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Heteroglossic Engagement in Research Articles on Gender Studies

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ABSTRACT

This study analyzed the engagement resources, a subtype of the Appraisal system in research articles on gender studies. It examined heteroglossic resources in relation to the gender of authors and specific sections in the research articles, namely the introduction and conclusion. The UAM CorpusTool was used to annotate the comprised data of research articles and to generate frequencies and percentages of each subtype of engagement. The findings suggested that the articles in this study use "contract" more than "expand" throughout the whole corpus, but female authors tend to "expand" more. "Counter", which is a form of "disclaiming" an argument, was found to be used more than "deny". In terms of rhetoric, it was identified that male authors establish their stance by "proclaiming" with previous stances, and female authors propose their view by welcoming other possibilities, which was shown in the frequent use of "expand". These findings suggest that gender may influence the use of engagement resources in academic writing, potentially impacting how authors construct their arguments and engage with the scholarly community. Additionally, such findings can enhance scholarly communication by encouraging authors to be mindful of how gender may influence their writing style and engagement strategies, leading to more inclusive and equitable academic discourse. While this study identified some differences between male and female authors, additional studies are necessary to investigate further the ways in which gender may affect writing.

Keywords: Heteroglossic Engagement; Gender; Rhetoric; Expand; Contract

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1. Introduction

Gender studies is a rich, interdisciplinary field. Gender is examined in many subject areas, such as literature, linguistics, psychology, and sociology, and has resulted in interesting findings and areas of concern (see, for example,[1–6]). For instance, Aljuaythin[7] analyzed English as a Foreign Language textbooks to examine cases of gender bias representation. Aljuaythin[8] also examined commercials cross-culturally for instances of gender asymmetry. Although this field of gender studies seems rich, with different scopes and frameworks, the language used in reporting its findings has not been, to the researcher's knowledge, evaluated before.

The language used in research articles on gender studies can manipulate readers' opinions about related matters. Research articles may persuade readers about the credibility of proposed values in previous literature. How authors engage with other dialogic positions and position themselves to other external voices can make an interesting case for research. Evaluating this voice in research papers as an intertextual phenomenon where meaning is made by reference to other voices can be of utmost importance. Hence, the significance of evaluating the language used in academic papers in the field of gender studies stems from the need to see how writers in this discipline present and engage with issues within this interdisciplinary field, especially since it has not been researched or analyzed in terms of engagement[9]. Additionally, since gender studies can be of concern to both male and female authors, the present study seeks to compare the engagement of writers with their texts in relation to their gender and in relation to specific sections of research articles using the engagement subsystem of Martin and White's[10]. appraisal theory. The study answers the following research questions.

Research Questions

(1) What are the types of engagement resources used in gender studies articles?
(2) Is there a difference in the types of engagement resources used in the introductions to those identified in the conclusions of research articles?
(3) Is there a difference between the engagement resources used by male authors and those of females?

2. Literature Review

This section is divided into three subsections. The first one provides a theoretical background to the engagement subsystem. Then, it surveys the related literature on engagement. The third section deals with gender differences in writing.

2.1. Language of Evaluation: Engagement

Martin and White[10] developed appraisal theory within the framework of systemic functional linguistics. Appraisal is "the semantic resources used to negotiate emotions, judgments and valuations, alongside resources for amplifying and engaging with these evaluations" ([10], p. 145). Appraisal theory consists of three subsystems: Attitude, Graduation, and Engagement. Attitude is further subdivided into Effect, which deals with emotions in language; Judgment, which evaluates behavior; and Appreciation, which evaluates things. The second subsystem in this framework is Graduation, which examines the means for manipulating the strength of semantic values[11]. It is further subdivided into Force, which examines the degree of intensity, and Focus, which categorizes values as sharp or soft. The last subsystem and the focus of the current study is engagement, which examines how writers or speakers position themselves concerning others. Engagement is defined by Martin and White as "all those locutions which provide the means for the authorial voice to position itself with respect to, and hence to engage with, the other voices and alternative positions construed as being in play in the current communicative context" ([9], p. 94). In other words, it refers to how the authorial voice engages and positions itself with regard to alternative positions[12] and voices in the peculiar communicative context. It considers precisely interpersonal meanings by considering authors' stances on previous propositions[9].

Martin and White's[9] engagement system is selected as the theoretical and analytical framework for the current study; since Bakhtin[13] considers verbal communication to be dialogic, academic research papers should be regarded dialogic verbal communication as well because authors struggle to argue against or with the scientific community. The engagement system can be considered one of the fittest frameworks to analyze academic writing and persuasion in such

a genre since the main aim of research papers is for authors to position themselves with regard to other voices, such as readers or other researchers.

