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Appraisal-based literature review writing instruction for EFL undergraduate students

Intan Pradita[1*], Adi Sutrisno[2], Tofan Dwi Hardjanto [3]
Email: intan.pradita@uii.ac.id[1*]
[1,2,3]Linguistics, Faculty of Cultural Sciences, Universitas Gadjah Mada, Indonesia

ABSTRACT
Literature review writing is a complex academic task that requires EFL undergraduate students to move beyond descriptive summarization toward critical and evaluative engagement with scholarly sources. To address this challenge, this study investigates the use of Appraisal Theory, particularly *heteroglossic* and *monoglossic* engagement, as instructional scaffolding to support students' critical thinking and source engagement in academic writing. Employing a qualitative case study design involving 10 EFL undergraduate students, the study was conducted over 11 weeks. Data were collected from students' learning artifacts, pre- and post-tests, and semi-structured interviews, and analysed using thematic analysis supported by comparative analysis of students' writing performance before and after the intervention. The findings indicate that, following the intervention, students who strategically employed *heteroglossic* and *monoglossic* engagement demonstrated greater critical engagement with scholarly sources, stronger evaluative positioning, and more rigorous discussion of research contributions in their literature reviews. The study suggests that appraisal-based instruction has the potential to enhance the development of critical academic writing in EFL contexts. Future research may examine the longitudinal impact of appraisal-focused pedagogy across different disciplinary and educational settings.

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Introduction

Academic writing, particularly in higher education research contexts, requires students to critically engage with scholarly literature rather than merely summarize previous studies. In literature review writing, students are expected to synthesize multiple perspectives, evaluate research contributions, and position their own stance within ongoing academic discussions. However, many as a Foreign Language (EFL) undergraduate students

encounter difficulties in developing evaluative and critical engagement in their literature reviews. Instead of constructing analytical discussions, students frequently produce descriptive summaries that lack authorial voice and critical positioning. This issue has been widely reported in EFL academic writing contexts, where students often struggle to negotiate meanings, evaluate claims, and engage dialogically with scholarly sources.

Within the framework of Systemic Functional Linguistics (SFL), Appraisal Theory provides useful linguistic resources for understanding how writers construct evaluation and position themselves in relation to other voices and perspectives (Martin & White, 2005). One important subsystem of Appraisal Theory is Engagement, which concerns how writers acknowledge, entertain, reject, or endorse alternative viewpoints within a text. Engagement resources are commonly categorized into *monoglossic* and *heteroglossic* expressions. *Monoglossic* utterances present propositions as indisputable or taken-for-granted, without recognizing alternative positions. In contrast, *heteroglossic* utterances open up dialogic space by acknowledging multiple voices, viewpoints, or possibilities through resources such as attribution, modality, concession, counter-expectancy, endorsement, and dialogic expansion or contraction (Martin & White, 2007). *Heteroglossic* resources operate through attribution (sourcing claims to external voices), modality (hedging commitment via may or perhaps), concession (acknowledging competing views with although or admittedly), counter-expectancy (signalling departure from expectation via however), and endorsement (validating sources with demonstrates or confirms). They are functioned within the broader dynamic of dialogic expansion, which opens discursive space, and contraction (Martin & White, 2007). In literature review writing, the strategic use of *heteroglossic* engagement enables students to critically interact with scholarly debates, compare perspectives, and construct more persuasive academic arguments.

Despite the importance of evaluative engagement in academic writing, literature review instruction in many EFL classrooms continues to emphasize summarization and information reporting rather than critical interaction with sources. Consequently, students tend to rely heavily on *monoglossic* statements that reproduce information without sufficient evaluation or dialogic positioning. Studies in EFL academic writing have shown that students frequently experience difficulties in expressing stance, evaluating evidence, and integrating multiple scholarly voices effectively. In Indonesian higher education contexts, these challenges are often associated with limited exposure to explicit instruction on evaluative language and critical academic discourse practices. As a result, students may struggle to establish an authoritative academic voice in their literature reviews.

To address this pedagogical gap, appraisal-based instruction has increasingly been recognized as a promising approach for supporting students' academic writing development. Previous studies have demonstrated that explicit instruction on Appraisal Theory can help students recognize evaluative meanings, develop awareness of dialogic positioning, and employ linguistic resources more strategically in academic texts (Cots, 2022; Jin & Ruan, 2023). However, studies specifically examining how *heteroglossic* and *monoglossic* engagement can be incorporated into literature review instruction for EFL

undergraduate students remain limited, particularly in Indonesian contexts. Furthermore, limited research has explored students' experiences in learning to critically position themselves within scholarly conversations through appraisal-based pedagogy.

Therefore, this study investigates the implementation of appraisal-based instruction focusing on *heteroglossic* and *monoglossic* engagement in teaching literature review writing to EFL undergraduate students. This study adopts an instructional intervention approach to examine how explicit engagement-focused instruction supports students' ability to critically engage with scholarly sources and construct evaluative literature reviews. By analyzing students' writing development and learning experiences, this study aims to contribute to ELT pedagogy, particularly in the teaching of EFL academic writing and literature review instruction. Accordingly, this study addresses the following research questions:

1. How is appraisal-based instruction designed and implemented in the teaching of literature review writing?
2. To what extent do students' literature review skills improve after the intervention?

Literature review

Engagement in the Lens of the Appraisals Theory

The Appraisal framework proposed by Martin & White (2007) identifies three major domains of evaluative meaning: Attitude, Graduation, and Engagement. Within Systemic Functional Linguistics (SFL), these domains function as semantic resources through which writers' express evaluation, negotiate interpersonal meanings, and position themselves in relation to other voices and perspectives. Attitude concerns resources used to express emotions, ethical judgments, and evaluations of people, behaviours, and phenomena. Graduation refers to resources that amplify or soften evaluative meanings by adjusting intensity, quantity, or degree of prototypicality. Meanwhile, Engagement focuses on how writers position propositions dialogically by acknowledging, expanding, contracting, endorsing, or challenging alternative viewpoints within a text.

Among these domains, Engagement is particularly relevant to academic writing and literature review construction because it enables writers to negotiate scholarly positions and construct critical arguments. Martin & White (2007) explain that engagement resources allow writers to express intersubjective positioning through linguistic features such as modality, attribution, evidentiality, concession, projection, hedging, and dialogic expansion or contraction. Through these resources, academic writers can present claims as tentative, contested, endorsed, or authoritative depending on their rhetorical purposes. Previous studies on Appraisal Theory in academic writing have demonstrated that explicit instruction on evaluative language can enhance students' awareness of stance-taking and critical engagement with sources (Jin & Ruan, 2023; Cots, 2022). However, many studies primarily focus on textual analysis of published academic writing rather than classroom-based instructional interventions. For example, Maretha & Pradita (2024) explain how arguments are structured through claims, data, warrants, backing, rebuttals, and qualifiers.

