

Heterogloss in Chinese Undergraduates' Oral Presentations in the EAP Pedagogical Setting*

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Abstract—Appropriately incorporating other perspectives in an academic text is a challenge for second language learners and their incorporating practices in oral academic discourse are under-researched. Drawing on the account of heterogloss by Martin and his associates (e.g. Martin & Rose, 2007; Martin & White, 2005), this study investigated the heteroglossic practices in 81 oral presentations by the undergraduates enrolled in a 16-week course on English for Academic Purposes (EAP) in China. Textual analysis reveals the learners' insufficient understanding of legitimate evidence and reporting verbs, overreliance on the high value modal verb (i.e. *should*) in presenting a proposal, and inappropriate sourcing for generating a concession in academic discourse. Based on the findings, a triadic model concerning heteroglossic practices in learners' academic discourse is proposed, and pedagogical implications are discussed.

Index Terms—learner's oral academic presentation, heterogloss, projection, modality, concession

I. INTRODUCTION

Heterogloss is an inherent feature of academic communication, in which the speakers/writers are expected to bring in the perspectives from the academia and negotiate with their assumed listeners'/readers' reactions so as to contribute to the disciplinary knowledge construction and to gain acceptance for their own work (Aikhenvald, 2018; Hood, 2010; Hyland, 1999; Hyland & Jiang, 2017; Swales & Feak, 2012). The previous research on heterogloss in academic discourse has focused on the aspects such as citations (e.g. Hu & Wang, 2014; Hyland & Jiang, 2017; Swales, 2014) and evaluation (e.g. Hood, 2010; Hyland & Jiang, 2018) in written academic discourse, especially research papers (Hyland & Jiang, 2021; Jiang, 2022). This body of work has greatly advanced our knowledge of heterogloss in academic discourse. A limitation of the previous work, however, is insufficiency of studies on heterogloss in learners' oral academic discourse.

Oral academic presentations have been identified as among the most common genres in undergraduate academic discourse (Nesi & Gardner, 2012). University students are often assigned with oral presentations in class to demonstrate their understanding of disciplinary knowledge. For many native language students, appropriately incorporating multiple voices in academic discourse is a challenge (Hendricks & Quinn, 2000). It could be particularly difficult for second language (L2) learners, for they have to cope with the added dimensions of insufficient knowledge of the linguistic expectations and the norms of knowledge construction in the discourse community. Analyzing L2 learners' heteroglossic practices in oral academic presentations can reveal the specific heteroglossic problems they encounter, and guide the academic literacy instruction on such an essential aspect for the learners. In view of these, this study aims to examine how Chinese undergraduates bring in others' perspectives in their English oral academic presentations.

II. LITERATURE REVIEW ON HETEROGLOSS

Heteroglossic features have been investigated in varied terminology such as *academic attribution* (Hyland, 1999), *reference/citation* (Hu & Wang, 2014; Hyland & Jiang, 2017; Swales, 2014), *reporting* (Liardét & Black, 2019; Thompson & Ye, 1991), *evidentiality* (Yang, 2009), and *engagement* (Xu & Nesi, 2019). The existing research on heterogloss in academic discourse from the linguistic perspective mainly falls into the following three categories: (1) examining citation integration, i.e. whether a cited author is syntactically part of the citing sentence, and its rhetorical effects (Hyland, 1999; Hyland & Jiang, 2017; Swales, 1990; Thompson, 2005; Thompson & Tribble, 2001); (2) identifying sources of citations (Charles, 2006a; Yang, 2009, 2015); (3) lexico-grammatical resources, such as reporting verbs, and reporting structures (Charles, 2006b; Hyland, 1999; Liardét & Black, 2019; Thompson & Tribble, 2001). A widely adopted approach to the analysis of heterogloss in academic discourse is *Engagement*, a subsystem of Appraisal system from Systemic Functional Linguistics.

Engagement concerns the voices in the discourse. Based on the presence of dialogic alternatives, *Engagement* is

* This work was sponsored by a grant from the Humanities and Social Science Foundation, Ministry of Education of China (19XJC740003).

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taxonomized as monogloss and heterogloss (White, 2003; Martin & White, 2005). The former presents bare assertions without bringing in alternative perspectives. The latter by contrast recognizes other perspectives, and engages with dialogic alternatives. For the management of various perspectives, Martin and Rose (2007) identify three types of linguistic resources, namely projection, modality and concession.