Engagement is related to "Those meanings which in various ways construe for the text a heteroglossic backdrop of prior utterances, alternative viewpoints, and anticipated responses" ([9], p. 97). Hence, the starting point of analysis is the distinction between monoglossic utterances or "undialogized bare assertion" ([14], p. 276) and the dialogistic heteroglossic ones in which an alternative voice or position is being signaled. **Figure 1** below shows the subdivision of heteroglossic resources.
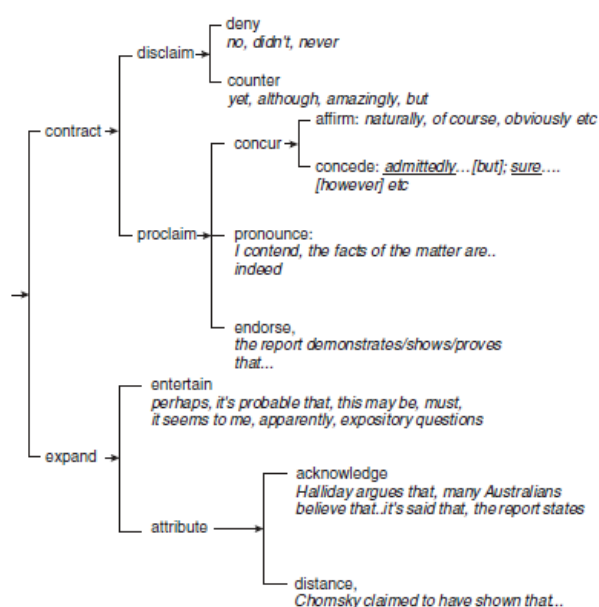

Figure 1. The engagement system ([10], p. 134).

Then heteroglossic utterances are further divided according to "the degree to which an utterance, by dint of one or more of these locutions actively makes allowances for dialogically alternative positions and voices (dialogic expansion) or alternatively acts to challenge, fend off or restrict the scope of such (dialogic contraction)" ([9], p. 102). Heteroglossic instances are further subdivided as either dialogically contractive or dialogically expansive. Contract is further subdivided to "disclaim" and "proclaim", on the basis of whether the propositions allow for subsequent alternative voices ("proclaim") or rule out other voices and positions ("disclaim"). "Disclaim" is then subdivided into two categories: "deny" and "counter". "Deny" shows that the authors reject alternative propositions, while "counter"

invokes the contrary position by introducing an argument that can substitute it. "Proclaim" can be subdivided into four categories: "concur", "pronounce", "endorse", and "justify". "Concur" includes formations that overtly act to show the authors" agreement with some projected proposition. Through "pronounce", authors overtly emphasize and assert the value of the proposition. Similarly, through "endorse", authors refer to external sources and present them as unquestionable. The last category for "proclaim" is "justify", in which authors refer to external propositions to justify their own claims.

Dialogic expansion can be subdivided into two categories: 'entertain' and 'attribute'. The difference between 'entertain' and 'attribute' is whether alternative positions are presented as one of many possible positions, thus, making room for those possibilities "entertain", or whether these alternative positions are attributed to some external source by means of "acknowledgment" or "distance". With "Acknowledge", there is no overt indication as to where the internal voice stands with respect to the claimed proposition, but with "distance", the internal voice overtly distances itself from the attributed position.

2.2. Previous Studies on Engagement

Several research articles have examined different types of genres using Engagement. For instance, Amornrattanasirichok and Jaroongkhongdach[11] investigated literature reviews in applied linguistics. The data comprised 20 articles: 10 from Thai journals and 10 from international journals. It sought to compare novice authors' writing to native speakers in international journals. The analysis relied on Engagement in Martin and White's[9] appraisal theory. The findings of the study revealed that there are slight differences between Thai and international journals. Thai journals' authors tend to conform to the norms of expert academic writers. 'Counter' and confrontational positions, on the other hand, were found more often in international journals to engage the readers toward authors' justification of knowledge.

Pascual and Unger[14] also applied the Engagement system to examine the way writers engage and position themselves concerning other positions, but the subject of study was grant proposals by Argentinian researchers in the disciplines of chemistry and physics. Grant proposals were chosen because writing them can pose many challenges, especially to non-native English writers who received little

instruction on formal English writing. The proposals were analyzed using Martin and White's[9] engagement system. The findings indicated that the proposals were highly heteroglossic, with a rich variety of engagement resources. Additionally, dialogically expansive formulations were often traced to invite rather than challenge external voices.

Pinying[15] also applied the engagement system to examine authorial stance and interpersonal meanings in American and Chinese corporate social responsibility reports (CSRs). By adopting the UAM CorpusTool and Chi-square tests, it was found that both American and Chinese CSRs employ rich engagement resources but with a difference in contraction resources between the two corpora. American CSR uses different resources for contraction, while Chinese CSRs tend to be less diversified. Pinying's study suggested that American CSRs employ engagement markers equally, whereas Chinese CSRs use expansion more often to enhance the authorial voice.

