How medical students express their attitudes towards their reflective experience in teaching hospitals: A corpus-based approach to the analysis of evaluation in reflective reports

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ABSTRACT

Reflective practice is deemed as one of the essential learning tools in professional education, particularly in the field of Medicine. Educators have recognised the role of reflective writing in focusing students' reflective learning (Moon, 2004). Research in this writing genre has highlighted the centrality of successful management of affective meanings to achieve critical reflection (Boud et al., 1985). However, the volume of studies that explored the structure and linguistic features of authorial attitudes is limited, indicating a lack of knowledge. This study investigates the macrostructure of reflective writing and the strategies used by writers to position their stance towards entities and propositions across the sections of the reports. To achieve this aim, a corpus of 47 reflective reports written by four-year medical students at the Birmingham Medical School was compiled and interviews with supervisors were conducted. Drawing on the appraisal theory (Martin and White, 2005) and the parameter-based approach (Bednarek, 2006), a framework of evaluation was developed, featuring the analysis of the targets of the evaluation. The findings demonstrated the role of the situational context in selecting those targets, and the way writers position their stance towards them reflects their awareness of the genre conventions and their professional identity. They also revealed the influence the discourse community in structuring the reports. This thesis concludes with an evaluation of the framework and suggestions for pedagogical implications.

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Lists of abbreviations and conventions

• References to the "writer" is used to refer to the medical students who wrote the reflective reports; the attributions cited by the reports' writers are referred to as "the cited/reported author".

• Grammatical and structural mistakes made by the writers can be encountered in the examples and extracts of the reflective reports which were not edited by the researcher to maintain the authenticity of the data.

• The examples and extracts quoted in this thesis can include numbers used by the writers to refer to their cited studies and authors as it is the approach used in scientific disciplines.

• Enclosed in this thesis is a CD which includes the analysis of the corpus in html files, and in order to read the annotation, a text editor software, e.g. Edit Pad Pro (for windows) or TextWrangler (for Mac) needs to be downloaded.

Abbreviations

Corpus of Medical Reflective Reports (CMRRs)

British National Corpus (BNC)

British Academic Written English (BAWE)

Michigan Corpus of Academic Spoken English (MICASE)

Cambridge and Nottingham Corpus of Business English (CANBEC)

Systemic Functional Linguistics (SFL)

English for Specific Purposes (ESP)

North American New Rhetoric (NNR)

Community-based Medicine (CBM)

Problem-based Learning (PBL)

Discourse Community (DC)

Community of Practice (CoP)

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1 Introduction

1.1 The motivation of the study

The main impetus for this study grew during my Master's research of non-native students' academic writing in their first and second years at the School of Education. The study investigated the textual organisation of essays using the thematic analysis and found that there was a positive correlation between students' writing progress and the degree of interpersonal themes. This raised the question as to what motivated the students' selections of these themes? Also how is the writer's evaluative stance shaped as they progress into their discourse community and to what extent does it reflect their professional life and disciplinary epistemology? This led me to the decision that investigating apprentices' written genres would provide a valuable area of research, as it would illuminate the strategies applied in the construction of professional stance and the writer's interaction with the discourse community. The term apprentice in this thesis is meant to refer to those students who study professional/applied disciplines in academic contexts, for example: Medicine, Engineering, Education and Business, to name but a few. These disciplines often train their students to write a variety of genres, such as: essays, lab reports, case studies and reflective writing, among others, to show representation of learning. But, what distinguishes reflection and reflective writing?

Educators perceived reflection as a learning tool that enhances the integration between theory and professional practice (Atkins and Murphy, 1993; Leino-Kilpi, 1990). Secondly, it promotes students' problem solving skills; and, it facilitates a re-visitation of the experience by the students in order to approach the world from a different perspective (Boud, Keogh and Walker, 1985; Mezirow and Associates, 1990). Hence, it was found that reflective writing does not only represent evidence of learning, but also provides a valuable opportunity for developing professional learning, values and

critical thinking skills which gives this type of genre its important status in professional education (Kember et al., 2001; Moon, 2004a), particularly in Medicine. Most importantly, research into the impact of reflective writing demonstrates its role in promoting apprentices' professional identity and discovering their critical voice (Fund, Court and Kramarski, 2002; Shapiro, Kasman and Shafer, 2006; Wong and Trollope-Kumar, 2014). Despite these merits, there is a limited range of studies that examines linguistic characteristics of professional stance, and this study will address this feature.

This study is an explanation of writer stance and its discoursal functions in medical reflective writing produced by students in order to appreciate their professional identity and critical stance in relation to the discourse community and the community of practice. It also aims at investigating the extent to which the rhetorical role of the genre can shape the nature of writer stance; thus, a genre analysis of the macrostructure of reflective reports and their evaluative items will be conducted to achieve that aim.

1.2 Reflection and its role in promoting professional identity

The notion of reflection and reflective thinking goes back to Dewey (1910) who described it as a form of problem-solving activity which involves testing ideas and beliefs on the grounds of previous knowledge and evidence observed in the situational context. The concept was later integrated into adult learning theories and frameworks to promote students' learning and their critical thinking skills (Mezirow, 1991; Moon, 1999). Types and stages of cognitive activities involved in reflective thinking have been interpreted and represented in various and well-known reflective models, proposed by Boud et al. (1985), Atkins and Murphy (1993) and Gibbs (1988), who recognised the critical role of emotions and affective meaning in this learning activity. These models mainly comprise attending to the experience, observing critical incidents, reflective analysis through integrating knowledge and emotional reaction and finally drawing a conclusion.

Externalising emotional feelings and critical reflective thinking through writing was found to be influential as this helps the writer to form and organise their thoughts (Moon, 2004a). In medical education, Wald and Reis (2010) maintained that the emphasis given to reflective writing pedagogy was motivated by the need to "foster development of reflective capacity, extend empathy with deepened understanding of patients' experience of illness, and promote practitioner well-being" (ibid: 746). In addition, it opens the gate for medical educators to perceive their students' values, concerns, perspectives of ethical conflict and problem-solving skills (Cohn et al., 2009). Other studies viewed reflective writing as a powerful strategy through which learners are engaged in a conversation between prior knowledge and experience to produce new meanings (Balgopal and Montplaisir, 2011). Similarly, Levin and Wagner (2006: 268) highlighted that "by observing students' voices in reflective writing teachers and researchers can gain access to the way students perceive their learning and experiences". In this sense, reflective writing turns out to be suitable data for analysis, since I am interested in investigating the representation of professional stance and identity in apprentices' written discourse.

1.3   The context of medical education in Britain

In Britain, there are 34 undergraduate medical schools which all vary in their admission requirement the curriculum and their teaching approach. For this reason, I will focus on the Birmingham Medical School at Birmingham University from which the data was collected.

The College of Medical and Dental Sciences at the University of Birmingham comprises five schools: Cancer Sciences, Clinical and Experimental Medicine, Dentistry, Health and Population Sciences, and Immunity and Infection which offer undergraduates the choice of enrolling in programs under four main areas: Medicine, Biomedical Sciences, Dentistry, Nursing and Pharmacy[1]. There are two

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[1] http://www.birmingham.ac.uk/undergraduate/courses/mds.aspx

main schemes: a five-year and a four-year medical course. The former is offered to students after finishing their high school, while the latter is for those who have a first degree in Life Sciences. The majority of the students (around 350) join the five-year course and attend clinical teaching from the beginning of their first year, as the Medical School does not follow the traditional division between pre-clinical and clinical teaching. The School works closely with 15 teaching hospitals, 157 general practices and several primary care trusts where the students have the opportunity to expand their knowledge, sharpen their skills and meet patients. Most importantly, they will gain experience in doctor-patient communication through listening to the doctors and talking with the patients, and then understand its discourse.

In terms of writing practice, the students from the first year are required to write essays as a part of the Community-based Medicine course attachment (CBM), in which they need to discuss a topic, providing the relevant evidence to support the argument within the context of the General Practice they have been attached to. This means that medical students are introduced early to their community of practice and are trained to develop their professional assessment skills through evaluating evidence in context in the light of their knowledge.

1.4 Evaluation

1.4.1 Definition of evaluation

Thompson and Hunston (2000: 5) defined evaluation as "the expression of the speaker or writer's attitude or stance towards, viewpoint on, or feelings about the entities or propositions that he or she is talking about". This broad definition includes a wide array of values addressing both entities and propositions like certainty, feelings and writer stance, which have received substantial attention from researchers using different terms like Evidentiality (Barton, 1993; Chafe, 1986), Appraisal (Martin,

2000; Martin and White, 2005), Stance (Biber and Finegan, 1989; Biber, 2006), Modality (Palmer, 1979) and Hedging (Hyland, 1996; Hyland and Milton, 1997; Salager-Meyer, 1994).

In this thesis, I am investigating writer stance as experiencer of world entities and their evaluative acts at the level of discourse. I am interested in exploring the way stance and attitudinal expressions demonstrate professional identity and learning, norms of practice and the writer's interaction with members of the discourse community and community of practice; hence, the terms stance and evaluation are used interchangeably to refer to the same meaning. In the light of the study aims, Thompson and Hunston's definition of evaluation is therefore adapted as follows:

> Stance is the expression of the speaker or writer's attitude or stance towards, viewpoint on, or feelings about the entities or propositions that he or she is talking about. These expressions reflect the way writers position themselves in relation to professional values, their learning, the reader and the discourse community.

1.4.2 Functions of evaluation

Thompson and Hunston (2000: 6) identify three functions of evaluation, all of which play an important role in the context of apprentices' academic writing. First, they point out that evaluation expresses the writer's opinions and so reflects their value system and that of the discourse community. In addition, this study shows that evaluation represents the context of situation in which it is produced and the genre conventions, as discussed in Chapter 6. This adds to our understanding about the sensitivity of evaluative language to genre, and so it can be argued that it does not only reflect the value system of the writer and the discourse community, but also the genre and the context in which text is produced. Since this study investigates medical apprentices' reflective writing within their discourse community, this role is particularly important as it will hopefully shed light on the nature

of medical professional values, the way apprentices view and demonstrate their professionalism and the influence of the rhetorical role of the genre in shaping their stance.

The second function is that evaluation establishes and maintains the writer-reader relationship. Halliday (1994) considered interpersonal metafunction as 'language as action' to reflect the interactive relation between the writer and the reader. This facet of semiotic function can be shaped by the genre conventions practised by the discourse community and the disciplinary epistemology which position writer stance in relation to the reader and the members of that community. In this study, this role is relevant as it will allow us to realise the evaluative strategies adopted by writers in order to interact with cited authors and to convince the reader (who is the supervisor) that the knowledge contained in the propositions and their claims about learning gains are valid.

The final function is that evaluation helps to organise discourse as it marks the beginning of the texts, reinforces the main theme in the following argument and concludes the message (Thompson and Hunston, 2000: 6-10). In this respect, Hood (2009) and Martin (2004) found that interpersonal meaning reinforces and consolidates the ideational meaning mentioned in the headings and hyper-themes, which indicates the important role of evaluation in organising the texture of the discourse. As indicated in Chapter 8, the analysis of the macrostructure of reflective writing and the dynamic of evaluative meanings reveals the role of the latter in signifying to the reader "the point of the discourse" (Thompson and Hunston, 2000: 12) through representing the pragmatic function of the rhetorical macro-moves.

1.4.3   Approaches to and research of evaluation in apprentices' reflective genre

Given the critical role of reflective writing in developing the professional learning of apprentices and the prevalence of affective meaning, several studies have explored the levels and the nature of reflection in apprentices' writing in an attempt to identify its distinctive characteristics and promote

the level of critical reflection (Boud, Keogh and Walker, 1985; MacLellan, 2004; Mezirow, 1991; Wong, Kember, Chung and Louisa, 1995) . However, fewer studies have investigated its structural organisation and the linguistic features of writer stance (Mena-Marcos, García-Rodríguez, Tillema, 2013; Reidsema and Mort, 2009; Ryan, 2011). For instance, Ryan analysed the genres utilised in reflective writing: recount, description, explanation and discussion and indicated the broad linguistic features of this type of writing. Yet, her findings do not convincingly show the way these features are used or shaped by the rhetorical functions of these genres, leading to a decontextualized representation of these linguistic items.

With regard to interpersonal meanings, Reidsema and Mort's (2009) study is, to the best of my knowledge, the only one which examined authorial attitudes in reflective writing, looking at causal relations and the appraisal system of attitude in high and low graded engineering essays. Although their study shed light on the evaluative acts utilised by successful reflectors, the analysis remains on the surface level, as it did not account for the complex system of writer attitudinal stance. Despite the essential role of affective meaning in establishing a credible authorial stance in this genre, there is still a lack of knowledge about how successful reflective writers express their attitudes and position their stance to convince the reader of their professional and learning development, particularly in professional disciplines like medicine. This raises the question as to how the language of evaluation is used in medical reflective reports.

As mentioned in the previous section, the concept of evaluation is multi-layered which requires selecting an approach that suits the aims of the study and answers the research questions. The appraisal theory (Martin, 2000; Martin and White, 2005) has been influential in its analysis of interpersonal meaning in the lexcio-grammatical system, attending to three areas of evaluation: Attitude, Engagement and Gradation. It incorporates the targets of evaluation in analysing attitudes into *Affect* (feelings), *Judgement* of human behaviour and *Appreciation* of the aesthetic of things and

processes. Although this approach brings valuable insights into the social context of writer attitudes, there is a degree of overlap between Judgement and Appreciation and the necessity to include further relevant semantic categories. As Martin and White (2005) stated, "maps of feelings …have to be treated at this stage as hypotheses about the organization of the relevant meanings" (ibid: 46) and suggested that alternative accounts can view their approach as a starting point. Another framework developed by Bednarek (2006) features a categorization of evaluative meanings into parameters in the light of previous approaches to evaluation like Stance, Modality and Evidentiality. Although her framework is beneficial to investigate the strategies used by the writers to validate the truth value of their propositions and learning gains, it does not cover the emotional attitudes in the analysis. This feature is deemed essential in order to understand the representation of the writer's professional identity and values. Therefore, a new modified version is developed in this study based on the appraisal framework and Bednarek's parameter-based approach, including an analysis of the targets of evaluation to appreciate the social dimension of the evaluative act in apprentices' discourse and their emotional reaction to entities in the professional sphere.

1.5   Aims of the study

The study sets out to address the following main aims

- Shed light on the nature of attitudinal expressions produced by medical students in their reflective writing;
- Investigate the evaluative strategies adopted by the writer to demonstrate the validity of their claims, their evidence of learning and professionalism;
- Explore the social construct of evaluative acts by analysing their targets and how they can add to our knowledge about the theoretical concept of evaluation and its context of situation;

- Test the effectiveness and the reliability of the framework used to analyse writer stance in reflective writing;

- Explore the generic structure of reflective writing and its macrostructure;

- Identify the typical evaluative meanings in this genre and across its rhetorical macro-moves;

- Investigate the relationship between evaluative language and the pragmatic function of the genre.

The detailed research questions will be presented in Chapter 4 section 4.3.

1.6 Justification for using a corpus-based vs manual approach

Research of evaluation has been conducted following various methodological approaches, ranging from manual to corpus analysis or a combination of both. Appraisal researchers advocate textual analysis over corpus methods, as they do not seem to be keen about 'valuing generalisations across text corpus'; instead, they are interested in 'meanings and meanings beyond the clause' (Martin and Rose, 2003: 272). Although their approach brought valuable insights into types of evaluative meaning, their lexico-grammatical representation and their behaviour in the unfolding text, there is still a need to appreciate the extent to which those meanings are expressed in a particular discourse or genre in order to eventually understand their characteristics and avoid the influence of the peculiarity of individual texts or the researcher's bias in selecting those texts. On the other side of the coin, Biber's (1989; 1999) and Charles's (2004) work on stance are mainly corpus-based, focusing on particular and predetermined grammatical forms and structures to identify them and then assign their stance meanings. This approach allowed Biber and Charles to realise the nature of writer stance and the evaluative features across various registers in large data like academic writing, conversation, news and fiction, and across disciplines like political and material sciences. However, this approach gives only a partial representation of the types of stance in a given discourse, as it does not allow to

account for other linguistic configurations or even implicit structures of stance meanings, as acknowledged by Charles in the limitations of her study.

Corpus-driven is another common approach to corpus studies, and the difference between corpus-based and corpus-driven is dependent on the study aims. While the first approach helps to 'expound, test or exemplify theories and descriptions that were formulated before large corpora became available to inform language study' (Tognini-Bonelli, 2001: 65), the linguists in the second approach are committed to "the integrity of the data as a whole, and descriptions aim to be comprehensive with respect to corpus evidence" (Tognini-Bonelli, 2001: 84). McEnery, Xiao and Tono (2005) compared the nature of attitudes towards the linguistic theories in both approaches and concluded that the distinction between them is imprecise. They argued that corpus-driven studies do not come with purely neutral assumptions about language, highlighting that "implicit annotation" (ibid: 10) is applied in classifying the concordance lines. In corpus-based studies, however, existing theories are viewed as a starting point where evaluations and revisions of such theories are based on the corpus data.

As this study aims to explore categories of evaluative meanings in reflective writing and their distribution across its macrostructure, this requires an approach that combines between manual text analysis and corpus analysis to provide empirical findings about the extent to which the rhetorical functions of the genre and its macrostructure exert an influence on the writer stance. Considering the types of corpus analysis, this study follows a corpus-based approach, as previous frameworks of evaluation (Bednarek, 2006; Martin and White, 2005) do not fit the type of the data and the research aims. Nevertheless, they constitute the starting point in order to be evaluated, revised and modified in the light of the corpus data. Chapter 4 provides a detailed justification for not using a particular approach to evaluative analysis. The findings will be then supported by conducting interviews with teachers in the medical school who have been involved in teaching or supervising students during

their reflective experience in order to incorporate their perspectives, shed light on the context and support the process of interpreting the results.

1.7   The contribution of the present study

As stated in section 1.4.3, little is known about the nature of writers' attitudes in reflective writing and its rhetorical structure. Also, following a particular approach to evaluation proves to be unfitting to investigate the type of the data and achieve the study aims. This thesis therefore attempts to add to our knowledge of the concept of evaluation by developing a new framework which modifies Martin and White's and Bednarek's approaches and analysing the targets of evaluation in order to realise the situational context of the writer's stance and their role in constructing evaluative acts.

In terms of the methodological approach, this study combines manual text analysis and corpus analysis, and so provides a practical example of analysing data from two angles: on a surface horizontal level by quantifying linguistic features across a large amount of data and on a deep vertical level through manual annotation and interviews. Secondly, since this study aims to identify the categorical meanings of writer stance rather than linguistic forms and then quantify those categories, this will render a clear visualisation of their extent and utilisation by writers in the genre of reflective writing.

Finally, this study will contribute to our understanding of the genre of reflective writing by analysing its macrostructure and the management of the writer's attitude across these sections. Analysing evaluation in a particular genre enables the appreciation of the interplay between the socio-pragmatic function of the genre and interpersonal meaning, leading to realise the way writer stance is shaped by and shapes the context of its production and reception.

1.8 Organisation of the thesis

The next three chapters, chapters 2, 3 and 4, review the relevant literature in order to situate the present study in relation to the previous accounts related to genre, reflective learning/writing and the approaches to evaluation.

Chapter 2 provides an explanation of writing as a social action and the concepts of community of practice and discourse community. That is followed by a review of the concept of writing genre from the three well-known genre schools (Hyon, 1996): The Australian School, English for Specific Purposes and the North American New Rhetoric. In **Chapter 3**, the notion of reflective learning and its theoretical underpinnings is explained, including its various taxonomies, and how it is perceived in professional contexts. That leads us to focus on the nature of reflective writing in an academic context, looking at the level of reflectivity in apprentice writing and the linguistic features of this type of genre. Since the ability to demonstrate personal views and criticism is crucial in reflective writing, **Chapter 4** reviews relevant theories of evaluation and frameworks, indicating the reasons for not selecting one approach over another in the analysis of reflective reports. That is followed by a review of studies of evaluation in both professional and students' written discourse. This will aid an understanding of the similarities and the differences between expert and apprentice writing in establishing a clear stance, and the factors that contribute to the achievement of authorial argumentative stance.

Chapter 5 provides an explanation of the methodological approach and the research design. The explanation includes a description of the design of the specialised corpus, its processing strategies, the data collection phase and the ethical considerations. Then, a description of the approach chosen to establish the validity and the reliability of the data is provided. The last section sets up the process of generating the framework and its categories of evaluation. That is followed by a brief analysis of an extract to demonstrate the way the data is analysed both quantitatively and qualitatively.

The discussion of the analysis findings is presented in chapters 6, 7 and 8, organised according to the order of the main research questions. In each chapter, the quantitative results will be presented first, followed by a discussion of the results in the light of the previous studies on evaluation and reflective writing. In **Chapter 6**, the analysis of the writer's attitudes towards entities is discussed, showing their rhetorical functions and how stance is constructed to achieve the social purpose of reflective writing. In **Chapter 7**, the findings about the positioning of writer stance at the level of discourse are discussed, indicating the rhetorical roles which are used to establish the validity of the propositions and their interaction with cited attributions. **Chapter 8** is concerned with the genre analysis of reflective writing and the distribution of evaluative categories across the rhetorical macro-moves of reflective reports. This demonstrates the influence of the pragmatic function of these macro-moves in shaping interpersonal meanings.

Finally, **Chapter 9** pulls the threads of the arguments and the findings together, indicates some practical and theoretical implications of the study, highlights its contribution to the field of evaluation research and suggests pathways for further research.

2 Discourse community and community of practice: a genre analysis perspective

2.1 Introduction

This chapter focuses on explaining the notion of writing as a social practice in order to highlight that reflective writing is a situated practice in academic contexts, manifesting professional learning. The second section will explain the concepts of discourse community and community of practice, including their theoretical underpinnings and characteristics in order to reach a clear understanding on the locus of reflective writing within academic, professional and social contexts. One of the communicative channels shared by the community members is that of genre which will be explained in the last section. This will review the three famous approaches to genre analysis: Systemic Functional Linguistics, English for Specific Purposes and the North American New Rhetoric (Hyon, 1996) to indicate the approach to genre analysis followed in this study.

2.2 Writing as a social practice

Writing has been predominantly viewed as a social activity that occurs within what Malinowski (1923/1946) referred to as "the context of situation". It is not produced by a solitary individual, but rather it is a complex activity involving the writer, the receiver and the wider circle of the discourse community in which writing is "produced, read and interpreted" (Grabe and Kaplan, 1996: 106). Reither (1985: 621) highlighted that "writing and what writers do during writing cannot be artificially separated from the social-rhetorical situations in which writing gets done". In academic contexts, Lillis (2001) similarly viewed writing as a discourse practice which represents the language used by the individual within the context of situation and the context of culture. To understand writing as a situated practice, she described three meanings of practice.

- Language as discourse practice signals that specific instances of language use - spoken and written texts - do not exist in isolation but are bound up with what people do –practices- in the material, social world.

- What people do with language tends to be repeated and practised, so that particular practices, ways of doing things with texts, become part of everyday, implicit life routines both of the individual…and of social institution.

- Particular practices have become dominant within particular domains of social life, and these involve and invoke particular values, beliefs and identities, all of which contribute to the maintenance of particular social structural relations.

(Lillis, 2001: 34)

According to Lillis, written and spoken discourse manifest the use of language in our social and material activities. Secondly, when this linguistic representation is repeated, it becomes a part of individual and social life practices; and, if these linguistic practices prevail in social communities, they acquire certain values, beliefs and identities which contribute to the furtherance of the social relations within these communities. So, what is perceived is that writing is a social practice which shapes and is shaped by its context of situation. Students producing reflective writing most likely engage in a professional experience to structure and restructure their values, ideas and identity through critically evaluating their prior knowledge in the light of the situations encountered in order to generate new perspectives that inform their future actions. Students need to be aware of appropriate generic conventions in order to discuss their reflections about the diverse facets of the context and their prior knowledge and attest the validity of their claims, thereby being accepted by the core members of the community. One of the learning modes through which discursive conventions can be accessed is the instructors' feedback, which leads us to the notion of community of practice and discourse community.

2.3   Community of practice and discourse community

The concept of communities of practice (CoP, hereafter) was first developed by Lave and Wenger (1991) in response to the failure of the conventional theory of learning as an individual process to account for the social context of learning in organisational and professional contexts. Wenger (2001) described these communities as "a group of people who share an interest in a domain of human endeavour and engage in a process of collective learning that creates bonds between them: a tribe, a garage band, a group of engineers working on similar problems" (ibid: 2). In Wenger's (1998) model, this community comprises three dimensions: *Mutual engagement, Joint enterprise* and *a Shared repertoire*. Mutual engagement of participants in actions creates mutual relations which permit negotiation and transferring of meaning. The result of this engagement is a joint enterprise that is "not just a stated goal, but creates among the participants relations of mutual accountability that become an integral part of the practice" (Wenger, 1998: 78). The resulting outcome of prolonged reciprocal negotiation of meanings and pursuit of an enterprise is the construction of a shared repertoire, comprised of "routines, words, tools, ways of doing things, stories, gestures, symbols, genres, actions and concepts that the community has produced or adopted in the course of its existence and which have become part of its practice" (ibid: 83). Lave and Wenger (1991) argued that learners initially act as legitimate participants on the periphery of their CoP, and move towards full participation via negotiation of meaning and identification of knowledgably skilled identities. This is highlighted in their definition of *Legitimate Peripheral Participation* which states that it

> [P]rovides a way to speak about the relations between newcomers and old-timers, and about activities, identities, artifacts and communities of knowledge and practice. It concerns the process by which newcomers become part of a community of practice. A person's intentions to learn are engaged and the meaning of learning is configured through the process of becoming a full participant in a socio-cultural practice" (Lave and Wenger, 1991: 29).

However, the concept of CoP has been criticized by a number of studies for various reasons (Eraut, 2000; Handley et al., 2006; Roberts, 2006). Roberts (2006), for instance, argued that the dynamic of power relations and their distribution within the community are vital in shaping negotiation of meanings and peripherals' participation, which has been overlooked in Lave and Wenger's discussion of their case studies of CoP. She added further challenges that could limit the degree of mutual engagement and peripherals' learning such as competition among workers, absence of trust, community's predisposition to adopt certain knowledge (Roberts, 2006: 628-629). From a different perspective, Eraut (2000: 131-132) described the utilization of situated learning as a simplistic approach which neglects to acknowledge the complexity of the learning process occurring in different contexts and the influence of learning histories that participants bring to those contexts.

Despite these critical views, this study examines CoP in order to appreciate medical students' interaction with members of the medical community and the way it exerts an influence on their construction of a professional value system and identity. It is not intended to investigate learning processes in various contexts or the power relations among members of that community, and therefore the aforementioned criticisms are not directly relevant to this study. In this respect, when medical students are engaged in reflective practice, it offers them an opportunity to negotiate meanings and beliefs about various elements of the practice with the core members of the community and other participants. Reflective writing can facilitate a framing of the writer's focus on the experience and present to a certain extent a snapshot of aspects of the new meanings, views, skills and professional identities that emerged or evolved during negotiation and engagement with the experience, thus "promoting professional development" (McCarthy, 2011: 38). From this perspective, it could be argued that reflective writing is one of the community's shared repertoires which contributes to the development of apprentices' engagement in their CoP.

Akin to the concept of CoP is the term Discourse Community (DC, hereafter) which is a contested term in the literature. Bizzell (1992: 223) described establishing an "authoritative definition" of DC as a "struggle" and attributed this to the various orientations of the scholars in composition studies who attend to some elements of "discourse community" in developing their research. More recently, the difficulty in reaching a consistent definition remains constant (cf. Hamp-Lyons, 2011; Hyland and Hamp-Lyons, 2002). For instance, Hyland and Hamp-Lyons (2002) ascribed the disagreement in defining the concept of DC to the differences among communities along "the cognitive and the social dimensions" (ibid: 6) and advocated avoiding shaping the dynamic nature of discourse communities, stating that:

> it has not been easy to agree on exactly what the term means. Are they disciplines, with their enormous diversity of competing and tangential theories, directions and allegiances? Or are they university departments? Or users of an internet list? ... [W]e need to avoid framing discourse communities as determinate, static, autonomous, and predictable arenas of shared and agreed upon values and conventions… (Hyland and Hamp-Lyons, 2002: 7)

That said, Swales's research on DC has inspired others in their research on discourse community/communities. Swales (1990: 9) defined discourse communities as "socio-rhetorical networks that form in order to work towards sets of common goals" and illustrated the application of the concept on an international group interested in Hong Kong stamps. In light of this definition, Swales (1990) suggested six characteristics to identify the DC and they are:

- has a broadly agreed set of common public goals;
- has mechanisms of intercommunication among its members;
- uses its participatory mechanisms primarily to provide information and feedback;
- utilizes and possesses one or more genres in the communicative furtherance of its aims;
- has acquired some specific lexis;

- and has a threshold level of members with a suitable degree of relevant content and discoursal experience.

(Swales, 1990: 24-27)

The explanation of the concepts of CoP and DC revealed several shared and distinct features. It is noted that both types of communities include members who share agreed common goals, a mechanism of communication and resources to achieve their aims and to progress. That said, it seems that the focus on genre and discourse as a means of communication is more pronounced in a DC than in a CoP which subsumes genre and language under the umbrella of the community's repertoire of activities as it prioritises practice and learning through participation. This could be the reason why several studies prefer the former concept in describing academic communities, while use the latter in describing professional communities. But what happens when both communities interact?

We have seen in the previous chapter that medical students at the Birmingham Medical School receive clinical training from the early phases in their learning through visiting hospitals and other healthcare institutions in order to acquire appropriate forms of spoken and written discourse and promote their clinical assessment among other clinical skills. Likewise, these institutions offer opportunities for students to engage with the community's members and patients and participate in real clinical practice to understand the meanings of the community's activities and establish relations between theory and practice. In this sense, the concept of DC in this thesis is meant to refer to an applied disciplinary community which includes professional members who work in the same academic institution and aim to prepare their students to successfully engage into their CoP by providing them with content knowledge, skills, genre, discourse and feedback. CoP refers to institutional organisations which include a group of professionals who share the same aims and interact with their DC. That is manifested in allowing apprentices to negotiate meaning, identity and gain tacit and explicit knowledge through major or peripheral participation from across its boundaries, and this interaction is important for the community's furtherance. In this sense, reflective writing not only facilitates

apprentices' engagement with their CoP but also is one of the main communicative channels between the DC and their CoP. Figure 2.1 clearly illustrates the reciprocal relations among the three constituents, i.e. DC, apprenticeship and CoP.

Figure 2:1 The mutual interaction between the medical discourse community, apprenticeship and the medical community of practice

As we have seen discourse, written and spoken, is practised by members of both types of communities in order to interact, transfer knowledge and evolve, and they employ different genres for these purposes. Genre can then be viewed as one of the essential "vehicles of communication" (Johns, 1997: 56) used among the community members to represent their values, beliefs, culture and practices. The next section will explain the notion of genre analysis.

2.4   Genre

Genre analysis has received considerable interest from researchers, focusing on mapping relations of the social practices of the language and its discursive features. Hyon (1996) proposed a distinction between three approaches to the study of genre, which all go beyond the surface description of

discourse in order to provide an explanation of the way social functions and contextual situation can shape and structure their discourses. They are:

- North American New Rhetoric (NNR);

- Systemic Functional Linguistics (SFL);

- English for Specific Purposes (ESP).

Despite their shared interest in genre analysis, they differ in terms of their perspectives on genre and their analytical principles. The following sections will explain these divergent orientations of genre analysis.

2.4.1 The North American New Rhetoric

The North American New Rhetoric views genre as part of social action, highlighting that the analysis "must be centred not on the substance or the form of discourse but on the action it is used to accomplish" (Miller, 1994: 24). Accordingly, scholars do not analyse genre based on its product, rather on actions and the situation in which they are produced. Genre comprises rules defined by regularity of patterns of language use. The analytical principle takes a different approach from the ones applied in ESP and SFL studies. It draws on rhetorical practices in the situation with a particular focus on the pragmatic function of the genre. The scholars in this field have applied ethnographic instead of linguistics approaches to analyse language in use, giving a thorough description of its social context along with the related elements that construct its meaning. The next section will explain the SFL perspectives of genre analysis.

2.4.2 The SFL approach to genre and register

Inspired by Halliday's notion of language as a semiotic system, SFL has developed a functional theory that describes language through the lens of its context of situation and context of culture. The term 'context of situation' was first mentioned by Malinowski (1923/1946: 307) to refer to the

affective and the functional elements of the immediate context in which a spoken text is produced; 'context of culture' has been added later as another important contextual meaning to understand text in Malinowski (1935) which refers to 'the socio-cultural background of the context' (Halliday, 1985: 6). Halliday has interpreted these contextual elements and related them to the functional properties of language, realised by its field, tenor and mode. **Field** refers to the nature of the social activities; **tenor** is concerned with the social relations between the interlocutors, and **mode** is about the channel and the symbolic organization of text. These variables together realise the register of a text and in turn denote three social functions of language: Ideational resources represent social activities; Interpersonal resources enact social interactions and Textual resources organize the flow of information. These functions are configured and realised through a wide range of lexico- grammatical items.

Focusing on **Field**, Hasan (1985) classified the generic structure of texts based on their contextual configuration into three elements; obligatory elements which define the genre of a text; optional elements that can occur but are not obligatory; iterative elements are optional and repeated in the text. She highlighted that the occurrence of the optional elements is not accidental, but triggered by "some attribute of a context configuration that is non-defining for the context and to the text type embedded in that context" (ibid: 62). Hasan applied this approach in her analysis of goods sales discourse and identified its obligatory structural elements (demands ^ reference to goods ^ quantity of goods), based on their functions in their contextual configuration. It has been noted that the identification criteria of text structure need to be identical across genres and have a semantic property. However, being aware of these criteria relies on a good knowledge of the contextual configuration of texts by analysts, which could be difficult to apply to unfamiliar genres, and the ability to distinguish between obligatory and optional elements needs to be based on valid empirical evidence.

In line with SFL, Martin and Rose (2008) developed an approach to genre analysis incorporating the three register variables, and viewed them as "resources for generalising across genres" (ibid:16). They defined genre as 'a recurrent configuration of meanings and that these recurrent configurations of meaning enact the social practices of a given culture' (ibid: 6). These meanings are identified through five tools, corresponding to the three register variables:

- *Field* is analysed through **ideation**, looking at participants, activities and experiences;
- *Tenor* is analysed by applying **the appraisal system**;
- *Mode* is analysed through investigating **conjunctive ties, identifying** the subjects and their referential items and tracking the rhythm of discourse or the **periodicity of information**.

Narrative and historical genres, which are more event-oriented, have been analysed to understand how their social function is realized in terms of the three register variables. Martin and Rose (2008), in their discussion of various kinds of historical genre, distinguished between recount, account and expository historical genres in relation to time. While recount is organised around the unfolding field time of events, account and expository texts foreground the cause and the consequences of past events organised in temporal relations, which entails either explanatory or argumentative genres of one or multiple positions. This variance in scope is reflected in their linguistic realisation. For instance, recounts give prominence to 1st or 3rd personal pronouns, depending on the type of participant in the story, whether self or others. However, accounts and explanations draw on wider linguistic resources to fulfil their social function, including 3rd person, causality and consequential relations, conjunctions and nominalisation.

The social context of reflective writing shares similar characteristics to the historical genres mentioned above. The students in reflective writing report a past experience through observation and narrative which could revolve around events that happened to them or to other participants. The social function of such recounts is to highlight specific complex events to be critically assessed and then to

reflect on their consequences on the individual and the wider social context. The level of critical reflection entails the writer's discussion of prior understandings, alternative viewpoints and new knowledge to establish the validity of their claims and incorporate them into their future actions and knowledge system. This process includes a mix of genre relations between personal/others recounts and a discussion of various sides of the argument, which has been referred to as a macro-genre (Martin and Rose, 2008: 128). This in turn implies reference to a wide range of textual and interpersonal resources like personal pronouns, causal items, nominalisation, evaluative expressions and conjunctions. This diversity of linguistic resources was found in Ryan's (2011) and Reidsema et al.'s (2009) studies of linguistic features of reflective writing. The next section will explain the ESP approach to genre analysis.

2.4.3 The English for Specific Purposes approach

Researchers in the ESP school have considered genre analysis as a systemic strategy to help students in academic and professional fields understand the schematic structure of written and oral language (Bhatia, 2008; Swales, 1990). The ESP approach to genre analysis takes into consideration the situational contexts of texts and maps the linguistic configurations of those texts to their social purposes. Some of the most influential research done on genre analysis has been conducted by Swales (1990) who defined genre as:

> [A] class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style… Exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience. (Swales, 1990: 58)

According to Swales, the communicative event is the one which involves verbal communication and constitutes an important role in the discourse of its production and reception. When a group of verbal events achieve the same communicative purpose, they formulate a genre, recognised by its expert

members, and their awareness of that purpose provides its rationale. As these events share a similar rhetorical role, instances of the genre comprise typical features to achieve that purpose like forms, styles and structures. It is thus expected to find that ESP analysts draw on different rhetorical strategies like exploring textual relations, lexico-grammatical features and their functions in order to help them find shared aspects, thereby assigning a schematic move/step. The notion of schematic move has been adopted in their analysis, and identified as 'discriminative elements of generic structure' (Bhatia, 2008: 32). The term move has been applied by Swales in his renowned work on analysing the structural moves of research articles' introductions, comprising: *Establishing a territory, Establishing a niche* and *Occupying the niche*. His study has inspired a wealth of genre studies: on abstracts (Salager-Meyer, 1992), literature reviews (Swales and Lindemann, 2002), results sections (Hopkins and Dudley-Evans, 1988), discussion sections (Dudley-Evans, 1994) and on the transition from results to the conclusion (Yang and Allison, 2003).

In professional contexts, a genre analysis of legal writing was conducted by Bhatia (2008). In medical written discourse, Nwogu (1991; 1997) likewise analysed the generic structure of popularised medical texts and medical research articles through focusing on five identification strategies which can be viewed as one of the common methods of genre analysis in the ESP realm of research. They are:

- Focusing on the propositions in the texts and identifying important information;
- Searching for linguistic clues such as function words, explicit lexemes and expressions, verb forms, discourse conjuncts and markers, structural headings and subheadings, summary statements, etc;
- Classifying and paraphrasing the context of discourse based on linguistic clues;
- Assigning discourse functions to the overall information in segments of text as well as constituent elements of information in the segments;

- Establishing whether or not the function identified is a general one by reference to other texts in the corpus.

<div align="right">(Nwogu, 1997: 123-124)</div>

It is worth noting that the ESP and the SFL approaches to genre both draw on the analysis of lexico-grammatical features. Yet, the main divergence between them is that ESP research findings tend to be based on empirical quantitative analysis of rhetorical moves in corpus data. This is different from SFL studies which foreground qualitative analysis of text extracts in the light of the functional theory of language to identify the genre stages. In the present study, the genre analysis of reflective writing will follow the ESP approach. Similar to Nwogu's strategy, the identification of the rhetorical macro-moves will be based on headings, statements that shift the course of the discussion and certain lexemes, e.g. *in conclusion, reflective analysis, observed, the aim*. Then, the macro-moves are quantitatively analysed to appreciate the extent to which they are prevalent in the data. The aim of the genre analysis is:

- To identify the typicality of rhetorical macrostructures, of evaluative items and forms in the genre;

- To relate the recognised features to the communicative function of the genre;

- To establish whether these features are primary or optional within the medical discourse community;

- To realise the extent to which the communicative purpose of the genre and its structure can shape evaluative meanings.

The next section summarises the main points and concludes the chapter.

2.5   Summary

This chapter has described the concept of writing as a social practice and the notions of DC and CoP, followed by an explanation of the three approaches to genre analysis. The aim of this chapter was to highlight that reflective writing is a social act, helping writers to focus their perspective on professional learning, values and identity. Secondly, it has enabled an understanding of the values and the beliefs and the practices performed by the medical community of practice and how apprentices interact with this facet of knowledge. In this sense, reflective writing was viewed as one of the channels that increases apprentices' engagement with the DC and the CoP. Finally, a genre analysis of reflective writing has enabled us to realise its rhetorical structure, and the way its communicative function can influence the nature of evaluative authorial stance. The next chapter will be therefore devoted to explaining the nature of reflective learning and writing, and its characteristics in the academic context.

3 Reflective learning and writing in professional contexts

3.1 Introduction

This chapter provides an explanation of the nature of medical education and the concept of problem-based learning (PBL, hereafter) in particular, as it is the educational approach followed at the Birmingham Medical School. The next section will explain the theoretical foundations and models of reflective practice, including descriptions of its origins, characteristics and structure in order to bring insights into the nature of reflection envisaged in the context of professional practice. The integration of reflective practice into theories of experiential learning is also explained, showing the ways reflective thinking is manifested in different cycles of learning and cognitive activities. This will help us appreciate the role of reflection in promoting critical thinking and achieving transformative learning. The fourth section will explain the practical representation of reflective thinking by apprentices, particularly in written discourse. It includes a wide range of research in academic and professional contexts, which will help to realize the different characteristics of reflective writing, its purposes, forms and its educational implications for learners. The last section will focus on the linguistic features of reflective writing produced by learners in various professional contexts, which gives us an idea about how language represents the professional, the social and the personal values of the writers.

3.2 Medical education and problem-based-learning (PBL)

The General Medical Council (2014) stated that the purpose of medical education is "to protect patients and improve standards of medical education and practice in the UK", and so their standards need to fulfil the following aims:

1- To make sure medical education and training produces doctors who are safe and competent, fulfil the standards of Good Medical Practice, are able to provide high quality care, and meet the needs of patients and the public now and in the future

2- To promote excellence, innovation and improvement in medical education and training.

The Medical schools and curriculum designers in the UK have followed various learning approaches, aiming to prepare the students for their future medical practice, such as Evidence-Based learning, Problem-Based learning, Teacher-Centred learning, Student-Centred learning and Subject-Based learning. The Birmingham Medical School has adopted the PBL approach in instructing medical students. In PBL, the learners are exposed to an authentic health problem or a patient case which is used as a stimulus for their learning in disciplines and subjects (Barrows and Tamblyn, 1980). The educational aims of this method lie in the acquisition of knowledge related to the problem, the development of clinical reasoning skills, such as problem-solving and self-directed learning, and in the increase in motivation to learn (Barrows, 1986). Barrows adds that the application of PBL can be represented in various forms, influenced by the degree to which a teacher or a student oriented approach is implemented in teaching the students. In addition, the design and the frame of the problem can shape the type of enquiry the students need to make in order to gain factual knowledge about the case or make a decision about the patient's management plan. All these factors can be geared more or less to fulfil one or more of the educational objectives of PBL. This implies that effective design and framing of the learning approach to meet the students' needs and the curriculum objectives set by the teachers is central to achieving the desired educational goals.

Akin to the nature of the PBL approach is reflective learning where students in both settings encounter a problem and think about solutions in order to eventually learn and develop their problem thinking skills. In this regard, Williams (2001) explained strategies for promoting reflective thinking among nursing students who are exposed to PBL. The study showed flexibility of the PBL approach in

creating an environment that fosters the development of critical reflection in which learners could go through three stages of learning. During the presentation of a medical case, students draw on prior knowledge to formulate explanations and critique their content understanding, which is related to the analytical phase in reflective thinking. Secondly, after having identified gaps of knowledge, students are engaged in self-directed learning to gain new information and skills through which they might identify variances in their beliefs and assumptions. Thirdly, the newly acquired knowledge will be tested through discussion which will help the learners either to reject or accept it; consequently, it will be integrated into their future practice. To understand the notion of reflection and its relation to learning and practice, the next section will explain the theoretical concept of reflection and its manifestation in professional practice.

3.3   The notion of reflection and professional practice

There is no common consensus about the definition and the nature of reflection in the literature, as it has been incorporated and applied differently in a variety of contexts and realms of research in teacher education (Pinsky, Monson and Irby, 1998) and training of nurses (Teekman, 2000) and doctors (Mamede and Schmidt, 2004; 2005). The concept of reflection was first originated by the seminal work of Dewey (1910) in his explanation of reflection. For Dewey, reflection is a form of thought characterised as being "active, persistent and careful consideration of any belief or supported form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends" (ibid: 6). This form of cognitive activity is viewed as a problem-solving strategy which involves the testing of a sequence of ideas and beliefs through interaction with objects or situations that support the evidence. This process comprises the stage of perplexity and doubt that initiates testing ideas in order to reach a solution for a problem.

The first work to propose this approach of thinking in practice was Schön's (1983) in his influential study on reflection in the realm of professions. He argued that professionals gain new understandings

through reflecting on a unique problem or experience, and this has been referred to as *reflection-in-action*. It involves experimenting with the emerging hypothesis and ideas in order to reach an explanation or a solution for that problem. The kind of acquired knowledge, characterised as being tacit and implicit, seems to include a continuous integration between action, knowing through acting and correcting through reflecting on the action again. Schön stated that the possibility to reflect while acting can be limited and distinguished it from *reflection-on-action* which occurs after encountering the experience. It is a retrospective activity which is linked to learning and used to inform subsequent actions. It appears that Schön's model of reflection is foregrounded in the context of unexpected situations and which does not rely on previous theories so much as on the theory in use.

Several studies have explored the nature of reflection among health professionals. Application of the theory of reflection in practice has revealed valuable insights into the nature of reflection among professionals in reality. The research has demonstrated that reflection is a complex phenomenon to define and is subject to a variety of circumstantial factors shaping its process. Inspired by the work of Dewey and Schön, Mamede and Schmidt (2004) investigated the structure of reflective practice among 202 Brazilian doctors. After their analysis of the questionnaire data, they found five cognitive components that structure reflective thinking during complex situations. They are deliberate induction to an unfamiliar problem, deliberate deduction of the impacts of the hypothesized explanation, testing the hypothesis, willingness to reflect and meta-reasoning. In addition, three correlations of reflective practice emerged in Mamede and Schmidt's (2005) subsequent study. They found that reflective practice seems to decrease as the level of the professional experience and age increase, and in settings in which the level of appropriate clinical practice is not reinforced. However, they noticed that areas of specialisation in which doctors encounter unusual or complex patients' cases seem to promote reflective practice.

In a similar professional context, Teekman (2000) investigated the type of reflective thinking among ten registered nurses during their experience with non-routine nursing duties. Engaged in complex situations, a number of cognitive processes were activated, such as framing and self-questioning which have been referred to as 'discourse with self' (ibid: 1130) and were found to be effective in focusing reflective thinking. Teekman also identified three hierarchal levels of reflection: reflection-for-action is where the focus is on what and how to respond to the situation; reflection-for-evaluation is where integration occurs between previous assumptions and the data gathered from the situation; and, thinking for critical inquiry is the stage in which thinking goes beyond the current context and professional knowledge to conceptualize the influence of the profession within its broader social and institutional environment. Teekman reported that although the nurses successfully applied the lower two levels of reflection, only a few managed to implement the higher thinking for critical enquiry.

The role of reflective practice was explored among clinical teachers beyond the limits of evaluating complex situations. Pinsky, Monson and Irby (1998) surveyed distinguished physicians who were involved in medical education in order to explore how reflection is incorporated in professional development. Interestingly, the study showed that the activation of reflective thinking occurs for the purpose of analysing successful performance or professional development as much as in overcoming failure and complex situations. The teachers tend to incorporate anticipatory reflection through planning the material, teaching strategies and tailoring instruction, as well as reflection on action, represented in the engagement of thoughtful analysis and selection of appropriate strategies, which in turn feeds their planning stage.

The findings of the above studies have demonstrated that the nature of reflective thinking in professional contexts is subject to change by means of a range of contextual factors, e.g. professional competency, the institutional environment and the type of experience. Reflective practice was found not to be constrained when evaluating problematic situations, but was an essential strategy among

distinguished professionals that could be used to learn from successful situations, thus promoting their professional performance. That said, achieving critical reflection still appears to be a challenging cognitive activity for some professionals. The next section will explain the type of reflection that can be implemented in the context of experiential learning to appreciate the role of reflective thinking in learning development.

3.4   The process of reflection in experiential learning

The notion of reflective thinking has been integrated and applied in adult learning theories to promote student learning in various disciplines and professional contexts (Kolb, 1984; Mezirow, 1998). These theories share a common consensus which is that the central element in reflection is not the experience itself but learning from the experience. They lay stress on developing critical reflection as it is perceived as a vehicle for reaching transformative learning. Moon (1999) clearly situated the role of reflection with higher forms of learning in her map of learning, which is presented in a continuum from its surface to deep stages. In her approach, the role of reflection is linked to three advanced stages of learning: making meaning, working with meaning and transformative learning. She highlighted that reflection at the transformative learning stage "enables the learner to take a critical overview and amass further understanding of a professional or social situation or the self or their knowledge" (ibid: 153). This level of reflection is deemed to be activated when applied to ill-structured ideas that pose a challenge for the learner who needs to process old knowledge and beliefs (Moon, 2004b).

Reflective activities were integrated in the experiential learning cycle proposed by Kolb (1984), which provides an explicit representation of learning through reflection. Despite the lack of information about reflection, the significance of his model perhaps lies in positioning reflective practice in the context of learning, which is widely applied in professional and educational contexts. According to Kolb, the cycle of effective learning journey starts with the learner's participation in

concrete experience which requires *reflective observation* to generate new *abstract concepts*, and these are based on integrating the data collected from observations with known theories. These new abstract concepts will then inform decisions and actions of the learner who will subsequently take them to the stage of *active experimentation*, thereby getting involved in concrete experiences again. The model highlights the evolution of the learner through reflective activities from being an actor in the experience to an observer and then to an experimenter of new ideas. The model was further elaborated in Gibbs's (1988) framework, which includes the emotional aspect of learning and recognises its role in reflective thinking. It also emphasizes the ability to transfer knowledge and insights gained from the current learning experience to future action plans through suggesting possible solutions, thus, stimulating the imaginative path in learning and the power to make changes.

The emotional dimension of reflective learning was highlighted in Boud et al's (1985) definition of reflection, viewed as a cognitive and affective activity 'in which individuals engage to explore their experiences in order to lead to new understandings and appreciations' (ibid: 19). For Boud et al., reflection is not entirely a cognitive process, as emotions play a central role in learning. They could positively either form the impetus for learners to continue working during challenging situations or, conversely, present a barrier to effective learning which needs to be dealt with sensibly and removed. The process of interaction between the cognitive and affective domain is manifested in their model of experiential learning. It comprises three basic stages: returning to experience, attending to feelings and re-evaluating the experience which will lead to possible actions. The process of critical reflection was identified in four intellectual activities. These are *association* in which the new data is related to old knowledge; *integration* where relationships are established between the data; *validation* in which the authenticity of the emerging ideas and the feelings are determined; finally, *appropriation* which involves the integration of the new knowledge into the conceptual framework of the individual.

Similarly, the cognitive and affective skills required to be reflective in practice have been explored by Atkins and Murphy (1993) in the context of health and science professionals. Through analysing the processes of reflection, they suggested a linear model of skills. This starts from a self-awareness of one's feelings and then describing the experience to critically analysing the events, and finally synthesizing the new knowledge and evaluating it. The following table summarises the reflective frameworks mentioned above in relation to their direction of process.

Cyclical models	
Author	**Reflective Stages**
Schön (1983)	Knowing-in-action, uniqueness of the situation, reflection-in-action and reflection-on-action
Kolb (1984)	Concrete experience, reflective observation, abstract conceptualizing and active experimentation
Gibbs (1988)	Description, recognition of feelings, evaluation of what is positive and negative, analysis of data, conclusion and action plan
Hierarchical models	
Boud et al. (1985)	Association, integration, validation and appropriation
Atkins and Murphy (1993)	Self-awareness of feelings, description of events, critical analysis, synthesis and evaluation
Moon (1999)	Making meaning, working with meaning and transformative learning

Table 3:1 A summary of the main stages in the reflective models

As for the context of the medical reflective reports used in this study, the majority of the students construct their reflective reports based on Atkins and Murphy's (1993), Gibbs's (1988), Johns's (1995) and Kolb's (1984) reflective frameworks. It is noted that the medical students produce their reflective writing following their interaction with a real experience where they encounter unexpected and new situations that stimulate their emotions. They come to the experience with specific personal and professional aims, and through observation they report about specific events relevant to their learning aims. The validity of their ideas and feelings is supported through reference to the

encountered events and citing the relevant literature. They attempt to go beyond the boundary of the present situation and discuss its implications for their future professional actions and modes of thinking from a personal perspective.

To sum up, this section has provided an overview of the concept of reflection, its origins, its characteristics and models of its processes. It has described the frameworks used in structuring the reflective reports in this study, which all converge on the role of critical thinking in maximising the learning gains obtained from the experience. However, they differ in conceptualizing the final outcome of reflection. That is because some posit that the purpose of reflection lies in transferring the new emerging perceptions into the conceptual framework, whereas others believe that transferring these ideas into possible future actions completes the process of reflection. The characteristics of reflection which are commonly shared among the previous models, are:

- It occurs when unexpected problems or challenges are observed in practice;
- Reflection on the experience stimulates assessment of the acquired knowledge, beliefs and assumptions;
- Reflection involves an emotional reaction to the experience if it triggers thinking;
- It activates different levels of cognitive activities and starts from looking back and reviewing past experience and observations;
- Critical thinking is the highest cognitive level, which requires analysing and synthesizing the new ideas, actions and feelings and evaluating their validity;
- The outcome is to reach new perspectives about an issue, solutions for a problem, development of a skill or an explanation which will inform future practice.

The next section will explain the status of reflective writing in academic and professional contexts, its characteristics, forms and its social purpose in order to shed light on the factors that shape its process in these settings.

3.5   The nature of reflective writing in academic and professional contexts

In the context of experiential learning and reflection, reflective writing can be viewed as a form of representation of the cognitive activity of reflection, which transfers it from being an internal to an external experience. Reflective writing creates closer contact with emotions, thoughts and experiences (Bolton, 2005). Moon (2004a) highlighted that externalising inner thoughts in an organized way to fit the task might involve a second opportunity for reflective learning, especially when negotiation occurs over the process of writing to modify these ideas. This is relevant to the type of reflective writing practised in academic contexts which has been characterized as having:

> [A] conscious and stated purpose for the reflection, with an outcome specified in terms of learning, action or clarification. It may be preceded by a description of the purpose and/or the subject matter of the reflection. The process and the outcome of reflective work are most likely to be in a represented (e.g. written) form to be seen by others and to be assessed. (Moon, 2004a: 83)

What is perceived is that the nature of reflective writing in academic contexts is different from other genres of writing or the type of reflection practised by professionals. It is not a hidden activity in the mind; rather, it is defined and guided through a statement of the subject, the purpose, the processes involved and the expected learning outcome, which is shared with other members of the DC in order to be assessed. Moon (2004a) differentiated between the characteristics of essay and reflective writing in academic contexts in relation to their topic, purpose, rhetorical structure and writer stance. In essays, the subject matter tends to be defined and not personal, follows a clear structure, expresses an objective authorial stance and is produced to be a representation of learning. In reflective writing, however, the topic tends to report on a personal and ill-defined experience without following a clear

organisational structure, expressed in a subjective style and produced for the purpose of learning. However, further investigation using textual analysis strategies is needed to aid our understanding of the textual features and the structure of reflective writing. Ovens and Tinning (2009) hold an opposite view about reflection in academic contexts. They argued that reflection is not a type of knowledge or skill acquired within university learning; rather, it is a situated practice and a part of the diverse discourse communities where reflection is enacted as the students experience those communities, thereby shaping the kind of reflection they produce. Here, they emphasised the social dimension of reflection as a non-static activity that can be transferred through teaching. In fact, it is dynamic influenced by the diverse social and professional contexts, which it is important to consider in conceptualising reflective writing.

Previous studies have examined other relevant contextual elements in order to appreciate the process of producing reflective writing (Boud and Walker, 1998; Bolton, 2005). In their discussion, they indicated that this type of writing can be produced in response to a question prompt or to a real experience in a professional setting, and presented in various forms like journal writing, narrative stories and essays or reports, which need to be controlled to achieve their function. The use of journal writing in reflection is deemed to have a substantial influence in promoting and organising reflective thinking and so learning, which explains its popularity in higher education. However, it has been suggested that students need to be clear about the purpose of a journal assignment and the criteria to guide them through the course of reflection to reach that desired outcome (Boud and Walker, 1998). Lyons (1999: 32) maintained that 'reflecting without documenting the event is liable to constant conceptual change and can influence students' recollection and analysis of events especially once they know the final outcomes'. In the present study, medical students write their reflective essays in response to an instructed activity in which they are required to visit a new setting and experience medical practice in reality. During the course of the experience, students are allocated supervisors

who are responsible for guiding them and providing feedback on various aspects of the learning experience, and then they write their journals to document these events. Upon the completion of the elective project, they submit drafts to their teachers to receive guidance and formative feedback.

The influential impact of reflective writing on professional identity was investigated in Shapiro et al.'s (2006) research with physicians-in-training learners. The act of writing was perceived as a mechanism empowering the learners to face uncertainties, adopt a reflective stance, regain their voice, acknowledge others' voices, and uncover their emotional angle on the experience. These dimensions are said to have a potential impact on discovering their professional identity, values and developing a self-critical stance. This is echoed in studies which analysed students' reflective writing (Fund et al., 2002; Wong and Trollope-Kumar, 2014) and highlighted its importance in promoting professional education. In this respect, Wong et al. (2014) considered reflective writing as the locus to trace professional identity formulation among peripherals in the community. They investigated the developmental trajectory of professional identity in 604 reflective narratives written by 65 medical students over a course of 15 months of pre-clerkship training. The narratives were written in response to two prompts: personal development as a doctor and reflection on a critical clinical incident. Through analysing the recurrent ideas, five themes emerged: prior experience, role models, patient encounters, curriculum and societal expectations. Students' reflective interaction with these themes revealed an increase in their self-awareness of feelings, social expectations and in the impact of role modelling on their identity. Through reflection, the students were also able to construct new meanings from their interaction with challenging situations. The study then concluded that the construction of professional identity is an iterative process that is shaped through reflective interaction with experience and other members of the CoP. What is noted here is that reflective writing goes beyond representing reflective thinking. It is rather a social construct in which authorial identity evolves, new meanings emerge and the professional, the personal and the social values develop through interacting

and positioning critical views towards world entities. It is thus a learning tool that helps the instructors and the students alike to focus and trace a path of transformative learning.

This section has indicated some of the aspects of reflective writing in an academic context, distinguishing it from academic essays. It has also highlighted some of the contextual features and the role of reflective writing in promoting professional identity. The next section will focus on the cognitive processes involved and types of critical reflection in apprentice writing.

3.6   Types of reflection in apprentice writing

Research into apprentices' reflective writing has been conducted in the context of written assessments and attempted to classify the types of reflection involved in reflective writing to help them engage in deeper levels of reflection (Hatton and Smith, 1995; Kember, 1999). Perhaps, the most widely used framework analysing levels of reflection was proposed by Hatton and Smith (1995). They have generally focused on measuring the degree of reflection achieved through designing taxonomies that outline cognitive processes with gradual complexity, starting from mere description and descriptive reflection, to dialogic reflection and critical reflection. Learners at the first level are not reflective when reporting events, yet it is an essential starting point. However, the scale of reflectivity is increased in descriptive reflection when they provide justifications based on personal judgement. In dialogic reflection, the learner makes an attempt to widen their scope and explore alternative reasons in the literature; but, when these reasons are located in historical, social, or political contexts, the learner has critically reflected on the experience.

Based on Hatton and Smith's taxonomy, MacLellan (2004) analysed the depth of reflection in high-graded academic essays written by teacher-education students and found that essays comprise varying degrees of reflection: technical, descriptive, dialogic and critical. Their analysis showed that students rely more on descriptive reflection where evidence is acknowledged without incorporation of

understanding and positioning, and on dialogic reflection where alternative viewpoints of the evidence are addressed. Critical reflection, however, was the least occupied stance in students' essays, which was attributed to its challenging nature that requires students to incorporate their knowledge of the situation to evaluate the validity of the evidence.

However, Wong et al. (1995) analysed the distinctive features of reflection in journal writing among 45 registered nurses, based on Mezirow's (1991) and Boud et al.'s (1985) frameworks, as they found that a clear realisation of the different types of reflection was not easy to achieve. They noticed that non-reflective writers tend to describe events without the analysis of the experience, make assumptions without validation, show minimal appreciation of the contextual factors and abstract thinking, and project an impersonal voice. However, reflective writers, which constitute the majority of the data, were able to draw on prior knowledge and feelings and relate them to the new knowledge obtained from the contextual experience without testing the reliability of the assumptions. Critical reflectors, on the other hand, analysed the problem in the situation by considering the wider perspectives of the issue, acknowledging alternative viewpoints and drawing on various resources from prior knowledge and the current experience. As observed by MacLellan (2004), critical reflectors constitute the minority of the data, which illustrates the difficulties faced by writers when expressing critical reflection.

Despite the usefulness of the previous approaches in identifying the level of reflectivity, the distinction between these layers of reflection is far from clear, requiring a systemic and empirical approach to account for their identification criteria. This difficulty was also noted by Moon (2004a), highlighting that learners might struggle to perceive the nature of deeper reflection. She suggested that familiarising the learners with examples of critical reflective writing is a useful strategy; however, an explication of the organisational structure or the linguistic features is needed to render a clearer picture of the strategies used in occupying a critical reflective stance. Despite the fact that the aim of

MacLellan's and Wong et al.'s studies is not to provide a linguistic profile for each level of reflection, incorporating a corpus approach to analyse its lexical and grammatical features, and the characteristics of writer stance can provide more valid and empirical evidence, which will be indicated later in the discussion chapters. This could inform both the teachers and the students on ways to develop better strategies to demonstrate critical reflective stance.

This section has provided an explanation of the cognitive processes of reflection applied in apprentices' reflective writing, which demonstrates that achieving a critical level of reflection is a challenging task for apprentices and professionals alike. Apparently, the process of reflective writing starts from description of the experience, which is an essential stage from which writers need to incorporate their previous knowledge and skills into the new data observed from the experience and consider its implications for their learning and the social and professional contexts. In the next section, explanation of the linguistic features of students' reflective writing is provided which will bring insights into the generic structure of reflective writing and the characteristics of writer identity and stance.

3.7   Linguistic features of apprentices' reflective writing

Students' reflective writings were examined to identify their distinctive linguistic features, the recurrent themes and the structure (Balgopal and Montplaisir, 2011; Reidsema and Mort, 2009; Ryan, 2011; Nesi and Gardner, 2012). For instance, Howe et al. (2009) conducted a study to identify the typical themes expressed by the students when reflecting on an experience. They selected 50 reflective reports written by medical students in a British university from years 1 to 5. By conducting a content analysis, they found that the students refer to 5 topics: facts (e.g. setting, patient contact, and outcomes), judgements on actions (e.g. what needs to be done), personal perspectives (e.g. uncertainties and beliefs), understandings (emotional triggers and expectations) and ideals (reference to their wishes and future actions). These themes primarily indicated that reflective reports comprise

a complex system of writer attitudes partly targeted towards personal identity and towards world entities. Interestingly, they found that students are willing to explicitly express uncertainties and emotions but tend to be cautious when making judgements or attempting to solve problems. Levin and Wagner (2006) found similar results in their analysis of metaphoric expressions produced by junior science students in their reflections about writing tasks. Four main meanings occurred: cognitive (knowledge status), emotional (affects), social (environment) and metacognitive (self-awareness).

Considering the themes mentioned in the above studies, it can be inferred that reflective writing is a complex form of social action in which the writer draws on and interacts with a wide range of meanings, e.g. feelings, perspectives, knowledge, future actions and social and professional contexts. They represent the reflective activities involved in the experiential learning cycles in order to allegedly lead the learner to generate new perspectives, evaluate their learning and modify their future actions. As noted by Moon (2004a), the metacognitive, the affective and the experiential dimensions of reflective essays demonstrate the social function of reflective writing, and are to some extent different from the topics seen in academic essays, which tend to be overtly objective and impersonal.

That said, both academic essays and reflective writing require argumentative strategies to convince the reader of the validity of the authorial claims. In this respect, Balgopal and Montplaisir (2011) paid specific attention to analysing the strategies adopted by undergraduate biology students to justify their knowledge about scientific concepts in reflective essays. Through coding 190 essays written by 19 students, they found that the acts that students perform fall into one of four discursive categories. An *Authentic* writer integrates both content knowledge and personal feelings; an *Objective* writer solely relies on content understanding without reference to personal experience; a *Subjective* writer tends to disclose their feelings without showing understanding of the content and a *Superficial* writer shows minimal or no evidence of their claims, either by reference to their prior knowledge or personal

experience. The study found that 16 students were equally divided between authentic and objective styles which have an influence on the projection of the writer's voice. As expected, the authentic writers tend to reveal their identity by reference to the personal pronoun *I*; in contrast to the objective writers who conceal their self through passivisation and the use of third person pronouns. This connection between the type of justification and authorial voice appears to be logical. That is because the incorporation of both content knowledge and personal experience could trigger more use of personal pronouns than mere reliance on scientific knowledge, which could prompt the writer to retain their scientific objective tone.

While the previous studies have applied content analysis to classifying themes of reflection, others have investigated the generic structure and the linguistic characteristics of reflective essays. In the light of the SFL approach, Ryan (2011) described academic reflection as a social genre of conventionalized structure and developed a model explicating that structure and its linguistic features, arguing that they are applicable to any discipline. For Ryan, reflective writing comprises several genres according to the SFL perspective: recount, description of the practices, explanation to provide reasoning/evidence, and discussion. These genres include a range of linguistic resources, e.g. first person pronoun *I*, sensory verbs (e.g. *feel, consider*), nominalisation, technical nouns, comparison/contrast connectives, adjectives, adverbials, temporal links, and future tense verbs. She recommended that by raising the students' awareness of appropriate linguistic choices and the structural elements of academic reflection they would able to critically reflect on the context. Although the study provides insightful remarks about the genre of reflective writing and types of linguistic features, it assumes similarity in the use of these linguistic features across the different writing genres (e.g. *description, discussion*) and rhetorical sections in academic reflection. It is worth exploring how each section utilizes these linguistic features in a way that serves its social function,

which would consequently guide the learners in structuring their reflective writing and appreciating the pragmatic role of these expressions in each rhetorical section of their essay.

Akin to the notion of writer identity, Wharton (2012) noticed, in her analysis of personal pronouns within group interaction in 12 assessed reflective texts, the influence of the learning context and assessment in shaping the type of attitudes and the transparency of self in writing. Through investigating personal pronouns, verb processes and semantic relations, she found that students appeared to mitigate their agency when describing problems by attributing them to their groups via the use of nominalization and passivisation. However, they projected their identity when accounting for their learning gains and gave the credit to the group work instead of their individual contributions. The study indicated students' awareness of the community's expectations and generic conventions through their acknowledgment of problems and their improvements; yet, they strategically refer to the group as a protective shield from self-threatening situations. The type of analysis conducted contributes to our understanding of the writer's positioning of self towards the learning experience and other participants in the discourse community. Yet, investigating writer identity through analysing personal pronouns might not give a comprehensive account of writer stance towards entities in the learning experience which is relevant to realising their critical reflection and arguably their learning gains from the reflective practice.

To address this aspect of writer identity, Reidsema and Mort's (2009) study investigated the distinctive linguistic features of reflection in a corpus of 20 high and low-graded reflective essays produced in an engineering design course. Through analysing the appraisal resources and the temporal and causal lexemes, the study found that high-graded essays rely more on expressions of attitude, particularly on the resources of *Judgement*, and on temporal and causal relations than low-graded essays. Interestingly, unlike poor essays, successful writers were found to be skilful in drawing on a wide range of attitudinal and causality expressions to provide elaborative information, precise

descriptions of the problem and justification of their perspectives, thus showing a clear understanding of the content and achieving a high level of reflection. It seems that there is a positive relation between demonstrating a deep level of reflection and the effective use of attitudinal expressions. Mena-Marcos et al. (2013) conducted a similar study of the writers' perception of professional knowledge in 104 reflective accounts produced by student teachers after teaching a lesson. The content analysis showed the writer tendency to position their evaluative stance in relation to three themes: pupil learning, teaching strategies and family. The findings revealed that a negative appraisal stimulates the writers to be more focused and elaborative in their argument about 'wrong' practice and its solutions, leading them to refer to its consequences in order to establish solid grounds for their opinions. They concluded that the effective expression of positive and negative stance contributes to better realisation of the practice through establishing the causal relations between the rules and the artefacts of practice. This confirms the findings of Reidsema and Mort's (2009) study about the important role of skilful manifestation of stance in achieving a high level of reflection.

From the perspective of a corpus-based analysis, Nesi and Gardner (2012) in their analysis of the genre family in the BAWE corpus found that reflective writing was used to serve different purposes. In the Professional Development Plan sub-corpus, reflection was used as a preparatory phase for employability, whereas other reflective pieces focus on self-appraisal of work performance. Despite these variances in the communicative purpose, the analysis showed that the positive keywords in the sub-corpus include first person pronoun *I*, affective and cognitive processes (e.g. *feel, think*), followed by emotive lexis; conversely, notions related to systems, models and society are not key in this type of writing. Their findings indicated that reflective writing in the BAWE corpus is personal and subjective and reflects generic features rather than disciplinary specific contexts (ibid: 240). They also noticed that nominalisation is not dominant in this genre compared to other academic writing, which is contrary to Ryan's findings. With regard to evaluative expressions, the analysis showed that

reflective writers in the BAWE seem to negatively judge others' behaviour, while being positive in assessing their personal features of capability and tenacity. The writers also tend to convey emotions of willingness and enthusiasm. Similarly, Wickens and Spiro (2010) applied corpus analysis in their study of reflective writing of students enrolled in a Master's education program. Their top ten 4 N-grams include *I would like to, it is important to, to be able to, has enabled me to* and *that I need to.* As expected, they found that the meaning categories which co-occur with the pronoun *I* and the clusters above revolve around competencies, requirements, emotions and mental processes.

To conclude, this section has reviewed the studies that investigated the linguistic features of reflective writing with a specific focus on the evaluative authorial stance. These studies converge on the relevance of expressing writer identity by means of personal pronoun *I* and the projection of authorial stance towards the diverse aspects of the reflective experience, which seem to play an important role in demonstrating critical reflection. Although these studies have been conducted across various disciplines, i.e. Engineering, Medicine, Science and Education, such disparity does not seem to exert an influential role in shaping the nature of interpersonal meaning and evaluative writer stance, which suggests that such features are generic, albeit in different disciplinary epistemologies.

3.8 Summary of the chapter

This chapter has given an overview of the aims of medical education and the features of PBL, showing how it was used to promote problem solving skills. It also has reviewed the relevant literature about reflection, indicating the characteristics of reflection and its utilisation in solving professional problems and examining successful practices. Then, a contextualisation of the use of reflective thinking in experiential learning was provided, which demonstrated the important role it plays in advancing apprentices' learning. That was followed by an explanation of the widely used reflective models in educational contexts and the reflective reports analysed in this study. That given, the rationale, the distinctive features of reflective writing in an academic context and the cognitive

processes of reflection were explained which distinguished between types of reflective and non-reflective writing. The final section has reviewed the studies that have focused on the linguistic characteristics, the structure of reflective writing and the nature of writer stance, highlighting the relevance of interpersonal meanings in shaping reflective voice. To extend our understanding about this feature, the next chapter will provide an explanation of the various approaches to the study of evaluative language and its utilisation in professional and apprentices' written discourse.

4 The concept of evaluation: an evaluation of the theoretical approaches and studies of writer stance in written discourse

4.1 Introduction

In the previous chapter, we saw the influential role of the effective positioning of writer stance in reflective writing. To render a clear picture of the nature of evaluative language and its theoretical underpinning, the first section of this chapter reviews the various theories of evaluation, their perspectives and approaches, and how they will be employed to investigate authorial values in reflective writing. This is followed by an overview of the relevant studies that have investigated features of writer stance in professional and apprentices' written discourse which will help us appreciate the types of evaluative act produced by both categories of writers. Finally, the chapter concludes with a statement of the research questions and the approach used to address these questions.

4.2 Explanation of the theoretical frameworks of evaluation

There are several approaches to the study of evaluative language which have highlighted its various roles. Some studies have acknowledged the intersubjective function of evaluation in terms of the interaction between the writer and other social actors, including Metadiscourse (Hyland and Tse, 2004), the framework of Engagement in the appraisal system (Martin and White, 2005), the notion of "stance triangle" proposed by Du Bois (2007) and the discussion of the interactive and interactional resources of the writer-reader relationship (Thompson, 2001). While all these studies agree on the importance of evaluation in establishing the relation with the reader, they diverge in their orientation towards explaining how this role is manifested at the lexico-grammatical level.

Another strand of research has looked at evaluation in relation to personal expressions of attitudes towards entities or propositions. This is clearly represented in the work of sentiment analysis developed by Wilson, Wiebe and Hoffmann (2005), which aims at "identifying positive and negative

opinions, emotions, and evaluations" (ibid: 347). In addition, Martin and White (2005) have suggested a fine-grained analysis of writers' attitudes, classifying semantic meanings according to the target objects being evaluated. Although these studies have shown that every act of evaluation is personal and subjective, this act is derived from a shared value system between society and the DC. This was explicitly articulated by White (2001) when he differentiated between explicit and implicit expressions. He indicated that interpreting implicit expressions is determined by "the readers' ideological and social positioning" (ibid: 3).