Halliday's interpersonal meta functions also focus broadly on how language enacts social relationships, attitudes, and interaction between speakers and listeners (Pessoa et al., 2017). Thus, the meta functions do not specifically categorize the nuanced evaluative and dialogic resources commonly found in academic discourse. Appraisal Theory Martin & White (2007) refines this interpersonal dimension by offering a more detailed taxonomy of evaluation, stance, and engagement. This approach makes the taxonomy particularly suitable for investigating literature review writing and evaluative academic discourse. This is because in EFL contexts, literature review instruction often continues to emphasize summarization and citation practices without explicitly teaching how students can negotiate dialogic positioning through engagement resources. As a result, students may reproduce information descriptively rather than critically engaging with competing scholarly perspectives.

From a pedagogical perspective, integrating Appraisal Theory with Corpus-Based Language Pedagogy (CBLP) offers a theoretically coherent approach for supporting students' academic writing development. While Appraisal Theory provides a functional linguistic framework for understanding evaluative meanings and dialogic positioning, CBLP enables students to observe authentic patterns of evaluative language use in academic corpora. Through corpus exploration, students can identify how experienced academic writers employ *heteroglossic* and *monoglossic* engagement strategically in literature reviews and research writing. Therefore, combining Appraisal Theory and corpus-based language pedagogy may help students develop greater awareness of evaluative language choices and improve their ability to construct critical and persuasive literature reviews in EFL academic contexts.

In this research, we focused on the use of semantic resources by our EFL undergraduate students to present their engagement. There are two sub-categories of engagement: *monoglossic* and *heteroglossic* appraisals. The term *monoglossic* means the writers perform no recognition of dialogic alternatives. Meanwhile, the term *heteroglossic* means to recognize dialogistic alternatives. Table 1 shows an example of each subcategory.

Table 1. The sample of *monoglossic* and *heteroglossic*

Monoglossic	*Heteroglossic*-Contractive
Reading a book *is effective.*	• *It is widely accepted* that reading books improves literacy skills. • *It is undoubtedly right* that reading a book improves literacy skills.

As Martin & White (2007) emphasized, engagement deals with the ways taken by speakers/writers to negotiate their statements with an awareness of countering opinions. Thus, this study believes that our students need to negotiate their arguments towards somebody else's claims and premises. In a similar vein, Pratumtong et al. (2021) designed an intervention in which students were presented with claims made by others and were subsequently asked to respond to, evaluate, or challenge those claims. Previous studies

explore how *monoglossic* appraisals are employed to assert claims with certainty, projecting authority and universality (Hyland & Jiang, 2022; Rahimi & Zhang, 2022). Hyland & Jiang (2022) found that words are "is," "are," "will," "must," "always," "never," "completely," and "definitely". Studies have shown that novice writers, particularly in EFL (English as a Foreign Language) contexts, prefer direct evaluative terms such as "good" and "bad" due to their simplicity and familiarity. Hyland (2022) noted that "good" and "bad" are frequent in student essays, especially when students lack a rich lexical repertoire for nuanced evaluation. Wu & Rubin (2000) observed that binary evaluative terms are common in argumentative writing among learners from collectivist cultures like Indonesia and Thailand, where rhetorical strategies may favour clarity and straightforwardness over complexity. Given these findings, there is a tendency for EFL students to have an imbalanced use of *monoglossic* and *heteroglossic* appraisals. Whereas academic writing is open to have evaluative and engaging features depending on the types of academic writing (Valerdi Zárate, 2025).

The problems of imbalance use of *monoglossic* and *heteroglossic* appraisals affect to less engagement in academic writing due to their limited exposure to engaging academic texts (Brisk, 2022; Rahimi & Zhang, 2022). One of the frameworks that offer a system that suggest features to deliver writing engagement is Systematic Functional Linguistics (See Halliday, 2004). Within the framework, the Appraisal Theory postulated by Martin & White (2007) suggests a set of parameters that indicates an author's attempt to engage with their readers. The parameter covers not only the context description but also the possible lexical choices that represent engagement. Figure 1 is the conceptual framework of *heteroglossic* engagement. means to recognize dialogistic alternatives. Table 1 shows the example of each subcategories.

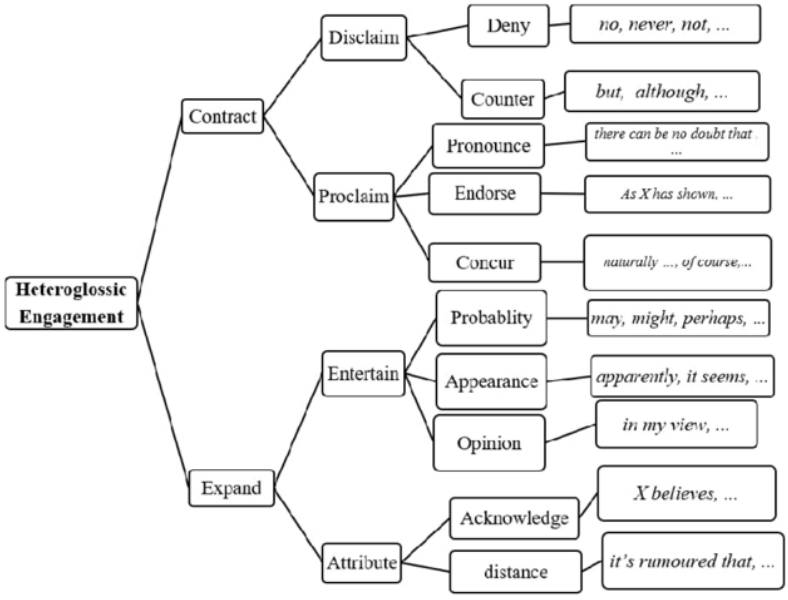


Figure 1. ***Heteroglossic*** **Engagement and its division adapted from Martin & White (2005)**

Figure 1 illustrates the subsystem of Engagement as part of the Appraisal framework. *Heteroglossic* engagement focuses on how they manage and negotiate diverse perspectives or stances in a discourse that they create. By considering this subsystem, it is helpful for writers to set their own stances and positions in relation to others. For readers, this subsystem is significant to analyse how a writer positions their own voice in relation to others.