Fryer[16] applied the Engagement system as the analytical and theoretical framework to examine written medical research discourse. The UAM CorpusTool was also used to annotate the research articles for engagement resources to shed light on the intersubjective positioning of writers. In that study, the researcher identified from the corpus engagement resources, their frequencies, their distribution in the different sections of the research articles, and their typical realizations. The study concluded that variation existed regarding engagement resources across and within various sections of the medical research articles.

Rahman[17] investigated engagement systems in international journal articles. The study focused on analyzing the introduction section in 20 articles to see how writers present and introduce others' viewpoints with regard to their own. The findings indicated that almost one-quarter of the corpus was monoglossic, whereas the rest was heteroglossic. The dominant heteroglossic Engagement feature was "Acknowledge". Rahman[17] claimed that this dominance of the "Acknowledge" feature proved that these writers acknowledge others" contributions to support their proposition in the introduction sections. "Contraction" was also observed in the introduction sections where writers usually resorted to "disclaim": both "counter" and "deny". These two resources of "deny" and "counter" allowed writers to open up possibilities for their proposition by shedding light on the limitations of previous viewpoints.

2.3. The Intersection of Academic Writing and Gender

Language is how people communicate and is determined by factors such as age, gender, and social class[18]. Gender, as one of these factors, can affect language and writing in that language. Gender, as the name suggests, prescriptively identifies social considerations and assumptions of appropriate language use. A couple of important topics have been put forward in the literature to examine this topic of gender.

Regarding the relationship between gender and language, Eckert and McConnell-Ginet[19] proposed that research in this area should describe the role of social practice in relation to linguistic structures, explain how gender is socially constructed, and refer to theories on gender in cross-cultural trends. Research on gender and language is diverse because gender as a subject can be applied in literary and linguistic research. Indeed, gender can be reviewed in research on writing in a second language[20, 21] and second language achievement and proficiency[22–24].

The impact of author gender on research articles has been a subject of increasing interest within academia. Studies have shown that author gender can influence various aspects of scholarly writing, including research articles' tone, style, and content. For example, research by Smith[25] found that male and female authors may exhibit differences in their writing styles, with male authors tending to use more assertive language and direct argumentation, while female authors may employ more collaborative and inclusive language patterns. Furthermore, studies by Johnson et al.[26] have highlighted how the author's gender can shape the reception and interpretation of research findings, with readers sometimes attributing different levels of credibility or authority to work based on the author's gender. These findings underscore the importance of considering the author's gender in the context of academic writing practices and highlight the need for further research to understand the complexities of this relationship better.

The intersection between academic writing and gender can manifest as gender bias in academic publishing, impacting the visibility and recognition of researchers based on their gender. Lee and Smith[27] have highlighted the prevalence of gender disparities in publication rates, with female

authors facing challenges in acceptance rates and citation counts compared to their male counterparts. This bias can affect the career trajectories of female scholars, limiting their opportunities for advancement and recognition within the academic community. Smith et al.[28] indicated that male authors cite other male authors more frequently than female authors, leading to potential biases in citation networks and academic influence. This trend can contribute to the underrepresentation of female scholars in citation indexes and may impact the visibility and recognition of their work within academic discourse. Additionally, Johnson and Lee[29] have suggested that gender disparities in citation practices can perpetuate existing gender biases in academia, potentially reinforcing inequalities in scholarly recognition and career advancement.

2.4. Rhetorical Strategies and Gender

Rhetorical strategies in research writing encompass a variety of techniques used to communicate ideas and engage readers effectively. When examining heteroglossic engagement in research articles on gender studies, authors often employ diverse rhetorical strategies to convey their arguments and perspectives. For instance, the use of inclusive language, such as "we" or "our study," can create a sense of collaboration and shared understanding between the author and the reader[30]. The placement of concepts and terms that are crucial to the study in the introductions and conclusions can facilitate reading the research paper as it contextualizes the study within the field in question.

When exploring heteroglossic engagement in research articles on gender studies and considering the distinction between males and females in writing, additional rhetorical strategies come into play. Male authors often employ assertive language and direct argumentation to present their ideas confidently[31]. Female authors, on the other hand, are concerned about building consensus and establishing connections with the reader by utilizing collaborative language through the use of inclusive pronouns and shared experiences[28]. Halliday[32] further argued that gender can be a distinguishing factor between the writings of males and females in two ways which pertains to the degree of involvement and informativeness of the writing. The first type describes females' writing as assuming the reader is familiar with references and assumes a sense of personal involvement and attachment to the text. On the other hand, male writings are more informative by providing more background information about the reference because they assume the reader is ignorant of such reference. Alkrisheh, Aziez, and Alkhrisheh[20] applied Halliday's work to investigate gender differences in the writing style. Their study also aimed to examine differences in language use in English and Arabic by native speakers of Arabic. However, the results of their research did not conform to Halliday's proposition. Concerning lexical density, there was no significant difference between male and female writers. The study suggested that the Arabic or English language plays a substantial role in lexical density and readability. Furthermore, personal anecdotes and emotional appeals may be more prevalent in writings by female authors, emphasizing empathy and relational aspects in their scholarly discourse[33]. These gendered rhetorical strategies reflect not only individual writing styles but also broader societal norms and expectations that influence how authors convey their arguments and engage with their audience within the context of gender studies.