It is clear from what has been mentioned above that the concept of evaluation is a complex phenomenon, comprising multi-layered meanings and functions which are revealed as the text unfolds. Sinclair (1981) accounts for its multiplicity by distinguishing between evaluation that is oriented towards propositions and evaluation which is oriented towards world entities, and he locates these on two planes of discourse: the interactive and autonomous planes. Hunston (2000) elaborates on Sinclair's distinction, saying that values on the interactive plane are largely manifested through parameters of certainty about propositions; in contrast, values on the autonomous plane are performed through ascribing qualities to entities outside discourse. So, it is obvious that opinions about entities are generally attitudinal, whereas opinions about propositions are epistemically-oriented, indicating the degrees of the writer's commitment to propositions. This does not mean that the values on both planes behave separately in the texts, rather they do interact simultaneously. Based on this distinction, approaches to evaluation can be generally grouped into two categories: evaluation of discourse and evaluation of world entities. That said, there are other frameworks which have combined the two approaches. The table below presents the categorisation of the well-known approaches to evaluation.

Evaluation of discourse	Evaluation of world entities	Combined
Evidentiality (Chafe, 1986)	Attitude system in appraisal theory (Martin and White, 2005)	Modality (Palmer, 1979)
Metadiscourse (Hyland, 2005a; Vande Kopple, 1985)	Sentiment analysis (Wilson et al., 2005)	Stance (Biber and Finegan, 1989)
Engagement system in appraisal theory (Martin and White, 2005)	Emotional expressions (Bednarek, 2008)	Parameter-based approach (Bednarek, 2006)
Commitment (Stubbs, 1986)	Channell (2000) on the evaluative polarity of lexemes	Dimensions of attitudinal semantic relations (Lemke, 1998)
		Parameters of evaluation (Hunston and Thompson, 2000)

Table 4:1 Classification of the approaches to evaluation based on their orientation to discourse or entities or both

The following sections will explain the most relevant approaches to the framework developed in this study, starting with the evaluation of discourse.

4.1.1   Evaluation of Discourse

4.1.1.1   Metadiscourse

The concept of metadiscourse is a fuzzy term which generally focuses on meanings other than the propositional content. This distinction between propositional information and other types of meaning has been highlighted by Meyer (1975) and Williams (1981). Vande Kopple (1985) described these meanings as "the linguistic material which does not add propositional information but which signals the presence of an author". Similarly, Crismore, Markkanen and Steffensen (1993: 40) defined metadiscourse as "the linguistic material which does not add anything to propositional content but [that] is intended to help the listener or reader organize, interpret and evaluate the information given". In this definition, they go beyond the general explanation of metadiscourse and highlight its textual functions utilised to establish the writer-reader relationship. The concept of metadiscourse was revisited again and developed by Hyland and Tse (2004) in their analysis of Doctoral and Master's

dissertations. Their aim was to highlight both the textual and interpersonal dimensions of metadiscourse. So, a modified definition of metadiscourse was proposed by Hyland stating that:

> "Metadiscourse is a cover term for the self-reflective expressions used to negotiate interactional meanings in a text, assessing the writer (or the speaker) to express a viewpoint and negotiate with readers as members of a particular community."
>
> (Hyland, 2005a: 37)

According to Hyland and Tse, the model of metadiscourse comprises two dimensions of interaction. First, the interactive dimension is concerned with the writer's awareness of the audience and the strategies employed to interact with the reader's knowledge, expectations and interests. It can be conveyed through the use of textual resources to organize discourse in order to meet the reader's needs. In contrast, the interactional dimension focuses on the way authorial stance is positioned towards the content of the proposition. Hyland (2005a) argued that metadiscoursal resources are more evaluative and interpersonal, and respond to dialogic interaction with the readers. The explanation of the two dimensions' resources is shown in Table 4:2.

In investigating interpersonal stance in academic writing, Hyland (2005b) suggested a model to analyse authorial interaction with readers, generated from a corpus of research articles from eight disciplines. The model comprises two dimensions: Stance and Engagement. Stance is related to the projection of authorial identity, judgement and opinion which can be configured by the use of *hedges, boosters, attitudinal markers* and *self*-mention. Engagement, on the other hand, is oriented towards the way writers acknowledge others and connect with the readers which is represented through reader pronouns (e.g. *you, we*), directives (e.g. *should, consider*), questions (e.g. *rhetorical questions*), shared knowledge (e.g. *of course, obviously*) and personal asides.

Category	Function	Description
Interactive	Transitions	Expresses the relation between two main clauses e.g. *but*
	Frame Markers	Refers to discourse acts and sequences, e.g. *finally, conclude*
	Endophoric Markers	Refers to information in other parts of the text, e.g. *noted above, see figure*
	Evidentials	Refers to information from other texts, e.g. *according to, states*
	Code glosses	Elaborates propositional meaning, e.g. *in other words, such as*
Interactional	Hedges	Withholds commitment and open dialogue, e.g. *might, possible*
	Boosters	Emphasizes certainty and closes dialogue, e.g. *in fact, definitely*
	Attitude Markers	Expresses writer's attitude to propositions, e.g. *agree, unfortunately*
	Self-mention	Explicit reference to authors, e.g. *I , we, our*
	Engagement markers	Explicitly builds relationship with the reader, e.g. *consider, you can see that*

Table 4:2 Hyland and Tse's categorization of Metadiscourse (Hyland and Tse, 2004: 169)

Hunston (2000) highlighted an important aspect which is that Hyland's analysis of engagement includes a limited range of features which are intuitively recognisable (e.g. *personal pronouns*). In addition, it is clear that the scope of Metadiscourse, Stance and Engagement models are function-oriented on the plane of discourse, not accounting for the interpersonal meanings of entities outside discourse. This aspect of meaning plays a crucial role in the genre of reflective writing, which necessitates an approach to exploring it. The next section similarly explains the system of engagement, but from the perspective of appraisal theory.

4.1.1.2   The system of engagement in the appraisal framework

The appraisal theory is based on the concept of Systemic Functional Linguistics (SFL) (Halliday, 1994). SFL has identified three modes of meaning: Ideational, Textual and Interpersonal meta-functions, and the appraisal framework aims at developing a system to account for the interpersonal

configuration of meaning. It is concerned with "[the]construction of texts as communities of shared feelings and values" (Martin and White, 2005: 1). It looks at the way writers present their authorial identity and how they establish their relationship with text respondents.

Engagement is one of the appraisal resources which is more concerned with establishing writer stance towards their propositions and others, in relation to the alternative viewpoints of the text respondents. It comprises linguistic items which have been referred to as "resources for intersubjective stance" (White, 2003: 260). Inspired by Bakhtin's/Voloshinov's notions of dialogism and heteroglossia (Bakhtin, 1935/1981), this approach considers language not as "the isolated monologic utterance …but [as] the social event of verbal interaction implemented in an utterance" (Martin and White, 2005: 92). This approach has divided linguistic resources according to their intersubjective function into: "dialogic expansive" or "dialogic contractive". The distinction between the two categories is based on whether the utterance allows for alternative voices (dialogic expansive) or limits the possibility for engaging them (dialogic contractive).

Dialogic expansive resources are divided in two subsets: **Entertain**, where the writer presents their authorial stance as one of the possible positions, thereby creating a space for dialogic voices; **Attribute**, where the writer disassociates their authorial voice from the proposition in the text, via attributing it to the external voices. This means that by entertaining a proposition the authorial voice is presented as the source of that proposition, whereas attribution presents the external voice as the source of the proposition. The semantic meaning of **Entertain** can be realized through modal auxiliaries (*may, might*), modal adjuncts (*perhaps, probably*), modal attributes (*it's possible that*), circumstances (*in my view*) and certain mental verb/attribute projections (*I suspect that*). However, **Attribute** encompasses two sub-categories in which the writer can either Acknowledge the attributed proposition, with no indication of their identity (*describe, state*), or Distance their authorial stance (*claim*).

In contractive resources, there are two broad categories: **Disclaim** where the authorial voice rejects, substitutes, or presents alternative positions as not being relevant; and **Proclaim** where the alternative voices are presented as being challenged, or opposed. Disclaim can operate through the use of negation and concession/ counter-expectation (*although, however, surprisingly*). In **Proclaim**, three subsets are identified: Concur, Pronounce and Endorse. In Concur, the writer shows their agreement with the utterance and presents it as shared knowledge with the reader (*of course, not surprisingly*). The dialogic contraction in pronouncement involves an authorial emphasis or explicit authorial interventions (*I contend.., we can only conclude that, really*). As for endorsement, the authorial voice construes propositions of external sources as correct or valid (*show, demonstrate*). The dialogic function of these items resides when the writer references and authorizes the utterances of prior speakers. By utilising them, the authorial voice highlights its salient subjective role and acknowledges the presence of opposite viewpoints within the current environment; hence, narrowing the scope for alternative positions.

While the resources of Engagement in the Metadiscourse and Appraisal frameworks both establish the writer-reader relationship, the former category focuses on the way writers address the reader; but in the latter category, the emphasis is on the writers' dialogic interaction with others' alternative viewpoints. The next section will discuss models that focus on the authorial positioning of epistemic stance towards the proposition.

4.1.1.3   Evidentiality and Commitment

The concept of Evidentiality takes an approach to evaluation that pays particular attention to the epistemic status of the proposition. Anderson (1986) linked evidentials to the source of knowledge, saying that "evidentials express the kinds of evidence a person has for making factual claims" (ibid: 273). Anderson argued that factual claims are warranted by means of circumstantial inference and/or auditory/visual evidence. Conversely, Chafe and Nichols (1986) hold an opposite view, stating that

the term evidential "covers much more than the marking of evidence *per se*" (ibid: vii) rather it "covers any linguistic expression of attitudes towards knowledge" (Chafe, 1986: 271). In particular, it looks at the epistemological consideration of writers' utterance or "the information status" (Rooryck, 2001: 125). Chafe suggested that the information status can be measured on a scale of five markers. These are the mode of knowing which shows the way the knowledge was acquired (e.g. *belief, induction, hearsay, deduction*), the source of knowledge (e.g. *evidence, language or hypothesis*), the degree of the speaker's reliability (e.g. *low, high*) and the matching of knowledge against verbal resources that are expressed by the speaker (e.g. *sort of and about*) or against discourse expectations (e.g. *oddly enough, in fact*). In this sense, Evidentiality has linked epistemological status with the notions of reliability, evidence, commitment, surprise and expectedness.

It is noticeable that Evidentiality is included under the concept of commitment, which is primarily concerned with the ways and the extent to which the speaker shows commitment to/detachment from their propositions. Stubbs (1986) defined commitment as

> Ways in which language is used in communication, to express personal beliefs, and adopt positions, to express agreement and disagreement with others, to make personal and social allegiances, contracts, and commitments, or alternatively to disassociate the speaker from points of view, and to remain vague or uncommitted.

(Stubbs, 1986: 1)

Markers of commitment include a variety of lexicogrammatical items taking different forms and functions, such as performative verbs (*advise*), hedged performatives (*I would advise you that*), illocutionary nouns (*request*), vague language (*things*), logical and pragmatic connecters (*therefore*), cognitive verbs (*believe*), perception verbs (*love, smells*), relational verbs (*belong*), simple/ing forms of verbs (*I work, I am working*), reported speech/ sources of propositions (*x said, according to*), sentence adverbs (*absolutely*), hedges (*so-called*) and the morphological connotations of nouns (*sweets, sweeties*). It is clear that these proposed devices have been discussed in relation to the degree

of illocutionary force, their pragmatic functions and modality. However, it seems that evaluation has been included as a facet of commitment, in addition to other non-evaluative markers like vague language and the connotations of morphemes. Also, it must be noted that the concept of commitment is too broad to be contained in any study of large data, making the analytical procedure a tedious labour.

In conclusion, the previous sections have described the concepts of Metadiscourse, Engagement, Evidentiality and Commitment, their perspective towards evaluative expressions and their linguistic markers. These concepts clearly operate at the level of discourse identifying the writers' epistemic stance, their discursive relation with the reader or their commitment to the content of the proposition. The next section explains the approaches which are more oriented towards evaluating world entities.

4.1.2   Evaluation of world entities

4.1.2.1   The corpus-based approach to investigating attitudes

There are several studies which have focused on the explicit lexical expressions of opinions and emotions. Bednarek (2008) compared the frequency of lexical items in her study of emotional expressions across four registers in the BNC corpus and identified their part of speech categories. She found that terms of emotion like: *feeling, fear, concern, anxiety, expectation, desire, stress, love, hope,* and *concerned* are most frequent in the academic register. As expected, there is a great tendency to express feelings via nouns in academic discourse (Bednarek, 2008: 37). In contrast, Channell (2000) conducted a corpus-based analysis of the evaluative polarity of lexes. One of her interesting findings was that the quantitative data generated from the corpus analysis clearly demonstrates that the evaluative polarity of an item is difficult for the speaker's intuition to detect. Importantly, this entails words having multiple facets of meaning, which vary substantially based on the context. While

these studies have brought insights into the evaluative meanings of lexes, it could be argued that the appraisal theory has developed a systemic approach to investigate those meanings.

4.1.2.2   The attitude system in the appraisal theory

According to the Appraisal framework, **Attitude** is a discourse semantic system which construes emotional reactions to feelings as *Affect*, to human behaviour as *Judgement* and to the aesthetic of natural phenomena as *Appreciation*. Human emotions like *interest, fear and worries* have been further classified in the category of Affect according to their positive and negative dichotomy into Un/Happiness, In/Security, Dis/Satisfaction and Dis/Inclination. In *Judgement*, evaluation of human behaviour falls into two main areas: social esteem and social sanction. The range of values included in social esteem are represented as normality *(how unusual someone is)*, capability (*how capable they are*) and tenacity (*how dependable they are*). These values can be realised either positively or negatively in the form of admiration or criticism. Social sanction, however, includes values of veracity (*how honest they are*) and propriety (*how ethical someone is*), which can be expressed positively as praise or negatively as condemnation. The last category *Appreciation,* which revolves around evaluating the aesthetics of objects or natural phenomena is divided into the writer's personal *reaction* towards things, their *composition* (*complexity and balance*) and their *valuation*. Table 4:3 gives an overview of the attitude system.

Graduation is the final major category in the appraisal system which encompasses linguistic resources that increase or decrease the force of attitudinal meanings and engagement values. There are two main dimensions of scalability: Force, which refers to the assessments of intensity or amount (e.g. *very*); and Focus, which refers to the prototypicality and the preciseness by which category boundaries are drawn (e.g. *true, sort of*). In Focus, gradation can either up-scale/sharpen the degree of preciseness (e.g. *a true friend*), or down-scale/soften that degree (e.g. *a sort of an apology*).

However, force assesses qualities (e.g. *slightly sad and extremely good*), processes (e.g. *this slightly hindered us*), or verbal modalities like usuality and obligation (e.g. *it's very possible that*).

Attitude System	Sub-value	Positive	Negative
Affect	Un/happiness	Cheerful, buoyant, love	Sad, heart-broken, depressed
	Dis/inclination	Miss, long for, yearn for	Wary, fearful, terrorised
	In/security	Confident, comfortable, assured	Uneasy, anxious, astonished
	Dis/satisfaction	Involved, satisfied, pleased	Cross, furious, bored with
Judgement (social esteem)	Normality 'how special?'	Lucky, fortunate, charmed, normal	Unlucky, odd, peculiar
	Capacity 'how capable?'	Powerful, vigorous, robust,	Mild, weak, sick
	Tenacity 'how dependable?'	Cautious, heroic, patient	Cowardly, impatient, rash
Judgement (social sanction)	Veracity 'how honest?'	Truthful, honest, credible, frank	Dishonest, lying, deceptive
	Propriety 'how far beyond reproach?'	Good, moral, ethical, fair,	Bad, cruel, unfair, mean
Appreciation	Reaction 'did it grab me?'	Arresting, engaging, fascinating,	Dull, boring, tedious
	Reaction 'did I like it?'	Fine, good, beautiful	Bad, plain, nasty
	Composition Balance 'did it hang together?'	Balance, harmonious, unified	Unbalanced, irregular, distorted
	Composition Complexity 'was it hard to follow?'	Pure, elegant, clear, precise	Unclear, ornate, simplistic
	Valuation 'Was it worthwhile?'	Original, creative, effective	Insignificant, reductive, shallow

Table 4:3 An outline of the attitude system (Martin and White, 2005)

The appraisal theory has developed a fine-grained classification of attitudes and demonstrated the important role of context in shaping evaluative meanings, through the inclusion of the appraised entity in the analysis. It emphasizes that evaluative language is more about the study of semantic meanings in context. Its typology shows that "each system rebounds with systems in other parts of the lexico-grammar" (Hunston and Thompson, 2000: 142), i.e. the way each category of semantic meaning can be represented in a variety of grammatical forms and lexes, thus avoiding the dilemma of having to

restrict the analysis to certain forms and the potential for conflating meanings and grammatical functions (see section 4.2.3.2 for more explanation). That said, there are a number of points that need to be considered.

First, there is no category of importance; this seems to be included as valuation in the appreciation system, as similarly observed in Bednarek's (2006) and Lee's (2008) studies. There is also no distinction between the reference of affect expressions made by the author or other social actors, which in fact conflates two roles of the authorial voice: self-reflective and reporting on others. Secondly, the distinction between veracity and propriety judgements is very fine, i.e. saying that someone is honest (veracity) can entail the meaning that this person is also ethical; and vice versa is also true, especially if the context refers to this meaning. In the present study, both meanings of veracity and propriety are included under the category of **Appropriacy**, as they both refer to judgements of moral behaviour. By the same token, applying the classification of attitude system, i.e. affect, judgements and appreciation can be challenging, as the evaluative expressions denoting judgement can evaluate the aesthetic quality of things and the reverse is true with appreciation values. Martin (2000) acknowledged this conflation of categories, indicating that both values of judgement and appreciation are institutionalizations of personal feelings, and the categorical boundaries between fields and affect intersect with implicit evaluations in particular. Similarly, expressions of counter-expectation have two readings: as a judgement of normality (*odd, predictable*) and as a counter marker in engagement (*yet, surprisingly, amazingly*). The distinction between the two categories can be hard to define due to the difficulty in identifying the writer's intentions as to whether they aim to establish a dialogical interaction or express judgement. This raises questions about the practicality of the engagement system and the extent to which its categories reflect the dialogic interactions between the writer and the reader. In this sentence, *perhaps the most surprising thing for me was that the patient accepted this exchange as a normal conversation between a doctor and a patient,* it could be

argued that the function of *surprising* was neither to establish a writer-reader interaction, nor make a negative judgement of normality. Rather, the writer is expressing their unexpectedness about the behaviour of the patient. Therefore, to avoid the conflation of meanings, expressions of counter-expectation are included in this study under the category of **Expectedness**. As Martin and White (2005) suggested, the appraisal framework can be viewed as a starting point to develop an alternative account; and, the model proposed in this study presents a modified version which will be discussed in section 5.4.2. The following section provides a detailed explanation of the approaches that combine both evaluations of discourse and world entities.

4.1.3   The parameter-based approaches

From the previous explanation of the theoretical approaches to evaluation, it is noted that they have adopted a separating approach between certainty and attitudes. However, there are other approaches which have combined both types of value meanings. For instance, Thompson and Hunston (2000) suggested four parameters of evaluation: good/bad or positive/negative, certainty, obviousness/expectedness and importance/relevance. These evaluative parameters are said to generally denote the good/bad parameter, indicated by the contextual information. In a similar study of newspaper editorials, Lemke (1998) investigated the evaluation of propositions presented in *that clauses* and provided seven "dimensions of attitudinal semantic relations" (ibid: 36).

DESIRABILITY / INCLINATION (D)

It is simply wonderful that John is coming / that John may come.

It is really horrible that John is coming / that John may come.

WARRANTABILITY / PROBABILITY (W)

It is quite possible that John is coming / that John may come.

 It is very doubtful that/whether John is coming.

NORMATIVITY / APPROPRIATENESS (N)

It is quite necessary that John come / that John is coming.

It is entirely appropriate that John come / that John is coming.

USUALITY / EXPECTABILITY (U)

It is quite normal that John is coming / may come.

It is highly surprising that John is coming / may come.

IMPORTANCE / SIGNIFICANCE (I)

It is very important that John is coming / may come.

 It is really quite trivial that John is coming / may come.

COMPREHENSIBILITY / OBVIOUSNESS (C)

It is perfectly understandable that John is coming / that John may come.

It is quite mysterious that John is coming / why John is coming.

HUMOROUSNESS / SERIOUSNESS (H)

It is just hilarious that John is coming! / that John may come.

It is ironic that John is coming / may come.

It is very serious that John is coming / may come.

<div align="right">(Lemke, 1998: 37)</div>

Interestingly, Lemke highlighted the combination of one or more dimensions in a single lexical item. For example, both meanings of unusual and undesirable can be realized in *alarming*, but *miraculous* denotes unusual and desirable. Conversely, each semantic category can be represented in various lexico-grammatical forms. For instance, the dimension of Warrantability can be expressed by *certain, I know* and *must*. Given the complex nature of evaluation, this clearly demonstrates that focusing on meanings rather than grammatical forms is conducive to fully accounting for the potential evaluative meanings in a data set.

This section has discussed categories of evaluative meanings proposed by Lemke and Thompson & Hunston. The next sections will explain a different approach which is oriented towards modals and grammatical forms.

4.1.3.1 Modality

The concept of modality is complex and has been investigated by several studies from various perspectives. Considering the aims of this study, the concept of modality will be discussed in relation to its evaluative meanings and functions. There is a common consensus among modality studies that the major connotations of modality are: epistemic, dynamic and deontic. As Palmer (1979) noted, these types of modality are part in the ordinary language, which is similarly echoed in Vihla's (1999) comment, describing them as "prototypes of modality" (ibid: 27). Epistemic modality generally refers to expressions made by the speaker to assess the truth of the proposition; deontic modality is performative and directive, as it is operated through giving the addressee permission or rules to control their behaviour; dynamic modality refers to the subject's ability/willingness, and to the possibility and the necessity of events influenced by the circumstantial contexts (Perkins, 1983; Palmer, 1979). The three modality meanings are presented in modals like *could, may, would* and semi-modals like *need, have to* and *able to*. As far as the framework developed in this study is concerned and following Bednarek's (2006) approach, epistemic modality is represented through the category of reliability, whereas deontic and dynamic modalities are both conveyed through the possibility and the necessity categories.

4.1.3.2 Stance

The concept of stance is very broad and has been investigated by numerous studies from various perspectives. One of the early studies on stance can be traced back to Biber and Finegan (1988),who investigated stance variations in spoken and written registers. They broadly defined stance as "the attitudinal markers expressed by the speaker towards their propositions" (ibid: 2). These markers can indicate feelings, judgements, certainty, and degrees of commitment to the truthfulness of the message. The linguistic markers are exclusively restricted to grammatical devices as Biber and Finegan have mainly focused on adverbials, excluding any lexical items expressing attitudes. The

adverbials found in their study are represented as adverbs, prepositional phrases and adverbial clauses. These items have been categorized according to their semantic fields into six distinct categories: manner of speaking, approximation, conviction/certainty, actuality, possibility/likelihood and attitudes. According to this approach, stance can be seen as a combining approach, including the adverbials of Attitude (*amazingly*) and Evidentials (*surely, maybe*). In Biber et al. (1999) and Biber and Conrad (2000), these six categories of stance have been merged into three broader categories. They are Epistemological stance, which comments on the certainty, the reliability and the limitations of a proposition including its source, and Attitudinal stance, which expresses "the speaker's attitude or evaluation of the content" (Biber et al., 1999: 764). The third category is that of Style stance which "describes the manner in which the information is being presented" (Biber and Conrad, 2000: 57) (*honestly*, *frankly* and *briefly*). However, it was difficult for Biber et al. to undertake a fine-grained analysis of attitudes as "the distinction between attitudes and emotions is often fuzzy" (Biber et al., 1999: 974).

In Biber's (2006) recent study on stance markers comparing university management registers and academic registers, the analytical framework has been expanded to include adverbs, modals, semi-modals and stance complement clauses, i.e. that-clauses and to-clauses headed by nouns, verbs and adjectives. Although the evaluative functions of each grammatical category have been proposed, some of these devices converge on particular functions. For instance, the certainty adverb *certainly*, the verb *know*, the adjective *certain* and the noun *fact* all denote the same evaluative meaning, i.e. certainty; however, they have been analysed as separate entities across all the registers. This implies that the possibility of being able to generate a clear realisation of the certainty meaning as a whole, and so of the authorial epistemic stance in general, is impeded as the focus is on form rather than on meaning. To illustrate, while the study argued that academic registers include more epistemic meaning and management registers include more directive meaning, this conclusion does not seem

to be reflected in the analysis. This is because when the study reported that the frequency of the prediction modals *will/would* is the highest in the class management register, it also acknowledges their divergent meanings, i.e. *will* (reference to future) and *would* (directive force). However, there is no clear representation of this difference in the analysis.

It holds true that restricting the scope to grammatical devices makes quantitative analysis of stance a feasible process, thus opening the doors to investigating the concept of evaluation in large data. That said, the main restriction in this approach is that the decontextualization of stance markers from their context leads to losing the opportunity to be able to interpret evaluative meanings added by contextual information, a relevant factor in understanding the nature of stance. Hunston (2011) made an interesting remark, highlighting that Biber's quantitative approach to stance markers does not seem to foreground the concept of stance. In addition, the possibility of misinterpreting the meanings of stance markers is present, especially if the clue is implicitly indicated in the prior utterance. It is important to note that embarking the analysis on certain pre-determined grammatical devices, and then accounting for their function outside the context, this could lead the analysts to end up with a detailed description of stance markers, but are not likely to obtain an accurate realization of the meanings of stance in any utterance. Needless to say, attempts to replicate the study with a similar set of data will most likely result in a varied set of stance markers, thus it is difficult to achieve a general realisation about the nature or the function of stance meanings. Nevertheless, following a qualitative approach to stance analysis by investigating stance meanings within their context will help the analysts identify not only stance meanings more clearly, but also the way those meanings are configured in texts, hence contributing to our understanding of the abstract concept of stance. Therefore, following the quantitative approach and merely focusing on grammatical forms will not be effective to fulfil my study aims.

This section has provided a detailed account of Biber's approach to stance analysis. The next section will discuss Bednarek's approach which has focused more on classifying categories of evaluative meanings than forms.

4.1.3.3   Bednarek's parameter-based approach

 Another parameter-based approach was proposed by Bednarek (2006) in her study of media discourse. The framework follows a 'combining approach' which comprises different types of evaluations, such as Modality and Evidentiality. Her framework is text-driven as she elicits the categories from the texts, and it is theory-driven in the sense that the previous theories of evaluation have been combined and modified. It does not only respond to evaluations of propositions, but also includes evaluations of entities, discourse, actions and processes.

Bednarek classifies evaluative parameters into two sub-categories: Core Evaluative Parameters and Peripheral Evaluative Parameters. The Core parameters refer to "evaluative qualities ascribed to the entities, situations or propositions that are evaluated, and involve evaluative scales with two opposite poles, but [have] potential intermediate stages between them" (ibid: 44). These values are meant to solely represent the writer's approval/disapproval. Bednarek stated that the following six categories can be regarded as Core Evaluative Parameters: *Comprehensibility, Emotivity, Expectedness, Importance, Reliability* and *Possibility/Necessity*. Peripheral Evaluative Parameters, on the other hand, "don't involve two opposite evaluative scales" (ibid: 53). These parameters include three categories: *Evidentiality*, *Mental- State* and *Style*. Bednarek highlighted that there is a difference in the quality of authorial stance between expressions of the peripheral values and those of the core values. Peripheral values primarily assess the evidence of knowledge, the style of language and the social actors. To illustrate, the following tables show a summary of Bednarek's parameter approach.

	Value	Description	Positive	Negative
Core Parameters	Comprehensibility: Comprehensible/ Incomprehensible	Evaluation of entities or propositions with regards to human understanding	Clear, explicit	Mysterious, ambiguous
	Emotivity : Positive/negative	Evaluation of aspects of events as good or bad	Beautiful	Confusion, racist
	Expectedness: Expected/ unexpected Contrast: contrast/comparison	Evaluation of propositions and entities as expected or less expected	Usually, familiar	Astonishing, unexpected, but, not
	Importance: Important/unimportant	Judgement of entities and discourse in terms of their importance and relevance	Key, top, famous, relevant	Minor, insignificant
	Reliability: Genuine, fake, high, medium, low	Evaluation of the reliability of propositions and the authenticity of entities	Genuine, real	Artificial, phony
	Necessity/Possibility	Related to concepts of dynamic and deontic modality	Had to, need, could, possible	Not necessary, not possible

Table 4:4 Bednarek's model of core evaluative parameters

Value	Sub value	Description	Examples
Evidentiality	Hearsay	Reference to the attribute proposition uttered by an external speaker	X said that, stated, suggested
	Mindsay	Reference to the attributed proposition that is felt or experienced	They thought, felt
	Perception	The evidence of knowledge is based on sensory, mental perceptions and showing	Seem, see, hear , show
	Proof	Judgement of the source of proposition as being based on a proof.	Prove, evidence
	General Knowledge	Evaluation of the content of the proposition as being shared between the writer and the reader.	Well-known
	Unspecified	Miscellaneous evidentials	Emerge, mean
Mental State:	Beliefs, emotions, expectations, knowledge, state of mind, process and volition	The evaluations of the mental status of social actors	Have the belief Happy, angry They expect They knew Weary Forgot, ponder Forced to, willing
Style: Self and Others	Others: Neutral, Illocutionary, Declarative, Discourse signal, Paralinguistic	The speaker's comment on the presentation manner of the proposition.	Say, tell Demand, promise Acquit, plead guilty Add, conclude Whisper, scream

*(left margin, rotated: **Peripheral Parameters**)*

Table 4:5 Bednarek's model of peripheral evaluative parameters

One of the interesting aspects in Bednarek's model is the distinction between the core and the peripheral parameters, in which the core values are mainly devoted to evaluating world entities and the peripheral ones show authorial stance at the level of discourse (except for social actors). As for mental state values, Bednarek stated that these expressions are more on the marginal side of the evaluative spectrum as authorial stance is more interpretive/descriptive than evaluative (Bednarek, 2006: 54). In this sense, she distinguished between evaluation as an act of judgement and evaluation as an act of description, though it could be argued that every act of evaluation is a whole entity that cannot be separated. Another feature in Bednarek's approach is the possibility of being able to show the interplay between evaluative parameters in a single evaluative expression, which has been referred

to as "collocation" of evaluative parameters (Bednarek, 2006: 59). This aspect of the analysis is consistent with Lemke's remarks about the conflation of one or more evaluative dimensions in the same lexis. For instance, analysing the word *seriously* in the sentence below shows that it denotes the meaning of importance and reports a negative event.

1- Two other roadside bombs yesterday wounded five Iraqis and three US soldiers - one *seriously*. (Bednarek, 2006: 77)

Similarly, Channell (2000) found in her corpus analysis of the evaluative polarity of lexical items that the expression "PAR FOR THE COURSE" is 'mostly always used about events or behaviours which are reported as 'bad' and then claimed to be 'expected' (ibid: 50) . It is important to note that both Bednarek and Channell applied different methods to investigate this phenomenon, as Channell analysed a few lexemes through reading the corpus concordance lines whereas Bednarek's approach was more oriented towards evaluative meanings. Still, it seems that there is a need for empirical evidence based on large data to prove the extent to which the combination of importance and a negative polarity, for instance, exist, hence avoiding the influence of the nature of the topic or the writer's style.

In this section, the parameter-based approach has been discussed, showing its aims and categories of evaluative meanings. In the light of the study aims, the framework developed in this study will be mainly adapted from Bednarek's (2006) parameter model of evaluation and the attitude system in the appraisal framework. The impetus behind this decision comes from the need to account for authorial attitudes without having to constrain the analysis in terms of the distinctions between behaviour or things targets. Secondly, it was necessary to consider epistemic writer stance and the strategies utilized to support the validity of their claims. The third point is that both accounts were based on an analysis of media discourse, which to a certain extent does not neatly fit in analysing the genre of reflective writing, or medical reports, either. Finally, all the approaches of evaluation discussed so far

have not provided a systemic typology that can be used to investigate the targets of evaluation, which play an integral role in shaping evaluative meanings. In the next section, relevant studies of evaluative expressions and their role in medical professional discourse will be reviewed to understand the types and the employment of values by members of the DC in their professional interaction.

4.2   The nature and the role of authorial stance in professional discourse

The study of authorial evaluative stance in medical professional discourse can be traced back to the seminal work of Adams Smith (1984) on authorial comments in various medical genres: Research Articles (RA), Case reports (CR) and Editorials (ED). She noticed that attitudinal expressions fulfil several functions: probability, ability, recommendation, emphasis and evaluation. The analysis revealed variability in the management of authorial stance across these genres, which can be attributed to the power of the pragmatic function of the genre. For instance, the expression of probability was found to be higher in CR than in RA and ED compared to recommendation which was more frequent in ED than in RA and CR. A similar effect was observed across the rhetorical sections of the texts, as the findings showed that while authorial comments are rarely expressed in the methods and results sections, they are mainly concentrated in the introduction and the discussion sections in RA and in the comments section in CR. Likewise, this facet of evaluative act was noticed in Salager-Meyer's (1994) study on hedges in medical RA and CR. She found that both the discussion/comment sections in RA and CR are heavily hedged, compared to the methods and the results sections where the writer voice is more descriptive. Such variances in the frequency of hedges were not, however, reflected in their categories, as the analysis indicated no marked difference in the distribution between approximators and shields in the discussion/comments sections in RA and CR. It can be seen in both studies the strong influence of the communicative function of the genre and its macrostructure on the distribution of evaluative meanings more often than on their linguistic representations.

In a similar study, Vihla (1999) investigated how modality meanings can reflect the institution of medical discourse in her corpus of argumentative, expository and directive medical writing. The findings unsurprisingly revealed that deontic modality was used more frequently in directive professional genres (i.e. clinical textbooks and handbooks), representing the professional norms of clinical medicine. In addition, epistemic modality was utilised in directive genres and research articles although it differed in its rhetorical function in both types of genre. For instance, the use of possibility expressions was found to help the writer highlight the possible outcomes and variables in clinical medicine. In contrast, employing these features in research articles, particularly in the discussion section, increases the argumentative force of authorial claims and the findings of experiments. This shows us the extent of the pragmatic function of the genre not only in the choice of modality meanings but also in shaping their rhetorical function in texts.

The notion of academic conflict was also investigated across various medical professional genres. In this respect, Salager-Meyer (2001) analysed the manifestation of authorial criticism in Research Articles, Case Reports, Editorials and Review Articles. The findings demonstrated a tendency among the authors to mitigate/down-tone their criticism in RA and CR, which was attributed to their role as "knowledge builders" (ibid: 74) in RA by proposing claims about their knowledge. In contrast, the generic context of CR seems to retain the authors from reaching the final decision in a given medical issue. On the other hand, the intensity of criticism increases in Editorials and Review Articles in order to establish critical authorial stance in assessing others' knowledge. The study was later replicated by Pique-Angordans and Posteguillo (2006) who investigated not only criticism but also praise across a wider range of medical genres. Focusing on reporting verbs, they analysed their polarity into: negative, positive and neutral and found variations in their distribution across these genres. For instance, authorial stance in Book Reviews appeared to be mostly negative, driven by the need to assess other researchers' publications, in contrast to the Letters to Editors which were mostly

positive. In analysing the macrostructure of research articles, they noticed that the discussion section embraces the majority of the writers' positive/negative judgements. This accords with Salagar-Meyer's (2005) findings about the influence of the socio-pragmatic role of the genre on writer stance. However, they noticed that critical comments were not merely addressed to peers' research, but also indicated limitations in the writers' own research.

While the previous studies' findings represent corpus-based analysis, Hood (2010) investigated writer stance by analysing the appraisal features at the lexico-grammatical level. She described the macro-genre of research articles' introductions in hard and soft disciplines and identified strategies in managing the writer's voice to establish the research warrant. This was achieved by including the targets of their values in the analysis of the field of research and the object of study. She interestingly noticed the tendency of writers to mitigate their criticism in evaluating others' research through implicit evaluation, while being overtly explicit in evaluating the object of the study. This evaluative behaviour does not seem to be influenced by differences in the disciplinary epistemology, as the writers from the soft and hard sciences appear to position their stance similarly in response to these types of targets. This brings valuable insights to the role of targets of evaluation in shaping writer stance.

Other strands of research have paid particular attention to analysing lexico–grammatical features of evaluation in the professional interaction between doctors and patients (Skelton, Murray and Hobbs, 1999; Skelton and Hobbs, 1999a; Skelton and Hobbs, 1999b; Staples, 2015). For instance, Skelton and Hobbs (1999) examined the language of consultation and found that doctors down-tone their emotional expressions to diminish the patient's feelings of worry and threat and to reassure them. Similarly, Staples (2015) in her analysis of the genre of nurse-patient interaction, found that stance adverbials and stance complement clauses (e.g. *surprisingly, I hope that*) among other linguistic features express uncertainty and reduce authority in the examination phase, in comparison to the

counsel phase where stance features help to reassure patients about the course of treatment, show empathy and give advice. These findings clearly illustrate the important role of stance expressions in enhancing relations with patients. In a similar study, Skelton et al. (1999) investigated the expression of uncertainty in doctor- patient communications in their experience of illness. They found that doctors tend to be more uncertain than patients through their expression of modals and adverbials, which represent the 'hypothetical future state of affairs' (ibid: 622), the management of the disease and the patient-centred approach. It can be clearly inferred from these findings that projecting an appropriate evaluative stance has a substantial role in maintaining a professional relationship with patients, which entails the necessity for apprentices to gain good control over such skills.

We have seen in this section the authorial management of interpersonal stance in their interaction with other members of the DC, which was obviously influenced by the communicative function of the genre and its macrostructure. It has also been shown that these features fulfil different rhetorical roles in professionals' communication with others outside the DC, i.e. the patients, as they were found to enhance their rapport with the patients. Another interesting feature observed in these studies is the inclusion of targets of evaluation and the way authors disclose or hide their value judgements according to the type of targets evaluated. The next section will shed light on the nature of evaluative stance in apprentices' written discourse.

4.3   The role of writer stance in undergraduates' written discourse

The study of interpersonal meaning in student writing has received substantial attention from several researchers who aimed at exploring the characteristics and the factors shaping their evaluative stance (Hood, 2004; Hyland and Milton, 1997). Some of them have followed a comparative approach in their analysis of stance between effective/less effective essays or experts/students in order to realise the strategies employed by successful writers to persuade readers. For instance, Lee (2010) analysed command strategies, particularly through the expression of necessity, in high and low-graded essays

written by undergraduate students. Lee noticed that what is featured in effective essays is the utilisation of foregrounding-command strategies to legitimise stance positions and incongruent forms of modulation through nominalisation (*necessity*) and modals (*would need*). Drawing on these features helped successful student writing become interpersonally interactive and soften the authority of their commands, so achieving a higher level of engagement with the reader than in low-graded essays.

In a similar study, Barton (1993) investigated validity and the attitudinal markers in expert and university students' texts. She focused on four rhetorical strategies used in academic writing: problematization, persona, citation and argument, and assigned certain types of evidential for each category. Problematization, for example, was mainly expressed by experts through the use of the evidential markers of contrast (*but, however*) and the attitude markers (*unfortunately*) in their introduction and as the argument develops, yet this strategy was not evident in students' essays. Although students were able to identify the problem, there was a lack of critical reconceptualization of the issue using contrastive evidentials in the unfolding text, which renders a general sense to their propositions. Her findings are similar to Mei (2007) who explored the problematization strategies in high and low-graded essays using appraisal resources. She found that successful writers were skilful in controlling contrastive stance, and thereby the dialogic space with the readers in the introduction of essays, which helped them achieve a clear identification of the problem. This was fulfilled by aligning or countering the information contained in the attributed proposition, in contrast to low-graded essays which lacked clarity in authorial stance due to the delayed and ineffective use of opposition and contrastive markers.

In regard to attitudinal expressions, Hood (2004) investigated the management of interpersonal stance using appraisal resources in research articles and undergraduates' essays. The findings showed that although both types of writers tend to express the value of appreciation, they vary in their selection

of its sub-categories as their expressions are construed as valuation in research articles, but as reaction in students' essays. Unlike experts, students also tend to convey their emotional feelings as affect and ethical judgements. But, what is interesting in her findings is the ability shown by the experts to maintain the prosody of evaluative stance in the unfolding text through referring to explicit attitudes and intensifying strategies, which was not clearly articulated in students' texts, causing ambiguity in their stance. This emphasis on supporting evaluative stance was similarly observed in Lee's (2008) study of good and poor undergraduate essays. She noticed that successful writers express ethical judgement through multiple affect-invoking attitudes, intensifiers and engagement to implicitly construe a judgement of propriety. They also tend to project a depersonalised authorial stance in their argument using nominalised items of in/security and dis/satisfaction expressions and valuation and composition sub-categories of appreciation. Unsuccessful writers, on the other hand, appear to construct an overtly subjective argument through explicit expressions of affect, judgements of propriety and appreciation attitudes of reaction and social valuations.

Although the differences between both groups of writers seem to be logical, considering the context of academic essays, it is important to note the influence of genre conventions in shaping the types and the explicitness of authorial stance, as observed in professional written discourse. In this respect, Rothery and Stenglin (2000) explored the types of attitudinal meanings employed in the genre of literary criticism and found the prevalence of judgement values and gradation in 'A' level students' essays. We have seen in the previous chapter how affective meaning is central to the genre of academic reflective writing, realised in both of the reflective learning models (Atkins and Murphy, 1993; Boud et al., 1985) and in the linguistic research of this genre (Nesi and Gardner, 2012), which leads to the idea that writers are expected to be explicit in conveying their judgements and emotional reaction to their experience. So, it does not simultaneously mean that when students follow this evaluative behaviour they are unable to construct a persuasive argument. That provided, it can be

inferred that the appropriate choice of value judgements poses a complex issue for the researchers, the students and the teachers, and in order to answer the question we need to understand the contextual factors like genre conventions, targets of evaluation and writers' aims, to name but a few, that contribute to the construction of a suitable image of writer stance in a given discourse. The next section will summarise the relevant literature in the previous chapters and present the research questions.

4.3   Research Questions

The studies reviewed in chapters 2, 3 and 4 hopefully clarified the position and the aims of the study with regard to genre analysis, reflective writing and the theoretical approaches to evaluation. We have seen in Chapter 2 how reflective writing was viewed as a social activity representing the writer's interaction with members of the DC and the CoP, and the rationale for choosing the ESP approach in analyzing the macrostructure of reflective genre. In Chapter 3, reviewing the literature about reflective writing has indicated its role in promoting apprentices' learning and identity, and the relevance of affective meanings to this type of genre. Nevertheless, the volume of research about this aspect in reflective writing and how authorial stance is positioned across its macrostructure was limited, indicating a lack of available knowledge. Appraising the various approaches to evaluation and research on writer stance in professional and apprentice discourse revealed the need to develop a framework based on Bednarek's (2006) approach and the appraisal system of attitudes to fit the type of data. The framework will follow a combining approach to evaluating entities and discourse, represented in categories of evaluative meanings rather than forms. It will also include targets of evaluation in the analysis, given their important role in shaping writer stance. This study aims to fill that gap noted above by answering the following research questions:

1.   How is the language of evaluation used in medical reflective reports?

a- What kinds of attitude are expressed by successful writers while evaluating their experience in the reports and how are they expressed?

b- How are these attitudinal meanings expressed and what are the rhetorical functions achieved in the reports?

c- What kinds of target are evaluated in the reports?

d- What are the types of value used to evaluate these target groups?

2- What kinds of discoursal values are expressed in reflective writing?

a- What kinds of evidentiality markers are expressed and how they are used to justify the credibility of authorial claims?

b- To what extent is the authorial voice positioned in terms of its degree of reliability and truthfulness, and what kind of discoursal roles are achieved through these markers?

c- How is the style of attributed and averred positions presented in the medical reflective reports and what are their rhetorical functions?

3- What is the generic structure of the medical reflective reports?

a- What is the relative evaluative load of each rhetorical macro-move?

b- What kinds of attitude are expressed in each of the rhetorical macro-moves in the reports and is there a difference in the expression of attitudes across these macro-moves?

The first group of questions will be approached through qualitatively analysing the evaluative authorial expressions of entities, including the polarity of expression and their targets, using the framework which will be explained in the next chapter. This is followed by counting and analysing these features in each report and in relation to their targets. The same approach will be conducted in answering the second group of questions which aims at identifying the values of discourse and their rhetorical functions. As for the third group, genre analysis will be first conducted to appreciate the macrostructure of reflective reports, followed by quantitatively analysing the interpersonal features in each section to understand the similarities and the differences across these sections, thus realising the extent to which the pragmatic function of the macrostructure exerts an influence on types of writer stance.

5   Methods

5.1   Introduction

This chapter introduces and explains the methodological approach and the research design chosen to answer the research questions posed in Chapter 4. The first section will explore the corpus, explaining its design, the data collection and the processing of the corpus, data analysis and the ethical issues. This will aid an appreciation of the importance and the validity of the methodological approach in answering the questions. The subsequent section will explain the reliability test used and provide further information about the statistical measure chosen, the interrater reliability measure, the procedures followed in conducting the test, and the processing of the quantitative data and the results. Then, an explanation of the current typology in terms of how it was generated, the categories of the framework and the targets of evaluation will be provided which will aid an understanding of the nature of the framework and its relevance to analysing this kind of data. This chapter concludes with a brief summary of the preceding sections.

5.2   Research design

One of the important decisions in research design is to choose a design frame which should reflect the research purpose and so be conducive to answering its questions on the basis of evidence. Driven by the study aims which revolve around analysing the authorial expressions of attitudes and investigating the genre of reflective writing, a corpus of 47 medical students' reflective reports viewed as case studies were selected to conduct a textual analysis, and interviews were conducted to obtain informants' opinions. Thomas (2011) defined case studies as:

> [A]nalyses of persons, events, decisions, periods, projects, policies, institutions or other systems which are studied holistically by one or more methods. The case that is the subject of inquiry will be an instance of a class of phenomena that provides an

> analytical frame- an object- within which the study is conducted and which the case illuminates and explicates. (Thomas, 2011: 23)

This definition highlights that a case study can be conducted on one or more instances chosen for their usefulness in investigating a phenomenon as a whole. In this study, the reason for compiling multiple reports lies in the desire to capture a clear picture of the genre of reflective writing and the trends of authorial attitudes, as the ability to successfully reflect on personal experiences is regarded as one of the essential skills in medical education for students and professionals alike.

There are several types of case study, including explanatory, theory testing and theory building among others (De Vaus, 2001), and choosing a case study should be determined based on the purpose of the study and the approaches and the processes adopted to achieve that purpose (Thomas, 2011). In the light of the study aims, the type of case study selected is mainly explanatory of the genre of reflective writing and the management of authorial expressions of attitudes, and to test the framework and the assumptions made about medical reflective writing. The framework was developed in the light of several theories of evaluation in order to fit the type of data and answer the research questions. It was then applied to multiple reflective reports by qualitatively annotating the linguistic features. This was followed by a quantitative analysis in order to appreciate the dominant trend among the students, and to compare and contrast the similarities and the differences of attitudinal expressions across the different rhetorical macro-moves of the reports. Using several case studies was found to be effective as they provide a strong basis to test the framework. As George and Bennett (2005: 19) advocated, using case studies allows the researcher to achieve a high level of conceptual validity, as they measure indicators that represent the theoretical concepts investigated by the researcher.

The subsequent sections will explore relevant issues concerning the design of the corpus, its creation, the data sample, representativeness and the procedures conducted in processing it.

5.3 The Corpus

5.3.1 Corpus design

The original motive of linguists to build corpora was to obtain empirical evidence about how language is used in reality, instead of foregrounding analysis on the intuition of the linguist. The traditional perspective of a corpus research has considered corpus as a collection of authentic instances of language, which varies from small samples to a whole set of written texts and tape recordings. Leech has provided a narrow definition of corpora and related it to the intended purpose for collecting the texts.

> "Corpora are electronic collections of naturally occurring linguistic data, generally assembled with particular purposes in mind and are often created to be representative of some language or text type" (Leech, 1997: 1)

Hunston's view of corpora (2002) is consistent with Leech, highlighting that the process of collecting language samples is directed by the linguistic purposes in mind, hence differentiating a corpus from being just an electronic archive of a random selection of texts. McEnery et al. (2005), in their definition of a corpus, relate the process of collecting texts to the type of analysis that is being planned. They described a corpus as a "collection of sampled texts, written or spoken, in machine-readable form which may be annotated with various forms of linguistic information" (ibid: 4). In this sense, corpus creation goes beyond a mere collection of text samples to a research tool used to investigate linguistic phenomena. Recent definitions of a corpus agree that a corpus is a sample of authentic texts in electronic form, collected for a particular purpose with the aim of being representative of that type of the language. This study has adopted McEnery et al.'s perspective, and the corpus was used as a method to investigate authorial expressions of attitudes in reflective writing through annotating these expressions. The next section will explain the notion of specialised corpus and describe the type of corpus compiled for this study.

5.3.2   Specialised corpus

A distinction can be made between general and specialised corpora. These types of corpora differ in terms of size. The general corpora are considered to be very large, comprising millions of words and compiled to make broad generalisations about a language or a variety of languages as a whole (Aston, 2001) e.g. the British National Corpus (BNC). Specialized corpora, on the other hand, are smaller and pay attention to a specific genre or register (Flowerdew, 2002). Hunston (2002) defined a specialized corpus as:

> A corpus of texts of a particular type, such as newspaper editorials, geography textbooks, academic articles in a particular subject, lectures, casual conversations, essays written by students etc. It aims to be representative of a given type of text. It is used to investigate a particular type of language. There is no limit to the degree of specialization involved, but the parameters are set to limit the kind of texts included (Hunston, 2002: 14)

For instance, the Michigan Corpus of Academic Spoken English (MICASE) was created to investigate spoken registers in different academic settings and currently includes 1,848,364 words (Simpson, Briggs, Ovens and Swales, 2002). Similarly, the British Academic Written English corpus (BAWE) was compiled to study the genres of assessed writing in British universities (Nesi, 2008). Others focus on professional genres like the Cambridge and Nottingham Corpus of Business English (CANBEC), comprising one million word texts of spoken business genres (Handford, 2007). Although these specialised corpora are large, it has been highlighted that there is no "perfect size" in designing a specialised corpus, as what matters is the type of data contained and the analytical approach applied to investigate the data (Flowerdew, 2004). Koester (2010: 69) even maintained that if the specialised corpus is carefully designed and represents a particular register or genre, the corpus is likely to yield more reliable results than general corpora. These views about the size of the specialized corpus seem reasonable, for the validity of the results is influenced by two factors: the

degree of representativeness of a particular genre, and the type of the linguistic analysis undertaken. That is, even if the corpus sample was carefully collected from a specific genre, a small-scale corpus is not likely to yield reliable results if the analysis looks at the surface of the language, e.g. lexical analysis. However, such a corpus would be suitable for conducting a deeper linguistic analysis, e.g. part of speech, grammatical structures and rhetorical analysis. In this respect, Flowerdew (2004: 21) identified a number of criteria under which a corpus can be called specialized, as listed below:

- Specific purpose for compilation, e.g. investigating a particular grammatical or lexical item;

- size: small scale corpus, e.g. 20,000-250,000 words;

- genre: promotional, e.g. grant proposals, sales letters;

- type of text/discourse: e.g. casual conversation;

- subject matter/topic, e.g. Economics;

- Variety of English: e.g. learner, non-standard.

Based on Flowerdew's criteria, the Corpus of Medical Reflective Reports (CMRRs hereafter), built for the purpose of this study, falls under the domain of a specialized corpus. The table below describes its characteristics.

Criteria	Corpus characteristics
The purpose	Investigating the attitudinal expressions of medical students
Size	150,018 words
Genre	Reflective writing
Type of texts	The complete texts of Medical Reflective reports balanced in terms of word frequency
Subject matter	Topics are related to medical services, hospitals, diseases and patients
Variety of English	The reports are written by fourth-year medical students from the Birmingham Medical School between 2011-2012

Table 5:1 The characteristics of the Corpus of Medical Reflective Reports

Although the examples of specialised corpora mentioned above were created with predetermined genres at the outset of the process and collected according to specific criteria to answer the research questions, the circumstances were different when compiling the CMRRs. Initially, the aim of the study was to investigate the evaluative language expressed in medical case reports written by both professionals and students. The corpus was intended to compare the attitudinal expressions between doctors and students. 50 case reports written by doctors published in well-recognized journals were then downloaded, scanned and transferred into text format files using an Optical Character Recognition program (OCR). However, problems were encountered during the phase of collecting the students' case reports. Although the consent for data collection was granted, the authorities in the medical schools in many universities refused to share their students' case reports due to the sensitive nature of the data and the need to maintain the secrecy of the patient information. Similarly, the authorities in the medical school at Birmingham University stated that writing case reports was an optional activity for its students, thus finding a sufficient quantity of case reports could prove difficult. They explained that they run an elective project which requires students to write a reflective report about their experience in the medical setting and agreed to provide these reports for my research. The available data they had were 47 reports representing a cohort of students in 2011-2012, which were all included in the CMRRs. Given these circumstances, the approach to creating the corpus was rather opportunistic. This had a substantial influence on the scope of my study which shifted from investigating the genre of case reports into reflective reports. In addition, the design of the corpus, which was meant to be comparative between doctors' and students' expressions of attitudes, was also altered to include those produced by the students in reflective reports. These linguistic features were then compared across the different sections of the reports.

That said, unlike case reports, the nature of reflective writing meant that these reports turned out to be an excellent sample to investigate evaluative authorial language as they require the writer to be

both judgemental and subjective in their account. One of the distinct advantages of compiling a specialized corpus is that it maintains a relationship between the corpus and the context from which the data are collected, thus allowing the researcher to conduct a qualitative analysis (Flowerdew, 2004). This gave me the opportunity to gain further insights into and interpret the linguistic findings from the corpus in relation to the context of medical education practised at the Birmingham Medical School by the instructors and the students. Additionally, it was possible to approach the data qualitatively by conducting interviews with the supervisors of the elective project, which was essential in order to understand their perspectives about the genre of reflective writing and to check the validity of the study. With respect to the corpus size, a total number of 150,018 tokens was reasonable for the multi-layered linguistic and genre analysis undertaken in this study, which would be difficult to conduct on a larger corpus.

In conclusion, this section has explained the notion of specialised corpus, its size, the design criteria, the circumstances surrounding the design and the creation of the CMRRs and the merit of using reflective reports and building a specialized corpus. The next section will explain the corpus sampling and the concept of corpus representativeness.

5.3.3   Corpus sample and representativeness

The central question that rises in every corpus design, and in specialised corpora in particular, is how representative the corpus is. Biber (1993: 243) defined representativeness as "the extent to which a sample includes the full range of variability in a population" and described population as the whole sample of the language included in the corpora. Representativeness can be measured by two types of variability: situational and linguistic. Situational variability refers to the range of genre, registers and text types in the target population, whereas linguistic variability refers to the distribution of the linguistic features found in the population.

As far as the CMRRs is concerned, it is important to note that these variability measures can be conducted on large corpora, but cannot be applied to measure the representativeness degree of the CMRRs. This means that the analysis findings only represent the genre as practised by the students in this organization, and are not intended to be generalised to the genre as a whole. That is because reflective writing can be practised differently to serve different purposes in various disciplines and in other organizations. Still, the study aims to bring insights into the nature of attitudinal expressions and their targets in this genre. Relevant decisions about the corpus sample were only made about the number and the size of the texts. The reason to limit the sample to one organization is firstly due to the practical difficulties in accessing medical reports from other medical schools, which was attributed to the sensitive nature of such data. Secondly, the type of the analysis conducted is complex, requiring a considerable amount of time and effort, which makes a corpus of 150,018 tokens reasonably adequate. In addition, the complete texts were included instead of subjectively selecting segments of texts due to the unsuitability of this approach for conducting a genre analysis or a discourse study of lexico-grammatical items (Bowker and Pearson, 2002; Flowerdew, 2004).

What has been highlighted so far in the previous sections is that the decisions taken in designing the CMRRs as a small specialised corpus, representing the genre of reflective writing in medicine at Birmingham University, are suitable for the scope of the study and to answer the research questions. It is worth mentioning that although the generalizability of the findings is only applicable to the Birmingham School of Medicine, it is hoped that the study will shed light on typical evaluative expressions in reflective reports. The next section will explain the process of collecting the corpus.

5.3.4   Corpus collection

The process of collecting the corpus started with an interview conducted with Professor John Skelton, a Professor in Clinical Education, at which the present study, the aims and the procedure to protect the privacy of the data were described. He explained that the students write essays, lab reports and

other forms of writing from the beginning of their medical course, and he mentioned reflective reports. These reflective reports in the early years tend to be short as they are meant to prepare the students for their final year elective project. At this stage, these reports are produced as a requisite for passing the M4-SSE-Y11 elective module in which students have the experience of working in hospitals, which gives these reports their peculiarity. When asked whether such data can be used for research, Professor Skelton kindly gave his consent to use them in my study which will hopefully bring insights into the genre of reflective writing and the management of authorial attitudes in medical contexts. He also made the students' identities anonymous and then sent the data as a word-document format folder, comprising 47 reflective reports. They were written by fourth-year medical students who were studying at the School of Medicine at Birmingham University between 2011 and 2012. Then, these reports were numerically coded for identification and organization purposes. Subsequent enquiries about the data were made via email messages which reduced time and effort and was thus more convenient. That said, the opportunity to contact the students was impossible as their identity was anonymous, and by the completion of the analysis they would have graduated from the University. Therefore, relevant information about the writers, such as their age, gender, social background which would have allowed me to interpret the findings in relation to these variables was missing. Also, it would have been valuable if there had been an opportunity to conduct interviews with the writers to explore their feelings during the elective projects, the difficulties encountered in writing their reports, and in order to test the validity of the results, but this was not possible.

With regard to the contextual background, the students were undertaking an elective module which requires writing a reflective report about their experience in hospitals. These reports are assessed based on a pass/fail scale not according to a summative score, and the successful completion of the project is required for graduation. In this respect, all the writers whose reports were analysed in this study have passed as they have met the set of criteria specified and outlined in the module handbook.

The handbook states that students themselves need to organize for the project by e.g. planning for the trip, allocating a home supervisor and a location supervisor, and obtaining an ethical approval if necessary. Also, the project has to be completed within a six-week timeframe, including four weeks which will be spent in the elective placement. As for the location, the students are allowed to undertake their elective study either in the UK or abroad and then reflect on an experience which is relevant to medical practice. They have also the choice to conduct their study using one of three approaches: research, clinical audit or a service evaluation, and then write a 3000-word report. The process of writing includes feedback sessions on two occasions. First, the students are required to submit a 1000-word proposal at the beginning of the project to their supervisors in order to receive guidance and support. Then, they will receive some feedback on their final draft prior to the final submission, which focuses on the quality of the report.

Looking at what happens in practice, it appears that the majority of the students have travelled abroad to experience settings and environments different to the medical setting in the UK. They have also conducted their studies mainly using clinical audit and service evaluation methods. Although both methods seem similar, as they both focus on medical services, they have different orientations. In a clinical audit, the students are expected to produce information about the delivery of the best possible care; in contrast, those undertaking service evaluation express their opinions about the present health care system. It is obvious that such reports include evaluative expressions and positioning of authorial stance necessary to fulfil the methods' aims, and investigating these expressions is the focus of the present study. The next section will discuss the ethical issues and the approach to maintaining the privacy of the data.

5.3.5 Ethical issues

I applied for ethical consent from the Research Ethics Committee, and the approval was granted on March 2012. In accordance with the research ethical codes of practice, the confidentiality of the data

was respected throughout the course of the research. It is important to mention that the Medical Department had previously obtained the writers' consent to use their reflective reports for research purposes, which had a huge positive impact on the progress of my research.

As mentioned earlier, Professor Skelton gave his consent to the use of the data and made the identity of the writers anonymous. The data was safely kept on my hard disk. A copy of the original folder was made to conduct the textual analysis in order to respect the authenticity of the data, and so any changes or amendments were not performed on the original reports.

5.3.6 Corpus processing

The format of the word-document files was transferred into html in order to facilitate the process of uploading them into an annotation program and reading the html colour codes. The annotation software tool 'NoteTab Pro' version 7.01[2] was chosen, as it allows the users to generate a 'clipbook library' of a simple or a multi-layered scheme and it comprises an html colour code library used to highlight the annotated linguistic features. The process of annotation is operated by "adding such interpretative, linguistic information to an electronic corpus of spoken and/or written language data" (Leech, 1997: 2). Once the CMRRs was prepared, the schematic structure of two types of analyses was generated: one for the rhetorical structure and the other for evaluative meanings. The figure below shows the clipbook library of the evaluative framework on the left hand side, comprising three levels of analyses with the annotated details about evaluative meaning in red.

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[2] http://www.notetab.com/notetab-pro
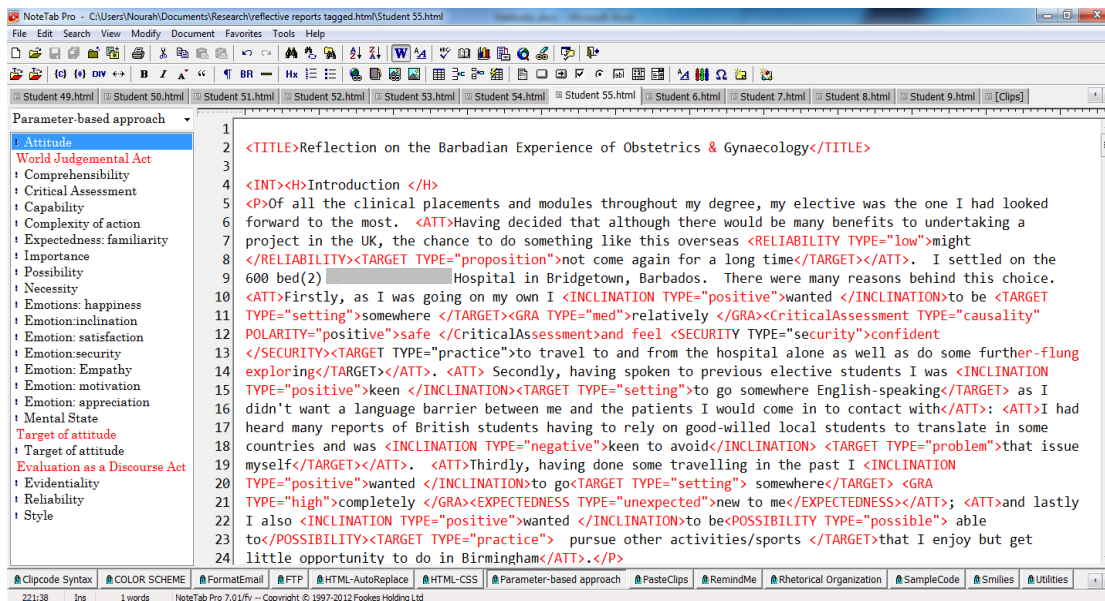
Figure 5:1 The annotation scheme generated in the Note Tab Pro program

At the first stage of the analysis, the textual features of the reports were marked as follows: Title, Paragraphs, Heading, Lists, Quotes, Figures, Tables and Reference lists. This was followed by an analysis of the rhetorical structure of the reports, and then the evaluative expressions and their targets were investigated. Section 5.4.2 provides further explanation of the framework applied in analysing the evaluative language. The units of analysis are the paragraph and the T unit level, i.e. the entire sentence. The purpose of conducting this comprehensive analysis is to appreciate the textual features, the rhetorical structure of the medical reflective reports and the nature of evaluative acts across these rhetorical macro-moves.

Upon the completion of the analysis, all the reports files were uploaded into the XTractor 1.1 program (Heuboeck, 2009), which is a software tool used to extract attributes and their values from files containing an XML-style mark-up. In this study, this program was used to extract segments from the multi-layered analysis, ranging from rhetorical macro-moves to targets of evaluations, the main evaluative categories and their sub-values. These linguistic features were extracted into a text file format. However, because they were not tab delimited, a feature which is necessary to clearly present

them in columns in the Excel sheet, these attributes have been delimited by adding tabs using Regular Expressions, which is a string of characters used to search for a pattern in texts. This procedure was performed using Edit Pad Pro 7 application- a useful text editor which recognizes regular expression characters in editing texts. The aim was to separate the targets of evaluation from their values. Using the find and replace function in Edit Pad Pro, the following regular expression was written in the find function: (\target type\=.*?\</target\>) and then replaced with \t$1\t

After preparation, each individual report was presented in the Excel sheet, in which the values and the targets were organized into columns, as shown in Figure 5:2. In this way, the value categories and targets can be sorted using the filter option in order to facilitate reading the way each target was evaluated and then transferring this data into raw frequencies.

Figure 5:2 The presentation of the values and the targets extracts in the Excel sheet

This preparation procedure was undertaken with the rest of the students' reports and for each rhetorical macro-move. As mentioned earlier, both the values and the targets were transferred into raw frequencies and presented in a matrix table of 87 rows of value categories and 59 columns of targets in the Excel sheet. This made it possible to observe the relationship between each target and its corresponding value. A matrix table was initially generated for each individual report and for each

rhetorical macro-move. Then, a master sheet comprising the quantitative data for all the reports was made, as shown in Figure 5.3. There are two reasons for this decision:

- It will be possible to reach a clear comprehension of evaluative acts not only in the entire corpus but also in each report.

- Since the reports are not homogenous in terms of their evaluative load or topic, analyzing the quantitative data for each single report will avoid the risk of the potential repetition of some evaluative categories by writers, which could lead to inaccurate inferences.

Values	Scholar	Staff	WriterMos	WriterMod	Student	Patient	Family	Population	Government	Experience	Aim	Skill	Topic	Feeling	Conciderati
ComprehensibilityPositive		4	5					3	1		5		5	4	
ComprehensibilityNegative									1	1	1		3	2	
PossibilityPositive										3	1		1		
PossibilityNegative										1					
Unexpectedness		11	1		1	16	2	1		13			1	6	
Expectedness		7				11		1		5				5	
ExpectednessHigh		2						1		1				1	
CausalityNegative		7	2			2	2		1	2				2	
CausalityPositive		8	1	1		3				43	1		4	4	
QualityNegative		10	9							2	1	1		4	
QualityPositive		28	13	2	2				2	23	1	4	1	4	
EffectivenessPositive		5	4	3		1				29	1	4	1	1	
EffectivenessNegative		8	7			1									
AppropriacyPositive		11				1				1				2	
AppropriacyNegative		17	1	1		2						1		4	
ImportanceNegative														2	
ImportancePositive	1	8			1	1		6	1	16	7	11	19	10	
CapabilityNegative		7	20	3		69	5	7							
CapabilityPositive		26	72	5	4	37	6		1						
ComplexityNegative						1				2	1	2	2		
ComplexityPositive										1					
NecessityNegative									1						
NecessityPositive		1				3				3		4		4	

Sheet tabs: Student 7 / Student 4 / Student 3 / Student 1 / Master sheet / Values groups / Target groups / Social Actors / Social a...

Figure 5:3 A matrix table of the values and the targets of all the reports.

Upon the completion of the qualitative analysis, the attributes were quantitatively analysed by calculating their normalised frequency and percentages which will be explained in the following chapter.

In conclusion, this section has provided a thorough explanation of the software applications and the procedures utilised throughout the analysis and the processing of the corpus. The rationale for conducting these steps was also provided. The next section will discuss the issue of the reliability and the validity of the analysis.

5.3.7 The reliability and the validity of the study

Due to the fact that the analysis of evaluative expressions and the choice of the appropriate category is largely subjective, it is important to determine its reliability and validity. The term 'reliability' refers to the extent to which a research instrument such as a test will give the same result on different occasions (Thomas, 2009: 105). As for validity, there are various forms of validity, but the one that is closely related and relevant to the study is construct validity which refers to "the extent to which the results of a test… correlate with the theoretical construct for which it is seeking to act as an assessment" (ibid: 107). That is because it is necessary to ascertain whether the results generated from applying the framework and the genre analysis can successfully reflect the types of linguistic features expected in this genre.

To confirm the degree of reliability of this study, the Kappa coefficient of agreement was applied. It measures pairwise agreement between two or a group of coders making category judgements, correcting for expected chance agreement (Carletta, 2008: 252). This procedure is similar to what Creswell and Miller (2000) referred to as the audit trail, in which an external reviewer examines the account and attests to its credibility through examining the process and the product of the inquiry and determining the reliability of the findings (ibid: 128). Kappa is said to provide a strong reliability measure (Krippendorff, 2004: 215). The reason for choosing the Kappa test over other statistical measures is that it allows one to calculate the reliability percentage of multiple tags, considering the expected agreement by chance. This is a relevant factor to take into account, especially when analysing discourse. Carletta (2008, 253) also highlighted that the Kappa measure is widely recognized in the field of content analysis and is clearer to interpret. The formula for calculating Kappa is:

$$K = \frac{P\,(A) - P\,(E)}{1 - P(E)}$$

P (A), in the formula above, refers to the percentage of agreement among the coders and P (E) is the percentage of the expected agreement to occur by chance. It is calculated by multiplying the total number of the columns by the total number of the rows divided by the grand total of the columns and the rows. It is said that if the Kappa result is zero, this indicates no agreement except that which is predicted by chance; however, a total agreement is reached when the Kappa result is one. Krippendorff (2004) argued that K > .8 is a good reliability score in studies conducting content analysis. The table below shows an interpretation of the Kappa degrees of agreement.

Kappa	Agreement
< 0	Less than chance agreement
0.01–0.20	Slight agreement
0.21– 0.40	Fair agreement
0.41–0.60	Moderate agreement
0.61–0.80	Substantial agreement
0.81–0.99	Almost perfect agreement

Table 5:2 Degrees of Agreement of the Kappa results, adapted from Garrett and Viera (2005: 362)

In the present study, the Kappa measure was conducted to check the degree of agreement on the macro-categories of the framework of evaluation, i.e. Capability, Comprehensibility, Complexity, Critical Assessment, Emotions, Expectedness, Evidentiality, Importance, Mental Processes, Necessity, Possibility and Reliability. The sub-categories of these values and the polarity of evaluative expressions were excluded from the test for two reasons:

- The framework is complex, which might cause confusion for the naive rater;
- Including the micro-categories of the framework in the reliability test will make the Kappa measure less easy to interpret and possibly unreliable, as it is plausible that the coders might agree on the main evaluative categories but disagree in their judgement of the sub-values.

Owing to the difficulty in analysing evaluative language, finding a second rater was substantially challenging. However, one coder agreed and gave his consent to conduct the reliability test. He is a PhD student whose first language is Arabic and has some limited experience in analysing evaluative language. He also assured me that, upon the completion of the reliability test, the texts would be deleted in order to maintain the privacy of the data.

The reliability test was performed approximately four months after the researcher completed her analysis. The first step taken was to send a summary of the framework together with examples which provide an explanation of the study and the procedures required. Then, four reports were selected as reliability data (Texts 18, 22, 34 and 52), and clean copies were sent to the second rater. These text files comprised 11230 word tokens and 371 value categories, which are equivalent to 7.4% of the total word tokens and 5.3% of the total value categories in all the reports. The sample also contained all the main evaluative categories in the framework. For these reasons, the sample seems to be sufficient to confirm the reliability degree. Krippendorff (2004) highlighted that the reliability data should be representative of the data popoulation and "contain each category of units that the instrument distinguishes with equal and sufficiently large frequency" (ibid: 239). Once the files had been annotated by the researcher and the second rater independently, discussions on the coding judgements were held and dictionaries were checked to clarify the evaluative meanings of the items that the raters disagreed on. Then, the evaluative items and the raters' judgements before and after discussion were recorded in Excel in order to compare the percentage of agreement. Once the spreadsheets were prepared, they were uploaded into SPSS statistical software in order to calculate the Kappa measure of agreement.

Researcher	Second rater												
	Evidentiality	Reliability	Critical Assessment	Importance	Expectation	Capability	Emotion	Mental Processes	Necessity	Complexity	Comprehensibility	Possibility	Total
Evidentialitity	113	0	0	0	0	0	0	0	0	0	0	0	113
Reliability	0	54	0	0	0	0	0	0	0	0	0	0	54
Critical Assessment	0	0	75	0	0	0	0	0	0	1	0	0	76
Importance	0	0	0	23	1	0	0	0	0	0	0	0	24
Expectation	0	0	0	0	35	0	0	0	0	0	0	2	37
Capability	0	0	0	0	0	14	0	0	0	0	0	0	14
Emotion	0	0	0	0	0	0	7	0	0	0	0	0	7
Mental Processes	0	0	1	0	0	0	0	11	0	0	0	0	12
Necessity	0	0	0	0	0	0	0	0	10	0	0	0	10
Complexity	0	0	0	0	0	0	0	0	0	9	0	0	9
Comprehensibility	0	0	0	0	0	0	0	0	0	1	8	0	9
Possibility	0	0	0	0	0	0	0	0	0	0	0	6	6
Total	113	54	76	23	36	14	7	11	10	11	8	8	371

Table 5:3 The agreement counts between the two coders after discussion

Prior to discussion, the percentage of agreement was substantial agreement 0.61%, with close agreement in the categories of Critical Assessment, Emotions, Possibility and Necessity. However, after discussion of the problematic items, the Kappa percentage significantly rose, reaching 0.98%. This indicates a nearly perfect degree of agreement between the coders, as there was total agreement in most of the evaluative categories, including Evidentiality, Reliability, Capability, Emotions, Necessity, Complexity and Possibility. There were a few occurrences of disagreement in the

categories of Comprehensibility, Critical Assessment, Expectedness, Importance and Mental Processes. The table below shows the items of disagreement and the researcher's and the second rater's judgements.

Item	Researcher	Second Rater	Text no.
Problem	Critical Assessment	Complexity	Report 18
Overlap	Comprehensibility	Complexity	Report 18
Predominant	Importance	Expectedness	Report 52
Would	Expectedness	Possibility	Report 34
Suffer	Mental Processes	Critical Assessment	Report 22

Table 5:4 The items of disagreement between the coders after discussion.

