Dialogism in Research Article Introductions Written by Iranian Non-Native and English Native Speaking Writers

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Abstract : Despite a growing interest in the study of the introduction section of Research Articles (RA), there have been few studies to investigate how academic writers engage with other voices and alternative positions in this academic genre. Therefore, the purpose of this study was to show how Native Speaker (NS) and (Non-Native Speaker (NNS) writers take positions and stances in research article introductions. For this purpose, Engagement resources based on the appraisal framework were investigated in sixty articles written by English NS and Iranian NNS published in applied linguistics journals. It was found that the mean occurrences of heteroglossic items in both corpora were larger than those of monoglossic items, but comparing the means of monoglossic engagements between the two corpora, it was revealed that NS writers' corpus had larger mean occurrences of monoglossic engagements than NNS writers' corpus implying the native's stronger authorial stance in the texts. The results also revealed that there was no significant difference in the use of contractive and expansive engagements by NS writers ($t(29) = -0.995$, $p > 0.05$), indicating a balanced use between the two options. However, the higher mean occurrences of expansive options compared with contractive options in the NNS corpus may suggest that NN writers open up more dialogic room for alternative positions in the RA introductions. The findings of this study may help writers to better perceive the creation of a strong authorial position using appropriate engagement resources in RA introductions.

Keywords : engagement, heteroglossic, monoglossic, introduction
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