Page[34] analyzed the evaluations of males and females on childbirth. The analysis showed that both females' and males' evaluations demonstrated fewer Judgment resources than Affect and Appreciation. Page also maintained that when judgment resources appeared in the narratives, they usually belonged to the self-esteem category. Al-Saadi[22] examined the sources for the differences in writing fluency and text quality between males and females and concluded that female writing outperformed male writers because females were more proficient in the language. The implications of her study provided insight into how a foreign language should be taught when gender is considered a factor. Erlandson[35] asked her male and female students to analyze written text to recognize gender differences in writing. She claimed that the analysis of female students concentrated on socio-emotional and aesthetic characteristics, and men's study focused on dynamism. Despite these differences in the analysis, recognizing the writers as males or females was difficult for her students. Indeed, Mulac et al.[36] argued that it is not feasible for casual observers to identify whether a text is written by a male or a female.

2.5. Hidden Curriculum and Gender

The intersection between academic writing and gender can also extend to curriculum. The hidden curriculum

within educational systems can significantly influence the perpetuation of reproductive gender stereotypes that impact individuals' academic and professional trajectories. When considering heteroglossic engagement in research articles on gender studies, the hidden curriculum may subtly reinforce gendered expectations regarding scholarly contributions and academic success. For instance, implicit biases embedded in educational practices can convey messages about the types of engagement resources deemed appropriate or valuable based on the author's gender identity, potentially shaping how their work is perceived and evaluated within academic circles[37]. Apart from reinforcing gendered expectations regarding scholarly contributions and academic success, the hidden curriculum also shapes individuals' perceptions of their capabilities and roles based on gender. For instance, implicit biases in classroom dynamics and course materials may convey societal norms about gender roles, potentially influencing students' confidence levels and self-efficacy in academic pursuits[37].

Furthermore, the hidden curriculum in educational settings reinforces gendered expectations and influences individuals' interactions and experiences within academic environments. Gendered behaviors and norms subtly conveyed through the hidden curriculum can impact students' participation in class discussions, group projects, and extracurricular activities, thereby shaping their academic and social development. For example, differential treatment based on gender, whether in the form of implicit biases in grading practices or unequal opportunities for leadership roles, can perpetuate stereotypes and contribute to the normalization of gender disparities in educational settings[38].

Papadakis et al.[39] interviewed female students and faculty members to explore the challenges and experiences unique to women in computer science. The research revealed that female students often encountered implicit biases and gendered expectations influencing their academic journeys. Female students expressed concerns about a lack of representation in leadership roles and a sense of isolation in male-dominated academic spaces. Additionally, the research findings pointed to disparities in access to mentorship and networking opportunities for female students, further exacerbating their academic experiences. These insights underscored the pervasive impact of implicit biases and gendered expectations on women's academic trajectories.

Papadakis et al.[39] delve into the representation of gender roles and expectations in educational materials in computer science. By analyzing school textbooks used in Greek computer science curricula, the study uncovers how gender stereotypes are reinforced through instructional content. Through a detailed examination of textbook narratives and illustrations, Papadakis highlighted instances where gender biases were subtly perpetuated through language, imagery, and examples used in educational materials. Specific findings from the study indicated that textbook content often reinforced traditional gender stereotypes, depicting men as more proficient in technical subjects and leadership roles while portraying women in supportive or non-technical roles within the context of computing. Discussions within the study revealed that these representations could contribute to the normalization of gender disparities in the field of computer science, potentially influencing students' beliefs about their own abilities and career prospects based on gender.

The study's findings provided valuable insights into the impact of the hidden curriculum on perpetuating gender disparities and limiting opportunities for female students in the field of computer science. By uncovering the presence of implicit biases in educational resources, Papadakis's research called attention to the need for critical reflection on curriculum development practices and the promotion of more inclusive and equitable learning environments. The study highlighted the importance of challenging gender stereotypes, fostering diversity, and promoting gender equity in educational settings to create a more supportive and empowering atmosphere for all students, regardless of gender identity.

The literature review did not reveal any conclusive findings regarding gender as a factor that can play a role in the engagement of authors with their texts. The present study, thus, aims to investigate whether writers of different genders display differences in the types of engagement resources employed. It also examines research articles on gender studies because this discipline has not been investigated before. Using the UAM CorpusTool, like the studies of Pinying[15] and Fryer[16], the current study analyzes the heteroglossic resources used in gender studies articles while paying special attention to the sections of the articles, namely introductions and conclusions, as another variable in the study.