The reason for disagreement could be due to the divergent reading positions of both coders, which becomes more apparent when it is possible for the item to denote both evaluative meanings in the same context. This highlights the impact posed by the reading position on interpreting evaluative meanings. Consequently, one adjustment was made in the analysis which changed the evaluative meaning of "Predominant" from Importance to Expectedness after consulting a native speaker. The result of the Kappa measure is visually presented in Figure 5:4, showing the times that both raters agreed about their judgement.

Although reliability does not justify the validity of the study (Krippendorff, 2004), a different measure was performed to check the validity of the research. Validity was approached through checking with three members of staff who had been involved in supervising the students during their elective project. This was performed during interviews at which the aim of the study, the framework and the main findings were presented and discussed. When the supervisors were asked if the findings appear to be surprising, they expressed their agreement with the results which met their expectations, stating that:

I don't think I can conclude anything different from what you've got here, to be honest.

Another member said that

Insofar as I can see without your breakdown categories, your findings broadly reflect what I would expect for this cohort. They correlate, I think, to the choice of topic and the sorts of things that students are most comfortable writing about.

We can see in the supervisors' response a match between their expectations and the analysis findings which indicates their awareness of the students' writing behaviour, thus highlighting a relationship between the DC and the apprentices' written discourse. Further explanation of this aspect will be provided throughout the discussion chapters.
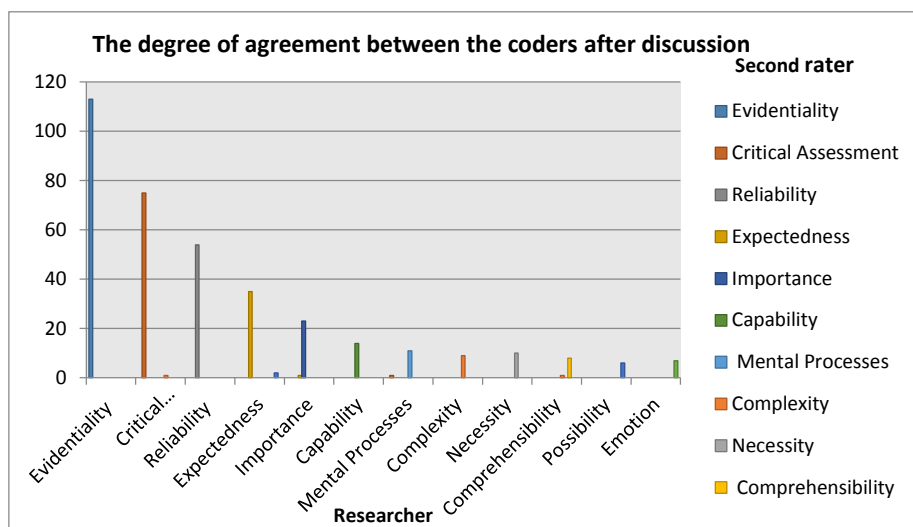
Figure 5:4 The degree of agreement between the coders after discussion

In summary, this section discussed the approaches used to establish the validity and the reliability of the study through checking with members of staff and doing the reliability test. It explained the Kappa coefficient reliability measure, the selection of the sample, the second rater, the procedure conducted and the agreement result. After discussion of the initial disagreement, the result demonstrates a high degree of agreement between the researcher and the second rater, thus verifying that the analysis conducted in this study is highly reliable. The next section will explain the framework in detail.

5.4   An elaboration of the present framework

5.4.1   The process of generating the typology

The analytical procedure applied to generate and test the model is essentially text-driven. The analysis is meant to be exhaustive and includes as many attitudinal expressions as possible. During the analysis, the British National Corpus (BNC) as well as multiple dictionaries were consulted to check the semantic fields and the evaluative connotation of the items. The process of generating evaluative categories follows a qualitative approach as it is computer-manually annotated using Note Tab Pro which took around 10 months of analysis. It consists of a number of steps:

1- Meeting an instance of attitude,

2- Finding its target (the receiver of the judgement),

3- Encoding the evaluative meaning,

4- Testing the code, by checking that every instance is within the same domain of meaning,

5- If a match was not found, another code of meaning will be assigned.

There is a reciprocal relationship between instances of attitudes and each step in the process. These steps do not operate in a linear direction but in a circular motion. This indicates that each step will be performed with every occurrence of attitudes, and the whole process is finalized by analysing the last piece of the data. Considering the study aims, it could be argued that the majority of authorial attitudes about entities and propositions are represented in the evaluative categories, discussed in the next section. Figure 5:5 illustrates the nature of the process.
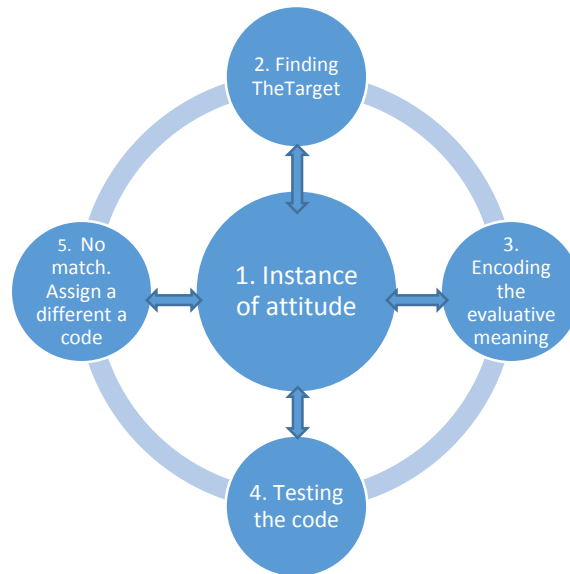
Figure 5:5 The process of the analysis cycle

Repeated testing of the code is crucial, especially when a single lexical item can have more than one attitudinal connotation. An example of this is '*poor facility*' and '*poor patient*': in *poor facility*, the author is referring to the negative quality of the facility, while the author in *poor patient* is sympathizing with the patient. When encountering similar situations, testing is performed by ensuring that all the instances of one categorical value carry the same evaluative function; therefore, substituting one lexical item with another should denote a similar value without changing the semantic field or the pragmatic function. However, if inconsistency between these items occurs, the odd ones will be given another value code. One of the advantages in this process is that it incorporates contextual information into the encoding of meaning. In addition, it enables the analysts not only to maintain a high degree of consistency in the analysis but also increases the validity of the study. Patton (1980) explained that the validity of the study increases when qualitative analysts return to their data "over and over again to see if the constructs, categories, explanations and interpretations make sense" (ibid: 339). However, it is important to mention that the process is impractical for analysing large data due the amount of time and effort needed to go through the entire data set. The next section will discuss the evaluative framework.

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5.4.2   The framework

The evaluative meanings are classified into two categories: **evaluation as a world judgemental act** and **evaluation as a discourse act**. World judgemental act values are mainly related to the evaluations of world entities and propositions outside discourse, and operate on a spectrum of positive and negative polarities. They are meant to solely represent authorial attitudes, excluding the ones which are attributed by external speakers.

The following categories can be regarded as world judgemental act values: Comprehensibility, Critical assessment, Expectedness, Importance, Possibility, Necessity, Complexity, Capability, Mental Processes and Emotions. However, discourse act values are mainly related to evaluative actions at the level of discourse, including the concepts of evidentiality and epistemic modality. These meanings are represented in the categories of Evidentiality, Reliability and Style. The next sections will discuss world judgemental act values.

5.4.3   Evaluation as a world judgemental act

5.4.3.1   Comprehensibility

The value of comprehensibility is related to the writer's evaluations of entities or propositions as being within or beyond the scope of their cognitive ability. Similar to Bednarek's perspective of comprehensibility, this category comprises notions of intellectual clarity (*obvious, vague*), awareness (*conscious, unaware*) and the effort to understand (*easy, difficult*). The range of such expressions evaluates an object as being more or less comprehensible or incomprehensible. For instance:

1- Prior to this surgery I had *never appreciated* (incomprehensible) the clinical relevance of embryology… Text 29

2- I have come to *realize* (comprehensible) how much I take life in the UK for granted. Text 31

5.4.3.2 Expectedness

The value of expectedness refers to the writer's evaluation of entities and propositions as more or less expected or unexpected (Bednarek, 2006) . Notions included in this category are broad and varied, like usuality (*would, usual, common*), normality (*normal, strange*), predictability (*astonishing, shock, expecting*) and familiarity (*familiar, new, different to*). Examples of expectedness are:

3- Sending blood samples from the rural clinics to Mutare Provincial Hospital delays the process as transport is *often* (expected) infrequent. Text 1

4- It was *amazing* (unexpected) to walk round the clinic, a hive of activity, watching the physical, physiological and social needs of the patients being addressed in one place. Text 30

Unlike Bednarek's approach, the category of expectedness does not include negation and contrast/comparison dimensions, represented in connectors (*but, however, although*), and negative signals (*not*). That is because these devices mainly denote unexpectedness at the level of discourse. It is therefore more complex to recognise authorial stance when there is a juxtaposition of the writer voice and external voices. Consequently, since the study aims at investigating the entities being evaluated, it is hard to identify them, i.e. what kind of entity the writer is expressing their unexpectedness about. In the sentences below, the devices in italics are excluded.

5- Without intervention, the risk of transmission ranges from 15-45% 1. *However*, with effective interventions, this rate can be reduced to below 5%. Text 1

6- 33% of nurses mentioned that many women fear death as they know that HIV is *not* curable and that this fear prevents women from agreeing to be tested. Text 1

5.4.3.3 Possibility

The value of possibility is related to the writer's evaluation of entities and propositions as possible or not possible. These expressions have been referred to as "circumstantial possibility" (Palmer, 1979:

76) , as they are contingent on the circumstances under which an event is possible. For instance, the possibility of the events occurring in the sentences below is dependent on *the stability of the number of children needing HIV services* and on *the issue of space*.

7- With numbers of children requiring HIV services in the UK remaining fairly stable for the foreseeable future, there is certainly a realistic *possibility* (possible) for focusing my career in this field. Text 18

8- However, the constraint of space made this *impossible* (impossible) in Baragwanath hospital. Text 24

5.4.3.4 Necessity

The value of necessity is related to authorial judgement of entities or propositions as necessary or unnecessary. It is linked to the notions of dynamic and deontic modality. Bednarek joined both the values of possibility and necessity under a single parameter, as they are said to be related logically. In other words, saying that "you need to work" is semantically parallel to saying that "it is not possible for you not to work". However, in this study, both categories have been treated separately, as this relation is not reciprocally construed in all instances of necessity. To put this succinctly, while this semantic correlation is clearly articulated in deontic necessity, this does not seemingly occur in dynamic necessity. Consider the following sentence:

9- This issue makes me feel as though the government *needs* to try and do more in terms of education relating to the pandemic within the country. Text 54

If the same analogy is applied, it is difficult to say that *it is not possible for the government not to try to do more in terms of education* denotes the same meaning in the original example, as the writer is highlighting the necessity upon the government to take some action with regard to education, rather than making an obligation.

The following examples contain expressions of dynamic and deontic necessity:

10- As a doctor you *have to* (deontic necessity/ positive) accept this and deliver a duty of care to your patients. Text 11

11- Intercalation is *not necessary* (dynamic necessity/negative) as all students have already completed an undergraduate degree. Text 34

It is important to note that necessary and unnecessary expressions do not simultaneously refer to positive or negative connotations, or to authorial approval. In the corpus, there are instances where the writer expresses their disapproval about situations perceived as necessary. In the following sentence, although the mode of transferring messages is viewed as necessary, the writer criticises the situation by indicating its negative consequence:

12- In the Sri Lankan system, inter-professional messages often *need* (dynamic necessity) to be passed on via the patient, either verbally or in letters. This <u>may result in poorer communication if patients haven't fully understood instructions</u>. Text 17

Additionally, not all instances of necessity denote the same semantic field. Lyons (1977) discussed the modal *Must* and distinguished between its epistemic and deontic roles. According to Lyons, a sentence like *Alfred must be unmarried* can be interpreted as:

I (confidently) infer that Alfred is unmarried. (must is epistemic/objective)

I hereby oblige Alfred to be unmarried. (must is obligatory/subjective)

(Lyons, 1977: 972-973)

Lyons called the deontic modals denoting the epistemic sense "objective modality" and those indicating obligation "subjective modality". Objective modals in this study have been included under the value of Reliability. Other instances of necessity that are excluded from the analysis are those which reflect the jurisdiction system of an organisation or a society. Such values do not refer to the

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authorial involvement; rather, their deontic necessity is derived from the authoritative power of the rules. So, the core question to distinguish between the two types of necessity meanings is "whether or not the modal in question involves the speaker in the utterance"(Verstraete, 2001: 1509). Non-evaluative examples of necessity are:

13- In England, training on infection control is a *mandatory* part of training. Text 11

14- She even went as far as to say that she had a rule in her clinic that all pregnant women *had to* be tested for HIV so that both mother and child could receive any necessary treatment. Text 1

5.4.3.5 Importance

The fifth parameter, the value of *Importance,* is related to the speaker's evaluation of the status of entities and propositions as important, relevant and critical. It includes notions of significance (*significant*), famousness (*famous, popular*), authority/power (*leading, top*), importance (*important, key* and *crucial*), relevance (*relevant*) and seriousness (*serious, critical, severe*). These values fall into one of either two dichotomies: important and unimportant. Similar to Necessity, the positive and the negative polarity of importance does not necessarily denote good/bad values. To illustrate, the category of valuation in the appraisal system classifies the values into their positive and negative polarities according to their surface meanings. However, looking at the adjective *main* in this sentence- *the main limitation to healthcare is its unavailability in remote areas* - does not immediately refer to a positive aspect of meaning. It seems then that the main function of the importance value is to intensify the criticality of the situation and to draw attention to the object regardless of the positive or the negative connotations of the context where that object appears. The following examples include instances of importance values:

15- Factors that are *crucial* (important) to prevent recurrence in the future. Text 30

16- It is now where I feel *the heart* (important) of the problem becomes apparent. Text 7

17- This stark contrast with the case above highlights the fact that what seem to be *superficial* (unimportant) injuries may have grave consequences. Text 9

5.4.3.6 Emotion

The parameter of *Emotion* looks at the writer's reflections about their emotions towards entities or propositions. Similar to Affect in the appraisal framework, the kinds of emotions encountered in my corpus are Un/*Happiness, Dis/Inclination, In/Security* and *Dis/Satisfaction*. However, new categories of emotions are included in the analysis: *Empathy, Appreciation/Gratitude* and *De/Motivation.* All these values can be represented explicitly through using adjectives and adverbs or by reference to the surge of behaviour. For instance:

18- I was therefore *delighted* (happiness: happy) when I was given the opportunity to work in Zimbabwe with Dr Foster OBE. Text 1

19- I *hope* (inclination: positive) that in my future career I do not get bogged down in the 'specialization' of the new doctor and can care for my patients … Text 33

20- Adjusting professionally to interact with patients where there was a language and culture barrier was *a worry of mine* (Security: insecurity). Text 11

21- I *enthused* (Motivation: motivated) myself to actively seek out good clinical management for malaria in practice later on. Text 50

22- Witnessing this made me very *grateful* (appreciation: positive) for the communication skills education we receive in the UK… Text 14

23- I can certainly *empathise* (Empathy: sympathize) with such patients. Text 11

24- I felt *satisfied* (Satisfaction: satisfied) knowing that we had contributed to preventing a hypoglycaemic episode. Text 12

5.4.3.7 Mental Processes

Mental processes values refer to the writer's evaluations of other social actors' states of mind. Sub-values of mental processes include multiple mental activities experienced by the actor like belief, expectation, emotion, knowledge, volition and state of mind. Unlike Bednarek's approach, these sub-values are situated on a spectrum of positive and negative meanings. This allows us to see how the social actors are interpreted by the writer. Examples of the sub-values of mental processes below are shown in italics:

25- The patients who opt for private medical care are probably more *satisfied* (emotion: positive) with the experience. Text 3

26- This was something which they [doctors] obviously *expected* (expectation: positive) the local medical students to know about… Text 10

27- In some cases, the patients themselves are *unwilling* (volition: negative) to return home because of social stigma.... Text 30

28- However, they were also *aware* (knowledge: positive) of the limitations and costs implications of these aspects of care…. Text 40

29- She was so *calm* (state of mind: positive), not making a sound of the anger or frustration… Text 33

30- The midwives I worked with were not disheartened, and continued to *believe* (belief: positive) in their work. Text 35

The next sections will explain the categories of values that have emerged in the data.

5.4.3.8 Critical Assessment

The category of critical assessment is the judgement made by the writer about the good/bad aspects of social actors, entities or propositions, which is generated from the process of critical thinking. Its pragmatic function is to show the author's praise/criticism or approval/disapproval of these entities.

In this sense, it is similar to the Emotivity parameter in Bednarek's approach where all the authorial expressions of approval and disapproval were included. However, she encountered problems with this category in terms of the objectivity of the analysis. Perhaps, that is true in media discourse where the authorial stance, in some cases, cannot be explicitly clear or even hidden while reporting on events.

However, the category of critical assessment in this study has been interpreted from the data and divided into four sub-values, including their positive/negative polarity. The purpose of this categorization is to capture the evaluative meanings of the writer's approval/disapproval. The following sub-values encountered are **Appropriacy, Effectiveness, Quality and Causality**. The category of **Appropriacy** is related to the extent to which the writer's judgement of entities, propositions and other social actors as adhering to or violating the norms of practice, behaviour and ethics, or are suitable to the context (*appropriate, acceptable*). The scope of appropriacy judgements can be seen as being related to personal character (*respectful, insensitive, honest*), to actions/behaviours (*mistreatment, unprofessionally*), or to proposals (*it is wise to, it is advisable that*). The second category **Effectiveness** is related to the writer's evaluation of entities as being more or less effective in fulfilling functions (*effective, successful* and *helpful*). This category includes notions of helpfulness (*helpful, useless*), effectiveness (*productive, ineffective*), power (*powerful, strong*) and successfulness (*successful, failure*). The third category of **Quality** is related to the writer's evaluation of inherent features of entities and propositions that appear to have a positive/negative outcome in conducting an action or a plan (*poor, good*, *lack of)*. Finally, the category of **Causality** is related to the evaluations of entities or propositions as having a more or less positive or negative influence on other entities in the surrounding context including the author (*beneficial* and *dangerous*). The range of meaning areas is about safety (*dangerous, life-threatening*), causing emotional reactions (*interesting, insightful, frustrating*) and creating benefits/disadvantages (*benefit from, problematic*

and barrier). To illustrate, the following sentences include the four sub-values of *Critical Assessment* in italics:

31- Therefore, I felt that it was quite *insensitive* (appropriacy: negative) for the team to discuss the results of investigations, especially those suggesting a poor prognosis… Text 12

32- … I felt it would be a *valuable* (effectiveness: positive) learning opportunity. Text 15

33- This experience undoubtedly *contributed* (causality: positive) towards my professional development. Text 33

34- …the studies done so far seem to be of *poor quality* (quality: negative)… Text 16

5.4.3.9 Capability

The parameter of *Capability* refers to authorial assessment of the capability of both animate and inanimate entities if they have the necessary power to perform actions or fulfil functions. This kind of value is related to the notion of dynamic modality, and it is meant to encapsulate all possible meanings of ability. In this category, entities are judged as capable or incapable, covering notions related to health (*stable, healthy, sick*), potential (*fluent, proficient, fortitude*) and circumstantial influence (*poor, can*). For instance:

35- There were some specific aspects of care that are of particular current importance in the field of paediatric HIV care that I was *able* (capable) to look further into the literature… Text 18

36- It is little wonder that they have *no capacity* (incapable) to treat psychiatric conditions. Text 13

37- One particular train has become a beacon of hope for millions upon millions of *poor* (incapable) people and is their only chance of having treatment. Text 25

5.4.3.10 Complexity

The evaluation of Complexity refers to the extent to which entities are demanding or require effort or skills to accomplish something. The Complexity value is represented through the notion of easiness as easy/difficult (*easy, accessible,* and *difficult*). Unlike Comprehensibility, the value of complexity does not cover the notion of cognitive clarity; rather, it is related to the physical labour needed. Instances of complexity are:

38- This case illustrates *the difficulty* (difficult) with looking after patients with chronic disease which was diagnosed abroad. Text 15

39- During the operation I was expected to perform several *simple* tasks… Text 29

Evaluating objects as easy or difficult does not inevitably refer to positive or negative connotations. Through considering the word *challenge* in the sentence below, it is clear that the object is deemed as challenging, but it made a positive contribution to the author' learning:

40- That was not without its' *challenges* (difficult), and it was beneficial for me to be involved in a more successful research attempt. Text 18

5.4.4   Evaluation as a Discourse Act

5.4.4.1   Evidentiality

The concept of Evidentiality has been discussed in several evaluation studies, for example studies on commitment and stance and the parameter-based approach. This study mainly follows the typology of Evidentiality, proposed by Bednarek (2006). The epistemic function of evidentials has been said to "evaluate the truth value of a sentence with respect to the source of information contained in the sentence and …to the degree to which this truth can be verified or justified" (Rooryck, 2001: 125) . Verification of the truth can be signalled by markers of evidence, based on Hearsay, Mindsay, Belief, Perception, General knowledge, Lack of/ Proof and Deduction. Hearsay evaluates utterances said by

the external speaker but not the author (*he said that.., they told me…*). Mindsay refers to the evaluation of the propositions as being thought or felt by any experiencer other than the writer (*they felt /thought/ estimated that …*). In Perception, the truth value of a proposition is based on three types of perception: mental (*seem, appear, look*), sensory (*see, notice, feel*) and showing (*reveal, show, highlight*). As for General Knowledge, the evaluation of the content of the proposition is derived from epistemic grounds shared between the reader and the writer (*well-known that…, famous quote*). In Proof, the epistemic status of the proposition is grounded in "hard proof" (Bednarek, 2006: 53) (*they proved that…, it is evident*). Belief evidentials evaluate the authorial proposition based on their beliefs (*I think, believe*). Finally, the evaluative function of Deduction is related to logical inferences based on previously mentioned facts *(means that…, infer that…)*. Evidentiality sources are interlinked with evaluations of reliability situated on a cline of high, medium and low reliability. For instance, General Knowledge, Proof and Deduction are regarded as resources of high reliability, whereas the degree of reliability of Lack of Proof is low. As for Perception, showing and sensory perceptions are more reliable than mental ones. The evaluative function of the evidentials is indicated in the sentences below:

41- This also *meant* (Deduction) that I would not be able to use the case studies that I had pre-prepared whilst on my SSA. Text 43

42- The World Health Organisation *reported* (Hearsay) that out of the total expenditure on health, spending on the private sector was 16.Text 3

43- This *demonstrated* (Perception) to me how imperative it is to consider HIV in those at risk… Text 32

44- The dentists unsurprisingly *felt* (Mindsay) it was vital for people, regardless of their social or financial standing to have access to basic dental care. Text 25

45- His theory was *proved* (Proof) by the success of educating patients to detect and avoid everyday injuries to their insensate limbs. Text 30

46- There is *no hard evidence* (Lack of Proof) that this policy reduces hospital-acquired infections or improves hand cleanliness. Text 54

47- South Africa is *worldly known* (General Knowledge) for having huge crime rates. Text 9

48- Overall I *think* (Belief) the British system is much better. Text 46

5.4.4.2 Reliability

The value of Reliability is related to epistemic modality. It shows epistemic authorial stance towards the proposition, where its degree can range from High (*certainly, fact*), Medium (*possibly, perhaps*) and Low (*may, could*). The writer can also evaluate entities in terms of their reality or actuality as being either True (*true, real*) or False (*unrealistic, incorrect*). So, the sub-categories included in Reliability are True, False, High, Medium and Low. It can be argued that evaluating entities as True or False can indicate the authorial stance of approval or disapproval, which leads to the idea that there is a clear distinction in the evaluative function between reliability values for entities and those for propositions. The values in the sentences below show this distinction:

49- Poor utilisation of the partograph *invariably* (High) results in a higher mortality rate than is necessary… Text 35

50- This was my first involvement in a *real* (True) cardiac arrest, and maybe that explains the excitement… Text 42

51- It is not just the mental health professionals that endure a harsh and *potentially* (Medium) *unrealistic* (False) portrayal in cinema. Text 36

52- This decline *may be* (Low) due to an increased awareness of communicable diseases, as the high death rates were noted. Text 40

5.4.4.3 Style

Evaluation of style has been discussed in Biber's model of Stance and in Bednarek's parameters of evaluation. This value is mainly concerned with authorial assessment not about the content of the proposition but on the way that it is presented. Bednarek classified the discourse of style values into self and others, and further analysed the values associated with "others" according to their illocutionary act. This study has followed Bednarek's classification with a slight modification and analysed style according to its source, the manner of speech and illocutionary force. While source includes the style of the authorial self and other speakers, the manner of speech focuses on the method of conveying the message (e.g. *frankly*). As for the illocutionary act, there are six subcategories including: neutral, illocutionary, discourse signal, declarative, emphasis and paralinguistic. Neutral expressions signal the act of saying without any indication of authorial purpose, e.g. *say, speak* and *according to*. However, illocutionary expressions indicate the intended authorial purpose like *suggest, advise, complain and request*. Declarative expressions are contextually specific as they reflect the "cultural-institutional setting where specific constraining circumstances are fulfilled" (Bednarek, 2006: 57) , e.g. *the religious representative declared*. Discourse signal values refer to expressions that "mark the relationship of the quote to other parts of the discourse…or they mark the development of the discourse" (Caldas-Coulthard, 1994: 306), e.g. *conclude* and *previously mentioned*. Emphasis refers to expressions that indicate the writer's emphasis on the information presented in the proposition, which in turn signifies their strong commitment, e.g. *indeed*, *particularly* and *essentially*. Finally, paralinguistic values indicate the "paralinguistic aspects of the act of the utterance" (Bednarek, 2006: 58).

The corpus contained a few examples of those, e.g. *screamed, shout* and *groaning*. Caldas-Coulthard (1994) referred to the evaluative function of these verbs, saying that they "mark the attitude and the manner of a speaker" (ibid: 306). It has been also shown that when the source of the style values is

ascribed to "others", it is interlinked with other value categories. For instance, the reporting verb *mentioned* in sentence 53 indicates that the source of evidence is "Hearsay" and its style is Neutral. Also, style values can represent the mental state of other social actors. The verbs *screaming and shouting*, for instance, show the negative emotion of the patient presented through a paralinguistic speech act. However, there are other instances where there is an association between the authorial comments on the style and other values categories, e.g. Reliability (*claim, agree*).

53- The need for constant availability of resources such as drugs, HIV testing kits and basic medical equipment was *mentioned* (hearsay/others "neutral") by 78% of nurses… Text 1

54- One of the women who gave birth during my night shift expressed her pain with *screaming and shouting* (mental process "negative emotion"/others "paralinguistic")… Text 41

55- From my experience during the elective, I would *agree* (self "illocutionary"/reliability "high") with that statement. Text 3

5.4.5   Summary of the analytical framework

Table 5.5 summarises the model proposed in this study and compares it to Bednarek's parameter approach and the appraisal framework.

The current framework	Bednarek's parameters of evaluation	Appraisal system
Comprehensibility	Parameter of comprehensibility	
Importance	Parameter of importance	Appreciation of the valuation of things
Capability: evaluation of both animate and inanimate objects		Judgement of the capability of human objects only
Critical assessment: quality, effectiveness, appropriacy, causality	Parameter of Emotivity	
Complexity		
Expectedness expected/unexpected	Parameter of Expectedness : expected/unexpected, contrast, contrast/comparison	
Necessity	Parameter of Necessity/Possibility	
Possibility	Parameter of Necessity/Possibility	
Mental processes: Belief/disbelief, Positive/negative emotions, Positive/negative knowledge, Positive/negative expectations, Positive/negative states of mind, Positive/negative volition	Mental states: Belief/disbelief, Emotion, Knowledge, Expectation, State of mind, Volition and Process	
Emotions: happiness, satisfaction, inclination, appreciation, empathy, security and motivation		Affect: happiness, satisfaction, security and inclination
Reliability: True, false, high, medium and low	Parameter of Reliability: Genuine, fake, high, medium and low	
Evidentiality: hearsay, mindsay, perception, proof, lack of proof, general knowledge, deduction and belief	Evidentiality: hearsay, mindsay, perception, proof, lack of proof, general-knowledge and unspecific	
Style: Source: self/ others Illocutionary act: neutral, illocutionary, discourse-signal, paralinguistic, emphasis and declarative Manner of speech	Style: Self and Others Others: neutral, illocutionary, paralinguistic, discourse signal and declarative	

Table 5:5 Mapping of the current framework against Bednarek's model and the appraisal system.

This section has provided a thorough description of the framework used in this study, indicating the two types of evaluative acts: a world judgemental act and a discourse act. The following section will look at the range and the types of lexical representation of values covered in the analysis.

5.4.6 Expressions of Values

As mentioned earlier, one of the main distinctions in evaluation studies lies in the different approaches used in analysing evaluative expressions. In this respect, it is widely acknowledged that evaluative meanings can be represented by a broad range of indicators not only at the lexico-grammatical level but also in context. For instance, Hunston & Sinclair (2000) focused on grammatical patterns of evaluation, e.g. *it is important to say* is parsed as It+ linking verb+ adjective group + clause. On lexical items, Channell (2000) conducted a corpus-based analysis on evaluative lexes, whereas the Appraisal framework has covered a broad range of lexico-grammatical items in the analysis of evaluative meanings. Also, on the level of clausal relations, Hoey (1986) investigated the problem-solution pattern and considered the evaluation move to be central to answer the problem and complete the meaning of discourse. This facet of evaluation has been acknowledged in the appraisal framework, which distinguishes between four levels of explicitness: from the "invoked" to the "provoked, "flagged" and "afforded" expressions. Instances of implicit expressions are said to be represented via lexical metaphors or non-core lexemes that are not attitudinal in isolation, but have the ability to trigger feelings (Martin and White, 2005). For example, *they caused the problem* is an instance of an implicit expression. Therefore, coding implicit attitudes is essentially sensitive to the meanings in co-texts and to the ideology of the DC, which may introduce the subjectivity factor of the analysts. To avoid this bias, it is necessary to distinguish between a particular text respondent and the community of the audience representing a specific gender, generation and culture (Martin and White, 2005). The analysts, then, have to declare their reading positions as: tactical, compliant or resistant. These are explained as follows:

> By tactical reading we refer to a typically partial and interested reading, which aims to deploy a text for social purposes other than those it has naturalized; resistant readings oppose the reading position naturalized by the co-selection of meanings in a text, while compliant readings subscribe to it. (Martin et al., 2005: 62)

This study has considered the broad range of lexico-grammatical expressions of evaluation, including lexical items, modal verbs, phrases and clauses. When such expressions implicitly connote attitudinal meaning, compliant reading has been adopted in the coding. In the example below, the author talked about their success in controlling antibiotic usage via using figurative speech, i.e. "this is a battle already lost".

56- We even struggle in the UK, where control of antibiotic usage is many levels higher and I have started to feel that *this is a battle already lost.* Text 32

To sum up, the previous sections have provided an explanation of the process of generating the typology, the evaluative model applied in this study and the range of linguistic expressions considered in the analysis. The next section will describe the targets of evaluations and their types.

5.4.7   Targets of evaluation

The action of evaluation is not merely subject to evaluative expressions. When the speaker expresses their opinion about some entity, the evaluative process is generated by the evaluator, oriented towards the target that stimulates that evaluative action, thus situating the evaluator in a meaningful evaluative stance and fulfilling the communicative pragmatic function of the evaluative expression. To illustrate, in analysing the semantic meaning in words like: *LOVE, HATE* and *comfortable* without considering who is the source of the evaluation and the target towards which the attitudinal expression is oriented, it is less possible to capture an accurate realization of the authorial stance among others and of the pragmatic function of the evaluative expression. This is due to the fact that these expressions are analysed outside their communicative contexts, hence losing the memorable constituents which aid

in interpreting the complete evaluative meaning. This is the main motive behind including the target of evaluation in the analytical framework proposed in this study. Here, the target of evaluation is defined as the entities towards which the evaluative expression is oriented. The notion of the target of evaluation has been incorporated in a number of evaluation studies. The appraisal system has used "the appraised entity", i.e. feeling, human behaviour or a process as a benchmark for classifying the attitude framework into: Affect, Judgement and Appreciation. Du Bois (2007), in his proposed analytical tool for stance, highlighted the importance of including "the object of stance" as a main component in order to achieve a clear interpretation of the stance meaning. Although these studies have recognized the role played by the targets in shaping the evaluative meaning, there has not been any research that has provided a systematic approach to analysing the targets.

One of the aims of this study is to investigate the semantic meanings of the targets of evaluation, and so it has identified 53 targets in the corpus. These targets fall into four main categories according to their shared commonalties. The first category is *Action* which refers to all sorts of human activities, including social or professional, such as: *practice*, *procedure*, *preparation, evaluation, record, teaching, violence, treatment, communication, relation, punishment, improvement, investigation, study*, *representation, regulations* and *test*. The second category is that of *Social Actors* which refers to the human participants involved in the context of situation, including: *writer as a student, writer as a doctor*, *patient, staff members, population, students, scholars, government* and *family*. Next, the category of Conceptual themes refers to areas of meaning about which the writer deeply reflects on established or new knowledge or on abstract concepts, including *experience, aims, question, knowledge, information, ideas, topic, outcome, power, ethics, skill, feelings, reflection* and *consideration*. The last category is Circumstantial Factors, which refers to the objects related to the context of the writer's experience such as: *facility, setting, causes, institution, disease, finance, policy, circumstances*, *plan, physical condition*, *differences, problem* and *incident*. In addition to these

categories, the target "proposition" has been included which is mainly the object of discourse act values, i.e. Reliability and Evidentiality. The meanings of the lexical items can denote either an explicit or an implicit reference to the target category by means of reflective pronouns (*this, that*), personal pronouns (*he, she, they, we*), substitution (*something, one*), ellipsis or interpreted from the contextual information. The table below shows an overview of each category with a brief explanation and examples for each target.

Target	Subcategory	Description	Examples
Actions	Practice	Refers to the activities related to the profession, done to acquire skills and proficiency	Monitor, travel, implement
	Study	Indicates general reference to the research undertaken by scientists or specifically to the writer's elective project	Elective, studies, my placement
	Procedure	Series of methods taken to accomplish an aim	Procedure and triaging system
	Communication	The activity which allows connection between people	Human contact, communication
	Treatment	The action of treating the disease with drugs or procedures	Treatment, use of drugs, joint injections, this
	Investigation	Activities taken to examine the phenomena of the elective project	Comparison, observe, interviews
	Preparation	The process of getting something ready to perform a function	Set-up of the clinic, prepared,
	Teaching	Reference to all forms of instruction	Ward round, teaching
	Improvement	Reference to progress and making things better	Improve, advances, develop
	Regulations	The rule or principle that control a conduct	Guidelines, guidance, standards
	Evaluation	The act of assessing or judging something or a disease	Diagnosis, assess, make a decision
	Record	The action of documenting and keeping a record	Document, notes, record
	Test	The methods or the techniques used to examine patients	Blood tests, screening, examination
	Representation	A visual creation of something	Illustrations, diagrams
	Relation	The relationship between doctors and patients and among professionals	Relationship, interaction, respect
	Violence	The behaviour intended to cause harm and damage	Crime, abuse, tragedy
	Punishment	Reference to the measures taken by authorities to discipline professionals	Discipline

Table 5:6 An outline of actions targets categories

Target	Subcategory	Description	Examples
Social Actors	Staff	All the members working in the health care system	Doctors, nurses, registrar, professionals
	Writer as a medical student	The writer positions themselves at the periphery of the medical community	I, we, my
	Writer as a doctor	The writer positions themselves as a professional belonging to the core of the community	We, as a doctor, as a medic, junior doctor, I, a member of the team, medical practitioner
	Patients	Ill people	Patient, he, inpatients, women, 28- year-old female, them
	Family	Individuals who are related to the patient	Parents, mother, she, the couple
	Population	The people living in the setting chosen to conduct the reflective project	People, public, they, Ghana, children, rural population
	Government	The authority controlling the country selected for the reflective project	Government, officials
	Scholar	Researchers and important figures	They, supporters, diplomats
	Students	Reference to other students in the hospital	Medical students

Table 5:7 An outline of Social actors targets categories

Target	Subcategory	Description	Examples
Circumstantial Factors	Facility	The service created to perform a function	Transport, education, healthcare system
	Setting	The environment in which situations occur	Environment, area, country, culture
	Difference	Variations or changes	Changes, altered, different
	Disease	Reference to illness, physical damage or health complications	Congenital heart disease
	Incident	The occurrence of events	Cases, occasion, event
	Policy	The plan enforced by government to influence actions	Polices, prohibition, this
	Plan	A scheme or a program designed to reach a goal	Program, plans
	Problem	An obstacle or difficulty	Barriers, problems, difficulty
	Institution	A health organization including buildings	Hospital, inpatient units
	Causes	An entity that is responsible for a disease or event	Factor, reason, responsible
	Circumstances	The condition that is related to and influences incidents	Situations, condition, scenario
	Finance	Funds and the management of money	Cost, economy
	Physical condition	The condition of a body's functions	Health, pregnancies, fever

Table 5:8An outline of circumstantial factors categories

Target	Subcategory	Description	Examples
Conceptual themes	Experience	Reference to the elective experience	Experiences, exposure
	Consideration	The act of careful thinking or expressing an opinion	Stigma, views, recognition
	knowledge	Reference to learning, the act of knowing and gaining understanding and experience	Learn, knowledge, understanding of
	Information	Data	Numbers, data, information and findings
	Topic	Reference to study speciality and subject matter	Issue, emergency medicine, subject
	Ethics	The rules controlling the conduct of professionals with regard to patients' rights	Confidentiality, ethical principles
	Feelings	Reference to Emotions and attitudes	A sense of community, peace, loving attention
	Power	The authoritative status of staff	Authoritative, the social status of doctors
	Ideas	Reference to points of discussion, personal thoughts and suggestions	My solution, assumption, beliefs
	Skill	Ability to perform actions	Skills
	Reflection	The process of reflecting	Reflecting, take some time to myself
	Aim	Reference to objectives and purposes	Goals, targets, objectives
	Outcome	The end result and the consequences	Death, impact, effect
	Question	Taking patient's history or the act of questioning the reliability of something	Questions, challenged

Table 5:9 An outline of the conceptual targets categories

The following examples indicate the targets for each main category in italics with their related values underlined:

57- However, levels of education about contraception are variable, and many women are not aware of how to use it, especially in more rural communities (12). *This* (Circumstantial: facility) probably <u>contributes to the high rates of abortion</u>. Text 38

58- My *task* (Action: practice), to extract the relevant information in order to assign the correct staging, was made simple… Text 18

59- This *patient* (Social Actors: patient) <u>went against that norm.</u> Text 15

60- This was <u>a valuable</u> *experience* (Conceptual Themes: experience) for me… Text 31

The previous section has explained the four main categories of the targets of evaluation and their sub-categories and provided the rationale for including them in the analysis. The next section will present an analysis of the evaluative categories and their targets in an extract of a report.

5.5   An example of textual analysis

The following paragraph is an introduction which presents the analysis of values in italics and their underlined targets in order to help us to appreciate the interaction between the evaluative meanings and their targets of evaluation in this rhetorical macro-move:

Extract	Evaluative item	Target of evaluation
Prior to the trip, I had several learning objectives, both from a professional point of view, and from a personal one. I was keen to develop an understanding of the role and challenges faced by a doctor within a multi-disciplinary health service in a developing country such as Kenya. In particular, I wanted to focus on the healthcare and support provided to patients with Human Immunodeficiency Virus (HIV), specifically for expecting mothers and those with young children. From a practical point of view, I anticipated that I would have to re-adjust my expectations when working in situations with limited resources, understanding that optimal management would not always be possible. Personally, I *expected* to reflect upon a wealth of new experiences, and to develop an insight and appreciation of the importance of appropriate, sensitive and responsible attitudes required for a medical professional working in an African community. Text 19	Keen Wanted to Anticipated Have to Would not always be possible Expected Wealth Importance, sensitive appropriate, responsible	Develop focus on the healthcare and support re-adjust my expectations understanding that optimal management new experiences, develop attitudes

Table 5:10 An example of the textual analysis of the evaluative items and their targets of evaluation

It is noted that the writer expresses positive emotions (*keen, wanted*) in evaluating their aims about improvement and topics for reflection. They also described their positive expectation that they would reconsider their ideas about their professional environment, reflect on new

experiences and gain learning. Then, the writer evaluates feelings by highlighting the importance of appropriate attitudes in the professional domain. These types of value and target are expected to appear in the introduction which allow the writer to convey their aims, expectations and the relevance of the topic. They also give an insight into the authorial perspectives which enable the reader to perceive how these views are changed in the unfolding text.

This section has provided a brief analysis of an extract which indicated the role of values and targets in reflecting the communicative function of introduction. The following section will provide a summary and a conclusion of the chapter.

5.6   Summary of the chapter and conclusion

This chapter has provided an explanation of the methodological approach followed to answer the research questions. Both qualitative and quantitative approaches were adopted to investigate the nature of attitudinal expressions and to appreciate the general trend in the use of these linguistic features by the students. An explanation of and the rationale for designing the corpus were provided, showing that building a specialised corpus addresses the research aims and questions. In addition, the circumstances encountered during the phase of data collection and the advantages and the disadvantages of the collection approach were described. Then, the procedures followed in processing the corpus and the motives behind applying them were explained. Reliability and validity procedures were also conducted which revealed that the results of the analysis were both valid and reliable. This chapter was concluded by an explanation of the framework, the targets of evaluation, the process of its development and an analysis of an extract.

The following three chapters will provide a thorough discussion of the findings that resulted from the textual analysis and the interview data. In Chapter 6, the nature of the world-judgemental values and

the targets of evaluation will be discussed. Then, the evaluative authorial act at the level of discourse will be explicated in Chapter 7, followed by a discussion of the genre analysis of reflective reports and their utilisation of values in Chapter 8.

6 The attitudinal facet of reflective writing

6.1 Introduction

The qualitative analysis and the quantitative results generated from the textual examination of the evaluative expressions in the corpus will be presented in this chapter. The chapter will also show the evaluation of the four target groups and their subcategories in the entire corpus. The results will be visually presented using bar charts and boxplots throughout the discussion chapters in order to identify the general tendency in using these features and similarities or differences in their use.

As mentioned in Chapter 1, one of the study aims is to understand the type and the pragmatic function of evaluative meanings in reflective writing. It explores the strategies adopted by successful writers to express their authorial stance in a way that helps them to establish the evidence of their learning and professionalism, thereby achieving the social purpose of reflective writing in the context of medical education. It also investigates the range of targets assessed by writers in order to realise the social construct of evaluative stance and how writers engage with the reflective experience. These aims are addressed in this chapter and presented in the following question and sub-questions:

1- How is the language of evaluation used in medical reflective reports?

a) What kinds of attitude are expressed by successful writers while evaluating their experience in the reports?
b) How are these attitudinal meanings expressed and what are the rhetorical functions achieved in the reports?
c) What kinds of target are evaluated in the reports?
d) What are the types of value used to evaluate these target groups?

In order to understand the presentation of results, a thorough explanation of the boxplot will be first provided, describing the way to interpret it and its effectiveness. Then, an overview of the frequency of evaluative expressions in reflective writing will be presented to give us a general impression of their spread in this genre. This is followed by a presentation of evaluation as a **World Judgemental**

Act in the corpus. Each sub-value will be presented and discussed with regard to the distribution of its components and their polarity of expression in the corpus, ordered according to their frequencies. Finally, the distribution of the four target categories along with their values will be explored in relation to the context of reflective writing, starting with the most frequent target group. This will help us appreciate authorial stance towards the various targets in the reflective experience. The findings will be discussed in the light of previous studies on reflective writing in order to realize the extent to which the findings are consistent and relevant. Extracts of the interviews with the medical staff members will be provided to shed light on the perspective of members of the DC about apprentices' reflective writing.

6.2   Boxplot

A boxplot is a form of graphical presentation of data which summarises the results in five values, arranged from the lowest to the highest.

- The minimum value is marked by the horizontal line positioned at the lower boundary of the box;

- The lower quartile (Q2) represents 25% of the data less than the middle value;

- The median is the line separating the entire box which represents half of the data set;

- The upper quartile (Q3) represents 25% of the data greater than the middle value;

- The maximum value is marked by the normal horizontal located at the upper boundary of the box.
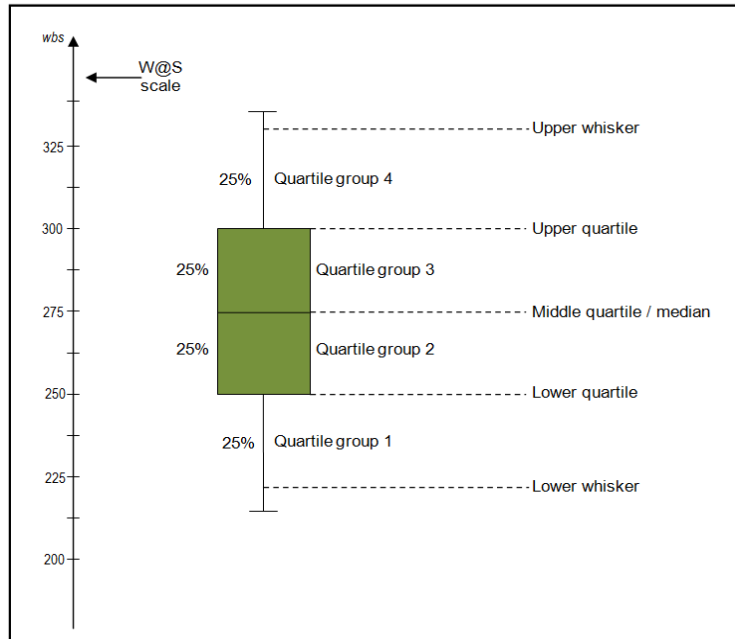
Figure 6:1 An explanation of the boxplot figure[3]

As shown in the figure above, the five values divide the box into 4 equal groups each representing 25% of the data. The main body of the boxplot extends from the beginning of the second quartile (Q2) to the end of the third quartile (Q3), marking the Inter Quartile Range (IQR) which divides the data set. The lines extending outside the box to the maximum and the minimum values are called whiskers which maximally spread 1.5 times the interquartile range. If a data point ranges beyond the maximum or the minimum values, it will be marked as an outlier, represented as an individual circle dot outside the quartile range. Plotting the extreme outliers is essential, as they show when the data are markedly skewed and without which the ability to recognize the main trends characterizing the majority of the data points is completely obscured (Baayen, 2008). Another component added to the boxplot is called jitter points which are small dots, showing the distribution of the data points.

Using a boxplot is useful for showing not only where the median of the data is but also how the data points are dispersed away from the median in the four quartiles. The aim of using a boxplot, then, is

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[3] http://www.wellbeingatschool.org.nz/information-sheet/understanding-and-interpreting-box-plots

not to highlight the maximum or the minimum percentages, but to visually show the spread of the data, thus indicating whether the distribution is symmetrical or skewed. In this sense, it is a beneficial graphical presentation, especially when comparing between two or more data sets.

This section has explained the graphical representation of the data in boxplots and its rationale for their use in the study. The next section will provide an overview of the use of evaluative language in the CMRRs.

6.3   The evaluative language in medical reflective reports

The first question which aims at providing an overview of the nature of evaluation in reflective reports is addressed in this section. The CMRRs include 150,018 tokens calculated using the Microsoft word count feature. The calculation has excluded references, titles, captions, endnotes and tables. The corpus also comprises 47 reports, 165 tables, two tables of content, 26 figures, 1129 paragraphs and 5956 sentences. Since the length of the reports is varied, raw frequencies of the attitudinal features were then transferred into their normalised frequencies, calculated by dividing the sum of the raw frequency of each attitude by the total number of all attitudes and multiplied by 100. This will provide a clear picture of the actual proportion of each value in every individual report and maintain consistency. It is important to note that generating the normalised frequency of values in each individual report instead of all the reports helps to avoid the potential risk of misinterpreting the results. That is because conducting a statistical analysis on the entire corpus as a whole misleadingly assumes an equal spread of the values in each report as Hoffmann, Evert, Smith, Lee and Berglund Prytz (2008) clearly demonstrated in their discussion of the distribution of *in fact* in the written and the spoken parts of the BNC.

The quantitative analysis reveals that each report comprises a heavy load of evaluative expressions. The table shows an overview of the raw and the normalised frequencies of attitudes in every report:

Text no.	Sentences no.	Raw Fre	Normed	Text no.	Sentences no.	Raw Fre	Normed
1	168	206	2.96%	32	130	182	2.62%
3	213	231	3.32%	33	91	144	2.07%
4	164	233	3.35%	34	165	84	1.21%
7	109	171	2.46%	35	142	201	2.89%
8	125	145	2.09%	36	105	118	1.70%
9	139	137	1.97%	38	130	134	1.93%
10	122	139	2.00%	39	167	140	2.01%
11	135	202	2.90%	40	146	184	2.65%
12	116	145	2.09%	41	109	145	2.09%
13	139	128	1.84%	42	132	131	1.88%
14	108	161	2.32%	43	144	162	2.33%
15	115	134	1.93%	44	109	155	2.23%
16	119	111	1.60%	45	175	249	3.58%
17	111	89	1.28%	46	117	176	2.53%
18	90	67	0.96%	47	141	101	1.45%
19	95	182	2.62%	48	146	151	2.17%
22	103	121	1.74%	49	144	143	2.06%
23	112	172	2.47%	50	124	159	2.29%
24	96	127	1.83%	51	114	117	1.68%
25	108	155	2.23%	52	155	95	1.37%
28	99	146	2.10%	53	143	127	1.83%
29	111	125	1.80%	54	121	126	1.81%
30	88	99	1.42%	55	106	159	2.29%
31	115	145	2.09%	Total	5956	6954	100%
				Median	121	145	

Table 6:1 Word tokens and raw and normalised frequencies of attitudes in every reflective report.

As shown in table 6:1, there is a substantial amount of evaluative language in the corpus, indicated by its high median of 145. This means that these expressions are widely spread in the reports. To

clearly depict this, the total number of attitudes was divided by the total number of the sentences in every report and multiplied by 100. This will allow recognition of the distribution of the attitudes in the entire body of the text. The result is visually presented in the figure below.
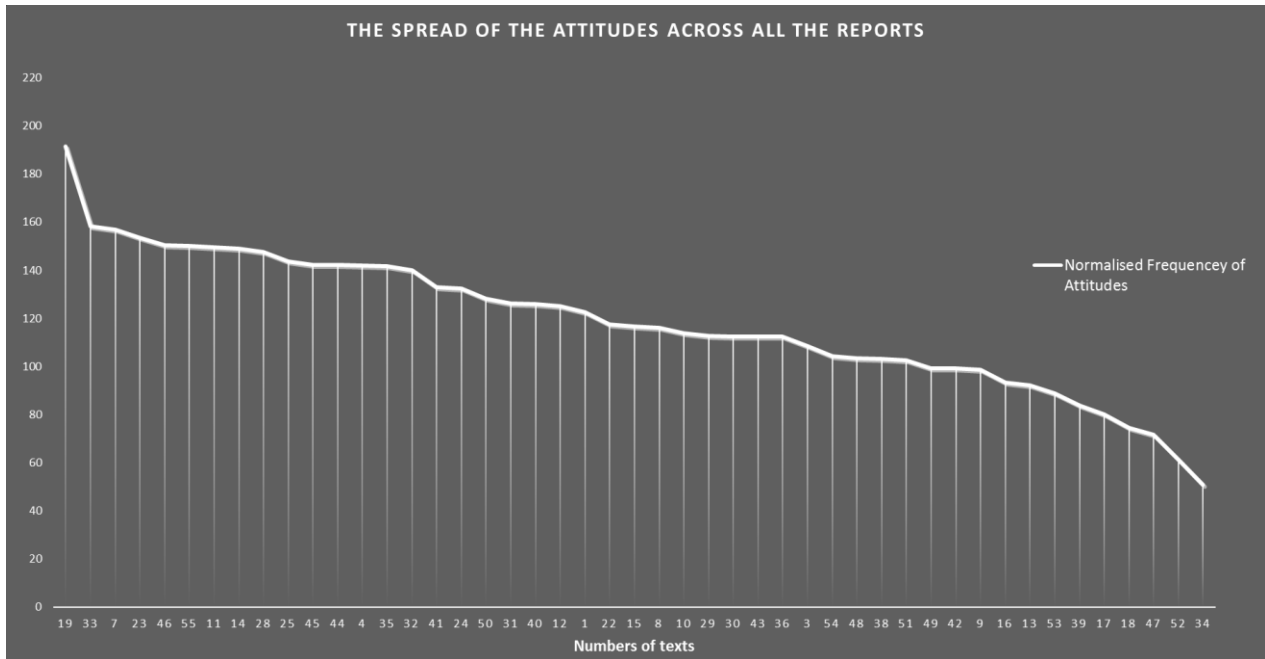
Figure 6:2 The spread of attitudinal expressions in the 47 reports.

Figure 6:2 clearly shows that the evaluative expressions are relatively concentrated in the texts' space, where the maximum coverage is almost double the number of sentences at 191.5%, i.e. the occurrence of evaluative expressions is almost twice in each sentence. Then, the degree gradually decreases in the rest of the reports, where the minimum percentage covers half of the report's space 50.9%. This indicates that the students put considerable emphasis on establishing their evaluative and subjective stance; thus highlighting that the evaluative dimension is an integral aspect of reflective writing and so reflective learning. This accords with the perspectives of educators about the relevance of affective meaning in reflective learning (Boud, 1993; Kember et al., 2001). Moon (2004a) maintained that one of the features characterising the depth of reflection is "the ability to effectively frame emotional factors" (ibid: 102) which can be represented in reflective writing. This leads to the next section which

will show the types of evaluative meanings and their polarity of expressions employed by the writers of reflective writing.

6.4 Evaluation as a world judgemental act

This section addresses questions 1(a) and 1(b) which aim at identifying the categories of World Judgemental values, their frequencies, their polarity of expression and their discursive roles in reflective writing. The framework of evaluation developed in this study has been applied, and an overview of the results is presented in Figure 6:3.
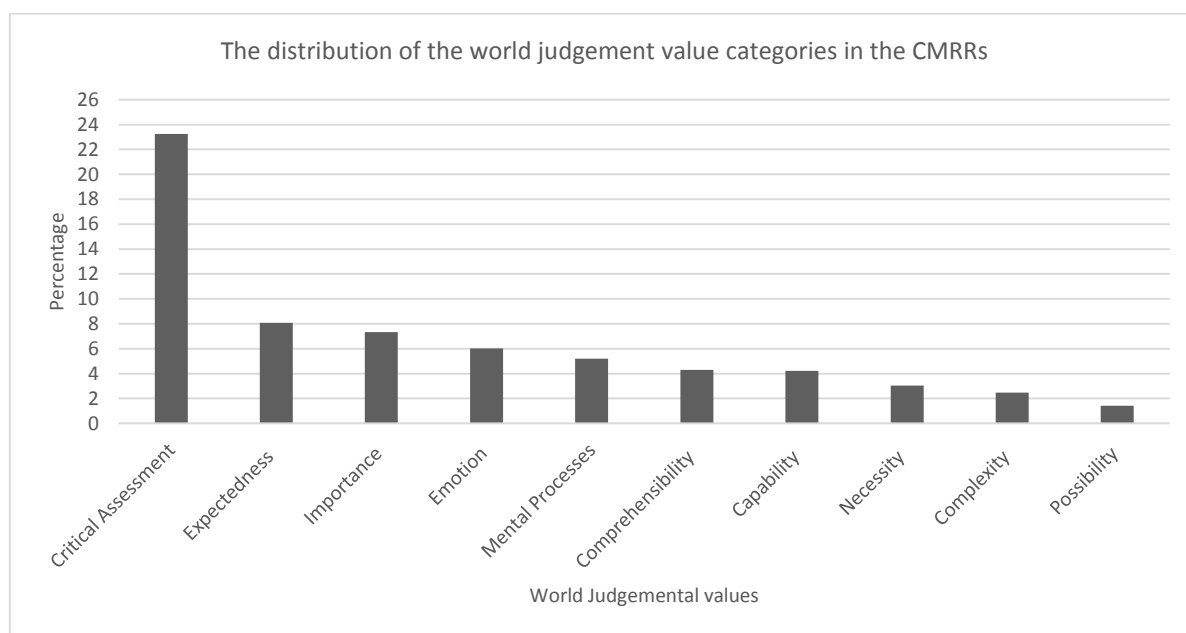
Figure 6:3 The percentages of the world judgement value categories in the CMRRs

As expected, this figure clearly indicates the dominance of the Critical Assessment value among the other categories 23.2%. Then, the frequency significantly drops in Expectedness 8%, followed by Importance 7.3%, Emotion 6%, Mental Processes 5.1%, Comprehensibility 4.2%, Capability 4.2%, Necessity 3%, Complexity 2.4% and Possibility 1.4%. This means that there is a preference among the students to express their critical perspectives more often than the other values, which indicates the importance of critical stance in reflective writing compared to other evaluative categories. It is

also noted that expression of authorial emotions comes fourth in order, which is consistent with previous researchers' remarks, viewing the awareness of personal emotions as an antecedent stage or a trigger for critical analysis of the reasons behind the occurrence of events and justification for authorial decisions (Atkins and Murphy, 1993; Richardson and Maltby, 1995; Wong et al., 1995).

The overriding occurrence of the critical assessment value was expected by one of the medical teachers who believes that the students develop that skill from their interaction with the medical community of practice, saying that:

> They go on countless placements. They are out to different hospitals, different clinical rotations, ward rounds, in small group teachings and in general practices, so there will be a number of ways, some formal structures and some informal structures… Students being as they are, I think they find it easier to think in terms of corrections and solutions and improvements rather than talking and thinking about what's going well. That's not just around others that is around themselves.

Another instructor thinks that the students develop critical thinking at the very beginning of their medical education through appraising medical research and evaluating the weaknesses and the strengths of clinical research, saying that:

> They're taught how to assess research evidence…They get that from week one…The student evaluate papers critically in small groups and we send the papers to them before they join up. [We] spend the week talking them through the advantages and disadvantages of the research study they've seen, the strengths and weakness. I should say and we begin to teach them about what constitutes good evidence at that stage.

This demonstrates an important aspect about the construction of prosodic semiosis in apprentice writing which is the impact that the DC teaching and participation in the CoP have on shaping the writers' views and values.

This section has shown the relevance of evaluative meanings and authorial critical stance, in particular, to reflective writing. Critical assessment appears to be an expected feature among the

instructors, which the students seem to develop during the early stages of their medical education through appraising medical research as well as through interaction with members of the CoP in various educational structures in teaching hospitals. The following sections will discuss each value category individually, together with the polarity of expressions, starting from the highest value category.

6.4.1 Critical assessment

As mentioned in Chapter 5, the category of Critical Assessment comprises four sub-values: **Appropriacy, Causality, Effectiveness** and **Quality**. Figure 6:4 illustrates the distribution of these critical assessment values based on their normalised frequencies in each report.
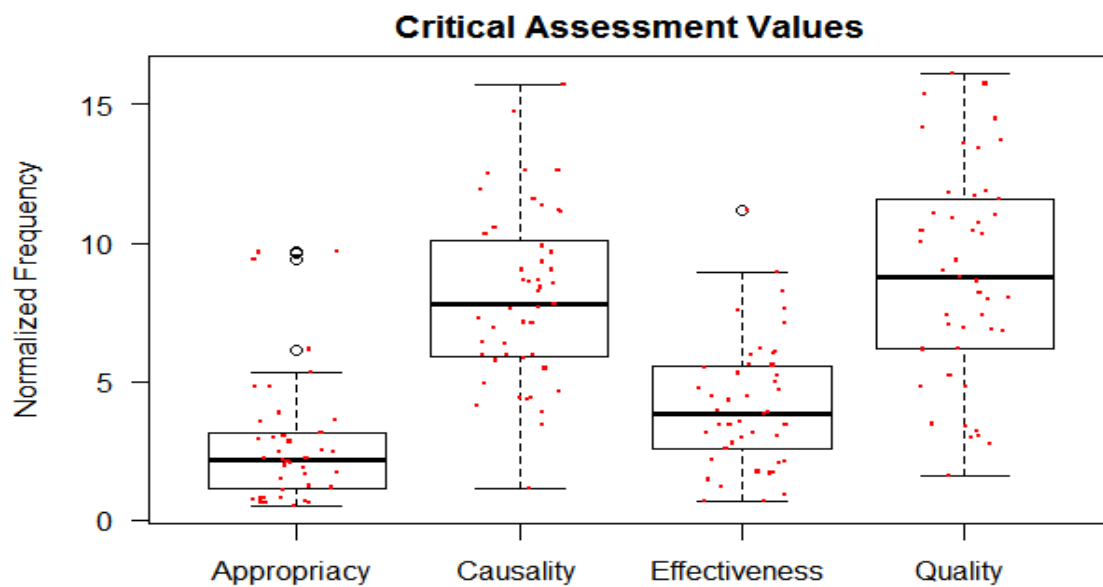
Figure 6:4 The normalised frequencies of the critical assessment values in the CMMRs

The maximum frequencies in the figure show that the values of Quality 16.13% and Causality 15.71% are more frequently expressed than the values of Effectiveness 8.97% and Appropriacy 6.16%. The shape of the boxplot shows that the distribution of the data in most of the categories is relatively symmetrical, except for Appropriacy in which the data is slightly skewed to the lower edge of the box. This result indicates that there is a greater tendency among the writers to critically assess the

targets in terms of their Quality and Causality more frequently than their Effectiveness and Appropriacy, thus suggesting that critical authorial views focus on conveying their perspective of the consequence and the quality of the targets rather than their effectiveness or appropriateness. The reason for this tendency can be attributed to an awareness among the writers of the importance of highlighting the problematic or the beneficial aspects of the experience as well as justifying their claims. The writers can achieve this aim by evaluating the qualities of the targets of evaluation, their causes and their potential consequences, which will in turn help to demonstrate their degree of critical thinking to the reader and their awareness of professional context and knowledge. This combination of values, i.e. Quality and Causality also allows the writer to depart from a descriptive level of reflection of the incident and proceed to an analytical discussion in which the evaluative authorial stance becomes more focused and clear. This view was highlighted by a staff member who perceives the awareness of uncomfortable or unexpected feelings about an incident to be a trigger for the author to investigate the motives behind their occurrence and potential consequences:

> We are very much benchmarking against the critical analysis. If it's a reflective report using a reflective methodology, the approach should be a critical analysis ... I'd look for them to try and understand the reasons behind something being different or something not as good as they'd hoped…The good student will see something that makes them uncomfortable or that they've challenged or that's different from home, but then want to understand why it happens like that in that context.

The relevance of the value of Causality was evident in Reidsema and Mort's (2009) study, where it was a dominant feature in distinction and high distinction engineering reflective essays; in contrast, the low-graded essays tended to describe events using temporal lexis without providing causes for their occurrence. The following sentences show the relationship between Causality and Quality values, written in italics.

1- This case is an example which helps to illustrate *the barriers* (Causality-) to adequate healthcare still encountered in Malaysia due to *poor* (Quality-) <u>accessibility to tertiary referral centres and suboptimal treatment from the general practitioners</u> (facility). Text 10

2- The *breakdown* (Quality-) in <u>communication</u>, *the lack of* (Quality-) <u>urgency</u> with which the case was dealt with, and *lack of* (Quality-) <u>facilities</u> all came together to *produce a very distressing outcome* (Causality-). Text 35

3- The fact that a number of *patients were confrontational, in my opinion, stemmed from* (Causality-) the *poor* (Quality-) <u>facilities</u> and funding for treatments. Text 11

4- Spending the time <u>applying the two systems to the same notes</u> has been most *beneficial* (Causality+) when looking at existing literature, allowing me to <u>consider</u> methods and results more *critically* (Quality+) and <u>interpret</u> conclusions more *accurately* (Quality+), reinforcing skills acquired during my intercalating year. Text 18

Close reading of the critical authorial stance in the examples above clearly shows that the writers highlight the problems/benefits of the practice and the facilities observed in the context using the items, e.g. *barriers*, *stemmed from, produce a distressing outcome and beneficial*. The critical authorial stance was then supported by assessing the qualities of the evaluative targets, e.g. *poor, lack of, accurately, critically* and *breakdown*. This type of evaluative act indicates the writer's incorporation of previous knowledge and the context of the experience to validate their opinions. However, the clarity and the credibility of authorial stance is not warranted in the following examples 5-6, in which the writers simply express their critical perspectives using the lexical items, e.g. *lacked, poor* and *compromised* without supporting their views with reasons or providing the potential outcome of their views. This makes their accounts more descriptive than analytical, reflective and precise.

5- On the contrary, the wards in the dedicated paediatric facility, …*lacked* (Quality-) considerably more in terms of resources. Stocks of antibiotics were frequently *depleted* (Quality-), equipment was in *poor* (Quality-) working order and there were no toys or school resources for the children. Text 14

6- … the distance between the asylums and civilisation may have *comprised* (Causality-) part of the physical security of the unit. Text 36

With respect to the value of Appropriacy, the result shows reluctance among the writers to express this type of value. This could be attributed either to the possibility that this evaluative meaning is not perceived as an important aspect or it may require courage, confidence and substantial knowledge of the content and professional norms to criticize/appraise the staff or the practice as being in/appropriate. In this sense, the writers need to provide a valid justification for their position, which could be based on their content knowledge or the experiential context. This clearly appears in example 7 in which the writer expressed the inappropriateness of the referral based on their previous knowledge of the disease's symptoms; in contrast, the criticism of the staff in example 8 is supported on the grounds that the observed incident contradicts the code of practice used in the elective placement. In sentence 9, the writer justifies their judgement of the appropriateness as being honest and direct in communicating with patients based on experiencing a real incident in the placement.

7- The <u>referral to rheumatology</u> (practice) was probably *inappropriate* (Appropriacy) as it was made on the basis his high swinging fevers could be Still's disease, a disease the rheumatologist quickly excluded. Text 15

8- The Malaysian Code describes how the 'patient can expect his doctor to observe secrecy with respect to the information he acquires as a result of his examination and treatment'. 6 Therefore, I felt that it was quite *insensitive* (Appropriacy-) for <u>the team</u> (staff) to discuss the results of investigations, especially those suggesting a poor prognosis, ... Text 12

9- Through witnessing delivery of bad news concerning difficult and technical diagnoses, I feel I will be more prepared to start my role as a junior doctor. It has taught me that sometimes it is *best to be honest and direct* (Appropriacy) <u>with information</u> (communication) in order to avoid confusion, and ensure a good understanding of an otherwise overwhelming situation. Text 23

In order to understand the nature of critical authorial stance, the analysis of the evaluative meanings has also explored the polarity of their expressions, and the results are presented in the boxplot below. This shows the distribution of the positive and the negative expressions of the critical assessment values in every single report, based on their normalised frequencies.
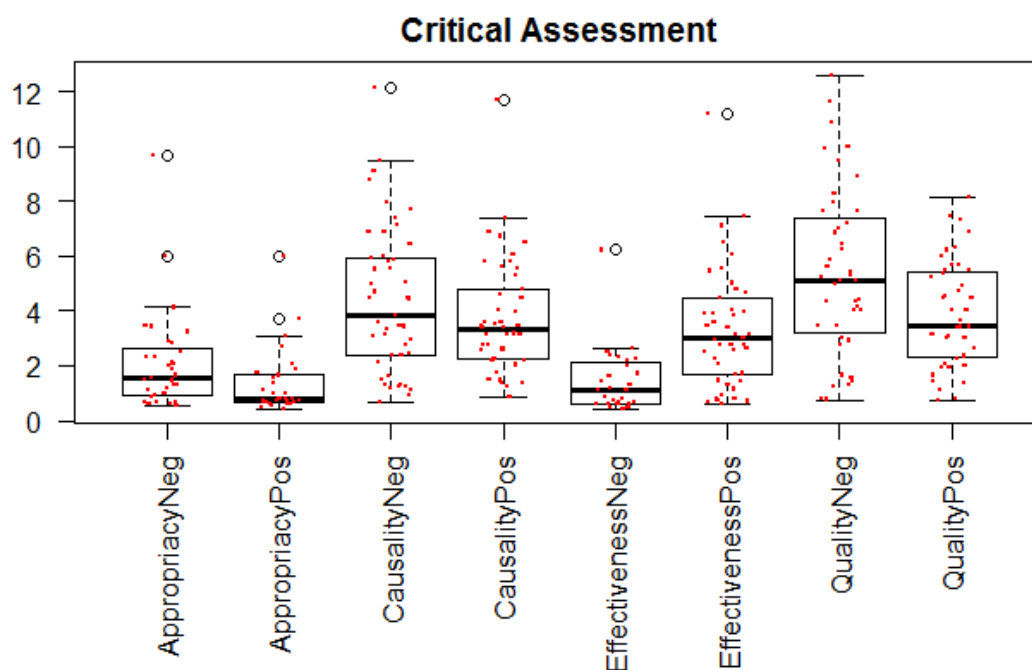
Figure 6:5 The normalised frequencies of the polarity of expressions of the critical assessment values

It can be detected that the writers tend to negatively criticize rather than to positively praise the targets, except for Effectiveness where the positive expressions are more frequent than the negative ones. The figure clearly displays this pattern, where the range of the negative expressions extends from 0.4%

up to 12.6%, while the positive values range from 0.4% to 8.1%. Looking closely at the negative values, the maximum frequencies show that Quality is the most frequent value 12.6%, followed by Causality 9.4%, Appropriacy 4.1% and Effectiveness 2.6%. However, the distribution of the positive expressions is markedly different in which Quality value reaches the highest percentage 8.1%, followed by Effectiveness 7.4%, Causality 7.3% and Appropriacy 3%. It can be inferred then that the authors tend to negatively criticize targets, focusing on the impact they made, their quality and appropriateness instead of highlighting how ineffective they are. On the other hand, when the authors positively praise targets, they are more inclined to assess them in terms of their quality, effectiveness and consequences more than the other categories. These results confirm the positive relationship among the Quality, Causality and Appropriacy values in justifying the negative critical view of the writer as seen in the previous examples. The tendency to project such a negative stance is echoed by one of the teachers, saying that:

> If you observe a medical student in a situation and ask them to self-appraise, they will often say first what they did wrong.

This result, however, contradicts Reidsema and Mort's (2009) findings on the polarity of authorial attitudes. Focusing on appraisal resources, they found that writers tend to be more positive in their judgements than negative. However, significant differences in the expressions of negative attitudes appear between high and low graded essays, in which the good reflective essays include more negative appraisals. They concluded that effective reflections require more elaboration on the causes and the effects of the problem, which in turn entails higher understanding of the concept. This was also noted in Mena-Marcos et al.'s (2013) study, which found that negative appraisal triggers the writers to focus their attention on knowledge and be precise in their articulation about practice. This indicates a link between negative critical attitudes and higher involvement with content knowledge and practice to provide justifications for and solutions to problems.

Looking at the other side of the coin, these findings reveal a lower tendency among writers to provide reasons for the positive aspects of the reflective experience. By focusing on negative criticism, the students might lose a valuable opportunity to appreciate the efficiency of the performance essential for developing professional competencies. In this respect, training students to develop their critical thinking to account for both the positive and the negative aspects of the experience and investigate their causes and consequences would be helpful to promote their learning and professional performance. The following extract illustrates positive critical assessment of the care in the placement hospital, in which the writer moves beyond their positive feelings to reflect on the hospital settings in the UK, question the advantages of their current clinical environment and provide evidence from the literature to support their attitudinal stance for implementing changes.

10- In Lourdes, the loving attention given to the sick is absolutely *first class* (Quality +), beyond anything I have seen elsewhere, save perhaps in the palliative care setting and puts the focus back on the patient in *a striking* way (Causality+)… It made me begin to wonder about the great possibilities which would be open to healthcare in the UK. So often hospitals are seen as *dreaded* (Quality-) places; *clinical and accurate* (Quality-) yet with *little heart* (Quality-). If the system were more like Lourdes, slower and less noisy and the designs of the buildings more homely and welcoming, I wonder whether it might improve outcomes. Several studies have been done into healthcare environments finding that there is substantial evidence (Proof) linking healthcare environments to patients' healthcare outcomes…Text 16

This section has shown the tendency among the students to express critical views focusing on the quality of the targets and their causes as a strategy to justify their critical stance. This was reflected in the prominence of the negative polarity of Quality and Causality, which in turn indicates the negative connotations of the reflective critical voice. This section has also highlighted that critiquing targets in terms of their appropriateness is the least used value which could mean that it is either an unimportant feature or a challenging facet of attitudinal stance among apprentices in medical reflective writing.