The presence of *heteroglossic* resources, such as attribution, concession, and countering, enables students to critically engage with existing research (Thomas et al., 2025). Booth et al. (2022) suggest that proficient literature reviewers strategically balance citations to express alignment or opposition to different perspectives. This balance fosters critical engagement and helps students establish their stance within academic discourse. Explicit instruction in *heteroglossic* and *monoglossic* appraisal has been found to improve students' literature review skills (Zhang & Cheung, 2023). Recent studies suggest that scaffolded instruction and corpus-based analysis can help students recognize and apply these strategies in their writing (Flowerdew, 2021). Advancements in corpus linguistics provide new opportunities for teaching appraisal strategies (Biber & Conrad, 2019). Digital tools such as corpus-based analysis software enable students to analyse patterns of *heteroglossic* and *monoglossic* appraisal in academic texts (Zhang & Cheung, 2023). Integrating these tools into pedagogy can enhance students' ability to critically engage with academic discourse. Developing students' ability to use *heteroglossic* and *monoglossic* appraisals effectively is crucial for improving their literature review skills. Research indicates that explicit instruction, corpus-based analysis, and digital tools can facilitate this development (Hyland, 2022). Further studies are needed to explore the long-term impact of these pedagogical strategies on students' academic writing proficiency.

Heteroglossic and Monoglossic Appraisals in Literature Review Writing

As a part of Appraisal theory, engagement plays a significant role in accommodating writers' position themselves in an academic discourse. The use of *monoglossic* and *heteroglossic* appraisals has been increasingly significant in developing a descriptive summary of previous studies into an evaluative review (Alghazo, 2025). Previous studies found that *heteroglossic* appraisals are supposed to be used more than *monoglossic* appraisals. Amornrattanasirichok & Jaroongkhongdach (2017) did research to compare the literature review written by Thai and international authors whose expertise is in applied linguistics. They found that literature reviews in research publications employ *heteroglossic* strategies more than monoglossic ones. Similarly, Pratumtong et al., (2021) explored EFL learners' engagement in writing research papers. This study indicates that learners tend to resort to *monoglossic* presentations of information rather than using more *heteroglossic* strategies. In compared to published scholarship, the EFL learners tend to show underdeveloped critical analysis (Cots, 2022).

In the development of AI generation, Alghazo (2025) suggest that in terms of engagement strategies, *monoglossic* and *heteroglossic* approaches can help readers to

distinguish human-written essays that are developed from AI-generated texts and human-written. To their corpus development, the study revealed that *heteroglossic* engagement patterns were used to show greater sophistication in recognizing dialogistic alternatives. This finding emphasizes that the role of teachers is necessary to bring the students move beyond summarizing and start using *heteroglossic* appraisals. To this extent, the use of *heteroglossic* appraisals is more endorsed to assist students in developing an engaging literature review.

Regardless the growing needs of research that can demonstrate the relevance of engagement strategies in academic writing, limited attention has been paid to describe an appropriate lesson plan. The lesson plan should be able to systematically develop students' critical literature review skills. While Pratumtong et al. (2021) emphasize that EFL learners are over-reliant on *monoglossic* presentations and Alghazo (2025) Underscoring the pedagogical imperative for teachers to move students beyond mere summarising, there has been insufficient research that examine explicit instructional intervention that can scaffold learners' transition from fully *monoglossic* to *heteroglossic* appraisals in writing critical literature reviews. This instructional gap matters in the EFL context because the learners tend to lack of sufficient exposure to dialoguing convention in academic discourse. To fill this gap, the present study develops and evaluate a lesson plan that was designed to guide EFL learners in incorporating *heteroglossic* engagement strategies into their critical literature reviews.

Methods

This study was a small-scale exploratory study designed to improve undergraduate students' literature review skills through the use of heteroglossic and monoglossic appraisal resources (Nurhadi et al., 2024; Ramdani et al., 2023).

Research Design

This study employed a quantitative and qualitative analyses to examine the impact of explicit instruction in *heteroglossic* and *monoglossic* appraisals on students' literature review skills. However, since this study did not provide control group, we acknowledge this issue as a limitation of the study.

Participants

The participants were ten undergraduate students of the English Language Education department enrolled in the Thesis Writing class. While it should be recognized that the size of the sample used (N=10) is quite small from an inferential point of view, it is clear that the research being conducted is exploratory classroom research in accordance with the methodology of Exploratory Practice (Ramdani et al., 2023). Besides, the minimum participant size is due to the purposive sampling strategy. The participants were in the seventh semester, and they passed writing proficiency subjects such as Paragraph Writing, Essay Writing, Argumentative Writing, and Academic Writing. The students were not

familiar with the term Language Appraisals, but they have been familiar with academic vocabularies in the Academic Writing subjects. Thus, the lesson design of this research included the introduction of the Language Appraisals in the first week of the course. Since we consider that Appraisal Language require high proficiency language, the participants tend to have minimally diverse linguistic backgrounds. This research has passed ethical clearance from the English Language Education department of the authors' homebased institution. The students have signed the ethical consent to participate in this research, and their names are pseudonym to protect the identity. The participants subsection provides detailed information about the individuals involved in the study. It includes the total number of participants, their academic level, and relevant demographic characteristics. The criteria for participant selection and sampling techniques should be clearly stated. This subsection should also address ethical considerations, such as informed consent, voluntary participation, and confidentiality, to ensure compliance with ethical research standards.

Data Collection

The data were collected in a chronological intervention design. The first phase was through a pre-test as the baseline of the students' needs. The pre-test was administered in the first week of the semester to assess the students' prior literature review skills. The second phase of the data collection was conducted through the students' writing assignments and the teachers' feedback. The third phase was collecting the data through a post-test to measure the strategic use of *heteroglossic* and *monoglossic* engagement. The last data collection was through semi-structured interviews to verify the ethical clearance and gather the final insights into the students' proficiency levels. Interviews may verify students' experiences, perceptions, or understanding after the intervention.

To investigate the incorporation of *heteroglossic* and *monoglossic* engagement and to scaffolds the students' literature review skills, the following instruments were used in this research.

Learning Artifacts

This study included the lesson plan developed by the authors, the students' written assignments that were drafted during the Thesis Writing course, and the feedback given by the lecturers. Authors one and four were the lecturers as well as the lesson plan developers. These artifacts served as evidence of how the students transitioned from descriptive summarization to evaluative engagement. The research involved the gathering of several artifacts used for the examination of the development of students' writing skills and engagement with feedback. These artifacts included draft papers, revision papers, final papers, teachers' evaluation forms, peer evaluation forms, journals where the students kept their reflections on feedback, and interview transcripts. In total, there were 30 drafts analysed, which was equal to three drafts per each of the ten participants. The forms of feedback provided were multiple as well and included rubric-based evaluations, comments, AI-assisted feedback, peer-review checklists, and teachers' feedback. Such artifacts were

analysed by comparing several drafts in order to determine whether there had been any changes as a result of feedback received.

Interview Protocols

Semi-structured interviews were conducted to explore the students' underlying thought processing. The students' understanding of the language appraisals and the challenges that they faced during the intervention.

Pre-Test and Post-Test

In addition to the qualitative instruments, this study used a comparative test to measure the students' progress. The test and the rubrics are available at https://corpus.eduhk.hk/cap/wp-content/uploads/2025/09/Lesson-Plan_Intan-Pradita_SketchEngine.pdf. The rubric dimensions, score range, and interrater reliability have been gained through multiple testing by international peer reviewers.