3. Methodology

This section reports on the type of data collected for addressing the aim of this paper and the procedure used to arrive at the findings reported in the Results and Discussion section.

3.1. Data

Data in this study were selected by typing the word gender in Google and downloading the frequently cited articles on gender. After that, only the articles published in the Web of Science-ISI- Thomson Reuters were chosen. The articles were taken from five journals in the Web of Science, chosen for their high impact-factor ranking in the Journal Citation Report of 2019: *Educational Psychology* (1.586), *Frontiers in Psychology* (2.067)*, Sex Roles* (2.405), *Gender and Society* (2.74), *Journal of Communication* (4.846), and *Journal of Gender Studies* (1.585). The data included eight articles written by male researchers (72.704 words), and eight articles written by female researchers (80.500 words) comprising a corpus of approximately 153.204 words. This study, however, reports on two sections of these research articles: the introductions and conclusions. The reason behind specifying these two sections is that, upon the pilot annotation of all sections of one research article, the researcher noticed that a high number of acknowledgment resources were identified in the literature review section, so they might affect the reliability of the data. Also, the results sections were excluded because their content did not relate to the current study's aim of analyzing heteroglossic resources as results usually are reported in a monoglossic voice. Four files of 11,840 total words were built: introductions written by male writers (2711 words), introductions written by female writers (3010 words), conclusions written by male writers (3279 words), and conclusions written by female writers (2840 words).

3.2. Procedure

The four files were then uploaded to the UAM Corpus-Tool 3 in separate subsets to allow for further comparison between the sections. The files then were annotated for heteroglossic resources according to the framework of Martin and White[10] using manual and semi-automated techniques that the corpus allows for. That is, words were annotated manually by highlighting the instance of engagement, then going to the bottom under *Assigned* and clicking on the appropriate annotation. For instance, **Figure 2** below shows the word "although" is annotated as heteroglossic-contract-disclaim-counter.
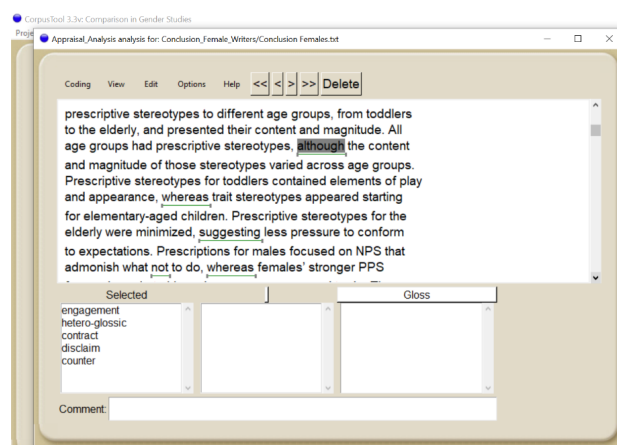

Figure 2. Engagement annotation using the UAM Corpus Tool.

When exact words of already-annotated items were identified in the corpus, like "whereas" in the above figure, a suggestion for the annotation was given and checked by the researcher before approval; this step is crucial because the co-text plays a vital role in assigning the appropriate engagement type. For instance, "not," which is usually considered under 'deny', cannot be considered as such in cases like "One first basic question is whether gender stereotypes have prescriptive components *not only* for adult men and women, *but also* for males and females across different age groups" (Introductions by Female Authors) as it denotes stressing on an additional proposition besides the previous one, so it should be 'counter'. Therefore, methodological consideration was emphasized during the annotation process. The research had clear guidelines for the annotation process, and an illustrative figure (**Figure 1** above) was used to annotate the data to double-check every instance of engagement. Across the four subsets, the software also generated numbers, percentages, and selection probabilities lists for the engagement resources, which were used in reporting the analysis in the following section.

To ensure the reliability and validity of coded data, inter-rater and intra-rater reliability of data were conducted. This was done by rechecking the annotated data three times. Then, samples of the data were randomly chosen to perform

a second annotation by a colleague familiar with Martin and White's[10] appraisal theory.

4. Results

This section answers the three research questions raised earlier: What are the types of engagement resources used in gender studies articles? Is there a difference in the types of engagement resources used in the introductions to those identified in the conclusions of research articles? Is there a difference between the engagement resources used by male authors and those of females? Then, the findings were interpreted by relating them to previously reported literature.

First, holistic percentages and frequencies for the study's corpus, such as the one shown in **Table 1**, is given, and then a detailed analysis of the aspect of the study is provided to allow for a better understanding of the types of Engagement resources and their functions.

Table 1 shows that gender studies articles in this study 'contract' more than they 'expand', accounting for 61% and 39% of Engagement, respectively. For 'contract', 'disclaim' and 'proclaim' were used equally with approximately 49% each. For 'disclaim', 'counter' was used more than 'deny', accounting for 67% and 32%, respectively. Examples (1) and (2) below further demonstrate 'disclaim' resources in the study's corpus.