Projection refers to quoting or reporting what people say or think. Projections may quote the exact words that someone said or thought, or report the meaning that was said or thought. Thus, projections can be classified by sources of citation, or by ways of citation, such as direct quotations and indirect quotations (including paraphrases and summaries). Projections can also be categorized by the position of the citee. According to the summary by Martin and Rose (2007), there are four ways of projection: projecting clauses (e.g. *Halliday says: ..., Halliday thinks that...*), names for speech acts (e.g. *I end with a few lines that Halliday said*), projecting within clauses (e.g. *such practices as it may deem necessary*), and scare quotes (e.g. *'those at the top'*). These ways distinguish the varied positions of the citee, sources of citation as well as ways of citation. In addition to these three aspects, research into reporting verbs has found that reporting verbs have evaluative potential (e.g. Hyland, 1999; Liardét & Black, 2019) and experienced researchers purposefully select reporting verbs to adjust the dialogic space in academic discourse.

Another way of introducing alternative voices is through modality, which is a resource setting up a cline between positive and negative poles of obligation or probability (Halliday & Matthiessen, 2014; Matthiessen et al., 2010), specifically, of 'how probable' a statement is, of 'how often' something happens, or of 'how obliged/inclined' a person is to act. When obligation or probability is assigned a positive or negative value, it is of polarity. Unlike positive polarity, which invokes one voice, negation as the negative polarity places the speaker's/writer's voice in relation to a potential opposing one and thus implicates two voices. Hence, modality and negation acknowledge alternative voices as relative to a proposition or suggestion, and open up/close down a space for negotiation.

Concession, also known as 'counter-expectancy', is another resource of including different voices. Speakers or writers can use concessive conjunctions or continuatives to reject an alternative position or an expectation that they have created for the audience or readers. The most common concessive conjunctions are *but, however, although, in fact*, etc. Like conjunctions, continuatives can also be used to denote concession, but they occur inside the clause, rather than at the beginning. They include words like *only, just, even, already, finally, still, etc.*

Projection introduces a range of voices in an explicit way whereas modality and concession do so in an implicit way (See Figure 1). They create communicative effects of 'dialogic expansion' or 'dialogic contraction' (White, 2003), opening up or closing down the dialogic space for alternatives. These three types of linguistic resources display multiple facets of heterogloss in academic discourse.

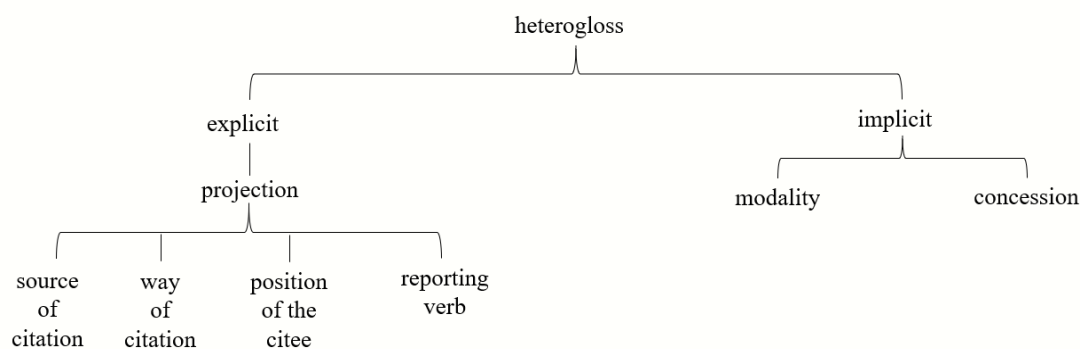


Figure 1. Dimensions of Heterogloss

The study aims to address a principal research question: how do Chinese English as foreign language (EFL) learners employ heterogloss in their oral academic presentations? Drawing on the account of heterogloss in Appraisal system, the principal research question is subdivided into the following three research questions:

- (1) How are the heteroglossic resources of projection employed by Chinese EFL learners in their oral academic presentations?
- (2) How are the heteroglossic resources of modality employed by Chinese EFL learners in their oral academic presentations?
- (3) How are the heteroglossic resources of concession employed by Chinese EFL learners in their oral academic presentations?

