisal theory addresses the kinds of attitudes expressed, the strength of the evaluations presented, and how authors adopt a stance towards the information and the readers of their texts (Martin & Rose, 2007; Martin & White, 2005). Figure 2.3 presents Appraisal theory in relation to *tenor* and the interpersonal dimension of meaning.

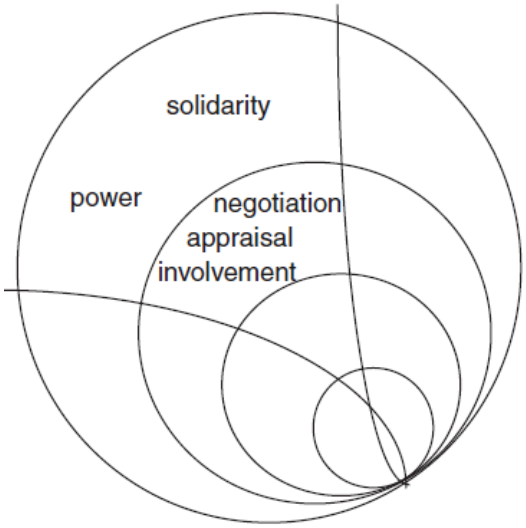

Figure 2.3 Interpersonal semantic systems and tenor variables (Martin & White, 2005, p. 34)

The Appraisal system is composed of three interrelated subsystems: ATTITUDE, ENGAGEMENT, and GRADUATION (Martin & White, 2005). ATTITUDE encompasses expressions of feelings, ENGAGEMENT encompasses resources for intersubjective positioning, and GRADUATION encompasses resources for amplifying or softening the scale of evaluations. Each of the three subsystems is also divided furthermore into several subdomains. Figure 2.4 represents an overview of the Appraisal system.

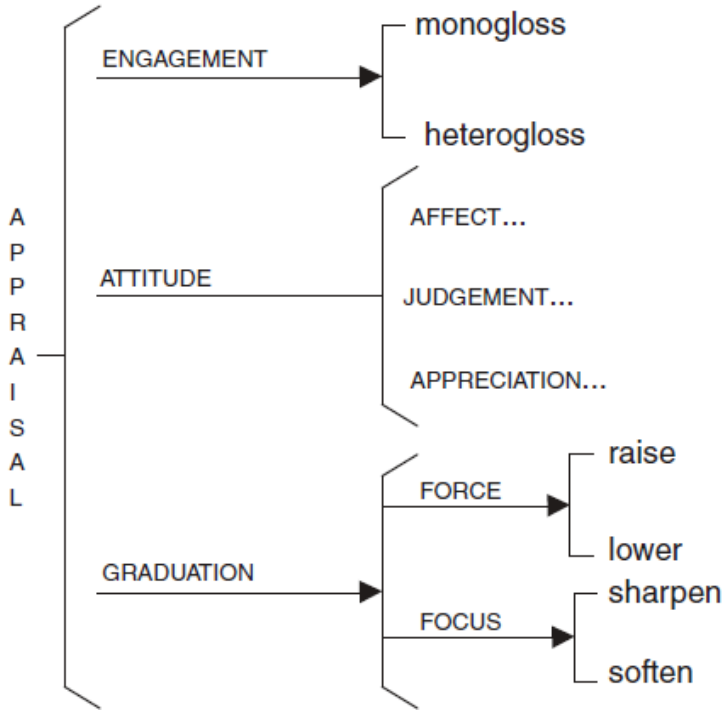

Figure 2.4 An overview of appraisal resources (Martin & White, 2005, p. 38)

The ATTITUDE subsystem[2] is divided into AFFECT, JUDGEMENT, and APPRECIATION. AFFECT includes resources for the expression of emotional reactions (Martin & White, 2005). This includes, for instance, the use of adverbs (modal adjuncts) such as *sadly*, adjectives (epithet or attributes) such as *sad*, as well as verbs (referred to as processes in SFL) such as *to upset someone*. JUDGEMENT includes resources that represent evaluations of characters or behaviors from the lens of social sanctions. These evaluations could be based on any of the following criteria: NORMALITY such as the use of the word *familiar*, CAPACITY such as *powerful*, VERACITY such as *honest*, or ethical values such as *humble* (Martin & White, 2005). APPRECIATION includes resources to present aesthetic evaluations of things including

[2] It is worth noting that resources from the ATTITUDE subsystem are typically referred to as attitudinal resources.

natural phenomena and things created by humans. APPRECIATION resources include, for example, adjectives (epithet or attributes) such as *beautiful, captivating, priceless, or destructive.*

The ENGAGEMENT subsystem is initially divided into two major categories: monoglossic resources and heteroglossic resources (Martin & White, 2005). Monoglossic resources are used to present assertions as single-voiced with no alternative viewpoints that need to be acknowledge in a specific context. An example of monoglossic resources that make no reference to other voices is: *the results have been tampered with.* Heteroglossic resources, on the other hand, are used to engage with external voices by contracting or expanding the scope of discussion for alternative viewpoints. An example of heteroglossic resources that acknowledge alternative possibilities is: *the results might have been tampered with*. In this case, the use of *might* opens up the possibility that there are other ways of understanding the cause of the results. As such heteroglossic resources are categorized furthermore into CONTRACT and EXPAND resources (see Figure 2.5 for an overview of heteroglossic resources).

CONTRACT resources act to limit the scope of the dialogue by challenging or rejecting opposing viewpoints. This is done through the use of DISCLAIM resources intended to counter or deny alternative viewpoints such as *even though we make mistakes, we are constantly learning* and *this is not the case.* The scope of discussion can also be restricted through the use of PROCLAIM resources that act to highlight the validity of claims in contrast to opposing positions. An example of these resources is *the instructions were certainly helpful* and *this proves how hard they have worked*.

EXPAND resources, on the other hand, are employed to open up the scope of the dialogue by allowing the possibility of alternative positions and viewpoints. This is done through the use

of ENTERTAIN and ATTRIBUTE resources. ENTERTAIN resources present the subjectivity of a certain claim and present the author's position as one of many possible alternatives. For example, *apparently there was a misunderstanding.* While ATTRIBUTE resources are also employed to present the subjectivity of a certain claim, they allow the author to distance him/herself from the information presented by associating it with other voices. An example of ATTRIBUTE resources is *X claims to have won the game.*

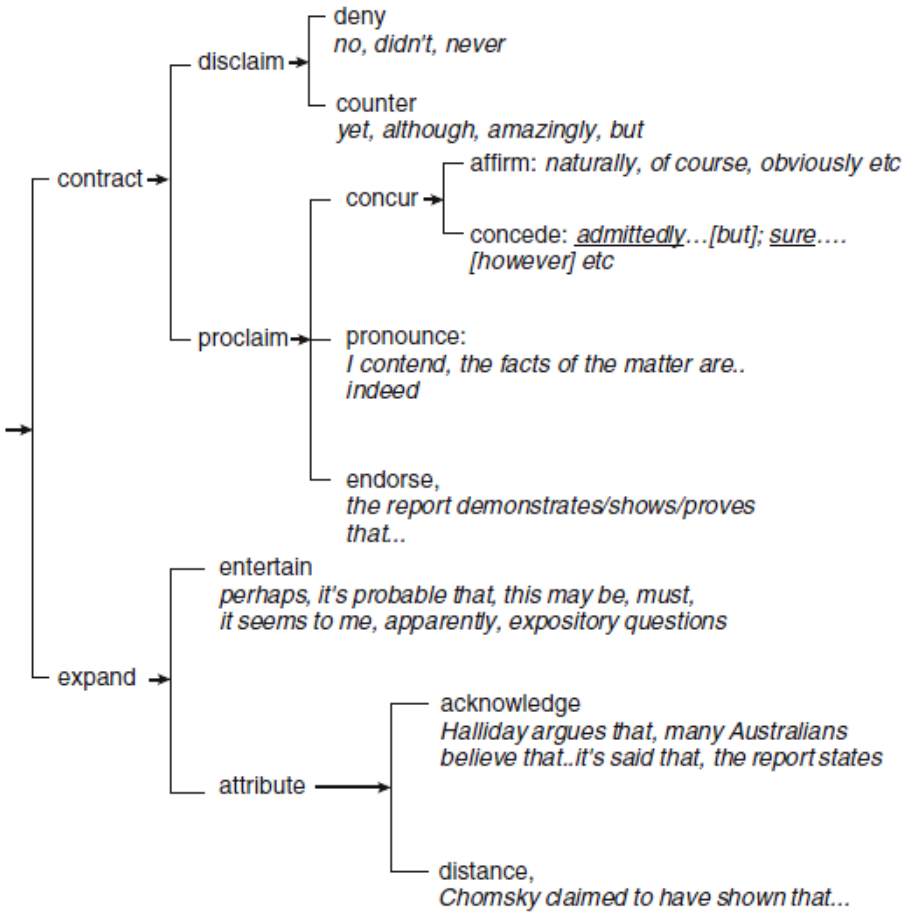

Figure 2.5 The ENGAGEMENT system (Martin & White, 2005, p. 134)

The GRADUATION subsystem encompasses resources to intensify (up-scale) or soften (down-scale) meaning (Martin & White, 2005). It is worth noting that the gradeability of

meaning is a property of both ATTITUDE and ENGAGEMENT. As such GRADUATION resources are typically associated with resources from the other two Appraisal subsystems. GRADUATION resources are divided according to the scale of gradeability into two categories: FORCE and FOCUS. FORCE resources grade meaning according to intensity or amount such as *he is very punctual* and *it was slightly disturbing.* FOCUS resources, on the other hand, grade meaning according to prototypicality and the preciseness such as *he is a true hero* and *the lesson was kind of helpful.*

2.6 Drawing on SFL-based genre pedagogy to support L2 argumentative writing

Research in the field of L2 writing has acknowledged the contributions of Systemic Functional Linguistics in supporting students' academic writing development (e.g. Byrnes, 2006; Byrnes, 2012; Emilia & Hamied, 2015; Gebhard, Harman, & Seger, 2007; Humphrey & Macnaught, 2016; Miller et al., 2014; Myhill et al., 2012; O'Hallaron, 2014; Schleppegrell, 2013; Schulze, 2011). This considerable body of research illuminates the pedagogical affordances of implementing SFL-based approaches in language classrooms (Schleppegrell, 2016; Christie, 2004). Coffin & Donohue (2012) state that "the expanding number of SFL descriptions of academic discourse and disciplinary meaning making provide an empirical basis for influencing curriculum design and teaching and learning materials and resources" (p. 67).

Byrnes (2006) describes SFL as well-suited for developing L2 writing practices. The strength of SFL-based approaches lies in their explicit focus on meaningful metalanguage that students need in order to accomplish more advanced tasks in academic settings (Schleppegrell, 2013; Tardy, 2017). Schleppegrell (2010) states that SFL metalanguage can provide English

language learners with the support fundamental to their language development. Metalanguage often refers to the language used to explain language itself (Humphrey & Macnaught, 2016; Schleppegrell, 2013). Within SFL, this metalanguage includes, more specifically, terminology that bridges language form and meaning in relation to the context of use (Humphrey & Macnaught, 2016). For example, such terminology includes the categorization of evaluative language within the Appraisal system mentioned earlier. According to Harman & Simmons (2014), students' limited awareness of meaningful metalanguage can have a great impact on their success in higher academic levels including their transition to university education. This is due to the fact that academic writing requires particular, conventional ways of using language to construct meaning (Bitchener, 2017; Hyland, 2017; Harman & Simmons, 2014; Paltridge, 2017; Schleppegrell, 2004). Thus, SFL-based pedagogies focus on explicating to students the meaning-making potential of their language choices and the metalanguage they can use to help them master the complex demands of academic writing (Byrnes, 2006).

In addition to offering a metalanguage to engage in the talk about language and content, SFL draws on the concept of genre to develop students' awareness of the context and purpose of academic texts (Schleppegrell, 2010), and thus as a means of supporting L2 writing development (Byrnes, 2012). Genre in SFL "is seen as an evolving but fairly consistent, culturally shaped pattern of expression or action" (O'Hallaron, 2014). It is most often defined as "a staged goal-oriented social process" (Martin, 2009, p. 10). Byrnes (2012) states that in order for writing development to occur, the language resources that are fundamental for the construction of particular texts need to be examined in relation to the specific genres they serve. As such, SFL approaches aim to reinforce L2 writing development by making the demands of academic genres explicit for students so they can effectively participate in the construction of these genres

(O'Hallaron, 2014; Schleppegrell, 2010). SFL offers particular frameworks to help students identify the lexicogrammatical resources significant for the development of meaning (Coffin et al., 2009; Schleppegrell, 2010), and as such, draws a visible connection between the functional nature of language and the social context (Byrnes, 2012). Therefore, SFL is seen as particularly well-suited as a framework to teach genres and their specific language features and help maximize L2 writing development (Byrnes, 2012; Schleppegrell, 2010).

2.7 Evidence of the success of SFL-based pedagogies in supporting L2 argumentative writing

A strong case has been made for applying SFL- based genre pedagogies to support English Language Learners' argumentative and persuasive writing (Emilia & Hamied, 2015; Gebhard et al., 2007; O'Hallaron, 2014; Ramos, 2019; Schulze, 2011; Schleppegrell, 2004). Schulze (2011), for example, explored the impact of this approach on English language learners' academic literacy development within persuasive genres. To help students write quality arguments, explicit instruction on genre structure and relevant language resources was provided by drawing on the teaching and learning cycle (Martin, 2009; Hodgson-Drysdale 2013; Hodgson-Drysdale 2016; O'Hallaron, 2014; Ramos, 2019; Schulze 2011). Subsequently, drawing on an SFL framework focusing on *field*, *tenor*, and *mode*, three drafts of students' writings were analyzed in order to track language development. The findings of the textual analysis showed that an SFL-based genre pedagogy helped students write academic texts that approximated the expectations of the target genre (Schulze, 2011). For example, students use of the interpersonal resources, such as declarative mood choices, strengthened their arguments and allowed for the creation of a greater authoritative voice expected of this genre. The changes in students' use of

lexicogrammatical resources across the three drafts also reflected academic writing development reinforced by the reduction of informal language choices. Schulze (2011) attests that an SFL-based genre pedagogy offered him a tool as a teacher-researcher to support his English language learners' academic writing by providing a deeper understanding of "how language worked and what language choices approximated that of the expert users in the field" (p. 151).

In another study focusing particularly on developing ELLs' argumentative writing at elementary levels, O'Hallaron (2014) examines the potential of SFL-informed teacher education in supporting students' writing development. Following six workshops introducing key SFL constructs and how they can be applied to school curricula, two elementary teachers implemented this knowledge in their own classroom. Classroom instruction, activities, and dynamics were observed by the research group and documented using video and audio recordings. Two argumentative tasks were also collected from students to track writing development that can be traced back to the SFL-informed instruction. Findings of the study gave insight into how the teaching instruction helped students develop more logical arguments. This was evident, for example, through students' increased reliance on academic material from classroom texts rather than personal experiences in presenting evidence. This was traced back by the research group to the SFL-based classroom instruction that explicated to students the stages of argumentative texts especially the development of reason and evidence. Findings from the observational data also revealed that SFL offered teachers and students tools to engage in valuable, prolonged discussions about language and texts. O'Hallaron (2014) highlights that this form of discussion was particularly helpful and critical to support students' argumentative writing development. By discussing with students aspects of the text itself and its development

across several stages such as claim and evidence, teachers were able to explicitly address challenges that could hinder students' writing development.

In the current body of research within SFL and genre-based approaches, a growing interest has also been directed towards argumentative writing in the field of history (see Coffin, 2009; Miller, Mitchell, & Pessoa, 2014; Mitchell, Miller, & Pessoa, 2016; de Oliveira, 2011). Miller et al. (2014), for example, drew on data collected during a longitudinal study of literacy development to track students' improvement in historical argumentation. The writings analyzed in their study were produced by students during a history course aimed at developing students' content knowledge as well as language and research skills. During this project they focused on making explicit to students the stages and the language choices relevant to argumentative writing in history. A special focus revolved around the teaching of ENGAGEMENT resources from the Appraisal system of SFL. From a textual analysis of students' writing compositions, the researchers concluded that one of the key differences between high and low graded essays was an effective use of lexicogrammatical resources from ENGAGEMENT subsystem. Miller et al. (2014) highlight how the adequate use of ENGAGEMENT resources contributed to the development of more objective claims suitable for academic contexts. Similarly, Coffin (2009) looks at the Appraisal system as a key contributor to the better development of arguments in history. Through linguistic analysis of students' writings and extracts from history textbooks, Coffin underlines how effective use of the Appraisal system can help students better evaluate past events and processes of historical importance.

The study at hand aims to build on the identified body of research exploring the pedagogical applications of SFL-based approaches to reinforce language learners' argumentative writing. By drawing on the Appraisal system in particular, a teaching intervention was designed

to raise students' awareness of the evaluative lexicogrammatical resources significant to the effective development of authoritative positions in argumentative texts. The following research questions seek to guide our understanding of the impact of this type of instruction on students' argumentative writing.

2.8 Research Questions

The research questions at the heart of this study are:

Research Question 1: What differences, if any, can be seen in students' use of attitudinal resources to display feelings in their argumentative writing after receiving explicit instruction about the Appraisal system of SFL?

Research Question 2: What differences, if any, can be seen in students' use of ENGAGEMENT resources to interact with external voices in their argumentative writing after receiving explicit instruction about the Appraisal system of SFL?

Research Question 3: What differences, if any, can be seen in students' use of GRADUATION resources to soften or amplify meaning in their argumentative writing after receiving explicit instruction about the Appraisal system of SFL?

Research Question 4: What are students' perspectives of the experience of being introduced to the Appraisal system of SFL?

Addressing the above research questions can provide a detailed description of how students use different appraisal resources in their argumentative writing, and if this can reflect the effective development of critical evaluations in their texts. These research questions can also provide insights as to the students' understanding of the resources taught to them and the extent

to which these resources helped them improve the development of their authoritative positions and, thus their ability to compose successful argumentative texts. The following chapter presents a detailed overview of the research methodology employed to collect and analyze the data used to answer the research questions relevant to this study.

Chapter 3 : Research Methodology

3.1 Chapter Overview

The methodology chapter outlines the key elements of the research design of this study. This includes details about the research context and participants, the teaching materials at the heart of the study, the teaching intervention, and the data sources collected. The data collected for the study included a prewriting task, a post writing task, a delayed post writing task, in addition to three reflection tasks completed by the students and a researcher journal used to record important moments during classroom discussions, as well as researcher observations and thoughts.

3.2 Research Context

This study was carried out in a language bridging program, the English Intensive Program (EIP), offered at the University of Ottawa. University bridging courses are typically designed to help students prepare for the challenges of academic studies before their entry into their postsecondary programs. In some cases, the successful completion of a bridging course forms a requirement for admission into an undergraduate or a graduate program. The English Intensive Program at the University of Ottawa has as an objective to prepare English Language Learners for their academic studies and future professional careers. It is dedicated to developing students' academic language skills and intercultural knowledge to facilitate their transition into university studies. The courses offered by the English Intensive Program range from beginner to advanced levels of language proficiency and focus on the four fundamental skills of language learning: listening, reading, speaking, and writing.

As mentioned in the second chapter and its overview of the literature, argumentative writing has been identified as exceptionally important for the success of students at higher academic levels especially in tertiary settings. Therefore, the EIP program was identified as a relevant context for this study as it aspires to prepare English language learners for the academic writing demands they will encounter upon their entry into credit-bearing university programs. The language proficiency level of the English intensive course that is part of this study, ESL 0130, is considered the third of four levels and welcomes students with an average proficiency level of high intermediate. This level of the program aims to further develop the four fundamental skills of language learning to help students succeed in academic contexts through a curriculum that focuses on critical thinking, in addition to a focus on the grammar and vocabulary necessary for the comprehension and communication of ideas. Figure 3.1 presents the learning outcomes of this course as stated in the EIP curriculum document.

The study was carried out during the winter term of the 2019-2020 academic year after receiving ethical clearance from the University of Ottawa Research Ethics Board (REB) in January of 2020 (see Appendix A for certificate of ethics approval). The delivery of the lesson plans and the administration of the pre and post writing tasks were done in a traditional classroom setting. However, the administration of the delayed-post writing task and the collection of consent forms, as will be discussed in the upcoming sections, were done online due to a transition to online platforms in March of 2020 as a result of measures undertaken by the University of Ottawa in response to the COVID-19 pandemic.

ESL 0130 Course Learning Outcomes
By the end of this session students will be able to: 1. Identify main ideas, key words, important details, and implied meanings in moderately complex lectures, interviews and texts and make logical inferences about moderately complex academic subjects.
2. Demonstrate an intermediate level of language proficiency.
3. Develop an awareness of academic integrity and academic conventions in a Canadian University that are required to produce well written or oral texts using the following skills: a. Analyze and think critically about information from moderate level readings and lectures; b. Begin to use paraphrasing and summarizing to demonstrate understanding or support ideas.
4. Write a one-page well-organized academic document (300-400 words) incorporating the following skills: a. Brainstorm ideas independently, in small groups, or though simple research online; b. Organize information/ideas into logical text patterns; c. Proofread for grammar and vocabulary errors; d. Paraphrase and use some citations correctly to avoid plagiarism.
5. Give an oral presentation on academic related topics incorporating the following skills: a. Research a simple topic using a variety of sources and methods to collect data; b. Prepare a well-organized and cohesive presentation; c. Use appropriate pronunciation, fluency, and tone required; d. Use interactive technology to create and deliver a well-structured presentation.
6. Display reasonably good communication and interpersonal skills working with a group of peers to perform the following tasks: a. successfully maintain a conversation; b. engage in debates; c. actively collaborate on team projects and group activities
7. Develop and display independent study skills, including the following: a. effective study habits; b. effective note-taking skills; c. efficient use of (online and offline) educational resources use; d. self-advocacy; e. familiarity with academic and multicultural norms in Canada; f. practice English knowledge outside the classroom; g. awareness of support services and resources available on campus.

Figure 3.1 The learning objective of the course ESL 0130 as stated in the EIP curriculum document

3.3 Research Participants

The students in the English Intensive Program are typically placed in their classrooms by the EIP office based on their language proficiency level assessed through in-house placement tests, in addition to standardized tests. Students are also placed in their classrooms based on their successful completion of previous courses of the program (e.g. ESL0110 and ESL0120 are considered prerequisites for ESL0130). Each class is assigned two part-time teachers and one teaching assistant who is also responsible for preparing and delivering distinct lesson plans based on instruction provided by the part-time teachers.

During the fourth week of the term and before the beginning of the units that specifically addressed argumentative writing, the students were informed about the study, its general objective, and their ability to potentially participate in the study. They were also told about the procedures planned for the distribution and collection of consent forms used to validate or not their participation in the study at the end of the term. The students were informed that during the last week of the term, they would be invited to participate in the study through a paper consent form distributed in class and returned in person to the EIP office on campus. The collection of consent at the end of the term, approved by the Research Ethics Board (REB) of the University of Ottawa, ensured that students were fully aware of the work they had done prior to making a conscious decision about consenting to their work being analyzed for research purposes. They were assured that their participation in the study was voluntary and would not affect their course grades in any way. To ensure that students' participation in the study was not due to any influence, they were also informed that I would not have access to their consent forms until their final marks have been submitted.

Although the original procedure to collect consent forms communicated to students involved collecting a hard copy paper consent form that would be delivered in person to the EIP office on campus, due to an unanticipated transition to online platforms in response to the spread of COVID-19 Coronavirus, these consent forms were ultimately submitted electronically. After the University of Ottawa moved in March of 2020 all winter term classes to distance and online learning formats, another ethical clearance was obtained that approved changes to the original method of collecting consent. Because of delay in receiving ethical clearance, the electronic consent forms were distributed during the second week of April and after the end of the winter term, through a Brightspace generated email. The students were encouraged to read and review the form on their own, as well as ask questions. They were invited to indicate if they would like to participate in the study by clicking on a shared link that would take them to an electronic form used to record their decision to provide their consent or not in the study. The link to the form consisted of a Google forms link that was created by the Academic Services Coordinator of the EIP programs. While I had access to the link so that it can be shared with students, only the Academic Services Coordinator of the EIP programs was able to access the responses from students. The Academic Services Coordinator accessed the results of the form and shared the names of the students who wished to participate in the study after all final marks had been submitted. Only the students who provided their consent were included as participants in the study.

Eleven students from a class of sixteen consented to participate in this study. Of these participating students, five were female students and six were males. The majority of students were from Chinese backgrounds with the exception of one Kuwaiti student and one Korean student. The names of all students have been replaced with numbers to protect their identities.

3.4 Teaching Materials

The teaching materials at the heart of this study drew on a specific three-level SFL metalinguistic framework that was integrated into lesson plans and introduced to students using the teaching and learning cycle containing three stages: deconstruction, joint construction, and individual construction. Both the three-level SFL metalinguistic framework and the teaching and learning cycle are explained in more detail below, in addition to the process of developing and delivering the lesson plans.

3.4.1 The three level SFL metalinguistic framework

The teaching materials at the heart of this study drew on a specific SFL metalinguistic framework for teaching academic writing developed by Dreyfus, Humphrey, Mahboob & Martin (2010). This framework originally focused on language features associated to the three SFL metafunctional dimensions of meaning (textual, ideational, and interpersonal) and the three levels of language (whole text, phases at the discourse semantics level, and grammar and expression in clauses and sentences). For the purpose of the study at hand, the framework was adapted to help specifically develop students' awareness of the interpersonal dimension that is most associated with the development of evaluative meaning across the three levels of language identified in the original framework (whole text, rhetorical stages at the discourse semantics level, and lexicogrammatical features in clauses and sentences). Table 3.1 outlines the SFL- metalinguistic framework used in developing the teaching materials for this study, while Figure 3.2 outlines the relationship between the various levels of language explored in the framework.

	Whole text (genre & register)	Rhetorical stages (discourse semantics)	Lexicogrammatical features
Metafunctional dimension: Interpersonal meaning	Explores general patterns of language and context. The social purpose of the target genre and what distinguishes it from other genre types in terms of purpose, general structure and language choices is explored. This level of language also looks at how the author engages with external voices, as well as readers.	Explores the gradual development of the target genre through a review of the overall structure and different stages of that genre and what is achieved at each stage in terms of stance development and evaluations.	Explores specific language choices that contribute to the development of evaluative meaning in the target genre. This is enacted through the development of shared SFL metalanguage.

Table 3.1 The SFL- metalinguistic framework used in developing the teaching materials in this study

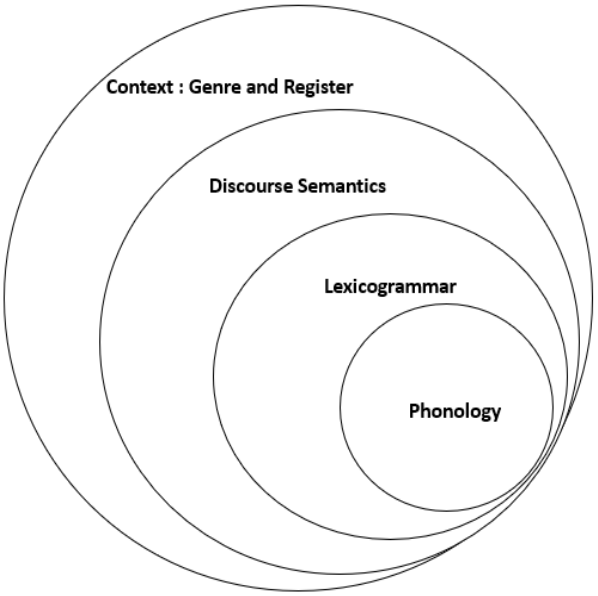

Figure 3.2 The levels of language (strata) adapted from Halliday and & Matthiessen (2014)

3.4.1.1 Level One – The whole text

At the level of the whole text, the SFL metalinguistic framework examines the social purpose of the target genre and what distinguishes it from other genre types in terms of purpose, general structure and language choices. For example, the social purpose of the argumentative genre seeks to support the validity of a claim by evidence while establishing an authoritative position.

Examining and comparing different texts that reflect different genre types is seen as an effective method for building students' background knowledge and context of various target genres (Bacha, 2010; Paltridge, 2017). Since every genre draws on language resources in a particular way to accomplish an ultimate purpose, exposing students to the possible differences among these genres is considered "an important aspect of supporting their language development" (Schleppegrell, 2013, p.5).

At this level of the SFL metalinguistic framework, the main objective of the teaching materials at the heart of this study was to draw the students' attention to the social purpose of the argumentative genre as mentioned above. In the field of L2 writing, there has been little consensus, however, on what an argumentative essay exactly entails (Bitchener, 2017; Hirvela, 2017; O'Hallaron, 2014;; Wingate, 2012). Nevertheless, developing a sequence of interlinked claims supported by the use of reason and evidence has been widely agreed upon as a distinguishing feature of this genre (Coffin, 2004; Schleppegrell, 2004; Wingate, 2012). In addition, as mentioned in the previous chapter, developing an authoritative stance towards the knowledge and claims presented is seen as a significant quality of an argumentative text (Bacha, 2010, Chang & Schleppegrell, 2016; Schleppegrell, 2004; Wingate, 2012). An effective

authoritative stance is reflected through the author's ability to claim a position while also acknowledging alternative perspectives and engaging with the reader (Chang & Schleppegrell, 2016). Wingate (2012) describes the importance of establishing this authoritative position in an argumentative essay by highlighting that the development of a position "can also be regarded as equivalent to the development of an argument" (p.146). Therefore, the social purpose of the argumentative genre was defined for the purpose of this study as arguing for the validity of a claim by presenting sufficient evidence and establishing an authoritative voice or position.

3.4.1.2 Level Two – The rhetorical stages

The second level of the SFL metalinguistic framework focuses on the gradual development of the target genre through a review of the different stages of that genre and what is achieved at each stage. This is done through an overview of the structure of the genre which is also known as the formal schemata or the rhetorical moves analysis. Examining the overall structure of the target genre is considered essential to the development of meaning (Hyland, 1990) and to the presentation of the author's position (Chang & Schleppegrell, 2016; Wingate, 2012).