Table 1. Analysis of heteroglossic engagement in gender studies articles.

Heteroglossic Engagement Type	No. of Words (765)	Percentages
Contract	463	61%
Expand	299	39%
Disclaim	230	49%
Proclaim	233	51%
Deny	74	32%
Counter	156	67%
Concur	51	22%
Pronounce	25	11%
Endorse	92	39%
Justify	65	28%
Entertain	208	69%
Attribute	91	31%
Acknowledge	27	30%
Distance	64	70%

(1) "It is also *not* clear whether there is asymmetry in the sanctioning of male and female counter-stereotypical behavior in small children." ('deny', from introductions by male authors)

(2) *Yet*, dominance and weakness, which are undesirable, negative traits are tolerated in men and women, respectively. ('counter', from introductions by female authors)

'Deny' is realized in the corpus by words, such as "no" as in example (1) above and "not". 'Counter' is realized in the corpus by "yet" as in (2) as well as "but", "when", "in contrast" and "however". 'Endorse' and 'justify', which are subtypes of 'proclaim', are used more frequently than the other categories of 'proclaim' with a percentage of 39 and 28, respectively. Examples (3), (4), (5), and (6) below display how 'proclaim' resources are used in the analyzed research articles.

(3) *"Eventually*, these stereotypical female roles come to

be accepted as reality." ('concur', from conclusions by female authors)

(4) "Qualitative analyses *show* precisely how and why sexual harassments affects women's unfolding career stories." ('endorse', from introductions by female authors)

(5) *"In fact*, a very limited studies have adopted this quest in this context." ('pronounce', from conclusions by male authors)

(6) *"Because* many targets quit their jobs rather than continue working in a harassing work environment, sexual harassment may have long term consequences for women's careers." ('justify', from introductions by female authors)

"Concur" is identified in the study's corpus by words like "eventually" as in example (3), "always", and "indeed". "Endorse" is realized by "show" as in (4) and by words like

"corroborate" and "maintain" because they signal the authors' agreement with proposed values. "Justify" is realized by the use of "because" like in (6) and by words like "thus", and "therefore". For "expand", "entertain" was used in the analyzed sections of gender studies articles more than 'attribute' (69% and 31%, respectively), and it is realized by modals, such as "may", "would" and "should" along with some verbs like "suggest" that highlight authors' uncertainties regarding proposed arguments. For "attribute", "distance", which is realized by words like "claimed" as in (8) was used more than 'acknowledge', which is realized by words like "proposed" and "argued" (70% and 30%, respectively). Examples (7), (8), and (9) below further illustrate the 'expand' subtypes in the corpus.

(7) "Sexual harassment *may* have long term consequences for women's careers." ('entertain', from conclusions written by female authors)

(8) "Anderson (2009) *proposed* Inclusive Masculinity Theory (IMT) to account for…" ('acknowledge', from introductions written by male authors)

(9) "Cultivation theorists have *claimed* that ideological social control is still the most significant" ('distance', from conclusions written by male authors)

The above-reported data is general in the sense that it gives a holistic view of Engagement resources in gender studies articles. A deeper understanding of the kinds of Engagement used in certain sections of these articles by the gender of the authors is needed to illuminate the situation. **Tables 2** and **3** below display more specific analysis of the sections under study and of the gender of authors.

Table 2. Analysis of heteroglossic engagement in the introduction and conclusion sections.

Heteroglossic Engagement Type	Introduction Sections (310)	Percentages	Conclusion Sections (452)	Percentages
Contract	195	69%	268	59%
Expand	115	31%	184	41%
Disclaim	88	45%	142	53%
Proclaim	107	55%	126	47%
Deny	28	32%	46	32%
Counter	60	68%	96	67%
Concur	20	18%	31	24%
Pronounce	9	8%	16	12%
Endorse	40	37%	30	24%
Justify	38	35%	27	21%
Entertain	72	62%	136	74%
Attribute	43	38%	48	26%
Acknowledge	19	44%	9	17%
Distance	24	56%	40	83%

Table 2 shows the analyzed gender studies articles in the introduction and conclusion sections 'contract' more than they "expand". For the specific "contract" category, it is clear that they tend to "proclaim" more than they "disclaim" in the introduction but "disclaim" more in the conclusion. In both sections, "counter" resources of "disclaim" are used frequently with a percentage above 60. As for "proclaim", "endorse" seems to be used frequently in both sections of the research articles. Authors of the analyzed gender studies articles tend to also "justify", as in example (6) above, more in the introduction and "concur" in the conclusion, as in example (3) above. As for "expand", these authors tend to "entertain" more than they "attribute" in both sections, and when they resort to "attribute", they "distance" more than they "acknowledge".