6.4.2 Expectedness and Importance values

The second most frequent values are Expectedness and Importance. These values have been encountered in the corpus as denoting both positive and negative meanings. The analysis findings are presented in the figure below, in which occurrences of these values are distributed according to their normalised frequencies in every report.
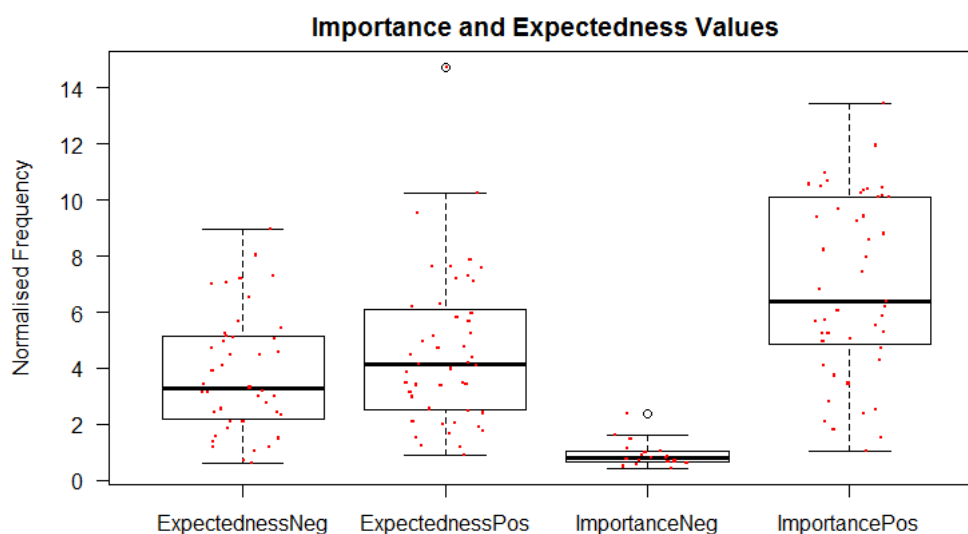
Figure 6:6 The frequencies of the polarity of expression of expectedness and importance values

As can be seen in Figure 6:6, the maximum frequencies show that the positive values tend to be used more frequently than the negative ones. Considering the Expectedness value, the result shows insignificant differences between the positive 10.2% and the negative expressions 8.9%. However in Importance, it is noted that there is a substantial discrepancy in the polarity of its expression, i.e. the positive dominate the negative values, 13.4% compared to 1.5%. This means that although the writers convey their expectedness and surprise about the targets in a relatively similar fashion, they focus on highlighting the importance of the targets more frequently than unimportant ones. Nesi and Gardner (2012: 240) and Wickens and Spiro (2010) found the cluster *it is important to* to be one of the top items in their 4-gram analysis. Similarly, Nesi and Gardner found that the adjective *surprised* was

one of the positive key words in the Personal Developmental Planning sub-corpus, which is a type of reflective writing. This shows the relevance of and the high tendency for Expectedness and Importance values to appear in this writing genre.

The use of Importance and Expectedness values in medical students' reflective reports was noted in Howe et al.'s (2009) study. They highlighted that one of the strategies adopted by students to demonstrate their professionalism is through expressing an awareness of their expectations and those of others as well as making judgements through the use of lexis, e.g. *essential*, *must* and *should*. Their remarks are similarly observed in this study in which the writers are aware of the need to express both types of value in order to show their recognition of professional knowledge as well as of context. This, therefore, explains the high frequency of these values in the corpus after Critical Assessment. The following examples show the utilisation of importance values in italics in order to appreciate its discursive functions:

11- However, this experience did teach me how *important* effective <u>communication</u> (Action: communication) is in medicine and for the future. I have learnt that it is *paramount* that a doctor understands the patient completely... Text 3

12- It is therefore *important* that women are <u>explained</u> (Action: communication) the need to take ARV prophylaxis in order to prevent vertical transmission to their child. Text 1

13- As a result of this treatment delay, the patient is now disabled and deformed as a result of her *severe* <u>joint destruction</u> (disease). Text 10

It is clear that the positive polarity of Importance is used to highlight the relevance of medical standards and the professional norms of practice that the writers are aware of during their medical education. However, after being exposed to a real experience, the writers tend to highlight their appreciation of the importance of these meanings, thus demonstrating areas of their learning and how

the experience has changed their perspective towards the profession. Also, the writers refer to this value to make recommendations and to describe the gravity of the patient's condition, their pain and the incident, which can be deemed as a way to show their professional judgement skill. This is clearly shown in the writers' choice of targets of the Importance value in the sentences above, which revolve around disease and communication. These themes constitute integral concepts in medical education. Observing the relationship between the importance value and the notion of gravity means that the value of **importance: important** can denote negative polarity of meaning, indicating that not all references to importance simultaneously signify desirable meanings.

In a similar vein, Bednarek (2006: 103-105) found that there are three discursive functions of the positive polarity of Importance in her study of authorial stance in media discourse: Attribution, Relevance and Eliteness. Attribution is used to highlight the credibility of the Sayer and Sensors in the press (e.g. *senior, top*); Relevance is related to the worth value of the proposition or entity to the audience (e.g. *important* and *relevant*), while the importance value in Eliteness is linked to persons or nations (e.g. *star, famous* and *leader*). Bednarek noticed that both Attribution and Relevance senses of importance are more prevalent in newspapers than Eliteness. In this study, however, it is not surprising to find that the predominant discourse function of importance is that of Relevance 97%, used to demonstrate professional knowledge, the judgement capacity of the writers, and the criticality of the illness and incidents. That said, there are 16 instances 3.3% of Importance used to indicate the Eliteness of the institutions, nations, members of staff and facilities through using the items *leading, leader, experts, famous, high-profile, level-1* and *popular*. Unlike Relevance, it is noted that the rhetorical function of Eliteness is to highlight the status and the value of social actors or factors in the context. This is shown in the following sentences:

14- I undoubtedly have a better understanding of congenital heart disease, having examined patients with them, assisted in operations to correct them and received detailed teaching about them by *world leading* experts (Staff). Text 29

15- The country (setting) has *famously* suffered decades of violence and erratic political leadership 2. Text 35

16- The Lifeline Express is certainly a *famous* charitable project (Facility). Text 25

17- The Chris Hani Baragwanath (Bara) hospital (institution) is *a Level 1* trauma centre, boasting the highest volume of trauma patients in the world. Text 9

As for Expectedness, the writers mainly use this value to show the similarities and the differences between medical contexts in the UK and in other placements in various aspects, thus demonstrating their awareness of the context and professional practice. Through expressing the Expectedness value, the writers can highlight the topic or the problem for the reader and prepare them for reflective analysis. Consider the following examples:

18- In Orthopaedic Theatres in England, it's *usual* (Expectedness+) for Doctors to wear 2 pairs of gloves- double barrier protection (practice). Only one pair of gloves was worn in King Edwards, regardless of the patient's serology status. Likewise, eye wear (facility) is *common* (Expectedness+) in England, particularly where drilling is involved. Again this piece of protective equipment was absent in all operations I saw, all of which involved drilling. … When I asked why they did this,...; they said that's what's considered normal practice. This made me think why this particular practice was considered normal for SA doctors. Text 11

19- However, despite these improvements, Uganda still has a wealth of work to do before it can catch up with the developed world. I chose to undertake my elective in Uganda in order to challenge myself through exposure to a healthcare system, culture and society (experience) vastly *different to that which I am accustomed to* (unexpectedness). Text 35

20- There was less emphasis on investigations and laboratory diagnosis, even for confirmation. This *surprised* me because in comparison to the UK investigations are more essential to the diagnostic process and are utilised in conjunction with a clinical suspicion. Text 40

The writer in example 18 skilfully describes certain aspects of the professional practice they are familiar with in the UK context in order to contrast these with the practice observed in the elective placement using items like *only* and *absent*. The writer then concludes the comparison by addressing the reader with a rhetorical question, which identifies the focus of the reflective topic. This kind of evaluative strategy helps the writer not only to demonstrate their awareness of the practice in different medical contexts but also become more precise in their reflective analysis of the topic and draw the reader's attention to the problem. In examples 19 and 20, however, the writers only convey their feelings of unexpectedness about the practice and the experience in the new setting, stating that these are different to what is observed in the UK, which leads the writers to focus their reflective topic and analysis on investigating these unusual aspects. By highlighting the differences between the UK and other developing medical settings, the writer can thus convey an implicit negative attitude, drawing the reader's attention to a problem in that medical context.

In addition, the writers draw on the Expectedness value to highlight their un/familiarity with aspects of medical practice or professional knowledge. This in turn can implicitly signify writer stance towards their previous knowledge. For instance:

21- She was steroid-dependent for the treatment of the nephritic syndrome and had been on Prednisolone for almost 10 months at the time when I met her. *Unsurprisingly* (Expectedness+), she had developed a Cushingoid appearance and had gained almost 3.5kgs in weight over the 10 month period. Text 12

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22- The management of these patients is *of course* (Expectedness+/high reliability) extremely important, with prophylactic antibiotics being recommended for all people under the age of 40. Text 31

23- This experience is a common part of the life of a junior doctor but *not something I had the chance to do before* (unexpectedness), I therefore feel better prepared than before to undertake tasks such as these. Text 15

24- During my time within the Ugandan health care system, I was able to accomplish many of the goals I set out to achieve: Practising within an *unfamiliar* (unexpectedness) health care system worked to develop my adaptability, my management and diagnostic skills. Text 35

Close reading of the examples indicates that the value of Un/Expectedness can be used to represent authorial degree of familiarity with practice and knowledge. In example 21, the writer shows positive expectedness (*unsurprisingly*) about the patient's weight gain and her development of a Cushingoid appearance based on their diagnosis of her case. This evaluative act is foregrounded on their authorial assessment abilities and medical knowledge. In example 22, the confident authorial voice is conveyed in their expression of expectedness using the item *of course*, which positions the high reliability of the writer's views in addition to their feeling of expectedness. Similarly, the writers in examples 23 and 24 acknowledge their unexpectedness in performing professional tasks and working within a healthcare system using the phrase *not something I had the chance to do before* and the adjective *unfamiliar*. These expressions denote the notion of 'newness' of these areas of professionalism to the writer, thus highlighting the extent of their knowledge and experience to the reader. Interestingly, it can be inferred that the authorial attitude in applying this discursive function of expectedness is likely to be neutral/positive, which is opposite to the negative stance noticed when the writer introduces the topic/problem to the reader.

In conclusion, this section has demonstrated the use of Importance and Expectedness values as a strategy to convey aspects of authorial professionalism and judgement. The findings reveal that the writers place considerable emphasis on showing their appreciation of the importance of aspects related to the medical profession, the patients, and the diseases and on making recommendations. In addition, expectedness values seem to be used primarily to highlight the similarities and the differences between the UK and other hospital settings, thus fulfilling two main rhetorical functions. First, they highlight the problem and the topic of reflective analysis for the reader; secondly, they demonstrate their degree of awareness of and familiarity with medical practice and the contextual experience. However, the polarity of the authorial attitude does not seem to be consistent in fulfilling these roles, i.e. the attitude tends to be negative in discussing the problem, but neutral/positive in highlighting authorial knowledge and experience.

6.4.3 Emotions

The framework proposed in Chapter 5 classified the emotional authorial values into: Happiness, Satisfaction, Security, Inclination, Appreciation, Motivation and Empathy. Figure 6:7 illustrates the frequency of authorial expressions of these emotions, based on their normalised frequency in every report.

The maximum frequencies illustrate the dominance of expressing Inclination 5.3%, followed by Security 4.2% and Satisfaction 3.4% more frequently than the other categories. Then, a significant reduction appears in the Appreciation 2.2% and Happiness frequencies 2.1%, whereas feelings of Motivation and Empathy are unexpectedly rare. Looking at the shape of the boxplot interestingly shows that although Satisfaction comes third in order, the distribution of its data points is relatively more symmetrical than in Inclination and Security, demonstrating a consistency among the writers in expressing this value. Overall, this result indicates that, after their exposure to an authentic

experience, the majority of the writers apparently prefer disclosing their inclination, security and satisfaction emotions more than their happiness, appreciation, motivation and empathy feelings.
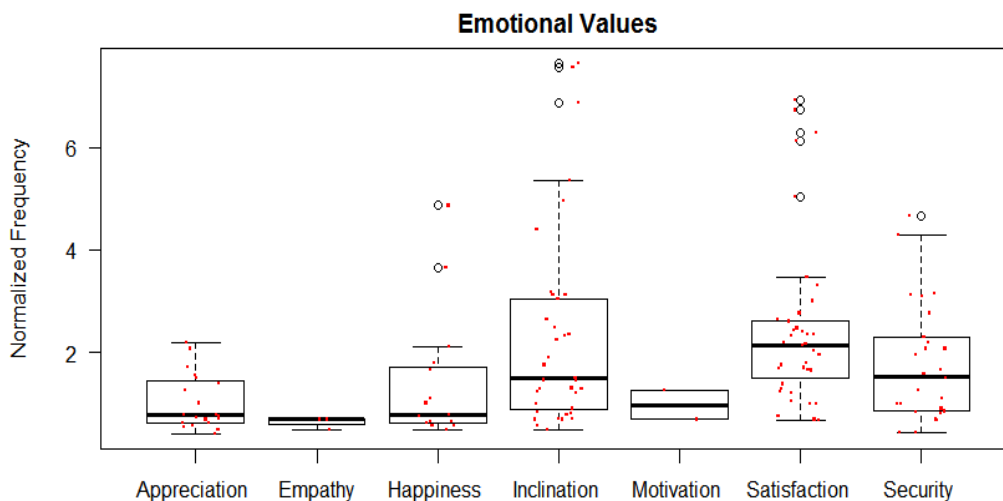
Figure 6:7 The normalised frequencies of the emotional value categories

Beylefeld et al. (2005), in their analysis of reflective writing produced by first year medical students before and after their first clinical visit, found a positive relation between the students' engagement with a real experience and their emotional growth. They argued that witnessing a patient's illness and the clinical environment appear to promote students' emotions from being superficial and negative to becoming more positive, appreciative and sympathetic towards the patients. The writers in this study, however, show fewer expressions of sympathy and appreciation feelings in comparison to their frequent disclosure of inclination, security and satisfaction emotions. It is worth mentioning that the findings of both studies are not directly comparable due to the differences in the research construct, the approach to textual analysis and the student's educational level. These differences do not necessarily mean that the writers are not emotionally involved or indifferent to the patient's illness or the experience, but that they choose to respond to these elements using other emotional expressions. These emotions are indicated in the following examples in italics:

25- I felt *furious* (dissatisfaction) to see a woman so badly *failed* (effectiveness-) by her local healthcare system. I was also *troubled* (insecurity) as I *struggled to accept* (appropriacy -) how a still-birth could seem to have so little impact on either the mother or the staff. The incident pushed me to analyse the reasons behind the reactions from the mother and staff…Text 35

26- Seeing a reflection of myself in him actually snapped me out of my daze, I *didn't want* (Inclination-) others to see me how I saw him, a shade of off white with a look of unconcealed horror in his eyes. I edged closer to the bed and asked the junior doctor performing chest compressions if she'd like me to take over. Text 42

27- …I realise I never assume the understanding of any patient. This experience highlighted this for me, which I am *appreciative of* (appreciation+), as coming from a medically based family it is something I am prone to forgetting. I will make an effort in my future practice to ascertain the patient's level of understanding and take the time to provide a comprehensible knowledge of their condition through counselling and simple aids such as leaflets. Text 49

28- Because of this treatment approach, a number of patients were dissatisfied that 'nothing was being done' to treat them. I can certainly *empathise* (sympathy+) with such patients. This certain situation helped me realise that as a Doctor some things are completely out of your hands with regards to funding and treatment. Text 11

It is noted in the above examples that the disclosure of authorial emotions is utilised to explain the motive for the writer's attempt to investigate the occurrences of the incident, to perform certain actions or provide justification for their opinion or decision. The writers, by explaining the causes for their emotional status and the way this triggers occurrences or changes in actions and perspectives, can achieve a high level of reflection (Roberts, 2012). In this sense, the writers will demonstrate their ability to establish distance from their feelings and realize the effects of inner emotions on their

cognitive perception and actions, thus gaining a self-authorship level of reflection (Grossman, 2009). For instance, in example 25, the feelings of dissatisfaction and insecurity which resulted from the writer's critical view of the staff and the patients, motivated them to investigate the causes for the participants' feeling of indifference to what seems to be a difficult situation. Similarly, the writer in sentence 26 refused to be negatively overwhelmed by the dramatic incident as happened to the other student, and this led her to contribute to the rescue procedure. This kind of reflection is not only motivated by negative emotions, but also a recognition of positive feelings about the experience can have an influential impact. In examples 27 and 28, the writers acknowledge the positive impact of the experience which triggered their positive feelings, and consequently informed their understanding of professional practice and patients.

It is clear that the purpose of expressing authorial emotions in reflective writing is not only simply to show the personal subjective side of the author, but it is also a gateway to understanding their emotional interaction with the clinical encounter, the patient's illness and their personal and professional identity. It also enables a realisation of how the emotional drive has provoked the writers to perform actions, take future decisions or even change perspective in the light of their reflective experience, which are considered essential in reflective practice (Atkins and Murphy, 1993; Boud et al., 1985).

An examination of the polarity of expression has also been considered in the analysis of emotional values. Figure 6:8 presents the normalised frequency of the positive and negative expressions of emotion to see the similarities and the differences in their use by the writers. The boxplot clearly shows the predominance of positive expressions over negative ones, thus suggesting that the writers are relatively more positive than negative in their emotional expressions.
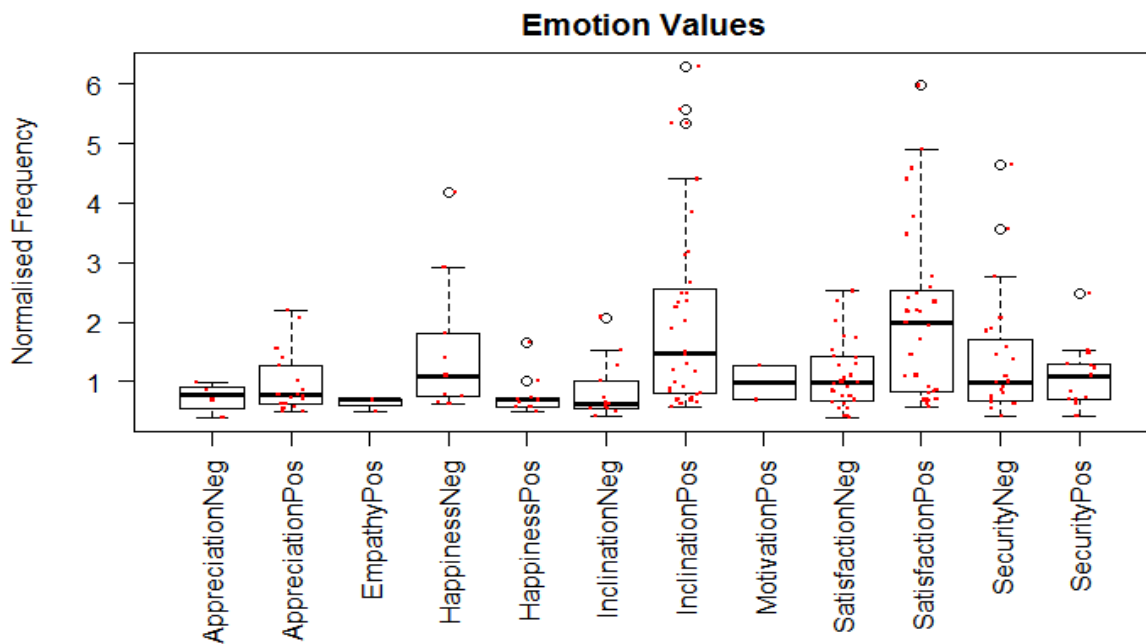
Figure 6:8 The frequencies of the polarity of expression of emotional values categories

Close scrutiny of the maximum percentages shows that the positive expressions mainly convey emotions of Satisfaction 4.8% and Inclination 4.3% more frequently than the other emotions. Then, the frequency dramatically decreases in Appreciation 2.1%, Security 1.5%, Motivation 1.2%, Happiness 0.7% and Empathy 0.6%. With regard to the negative expressions, it is noted that the distribution of the maximum frequencies of emotions follows a different pattern. It is clear that the authors tend to express their unhappiness 2.9%, have feelings of insecurity 2.7% and dissatisfaction 2.5% about the targets more frequently than their disinclination 1.5% and appreciation 0.9%. This distribution of the positive and negative polarities means that the authors appear to be mostly satisfied, willing to do things and appreciative, while they are relatively unhappy and have feelings of insecurity about the targets. These results accord with Nesi and Gardner's (2012) remarks about the types of emotions and their polarity in their PDP sub-corpus. They argued that the students seem to be positive in expressing their willingness and enthusiasm, but they tend to be negative in disclosing their feelings of security and happiness. The following examples show instances of the most used positive and negative emotions and their discourse function:

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29- I conveyed my thoughts on patient education to an SHO and he agreed; I later observed whilst the SHO spoke to the family in Malay with regards to recognising the symptoms of hypoglycaemia and how to manage them at home. I felt *satisfied* (satisfaction+) knowing that we had contributed to preventing a hypoglycaemic episode of such severity in the future for this patient. For me, this incident reiterated the importance of not just patient education but also education of the family in such cases. Text 12

30- I felt very *uneasy* (security-) about this, as it seemed as if the consultant were treating the disease, but not treating the patient. This made me realise how I take for granted the ability to pick and choose between medications in the UK. Text 31

31- Indeed coming back from Lourdes and being once more submerged in medicine here made me a little *sad* (happiness-) at the sight of much poorer social interaction between healthcare providers and patients. Text 16

As mentioned earlier, close reading of the above examples indicates that the writer goes beyond showing their personal reaction. It is noted that positive/negative emotional expressions can indirectly denote critical authorial stance and the way feelings have an influence on this. In sentence 29, the writer expresses their satisfaction after observing the positive impact of their contribution to a critical situation, which clarified their perspective about the importance of educating the patient's family. In contrast, the writers in sentences 30 and 31 implicitly convey negative critical views about the doctor-patient relationship by expressing their feelings of insecurity and sadness about the incident. This recognition of personal feelings has consequently informed the writers' perception of medical practice. However, the disclosure of positive inclination feelings appears to perform a different rhetorical function. Consider the following sentences:

32- In terms of my objectives for this placement, I *hoped* to maximise the opportunity I had of being in a different healthcare system and new environment to further my learning. Text 22

33- Although the situation in Britain is much better, these experiences will have an impact on my practice. I will be much more *inclined* (inclination +) to <u>consider</u> (consideration) HIV and the side effects of antiretroviral medications. Text 24

34- I watched myself grow in confidence over the five weeks. Over time, I began to integrate with the rest of the medical team; I became *less reluctant* (inclination+) <u>to ask questions and to offer my opinion</u> (communication) or alternative viewpoint on an incident. Text 12

It is noted in example 32 that the writer expresses their willingness to perform actions in order to highlight their personal aims about what they want to accomplish from the experience, which will indicate to the reader the objectives of the reflective practice. However, this value in examples 33 and 34 is clearly used to fulfil another important role. The writers in these examples evaluate the influence of the experience, which has brought about changes to their professional perspective and emotional growth. This is reflected in the targets of the inclination value which are about consideration and communication.

In conclusion, this section has shown the types and the polarity of expressions of authorial emotions. The results reveal that the writers focus on expressing their emotions of inclination, security and satisfaction. They also appear to be more positive than negative in their reports about the experience, which is consistent with previous research findings. This section has also highlighted that the writers go beyond mere description of their emotional status, as they provide justification of their feelings and explanation of the way these have motivated them to change and take action; thus, distinguishing effective reflective from non-reflective writing. The next section will present the authorial values of social actors' mental processes.

6.4.4 Mental Processes

Previous research has emphasized the critical influence of emotions on clinical practice and on the physician-patient relationship, highlighting the need to equip medical students with strategies to address their emotions and the mental status of patients (Shapiro, 2011). One of the pedagogical tools suggested to deal with this issue is the use of reflective writing in medical education (Wald and Reis, 2009). Representing one's thoughts about the self and others in writing is a powerful strategy to raise the writers' awareness of their and others' emotions, deepen their understanding of the patient's illness and promote the well-being of the practitioner (Wald and Reis, 2010). Most importantly, it renders the experiential journey visible to the supervisor showing how others are seen in the eyes of the apprentice and their approach to dealing with emotionally overwhelming situations.

It has been mentioned in the previous chapter that the value of mental processes addresses the authorial judgement of the social actors in terms of their Emotions, Volition, Knowledge, Beliefs, Expectations and State of Mind. In the context of medical reflective writing, these values display the way the writer describes patients, members of staff, family, students and government. The distribution of the authorial description of others' mental processes is depicted in Figure 6:9, based on their normalised frequencies in every report which will illustrate the representation of others in medical reflective writing.
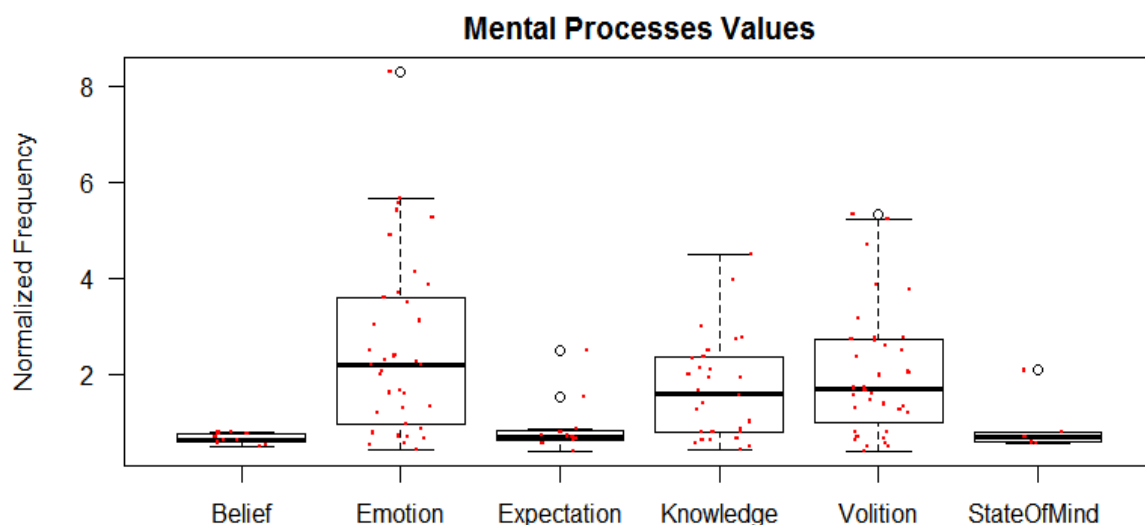
Figure 6:9 The frequencies of the mental processes values in the CMRRs

Considering the maximum frequencies, it is obvious that the value that occurred most in the reports describes the social actors' Emotions 5.6%, followed by their Volition 5.2% and Knowledge 4.4%. However, there is a low representation of the social actors' Expectation, Beliefs and State of Mind, as these frequencies fall below 1%. This suggests that the authors put substantial emphasis on describing others' emotions, wishes and knowledge more often than their beliefs, expectations or states of mind. Given the vital role of emotions in the clinical context, it is not surprising that the writer pays considerable attention to the emotions and desires of others more than other mental processes in their writing. In addition, the authorial assessment of others' knowledge indicates their awareness of the relevance of education to the patient's well-being. These notions have received substantial emphasis in medical education.

In order to capture a clear picture of the values of Mental Processes, let us look at the polarity of expression. The boxplot presents the distribution of the positive and the negative expressions for each value, in which the maximum frequencies clearly show a high prevalence of negative expressions than positive ones. This means that the social actors in the reports are perceived more negatively than positively by the writers.

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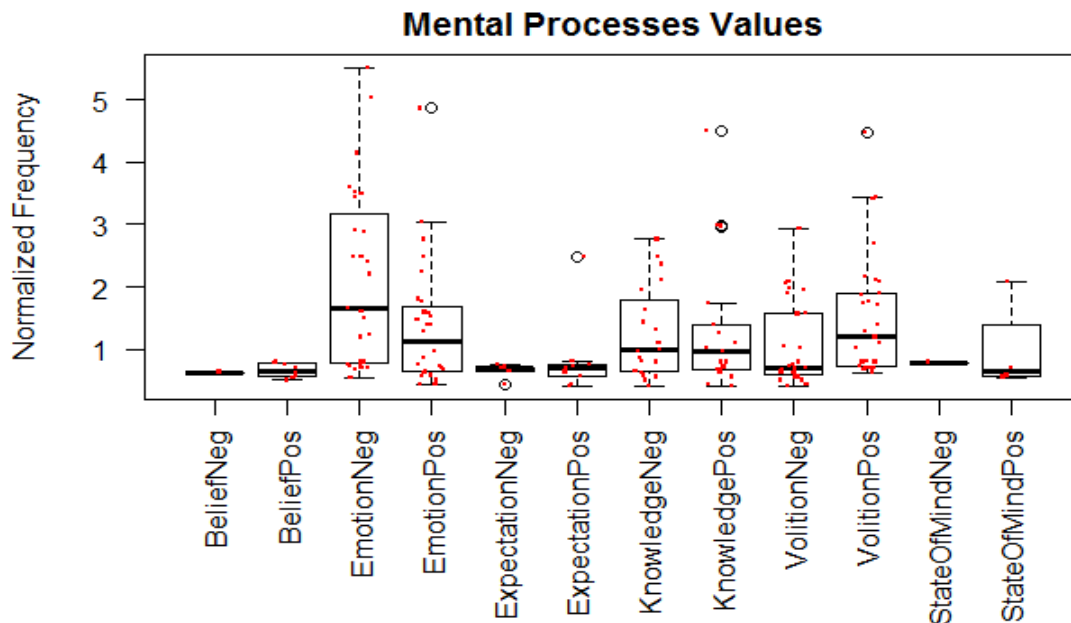
Figure 6:10 The frequencies of the polarity of expression of the mental processes values in the CMRRs.

With regard to the negative expressions, the maximum percentages show that the majority of these values are devoted to assessing the social actors' Emotions 5.5%, followed by Volition 2.9% and Knowledge 2.7%. Then, the frequency dramatically drops for the evaluation of their Expectations 0.7%, State of Mind 0.7% and Beliefs 0.6%. These results suggest that the social actors are mainly viewed by the authors as expressing negative emotions, reluctance and experiencing lack of knowledge. As for positive expressions, the distribution of the values is ordered differently. The maximum figures show that the highest positive value is Volition 3.4%, closely followed by Emotion 3% and State of Mind 2%. Then, the frequency significantly decreases at the evaluation of others' Knowledge 1.7%, their Expectation 0.8% and Beliefs 0.7%. Overall, this distribution of the positive and the negative expressions across these values means that the majority of the social actors are deemed to have more negative emotions and a relatively low level of knowledge. On the other hand, they unexpectedly seem to have more willingness, desire and a stable state of mind.

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Although the generic role of the value of Mental Processes is to describe the mental status of others, this evaluative act fulfils several rhetorical functions which are relevant to the social context of medical reflective reports. It signifies the authorial ability to provide a vivid picture of other social actors to the reader and highlight how problematic situations have influenced them. In this sense, describing a patient's experience of illness can then reflect authorial perception of the patients and invite the emotional reaction of the reader. For instance:

35- Mr. F   had suffered from severe burning pain…even after further surgery and extensive treatment including a sympathectomy and long term morphinisation could not be sufficiently controlled and he lived with very *disabling and psychologically debilitating pain* for years. He became very *bitter* and *irritable* towards those he met. Text 16

36- The patient said she was being stigmatised by some nurses…because of her HIV and *broke down in tears* several times while talking to the doctor. Text 55

37- …this was one of the biggest 'eye-openers' of the trip; faced with *a distressed* patient for whom we had no information on condition or prognosis. It was clear that reassuring phrases such as "everything will be ok" or "I'm sure it's fine" were not appropriate here, all we had to offer were a kindly hand on the shoulder, a more private seat than the one at the doctors' station and a tissue. Luckily, this patient was more than *grateful*. Text 4

The writers in the examples above describe the patients' experience of physical and psychological pain using the expressions *disabling, debilitating* and *broke down in tears*. The writers also acknowledge the causes of their pain (insufficient treatment and insensitive staff members), which indicates an authorial attempt to provide an objective justification of the patients' condition by incorporating contextual factors to support their judgement. It is noted that this choice of evaluative items draws a clear image of the patient's difficult experience of illness which was reflected by their negative behaviour. This explicit evaluative act can then invite the reader's reaction to the situation

to align them with the evaluative authorial position in the unfolding text. Other writers go beyond description and report their approach in dealing with emotionally disturbed patients, which will highlight facets of their professionalism and identity development, thus demonstrating to the reader the influence of the experience on them and the changes in their learning. This was echoed in Wong et al.'s (2014) remarks about the value of reflective writing in revealing aspects of students' professional identity during their positive/negative experience of patient encounters. For instance, in example 37, it is clear that facing a new situation in which the writer had to appropriately respond to the distressed patient stimulated the writer to think about their behaviour and its potential consequences on the patient. This is indicated when they assessed the inappropriateness of using reassuring phrases like "*everything will be ok" or "I'm sure it's fine"* and resolved to show empathy with the patient instead.

In addition, the positive/ negative authorial stance can be inferred in their description of the emotional status of others. Consider the following examples:

38- …When one patient raised their voice and became *confrontational* with the doctor regarding their care, the other consultation would sometimes stop as all parties listened in. Not only is this *unfair* on the patient complaining, as another patient is listening to their private concerns, but it's *unfair* on the other patient… Text 11

39- The labouring woman was *groaning out in pain* which is *understandable*, however with each contraction she would wake up the sleeping midwife. After this occurred a few times, the midwife got up and *shouted at* (emotion-) the labouring woman to be quiet. Text 41

40- It was a huge contrast to the MDT meetings in the UK where cases are discussed and management decisions reached in a separate area and then formally discussed with the patient in lay terms to allow them to be *at ease and feel involved*. Text 12

In examples 38 and 39, it is noted that the description of the distressed patients, e.g. *confrontational, groaning out in pain* establishes the problematic situation for the reader in order to provide a valid justification for the negative implicit authorial stance towards the staff members, which was inscribed by interpreting their negative reaction to the patients (e.g. *unfair* and *shouted at*). Similarly in example 40, the positive implicit authorial assessment of the MDT meeting in the UK is conveyed through describing the patient's positive state of mind as a result of creating a proper environment for discussion and good communication, e.g. *allow them to be at ease and feel involved*. Using this indirect strategy in expressing authorial assessment also appears in the negative criticism of patients' level of knowledge. For instance:

41- She does *not understand* (knowledge-) the disease process that lead to her husband's death and was *worried* (emotion-) that her and her children could be infected with the same disease. Text 49

42- Patients often had *little health awareness* (knowledge-) and were *unreceptive* (inclination-) to long-term medical therapies. Text 24

43- Not only do families continue to pay for care and potentially suffer as a consequence, but the patient, although likely *not aware* (knowledge-) of their situation, continues to *suffer complications* (emotion-). Text 32

These extracts present an explicit negative description of the patients' knowledge about their disease, health or situation, leading them to experience negative emotions, pain (*worried* and *suffer complications*) or become unwilling to comply with the medication prescribed to them (*unreceptive*). In this sense, negative authorial judgement of the patients' knowledge is implicitly construed through describing its negative impact on the patients' emotional state and desires. This evaluative effect is similarly achieved in the authorial description of others' volitions and beliefs. For instance:

44- …there is a degree of *reluctance* in many <u>doctors</u> to comply with such procedures, and they often seem *unwilling* to take advice from infection control nurses. Text 28

45- I have however met several <u>doctors</u> who have spent time working *voluntarily* overseas in developing countries, and following my elective this is certainly something I would consider doing. Text 29

46- It is difficult from my limited experience to explain why <u>Vietnamese people</u> are so *accepting* of the paternalistic medical practice that we saw. Text 38

47- It was particularly unsettling when <u>parents</u> *believed* such things about the ailments of their children. Text 24

In examples 44 and 45, the writers express their interpretation of the doctor's willingness by using the items *unwilling, reluctant* and *voluntarily*. They, however, were able to convey their negative critical views by indicating that the target of the doctors' reluctance was an unwillingness to comply with the procedures and in communicating with the nurses. In contrast, the positive authorial criticism of the doctors' voluntary work is interpreted through expressing their decision to follow the doctors' steps in the future. In example 46, although the writer describes the patient's positive volition (*accepting*), they show their rejection of that attitude by describing the complexity of the situation. Likewise, the family's positive belief is also criticised in example 47 when the writer conveyed its negative impact on their emotion (*unsettling*).

In conclusion, this section has shown the type and polarity of authorial attitudes towards other social actors. The analysis revealed that the descriptions of others' emotions, desire and knowledge are the dominant mental processes in which their emotions and knowledge are negatively presented in comparison to their positive volitions. The results also demonstrated that the description of others' mental status plays an important role in showing the writer's perspectives and inviting the emotional reaction of the reader, hence aligning them with their authorial judgement. In addition, it can convey

implicit authorial assessment of the staff and the patients through describing the impact of their behaviour or knowledge on their mental status or on others. The next section will present the distribution of the comprehensibility and capability values in the corpus.

6.4.5 Comprehensibility and Capability Values

Following the emotional and the mental processes values in terms of frequency are Comprehensibility and Capability values, which have been expressed in similar proportions. However, the distribution of their positive and negative expressions is different. The figure below illustrates this aspect in which the maximum frequency indicates the dominance of the positive polarity of the values over the negative ones.
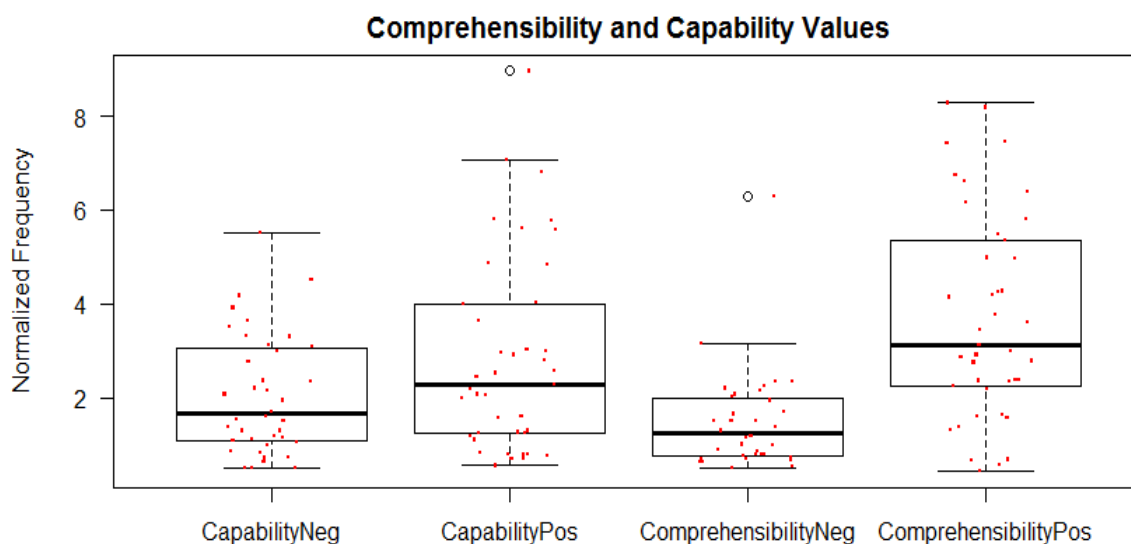
Figure 6:11 The frequencies of the polarity of expression of comprehensibility and capability values

It can be seen that in positive expressions the frequency of Comprehensibility 8.2% is higher than the Capability value 7%. This means that there is a tendency among the writers to positively appraise their ability to understand more than to physically perform tasks. However, the distribution is reversed with the negative expressions. That is, the negative expression of Capability is noted to be more frequently expressed 5.5% than the Comprehensibility value 3.1%, meaning that the majority of the

negative judgements are directed towards physical ability rather than mental clarity. This spread of positive and negative expressions suggests that the writers put more emphasis on evaluating their understanding positively; however, they highlight aspects of insufficient physical ability whether experienced by themselves or other social actors.

The occurrence of these evaluative meanings is not surprising, as the writers need to draw on these attitudinal resources to position their stance towards their knowledge, their competencies and the social actors' abilities in the reflective experience. Previous studies have stressed the importance of cognitive engagement with previous knowledge and contextual data to formulate new perspectives and justify evidence of learning, thereby achieving critical reflection (Boud et al., 1985; MacLellan, 2004; Wong et al., 1995). This sheds light on the writers' degree of self-awareness of their learning, knowledge and ideas, which becomes more focused and prominent through reflective writing. For instance, Levin and Wagner (2006) found in their analysis of students' expressions of metaphor that reflective writing uncovers the metacognitive dimension, in which writers recognize improvements or deficiency in their knowledge. The writers in this study tend to refer to the Comprehensibility value as a strategy to demonstrate their self-awareness and assess their mental clarity in relation to content knowledge, professional values and the context of situation, thus highlighting areas of learning development. The following examples illustrate this point:

48- For me, now that I *fully understand* the purpose of communicating with patients and their relatives well, I need to develop an effective way of doing this that I feel comfortable with. Text 14

49- During the time that I spent on the ward and in the outpatient clinics, I rapidly *came to realise* that any patient who presented with a visible head or neck swelling was most likely to have NPC. Text 10

50- Things (Target: ethics) I *knew* were important but *never understood properly* beforehand, the necessity of them to the patient when consulting. Text 11

51- In many cases it was *difficult to assess* where exactly the problem lay. I suspect that a combination of many things contributed to it in most cases. Text 24

52- This can often be *a difficult concept to grasp* and relies on the skill and knowledge of the pre-test counsellor to explain this situation to the woman before she is tested. Text 1

In the above examples, the writers evaluate their understanding of previous knowledge and the professional norms of practice and ethics in the light of their engagement with the new experience. In Examples 48, 49 and 50, the writers obviously demonstrate the impact of reflective experience in advancing their learning and understanding through making an explicit positive judgement of their intellectual clarity, e.g. *fully understand, came to realise* and *knew*. However, in examples 51 and 52, the writer acknowledges vague areas and ambiguities in professional practice via the use of the expressions *difficult to assess* and *difficult concept to grasp*. The recognition of gaps in their knowledge is deemed an important skill for the students to promote their learning (Mezirow, 1991). That said, the findings reveal the writers' preference for revealing their positive understanding of knowledge as a means to demonstrate their awareness of the contextual factors and justify their evidence of learning. This probably explains a higher frequency of the positive expressions of this value than the negatives.

As for the value of Capability, the rhetorical function achieved through using this value falls into two dimensions of meaning, based on the target. Simply put, if the reference of the Capability value evaluates the physical ability of members of the CoP or the authors themselves, this value tends to revolve around aspects of professional skills, highlighting either areas of incompetence or development. However, if the value reference evaluates the physical status of the patients or others outside the professional community, this value is likely to denote notions related to health (e.g. *weak,*

sick, and *healthy*) or other circumstantial factors (e.g. *poor*). The following examples clearly show how this disparity of meanings is construed based on the targets of the value:

53- I (Writer as a student) encountered a number of the children with a history of rheumatic fever both in clinics and as inpatients and was *able to* examine them and observe clinician's interactions with them and their families. Text 29

54- The doctor saved time and established a much better rapport with patients as he was *able to* communicate with them using some of their language, on their level. Text 11

55- Lucy (target: patient), who required full care, had *minimal understanding and no verbal communication* (capability -) to join in and play some hand-held bells. Text 33

56- The fact that he could not afford only £15 shocked me. Furthermore, the fact that his *inability* (capability -) to pay could also mean he was not entitled to life-saving treatment. Text 31

It is noted in examples 53 and 54 that the writers positively evaluate their competencies and that of doctors in dealing with professional tasks (*examining the patients* and *communication*), which represents authorial praise. This evaluative meaning shifts in example 55 where the writer evaluates Lucy's physical ability as being unable to communicate, which reflects areas of professional assessment of the patient's wellbeing. In example 56, the writer does not refer in their evaluation of the patient's inability to their health status, rather to the financial factors which inhibit them from paying for treatment. This variation of meaning thus illustrates the influence of the target of attitude in shaping the rhetorical function of the evaluative act.

To conclude, this section has demonstrated the utilisation of the Comprehensibility and Capability values in the corpus. The findings have shown the writers' tendency to demonstrate their positive understanding more often than their physical ability, indicating their attempt to illustrate their metacognitive awareness of their learning progress for the reader. As for Capability value, the

qualitative analysis revealed the influence of the target of evaluation in shaping its rhetorical function. That is, if the value is addressed towards assessing members of the CoP, the evaluative meaning will revolve around professional competencies, in contrast to evaluating circumstantial factors and health status if the value addresses others outside the professional community. The next section will discuss the last three evaluative categories.

6.4.6   Necessity, Complexity and Possibility Values

As shown in section 6.4, the values which are rarely used in the corpus are Necessity, followed by Complexity and Possibility. Occurrences of these values in the corpus have been seen to denote both positive and negative expressions. The textual analysis has examined these features, and the results are presented in Figure 6:12 in order to compare their distribution. As applied to the previous value categories, the comparison is based on the normalised frequency of these values in every report.
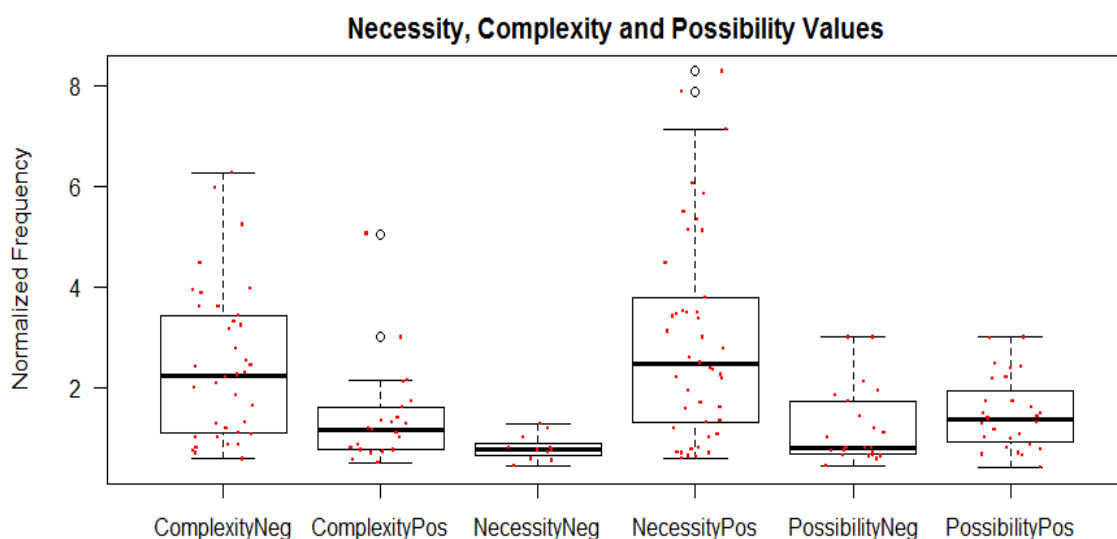
Figure 6:12 The normalised frequencies of the polarity of expression of Necessity, Complexity and Possibility values

A general overview of the figure above shows a significant difference in the maximum frequency between the positive and negative expressions. The distribution of the positive expressions

demonstrates the dominance of the value of Necessity 7.1%; however, a quick reduction in frequency appears in the Possibility 2.9% and Complexity values 2.1%. This means that there is a tendency among the students to focus on what it is necessary to do more often than reporting on the complexity or the possibility of actions or things, which can be linked to their professional development.

As for the negative expressions, there is a change in the order of values. It appears that the value of Complexity comes first, reaching the highest percentage 6.2%. Then, the frequency dramatically falls in Possibility 2.9% and Necessity 2.1%, indicating that the students focus on evaluating the performance of actions as being difficult more often than being impossible or unnecessary. Overall, the figure above demonstrates the tendency among the students to positively evaluate the necessity of the targets; conversely, they focus on aspects viewed as being difficult to perform rather than simple or easy. With regard to Possibility, although the students seem to use both the positive and negative expressions evenly, the shape of their boxes indicate the relative symmetrical distribution of the data in the former category than the latter, indicating a consistency among the students to positively evaluate the possibility of the targets. Such evaluative behaviour can reflect the writers' stance towards their previous knowledge of professional norms and the current social context.

As explained in Chapter 5, the value of Necessity lends itself to the notion of deontic and dynamic modality. While deontic necessity construes the meaning of obligation and recommendation derived from social or institutional laws, dynamic necessity refers to the necessity of propositions/entities that arise from circumstantial and physical factors rather than regulations. Examining the nature of the writer's voice and the rhetorical role achieved though using these types of necessity will bring insights to the authorial interaction with members of the DC and with professional knowledge. Due to the relevant distinction in the evaluative roles between deontic and dynamic necessity, a quantitative analysis has been conducted and the result is presented in the figure below showing their percentages.
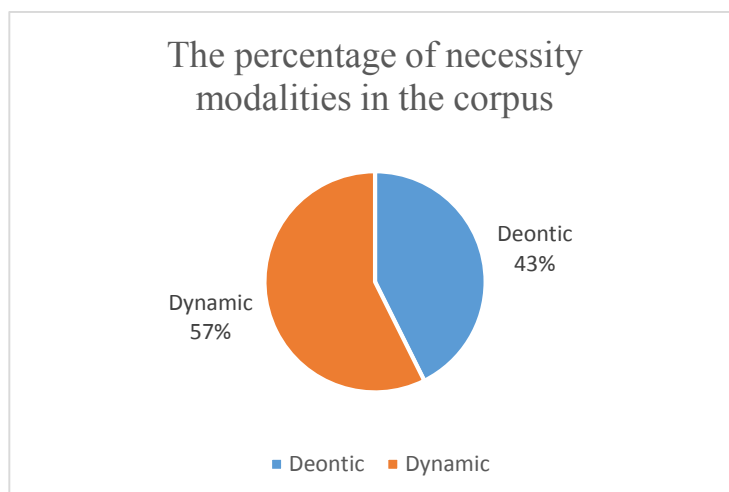
Figure 6:13 The percentage of necessity modalities in the corpus

As seen in the figure, the proportion of dynamic modality is slightly higher than that for deontic modality, indicating the writers' tendency to highlight the necessity of targets as stimulated by the contextual, the physical and the psychological factors more often than by recommendations being made. This finding differs from Adams Smith's (1984) and Vihla's (1999) findings in their analysis of professional medical writing in which the writers tend to use *should* and *must* to make recommendations. Vihla (1999) rightly argues that deontic modality in professional and directive medical writing reflects the norms of the profession and the normative feature of clinical medicine. This is echoed in Howe et al.'s (2009) remarks about the writer's utilisation of *should* and *must* to demonstrate professionalism in reflective writing. In this study, the reluctance among the writers to express deontic modality can be attributed to their decision to avoid the authoritative voice given their peripheral participation in the CoP and thereby their limited experience in the professional sphere. In this respect, Lee (2010) noticed in her analysis of command strategies in students' writing that the writers of high graded essays are more interactive with the reader by supporting their commands with justifications and using incongruent modulation (e.g. *need to, necessary, the need)*. In contrast, the low graded writers sound impolite, non-interactive and exert more power in their commands without

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valid justification. The analysis of the type of the modality and their lexical realisation presented in the table below accords with Lee's remarks.

Necessity value	Modality type	Raw F	Per%	Necessity value	Modality type	Raw F	Per%
Need to	Dynamic	48	24.3%	**Necessity**	Dynamic	4	2 %
Should	Deontic	44	22.3%	**Have to**	Deontic	3	1.5%
Require	Dynamic	24	12.1%	**Necessitate(s)**	Dynamic	2	1%
Have to	Dynamic	23	11.6%	**Needed**	Dynamic	2	1%
Must	Deontic	19	9.6%	**Needing**	Dynamic	1	0.5%
Need to	Deontic	18	9.1%	**Place a request**	Dynamic	1	0.5%
Necessary	Dynamic	8	4.06%				

Table 6:2 The raw frequencies and the percentages of Necessity modalities in the corpus

It is conspicuous that dynamic overrides deontic modality, indicated by the high frequencies OF NEED TO, HAVE TO and REQUIRE, in comparison to SHOULD and MUST. To understand the positing of the writer's stance in their expression of necessity and their rhetorical roles, the following examples illustrate some of these items:

57- As she was the only nurse running the PMTCT program at her clinic, this is very worrying and *should* (deontic) be addressed as soon as possible, preferably with further guidance and training. Text 1

58- Clinicians *must* (deontic) also have sufficient clinical experience, in conjunction with the vital observations, to be able to spot an ill child. Text 51

59- …as a Doctor some things are completely out of your hands, with regards to funding and treatment. As a doctor you *have to* (deontic) accept this and deliver a duty of care to your patients. Text 11

60- For me, now that I fully understand the purpose of communicating with patients and their relatives well, I *need* (dynamic) <u>to develop</u> an effective way of doing this that I feel comfortable with. Text 14

61- However, it is a very difficult skill that *requires* (dynamic) extensive experience in order to fine tune your ears to pick up potentially subtle sounds Text 54

Close analysis of examples 57, 58 and 59 reveals that the writers used deontic necessity *SHOULD, MUST* and *HAVE TO* to express their recommendations. It is noted that these recommendations revolve around professional practice (e.g. *training, clinical experience* and *health care*), which confirms previous studies' findings about the demonstration of professionalism via the use of deontic modality in professional disciplines. This strong authorial position is clearly supported by justifications to render their proposals compelling to the reader and reduce the force of their voice. Interestingly, the writers in providing such reasoning for their recommendations draw on their knowledge of the profession and the context, thus illustrating their cognitive engagement with the contextual factors and pre-existing knowledge, which is a relevant aspect of dialogic reflection (MacLellan, 2004). This integration of the context similarly appears in examples 60 and 61 in which the writers refer to dynamic modality *NEED TO* and *REQUIRE* to highlight the necessity of developing personal skills and experience to master diagnostic skills. Their evaluation stems from their interaction with the context which made them realise the necessity of these targets to improve their professional capacities.

As for Complexity, it has been mentioned that this value denotes the authorial evaluation of entities as to whether they are demanding or require physical effort, which has been mainly represented in items like *difficult, simple, easy* and *challenging*. This evaluative meaning illustrates the writers' perspectives of professional tasks which can implicitly construe their stance towards their professional competencies. It is, then, unsurprising to see the writers' preference to report the difficulty of activities in comparison to their reluctance to negatively evaluate their comprehensibility

and capability. This can be deemed as a face-protective strategy to prevent exposing their professional incompetence or limitations in their knowledge. That said, this rhetorical role shifts when the expression of complexity is not related to professional activities. For instance:

62- If a nurse didn't understand what I was asking, then I found *hard* <u>to reword the question</u> in a way that did not bias his/her answer. Text 1

63- <u>Taking a good history</u> can often be *challenging* when speaking to a patient in English, but I found that these *difficulties are exacerbated* when one is <u>using an interpreter</u>. Text 10

64- With the poor availability of resources, it would be *difficult* to develop a specific screening tool. Text 13

We notice in these examples the evaluation of the complexity of actions related to professional skills (*communication*) and practices (*taking a good history*). These expressions show the difficulties experienced by the writer during their interaction with the reflective experience, which indirectly signifies deficiency in experience and skills and so requires further training. This recognition of lack of competence during the professional experience is considered as a relevant aspect of reflective learning. However in example 64, the writer assesses the complexity of developing a screening tool, due to limited facilities, which implicitly denotes the negative authorial criticism of the context.

In regard to Possibility, the writer expresses their options based on the circumstances that make the probability for entities to occur possible/impossible. Similar to Necessity, this value is linked to the notion of dynamic modality which was mostly expressed in items like *able to, potential* and *possible*. They represent authorial interaction with context and knowledge which is a relevant activity in reflective learning. For instance:

65- As a result of this a number of private hospitals and insurance companies have been set up and now form a large part of healthcare in the country. Patients are *able* to access treatment much sooner in the private system. Text 29

66- there are many *potential* reasons for why patients can present so late, including lack of patient education, living a long way away…Text 46

Analysing the evaluative expressions shows the influence of contextual factors on the possibility of actions or outcomes occurring. For instance, the writer in 65 describes the possibility of having a quick access to treatment for patients in the light of the availability of private hospitals and insurance companies. In example 66, the evaluation of possibility is utilised to position the writer's stance in their reflective analysis of the incident, which clearly demonstrates their appreciation of the contextual factors.

To sum up, this section has shown the distribution of the Necessity, Complexity and Possibility values in which the writers tend to express the positive polarity of Necessity and Possibility and negative Complexity. The findings revealed authorial integration of their knowledge about context and profession to support their evaluative stance. It also interestingly showed that the expression of negative complexity about professional activities indirectly reflects the writers' lack of experience and skills, thus acting as a face-protective shield. As for Necessity, the analysis has indicated the writers' preference to utilise dynamic more often than deontic necessity to avoid exerting an authoritative voice. In the next section, the nature of explicitness of values and their discursive roles will be discussed.

6.5 Targets of evaluation

This section addresses questions 1(c) and 1(d), which aim at identifying the types of target, the extent to which they are appraised by the writers and the range of attitudes related to them. This section first

discusses the distribution of the four target groups: Action, Social actors, Physical factors and Conceptual targets, based on the sum of the percentages of their components.
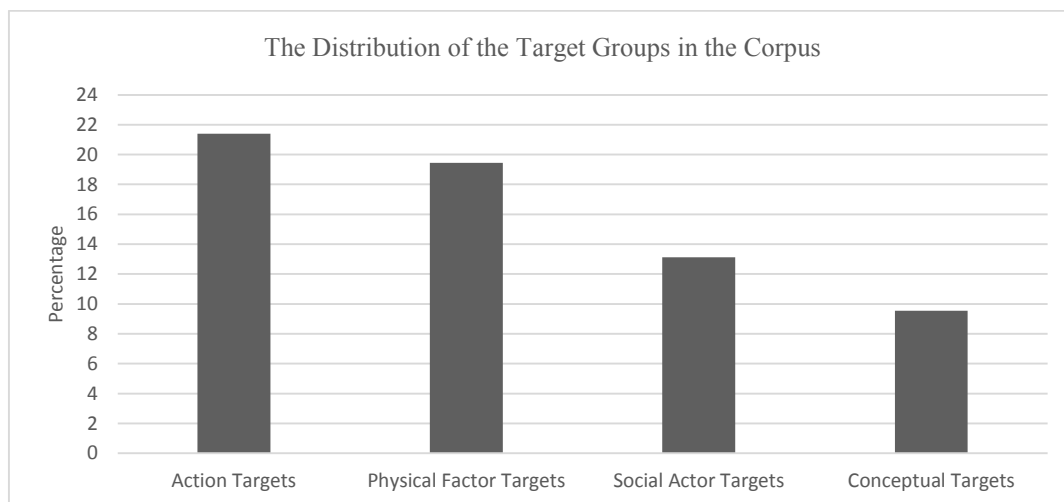
Figure 6:14 The percentages of the main target groups

As shown in the figure, a general overview of the evaluation of the target groups indicates that the action and physical factor targets have the highest frequency, followed by the social actor target and the conceptual target which has the lowest frequency. This distribution illustrates the tendency among the writers to evaluate themes related to the actions and the physical resources utilised in their elective placement more often than the social actors and the concepts. The low frequency of Conceptual targets does not seem to be unexpected according to one of the teachers, saying that

> I'm not surprised that the students more frequently report action targets than conceptual and that's still an area that I think we need to work on. I think students find it difficult to talk about conceptual frameworks. They are more concrete thinkers.

This indicates the difficulty faced by the apprentices in evaluating conceptual themes as they entail a high level of abstraction; thereby, critical reflection on such themes can pose a challenging cognitive activity for them. This result accords with several studies' findings (Hatton and Smith, 1995; MacLellan, 2004; Wong et al., 1995) about the difficulty of demonstrating critical reflection, as it requires students to depart from reflecting on the concrete entities in the immediate context and

consider the wider implications in the social and the professional spheres. In the following sections, a comparison across the components of the target groups will be conducted, discussing their relation to the context of reflective writing and the nature of authorial stance in appraising these components.

6.5.1 Action, physical factor, social actors and conceptual targets

The figures below present the various constituents in each target category, based on their normalised tendency in the reports, calculated by:

$$\frac{\text{The total of each target category}}{\text{The total number of all the targets in each report}} \times 100$$
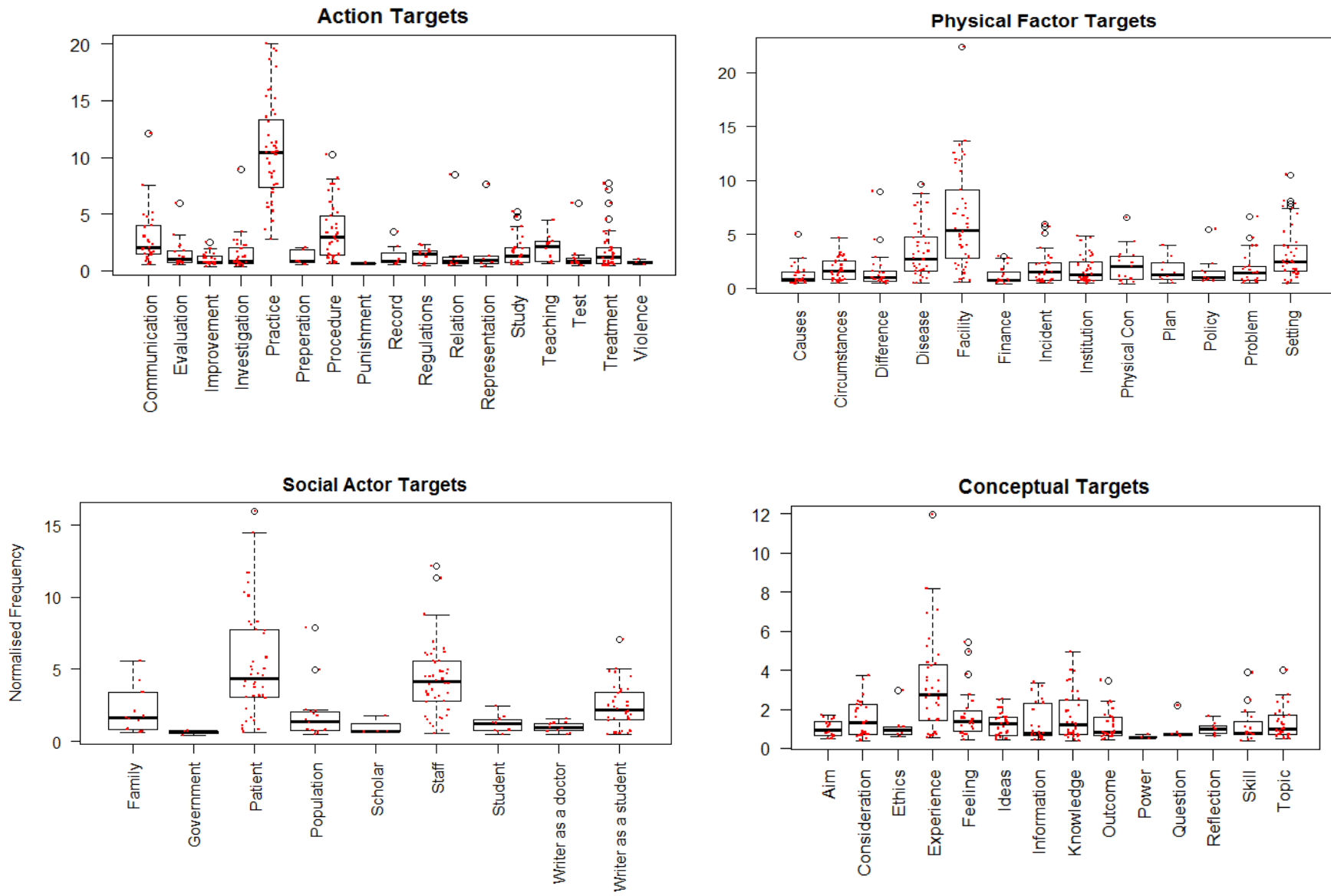
Figure 6:15 The normalised distribution of the constituents of the four main target categories

As expected, it can be seen from the distribution of the maximum frequencies that the sub-categories of the target groups have been evaluated to varied degrees. In the Action group, the figure clearly depicts the prominence of the target Practice 20% across all the action categories. This is followed by a sharp reduction in frequency for Procedure 8% and Communication 7.5%, which continues to fall in the remaining targets below 5%. Comparing the shape of the boxplots among the top action targets reveals that the distribution of the data is only symmetrical in the Practice target, demonstrating a consistency in its evaluation across the reports. Overall, this result demonstrates the writers' preference for assessing general professional practice, medical procedures and doctor-patient communication more often than other specific professional activities, as they constitute core themes in medical education; hence, it is not surprising for these themes to occur in apprentices' reflective reports. Reference to these targets is represented in items like *observation, guidance, treating, measures, operation, communication, conversation* and *interaction*.

As for the Physical Factor targets, Facility is the most frequent target 13.6%, followed by Disease 8.8% and Setting 7.4%. Then, the frequency in the remaining categories gradually decreases. Similar to Practice, the distribution of the data in the boxplots shows that it is relatively symmetrical only in Facility given the equal division of the median; however, the data are slightly skewed to the lower quartile in Setting and Disease. This indicates an authorial tendency to be consistent in evaluating Facility more than the other categories. Common instances of Facility found in the corpus include e.g. *resources, education, equipment, healthcare system* and *services*.

In the Social Actor targets, the boxplot presents Patients as the dominant target evaluated 14.4%, followed by Staff 8.8%. Then, the frequencies of both Family and Writer as a student are relatively similar, reaching 5.5% and 5%, respectively; in contrast, the frequency of the other target categories is low, falling below 3%. Although the evaluation of Patients and Family is higher than members of the CoP, i.e. Staff and Writer, the distribution of the data in the latter group is relatively symmetrical,

indicating a consistency among the writers in appraising themselves and the professionals. The most used items to represent the Social Actors are *patients, third-person pronouns, children, doctors, staff, nurses, team, they, first-person pronouns, parents, mother and families*.

In the final target group, we notice that the highest evaluated target is the Reflective experience 8%, followed by Knowledge 4.9%, Consideration 3.7% and Information 3.3%, while the rest of the conceptual targets are dramatically reduced. Analysing the spread of the data in the boxplots shows that although Experience has been most frequently addressed in the authorial attitudes, the writers do not seem to be consistent in their assessment given the skewedness of the box to the lower quartile. The same aspect is similarly noticed with the majority of the conceptual targets. This can be attributed to the challenging nature of evaluating these abstract themes. The most used items representing this category are *experience, exposure, consideration, knowledge, understanding, learn, information* and *data*.

The findings accord with Howe et al.'s (2009) content analysis of medical reflective reports produced by students. They found that the students report facts related to clinical setting, patient contact and learning approach, and refer to staff, professional principles, teaching and themselves; thus, demonstrating consistency with the analysis findings in this study. When the interviewees were asked about possible reasons for the writers' emphasis on these particular targets, all of them attribute this act to the influence of the writers' aims and questions:

> If the question they set themselves is what are patient attitudes towards sexual history taking? Then the focus will be the patient. So actually this isn't determined by values, this is determined by the question, a question that they and their supervisors set before they go. So that in itself is determined by what the student is most interested in finding out when they go there… It is determined by what the student has expressed an interest in before they go and as I say just because the three thousand word report is on that, it doesn't mean that they weren't interested in patients when they were out there, they've just chosen to write the report about that particular clinical point or piece of equipment or process.

This sheds light on an interesting point which is that the occurrences of the targets in reflective writing are not essentially motivated by the nature of the writers' perspectives so much as by their interests, aims and the social purposes of their writing. The writers come to the experience with a set of aims, questions and assumptions in order to test them and see how they are manifested in a new healthcare context. In writing the reports, these ideas will be discussed with a declaration of the authorial perspective in the light of their professional value system and the rhetorical purpose of reflective genre. This means that the type and the pattern of evaluative expressions are mainly shaped by an emotional authorial reaction to specific themes, related to their aims and questions which indicates the influential role of the context of situation in constructing values. This accords with Malinowski's (1923/1946) remarks about understanding the meanings of words in which he convincingly argued that "utterances and situations are bound up inextricably with each other and the context of situation is indispensable for the words… [T]he utterance has no meaning except in the context of situation" (Malinowski, 1923/1946: 307). The figure below clearly illustrates this relationship.
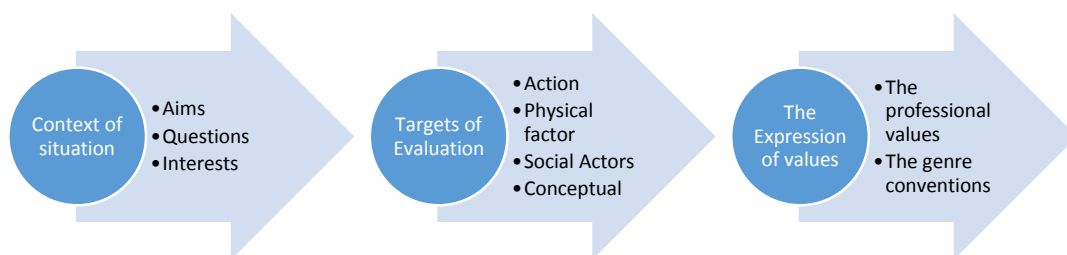
Figure 6:16 The correlation between the context of situation, the ideational meanings and the value expressions
The findings confirm Hood's (2010) analysis of the interpersonal metafunction of the appraised entity at the level of discourse: field of research and the object of study. Unsurprisingly, she found some categorical differences in the evaluative expressions of these types of targets. That is the writers in reporting others' research prefer to use implicit attitudes, in contrast to their explicit evaluation of the object of the study. This difference was motivated by the writers' attempt to retain objectivity and

solidarity with the DC through implicitly positioning their stance towards others' studies. If the targets of evaluation exert such an influence in shaping attitudinal meanings at the level of discourse, this impact can be more prominent with experiential targets, i.e. world-entities, especially if they represent aspects of the professional sphere. This provides valuable insights into the important elements of evaluation at the theoretical level, which are:

- The influence of the context of situation and the writers' aims in their selection of the targets of evaluation;
- The necessity of considering the targets of evaluation first in the analysis to capture the social construct of the evaluative acts and their rhetorical role.

This section has shown that the majority of authorial judgements are addressed towards evaluating professional practice, facilities, patients and the reflective experience. It has interestingly highlighted the role of the writers' aims and interests in the occurrences of these targets, which in turn constructs the writers' attitudinal expressions. To appreciate these attitudes, the next section will present and discuss the value categories addressed towards the four main target groups.

6.5.2 The nature of the authorial attitudes of the target groups

Having seen the role of the targets in shaping evaluative meaning, the following figure presents the normalised distribution of the types of value for each of the target categories. The analysis was conducted by identifying the values associated with each category in every target group. The distribution of these values is presented based on the normalised frequency, calculated by:

$$\frac{\text{The total of each value category}}{\text{The total of the target category}} \times 100$$
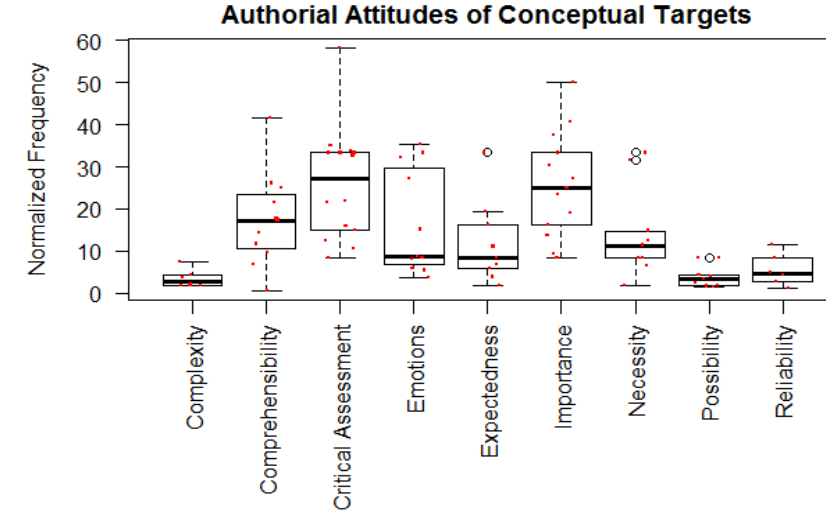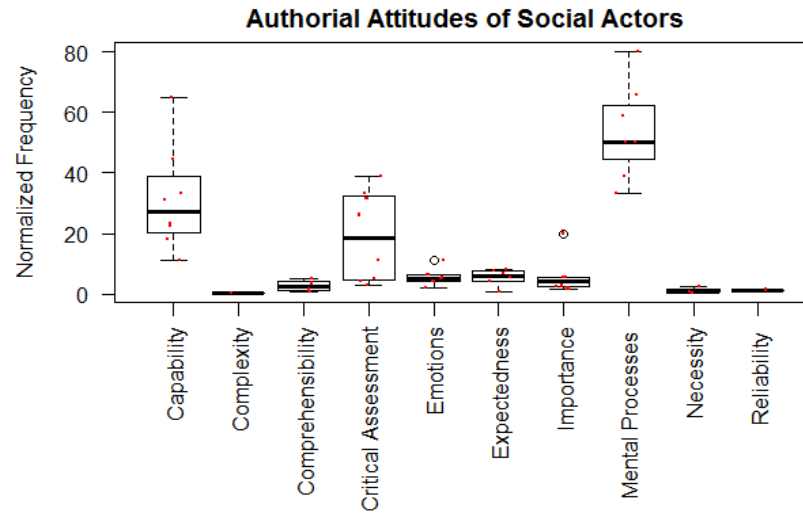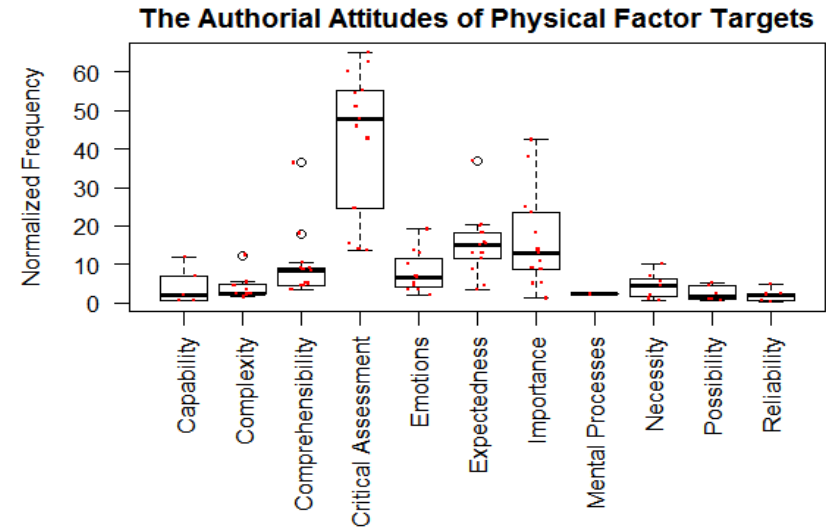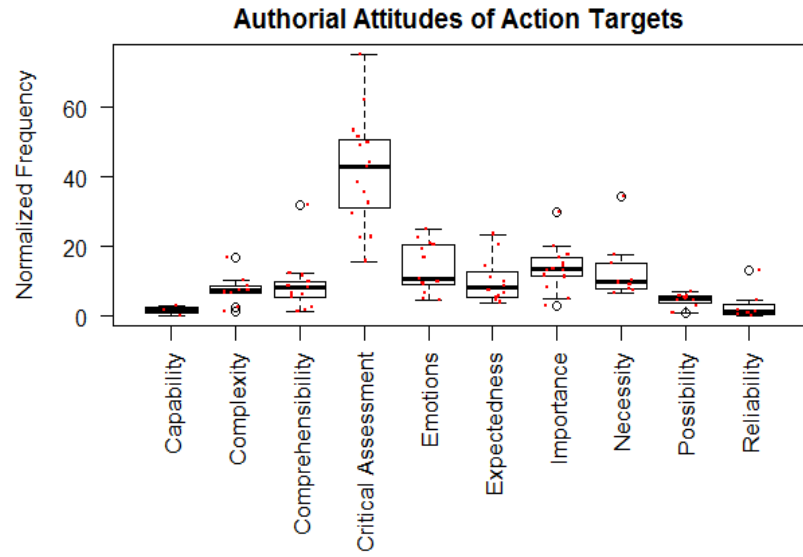
Figure 6:17 The normalised distribution of the authorial attitudes of the four main target categories in the CMRRs

As illustrated in the above figures, there is a clear disparity in the type and the maximum frequency of evaluative meanings across the different target groups, which confirms our assumption about their relevance in shaping evaluative expressions. For instance, in the Action targets, it is clear that the value of Critical Assessment is the dominant attitude 75%; however, this frequency dramatically decreases in Emotion 25%, Expectedness 23.5% Importance 20% and Necessity 17.6%. As for the rest of the evaluative categories, the frequency is substantially low, falling below 15%. Although Importance comes fourth in order after Emotion and Expectedness, the short length of the box and its higher median suggests a consistency in the use of its expression to appraise Action targets in the reports. Overall, the results indicate the writers' emphasis on positioning their critical views about professional practice and then their Emotions and feelings of Expectedness and Importance.