Data Analysis

The analysis employed both qualitative and quantitative techniques. For the qualitative aspect of analysis, the comparative thematic analysis approach was used following the six phases of reflexive thematic analysis described by (Braun & Clarke, 2019). This process started with the familiarization of data, followed by coding student writing tasks and interview transcriptions. Additionally, coding for engagement resources in writing tasks was done based on the Appraisal framework (Martin & White, 2007), differentiating *monoglossic* and *heteroglossic* clauses. Coding was carried out by the researcher, and peer debriefing and theoretical anchors helped to ensure the credibility of the analysis.

For the quantitative analysis, pre and post-intervention levels of lexical engagement measures were compared using a paired-samples t-test, depending on the normality of distribution (Shapiro-Wilk test) by using SPSS. For triangulation of data, the interactive approach of Miles et al. (2014) was used, involving thematic patterns, frequencies of engagement resources, and statistical outcomes. Triangulations converged in their implications, and divergent findings were considered analytically meaningful.

Results

The study examined the process and the impact of *heteroglossic* and *monoglossic* appraisals on students' ability to critically engage with literature in academic writing. A pre-test and post-test analysis was conducted to assess students' proficiency in incorporating evaluative language and engaging with multiple perspectives in their literature reviews. The results indicate a significant improvement in students' literature review skills after explicit instruction and practice with *heteroglossic* and *monoglossic* appraisals.

Instructional Intervention: Corpus-Based Language Pedagogy (CBLP)

The intervention adopted a CBLP approach by (Ma et al., 2022; Ma et al., 2026). CBLP is a form of Technological Pedagogical Content Knowledge (see Koehler & Mishra, n.d.) The relationship between CBLP and Appraisal Theory is more than just a methodological one. Corpus Pedagogy brings the lexico-grammatical pattern of the language to light, and the Appraisal theory helps us analyse what it means in terms of interpersonal communication and discourse analysis. The engagement patterns that we find from frequent occurrences in a corpus, such as hedges, attribution, and concessive structures among others, can be understood through Appraisal Theory in their genre-pedagogic contexts (Martin & White, 2007). Therefore, we can see how CBLP patterns become the vehicle of discovery, while Appraisal Theory becomes its theoretical basis of interpretation. Ma et al. (2022) suggested that learning to use corpora focuses on being skilful in using corpus tools, then teaching language using corpora as a form of real language teaching situations. The teacher should not only be good at using corpus tools but also to teach language using corpora. There are four stages in CBLP design. Those are testing students' knowledge, hands-on corpus search by students, inductive discovery by students, and output exercise.

In this study, the testing of knowledge was conducted in the first week. This stage aims to gain a diagnostic mapping of students' ability in writing a literature review. The second stage was conducted in weeks two through five. This stage aims to familiarize the students with corpus tools and its usage for language learning. The third stage is to let the students make use of *monoglossic* and *heteroglossic* appraisals in their literature review. The students have one meeting each week that lasts for 100 minutes. The intervention was conducted in the regular classroom of Thesis Writing. The last stage was to assess students' ability to present an evaluative and analytical literature review. The students in this stage demonstrate their ability to show engagement in a literature review. Table 2 is the lesson plan for the four stages of CBLP.

Table 2. Language Appraisals-incorporated Lesson Plan

Stages	Meetings	Objectives	Tasks and Activities
Stage 1	Week 1	Test the students' knowledge	The students draft two paragraphs of their literature review
Stage 2	Week 2	To inform the students about literature review	The students compare two types of paragraphs and decide which one belong to a literature review
	Week 3	To give hands-on corpus search related to the expressions that belong to *monoglossic* and *heteroglossic* appraisals	The students analyze sample academic texts, identifying *heteroglossic* and *monoglossic* expressions.
	Week 4	Familiarize students with corpus tools and their	Hands-on session using corpus tools (e.g., AntConc, Sketch Engine) to explore hedging, boosters, and engagement markers

	Week 5	application in analyzing appraisals.	Students conduct corpus searches for common *heteroglossic* and *monoglossic* expressions in academic writing.
Stage 3	Week 6	To facilitate the students doing inductive discovery of choosing *monoglossic* and *heteroglossic* appraisals	Workshop on revising sentences and paragraphs for improved appraisal balance.
	Week 7		Students rewrite excerpts from their literature reviews, balancing engagement with sources.
Stage 4	Week 8	Enable students to incorporate *heteroglossic* and *monoglossic* resources in their writing.	The students write two paragraphs for the same topic as the diagnostic test
	Week 9	Peer review sessions using an appraisal checklist.	Students provide constructive feedback on each other's use of *heteroglossic* and *monoglossic* expressions.
	Week 10	To ensure students apply what they learned to their academic writing	Students revise their literature reviews with teacher guidance
	Week 11		Students submit their final version

The Extent of Improvement in Use of *Heteroglossic* and *Monoglossic* Appraisals

Prior to the intervention, students tended to rely predominantly on *monoglossic* expressions in their literature reviews, producing assertive claims without sufficiently engaging with alternative or contrasting viewpoints. The pre-test results showed that the ten students incorporated limited use of *heteroglossic* elements. Table 3 is the sample of student's diagnostic test. The writing task in the pre-test phase was conducted before the implementation of the corpus-based intervention. The students were asked to write a literature review part of their essays based on their knowledge of writing academic essays and basic genre writing rules offered by the researcher. It is important to emphasize that these genre rules were minimal to keep the validity of the measure and still make sure that all participants knew what to do. In other words, the pre-test task represents students' writing competence when there was light scaffolding but no free writing or full instruction.

Table 3. Sample of Diagnostic Test and the Assessment

Instructions:

Write one literature review paragraph (150–200 words) about your chosen topic.

1. Begin with a **monoglossic statement** to establish the general background or consensus.
2. Continue with **heteroglossic expressions** to present supporting and contrasting studies.
3. Conclude with a **critical positioning statement** that synthesizes the reviewed evidence into your own claim.

Label or **underline** the sentences that represent:

1. Monoglossic appraisal(s) in yellow
2. Heteroglossic appraisal(s) in green
3. Critical positioning in soft blue

Realia is widely used in language teaching. Many studies have shown that real objects help students learn vocabulary better. Furthermore, Sitepu & Kurniawati (2021) found that teachers often use realia to make lessons more interesting and to connect learning with real life. Realia is an effective technique in language classrooms (Larsen-Freeman & Anderson, 2016).	• Sentence 1: Monoglossic expressions (is widely used). • Sentence 2: Heteroglossic (Attribute)- (Many studies have shown that…). • Sentence 3: Heteroglossic (Attribute)- (Sitepu & Kurniawati..). • Sentence 4: Heteroglossic (Attributive)- Realia is an effective technique (Larson-Freeman & Anderson, 206).