Table 3 displays that both female and male writers of gender studies articles in this study "contract" more than they "expand", but female authors tend to "expand" more. As for the specific "contract" category, female and male authors tend to use "disclaim" and "proclaim" resources equally. As for the specific "disclaim" category, both female and male authors use "counter" resources more frequently, with a percentage above 65. As for "proclaim", female authors tend to "endorse" and "justify" more frequently (33% and 34%, respectively), whereas male authors tend to "endorse" and "concur" more often (45% and 20%, respectively). The two examples below display how female authors "justify" and how male authors "concur".

Table 3. Engagement analysis according to gender of authors.

Heteroglossic Engagement Type	Female Writers (400)	Percentages	Male Writers (362)	Percentages
Contract	221	55%	242	67%
Expand	179	45%	120	33%
Disclaim	112	51%	118	49%
Proclaim	109	49%	124	51%
Deny	34	30%	40	34%
Counter	78	70%	78	66%
Concur	26	24%	25	20%
Pronounce	10	9%	15	12%
Endorse	36	33%	56	45%
Justify	37	34%	28	22%
Entertain	137	76%	71	59%
Attribute	42	23%	49	41%
Acknowledge	5	12%	22	45%
Distance	37	88%	27	55%

(10) *Thus*, we seek to obtain a more complete picture of the specific content of today's gender stereotypes. ('justify', from introductions by female authors)

(11) When men experience disruptions to their school or work trajectory, they remain *likely* to obtain relatively high-paying jobs. ('concur' from conclusions by male authors)

Female authors use 'entertain' more often than male authors (76% and 59%, respectively), and both of them use "entertain" more than "attribute". The example below which is taken from the corpus of female authors illustrate the extensive use of "entertain".

(12) Research on stereotype threats has *suggested* some insights into the potential mechanisms behind how gender stereotypes *might* affect girls and boys, indicating that girls *can* show lower math performance and motivation in the short-term *if* they are reminded of the stereotype that females perform worse than males in math. ("entertain", from introductions by female authors)

In this one example, "entertain" was used four times, suggesting an overuse of this function by female authors. As for the specific subtype of "attribute", female authors tend to use "distance" extensively while male authors use "acknowledge" and "distance" almost equally.

(13) So far, research on expectancy-value theory has *focused* primarily on the role of stereotypes that are implicitly conveyed by parents, teachers, or peers. ("distance", from introductions by female authors)

(14) *According to* past research, women are supposed to be communal and avoid dominance. ("acknowledge", from introductions by female authors)

By comparing examples (13) and (14) to (8) and (9) above, a distinction in relation to gender is obvious with regard to the "attribute" function. When female authors in this study "attribute", whether "distance" or "acknowledge", they do so somehow overtly by saying the word "research" or "past research" like in (13) and (14), whereas male authors tend to specify names while keeping the distance as in examples (8) and (9) above.

5. Discussion

5.1. Engagement Resources in Gender Study Articles

Unlike previously reported literature in Pascual & Unger[14] and Amornrattanasirichok & Jaroongkhongdach[11] where authors resorted to "expand" more than "contract", the present data of gender studies articles shows that "contract" is identified more than "expand". In this respect, these authors are closing the possibility of alternative viewpoints, which may directly relate to the nature of this discipline. These studies ask for gender equality; therefore, alternative propositions are being closed by resorting to "contract". "Endorse" and "justify" were frequently identified as they are used when authors cite other sources as unquestionable and justify their claims by highlighting their similarities with previous claims[9], thus maximizing validity and reliability. In this corpus, "endorse" was identified when authors wanted to go along with prior research on gender

studies, therefore endorsing their viewpoints and justifying their claims.

The fact that "entertain" was identified frequently shows that these authors are presenting their propositions as one of many possible explanations for the topic of gender studies. Such authors emphasize the need for detailed and thorough research. In this respect, they aim to make the text approachable through the conversational tone[11]. Furthermore, Martin & White[9] argue that the term "entertain" reflects a level of politeness that is characteristic of scholarly publications. Additionally, the fact that "distance" was used frequently across the whole corpus and within the two compared sections of introductions and conclusions shows, as with Geng and Wharton[40], that the authors are trying to establish a neutral position about external voices. This neutral position is expected in formal research writing as this finding has also been reported in Hyland[12]. However, unlike Rahman's[17] study on introductions, which shows a tendency to use the "acknowledge" resource in introductions, the present study identifies a tendency to use "distance" in both introductions and conclusions. This could be explained by the topic of gender studies again. The authors on this subject try overtly and effortfully establish a neutral position on the topic even though they are interpersonally attached to the text.