Chang & Schleppegrell (2016) argue that the overall structure of the argumentative genre is closely linked to the development of a consistent position by the author and contributes to more conscious choices of the lexicogrammatical expressions needed for the development of this position. The authors underscore the importance of a clear argumentative structure by highlighting that "the effectiveness of knowledge claims is evaluated by readers not on single propositions, but on how the claim is supported over segments of texts" (p.52). In other words, in order to develop effective arguments, students' attention needs to be directed to the structure

of an argumentative essay and to how ideas and claims are developed throughout the text and not exclusively stated in one section or sentence such as thesis statements for example. Students also need to develop awareness of how different language choices throughout the text contribute to developing and reinforcing an author's position.

In order to introduce students to the structure of the argumentative genre, it has been suggested in the literature to combine Toulmin's model for the development of arguments with the five-paragraph essay (Bacha, 2010; Wingate, 2012). Toulmin's model representing the key components of an argument has been closely linked to teaching the structure of argumentative texts because this model is seen to help students "learn to understand how logic operates within the argumentative moves they make so that a coherent and cohesive structure is seen in the essay product they generate" (Hirvela, 2017, p.71). The five-paragraph essay, on the other hand, has been found effective in supporting the development of academic arguments at a macro level (Bacha, 2010).

The outline of the five-paragraph essay typically divides the text into the following major parts: an introductory paragraph presenting the topic and the thesis statement of the claim, three body paragraphs which consist of supporting evidence for the stated claim, and a concluding paragraph which contains a restatement of the author's positioning (Wingate 2012). The outline of the five-paragraph essay supports the development of the claim and evidence which form two key components of Toulmin's model for developing arguments. The development of warrants, however, that justify the logical connection between the claim and evidence tend to fade away in this model (Warren,2010). The reason for this could be because a warrant can take numerous forms and is sometimes even considered a "general, unstated proposition" (Warren, 2010, p.42). Toulmin (2003) also argues that while each argument should be based on logical reasoning

(warrant), the explicit phrasing of this logic is not always necessary. Therefore, the teaching materials at the heart of this study did not focus on the explicit development of warrants, but instead on the development of claims and supporting evidence across the five-paragraph essay structure.

3.4.1.3 Level Three – Lexicogrammatical Features

The final level of the SFL metalinguistic framework explores specific language choices that contribute to the development of meaning in the target genre. At the interpersonal dimension of meaning, these language choices include evaluative resources that help develop an authoritative voice to interact with and convince audiences (Humphrey, 2016). Therefore, the teaching materials designed to address this level of the SFL metalinguistic framework focused on developing students' awareness of the evaluative language significant to the argumentative genre. As mentioned earlier, making adequate use of evaluative meaning is a fundamental quality of argumentation. It helps support the authoritative stance or position the writer is claiming (Schleppegrell, 2004; Hood, 2010). Thus, it is important that students' attention be directed towards the specific lexicogrammatical choices an author can use as observed in model texts to present his/her claim and how these choices, and not others, contribute to the overall development of a specific stance or position.

Teaching and learning activities that focus on this level of language are greatly based on the development of shared metalanguage with the students. To achieve this pedagogical goal, the teaching materials at the heart of this study focused on the explicit teaching of the Appraisal system of SFL to develop this metalanguage with the students. Chang & Schleppegrell (2016) underscore that the Appraisal system offers the necessary "metalanguage to talk with students about different purposes and resources for taking stance in academic writing" (p.51). The

explicit teaching of the Appraisal system can introduce students to a wide range of evaluative resources that can be deployed for stance-taking and draw their attention to how the use of some of these resources can be more or less effective in constructing meaning in their argumentative text. For example, students' attention can be directed to how the use of CONTRACT resources from the ENGAGEMENT system can establish claims in their writing as well-founded or reliable based on the evidence provided. Lexicogrammatical resources such as *indeed, obviously, of course* are examples of the language features students were introduced to as a means of increasing an author's level of certainty towards his/her knowledge claims, and thus as a tool to help convey linguistically the sense that information being communicated should be seen as reliable.

In addition to explicit teaching of the Appraisal system of SFL to develop shared metalanguage with the students, activities of text-analysis are also important in order for students to identify the evaluative resources that relate to the development of authoritative positions in the model texts analyzed in class, and reflect on their significance. For example, after identifying specific words in a model text such as *may contribute to*, students can be asked to replace these word choices with other lexicogrammatical resources such as *will result in* and reflect on how the new language choices alter the claim making it a weaker or stronger one. By examining the differing impact of various evaluative resources in model texts, teachers can help students gain greater insight into how these resources can be deployed in context to serve a specific social purpose (Chang & Schleppegrell, 2016). Therefore, activities of text-analysis can bring into view the importance of selecting appropriate lexicogrammatical resources depending on the context of use. These activities were at the heart of the teaching intervention for this study. They sought to

draw students' attention to how the author's choice of certain language resources over others could impact the overall meaning-making achieved in the model text examined.

3.4.2 Teaching materials development

The SFL metalinguistic framework mentioned in the previous section was used to design the materials associated to the teaching intervention for this study. I started preparing the teaching materials by developing the model text that would be used as an example of the target argumentative genre. Due to the complexity in finding a model text of acceptable length that reflected the argumentative genre in terms of structure and purpose, I opted to develop an original one. It is encouraged that teachers create their own model texts for analysis and deconstruction exercises if finding 'the perfect text' proves to be difficult (Bacha, 2010; Swale, 2009). The topic chosen for the model argumentative text was based on a course textbook's theme explored at the beginning of the term which covered diverse trends in society-one of which was overly involved parenting styles. During that unit, students were asked to discuss the advantages and disadvantages of having overly involved parents that were also referred to as helicopter parents. This became thus a potential topic to develop in the form of an argumentative essay. Before starting to write the model text, it was essential for me to build background knowledge about this particular topic. I looked at authentic texts about parenting styles in language textbooks, as well as published articles and studies on the subject. After gaining enough knowledge about the topic of helicopter parents, I worked on constructing a clear essay outline that reflected the different stages of the argumentative essay through the development of claims and evidence across a five-paragraph essay structure. I also identified evaluative resources from the Appraisal system to use in the model text to reflect the wide range of different

lexicogrammatical features that students could later identify and hopefully use in the construction of their own texts. While trying to pay attention to the appraisal resources used in the model text, I ensured that I did not integrate these resources in an excessive way that would ultimately affect the authenticity of the text. The model text was also peer reviewed by a teacher in the EIP program to ensure that it sounded authentic and was ready for use during classroom activities (see Appendix B for model text).

After the development of the model text, two different text types were selected from a language textbook typically used by EIP teachers to teach academic writing called *Writing life: A Canadian Student's Guide to Thinking, Writing, and Researching* (Van Rys, VanderMey, Meyer, & Sebranek, 2015). The first text selected was a process essay about the development of cancer cells, and the second was a narrative essay about an author's family adventure (see Appendix C for full texts). These texts were used to help students examine the argumentative text as a whole by comparing it to the other two text types found (process essays and narrative essays) in terms of their overall purpose, structure, and general language patterns. A comparison chart was also prepared to guide students as they looked at and compared the three text types (see Appendix D for Worksheet 1- Comparison Chart)

To help students explore the different stages of the argumentative genre and introduce them to the second level of the SFL metalinguistic framework adopted in this study, the sentences in the model text were numbered and a worksheet with guiding questions about key parts of the text was developed (see Appendix E for Worksheet 2). The aim of these guiding questions was to draw students' attention to how the argument is developed across segments of text. This included focussing on the organization of sentences and paragraphs and how this organization also contributed to achieving the ultimate purpose of the argumentative genre mentioned earlier.

The activities were designed to increase students' awareness of the fact that the meaning making potential of the text is realized through multiple interconnected resources. The worksheet included questions, for example, that asked students about the organization of information across the five paragraphs, in addition to questions that asked about the purpose of specific sentences such as thesis statements. Many questions also aimed to draw students' attention to how the author's position and claims are expressed throughout the text. For instance, one question asked "What does the author think of overparenting styles? Which part(s) of the text helped you identify his position?"

After developing worksheets and activities to help students look at the argumentative text as a whole and explore the stages of the argumentative genre, I prepared worksheets to introduce students to the final level of the SFL metalinguistic framework which explores important lexicogrammatical features in the target genre. The questions in these worksheets aimed to draw students' attention to the use of specific appraisal resources in the model text and to guide them as they reflected on the function achieved by these resources. Most of the questions included exercises involving the substitution of lexicogrammatical options to examine their different impact on the development of meaning. The questions explored each of the three Appraisal subsystems: ATTITUDE, ENGAGEMENT, and GRADUATION (see Appendix F for Worksheet 3). Another worksheet was also prepared for students to use as a word bank as they engaged in activities of text- analysis after the explicit teaching of the appraisal system (see Appendix G for Worksheet 4). This word bank of appraisal resources was designed to serve as a repertoire that students could refer to at a later date when they produced their own argumentative texts. It is worth noting, however, that creating a word bank should merely be considered as a repertoire of possible lexicogrammatical options that are available for students to select from.

These word banks should not be considered as fixed templates or universal guides for the construction of argumentative texts. Indeed, providing students with such templates may result in the simple reproduction of texts and may hold back students from exploring the full meaning-making potential of language (Gebhard, Chen, Graham, & Gunawan, 2013). Therefore, classroom instruction were designed to reinforce the notion of selecting appropriate lexicogrammatical choices from these word banks depending on the context and the intended meaning. These instruction were designed to encourage students to reflect on their language choices and consider why they might want to use particular words and not others. Thus, the following reminder was added to students worksheets:

> REMEMBER: We need to select words (just like the ones you have recorded in the chart above) depending on what you are writing about, who are the readers, and how certain you are of the information. Some words will be appropriate for some writings while others won't be. Make the choice that represents what you want to say best!

Finally, I prepared essay outlines that students could refer to at a later date in order to construct their own argumentative texts (see Appendix I for outline).

3.4.3 The Teaching and Learning Cycle (TLC)

The teaching materials mentioned in the previous section were integrated into lesson plans and introduced to students using the teaching and learning cycle (TLC). Work in the field of SFL has looked at how introducing functional lexicogrammatical features to students can encourage more conscious use of the range of the linguistic choices available to them to achieve meaning in academic writing. The teaching and learning cycle composed of three stages (deconstruction,

joint construction and individual construction) has been a popular approach adopted to achieve this objective (Bacha, 2010; Coffin, 2009; Derewianka, & Jones, 2010; Gebhard, 2010; Gebhard et al, 2013; Humphrey, 2016; Humphrey & Macnaught, 2016; Hodgson-Drysdale 2013; Hodgson-Drysdale 2016; Miller, Mitchell & Pessoa, 2014; Schulze ,2011). Hodgson-Drysdale (2013) highlights that when SFL is combined with this teaching and learning cycle "a powerful tool emerges to teach people how to use both language and purpose to create meaningful texts" (p.12). The teaching and learning cycle is considered an effective pedagogical approach to teaching the stages of a particular genre and how language realizes meaning across the specific genre type (Hodgson-Drysdale, 2016). It is also considered an effective learning tool for English language learners who are being introduced to the writing expectations of the new language they are learning (Hodgson-Drysdale, 2016). This cycle provides a form of instructional scaffolding that allows students and teachers to gradually develop together topic knowledge and encourage independent control of the target genre by language learners (Humphrey & Macnaught, 2016). The teaching and learning cycle draws greatly on the use of functional metalanguage to provide the terminology necessary to explore and identify particular lexicogrammatical features and patterns of the target genre. This metalanguage is first introduced during the deconstruction stage of the cycle and built on during the joint construction and independent construction stages (Humphrey, 2016).

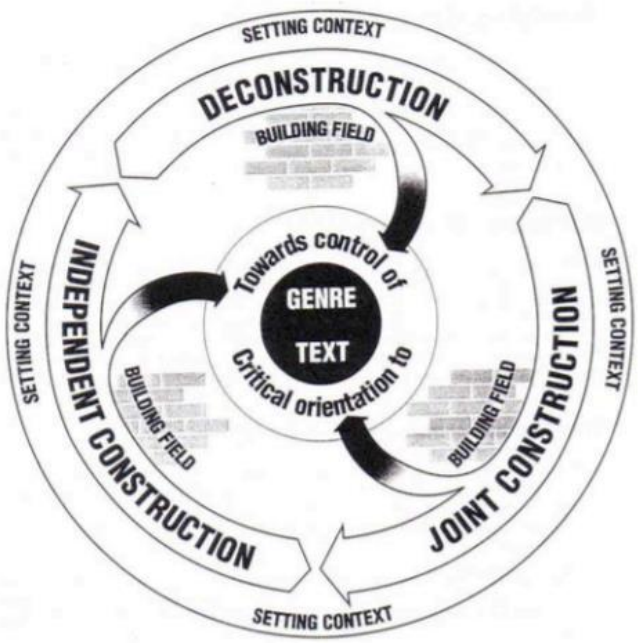

Figure 3.3 The stages of the teaching and learning cycle (Martin & Rose, 2005, p. 2)

3.4.3.1 The first stage: Deconstruction

The first stage of the teaching and learning cycle aims to develop students' background and language knowledge of the target academic genre (Bacha, 2010; Gebhard et al, 2013; Hodgson-Drysdale, 2013; Humphery,2016; Schulze, 2011). Therefore, the deconstruction stage seeks to first draw on

> developing learners' understanding of the subject matter, or field, and using the metalanguage of SFL to discuss explicitly how disciplinary meanings in selected texts are constructed and to establish familiarity with organizational and lexicogrammatical patterns typically found in disciplinary genres
>
> (Gebhard, 2010, p.798)

Consequently, during this stage of the teaching and learning cycle students are typically introduced to the general context and purpose of the genre (e.g. argumentative genre) that they are expected to produce. Activities at this stage specifically draw students' attention to the

language choices available to them in the construction of their text and that achieve a particular learning outcome (e.g. developing an authoritative position). This can be done through comparison of different genre types, explicit teaching of SFL metalanguage (e.g. the appraisal system), and analysis of target texts where students are asked to underline and highlight important language resources. Through analysis of model texts led by the teacher, students are engaged in activities that scaffold their understanding of the structure of the target genre, as well as the lexicogrammatical resources expected at each stage. During the deconstruction stage, students begin to develop "shared metalanguage to discuss how language patterns are related to their context of use" (Humphrey, 2016, p. 51) which ultimately forms an essential pillar to the activities of the next two stages of the teaching and learning cycle: the joint construction and independent construction.

3.4.3.2 The second stage: Joint construction

The second stage of the teaching and learning cycle is the joint construction stage where students are asked to collaboratively construct a text in the target genre in small groups with the teacher's guidance and scaffolding. This collaborative work resembles a brainstorming session that further builds on students' genre knowledge and renders literacy practices more explicit (Gebhard, 2010). While activities at this stage are still guided by the teacher, they are primary led by the students who are drawing on the shared knowledge and metalanguage they learnt in the previous stage of the cycle to discuss the use of particular language choices in their texts (Humphrey, 2016).

The activities during this stage of the teaching and learning cycle focus on brainstorming ideas and discussing different aspects of the target text such as thesis statements, supporting evidence and examples, possible language choices, and final essay outlines. During this stage,

students have the opportunity to review concepts they learnt, analyze and compare their work, ask questions, suggest ideas, and engage in meaningful discussions. The teacher's scaffolding decreases during this stage as students' knowledge and control of the target genre and the associated linguistic choices gradually develop in preparation to independently construct their text during the third stage of the teaching and learning cycle.

3.4.3.3 The third stage: Independent construction

During the final stage of the teaching and learning cycle, students are asked to independently produce their own text by drawing on the knowledge developed during the prior two stages of the teaching and learning cycle. It is anticipated that by this stage students have acquired enough knowledge to begin to produce with confidence texts in the target genre with limited scaffolding from the teacher. While students are expected to write their texts on their own, teacher's guidance and feedback is still considered essential especially for those students who might need additional support. The teacher's role during this stage is centered on encouraging students to use the topic and language knowledge they have developed as they write. Providing feedback to students' questions during this stage becomes an opportunity to draw students' attention to ways they can improve their texts by effectively integrating language features seen in class to achieve their meaning making goals.

3.4.4 The Teaching Intervention

Figure 3.4 presents an outline of the tasks and procedures undertaken during the teaching intervention of this study.

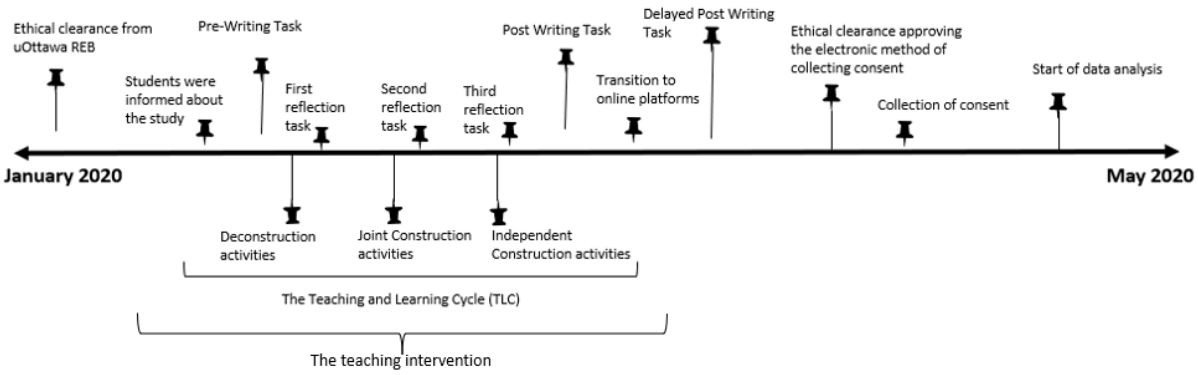

Figure 3.4 Outline of the research methodology

After obtaining approval from the University of Ottawa Research Ethics Board in January of 2020, the teaching materials were finalized for classroom delivery during the period of the winter term (January 2020 – April 2020). By this time, the director of the EIP programs had been contacted and had agreed to conducting this study with students in the program. As mentioned earlier, at the beginning of the fourth week of the term and before the beginning of the unit that addressed argumentative writing, the students were informed about the study and the procedures planned for the distribution and collection of consent forms at the end of the term. At the end of the fourth week, a prewriting task was also administered to students during class. The argumentative prompt of the prewriting task was read and explained to students, and then they were given an hour and thirty minutes to complete. The prewriting task discussed overly involved parenting styles, a course textbook theme that students had been introduced to during the first weeks of the term. This writing task built on prior class activities where students had discussed the advantages and disadvantages of various degrees of parental involvement in their children's lives as young adults. The prewriting task allowed students to draw on this work as they were asked to build an argument outlining their position about parents who are heavily

involved in their children's lives as young adults and whether or not they thought this involvement may be harmful for children (see Appendix J for prewriting task prompt).

After the completion of the prewriting task, students were formally introduced to the unit on argumentative writing. As mentioned earlier in the chapter, the teaching materials drew on a three-level SFL metalinguistic framework and were introduced to students using the teaching and learning cycle consisting of deconstruction, joint construction, and independent construction stages.

Five classes were dedicated in total to the deconstruction stage of the teaching and learning cycle. Deconstruction activities explored the three levels of the argumentative text starting with the whole text and gradually addressing the stages and the lexicogrammatical features significant to the argumentative genre as outlined in the SFL metalinguistic framework. During the first class, the argumentative text as a whole was explored with students by comparing three text types: a narrative, process, and the model argumentative text (refer to previous sections for description of teaching materials). Students were provided with the comparison chart (see Appendix D for Worksheet 1- Comparison Chart) to guide them as they compared the three texts in groups of 3-4 students, and I helped each group separately to identify key concepts as they discussed and completed this activity. By comparing the three text types, students could distinguish the argumentative text from other text types in terms of overall structure and general language choices. For example, students noted that whereas a narrative text involved very subjective expressions written in first person in order to make the reader sympathize with the events in the story, the argumentative text adopted a more neutral, objective tone that was grounded in reason and evidence to convince the reader of the author's position.

During the second class, students were provided with Worksheet 2 (see Appendix E for full worksheet) to scaffold their understanding through the development of the different stages of the target argumentative text. The questions of this worksheet referred to numbered sections in the model argumentative text and addressed the organization of information and the development of ideas and arguments across the five-paragraph essay structure. Students individually completed this worksheet in order to give them a chance to reflect on key parts of the model argumentative text. As a teacher, I scaffolded students as they completed this activity, working more closely with those students who needed more support understanding ideas (content) in the model text. Upon completion of the worksheet, this document was handed in to me and corrected, and individual feedback was given to each student.

During the fourth and fifth class, students were presented with text analysis activities which were completed as a class. These activities served to identify important lexicogrammatical resources in the model argumentative text and helped explicitly introduce the three subsystems of Appraisal (ATTITUDE, ENGAGEMENT, and GRADUATION). To scaffold students through the text analysis activities and guide them as to what they could be looking for in the model text, students were first provided with Worksheet 3 (see Appendix F for full worksheet). As mentioned earlier, this worksheet was designed to help students reflect on the differences in meaning achieved through variations in each of the appraisal resources presented. For example, students were asked to replace specific words in the text such as *it is <u>certain</u> that* with other lexicogrammatical choices (e.g. *it is <u>possible</u> that*) and comment on how various language choices could be used to alter a claim, either weakening or strengthening it. Afterwards, using a shared word document, students took turns underlining and highlighting in different colors appraisal resources in the model text. For example, they highlighted ENGAGEMENT resources

by looking for words that reflected the level of engagement of the author towards the information presented (i.e., words used to express how certain the author is of the knowledge claims, words used to present supporting evidence, or words used to represent alternative points of view). Similarly, students highlighted attitudinal resources used to convey the author's feelings and GRADUATION resources used to amplify or soften meaning in the text. Finally, students grouped the words they highlighted in the model text into the three subsystems of Appraisal in order to create a word bank using Worksheet 4 (see Appendix G for worksheet) that they could later refer to while constructing their own argumentative texts (see Appendix H for an example of word banks produced by students). After the completion of these deconstruction activities, students were asked to complete a reflection task asking them to share in writing their perception of the usefulness of exploring appraisal resources as a means of understanding the author's point of view or position in an argumentative text.

During week seven, the class activities shifted towards the joint construction stage of the teaching and learning cycle. Two classes were dedicated for joint construction activities where students worked collaboratively in a group of 4-5 to construct an argumentative text. Students were provided with an essay outline (see Appendix I for outline) to help them as they worked in their groups and discussed their essay structure, key ideas, supporting evidence, and the appraisal resources that could best convey their intended meaning. During this time, students were asked to refer to the model text seen in the previous classes for examples on how to use specific appraisal resources, sentence structures, and the development of arguments. Internet mediated sharing applications (e.g. Nearpod, and Pear Deck) were used to allow students to share different sections of their argumentative texts with the rest of the class. This allowed the whole class to contribute ideas and guide groups as they worked on editing and finalizing their texts. After the completion

of joint construction activities, students were asked again to complete a second reflection task. This task asked students to reflect on the usefulness of the appraisal resources to clarify their points of view as they composed an argumentative text as a group.

In week eight, during the final stage of the teaching and learning cycle, students were tasked to work independently on the construction of individual argumentative texts during a single class. Students started their texts in class and were then allowed to take their texts home to complete and edit if they needed additional time. Although students were expected to work on their own as they wrote their texts, they were allowed to ask me questions on specific sections of their texts. Once completed, students submitted their argumentative texts to me so that these could be corrected, and written feedback was provided to each student regarding their text structure, the development of arguments, and the effective use of lexicogrammatical features from the Appraisal system. A third and final reflection task was then distributed after students had received feedback on their texts. Students were asked to reflect in writing on the usefulness of the appraisal resources in helping them independently write better argumentative texts.

During the ninth week of the term, a week after the completion of the unit on argumentative writing, a post writing task was administered in class (see Appendix K for post writing task prompt). Similar to the prewriting task, the argumentative prompt was read and explained to students. Next, students were given an hour and thirty minutes to complete the writing task.

Four weeks after the post writing task was completed, a delayed post writing task was administered online through the Brightspace learning management system (see Appendix L for delayed post writing task prompt). At this point in the term, all classes at the University of Ottawa had been moved to distance-learning due to COVID-10 Coronavirus. To avoid an

additional source of stress for students during these unprecedented times as they transitioned to online and distance learning, the delayed post writing task was not assigned with the originally planned limited time frame of an hour and thirty minutes. Instead, students were given a maximum of three days to submit their writing task and were asked to indicate with their submissions the approximate time it took for them to complete this task. Most students indicated an average time of two hours and thirty minutes.

3.5 Data Sources Collected

In order to answer the research questions significant to this study, the following data sources were collected from each consenting student: copies of the pre, post, and delayed post writing tasks, as well as copies of students' three reflection tasks. Additionally, a research journal was kept throughout the duration of the study, and copies of consenting students' work produced during classroom activities (e.g. worksheets including comparison charts and word banks) were also collected to help triangulate findings emerging from the main data sources. Each of these data sources are described in more detail below.

3.5.1 Pre, post, and delayed post writing tasks

Three writing tasks were administered during this study: a prewriting task, a post writing task, and delayed post writing task. These writing tasks provided textual data that could be analyzed quantitatively to answer the first three research questions by measuring differences in the proportion of students' use of appraisal resources in their argumentative writing after the teaching intervention. Table 3.2 presents a summary of the schedule and the conditions of the writing tasks mentioned earlier.

	Prewriting task	Post writing task	Delayed post writing task
Schedule	At the end of week four	During week nine week	During week thirteen
Place:	In class	In class	Online from students' homes
Time	One hour and thirty minutes	One hour and thirty minutes	Students indicated an average time of two hours and thirty minutes.

Table 3.2 Summary of the schedule and conditions of the writing tasks

Each of the three writing tasks consisted of a prompt that asked students to build an argument of around 500 words supporting one of two opposing points of view. The subject of each writing prompt was determined based on the course textbook themes explored around the time of distributing the writing task. The prompt for the prewriting task asked students to build an argument supporting their position towards parents who are overly involved in their children's lives as young adults and whether or not they thought this involvement could be harmful for children. The prompt of the post writing task asked students to build an argument for or against the notion of young adults who decide to move out of their parent's home in their late teens or early twenties to begin to build an independent life on their own. The final writing prompt for the delayed post writing tasks asked students to present an argument about the causes of global warming (see Appendices J, K, L for writing tasks).

Ten of the eleven students who consented to participate in this study completed all three writing tasks. Student 6, however, only completed the pre and post writing tasks and did not complete the delayed post writing task. As such, only the pre and post writing tasks were analyzed for this student and no data is displayed for student 6 delayed post writing task.

3.5.2 Reflection Tasks

Three reflection tasks were collected as a source of qualitative data to answer the fourth research question: what are students' perspectives of the experience of being introduced to the Appraisal system of SFL? The purpose of these reflection tasks was to give the students a chance to share their thoughts in writing and reflect on what had been taught during class. Their responses thus provided insights as to their understanding of the resources taught to them, whether or not they could imagine using these resources in their writing, and the extent to which they had found instruction about these resources useful. Their responses also represented a potential source of information about any areas or specific resources students found difficult to understand or use. Finally, the reflection questions could be used to identify potential signs of metalinguistic development, or evidence that students were internalizing the resources introduced to them.

A reflection task was distributed to students after each stage of the teaching and learning cycle (the deconstruction stage, the joint construction, and the independent construction stage). Students were provided with each task and asked to reflect in writing on aspects of the instructional materials of the Appraisal system they had seen in class. Each reflection task asked a question that referred specifically to activities completed during the previous stage of the teaching and learning cycle. For example, the first reflection question was designed in relation to the deconstruction stage, the second question referred to activities in the joint construction stage, and the third question was designed based on the independent construction stage.

The first reflection task asked students:

> How did looking at certain words in the text (like when we looked at ATTITUDE words like ***undesirable outcomes*** and certainty words like ***this may be true)*** help you understand what the author's position or point of view was?

The second reflection task asked students:

> How do you think using certain words (for example, ATTITUDE words like ***undesirable outcomes*** and certainty words like ***this may be*** **true)** helped you as a group write your position or point of view more clearly in your argumentative texts?

The third reflection task asked students:

> How do you think using the appraisal work studied in class (for example, the ATTITUDE words, ENGAGEMENT words, and GRADUATION words) helped you independently write better argumentative texts?

Each of the eleven students completed all three reflection tasks. Following the recommendations made by the University of Ottawa Research Ethics Board, students were required to write their names on their response sheets in order to be able to identify at a later date which responses belonged to students who had consented to participate in the study. Having their names indicated on the response sheets may have impacted students' sense of how liberally they could express themselves in their reflections. However, in an effort to mitigate this potential effect, the students were repeatedly encouraged to express themselves freely in their reflection answers and reminded before the distribution of each reflection task that their responses would not affect their performance in class nor their grades in any way. Students were also reminded of the importance of their answers in helping myself, and perhaps other teachers clearly evaluate the

usefulness of the appraisal resources introduced in class in the construction of argumentative writing.

3.5.3 Research Journal

Following recommendations from the University of Ottawa Research Ethics Board, audio and video recordings were not used in this study to record classroom activities and the flow of events that surrounded them. Instead, a research journal was used to record important moments during classroom discussions as well as researcher observations and thoughts. Data collection stemming from researcher observations is a way of generating "written accounts of ongoing interactions" that may differ in nature and detail depending on the project and the research interest (Wasterfors, 2018, p. 314). Researcher observations offer a way to capture details of various parts of a project as they unfold and thus generate from these observations data to draw on (Wasterfors, 2018). The data contained in the journal provided an additional data source in this study which was analyzed to help answer the research questions.

The research journal in this study was composed of two parts. The first part included a structural component in the form of observation sheets that were kept in a binder. Each observation sheet was divided into several sections to record the lesson materials and activities used during class, to record students' questions and comments during classroom activities, and to keep track of documents produced by the students during or after class (see Appendix M for a template of the observation sheet). Eight observation sheets were completed in total during the delivery of the instructional intervention (one observation sheet per class).

The second part of the journal included a non-structural component composed of personal notes that were kept in a notebook. These notes were typically entered on a daily basis during

the process of developing the teaching materials and after each class during the teaching intervention. These personal notes included comments on areas of strengths and limitations of the teaching intervention as well as my reflections on the development of the teaching materials. For example, while constructing the model argumentative text, I commented on difficulties I encountered while trying to make this text as original as possible and wrote recommendations for future implications. I also recorded in the form of personal notes instances during classroom interactions where I observed a visible increase in students' engagement and participation in class activities (such was the case during the deconstruction stage).

3.6 Coding and Data Analysis

This section presents the procedures followed to code and analyze the main data sources collected during the study.