Table 3 shows that the student used *heteroglossic* more than *monoglossic* appraisals. As seen in the table, the expression is widely used was used as the opening of the paragraph. It was functioned as a claim instead of a start of dialogue. To make it more factual, the author could say Realia is a common tool in English teaching or Realia plays a significant role in language learning. Presenting a fact to open a literature review because *monoglossic* appraisals about contribution is more favourable than that of about frequency of use. Although there were some *monoglossic* verbs such as found, have shown and is but since the nouns prior to them belonged to *heterglossic* nouns, the whole sentence was categorized as *heterglossic* appraisals. To compare the frequent use of *monoglossic* and *heteroglossic* resources, Table 4 is provided.

Table 4. Frequency of Engagement Resources Across 10 Students' Literature Review Paragraphs

Engagement Category	Pre-Test (n)	Post-Test (n)
Monoglossic	35	20
Heteroglossic (Attribute)	10	22
Heteroglossic (Entertain)	8	15
Heteroglossic (Deny)	3	5
Heteroglossic (Counter)	2	3
Heteroglossic (Pronounce)	1	3

After the intervention, there is doubling in the use of *heteroglossic* resources from 24 to 48 (from 40.7% to 70.6%), whereas *monoglossic* resources decrease from 35 to 20. While on the other hand, the *monoglossic* resources are decreasing. The *heteroglossic* nouns were in the form of citation of previous studies. This type of sentence needs to be supported with author's voices to show that the author did a comparing, a summarizing, and finally a synthesizing process. In Table 2, the dialogue of previous studies review was presented in the second sentence. It was because the author attempted to do a review. However, since the author solely listed citations, the review sound descriptive. If only the author could add his/her own voice, especially in *heteroglossic* appraisals, we could at least find summarizing function. To this extent we identified three problems in writing literature review for EFL undergraduate students (see Table 5).

Table 5. Problems Related to Literature Review by EFL Students

Problems	Frequency	Examples	Intervention Design
Some students rely heavily on using citations to show heteroglossic expressions although the verbs are monoglossic	7/10 students	Many studies have shown that real objects help students learn vocabulary better. Furthermore, Sitepu & Kurniawati (2021) found that teachers often use realia to make lessons more interesting and to connect learning with real life.	Sketch Engine concordance activities focusing on reporting verbs
Some students are able to use citations and heteroglossic verbs but the commenting, summarizing, and synthesizing expressions are absent	9/10	Realia is an effective technique in language classrooms (Larsen-Freeman & Anderson, 2016).	Concordance analysis to identify synthesis patterns
Some students use monoglossic appraisals to open the paragraph, but it presents a claim instead of a fact	7/10	Realia is widely used in language teaching	Explicit instruction on monoglossic and heteroglossic engagement as provided in the PRAYA corpus

To follow up the difficulties, we did an interview to some students. The interviews were conducted in Indonesian. We allowed the students to answer in English, but we did proofread to improve the readability. Based on the interviews, most of the students were previously not familiar with language appraisals. More specifically, they did not know that monoglossic and heteroglossic appraisals can be used a strategy in writing an engaging literature review:

> *I had never heard of language appraisal resources before attending Miss Muffin's class. When she explained that appraisal resources could help me write a literature review, I found the idea promising and worth trying. I was particularly interested because she said that I could use various tools independently to improve my writing. (Syifa)*

> *I did not know monoglossic and heteroglossic appraisals. We used to be assigned by the lecturer in Academic Writing class to read the literature review section and copied the style. I have no expectation for this experiment class but as much as I understand, Miss Muffin would show strategies to write a literature review. I wanted to continue to MA degree. I think this is necessary to learn. (Cunda)*

Syifa and Cunda were not familiar with language appraisals, let alone the *monoglossic* and *heteroglossic* appraisals. However, Syifa mentioned that due to the independent learning and her interest to computer technology, she thought that learning something new was

interesting. Cunda, in other way, was directed by her motivation to continue to MA degree. To this extent, the expected learning intervention by the student is about how to make use of technology and *monoglossic* and *heteroglossic* appraisals as their future investment. This study also did not find any problems related to students' motivation. This can be due to the purposive sampling. The post-test shows that some students had done better when it came to critical evaluation compared to what could be seen in their writing before the test. As seen in Table 6, Daffa's work, he was starting to make comparisons between results, offering other views on the issue, and using more monoglossic and heteroglossic engagement strategies together.

Table 6. Sample of Post-Test and the Assessment

Instructions: **Write one literature review paragraph (150–200 words)** about your chosen topic. 1. Begin with a **monoglossic statement** to establish the general background or consensus. 2. Continue with **heteroglossic expressions** to present supporting and contrasting studies. 3. Conclude with a **critical positioning statement** that synthesizes the reviewed evidence into your own claim. **Label** or **underline** the sentences that represent: • Monoglossic appraisal(s) in yellow • Heteroglossic appraisal(s) in green • Critical positioning in soft blue	
Realia has long been recognized as a useful resource in language teaching, particularly for **supporting vocabulary acquisition and contextualized learning**. Previous studies **suggest** that the presence of tangible objects in lessons can enhance learner motivation and retention (Sitepu & Kurniawati, 2021). However, not all findings are consistent: while some researchers **argue** that realia provide authentic exposure and improves comprehension, others **caution** that overreliance on physical objects may restrict learners' focus on abstract concepts (Larsen-Freeman & Anderson, 2016). Overall, these studies indicate that realia are an effective pedagogical tool, but its benefits are maximized when it is combined with other communicative techniques.	**Monoglossic appraisals** States a general academic fact **Heteroglossic appraisals** • *Previous studies suggest…* (acknowledge other voices) • *However, not all findings are consistent...*(shows multiple perspectives and commenting them) • *These studies indicate that...* (summarizing previous studies) • *But its benefits are maximized when...*(synthesis of previous studies)

Table 6 represents the students' improvement in using monoglossic and heteroglossic appraisals. As seen in the lexical coding of yellow and green highlights, the students were more confident in exploring various language appraisals. The critical positioning is appeared eventually to close the review paragraph. To support this data, we also conducted descriptive statistics (Table 7), normality of differences (Table 8), and a Wilcoxon Signed-Rank Test (Table 9).

Table 7. Descriptive Statistics

Measure	Pre-Test	Post-Test	Difference
Mean	20.20	22.40	2.20
Median	20.00	22.50	2.00
Standard Deviation	1.03	1.07	0.79
n	10	10	10

Descriptive statistics are presented in Table 7 prior to inferential analysis, normality of difference scores was assessed using the Shapiro-Wilk test.