In regard to Physical Factor targets, it is noted that Critical Assessment is still the most frequent value 65%. Then, the value of Importance comes second 42.3%, followed by Expectedness 20.34% and Emotions 19.10%. However, there is a sharp reduction in the frequency of the rest of the evaluative categories, which all fall below 12 %. This distribution of the value groups in evaluating physical factor targets indicates a tendency by the students to present their critical views and to highlight the importance of these entities more often than any other evaluative category.

Unlike the evaluation act of the Action and the Physical factor targets, the Social actor targets comprise Mental Processes as the highest value expressed, ranging between 33.3% and 80%, closely followed by the values of Capability 64.7% and Critical Assessment 38.8%. However, the frequency dramatically decreases below 7% for the remaining categories. This means that when the students express their views about the social actors, they tend to mainly appraise their mental processes and physical abilities and to express critical views about them. This evaluative act about the social actors is expected to occur in apprentices' medical reflective writing given the necessity to demonstrate their

professional judgement and clinical assessment of patients, members of staff and others in the reflective experience.

As for Conceptual targets, the figure illustrates a rise in the Critical Assessment value reaching the highest frequency 58.14%, followed by Importance 50%, Comprehensibility 41.67% and Emotions 35.29%. However, the frequency of the other categories is significantly low. Although Comprehensibility comes third in order, the short length of the box and the centrality of the median indicates a stability in its use by writers when interpreting conceptual targets. This utilisation of attitudes in evaluating the conceptual targets demonstrates a clear tendency by writers to express a critical perspective, highlight the importance of the conceptual targets and to demonstrate their intellectual clarity and their emotional feelings.

Analysing the rhetorical role of these values in relation to the ideational meaning of the target groups reveals the following points:

- The relevance of demonstrating Critical Assessment, followed by Importance, Emotion and Expectedness across all the various targets except for Social Actors;
- The reluctance by the writers to make critical judgements about patients or members of the CoP and a preference for evaluating their mental states, physical ability and professional competencies instead in order to demonstrate their ability to make professional assessment and maintain solidarity with their DC and CoP;
- The writer can implicitly convey their critical views about the social actors' knowledge, beliefs and emotions as seen in section 6.4.4;
- The focus on making a critical assessment of the action targets as a strategy to highlight professional practice and avoid criticising staff members;

- The importance of showing metacognitive awareness through the expression of comprehensibility about the conceptual targets, given the need to evaluate the learning gains of the reflective experience.

We have seen in this section the interplay between evaluative meanings and the targets of evaluation, highlighting the influence of the ideational meaning of the targets in the distribution of the evaluative expressions. The next section summarises the chapter and proposes answers to the research questions posed at the introduction to this chapter.

6.6   Summary of the chapter

This chapter has demonstrated the types and the distribution of world-judgemental values in reflective writing. The findings revealed that the reflective genre comprised a high load of evaluative meanings given their wide spread in the reports. These reports included Critical Assessment as the dominant value, followed by Expectedness, Importance, Emotions, Mental processes, Comprehensibility and Capability, with Necessity, Complexity and Possibility as the least expressed values. This tendency to present critical views was ascribed to the apprentices' interaction with the CoP and academic teaching through which they receive training to develop critical thinking, a skill which is required in reflective writing. The analysis of the rhetorical functions of the values has revealed several interesting points:

- The writers in expressing their negative critical judgements justified the credibility of their stance by referring to the quality of the practices and their causality (section 6.4.1);
- Expectedness was used to demonstrate the writers' familiarity with professional practice and its contexts, and to show variations in health care in two clinical settings, thus denoting authorial criticism of the problems encountered (section 6.4.2);

- The value of importance was used to demonstrate professionalism through assessing the gravity of a patient's condition and to highlight the relevance of professional values which indicated the influence of the reflective experience in advancing the writers' learning (section 6.4.2);

- The expression of personal emotions helped the writer to justify their selection of the topic, to implicitly convey their criticism, represent the development in their professional identity and position their stance towards their aims (section 6.4.3);

- The authorial interpretation of others' mental processes can implicitly convey negative criticism of others' emotions, knowledge, volitions and beliefs and can indicate their interaction with patients, thus inviting the reader's emotional response (section 6.4.4);

- The expression of mental clarity can represent the degree of authorial metacognitive awareness and learning gains (section 6.4.5);

- The value of Capability can evaluate areas of professional competences if the addressees are members of the CoP, in contrast to the assessment of a particular health condition and the circumstantial factors if the referents are outside the professional community (section 6.4.5);

- The writers tended to use dynamic over deontic necessity to construe a less authoritative and interactive voice with the reader (section 6.4.6);

- The Complexity value rendered a clear picture of the difficulties faced in professional activities and indirectly conveyed authorial criticism when the referent was not related to professional tasks (section 6.4.6);

- Evaluating the possibility of entities represented the writers' cognitive interaction with pre-existing knowledge and the context in order to demonstrate their reflective thinking to the reader (section 6.4.6).

Furthermore, the analysis of the targets of evaluation has shown the dominance of the Action and Physical factor targets, followed by the Social Actor and Conceptual targets, which was motivated by the writers' project aims and questions. Also, the low occurrence of the latter group resulted from the difficulties faced by the writers in appraising and reflecting on abstract concepts. Examining authorial attitudes towards these targets has revealed the influence of their ideational meaning on the distribution and expression of values, which demonstrated the importance of considering the targets during the analysis. This was manifested through the preference for evaluating the social actor's mental state and their capabilities compared to the expression of critical judgement, importance, emotions and expectedness in the other target categories.

The next chapter will discuss the nature of authorial stance at the level of discourse, highlighting the writers' strategy to validate their opinions and claims about the evidence of learning and interaction with members of the DC through attribution.

7 The authorial stance as a discoursal act

7.1 Introduction

We have seen in the previous chapter the evaluative strategies adopted by the writers to position their attitudinal expressions in relation to the various aspects of the reflective experience: actions, physical factors, social actors and the conceptual themes. We have also observed that the writers' tendency to demonstrate their professionalism and learning gains was clearly articulated through a wide range of attitudes. This study also aims at understanding the way those writers position their voice at the level of discourse and the type of resources they draw on to increase the persuasive force of their claims. To achieve this, we need to analyse the degree of reliability of the authorial propositions, the evidence of the knowledge contained in the propositions and the use of reporting verbs in cited attributions. Analysing these linguistic features will illuminate strategies adopted by writers to establish the evidence of their claims and learning gains and interact with other members of their DC. These aims are addressed in this chapter and realised in the following question and its sub-questions:

2- What kinds of discoursal values are expressed in reflective writing?

    a- What kinds of evidentiality markers are used and how are they used to justify the credibility of authorial claims?

    b- To what extent is the authorial voice positioned in terms of its degree of reliability and truthfulness, and what kind of discoursal roles are achieved through these markers?

    c- How is the style of attributed and averred positions presented in the medical reflective reports and what are their rhetorical functions?

To address the above questions, the textual framework has been applied and the quantitative results are presented and examined in this chapter. As seen in the previous chapter, the frequencies are mainly illustrated using boxplots, which is an effective way in showing the central tendency of the data

distribution and how particular linguistic features are consistently used across the reports. Then, a qualitative analysis of extracts from the reports is conducted to realise the rhetorical function of the discoursal values.

This chapter begins with an overview of the second main evaluative category: **Evaluation as a discourse act** and its categories, which will help us appreciate their tendency in the reflective reports. That is followed by a discussion of each value individually and their sub-categories, starting with the most frequent one. The discussion will shed light on the management of the authorial voice to persuade the reader of their learning and on the mapping between the use of evidential markers and boundaries of knowledge. Then, an explanation of the style stance of the averred and the attributed propositions will be provided to realise their rhetorical functions and the interplay of stance between the writer and the cited author. That is followed by a discussion of the nature of the writer's epistemic stance to understand their position towards the truth value of the proposition.

7.2   Evaluation as a discourse Act

As observed in Chapter 5, the writer's use of evaluation as a discoursal act is realised through three main elements: Evidentiality, Reliability and Style. These elements will allow us to understand the way writers show evidence of content knowledge in the proposition, their degree of certainty and the authorial comments on the proposition.
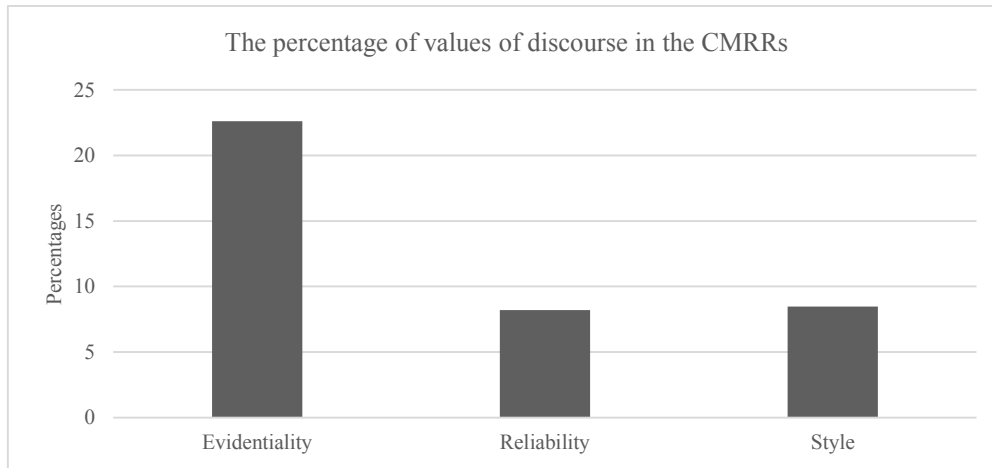
Figure 7:1 The percentage of values as a discourse act in the CMRRs.

The percentages of evaluations of discourse in the corpus are depicted in the above figure. It clearly shows the prominence of Evidentiality 22.6%, followed by a relatively equal distribution of both Style 8.4% and Reliability 8.2%. This indicates that the writers put much emphasis on establishing the validity of their claims by drawing on resources of Evidentiality. To understand the use of these values in the corpus, the following sections will present the results of the analysis done on each value and its sub-categories, starting with the highest value.

7.2.1 Evidentiality

The value of Evidentiality has been classified into eight sub-values in the framework, assessing the truth value of the proposition in terms of the source of knowledge and the degree of reliability. These values differentiate between attributed and averred propositions. That is, Hearsay and Mindsay evaluate claims attributed to external resources, while the writer makes averred propositions based on their Perception, Deduction, Belief, Proof, General Knowledge and Lack of Proof. The analysis has examined these markers, and the results are presented in the boxplot below, based on their normalised frequencies in every report. The aim is to realize how and to what extent these markers are employed by the writers to validate their propositions.

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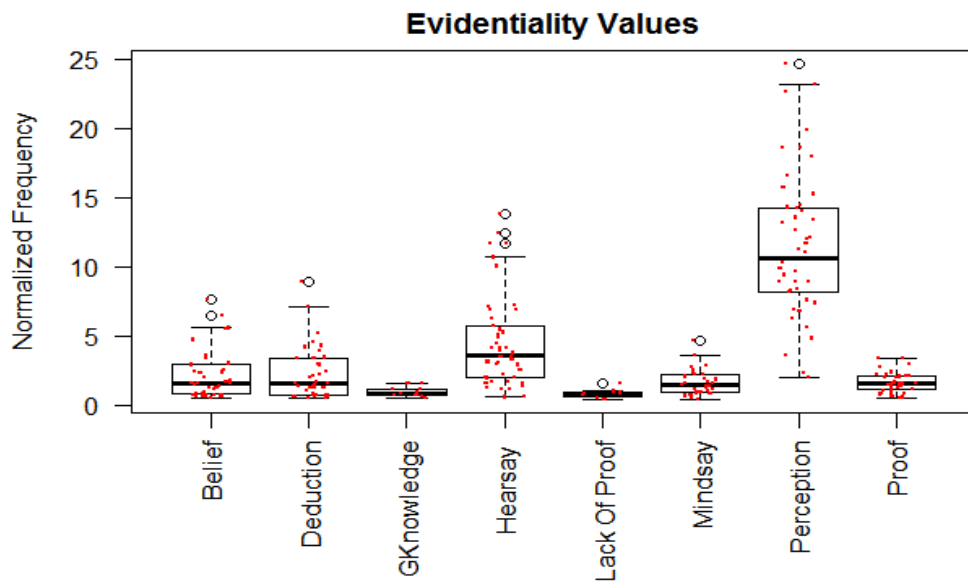
Figure 7:2 The normalised frequency of Evidentiality markers in the CMRRs.

Figure 7:2 demonstrates variances in the distribution of the evidential markers across the reports. As expected, the maximum frequencies obviously show that Perception is the highest evidential at 23.1%, followed by Hearsay 10.6%, Deduction 7.1% and Belief 5.6%. However, the frequency falls significantly in the remaining evidential markers. It is important to note that Perception is the only evidential in which the distribution of the data is relatively symmetrical, indicating a consistency in its use by the students. Overall, analysing the maximum frequencies of the evidential markers shows that the majority of the writers rely more heavily on their perception and then on deductive reasoning to support their claims than the other markers. Conversely, they tend to use Hearsay markers more frequently than Mindsay markers to refer to attributed propositions. Further discussion of the Hearsay markers will be continued in section 7.2.4, since they indicate the speech act performed by the writer.

Providing evidence for the validity of 'information status' in the averred proposition entails the degree to which that evidence can be verified and justified (Rooryck, 2001). In this respect, the evidential markers which can signify epistemic status as highly reliable are Deduction, Proof and General Knowledge. Conversely, the less reliable evidential is Lack of Proof. As for Perception and Belief,

the analysis revealed that epistemic status can be scaled as high, medium and low. The table below shows the distribution of the combination between Evidentiality and Reliability in the corpus which provides a clear picture of their frequency and their function in this genre. It is clear from the table that the category Perception/high is the dominant marker, occupying almost half of the total frequency. Further discussion of each category will be provided in the following sections.

Evidential maker	Raw	Percentage %
Perception/High	642	54.8%
Perception/Medium	157	13.4%
Perception/Low	9	0.8%
Deduction/High	125	10.6%
Belief/High	114	10%
Belief/ Low	11	0.9%
Proof/High	90	7.7%
Lack Of Proof/Low	8	0.7%
General Knowledge/ High	14	1.2%
Total	1170	100%

Table 7:1 The percentages of the Evidentiality/ Reliability in the CMRRs

7.2.1.1   Perception

Perception markers like *FOUND, FEEL, SHOW, NOTICE, WITNESS, SEE, DEMONSTRATE, HIGHLIGHT, OBSERVE* and *REVEAL* refer to a wealth of sensory evidence of the observable phenomena, denoting the epistemic status of the proposition as highly credible. Given the high frequency of this feature, the writers are obviously aware of the need to increase the credibility of their observations, perspectives and most importantly their learning, as they are the only experiencers in the reflective reports. Boud (1993) convincingly argued that experiential learning occurs through students' engagement via noticing, observing and intervening with what is happening in the setting and to themselves. This leads the writers to draw on sensory evidential markers, generated from that engagement with the authentic

experience to demonstrate their learning. Bednarek (2006), unsurprisingly, found that journalists rely on sensory evidence to support their reporting of others' state of mind. This does not entirely apply to the context of reflective writing in which the writers interact with diverse facets of professional life, including the participants, the physical factors, the conceptual themes and the practices. Their reference to sensory evidence seems to validate the authorial propositions in four rhetorical functions:

a) making explicit critical judgements;

b) interpreting the contextual elements in the experience, i.e. other social actors and the physical factors;

c) reflecting on changes or advancement in personal learning and professional identity;

d) and reporting on the previous literature.

These distinct functions are clearly represented in the following examples.

1- I *feel* that this project <u>succeeded</u> in achieving the aims identified in the protocol. Text 1

2- Realising this and struggling to follow consultations in a different language served to poignantly *highlight* <u>the value</u> of effective communication. Text 13

3- The child's <u>mother</u>, who was *visibly* very distressed and unable to comfort her child, was present throughout, as were several local medical students. Text 14

4- On my attachment to the paediatric neurology team I *witnessed* a wide variety of <u>illnesses</u>. Text 22

5- I *felt* I was able to <u>establish a rapport with patients</u> through body language and clear instructions. Text 11

6- …this study *showed* that the language barrier led to many problems; most *notably* it had a negative impact on the relationship between patients and staff, and caused significant ethical problems. Text 22

7- Statistics South Africa published a study in 2008, 'Mortality and causes of death in South Africa: Findings from death notification, 2006'. This *revealed* that the majority of deaths resulted from infectious and parasitic diseases... Text 11

It can be seen in the first two examples that the use of perception markers validates the critical writer's stance, e.g. *succeeded* and *the value*, rendering an objective sense to their voice and supporting the evidence of their claims. Those evidentials, however, seem to play a different role in examples 3 and 4 in which the students report their observations of the contextual elements, i.e. *patient's family* and *diseases*. The reader can then perceive the authenticity of their descriptions and engagement with the experience, which is a relevant step in the context of reflective learning. Therefore, this rhetorical function is expected to occur in the descriptive move of the reports, which will allow the writers to clarify their focus on reflective analysis for the reader. The use of sensory evidence is not only bound to describe the contextual information, but also to reflect on the changes and the progress of the writer's understanding and their professional identity. In example 5, it is noted that the evidence of the student's ability to establish a rapport with patients is supported by their perception of feeling. It is not surprising, then, to see the lemma FEEL as the basis of the most frequent perception items in this genre at 22%, which was evident in Nesi et al.'s (2012) and Wickens et al.'s (2010) 4-gram analysis of reflective writing produced by university students. In the last two examples, it is clear that the perception markers fulfil a different role in which the writers report their interpretation of previous studies. Selecting high reliability perception markers to report the cited propositions can reflect an authorial attempt to situate the topic in relation to previous studies and validate the existence of the problem in that context; thereby, increasing the credibility of the argument. Therefore, it is less likely to see writers expressing criticism towards others' studies, which explains the absence of verbs denoting dispute or refutation, e.g. *ignore*. Further discussion of the use of perception evidentials across the rhetorical macro-moves of reflective reports will be elaborated in Chapter 8.

With respect to the perception markers of medium reliability, the analysis revealed that the sensory evidence is represented in items, such as *SEEM*, *APPEAR*, *LOOK* and *apparently*. These evidentials seem to perform fewer discoursal functions than the ones observed in Perception/High. They are restricted to two rhetorical roles through which the writer:

a) expresses critical stance

b) and describes the contextual elements observed in the experience.

For instance:

8- In my opinion, it *seemed* that this role of the clinician had been <u>ignored</u> (appropriacy -) for the sake of quick patient turnover. Text 11

9- <u>The setting</u> in which the termination was carried out also *seemed* <u>inappropriate</u> (appropriacy-). Text 38

10- They [the students] *appeared* to be very <u>unwilling</u> to deal with the emotional mother, perhaps because they had not had any formal communication skills training. Text 14

Analysing the role of *seem* in examples 8 and 9 shows that it appears in combination with authorial criticism of the staff and the setting, using the expressions *ignored* and *inappropriate*. The juxtaposition of sensory evidentials of medium reliability and negative critical values makes the authorial voice sound less decisive and tentative; thus creating distance from the judgement made, especially when describing the institution or the behaviour of members of the CoP. Similarly, the writer in example 10 is interpreting the students' state of mind using the item *appeared* in order to establish that distance in their description. That said, there are rare occasions where such markers are used to position the authorial stance towards previous studies or to make suggestions. The following examples illustrate this role of the markers.

11- …the general perception of medicine *appears* be improved by such TV shows, with many patients reporting positive reactions to them xvi. Text 36

12- It *appears* that the age of onset for both alcohol and opioid use is also decreasing, with the average age of initiation being 20 years for alcohol consumption 14 15 and 23 years for opioid use 16. Text 13

It is noted in examples 11 and 12 that the writers make suggestions and report previous literature, indicated by the use of the non-integral citation where the reference is acknowledged with a number. Here, the writers' voice is clearly less conclusive, recognising that the reader may have an alternative perspective. It could be then argued that the medium reliability of sensory perception evidentials does not necessarily signify the writer epistemic status, so much as to establish distance from their authoritative assessment, thus acknowledging the possibility for alternative perspectives. In line with this argument, the use of these perception markers in the context where professional assessment is considered crucial (e.g. making a diagnosis) indicates the writers' attempt to be objective in their assessment, for 'certainty in arriving at a diagnosis is not always a goal in consultation' (Skelton et al., 1999: 623).

As for perception with low reliability, there are a few instances in the corpus in which the sensory evidence was hedged to denote low reliability of authorial perception. This is realised in expressions like *may seem, could see, may reveal* and *may reflect*. For instance:

13- I *could see* that this may be the easiest way to deal with large numbers in an over-stretched service <u>but</u> I appreciated more the UK system in which there is more time to develop a therapeutic alliance. Text 55

14- It *may seem* like an obvious point <u>but</u> it is important to remember that India is a developing country. Text 25

It is clearly noted in the examples that downgrading the reliability of sensory evidence was combined with the writer's evaluative stance (e.g. *obvious, easiest*) which acknowledges the alternative viewpoints of the reader. Yet, this evaluative act was soon countered by the use of the conjunction *but* to accentuate the writer's opinion. This effective positioning of stance increases the clarity of the authorial voice in the text and hence the argument. To check whether such an evaluative strategy, i.e. low Perception+ contrastive item occurs in other types of academic writing, the BNC was consulted. It appears that only the cluster *may seem* collocates with the conjunctions *but* and *however*. The figure below shows the concordances lines of *but*, as they are significantly more frequent than *however*.

A description of a Tantric painting as a linear diagram	may seem	uninteresting, but then the effect of such a picture
These are radical suggestions which	may seem	impractical; but the status quo may be indefensible.
The last symptom	may seem	tautological, but in effect it is self-reinforcing.
feminist linguistic research for such overtly sexist purposes	may seem	unlikely; but even now there are indications that something
of research is to explain how and why things happen. This	may seem	simple but, as I shall try to show, it involves
that he cowers and speaks prose (55ff.). This	may seem	paradoxical, but it represents a gesture of adaptation.
you know the meaning of all the words in it! It	may seem	obvious but some appear to forget that if you don't understand
sweaty socks or amputations	may seem	outlandish but the fact is that a fetish may be practically
But actual discourse provides a surprising number. Odd they	may seem	but occur they do! Like this one
From the ivory tower of a teaching hospital this	may seem	unfair, but Dixon may be surprised to learn that of the
The rate of accretion	may seem	slight, but, as it means a gain in height of
Such questions	may seem	pedantic, but it will be seen later that quite large errors
an agreement by parol, or by writing not under seal,	may seem	arbitrary, but it is established in our law;
consideration of the opposition being discontinued; this	may seem	obvious but it is surprising how often it is ignored.
the order of elements which must be cited; but while these	may seem	small discrepancies, it is one part of the process of research
The difference	may seem	slight, but it could affect interpretation of the event
to make a comeback for some considerable time'! These ideas	may seem	fanciful, but Price justifies such speculation as leading us to
To devote five chapters to intonation	may seem	excessive, but I feel that this is necessary since the subject

Figure 7:3 Concordance lines for *May Seem* collocation with *But* in the BNC

Close scrutiny of the lines demonstrates the rhetorical effect of *may seem* as seen in the previous example. To put this succinctly, we notice in the majority of the lines the evaluative lexical items *uninteresting, unfair, obvious and arbitrary*, in which the authorial voice appears to be hedged using *may seem*. However, this evaluative position suddenly shifts by means of a contrastive *but*. This juxtaposition of evaluative devices indicates the writer's awareness of alternative positions in order

to be later opposed to articulate their stance. So far, we have seen that the selection of sensory evidence that construes medium/low reliability illustrates authorial recognition of the reader and potential alternative opinions, which reflects what MacLellan (2004) calls "dialogic reflection".

7.2.1.2 Deduction

Deduction, the third most frequent evidential, has been expressed in the reports using the items *MEAN, EXPLAIN, INFER, OCCUR TO ME, EMERGE, DRAW FROM* and *IMPLY*. These items represent the deductive reasoning the author makes, based on the circumstantial evidence and facts. In this sense, the expression of deduction represents the writer's engagement with their previous knowledge and the contextual information to reach new perspectives and ideas. Boud et al. (1985) call this cognitive process ***integration*** in their coding scheme of reflection, arguing that synthesis is the mental activity which characterises this phase. The employment of those markers can thus support the credibility of the evidence of the knowledge contained in the proposition. To illustrate this, consider the following examples:

15- It was awful to learn this, having so recently found out about the problems associated with quinine, and knowing they could have been avoided. I *took away from this case* that it is not enough for guidelines to be in place, but the system has to support individuals in giving optimal treatment. Text 32

16- I now understand that this is not the case, and just because the healthcare in Sabah was fairly similar to that in the UK *does not mean* that attitudes toward doctors and patients are also the same. Text 31

17- An epidemiological study has found the incidence of NPC in Sarawak to be 13.5 per 100,000 in men and 6.2 per 100,000 in women.14 In other words, this *means* that the disease is endemic in the area. Text 10

The above examples indicate that the expression of Deduction can be applied in diverse contexts of situation, i.e. reporting the literature and discussing the reflective analysis, but to what extent do differences in 'these contexts of situation' exert an influence on the discursive role of Deduction? It can be seen that the writers in examples 15 and 16 synthesised the information observed in the setting in order to formulate new perspectives about the kind of institutional practice and professional values they encountered. Such occurrences of Deduction would be expected to be applied in the reflective analysis move in the reports. In example 17, however, deductive reasoning is used in the analysis of others' studies to support the existence of the problem in the reflective placement, and this discoursal role would mainly occur in the Literature review section of the reports. We can see, then, the impact of the communicative function of the context of situation, i.e. the Reflective analysis and the Literature review rhetorical macro-moves, on the role of deduction evidentials in the genre of reflective writing. Regardless of the differences in functions, demonstrating deductive reasoning opens a window for the reader on cognitive authorial activities; namely, the integration of pre-existing ideas and beliefs with knowledge of the context and feelings in order to arrive at new conclusions.

7.2.1.3 Belief

While the source of knowledge used in Deduction is based on cognitive reasoning, expressions of Belief foreground the evidence of knowledge on authorial perspectives and beliefs. This does not necessarily denote the reliability of the statement as low. As Biber et al. (1999: 855) highlighted, expressions like *in our view* and *from our perspectives* position the truth value of authorial viewpoints and perspectives as high. Hyland (2005a) holds a similar view and includes verbs like BELIEVE and THINK under the category of boosters. In this study, the writer's expressions of Belief reflect to a large extent their professional knowledge and assessment of the experience, which in turn positions the reliability of the proposition as high. Authorial beliefs were mainly represented in verbs like THINK, BELIEVE, ASSUME and IMAGINE and their nominalised forms *impression* and *assumption*. The figure

below shows some of the concordance lines of the use of *BELIEVE* in the corpus and illustrates aspects of the writers' attitudes.

I would like to	believe	that there was much more competition for jobs at private hospitals.
led me to	believe	that alcoholism is much higher in this population of patients.
I	believe	that the difference is due to the difference in prosperity between the two patient populations.
I	believe	that this experience may have turned out to be more beneficial to me
I	believe	that there should be a standard set for communication skills with patients
I	believe	that this is essential in order for graduates from different countries to be able to work together.
I	believe	is the crux of the matter.
I	believe	the answer to this question lies in how South Africans value life itself.
I	believe	that there is an underlying problem that needs to be targeted well before
I could not	believe	that the hydrocephalus appearance was so pronounced or that this lady had not looked for medical help
I	believe	these measures need to be better enforced.
I	believe	that these cases also help to demonstrate the medical consequences of substance abuse.
I do not	believe	that Mizoram is alone in the isolation of these vulnerable people, as it could be argued that
I	believe	these observations and my analysis of psychiatry in rural India have important implications for my future practice
I really	believe	that Healthcare professionals could benefit from seeing the Lourdes healthcare system.
I do not	believe	that all the differences in how care is provided in Sri Lanka should necessarily be implemented in
I	believe	I learnt on this rotation was how to recognise clinical signs on examining a child
I	believe	that there are a number of significant barriers to accessing healthcare in South Africa.
I did not	believe	it was appropriate to attempt delivering such bad news to a couple, without being able to ensure
I	believe	this skill will continue to be useful throughout my career in medicine.

Figure 7:4 Concordance lines of the verb *BELIEVE* in the CMRRs

Close analysis of the concordance lines reveals that the expressions of belief are related to professional spheres of judgement, e.g. *the patients, communication skills, the disease, the infection control measures, skills* and *the health care system*, which are generated from the writer's awareness of norms of practice and content knowledge. In addition, authorial attitudes can be presented in personal statements of belief. For instance, we can see that the writers view the experience and the skills they gained as being beneficial and useful and highlight the importance of the problem, the enforcement of the infection control measures, their observation and analysis. Thus, the use of belief expressions to reflect their professional assessment and convey positive criticism all demonstrate the high reliability of the propositions headed by the verb *BELIEF* and the writers' awareness of disciplinary epistemology and professionalism.

The other expressions of belief bear similar features to the verb *BELIEF* as they represent the writers'
previous knowledge of professional practice, yet the positive and the negative stance can both be
expressed about these preconceived ideas. For instance:

18- …although I *consider* the diagnostic expertise of the doctors to be <u>excellent</u>, overall, I *believe*
more time could be given to ensure patients understand <u>effective</u> preventative methods. Text
40

19- Children can have fluctuant fevers as part of their illness and I *thought* that it was <u>better</u> to act
cautiously and include fever as a symptom than not. Text 51

20- I *imagined* it to be incredibly <u>embarrassing</u> for patients to be examined in the same room
where consultations with other patients were taking place. Text 12

21- I *suspect* that, as it used to be in the UK, doctors are represented as being <u>authoritative</u>... Text
31

22- I *thought* I was being extremely helpful to Lucy in allowing her to take part in the music
session; <u>however, I was doing this on my own terms</u>. Text 33

It is clear in examples 18 and 19 that the positive authorial expression of belief about the staff and
the clinical diagnosis is indicated by stating that they are *excellent* and *better*. However, the writers
in examples 20 and 21express negative attitudes towards the consultation and the doctors by saying
that they had an undesired impact on the patients, while in example 22 the writer implicitly criticizes
the way she approached Lucy by imposing her understanding on the patient. It is noted in these
examples that the choice of *imagined, thought* and *suspect* instead of *believe* helps to decrease
intensity of the writer's criticism, and thereby the confidence of their voice.

However, it appears that not all references to personal beliefs necessarily entail high reliability of the
proposition. In this respect, it has been observed that the use of the verb *ASSUME* connotes with the

writer's negative stance about the credibility of their ideas. The COBUILD definition of *assume* illustrates this kind of meaning:

> If you **assume that** something is true, you imagine that it is true, sometimes <u>wrongly</u> [unreliable belief]…, (COBUILD, underlining mine)

The following concordance lines present examples of the use of *ASSUME* in the corpus.

I had	assumed	naively, that infection control was different in SA
I rather naively	assumed	that since English was a national language there would be no issue. I certainly did not appreciate
In Sabah, this was not the case, I	assume	due to cost reasons, and streptokinase was the first line treatment.
Malaysia quickly moving to become a developed country, I	assumed	it would not be the case. Awareness of uncomfortable feelings and thoughts: I felt extremely uncomfortable
At the time, I	assumed	that patients did not want to be treated like this, as it is totally different from the
it made me realise that I	assume	that other people cultural values will be the same as my own. I now understand this is not the case
I had naively	assumed	that a country with a decent cardiology department in one city would have a
I had also	assumed	that more culturally specific aspects of care, such as privacy and respect for patients, would also be
I had always	assumed	that such strong evidence would drive a change in medical practice, with perhaps cost the only significant barrier. However,
and so I	assumed	that the theoretical knowledge I had and my limited experience of death in the hospital setting would would influence how I would deal with this situation… but in reality the theory was quite different
which I	assumed	was more of a disease of the west, would be so prevalent. I was quite shocked to see
I realise I should never	assume	the understanding of any patient.

Figure 7:5 Concordance lines of the verb *ASSUME* in the CMRRs

The above examples show the writer's concession of the inaccuracy of what was thought to be true about aspects like the context, the procedures, the patients, and the theoretical knowledge. This recognition emerged after the writer's interaction with various elements of the reflective experience, in which ideas and beliefs were contested. This in turn demonstrates the influence of reflective learning on changing or clarifying the apprentices' perspectives and views, that the reader is looking for in the reflective reports. It can be argued, then, that although the expression of assumptions denotes low or unreliable statements, it clearly represents the writer's authentic cognitive interaction

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with pre-existing knowledge and the data gathered from the experience to produce new and valid ideas, thereby promoting learning.

7.2.1.4 Proof

Stating that the truth value of the knowledge presented in the proposition is justified by a proof obviously expresses high reliability. The lexical items that mostly express Proof evidentials are *found, evident, evidence, proved* and *identified.* For instance:

23- They *found* a very high acceptance rate of the opt-out approach, both amongst women who had already undergone HIV testing antenatally as well as among the 79% who had not opted in 9. Text 1

24- HKL is the largest hospital in KL, however, there were occasions when it was *evident* that there was a lack of space within the hospital. Text 12

25- I spent time helping the resident nurse run a similar clinic. She had moved to the island a year ago … Although language barriers remained, I saw far fewer cultural barriers between patient and healthcare provider here; in fact, this was the most successful interaction I had seen…Although the above example is intensely regional, and concerns a Torres Strait Islander population, culturally very distinct from mainland Australian …, I believe it serves to *prove* a pertinent point: Respect and trust amongst any group of people is gained by becoming a member of their community. Text 45

It is clear from the above examples that the evidential Proof construes an authorial positive stance. For instance, the writer in example 23 reports the findings of the previous study not only to show their approval, but also to support their claims about the context or the problem; thus, positioning their argument in relation to others' findings. This is supported by Thompson and Ye's (1991) analysis of the evaluative connotations of reporting verbs. They consider *IDENTIFY, FIND* and *PROVE* as factive verbs, and note that such verbs denote the writer's approval of the information presented in

the attributed proposition. This links to the writer's tendency to express high reliability perception markers, highlighting that their reference to previous studies is not intended to express criticism so much as to demonstrate engagement and agreement with previous knowledge.

In contrast to reporting others' research, Proof evidentials are selected to increase the validity of authorial observations of the context, as seen in example 24. This indicates the role of Proof in positioning authorial stance not only within discourse but also towards entities outside discourse. However, this discursive role of observation appears to be different in the reflective analysis. For instance, the writer in example 25 was able to integrate their assumption about the influence of cultural barriers in doctor-patient communication and their observation of nurse interaction with the patients in order to reach a new perspective about professional communication which considers the wider social context. This discoursal function is similarly achieved by the expression of the Deduction evidential, which demonstrates the influence of the communicative function of reflective analysis on the authorial selection of evidential markers and their discursive role.

7.2.1.5 Lack of proof

If we accept the reasoning that views Proof as highly reliable, then the evidential Lack of Proof can be viewed as a low reliable marker. The linguistic realisation of this category is manifested by the noun phrases *no evidence, no way of proving* and the verb *not find significant evidence* and *lacking*. For instance:

26- I acted according to the triage system and always called in patients in the correct successive order. When <u>fever</u> was reported but *not evident* at presentation, I always considered it as part of the clinical picture. Text 51

27- Even when they have been declared smear negative (i.e. there is *no evidence* of <u>active infection</u>)… Text 30

28- There is *no hard evidence* that this policy reduces hospital-acquired infections or improves hand cleanliness15. Text 54

The expression of *not evident* in example 26 was used to report the absence of fever despite the writer's recognition of its relevance to the diagnostic assessment. This reference to the lack of evidence of symptoms reflects the writer's awareness of the professional norms when reporting a clinical diagnosis, which is an important skill in doctor communication. This is similarly noticed in example 27, in which the writer reports the nonexistence of any infection in the smear test results, which demonstrates the importance of having valid evidence in order to reach a clinical judgement. However, the writer's use of *no hard evidence* in example 28 positions their stance in relation to the truth value of the cited proposition, indicating its low reliability.

To sum up, we have seen that the evaluative stance construed using Lack of/ Proof not only denotes the degree of credibility of the propositions but also the professional authorial judgement of the truth value of the entities outside discourse. These variances in the rhetorical function distinguish the use of Lack of/ Proof between being a discoursal value from an entity value.

7.2.1.6 General knowledge

Constructing the argument through aligning the readers with apparently accepted boundaries of epistemic knowledge can increase the credibility of authorial claims. Obviously, the writers need to be aware of the kinds of belief and knowledge that are approved in the discipline and are uncontroversial to the reader. The ability to demonstrate such a skill reflects the degree of the writer's familiarity with disciplinary knowledge and their assumption about the reader's beliefs, which requires an authoritative and confident voice that puts both the reader and the writer on an equal footing. This unsurprisingly explains the writers' reluctance to draw on this interpersonal skill. Hyland's analysis (2004) of engagement items in undergraduate reports and research articles confirms

this aspect of student writing. His analysis revealed the employment of more reader-engagement resources by professionals than apprentices.

Despite the low reference to General Knowledge, some writers skilfully express this evidential marker, using items, e.g. *established*, *well-known, widely accepted, well-recognised* and *famously*. To check whether the adjective *established* attests to general knowledge, the dictionary definition clearly describes its meaning.

> If you use **established** to describe something …, you mean that it is officially recognized or generally approved of because it has existed for a long time (COBUILD Dictionary)

Describing something as officially recognised and generally approved implies the notion of facts that are widely accepted and known. The following examples illustrate the role of general knowledge in the corpus:

29- It has long been *established* that major life stressors can have a detrimental effect on both psychological and physiological health. Text 45

30- This may have had a beneficial effect on him as it is *well recognised* that physical contact and verbal communication from parents can alleviate children's anxiety. Text 14

31- As Nelson Mandela *famously* quoted, "Education is the most powerful weapon which you can use to change the world". Text 54

The meaning of *established* is clearly represented in example 29, in which the writer refers to the side effects of stress on health as being a well-known and long established fact. Likewise, the positive results of communication with parents have been evaluated as being well-recognised knowledge; thus, positioning the reader in agreement with the writer. While *established* and *well recognised* denote the commonality of professional and disciplinary knowledge, the use of *famously* in example 31 refers to a quote by a well-known speaker. This is echoed in Bednarek's (2006) remarks about the

expression of *famously* acting as an indicator of General Knowledge. She found in her analysis of the Bank of English that *famously* collocates with nine reporting verbs which all refer to people's statements, i.e. *described, said, remarked, declared, asked, dismissed, replied, announced* and *wrote*. This tells us that the reference to shared knowledge in reflective writing is not only limited to disciplinary epistemologies but can also reflect the writer's engagement with the social context. The following section provides a summary of the rhetorical functions of evidential resources and the way they shape the authorial voice.

7.2.1.7 Summary of the use of evidential markers and their relation to knowledge

We have seen in the previous sections that the rhetorical function of employing evidential markers is to validate the information of authorial propositions in three main spheres of interaction: **discourse, context of situation** and **areas of personal learning**, in which the writer's voice varies across these domains. The following figure illustrates these spheres of interaction and types of the writer's voice that is envisaged.
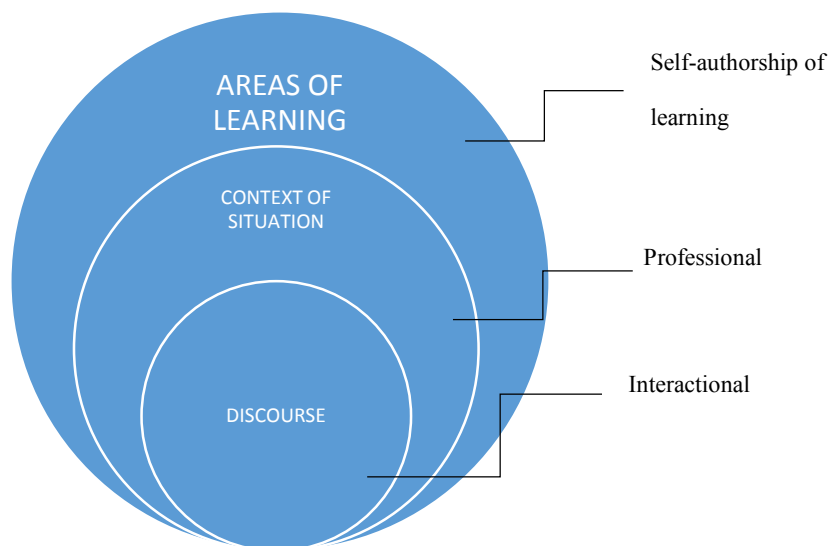
Figure 7:6 The writer's judgement hierarchy of the truth value of knowledge and the representation of the authorial voice

At the level of discourse, it has been mentioned that the writer's reference to high/medium Sensory evidence, Proof, Deduction and General Knowledge are made to establish a positive stance towards other's attributions, thus allowing the writer to position their topic in relation to previous studies and supporting the credibility of their argument about the nature of the problem in that context to the reader. Conversely, the use of Lack of Proof in commenting on other scholars' studies signifies the writer's negative stance by indicating their low reliability. This positioning of the discoursal stance demonstrates the writer's engagement with previous knowledge and their interaction with the reader, thus rendering their voice as being interactional. This is echoed in Hyland's (2005a: 49) remarks about the interactional dimension of metadiscourse:

> "the writer's goal here is to make his or her views explicit and to involve the readers by allowing them to respond to the unfolding text… [T]he expression of the textual voice includes the ways he or she conveys judgements and overtly aligns him or herself with the reader"

However, this evaluative act seems to be different at the level of the context of situation. Here, the writer draws on evidential markers, namely Sensory evidence, Proof and Lack of Proof to report incidents in the context. This in turn will help validate the authenticity of their observation and their interaction with the events, since they, as far as the reader is concerned, are the sole experiencers. In their description, the writers can convey their critical assessment of professional practices, the staff, the setting and other aspects of the context as well as their clinical judgement which construe the authorial voice as professional. It is important to note that when negative criticism is directed at members of the CoP or their behaviour, the writers tend to be more tentative than conclusive in their judgement; thus creating a distance from their proposition to promote solidarity with CoP.

The final sphere of interaction, area of learning, is the locus where the writer's interaction with the previous knowledge and the context is activated to generate new perspectives, ideas or change current assumptions about the profession. To demonstrate this cognitive activity, the writers tend to draw on

high Sensory evidence, particularly *feelings*, deductive reasoning, beliefs and expressions of proof to support the credibility of their propositions. We have seen through the use of the verb ASSUME how the writers recognised the unreliability of what they have taken for granted, after having had some reflective experience, which represents the metacognitive authorial awareness. This recognition of inaccurate assumptions and new knowledge leads the writers to have "self-authorship" (Grossman, 2009) of their learning. The next section will elaborate on the style of the attributed and the averred propositions.

7.2.2   Style: source

As explained in section 5.4.4.3, the category of style refers to the writer's evaluation of the manner in which the information is presented (Biber et al., 1999). It classifies the source of the comment into: **self** and **others**. This distinction will help us realise the proportion of the writer's comments on language and that of other speakers. The boxplot below presents the distribution of the source of style based on the normalised frequency.

Figure 7:7 The normalised frequency of sources of style

It is clearly depicted in the above figure that there is no marked difference in the volume of writer's and other speakers' comments on the presentation of information, indicated by the relatively even median of both categories. Also, the equal division of the boxes above and the short whiskers show that the writers' choice of the style sources appears to be fairly consistent across the reports, indicating their attempt to maintain a relatively balanced expression of style in the reports. In addition to source, the category of style includes the sub-values of speech acts: *Neutral, Illocutionary, Discoursal, Paralinguistic, Emphasis* and *Declarative,* and the manner of speech, which was found to be only expressed by the writer. The following sections will discuss the expression of speech act values, in order to understand their use by both sources of style, starting with others, followed by the authorial self.

7.2.3 The combination of attribution and style

The attributed propositions comprise two layers of evaluation: **Hearsay** which indicates that the evidence of the cited proposition is justified based on hearsay; and **Style** which represents the speech act articulated by the speaker. The following table shows the interaction between the two layers of evaluation.

Sayer	Reporting verb	Attributed proposition
He	stated [hearsay: style/neutral]	that there is no definitive evidence to support such a policy

Table 7:2 The analysis of Evidentiality: hearsay and style

The analysis of the reporting verb *stated* shows the credibility of the attributed proposition, established by means of the hearsay evidential, as well as the neutral authorial stance. The analysis results of the combination of **Evidentiality: Hearsay** and types of **illocutionary act** are presented in

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the boxplot below, showing their normalised frequencies across the reports to gain insights into the tenor of authorial stance towards attributed propositions.

Types of speech act categories of others' attribution
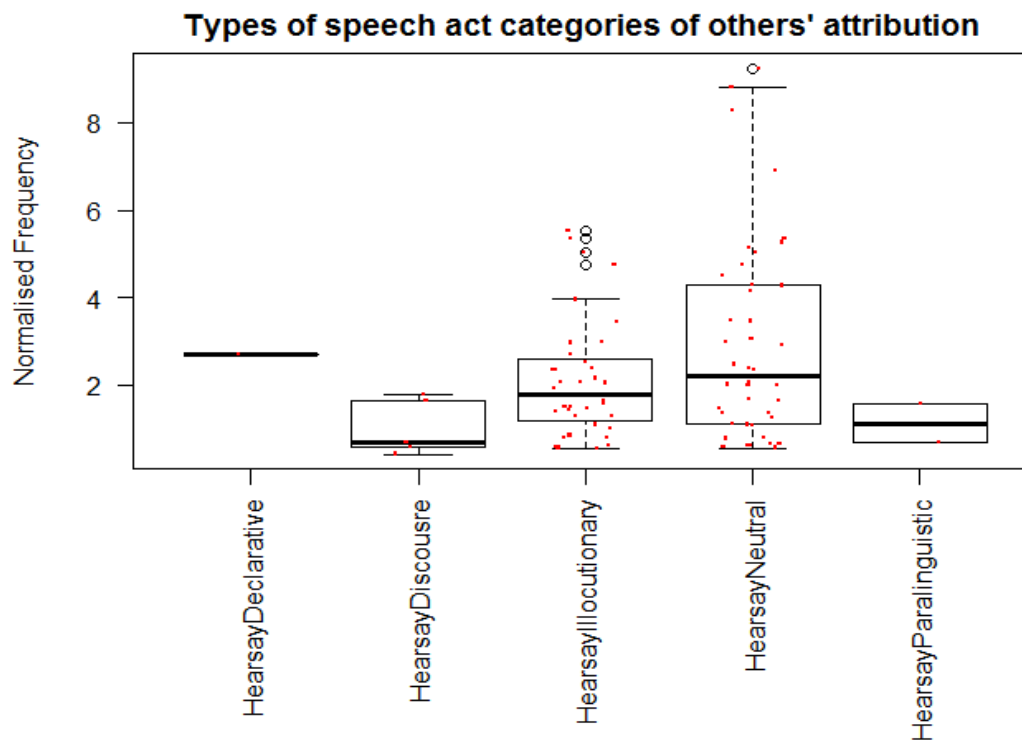
Figure 7:8 The normalised distribution of the style categories of other speakers in the CMRRs.

The dominance of the cluster Hearsay/Neutral 8.8%, followed by Hearsay/Illocutionary 3.9% can be detected from reading the maximum frequencies although the distribution of the data in the latter cluster is relatively more symmetric than the former. However, the frequency of the remaining clusters is substantially low. This shows us the writer's preference for citing attributed propositions using a neutral style, while they are relatively more consistent in expressing an illocutionary style, which is expected to occur in a reflective genre, given the fact that the writers report previous research and other participants' utterances in their narrative accounts.

In the same vein, a relevant feature of attribution was observed in the expression of the Hearsay evidential, which is the use of integral and non-integral structures (Swales, 1990). The former refers to the case where the name of the cited author is included in the citing sentences, whereas the cited

author in the latter structure appears in the parenthesis or is referred to by superscript. The choice of one of these structures is based on the decision to give prominence to the cited author or to the reported proposition. In this study, it is noted that the writers tend to use the non-integral structure substantially more frequently than the integral structure in reporting previous studies and other participants' utterance in their reports. The following table shows the interplay between Evidentiality, speech act, particularly Neutral and Illocutionary, and their discoursal role in reflective writing. The choice of these types of speech act is motivated by their high frequencies in the corpus.

Speech act	Type of structure	Reporting previous research	Reporting participants	Total
Neutral	Integral	5 (2.5%)	0	5 (2.5%)
	Non-integral	69 (35.2%)	122 (62.2%)	191 (97.4%)
Total		74	122	196
Illocutionary	Integral	0	0	0
	Non-integral	52 (48.1%)	56 (51.85%)	108 (100%)
Total		126 (41.4%)	178 (58.5%)	304

Table 7:3 The raw frequencies and the percentages of the hearsay evidential in the attribution structure and their discoursal functions per 100.

It is unsurprising to see that the non-integral structures are more frequently employed in citing other participants' accounts 58.5% than previous research 41.4% in which the cited speaker's stance is Neutral 62.2%. The most frequent lexical items expressed in this structure are *explained, said, told, reported* and *described*. However, what is interesting is the tendency to use an Illocutionary style (48.1%) more often than Neutral (35.2%) in citing previous studies, which will clarify the writer's position and that of the cited author towards the propositions. This emphasis on reporting other

speakers' utterances during the experience and on selecting an Illocutionary style in citing studies indicates the writer's attempt to demonstrate their interaction with the reflective experience and position their stance towards previous research; thus persuading the reader of the legitimacy of reflective analysis. This kind of interpersonal act reflects the authentic reflective writer, explained by Balgopal and Montplaisir (2011) as the one who integrates both content knowledge and personal experience. For instance:

32- One patient presented to Bach Mai hospital with sepsis after having had a termination in a private clinic and unfortunately died. A doctor *explained* to us that this is a relatively common occurrence, and in fact unsafe abortion accounts for 11.5% of maternal mortality in Vietnam (12). Text 38

As the evaluation of **Hearsay: Neutral** denotes the writer's stance as being objective, reporting a proposition using the style of **Discourse**, e.g. CONCLUDE similarly signifies authorial detachment from the content validity presented in the proposition. In addition, it shows their 'interpretation of other researchers' discursive acts' (Thompson and Ye, 1991). **Declaratives** reflect the discourse of institution, e.g. DECLARE, which is the least expressed style. As for **Paralinguistic** style, we have seen in section 6.4.4 that the description of others' mental state, namely their emotions can be presented through choosing paralinguistic verbs, e.g. SHOUT which gives us an insight into the writer's attitude towards those participants in the contexts. With respect to **Evidentiality: illocutionary**, interpreting the authorial stance is complex as the evaluative meaning is influenced by the way the writer opens the space for evaluation and declares their voice and that of the cited authors towards the proposition as well as the writer's interpretation of the cited author's discoursal act. In this respect, Thompson and Ye (1991) pointed out the complexity of evaluative interplay in their analysis of reporting verbs, which categorises these verbs into those which represent the writer's stance, the author stance (i.e. cited author) and the writer's interpretation of the proposition. Their analysis of evaluative stance is

interesting as it distinguishes between the voices of the writer, the cited author and the writer's interpretation of the propositional status. Therefore, Thompson and Ye's categorisation has been generally adopted in this study with some modification in order to understand the discoursal functions construed through the writer's interpretation of cited authors. Figure 7:9 illustrates the modified framework which classifies the writer's and the reported author's evaluative acts. The writer can either present their voice as an interpreter of the reliability status of the proposition, of the reported author's illocutionary act or the emotional status. In contrast, the reported author presents their explicit evaluative stance as positive/negative towards the proposition. This does not mean that the cited author's illocutionary acts are voiceless. In fact, they implicitly convey the attitudes of that author. What is featured in this analysis is the recognition of the emotional status of other authors and how the writer is involved in the evaluative act. Further elaboration on this aspect of meaning will be provided in the following sections.
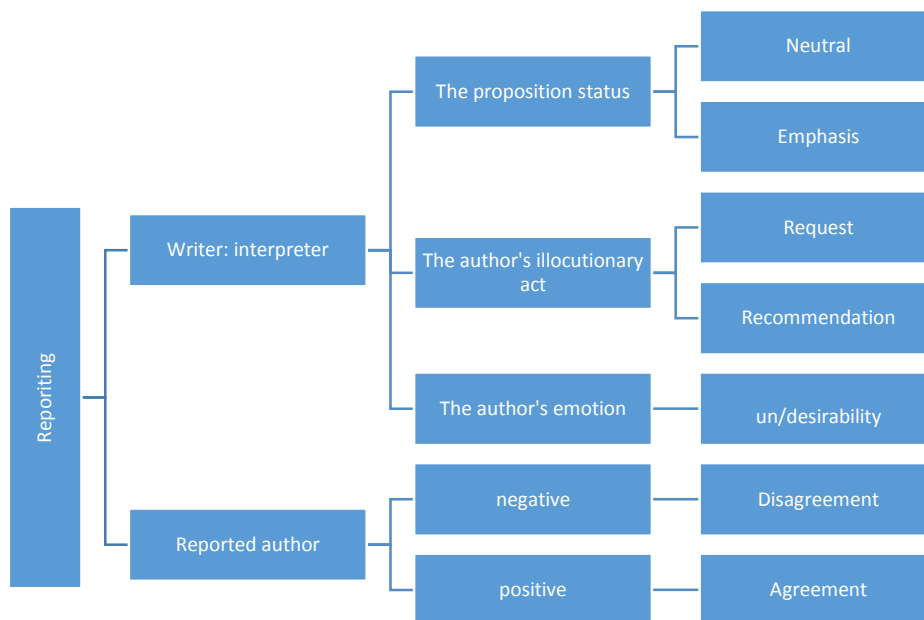
Figure 7:9 Types of evaluative stance of the writer and the reported author in attribution

7.2.4 The writer as interpreter of the status of the attribution

7.2.4.1 Neutral

The writer in presenting an attributed proposition using verbs *SUGGEST, CLAIM, ARGUE* and *HYPOTHESISE* can ascribe their view to the cited author without a marked signal of the writer's attitude towards the reliability of the proposition. This is also consistent with Thompson and Ye's (1991) remarks in their analysis of the writer's stance in non-factive verbs. For instance:

33- A review of epidemiological studies of SLE in different countries ***suggests*** that the prevalence of SLE in developed countries… is higher in Asians compared with Caucasians.9 Text 10

34- …it is ***argued*** that a combination of poor nutrition, social deprivation and risky behaviours render Indigenous Australians more susceptible to infectious disease v. Text 45

35- The researchers had a response rate in excess of 80% and of the respondents, 71% ***claim*** to have witnessed an abuse of patient rights. Text 8

7.2.4.2 Emphasis

As the name suggests, the lexical items like *POINT OUT, ASSURE, REASSURE, SPECIFY, CONFIRM, STRESS* and *EMPHASISE* indicate the emphasis on the validity of the proposition placed by the cited author, thus presenting the information as true. For instance:

36- The surgeon ***assured*** me that the patient had recently been tested for HIV and was negative and said that he would fill in the incident report form. Text 55

37- A study published in 1973 ***confirmed*** the possibility of transferring staphylococcus aureus organisms from a healthcare professional's uniform to patients 15. Text 3

38- When I mentioned this to the consultant, he ***pointed out*** that this figure was probably biased in relation to actual incidence in the population, due to the good survival rates from NPC.

Most of the patients who get diagnosed with NPC survive for many years and need to come into hospital regularly to receive courses of radiotherapy. Text 10

39- However, the nurses ***did specify*** that certain aspects of the program need to change if this goal is to be reached. Text 1

Unlike Neutral, it can be seen that the reported author in their use of *assured, confirmed, pointed out and did specify* positions their positive stance towards the proposition, which is also supported by the writer. This means that both the writer and the reported author share the responsibility of the truth value of the proposition (Hunston, 2000: 179). For instance, the use of *pointed out* in reporting the author's emphasis also conveys the writer's agreement about *the biased figure of the actual incidence in the population.* Then, the following sentence shows the writer's observation which is consistent with the attributed proposition. This evaluative act can indicate the writer's attempt to increase the validity of their observation.

7.2.5   The writer as interpreter of the author's illocutionary acts

7.2.5.1   Request

The lexical items which convey cited authors' requests and demands are *ASK, INSTRUCT, QUESTION* and *QUIZ.* For instance:

40- The Staff Clinic nurse and doctor were friendly and supportive and ***questioned*** me thoroughly about what had happened… Text 55

41- However his recovery was greatly slowed by some inadequate communication whereby his mother was ***instructed*** to give him 'a bit' of milk. Text 19

42- When she ***asked*** directly whether she should stay or go, the doctor replied I don't care what you do. Text 4

It is noted in these examples that the social context of those requests are in the hospital setting where the cited participants are asking for information as part of the doctor-patient communication. In other

words, these verbs represent an aspect of the professional interaction between the participants of the CoP. That provided, the evaluative stance of those authors tends to be neutral as there is no indication of their attitudes towards the proposition.

7.2.5.2 Making a recommendation

Reporting verbs like RECOMMEND, ADVISE, PROMOTE and ADVOCATE canonically denote the cited author's recommendation. Unlike requests, it can be seen that the cited author's stance in making recommendations is positive as they conceive the truth value of the proposition to be true. To illustrate, the following sentences show examples of the authors' recommendations.

43- 56% of nurses would <u>correctly</u> ***advise*** an HIV-positive mother to exclusively breastfeed her child for the first six months of life unless replacement feeding is acceptable, feasible, affordable, sustainable and safe for them and their infants before that time. Text 1

44- In 2011 the ***recommended*** levels in SA for Infection control practitioners was 1 per 200 hospital beds.9,1 Text 11

45- He believed that, 'you cannot attribute immune deficiency solely and exclusive to a virus' viii and ***advocated*** a holistic approach to the treatment of HIV and AIDS... Text 7

The above examples show that the writer in reporting other's recommendations opens "the evaluative space" (Thompson and Ye, 1991: 369) for alternative opinions without committing themselves to the validity of the proposition, except for example 43. Here, the writer explicitly conveys their agreement with the nurse's recommendation using a critical assessment value *correctly* to support the reliability of the information presented in her proposition.

7.2.6 The writer as interpreter of the reported author's emotion

7.2.6.1 Expressing un/desirability

While the author's attributions are interpreted in terms of their illocutionary acts, the writer in this category reports others' propositions in relation to the emotional status. The reporting verbs which represent this evaluative act are *WARN, THREATEN, ACCUSE, ADMIT, CONCEDE* and *COMPLIMENT*. They embody the semantic feature of desirability, e.g. *compliment* and undesirability, e.g. *warn*, but without a clear indication of the reliability status of the proposition. The following examples render a clear picture of the evaluative stance.

46- She had ***warned*** me this could be <u>a challenge and Ella would get very frustrated when helping brush her hair or teeth</u>. Text 33

47- However, what I noticed the most was the number of who were unhappy with advice and treatment given to them, ***threatening*** <u>to complain</u>. Text 11

48- This sort of behaviour was commonplace with psychotic patients frequently having 'sing-offs', generally shouting, and in one case, ***accusing*** me of <u>performing 'Jewish witchcraft'</u>. Text 24

49- It was only when she began experiencing that her family ***conceded*** that she needed further care. Text 35

50- The girl soon after ***admitted*** that she was fabricating the case in order to gain publicity. Text 16

51- I am pleased to have received positive feedback ***complimenting*** me on being a 'keen, enthusiastic' independent learner. Text 50

Close analysis of the verbs *warned, threatening, accusing, conceded and admitted* convey the negative feelings of the cited author, yet they differ in relation to the addressee of the message. To put it succinctly, we notice that the expression of *warn, threaten* and *accuse* conveys an unpleasant event happened to the writer or other participants in the situation, i.e. *the patient's frustration,*

complaining and *performing witchcraft*; hence indicating the writer's involvement in the evaluative act and giving the impression to the reader of a negative incident. However, the uses of *admitted* and *conceded* do not imply any reference to the writer, rather they highlight "the reluctance" of the cited author (Clayman, 1990: 87) in reporting a negative statement or an action, i.e. *the need for further care* and *fabrication of the case*. As for complimenting, it is clear that the positive evaluative stance is shared between the cited author and the writer in reporting a pleasant comment, i.e. *keen, enthusiastic learner*.

7.2.7 The evaluative stance of the reported author

7.2.7.1 Expressing Agreement

In addition to interpretation, the writer can communicate information using discoursal reporting verbs which indicate the cited author's positive stance and agreement. This is represented in verbs like AGREE, ENDORSE and APPROVE. However, these verbs do not indicate the writer's stance, hence allowing for alternative opinions. For instance:

52- He publicly denied that the HIV virus caused AIDS, and **endorsed** the belief that the chief cause of AIDS was actually social-deprivation. Text 8

53- When asked their opinion about mental healthcare provision, the doctors **agreed** that if there were resources available then they would be willing to provide psychiatric care to their patients. Text 13

Analysing the evaluative stance construed in *endorsed* and *agreed* renders a clear picture of the cited author's agreement and commitment to the information conveyed in the proposition, while the writer withholds their opinion. This means that the responsibility for the proposition is solely taken by the cited author and signifies the writer's acknowledgement of the author's voice; thus providing an opportunity for opposed viewpoints. Although the writer remains impartial in employing the verbs

which construe stance as neutral or express the cited author's agreement, the main distinctive feature between them is the pronouncement of the cited author's voice in the latter category.

7.2.7.2 Expressing disagreement

In addition to agreement, the author's expression of disagreement is conveyed through using the reporting verbs *DENY* and *QUESTION*. These verbs explicitly position the author's stance towards the reliability of the proposition as low or untrue. For instance:

54- Many of the doctors ***questioned*** whether it was <u>necessary for the train to be providing dental services </u>during the train's stay in Betul. Many of the doctors working on the train felt it was improper use of the resources…Text 25

55- The ASN ***denied*** the <u>patient felt any pain </u>at this point. Text 39

As expressing agreement denotes the cited author's support of the validity of the proposition, using reporting verbs which convey their disagreement denotes low reliability or even refutation of the proposition. In example 54, the cited author is presented as doubting *the necessity of the train in providing the dental services*, whereas in example 55 they express an explicit rejection of the fact that the *patient felt any pain.* In both instances, we can see the writer remains neutral, not sharing the cited author's viewpoint.

In conclusion, the discussion of the use of style as a marker of stance in the previous sections has yielded the following points:

- The usefulness of analysing the style of attribution in revealing the evaluative stance of both the writer and other cited authors;
- The writer's preference for using a non-integral structure to highlight the importance of the attributed propositions;

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- The writer's reporting of other participants' utterances encountered in the experience and the selection of an illocutionary style in citing previous studies present the reflective writers as being authentic;

- The analysis of illocutionary verbs has revealed the interaction between the writer and the cited author's stance;

- The writer shares the responsibility of the cited author's stance only in the category of emphasis, while remaining objective in the rest of the reporting verbs categories;

- The cited author has a positive stance towards the proposition while expressing their emphasis, recommendations and agreement;

- They tend to be objective only in making requests;

- They only show that the proposition is low in reliability or unreliable through the expression of doubt and disagreement;

- The reporting verb expressing the emotional status of the cited authors implies the notion of a negative incident, which could involve the writer.

The next section will discuss the style types of the writer's utterances and their discursive functions.

7.2.8 The style of the averred propositions

The writer's comments on their averred propositions have occurred in the corpus in a way that indicate the manner of speaking and speech act. While the style stance of manner focuses on the way of conveying the message, e.g. *broadly speaking, briefly*, speech act is concerned with the illocutionary force of meaning, featuring the expression of the writer's emphasis, e.g. *indeed, particularly* and *especially,* which have been described as "focus" in the graduation system in the appraisal theory. However, the graduation framework is not concerned with the epistemic authorial stance so much as the scaling of attitudinal intensity, which is not directly relevant to the purpose of the study. In a similar vein, Hyland (2005a: 52) includes emphatic expressions under the term "booster" to refer to

linguistic devices which "allow the writers to close down alternatives, head off conflicting views and express their certainty". While Hyland links boosters to the expression of certainty, Biber et al. (1999) pointed out that one of the areas of meaning conveyed through epistemic stance is to accentuate the writer's point of view and perspective of the proposition as true (e.g. *in our view*). Biber's classification interestingly distinguishes the employment of epistemic stance in expressing certainty from the one which highlights the viewpoint of the writer. In this study, Biber's view is adopted as it reflects the rhetorical function of using emphatic styles in reflective reports i.e. to highlight the authorial point of view. To appreciate the spread of these style types, the figure below presents their normalised frequencies in the corpus.
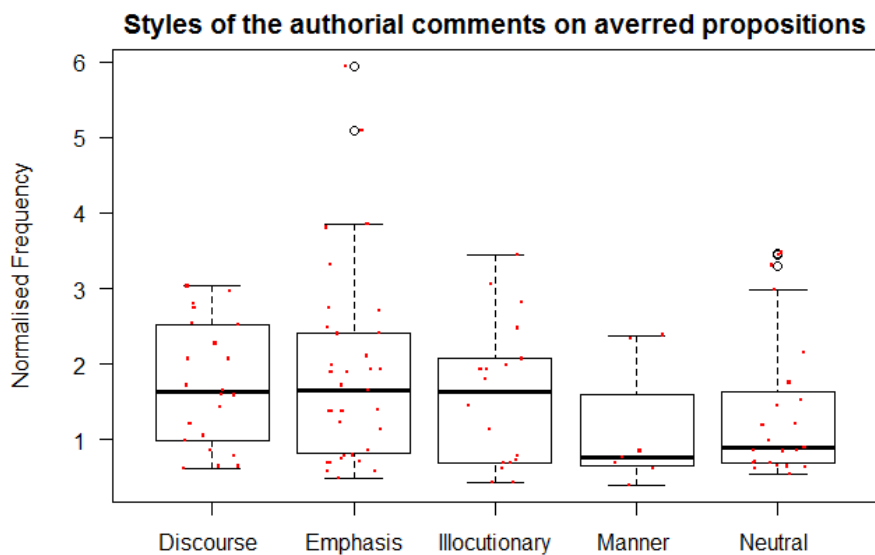
Figure 7:10 Styles of the authorial comments on the averred propositions

A quick glance at the maximum figures shows that Emphasis is the highest category at 3.8%, followed by Illocutionary 3.4%, Neutral 3.3% Discourse 3% and Manner 2.3%. That said, reading the shape of the boxplot indicates three important points:

- Equal medians in Discourse, Emphasis and Illocutionary which exceed those of Neutral and Manner.

- Only the boxplot of Discourse and Emphasis is divided equally by their median.

- The short lower whiskers in all the categories tells us that the distribution of the data is not relatively symmetrical.

Considering all these factors, it can be inferred that although there is a slight tendency for the writers to express Emphasis style, yet they seem to have similar views in expressing Discourse, Illocutionary and Emphasis, given the similar median and the same lower whisker. Also, the writers in expressing Manner and Neutral styles appear to be more consistent in the lower than in the higher frequencies. This means that the style types relevant to the reflective reports in this study are Illocutionary, Discourse and Emphasis, which suggests an authorial attempt to position stance and organise discourse. The following examples will help to appreciate the rhetorical purposes of these categories:

56- I *enquired* (illocutionary) about what the staff at Kitovu Hospital knew about the goals and whether any changes have happened to try and reduce maternal mortality. Text 53

57- When considering HIV in particular, we know that when medical decisions are made jointly between patients and physicians the patient has better health outcomes. This *suggests* (illocutionary) that the South African patient can not afford to simply trust in the benevolence of his physician. Text 8

58- I *protested* (illocutionary) that it has a higher complication rate and that we should attempt to take blood from the arm first. Text 8

59- However, you *can't fully agree* (illocutionary) with it as you have taken away the aspect of the patient-doctor relationship. Text 11

60- Based on these experiences, I *recommend* (illocutionary) first that health care assistants in the UK receive formal training and regular assessments…. Text 46

61- Lourdes is a school of <u>good</u> social medicine and many doctors do *indeed* (emphasis) draw inspiration from their time here. Text 16

62- This would of course have been extremely rude of me if I had have done anything, but it felt *fundamentally* (emphasis) <u>wrong</u> to me nonetheless. Text 31

63- *As previously discussed* (discourse), the main priority for the doctors was to treat her presenting medical complaint. Text 13

64- *In conclusion* (discourse), I believe that there are a number of barriers to accessing healthcare in South Africa. Text 22

It can be seen from the above sentences that the expression of illocutionary verbs in the averred propositions shares similar rhetorical functions to those observed in attribution. For instance, the writer in example 56 uses the verb *enquired* to request information, while in the next example the verb *suggests* reflects the writer's tentative voice towards the information proposed in the proposition. This tentative stance shifts to be critical in examples 58 and 59 in which the writer expresses their explicit disagreement with the professional practice observed in the context using the verbs *can't fully agree* and *protested*. In example 60, the writer is obviously making a recommendation through using the verb *recommend* based on their observation of the reflective experience in which a positive stance is construed. As for the category of emphasis, it is noted that it is mostly expressed using adverbs *indeed* and *fundamentally*, which can both denote the writer's approval and intensify their views. In the last examples, the use of the items *as previously mentioned* and *in conclusion* helps to signal the organization of discourse and direct the reader throughout their argument, which is an important feature in academic writing.

To sum up, this section has shown the style types of the averred propositions, which are mostly presented through using Emphasis, Illocutionary and Discourse signals. Interestingly, the analysis has shown similarities in the rhetorical functions of style of both the averred and attributed propositions, as they converge on making recommendations and requests and expressing disagreement and emphasis. Having seen how the expression of emphasis and recommendation positions the writer's

positive stance, the following section will explicate the category of reliability to fully appreciate the degree of certainty of the writer's voice and the type of rhetorical roles achieved in reflective writing.

7.2.9   Reliability

The framework proposed in the previous chapter has classified the Reliability value into High, Medium, Low, True and False. The analysis has investigated these categories and the findings are presented in the figure below to find a clear trend in the epistemic authorial stance.
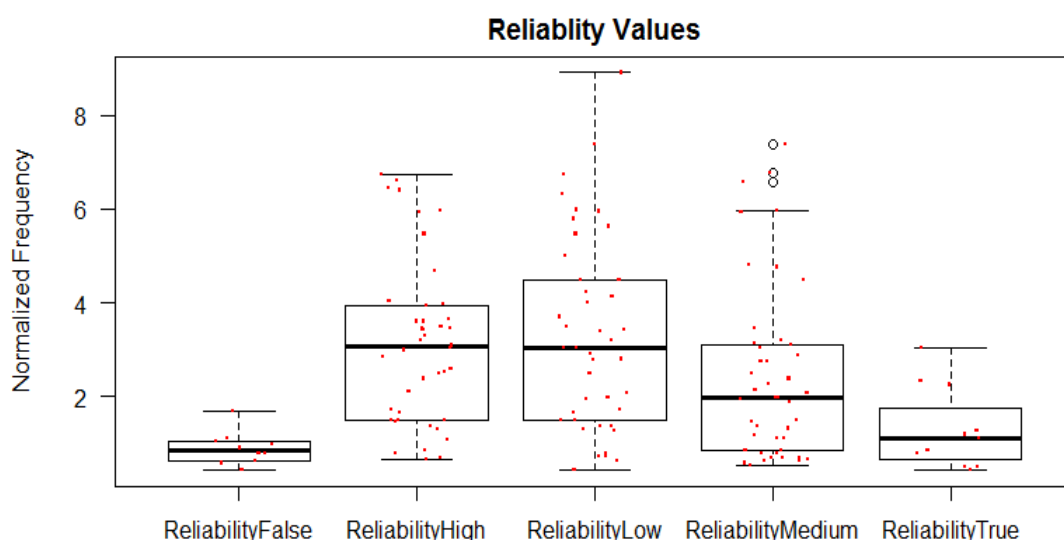
Figure 7:11 The frequencies of reliability values in the CMRRs.