III. METHODOLOGY

A. Participants and Context

Our participants were 55 first-year multi-disciplinary undergraduates (32 males, 23 females) enrolled in a 16-week English for Academic Purposes (EAP) course on listening, note-taking and speaking at a Chinese university. They were majored in electronic engineering ($n=12$), food science ($n=9$), animal science ($n=5$), economics and management ($n=21$), fisheries ($n=4$), sericulture, textile and biomass sciences ($n=4$). Based on their performance on the University Placement

Test in the first semester, the learners were placed at an intermediate level of English proficiency. In the course, the learners formed thirteen groups voluntarily, with three or five members per group.

B. Data Collection and Analysis

The learners were assigned three five-minute oral presentation tasks during the semester. The topics of the first two presentation tasks delivered at Week 4 and Week 8 were unit-relevant assignments, concerning psychoneuroimmunology and cardiovascular disease respectively. For these two presentation tasks, the groups listened, read and discussed a set of topic-related EAP materials, such as mini-lectures, scientific blogs, research papers, etc., and decided on their stances and supporting materials. Then the group members jointly drafted each presentation and selected their representatives to deliver. Those two presentation tasks produced 26 samples for analysis. The presentations delivered at Week 16 were prepared individually on some self-decided disciplinary topics, which yielded 55 samples for analysis. All the presentations were audio-recorded and transcribed. This process produced a dataset of 81 oral presentations of nearly 44,564 words.

The examples of heterogloss in the dataset were manually coded and checked by the authors to ensure that the examples performed the function assigned to them. The authors independently coded around a 25% sample (10 presentations) of the data and reached an inter-rater agreement of 91% through discussion. Because the inter-rater reliability was acceptable, the first author then coded all the oral presentations. The intra-rater reliability tests were run by the first author to re-code the presentations a month later and to examine carefully the discrepancies to reach a full agreement in between.

IV. RESULTS AND DISCUSSION

Overall, the analysis revealed the learners' insufficient understanding of legitimate evidence and reporting verbs, overreliance on the high value modal verb (i.e. *should*) in presenting a proposal, and inappropriate sourcing for generating a concession in the academic presentations. In the following we present each heteroglossic feature in turn and jointly.

A. Projection for Heterogloss

(a). Sources of Citation

In constructing academic discourse, academics tend to cite research-based texts as well as statistical data rather than common sense, famous sayings, or proverbs as evidence. However, in our learners' presentations, the learners cited not only research-based evidence, but also nonacademic sources to support their work, such as lyrics (1), proverbs (2), common sense (3), and personal experiences (4). For example,

- (1) ... just like the song from Kelly Clarkson, "what doesn't kill me, makes me stronger". (G3W4)²
- (2) As the saying goes "Born in hardship, die in happiness", ... (G9W4)
- (3) It is well known that a balanced diet plays an important role in health and weight control. (G1W8)
- (4) Our parents would say "eat less sugar, or you will have a toothache and go to the dentist." (G12W16)

The nonacademic citations were found in the sections of the learners' presentations, namely the Introduction, Body as well as Conclusion of the presentations across three presentation tasks during the semester. Nonacademic sources may be used by scholars in the beginning of an oral academic presentation, to place their presentations on a shared ground with the audience (Boldt, 2019), not for the purpose of strength and authority. The presence of those sources is odd in the other sections of an oral academic presentation. The employment of the nonacademic sources as evidence in the learners' presentations reveals the learners' perceptions of evidence. They misunderstood those nonacademic sources as worthy and legitimate evidence in the academic discourse, treating those sources in the same way as they do in their nonacademic discourse. Such inclusion creates authorship problems, as the authors of those nonacademic sources were not scholars but members of the public who may not have done careful research on the given topics. Consequently, it can reduce the reliability of the presentations.

(b). Ways of Citation

In projecting what others say or think, the learners threaded direct quotations and indirect ones into their presentations. Their use of direct quotations took the forms of both full direct quotation and partial direct quotation. The former refers to quoting a whole sentence directly, like the example (1) above. The latter means quoting some exact words from the source sentence, like the example (5) below. Moreover, when the learners reported the general meaning that was said or thought, they mainly adopted two ways of reporting: generalizing a single source and generalizing multiple sources, like the example (6) and the example (7) respectively.