Table 8. Normality of Difference

	W	p
Pre-intervention	0.764	.005
Post-intervention	0.866	.090

The result in Table 8 indicates a statistically significant improvement ($p < .001$). A paired-samples t-test was conducted to compare pre- and post-intervention writing scores ($n = 10$). Prior to analysis, the normality of difference scores was assessed using the Shapiro-Wilk test ($W = 0.820$, $p = .025$), which indicated a departure from normality.

Table 9. Wilcoxon Signed-Rank Test

	Post-Test – Pre-Test
Z	-2.859
Asymp. Sig. (2-tailed)	.004

A Wilcoxon Signed-Rank Test was conducted to compare students' pre-test and post-test writing scores. The results showed that all participants obtained higher scores in the post-test than in the pre-test, resulting in 10 positive ranks and no negative ranks. The difference was statistically significant, $Z = -2.859$, $p = .004$ (two-tailed), indicating that the intervention was associated with improved writing performance. The most used *heteroglossic* and *monoglossic* expressions by the students are summarized in Table 10.

Table 10. The commonly used heteroglossic and monoglossic appraisals by Indonesian EFL Students

Heteroglossic	"Previous studies suggest…" "However, not all findings are consistent.." "…while some researchers argue.." "These studies indicate that…"
Monoglossic	"Many studies.." "..is an effective tool.." "..has long been recognized as.."

The expressions of *heteroglossic* appraisals in Table 10 show the presence of other voices in the discourse. The students tend to use the *heteroglossic* resources in a way that they recognize evaluation through the expressions of "*not all findings are consistent*", recognize multiple voices such as *previous studies suggest*, create a space for negotiation of meaning,

such as in "*while some researchers argue..*". Besides, the number of *heteroglossic* expressions are more than that of belong to *monoglossic* expressions. To this extent, in the lens of qualitative data, the students have been familiar to use *heteroglossic* expressions in their writing.

Learning Activities that Enable the Students to Review Critically

The positive result of the literature review is inseparable from the learning intervention itself. As previously explained, this study incorporated CBLP and SFL in the learning process. Below are the learning and teaching artefacts as the evidence of the learning activities that enable the students to improve their understanding on *monoglossic* and *heteroglossic* appraisals. The students were given a handout worksheet to help them understand the concept of *monoglossic* and *heteroglossic* appraisals. In this learning stage, some students found it difficult because the barrier of *monoglossic* and *heteroglossic* appraisals is sometimes unclear. Figure 2 provided conceptual definition of *monoglossic* and *heteroglossic* appraisals. However, the students kept saying that it was still difficult to understand. Thus, to improve the students' understanding, we specify the differences of *monoglossic* and *heteroglossic* appraisals based on the verbs, the adverbs, and the adjectives as provided in Figure 2 below.

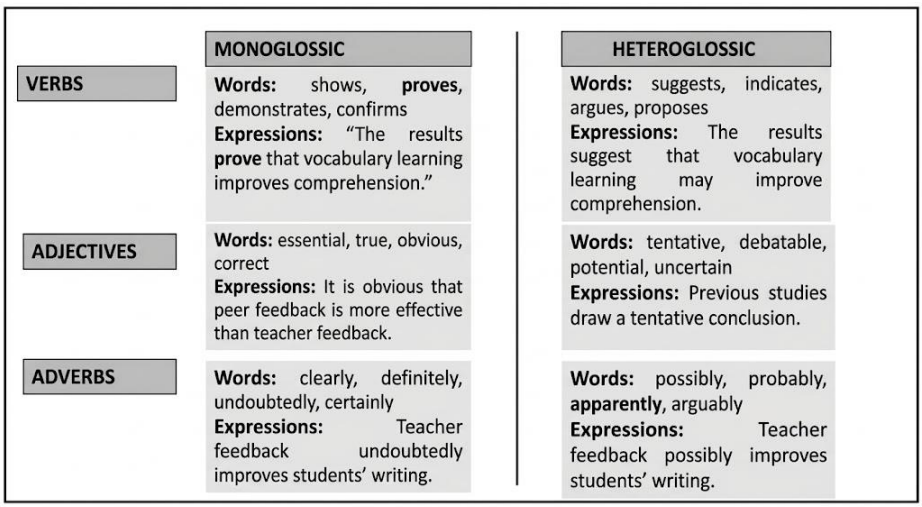


Figure 2. Handout Learning Materials that Incorporate SFL to Literature Review

After we specified the learning materials, the students showed significant understanding on how to incorporate *monoglossic* and *heteroglossic* appraisals in their literature review. Daffa, one of the low-performing students, mentioned that the new learning materials improve his comprehension of differentiating *monoglossic* and *heteroglossic* appraisals. Meanwhile, Syifa has a different reflection. She paid attention to the register function prior to understanding the concept of *monoglossic* and *heterglossic* appraisals.

> *To my understanding, monoglossic is a very strong claim. Differently, heteroglossic is anything related to comparison connections. (Daffa)*

> *I think I did it backwards. To guide the readers' perspective, it is recommended not to be overclaim. Those of overclaim and overconfident expressions belong to monoglossic. But if I want to draw conclusion, I have to stop comparing previous studies. I have to say my stance out loud. (Syifa)*

In stage 3, the students explored the PRAYA corpus by themselves. The corpus consisted of 114 Scopus-indexed publications related to English Language Teaching. The manuscripts were written by Indonesian authors. The corpus represents sub-disciplines such as second language acquisition, classroom pedagogy, and language assessment, which comprise around 821,899 tokens (Pradita & Puspitasari, 2025). We used Sketch Engine to check their understanding. First, the students were asked to find a word list of verbs, adverbs, and adjectives. They were then asked to search for the concordance. Subsequently, they were asked to analyze the belonging of the verbs (for example). Finally, the students did a gap-filling exercise to make use of the appraisals in real text of literature review. Figure 3 is a sample of corpus consultation.

