

Engagement Resources Use by Expert and Novice EFL Academic Writers

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Abstract : The purpose of this study was to show how expert and novice writers take positions and stances in Research Articles and Master of Art theses Introductions, so Engagement resources were investigated in 30 Research Articles and 30 Master of Art theses written by Iranian non-native speakers. Through paired samples t-test analysis, we found out that the mean occurrences of heteroglossic items in both RA and Master thesis Introductions were larger than those of monoglossic items, indicating the awareness of both groups of writers to 'engage' alternative positions in Introduction sections. The results also revealed that expansive choices were preferred over contractive options in both corpora, implying both groups of writers respect alternative voices cautiously by welcoming rather than closing down the possibility of different perspectives and stances. Furthermore, unlike novice academic writers who used more Attribute features than Entertainment ones in their MATs introduction sections, expert academic writers employed a balanced number of Entertainment and Attribute in their RA introduction sections. The balanced deployment of entertaining and Attribute features in RA Introductions by expert writers might be characteristics of the writers' demonstration of politeness, which is commonly accepted as an essential feature in academic writing discourse. Finally, through qualitative analysis, it was demonstrated that MAT writers, as novice academic writers, suffered from lacking appropriate evaluative stances and authorial voices toward propositions.

Keywords : novice, expert, engagement, RA Introductions, MA Thesis

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