- (5) ... the most important policy is the "4 trillion plan". (G5W16)
- (6) According to a research from Harvard Medical School, too much stress can damage the immune system. (G10W4)
- (7) Studies have shown that vegetables and fruits are rich in water and dietary fiber, which can enhance the sense

² G stands for group and W refers to week. The number identifies the designated group and week of the presentation.

of satiety and reduce energy intake. (G1W8)

The multiple-source generalizations outnumbered the single-source ones in our dataset. A single source was put in a salient position along with its idea, when the name of the source is popular or authoritative among the learner audience, like *Harvard Medical School* in the example (6). A multiple-source projection was presented like *studies* in the example (7), to foreground the generalized idea (Swales, 2014; Yu & Zhang, 2021). Such a shift from named to unnamed indicates that the learners may be aware of the pragmatic difference between the single-source named projection and multiple-source anonymous projection.

(c). Positions of the Citee

Distinctions in the position of the citee/citees were identified in the learners' integral citations. Integral citation termed by Swales (1990), means placing the citee/citees within the sentence structure. By contrast, nonintegral citations place the cited author or authors in parenthesis. In oral academic presentations, presenters often use integral citations rather than nonintegral ones if no visual aids are deployed, such as PowerPoint. According to Swales (2014), integral citations can be classified into four subcategories, namely the citee/citees functioning as sentence subject, as agent, as adjunct, and as part of a noun phrase. In our dataset, only the first and the third type were found. In the first type, the citee/citees functioned as sentence subjects, such as in the example (8). The third type, as adjunct, was realized in two ways: by a prepositional phrase in the example (9) and by a subordinate clause in the example (10).

- (8) Studies have shown that students who have a certain amount of stress before a test perform better on tests. (G6W4)
- (9) According to experts, long-term poor sleep quality... affects the normal metabolism and easily causes obesity. (G1W8)
- (10) As Greenberg said, "health and disease are not opposite concepts, but a unity of interdependence and mutual transformation." (G5W4)

The use of the cited source as sentence subject was the most common practice in our learners' presentations, which echoes other studies of novice writers (e.g. Swales, 2014). The use of the citee as adjunct realized by a prepositional phrase was the second most common category.

(d). Reporting Verbs

Another feature of projection practice is the choice of reporting verb. In our dataset, 17 different reporting verbs (see Table 1) were identified. Among them, the two most common reporting verbs (*show*, 27; *find*, 22) were factive and demonstrated research acts. Other reporting verbs disclosed the presenters' understanding and evaluation of the citee's behavior, such as cognitive acts (*know*, *think*, *estimate*, *support*, *conclude*, *convince*, *believe*, *see*), and discourse acts (*say*, *mention*, *tell*, *report*, *list*, *point out*). Notably, *according to* ranked the third most common reporting structure in the learner presentations with a number of 20, though it was not included in Table 1 for it is not a traditional reporting verb.

TABLE 1
LIST OF REPORTING VERBS

No.	Verb
27	show
22	find
12	know
6	think, say
3	estimate, support, conclude
2	mention, prove, tell
1	convince, point out, report, see, list, believe

Reporting verbs not only attribute the evidence to the source, but also bear evaluative potential, communicating varied degrees of alignment and evaluation of the reported information (Hyland, 1999; Liardét & Black, 2019; Thompson & Ye, 1991). The presenter/writer may represent the reported information as factive (such as the verbs *show*, *find*), or nonfactive (such as *believe*), and indicate the assessed certainty and reliability what is cited. The choice of the reporting verbs allows the presenter/writer to construct a stance toward the cited information (i.e. positive, neutral, negative).

Of the 17 reporting verbs as well as the reporting structure *according to* in our dataset, the majority were neutral, revealing no specification of stance toward the reported information and thus detaching the presenters from responsibility for what was being reported. Such practices suggest that reporting verbs were seldom employed by the learners as a discourse tool to establish an authorial stance, and that the learners tended to act as an observer and informant, simply reporting or displaying their knowledge of certain information rather than an insider of knowledge construction. In addition, the employment of some reporting verbs (such as *say*, *tell*, *mention*, *see*) might be common in daily communication, but is of low frequency in academic discourse.

B. Modality for Heterogloss

Modality is another linguistic means of evaluating propositions or proposals, allowing heteroglossic space to be opened up to or closed down to a proposition or a proposal (Hood, 2010; Martin & Rose, 2007; Martin & White, 2005).