3.6.1 Analysis of pre, post, and delayed post writing tasks

The three writing tasks collected during the study were analyzed quantitatively for the presence of appraisal resources that had been presented and discussed during classroom instruction as important evaluative lexicogrammatical resources for the development of an authoritative stance in students' texts. By coding and compiling the various lexicogrammatical resources found in each of the students' texts, it was possible to compare and contrast the frequency with which students drew on various resources in each writing task, thus providing evidence that could be used to answer the first three research questions.

The quantitative analysis of the three writing tasks was performed using *UAM CorpusTool 3*. This software is designed for annotating text corpora with a coding framework composed of

multiple annotation layers. Each annotation layer can involve a hierarchy of codes that allow the user to annotate a text according to various linguistic features. The software comes bundled with analytical schemes provided to facilitate the coding of language features including features stemming from Systemic Functional Linguistics and the Appraisal system.

To facilitate the coding process, each writing task collected for the study was transferred to text files and imported into *UAM CorpusTool* to produce a digital corpus of texts. Drawing on Martin and White's (2005) book, *The language of Evaluation- Appraisal in English*, students' texts were coded for the presence of resources associated to the three subsystems of Appraisal (ATTITUDE, ENGAGEMENT, and GRADUATION). The coding and quantification of the results was facilitated by the use of the available scheme within *UAM* for Appraisal analysis (see figure 3.5 for scheme).

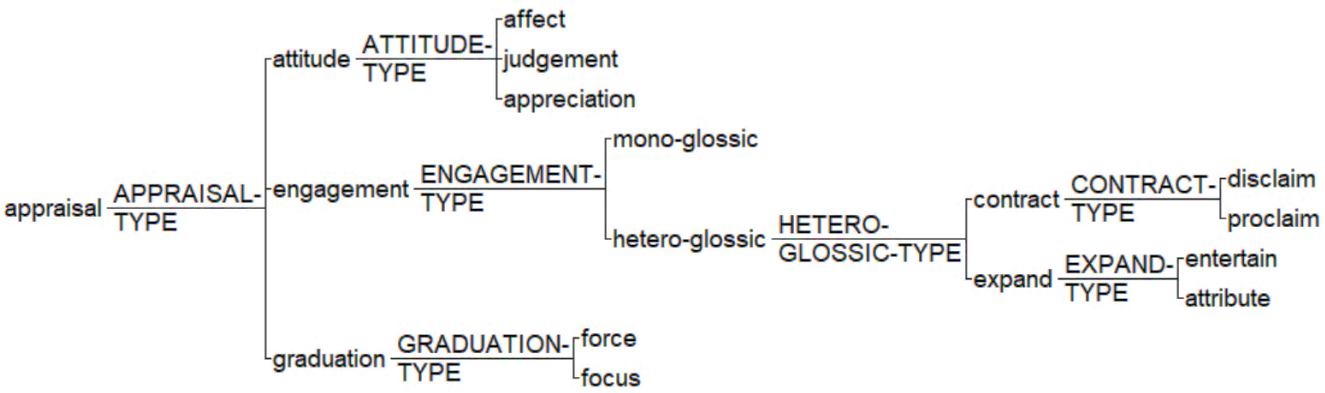

Figure 3.5 The scheme used for coding appraisal resources in students' writing tasks

For the purpose of this study, the built-in scheme was slightly modified by limiting the number of layers in each subsystem. For example, the coding of attitudinal resources was ultimately limited to a scheme of three main subsections: AFFECT, JUDGEMENT, and APPRECIATION. The number of layers coded was guided by a desire to align the analysis of students' texts with the

actual layers of the Appraisal system that were integrated within the teaching materials and classroom instruction at the heart of this study.

The coding of attitudinal resources in the corpus focused on identifying in students' texts lexical resources designed to represent feelings including emotional reactions, judgments of behavior, and evaluations of things. AFFECT resources, for example, were coded in the corpus by identifying language resources specifically used by the students to convey an author's evaluative stance through emotional reactions. An example of AFFECT resources coded in the students' texts includes: "*They will give the best what they could get to their child to let them happy. For example, as for me, my parents really love me*" (student 3, prewriting task). In this example, AFFECT resources expressed through the emotions of love and happiness work to illustrate and convince the reader of the author's support towards parents' involvement in their children's lives. Other examples of AFFECT resources coded in the students' texts include: *"Young adults should have a job which they like"* (student 2, prewriting task) and "*In the future, they must be mad for everything"* (student 3, prewriting task).

JUDGEMENT resources, the second category of attitudinal resources, were coded in the corpus by identifying lexicogrammatical features used to assess behaviors and praise or condemn them based on social norms. For example, in the sentence "*It is a common phenomenon that many young adults choose to live with themselves or attend universities in other cities"* (student 1, post writing task), the word *common* expresses a sense of normality associated with young adults leaving home to live separately from their parents. Another example of JUDGEMENT resources coded in the corpus is "*overparenting that is harmful for kids*" (student 11, prewriting task). The adjective *harmful* found in this sentence was coded as a JUDGEMENT resource as it expresses a condemnation of the concept of overparenting.

APPRECIATION resources, the third category of attitudinal resources, were coded in the corpus by identifying lexicogrammatical features used to assess the value of things aesthetically or according to their value in a specific field. Components of students' texts coded as APPRECIATION resources thus included features such as "*people develop more advanced technology*" (student 5, delayed post writing task). The adjective *advanced* in this example was coded as an APPRECIATION resource as it describes the value of the technology being developed by humans according to previous inventions. Another example of APPRECIATION resources coded in the corpus was "*Because of the human modern lifestyle, the earth is changing every year*" (student 9, delayed post writing task). The adjective *modern* expresses the aesthetic value of current lifestyles that could be associated with a set level of standards and as such was coded as an APPRECIATION resource.

When coding for ENGAGEMENT resources in the corpus, we identified language features typically used to position the author with respect to external voices as well as knowledge claims. This included coding instances of the use of resources in students' texts that functioned to represent the author as accepting or rejecting alternative positions to the argument being advanced. ENGAGEMENT resources fall into two major categories: monoglossic and heteroglossic resources. For example, language resources that allowed students to adopt a position grounded in the representation of definite assertions were coded as monoglossic resources from the ENGAGEMENT system. These language resources included for example imperative verb tenses such as *"Do not harm your children*" (student 7, prewriting task). Heteroglossic resources from the ENGAGEMENT system, on the other hand, were identified by coding language features found in students' texts which allowed them to acknowledge and present alternative points of view to their position in the argument so as to not present knowledge

claims as the only possible true or definite assertions. Once Heteroglossic resources were identified in the students' texts, these were further coded into two categories: CONTRACT resources of DISCLAIM or PROCLAIM and EXPAND resources of ENTERTAIN or ATTRIBUTE.

The use of language designed to reject or counter opposing viewpoints were coded in students texts as CONTRACT resources of DISCLAIM such as "*Although people know that this will worsen the environment of the earth, people have not done anything for this yet*" (student 10, delayed post writing task). Instances of the use of language designed to acknowledge and agree with a specific point of view by presenting the information as very reliable were coded in students' texts as CONTRACT resources of PROCLAIM - such as "living *alone is definitely a good choice*" (student 4, post writing task). Language features that allowed the students to present evidence and examples in order to justify or strengthen a claim were also coded in the corpus as PROCLAIM resources. Such resources include "*It is hard for them to make new friends because they have less chance to meet new people*" (student 6, post writing task).

Heteroglossic resources from the ENGAGEMENT system were also identified by coding language features that allowed students to present a level of subjectivity to the information. These language features were noted as EXPAND resources of ENTERTAIN or ATTRIBUTE. ENTERTAIN resources typically allow the author to acknowledge that there are alternatives to his or her position, and thus convey that one's claim is only one of many possibilities. An example of ENTERTAIN resources coded in the corpus included "*It might be beneficial for children if these children are not adults*" (student 7, post writing task). While ATTRIBUTE resources also allow the author to represent a claim as one of many alternatives, these resources are different from ENTERTAIN resources in the sense that they allow the author to distance or

disassociate his/her voice from the information presented by mentioning or citing external resources. An example of ATTRIBUTE resources include "*some may argue that leaving your house and become independent is a very good thing"* (student 9, post writing task).

Instances of GRADUATION resources in the corpus were coded by identifying language features that allow the author to soften or amplify meaning in the text. These resources fall into two categories: FORCE and FOCUS. Language resources used to grade meaning according to intensity and quantity were coded as instances of FORCE resources such as in the case of statements like *"A great number of young adults choose to live alone*" (student 2, post writing task) and "*The probability of these things happening will be greatly reduced*" (student 2, post writing task). Moreover, instances of comparative and superlative language features were also coded as instances of FORCE resources such as *"students may have less free time to talk with their parents"* (student 1, post writing task).

Language features used to grade meaning according to prototypes or preciseness were coded as instances of FOCUS resources, the second category of the GRADUATION subsystem. Examples of FOCUS resources coded in students' texts include "*children cannot gain real success*" (student 5, prewriting task*) and "people about 20 years old would like to live alone*" (student 2, post writing task).

3.6.2 Analysis of Reflection Tasks

Students' responses to the three reflection tasks administered after each stage of the teaching and learning cycle were typed out and imported into the qualitative data analysis software program NVivo12. The results of the qualitative analysis revealed common themes emerging from the students' written reflections and provided valuable insights about students'

perspectives of the use of the appraisal resources explicitly introduced during classroom instruction. The analysis sought to identify and compile instances within students' reflections of signs of metalinguistic development or indications that students were internalizing the Appraisal system introduced to them as a means of thinking about their writing.

The analysis was first conducted by using a taxonomy of codes initially generated based on the areas of interest that were anticipated to emerge in students' reflections about the Appraisal system presented in class such as the degree of usefulness, perceived difficulty, and the perceived function of these resources for their writing practices. After a first round of coding, additional codes were generated in response to the specific elements found in students' reflections as they wrote about their experience of being introduced to the appraisal resources and using these resources in their argumentative texts. Some students, for example, mentioned the degree to which they had integrated the appraisal resources into their writing and thus a new theme was created addressing the frequency of use of the appraisal resources. Students also mentioned specific sections in their texts where they had found appraisal resources most useful. Subcategories of codes were also created to narrow down themes such as the perceived function of the appraisal resources where students pointed out multiple functions such as using specific appraisal resources to: a) represent the author's position, b) display feelings, or c) engage with the information presented. Table 3.3 presents a complete overview of the codebook developed in NVivo to identify these key themes.

Theme
1. Perceived Function
Describing positions, opinions or point of views
Displaying feelings or emotions
Level of engagement with the information
Developing and connecting ideas
Providing evidence, examples, supporting ideas
Highlighting opposing ideas (polarity)
Precision of meaning
2. Perceived degree of usefulness
The degree to which the information helped
Enhances writing quality
Importance for understanding or/and developing meaning
Other
3. Perceived Difficulty
Difficult
Easy
4. Frequency of use
5. References to specific Appraisal resources
ATTITUDINAL resources
ENGAGEMENT resources
GRADUATION resources
6. Examples mentioned
7. Sections in text associated to Appraisal
8. User of Appraisal
Student
Author

Table 3.3 NVivo Codebook

3.6.3 Analysis of the Research Journal

Similar to the process of analyzing the reflection tasks mentioned in the previous section, the research journal was digitized and imported into NVivo 12 in order to be analyzed qualitatively. Particular attention was paid to sections in the journal focusing on students' comments and questions expressed in class (often noted in the research journal immediately after each class). These included, for instance, comments where students had shared verbally in class difficulties they had experienced using or understanding appraisal resources. In this manner, the classroom discourse produced by students (often in collaboration with the teacher) noted in the research journal provided additional insights about students' experience of being introduced to the appraisal resources. This qualitative evidence was included within the larger corpus of qualitative data used to answer the fourth research question.

Coding for the analysis of the research journal built on the taxonomy of codes that had emerged from the analysis of students' reflection tasks. Analytical codes included the degree of usefulness, perceived difficulty, and the perceived function of the appraisal resources. One more theme emerged later on during the analysis process that addressed the concept of choice. This theme was identified through students' questions and comments about which lexicogrammatical resources they considered using in their argumentative writing and why. The finalized coding allowed one to triangulate the data sources and verify whether themes emerging from the researcher journal echoed those found in the reflection tasks produced by students.

Chapter 4 : Findings

4.1 Overview

This chapter presents the results of the quantitative and qualitative analysis of the data collected for this study and presents the answers this analysis produced for the research questions. The findings are presented in four sections, each addressing one of the research questions. To answer the first three research questions, a quantitative analysis of the three writing tasks (prewriting task, post writing task, and delayed post writing task) collected was undertaken to determine the number of appraisal resources employed by the students for each task. We draw on descriptive statistics as inferential statistics were not used due to the small number of participating students. To answer the fourth research question, the results of a qualitative analysis of the reflection tasks and the research journal is presented.

4.2 Research Question 1-What differences, if any, can be seen in students' use of attitudinal resources to display feelings in their argumentative writing after receiving explicit instruction about the Appraisal system of SFL?

In order to answer the first research question exploring the differences in students' use of attitudinal resources to display feelings in their argumentative writing after being introduced to the Appraisal system of SFL, this section presents the results of the quantitative analysis of the prewriting task, the post writing task, and the delayed post writing task in terms of the attitudinal resources employed by the students for each task.

As mentioned in the previous chapter, the analysis of the three writing tasks was done using UAM CorpusTools 3 by drawing on the Appraisal analytical scheme bundled with the

software. Table 4.1. and Figure 4.1. outline the results of the quantitative analysis in terms of the attitudinal resources employed by the students for each writing task. No results are displayed for student 6 delayed post writing task as this student did not complete this particular task.

	Prewriting Task	Post Writing Task	Delayed Post Writing Task
Total number of attitudinal resources employed for each task	218	358	214
Average number of attitudinal resources employed per task	19.82	32.55	21.4

Table 4.1 Attitudinal resources employed in each writing task

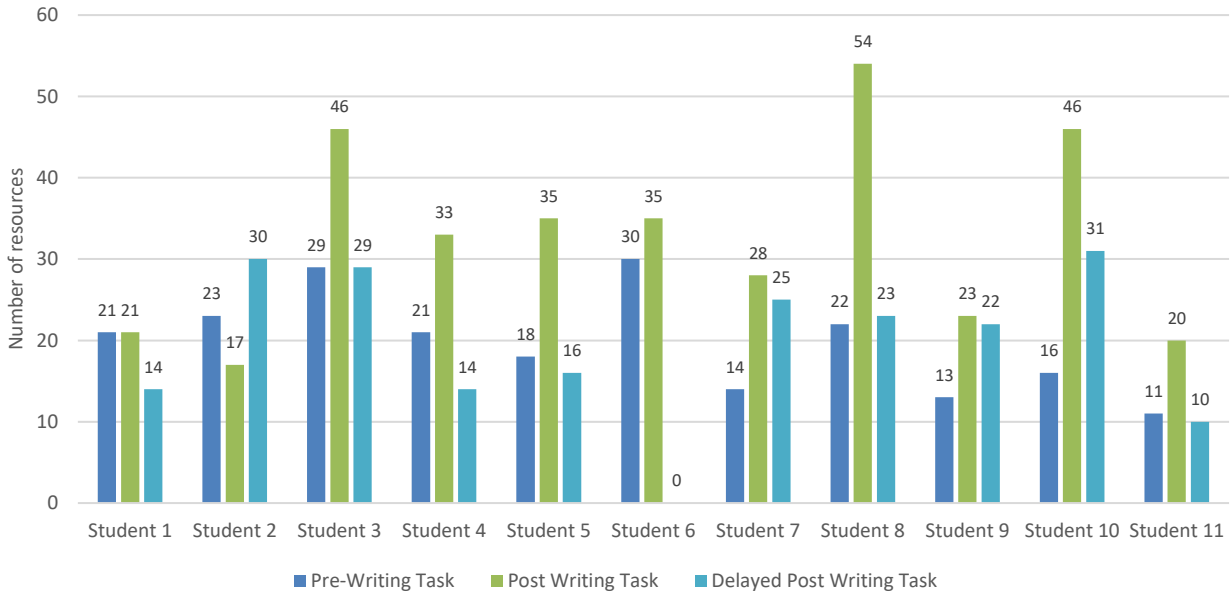

Figure 4.1 Attitudinal resources employed by each student in each writing task

As can be noted from the results of the quantitative analysis displayed above, there was an increase in the average number of attitudinal resources employed per task during the post writing task in comparison to the prewriting task. There was also a slight increase in the average number of attitudinal resources employed during the delayed post writing task in comparison to the

prewriting task. This increase, however, was lower than the average number of attitudinal resources employed in the post writing task. Student 10 showed the most improvement with an increase of 30 attitudinal resources in the post writing task and 15 attitudinal resources in the delayed post writing task. Student 1, on the other hand, showed the least improvement with no change in the number of attitudinal resources employed in the post writing task, and a decrease in the number of attitudinal resources used in the delayed post writing task.

To have a more complete understanding of the results of the quantitative analysis of the prewriting task, the post writing task, and the delayed post writing task, below is a breakdown of the types of attitudinal resources employed by the students for each writing task. These resources are divided into the three main subsections: AFFECT, JUDGEMENT, and APPRECIATION. Figure 4.2. and Table 4.2. present the breakdown of the attitudinal resources employed by the students in the prewriting task. Figure 4.3 and Table 4.3 present the breakdown of the attitudinal resources employed in the post writing task, and Figure 4.4 and Table 4.4 present the breakdown of the attitudinal resources employed in the delayed post writing task. Table 4.5 presents a summary of the breakdown of the attitudinal resources employed by the participating students.

	AFFECT	JUDGEMENT	APPRECIATION
Total number of resources employed for each task	25	132	61
Average number of resources employed per task	2.27	12	5.55

Table 4.2 Breakdown of the attitudinal resources employed in the prewriting task

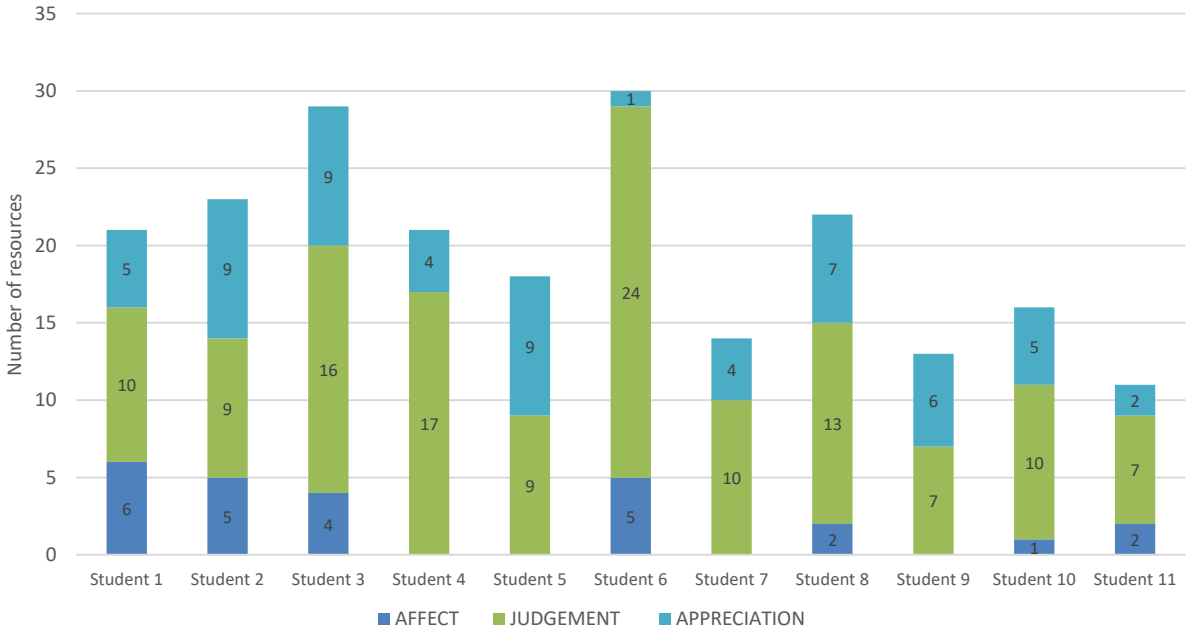

Figure 4.2 Breakdown of the attitudinal resources employed by each student in the prewriting task

	AFFECT	JUDGEMENT	APPRECIATION
Total number of resources employed for each task	19	197	142
Average number of resources employed per task	1.73	17.91	12.91

Table 4.3 Breakdown of the attitudinal resources employed in the post writing task

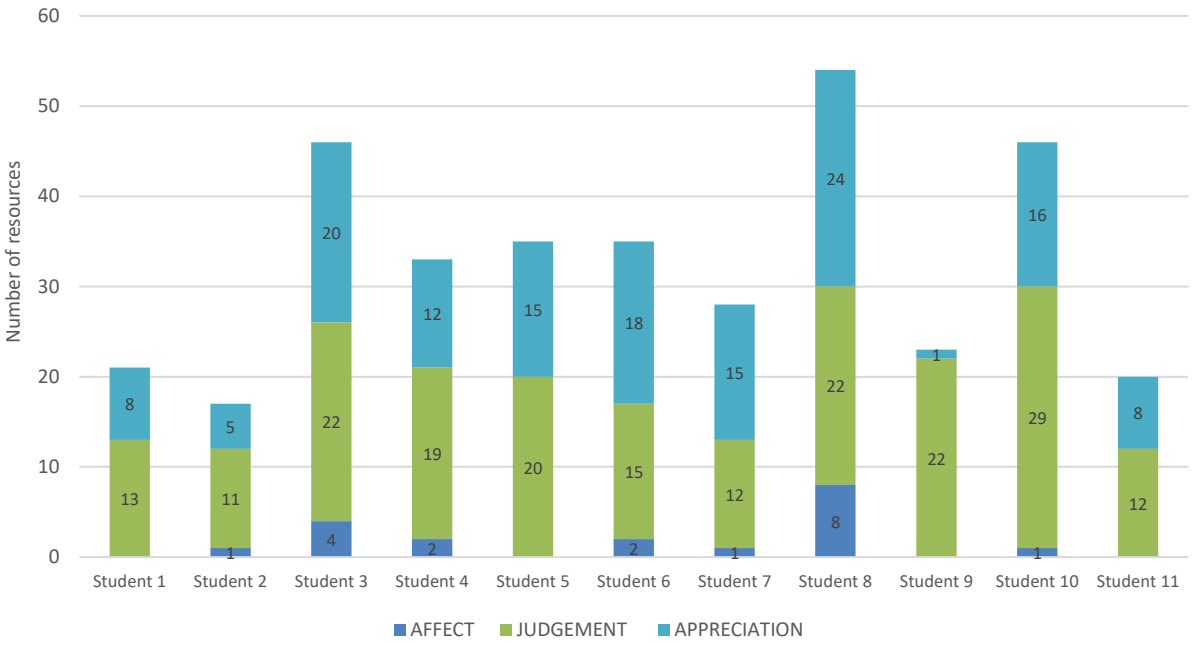

Figure 4.3 Breakdown of the attitudinal resources employed by each student in the post writing task

	AFFECT	JUDGEMENT	APPRECIATION
Total number of resources employed for each task	3	91	120
Average number of resources employed per task	0.3	9.1	12

Table 4.4 Breakdown of the attitudinal resources employed in the delayed post writing

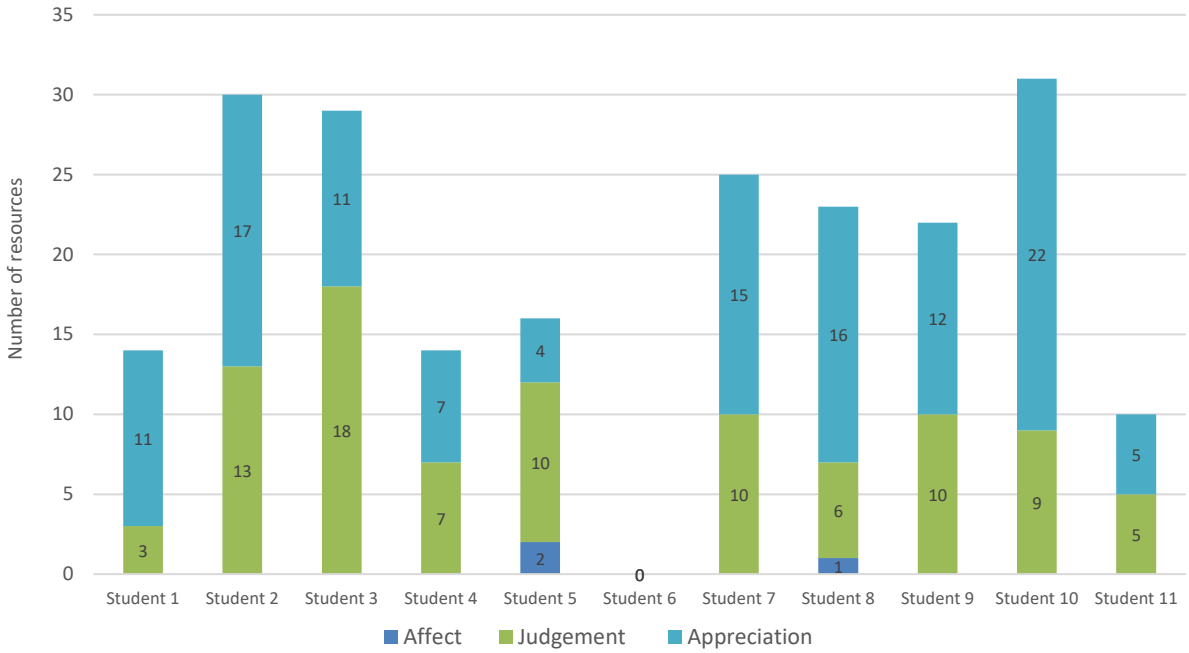

Figure 4.4 Breakdown of the attitudinal resources employed by each student in the delayed post writing task

	Prewriting task	Post writing task	Delayed post writing task
AFFECT	25	19	3
JUDGEMENT	132	197	91
APPRECIATION	61	142	120
Total number of attitudinal resources employed for each task	218	358	214
Average number of attitudinal resources employed per task	19.82	32.55	21.4

Table 4.5 Summary of the breakdown of the attitudinal resources employed in each task

As can be seen from the results above, there was a constant decrease in the number of AFFECT resources used by the students in their post and delayed post writing tasks in comparison to the prewriting task. Although all attitudinal resources are associated with the presentation of feelings, AFFECT resources as mentioned in previous chapters are particularly associated with the presentation of emotional reactions. Therefore, the decrease in the students' use of AFFECT resources in their argumentative writing suggests that students are incorporating feelings into their texts by moving beyond emotional reactions and including instead more social judgements of behaviors and evaluations of things. This could be traced back to instances during classroom discussions where students were encouraged to use less subjective expressions when building arguments in their writing. For example, they were encouraged to avoid sentences like "*it bothers me to see parents hovering over their children and limiting their freedom*." Instead they were encouraged to use phrases such as "*it is inconvenient for parents to limit their children's freedom*

by constantly hovering over them." The visible decrease in the use of AFFECT resources during the delayed post writing task could also be related to the subject of the writing prompt. The delayed post writing task discussed the causes of global warming, whereas the pre and post writing tasks addressed parent-child relationships, a topic that students might personally relate to more, thus possibly resulting in the use of more attitudinal resources to represent past experiences rich with emotional reactions.

With regard to JUDGEMENT resources, there was an increase in the students' use of these resources in the post writing task compared to their initial use in the prewriting task. However, there was also a visible decrease in the students' use of JUDGEMENT resources in the delayed post writing task which might again reflect the topic of the writing prompt. When discussing the causes of global warming in the delayed post writing task, students might not have needed to resort to JUDGEMENT resources as much since these resources typically describe behaviors from the lens of social sanctions. For example, JUDGEMENT resources such as *humble, loyal, honest* could be used to evaluate behaviors according to ethical values. Instead, students might have needed to resort to APPRECIATION resources that are typically used to present evaluations of things including natural phenomena and things created by humans. Such resources include words like *destructive, dangerous,* or *captivating*. This could explain the increase in the instances of APPRECIATION resources employed by the students in the post and delayed post writing task compared to the prewriting task.

During classroom instruction, the students were not only introduced to the Appraisal system and to the range of resources available to them, but their attention was also directed to the importance of context in construing the meaning they wish to convey. Thus, the variation in the number of attitudinal resources employed by the students during each task can also be seen to

reflect the relationship that exists between the context and the linguistic choices that can be used to shape the development of meaning. For example, when referring to the use of word banks as a resource students can use to construct their argumentative texts, students were encouraged to select appraisal resources from these word banks while considering the subject of their writing task, their potential audience, and the specific meaning they wanted to develop. Therefore, as a result of the class instruction they received, it is hoped that students' use of attitudinal resources was the result of a conscious decision students made based, in part, on the topic of the writing task.

4.3 Research Question 2 -What differences, if any, can be seen in students' use of ENGAGEMENT resources to interact with external voices in their argumentative writing after receiving explicit instruction about the Appraisal system of SFL?

In attempt to answer the second research, this section presents the results of the quantitative analysis of the three writing tasks in terms of the ENGAGEMENT resources employed by the students during each task. Similar to the analysis of attitudinal resources explained in the previous section, the analysis of ENGAGEMENT resources in the three writing tasks was done using UAM CorpusTools 3 by drawing on the Appraisal analytical scheme bundled with the software. Figure 4.5 presents the scheme used for coding ENGAGEMENT resources in the students' writing tasks.

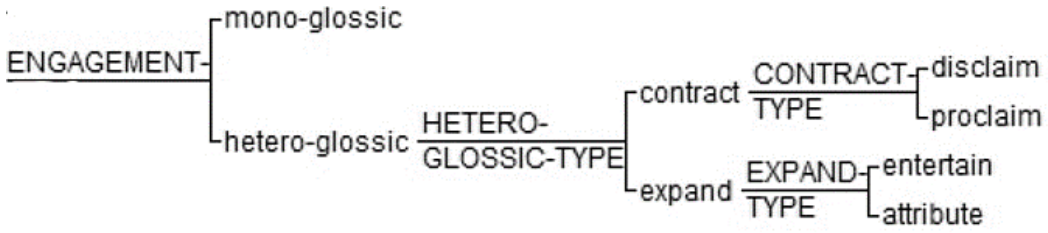

Figure 4.5 Scheme used for coding Engagement resources in the students' writing tasks

Table 4.6 and Figure 4.6 present the results of the quantitative analysis in terms of the number of ENGAGEMENT resources employed by the students in each writing task. Student 6 did not complete the delayed post writing task, and therefore only results for the pre and post writing tasks are available for this particular student.