It is obvious form reading the maximum frequencies that the most evaluated category is Low Reliability 8.9%, followed by High 6.7% and Medium Reliability 5.9%, despite their relatively similar median. However, the frequency is significantly reduced in True 3% and False Reliability 1.6%. Also, the extended upper whiskers in the three highest categories show us the variability in the writers' expressions of reliability, while they seem to be similar in the interquartile range and in the lower quartile. Given the distribution of maximum frequencies and the shape of the boxplot, we can infer that although the writers tend to express uncertainty about their propositions, they seem to be more consistent in expressing Low, High and Medium reliability below the fourth quartile, indicating

that in fact there is no clear difference in expressing the three levels of reliability among the writers. The figure also shows that they rarely evaluate the targets in terms of their truthfulness, meaning that there is less emphasis on considering this aspect of meaning.

While it is true that evaluations of reliability position the writers' epistemic stance towards the proposition, analysis of such reliability markers in the light of the wider contextual meaning can render a clear picture of their pragmatic functions and hence of the social role of the genre. In this respect, Holmes (1984) viewed hedging and boosting devices as strategies to increase or soften the illocutionary force of the meaning, hence achieving two rhetorical roles; firstly, to position the authorial epistemic stance; secondly, to control the attitudinal force in the proposition. She convincingly argued that modifying (by increasing or softening) the positive/negative affective dimension of meaning can enhance the writer's social distance or solidarity. For instance:

65- …this freedom to pick and choose your doctors *may* not create the most successful health provision. Text 17

We notice that the use of the modal *may* does not seem to signify Low reliability of the proposition so much as to help the writer soften their negative critical voice of the healthcare system; thereby inviting the reader to accept their views and increasing their solidarity with the CoP. The same is applicable to high reliability items, for instance:

66- Through witnessing delivery of bad news concerning difficult and technical diagnoses, I feel I *will* be more prepared to start my role as a junior doctor. Text 23

The writer here is expressing their high epistemic stance using *will* as a strategy to convince the reader of their professional capability to be a junior doctor, especially as the sensory evidence of their claim is provided (*witnessing*). This evaluative act can increase their sense of belonging to the CoP. This pragmatic role of expressing reliability contradicts Nash's (1990) remarks about academic writing.

He (1990: 21) expressed the belief that the emphasis on hedging statements is attributed to the "conventions of academic writing [which] have traditionally excluded the authorial personality, inhibiting any attempt at direct conversational dealing between the writer and the reader". The apparent declaration of authorial subjectivity in reflective writing shows us that academic writing conventions are not homogenous or generic across the various writing genres that students produce in academic contexts, rather it is the genre conventions and their social functions that shape a writer's stance and the visibility of their perspectives. The next sections will elaborate on the interaction between epistemic stance and attitudinal expressions.

7.2.9.1 Degrees of reliability

We have noted the influence of reliability markers not only on the epistemic but also on the attitudinal facets of meaning and so the aim of this section is to understand the discursive role of using Low and Medium reliability markers as opposed to High reliability in controlling the writer's authoritative voice. The expression of Low reliability is mostly represented in modal verbs (i.e. *may, could, would, might* and *can*), adjectives (i.e. *questionable, uncertain* and *debatable*), a verb (*doubt*) and in phrases (i.e. *difficult to tell, hard to accept* and *lack of reliable*). In comparison, medium reliability is mainly expressed through adverbs (i.e. *perhaps, likely, probably* and *potentially*). The following examples will illustrate their discursive functions:

67- …clear explanation of why potential risks from a procedure *could* <u>leave the patient in a worse state</u>. Text 11

68- This lack of education means that more infants will continue to be born with congenital heart defects and the mothers are *less likely* to recognise the signs and symptoms of these defects, consequently diagnosis and treatment *would* be delayed. Text 22

69- One area of the consultation that I feel *could* be achieved more <u>effectively</u> was the bridge between the scan and the consultation in a separate room. Text 23

70- If infection control and prevention is not being improved thus <u>patient harm is staying constant</u>, *arguably* (medium) increasing because more surgical vs. conservative procedures are being performed. Text 11

Close analysis of the above examples shows that the writer is tentative in expressing positive/negative critical opinions about aspects of professional meaning, e.g. *communication, treatment, consultation and infection control*. This shows us that the authorial expression of uncertainty or likelihood about these meanings can reflect a facet of the professional assessment that the apprentices need to be aware of in their thinking approach and to be able to demonstrate it skilfully. This is highlighted by one of the interviewed teachers who said that:

> I think that handling of uncertainty and demonstrating the handling of uncertainty is a really important skill which the GMC recognise, in fact, as being an important skill and which appears in all areas, including reflective reports,... So the students should be expressing themselves as being certain but also there is a chance to put their uncertainty but skilfully and successfully to express that sort of uncertain voice.

In addition, demonstrating uncertainty can be used to reduce the force of criticism towards other participants and members of the CoP, thus acting as a protective shield. For instance:

71- …they [staff] *may* <u>not be aware</u> of risks of suxamethonium and there *may* <u>be a lack of practice at intubation</u>. Text 39

72- In the case of choosing the most appropriate care the decision is complex and a patient *may* <u>not be the best person</u> to make it. Text 17

73- A <u>potential problem</u> with interviewing government employed nurses in a country such as Zimbabwe *could* have been <u>their reluctance to criticise the system</u>….Text 1

Similar to example 65, we can see that the staff members and the patients are negatively criticized, i.e. *not aware, lack of practice, not the best person*, *problem* and *reluctant*. However, the intensity of authorial criticism was softened by the writer through demonstrating tentativeness and caution, thus,

being able to convey a self-threatening statement without the authoritative power of the critical voice. This can be viewed as a persuasive strategy which encourages the reader to accept the writer's stance, thereby increasing solidarity with the CoP. This evaluative act is particularly expected from apprentice writers who will be professionals in the future. In the light of Holmes' remarks, the use of softening strategies in conjunction with the writer's critical opinion does not only promote solidarity but also reflects their ability to convey professional assessment.

So far, we have seen the pragmatic role constructed through the interplay between critical assessment and uncertainty. Let us see what type of stance is construed with the exclusion of critical views. For instance:

74- I feel that through the expression of her stress and upset the doctor *may* have been using this as a means of release. Text 23

75- During the time that I spent in Mizoram, I was not exposed to many patients with psychiatric conditions, which is *perhaps* in itself a reflection on how people with mental health problems are viewed in rural India. Text 13

76- The local medical students and I were actively encouraged to assist staff in procedures that they were carrying out, a lot more so than we would be encouraged in the UK. *Perhaps* this is explained by the greater value that is placed on seeking consent from the patient… for medical students to become involved in their care in the UK, as opposed to on ensuring that students have sufficient learning opportunities. Text 14

77- Even if the population do have access to healthcare, on admission and during inpatient care it is *likely* that in South African hospitals patients will be exposed to infections. Text 22

What can be seen in the above examples is the expression of uncertainty without the inclusion of authorial critical views, which implies the authorial low epistemic stance of the information presented in the proposition. For instance, the writer shows attentiveness in their interpretation of the doctor's

emotional status. However in the remaining examples, the low epistemic stance is positioned in the context of the writer's inferences of the events.

As for High reliability, the lexical items used most are represented in nouns (e.g. *fact, no doubt*), adverbs (e.g. *certainly, undoubtedly, inevitably*), modals (e.g. *must, will, should*) and adjectives (e.g. *definite, certain*). The following examples illustrate the pragmatic functions of the writer's expressions of certainty:

78- Catching infections whilst being an inpatient in hospital juxtaposes the whole aim receiving hospital treatment, and within rural communities reports of problematical hospital stays will be shared, inciting fear and negativity. This *will* decrease the likelihood of ill patients coming to hospital because of the negative perceptions the public have of treatment there. Text 22

79- This global, communal and familial outlook does *without doubt* reduce suffering in the higher spectrum of the emotional and spiritual. Text 16

80- Whilst procedures such as these could be viewed as the reason that MRSA rates at NMDHB are so impressive there *must* be considerable financial implications as a result. Text 28

81- I rather naively assumed that since English was a national language there would be no issue. I *certainly* did not appreciate the level to which it would be a problem for the doctors. Text 24

It can be seen that the writer expresses certainty about the propositions, resulting from their interpretation of the context or themselves. These are presented in the form of causal relations. For instance, the writers in examples 78 and 79 provide the reason, i.e. *catching infection in the hospital* and *the communal and familial feeling*, in order to justify their emphasis on the proposed results, i.e. *decrease of the patient numbers in the hospital* and *reduction of their suffering*. Similarly in example 80, the writer expresses certainty in their conclusion, i.e. *financial implications*, based on their analysis of the context. In example 81, despite the absence of the item which signifies the causal

relation, the meaning can be inferred from its context. Here, the writer admits their inaccurate assumption that there would be no problem in communicating in English, which leads them not realising how it would cause an issue to the doctor. So, it is clear that the confident authorial voice is validated by providing reasons to convince the reader of the appropriateness of their stance and the credibility of the proposition. This evaluative act is not apparently employed in the following examples. For instance:

82- Unfortunately this diagnosis is complicated by *the fact* that by acting as the heart for two bodies, the health of Twin 1 was suffering as a result. Text 23

83- The disease also affects many younger patients, having long term consequences for their health and *inevitably* requiring years of follow-up in outpatient clinics. Text 31

84- Two statements of the Hippocratic Oath are "I will be honest, respectful, and compassionate towards all" and "I will treat patients equitably..."18. I am *certain* that doctors in India are required to abide by the same or something similar. Text 3

85- The Lifeline Express is *certainly* a famous charitable project. Text 25

Reading these examples indicates that authorial certainty is based on pre-existing knowledge of the profession and the context. The writer in example 82, for instance, attributes *the complication of the diagnosis* to a scientific fact which in turn boosts their emphatic voice and justifies the reliability of the proposition. This is similarly achieved in examples 83 and 84 in which the writers validate their positive stance *about the impact of the disease and the doctors' adherence to the* rule by relying on their knowledge of the professional norms of practice. However, in example 85, the writer expresses their certainty on the grounds of their knowledge of the context. Drawing on personal knowledge to justify the credibility of positive epistemic stance demonstrates for the reader the writer's ability to engage with the diverse aspects of the profession and the context, which is a relevant feature in

reflective writing. The last pragmatic role of the high reliability is presented in the following examples:

86- With numbers of children requiring HIV services in the UK remaining fairly stable for the foreseeable future, there is *certainly* a realistic possibility for focussing my career in this field. Text 18

87- *Undoubtedly*, the professional, practical and personal challenges have encouraged me to reflect anew upon the medical profession, and have reinforced my passion for the subject, as well as renewed my respect for the enormous privilege of the work that doctors do. Text 19

88- I *undoubtedly* have a better understanding of congenital heart disease, having examined patients with them, assisted in operations to correct them and received detailed teaching about them by world leading experts. Text 29

89- This has *undoubtedly* contributed towards my professional development. Text 33

It is conspicuous that positive authorial stance is used to support claims about future plans and the way the reflective experience has contributed to their learning development and changed their perspective. Of course, the writer is expected to have provided sufficient evidence for their propositions during the course of their reflective analysis. In this sense, this pronouncement of the emphatic voice can denote authorial confidence, thereby convincing the reader of the evidence of learning and that changes have occurred. The following section will discuss the writers' expressions of the reliability of truthfulness explicating the discursive functions in reflective writing.

7.2.9.2 Reliability of truthfulness

It is logical to say that evaluations of truthfulness can assess the truth value of the proposition as being true or false. It is equally valid that evaluating entities can evoke the critical authorial assessment, i.e. what is true or real is "good" and what is false or fake is "bad". In reflective reports, both senses of truthfulness have been expressed by the writers. For instance:

90- I always believed this to be *true* of medicine, that even though names for things would change between countries, the actual practise of medicine would remain the same. Text 34

91- I encountered *true* courage and marvelled at the fortitude and stoicism of the staff. Text 35

92- The first part of the analysis is an *honest* reflection of my involvement in the management of this patient. Text 42

93- As for the specialty of cardiology, my elective experience has ignited *a real* passion towards it and it has now become increasingly plausible that I have found my future career path. Text 54

94- The impression it gave was people performing a job to *artificially* decrease the unemployment figures, whilst *no real* attempts were made to find useful means of employment for the population. Text 7

95- However my assumption was *wrong* and I witnessed the complete opposite during the elective. Text 3

Close analysis of the examples above shows that the reference of *true* to signify the truth value of the proposition appears only in example 90, while the expression of truthfulness in the remaining examples denotes the meaning of genuineness/false of entities which in turn embodies authorial criticism. For instance, the writer in example 91 shows their positive attitude about the staff they met by describing them as truly courageous, while the writers in examples 92 and 93 positively evaluate their reflection and emotions as being honest and real. With respect to false reliability, the writer in example 94 negatively criticises the authorities by evaluating their employment plans as artificial and not real, while the negative criticism in example 95 is directed at the writer themselves through describing their previous assumption about the context as wrong, which also represents its low reliability.

To conclude, we have seen in the above sections an authorial tendency to position epistemic stance using high, medium and low reliability values more than reliability of truthfulness. The analysis of the rhetorical roles construed in expressing these values has revealed the following points.

- Expressing low reliability is useful in softening negative authorial criticism, especially if it evaluates members of the CoP, thus acting as a protective shield;

- The expression of uncertainty or likelihood about the professional sphere of meaning can reflect professional authorial assessment;

- When the evaluative act does not involve the writer's critical attitudes, the expression of uncertainty/likelihood demonstrates the writer's low epistemic stance;

- If high reliability values appear in the causal relation structures, the writer can justify their positive stance by providing reasons for the proposed effects;

- When the validity of the writer's positive stance is based on the grounds of their previous knowledge, this demonstrates for the reader the writer's engagement with professional knowledge and the context which is a relevant cognitive skill in reflective learning;

- High reliability represents a confident authorial voice about their future plans;

- Reliability of truthfulness is not merely limited to assess the truth value of the proposition but also conveys critical authorial values.

7.3   Summary

This chapter has demonstrated the employment of evaluation as a discoursal act, i.e. through Evidentiality, Reliability and Style in which the writers preferred to use their sensory evidence, deductive reasoning and degrees of reliability to position the evaluative stance and so persuade the reader of their argument. The analysis of these devices has also revealed interesting points about their rhetorical roles achieved in the reflective writing genre:

- Effective use of evidential markers at the levels of discourse, context and personal learning can construct the writer's voice as interactional, professional and authoritative in terms of self-learning;

- Expressions of medium perception and low reliability can soften the force of negative authorial criticism, especially if members of the CoP are involved;

- Skilful expression of uncertainty can reflect professionalism, especially if it conveys clinical assessment;

- The writers' reference to emphatic expressions, i.e. high sensory evidence, high reliability and deduction supported the authenticity of authorial claims about their learning and the credibility of their critical assessment, as it represented the writer's engagement with pre-existing knowledge and the context;

- Reporting previous studies about the nature of healthcare in the context and providing other participants' views reflected the authenticity of the reflective writers' views;

- Both the style of the averred and the attributed propositions converged on the same illocutionary acts, namely making requests and recommendations and expressing emphasis and disagreement, which highlighted the relevance of these discursive acts in the reflective genre and presented aspects of professional discourse.

- The usefulness of using boxplot graphs in presenting the data, as it allowed you to appreciate the central tendency and the symmetry of the data distribution.

Having seen the writers' management of their attitudes about world entities in Chapter 6 and the evaluative stance of discourse in this chapter, the genre analysis will illuminate the way these values interact to represent the characteristics of each rhetorical macro-move in the next chapter.

8   Genre analysis of reflective writing and the interpersonal characteristics of rhetorical macro-moves

8.1   Introduction

The previous chapter has brought insights into the writer's management of evaluative stance at the level of discourse. We saw how these features were applied by writers to support the evidence of their claims about learning and interpretation of the context, the experience and others' cited attributions. This study also aims to understand the macrostructure of the reflective writing genre and the evaluative features that characterize the writer's voice in the rhetorical macro-moves. This will aid an appreciation of the extent to which the communicative function of genre can influence the writer's evaluative stance. This entails analysing the writer's evaluative expressions as an experiencer of the world and of discourse across the macro-moves of reflective reports. These aims are interpreted and presented in the following research question and sub-questions:

3- What is the generic structure of the medical reflective reports?

   a- What is the relative evaluative load of each rhetorical macro-move?

   b- What kinds of attitude are expressed in each rhetorical macro-move in the reports and is there a difference in the expression of attitudes across these macro-moves?

To address the above questions, an analysis of the macrostructure of the reflective genre is conducted. This is followed by a quantitative examination of attitudinal expressions and writer stance at the level of discourse which will bring insights into the evaluative features of each macro-move. Then, a qualitative analysis is undertaken to realise the influence of the communicative role of macro-moves in structuring interpersonal meaning.

The chapter begins with an overview of the macro-move structure and the distribution of evaluative meanings across these moves, which will determine the extent and consistency in the expression of the writer's views. A detailed analysis of the expression of value judgements in each primary macro-move will be presented in the next section in order to appreciate the role of the communicative function of the macro-move structure in shaping interpersonal meaning. The same analytical approach will be applied to the optional macro-moves. The final section will provide an overall summary of the occurrence and the patterns of evaluative behaviour across all the rhetorical macro-moves to understand their similarities and differences.

8.2 The rhetorical macro-moves in reflective reports

Question 3 which was directed at an examination of the rhetorical macro-moves in the reports is addressed in this section. The organisational structure of all the reports has been analysed through examining section headings and key words and statements (e.g. *observe, reflection*) in order to identify their rhetorical macro-moves. The figure below shows the number of times these macro-moves have been made by the writers, organized according to their position in the reports.
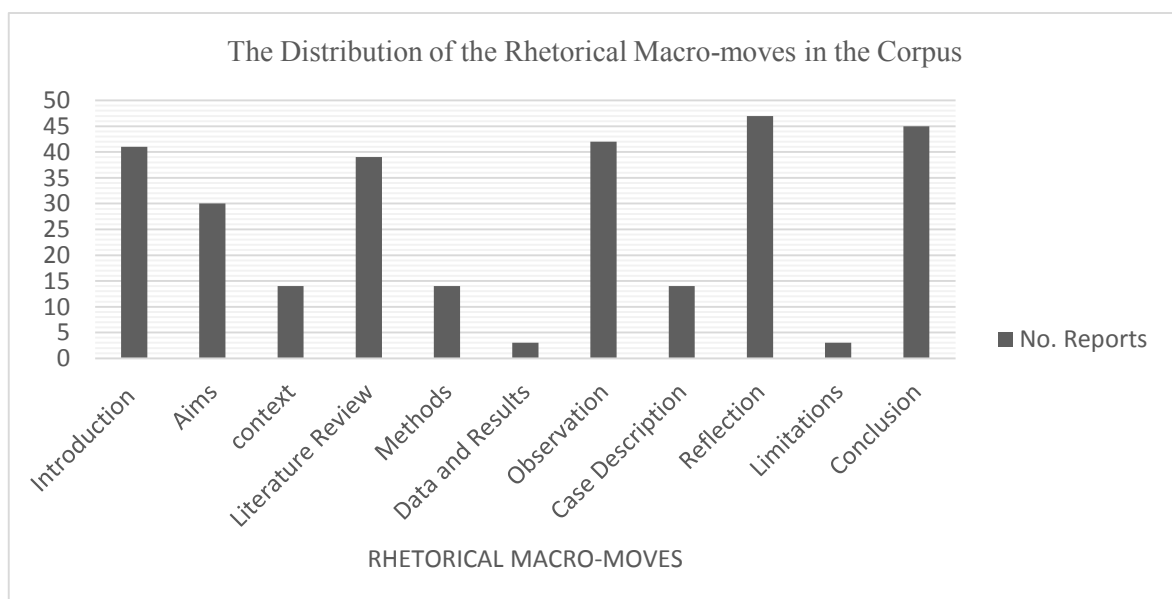
Figure 8:1 The Distribution of the rhetorical macro-moves in 47 reflective reports

The analysis reveals that the reports comprise 11 macro-moves including: Introduction, Aims, Context, Literature Review, Methods, Data and Results, Observation, Case Description, Reflection, Limitations and Conclusion which are organised based on their typical sequence in the reports. However, looking at the spread of these macro-moves across the reports, we see that they are not used in a similar fashion. The figure depicts that the Reflection macro-move has been included in all the reports, followed by Conclusion n=45, Observation n=42, Introduction n= 41, Literature Review n= 39 and Aim n= 30. The remaining rhetorical macro-moves have been marginally utilized, indicating that they do not seem to constitute an integral section in the reports. To illustrate, only 14 students have written about Context, Methodology and Case Description, and 3 students have chosen to discuss Data and Results and Limitations in their reports. The relatively low occurrences of describing the context is surprising, but it can be attributed to the possibility that this macro-move is embodied in the writer's observation of the incident. This variance in the distribution suggests that there are primary and optional rhetorical macro-moves. The primary macro-moves include Introduction, Aims, Literature Review, Observation, Reflection and Conclusion, whereas the optional macro-moves comprise Context, Methods, Data and Results, Case Description and Limitations.

It is important to note that the distribution of primary and optional macro-moves does not necessarily mean that other pieces of reflective writing would follow a similar organisation, as the decision is largely influenced by the individual writer's aims and their methodological approach to answering their questions. For instance, the majority of the writers opt for a qualitative approach (Observation), in contrast to the few who used the quantitative data collection approach, which explains the reason for having 3 occurrences of Data and Results and Limitations sections in the reports. Additionally, although some of these macro-moves are distinctively identifiable, other macrostructures, namely the Literature review, Observation and Reflection can be interwoven according to the writer's purpose. For instance, it is possible to start with writing observations about an incident and follow with

reporting the relevant literature in order to incorporate these elements of knowledge in their reflective analysis, or vice versa.

With regard to the overall organisation, the result of the genre analysis is consistent with the models of reflective cycles that the writers were instructed to use in structuring and organising their reflective writing. As mentioned in Chapter 3, the writers mostly follow Gibbs's (1988) and Kolb's (1984) reflective models which converge on describing observed events, analysing the data, evaluating the experience and proposing an action plan or testing a new idea. This is similarly echoed in one of the teachers' remarks when asked about the general structure of the reports:

> We have introduced students to things the Gibbs Reflective Cycle and other things and… the students are asked to choose a reflective methodology or a reflective tool…in order to help them structure their reflection. So in terms of generic structure actually they can use Gibbs, they can use whatever they like but…I would expect to see as a feature of any reflective report with some description of what happened, some analysis of what happened and then some thoughts about what I can do, what do I think about it, if it happens again. Maybe I will do something differently so that actually the whole process has been useful in terms of remaining helpful and making me think about the future.

Hence, it is clear that the writers' references to rhetorical macro-moves are essentially shaped by their learning in the academic context and interaction with members of the DC where they are introduced to various reflective models. They are expected to describe the context, observed incidents or a specific case, and review the relevant literature about the problem in such a setting in order to provide the appropriate background knowledge. Then, the writer needs to draw on these knowledge resources in their reflective analysis where they evaluate the incidents, test their assumptions, clarify their perspectives and demonstrate learning. Finally, they conclude with an evaluation of the experience and propos future plans or actions. The findings accord with Ryan's (2011) remarks about reflective writing as a conventionalized structure, comprising several genres such as recount, description of the practices, explanation to provide reasoning/evidence and discussion. However, Moon (2004a) holds a different view stating that it is a genre which does not necessarily have a clear structure. It can be

inferred from these mixed opinions that the genre of reflective writing can be approached and structured differently, influenced by the writers' aims and the context of its production. The next section will shed light on the nature of the evaluative spread across these rhetorical macro-moves.

8.3 The load of evaluative meanings in the rhetorical macro-moves of the reports

We have noticed the high volume of attitudinal expressions in the reports as a whole in Chapters 6 and 7. Let us see the extent of these evaluative items in each macro-move, which will answer question 3 (a). To illustrate this aspect, the figure below presents the distribution of authorial values in their normalised frequency, calculated by dividing the sum of values by the total number of the sentences in each macro-move and multiplied by 100. This offers a clear picture of the spread and the density of these values in each rhetorical macro-move.
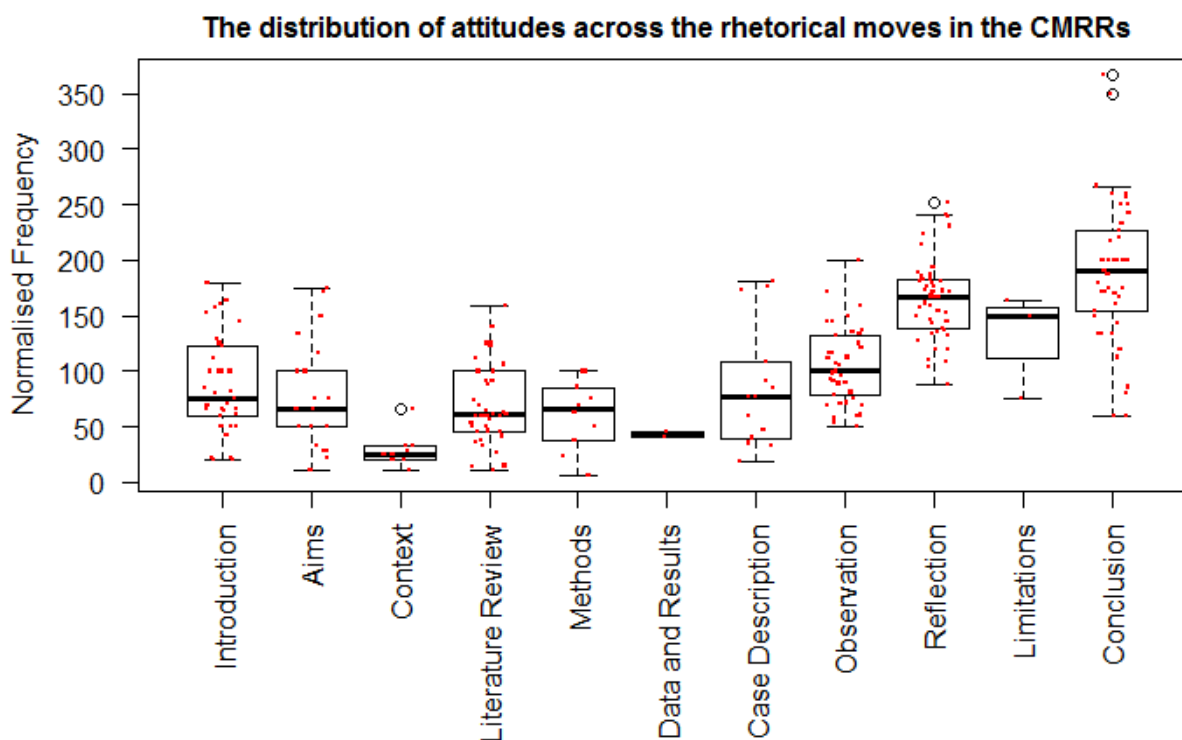
Figure 8:2 The spread of evaluative expressions in each rhetorical macro-move in the reports

It can be seen from reading the maximum frequencies that both the Conclusion and Reflection macro-moves have the highest density of values, reaching 266.6% and 241%, respectively. This is followed by Observation 200%, Case description 181.2%, Introduction 180% and Aims 175%, which means that the expressions of values in these macro-moves occur almost twice in each sentence. However, the spread of values in the remaining categories decreases to 160% and below, indicating that there is nearly one evaluative expression per sentence in these macro-moves. Considering the layout of the four quartiles of the box and the length of the whiskers, we can see that the distribution of the data is relatively symmetrical only for the Reflection macro-move which indicates a consistency among the writers in expressing their attitudes.

Overall, the result shows us writers' tendency to express their attitudes and position their stance in writing their Conclusion, Reflective Analysis, Observation, Case Description, Introduction and Aims. However, they seem to be only consistent in using these features in Reflection, which proves the influence of the communicative function of reflective analysis on authorial evaluations as it requires a thorough discussion of writer's observations, feelings and the influence of the reflective experience on their learning. This confirms other researchers' findings (Adams Smith, 1984; Salager-Meyer, 1994), highlighting that the discussion/comment section in medical research articles and case studies contains the majority of authorial comments. These studies propose that this section is where the interpretation, the analysis and the synthesis of the results are made to indicate how the study relates and contributes to the wider body of knowledge. They also noted that these interpersonal features seem to be marginally utilised in the Methods and Results sections, as description of the methodological approach and reporting of the results are the main communicative functions in these sections; thus projecting the writer's objective stance. This clearly demonstrates the role of the communicative function of rhetorical macro-moves in structuring authorial stance. The following table shows extracts of the macro-moves to illustrate their social function in reflective writing.

Rhetorical macro-moves	Pragmatic function	Extracts
Introduction	Background information and the rationale for selecting the topic	I undertook my elective in the Kellgren Centre for Rheumatology in the Manchester Royal Infirmary in central Manchester. The placement allowed me to explore in greater depth the subject of rheumatology, the career path of a rheumatologist and the realities of working in areas of the country outside the West Midlands. These topics are of interest to me as rheumatology is the medical specialty I have found most interesting at medical school, yet my exposure to it has been limited by the time constraints of undertaking a medical degree… Text 15
Aims	Description of personal and professional aims	The central professional development aim of my elective was to obtain an understanding and appreciation of the similarities in medical practice in urban South Africa (SA) and England. ... I hoped to see the procedures enforced for infection control in SA urban hospitals, being able to analyse staff abidance to potential guidelines and their attitudes to said guidance. Text 11
Context	Description of the contextual background of the setting	To briefly outline my elective I spent my time working in the department of general internal medicine in Tygerberg hospital, Cape Town. Tygerberg hospital is a tertiary centre for a large area of Cape Town and the patients mostly come from the townships such as Khayelitsha and Mitchells Plain; two of the largest townships in Cape Town… Text 7
Literature Review	Providing the relevant previous studies and the information about the nature of the incident	Infectious and parasitic diseases, along with acute respiratory infections, have been identified as the leading health issues affecting 1 to 5 year old children in Trinidad and Tobago vii. Tropical infections such as dengue are endemic to the Caribbean, with 31.1 suspected cases per 100,000 of the population (adult and paediatric) but confirmed in 0.9 per 100,000 vi. Text 51
Methods	Description of the methodological approach and the reflective cycle	For my reflective writing, I followed Gibbs reflective cycle which uses a systematic approach for the reflection of an event or experience, to help with understanding and learning 4. I kept a reflective journal and diary on a daily basis whilst on the elective to make the reflective writing easier…. Text 44
Data and results	Presenting the data and the quantitative analysis results	In the audit 80% of TB patients in Birmingham were offered an HIV test. It is assumed that none of these patients were certain of their HIV status. Of those offered an HIV test 11 of the patients refused. Of these 68 people who accepted testing 1 returned as HIV positive. … Text 47

Continued

Rhetorical macro-moves	Pragmatic function	Extracts
Case Description	A report about a specific patient's case	A 34 year old lady was admitted with a known drug addiction. Her presenting complaint was bilateral chronic leg ulcers. These were superficial but extensive and there was no change in sensation in the lower limbs. … The patient was kept on the ward for one week until she could no longer afford to be treated. Her ulcers were managed conservatively, with nurses changing her dressings regularly. Text 13
Observation	Description of a specific incident and the relevant contextual information	The second practice was that of the supportive role of the palliative care team. The supportive role mainly consisted of practical solutions and religious support for patients, and their families, which continued far beyond the patient's death. I visited one family in their home who had recently lost the gentleman who was the main financial provider for the family. He had left behind an elderly father, a wife and six children below the age of twelve. On top of grief of losing her husband, the wife was also worried about how she was going to provide for her family in the future…. Text 49
Reflective analysis	Examining the critical incident by incorporating various elements of knowledge to reach new perspectives and inform future learning and action	In many ways this helps to improve patient satisfaction, as any patient is free to choose care from the sources they feel most comfortable with. On the other hand, this freedom to pick and choose your doctors may not create the most successful health provision. In the UK system doctors within a referral pathway will quickly be able to identify those people with whom they need to liaise about a patient's care. In the Sri Lankan system, inter-professional messages often need to be passed on via the patient, either verbally or in letters. This may result in poorer communication if patients haven't fully understood instructions. …. Text 17
Limitations	The shortcomings and barriers faced during the experience	During my placement, I only recorded data for the patients which I saw. This is quite a small sample size, especially when the sample is the further divided into three groups, the tourist and expatriate groups are small. There may also be bias: as a native English speaker... Text 52
Conclusion	Evaluation of the experience and emphasis on learning gains	During my elective placement I feel I have achieved many of the aims I originally set out with. I have learnt much about the realities of working in hospital medicine, and gained valuable experience in many of these areas. I also found it valuable to be part of a team. Being there all day every day for over a month meant I got to know the members of the rheumatology department and could get involved in a lot more activities than is usually possible on a shorter, less involved placement. This contributed to my learning and also to my enjoyment of the placement. …. Text 15

Table 8:1 Extracts of the rhetorical macro-moves of reflective writing and their pragmatic functions

The outline of the reflective reports' macrostructure indicates that their macro-moves are very similar to those of academic research reports. For example, they start with the Introduction, Aims and Context, followed by a Review of literature, a Description of the Methods and the Results and end with Limitations and Conclusion. In the same vein, it can be seen that describing events can be performed either through reporting observations or describing a case in which writers in the latter category employ similar linguistic features as the ones found in the genre of case study, e.g. *a 34 year old lady was admitted with a known drug addiction*. This interconnectedness and borrowing of the textual elements and discursive structures among genres has been referred to as "Genre Networks" (Swales, 2004: 21) and "generic intertextuality" (Devitt, 1991: 337). This phenomenon of genre relations has been clearly explained by Geertz (1983) in his discussion of genre blurring:

> The properties connecting texts with one another, that put them, ontologically anyway, on the same level, are coming to seem as important in characterizing them as those dividing them; and rather than face an array of natural kinds, fixed types divided by sharp qualitative differences, we more and more see ourselves surrounded by a vast, almost continuous field of variously intended and diversely constructed works we can order only particularly, relationally, and as our purposes prompt us. (1983: 20-21)

Here, the writers seem to recontextualize features of the apprentice genres they have been introduced to during their academic learning in order to organize and structure their reflective reports in the light of the reflective cycle models. This is possibly because the nature of the reflective steps in these models is elusively defined and generic to avoid restricting the freedom offered by reflective learning, which made the writers select those linguistic features they are familiar with in their academic writing to structure their reflective reports. This echoes Bhatia's (2012: 24) remarks that the majority of genre recontextualization operates through external semiotic resources at the level of professional, institutional and disciplinary discourses in order to 'meet socially shared professional, institutional and disciplinary expectations…and to achieve private intentions'.

To conclude, the previous sections have presented the organizational structure of reflective reports, comprising primary and optional macro-moves which consequently indicates that academic reflection has a clear structure. This organisational pattern was found to represent the writers' awareness of the reflective cycle models during their academic teaching, which highlights the influence of interaction with the DC in shaping apprentices' written discourse. Interestingly, the findings also revealed that the macrostructure of these reports exemplifies the notion of "genre intertextuality" in which the writers employ linguistic features from other academic genres when organising their reflective writing. In the next section, the distribution of the value categories across these macro-moves will be discussed.

8.4 The use of world-judgemental and discoursal values in primary rhetorical macro-moves

Question 3b is addressed in this section, which aims at identifying the distribution of the world judgemental values and discoursal values in each rhetorical macro-move of the reports in order to compare the similarities and differences in their frequencies. As discussed in Chapter 6, world judgemental values include Critical Assessment, Expectedness, Importance, Emotion, Mental Processes, Comprehensibility, Complexity, Capability, Necessity and Possibility. As for values of discourse, the analysis will only cover Evidentiality and Reliability resources, as the similarities and differences in their frequencies across the rhetorical macro-moves can represent the influence of the pragmatic functions of the macro-moves. In contrast, the analysis of the writers' comments on the information presented in the propositions may not reveal significant variances across these macro-moves, and thereby the influence of their pragmatic roles. For that reason, the analysis of the category of Style has been excluded.

With regard to the quantitative analysis, the distribution of the evaluative categories will be presented, based on their percentages in each macro-move which is calculated by:

$$\frac{\text{The sum of each value in the rhetorical macro} - \text{move}}{\text{The sum of all the values in the same macro} - \text{move}} \times 100$$

This will allow us to appreciate the use of values in every macro-move and to conduct comparisons of these moves. The findings regarding the world judgemental and discoursal values in the primary macro-moves will be presented first, followed by the optional ones.

8.4.1 Introduction
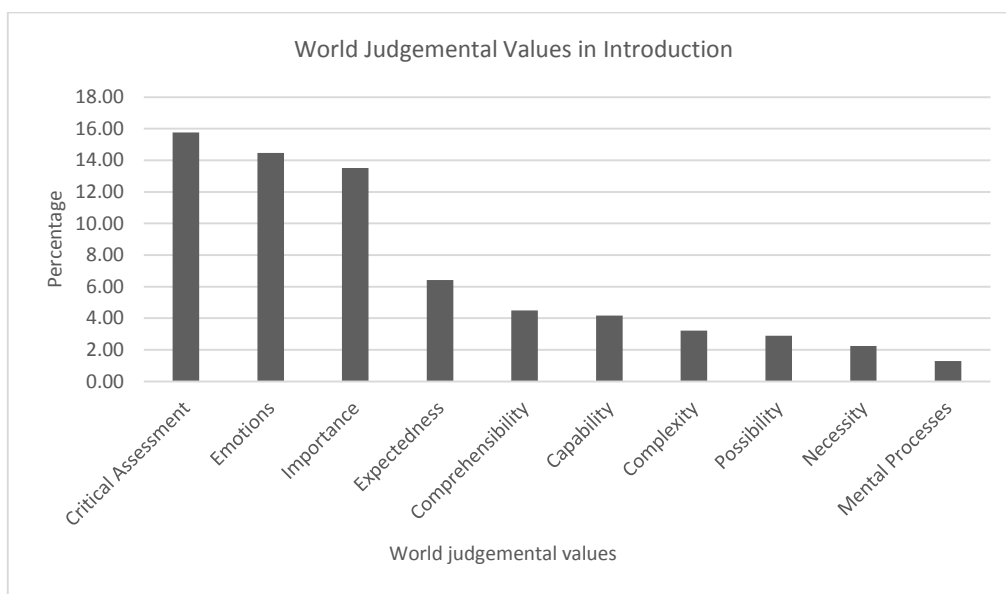
Figure 8:3 The percentages of the world judgemental values in Introductions

In Introduction, it is noted that all the world judgemental values are mentioned to varying degrees, and that Critical Assessment has the highest value 15.7%, closely followed by Emotion 14.4% and Importance 13.5%. However, the frequency dramatically falls in Expectedness 6.4%, Comprehensibility 4.5% and Capability 4.1% and becomes substantially low in the remaining categories, which indicates that they are marginally used in the Introduction of the reports. This

distribution of values suggests that there is a tendency among the writers to express their critical views and emotions, and to highlight the importance of objects at the introductory section of their reports more frequently than the other values. As for values of discourse, the figures below present the use of Evidentiality and Reliability values in Introduction.
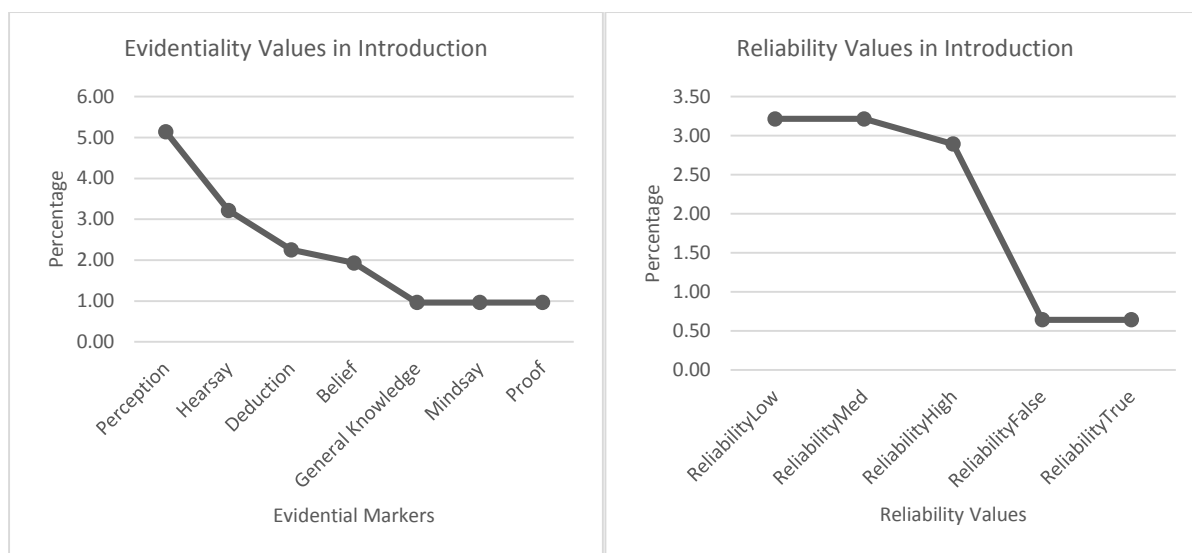
Figure 8:4 The percentages of Evidentiality and Reliability values in Introductions

It can be seen that Perception is the highest evidential used 5%. Then, the frequency gradually decreases in Hearsay 3.2%, Deduction 2.2% and Belief 1.9%, while the frequency in the rest of the categories becomes substantially low, falling below 1%. This means that the writers rely heavily on their sensory perception to support the evidence of the content of their proposition, followed by signs of deductive reasoning and belief. With regard to the attributed statements, the results indicate that they refer to Hearsay evidential in reporting previous studies more often than Mindsay.

As for Reliability, the figure clearly shows equal expressions of Low and Medium Reliability 3.2 %, followed by a slight reduction in High Reliability 2.8%. However, the frequency becomes substantially low in False and True Reliability, which shows a greater emphasis on positioning authorial stance through using degrees of reliability than through expressing truthfulness. To

understand the rhetorical function of Introduction and its influence on the expression of values, the following table presents an analysis of the evaluative elements and their targets in the key stages of Introduction. The purpose of the analysis in this section and thereafter is not to demonstrate the generalisability of these stages in the reports, rather to highlight the relation of the socio-pragmatic function of the rhetorical macro-move and interpersonal meaning.

Introduction extract	Key stages
In the United Kingdom very few health care professionals are **able** to claim to have no diabetic patients on their books. This **well-known** condition is **unquestionably** a **major** <u>health problem</u> in the UK and we **often** focus our concerns on how we can <u>accommodate what **appears** to be a rapidly increasing number of patients into the services</u> we provide through the NHS. Due to this desperate **need** <u>to co-ordinate clinics, beds and home care</u> for all of this vast patient group we seldom stop to think about how these services we are putting in place **truly** impact on the way the patient experiences their care. **The necessity** of rapidly <u>accessible, community-based, multi-disciplinary-team driven</u>, government-funded diabetic healthcare in the UK is **rarely questioned**; either by the medical world or by the patient.	General background of the topic to indicate the rationale for their selection
However, even in other countries with a government-funded national health service the provision of services is not always the same.	Shift of the focus to clarify their position.
In this article I **hope** to highlight, with examples, some of **key** <u>differences</u> that I **noticed** between the referral and management of patients in Sri Lanka and the UK, **hopefully** highlighting ways that each <u>system could learn from the other</u>. Before visiting Sri Lanka I was **aware** that <u>these</u> were differences in patient management and services were present, but only by experiencing it was <u>I</u> **able** to **see** how these differences actually impact on patients at an individual level. Text 17	Statement of the methodological approach, justification for their choice and expression of desires

Table 8:2 The analysis of the key stages in an Introduction and its evaluative expressions

Table 8:2 clearly illustrates that the Introduction macro-move comprises several key stages in which evaluative expressions are skilfully produced to achieve the communicative function of the move. For instance, the writer provides a general background of the topic in which they justify the reason for its selection and thereby persuade the reader of the relevance of the problem to the professional domain. To achieve this aim, they evaluate the importance of the health problem, their expectation of the professional approach and the necessity for the practice and facility as underlined in the table above. The reliability of the writer's perspectives is supported by their reference to perception,

general knowledge evidentials and high reliability values, thus, establishing a clear and authoritative positioning of stance to the reader. In the next stage, the writer shifts from making general statements about the topic to focusing their perspective on the particular theme of their project using the conjunction *however*. Then, the methodological approach used to investigate this theme (*conducting comparison of health services*) and the rationale for their choice of evidence are highlighted in the final step by expressing their importance (*key*), their understating (*aware*) and capability (*able*), and using a high sensory evidential (*noticed, see*) to support the credibility of their views.

This accumulation of positive explicit values amplifies the signification of the subject and the reliability of the approach, thus enabling the writer to present a compelling analysis to the reader. Also, the analysis of the targets of evaluation clearly reflects the writer's transition from general description, e.g. *health problem, facilities and the professional approach* to specific reporting about the object of their study, e.g. *differences in the health facilities between UK and Sri Lanka* marked by the conjunction *however*. The difference in the scope of description, i.e. from general to specific was similarly observed in Hood's (2010) analysis of research articles' introductions in which she described general statements "as a macro-proposition, presenting information about sets of phenomena to contextualise the more detailed account of the research study" (p: 37). She also noted that in describing the object of the study the authors load up the evaluative impact to foreground the problematic nature of the context, thus establishing their research warrant as persuasive to the reader.

8.4.2   Aims

Unlike Introduction, it is noted in Figure 8:5 that Emotion comes first, reaching the highest percentage 32.9%, followed by Critical Assessment 15.8% and Importance values 12.2%. As for the remaining values, the frequency becomes substantially low, falling between 8.5% and 1.2%. This means that when the students write about the aims of their project, they describe their emotions more often than providing their critical opinions or make use of other evaluative categories.
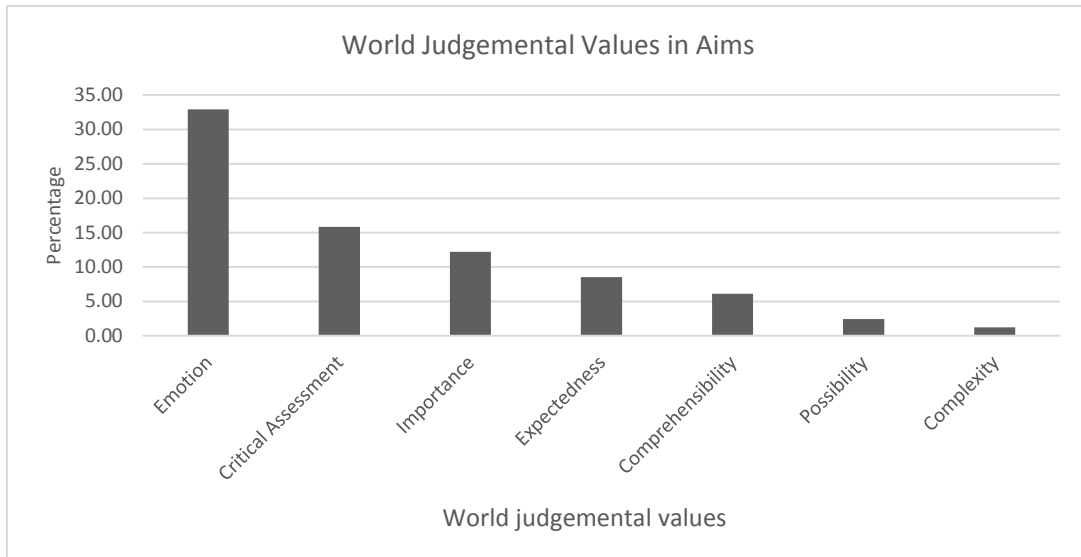
Figure 8:5 The percentages of world judgemental values in Aims

As for the discoursal value, the writer's use of Evidentiality and Reliability markers are illustrated in Figure 8:6, which shows obvious differences from the Introduction macro-move.
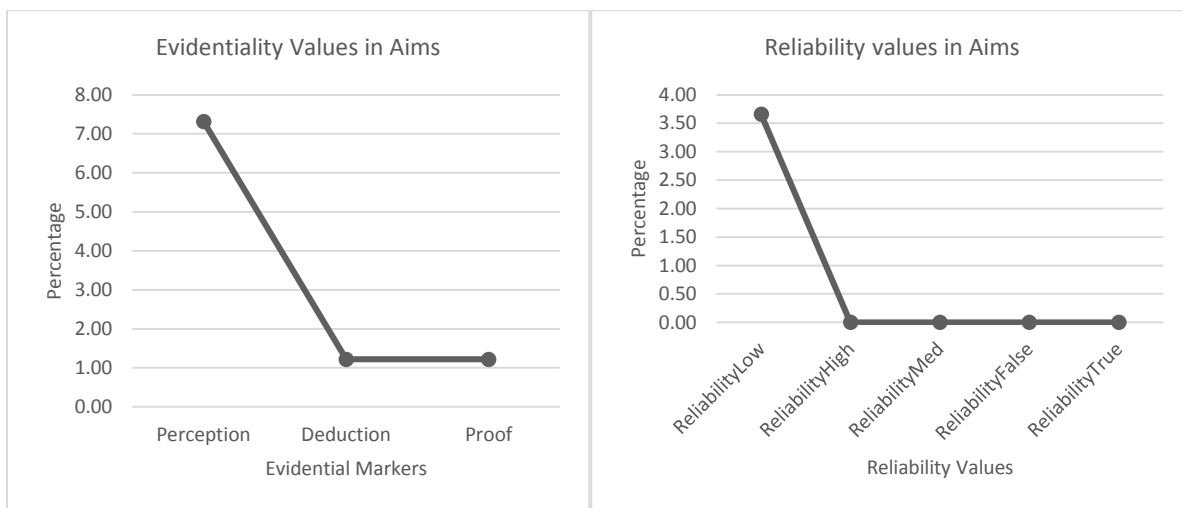
Figure 8:6 The percentages of Evidentialty and Reliability values in Aims

As presented in the figure above, only three evidential markers are mentioned in Aims, in which Perception is the dominant category 7.3%; however, the frequency dramatically drops in the Deduction and Proof categories 1.2%. This suggests that when the students describe their project's aims, they still prefer to use Perception markers more often than Deduction and Proof. Also, it is

noted that both Hearsay and Mindsay markers are absent, indicating the exclusion of attributed propositions to other speakers in the Aims macro-move. With regards to Reliability, the category of Low Reliability is obviously the only expressed value. This distribution of values shows that although the writers seem to be tentative, they tend to rely on sensory evidence to support the validity of the knowledge presented in their propositions. The following table shows the analysis of an Aims extract and how these values are used to achieve the social role of this macro-move. The values are in italics and the targets are underlined.

Aims extract	Key features
The *main* aim of my elective period was to gain a more profound understanding of the work environment that the Obstetrics and Gynaecological field offers, and whether I would like to work in this speciality in the future. In respects to my project looking at multiple pregnancy and care of the prenatal, labour and postnatal periods, I *wanted* to gain an insight into the complications and difficulties involved in multiple pregnancy when compared to a singleton pregnancy. Whilst on placement I also *hoped* to develop my personal skills both in terms of my confidence as well as in history taking and examination skills.	A statement of personal and professional aims
Furthermore I *wanted* to have a more broad experience of decision making processes, in terms of legal and ethical perspectives. I have previously *found* that as a medical student on placement you may miss out on experiencing such an opportunity. This is because it is *commonly not appropriate* to have additional (non-crucial) individuals present when difficult and sensitive decisions and diagnoses are discussed. Text 23	Justification of the aim

Table 8:3 The analysis of the key features in Aims and its evaluative expressions

The extract shows the writer's statement of Aims which are related to professional practice, personal skills and their future speciality. The expression of the world judgemental values in this extract obviously reflects their distribution in Figure 8:5 which indicates the prominence of emotional values, followed by values of Importance and Critical Assessment. It is noted that the type of emotional feeling employed shows the writer's positive inclination which is expected to occur in this rhetorical macro-move. In addition, we can see that the expression *main* was used to highlight the importance

of the statement about the Aims, while the item *not appropriate* shows authorial criticism of the practice as a strategy to justify their need to achieve these aims, supported by the use of sensory evidence. This shows us how the communicative function of the macro-move can be translated in its selection of evaluative meanings.

8.4.3 Literature Review
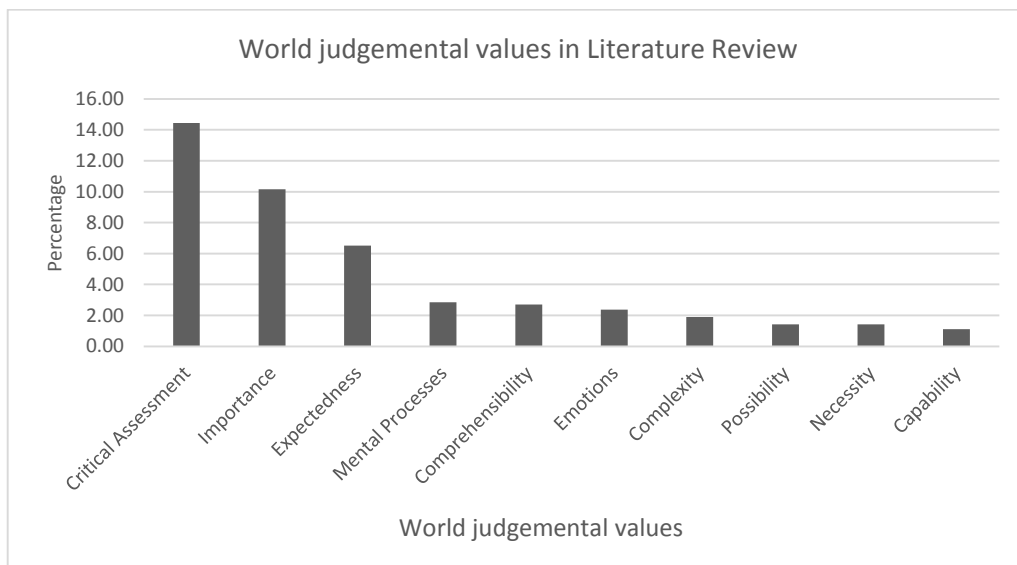
Figure 8:7 The percentages of the world judgemental values in the Literature Review

It is depicted in the figure that Critical Assessment is the most frequent value, reaching 14.4%, followed by Importance 10% and Expectedness 6.5%. However, the frequency significantly falls in the rest of the evaluative categories. This highlights a tendency by the writers to demonstrate their critical perspectives, their expectations as well as the importance of entities. That said, it is less likely for expressions of others' emotional values to be found while reviewing the literature, which is an expected feature in this macro-move.
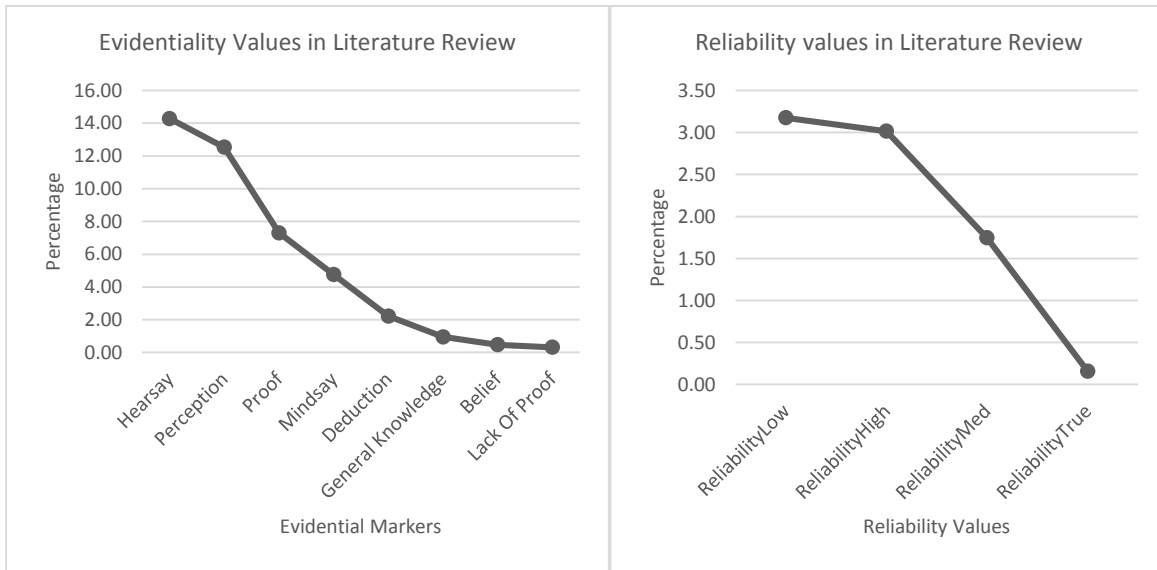
Figure 8:8 The percentages of Evidentiality and Reliability values in the Literature Review

At the level of discourse, we can see in the figures above a marked difference in the distribution of the evidential markers from Introduction and Aims. The figure demonstrates a dramatic increase in Hearsay, reaching the maximum percentage 14.2%, followed by Perception 12.5% and Proof 7.3%. However, the frequency gradually decreases in the rest of the evidential markers. This indicates a shift of attention by the students to report previous studies using Hearsay marker and to support their evaluation of the literature through using Perception evidentials more frequently than the other categories, which is an expected feature in a Literature Review. In positioning the writer's epistemic stance, the figure shows a greater dominance of Low 3.1% and High 3% Reliability expressions than other reliability values, which demonstrates the writer's attempts to establish a balanced epistemic stance between tentativeness and emphasis. The following table illustrates an analysis of the key stages of a literature review and the expressions of authorial attitudes to realise the extent to which these features are shaped by the socio-pragmatic role of this macro-move.

Literature review	Key stages
…The **main** focus of my literature review was regarding <u>rheumatic fever </u>(disease), with some emphasis also given to congenital heart disease. I also **thought** it would be **useful** to have some <u>understanding</u> (knowledge) of the structure of the healthcare system before my placement.…	An outline of the literature review and justification
In April 2012 the incidence of rheumatic fever in Maori children aged 5 to 14 was **reported** to be 40.2/100,000 and even higher in 'Pasifika' …, but only 2.1/100,000 in non-Maori/pacific children3.	Reference to others' studies
Rheumatic fever is usually caused by an immune reaction to a streptococcal throat infection that is left untreated. Patients are advised to attend their GP if their child complains of a sore throat, has a temperature or swollen lymph nodes. A throat swab can be performed to confirm the diagnosis, and the treatment is a **simple** course of <u>antibiotics</u> (treatment), thus entirely avoiding the complication of rheumatic fever. <u>Health education</u> (facility) is **clearly** very **important**, ensuring families know when to bring their child to the doctor.	Evaluation and reference to disciplinary knowledge
Studies into rheumatic fever in New Zealand **show** that the major cause of rheumatic fever is overcrowding, and that 90% of cases of rheumatic fever were in people in the lowest five socioeconomic deciles…4 The majority of these lower socioeconomic groups are made up of the Maori/Pasifika group, and so **explains** the higher rate in these populations. It **seems** that <u>campaigns for educating these groups and providing clinics</u> (facility) to help them arise sporadically, **often** around election time, but it is **suggested** that the only long term solution would be to relieve the overcrowding in the lower classes 8. The literature does **suggest**, however, that although New Zealand **may** be failing in the area of prevention, they have become successful in the management of this condition, achieving a 90% success rate in mitral valve repair nationally, and leading research into possible treatment regimens and more suitable investigations 6,7. Text 29	Previous studies Evaluation Previous studies

Table 8:4 The analysis of the key stages in a Literature Review and its evaluative expressions

The analysis of the extract revealed that the writer has incorporated disciplinary knowledge which constitutes established facts along with reporting previous studies. This evidently represents their attempt to demonstrate engagement with the content knowledge of the profession and others' attributions to be later contested in the reflective analysis. The analysis also shows that when the outline, the justification and the evaluation of the literature are provided, the writer conveys their evaluations of entities (e.g. *disease, facility and knowledge*), about which they express their Expectedness, Critical Assessment and the Importance of the topic. These value judgements are based

on the writer's pre-existing knowledge of the profession or the context, which explains why there is a higher frequency of these categories than others in the Literature Review. However in citing attributed propositions, they tend to use Hearsay evidential (*reported*, *suggested*) and Perception markers (*show*) in positioning their evaluative stance in regard to others' statements. We have noticed in the previous chapter how the writers through using High Sensory evidence and Proof demonstrate their approval of previous studies, while using verbs of Neutral and Illocutionary styles in order to report cited authors, which conveys no reference to refutation. This means that the purpose of reviewing literature is not to reject previous knowledge, rather to show agreement with others' propositions or take a neutral stance. Keeping a distance from cited attributions gives the writers the room to test their reliability in their reflective analysis and then convey their judgements, while showing their approval can be viewed as a strategy to support the credibility of authorial claims about the nature of the problem in that context.

8.4.4 Observation
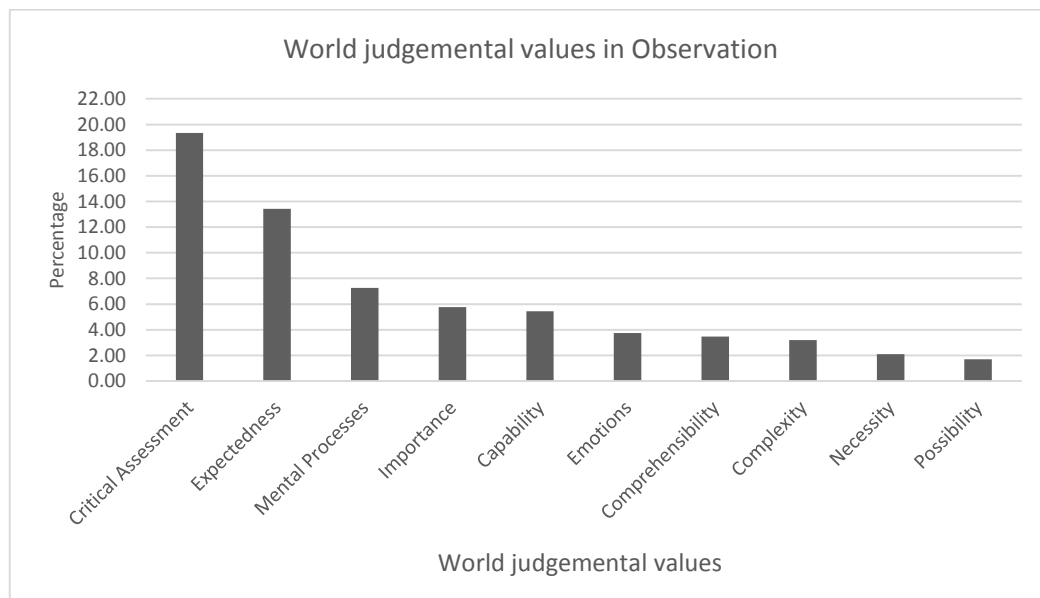
Figure 8:9 The percentages of the world judgemental values in Observation

As shown in Figure 8:9, the value of Critical Assessment continues to be the most expressed category 19.3% in Observation, closely followed by Expectedness 13.4%. Then, the frequency gradually decreases in Mental Processes 7.2%, Importance 5.7% and Capability 5.4%, while in the remaining values the frequency is obviously low. This distribution of values demonstrates that the students put a considerable emphasis on critically assessing the targets, showing attitudes of expectedness and evaluating the mental processes of other social actors, whereas they make less reference to the value of importance as seen in the previous rhetorical macro-moves. As for evaluation of discourse, the figure below shows the writers' use of Evidential and Reliability markers in their description of the incidents.
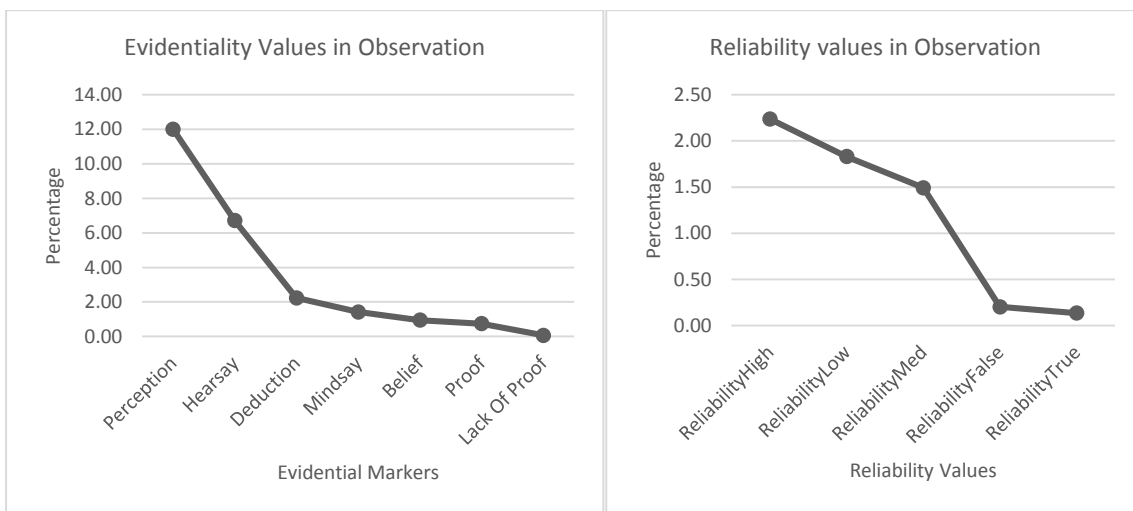
Figure 8:10 The percentages of Evidentiality and Reliability values in Observation

Unlike the Literature Review, it is noted that there is a sudden increase in the frequency of Perception reaching the highest percentage 12%, while Hearsay is sharply reduced to half 6.7%. Then the frequency of the rest of the categories becomes significantly low, falling to 2%. This means that the writers in reporting their observations of the experience tend to rely on the Perception evidential more often than other markers to support the reliability of their propositions. With regard to attributed propositions, the results indicate an authorial preference to use Hearsay markers more frequently than

Mindsay. In Reliability, the figure presents High reliability 2.2 % as the most frequent category, followed by Low 1.8% and Medium 1.4% Reliability, whereas the reliability of truthfulness is obviously reduced. This shows the writers' preference for positioning their stance as High, which is expected in their reporting of their observation of critical events. Having seen the influence of the pragmatic function of the Literature Review, Aims and Introduction in shaping writer stance, the following table presents the interplay of evaluative expressions and the key stages of an Observation extract.

Observation extract	Key stages
The *importance* of <u>the second key intervention</u> was made *clear* to me through another incident I *observed*.	A statement of observation
In 2005/6, only 42% of births were attended by a skilled health personnel 3, dropping to a meagre 29% amongst the poorest 20% of the population 3.	Reference to previous studies
This picture was reiterated through the many conversations I had with midwives concerning the availability of attendance at birth by health personnel. With <u>access</u> being so **limited**, it becomes even more *important* that <u>the care</u> (facility) that is available be of the best possible quality.	Observation of the context
A 19-year-old woman was admitted to the low dependency ward overnight. By the time I came across her the following day, she had been on the ward for an extended period of time. It quickly became apparent to the day staff that this woman was suffering from a prolonged active phase of labour- defined as lasting longer than 12 hours 9. <u>Prolonged labour</u> (physical condition) ***puts both the mother and foetus at risk***. Careful monitoring of the woman overnight through the use of a partograph would have alerted <u>the staff</u> (staff) that she was ***in need*** of *urgent* attention. Instead, she had been ***over-looked***, and ***the foetus was now dead.*** Delivering a dead foetus ***put the mother at a high risk*** of haemorrhage, shock and death.	Reporting of an incident
The hospital had ***in fact*** recently implemented <u>a policy</u> (policy) of completing a simple partograph for each labouring woman 10. The partograph is a 'tool for the prevention and management of prolonged or obstructed labour' 11, and its universal use is ***recommended*** by the World Health Organisation 11. Text 35	Reference to previous knowledge

Table 8:5 The analysis of the key stages in Observation and its evaluative expressions

Close reading of the extract above interestingly shows the writer's incorporation of previous studies and knowledge in reporting their observation of the incident, which indicates the iterative manner of rhetorical macro-moves in order to integrate relevant aspects of knowledge about the observed incident. With respect to the management of evaluative stance, it is noted that the writer in their introductory statement of observation expressed their understanding and the importance of the incident, which is reiterated in their description of the facility in that context. Then, we notice a shift in the type of values in reporting the patient's incident, in which the writer makes a negative critical assessment of the patient's physical condition, the staff and the practice to support their claims about the importance of providing appropriate facilities and medical care. In the last paragraph, we see the writer's expression of unexpectedness about the hospital policy despite the occurrence of that incident, and then validates their position by citing the recommendations of professional authorities. This effective management of attitudes can persuade the reader of the value of the reported incident and the writer's stance, thus preparing them for the following reflective analysis.

8.4.5 Reflection
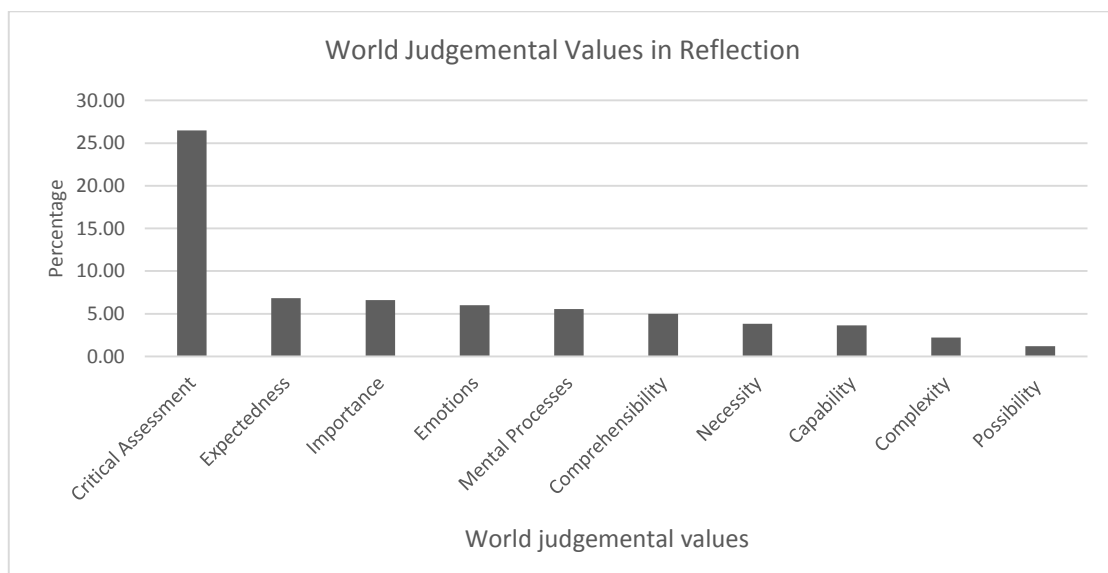
Figure 8:11 The percentages of the world judgemental values in Reflection

In Reflection, the figure clearly demonstrates the dominance of the Critical Assessment value, which reaches the maximum percentage 26.4%. In contrast, the frequency significantly drops in the rest of the value categories, ranging between 6.8% and 1.2%. This distribution of values clearly indicates that the writer places a lot of emphasis on demonstrating their critical views and providing more evidence of critical thinking than the other value categories while reflecting on the experience.
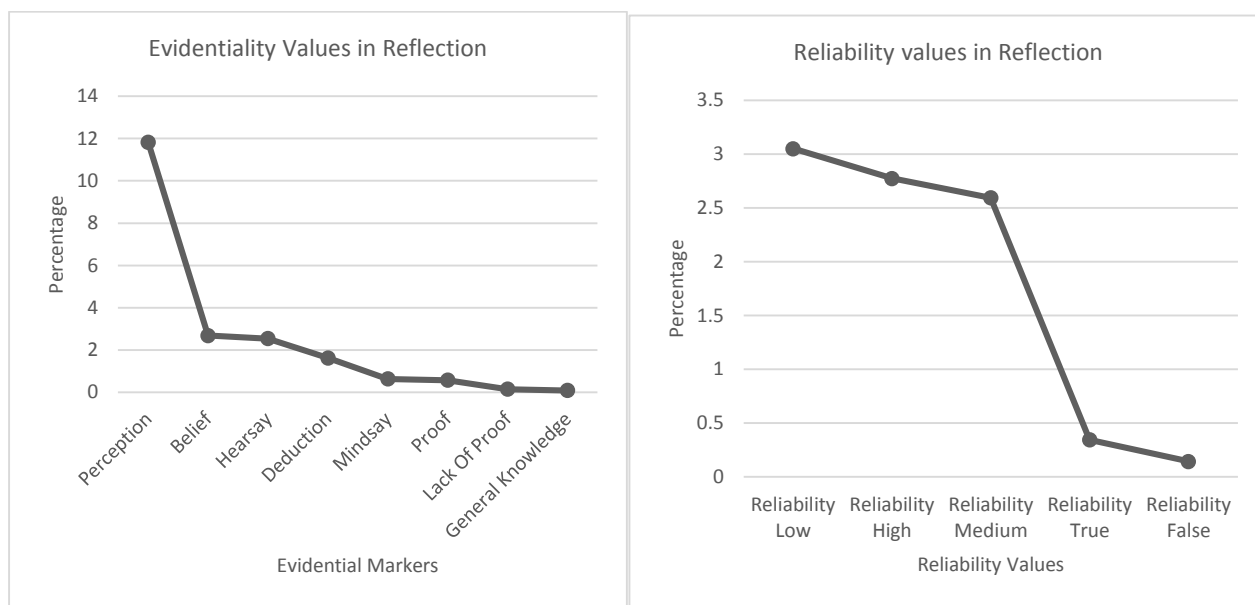
Figure 8:12 The percentages of Evidentiality and Reliability values in Reflection

Considering the use of Evidentiality resources, the figure clearly illustrates the overriding use of Perception 11.8% over any other evidential marker. This distribution of the evidentials demonstrates that the proportion of the averred authorial propositions is higher than attributed ones. Interestingly, it shows that the majority of the students focus on referring to their sensory perception to increase the reliability of their claims and to voice their perspectives. As for Reliability, it can be seen that there is no marked difference in the distribution of Low 3%, High 2.77% and Medium 2.59% reliability, whereas the frequency of reliability of truthfulness is significantly low, as similarly observed in the previous rhetorical macro-moves. This shows us that there is a mixed preference among the writers in the use of reliability levels. In the following table, an extract of reflective analysis written by the

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same writer of the observation extract is provided to appreciate the analysis of the incident and the changes in authorial voice in the Observation and Reflection macro-moves.