In our samples, fourfold linguistic realization of modality was identified, namely modal verbs, modal adverbs, attributes, and mental processes.

The learner presenters made assessments of likelihood or obligation through modal verbs and/or modal adverbs, such as *can*, *should*, *will*, *maybe*, etc. in the following examples from (11) to (13):

- (11) It can be said that stress can be seen almost everywhere in our lives. (G9W4)
- (12) Maybe some people think stress does more harm than good to our health. (G3W4)
- (13) We should carry out regular monitoring of blood sugar, and find abnormal cases in time to seek medical advice. (G9W8)

The learner presenters made assessments of likelihood or obligation through attributes (adjectives) as well, such as *possible*, *important*, *likely*, etc. in the following examples (14) and (15):

- (14) The second possible cause is the excessive leverage, which leads to the outbreak of risks. (G5W16)
- (15) It is important to invent a new type of temperature and humidity detector which can adapt to complex environment. (G7W16)

Certain mental processes (verb) were also employed by the learners to make assessments of likelihood or obligation, such as *I think*, *our group think*, *we believe*, etc. in the following examples (16) and (17):

- (16) I think that pressure is a double-edged sword. (G3W4)
- (17) Our group think it depends on the level of stress and our attitude to stress. (G9W4)

Modality can function as a resource for grading polarity, which resembles the operation of negotiation, adjusting heteroglossic space between positivity and negativity as to a claim or to a suggestion. The modal verb (*can*), attribute (*possible*), modal adverbs (*maybe*, *almost*) in the examples (11), (12) and (14) above depicted probability of the statements or usuality of the phenomenon, while the modal verb (*should*) in the example (13) and attribute (*important*) in the example (15) described obligation of the proposals. They modified plausibility of and commitment to a proposition or a proposal, and altered the degree of allowing possible alternative views of the audience.

The mental processes in the examples (16) and (17) foregrounded the novice presenters as the statement makers. The prominent self-mention practice helps reinforce the visibility of the speakers' agency (Hyland & Zou, 2021) on the one hand. On the other hand, it can unintentionally downgrade the credibility of the statements given the learners' academic naivete, and thus expand the space of negotiation.

Negation functioned in a similar way in which the speaker/writer placed his/her voice in relation to other potential opposing voices and thus more than one voice was implicated.

- (18) The information in network information security is no longer just your bank card password, ... (G8W16)
- (19) It doesn't mean we should refuse to eat fat and carbohydrates. (G1W8)

In the sentence (18) from our dataset, the learner presenter added a negative particle *no longer* to form a negation, and thus some potential opposing positions such as '*the information in network information security is just your bank card password*' or '*the information in network information security could just be your bank card password*' were implicated. The same applies to the sentence (19). In the sentence (19), the learner presenter added another negative particle *not*, declining a potential opposing position such as '*we should stop eating fat and carbohydrates*'. Negation can be realized in some other ways, such as adding certain negative prefixes or suffixes to the base word, or using verbs with negation (Kane, 2021). In our dataset, the learners tended to add the negative particles to form a negation.

Modality and negation are important linguistic resources in introducing alternative voices and modifying negotiability of the ideas. The dialogic functionality of modals in academic discourse has previously been analyzed by the researchers. Hyland (1996), for example, using the term *hedging* (which includes low intensity modals), holds that it is used to confirm the writer's professional persona, convey modesty and assist in the acceptance of his/her claim. Hyland and Zou (2021) observe that plausibility hedges which signal the speaker's certainty of a claim dominate the frequencies across disciplines in the Three-Minute Thesis presentations to downplay the strength of assertions as well as to bring the audience into the argument. Hyland and Jiang (2018), in analyzing interaction in academic writing in both hard and soft sciences over the past 50 years, discover that hedges are the most frequent linguistic devices in constructing interaction in academic writing as to involve readers in the endorsement of the writers' claims. For the researchers, the use of modality has not only epistemic dimension but also interpersonal function.

The use and dual functions of modals were also found in our learner presentations. However, the learner presenters tended to use modals of median and low value (like *can*, *could*, *may*, etc.) when presenting a claim and making speculative interpretations, and to utilize modals of high value (like *should*) when presenting a proposal. In fact, using high value modals is unusual in disciplinary interaction (Hyland & Jiang, 2018). When employing modals, the academics tend to use modals of median as well as low intensity to display modesty and assist in the approval of their claims.