	Prewriting Task	Post Writing Task	Delayed Post Writing Task
Total number of ENGAGEMENT resources employed for each task	384	398	405
Average number of ENGAGEMENT resources employed per task	34.91	36.18	40.5

Table 4.6 Total ENGAGEMENT resources employed in each writing task

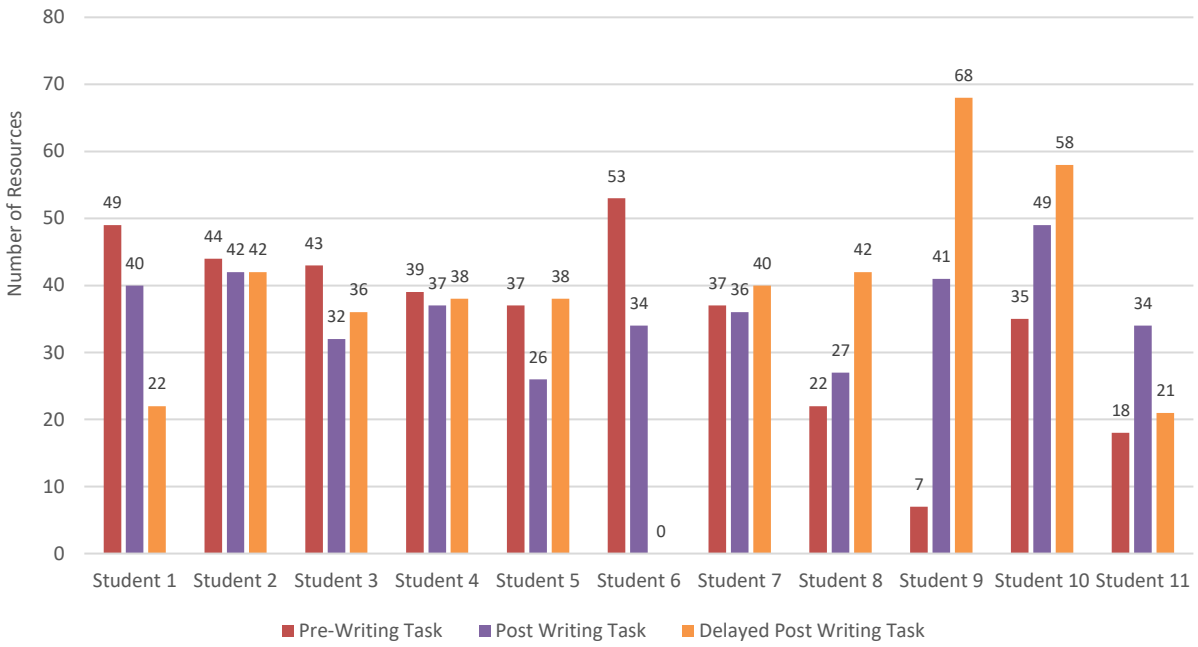

Figure 4.6 Total ENGAGEMENT resources employed by the students in each writing task

As can be noted from the results displayed above, there was a slight increase in the average number of ENGAGEMENT resources employed during the post writing task and the delayed post writing task in comparison to the prewriting task. However, seven students (1, 2, 3 ,4, 5, 6 & 7) actually showed no visible change or a decrease in the number of ENGAGEMENT resources they used in the post and delayed post writing tasks. Students 8, 9, 10 & 11, on the other hand, showed a visible increase in the ENGAGEMENT resources used in both writing tasks. Student 9 in particular showed the most development with an increase of 34 resources in the post writing task, and 61 resources in the delayed post writing task. It is worth mentioning here that student 9 used the least ENGAGEMENT resources in the prewriting task compared to the other students.

To have a more detailed representation of these results, below is a breakdown of the ENGAGEMENT resources employed by the students during each writing task. Table 4.7 and Figure 4.7. represent a breakdown of the ENGAGEMENT resources employed by the students in

the prewriting task. Table 4.8 and Figure 4.8 represent a breakdown of the ENGAGEMENT resources employed in the post writing task, and Table 4.9 Figure 4.9 represent a breakdown of the ENGAGEMENT resources employed in the delayed post writing task. Table 4.10 presents a summary of the breakdown of the ENGAGEMENT resources employed in each task.

	Mono-glossic	Heteroglossic			
		CONTRACT		EXPAND	
		DISCLAIM	PROCLAIM	ENTERTAIN	ATTRIBUTE
Total number of resources employed for each task	2	106	180	72	24
Average number of resources employed per task	0.18	9.64	16.36	6.55	2.18

Table 4.7 Breakdown of ENGAGEMENT resources employed by the students in the prewriting task

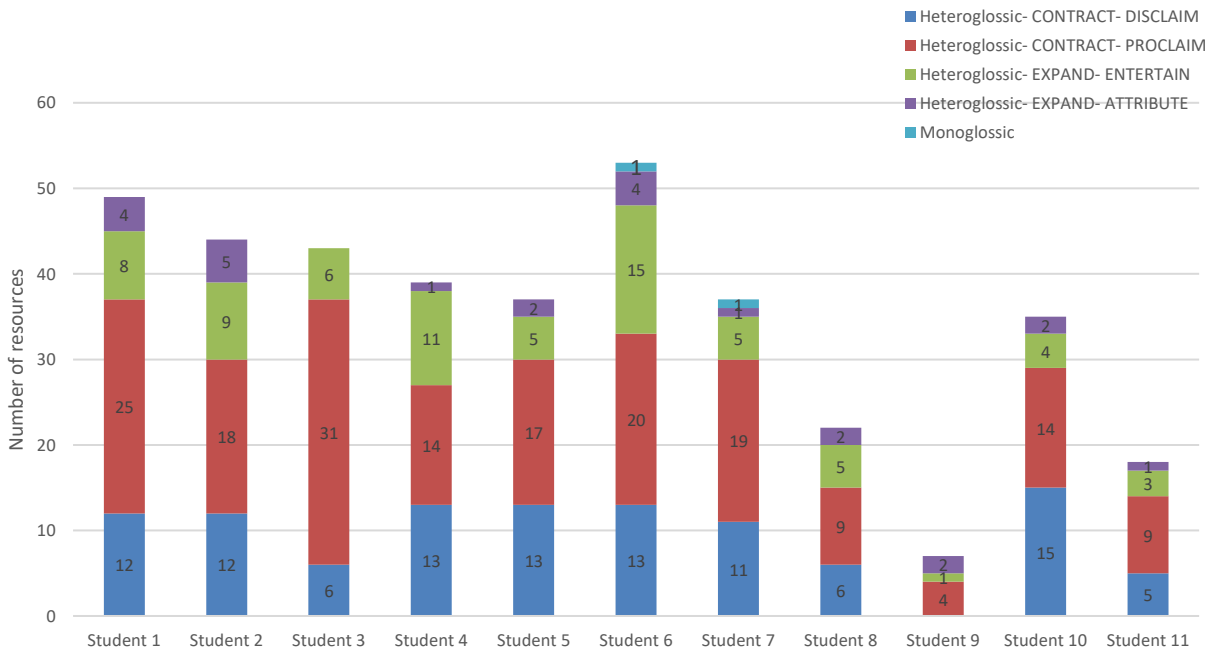

Figure 4.7 Breakdown of ENGAGEMENT resources employed by the students in the prewriting task

	Mono-glossic	Heteroglossic			
		CONTRACT		Expand	
		DISCLAIM	Proclaim	Entertain	DISCLAIM
Total number of resources employed for each task	1	75	201	95	26
Average number of resources employed per task	0.09	6.82	18.27	8.64	2.36

Table 4.8 Breakdown of ENGAGEMENT resources employed by the students in the post writing task

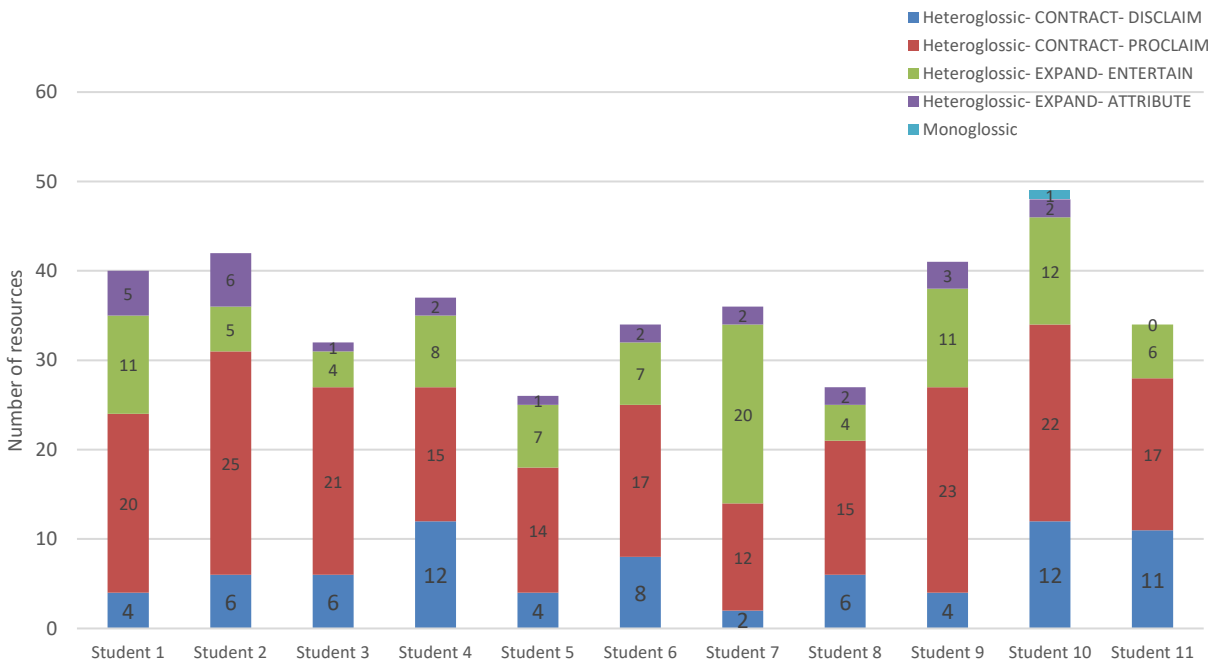

Figure 4.8 Breakdown of ENGAGEMENT resources employed by the students in the post writing task

	Mono-glossic	Heteroglossic			
		CONTRACT		Expand	
		DISCLAIM	Proclaim	Entertain	DISCLAIM
Total number of resources employed for each task	0	51	286	40	28
Average number of resources employed per task	0	5.1	28.6	4	2.8

Table 4.9 Breakdown of the ENGAGEMENT resources employed by the students in the delayed post writing task

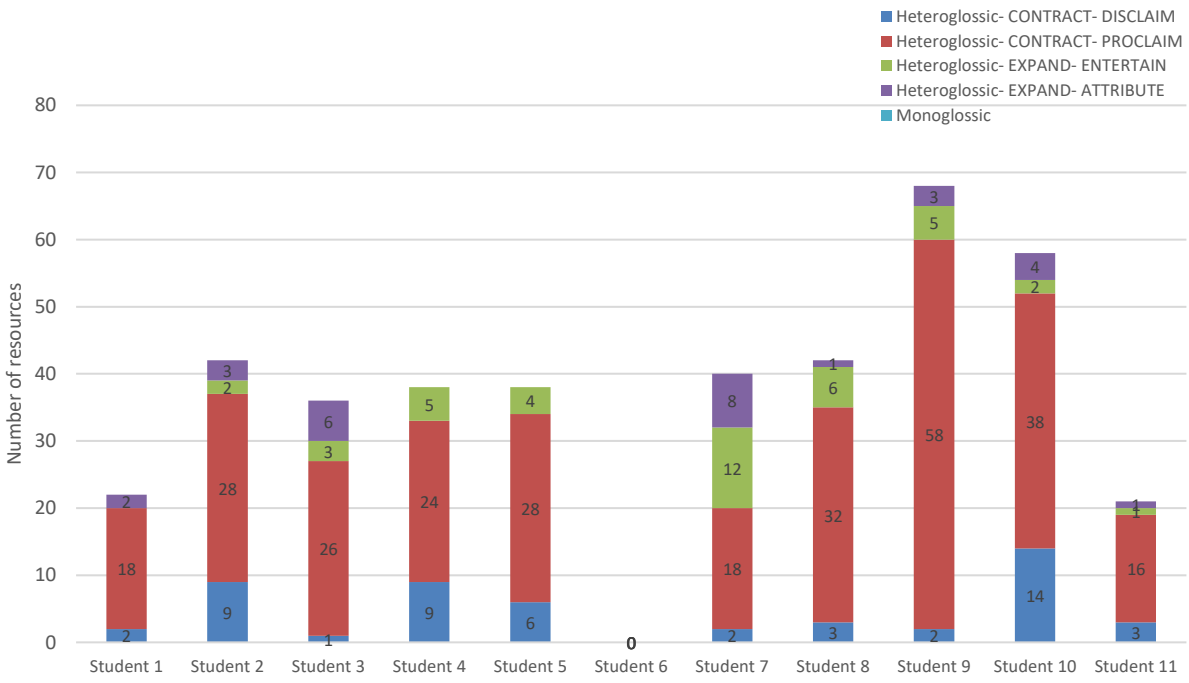

Figure 4.9 Breakdown of the ENGAGEMENT resources employed by the students in the delayed post writing task

	Monoglossic	Heteroglossic				Total	Class Average
		Contract		Expand			
		Disclaim	Proclaim	Entertain	Attribute		
Prewriting task	2	106	180	72	24	384	34.91
Post writing task	1	75	201	95	26	398	36.18
Delayed post writing task	0	51	286	40	28	405	40.5

Table 4.10 Summary of the breakdown of ENGAGEMENT resources employed in each task

From the breakdown of ENGAGEMENT resources displayed above, we can see that students rarely drew on monoglossic resources in any of their writing tasks (i.e., they rarely used single-voiced claims). This is expected in argumentative writing as this kind of writing requires a form of academic discussion that develops an argument supporting one of opposing viewpoints, rather than the simple representation of definite assertions that are assumed to be true and presented as unquestionable. By not resorting to monoglossic resources in their writing tasks, the data reveals that students privileged linguistic resources that acknowledged the existence of other positions beside their own in their writing. This could be traced back to instances during classroom discussions where students were encouraged to acknowledge alternative points of view in their writing while preserving the validity of their claims as a way of establishing stronger, well-founded arguments. The nature of the writing prompt, which introduced two sides of the argument to the students before asking them to choose their position, likely also facilitated this acknowledgement of alternative points of view and likely primed students into using heteroglossic resources in their writing.

From the results of the quantitative analysis of the heteroglossic ENGAGEMENT resources, we can notice that students employed CONTRACT resources of DISCLAIM and PROCLAIM differently in their writing tasks. For instance, students used less DISCLAIM resources in the post and delayed post writing tasks in comparison to the prewriting task which could explain part of the drop in the students' use of ENGAGEMENT resources mentioned earlier. DISCLAIM resources are typically used to contract the scope of discussion by positioning the author as opposing to contrary points of view through the use of negation or concession. On the other hand, students used more PROCLAIM resources in the post and delayed post writing tasks in comparison to the prewriting task. Some students who showed an overall decrease in their use of ENGAGEMENT resources, for example student 2, 4 and 5, still used more PROCLAIM resources in their post and delayed post writing task. Student 9 who originally only used 4 PROCLAIM resources in his prewriting task used 23 PROCLAIM resources in his post writing task and 58 in his delayed post writing task. PROCLAIM resources are also used to contract the scope of discussion. However, this is done by presenting the information as well-founded or reliable through the use of language features such as *obviously*, *definitely*, or *there is no doubt.* PROCLAIM resources also include resources for the presentation of evidence, justifications, examples, and facts. Therefore, it seems from the abovementioned results that more students were building their arguments in their writing tasks by resorting to the presentation of supporting evidence and examples rather than basing their arguments on the rejection of opposing points of view. This trend in the data can likely be traced back to classroom instruction where students were introduced to the general purpose of the argumentative genre that underscored the importance of supporting a claim with evidence and

examples and the manner in which they could use PROCLAIM resources in order to build a well-founded and convincing argument for the reader.

As for the EXPAND resources of ENTERTAIN and ATTRIBUTE, students used more ENTERTAIN resources in the post writing task, and less ENTERTAIN resources in the delayed post writing task compared to the prewriting task. There was also a slight increase in the use of ATTRIBUTE resources in the post and delayed post writing tasks. The average number of EXPAND resources, ENTERTAIN and ATTRIBUTE combined, used in the prewriting task was 8.7 compared to 11 in the post writing task and 6.8 in the delayed post writing task.

EXPAND resources are typically employed to represent the subjectivity of the information presented and thus signal the author's position as one of many possible alternatives. The students' use of more EXPAND resources in the post writing task and less of these resources in the delayed post writing task could have been influenced by the conditions under which each writing task was completed. The post writing task, as mentioned earlier, addressed parent-child relationships and was completed during class time, whereas the delayed post writing task addressed the causes of global warming and was completed online from students' homes. Moreover, during the post writing task, students had no access to external resources and relied mostly on their own personal experiences and beliefs in the construction of their texts which ultimately might have resulted in more subjective arguments and a reduced use of EXPAND resources. Since the prewriting task and the post writing task were administered under similar conditions, we can see that even when students resorted to personal experiences during the post writing task, they used more EXPAND resources to indicate the level of subjectivity of the information to the reader in the post writing class. The use of EXPAND resources in this manner ultimately reflects what was taught in class regarding the importance of authors' engagement

with the information presented in their argumentative texts, as well as their engagement with potential readers.

4.4 Research Question 3 -What differences, if any, can be seen in students' use of GRADUATION resources to soften or amplify meaning in their argumentative writing after receiving explicit instruction about the Appraisal system of SFL?

In order to answer the third research question, this section presents the results of the quantitative analysis of the three writing tasks focusing on the GRADUATION resources employed by the students for each task. Once again, the analysis of the three writing tasks was done using Appraisal analytical scheme provided by UAM CorpusTools 3. The scheme was slightly modified to include only the two main subsection of the GRADUATION subsystem: FOCUS and FORCE.

Table 4.11 and Figure 4.10 present the number of GRADUATION resources employed by the students in each writing task. Student 6 did not complete the delayed writing task and therefore only results for the pre and post writing tasks are available for this particular student.

	Prewriting Task	Post Writing Task	Delayed Post Writing Task
Total number of GRADUATION resources employed for each task	155	217	328
Average number of GRADUATION resources employed per task	14.09	19.73	32.8

Table 4.11 Total GRADUATION resources employed in each writing task

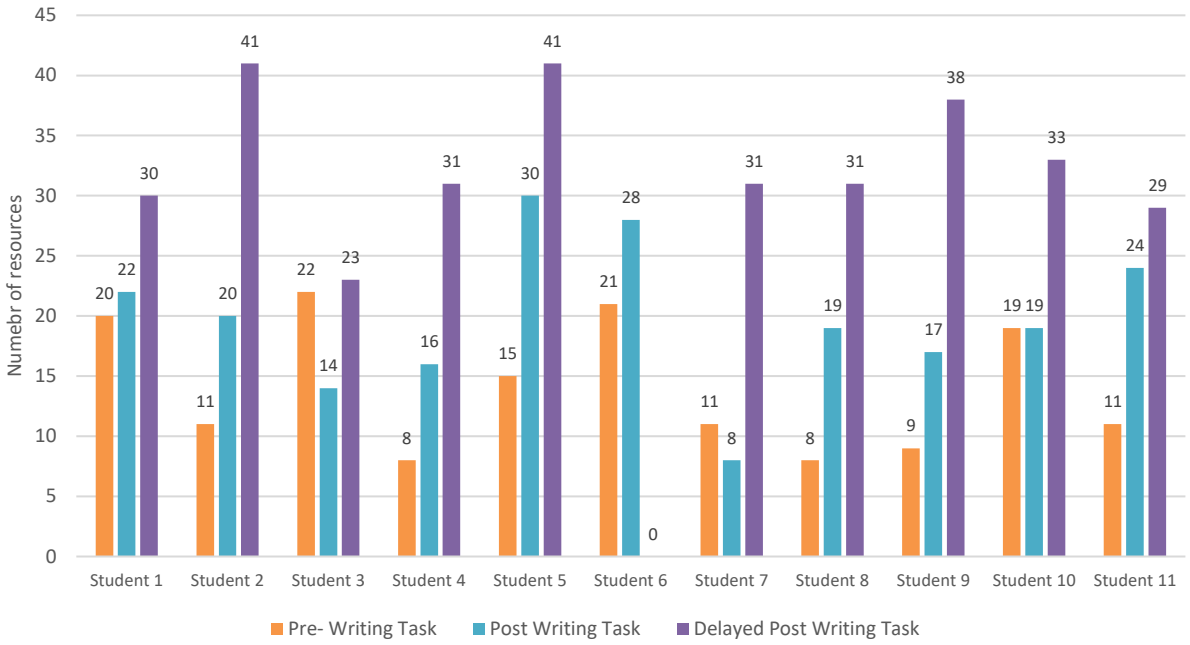

Figure 4.10 Total GRADUATION resources employed by the students in each writing task

As can be noted from the results of the quantitative analysis, there was a visible increase in the average number of GRADUATION resources employed by the students in the post and delayed post writing tasks compared to the prewriting task. Most students, with the exception of student 3 and 7, showed an increase in the total number of GRADUATION resources they used in both the post and delayed post writing tasks. Student 2 showed the most development with an increase of 9 GRADUATION resources in the post writing task and 30 in the delayed post writing task. Student 3, on the other hand, showed the least development with a decrease in the number of GRADUATION resources used in the post writing task and no visible change in the number of GRADUATION resources employed in the delayed post writing task.

Table 4.12 and Figure 4.11 present a breakdown of the GRADUATION resources employed by the students in the prewriting task. Table 4.13 and Figure 4.12 present a breakdown of the GRADUATION resources employed in the post writing task. Table 4.14 and Figure 4.13 present

a breakdown of the GRADUATION resources employed by the students in the delayed post writing task. Table 4.15 represents a summary of the breakdown of GRADUATION resources employed by the class.

	FORCE	FOCUS
Total number of resources employed for each task	146	9
Average number of resources employed per task	13.27	0.82

Table 4.12 Breakdown of GRADUATION resources employed by the students in the prewriting task

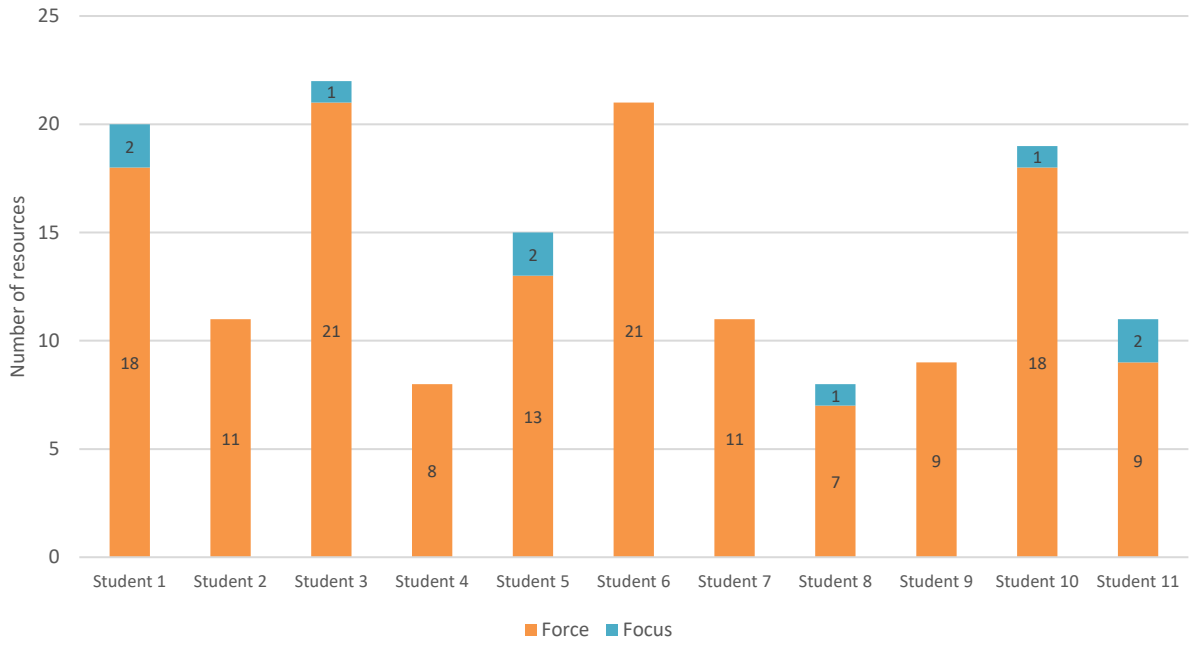

Figure 4.11 Breakdown of GRADUATION resources employed by the students in the prewriting task

	FORCE	FOCUS
Total number of resources employed for each task	196	21
Average number of resources employed per task	17.82	1.91

Table 4.13 Breakdown of GRADUATION resources employed by the students in the post writing task

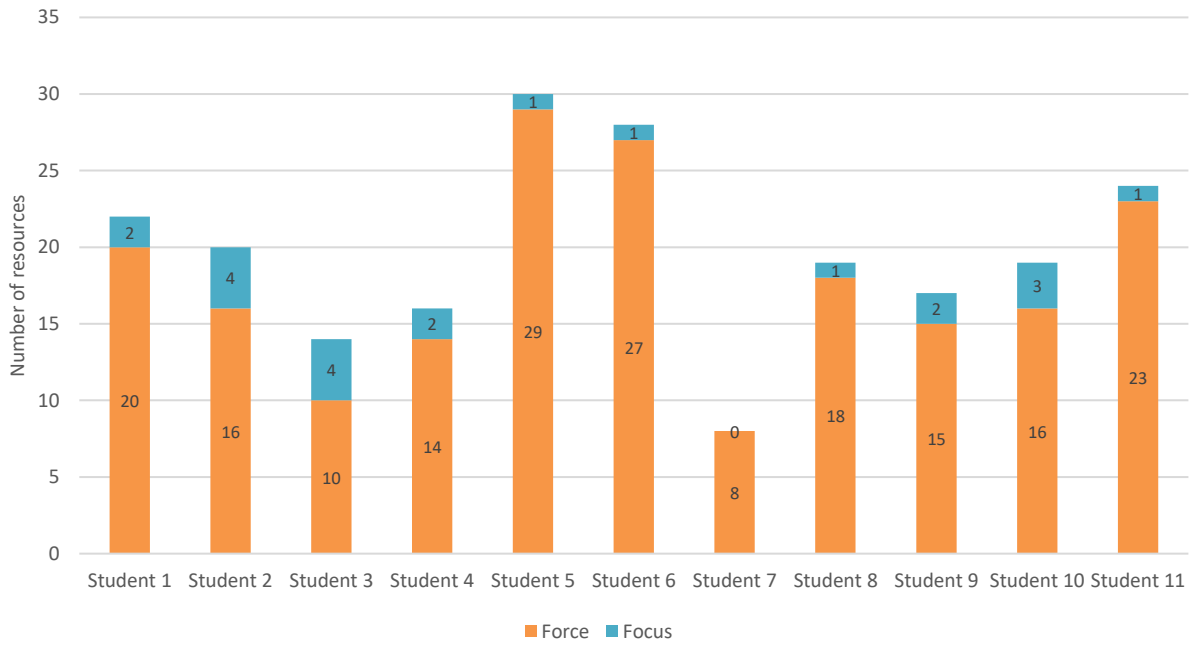

Figure 4.12 Breakdown of GRADUATION resources employed by the students in the post writing task

	FORCE	FOCUS
Total number of resources employed for each task	297	31
Average number of resources employed per task	29.7	3.1

Table 4.14 Breakdown of GRADUATION resources employed by the students in the delayed post writing task

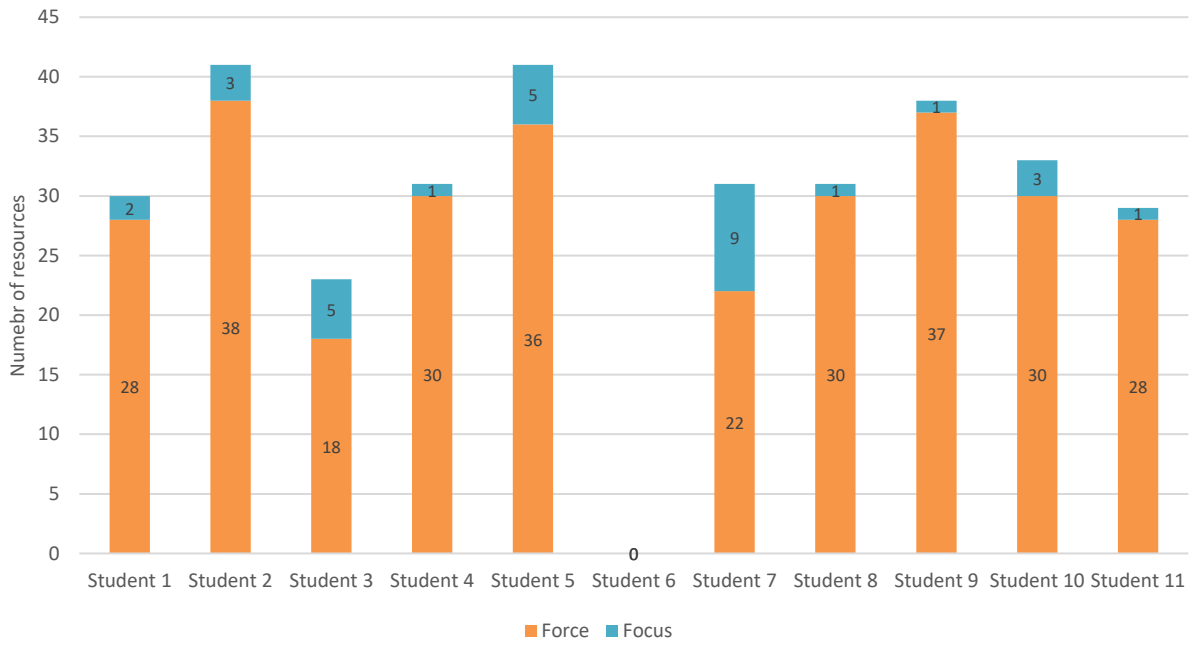

Figure 4.13 Breakdown of GRADUATION resources employed by the students in the delayed post writing task

	Prewriting task	Post writing task	Delayed post writing task
FORCE	146	196	297
FOCUS	9	21	32
Total number of resources employed for each task	155	217	328
Average number of resources employed per task	14.09	19.73	32.8

Table 4.15 Summary of the breakdown of GRADUATION resources employed for each task

As can be seen in the breakdown of GRADUATION resources identified in students' texts, students used more FORCE resources in their writing tasks compared to FOCUS resources. Students also showed a greater increase in their use of FORCE resources compared to FOCUS resources in their post and delayed post writing tasks.