Reflective analysis extract	Key stages
I *felt appalled* by *the lack* of <u>care</u> this woman received overnight. Having spent several days on the ward at this point, I also began to become increasingly *aware* of the strong impact this short time had on my reactions to such situations. It made me somewhat *uneasy* to recognise that <u>I</u> was *no longer surprised*. Already these *sombre* <u>incidents</u> had become *the norm*.	Emotional reaction
Despite its *upsetting* nature, this incident did offer a *valuable* <u>learning experience</u>. It *emphasised* the day-to-day struggles faced by the staff working within an *under-resourced* and *under-staffed* <u>hospital</u>. This incident made me explore some reasons behind *the failure* of a well-intentioned <u>hospital implementation</u>, which aimed to improve the skill set of the midwives working in the hospital. *Superficially*, completing a partograph by monitoring each patient's heart rate, blood pressure, number of contractions, foetal heart rate and completing a vaginal examination each hour does not *seem* a huge task. If, however, this needs to be completed every hour for 14 women by only two midwives with only one sphygmomanometer, who *must* also <u>tend to deliveries</u> and <u>a constant stream of new women arriving through the doors</u>, then suddenly <u>the task</u> borders on the *impossible*. Thus, this *useful* <u>tool</u> becomes *ineffective*, *resulting* in <u>the partograph failing</u> to 'reach the potential of its original design' 11, with only a 15% completion rate in Mulago Hospital in 2010. 10	Evaluation of the experience Reflecting on the practice, the staff and the facility in the context
This incident also allowed *important* <u>reflection</u> on professional behaviours. It *helped* me to *understand the importance* of <u>the individual</u>. Unless each professional takes the responsibility upon themselves to ensure newly-initiated policies are correctly implemented, they will have little effect. Allowing *serious* complications to go undetected in the hospital constitutes *an unacceptable level* of care. *Poor* <u>utilisation of the partograph</u> *invariably results in a higher mortality rate* than is necessary, a problem which *could* be solved by improving staffing ratios, and optimising staff training which *appeared* sporadic at best. It is, however, *a positive sign* that <u>the hospital</u> had identified weaknesses in its patient management, and had implemented policies to improve upon it. Though <u>the partograph</u> *may* not be used to its full potential, even its erratic use *must provide some patient benefits*, and *importantly*, it *shows* progression toward improving maternal health.	Reflecting on professional behaviour, its consequences and the wider professional context

Continued

Reflective analysis extract	Key stages
In my future work, I will endeavour to apply the mentality that only by each individual taking on the responsibility for their part of a patient's management, can the whole process be effective. There are **often simple** <u>measures</u> that we are expected to implement, such as hospital specific antibiotic prescription policies. Following my experiences of **the adverse effects** of **failure** <u>to comply with recommendations</u>, I will ensure that I familiarise myself with any such recommendations, and play my part in the implementation of best practice. It will also **influence** any future work I undertake in developing countries. Even in low-resource settings, I will be sure to fully utilise **the simple low-cost** <u>tools</u> that are at my disposal, thus **maximising their impact**. Text 35	Reflecting on personal learning and suggesting future plan

Table 8:6 The analysis of the key stages in Reflection and its evaluative expressions

The above extract shows that it comprises several key stages in which the writer starts by expressing their emotional reaction to the observed incident, followed by an evaluation of the experience and reflection on current practices, the staff and the facilities. Then, they continue the analysis by incorporating professional behaviour, its consequences and the wider professional context in their reflection, and conclude with a reference to the impact of the experience on their personal learning and suggestions for future plans. During the course of their reflection, it is clearly shown how the writer draws on the information gathered from the context, previous studies and personal knowledge to formulate their new perspectives and validate their opinions, and most importantly make claims about their learning gains and future actions.

The nature of prosodic volume and meaning appears to be sensitive to the pragmatic role of the stages. For instance, we can obviously see the negative disclosure of emotions (*uneasy, sombre and appalled*) in the first reaction to the incident. However, these feelings are substituted by values of critical assessment (*valuable, failure, ineffective*) in the writer's evaluation of the experience and reflection of current practices, which signifies a transition from an expression of personal subjectivity into objective assessment of the incident. This is represented by evaluating the positive impact of the

experience and the negative results of the shortage of facilities on the successful implementation of hospital policies. These critical values continue in the authorial analysis of professional behaviour in which they incorporate the wider professional context, including the role of the staff and the institution. At this stage, the writer also praises the experience in advancing their understanding about the role of professionals and highlights the importance of reflection. Then, they conclude with suggestions for future learning and actions in which the recommendations are positively evaluated in the light of the incident. This progression from expressing an emotional reaction to the current event to critically evaluating its consequences on members of the CoP, the wider professional sphere and on the writer's learning shows us the role of interpersonal meanings in constructing a credible authorial stance for the reader, thereby persuading them of the validity of their learning, especially if those authorial views are supported by the employment of high sensory evidence.

8.4.6 Conclusion
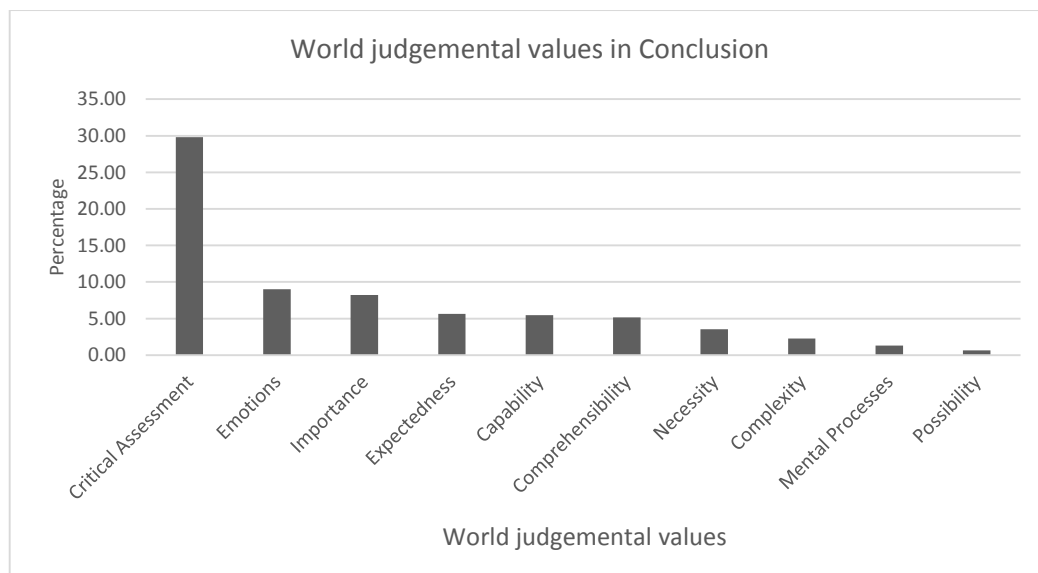
Figure 8:13 The percentages of the world judgemental values in Conclusion

As seen in Reflection, it is noted that Critical Assessment 29.7% is still the dominant value in Conclusion. This is followed by a sharp reduction in the frequency of Emotion 9% and Importance 8%, while the frequency in the rest of the categories is significantly low. This distribution of values

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indicates a sudden increase in emotional attitudes which have been marginally articulated in the previous rhetorical macro-moves, except for Aims and Introduction. The results also suggest that the writers are more likely to conclude their reports with a restatement of their critical opinions, and expressions of emotional feelings and importance than other evaluative categories. As for discoursal values, the following figures present the utilisation of Evidentiality and Reliability resources in the reports.
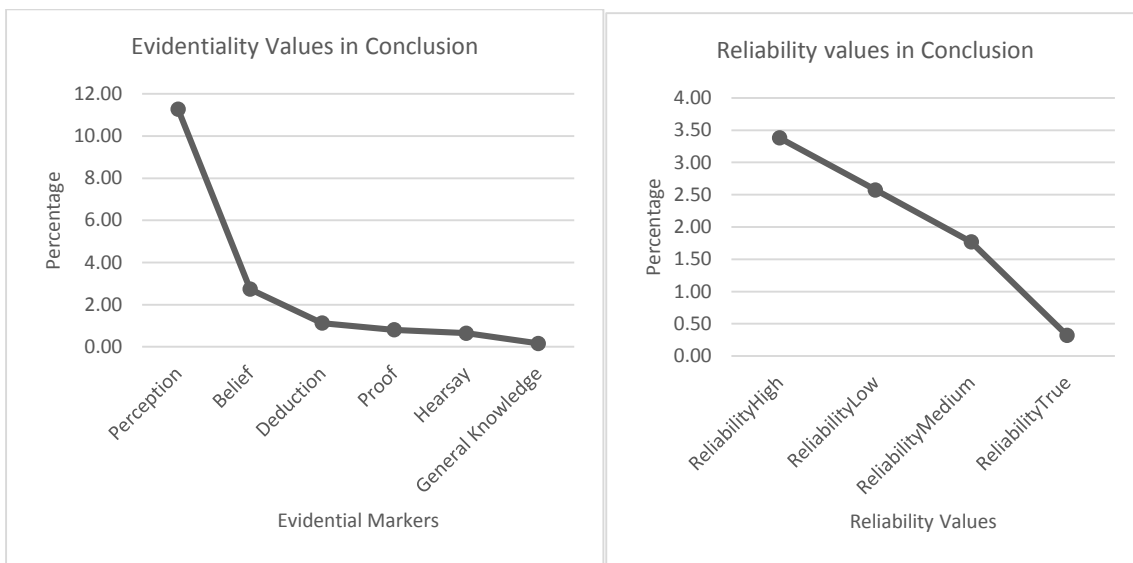
Figure 8:14 The percentages of Evidentiality and Reliability values in Conclusion

It is clearly depicted that Perception remains the dominant marker, reaching the highest frequency 11.2%, followed by Belief 2.7%. However, the frequency significantly drops in the remaining categories. This means that the students in writing their conclusion tend to show the evidence of their claims by mainly referring to Perception markers, followed by expressions of their Beliefs. The result also highlights the dramatic reduction of Hearsay, meaning that the students barely report on previous studies or others' propositions which normally occurs in conclusions. In Reliability, the figure illustrates the high frequency of High reliability 3.3%, followed by Low reliability 2.5%, while the frequency is significantly reduced in the other reliability categories. This means that the writers put a lot of emphasis on positioning their voice as confident about the reliability of their claims. To

appreciate the utilisation of these values in fulfilling the pragmatic function of this macro-move, the table below shows an analysis of the key stages and their evaluative meanings of a conclusion extract.

Conclusion extract	Key stages
Spending time within the Zimbabwean medical system and carrying out this research project **proved** to be an **invaluable** experience, both on a personal level as well as with regards to my future career as a doctor.	Reference to the context
The ability to provide a clinical diagnosis without the technology that doctors in the UK so **often** rely on is a skill that I **hope** to improve in the coming years.	Reference to the aim
Spending time in Zimbabwe **demonstrated** how much the western world has **advanced** in the past 50 years. However, it **unfortunately** also **highlighted** how far Zimbabwe has yet to come if it is to provide the standard of care that all humans deserve.	Comment on the context
I am **proud** of the way in which I dealt with certain situations and **felt** that I gave everything I could to ensure that my time in Zimbabwe was a **positive** experience for myself and those involved. I learnt some **valuable** lessons about medicine in Africa, including **the challenges** faced by patients and staff as well as the huge impact that small changes can make. … My two months in Zimbabwe were like nothing I have ever experienced before. It was an extremely **humbling** experience and has **certainly strengthened** my resolve to spend more time in Africa in the future.	Attending to emotions, learning gains and evaluating the experience
With regards to the research project, I covered the knowledge, attitudes and beliefs of nurses at rural clinics in Mutare, Zimbabwe towards vertical transmission of HIV in HIV-positive pregnant women. The project also addressed the challenges faced by the PMTCT program and various ways in which it could be improved.	Summary of the reflective approach
I **feel** that the research has yielded some **useful** recommendations which that further research **might** be of value. I would **hope** that subsequent recommendations could then be implemented into the current system, in order to further improve the success of the PMTCT program currently in place. This project **demonstrates** that although there have been **significant** advances in the PMTCT program since it was first piloted in 1999, there are still areas that **need** to be addressed if it is to improve even further over the coming years and successfully eradicate new HIV infections in the next generations. Text 1	Evaluation of the approach

Table 8:7 The analysis of the key stages in Conclusion and its evaluative expressions

The analysis reveals several stages in which the writer moves from referring to the context, the experience and the aims to describing their emotions and learning gains and ends with an evaluation

of the project and their reflective approach. It is interesting to notice the focus on using high sensory evidence (*feel, demonstrate*), Proof markers (*proved*) and High Reliability expressions (*certainly*) to increase the credibility of the writer's views about the experience and their claims about learning. This also links to the discussion of the use of high reliability values in the previous chapter, highlighting their role in emphasizing the writer's learning gains. This demonstrates that the utilisation of high reliability values to accentuate the reliability of authorial claims about learning tends to occur in the conclusion macro-move. As for the attitudinal values, it is not surprising to see a positive emotional reaction and a positive assessment of the experience in order to indicate its impact on the writer's learning progress. These evaluative meanings continue in the assessment of the reflective approach selected for the project which concludes with an expression of the necessity for the authorial recommendation.

The previous sections have illustrated the types and the frequencies of the writer's evaluative judgement of world entities and of discourse across the primary macro-moves of reflective reports. Most importantly, the findings have shown the influence of the pragmatic role of these macro-moves in shaping evaluative meanings. The following section will indicate the types and the distribution of evaluative meanings in optional macro-moves.

8.5 The use of world-judgemental and discoursal values in optional rhetorical macro-moves

8.5.1 Context

The writer in this macro-move provides contextual information about the setting, including their evaluative assessment of the nature of healthcare in hospitals. This macro-move only occurred in 14 reports. To realise the types of attitudinal expressions, the following figure presents the percentages of world judgemental values in this macro-move. As applied to primary rhetorical macro-moves,

percentages are calculated by dividing the sum of each value category by the total values in the optional macro-move, multiplied by 100.
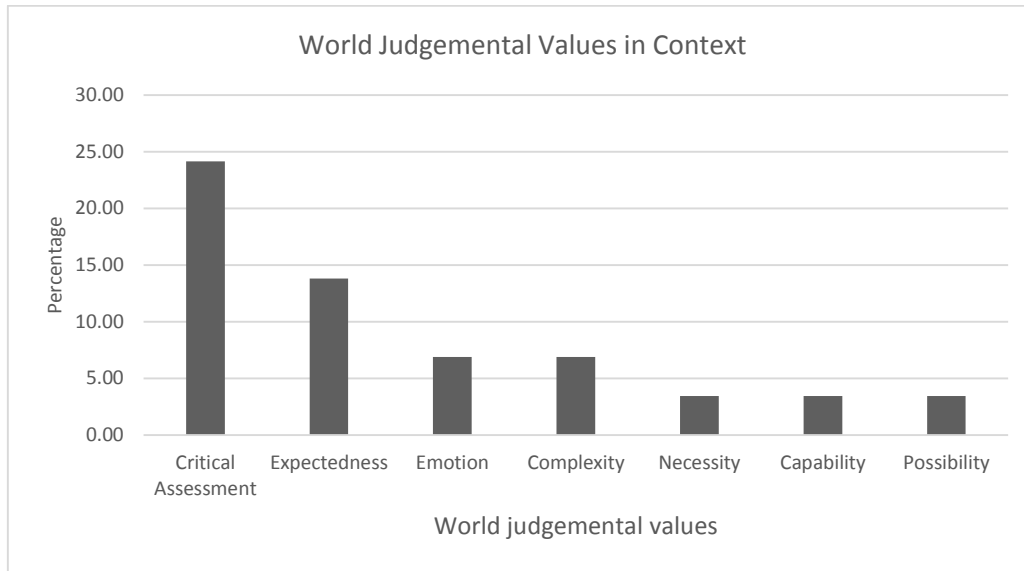
Figure 8:15 The percentages of world judgemental values in Context

As seen in primary macro-moves, the values of Critical Assessment is the most frequent category in Context 24%, followed by Expectedness 13.7%, Emotion and Complexity 6.9%. However, the frequencies of the rest of the value categories are substantially low, showing that they are rarely expressed in Context. These results mean that the writers in describing the contextual background of the study express their critical views and their feelings of expectedness more often than the other values. As for the value of discourse, the figure below shows the use of Evidentiality and Reliability expressions. It is unsurprising to see that Deduction and Perception 13.7% are the only evidentials used in describing the context, while Low reliability has only occurred once in the Context macro-move, reaching 3.4%. This means that the writers tend to refer to high reliability evidentials like sensory evidence and deductive reasoning more than reliability markers.
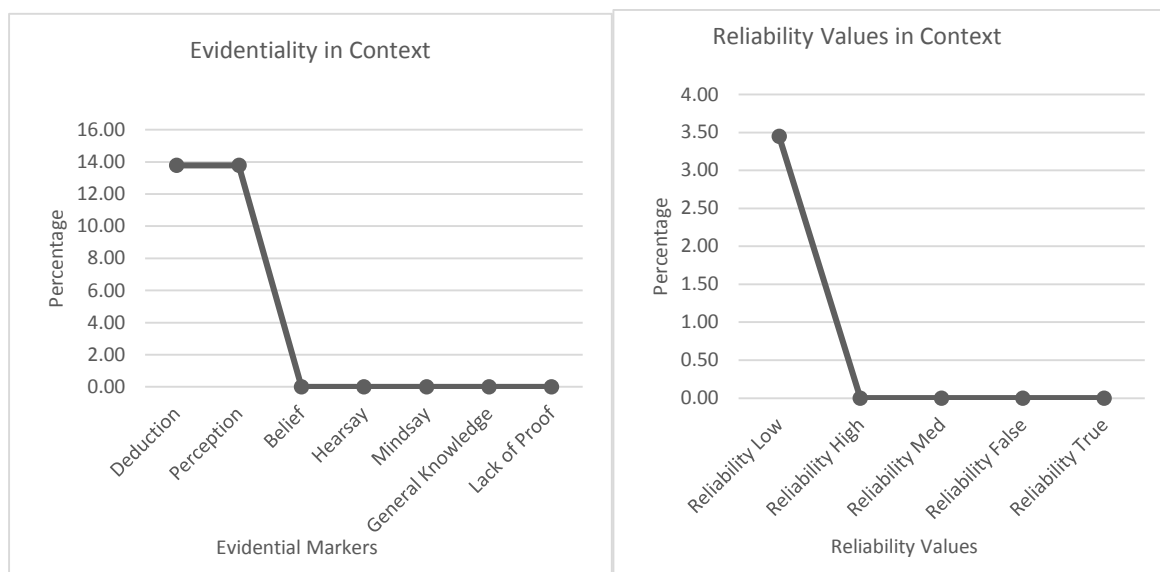
Figure 8:16 The percentages of Evidentiality and Reliability values in Context

As mentioned in section 8.3, the range of evaluative meanings in Context and the other optional macro-moves is relatively low, which indicates the low spread of value categories and the writers' tendency to be objective in their accounts. Therefore, the analysis of these features in Context and in the other optional macro-moves will be presented in examples rather than in a single extract. These examples show the types of attitudes that writers display in their description of Context and their rhetorical functions.

1- Much of the equipment was also provided by the same aid programme. Resources within the hospital are generally adequate, although *not always to the specifications that you would expect* in the UK. *Overcrowding* is a problem: it is common for patients to share beds. Text 38

2- My elective period began with four weeks working in the 'Good Samaritan Policlinic' in Jicamarca district in the east of Lima, one of the most *deprived* areas in the capital. Text 43

3- In the UK and the Zambian hospital where this audit was conducted all hospital treatment is free including HIV testing and ARV treatment. The hospital in Zambia was very remote with people *often* walking for days to get there. Text 47

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4- Comparing England to Tanzania made me think about the access patients have to care. Table 1 *shows* there are significantly less ophthalmolgists per million in Tanzania compared to England. Text 48

5- In resource *poor* countries such as Zambia this *lack of reliable* (low reliability) investigations *means* that results in some patients being *incorrectly* diagnosed with TB. Text 47

The above examples show that the negative authorial judgement of the context (*overcrowding, deprived*) illustrates undesirable condition of the particular healthcare to the reader. The writers also draw on values of expectedness (*often*) to refer to the type of un/usual practices in that context. This reference to the Critical Assessment and Expectedness values are deemed to be relevant, as they give a sense to the reader of the authorial stance on the setting and prepare them for the writer's observations of the incidents. With respect to values of discourse, it is noted that the reference to high sensory evidence *show* and deductive reasoning *mean* denotes the writers' epistemic stance as highly reliable, and thus support their accounts about the context. That is because such propositions are based on the writer's integration of previous studies and knowledge from the context. In Reliability, the writer in example 5 criticizes the credibility of the scientific investigations in that country through using a low reliability marker (*lack of reliable*) which helps to identify the nature of the problem in that healthcare context.

To sum up, we have noticed how the evaluative judgement of the Context can be a useful strategy to draw an image in the reader's mind of the setting and the kind of health care encountered, thus preparing them to appreciate the circumstances of the problem or incident. This requires the writer to draw on high reliability evidential resources to increase the validity of their assessment about the Context. The next section will discuss the distribution and the role of authorial values in Methods.

8.5.2 Methods

The writers usually in describing their methodological approach focus on the data collection, the reflective cycle and their usefulness to fulfil their aims. This entails the writers having to articulate evaluative judgements to clarify their stance to the reader. The figure below presents the quantitative analysis of evaluative meanings in the Methods section of 14 reports.

The distribution of the world judgemental values in Methods
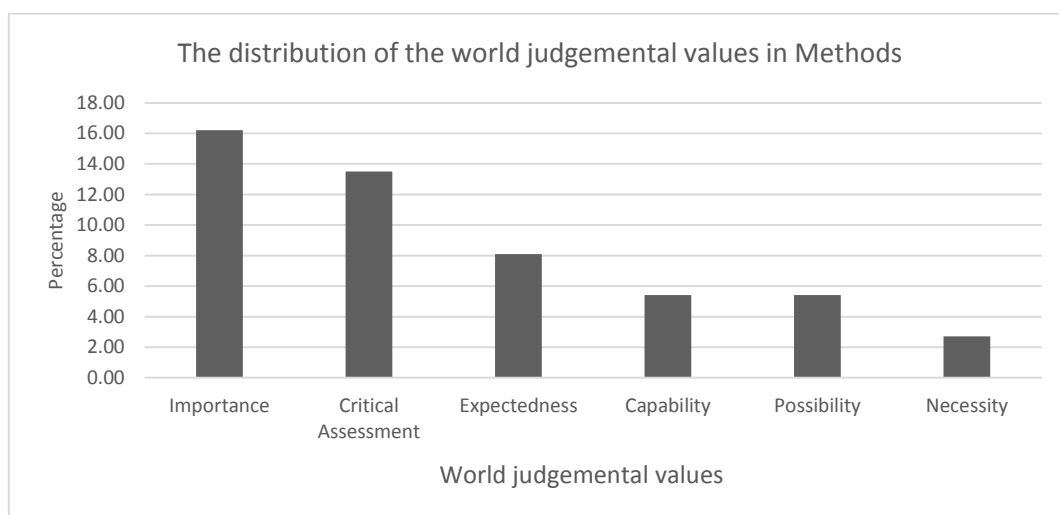
Figure 8:17 The percentages of the world judgemental values in Methods

Unlike the previous rhetorical macro-moves, it can be seen that the value of Importance is the predominant category, reaching the highest frequency 16.2%. Then, the frequency gradually decreases in Critical Assessment 13.5% and Expectedness 8%, while it becomes very low in the rest of the categories. This shows us that in explaining the methodological approach the students are more likely to highlight its importance and express their critical opinions which is an expected interpersonal feature in this macro-move. With regard to the use of Evidentiality and Reliability values, the figure below presents their percentages in the Methods macro-move.

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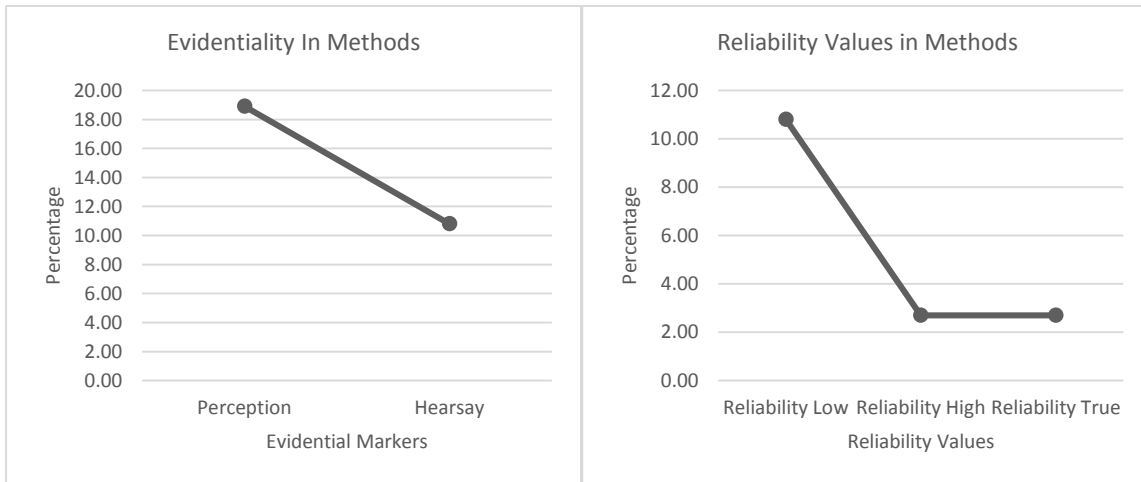
Figure 8:18 The percentages of Evidentiality and Reliability values in Methods

Figure 8:18 clearly illustrates that Perception is the most frequent evidential 18.9%, followed by Hearsay 10.8%. This demonstrates the writers' tendency to refer to sensory evidence more than attributed propositions in order to support the reliability of their claims about the Methods. As for Reliability, the figure illustrates Low reliability as the most frequent category 10.8%, which represents the writers' tentative voice. The following examples illustrate the functions of the evaluative meanings in Methods.

6- The results were many and varied, but with a *core* handful of recent and *relevant* reviews and interview-based studies *discussing* barriers to health in Indigenous Australian populations. Text 45

7- I intend to structure my reflections using 'Gibb's Reflective Cycle' 5 which *will allow me to think through and properly analyse* my experiences. Text 46

8- This method, which was *suggested* by Burns and Sinfield, includes headings such as what was learned, why it was useful, what was the reaction and then setting goals for future learning opportunities 5 Text 44

9- I *noted* a number of *common* themes and practices in Uganda, which I have now further reflected upon with the help of the Gibb's Cycle of Reflection. Text 49

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The above examples indicate that the value judgements are mainly addressed towards evaluating the reflective cycle selected for the project, which unsurprisingly express the writers' positive stance. This is conveyed through highlighting the importance and the positive causality of the methodological approach. As for values of discourse, it is noted that the style of Hearsay markers *suggested* and *discussing* denote a neutral stance, which indicates the writers' attempt to open the evaluative space for alternative views and their intention not to commit themselves to the truth value of the attributed propositions. However, this does not seem to occur in employing Evidentiality, in which the writers refer to high sensory evidence to increase the reliability of their propositions. This management of value judgements and the dialogical space with the reader shows the persuasive authorial strategy to highlight the relevance of the methodological approach to addressing their aims introduced at the beginning of the report.

8.5.3 Data and results

The rhetorical function of this macro-move is to present and describe the data and the results of the quantitative analysis which has been conducted by only 3 students. The reason for the low occurrences of this macro-move can be attributed to the writers' aims and the design of the reflective project which entails the collection of quantitative data. As mentioned in section 8.3, the range of evaluative meanings is substantially low, however those feature were analysed and presented in the figure below.
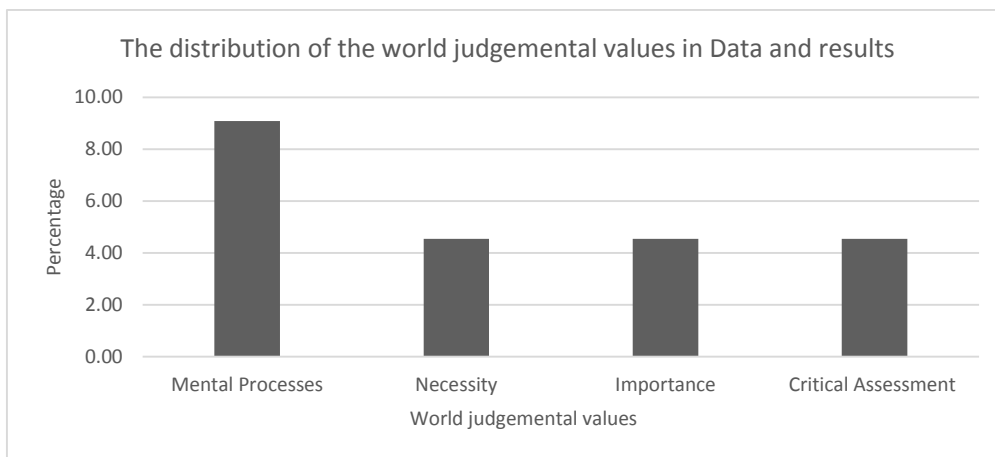
Figure 8:19 The percentages of the world judgemental values in Data and results

It is surprisingly shown that Mental Processes is the most frequent value expressed 9%, followed by

Necessity, Importance and Critical Assessment 4.5%. This suggests that the writers choose to

appraise the social actors' mental states in presenting their results. At the level of discourse, the

figures below illustrate the distribution of Evidentiality and Reliability markers.
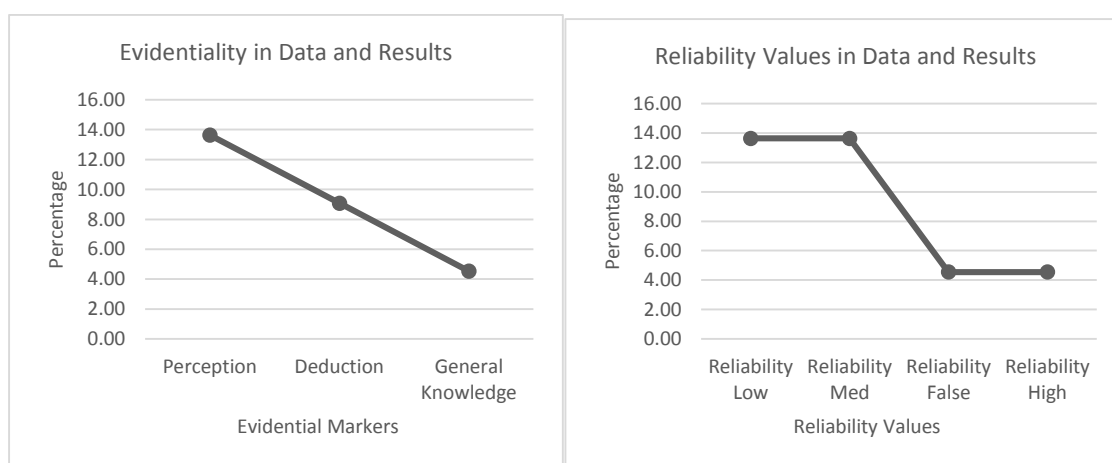
Figure 8:20 The percentages of Evidentiality and Reliability values in Data and results

It can be seen that the Perception evidential remains the highest marker 13.6%, followed by Deduction

9% and General Knowledge 4.5%. This suggests that the writers' preference is for using sensory

evidence (e.g. *show*, *seem*) and deductive reasoning in presenting their results, which is expected in

this macro-move. In Reliability, the figure presents Low and Medium reliability as the most frequent

categories 13.6%, compared to the low frequency of High and False reliability 4.5%, which indicates a tendency among the three writers to show tentativeness in their interpretation of the data. The following examples illustrate the role of these values in presenting Data and results.

10- It is assumed that none of these patients were certain of their HIV status. Of those offered an HIV test, 11 of the patients *refused*. Of these 68 people who accepted testing, 1 returned as HIV positive. 52 of the Zambian patients already *knew* their HIV status so did *not need* to be tested. Text 47

11- However, it is *possible* that they were offered a test, as not all of the notes were complete for all fields. Of the 100 Zambian patients 50% were HIV positive. Of these 37 were already known to be HIV positive. This *means* implementing the policy of testing TB patients for HIV *succeeded* in diagnosing 13 more people with HIV and *allowed them to start ARV treatment*. Text 47

12- Due to the relatively small number of cases that provided my data, it's *unreliable* to take this as a representation of acute coronary syndrome in South Africa. Furthermore, *the fact* that I collected data from a hospital environment may favour picking up more STEMI patients due to the *likelihood* of them being in hospital for a longer time. Text 54

The above examples present the context of evaluating the data and the results. For instance, the writer in example 10 assesses both the patients' unwillingness to participate in the study (*refused*) and their awareness of the disease (*know*) as they constitute the data sample. In example 11, the writer praised the hospital's policy by describing their success in diagnosing more HIV patients and its consequences. These value judgements derived from the writer's deductive reasoning of the data, which supports the reliability of their opinions. However, the authorial attitude towards the data sample is negative in example 12, highlighted by the use of False reliability (*unreliable*), which represents a limitation of their study. As for other reliability values, the writer's caution about their

interpretations is clearly represented by the expression of *likelihood* and *possible*, in contrast to the use of High reliability (*the fact*) to refer to the context of data collection. Overall, the communicative function of this macro-move justifies the reason for assessing other participants and the tentative voice of the writer.

8.5.4   Case Description

Similar to Observation, Case Description involves the writer's description, but of a particular patient's incident, considered to be relevant to the topic of the reflective writing. Only 14 writers have chosen to integrate Case Description in their writing, motivated by their aims and research questions. Despite the similarity of the rhetorical functions in Case Description and Observation, this does not seem to be reflected in the expression of evaluative meanings. To illustrate, the following figure presents the use of world judgemental values in this macro-move.
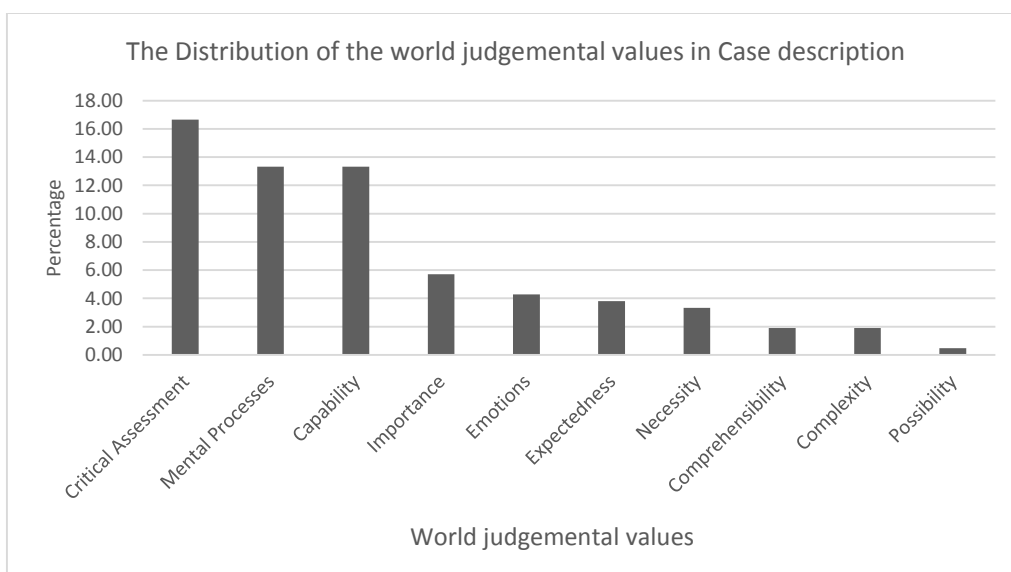
Figure 8:21 The percentages of the world judgemental values in Case Description

It is clearly indicated that the value of Critical Assessment is the most frequent category in Case Description 16.6%, followed by a slight reduction in the frequency of Mental Processes and Capability values 13.3%. However the frequency is dramatically reduced in the other value

categories, falling between 5.7% and 0.4%. This indicates that when the writers describe other participants and patients in particular, they choose to express critical views about them and evaluate their mental states and capabilities, which is interestingly different from the evaluative acts in Observation. We have noticed that the writers rely on values of Critical Assessment, followed by Expectedness and Mental Processes in Observation; in contrast, they, in describing the patient's case, convey Critical Assessment values and assess their mental states and capabilities. This tells us that the authorial perspectives in this macro-move tend to be specifically oriented to the participants in the context instead of other objects. With regard to discoursal values, the following figures show the use of Evidentiality and Reliability markers in Case Description.
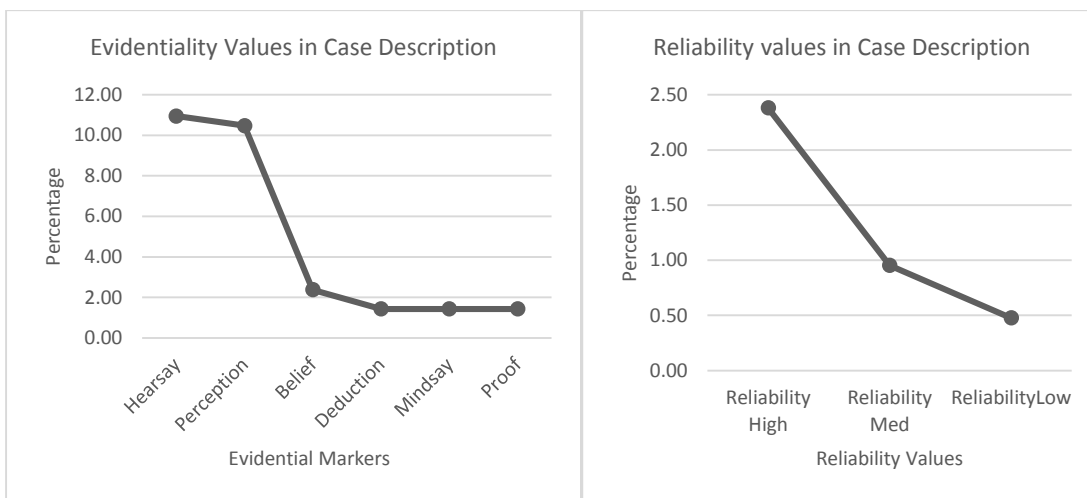
Figure 8:22 The percentages of Evidentiality and Reliability values in Case Description

The figure above clearly depicts that both Hearsay 10.9% and Perception 10.4% evidentials are the most frequent markers in Case Description. However, the frequency significantly decreases in the rest of the evidential markers. This indicates an authorial emphasis on referring to other participants' utterances and sensory evidence to increase the reliability of the information in their propositions. This order is noticeably different from that in the Observation macro-move in which the writers tend to use sensory evidence more frequently than reporting others' propositions. Perhaps, this can be attributed to the fact that in reporting observations the writers focus on their sensory perceptions to

validate their views; conversely, describing patients' cases may require them to integrate others' propositions along with perception markers to make their claims compelling to the reader. In Reliability, the figure shows High reliability as the dominant category 2.3%, while the frequency dramatically drops in the other reliability categories. This illustrates an authorial tendency to demonstrate a confident voice in reporting on the patients as similarly enacted in the Observation macro-move, which confirms the importance of establishing a highly credible voice to convince the reader of the validity of their observations. The following examples show the writers' utilisation of these evaluative meanings.

13- He was *stable* on arrival in the department and was *talking in full sentences.* Text 9

14- In fact, one of these cases was *advised* to have a Caesarean following antenatal identification of CPD, but she *persisted* in attempting a vaginal delivery at home, *resulting in the need for an emergency operation*. Text 53

15- The patient was very *challenging* as she had a deep *mistrust* of healthcare workers, particularly nursing staff and was also very demanding, however she was very *upset*, *reporting* that certain nurses were rude to her and refusing to help her go to the bathroom despite *the fact* that she felt weak .... The patient *said* she was being stigmatised by some nurses … because of her HIV and *broke down in tears* several times while talking to the doctor. Text 55

The above examples demonstrate that there is an emphasis on evaluating the patients' mental status and their physical abilities. For instance, the writer in example 13 describes the stability of the patient's condition, e.g. *stable* and *talking in full sentences*. However in example 14, the writer criticises the patient's refusal to comply with the doctor's advice by indicating the negative consequences of their decision, i.e. *resulting in the need for an emergency operation*. As for epistemic authorial stance, the analysis reveals the writer's attempt to refer to the patient's attributions (*reporting, said*) to support the interpretation of their negative emotions; thus inviting the reader to

accept their views. This evaluative act can enable the writer to construct an authentic and reliable account of the patient's case which needs to be accomplished before initiating the reflective analysis.

8.5.5 Limitations

The main pragmatic function in Limitations is to acknowledge the shortcomings of the study, which has been made by three writers, hence explaining the low evaluative behaviour in this macro-move. The following figure illustrates the types of value expressed.
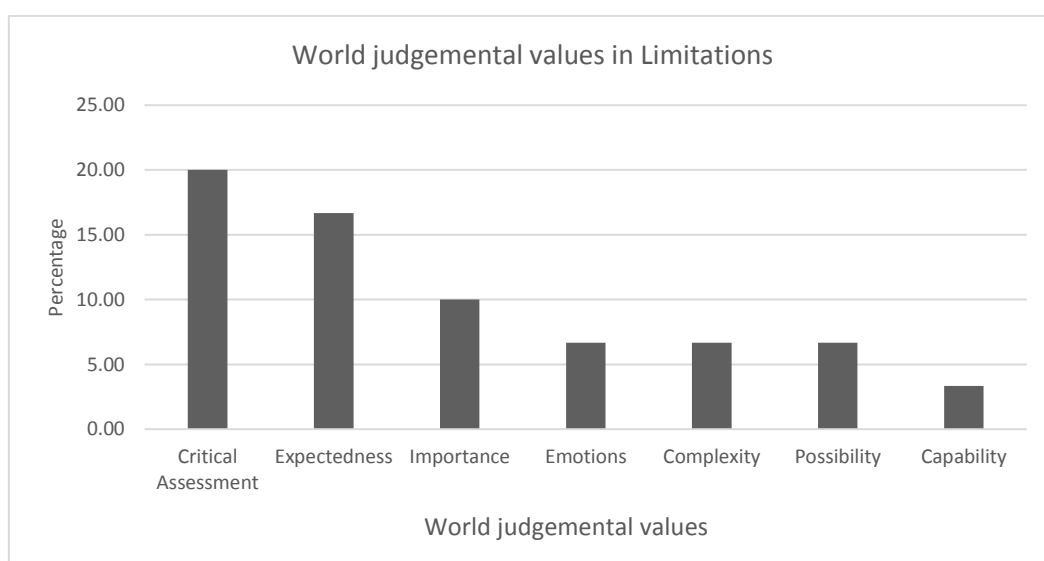
Figure 8:23 The percentages of the world judgemental values in Limitations

The figure obviously shows that the value of Critical Assessment still has the highest frequency 20%, followed by Expectedness 16.6% and Importance 10%, while it is substantially reduced in the remaining four categories. These findings demonstrate an obvious tendency among the writers to critically evaluate the limitations of their study, show their feelings of expectedness and highlight the aspects that they consider to be important, which is an expected evaluative feature in this macro-move. At the level of discourse, the utilisation of Evidentiality and Reliability are presented in the figures below.
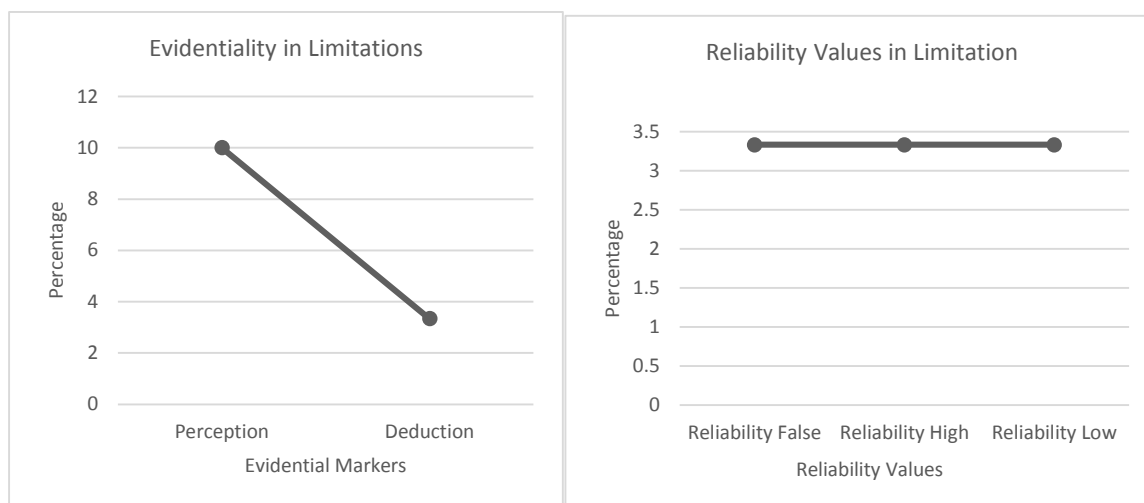
Figure 8:24 The percentages of Evidentiality and Reliability values in Limitations

It can be seen that Perception is the most frequent evidential 10% in Limitations, followed by a sharp decrease in the frequency of Deduction 3.3%, suggesting the writer's preference to rely on their sensory perception in reporting the limitations of their study. In Reliability, there are merely three occurrences of reliability values, which are evenly distributed between High, Low and False reliability categories. The following examples show instances of these values in the Limitations macro-move.

16- Athough there were tourists present in Mallorca and attending the hospital, the trends *are not so dramatic or reliable* as may occur during the summer. Text 52

17- The *main* limitation of this study is *the fact* that it is based on a small sample size. Text 1

18- I *felt* that the language barrier *limited* the depth with which I could explore each topic or answer. Text 1

19- In Zambia, the mission hospitals tend to have more resources and be *better organised* than other hospitals, and although this *could mean* it isn't representative mission hospitals are very much the norm there. Text 47

20- There *may* also be bias: as a native english speaker, I was *often* called to see the patients which were not Mallorquin. Text 52

It is not surprising to see that the evaluative connotation of the Critical Assessment and Importance values denotes negative meanings. For instance, it is noted that the expressions of importance (*not dramatic, main*) were either used to indicate that the observed trends are not important or to highlight the key deficiency in the study. Similarly, the writer expresses their negative criticism of an aspect of the context (*language*) by evaluating its undesirable consequences on their reflection, which is supported by their perception of feelings. However, the use of *could mean* and *may* in examples 19 and 20 construe the authorial voice as tentative which enables the writer to establish a distance from the truth value of the proposition, especially if it denotes flaws in the study.

So far, we have noticed in the previous sections how types of evaluative categories and the epistemic authorial stance are varied across the rhetorical macro-moves in the reflective reports, which demonstrates the sensitivity of interpersonal meaning to be shaped by the socio-pragmatic functions of these macro-moves. The following section provides a summary of evaluative acts across these macro-moves in order to clearly depict their tendency to appear in the reports.

8.6   Summary and conclusion of evaluative behaviour in the primary and optional rhetorical macro-moves

The types of the values identified in each rhetorical macro-move are summarised in the following table to render a clear picture of their spread and similarities across these moves.

Rhetorical Macro-moves	Critical Assessment	Importance	Expectedness	Emotion	Capability	Comprehensibility	Complexity	Possibility	Mental Processes	Necessity
Introduction	+++	++	+	++	+	+	+	+	+	+
Aims	++	++	+	+++		+	+	+		
Context	+++		++	+	+		+	+		+
Literature Review	+++	++	++	+	+	+	+	+	+	+
Methods	++	+++	+		+			+		+
Data and results	++	++							+++	++
Observation	+++	+	++	+	+	+	+	+	+	+
Case description	+++	+	+	+	++	+	+	+	++	+
Reflection	+++	++	++	++	+	+	+	+	+	+
Limitations	+++	++	++	+	+		+	+		
Conclusion	+++	++	+	++	+	+	+	+	+	+

Table 8:8 A summary of the world judgemental values across the rhetorical macro-moves

High occurrences +++, Intermediate occurrences ++, Low occurrences +

In the light of the distribution of value occurrences in the table, the analysis has revealed several important points:

- The apparent disparity in the types and the frequencies of attitudes across the rhetorical macro-moves, which reveals the influence of the pragmatic function of these macro-moves on the evaluative meanings;

- The writers' awareness of the importance of demonstrating critical views throughout the macro-moves, followed by values of Importance and Expectedness, which reflects the relevance of these values to reflective writing and thereby learning;

- Methods and Data and results macro-moves clearly contain the lowest range of evaluative meanings which confirms the findings of previous studies;

- The tendency to evaluate others' mental status in Data and results and Case description;

- Expressions of emotions tend to occur first in the Introduction and Aims and later in Reflection and Conclusion macro-moves, which indicates that the writers revisit their feelings in the analysis and the conclusion to highlight the influence of the experience on their emotions;

- There is a similarity in the range and the type of evaluative behaviour in Introduction and Conclusion; suggesting that the writers tend to re-examine these attitudes in their concluding statements in order to give the impression to the reader of the evolution of their views after the reflective experience.

Following the nature of authorial attitudes as an experiencer of the world entities, the next table summarises the reference to Evidentiality and Reliability resources across the rhetorical macro-moves to appreciate their similarities and their utilisation pattern among these moves.

Rhetorical Macro-moves	Perception	Deduction	Belief	Proof	Lack of proof	General Knowledge	Hearsay	Mindsay	Reliability Low	Reliability High	Reliability Med	Reliability True	Reliability False
Introduction	+++	++	++	+		+	++	+	+++	+++	+++	+	+
Aims	+++	+		+					+++				
Context	+++	+++							+++				
Literature Review	+++	+	+	++	+	+	+++	++	+++	+++	++	+	
Methods	+++						++		+++	+		+	
Data /results	+++	++				+			+++	+	+++		+
Observation	+++	+	+	+	+		++	+	++	+++	++	+	+
Case description	+++	+	+	+			+++	+	+	+++	+		
Reflection	+++	+	++	+	+	+	++	+	+++	+++	+++	+	+
Limitations	+++	+							+++	+++			+++
Conclusion	+++	+	++	+		+	+		++	+++	++	+	

Table 8:9 A summary of values as a discourse act across the rhetorical macro-moves

High occurrences +++, Intermediate occurrences ++, Low occurrences +

The distribution of the occurrences of evaluative features in the table provides valuable insights about the nature of the Evidentiality and the writer's stance across the rhetorical macro-moves, as shown in the following points:

- The dominance of Perception across all the macro-moves is clearly depicted, which reflects the writers' reliance on their sensory evidence to increase the reliability of the information presented in their proposition;

- It is interesting to see that expressions of Belief tend to occur in Introduction and then later in the Reflective Analysis and Conclusion, suggesting that writers reconsider their beliefs and assumptions in the latter macro-moves, and this is a relevant step for achieving critical reflection;

- Reference to the attributed propositions mainly occurs in the Literature review and Case Description; yet they differ in the type of speaker, i.e. reporting of cited authors is most likely to be in the former macro-move while the participants' utterances are in the latter;

- The tendency to use Proof markers in the Literature review to demonstrate the writers' agreement with the cited attributions, thus supporting the credibility of authorial claims about the nature of the problem and the context;

- The prominence of the Low and High reliability markers across the macro-moves; in contrast to the low occurrences of reliability of truthfulness, which is consistent with the quantitative analysis of this feature in the corpus;

- The writers' preference for projecting a confident voice in the Observation and Case Description macro-moves to validate the credibility of their description; thereby inviting the reader to accept their views in order to prepare them for the reflective analysis.

This section has illustrated an overall picture of the spread and the similarities of evaluative meanings, i.e. evaluation of entities and discourse across the rhetorical macro-moves, which has shed light on the pattern of evaluative acts and the nature of writer stance across these moves. The next section will provide a summary of the chapter and conclusion.

8.7   Summary of the chapter

This chapter has provided a genre analysis of reflective reports, comprising primary and optional macro-moves based on their distribution in the reports. The primary macro-moves included Introduction, Aims, Literature Review, Observation, Reflection and Conclusion. In contrast, the optional macro-moves were Context, Methods, Data and results, Case description and Limitations. Interestingly, the analysis has revealed that reflective reports have a distinctive organisational pattern which contradicted Moon's (2004a) remarks about the lack of structure in reflective writing. The main reasons for having this organisational structure can be attributed to two factors:

a) the students' tendency to follow the academic conventions;

b) and their awareness of the importance of using the reflective models in writing the reports.

These models usually prompt the writers to describe their observations, analyse the critical incident and consider future plans or actions. In producing these reports, it was noted that the writers borrowed external linguistic features and patterns of other genres, namely Case Description which highlighted an important aspect of genre research, i.e. generic intertextuality.

The chapter has also shed light on the management of authorial evaluation in each rhetorical macro-move to achieve its socio-pragmatic function. The findings revealed that the Reflective Analysis macro-move comprised the majority of the authorial values, in contrast to the low volume of attitudes in Methods and Data and results, which was consistent with the findings of previous research. In addition, we have seen the writers' tendency to express critical views and refer to sensory evidence across these moves; yet, there were distinctive similarities and differences in the evaluative acts, listed below:

- Although Observation and Case Description shared the same pragmatic role, i.e. describing the events, they diverged on the type of attitudes, as evaluating others' mental states and abilities were addressed more in Case Description than in Observation;

- However, the writer stance as being confident and authoritative was similarly positioned in these macro-moves which has allowed the writer to increase the reliability of their observations and views in their description;

- Both Introduction and Conclusion shared similar value judgements, particularly in regard to expressions of Emotions and Beliefs, which reflected the writers' re-examination of their perspectives in the Conclusion to give a sense to the reader of the influence of the reflective experience on their learning.

The next chapter provides the conclusion of this thesis which pulls all the threads of the arguments and the findings together.

9   Conclusion

9.1   Introduction

In the first part of the chapter, the research questions are restated and the key findings are summarized. The practical implications of the findings will then be discussed in relation to genre theory and the construction of writer stance. This is followed by an evaluation of the study, the framework and its contribution to the theories of evaluation and genre analysis. Finally, an explanation of its limitations and suggestions for further research are provided.

9.2   Summary of the results

9.2.1   Research questions

In chapters 2, 3 and 4, the relevant literature was reviewed with the aim of explicating the concept of genre analysis, the purpose of reflective writing and its linguistic features, the approaches to evaluative analysis and the nature of writer stance in professional and apprentice discourses. Reviewing the previous studies has revealed the relevance of evaluative language and authorial attitudes to the context of reflective writing, and of constructing a persuasive stance to convince the reader of the validity of the writer's learning. That said, the volume of linguistic studies on reflective writing is limited, indicating a lack of knowledge about the type of evaluative strategies and the nature of the writer's perspectives in this genre and its macrostructures. Previous research (Du Bois, 2007; Hood, 2010) also highlights the influence of the targets of evaluation in shaping evaluative action and understanding its pragmatic function in the context of situation; yet, that influence has been overlooked in the majority of evaluation studies and constructs. The research questions and sub-questions, stated at the end of Chapter 4, aim to fill that gap of knowledge, as listed below:

1- How is the language of evaluation used in medical reflective reports?

a- What kinds of attitude are expressed by successful writers while evaluating their experience in the reports?

b- How are these attitudinal meanings expressed and what are the rhetorical functions achieved in the reports?

c- What kinds of target are evaluated in the reports?

d- What are the types of value used to evaluate these target groups?

2- What kinds of discoursal values are expressed in reflective writing?

d- What kinds of evidentiality markers are expressed and how are they used to justify the credibility of authorial claims?

e- To what extent is the authorial voice positioned in terms of its degree of reliability and truthfulness, and what kind of discoursal roles are achieved through these markers?

f- How is the style of attributed and averred positions presented in the medical reflective reports and what are their rhetorical functions?

3- What is the generic structure of the medical reflective reports?

c- What is the relative evaluative load of each rhetorical macro-move?

d- What kinds of attitude are expressed in each rhetorical macro-move in the reports and is there a difference in the expression of attitudes across these macro-moves?

The following sections will present the answers to the above questions by providing a summary of the findings of the quantitative and the qualitative analysis and the interview results.

9.2.2   Authorial stance as experiencer of world entities (Question1)

The textual analysis of reflective writing in Chapter 6 has revealed a heavy load of evaluative items, marked by their high median and wide spread in the textual space which highlights the relevance of affective meaning to this type of genre. In answer to Question 1(a), the findings have demonstrated that the reflective reports comprise 10 evaluative categories: Critical assessment, the most frequently expressed value, followed by Expectedness, Importance, Emotions, Mental processes, Comprehensibility and Capability, with Necessity, Complexity and Possibility as the least frequently expressed categories. As seen in section 6.4, the interview data has indicated that the main motive behind the high expression of authorial criticism was the apprentices' participation in the CoP and

the academic teaching through which they receive training to develop critical thinking, a skill which is required in reflective writing. In answer to Question 1(b), the qualitative analysis of the rhetorical functions of values has demonstrated the interesting points summarised in the table below.

Value category	Polarity	Purpose
Critical assessment	Negative	To express negative critical views in terms of the quality of the practices and their causality to support the reliability of the criticism; Evaluating the staff and their practice in terms of their appropriacy proves to be challenging among the apprentices, as it requires courage, confidence and a solid knowledge about professional behaviour.
Expectedness	Positive/ negative	Evaluate the differences in the health care between two settings; thus indicating critical incidents; Demonstrate the authorial degree of familiarity with the professional practice and the context.
Importance	Positive	Demonstrate professional assessment of the patient's critical condition; Highlight the relevance of professional norms and education, leading to indicate the influence of the experience in promoting learning.
Emotion	Positive	Justify the authorial decision to analyse the critical incident; Implicitly express their critical views about the incident; Position their stance towards professional and personal aims; And represent development in professional identity.
Mental processes	Negative	Describe the authorial interpretation of others' mental state; Show the writer's reaction to patients' negative situations; thus inviting the reader's emotional response; Implicitly express negative authorial criticism of others' emotions, knowledge, volition and beliefs.
Comprehensibility	Positive	Demonstrate metacognitive awareness and learning gains.
Capability	Positive	If the addressee of the value is a member of the CoP, including the writer, it is then meant to evaluate areas of professional competencies; If it refers to others outside the professional community, the value will appraise a health condition and circumstantial factors.
Necessity	Positive	The writer's preference to use dynamic over deontic necessity to position their voice as less authoritative and interactive with the reader in making recommendations or highlighting the necessity of entities.
Complexity	Negative	Highlight the challenging nature of professional activities; Implicitly make a critical assessment if the target is not related to professional tasks.
Possibility	Positive	Describe the possibility of entities occurring as a result of the writers' cognitive engagement with the content knowledge and the context.

Table 9:1 A summary of the main rhetorical functions performed through the expression of the world judgemental values

In answer to Question 1(c), the findings have shown that there are four main target categories in which the Action and the Physical factor targets are the dominant groups, followed by the Social actors and finally the Conceptual targets. It has been noted in the interview data that the prevalence of the Action and Physical factors target groups was stimulated by the aims, interests and questions writers embark with at the beginning of their reflective journey. In answer to Question 1(d), examining authorial attitudes towards these targets has demonstrated writers' tendency to express criticism of actions. This preference for conveying critical views continues in evaluating the Physical factor targets along with the value of Importance. However in evaluating the Social actors, the writers choose to appraise them in relation to their mental processes and capabilities in order to maintain solidarity with the DC and the CoP, and demonstrate professional assessment skills. As for the Conceptual targets, the analysis has shown that, in addition to expressing critical views and importance, the writers focus on demonstrating their metacognitive awareness about these themes as a strategy to evaluate their learning progress. This variation in the types of values across the target groups has illustrated the role of their ideational meaning in regard to the types and the distribution of values, which highlighted the importance of considering value targets during the analysis.

9.2.3 The authorial stance as a discoursal act (Question 2)

The quantitative analysis of writer stance at the level of discourse in Chapter 7 has demonstrated a tendency to use Evidentiality resources more frequently than Reliability or Style, which indicated an emphasis on demonstrating the evidence of the information presented in the proposition. In answer to Question 2 (a), close examination of Evidentiality has shown an authorial preference for employing Sensory evidence, Hearsay markers and Deductive reasoning more often than Proof, Lack of Proof, Mindsay, Belief and General Knowledge. This confirms previous studies' findings (Nesi and Gardner, 2012; Wickens and Spiro, 2010) about the dominance of the perception of feelings in

reflective writing. The qualitative analysis of these elements has led to interesting findings about their rhetorical roles, as follows:

- Effective use of evidential markers at the levels of discourse, context and personal learning can construct the writer's voice as being interactional, professional and authoritative in relation to self-learning;

- Authorial expression of the high reliability evidentials of Perception, Deduction and Proof supports the authenticity of the claims about learning and the credibility of the critical assessment, as this is generated from cognitive engagement with pre-existing knowledge and context;

- Expressions of medium reliability Perception can soften the power of negative authorial criticism, especially if members of the CoP are involved, and open the evaluative space for alternative views;

- The preference for using non-integral structures in reporting participants' attributions rather than those of the cited author to highlight the relevance of the information.

In answer to Question 2 (b), the findings have demonstrated the dominance of degrees of reliability rather than reliability of truthfulness in which there is no marked difference in the distribution of Low, High and Medium reliability. Also, close analysis of the discursive roles of the degrees of reliability has shown that skilful expression of uncertainty can reflect professionalism, especially if it conveys clinical assessment. Similar to medium Perception, positioning the authorial voice as tentative can reduce the force of professional disagreement and establish a distance from the truth value of the proposition in order to invite the reader to accept the views being expressed and increase solidarity with the CoP. With regard to High reliability, we have seen the writers' utilisation of these markers in the context of causal relations to justify their stance and increase their persuasive influence on the reader. In addition, positioning the authorial voice as confident validates the reliability of views about

learning, the experience and most importantly about future actions, as it results from the writers' engagement with previous knowledge and the context. Despite the low occurrences of the reliability of truthfulness, analysis of the examples has shown the writers' employment of these elements to convey their critical assessment in addition to their use in assessing the truth value of the proposition.

As for Question 2 (c), the tendency to express a neutral and illocutionary style in reporting cited attributions has been revealed in the quantitative analysis. The findings also have shown that the style of the averred propositions tends to express emphasis, organise discourse and convey illocutionary force. Both sources of style i.e. self and others have been noted to fulfil several discursive roles, but the most striking ones are:

- Using illocutionary style in reporting previous studies about the nature of the healthcare in the context and providing other participants' views reflects the authenticity of the reflective writers.

- Both the style of the averred and the attributed propositions converge on the same illocutionary acts, namely making requests and recommendations and expressing emphasis and disagreement, which highlights the relevance of these discursive acts in the reflective writing genre and presents aspects of professional discourse.

9.2.4   Analysis of the genre of reflective writing and the evaluative features of the macro structure (Question 3)

In Chapter 8, a genre analysis of the macrostructure has revealed that the reflective reports investigated in this study comprise 11 rhetorical macro-moves, expressed in varied degrees. This disparity in frequencies has indicated that there are primary and optional macro-moves. While the former category includes Introduction, Aims, Literature review, Observation, Reflection and Conclusion, the latter group comprises Context, Methods, Data and results, Case Description and

Limitations. The findings of the analysis and the interviews have demonstrated that the organisational structure of the reports is mainly motivated by the reflective models selected by the writers which focus on describing the incident, analysing the data, evaluating the experience and future actions/testing new ideas. However, due to the elusive nature of these stages, the writers seem to borrow aspects of academic essay writing and case reports they are familiar with in structuring their reflective reports. So, what has emerged in the findings is an interesting feature of genre behaviour, i.e. "generic intertextuality", in which linguistic features of other genres are recontextualised in one genre to achieve the writer's purpose and meet the institutional expectations. In the Birmingham Medical School, students produce various types of apprentice writing genres, such as case studies, essays, lab reports and reflective reports to represent evidence of learning, which differ in their communicative functions and discursive features. Blending some of these features in one genre can in turn reflect the influence of the DC, their genre conventions and teaching in shaping apprentice writing.

In answer to Question 3 (a), examination of evaluative expressions in rhetorical macro-moves has shown a marked difference in their density as the majority of the primary macro-moves contain a high proportion of values except for Literature review; in contrast to the low density of value expressions in the optional macro-moves apart from Case Description. This also confirms previous studies' findings about the concentration of authorial stance in the Discussion section in comparison to its low presence in the Methods and Data and results sections. As for Question 3 (b), the analysis has revealed the writers' emphasis on expressing critical views, Expectedness and Importance values and on referring to sensory evidence across the macro-moves which is consistent with the distribution of evaluative types across the reports; hence highlighting the relevance of these values to reflective writing. However, there are several similar and distinctive evaluative meanings amongst these macro-moves:

- Although Observation and Case Description fulfil the same rhetorical function, i.e. describing the events, the writers tend to evaluate others' mental states and physical abilities more often in Case Description than in Observation;

- The emphasis on positioning a confident and authoritative voice mainly appears in Observation and Case description, allowing the writer to increase the reliability of their observations and views about the events or patients;

- The prevalence of emotional expressions only occurs in the Aims section in order to reflect the writers' personal wishes and professional aspirations;

- The Importance value is only highly frequent in Methods to show the relevance of the methodological approach in answering the writer's questions and achieving the project aims;

- Both Introduction and Conclusion share similar value judgements, particularly expressions of Emotions and Beliefs, which reflects the writer's re-examination of their perspectives and emotions in the conclusion to give a sense to the reader of the influence of the reflective experience on their learning.

Therefore, this utilisation pattern of values has demonstrated the influence of the pragmatic functions of the macro-moves on the writers' evaluative stance.

9.3   Practical implications

Although the aim of this study is not mainly to inform pedagogy, the investigation of the genre of reflective writing and the management of writer stance in successful reports has yielded several important practical implications for material design and writing pedagogy. These implications are related to the representation of evidence of professional learning, social interaction with the reader, solidarity with the DC and mutual interplay between genre function and the interpersonal meaning.

With regard to writer stance, the discussion in Chapter 6 has revealed that demonstrating professionalism and justifying authorial stance are key in this genre. To raise the students' awareness, they can be introduced to exemplars of attitudinal expressions together with probing questions in order to discuss and then identify the function of these expressions in their writing or other extracts of reflective writing. Examples of these questions are as follows:

- How does the writer express the complexity, the vagueness of professional practice and the assessment of disease or other related aspects of the profession?

- What kinds of attitudinal expressions are used to represent the authorial assessment of the condition of patients?

- How does the writer express their recommendations and how is this supported?

- How does the writer critically evaluate positive/negative incidents and how is their assessment justified?

- How are areas of professional competences described and evaluated?

- To what degree is the writer certain about the validity of their clinical assessment and how is this validated?

In addition, the findings have also indicated that the meaning of the evaluative act does not behave in isolation, rather it is shaped by the type of targets and context of situation. This aspect of evaluative meaning needs to be taken into consideration and highlighted in teaching writing in order to help the students appreciate the role of their evaluative stance and when to mitigate/express their critical voice.

Similarly, writer stance represents social interaction with the reader and indicates the importance of maintaining solidarity with the DC. We have seen the way writers manage a dialogic relation with the reader by opening up the evaluative space; thus inviting alternative views, or expressing strong

commitment towards the proposition. Scholars supporting genre-based approaches argue that students are only able to project a strong voice when they have a clear sense of the audience (Johns, 1997; Paltridge, 2004). Lee (2008) adds that teachers need to present writing as a dialogue between the writer and the reader, and a knowledge of the latter's expectations and the ways to communicate with them will engender a clear sense of the audience, leading to the development of a strong voice. To draw students' attention to this interpersonal function, we can ask them to interpret the evaluative connotation of the reporting verbs used for citations, and the epistemic stance of their propositions and their rhetorical role in discourse.

Given the influence of reflective models in defining the broad structure of the reports, one way to raise students' awareness of macrostructure is by introducing them to various examples of successful reports in order to compare and categorize the main organisation structure. Students could be prompted to identify how the reflective cycle models are presented in these rhetorical macro-moves. In addition, students need to be aware of the reciprocal relation between the Literature Review, Observation and Reflective analysis, as they are important macro-moves that demonstrate the evidence of authorial proposition and learning. To achieve this aim, students can be given a group of disordered segments of these macro-moves and ask to rearrange them to construct a coherent text. Alternatively, extracts of descriptive incidents or a narrative account can be given to the students along with a review of previous studies and then asked to write a reflective analysis in the light of the information given. Once a clear realisation of the organisational structure is established, the teacher can ask them to search for evaluative expressions in each section of the report, relate them to the rhetorical role in that section and compare between these expressions across the different sections. This can help the students to appreciate the distribution of interpersonal meaning and their representation of the pragmatic functions of the genre and its macrostructure.

9.4 Evaluation of the study and theoretical contributions

The study has made valuable methodological and theoretical contributions to the research of evaluative language and genre analysis. The internal impetus of the contribution is derived from the need to understand writer stance in apprentice writing and develop a more suitable framework for grasping the nature of the data and the purpose of the study: understanding the nature of authorial attitudes in medical reflective writing and investigating the macrostructure of the reports and the influence of the communicative function of the genre and its macro-moves in shaping interpersonal meaning. The external impetus comes from the importance of utilizing evaluative meanings effectively to construct a credible authorial stance (Hyland, 2009; Ravelli and Ellis, 2004) by professionals and apprentices alike in a way that is acceptable to the discourse community's conventions. It is also influenced by the awareness of the relevance of the effective management of affective meaning and critical reflective stance to persuade the reader of learning outcomes.

The methodology used in this study combined manual text analysis, corpus analysis and interviews with supervisors, which allowed an exploration of the data from different levels: macro- (quantitative analysis) and micro- (the manual annotation of the corpus and interviews) levels. This combination of corpus-based analysis and discourse analysis proved to be beneficial, as highlighted in Hyland's recommendations (2009). The corpus analysis has rendered a clear picture of the distribution of and variations in the linguistic features; conversely, qualitative discourse analysis has provided a solid grounding for the interpretation of the writers' conscious selection of these features and their rhetorical purposes. Furthermore, the corpus is original, as it comprises medical reflective writing of 150,018 words in 47 texts, compared to the Personal Developmental Planning sub-corpus in the BAWE which contains 86,795 words unevenly distributed across the disciplines and "genre families" (Nesi and Gardner, 2012). The whole texts were also used for the analysis of genre and authorial stance in order to establish a link between interpersonal meaning and rhetorical macro-moves which

makes it a relatively new approach. In this respect, the study sheds light on the usefulness of compiling a specialised corpus in analysing evaluation and interpreting its functions in a particular genre or discipline. At the theoretical level, details of the contributions are indicated in the following sections.

9.4.1   Analysis of writer stance

One of the most important contributions of this study is the systemic analysis of the targets of evaluation into four different categories of ideational meanings, i.e. Actions, Physical factors, Social actors and Conceptual themes; and the identification of interpersonal meanings that appraise each group illustrates the important correlation between the **field** and **tenor** register variables according to the Sydney School of genre analysis. The findings interestingly have shown that ideational meanings exert an influence on the type of values expressed. They have also revealed that the writers' selections of these targets are essentially motivated by their aims and interests, and their emotional response to them in the light of the generic conventions defines their evaluative stance. This has demonstrated the influential role of the context of situation in structuring the field and tenor of its discourse, which contributes to our understanding of the social function of evaluative acts.

The second contribution is related to the modification made to previous frameworks of evaluation, namely the attitude system in the appraisal theory and Bednarek's (2006) parameters of evaluation, driven by the nature of the data. This study has modified Bednarek's approach by adding a new category into the Evidentiality parameter, that is Deduction, and identifying the role of low reliability perception in construing authorial stance as dialogical. The parameter of Emotivity was also reinterpreted into four values of Critical Assessment: Appropriacy, Causality, Effectiveness and Quality, which enabled the realisation of the nature and the functions of critical authorial stance. In addition, the illocutionary force of Style stance [style: self] was classified into Emphasis, Discourse, Illocutionary, Manner and Neutral, which offered valuable insights into the nature and the roles of

authorial style in reflective writing. As for the appraisal approach, avoiding the use of the targets as a basis for the classification of values (i.e. Judgement attitudes evaluate human behaviour in comparison to Appreciation which assesses the aesthetic status of things) allows the analysis to be more flexible and avoids areas of conflation between these two types of value, i.e. the use of Judgement values in describing things and Appreciation in evaluating behaviour and vice versa. Instead, the framework has investigated the actual targets of evaluation selected by the writers which gives a more authentic realisation of their intentions and the social construct of the evaluative act.

Thirdly, while the appraisal system has largely been applied using manual analysis, this study demonstrates how corpus analysis can be used to investigate evaluative meanings and their distribution pattern through annotating and counting the functional items. On the other side of the coin, Biber et al.'s (2000) research on stance focused on forms and started with the quantification of stance markers, making it hard to appreciate other linguistic representations of stance; thereby, the nature of stance in a given discourse. This study, however, prioritises meanings of stance by first analysing how evaluative meaning is represented by their various forms and then quantifying these forms; thus, allowing the researcher to realise the way each value is constructed and distributed in the text. The analysis of the findings has eventually generated a long list of lexical items and long structures representing each value category (see appendix F), which offers a rather more comprehensive picture of the stance and its linguistic manifestations and provides a promising area of research to test the typicality of these features. As Hunston (2007: 46) suggests, qualitative analysis using corpus analysis can enable us to identify evaluative stance markers, especially 'the ones which have not been previously known' and their typicality in the corpus.