C. Concession for Heterogloss

In our learners' presentations, concessive conjunction *but* was the most common maker of counter-expectancy, followed by concessive conjunctions *however* and *although*.

In the sentence (20), the learner presenter acknowledged the certainty about a general research area, in this case, a correlation between low blood sugar and cardiovascular disease, before presenting a negative aspect of current knowledge that constituted the focus of the presentation. The concessive conjunction *but* functioned to shift the polarity

from positive (*has an impact*) to negative (*remains unclear; more research is needed*).

(20) Low blood sugar has an impact on cardiovascular disease. But how hypoglycemia affects blood sugar and cardiovascular health remains unclear, and more research is needed. (G9W8)

In the sentence (21), the learner presenter reviewed the general conviction of the object of the presentation, in this case, sugar, before countering it by stating the misunderstanding of the object and presenting a positive aspect of it as well as extending the knowledge in some way. The concession flipped the polarity from negative to positive. The words *definitely*, *real* functioned to intensify the polarity, creating a sharper contrast between two positions connected by concessive conjunction *but*.

(21) Definitely, sugar will do a lot of harm to our teeth and body, but sugar in natural fruits and grains will not. Free sugar is our *real* enemy. (G12W16)

In the sentences (20) and (21), the previous knowledge or belief of the object of the presentation was countered. Conjunctions that function in this way in our learner samples also included *however*, *although*, as shown in the sentences (22) and (23).

(22) However, this research is still at the forefront, and whether the technology is mature or not needs further verification. (G13W16)

(23) Although moderate commercialization can certainly improve the local economic benefits, excessive commercialization of tourist attractions can also bring negative effects to the local areas. (G9W16)

Another resource for adjusting expectations used by the learners were continuatives, or concessive connectors. They indicated that what was described such as the duration, the number, the speed, the frequency, etc. did not match the expectation. In the sentence (24), *actually* expressed the countered reality, and *only* functioned to counter the expectation of how real in this case. Other continuatives used by the learners included *already*, *just*, *still*, and *even*.

(24) Actually, that was only true for people who also believed that stress is harmful for our health. (G10W4)

Co-articulation of concession and negation was also found in the learners' presentations as shown in the sentence (25) below as well as in the sentences (20) and (21) above. Negation in these sentences was presented in the form of negative particles *not* or morphological negation *un-*. Through the complementarity of negation and counter-expectancy, the presenters predicted and adjusted the audience assumptions and expectations, and thus re-positioned the audience to the objects of their presentations or to their own positions. Like modality and negation, concession functioned to manage the audience alignment and dis-alignment with what is known.

(25) Our economic growth does not rely on the real economy, but on financial speculation. (G8W16)

In academic discourse, concession is a key resource in creating a research space. By using concession, the writer/presenter indicates a gap or potential extension in the knowledge of the research object and subsequently introduces his/her own study. Thus concession, as a discourse strategy, is more common in the Introduction of a research paper/an academic presentation than in the other sections of academic discourse. Moreover, the countered/adjusted expectations are generated from the previous research.

In our learner presentations, however, the inappropriate use of concession was spotted. The learners tended to rely on common sense rather than the previous research to create a concession. Common sense, as well as imagined scenarios, statistical data, etc. can be used, but the principal purpose of using them in the Introduction is to build up rapport with the audience and recontextualize the presenters' research, not to construct knowledge (Boldt, 2019). Such sources are used in conjunction with a review of the previous research in oral academic presentations, and are hardly used in academic writing. Indicating a gap in the previous relevant research or extending previous knowledge in some way is an obligatory move in the Introduction of academic papers and academic presentations.

D. Triad for Heterogloss

The learners employed the three types of resources, namely projection, modality and concession, to bring in other voices so as to present their own work. Those resources were used independently as well as jointly to adjust the negotiability of the ideas and lend support to the claims, such as co-articulation of concession and negation (the negative polarity of modality), and coupling of projection and modality. Meanwhile, some academically inappropriate heteroglossic practices were detected. Those practices showed traces of daily communication, and more profoundly revealed the learners' misunderstanding of legitimate ways of knowing or knowledge in intellectual fields.