During classroom instruction, students were encouraged to pay attention to how they wanted to grade meaning in their text (according to intensity, amount, prototypes, or preciseness) before making the choice of which GRADUATION resources (FORCE or FOCUS) to use in their writing. Thus, the students' use of more FORCE resources than FOCUS resources in their writing tasks gives us an insight about the scale by which students privileged to grade meaning (according to intensity and amount rather than prototypes and preciseness). The overall increase in the students' use of GRADUATION resources, both FORCE or FOCUS, in the post and the delayed post writing tasks supports the notion that students were more aware and able to soften or intensify meaning in their argumentative writing.

4.5 Research Question 4- What are students' perspectives of the experience of being introduced to the Appraisal system of SFL?

This section presents the results of the qualitative analysis of the students' reflection tasks collected over the semester and the analysis of the research journal in attempt to answer the fourth research question regarding the students' experience of being introduced to the Appraisal system of SFL.

As mentioned in the methodology chapter, three reflection tasks were distributed to students during this study after each stage of the teaching and learning cycle. The purpose of these reflection tasks was to give students a chance to share their thoughts in writing and reflect on what has been taught during class. Each of the eleven students completed all three reflection tasks.

The research journal, on the other hand, composed of eight observation sheets and personal notes, was used to record students' comments and questions during classroom activities in addition to my reflections on the process of developing and delivering the lesson plans. Particular attention was paid during the analysis process to the students' recorded comments and questions.

Students' reflection tasks and the data noted in the research journal were analyzed with the qualitative data analysis software NVivo12 to identify emerging themes throughout the data collected (refer to previous chapter for codebook). Particular patterns emerged from these data sources which related to the students' perceived usefulness of the appraisal resources presented in class and the difficulties associated to the use of these resources. Students also mentioned how using appraisal resources helped them understand the structure, the content, and the meaning of texts. Finally, the qualitative analysis revealed signs of students' increased awareness of the

lexicogrammatical choices available to them when they write. These themes are presented in more detail below.

4.5.1 The overall usefulness of the appraisal resources

No comments were found in students' reflection tasks nor the research journal stating that students had not perceived the appraisal resources as useful in the construction of argumentative texts. In fact, 6 students of 11 students commented in their reflection tasks that using the appraisal resources introduced to them during classroom instruction enhanced the overall quality of their writing. For example, student 11 wrote while referring to attitudinal and ENGAGEMENT resources: "I know to use those words that can improve my writing" (Third Reflection Task). Other students mentioned that using appraisal resources enhanced the overall quality of their text by making their writing either "flexible" (Student 1, Second Reflection Task), "strong" (Student 3 & 8, Second Reflection Task), "more interesting" (Student 10, Second Reflection Task), "more serious" (Student 2, Third Reflection Task), or "more vivid" (Student 5, Third Reflection Task). For example, student 1 commented on the role of ENGAGEMENT words in making her writing "flexible" by writing: "engagement words *like although, even though, for example*, can make writing flexible" (Second Reflection Task). This student referred to ENGAGEMENT resources used to contrast opposing viewpoints to acknowledge different perspectives while still proclaiming one's point of view as the preferred argument. Using ENGAGEMENT resources in this manner can make a text more flexible by moving beyond the simple representation of strict assertions that cannot be questioned.

Similarly, student 5 explained the role of appraisal resources in making her text "vivid" by allowing her to weave in emotions into her text, something which she noted during classroom discussions that she had in fact been discouraged from doing in academic writing.

This student wrote: “When I use the appraisal word studied in class, it helped me independently write better argumentative texts. These words make my writing more vivid and abundant my emotion to express my feelings” (Third Reflection Task). Although, this student did not elaborate on exactly how these resources helped her improve her writing quality, it is interesting to note that she displayed particular interest during classroom discussions in the intensification of ATTITUDES through the use of GRADUATION resources or the use of stronger attitudinal resources which could allow for the expression of feelings in a text and the intensity of those feelings.

4.5.2 Guiding students through meaning-making

4.5.2.1 Understanding text structures

Since text structures draw on lexicogrammatical resources in a particular way, exposing students to different text structures during the deconstruction stage of the teaching intervention was an important first step to help review what would be expected of students when they composed their own argumentative texts. My teaching journal included reports of students commenting on how comparing different text types helped them better understand what was expected of them while composing an argumentative text. Student 10 commented in class during this activity for instance: “It’s easier to know what to do in this type of writing because I know what not to do like in the other ones [referring to the narrative and process text-types]” (Student 10, deconstruction stage). Student 5 also commented on the usefulness of comparing different text types in understanding the general purpose of argumentative writing by saying: “I can remember this more. The chart can help me know when to use each one [text type]” (Student 5, deconstruction stage). The students’ comments on the usefulness of this part of the instructional

materials point to their growing awareness of how text structures determine in part the expectations regarding specific language choices available to engage in meaning-making.

4.5.2.2 The development of ideas in a text

In their reflection tasks and during class discussions, students associated different appraisal resources to the construction of ideas in a text. They mentioned that such resources could be employed in the development of main ideas, as well as to connect ideas with supporting arguments, or related evidence throughout the text. Student 10, for instance, commented in his first reflection task submitted after the deconstruction stage that identifying appraisal resources helped him understand the main ideas in the text. In his words, he wrote: "of course those words are helpful for me to understand article's meaning. They help me understand how important those things for the article... It helps me find the main idea or topic sentences easily" (First Reflection Task). After having the chance to construct an argumentative text using appraisal resources after the joint construction stage, student 10 noted again: "certain words are useful to my writing. Good for reader to understand my idea" (Second Reflection Task). This shows that this student understood how readers could draw on appraisal resources as a comprehension strategy to help them identify main ideas in a text. The student also understood how appraisal resources could be used as well to develop ideas in one's text with the reader's comprehension in mind.

In addition to the use of appraisal resources for the comprehension and the development of main ideas in a text, some students highlighted in their reflections tasks the use of such resources to identify supporting ideas or evidence. Student 8 mentioned, for example, how readers could use ENGAGEMENT resources to locate supporting ideas in a text stating: "Engagement also shows clearly views to reader. It is easy to find supporting views" (First Reflection Task).

Student 9 also commented in his first reflection task: "… certain words he [the author of the model text] used introduce many points of view and gave evidence" (First Reflection Task).

Students also reflected on how appraisal resources used to develop ideas and present evidence are found throughout different sections of an argumentative text such that these will not be associated with one specific section only. Through comments they made during classroom activities, students acknowledged that the use of appraisal resources throughout a text can contribute to the overall development of meaning. Student 7 in particular made an interesting comment in class stating: "looking at those words in the text is like solving a puzzle because the writer has those words everywhere and at the end it's one message" (student 7, deconstruction stage). While students were discussing attitudinal resources in a specific sentence, student 5 also shared with the class his understanding that ENGAGEMENT resources found in other parts of the text were equally important in contributing to the overall construction of ideas. Student 5 commented: "It's all the sentences that tell us what he thinks not just one word" (Student 5, deconstruction stage). Similar comments were found in students reflection tasks, for example student 3 wrote: "I would say the attitude words are important in the whole article because it means author wants to tell his opinion. Also, it connects on the thesis of the article" (First Reflection Task). Student 7 also made a similar comment on the use of appraisal resources throughout a text by stating that he used these resources to provide general examples, present topic sentences, and to compose introduction and conclusion paragraphs. In his words, he wrote: "Usually I use it in general example and some topic sentences. Introduction and conclusion would be better if we use it. Reader can typically know more about your ideas" (Third Reflection Task).

Indeed, in class students' attention was directed to how appraisal resources can be found throughout an argumentative text and that they should not exclusively be used in the development of a single section such as thesis statements for example. Therefore, students' comments on how each lexicogrammatical choice contributes to the construction of the overall meaning of a text seems to indicate a good level of understanding of the instructional materials and the use of appraisal resources. We see evidence from the student's reflections of a growing awareness that the appraisal resources are not only used to develop main and supporting ideas, but also to connect these ideas in a cohesive, logical manner that contributes to a more comprehensible text as presented in class.

4.5.2.3 Using appraisal resources to help develop an authoritative position

The majority of students (eight out of eleven), mentioned in at least one of their reflection tasks that appraisal resources could be used to develop and present the author's position or point of view in a text. For example, in response to the second reflection task, student 6 explained the use of attitudinal resources to understand and express in writing a point of view by saying:

> "Some attitude words can tell others if you like or dislike that thing, and others will understand your view. If you use words *bad* that means you don't like it and you disagree with it. So these words could help me write my point of view."
>
> (Second Reflection Task)

Similarly, student 5 also explained:

> "When I use certain words such as attitude words, it helps me write my position or point of view more clearly in my argumentative texts. When I

want to indicate this project is *very terrible*, I can use attitude words to emphasize my opinion"

(Second Reflection Task)

Although students 5 and 6 used simple examples in their reflection tasks mentioned above, these examples illustrate, nonetheless, evidence of their ability to identify attitudinal resources and reflect on their role in presenting an author's point of view or position. This suggests that students were, indeed, thinking more about their lexicogrammatical choices and engaging with the role of these choices in their texts.

Since thesis statements typically hold the author's main position towards the argument in the text, students specifically associated the use of appraisal resources to the development of thesis statements. Student 3 wrote when discussing this function: "I would say that attitude words can make my thesis more stronger. Using attitude words can show my own opinion is beneficial or harmful" (Second Reflection Task). The Appraisal system can indeed help students find the evaluative language resources they might need for the construction of this important part of an argumentative essay. For example, many students developed their thesis statements by using ENGAGEMENT resources to introduce and then disclaim an opposing point of view. Student 3's thesis statement for his delayed post writing task stated for instance:

"It is argued that human activities are not the fundamental cause of climate change, and the increase in temperature of the surface of the earth is generally associated with natural factors. But this statement is unsupportive as the evidence and examples suggest that human activity is the primary cause of climate change"

(Student 3, Delayed Post Writing Task)

The underlined words in the above thesis statement are examples of ENGAGEMENT resources the student used to weaken and disclaim the opposing point of view before writing his position on the subject. This method of writing thesis statements was predominant in many of students' post and delayed post writing tasks whereas it was not initially common in their prewriting task. For example, in his prewriting task, student 11's thesis statement regarding overparenting simply stated: "*Someone thinks 'overparenting' that is harmful for kids, and I agree this idea*" (Student 11, Prewriting Task). We can compare this thesis statement to his post writing task where student 11 described his position towards young adults moving out of their parents' home by writing: "*Although it has some drawbacks for teenagers, it also has more benefits for them such as improving ability of overcoming troubles, improving social skills and effective money management"* (Student 11, Post Writing Task). We can see how student 11 used the underlined ENGAGEMENT resources to introduce an opposing perspective before offering his own point of view, in addition to presenting examples to support his position.

Students' reflection tasks underscored how the use of appraisal resources in the composition of counter arguments, such as the case in the thesis statements mentioned above, help present the author's position. Students noted that these resources guide the reader's understanding of which opposing viewpoint the author is supporting. For example, student 2 mentioned "In an article, if there appeared some certainty words in the paragraph which have opposite opinions with the author's that can help us make sure which opinion is the author want to support" (First Reflection Task). Interestingly, an analysis of student 2's post writing task and delayed post writing task reveals examples of sentences where this student used ENGAGEMENT resources in the development of counter arguments in order to strengthen or weaken one of the ideas presented to clarify her ultimate position. For example, in the delayed

post writing task this student wrote "There is no denying that there are natural factors affecting climate change, but the main cause of climate change is still a lot of human behaviour." We can see here the use of *but* (an ENGAGEMENT resource) to disclaim that climate change is caused by natural factors while the use of *still* helps to support her position.

Students also linked the use of appraisal resources to the process of convincing readers of their position by strengthening the accountability and sense of certainty attached to the points of view presented in their writing. For instance, student 8 explained: "I think using certain words to make sure my opinion (like *must* is an engagement word) makes my sentence strong and people are believed my opinion" (Second Reflection Task). Student 7 also wrote: "certain words often can help us convince people. Using that word can show our attitude clearly" (Second Reflection Task). On a similar note, student 4 stated "Sometimes, we cannot be sure that something will happen so we will use some certainty words to make sure our sentences are more rigorous." It is interesting to see how student 4 favored to use ENGAGEMENT words to present the information to readers in a convincing tone regardless of his level of certainty. This suggests a growing understanding of how to manipulate the use of appraisal resources to meet an intended objective.

In addition to strengthening the sense of certainty attached to the author's point of view, students referred to the use of appraisal resources to lower the sense of accountability towards the information presented by signaling to readers that an author's points of view might not be necessary supported by others. For example, student 2 explained: "If there are some words like *maybe, I guess,* that part of opinion was the author's. Because the author don't want their opinion to be too absolute, every people have their opinion" (First Reflection Task). Student 9 also mentioned the use of specific appraisal resources to indicate the degree of certainty associated to the information in their writing. He notes:

> "using those words [appraisal resources] helped us to show how certain we are like when we are not certain about an effect on something we used some words like *may, could, and can*. But if we are certain we used *have/has been proven"*
>
> (Second Reflection Task).

Student 6 also wrote in his first reflection task: "Some modal words can help me understand if author make sure or not make sure" (First Reflection Task), and elaborated on this in his second reflection task by saying: "we could use some stronger words like *must, can't*. Those words can tell others that I am sure about those things" (Second Reflection Task). It is worth noting here that the use of modal verbs as an example to present the author's level of certainty was predominant in students' reflection tasks. Student 2 also associated the use of modal verbs to presenting the author's engagement with the information by saying: "we use some words like *may, need*, because when you are not sure about some information, we cannot use some strong words like *must, should*" (Second Reflection Task). Although the teaching materials highlighted the use of modal verbs as examples of ENGAGEMENT resources used to represent a certain degree of certainty about the information, students were also introduced to a variety of other resources that can be used for the same purpose. For example, ENGAGEMENT resources such as *it is <u>probable</u>* could be used to perform a similar function as to *it <u>may</u> be*. However, the students' reference to modal verbs in their reflection tasks could be related to the student's previous exposure to modal verbs which the majority of them have learnt at previous levels of their language learning journey, and therefore were easier for them to comprehend and use in their writing. Nevertheless, the students' use of specific examples from the ENGAGEMENT subsystem in their reflection tasks can be interpreted as a sign of

their understanding and increasing metalinguistic awareness of the appraisal resources that had been presented in class.

4.5.2.4 Growing awareness of the importance of lexicogrammatical choices

One of the main objectives behind the instructional plans adopted in this study was to draw students' attention to the wide range of lexicogrammatical choices available to them as they composed argumentative texts and engaged in textual meaning making. In other words, one of the goals of the intervention was to help students see writing as more than simply following a strict template or pattern. However, at the beginning of classroom activities, I noted in my observations that students seemed unsure about the idea of choice as a core aspect of writing. During the deconstruction stage and the joint construction stage for instance, most of the students' questions were seeking to identify the single "correct" word or expression to use. They asked questions like "if the author used another word instead of *supported,* would it be wrong?" (student 9, deconstruction stage) and "the author thought about every word before writing?" (student 7, deconstruction stage). While writing their argumentative texts in groups, students also asked "which word is better to use, *may or can*?" (student 4, joint construction stage) and "can I use the word *must* in my writing" (student 2, joint construction stage) without necessarily considering explicitly why they might want to use these words.

To help students comprehend that they had an element of choice when determining which lexicogrammatical resource to use based on their intentions and analysis of the context for which they were writing, they were encouraged to think about their readers when using specific words and acknowledge the nuance in meaning that each word offered. Through worksheets and classroom activities, students were provided with examples of how different attitudinal, ENGAGEMENT, and GRADUATION resources could help nuance the meaning expressed in

their writing. Students were also reminded that their lexicogrammatical choices were mostly governed by what they wanted to say rather than a set of fixed rules. Although it seemed hard for students at the start of class discussions to move beyond the concept of universal rules about words and expressions that needed to be followed blindly to the concept of informed choices, during the joint construction stage my observations revealed evidence that students began to reflect and internalize as a group on their various language choices. One student explained: "we finished discussing ideas, now we are looking for words to say what we believe and how sure we are" (student 7, joint construction stage). The data also revealed that students increasingly acknowledged and defended specific word choices through comments such as: "we can use *should* because we are 100% sure" (student 3, joint construction stage). Therefore, data suggests that students were progressively reflecting on their language choices and acknowledging the reasons as to why they used certain words and not others.

Students increased awareness of the various language choices available to them was also visible in their use of appraisal resources for functions that went beyond what was specifically addressed during classroom instruction. This includes for instance the students' comments in class on the usefulness of appraisal resources to help construct more objective claims within their argumentative texts. Although students in this class were not specifically told to avoid using personal pronouns in their writing, they commented during classroom discourse on how they could use appraisal resources to replace the "*I*" in their texts. This is likely because English language learners in pre-university programs are typically encouraged to avoid using first-person pronouns in order to maintain an objective voice in their writing (Fife, 2018; Hyland, 2010). Student 2 commented, for example, during the joint construction stage: "It is easy now to write without using *I* because we just need an ATTITUDE and an ENGAGEMENT word instead."

Student 9 also commented: "ENGAGEMENT words can tell which sentence is our opinion without saying *in my opinion*, I think it is more formal" (Student 2, joint construction stage). To see if students did in fact apply such strategies to substitute personal pronouns in their writing with other appraisal resources, an analysis of their texts was conducted to compare the first-person pronouns used by the students in each writing task. The results of this analysis revealed that there were 22 first-person pronouns used in the prewriting task, compared to only 1 first-person pronoun used in the post writing task and no first-person pronouns used in the delayed-post writing task. Students' use of appraisal resources as an alternative way of positioning themselves with regards to arguments without drawing on subjective language resources is an indication of their increased awareness of how to make language choices based on the intended meaning and purpose of their text. The transition from following fixed rules or templates for writing, to thinking more about the control they have as writers over their own texts aligned well with one of the main objectives identified for the teaching intervention that is at the heart of this study.

4.5.3 From a reader's perspective to a writer's perspective – Increased audience awareness

The students' reflection tasks offered valuable insights into how the students as readers identified appraisal resources as means of understanding texts and their meanings, and later on used these same resources in their own writing to construct meaning themselves. The students' first reflection task focused on an understanding of appraisal resources from a reader's point of view. Students explained how they learned to locate information in a text by identifying appraisal resources and commented on the role of these resources in enhancing the reader's comprehension of the text. Student 4 wrote for example:

> "It is very important to me when I am reading. The attitude words can let me know the author's emotion, this sentence negative or positive. The certainty words has a similar effect. It can express whether the author confirms something or not. It also can help me to understand about article."
>
> (First Reflection Task)

Over time, it was interesting to see a shift in the way students reflected on the use of appraisal resources. Indeed, after having had a chance to construct an argumentative text collaboratively in groups and independently, students began to use first person pronouns in their second and third reflections tasks. This indicated that students started to reflect on how they, as writers, also employed appraisal resources to convey their intended meaning to their readers. For example, student 4 wrote in his answer to the second reflection task "I think using certain words is a very important writing skill in articles. For instance, when I and my groupmates writing an essay together, we also use attitude words to emphasize some sentences emotion" (Second Reflection Task). This discursive switch seemed to indicate students' growing sense of agency as individuals who could not only use these resources from a reader's perspective but also from a writer's point of view.

While still highlighting how they used appraisal resources to write their argumentative texts, students also commented on how their careful selection of these resources could guide their readers. As such, students were starting to display in their reflections an interesting sense of audience awareness. They reflected on writing as the process of carefully leaving clues for their readers to uncover the meaning they intended to convey. Student 10 illustrates this type of comment noting that: "Certain words are useful to my writing. Good for reader to understand my emotion or idea. Also can make my writing more interesting" (Second Reflection Task). This

sense of audience awareness was also present during classroom activities. The students seemed to be more engaged in the construction of their texts as they became more aware of how each of their lexicogrammatical choices had a slightly or a significantly different impact on the reader's understanding of the overall meaning. This engagement was reflected through the interesting and prolonged discussions that students participated in during class activities. As students were becoming more aware of how readers could rely on appraisal resources in a text to understand meaning, they began to consider these same resources as writers as they worked to construct and convey meaning to potential readers.

4.5.4 Perceived difficulty of using the appraisal resources

Through all the reflection tasks and data recorded in the research journal, the analysis of these data sources revealed that only two students (7 & 10) expressed comments suggesting that learning about the appraisal resources in class had been a source of difficulty. While both students indicated during classroom discourse that these resources were easy to understand, they explained that thinking about which lexicogrammatical option to use in their writing required a lot of time. Student 10 said in class: "I know the words, but this takes time to think about which word I want to use instead of writing what comes to mind first" (student 10, independent construction stage). Student 7 also said: "We just need more time to choose which word is best to use" (student 7, joint construction stage). These comments suggest that students appeared to comprehend appraisal resources, but that the actual challenge this knowledge represented was linked to the implementation of this knowledge in their writing. This is likely due to the cognitive effort and processing time entailed when choosing between various lexicogrammatical options, especially when composing texts in class with a limited time frame.

In his third reflection task, student 10 mentioned again what he had indicated during classroom discourse about the appraisal resources being hard to use as a writer, noting: "I used some of those words, but not too much. It is true that those words are a little bit hard to use" (Third Reflection Task). To have a better insight as to why student 10 found these resources hard to use, I examined more closely his classroom assignments, writing tasks, and other reflection tasks to see if there were signs that he had struggled with the instructional materials and the application of the appraisal resources in his writing.

An examination of the work completed by student 10 during classroom activities appeared to signal that student 10 had a good understanding of attitudinal, ENGAGEMENT, and GRADUATION resources. For example, while completing a worksheet that introduced students to the use of appraisal resources in the model text, student 10 identified these resources correctly, as well as the particular meaning that these resources conveyed. Below is an example of the answers he provided to the guiding questions for Worksheet 2 (see Appendix E) completed during the deconstruction stage. This question aimed to draw the students' attention to the use of ENGAGEMENT resources to display a level of certainty towards the information presented.

> The Question: Now look at the sentence below. How **certain** is the author about the positive effects of overparenting? Look more closely at the underlined words.
>
> <u>Some may argue</u> that in certain cases parental involvement has led to positive outcomes.
>
> Student 10 answered: "Not certain at all, *some* and *may* indicate weak meaning"

Student 10 was also able to identify and describe the use of attitudinal and GRADUATION resources accurately in his answers. Below is an example of another answer he provided to a guiding question that aimed to draw the students' attention to the use of GRADUATION resources to strengthen or soften attitudinal meaning in the model text.

> The Question: Look at the sentence below. What do the underlined words do to our attitude towards overparenting? (for example, make it stronger or weaker)
> Overly protective methods have been proven to lead to extremely undesirable outcomes.
> Student 10 answered: "makes *undesirable* stronger"

Examining student 10's post and delayed post writing tasks revealed that he was also increasingly showing adequate control of the appraisal resources in his writing. In his post writing task, he used 114 appraisal resources in total whereas the class average was only 89. In his delayed-post writing task, he employed 124 appraisal resources when the class average was 95. As such, while he mentioned in his reflection task that he did not use these resources a lot, in fact student 10 was using these resources more than the majority of students. He was also showing good control of these resources in his writing. For example, in describing the need to lower carbon dioxide emissions in order to protect the environment, he wrote in his delayed post writing task: "*Although people know that this will worsen the environment of the earth, people have not done anything for this yet*." In this sentence we can see how student 10 used ENGAGEMENT resources such as *although, will,* and *yet* to convey the message that humans need to go beyond simply knowing about environmental risks to act more on this knowledge to

protect the Earth. The use of ENGAGEMENT resources in this manner displays skillful control over these resources.

To see whether student 10 perceived the appraisal resources as useful or not despite his perception of their difficulty, we looked more closely at his other reflection tasks. In his first and second reflection tasks, student 10 commented on the usefulness of the appraisal resources by stating: “Of course those words are helpful for me” (First Reflection Task) and “Certain words are useful to my writing... Also, can make my writing more interesting” (Second Reflection Task). Therefore, this student perceived the appraisal resources as useful despite his perception of their difficulty expressed in his third reflection task and during classroom discourse (during independent construction activities).

Student 10’s comment during classroom discourse on the amount of time required to appropriately choose adequate lexicogrammatical resources to construct meaning mentioned earlier might explain the sense of difficulty for this particular student despite his adequate control over the appraisal resources in his writing and his perceived usefulness of these resources. The process of acting on the knowledge after being introduced to the appraisal system might have been challenging for student 10 especially since students constantly referred to their notes while constructing their texts during the teaching and learning cycle in order to find lexicogrammatical resources that best fit their intent. Consequently, it is likely that the declared sense of difficulty identified by the student referred to the process of making lexical choices rather than any difficulty understanding the appraisal resources.

4.6 Summary of Findings

The quantitative analysis of students' writing tasks allowed us to determine the extent to which the intervention actually affected students' argumentative writing. The qualitative analysis of students' reflection tasks and the research journal, on the other hand, provided a way to understand students' reaction to the instructional materials.

The quantitative analysis of the students' writing tasks showed an increase in the average number of attitudinal resources used in the post and delayed post writing tasks. The breakdown of attitudinal resources used by the students in each writing task revealed that this increase was mainly observed in students' use of APPRECIATION resources to present evaluations of things. The breakdown of attitudinal resources also revealed a steady decrease in the average number of AFFECT resources used by the students in the post and delayed post writing tasks. This likely indicates that students were incorporating evaluations into their writing by relying on fewer lexicogrammatical resources that focus on expressing emotions- in contrast for example to resources students used to present evaluations based on social sanctions. Students showed an increase in their use of JUDGEMENT resources in the post writing task only. The students' use of fewer JUDGEMENT resources in the delayed post writing task may have been associated with the topic of the writing task which required more evaluations of things including natural phenomena, rather than judgements of behaviors.

The results of the quantitative analysis of the students' writing tasks also revealed an increase in the average number of ENGAGEMENT resources employed by the students in the post and delayed post writing tasks. From the breakdown of ENGAGEMENT resources used by the students in each writing task, we noticed that students did not resort to monoglossic resources in any of their argumentative texts and mainly used heteroglossic resources of CONTRACT and

EXPAND to acknowledge alternative perspectives in their writing. The breakdown of ENGAGEMENT resources revealed that students used less DISCLAIM resources and more PROCLAIM resources in both the post and delayed post writing tasks. This seemed to indicate that students, as they had been taught during the intervention, privileged building arguments in their texts through the presentation of supporting evidence and examples. The breakdown of ENGAGEMENT resources also revealed that students used more EXPAND resources in their post writing task, and less EXPAND resources in their delayed post writing task. The students' different use of EXPAND resources in the post and delayed post writing tasks was believed to possibly reflect the topic of the writing task and the conditions under which each task was completed.

With regard to the students' use of GRDUATION resources, the results of the quantitative analysis of the students' writing tasks revealed an increase in the average number of FORCE and FOCUS resources employed by the students in the post and delayed post writing tasks. However, the breakdown of GRADUATION resources indicated that students used more FORCE resources than FOCUS resources in their writing. This indicated that students privileged to grade meaning according to intensity and amount rather than prototypes and preciseness.

The qualitative analysis of the students' reflection tasks and research journal revealed that students found the appraisal resources useful in ways that echoed specifically what had been covered in class. Students outlined in their reflection tasks and commented during classroom discussion on how the instructional materials introducing the appraisal resources helped them to deconstruct texts in order to better comprehend text structure and meaning. They also mentioned how they used this knowledge themselves to compose meaning in their argumentative texts. Students outlined that the appraisal resources guided them through this meaning-making process

by helping them understand and develop clear, cohesive ideas. They also associated the use of appraisal resources with the development of a more authoritative position in their argumentative texts.

Moreover, particular patterns emerged from the analysis of the reflection tasks and the research journal that indicated students' increased awareness of the lexicogrammatical choices available to them when they write. Students as writers were becoming more aware of how readers might rely on specific appraisal resources in a text to understand meaning. In turn, students tried to compose their texts by carefully choosing lexicogrammatical resources that conveyed their intended meaning.

Based on the findings presented in this chapter, the next chapter concludes this thesis with a discussion and implications of these findings for future SFL-informed pedagogies that aim to help L2 writers gain more control over their academic texts.

Chapter 5 : Discussion and Implications

5.1 Review of Findings- Revisiting the research question

The study at hand sought to guide our understanding of the extent to which students' argumentative writing could be positively affected by classroom instruction informed by the Appraisal system of SFL. We wanted to gain insight into students' experience of being explicitly introduced to the Appraisal system and whether they found this form of instruction supportive in the development of the knowledge and skills that will enable them to successfully compose argumentative texts. This was done by addressing the following research questions:

Research Question 1: What differences, if any, can be seen in students' use of attitudinal resources to display feelings in their argumentative writing after receiving explicit instruction about the Appraisal system of SFL?

Research Question 2: What differences, if any, can be seen in students' use of ENGAGEMENT resources to interact with external voices in their argumentative writing after receiving explicit instruction about the Appraisal system of SFL?

Research Question 3: What differences, if any, can be seen in students' use of GRADUATION resources to soften or amplify meaning in their argumentative writing after receiving explicit instruction about the Appraisal system of SFL?

Research Question 4: What are students' perspectives of the experience of being introduced to the Appraisal system of SFL?

In addressing the abovementioned research questions, the analysis of students' writing tasks collected throughout the study revealed patterns that indicate students' skillful use of

appraisal resources in their post and delayed post writing tasks completed after the teaching intervention in comparison to their prewriting task. In examining the differences in students' use of attitudinal resources, the quantitative analysis revealed an increase in students' use of APPRECIATION resources to present evaluations based on institutional norms rather than personal judgements. The quantitative analysis also revealed a decrease in students' use of AFFECT resources in their writing tasks after the teaching intervention. This pattern signifies that students relied less on emotional, personal reactions in the construction of evaluations. The students' observed pattern of use of JUDGEMENT resources was believed to be dependent on the subject of the writing task suggesting that students were able to adjust their use of these resources based on the task at hand. Students employed more JUDGEMENT resources in their post writing task to evaluate behaviors when discussing parent-child relationships, whereas they employed fewer JUDGEMENT resources in their delayed-post writing task on the causes of global warming.