Finally, the analytical framework has revealed how evidence of learning is legitimised by drawing on Evidentiality resources (particularly Perception) and evaluative meanings that highlight apprentices' professional progress, especially Critical Judgement, Comprehensibility, Capability, Importance,

Necessity, Emotions and Mental processes. It has also revealed the type of the writers' interaction with the reader and members of the DC by opening up the evaluative space, showing agreement or disagreement with cited attributions. Most importantly, it has shown their interaction with the CoP and its members, manifested in expressing appropriate authorial stance to convey professional values and norms, clinical assessment and even professional disagreement. In the light of the functions of evaluation suggested by Thompson and Hunston (2000), this study has then demonstrated how evaluative language can reflect the value system of the professional and the discourse community and maintain the writer-reader relationship. The next section will indicate the contribution of the study to genre analysis.

9.4.2   Genre analysis

Previous studies have posited diverse views about the organisational structure of reflective writing. Moon (2004a) described it as a product of no defined organisational structure; however, Ryan (2011) demonstrated in her analysis the congruent genre types of academic reflective writing. In addition, previous research into reflective writing has shown that there are various representations of this genre produced for different purposes. Nesi and Gardner (2012), for instance, explained that the reflective writing sub-corpus was produced for self-promotion, while several educators explored the positive influence of reflective writing in promoting learners' professional learning in academic contexts (Boud and Walker, 1998; Shapiro et al., 2006; Wong and Trollope-Kumar, 2014). This study contributes to this body of knowledge that reflective writing is a macro-genre comprising several sub-genres, and academic reflective writing constitutes an integral part in this genre network. This thesis adds to our appreciation of reflective writing practised in academic contexts by analysing its macrostructure into 11 rhetorical macro-moves. The interview data has also revealed the impact of the DC and their teaching on the structuring of apprentice writing, indicated by following models of reflective tools and borrowing linguistic and structural features of academic essays and case studies

in order to organise their reflective reports. This leads us to an important feature of genre analysis, i.e. "genre intertextuality" which is a relatively new feature that requires further investigation. As Bhatia (2012) maintains, this facet of genre behaviour has not been sufficiently explored and calls for further research as it would develop our understanding of the complex system of genre.

Another important contribution is the impact of the purpose of written genre and its macrostructure in shaping authorial attitudes, an area which has not been sufficiently explored in the literature of genre analysis or evaluation studies. Analysing writer stance across the macro-moves has revealed how successful writers can skilfully manage their stance in the unfolding text in a way that fulfils the socio-pragmatic function of the rhetorical macro-move. Furthermore, we have seen the relevance of demonstrating critical analysis in reflective writing and the attention paid by teachers to develop critical thinking among apprentices, resulting in the dominance of the value of Critical Assessment in the reports. Therefore, it could be argued that the framework can be beneficial for analysing other genres of similar rhetorical functions, e.g. critique writing. Despite these merits of the study, there are several limitations that need to be acknowledged in the following section.

9.5   Limitation of the study

There are clearly a number of limitations to this study. As explained in Chapter 5, the problems that were encountered during the phase of data collection of case reports due to accessibility have altered the aims and the design of the study. To solve this obstacle, the decision was made to collect reflective reports which was rather an opportunistic approach, compromising relevant variables which could have been gathered about the writers like age, gender, background and first language. These variables would have provided a useful resource for examining differences in attitudes between, for example, male and female writers and native and non-native speakers. In addition, since these reports were written between 2011 and 2012, this made it impossible to conduct interviews with the writers. Collecting interview data would have allowed me to explore the writers' perspectives about the

analysis who may have challenged some of the categories. It would have also provided insights into their difficulties in writing the reports and their views about their engagement with the CoP.

Furthermore, Chapter 5 has explained the reliability test conducted to identify the reliability of the analysis, which initially resulted in a moderate agreement between the coders, due to divergent reading positions in interpreting the items of disagreement. This indicates that further training of the second coder might be still needed, which would take more time and effort from both the researcher and the coder. Most importantly, it highlights that reliability test *Stability* (Krippendorff, 2004) could be a better option. *Stability* measures whether the coding procedure yields the same results on repeated attempts (ibid: 215). If the reliability test had been conducted by the researcher herself on a data sample 3 months after completing the analysis, this could have indicated the consistency of the researcher's perspective.

Given the fact that the reflective reports were collected from the Birmingham Medical School after going through a real experience, this implies that the findings can only be generalizable to that context of situation; thus, the applicability of the findings to other reflective writing from different medical schools is limited, especially as the volume of research about the linguistic features and evaluative meanings in this type of genre is small. This poses the possible influence of idiosyncrasy. Despite the complex level of analysis, 47 reports still constitute a rather small dataset which increases the chance that certain evaluative meanings are strongly idiosyncratic, especially that variances in subjective authorial views are likely to occur. For instance, we have seen in the interview data the attention paid by the writers to expressing critical judgement, which was attributed to their academic teaching and professional training in hospitals. If this aspect of evaluative meaning has not received that attention in other academic institutions, will the Critical Assessment value be the dominant category in this type of writing? Or is it the social function of the genre that encouraged the writers to convey their critical views? Also if the students write reflective reports in response to a prompt, will they still

express their attitudes in the same pattern found in this study? All these questions can be addressed in further studies, exploring the evaluative language in this type of writing in relation to these variables.

This concern is equally applied to the targets of evaluation. We have seen in section 6.5 that the distribution of the targets has been mainly influenced by authorial aims and questions, which were more geared towards the Actions and the Physical factor themes than the Social actors and Conceptual targets. This implies that if the writers were only interested in topics related to patients, then the frequency of social actor targets would rise. Currently, my aim here is not to generalise from the findings as there is no means to control these variables. So, it must be admitted that these findings remain tentative which has brought insights into the behaviour of interpersonal meaning in reflective writing. The shortcomings of the methodology adopted are acknowledged and it is hoped that the findings motivate further research to extend, test and refine the ideas and understandings that have been developed in this study.

9.6   Recommendations for further research

Since this thesis has looked at reflective reports as a product, it would be valuable to supplement the findings with an investigation into reflective reports as a process. As mentioned in Chapter 4, the medical students discussed their first draft with their supervisors and received feedback and guidance on the content of their reflection. Therefore, examining the writing process would bring valuable insights into the influence of the students' interaction with the DC on shaping their written discourse and voice. Given the fact that the authorities in the Medical school only collected successful reports, this means that conducting a comparison of the positioning of authorial stance between effective and less effective reflective writing was not feasible. Such a study would shed light on the problems and the characteristics of the writer stance of unsuccessful reflectors, thus drawing the teachers' attention to these problems.

Furthermore, it has been shown in Chapter 6 how implicit evaluative lexis reflects the ideational meaning, related to the institutional perception of the world. There is, however, little research about this evaluative meaning in apprentice writing in applied sciences which would illuminate how the values or the norms of other professional, institutional and disciplinary fields are transferred in the construction of implicit authorial stance. Also, it would be useful to advance our understanding about influential factors affecting the degree of explicitness of values, such as types of value, targets of evaluation and the polarity of expression. In terms of the stability of analysing the explicitness of values, it seems that following the appraisal system distinction between explicit and implicit values, i.e. non-core evaluative lexis and metaphorical expressions does not provide sufficient grounds for analysis. For instance, the adjective *limited* and extended structures [*changed +noun phrase + from+ adj +into+ adj*] in *changed the process of dying from a painful and confusing one, into a well informed and comforting one* can indirectly denote evaluative meaning. Hence, there is still a need for developing a more systemic approach to investigating this facet of evaluative language.

In terms of genre analysis, Chapter 8 revealed the notion of "genre intertextuality" through which the writers refer to discursive and textual features of academic essays and case studies in organising their reports. Following Bhatia's call for research into this phenomenon, an analysis of the organisational pattern and the linguistic characteristics of various types of apprentices' written genres can be conducted in order to determine the extent and the purpose of genre interdiscursivity and realise the resulting modifications of these features. In the same vein, the findings revealed variances in writer stance and attitudes across the rhetorical macro-moves of reflective reports, and a thorough investigation of the characteristics of the writer's voice as an observer and a reflector would be useful for the students and the teachers.

In addition, as the corpus represents reflective writing as practised in one academic institution and one disciplinary field, more research is needed to supplement our understanding about the genre of

reflective writing and its evaluative and linguistic features in other applied disciplines from different institutions like Education, Business, Health and Nursing in order to render a clear picture of the degree of the stability of the genre and its textual characteristics across the applied hard and soft disciplines. Interestingly, a longitudinal study could be conducted in which the researcher collects the data at different points of time in relation to the same population (Thomas, 2009). They can investigate apprentices' reflective writing as the students progress in their years of professional learning and then compare the results when they get involved in the professional sphere. This would allow us to realise the influence of the apprentices' immersion into the CoP on their positioning of professional stance.

Finally, as one of the main aims of the study is to test the reliability of the framework, perhaps one of the most relevant areas of further research resides in testing this framework and the value of analysing targets of evaluation in other written genres and discourses in which the writer expresses their attitudes as an experiencer of world entities like critique writing, media discourse and reviews, to name but a few. As seen throughout the discussion chapters, the ability to detect linguistic features which represent certain levels and types of reflection, i.e. integration, dialogic reflection and critical reflection is possible. It would thus be valuable to use the framework to identify the nature of writer stance and values across the levels of reflection in order to inform writing pedagogy.

It is hoped that this thesis has contributed to the development of a richer understanding of the genre of reflective writing, the nature of affective meanings and the management of authorial attitudes to achieve the social purpose of this genre in the same way that it has added to my knowledge which will be transferred into my teaching approach and perhaps into materials design. In this respect, it is hoped that this thesis will stimulate further research and practical activities to raise apprentices' awareness of the genre and promote their skills to effectively control their stance in writing.

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Appendix A: The Research Ethical Review Committee's approval

Appendix B: The corpus metadata

Student no	Reports' title	Year of study	Observed word counts	No. sentences	No. attitudes	Percentage attitudes/ sentences
1	A qualitative research project looking at the knowledge, attitudes and beliefs of nurses in Mutare, Zimbabwe towards vertical transmission of HIV in HIV-positive pregnant women	2011	4653	168	206	122.62%
3	A Reflective Report Comparing Medical Care in a Private and Government Hospital in Cochin, India.	2011	5025	213	231	108.45%
4	Reflection upon time spent in Trinidadian Emergency Departments	2011	4791	164	233	142.07%
7	The stigma attached to HIV/AIDS in South Africa: A reflective report on an elective period in Tygerberg Hospital, Cape Town	2012	2974	109	171	156.88%
8	Elective Essay	2012	3048	125	145	116.00%
9	Trauma; Johannesburg Style	2012	3198	139	137	98.56%
10	Title of project: Disease presentation in a rheumatology and an oncology department in Sarawak, Malaysia.	2012	3033	122	139	113.93%
11	Elective Report: Reflective report comparing Infection Control in Orthopaedic patients in urban South Africa with urban England.	2012	3163	135	202	149.63%
12	Exploring Malaysian healthcare: An experience of healthcare provision of four different medical specialities in Peninsular and East Malaysia	2012	3414	116	145	125.00%
13	Reflecting on psychiatric practices in rural India - a focus on drug and alcohol abuse	2012	3170	139	128	92.09%
14	Reflective practice in Trinidad and Tobago In-depth reflection on a case of paediatric sepsis	2012	3031	108	161	149.07%
15	Elective Reflective Report	2012	2946	115	134	116.52%
16	The Medicine of Lourdes	2012	3043	119	111	93.28%
17	"Pick 'n' Mix" Doctors: A Comparison of Care Pathways for the Diabetic Patient in Sri Lanka and the UK	2012	3119	111	89	80.18%

18	Staging of HIV in paediatric cases: Reflections on research experience at Heartlands Hospital	2011	2578	90	67	74.44%
19	Travels in Embu – A Reflective Report on a Medical Elective in Kenya	2012	2956	95	182	191.58%
22	What barriers to healthcare do patients in South Africa face compared to patients within the UK?	2012	2985	103	121	117.48%
23	A Reflection of Experiences – Complications Associated to Multiple Pregnancy. The Birmingham Women's Hospital, England.	2012	3030	112	172	153.57%
24	A month in the Chris Hani Baragwanath Hospital, Soweto, Johannesburg	2012	2364	96	127	132.29%
25	Is the Lifeline Express train an effective method of healthcare provision in rural India?	2012	2924	108	155	143.52%
28	Editorial: Infection Control in a small New Zealand hospital with a focus on management of MRSA and Hand Hygiene	2012	3041	99	146	147.47%
29	Paediatric Cardiology in New Zealand – Rheumatic fever, congenital heart disease and attempting to balance health inequality	2012	2927	111	125	112.61%
30	A reflection of the rehabilitation of leprosy patients in Anandaban hospital, Nepal	2012	2608	88	99	112.50%
31	A Medical Elective in Sabah, Borneo; Observations of, and Reflections upon, Cardiology	2012	3098	115	145	126.09%
32	A Review of Tropical Disease Observed at the Oxford University Clinical Research Unit whilst on Student Medical Elective in Vietnam	2012	3162	130	182	140.00%
33	Paediatric Palliative Care: Issues faced in a Paediatric Hospice – A Reflective Report	2012	3185	91	144	158.24%
34	Anaesthetist or anesthesiologist: what's in a name?	2012	3205	165	84	50.91%
35	Goals for Improving Maternal Health: Is Uganda Rising to the Challenge?	2012	3160	142	201	141.55%
36	Cinematic Depiction of Forensic Psychiatry: How Realistic is it, and what is its Impact?	2012	2780	105	118	112.38%
38	Maternal health in Vietnam: patient autonomy throughout pregnancy, birth and the post-natal period	2012	3343	130	134	103.08%
39	A Reflective Report on Aspects of Anaesthetic Care in a Rural, Resource Poor Setting, Uganda	2012	2939	167	140	83.83%
40	Elective Project: The Management of Infectious Diseases in Central Peru and the Amazon Basin	2012	3128	146	184	126.03%
41	A Reflection of the conditions and experiences of antenatal care, labour and delivery for a woman in Ghana	2012	2892	109	145	133.03%

42	Is trauma a team game? A reflection on a medical elective in General Hospital Kuala Lumpur, April-May 2012.	2012	3078	132	131	99.24%
43	Healthcare in Peru: A reflective report exploring how the organisation and funding of healthcare impacts on patient health.	2012	3061	144	162	112.50%
44	Reflections of a Renal medicine elective placement at Siriraj Hospital, Bangkok Thailand	2012	3097	109	155	142.20 %
45	A reflective report on my experience of 'The Health Gap'	2011	5053	175	249	142.29%
46	Comparing the Presenting Diseases, Inpatient and Post-Hospital Care of Older People in Cameroon and in the NHS.	2012	3106	117	176	150.43%
47	An audit comparing and contrasting HIV testing in patients with TB in two different healthcare settings – an urban hospital in the UK and a rural hospital in Zambia.	2012	3205	141	101	71.63%
48	Reflecting on my experience of Ophthalmology in Tanzania to that in England, furthering experience and insight into a career in the specialty	2012	3033	146	151	103.42%
49	Comparing care of the dying between a hospital in rural Uganda to UK practice	2012	2944	144	143	99.31%
50	Reflection on learning infectious disease management: from admission to discharge in Sarawak hospitals	2012	3159	124	159	128.23%
51	Reflecting on the implementation of guidelines in the assessment of children under the age of 5 presenting to an emergency department with fever in Trinidad	2012	2982	114	117	102.63%
52	A Comparison of the reasons for presentation to A&E (HSE, Palma Mallorca) between the Mallorcan residents, tourists and people living in Palma not originally from Mallorca	2012	2887	155	95	61.29%
53	A Medical Elective in Uganda; How They Cope With and Ameliorate Maternal Mortality and Consider Maternal Mental Health.	2012	3295	143	127	88.81%
54	A Reflection of Cardiology at the Steve Biko Academic Hospital	2012	2936	121	126	104.13%
55	Reflection on the Barbadian Experience of Obstetrics & Gynaecology	2012	3269	106	159	150.00%
	Total		150018	5956	6954	100%

Appendix C: The quantitative analysis of the attitudinal meanings in the corpus

Value	Raw F	Percentage	Value	Raw F	Percentage
Critical Assessment	1616	23.24%	Belief	125	1.80%
Expectedness	561	8.07%	Proof	90	1.29%
Importance	509	7.32%	Mindsay	79	1.14%
Emotion	419	6.03%	General knowledge	14	0.20%
Mental Processes	361	5.19%	Lack of proof	8	0.12%
Comprehensibility	299	4.30%	Reliability Low	199	2.86%
Capability	294	4.23%	Reliability High	187	2.69%
Necessity	212	3.05%	Reliability Medium	153	2.20%
Complexity	172	2.47%	Reliability True	20	0.29%
Possibility	98	1.41%	Reliability False	12	0.17%
Perception	808	11.62%	Style emphasis/ self	100	1.44%
Hearsay neutral	196	2.82%	Style discourse/self	58	0.83%
Hearsay illocutionary	111	1.60%	Style illocutionary/self	46	0.66%
Hearsay discourse	7	0.10%	Style neutral/self	45	0.65%
Hearsay paralinguistic	3	0.04%	Style manner/self	12	0.17%
Hearsay declarative	3	0.04%	Style/illocutionary/others	6	0.09%
Deduction	129	1.86%	Style/neutral others	2	0.03%
			Total	6954	100%

Appendix D: The quantitative analysis of the target of evaluation categories

The normalised frequency is calculated by the total number of the targets.

Target of values of discourse	Raw F	Percentage
Propositions	2538	36.50%

Action targets

Target	Raw F	Percentage	Value	Raw F	Percentage
Practice	731	10.51%	Regulations	22	0.32%
Procedure	185	2.66%	Relation	21	0.30%
communication	126	1.81%	Test	17	0.24%
Treatment	107	1.54%	Representation	15	0.22%
Study	72	1.04%	Record	12	0.17%
Investigation	53	0.76%	Preparation	10	0.14%
Evaluation	40	0.58%	Violence	4	0.06%
Improvement	38	0.55%	Punishment	1	0.01%
Teaching	34	0.49%	Total	1488	21.40%

Physical factor targets

Target	Raw F	Percentage	Value	Raw F	Percentage
Facility	443	6.37%	Differences	50	0.72%
Disease	204	2.93%	Physical Condition	44	0.63%
Setting	171	2.46%	Causes	44	0.63%
Institution	92	1.32%	Finance	29	0.42%
Circumstances	89	1.28%	Plan	22	0.32%
Incident	85	1.22%	Policy	20	0.29%

Problem	59	0.85%	Total	1352	19.44%

Social actor targets

Target	Raw F	Percentage	Value	Raw F	Percentage
Patient	341	4.90%	WriterMod	18	0.26%
Staff	300	4.31%	Student	18	0.26%
WriterMos	142	2.04%	Scholar	5	0.07%
Family	47	0.68%	Government	3	0.04%
Population	39	0.56%	Total	913	13.13%

Conceptual targets

Target	Raw F	Percentage	Value	Raw F	Percentage
Experience	172	2.47%	Information	37	0.53%
Knowledge	88	1.27%	Skill	27	0.39%
Feeling	62	0.89%	Aim	23	0.33%
Consideration	60	0.86%	Reflection	12	0.17%
Topic	56	0.81%	Ethics	12	0.17%
ideas	52	0.75%	question	8	0.12%
Outcome	51	0.73%	Power	3	0.04%
			Total	663	9.53%

Appendix E: The quantitative analysis of the attitudinal meanings in the rhetorical macro-moves

The percentages are calculated by the total number of the evaluative features in each macro-move

Introduction

Value	Raw F	Percentage	Value	Raw F	Percentage
Critical Assessment	49	15.76%	Reliability High	9	2.89%
Emotions	45	14.47%	Reliability False	2	0.64%
Importance	42	13.50%	Reliability True	2	0.64%
Expectedness	20	6.43%	Perception	16	5.14%
Comprehensibility	14	4.50%	Hearsay	10	3.22%
Capability	13	4.18%	Deduction	7	2.25%
Complexity	10	3.22%	Belief	6	1.93%
Possibility	9	2.89%	Mindsay	3	0.96%
Necessity	7	2.25%	General Knowledge	3	0.96%
Mental Processes	4	1.29%	Proof	3	0.96%
Reliability Low	10	3.22%	Style	17	5.47%
Reliability Medium	10	3.22%	Total	311	100%

Aims

Value	Raw F	Percentage	Value	Raw F	Percentage
Emotion	27	32.93%	Perception	6	7.32%
Critical Assessment	13	15.85%	Deduction	1	1.22%
Importance	10	12.20%	Proof	1	1.22%
Expectedness	7	8.54%	Reliability Low	3	3.66%
Comprehensibility	5	6.10%	Style	6	7.32%

Value	Raw F	Percentage			
Possibility	2	2.44%	Total	82	100%
Complexity	1	1.22%			

Context

Value	Raw F	Percentage	Value	Raw F	Percentage
Critical Assessment	7	24.14%	Possibility	1	3.45%
Expectedness	4	13.79%	Deduction	4	13.79%
Emotion	2	6.90%	Perception	4	13.79%
Complexity	2	6.90%	Reliability Low	1	3.45%
Necessity	1	3.45%	Style	2	6.90%
Capability	1	3.45%	Total	29	100%

Literature review

Value	Raw F	Percentage	Value	Raw F	Percentage
Critical Assessment	91	14.44%	Proof	46	7.30%
Importance	63	10.16%	Mindsay	30	4.76%
Expectedness	42	6.51%	Deduction	14	2.22%
Mental Processes	18	2.86%	General Knowledge	6	0.95%
Comprehensibility	17	2.70%	Belief	3	0.48%
Emotions	15	2.38%	Lack of Proof	2	0.32%
Complexity	12	1.90%	Reliability Low	20	3.17%
Possibility	9	1.43%	Reliability High	19	3.02%
Necessity	9	1.43%	Reliability Med	11	1.75%
Capability	7	1.11%	Reliability True	1	0.16%
Hearsay	90	14.29%	Style	26	4.13%
Perception	79	12.54%	Total	630	100%

Methods

Value	Raw F	Percentage	Value	Raw F	Percentage
Importance	6	16.22%	Perception	7	18.92%
Critical Assessment	5	13.51%	Hearsay	4	10.81%
Expectedness	3	8.11%	Reliability Low	4	10.81%
Capability	2	5.41%	Reliability True	1	2.70%
Possibility	2	5.41%	Reliability High	1	2.70%
Necessity	1	2.70%	Style	1	2.70%
			Total	37	100%

Data and results

Value	Raw F	Percentage	Value	Raw F	Percentage
Mental Processes	2	9.09%	General Knowledge	1	4.55%
Necessity	1	4.55%	Reliability Low	3	13.64%
Importance	1	4.55%	Reliability Med	3	13.64%
Critical Assessment	1	4.55%	Reliability False	1	4.55%
Perception	3	13.64%	Reliability High	1	4.55%
Deduction	2	9.09%	Style	3	13.64%
			Total	22	100%

Case Description

Value	Raw F	Percentage	Value	Raw F	Percentage
Critical Assessment	35	16.67%	Hearsay	23	10.95%
Mental Processes	28	13.33%	Perception	22	10.48%

Capability	28	13.33%	Belief	5	2.38%
Importance	12	5.71%	Deduction	3	1.43%
Emotions	9	4.29%	Mindsay	3	1.43%
Expectedness	8	3.81%	Proof	3	1.43%
Necessity	7	3.33%	Reliability High	5	2.38%
Comprehensibility	4	1.90%	Reliability Med	2	0.95%
Complexity	4	1.90%	Reliability Low	1	0.48%
Possibility	1	0.48%	Style	7	3.33%
			Total	210	100%

Observation

Value	Raw F	Percentage	Value	Raw F	Percentage
Critical Assessment	285	19.34%	Deduction	33	2.24%
Expectedness	198	13.43%	Mindsay	21	1.42%
Mental Processes	107	7.26%	Belief	14	0.95%
Importance	85	5.77%	Proof	11	0.75%
Capability	80	5.43%	Lack Of Proof	1	0.07%
Emotions	55	3.73%	Reliability High	33	2.24%
Comprehensibility	51	3.46%	Reliability Low	27	1.83%
Complexity	47	3.19%	Reliability Med	22	1.49%
Necessity	31	2.10%	Reliability False	3	0.20%
Possibility	25	1.70%	Reliability True	2	0.14%
Perception	177	12.01%	Style	67	4.55%
Hearsay	99	6.72%	Total	1474	100%

Reflection

Value	Raw F	Percentage	Value	Raw F	Percentage
Critical Assessment	929	26.48%	Hearsay	89	2.54%
Expectedness	239	6.81%	Deduction	57	1.62%
Importance	232	6.61%	Mindsay	22	0.63%
Emotions	210	5.99%	Proof	20	0.57%
Mental Processes	194	5.53%	Lack Of Proof	5	0.14%
Comprehensibility	175	4.99	General Knowledge	3	0.09%
Necessity	134	3.82%	Reliability Low	107	3.05%
Capability	128	3.65%	Reliability High	97	2.77%
Complexity	78	2.22%	Reliability Medium	91	2.59%
Possibility	42	1.20%	Reliability True	12	0.34%
Perception	415	11.83%	Reliability False	5	0.14%
Belief	94	2.68%	Style	130	3.70%
			Total	3508	100%

Limitation

Value	Raw F	Percentage	Value	Raw F	Percentage
Critical Assessment	6	20%	Perception	3	10%
Expectedness	5	16.67%	Deduction	1	3.3%
Importance	3	10 %	Reliability False	1	3.3%
Emotions	2	6.67%	Reliability High	1	3.3%
Complexity	2	6.67%	Reliability Low	1	3.3%
Possibility	2	6.67%	Style	2	6.7%
Capability	1	3.33%	Total	30	100%

Conclusion

Value	Raw F	Percentage	Value	Raw F	Percentage
Critical Assessment	185	29.79%	Belief	17	2.74%
Emotions	56	9.02%	Deduction	7	1.13%
Importance	51	8.21%	Proof	5	0.81%
Expectedness	35	5.64%	Hearsay	4	0.64%
Capability	34	5.48%	General Knowledge	1	0.16%
Comprehensibility	32	5.15%	Reliability High	21	3.38%
Necessity	22	3.54%	Reliability Low	16	2.58%
Complexity	14	2.25%	Reliability Medium	11	1.77%
Mental Processes	8	1.29%	Reliability True	2	0.32%
Possibility	4	0.64%	Style	26	4.19%
Perception	70	11.27%	Total	621	100%

Appendix F: The linguistic realisation of the attitudinal expressions Critical Assessment

Causality

The positive evaluative expressions for each category are presented first followed by the negative ones.

Value	Express-ion	POS	Value	Express-ion	POS
interesting	Implicit	Adj	enlightening	Implicit	Verb+ ing
beneficial	Implicit	Adj	Engaged better	Implicit	Verb+ positive Adj
enabled	Implicit	Verb	by +(verb+ing)+ positive outcome	Explicit	Prepositional phrase
Interestingly	Implicit	Adv	relieve	Implicit	Verb
gave	Explicit	Verb	reassure	Implicit	Verb
improved	Explicit	Verb	changed the process of dying from a painful…one, into a well informed	Implicit	changed +noun phrase +from+ Adj+ into + Adj
provided	Implicit	Verb	Established a much better rapport with patients	Implicit	Verb+ positive Adj
benefits of	Implicit	N+ of	to open up about their condition	Implicit	Verb phrase
contributed to	Explicit	Phrasal Verb	maintaining	Implicit	Verb+ ing
improve	Explicit	Verb	to enhance	Explicit	Infinitive verb
Benefit(s/ed) from	Implicit	Phrasal verb	reduced	Implicit	Verb
make	Explicit	Verb	resulted in	Explicit	Phrasal Verb
reduce	Implicit	Verb	exciting	Implicit	Verb+ ing
fascinating	Implicit	Adj	Advantages	Implicit	Noun
humbling	Implicit	Adj	thought-provoking	Implicit	Adj
provide	Implicit	Adj	allowing me to	Implicit	Phrasal verb
reducing	Implicit	Verb+ ing	By effective diagnosis…they can ... easily afford their healthcare	Implicit	By+ Adj + N+ someone +V+ positive result
impressive	Implicit	Adj	bonus	Implicit	Noun

giving	Explicit	Verb+ ing	ameliorated	Implicit	Verb
has given her hope and support	Explicit	Have +give *pp* + positive outcome	inspirational	Implicit	Adj
insightful	Implicit	Adj	educational	Implicit	Adj
gained from	Implicit	Phrasal verb	safer	Implicit	Adj
charming	Implicit	Verb+ ing	reduces	Implicit	Verb
allowed me to	Implicit	Phrasal verb	not damaging	Explicit	Verb+ ing
improves	Explicit	Verb	promoting	Explicit	Verb+ ing
allow	Implicit	Verb	empowering	Implicit	Verb+ ing
benefit(n)	Implicit	Noun	living longer	Implicit	Verb+ ing
as a result	Explicit	Phrase	reassuring	Implicit	Verb+ ing
enables	Implicit	Verb	impacted	Implicit	Verb
benefit	Implicit	Verb	worked to develop	Explicit	Verb phrase
moving	Implicit	Verb+ ing	enabling me	Implicit	Verb+ing
comforting	Implicit	Verb+ ing	touching	Implicit	Verb+ing
decrease	Implicit	Verb	encouraging	Implicit	Verb+ing
rewarding	Implicit	Verb+ ing	unforgettable	Implicit	Adj
made	Explicit	Verb	taught me the importance of	Implicit	Verb phrase
contributed towards my …aims	Explicit	Verb+ towards+ goal	prevent	Implicit	Verb
safe	Implicit	Adj	striking	Implicit	Verb+ ing
eliminate	Implicit	Verb	uplifting	Implicit	Verb+ ing
life-saving	Implicit	Adj	relaxing	Implicit	Verb+ ing
Avoid (ed)	Implicit	Verb	get further comfort from	Implicit	get +Noun+ from
place me in a better	Implicit	Verb+ positive outcome	gives	Explicit	Verb
set to gain	Implicit	Phrasal verb	of great comfort	Implicit	Noun phrase
satisfying	Implicit	Verb+ ing	puts the focus back on the patient in a striking way	Implicit	Phrasal Verb
resulting in	Explicit	Verb+ ing	With better education…comes better health	Implicit	With + N phrase+ comes + N phrase

fostered	Explicit	Verb	changed for the better	Implicit	idiom
granted	Implicit	Verb	gain from	Implicit	Phrasal verb
impact	Explicit	Noun	prevents	Implicit	Verb
result in	Explicit	Phrasal verb	minimises	Implicit	Verb
create	Explicit	Verb	safely	Implicit	Adv
enable	Implicit	Verb	couldn't take my eyes off	Implicit	idiom
decreases	Implicit	Verb	strengthened	Implicit	Verb
stops	Implicit	Verb	permits recognition of	Implicit	Verb phrase
so that	Explicit	conjunction			

Value	Express-ion	POS	Value	Express-ion	POS
risk	Implicit	Noun	worsen	Implicit	Verb
lead to	Explicit	Phrasal Verb	hazardous	Implicit	Adj
problem	Explicit	Noun	affecting	Explicit	Verb+ing
frustrating	Implicit	Verb+ing	punitive	Implicit	Adj
resulted in	Explicit	Phrasal Verb	frantic	Implicit	Adj
made	Explicit	Verb	hold+someone+ back	Implicit	Verb phrase
dangerous	Explicit	Adj	Adversely affect	Explicit	Verb
makes	Explicit	Verb	Cause	Explicit	Noun
making	Explicit	Verb+ing	source for the spread of infection	Implicit	Source+ for + negative result
leading to	Explicit	Phrasal Verb	Generate + negative result	Explicit	Verb
worrying	Implicit	Verb+ing	Result	Explicit	Noun
life-threatening	Implicit	Adj	serving to add to the fear and mystery	Implicit	V*ing* + negative result
devastating	Explicit	Verb+ing	Drain	Implicit	Noun
distressing	Implicit	Verb+ing	exacerbates	Implicit	Verb
risks	Implicit	Noun	consequently	Explicit	Adv
upsetting	Implicit	Verb+ing	disconcerting	Implicit	Verb+ing
risky	Implicit	Adv	impaired	Implicit	Verb

detrimental	Explicit	Adj	risked	Implicit	Verb
resulting in	Explicit	Phrasal Verb	When+ something happened+ negative result	Implicit	Prepositional phrase
A barrier	Implicit	Noun	Compromising	Implicit	Verb+ing
Make	Explicit	Verb	Created	Explicit	Verb
Unsettling	Implicit	Verb+ing	Problems	Explicit	Noun
prevents	Implicit	Verb	sad and sobering	Implicit	Adj
problematic	Explicit	Adj	stemmed from	Implicit	Verb+from
intimidating	Implicit	Verb+ing	Because of + something + negative result	Explicit	Prepositional phrase
worryingly	Implicit	Adv	leave the patient in a worse state	Implicit	leave+ someone+ in+ negative Adj
life-limiting	Implicit	Adj	Halts	Implicit	Verb
side effects	Explicit	Noun phrase	inhibits from	Explicit	Verb+ from
awkward	Implicit	Adj	obstructing	Explicit	Verb+ing
damaging	Explicit	Verb+ing	ravaging	Implicit	Verb+ing
comprised	Implicit	Verb	with regular incidences of murder and rape	Implicit	Prepositional phrase
fatal	Explicit	Adj	fateful	Explicit	Adj
leads to	Explicit	Phrasal Verb	killing	Implicit	Verb+ing
embarrassing	Implicit	Verb+ing	burden	Implicit	Noun
damage	Explicit	Noun	impact	Explicit	Noun
causing	Explicit	Verb+ing	stressful	Explicit	Adj
results in	Explicit	Phrasal Verb	distressed	Implicit	Verb
harrowing	Implicit	Verb+ing	contributing to	Explicit	Phrasal Verb
limited	Implicit	Verb	left me a little shaken	Implicit	left+ someone+ negative result
not safe	Implicit	Adj	Present(s)	Explicit	Verb
Contribute(s/d) to	Explicit	Phrasal Verb	as+ negative result	Implicit	Conjunction
causes	Explicit	Verb	complication	Implicit	Noun
unsafe	Implicit	Adj	exposed the patient to unnecessary pain	Implicit	Exposed+someone + negative result

fuel	Implicit	Verb	concerning	Implicit	Verb+ing
daunting	Implicit	Verb+ing	inculcate a feeling of helplessness	Implicit	inculcate+ negative result
was hampered by the dismissive attitude	Implicit	V*pp* + by +N phrase	embolden +negative result	Implicit	Verb
result	Explicit	Verb	taking away	Implicit	Phrasal Verb
hindering	Explicit	Verb+ing	take +something+ out of+ something	Implicit	idiom
became	Implicit	Verb	blighted	Explicit	Verb
harm	Explicit	Noun	she had been over-looked, and the foetus was now dead	Implicit	negative action+ someone+be+ now+ Adj
grave consequences	Implicit	Noun phrase	sombre	Implicit	Adj
increasing	Implicit	Verb+ing	the Adverse effects	Explicit	Noun phrase
decreasing	Implicit	Verb+ing	traumatic	Implicit	Adj
playing a part	Implicit	Phrasal Verb	emotionally straining	Implicit	Verb+ing
difficulty	Implicit	Noun	barriers	Implicit	Noun
there is a loss of evidence to inform future treatment	Implicit	there+ be+ negative result	an issue	Explicit	Noun
source of + negative result	Implicit	Noun phrase	limiting	Implicit	Verb+ing
plays a part	Implicit	Phrasal Verb	Modal verb+ be+ Adj	Implicit	Be
painful	Explicit	Adj	exacerbating	Implicit	Verb+ing
debilitating	Implicit	Verb+ing	led to	Explicit	Phrasal Verb
inconvenient and costly	Implicit	Adj	limit	Implicit	Verb
harmful	Explicit	Adj	worsening	Implicit	Verb+ing
reduce	Implicit	Verb	disadvantage	Implicit	Noun
bombarded with the sounds…a bustling city	Implicit	Verb+ with+ N phrase			

Quality

Value	Expression	POS	Value	Expression	POS
good	Explicit	Adj	Det (quantifier)+ Noun phrase	Implicit	Noun phrase
excellent	Explicit	Adj	satisfactory	Implicit	Noun
better	Explicit	Adj	extensive	Implicit	Adj
well	Explicit	Adj	magnificent	Implicit	Adj
positive	Explicit	Adj	hospitable	Implicit	Adj
the best	Explicit	Adj	more experienced and higher trained	Implicit	Adj
developed	Explicit	Adj	not negative	Implicit	Adj
thorough	Implicit	Adj	competent	Implicit	Adj
ideal	Implicit	Adj	a well structured	Explicit	Adj
new	Implicit	Adj	Have+ quantifier+ Noun phrase (positive attribute)	Implicit	complex structure
clean	Implicit	Adj	a perfect	Explicit	Adj
Gain(ed) experience in	Implicit	Phrasal Verb	gained experience across	Implicit	Phrasal Verb
fantastic	Implicit	Adj	the skills and dedication	Implicit	Noun
Advanced	Explicit	Adj	adequate coverage	Implicit	Noun phrase
improved	Explicit	Adj	optimum	Implicit	Adj
stable	Implicit	Adj	accuracy	Implicit	Noun
a great	Explicit	Adj	enhanced	Explicit	Adj
high-quality	Explicit	Adj	supported	Implicit	Adj
wonderful	Implicit	Adj	strengths	Implicit	Noun
quality	Explicit	Noun	a well equipped	Explicit	Adj
perfectly	Explicit	Adv	beautiful	Explicit	Adj
thoroughly	Implicit	Adv	generous	Implicit	Adj
brilliant	Implicit	Adj	highly respected	Implicit	Adj
nice	Explicit	Adj	comfortable	Implicit	Adj

first class	Implicit	Noun phrase	decent	Implicit	Adj
higher	Implicit	Adj	the speed, precision and skill	Implicit	Noun
Confident	Implicit	Adj	Solid	Implicit	Adj
Progression	Implicit	Noun	a tolerant, open minded and altruistic	Implicit	Adj
Incredible	Implicit	Adj	Comprehensive	Implicit	Adj
Knowledgeable	Implicit	Adj	Strength	Implicit	Noun
Accurate	Implicit	Adj	have been improving	Explicit	Verb
Modern	Implicit	Adj	interesting, skilled and compassionate	Implicit	Adj
greater	Explicit	Adj	without such high crime rates and violent trauma	Implicit	Complex structure
a well managed	Explicit	Adj	modernised	Implicit	Adj
impressively qualified	Implicit	Adj	Reliable	Implicit	Adj
a well-trained	Explicit	Adj	Adequate	Implicit	Adj
a fantastically	Implicit	Adv	Rich	Implicit	Adj
Secure	Implicit	Adj	Excellently	Explicit	Adv
Growth	Implicit	Noun	Stability	Implicit	Noun

Value	Express-ion	POS	Value	Express-ion	POS
lack of	Explicit	Noun Phrase	non-functioning	Implicit	Noun
Poor	Explicit	Adj	the restricted	Implicit	Adj
Limited	Implicit	Adj	disAdvantaged	Explicit	Adj
Developing	Implicit	Adj	diminished	Implicit	Adj
Poorly	Explicit	Adv	exacerbated	Implicit	Verb
lacking	Explicit	Verb+ing	does not lend itself to sterility	Implicit	Idiom
Inadequate	Implicit	Adj	Rusty	Implicit	Adj
limitations	Implicit	Noun	grubby	Implicit	Adj
naively	Implicit	Adv	downside	Explicit	Noun
harsh	Implicit	Adj	run down	Implicit	Phrasal Verb

shortage	Implicit	Noun	not affluent	Implicit	Adj
poorer	Explicit	Adj	drawbacks	Explicit	Noun
lower	Implicit	Adj	when this is not the case	Implicit	Complex strucutre
bad	Explicit	Adj	underdeveloped	Implicit	Adj
limitation	Implicit	Noun	deficiencies	Implicit	Noun
basic	Implicit	Adj	rigid	Implicit	Adj
the worst	Explicit	Adj	not positively	Explicit	Adv
dirty	Implicit	Adj	bare	Implicit	Adj
small	Implicit	Adj	condescending	Implicit	Adj
low	Implicit	Adj	lax	Implicit	Adj
breakdown	Implicit	Noun	impoverished	Explicit	Adj
unavailable	Implicit	Adj	deprivation	Implicit	Noun
unhygienic	Implicit	Adj	the absence of	Implicit	Noun Phrase
stained	Implicit	Adj	not comprehensive	Implicit	Adj
less developed	Implicit	Adj	less regulated	Implicit	Adj
little or no	Implicit	Adv	not positive	Explicit	Adj
inexperience	Implicit	Noun	the flaws	Implicit	Noun
not well	Explicit	Adj	progressing	Implicit	Verb+ing
overcrowded	Implicit	Adj	less	Implicit	Adj
unsatisfactory	Implicit	Adj	not being improved	Explicit	Not +verb
lacked	Explicit	Verb	depleted	Implicit	Adj
dusty	Implicit	Adj	draw-back	Explicit	Noun
not reliable	Implicit	Adj	just seas of wooden or corrugated iron huts	Implicit	Metaphor
deprived	Implicit	Adj	bumpy	Implicit	Adj
not available	Implicit	Adj	put+ someone+ off +doing something	Implicit	Verb phrase
deteriorated	Explicit	Adj	naive	Implicit	Adj
eradicated	Implicit	Verb	based in an old 'town house' with an industrial style extension on the back with a staircase open to the outdoors	Implicit	Complex strucutre

lay	Explicit	Adj	dishevelled	Implicit	Adj
narrow	Implicit	Adj	worse	Explicit	Adj
incomplete	Implicit	Adj	few in number	Implicit	Adj
missing	Implicit	Adj	less freely	Implicit	Adv
in short supply	Implicit	Noun Phrase	worsening	Explicit	Adj
unkind	Implicit	Adj	forcefully and unkindly	Implicit	Adv
instability	Implicit	Noun	violent	Implicit	Adj
slow	Implicit	Adj	crime rates	Implicit	Noun phrase
under-resourced	Implicit	Adj	scarce	Implicit	Adj
under-staffed	Implicit	Adj	shortages	Implicit	Noun
unavailability	Implicit	Noun	The loss of	Implicit	Noun Phrase
infrequent	Implicit	Adj	poverty	Implicit	Noun
in a way that can be improved upon	Implicit	Complex structure	deficiency	Implicit	Noun
not accurate	Implicit	Adj	sparse	Implicit	Adj
the poorest	Explicit	Adj	insufficient	Implicit	Adj
to lack	Explicit	infinitive Verb	traditional healers and from an over-burdened national health system	Implicit	Complex structure
not of a high quality	Explicit	Noun Phrase	overflowing with	Implicit	Verb+ing
Little+ Noun Phrase (positive attribute)	Implicit	Determiner	malfunctioning	Implicit	Verb+ing
with little heart	Implicit	Prepositional Phrase	disaster	Implicit	Noun

Effectiveness

Value	Expression	POS	Value	Expression	POS
helped	Explicit	verb	provide a good target	Implicit	Verb phrase
effective	Explicit	Adj	well-promoted	Implicit	Adj

useful	Explicit	Adj	positive effect	Implicit	Noun
valuable	Explicit	Adj	a valid	Explicit	Adj
help	Explicit	verb	constructive	Explicit	Adj
helpful	Explicit	Adj	The gold	Implicit	noun
effectively	Explicit	Adv	well controlled	Implicit	Adj
invaluable	Explicit	Adj	efficacy	Explicit	Noun
successful	Explicit	Adj	successes	Explicit	Noun
success	Explicit	Noun	encouraging	Implicit	verb+ing
active	Explicit	Adj	immeasurable value	Explicit	Noun
helps	Explicit	verb	instrumental	Implicit	Adj
efficient	Explicit	Adj	stronger	Implicit	Adj
supportive	Implicit	Adj	dealt with day surgery cases, with a much faster turnaround time	Implicit	Verb phrase
organised	Implicit	Adj	boost	Implicit	verb
effectiveness	Explicit	Noun	educational	Implicit	Adj
successfully	Explicit	Adv	efficiently	Explicit	Adv
strong	Implicit	Adj	aids	Explicit	verb
helping	Explicit	verb+ing	informative	Implicit	Adj
succeeded	Explicit	verb	the speed and vigour	Implicit	Noun
productive	Implicit	Adj	to work with patients going home, most of the time	Implicit	Verb phrase
aid	Explicit	Verb	structured	Implicit	Adj
worthwhile	Explicit	Adj	inventive	Implicit	Adj
a battle already lost	Implicit	idiom	aiding	Explicit	verb+ing
supporting	Implicit	verb+ing	fulfilling	Implicit	verb+ing

Value	Express-ion	POS	Value	Expression	POS
Fail(ed)	Explicit	Verb	futile	Explicit	Adj
failure	Explicit	Noun	unreliable	Implicit	Adj
disorganised	Implicit	Adj	not functioning	Implicit	verb+ ing

a waste	Implicit	Noun	unsuccessful	Explicit	Adj
helplessness	Explicit	Noun	counterproductive	Implicit	Adj
ineffective	Explicit	Adj	not infallible	Explicit	Adj
slow	Implicit	Adj	lack of organised	Implicit	Noun phrase
useless	Explicit	Adj	doesn't help	Explicit	Verb
not effective	Explicit	Adj	helpless	Explicit	Adj
fails	Explicit	verb	no translation into an actual reduction in cases	Implicit	Noun phrase
not successful	Explicit	Adj	artificially decrease the unemployment figures	Implicit	Verb
not workable	Implicit	Adj	Failing(s)	Explicit	verb+ing
less efficacious	Explicit	Adj	passive	Implicit	Adj
less effective	Explicit	Adj	not strong	Implicit	Adj
unsuccessfully	Explicit	Adv	behind the times	Implicit	idiom
unorganised	Implicit	Adj	inefficient	Explicit	Adj

Appropriacy

Value	Expression	POS	Value	Expression	POS
appropriate	Explicit	Adj	holistic	Implicit	Adj
appropriately	Explicit	Adv	not bad	Implicit	Adj
correct	Explicit	Adj	reasonable	Implicit	Adj
sensitive	Implicit	Adj	diligent	Implicit	Adj
proper	Explicit	Adj	better	Explicit	Adj
suitable	Explicit	Adj	responded well	Implicit	Verb
the best	Explicit	Adj	convenient	Explicit	Adj
responsible	Implicit	Adj	respect	Implicit	Noun
correctly	Explicit	Adv	not wrong	Explicit	Adj
acceptable	Explicit	Adj	fully focused and interested in	Implicit	Adj
honest	Implicit	Adj	wise	Implicit	Adj

Advisable	Implicit	Adj	respectfully	Implicit	Adv
polite	Implicit	Adj	perfect	Implicit	Adj
rigorous	Implicit	Adj	kindly	Implicit	Adv
fair	Implicit	Adj	a good job	Implicit	Adj
fitting	Explicit	Adj	professionalism	Implicit	Noun
vigilant	Implicit	Adj	patient	Implicit	Adj

Value	Expression	POS	Value	Expression	POS
inappropriate	Explicit	Adj	laid back	Implicit	Adj
wrong	Explicit	Adj	Distant	Implicit	Noun
abuses	Explicit	Noun	inaccurately	Explicit	Adv
unacceptable	Explicit	Adj	wrongly	Explicit	Adv
not appropriate	Explicit	Adj	difficult to see	Implicit	Difficult+to+V
neglected	Implicit	Verb	not appropriately	Explicit	Adv
not suitable	Explicit	Verb	gives a skewed picture	Implicit	Verb phrase
unfair	Explicit	Adj	ignoring	Implicit	Verb+ing
difficult to understand	Implicit	Difficult +to+V	a big mistake	Implicit	Noun phrase
ignored	Implicit	Verb	lack of dignity	Implicit	Noun phrase
not proper	Explicit	Adj	hard to sit	Implicit	Adjective phrase
little respect and dignity	Implicit	Noun phrase	a lack of respect	Implicit	Noun phrase
ill-fitting	Explicit	Adj	disrespectful	Implicit	Adj
breach	Implicit	Noun	unrealistic	Implicit	Adj
insensitive	Implicit	Adj	the disregard	Implicit	Noun
modal+ not+ comprehend+ how+ action + be+ acceptable	Implicit	complex structure	less strict	Implicit	Adj
abrupt and rushed	Implicit	Adj	excessive	Implicit	Adj
justice is unlikely to be done	Implicit	Complex structure	not fair	Explicit	Adj

hard to see	Implicit	Adjective phrase	violation	Explicit	Noun
not+ believe+ Pronoun+be+ appropriate	Implicit	complex structure	never fair	Explicit	Adj
not ideal	Explicit	Adj	went against that norm	Implicit	Verb phrase
fault	Implicit	Noun	abused	Explicit	Verb
overlooked	Implicit	Verb	broken a promise	Implicit	Verb
struggled to accept	Implicit	Verb phrase	protested	Implicit	Verb
the injustice	Explicit	Noun	less respect	Implicit	Adj
not acceptable	Explicit	Adj	misplaced	Implicit	Adj
lose sight of	Implicit	idiom	abusing	Explicit	Verb+ing
morally ambiguous	Implicit	Adjective phrase	paternalistically	Implicit	Adv
not eligible	Explicit	Adj	a false sense of cleanliness	Implicit	Noun phrase
not the best	Explicit	Adj	violate	Explicit	Verb
mistreatment	Implicit	Noun	inappropriately	Explicit	Adv
easy+ pronoun+ modal+ be+ infinitive Verb (negative action)	Implicit	complex structure	unwise	Implicit	Adj
substandard	Implicit	Adj	never properly	Explicit	Adv
mistreating	Implicit	Verb+ing	disregarded	Implicit	Verb
difficult to witness	Implicit	Difficult +to+V	relaxed	Implicit	Adj
unprofessionally	Implicit	Adv	not properly	Explicit	Adv

Importance

Value	Expression	POS	Value	Expression	POS
Important	Explicit	Adj	Paramount	Explicit	Adj
the importance	Explicit	Noun	Influential	Implicit	Adj
Main	Explicit	Adj	Urgent	Implicit	Adj

Major	Explicit	Adj	Significantly	Explicit	Adv
Significant	Explicit	Adj	Integral	Explicit	Adj
Severe	Implicit	Adj	Come first	Implicit	Verb phrase
Key	Implicit	Adj	Famously	Implicit	Adv
Relevant	Implicit	Adj	Notoriously	Implicit	Adv
Essential	Explicit	Adj	Seriousness	Implicit	Noun
Crucial	Explicit	Adj	Prioritised	Explicit	Verb
Importantly	Explicit	Adv	Tragic	Implicit	Adj
Value	Explicit	Noun	Superior	Implicit	Adj
Memorable	Implicit	Adj	High profile	Implicit	Noun Phrase
Serious	Implicit	Adj	well known	Implicit	Adj
Fundamental	Explicit	Adj	Crux	Implicit	Noun
Vital	Explicit	Adj	The urgency	Implicit	Noun
Leading	Implicit	Adj	Priority	Explicit	Noun
Essentially	Explicit	Adv	Revealing	Implicit	Verb+ing
Pertinent	Implicit	Adj	Prior	Explicit	Noun
Popular	Implicit	Adj	the salient	Implicit	Adj
Basic	Explicit	Adj	Charged	Implicit	Adj
Famous	Implicit	Adj	the heart of	Implicit	Noun phrase
Worth	Explicit	Adj	Worldwide	Implicit	Adj
Real	Implicit	Adj	Leaders	Implicit	Noun
Pressing	Implicit	Verb+ing	Significance	Explicit	Noun
Imperative	Implicit	Adj	Severely	Implicit	Adv
Critical	Explicit	Adj	a Level 1	Implicit	Noun phrase
Meaningful	Explicit	Adj	Severity	Implicit	Noun
A leader	Implicit	Noun	Central	Explicit	Adj
Renowned	Implicit	Adj	The core	Implicit	Noun
Popularity	Implicit	Noun	Fundamentally	Explicit	Adv

Value	Expression	POS	Value	Expression	POS

not relevant	Explicit	Adj	less important	Explicit	Adj
minor	Explicit	Adj	not influential	Implicit	Adj
not major	Explicit	Adj	not of significance	Explicit	Noun
superficial	Explicit	Adj	no significant	Explicit	Adj
not dramatic	Implicit	Adj	not significant	Explicit	Adj
insignificant	Explicit	Adj	infamous	Implicit	Adj
unlikely to significantly	Explicit	Adv	not meaningful	Explicit	Adj
secondary importance	Implicit	Noun	simple	Implicit	Adj
not vital	Explicit	Adj			

Expectedness

Value	Express-ion	POS	Value	Express-ion	POS
Often	Explicit	Adj	predominant	Explicit	Adj
Would	Explicit	Modal	the prevalence	Implicit	Noun
Common	Explicit	Adj	hardly surprised	Implicit	Adj
Of course	Explicit	Adv	used widely	Implicit	Verb+ Adv
expected	Explicit	verb	ordinarily	Explicit	Adv
Usually	Explicit	Adv	not a new	Implicit	Adj
Expect	Explicit	verb	standard	Explicit	Adj
Familiar	Explicit	Adj	estimated	Explicit	Verb
Normally	Explicit	Adv	gotten used to	Implicit	Get+Modal verb
Unsurprisingly	Explicit	Adv	ordinary	Explicit	Adj
Anticipated	Explicit	verb	not hard to imagine	Implicit	Adjective phrase
Commonly	Explicit	Adv	taken for granted	Implicit	Phrase
Used to	Explicit	Adj	endemic	Explicit	Adj
Prevalent	Explicit	Adj	not unusual	Explicit	Adj

take for granted	Implicit	Phrase	Most of the time	Implicit	Noun Phrase
the norm	Explicit	Noun	widely available	Implicit	Adj +Noun
Expecting	Explicit	Verb+ing	usual	Explicit	Adj
Accustomed to	Explicit	Adj	Naturally	Explicit	Adv
not surprising	Explicit	Adj	the popular	Explicit	Adj
not uncommon	Explicit	Adj	suspect	Explicit	Verb
usual	Explicit	Adj	normal	Explicit	Adj
unsurprising	Explicit	Adj	predicting	Explicit	Verb+ing
typically	Explicit	Adv	little wonder	Implicit	Noun Phrase
Commonplace	Explicit	Adj	regularly	Explicit	Adv
No surprise	Explicit	Noun			

Value	Express-ion	POS	Value	Express-ion	POS
Surprised	Explicit	Adj	unparalleled	Implicit	Adj
In fact	Implicit	Adv	not anticipating	Explicit	Not+ verb+ing
Shocked	Explicit	Adj	unforeseen	Explicit	Adj
Impressed	Implicit	Adj	rarely	Explicit	Adv
Surprising	Explicit	Adj	amazingly	Explicit	Adv
Unfamiliar	Explicit	Adj	contrast to what+ I+ mental/doing Verb	Implicit	complex structure
Unique	Explicit	Adj	rarer	Explicit	Adj
Unusual	Explicit	Adj	Ground breaking	Implicit	Adj
Surprise	Explicit	Noun	remarkably	Implicit	Adv
Struck	Explicit	Adj	Much ...than I am used to seeing	Implicit	comparative+ be used to
Rare	Explicit	Adj	worlds away from what we expect	Implicit	phrase
Amazing	Explicit	Adj	eye-opening	Implicit	Adj
Shock	Explicit	Noun	dramatic	Implicit	Adj
Remarkable	Implicit	Adj	unanticipated	Explicit	Adj

New	Implicit	Adj	never heard of	Implicit	Negation+ phrasal verb
Unexpected	Explicit	Adj	'eye-openers'	Implicit	Noun
Did not expect	Explicit	Not + Verb	opened our eyes	Implicit	Verb+Noun phrase
Stunned	Explicit	Adj	weird	Explicit	Adj
Not expected	Explicit	Not +Verb	not previously thought	Implicit	Not + mental V
Not familiar	Explicit	Not + Adj	amazed	Explicit	Adj
Different to	Implicit	Adj	miraculously	Implicit	Adv
Surprisingly	Explicit	Adv	unpredictable	Explicit	Adj
Astonished	Explicit	Adj	abnormality	Explicit	Noun
Astounding	Explicit	Adj	exceptionally	Explicit	Adv
Not expecting	Explicit	Not + Verb+ing	my lack of familiarity	Implicit	Noun Phrase
Shocking	Explicit	Adj	Not often	Explicit	Adv
Not come across	Implicit	Not+ Phrasal Verb	uncommonly	Explicit	Adv
Could not believe	Implicit	Could+not+menal v	staggering	Explicit	Adj
Astonishing	Explicit	Adj	beyond what I had expected	Implicit	Beyond what+ I+ mental verb
Uncommon	Explicit	Adj	difficult to imagine	Implicit	Difficult to + mental V
Unexpectedly	Explicit	Adv	not know what to expect	Implicit	Not + mental verb
Could not imagine	Implicit	Could+ not+ mental V	negation+ mental/doing verb + before	Implicit	complex structure
Hard not to be shocked	Implicit	Hard+ not+ be+ Adj	atypical	Explicit	Adj
Strange	Explicit	Adj	less common	Explicit	Adj
Have never had	Implicit	Verb	less prevalent	Explicit	Adj
The first time I had seen	Implicit	First + I +mental V	the bubble burst	Implicit	Phrase
To marvel	Implicit	Infinitive Verb	not common	Explicit	Adj
Marvelled	Implicit	Adj	not anticipated	Explicit	Not+ Verb

Emotion

Security

Value	Polarity	Expression	POS	Value	Polarity	Expression	POS
wary	Neg	Explicit	Adj	worried	Neg	Explicit	Adj
upset	Neg	Explicit	Adj	uncomfortable	Neg	Explicit	Adj
concerned	Neg	Explicit	Adj	grow in confidence	Pos	Implicit	Verb+in+Noun
Concern(s)	Neg	Explicit	Noun	confidence	Pos	Explicit	Noun
tentative	Neg	Explicit	Adj	comfortable	Pos	Explicit	Adj
embarrassed	Neg	Explicit	Adj	reassured	Pos	Explicit	Adj
disturbed	Neg	Explicit	Adj	develop clinical confidence	Pos	Implicit	Verb Phrase
troubled	Neg	Explicit	Adj	my anxiety diminish	Pos	Implicit	Noun Phrase
uneasy	Neg	Explicit	Adj	did not hesitate	Pos	Explicit	Not+ Verb
distressed	Neg	Explicit	Adj	grew in confidence	Pos	Implicit	Verb+in+Noun
the anxiety	Neg	Explicit	Noun	gained confidence in	Pos	Implicit	Verb+Noun+in
my confidence was low	Neg	Implicit	Noun phrase	boosting my confidence	Pos	Implicit	Verb Phrase
a worry of mine	Neg	Explicit	Noun phrase	confident	Pos	Explicit	Adj
anxious	Neg	Explicit	Adj	relief	Pos	Explicit	Noun
apprehensive	Neg	Explicit	Adj				

Satisfaction

Value	Polarity	Expression	POS	Value	Polarity	Expression	POS
lucky	Pos	Implicit	Adj	interesting in *	Pos	Explicit	Adj +in
Thankfully	Pos	Implicit	Adv	Luckily	Pos	Implicit	Adv
satisfied	Pos	Explicit	Adj	enjoying	Pos	Explicit	Verb+ ing
enjoy	Pos	Explicit	Verb	enjoyed	Pos	Explicit	Verb

pleased	Pos	Explicit	Adj	have no regrets	Pos	Implicit	Verb Phrase
proud	Pos	Implicit	Adj	interested in	Pos	Explicit	Adj+ in
with pride	Pos	Implicit	Prepositional Phrase	interest	Pos	Explicit	Noun
Fortunately	Pos	Implicit	Adv	attentive	Pos	Implicit	Adj
good	Pos	Explicit	Adj	unsatisfactory	Neg	Explicit	Noun
excited	Pos	Explicit	Adj	unpleasant	Neg	Explicit	Adj
felt very positive	Pos	Implicit	Verb Phrase	disappointed	Neg	Explicit	Adj
excitement	Pos	Implicit	Noun	angry	Neg	Explicit	Adj
involved in	Pos	Implicit	Adj+ in	furious	Neg	Explicit	Adj
pleasant	Pos	Explicit	Adj	frustrated	Neg	Explicit	Adj
enjoyable	Pos	Explicit	Adj	frustration	Neg	Explicit	Noun
pleasantly	Pos	Explicit	Adv	disappointment	Neg	Explicit	Noun
honored	Pos	Implicit	Adj	pity	Neg	Explicit	Noun
fortunate	Pos	Implicit	Adj	Unfortunately	Neg	Explicit	Adv
privileged	Pos	Implicit	Adj				

* Misused expression of satisfaction and can be read as *interested in*

Inclination

Value	Polarity	Expression	POS	Value	Polarity	Expression	POS
fond of	Pos	Explicit	Adj	wanted	Pos	Explicit	Verb
keen	Pos	Explicit	Adj	passionate	Pos	Explicit	Adj
taken to	Pos	Implicit	Phrasal verb	wish	Pos	Explicit	Verb
willingly	Pos	Explicit	Adv	wished	Pos	Explicit	Verb
wanting	Pos	Explicit	Verb+ing	less reluctant	Pos	Explicit	Adj
never fearing	Pos	Explicit	Verb+ing	expressed my desire	Pos	Implicit	Verb phrase
not have the same trepidation	Pos	Implicit	Not+ have+ N	hope	Pos	Explicit	Verb

not be afraid	Pos	Explicit	Not+be+Adj	reluctant	Neg	Explicit	Adj
welcomed	Pos	Implicit	Verb	feared	Neg	Explicit	Verb
preferably	Pos	Explicit	Adv	did not want	Neg	Explicit	Not+Verb
liked	Pos	Explicit	Verb	fear	Neg	Explicit	Noun
inclined	Pos	Explicit	Adj	appalled	Neg	Explicit	Adj
like	Pos	Explicit	Verb	not keen	Neg	Explicit	Not+Adj
keener	Pos	Explicit	Adj	reluctantly	Neg	Explicit	Adv
embraced	Pos	Implicit	Verb	my heart sank	Neg	Implicit	idiom
Eagerly	Pos	Explicit	Adv	frighteningly	Neg	Explicit	Adv
hoping	Pos	Explicit	Verb+ing	ashamed	Neg	Implicit	Adj
eager	Pos	Explicit	Adj	hesitant	Neg	Explicit	Adj
want	Pos	Explicit	Verb	awful	Neg	Explicit	Adj
hopefully	Pos	Explicit	Adv	keen to avoid	Neg	Implicit	Adj
hoped	Pos	Explicit	Verb	horrified	Neg	Explicit	Adj

Happiness

Value	Polarity	Expression	POS	Value	Polarity	Expression	POS
sadness	Neg	Explicit	Noun	poignantly	Neg	Explicit	Adv
Sadly	Neg	Explicit	Adv	glad	Pos	Explicit	Adj
cried	Neg	Explicit	Verb	amusing	Pos	Explicit	Adj
saddened	Neg	Explicit	Verb	laughed	Pos	Explicit	Verb
sad	Neg	Explicit	Adj	happy	Pos	Explicit	Adj
saddening	Neg	Explicit	Verb+ing	pleasure	Pos	Explicit	Noun
terrible	Neg	Implicit	Adj	delighted	Pos	Explicit	Adj

Appreciation

Value	Polarity	Expression	POS	Value	Polarity	Expression	POS
Admire(d)	Pos	Explicit	Verb	appreciate (d)	Pos	Explicit	Verb
Respect(ed)	Pos	Explicit	Verb	appreciative	Pos	Explicit	Adj
in awe of	Pos	Explicit	idiom	indebted to	Pos	Explicit	Adj+ to
grateful	Pos	Explicit	Adj	neglected	Neg	Explicit	Verb
a tribute	Pos	Implicit	Noun	take for granted	Neg	Implicit	Phrase
appreciation	Pos	Explicit	Noun	ignore	Neg	Explicit	Verb

Sympathy

Value	Expression	POS
empathise	Explicit	Verb
sorry	Explicit	Adj

Motivation

Value	Expression	POS
stimulated	Explicit	Verb
enthused	Explicit	Verb
motivated	Explicit	Verb

Comprehensibility

Value	Expres s-ion	POS	Value	Express-ion	POS

clear	Explicit	Adj	a good idea	Implicit	Noun Phrase
Realise(s/d)	Explicit	Verb	Gain(ed) an insight into	Implicit	Verb+Noun phrase
aware	Explicit	Adj	conscious	Explicit	Adj
Clearly	Explicit	Adv	Plainly	Explicit	Adv
understand	Explicit	Verb	clarified	Explicit	Verb
appreciate	Explicit	Verb	a well-recognised	Explicit	Adj
know	Explicit	Verb	informed	Explicit	Adj
knew	Explicit	Verb	logically	Explicit	Adv
simple	Explicit	Adj	logical	Explicit	Adj
knowing	Explicit	Verb+ing	clearer understanding	Explicit	Adj +Noun
understandably	Explicit	Adv	impossible for me to have been unaware	Implicit	Complex structure
realising	Explicit	Verb+ing	can see	Implicit	Modal+ mental V
understandable	Explicit	Adj	easier to see	Implicit	Easier to+ mental V
a better understanding	Implicit	Adj +Noun	gain understanding	Implicit	Verb Phrase
easy	Explicit	Adj	increased knowledge	Implicit	Adj +Noun
understanding	Implicit	Verb+ing	knowledge has been increased	Implicit	Noun+Verb
come to realise	Explicit	Phrasal Verb+ mental V	obvious	Explicit	Adj
appreciated	Explicit	Verb	grasp	Explicit	Verb
Gained an appreciation	Implicit	gained+ Nominalisation of mental verb	realisation	Explicit	Noun
not hard to understand	Explicit	Not+ hard+ Mental V	able to make more sense	Implicit	Complex structure
understood	Explicit	Verb			

Value	Express-ion	POS	Value	Express-ion	POS
difficult	Explicit	Adj	not realised	Explicit	Not+ Verb
complex	Explicit	Adj	confused	Explicit	Adj

complicated	Explicit	Adj	at a loss	Implicit	idiom
didn't know	Explicit	Not+Verb	limited experience and understanding	Implicit	Adj+ Noun
unheard of	Implicit	Adj	bemused	Explicit	Adj
not aware of	Explicit	Adj	unconvincing	Implicit	Adj
never understood	Explicit	Verb	did not appreciate	Explicit	Not+ Verb
unclear	Explicit	Adj	Difficulty in knowing	Implicit	Difficult +in+ Mental V
obscure	Explicit	Adj	no objective way to know	Implicit	No way+ to+ mental V
hard	Explicit	Adj	unaware	Explicit	Adj
harder	Explicit	Adj	Not knowing	Explicit	Not+ Verb+ ing
unknown	Explicit	Adj	not clear	Explicit	Adj
not easy	Explicit	Not+ Adj	conflicting	Implicit	Verb +ing
not come across	Implicit	Not+ Phrasal Verb	not appreciating	Explicit	Not+ Verb+ ing
impossible to comprehend	Implicit		not obvious	Explicit	Adj
failed to understand	Implicit	Failed to+ mental V	have no real knowledge	Implicit	Have+ no+Noun
uneasy	Explicit	Adj	never appreciated	Explicit	Verb
unanswered	Implicit	Adj	had very little idea	Implicit	Have+Adj+Noun
the hardest	Explicit	Adj	vague	Explicit	Adj
overlap	Implicit	Noun	never know	Explicit	Verb

Capability

Value	Expression	POS	Value	Expression	POS
Able	Explicit	Adj	Never had illness	Implicit	Noun
can	Explicit	Modal	Equipped to deal with	Implicit	Phrasal Verb
Could	Explicit	Modal	Fortitude	Implicit	Noun
Well	Explicit	Adj	Capable	Explicit	Adj

Stable	Explicit	Adj	Spoke pretty good English	Implicit	Verb
Proficient	Explicit	Adj	Regular	Implicit	Adj
Competent	Explicit	Adj	Capacity	Explicit	Noun
Managed to	Implicit	Phrasal Verb	weren't unwell	Explicit	Adj
Stoicism	Implicit	Noun	Her own health still intact	Implicit	Phrase
Healthy	Explicit	Adj	Negative	Implicit	Adj
Fluent	Implicit	Adj	Competence	Explicit	Noun
Adaptable	Explicit	Adj	Better prepared	Implicit	Adj
Competently	Explicit	Adv	Talking in sentences	Implicit	Phrase

Value	Express-ion	POS	Value	Express-ion	POS
Unable to	Explicit	Adj	Not have the expertise	Explicit	not+ have+ Noun (skill/competence)
Could not	Explicit	Modal	Barely able to	Implicit	Adj
Ill	Explicit	Adj	end-stage renal failure	Implicit	Phrase
Not able to	Explicit	Not+ Adj	no number of tablets or operations can	Explicit	Modal
Cannot	Explicit	Modal	Dependent	Implicit	Adj
Sick	Explicit	Adj	congenital cardiac defects	Implicit	Name of a disease
unwell	Explicit	Adj	Frail	Explicit	Adj
Inability	Explicit	Noun	Inadequate	Implicit	Adj
Could no longer	Implicit	Modal	can't	Explicit	Modal
Poor	Implicit	Adj	No way they could	Implicit	Modal
Not well	Explicit	Not+ Adj	Unprepared	Implicit	Adj
Deteriorating	Implicit	Verb+ing	Manic	Implicit	Adj
Tired	Implicit	Adj	Psychiatric disorders	Implicit	Noun Phrase
HIV	Implicit	Name of a disease	Acute medical problems	Implicit	Noun Phrase
Struggling	Implicit	Verb+ ing	Powerless	Explicit	Adj
Less responsive	Implicit	Adj	Out of your hands	Implicit	idiom

Developed a Cushingoid appearance	Implicit	Develop+ disease	wasn't much I could	Implicit	Modal
Struggle	Implicit	Verb	Fail to	Implicit	Phrasal Verb
Skeletal	Implicit	Adj	Not healthy	Implicit	Not + Adj
Listless	Implicit	Adj	Lose sensation	Implicit	Verb phrase
Poorly	Implicit	Adv	No capacity	Explicit	Noun
No longer able	Explicit	Adj	Vulnerable	Implicit	Adj
Minimal understanding	Implicit	Noun Phrase	Not mature	Implicit	Not + Adj
Limited communication	Implicit	Noun Phrase			

Necessity

Value	Expression	POS	Value	Expression	POS
should	Explicit	Modal verb	requires	Explicit	verb
need to	Explicit	Semi-modal	require	Explicit	verb
must	Explicit	Modal verb	the necessity	Explicit	Noun
need	Explicit	Semi-modal	has to	Explicit	Semi-modal
had to	Explicit	Semi-modal	necessitates	Explicit	Verb
required	Explicit	verb	placed a request	Implicit	verb phrase
needs	Explicit	Semi-modal	vital	Explicit	Adj
have to	Explicit	Semi-modal	necessitate	Explicit	verb
necessary	Explicit	Adj	having to	Explicit	Semi-modal
needed	Explicit	Semi-modal	needing	Explicit	Semi-modal

Value	Express-ion	POS	Value	Expression	POS
Unnecessarily	Explicit	Adv	unnecessary	Explicit	Adj
not needed	Explicit	Verb	not necessary	Explicit	Not+ Adj
not need	Explicit	Noun	Unlikely that would be necessary	Explicit	complex structure

superfluous	Explicit	Adj	took longer than it should have	Implicit	complex structure
not necessarily	Explicit	Not+ Adv			

Complexity

Value	Expression	POS	Value	Expression	POS
simple	Explicit	Adj	easiest	Explicit	Adj
easy	Explicit	Adj	requiring minimal effort	Implicit	Verb Phrase
easier	Explicit	Adj	the ease	Explicit	Noun
easily	Explicit	Adv	simplicity	Explicit	Noun

Value	Expression	POS	Value	Expression	POS
difficult	Explicit	Adj	challenges	Explicit	Noun
challenging	Explicit	Adj	not easy	Explicit	Not+Adj
challenge	Explicit	Noun	restricted	Implicit	Adj
difficulty	Explicit	Noun	tough	Explicit	Adj
difficulties	Explicit	Noun	a demanding	Explicit	Adj
complicated	Explicit	Adj	unmanageably	Explicit	Adv
hard	Explicit	Adj	burden	Explicit	Noun
harder	Explicit	Adj	by no means an easy	Explicit	Adj
complex	Explicit	Adj	less accessible	Implicit	Adj
a problem	Implicit	Noun	not simple	Explicit	Adj

Possibility

Value	Expression	POS	Value	Expression	POS
Able to	Explicit	Adj	possibility	Explicit	Noun
Potential	Explicit	Adj	may be	Explicit	Modal

Possible	Explicit	Adj	potentially	Explicit	Adv
Can	Explicit	Modal verb			

Value	Expression	POS	Value	Expression	POS
not possible	Explicit	Not+ Adj	not able to	Explicit	Not+ Adj
unable to	Explicit	Adj	could not	Explicit	Modal+ Not
impossible	Explicit	Adj	no possibility	Explicit	Noun
cannot	Explicit	Modal verb	no conclusion can be	Explicit	Modal

Appendix G: Interview questions

1- What is the purpose of writing a reflective report?

2- What are the features that the reports should include to pass?

3- Is there a generic structure to this kind of assignment?

4- How do the students learn the structure?

5- How do they support their evidence of learning? Have they been instructed to use certain linguistic strategies? How do you as a teacher recognize such evidence?

6- Have the students received any sort of instruction on how to show the evidence of critical thinking/assessment and how? How do you as a teacher perceive signs of critical assessment in the reports?

7- What influences their choice to evaluate these aspects more highly than the others?

8- Since the style of scientific writing is widely recognized as being objective, how you consider the writing style of reflective reports (objective/subjective) and do you think that the genre of reflective writing is rather academic or scientific?

9- Did you find any of these findings surprising?