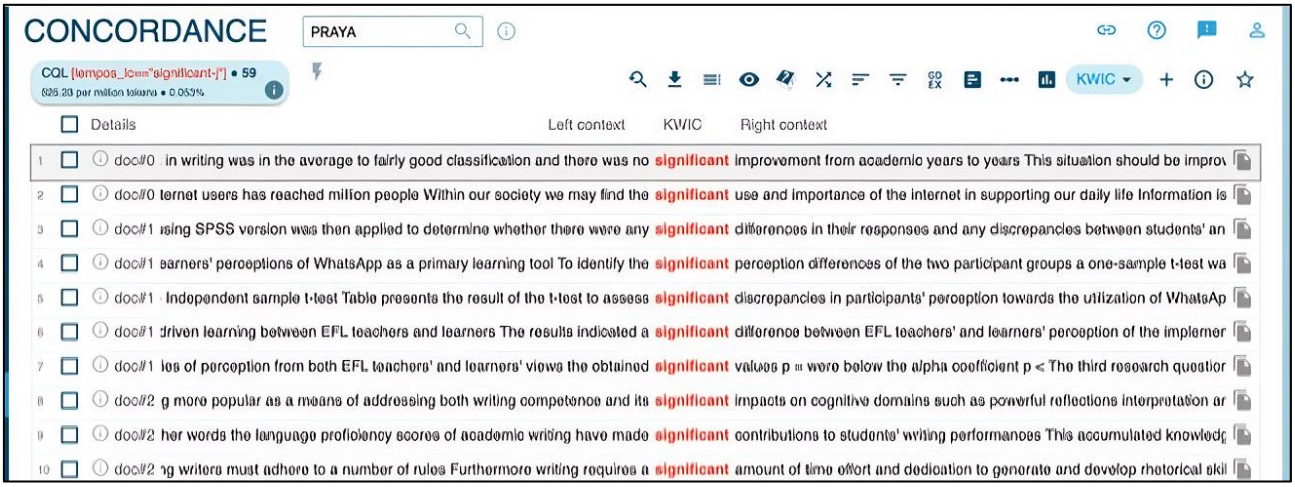


Figure 3. Screenshot of Student's Independent Corpus Consultation

Students reported that the independent corpus consultation is considered to be the most engaging activity in compared to the other tasks. Figure 3, for example, was when the students explored the use of the word "*significant* " as either be *monoglossic* or *heteroglossic* appraisals. The concordance feature was introduced to the students to familiarize them with the contextual use of the word "*significant*". As seen in Figure 3, the word "*significant*" could collocate to verbs and nouns. The verbs were added before the word "*significant*". As for the nouns, they were added subsequently. In this section, the students also learned to combine the words intelligibly. Thus, the feature collocations was also introduced as means to acquaint them with academic collocations. To help students understand how adverbs modulate appraisal stance, Figure 4 demonstrates that the same adjective can function as either *monoglossic* or *heteroglossic* depending on adverbial modification.

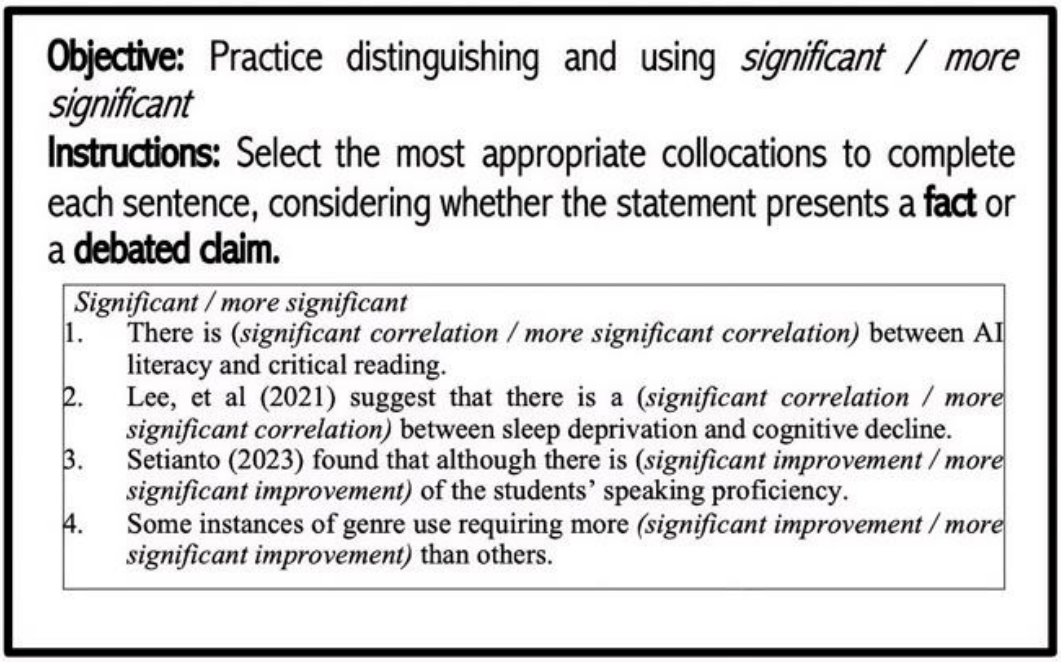


Figure 4. The Worksheet for Week 3

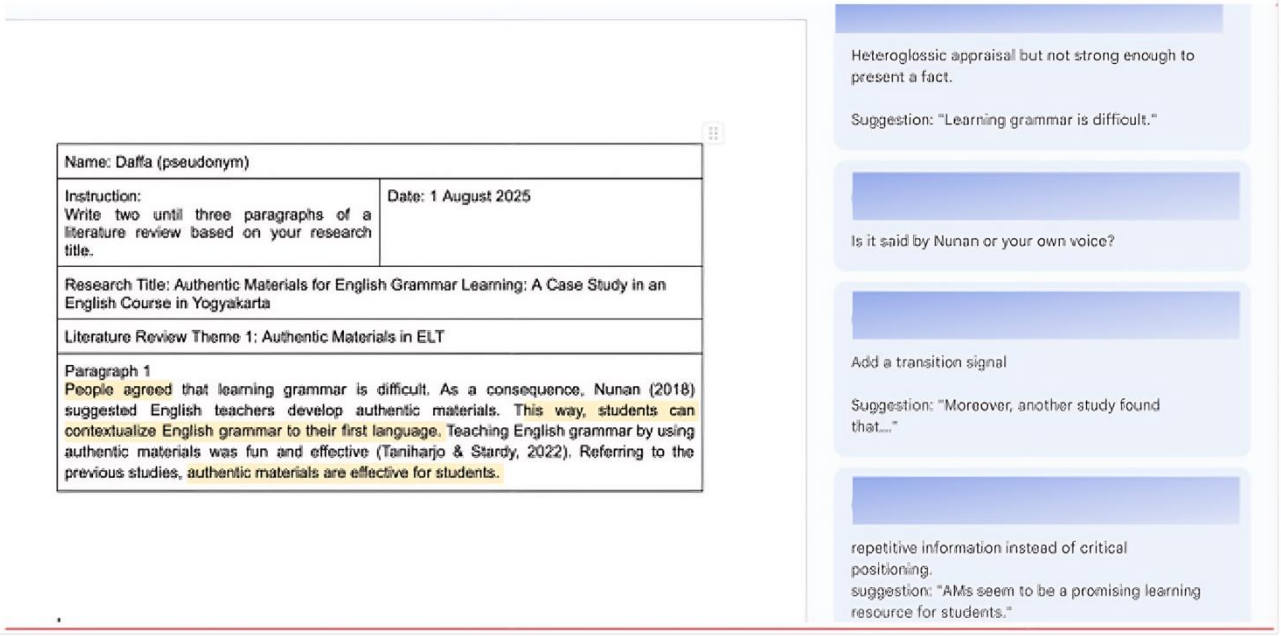
Figure 4 presents a worksheet to ease the students in distinguishing between the use of collocations more significant and an adjective significant. The objective states that learners should practice selecting the most appropriate forms based on whether a statement in a literature review should be presented as a factual claim or an open discussion.