In addressing the second research question, the quantitative analysis indicated a general increase in students' use of ENGAGEMENT resources. With regards to CONTRACT resources, students mostly privileged the use of PROCLAIM resources to present evidence and examples to support their claims. Moreover, students' employed fewer DISCLAIM resources to refute opposing viewpoints in the construction of their arguments. The patterns in students' use of EXPAND resources were again believed to be associated with the subject of the writing task. Students' used more ENTERTAIN resources in their post writing task to indicate their reliance on personal experiences in the construction of their arguments. In the delayed post writing task, however, students employed fewer ENTERTAIN resources as they relied on the representation of factual evidence rather than subjective, personal experiences to support their claims.

In examining the differences in students' use of GRADUATION resources in their argumentative writing after the teaching intervention, the quantitative analysis indicated a visible increase in the instances of GRADUATION resources in students' writing tasks. This increase was mainly in FORCE resources rather than FOCUS resources. This indicated that students privileged to grade meaning according to intensity and amount rather than prototypes and preciseness.

To explore students' perspectives of their experience with SFL, a qualitative analysis of students' reflection tasks and classroom observational data recorded in a research journal revealed that students perceived the appraisal resources introduced to them as useful in the comprehension and the construction of argumentative texts. Students noted that these resources could help them interact with the information in their texts and present a clear authoritative position to their readers. Students also displayed an increased awareness of the range of lexicogrammatical choices available to them to convey their intended meaning and purpose to their audience.

In discussing these findings, this final chapter explores the potential affordances of teaching pedagogies grounded in SFL theory. We argue for its potential to help language learners gain better control of academic writing, especially argumentative texts. By presenting a synthesis of the findings, this chapter demonstrates how the teaching intervention at the heart of this study seems to have helped students become more aware of the interpersonal dimension of academic writing. This includes students' increased awareness of how particular evaluative resources from the Appraisal system can be used in their argumentative writings to achieve social purpose. I conclude this chapter by discussing the implications that can be drawn from these findings and

suggesting pedagogic recommendations for educators interested in using SFL-based pedagogies in their language classes.

5.2 Raising awareness of key aspects of academic writing

5.2.1 Moving beyond the sentence level

Research on L2 writing suggests that developing advanced writing competencies can be facilitated by helping students acquire new ways of thinking about the construction of texts (Byrnes, 2018; Schleppegrell, 2004). These new ways include helping students adopt meaning-oriented approaches that can help them move beyond a traditional focus on sentence level concerns revolving around grammatical forms and structures (Byrnes, 2018; Derewianka & Jones, 2010; Ferris, 2014; Gebhard et al, 2013). Through such approaches, students are encouraged to observe meaning across whole texts and to explore the notion of effective writing as something that goes beyond grammatical accuracy and the ability to produce well-formed sentences (Byrnes, 2012; Derewianka, 2011; Derewianka & Jones, 2010; Ferris, 2014). This line of argument echoes L2 research which highlights that in order to acquire advanced writing skills, language writers need to shift their attention from solely concentrating on how language is formed, to exploring how language is used (Coffin et al., 2009; Derewianka, 2011; Swain, 2007). Indeed, research has shown that novice writers typically spend more time planning and examining language use at the sentence level, whereas more advanced writers invest more of their time generating ideas that go beyond the sentence level (Chenoweth & Hayes, 2001). Derewianka (2011) highlights that to counteract this tendency language features should be explored with students from the level of the whole text in order to explicate how language patterns enable us to build up meaning in particular academic contexts.

The overall findings of this study support this larger body of literature. We can see how the teaching intervention helped students grow more conscious of how language is structured at the level of the whole text to communicate meaning and purpose. The teaching intervention proved effective in helping shape students' understanding of writing as something that occurs beyond the sentence level itself and how in fact it is the combination of sentences and language patterns in a text which together work to ultimately convey an intended message to a reader. Additionally, students' participation in activities that explored and compared different text types in terms of structure, content, and language choices proved to be particularly helpful in drawing their attention to the distinct purpose of each academic text examined. The findings suggest that students appreciated comparing different text types as this activity made them more aware of what was expected from them in the construction of these texts. After these activities, it was encouraging to see how students started to look at each text as meaning-making units that could not be reduced to simply the sum of its sentences or language forms or removed from their overall context and intended social purpose.

Building on their understanding of how language patterns work together in a text to shape meaning-making, students' reflections noted that ideas and arguments are in fact developed across segments of text that go beyond a single section or sentence. Indeed, after the pedagogy intervention, students were able to explain how appraisal resources found in various sections of a text worked to interweave and develop an argument capable of convincing a reader of a particular position. For instance, they explained that although a thesis statement typically holds the author's main position, it is in fact the configuration of this thesis with a constellation of other language patterns in a text that contribute to the overall construction of an effective and persuasive argument. It was also interesting when exploring the data to see how students

compared the construction of meaning to the pieces of a puzzle coming together to form a single image. Students' growing awareness of how language patterns weave meaning that stretches beyond a focus on a single lexicogrammatical feature indicates an important step in the direction of making strategic language choices.

5.2.2 Making informed lexicogrammatical choices

The findings of the study also suggest that the intervention was successful in helping students become more aware of how to choose amongst and deploy the language features available to them in ways suitable for academic purposes (Paltridge, 2014; Johns, 2015; Wingate, 2015). Once the students in this study began to think beyond the sentence level to the level of the whole text, they started to contextualize writing and become more aware of how their language choices realized particular meaning in their argumentative texts. Students reiterated during class discussions how their various appraisal choices played an important role in shaping the ultimate message they wished to convey to their readers. Helping students look at writing as a series of choices rather than simply following universal rules or templates was indeed a core objective of the SFL- informed teaching intervention. We wanted to empower students as writers by helping them acknowledge the sense of agency they have over their lexicogrammatical choices and, as such, over their argumentative texts.

Findings of this study suggest that there was a shift in students' outlook on writing as they started to acknowledge the element of choice in their writing strategies. Students started to internalize and reflect on the appraisal features introduced to them by considering why they wanted to use these language choices and not others. This was illustrated clearly during joint construction activities where students discussed the meaning-making potential that different

lexicogrammatical resources offered them. They explained, and defended confidently, their language choices referring to their impact on the overall meaning of their texts.

The teaching intervention's objective to draw students' attention to the range of lexicogrammatical choices available to them as they composed argumentative texts was particularly centered around interpersonal resources and a presentation of the how these can be understood through the presentation of the SFL Appraisal framework. As mentioned earlier, these resources are associated with enacting relationships between the writer and the reader or other voices in the text (Hood, 2004; Swain, 2007). They help position writers in interaction with knowledge and construe an evaluative stance in academic writing (Hood, 2010).

Despite the importance of interpersonal resources in the construction of authoritative positions, they can be very difficult concepts to comprehend and master by language writers (Hood, 2010; Hyland, 2012). Hood (2010) highlights that the interpersonal dimension of meaning has been an "area of challenge that is typically less overtly addressed" in academic discourse (p. 1). While this challenge has been accounted for in the literature, there is still a great deal of interest in explorations of pedagogies that can teach writing to language learners from an interpersonal perspective (Christie, 2017; Hood, 2010; Hyland 2012; Liu, 2013; Swain, 2007; Tardy, 2012b) since mastering the interpersonal dimension of meaning can help L2 writers achieve a fine balance between objectivity and critical evaluations that are typically encouraged and valued in academic writing (Hood, 2010).

The teaching intervention at the heart of this study aimed specifically to help students acquire a repertoire of interpersonal language resources that can help them establish a critical authoritative presence in their writing. Drawing on the Appraisal system of SFL to present

students with a comprehensive framework of interpersonal and evaluative lexicogrammatical resources proved helpful in supporting students gain control of the interpersonal meaning in their argumentative texts. Findings of this study indicate that after being introduced to this framework students indeed adopted and deployed the appraisal language introduced to them during class to reflect on important aspects of argumentative writing including engaging in metalinguistic reflections on the rhetorical purpose of their texts.

5.2.3 Using appraisal resources to fulfill the rhetorical purpose of argumentative texts

5.2.3.1 Growing understanding of the rhetorical purpose of argumentative texts

It is important in academic writing that students acquire strategies that allow them, through the use of a repertoire of language resources, to fulfil a rhetorical purpose and engage with the potential readers of their texts (Ferris, 2017; Paltridge, 2017). An understanding of the rhetorical purpose of an academic text plays a key role in foreshadowing which lexicogrammatical features will be most effective in the construction of meaning (Schleppegrell, 2004). This is because different texts types are associated with different purposes, and thus necessitate a different configuration of language choices to achieve their distinct motives (Hyland, 2004; Paltridge, 2017; Schleppegrell, 2004).

The findings of this study do support the notion that adopting an SFL- informed approach to teach argumentative writing can help students comprehend and acknowledge the relationship that exists between the social context or purpose of their texts and the language features that shape their construction. This is an important accomplishment in light of the fact that often language learners face challenges in the construction of academic texts, especially argumentative writing, because they are unaware of what is expected of them to achieve through a specific text

type (Bitchener, 2017). Once students in this study began to fully grasp the role of argumentative writing, they demonstrated a skillful use of appraisal resources to meet the rhetorical and social expectations of their texts. This included for instance understanding that the rhetorical purpose of argumentative writing is centered around the presentation of well-supported claims and the development of an authoritative position in the argument being advanced by the student.

To achieve the above-mentioned insights, this study's pedagogic intervention drew on a range of activities centred around the teaching and learning cycle. The findings lend support to the effectiveness of this cycle to help scaffold students' understanding of the rhetorical purpose of their argumentative texts and how they can use particular appraisal resources to fulfill this purpose (Hodgson-Drysdale 2016; Schulze 2011). As students transitioned from deconstruction activities centered around building topic knowledge to joint and independent construction stages, they demonstrated an increased awareness of how to effectively deploy appraisal resources in their writing. Students' reflection tasks highlighted the transition from students' use of appraisal resources as readers to comprehend texts, to students' use of these resources in the development of their own texts. Therefore, the teaching and learning cycle proved supportive as a means of guiding students' as they gradually became more aware of the sense of agency they have as writers over their lexicogrammatical choices and their overall impact on the development of meaning. After deconstruction activities in particular, students began to demonstrate a strong sense of responsibility that accompanied their lexicogrammatical choices which was not very evident before the teaching intervention.

5.2.3.2 Using appraisal resources to develop well-supported claims

For students in this study, the increased awareness of how to deploy specific lexicogrammatical choices to fulfill the purpose of their argumentative texts was illustrated in the

particular appraisal configurations that emerged from the quantitative results of their writing tasks, and that contributed to the development of well-supported claims. These configurations aligned well with what was taught during the teaching intervention regarding the lexicogrammatical patterns expected and typically used in argumentative writing. For instance, students privileged the use of PROCLAIM resources in their writing tasks after the teaching intervention. This suggests students' increased use of the genre-expected resources typically employed for the presentation of evidence and examples in their texts as highlighted during class instruction. These findings further strengthen the claim that the teaching intervention contributed effectively to the development of students' capacity to produce well-founded arguments through the use of supported claims.

In their reflection tasks, students also highlighted their use of PROCLAIM resources to present ideas and evidence across their text in a coherent manner to support the development of a convincing argument. This was reflected as well in students' texts where they employed these resources to strengthen the accountability and the sense of assurance attached to their side of the argument. Students mentioned how these lexicogrammatical resources could even be deployed to present information in a convincing manner even if the writer was not quite an advocate of the argument. This understanding of how to manipulate the use of language features to meet an ultimate objective displays a growing sophistication in students' understanding of the rhetoric of presenting convincing arguments to readers. Again, students' ability to carefully reflect on their language choices, instead of following an arbitrary intuition or instruction that might not be suitable for the purpose or expectation of their texts illustrates the manner in which the teaching intervention helped students engage in a more complex manner with the writing process.

5.2.3.3 Using appraisal resources to establish an authoritative position

In addition to presenting well-supported and convincing claims, it was critical for students in this study to effectively establish an authoritative position in their texts in order to achieve the full rhetorical purpose of argumentative writing. As mentioned in previous chapters, the development of an effective argument is primarily centered around the construction of this position (Bacha, 2010; Bitchener, 2017; Chang & Schleppegrell, 2016; Hyland, 2008; Schleppegrell, 2004; Wingate, 2012; Zhao, 2012). As such, students' continuous remarks on how appraisal resources could be used to help them present their position and point of view indicates the success of the teaching intervention in drawing students' attention to the value of encoding their own voice, how much they engage as writers with the information presented, in their texts. This is an important outcome since the literature suggests that language learners might feel hesitant about integrating their voice in their writing and typically resort to the development of supporting evidence only (Hyland, 2008).

Hood (2004) states that an authoritative position should be regarded as "a dynamic process of positioning throughout the text, realized through the strategic deployment of resources of interpersonal meaning" (p. 10). In other words, the effective development of an authoritative position requires a continuous use of evaluative resources that act in a text to position the writer with regard to external voices and knowledge claims (Hood, 2004; Pessoa, Mitchell & Miller, 2017). Therefore, the general increase in the instances of appraisal resources employed by the students' in their writing tasks after the teaching intervention can be regarded as an indication of the overall development of an authoritative position in their argumentative texts. For instance, the students' increased use of ENGAGEMENT resources in their writing indicates the students' increased interaction with the information presented, as well as their audience. In doing so,

students showed that they had internalized the notion that ENGAGEMENT resources are typically employed to encourage a reader to align with an author's position and values through intersubjective positioning (Hood, 2010). Students' skillful use of ENGAGEMENT resources was especially evident in the development of their thesis statements after the teaching intervention. Students' reflections highlighted how they used various ENGAGEMENT resources in the construction of counter arguments in their thesis statements to convince the reader of their point of view. They deployed PROCLAIM resources to strengthen their position in the argument, and DISCLAIM resources to position themselves as opposing to and refuting contrary points of view. This illustrated how students mastered the use of ENGAGEMENT resources to help guide the reader's understanding of which opposing viewpoint they were supporting.

The visible increase in the instances of GRADUATION resources which emerged in the findings centered on the analysis of students' writing tasks also indicates the development of a more refined awareness of how to establish an authoritative position. Students' growing use of GRADUATION resources to soften or amplify their evaluations indicated an added precision to their intended meaning. It has been proposed in the literature that language learners have a tendency to use GRADUATION resources less frequently in their academic texts than their native peers which causes their writing to lack an authoritative voice (Derewianka, 2007; Hood, 2006; Lee, 2011; Lam & Crosthwaite; 2018). In doing so, language learners fail to appropriately deploy GRADUATION resources and tend to produce ambiguous statements. Consequently, they need more scaffolding and explicit attention paid in writing classes to the language resources used to establish a firm position in their writing (Derewianka, 2007; Hood, 2006; Lam & Crosthwaite; 2018). In this regard, the findings of this study suggest that the teaching intervention was successful in drawing students' attention to the value of varying the strength of

their evaluations through the use of GRADUATION resources. This was reflected in students' increased use of these resources in their writing tasks which indicates the likelihood of establishing stronger, more vibrant authoritative positions.

In their texts, students also employed attitudinal resources to express and construe an authoritative position. They mostly privileged the use of APPRECIATION resources in their writing while showing a continuous decrease in their use of AFFECT resources. This likely indicates that students substituted personalized emotional reactions in their writing with reactions based on social norms. This particular pattern in students' use of attitudinal resources to encode fewer emotional reactions in their texts has been regarded in the literature as a distinctive feature of argumentative writing (Lee, 2006; Liu, 2013; Xinghua & Thompson, 2009) and as such can be seen as a sign of increased L2 proficiency. Hood (2004) states that published authors typically have a strong tendency to use APPRECIATION resources much more in their writing than AFFECT or JUDGEMENT resources. Indeed, this specific configuration helps convey more objective statements and avoid any personal orientation to claims (Hood, 2004; Lam & Crosthwaite, 2018). Hyland (2005) argues that "personal judgements are only convincing, or even meaningful, when they contribute to and connect with a communal ideology or value system concerning what is taken to be normal" (p. 175). The finding that students deployed more APPRECIATION resources to ground their evaluations in social norms rather than personal values can thus be seen as evidence of a developing ability to present in their argumentative texts less subjective, and as such more convincing, claims.

Certainly, the different configurations of appraisal resources students used to develop an authoritative position in their writing were particularly interesting in the sense that they helped develop more objective statements. As mentioned earlier, novice language writers typically face

challenges in establishing a balance between constructing an authoritative presence and remaining objective (Hood, 2010; Schleppegrell, 2004; Swain, 2007). Introducing students in this study to appraisal resources to present evaluations in their writing seems to have helped them establish a link between objectivity and a critical, authoritative position. Students indeed mentioned during class discussions how appraisal resources offered them an alternative to personal expressions in their texts. Even when students relied on their own experiences and beliefs in the construction of their arguments, they drew on EXPAND resources to adjust the level of subjectivity associated with their claims. This illustrates how students could employ appraisal resources not only to proactively position themselves in their texts, but to also produce texts that align with genre expectations in academic contexts.

5.2.3.4 Using appraisal resources to shape a form of interaction with readers

In addition to the objective representation of evaluations, the establishment of an authoritative position requires students to employ lexicogrammatical features in ways that shape a form of interaction with their readers (Hyland, 2004; Pessoa, Mitchell & Miller, 2017; Swain, 2007; Tardy, 2012b). The findings suggest that the activities used in the teaching intervention seem to have helped students gain more insight into how readers typically look at argumentative texts and draw on specific lexicogrammatical resources to comprehend the author's ideas and points of view. This knowledge in turn helped students gain more understanding of how they, as writers, can also use particular appraisal resources to communicate their intended meaning to their potential readers. Students' reflections highlighted how they made strategic appraisal choices to guide their readers' comprehension of their text and arguments. Students' growing sense of audience awareness ultimately helped them employ appraisal resources in ways that shape a form of interaction with their readers as they navigate through the meaning of their texts.

Students' reflections pointed out to how they employed appraisal resources to signal to their readers their level of certainty towards the information presented in their texts. For example, they used ENTERTAIN and ATTRIBUTE resources to open up the scope of discussion with their readers and point out the possibility of alternative viewpoints in the argument. Similarly, they referred to their use of PROCLAIM and DISCLAIM resources to contract the scope of discussion and firmly present their position as the stronger, more reliable one in the argument being advanced. This was evident in the students' development of thesis statements mentioned earlier where students used various ENGAGEMENT resources to strengthen their claim and weaken alternative positions. Pessoa et al. (2017) state that "writers must guide the reader toward their established position while demonstrating an awareness of alternative perspectives" (p. 43). As such, the students' use of appraisal resources to refer to external voices and opposing positions while still arguing for the validity of their claim is likely a sign that the teaching intervention helped students establish an authoritative relationship with readers.

5.2.4 Employing appraisal resources according to the nature of the writing task

While particular patterns were predominant in the students' use of appraisal resources to construe an authoritative position and interact with potential readers, the quantitative results of students' writings revealed that their use of appraisal resources was also task dependent. For instance, the students' use of more JUDGEMENT and EXPAND resources in their post writing task and less JUDGEMENT and EXPAND resources in the delayed post writing task was believed to be associated in part with the subject of the writing prompt. When discussing parent-child relationships in their post writing task, students privileged the use of resources that signaled the degree of subjectivity of the information in their text. This is because students relied on their past experiences and personal judgements in the development of their arguments. However, in

their delayed post writing task about the causes of global warming, a different pattern emerged as students relied on factual information in the development of their arguments. Students privileged the use of resources that represented the information as more reliable evidence than subjective, personal experiences. This was done for example through the students' use of more PROCLAIM resources instead of EXPAND resources. Students also used more APPRECIATION resources instead of JUDGEMENT or AFFECT resources. As highlighted earlier, this pattern signals that the students may have deliberately chosen to present evaluations which did not rely on personal beliefs and emotions and instead were grounded in institutional norms.

Students' different use of appraisal resources in their writing tasks highlights a growing awareness of the importance of the relationship that exists between the subject of the task and the lexicogrammatical resources that can be used in the development of meaning. This suggests that the intervention successfully guided students in their ability to choose from and adopt a variety of linguistic approaches in their writing depending on the specific nature of the writing task they had been assigned. This echoes previously mentioned evidence of students' growing sense of agency as writers when taught with an SFL-based approach. As students progressively became more aware of the impact and power of their language choices, they drew on this knowledge to shape their intended meaning and gain more control over their texts. Students thus gained greater success but also more agency as writers as they learned to connect the impact of the overall context and purpose of their texts when making informed lexicogrammatical choices.

5.3 Lessons that can be drawn from this study

5.3.1 Using SFL frameworks in language classes

SFL views language as an interrelated system of choices that combine form and meaning (Halliday & Matthiessen, 2014). It offers a detailed account of the language choices that enable meaning-making in a particular context of use (Humphrey & Macnaught, 2016; Pessoa, 2017). Although linguistic frameworks grounded in SFL may sometimes appear too complex to be applied in language learning contexts, they have in fact proven to be effective in supporting students' academic language development (e.g. Byrnes 2018, Christie & Dreyfus, 2007; Coffin, 2010; De Oliveira, 2011; Derewianka & Humphrey & Macnaught, 2016; Jones, 2010; Mitchell, Miller& Pessoa, 2016; O'Hallaron, 2014; Schulze, 2011; Moore & Schleppegrell, 2014; Pessoa, 2017; Schleppegrell, 2004; Schleppegrell, 2013; Troyan et al., 2019). SFL approaches offer "an orientation to language that many educators find relevant and useful" (Coffin 2010, p.2). The usefulness of SFL approaches revolve around their ability to help educators make important aspect of language explicit to students. This is done by offering meaningful metalanguage to talk about language and how it works in a text to shape meaning-making (Coffin, 2010; Schleppegrell, 2013; Moore & Schleppegrell, 2014).

The SFL framework and pedagogic sequence used to develop the teaching intervention for this study offered students a shared metalanguage to draw on when engaged in talk about the language of argumentative texts. In fact, during class interactions, students continuously referred to appraisal terminology to reflect on and discuss their lexicogrammatical choices with their teacher and classmates. In these discussions, students seemed to fully grasp appraisal language and its meaning-making potential. It should also be noted that the findings revealed that none of

the students indicated difficulties comprehending the Appraisal system or doubted its usefulness in improving their writing quality. Consequently, as I reflect on the impact of the intervention I designed as a teacher-researcher, I can note that the Appraisal system offered me a comprehensive resource which when introduced to my students helped them establish a clearer representation of their ideas and arguments.

The present study also echoes previous research on the usefulness of combining SFL with the teaching and learning cycle to introduce a particular text-type to students (Bacha, 2010; Coffin, 2009; Derewianka, & Jones, 2010; Gebhard, 2010; Gebhard et al, 2013; Humphrey, 2016; Humphrey & Macnaught, 2016; Hodgson-Drysdale 2013; Hodgson-Drysdale 2016; Miller, Mitchell & Pessoa, 2014; Schulze ,2011). The teaching and learning cycle helped progressively guide students' comprehension of appraisal language and how they could apply it in their own writing. The deconstruction stage of the cycle was particularly helpful in highlighting SFL's focus on the context of language use. Students were able to examine how appraisal language is used in the argumentative text-type, and as such apply it in a similar manner in their own argumentative writing. The teaching and learning cycle also helped me as a teacher-researcher pace my lessons and strategically scaffold my students as they transitioned from one stage of the cycle to the next. As such, this study lends support to previous research in favor of drawing on the teaching and learning cycle to facilitate the implementation of SFL pedagogy and help support students' writing development.

In order to facilitate the implementation of SFL in language learning context, this study offered a glimpse at how SFL frameworks can be adapted and simplified for use in the classroom. Previous SFL research in the field of language learning addressed different aspects of Appraisal theory. Some research studies focused on all three Appraisal subsystems (i.e. Lam &

Crosthwaite, 2018; Liu, 2013), while others were particularly centered around one subsystem: for e.g. ATTITUDE (i.e. Lee, 2015; Liu, 2018; Xinghua & Thompson, 2009), ENGAGEMENT (i.e. Pessoa, Mitchell & Miller; 2017; Swain, 2007), or GRADUATION (i.e. Hood, 2006; Lee, 2011). From this body of research, we can see how the Appraisal system can be adapted and modified to suit different studies and their distinct purposes. In the present study, students were introduced to the main subcategories of the Appraisal system only. It is important to note that the SFL Appraisal framework goes beyond these subcategories such that each can be divided furthermore into more domains. While this study acknowledges the value of more in depth research on the Appraisal system and the learning potential it could offer students, it also underscores the possibility of adapting SFL schemes and to reduce their full complexity to produce pedagogic interventions that are responsive to the level of the students with which language educators are working. As such, it is possible to imagine that at more advanced levels of bridging programs more layers of the Appraisal system could be explicated to students. In the present study, the limited time frame of the teaching intervention and the students' intermediate level of English proficiency deemed appropriate to limit the focus of the intervention on the main subcategories of the system. However, further studies could be designed to explore the impact and effectiveness at higher levels of explorations with students of a greater number of the levels found in the Appraisal framework. This work would contribute to our understanding of how it is possible to implement SFL frameworks in classrooms in ways that suit the language proficiency of students and their learning objectives.

5.3.2 Recommendations for educators interested in SFL approaches

Designing SFL- based pedagogy may present itself as a complex task, especially for educators who are new to the field of SFL (Hodgson-Drysdale 2016). In this section, I share the

insights that I have gained as a teacher-researcher designing and implementing the teaching intervention at the heart of this study. In what follows, I draw on these insights to make pedagogic recommendations for educators who are interested in developing similar interventions of this kind.

5.3.2.1 The development of an original model text

In preparing the materials associated to the teaching intervention, it was necessary to identify a model text that approximated the target argumentative text students would be asked to produce. Presenting students with a model text ultimately helped them better comprehend what was expected from them as they participated in the construction of their own texts. Selecting a model text for the teaching intervention was in a sense a challenging task. Firstly, most authentic texts identified did not adopt a clear essay structure that students could easily follow and replicate. Secondly, the topics of the texts identified did not correspond well with the course textbook's themes students were presented with. Thirdly, argumentative texts that followed a clear essay structure and discussed similar topics to those covered in class were of exceptional length and would thus have required a great deal of class time for deconstruction activities and textual analysis. The teaching intervention, however, was bounded within a limited time frame dedicated for the unit on argumentative writing. Due to these reasons, I decided to produce my own original argumentative text to share with students.

The process of developing the model text brought into view important aspects worth considering by teachers when engaged in such a task. With an approach focused on including resources of interest in the model text, it is important to pay attention to the fact that an overuse or an inauthentic use of these resources might affect the pedagogic validity of the text. The model text used in this study was edited and revised several times to ensure that it was similar in

language use to texts students might encounter elsewhere in their programs of study. The model text was also reviewed by another experienced teacher in the program. The process of editing and validating the model text was a valuable step in designing a well-suited argumentative text for use in the classroom.

Despite the long, troublesome process of developing a model text, it is certainly an option worth considering by teachers interested in drawing on activities of text analysis in their language classes. Being able to produce a model text that is adapted at the level of the students and the focus of the teaching materials plays a key factor in helping students effectively construct the target text. It forms the foundation to building students' topic knowledge and upon which all classroom activities are based. A model text that effectively displays resources of interest and concepts students are expected to gain control of can help students fully grasp this knowledge in the hope of applying it at a later time in the construction of their own texts. Therefore, teachers should really allow themselves adequate time for creating these model texts.

The experience of conducting this study also leads me to believe that there would be value in compiling for teachers model texts with the accompanying textual analysis that could provide them with important materials needed for deconstruction activities. This would especially be helpful for teachers who are new to SFL as a framework for analyzing academic texts. Those teachers might at first doubt their ability to accurately analyze texts according to the SFL framework, and as such may be hesitant to invite students to participate in activities of text analysis of their own. Having a blueprint that teachers could refer to before and during deconstruction activities can definitely boost their confidence in their ability to help support their students' writing development through an SFL-based pedagogy.

5.3.2.2 The use of well-structured worksheets

A further insight which emerged from my experience of conducting this teaching intervention focuses on the value of combining the use of model texts with well-structured worksheets to scaffold students' comprehension of the structure, content, and meaning of texts. The worksheets developed during this study were a great tool to guide students through deconstruction activities and text analysis involving an exploration of a complex system such as Appraisal. They offered a structured form of scaffolding that was valuable to make more visible and explicit the features students needed to pay attention to in a text. This structured form of scaffolding can also help teachers who are new to SFL approaches feel more confident in their ability to lead discussions involving textual analysis.

Additionally, dividing the focus of the worksheets according to language levels (whole text, sentences, and lexicogrammatical features) proved very helpful to progressively guide students through the meaning of texts and how they are formed. Directing students' attention to the general purpose and structure of argumentative texts, and then gradually introducing them to the lexicogrammatical features employed to achieve meaning helped students grow more aware of how their lexicogrammatical choices impact the overall construction of their texts. These worksheets were also a great tool that students constantly referred to when reviewing key concepts seen in class when came time for them to construct their own texts. As such, there is great value in developing these kinds of worksheets in order to allow teachers to effectively introduce complex SFL frameworks when working with L2 writers and illuminate important aspects of writing such as the use of interpersonal resources that often are key to developing successful texts.

5.3.2.3 The importance of embracing fluidity

A final recommendation for teachers interested in implementing SFL pedagogies is to embrace the fluidity that could dominate class discussions and activities. SFL approaches are grounded in the concept of choice and in order to empower students as writers, we need to encourage them to explore the full meaning-making potential of language. This requires teachers and students to move beyond the idea of right and wrong answers to thinking more about the concept of possibilities and choices. One of the important insights that I have gained as a teacher-researcher from conducting this study is that the more I encouraged students to move beyond rules and structures, the more they were able to understand and make meaningful language choices that helped them successfully produce texts which aligned with the target genre. In the middle of class discussions when students were exploring many possibilities and language choices, I constantly questioned myself "what if this ends up going somewhere else? What if the final product does not accurately resemble an argumentative text?" These questions stemmed from the fact that I was only scaffolding students in their discovery of language and how it makes meaning, but I was not the one in control of their language questions and choices; the students were. While I acknowledge that this approach means that you, therefore, lose control as a teacher and your ability to predict exactly what will happen in the pedagogic sequence and one's plan, looking back at the teaching intervention and the findings of this study, it is clear to me that giving students the liberty to question, discuss, and make decisions based on their intended meaning is worth it as it actually contributed to students' improved comprehension and ability to produce the target text.