First, the learners tended to incorporate popular information such as lyrics, proverbs and personal anecdotes to support their claims, or to present knowledge as contested. In the process of knowledge construction, academics are apt to bring in others' work or scholarship rather than popular information. They review the previous research to show the significance of the general research area, to report on research that contributes to knowledge of their research objects, and to indicate a gap for their own research (Hood, 2010; Swales & Feak, 2012). They also engage with previous scholarship to discuss their own findings (Geng & Wharton, 2019; Loghmani et al., 2020). In oral academic discourse, the presence of popular information is hardly for the purpose of knowledge construction, but for building up rapport with listeners (Boldt, 2019). Engaging with previous scholarship remains an essential component of unfolding one's knowledge construction, in oral and written academic discourse alike. It distributes generally across sections of academic papers and presentations, especially in the Introduction, literature review, and discussion sections.

Second, the learners displayed a tendency to use obligation modal verb *should* in presenting a proposal, and to rely on neutral verbs in reporting information. This suggests that the learners may not be fully aware of the dual functions of

reporting verbs and the preferred ways of communicating authorial stances in academic discourse. Reporting verbs not only present information, but also communicate varied degrees of alignment and evaluation of what is reported, helping scholars craft their authorial stance (Liardét & Black, 2019). Moreover, high value modal verbs carry strong implications of authority on the speaker's/writer's part over the listener/reader, imposing on the listener/reader obligations or necessity determined by the speaker/writer. It violates the 'conventional fiction of democratic peer relationships' in academic discourse and clearly expresses the speaker's/writer's attempt to control the listener/reader (Hyland & Jiang, 2016, p. 38). Though there are disciplinary differences in the level and type of modality and evaluative reporting verbs (Hu & Wang, 2014; Hyland & Jiang, 2018), scholars tend to weave a tapestry of authorial stance and others' perspectives with less obvious authorial intervention in knowledge construction.

Based on our findings and the existent literature on heterogloss in academic discourse, this study presents a conceptual framework on the interrelated dimensions of heterogloss in learners' academic discourse: projection, modality, and concession (see Figure 2). As shown in this framework, the three aspects in the inner circle work independently or jointly to incorporate/decline alternative perspectives and help express authorial stances. Sources of citation, use of reporting verbs, ways of citation as well as positions of the citee outline the main features of projection in learners' academic discourse. The linguistic forms as well as value connotated in the forms depict the employment of modality. The linguistic forms and sources are two important aspects to generate a concession. Projection, modality and concession are purposefully distributed across sections of an academic genre and can be stamped with disciplinary features. Thus, the use of the triad elucidates the learners' heteroglossic practices in academic discourse, and can be referred further in equipping learners with resources for engaging with others' perspectives in an academically appropriate way.