How Students Coped with Difficulties

Regardless the positive impact on students' literature review engagement, it is necessary to also acknowledge their coping mechanism in dealing with difficulties during the intervention. We did an interview in each stage of CBLP to Daffa. His interview was selected to display in this section because he was observed to frequently demonstrated the phenomenon. This purposive selection enabled an in-depth qualitative analysis. Thus, the findings should be understood as illustrative of a particular case instead of representative of all participants.

> *I found that sometimes I was struggled to grasp the concept of monoglossic and heteroglossic appraisals because I relied heavily to the verbs and the nouns. In my second draft, Miss Muffin said that the sentence was heteroglossic but I thought it was monoglossic. The phrase was "People agreed". In my opinion, "agreed" is a monoglossic verb, and "people" does not represent multiple voices. The multiple voices are only for citations. (Daffa)*

As a reflection, we traced back to Daffa's task and the feedback given by the first author as the lecturer. Figure 5 shows the draft written by Daffa.



Name: Daffa (pseudonym)	
Instruction: Write two until three paragraphs of a literature review based on your research title.	Date: 1 August 2025
Research Title: Authentic Materials for English Grammar Learning: A Case Study in an English Course in Yogyakarta	
Literature Review Theme 1: Authentic Materials in ELT	
Paragraph 1 People agreed that learning grammar is difficult. As a consequence, Nunan (2018) suggested English teachers develop authentic materials. This way, students can contextualize English grammar to their first language. Teaching English grammar by using authentic materials was fun and effective (Taniharjo & Stardy, 2022). Referring to the previous studies, authentic materials are effective for students.	

Figure 5. Daffa's Draft on Stage 3

In the interview, Daffa perceived *"People agreed"* as *monoglossic* because the word people did not belong to multiple voices. The strong consideration of the verb was confusing when Daffa did not consider the other words in his sentence. We then interviewed him to crosscheck his understanding on *monoglossic* and *heteroglossic* appraisals because in his final draft, Daffa had a smoother transition of *monoglossic* and *heteroglossic* appraisals, which then made his review more engaging.

> *I think the most helpful one is Miss Muffin's feedbacks. She commented on my draft, and I followed her suggestion. Sometimes I felt confident with the suggestion, but I did corpus checking to make sure that the words that I choose were okay. (Daffa)*

The findings of this study indicate a significant improvement in students' ability to employ *heteroglossic* and *monoglossic* appraisals in their literature reviews. This improvement underscores the effectiveness of explicit instruction and guided practice in shaping students' academic writing competencies. In particular, students demonstrated enhanced awareness and control over evaluative language, a crucial element in constructing well-balanced, literature reviews. The improvement in students' use of *monoglossic* and *heteroglossic* resources is consistent with previous studies that emphasized the importance of explicit instruction in academic writing (Alghazo, 2025; Amornrattanasirichok & Jaroongkhongdach, 2017). Furthermore, the findings resonate with Hyland (2008), that effective academic writing requires writers to negotiate interpersonal meanings and establish a stance toward cited knowledge rather than merely reporting information.

To this extent, this study makes an advancement in previous studies in two ways. Firstly, whereas the previous studies have mainly analysed engagement resources from academic texts, the current study has used corpus-informed language learning using the PRAYA Corpus and the Sketch Engine, which allows learners to conduct independent analyses on engagement with citation practices and reporting verbs in actual texts. Secondly, this study shows that corpus use, along with the teaching of Appraisal resources, can be helpful for Indonesian EFL students in recognizing dialogic positioning in literature review writing

Discussion

Appraisal Theory and Corpus Linguistics in Academic Writing Instructions

Students' writing gains lexical richness and clarity when they are encouraged to substitute more specific terms like helpful, pedagogically sound, insightful, or cognitively demanding for ambiguous adjectives like good. For example, a student could write, "This curriculum is pedagogically sound and aligns with learner-centred teaching principles," rather than, "Therefore, this curriculum is effective". This would express the evaluation's nature and the standards it is based on.

One effective way to support this instructional focus is through the incorporation of corpus-based tools. Learners and teachers are recommended to get real-world examples of how evaluative language is used in disciplinary contexts from Concordances like the PRAYA, the COCA (Corpus of Contemporary American English), and the BAWE (British Academic Written English). Students can see common collocations such as "*robust evidence*", "*tentative conclusion*" and "*rigorous analysis*". The students can also learn how seasoned writers handle stance and engagement by examining corpora. Teachers can identify common elements of academic discourse and point out areas for development by contrasting student writing with real texts (Bunch & Martin, 2021).

From the standpoint of curriculum design, teaching evaluative language and stance should be integrated into all subject areas rather than being limited to separate writing classes. Students' use of evaluation can be scaffolded through disciplinary writing assignments that help them defend assertions, admit their limitations, and participate in academic discourse. For example, assignments may ask students to evaluate the efficacy of methodologies, critically examine opposing points of view, or interpret results carefully and nuancedly.

Feedback should encourage students to consider how their position is communicated by focusing on rhetorical choices in addition to grammar and structure. In this sense, teacher preparation is also crucial. Many writing instructors themselves may be insecure when it comes to teaching evaluative language or are unaware of its significance. Teachers can effectively model and teach Appraisal Theory, corpus linguistics, and discourse analysis by gaining knowledge of these subjects through professional development programs. According to Tomlinson & Jackson (2021), instructors are crucial in assisting students in developing their voice, stance, and engagement, all of which are essential components of academic identity formation.

Conclusion

The findings of this study highlight the crucial role of *heteroglossic* and *monoglossic* appraisals in developing students' literature review skills. Through targeted instruction and guided practice, students demonstrated a significant improvement in their ability to engage with sources critically, balance contrasting viewpoints, and construct well-supported academic arguments. Initially, students relied predominantly on *monoglossic* statements, presenting claims without acknowledging alternative perspectives. However, after the intervention, they exhibited greater epistemic caution, integrated diverse scholarly voices, and positioned themselves more confidently within academic discourse. This study, however, has some limitations, such as it is a sample study with no control group and a short intervention. We also acknowledge that there will be a possible teacher-researcher bias, which causes limited generalizability. Thus, this study suggests longitudinal/cross-context studies.

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Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this paper.

CRediT Authorship Contribution Statement

Intan Pradita: Writing original draft, Lesson Plan Developer, Data Collection, Data Analysis.
Adi Sutrisno: Data Curation, Validation, Writing – Review & Editing.
Tofan Dwi Hardjanto: Validation, Visualization, Writing – Review & Editing.

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