5.3.3 Future research implications

While the present study lends support to the potential value of introducing students to appraisal resources and the impact it has on their writing practices, future research might seek if possible to reproduce this type of intervention with more students, the collection of different types of qualitative data sources, and a different selection of writing prompts.

The present study, similar to others of its kind, was limited by the small number of consenting students recruited in a single class in the EIP. Unfortunately, the small number of students participating in this study made it difficult to test whether the differences in the instances of appraisal resources were statistically significant. There is no doubt that more robust findings could emerge from conducting this study with more students and more classes in the program. Having more student participants would permit testing whether the patterns noted in this study can be statistically validated. This does not only stand true for the quantitative part of the study, but also for its qualitative component. More students means more qualitative data and more insights into different perspectives about the teaching intervention. Each student brings to class a different outlook on writing and collecting the reflections of more students could bring into view more conclusions about the value of the research at hand.

Stemming from this interest to gain more insight about students' experiences and perspectives about teaching interventions of this kind, future research may thus also want to include, if possible, different types of qualitative data sources. This includes, for instance, conducting interviews with students. Although the reflection tasks and the researcher journal achieved their goal of obtaining data about students' perspectives, more data sources would certainly be worth exploring to triangulate findings. A few of the students' reflection tasks

contained short, ambiguous statements that would have been more clearly interpreted if students could be invited to participate in interviews to elaborate on their reflections.

It is worth noting as well that the present study was limited due to the ethical considerations which emerge from the nature of this study as one conducted by a teacher-researcher in their own class. Ethical considerations linked to the privacy of the students made it difficult to document the dynamics of the intervention with rich empirical records such as audio and video recordings. While any further studies of the applications of pedagogic interventions inspired by SFL frameworks will always have to respect the ethical guidelines of the institutions where the studies are held, my recommendation would be that when it is ethically possible that the ability to collect video or audio recordings would provide valuable data that could further document students' degree of participation and engagement with these types of interventions and produce richer more detailed accounts of the reflections students shared during class discussions. This might be possible for example in the case of studies where the teacher delivering the intervention is not the researcher. This type of research collaboration should therefore be considered as a way of exploring further the implications of the present study. Ultimately, drawing on the widest range of additional data sources possible while remaining responsive to the ethical guidelines that are around classroom-based research would contribute even more to our understanding of the value of this type of intervention.

Lastly, findings of this study shed light on how students' use of lexicogrammatical resources can be understood as a function of students' understanding of the specific task assigned to them. The different topics and conditions of the writing tasks drew our attention to how different contexts might encourage different use of appraisal resources. While the differences in the writing tasks stimulated interesting findings, future research may want to select similar

writing prompts to compare the instances of appraisal resources employed under similar conditions before and after a teaching intervention. In this study, the topics of the three writing tasks were predetermined based on the textbook themes covered during that period in the term, and as such it was difficult to choose similar prompts for all three writing tasks. In a different context where one might be less restricted by specific themes, selecting similar topics for the writing prompts would be valuable to our understanding of students' use of appraisal resources.

5.4 Concluding Remarks

My interest in SFL- based pedagogies stemmed from a personal experience of being a language learner myself. As I was learning French as a second language, grammar courses and literature courses were often regarded as standing on opposite ends of the learning spectrum. I was taught grammar as a set of decontextualized formal rules that I needed to drill and practice, and would later be tested on. Although I was one of the very few students of my class who enjoyed traditional grammar lessons, I still believed that there was something missing in this form-oriented grammar approach. An important link needed to be established between grammatical forms and their meaning to help me as a language learner better comprehend and produce texts in my second language. When reading novels, newspapers, or random blogs I always tried to identify and look back at concepts learnt in grammar class. This was viewed as an ambitious initiative on my behalf as a student, but rarely looked upon by my teachers as an important aspect of my language development.

As a language teacher, I grew to believe in the value of combining the teaching of grammatical forms and their meaning in language classes in order to support students' language development. In this regard, SFL provided me with new insights into how I can support my students' learning through contextualized language instruction. Adopting an SFL-informed

pedagogy during this study helped me as a language teacher make more explicit to students important aspects of meaning-making in their argumentative texts. This includes drawing their attention to the impact of the overall context and social purpose of their texts on their strategic language choices. This new way of looking at texts was key in crystalizing students' use of the language resources such as the Appraisal system introduced to them which ultimately helped them gain more control over the complex construct of the interpersonal dimension of meaning. Findings of this study lend support to how SFL-informed writing pedagogies can help students' master the construction of academic texts including more complex genres like argumentative writing.

Writing is a meaningful process and, as such, SFL's focus on the meaning-making potential of language in different contexts demonstrates the strength of SFL as a framework in helping students become more aware of how to deploy specific lexicogrammatical choices to create much more meaningful messages. The Appraisal system we drew on in this study offered students important tools to express themselves in powerful ways in their argumentative texts. It is by drawing on appraisal resources that students were able to make sure that the complexity of their thinking was really captured by their language choices. Explicating the Appraisal system to students facilitated the process of carefully making informed language choices that truly reflected the students' intended meaning.

SFL approaches have been well advanced in the literature as a mean of promoting L2 writing development (e.g. Byrnes 2018, Christie & Dreyfus, 2007; Coffin, 2010; De Oliveira, 2011; Derewianka & Jones, 2010; Mitchell, Miller& Pessoa, 2016; O'Hallaron, 2014; Schulze, 2011; Moore & Schleppegrell, 2014; Pessoa, 2017; Schleppegrell, 2004; Schleppegrell, 2013; Troyan et al., 2019). Recently, there has been an ongoing research on SFL-informed teacher

education exploring the practices that could best enable language teachers to support their students' literacy development (Schwarz & Hamman-Ortiz, 2020, Troyan et al., 2019).

If we are to push forward this agenda, it is critical to provide language teachers with the preparation they need to effectively incorporate SFL-based pedagogies in their language classrooms. SFL-informed teacher preparation can help familiarize teachers with the SFL terminology they can draw on to articulate to students how language works in a text to shape different kinds of meaning (Schwarz & Hamman-Ortiz, 2020). In this regard, I hope this study can help address the need for research to focus on SFL- informed teacher preparation and how we can best support teachers as they take on this task of developing L2 students' literacy skills through SFL-based pedagogy. This includes investigating the factors that could impact teachers' abilities to promote students' language development through this functional approach including teachers' previous knowledge or experience working with SFL constructs, and previously received teaching training such as pre-service university education and in-service professional development. Investigating these aspects of teacher preparation can help shape our understanding of the factors underpinning the successful implementation of SFL-based approaches in language classrooms.

To conclude on a more personal note, there is no doubt in my mind that exploring the meaning-making potential of language through an SFL-based approach helped me grow as a teacher along with my students as they mastered the construction of their argumentative texts. It opened my eyes to new, effective ways to help my students use language to not only communicate information, but to also argue, persuade, and fully express themselves. From the insights that I have gained from conducting this study, I confidently invite language educators to participate in and consider implementing SFL-informed pedagogies in their classrooms as means

of addressing the literacy needs of their students. Only when taking up an important task as this, do we realize the true potential of SFL to empower our students as writers, such was the case in this study, and help them fully grasp the meaning of their texts.

References

Aguirre-Muñoz, Z., Park, J.-E., Amabisca, A., & Boscardin, C. K. (2009). Developing Teacher Capacity for Serving ELLs' Writing Instructional Needs: A Case for Systemic Functional Linguistics. *Bilingual Research Journal, 31*(1–2), 295–322. doi: 10.1080/15235880802640755

Asplin, W., Jacobe, M.F., & Kennedy, A.S. (2015). *Final Draft: Level 4*. Cambridge, UK: University Press.

Bacha, N. N. (2010). Teaching the academic argument in a university EFL environment. *Journal of English for Academic Purposes*, *9*(3), 229-241.

Belcher, D. (2012). Considering what we know and need to know about second language writing. *Applied Linguistics Review*, *3*(1), 131-150. doi: 10.1515/applirev-2012-0006

Bitchener, J. (2017). Creating an Effective Argument in Different Academic Genres: A Scaffolded Approach. In J. Bitchener, N. Storch & R. Wette (Eds.) *Teaching writing for academic purposes to multilingual students* (pp. 98-112). New York, NY: Routledge

Byrnes, H. (2006). *Advanced Language Learning: The Contribution of Halliday and Vygotsky*. New York, NY: Continuum.

Byrnes, H. (2012). Conceptualizing FL writing development in collegiate settings: A genre-based systemic functional linguistic approach. In R. Manchon (Eds.), *L2 writing development: Multiple perspectives*, (pp.190-218). Berlin: De Gruyter Mouton.

Byrnes, H. (2018). Advanced-Level Grammatical Development in Instructed SLA. In P. A. Malovrh & A. G. Benati (Eds.), *The handbook of advanced proficiency in second language acquisition* (pp. 133- 156). Hoboken, NJ: John Wiley & Sons, Inc.

Chang, P., & Schleppegrell, M. (2016). Explicit Learning of Authorial Stance-taking by L2 Doctoral Students. *Journal of Writing Research*, *8*(1), 49-80. doi: 10.17239/jowr-2016.08.01.02

Christie, F. (2004). Systemic functional linguistics and a theory of language in education. *Ilha do Desterro A Journal of English Language, Literatures in English and Cultural Studies* (46), 013-040. Retrieved from https://periodicos.ufsc.br/index.php/desterro/article/view/7390/6795

Christie, F. (2017). Genres and Institutions: Functional Perspectives on Educational Discourse. In S. Wortham, D. Kim, & S. May (Eds.), *Discourse and Education* (pp. 29–40). doi: 10.1007/978-3-319-02243-7_2

Christie, F., & Dreyfus, S. (2007). Letting the secret out: Successful writing in secondary English. *Australian Journal of Language and Literacy*, *30*(3), 235-247.

Coffin, C. (2004). Arguing about how the world is or how the world should be: the role of argument in IELTS tests. *Journal of English for Academic Purposes*, *3*(3), 229–246. doi: 10.1016/j.jeap.2003.11.002

Coffin, C. (2009). *Historical Discourse: The Language of Time, Cause and Evaluation*. New York, NY: Continuum.

Coffin, C. (2010). Language support in EAL contexts. Why systemic functional linguistics? (Special Issue of NALDIC Quarterly). NALDIC, Reading, UK.

Coffin, C., & Donohue, J. P. (2012). Academic Literacies and systemic functional linguistics: How do they relate? *Journal of English for Academic Purposes*, *11*(1), 64–75. doi: 10.1016/j.jeap.2011.11.004

Coffin, C., Donohue, J., & North, S. (2009). *Exploring English grammar: from formal to functional*. London; New York: Routledge.

De Oliveira, L. C. (2011). *Knowing and Writing School History: The Language of Students' Expository Writing and Teachers' Expectations*. Charlotte, NC: IAP.

Derewianka, B. (2007). Using appraisal theory to track interpersonal development in adolescent academic writing. In A. McCabe, M. O'Donnell & R. Whittaker (Eds.), *Advances in Language and Education* (pp. 142–165). London: Continuum.

Derewianka, B. (2011). *A New Grammar Companion for Teachers* (2nd ed.). Sydney, NSW: Primary English Teaching Association Australia (PETAA).

Derewianka, B., & Jones, P. (2010). From traditional grammar to functional grammar: bridging the divide. *NALDIC Quarterly*, *8*(1), 6–17.

Détourbe, M. A. (2018). Crossing Boundaries: Insights into the Dynamics of Access to Higher Education, Immigration, and Languages. In M. A. Détourbe (Eds.), Inclusion through Access to Higher Education- Exploring the Dynamics between Access to Higher Education, Immigration and Languages. The Netherlands: Sense Publishers.

Dreyfus, S., Humphrey, S., Mahboob, A. & Martin, J. R. (2010). The 3x3: setting up a linguistic toolkit for teaching academic writing. In A. Mahboob & N. K. Knight (Eds.), Appliable Linguistics (pp. 185-199). London, United Kingdom: Continuum International Publishing Group.

Emilia, E., & Hamied, F. A. (2015). SYSTEMIC FUNCTIONAL LINGUISTIC GENRE PEDAGOGY (SFL GP) IN A TERTIARY EFL WRITING CONTEXT IN INDONESIA. *TEFLIN Journal - A Publication on the Teaching and Learning of English*, *26*(2), 155. doi: 10.15639/teflinjournal.v26i2/155-182

Ferretti, R. P., & Graham, S. (2019). Argumentative writing: Theory, assessment, and instruction. *Reading and Writing*, *32*(6), 1345-1357.

Ferretti, R. P., & Lewis, W. E. (2018). Argumentative writing. *Best practices in writing instruction*, In S. Graham, C. A. MacArthur, & M. Hebert (Eds.), *Best Practices in Writing Instruction, Third Edition* (pp. 135-161). New York, NY: Guilford Press.

Ferris, D. R. (2016). *L2 writers in higher education*. In R. M. Manchón & P. K. Matsuda (Eds.), Handbook of second and foreign language writing (pp. 141-160). Berlin, Germany: De Gruyter

Ferris, D. (2017). FACILITATING L2 WRITERS' ACADEMIC LANGUAGE DEVELOPMENT. In J. Bitchener, N. Storch & R. Wette (Eds.), *Teaching writing for academic purposes to multilingual students* (pp. 145-158). New York, NY: Routledge.

Ferris, D. R. (2018). Writing in a Second Language. In J. M. Newton, D. R. Ferris, C. C. Goh, W. Grabe, F. L. Stoller & L. Vandergrift (Eds.), *Teaching English to second language learners in academic contexts: Reading, writing, listening, and speaking* (pp. 103-159). New York, NY: Routledge

Fife, J. (2018). Can I Say 'I' in My Paper?: Teaching Metadiscourse to Develop International Writers' Authority and Disciplinary Expertise. *Across the Disciplines*, *15*(1), 61-70.

Gebhard, M. (2019). TEACHING AND RESEARCHING ELLS' DISCIPLINARY LITERACIES: Systemic Functional Linguistics in Action in the Context of U.S. School Reform. New York, NY: Routledge.

Gebhard, M., Chen, I. A., Graham, H., & Gunawan, W. (2013). Teaching to mean, writing to mean: SFL, L2 literacy, and teacher education. *Journal of Second Language Writing*, *22*(2), 107-124.

Gebhard, M., Harman, R., & Seger, W. (2007). Reclaiming Recess: Learning the Language of Persuasion. *Language Arts*, *84*(5), 419-430.

Graham, S., McKeown, D., Kiuhara, S., & Harris, K. R. (2012). A meta-analysis of writing instruction for students in the elementary grades. *Journal of Educational Psychology*, *104*(4), 879–896. doi: 10.1037/a0029185

Graham, S., & Sandmel, K. (2011). The process writing approach: A meta-analysis. *The Journal of Educational Research*, *104*(6), 396-407.

Halliday, M.A.K. (1978). *Language as social semiotic: The social interpretation of language and meaning*. London: Edward Arnold

Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday's Introduction to Functional Grammar*. New York, NY: Routledge.

Harman, R., & Simmons, A. (2014). *Critical systemic functional linguistics and literary narratives in subject English: Promoting language awareness and social action among K-12 students. In L.C. De Oliveira & J.G. Iddings (Eds), Genre studies and language in education (pp. 75-91).* Sheffield, UK: *Equinox Publishing.*

Hinkel, E. (2002). *Second language writers' text: Linguistic and rhetorical features*. Mahwah, NJ: Lawrence Erlbaum Associates.

Hinkel, E. (2005). Hedging, Inflating, and Persuading in L2 Academic Writing. *Applied Language Learning*, *15*(1/2), 29-53. Retrieved from http://www.cs.columbia.edu/~prokofieva/CandidacyPapers/Hinkel_Hedging.pdf

Hirose, K. (2003). Comparing L1 and L2 organizational patterns in the argumentative writing of Japanese EFL students. *Journal of second language writing*, *12*(2), 181-209.

Hirvela, A. (2013). Preparing English language learners for argumentative writing. In L.C. De Oliveira & T.J. Silva (Eds.), *L2 Writing in Secondary Classrooms: Student Experiences, Academic Issues, and Teacher Education* (pp. 81-100). New York, NY: Routledge

Hirvela, A. (2017). Argumentation & second language writing: Are we missing the boat? *Journal of Second Language Writing, 36*, 69–74. doi: 10.1016/j.jslw.2017.05.002

Hodgson-Drysdale, T. (2013). *Teaching writing informed by systemic functional linguistics:" I never would have thought of doing that…".* Unpublished doctoral dissertation. Boston College.

Hodgson-Drysdale, T. (2016). Teaching Writing through Genres and Language. In L.C. De Oliveira & T.J. Silva (Eds), Second Language Writing in Elementary Classrooms: Instructional Issues, Content-area Writing and Teacher Education (pp. 69-87). Basingstoke; New York: Palgrave Macmillan.

Hood, S. (2004). *Appraising research: Taking a stance in academic writing.* Unpublished doctoral dissertation. University of Technology, Sydney, Australia.

Hood, S. (2006). The persuasive power of prosodies: radiating values in academic writing. Journal of English for Academic Purposes, 5(1), 37–49. doi:10.1016/j.jeap.2005.11.001

Hood, S. (2010). Appraising Research: Evaluation in Academic Writing. New York, NY: Palgrave Macmillan.

Hood, S. (2012). Voice and Stance as APPRAISAL: Persuading and Positioning in Research Writing across Intellectual Fields. In K. Hyland & C. S. Guinda (Eds.), *Stance and voice in written academic genres* (pp. 51-68). London: Palgrave Macmillan.

Humphrey, S. (2017). ACADEMIC LITERACIES IN THE MIDDLE YEARS: A Framework for Enhancing Teacher Knowledge and Student Achievement. New York, NY: Routledge

Humphrey, S., & Macnaught, L. (2016). Functional Language Instruction and the Writing Growth of English Language Learners in the Middle Years. *TESOL Quarterly*, *50*(4), 792–816. doi: 10.1002/tesq.247

Hunston, S., & Thompson, G. (2000). *Evaluation in Text : Authorial Stance and the Construction of Discourse*. New York, NY: Oxford University Press.

Hyland, K. (2002). Authority and invisibility: Authorial identity in academic writing. *Journal of pragmatics*, *34*(8), 1091-1112. doi:10.1016/S0378-2166(02)00035-8

Hyland, K. (2003). Genre-based pedagogies: A social response to process. *Journal of second language writing*, *12*(1), 17-29. doi: 10.1016/S1060-3743(02)00124-8

Hyland, K. (2004). Disciplinary interactions: Metadiscourse in L2 postgraduate writing. *Journal of second language writing*, *13*(2), 133-151.

Hyland, K. (2005). Stance and engagement: A model of interaction in academic discourse. *Discourse studies*, *7*(2), 173-192.

Hyland, K. (2006). *English for academic purposes: An advanced resource book*. New York, NY: Routledge.

Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*, *16*(3), 148–164. doi: 10.1016/j.jslw.2007.07.005

Hyland, K. (2008a). Disciplinary voices: Interactions in research writing. *English text construction*, *1*(1), 5-22. doi 10.1075/etc.1.1.03hyl

Hyland, K. (2008b). Genre and academic writing in the disciplines. *Language Teaching*, *41*(4), 543-562. doi:10.1017/S0261444808005235

Hyland, K. (2010). Metadiscourse: Mapping interactions in academic writing. *Nordic Journal of English Studies*, *9*(2), 125-143.

Hyland, K. (2012). Undergraduate understandings: Stance and voice in final year reports. In K. Hyland & C. S. Guinda (Eds.), *Stance and voice in written academic genres* (pp. 134-150). London: Palgrave Macmillan.

Hyland, K. (2017). Learning to write for academic purposes: Specificity and second language writing. In J. Bitchener, N. Storch & R. Wette (Eds.) *Teaching writing for academic purposes to multilingual students* (pp. 38-55). Routledge. New York, NY: Routledge

IELTS. (2020). About the test. Retrieved October 2, 2020, from https://www.ielts.org/about-the-test/test-format

Johns, A. M. (2015). Students as genre scholars: ESL/EFL classroom approaches. In N. Artemeva & A. Freedman (Eds.), *Genre studies around the globe: Beyond the three traditions* (pp. 364–385). Edmonton, AB, Canada: Inkshed Publications.

Lam, S. L. & Crosthwaite, P. (2018). *Appraisal* resources in L1 and L2argumentative essays: A contrastive learner corpus-informed study of evaluative stance. *Journal of Corpora and Discourse Studies*, *1*(1), 8–35

Lee, J. J., & Deakin, L. (2016). Interactions in L1 and L2 undergraduate student writing: Interactional metadiscourse in successful and less-successful argumentative essays. *Journal of second language writing*, *33*, 21-34.

Lee, S. H. (2006). *The use of interpersonal resources in argumentative/persuasive essays by East-Asian ESL and Australian tertiary students.* Unpublished Ph.D. Dissertation. University of Sydney, Sydney, Australia.

Lee, S. H. (2008). An integrative framework for the analyses of argumentative/persuasive essays from an interpersonal perspective. *Text & Talk - An Interdisciplinary Journal of Language, Discourse Communication Studies*, *28*(2), 239–270. doi: 10.1515/TEXT.2008.011

Lee, S. H. (2011). Differences in the Use of Appraisal Resources Between L1 and L2 Writers: Focusing on GRADUATION System. *Issues in Intercultural Communication*, *3*(1), 1-28.

Lee, S. H. (2015). Evaluative stances in persuasive essays by undergraduate students: Focusing on appreciation resources. *Text & Talk, 35*(1), 49-76.

Liu, X. (2013). Evaluation in Chinese University EFL Students' English Argumentative Writing: An APPRAISAL Study. *Electronic Journal of Foreign Language Teaching*, *10*(1). 40-53.

Lunsford, A. A. & Ruszkiewicz, J. J. (2001). *Everything's an Argument (2nd* ed.*)*. Boston, MA: Bedford/St. Martin's.

Marshall, S. (2017). Advance *in Academic Writing*: Integrating Research, Critical Thinking, Academic Reading and Writing. London, UK: Pearson.

Martin, J.R. (2009). Genre and language learning: A social semiotic perspective. Linguistics in Education, 20, 10-21. doi:10.1016/j.linged.2009.01.003

Martin, J. R., & Rose, D. (2005). Designing literacy pedagogy: Scaffolding asymmetries. In J Webster, C Matthiessen & R Hasan (Eds.), *Continuing discourse on language*, (251-280). London: Continuum

Martin, J. R., & Rose, D. (2007). *Working with discourse: Meaning beyond the clause*. London: Continuum.

Martin, J. R., & Rose, D. (2012). Learning to write, reading to learn: Genre, Knowledge and pedagogy in the Sydney School. Sheffield, England: Equinox.

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

Meyers, A. (2013). Longman Academic Writing Series 5: Essays to Research Papers. London, UK: Pearson.

Miller, J., Berkey, B., & Griffin, F. (2015). International students in American pathway programs: Learning English and culture through service-learning. *Journal of International Students, 5*(4), 334-352.

Miller, R. T., Mitchell, T. D., & Pessoa, S. (2014). Valued voices: Students' use of Engagement in argumentative history writing. *Linguistics and Education*, *28*, 107–120. doi: 10.1016/j.linged.2014.10.002

Mitchell, T. D., Miller, R. T., & Pessoa, S. (2016). *Longitudinal Changes in Use of Engagement in University History Writing: A Case Study*. In L. Lai, A. Mahboob, & P. Wang (Eds.), Multiperspective studies of language: Theory and application (pp. 153–163). Beijing: Foreign Language Teaching and Research Press.

Moore, J., & Schleppegrell, M. (2014). Using a functional linguistics metalanguage to support academic language development in the English Language Arts. *Linguistics and Education*, *26*, 92-105.

Myhill, D. A., Jones, S. M., Lines, H., & Watson, A. (2012). Re-thinking grammar: the impact of embedded grammar teaching on students' writing and students' metalinguistic understanding. *Research Papers in Education*, *27*(2), 139–166. doi: 10.1080/02671522.2011.637640

Newell, G. E., Beach, R., Smith, J., VanDerHeide, J., Kuhn, D., & Andriessen, J. (2011). Teaching and Learning Argumentative Reading and Writing: A Review of Research. *Reading Research Quarterly*, *46*(3), 273–304. Retrieved from https://www.jstor.org/

Nordin, S. M., & Mohammad, N.B. (2006). The best of two approaches: Process/genre-based approach to teaching writing. *The English Teacher,* 35, 75-85. Retrieved from http://journals.melta.org.my/index.php/tet/article/view/315

O'Hallaron, C. L. (2014). Supporting Fifth-Grade ELLs' Argumentative Writing Development. *Written Communication, 31*(3), 304–331. doi: 10.1177/0741088314536524

Paltridge, B. (2017). CONTEXT AND THE TEACHING OF ACADEMIC WRITING: Bringing Together Theory and Practice. In J. Bitchener, N. Storch & R. Wette (Eds.) *Teaching writing for academic purposes to multilingual students* (pp. 9-23). Routledge. New York, NY: Routledge

Pessoa, S. (2017). How SFL and explicit language instruction can enhance the teaching of argumentation in the disciplines. *Journal of Second Language Writing, 36*, 77–78. doi: 10.1016/j.jslw.2017.05.004

Pessoa, S., Mitchell, T. D., & Miller, R. T. (2017). Emergent arguments: A functional approach to analyzing student challenges with the argument genre. *Journal of Second Language Writing, 38*, 42–55. doi: 10.1016/j.jslw.2017.10.013

Ramos, K. (2019). A Genre-Based Approach to Teaching Argument Writing. In L. C. de Oliveira et al. (Eds.), *Teaching the Content Areas to English Language Learners in Secondary Schools* (pp. 49-63). Cham, Switzerland: Springer.

Rose, D. (2012). Genre in the Sydney school. In J.P. Gee & M. Handford (Eds.), *The Routledge Handbook of Discourse Analysis,* (pp. 235-251). New York, NY: Routledge

Rothery, J., & Stenglin, M. (1994). Writing a book review: A unit of work for junior secondary English (Write it Right Resources for Literacy and Learning). *Sydney: Metropolitan East Disadvantaged Schools Program*.

Schleppegrell, M. J. (2004). *The Language of Schooling : A Functional Linguistics Perspective*. New York, NY: Routledge

Schleppegrell, M. J. (2006). The linguistic features of advanced language use: The grammar of exposition. In H. Byrnes (Eds.), *Advanced language learning: The contribution of Halliday and Vygotsky*, (pp. 134-146). New York, NY: Continuum.

Schleppegrell, M. J. (2010). Supporting a "reading to write" pedagogy with functional grammar. *NALDIC Quarterly*, *8*(1), 26-31.

Schleppegrell, M. J. (2012). Systemic functional linguistics. In J.P. Gee & M. Handford (Eds.), *The Routledge Handbook of Discourse Analysis (pp. 21-34).* New York, NY: Routledge

Schleppegrell, M. J. (2013). The Role of Metalanguage in Supporting Academic Language Development: Metalanguage and Academic Language Development. *Language Learning, 63*, 153–170. doi: 10.1111/j.1467-9922.2012.00742.x

Schleppegrell, M. J. (2016). Content-based language teaching with functional grammar in the elementary school. *Language Teaching*, *49*(01), 116–128. doi: 10.1017/S0261444814000093

Schleppegrell, M. J., & Go, A. L. (2007). Analyzing the Writing of English Learners: A Functional Approach. *Language Arts*, *84*(6), 529–538. Retrieved from https://www.jstor.org/

Schulze, J. (2011). *Writing to Persuade: A Systemic Functional View*. *Gist Education and Learning Research Journal*, *5*, 127-157.

Schulze, J. (2015). Academic Language, English Language Learners, and Systemic Functional Linguistics: Connecting Theory and Practice in Teacher Education. *CATESOL Journal*, *27*(1), 109–130.

Schwarz, V. S., & Hamman-Ortiz, L. (2020). Systemic functional linguistics, teacher education, and writing outcomes for US elementary English learners: A review of the literature. *Journal of Second Language Writing*, *49*, 100727. Retrieved from https://www.sciencedirect.com/science/article/abs/pii/S1060374320300187

Silver, M. (2012). Voice and Stance across Disciplines in Academic Discourse. In K. Hyland & C. S. Guinda (Eds.), *Stance and voice in written academic genres* (pp. 202-217). London: Palgrave Macmillan.

Statistics Canada (2020). *Canadian postsecondary enrolments and graduates, 2017/2018* (Publication No. 11-627-M). Retrieved from https://www150.statcan.gc.ca/n1/daily-quotidien/200219/dq200219b-eng.htm

Swain, E. (2007). Constructing an effective 'voice' in academic discussion writing: an appraisal theory perspective. In A. McCabe, M. O'Donnell, & R. Whittaker (Eds.), *Advances in language and education* (pp. 166-184). New York, NY: Bloomsbury Publishing.

Tardy, C. M. (2012a). A rhetorical genre theory perspective on L2 writing development. In R. M. Manch´on (Eds.), *L2 writing development: Multiple perspectives* (pp. 165–190). Boston, MA: De Gruyter Mouton.

Tardy, C. M. (2012b). Current Conceptions of Voice. In K. Hyland & C. S. Guinda (Eds.), *Stance and voice in written academic genres* (pp. 34-50). London: Palgrave Macmillan.

Tardy, C. M. (2017). THE CHALLENGE OF GENRE IN THE ACADEMIC WRITING CLASSROOM: Implications for L2 Writing Teacher Education. In J. Bitchener, N. Storch & R. Wette (Eds.) *Teaching writing for academic purposes to multilingual students* (pp. 69-83). Routledge. New York, NY: Routledge.

Toulmin, S. E. (2003). *The Uses of Argument*. Cambridge, UK: Cambridge University Press.

Troyan, F. J., Sembiante, S. F., & King, N. (2019). A case for a functional linguistic knowledge base in world language teacher education. *Foreign Language Annals*, *52*(3), 644-669.