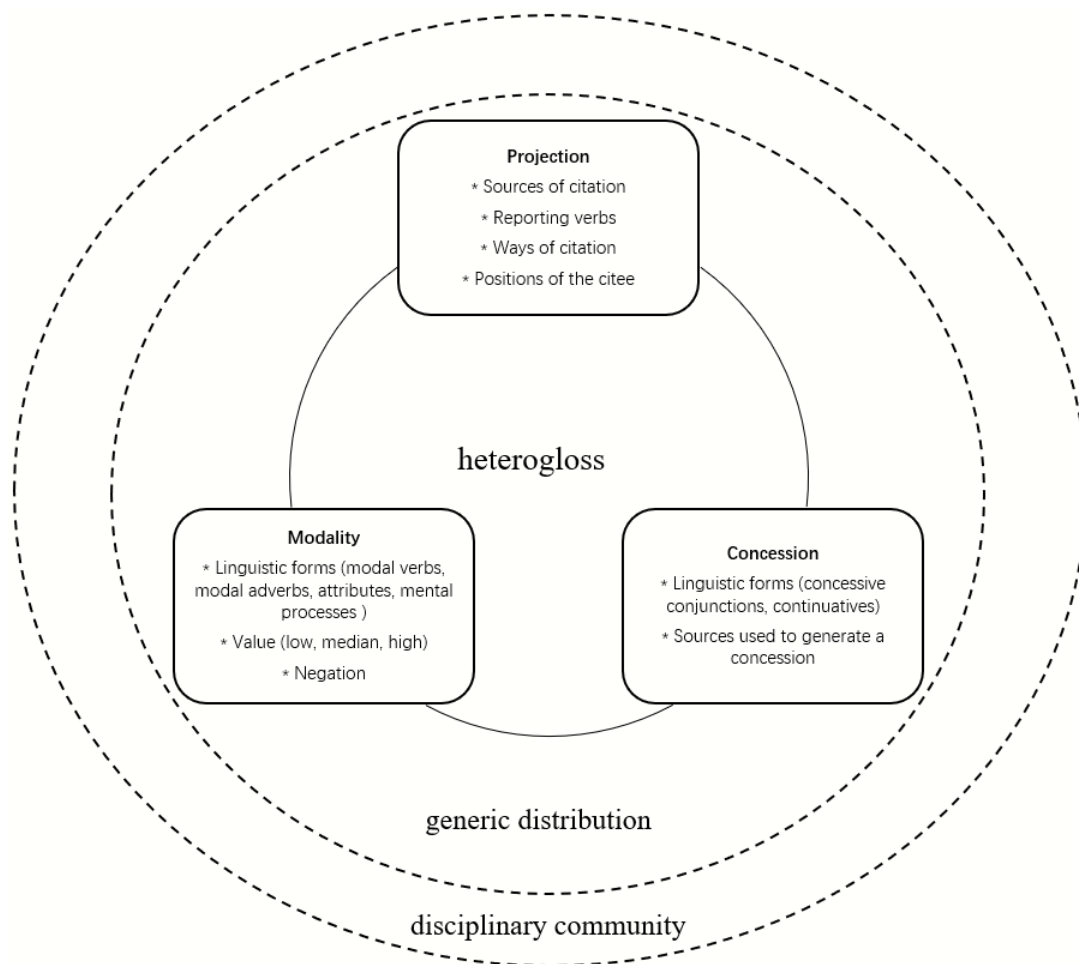


Figure 2. A Triadic Model of Heterogloss in Learners' Academic Discourse

V. CONCLUSION AND IMPLICATIONS

This study has revealed several important linguistic features of heteroglossic practices in the academic presentations by the Chinese EFL undergraduates. First, the learners cited not only research-based information as evidence, but also nonacademic sources, such as lyrics, proverbs, etc. to support their positions. The research-based information cited was often generalized and remained anonymous, and the agent of research-based information was given when it was a

'household' authority among the learners, such as Harvard University. Second, the verbs used by the learners to report/cite were overwhelmingly neutral, revealing little their stance towards what was reported/cited. And some reporting verbs (such as *say*, *tell*, *see*) used by the learners would not be the choice in academic domain. Third, modality and negation were important resources in adjusting negotiability of ideas in the learner presentations, but the learners tended to deploy modals of high value in presenting a proposal, while using modals of median and low value to present a claim and make speculative interpretations. Fourth, though the learners used concession to manage the audience alignment and dis-alignment with what is known and to present the objects of their presentations, they relied heavily on common sense to present knowledge as contested. These features remained nearly alike in the three presentation tasks during the semester. This suggests that little spontaneous progression is made by the learners in constructing heteroglossic space in the academic genre and explicit instruction on those aspects may be a solution.

Several broad pedagogical implications follow from the findings for teaching the negotiation of heteroglossic space. First, nonacademic sources can be cited in oral academic presentations, but the functionality and the distribution as well as the types of them warrant guidance. Nonacademic sources, such as personal anecdotes, etc. can be employed in building solidarity with the listeners and assisting in the creation of a gap for oral academic presentations (Boldt, 2019). But these sources are not preferred otherwise in academic discourse, and they can markedly weaken the academic credibility of the presentations, for they are beyond the boundaries of legitimate way of knowing and knowledge in the academic community. Second, it is pedagogically sound to raise the learners' awareness of dual functions of reporting verbs to facilitate the introduction of evidence and situating authorial stances. The overreliance on neutral reporting verbs, providing no overt indication to the authorial stance on the evidence, needs to be balanced through pedagogical means. Furthermore, the frequent use of high value modals, such as *should*, for presenting a proposal or proposition is generally not common in academic discourse, and diverse ways of expressing presenters' stance and persuading listeners need to be on the list of instruction. Importantly, novice presenters need to be holistically equipped with the linguistic resources of projection, modality and concession in explicitly and implicitly positioning presenters, negotiating semantic space and gaining acceptance for their work in the targeted community.

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