Turkan, S., De Oliveira, L. C., Lee, O., & Phelps, G. (2014). Proposing a knowledge base for teaching academic content to English language learners: Disciplinary linguistic knowledge. *Teachers College Record*, *116*(3). Retrieved from http://www.tcrecord.org.proxy.bib.uottawa.ca/library/

Van Rys, J., VanderMey, R., Meyer, V., & Sebranek, P. (2015). *Writing life: A Canadian Student's Guide to Thinking, Writing, and Researching.* Scarborough, ON: Nelson Education

Walker, E. (2010). A systemic functional contribution to planning academic genre teaching in a bilingual education context. *Language Awareness*, *19*(2), 73–87. doi: 10.1080/09658410903431721

Warren, J. E. (2010). Taming the warrant in Toulmin's model of argument. *English Journal*, *99*(6), 41-46.

Wästerfors, D. (2018). Observations. In U. Flick, *The SAGE handbook of qualitative data collection* (pp. 314-326). London: SAGE Publications

Wingate, U. (2012). 'Argument!' helping students understand what essay writing is about. *Journal of English for Academic Purposes*, *11*(2), 145–154. doi: 10.1016/j.jeap.2011.11.001

Wingate, U. (2015). *Academic literacy and student diversity. The case for inclusive practice*. Clevedon, UK: Multilingual Matters.

Xinghua, L. & Thompson, P. (2009). Attitude in students' argumentative writing: A contrastive perspective. *Language studies working papers*, *1*(1), pp.3-15.

Zhao, C. G. (2013). Measuring authorial voice strength in L2 argumentative writing: The development and validation of an analytic rubric. *Language Testing*, *30*(2), 201-230.

Appendix A: Certificate of ethics approval

08/01/2020

Université d'Ottawa
Bureau d'éthique et d'intégrité de la recherche

University of Ottawa
Office of Research Ethics and Integrity

CERTIFICAT D'APPROBATION ÉTHIQUE | CERTIFICATE OF ETHICS APPROVAL

Numéro du dossier / Ethics File Number	S-09-19-4800
Titre du projet / Project Title	Reinforcing Language Learners' Argumentative Writing: A Systemic Functional Linguistics Approach
Type de projet / Project Type	Thèse de maîtrise / Master's thesis
Statut du projet / Project Status	Approuvé / Approved
Date d'approbation (jj/mm/aaaa) / Approval Date (dd/mm/yyyy)	08/01/2020
Date d'expiration (jj/mm/aaaa) / Expiry Date (dd/mm/yyyy)	07/01/2021

Équipe de recherche / Research Team

Chercheur / Researcher	Affiliation	Role
Wlla ABUHASAN	Institut des langues officielles et du bilinguisme / Official Languages and Bilingualism Institute	Chercheur Principal / Principal Investigator
Jeremie SEROR	Institut des langues officielles et du bilinguisme / Official Languages and Bilingualism Institute	Superviseur / Supervisor

Conditions spéciales ou commentaires / Special conditions or comments

550, rue Cumberland, pièce 154 Ottawa (Ontario) K1N 6N5 Canada
550 Cumberland Street, Room 154 Ottawa, Ontario K1N 6N5 Canada

613-562-5387 • 613-562-5338 • ethique@uOttawa.ca / ethics@uOttawa.ca
www.recherche.uottawa.ca/deontologie | www.recherche.uottawa.ca/ethics

Appendix B: Model Argumentative Text

The side effects of over-parenting

The interplay between parental involvement and the development of young adults has become an increasingly prevalent topic of discussion in today's society [1]. The way parents choose to depict their support and affection plays an important part in the upbringing of children [2]. Although it is believed that showing parental involvement and attentiveness is important in a child's development, overly protective methods of parenting have been proven to lead to undesirable outcomes that can hinder a child's success [3]. Therefore, when opting for a more involved parental approach, it is important to acknowledge the potential effects of overparenting on a child's autonomy, coping skills, and mental health [4].

Although moderate levels of parental support have typically been encouraged (e.g. Jeynes 2010; Fingerman et al, 2012), if taken to an extreme, this support has also been shown to be counterproductive [5]. One of the possible negative consequences of extreme parental involvement is lower autonomy levels among young adults [6]. Over-parenting is known to reduce demands on the child to independently perform tasks and make decisions since his or her parents are the ones actually taking action on behalf of their child (Locke, Campbell, & Kavanagh, 2012) [7]. In such cases, children come to rely heavily on their parents for various kinds of support [8]. As a result, later on in life, they may struggle to trust their own abilities to perform tasks on their own [9]. For example, overly involved parents in some scenarios have attended job fairs and completed job applications in lieu of their children (Sergin, Woszidlo, Givertz, & Montgomery, 2013) [10]. In such cases one might question whether it would not be more beneficial to allow the child to perform these tasks alone in order to develop the autonomy necessary for them to transition successfully into the work force [11] .Certainly, sooner or later, these young adults will need to apply for jobs and complete forms alone without any help from their parents [12].

Some may argue that in certain cases parental involvement has led to positive outcomes such as stronger academic achievements in school settings [13]. While this may be true under specific circumstances, the child in such cases is still not guaranteed to develop self-motivation or acquire the beneficial independent study habits that would guarantee over time their ability to achieve academic success without their parents [14].

Extensive parental involvement has also been associated with a rise in poor coping skills for the young adults [15]. Although it is often natural for parents to do whatever they can to protect their children from any harm, overly involved parents tend to exercise high levels of control and offer anticipatory problem-solving techniques for their children [16]. However, a child that is accustomed to this level of support may have difficulties later on adapting to novel situations and challenges when his or her parents are not around [17]. This notion is supported by research that has documented cases where a child's inexperience dealing with new situations

and surroundings has resulted in coping difficulties (Sergin et al., 2013) [18]. Despite parents' good intentions in trying to protect their child from unpleasant or stressful conditions, the child's need to develop effective problem-solving and coping skills to handle the challenges of growing up is harmed by such overprotective methods [19]. Children who have not been given the chance to experience a variety of life events will have less of an opportunity to acquire the strategies and skills needed to face the moments of failure and unexpected challenges that are an unavoidable part of everyone's life [20].

What about the influence that excessive parental involvement can have on young adults' mental health? [21] Although parental support has been naturally linked to a child's well-being, extreme levels of parental involvement have also been shown to unfavorably affect children's development [22]. When a parent constantly steps in to solve problems for the child or acts to prevent problems from occurring, the child never has the chance to learn to handle the emotions that come with facing challenging situations on their own [23]. Over time, as a result, overly parented children are not only insufficiently equipped with coping skills and strategies, they experience higher levels of stress and anxiety, especially when facing a problem in the absence of support or guidance from their parents [24]. Sergin et al. (2013) concluded that the high levels of stress found among young adults in their study were linked to those young adults' poor coping skills stemming from overly involved parenting styles [25]. A recent study by the American Psychological Association has also found a considerable link between overparenting and a child's inability to manage his or her emotions (Perry, Dollar, Calkins, Keane, & Shanahan, 2018) [26].

Overly involved parenting styles have progressively become more common worldwide (Fingerman, Cheng, Tighe, Birditt & Zarit, 2011) [27]. Despite parents' sincere efforts to support their children, they must be made aware that overparenting has been shown to contribute to the development of unfavorable traits in children [28]. These traits include a lower sense of autonomy, poor coping skills, and mental health issues such as heightened stress and anxiety [29]. Indeed, due to these side effects, a high level of parental involvement in young adults' lives is not always as beneficial as it is sometimes believed to be [30].

References

Fingerman, K. L., Cheng, Y.-P., Tighe, L., Birditt, K. S., & Zarit, S. (2011). Relationships Between Young Adults and Their Parents. In A. Booth, S. L. Brown, N. S. Landale, W. D. Manning, & S. M. McHale (Eds.), *Early Adulthood in a Family Context* (pp. 59–85). New York, NY: Springer.

Fingerman, K. L., Cheng, Y.-P., Wesselmann, E. D., Zarit, S., Furstenberg, F., & Birditt, K. S. (2012). Helicopter Parents and Landing Pad Kids: Intense Parental Support of Grown Children. *Journal of Marriage and Family*, *74*(4), 880–896. doi: 10.1111/j.1741-3737.2012.00987.x

Jeynes, W. H. (2010). The salience of the subtle aspects of parental involvement and encouraging that involvement: Implications for school-based programs. *Teachers College Record*, *112*(3), 747–774.

Locke, J. Y., Campbell, M. A., & Kavanagh, D. (2012). Can a Parent Do Too Much for Their Child? An Examination By Parenting Professionals of the Concept of Overparenting. *Journal of Psychologists and Counsellors in Schools*, *22*(2), 249–265. doi: 10.1017/jgc.2012.29

Perry, N. B., Dollar, J. M., Calkins, S. D., Keane, S. P., & Shanahan, L. (2018). Childhood self-regulation as a mechanism through which early overcontrolling parenting is associated with adjustment in preadolescence. *Developmental Psychology*, *54*(8), 1542–1554. doi: 10.1037/dev0000536

Segrin, C., Woszidlo, A., Givertz, M., & Montgomery, N. (2013). Parent and Child Traits Associated with Overparenting. *Journal of Social and Clinical Psychology*, *32*(6), 569–595. doi: 10.1521/jscp.2013.32.6.569

Appendix C: Process and Narrative Texts

Process Text: Wayward Cells

Imagine a room containing a large group of people all working hard toward the same goal. Each person knows his or her job, does it carefully, and cooperates with other group members. Together, they function smoothly-like a well-oiled machine.

Then something goes wrong. One guy suddenly drops his task, steps into another person's workstation, grabs the material that she's working with, and begins something very different-he uses the material to make little reproductions of himself, thousands of them. These look-alikes imitate him-grabbing material and making reproductions of themselves. Soon the bunch gets so big that they spill into other people's workstations, getting in their way, and interrupting their work. As the number of look-alikes grows, the work group's activity slows, stutters, and finally stops.

A human body is like this room, and the body's cells are like these workers. If the body is healthy, each cell has a necessary job and does it correctly. For example, right now red blood cells are running throughout your body carrying oxygen to each body part. Other cells are digesting that steak sandwich that you had for lunch, and others are patching up that cut on your left hand. Each cell knows what to do because its genetic code-or DNA-tells it what to do. When a cell begins to function abnormally, it can initiate a process that results in cancer.

The problem starts when one cell "forgets" what it should do. Scientists call this "undifferentiating"-meaning that the cell loses its identity within the body (Pierce 75). Just like the guy in the group who decided to do his own thing, the cell forgets its job. Why this happens is somewhat unclear.

The problem could be caused by a defect in the cell's DNA code or by something in the environment, such as cigarette smoke or asbestos (German 21). Causes from inside the body are called genetic, whereas causes from outside the body are called carcinogens, meaning "any substance that causes cancer" (Neufeldt and Sparks 90). In either case, an undifferentiated cell can disrupt the function of healthy cells in two ways: by not doing its job as specified in its DNA and by not reproducing at the rate noted in its DNA.

Most healthy cells reproduce rather quickly, but their reproduction rate is controlled. For example, your blood cells completely die off and replace themselves within a matter of weeks, but existing cells make only as many new cells as the body needs. The DNA codes in healthy cells tell them how many new cells to produce. However, cancer cells don't have this control, so they reproduce quickly with no stopping point, a characteristic called “autonomy” (Braun 3). What's more, all their "offspring" have the same qualities as their messed-up parent, and the resulting overpopulation produces growths called tumors.

Tumor cells can hurt the body in a number of ways. First, a tumor can grow so big that it takes up space needed by other organs. Second, some cells may detach from the original tumor and spread throughout the body, creating new tumors elsewhere. This happens with lymphatic cancer-a cancer that's hard to control because it spreads so quickly. A third way that tumor cells can hurt the body is by doing work not called for in their DNA. For example, a gland cell's DNA code may tell the cell to produce a necessary hormone in the endocrine system. However, if cancer damages or distorts that code, sick cells may produce more of the hormone than the body

can use-or even tolerate (Braun 4). Cancer cells seem to have minds of their own, and this is why cancer is such a serious disease.

Fortunately, there is hope. Scientific research is already helping doctors do amazing things for people suffering with cancer. One treatment that has been used for some time is chemotherapy, or the use of chemicals to kill off all fast-growing cells, including cancer cells. (Unfortunately, chemotherapy can't distinguish between healthy and unhealthy cells, so it may cause negative side effects such as damaging fast-growing hair follicles, resulting in hair loss). Another common treatment is radiation, or the use of light rays to kill cancer cells. One of the newest and most promising treatments is gene therapy-an effort to identify and treat chromosomes that carry a "wrong code" in their DNA. A treatment like gene therapy is promising because it treats the cause of cancer, not just the effect. Year by year, research is helping doctors better understand what cancer is and how to treat it.

Much of life involves dealing with problems like wayward workers, broken machines, or dysfunctional organizations. Dealing with wayward cells is just another problem. While the problem is painful and deadly, there is hope. Medical specialists and other scientists are making progress, and some day they will help us win our battle against wayward cells.

Narrative Text: Mzee Owitti

I am about 12 years old. We are en route from Nairobi, the capital city, to the rural area of Kisumu on the eastern shores of Lake Victoria in western Kenya, where my grandparents live. My five brothers and I are traveling with Mum on the overnight train. I am not particularly sad, though I know what has happened. I base my reactions on my mother's, and since she appears to be handling the whole thing well, I am determined to do the same. You see, my grandfather has died. My dad's dad.

We reach the town of my ancestry just as dawn lazily turns into early morning. We buy snacks and hire a car for the last leg of the journey. We then meander through a bewildering maze of mud huts, sisal scrub, and sandy clay grassland, until we come within sight of my grandfather's land, the place where my father grew up.

The first thing I notice is a crude "tent" made by sticking four poles in the ground, crisscrossing the top with long branches, and covering that with thatch. Despite the early hour, the place is filled with dignitaries, guests, and people like my mother's parents, who have traveled far to honour our family. I am struck by the stillness and all-pervading silence. Everything seems frozen. Time itself seems to mourn, and even the wind is still. The car stops a short distance from the property, and we sit motionless and quiet.

I turn to my mother, questioning. But she has drawn a handkerchief from somewhere and is climbing out of the car. Almost as an actor on the stage, she releases a sound I have never heard before. It is a moan, a scream, and a sob that is deep-throated, guttural, and high-pitched all at the same time. This sudden transformation from a calm, chipper person to a stricken stranger strikes in me a fear that I will long remember. Holding her handkerchief to her face, she breaks into a shuffling run. I sit in the car petrified, watching the drama unfold.

Out of seemingly nowhere, wailing answers my mother's cry. Other women appear at a run, heading for my mother, hands fluttering from the tops of their heads, to their waists, to their feet. Their heads are thrown back and from side to side in restless anguish. Their bodies are half-bent

forward, and their feet are in constant motion even though no distance is covered. My aunts and close female relatives weep, letting loose high-pitched, ululating moaning in support of my mother. As the wife of the first child and only son, she commands a high place, and she must not grieve alone.

In the confusion, one lady is knocked down, and she seems to rock with her legs separated in a way that in other circumstances would be inappropriate and humiliating. Oddly, the people in the tent, mostly male, appear to have seen and heard nothing. They continue silent and still. The whole scene seems unreal. Seeing my fear and confusion, the driver talks soothingly, explaining what is going on.

The wailing and mourning continue intermittently for a couple of days. Then the time comes for my grandfather to be taken from the mortuary in Kisumu to his final resting place. We all travel to the mortuary. He is dressed in his best suit and then taken to church, where his soul is committed to God. Afterward, the procession starts for home. On the way we are met by the other mourners, who, according to tradition, will accompany the hearse on foot, driving along the cows that are a symbol of wealth in life and a testament to a good life, respectability, and honour in death. Being city kids unable to jog for an hour with the mourners and cows, we ride in a car.

Finally, we are back at the homestead. My grandfather is put in the house where he spent the latter part of his life. The crying and mourning are now nearly at a feverish pitch, and the sense of loss is palpable. However, before people may enter the house to pay their last respects, one—they call him “Ratego”-must lead the way to say his good-byes. Suddenly, there is a commotion, and I stare in disbelief as a big bull, taller than my tall-for-my-age twelve-year-old height and wider than the doorway, is led toward my grandfather's house. Long, thick horns stick out of the colossal head. The body, pungent with an ammonia-laced, grassy smell, is a mosaic of black and brown-an odorous, pulsing mountain.

The bull's wild, staring eyes seem fixed on me. An old, barefoot man, dressed in a worn, too-short jacket and dusty black pants, leads this bull with a frayed rope. He waves his rod, yelling and leaping in syncopation with the bull's snorting and pawing. Dust puffs dance around their feet. The bull is a symbol of high honour for my grandfather, and only the largest bull in the land can embody this deep respect. Although I do not fully comprehend its significance, I know that it is the biggest animal I have ever seen. I step back as people try to get the bull into the house to pay its respects to my grandfather. After much yelling, shoving, and cries of pain from those whose feet the bull steps on, the effort is abandoned. Ratego is much too big.

As the bull is led away into the boma, people enter the room that has been emptied of furniture. I squeeze through the heaving, weeping mass, almost suffocating in the process. The room is surprisingly cool and dim, unlike the hot and bright sun outside. I approach curiously and cautiously, not knowing what to expect. At last I stand before the casket and look at my grandfather. He does not look dead. In fact, he is smiling! He looks like the person I remember, who always had a smile and an unshared secret lurking in the depths of his eyes.

I peer into his face, recalling a time when I was four and he caught me doing something that deserved a reprimand. I had thought no one had seen me. However, my grandfather, on one of his rare visits to the city, had seen. Standing in front of his casket, I again hear him laugh. I remember how his kind, brown eyes had twinkled, and his white mustache, white teeth, and rich bitter-chocolate face had broken into an all-knowing, but-you-can-trust-me smile. I remember how the deep love that radiated from him assured me that I was his no matter what. And I

remember how I had responded to his love by laughing happily and then skipping away, his answering laugh reverberating in my ears.

That is my grandfather. Death cannot possibly touch him! Then I look closer and realize that the white streak breaking up his face is not the white teeth I remember. It is, instead, cotton stuffed into his mouth, as white as his teeth had been, making a mockery of my memories. At that moment, my granddaddy dies.

Until this point, the whole has been a drama played out before my stunned, wide-eyed gaze. Rich in ancestry and tradition, its very nature and continuity are a celebration of life rather than death, fostering in me a keen sense of identity and a strong desire to keep the ancestral torch burning brightly, fiercely, and with pride. Now, however, Grandpa is dead. It is now that I cry. I am grieving. My granddaddy is gone, and the weighted arrow of sorrow pierces home. The pain is personal, unrelenting, and merciless. I stare at him and cannot tear myself away. I weep, saying over and over that he is smiling, he is smiling. My heartbreak and tears echo the refrain. He is smiling-a radiant, unforgettable smile.

Appendix D: Worksheet 1- Comparison Chart

uOttawa

Name: _____ Date: _____

ESL0130W100 Wlla Abuhasan

	TEXT 1 _____	TEXT 2 _____	TEXT 3 _____
Purpose of this text Why do you think the author wrote this text and why did he/she choose this type of writing? (e.g. to tell us about an event that happened in his/her life, to convince us of a certain point of view, to tell us how to do something, etc.)			
Structure of this text How is the essay organized? What do you find in each paragraph or section? Clue: Think about the order of the information. For example, is the information organized according to time (from past to present?)			
Words in this text How do the texts differ in terms of vocabulary? Which words do you think are special to this writing that you wouldn't find in other texts? Or even the opposite, words that you wouldn't find in this kind of writing.			

Appendix E: Worksheet 2

Name: _____ Date: _____

ESL0130W100 Wlla Abuhasan

Read "*The side effects of over-parenting*" again and answer the following questions.

1. What is the author's purpose from the text?

2. For whom do you think the text was written? What aspects of the texts helped you identify the potential audience?

3. What does the author think of overparenting styles? Which parts of the text helped you identify his position?

4. How do you think the author decided to organize the information? Does the flow of information seem familiar to you? Think about the number of paragraphs and the purpose of each one.

5. How did the author choose to start the first paragraph? Does the author go from general to specific details or the opposite? Which style do you believe is more effective for the introductory paragraph?

6. When was the author's position introduced in the text? Is his/her position on overparenting mentioned again elsewhere in the text?

7. Why is sentence [4] important? Do you think this sentence flows smoothly from the previous one? Or, should there be another sentence explaining the link between sentences [3] and [4]?

8. Which sentences contain the author's main points? Are those sentences only found in the first or last paragraph? Write down these sentences.

Name: _____ Date: _____
ESL0130W100 Wlla Abuhasan

9. Did the author change his position on overparenting from the beginning to the end of the text? Explain.

10. What did the author use as evidence to support his position? Where is this evidence found in the text?

11. What is the purpose of sentences [6], [15], and [22]?

12. Did the author write one point of view on overparenting or did he/she introduce different perspectives, for example the positive and negative sides? Why do you think he/she did that?

13. What is the importance of the citation in the sentences [18], [25] and [26]? Why do you think the author chose to include these resources?

14. Do you think the sentences [13] and [14] should've been in their own paragraph? Why or why not?

15. What is the relationship between sentences [7, 8, 9, and 10]? Do you believe the ideas are well connected between these sentences? Which words did the author use to connect these ideas?

16. Does the sentence [30] flow smoothly from the previous sentence? If so, why? If not, why not?

17. Look at the first and last paragraphs again. What do those paragraphs have in common?

Appendix F: Worksheet 3

Name: _____ Date: _____
ESL0130W100 Wlla Abuhasan

1. Comparing formal words that are found in the text to their informal equivalent using the chart below.

Formal Word	Informal Word

Underline instances of passive voice in the text? Why do you think the passive was used? Compare the following two sentences to help you answer.

I believe that overparenting will lead to negative outcomes. ← Active Voice
It is believed that overparenting will lead to negative outcomes. ← Passive Voice

2. Look at the sentence below. What does the underlined word tell us about the author's **attitude** towards overparenting?

Overly protective methods of parenting have been proven to lead to <u>undesirable</u> outcomes.

3. Now, compare the sentences below. Do the underlined words tell us something different about the author's **attitude** towards overparenting?

Overly protective methods of parenting have been proven to lead to <u>undesirable</u> outcomes.
Overly protective methods of parenting have been proven to lead to <u>harmless</u> outcomes.
Overly protective methods of parenting have been proven to lead to <u>beneficial</u> outcomes.

Name: _____ Date: _____
ESL0130W100 Wlla Abuhasan

4. Go back to the text now and underline words like the ones in the previous questions (3-4) that tell us something about the author's **ATTITUDE**. Write some of these words here.

Sentence Number	Word	Why did the author use it?

5. Now look at the sentence below. How **certain** is the author about the positive effects of overparenting? Look more closely at the underlined words.

Some may argue that in certain cases parental involvement has led to positive outcomes.

6. Now, compare the sentences below. Do the underlined words tell us something different about how certain the author is about the information he is writing about?

Overly protective methods of parenting may lead to undesirable outcomes.
Overly protective methods of parenting can lead to undesirable outcomes.
Overly protective methods of parenting will always lead to undesirable outcomes.

7. Compare the sentences below. Do the underlined words tell us something different about how certain the author is about the research he is presenting?

Overly protective methods of parenting have been proven to lead to undesirable outcomes.
Overly protective methods of parenting have been suggested to lead to undesirable outcomes.

Name: _____ Date: _____
ESL0130W100 Wlla Abuhasan

8. Now look at the sentence below and then decide whether the choices result in stronger or more cautious (weaker) claims.

   _____, *these young adults will need to apply for jobs and complete forms alone.*

   A. Possibly
   B. Most likely
   C. Certainly

9. Now look at the sentence below and then decide whether the choices result in stronger or more cautious (weaker) claims.

   It is _____ *that these young adults will need to apply for jobs and complete forms alone.*

   A. possible
   B. certain
   C. unlikely

10. Look at how the author introduced different points of view in the text (for example the positive and negative effects)? Which words helped him with this?

11. Look at how the author introduced evidence (reason) to support his points of view in the text (for example results of previous research). Which words helped him do this?

Name: _____ Date: _____
ESL0130W100 Wlla Abuhasan

12. Go back to the text now and underline words like the ones in the previous questions (7-11) that tell us something about the author's **ENGAGEMENT** with the information he is presenting (how certain he is, did he introduce other points of view, did he give us evidence). Write some of these words here.

Sentence Number	Word	Why did the author use it? (Show how certain he is, show evidence, etc.)

13. Look at the sentences below. What do the underlined words do to our attitude towards overparenting (for example make it stronger or weaker)?

    Overly protective methods have been proven to lead to extremely undesirable outcomes.
    Overly protective methods have been proven to lead to slightly undesirable outcomes.

14. Go back to the text now and underline words like the ones in the previous question that can **GRADUATE** the author's attitude to make it stronger or weaker. Write some of these words here.

Sentence Number	Word	Why did the author use it? (to strengthen or weakens what he thinks)

Appendix G: Worksheet 4

Name: _____ Date: _____

ESL0130W100 Wlla Abuhasan

ATTITUDE	ENGAGEMENT	GRADUATION

REMEMBER: We need to select words (just like the ones you have recorded in the chart above) depending on what you are writing about, who are the readers, and how certain you are of the information. Some words will be appropriate for some writings while others won't be. Make the choice that represents what you want to say best!

Appendix H: Example of word banks produced by students

ATTITUDE	ENGAGEMENT	GRADUATION
important	Although	increasingly
undesirable	believed	overly
moderate	have been proven	more
counterproductive	can	
negative	therefore	lower
independently	typically	heavily
unimportant	encouraged	stronger
consequential	shown	extremely
significant	possible	highly
light	actually	less
	may	super
	as a result	constantly
	for example	
	would not be	
	will need to	
	might	
	certainly	
	Some	
	argue	
	while	
	in fact	
	most importantly	
	such as	

REMEMEBER: We need to select words (just like the ones you have recorded in the chart above) depending on what you are writing about, who are the readers, and how certain you are of the information. Some words will be appropriate for some writings while others won't be. Make the choice that represents what you want to say best!

ATTITUDE	ENGAGEMENT	GRADUATION
Prevalent important undesirable moderate. Counterproductive independently negative.	Although believed potential can have been improven Therefore encouraged supported ~~has be~~ shown possible actualy As a result ~~For~~ example Certainly may while ~~should~~ However Despit. never	increasingly ~~be~~ overly typically more lower stronger heavily overly

REMEMEBER: We need to select words (just like the ones you have recorded in the chart above) depending on what you are writing about, who are the readers, and how certain you are of the information. Some words will be appropriate for some writings while others won't be. Make the choice that represents what you want to say best!

ATTITUDE 5.	ENGAGEMENT 3	GRADUATION 2.
beneficial positive. ~~Despite.~~ poor ~~coping skills~~ important parental Undesirable. potential. negative ~~consequence~~	Although have been proven. actually As a result for example, Certainly. However. will need. may	overly lower heavily more typically increasing

REMEMEBER: We need to select words (just like the ones you have recorded in the chart above) depending on what you are writing about, who are the readers, and how certain you are of the information. Some words will be appropriate for some writings while others won't be. Make the choice that represents what you want to say best!

Appendix I: Argumentative Text Outline

Name: _____ Date: _____

ESL0130W100 Wlla Abuhasan

Your Argumentative Essay Outline

Parental involvement has increasingly become more common especially in societies where individuals are not guaranteed equal opportunities. In order to help their young adult children meet the ever-growing demands of society, parents are stepping in whenever they can (physically, financially, and emotionally). Within your group and using the outline below, explain whether you agree or disagree that parents can help their children achieve better outcomes by being more involved in their children's lives as young adults.

Introduction You might want to start this paragraph with an explanation of the issue or the topic of discussion, general information about it, or even with related studies and statistics. Don't forget your thesis statement!	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Evidence/ Reason 1 You can include details of supporting ideas, examples, and even different point of views to argue for your own position. Don't forget to ***choose*** the words that reflect your own position (your attitude, how certain you are and how much you want to graduate your attitudes)	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Name: _____ Date: _____

ESL0130W100 Wlla Abuhasan

Evidence/ Reason 2	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Evidence/ Reason 3	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Conclusion In this paragraph you can sum up the information you have presented. Don't forget to restate your thesis statement!	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Appendix J: Prewriting Task Prompt

Name: _____ Date: _____

ESL0130W100 Wlla Abuhasan

Many studies and media reports have been discussing the potential impact of increased parental support (e.g. physical, financial, and emotional) provided to young adults nowadays. The parents in these cases have been referred to as "helicopter parents" because they tend to hover over their children. In approximately 500 words, explain whether you agree or disagree that parents nowadays are too involved in their children's lives as young adults and that it actually harms their children. Do not forget to support your stance with evidence and/or examples.

Appendix K: Post writing Task Prompt

Name: _____ Date: _____

ESL0130W100 Wlla Abuhasan

At some point in their late teens or early twenties, especially in North America, many young adults leave home and begin to live separately from their parents. In the most common scenarios, this departure from home results from the decision to attend college/university in a different city or even country. In other scenarios, the young adult may decide to move out of his or her parents' home to simply begin to build his or her life as an independent adult. In approximately 500 words, explain whether you agree or disagree that it is a good thing for young adults to move out of their parents' home in their late teens or early twenties to begin to build an independent life on their own. Do not forget to support your stance with evidence and/or examples.

Appendix L: Delayed Post writing Task Prompt

Name: Time taken to complete:

ESL0130W100 Wlla Abuhasan

Global warming and its impact on the Earth's temperature is a common topic discussed in news reports and documentaries. In fact, scientific research has shown that the temperature of the Earth's surface has gradually increased annually and that this can lead to many harmful consequences for our planet. In a report published by the environmentalist website Climate Depot in 2010, it is argued that increases in the temperature of the Earth's surface are mainly associated with natural factors and that human activity is NOT the primary cause of climate change. The report argues that climate change is a part of a natural cycle that the Earth goes through. In approximately 500 words, explain whether you agree or disagree with the argument that humans are not the main cause of global warming, and that changes in Earth's temperature are the result of natural forces rather than humans' action. Do not forget to support your stance with evidence and/or examples.

Appendix M: Observation Sheet Template

DATE:	**STAGE:** Deconstruction | Joint construction | Independent Construction | Prewriting Task | Short –term Post Writing Task | Long –term Post Writing Task
WEEK:	**LANGUAGE LEVEL:** Whole Text | Rhetorical Stages | Lexicogrammatical (Appraisal)
LESSON NUMBER:	**RESEARCH QUESTION:**

Lesson Materials & Activities	**Data Collected**				
	Class Observations		Researcher Reflections	Document Produced by students	
	Students' Questions	Students' Comments	Areas of Strength and Weaknesses	in/ after class	