5.2. Engagement Resources in Introductions vs. Conclusions

As for the discrepancies between the introductions and conclusions of research articles in gender studies, the present study aligns with Fryer[16] in highlighting the diverse engagement strategies employed in research articles and revealing significant variation across different sections. As for the specific sections of introductions and conclusions, the fact that "proclaim" was identified frequently in the introduction sections could be because authors in the introduction need to initiate a friendly tone toward previous literature, which is done by endorsing previous claims to establish their own. "Disclaim", on the other hand, was frequently identified in the conclusion because the authors, after doing their research, are in a confident enough position to eliminate previous contradictory claims. This finding is consistent with Pinying[15] and Rahman[17] where "counter" functioned to illuminate the significance of proposed studies. Additionally, White[41]

claims that using "disclaim" resources can strengthen interpersonal attachment to the text, so it can be argued that the authors in this study are interpersonally attached to the text. In the context of gender studies, the observations from the analyzed articles reveal analogous rhetorical preferences, particularly in how authors employ "justify" in introductions and "concur" in conclusions. The frequent use of "proclaim" in introduction sections indicates that authors aim to foster a welcoming and collaborative tone by endorsing prior claims, thereby aligning their work with established literature. This finding aligns with Rahman's emphasis on the importance of "acknowledgment" in the writing process. Conversely, the prevalence of "disclaim" in conclusions reflects a shift in authorial confidence, as they assert their findings while addressing and challenging previous contradictory claims. This strategic use of rhetorical resources guides readers through the authors' arguments and highlights the dynamics of authority and credibility in academic discourse. Ultimately, these findings illustrate how engagement systems serve as a valuable lens through which to examine the intertextual relationships between authors and their scholarly communities, particularly within the nuanced field of gender studies.

5.3. Gender and Academic Writing

As for the difference between male and female authors with regard to the field of gender studies, it was proposed above that female authors "expand" more than male authors. This could suggest that female authors are more welcoming to alternative propositions. In consistence with the findings of "expand" in Pinying[15], female authors in this study illuminate their allowance for various voices to exist in the same context and their entertainment of alternative positions. Nonetheless, the fact that male authors in this study use "proclaim" more than females shows that males, too, do still allow for subsequent alternative positions. Male authors establish their stance by "proclaiming" with previous stances and 'pronouncing' their alignment overtly and asserting the value of the proposed argument, and female authors propose their view by welcoming other possibilities through resorting to "expand". In other words, the differences in writing styles between male and female authors, as identified in the research by Smith[25], resonate with the findings regarding rhetorical preferences in gender studies. Smith highlights that male authors often employ assertive language and direct

argumentation, while female authors use more collaborative and inclusive language. This finding aligns with the observation that female authors "expand" more than their male counterparts, suggesting a greater openness to alternative propositions and a willingness to incorporate diverse voices within their work. The tendency of female authors to utilize inclusive language, as noted by Johnson et al. [42], enhances their ability to foster collaboration and shared understanding with readers. Conversely, while male authors may assert their positions through "proclaiming", they still exhibit a degree of flexibility by acknowledging alternative viewpoints. This duality in their rhetorical approach indicates that male authors can balance assertiveness with an openness to dialogue, albeit differently from female authors. Therefore, understanding these gendered rhetorical preferences is essential, as they shape the authors' engagement with their audiences and influence how their work is received and interpreted within the academic community. The interplay between assertiveness and inclusivity reflects broader dynamics of authority and credibility associated with gender, underscoring the necessity for further research into the implications of these findings on academic writing practices and discourse.

The analysis of rhetorical preferences concerning author gender reveals another significant distinction: female authors' inclination to "justify" their arguments contrasts with male authors' tendency to 'concur' with existing literature. This finding is consistent with the broader observations made in the reviewed sources, such as Smith [25] and Johnson et al. [42], which underscore how gender influences writing styles and the reception of academic work. Male authors often assert their positions by overtly agreeing with prior research and reinforcing their credibility through alignment with established ideas. In contrast, female authors tend to proclaim their views by justifying their propositions, which involves affirming their alignment with previous claims and providing a rationale that may invite further dialogue. This difference in approach illustrates the collaborative nature of female authorship, as they engage with existing literature in a way that seeks to expand the conversation rather than merely affirm it. Such rhetorical strategies highlight the complex dynamics of authority and credibility in academic discourse where male authors might lean towards assertiveness through concurrence. In contrast, female authors foster inclusivity and depth through justification. This interplay between justification and concurrence further emphasizes the need for a nuanced understanding of how gender shapes academic writing practices and influences the broader academic landscape.

Additionally, when male and female authors resort to "attribute", males use "distance" and "acknowledgment" somewhat equally, while females primarily rely on 'distance'. This could also shed light on another rhetorical preference of female writers. Females are more cautious about alternative views. These female authors tend to maintain a distance when presenting others' opinions by adopting a neutral position, and 'distance' resources allow for such a stance. This finding can be closely linked to the gender disparities in publication rates and citation practices highlighted by Lee and Smith [27] and Smith et al. [24]. While Lee and Smith emphasize the challenges female authors face in acceptance and citation rates, the observation that female authors predominantly utilize "distance" strategies suggests a broader pattern in their academic writing that may reflect their cautious approach to engaging with alternative views. This cautiousness could stem from the need to navigate the biases in citation networks, as male authors tend to cite their male peers more frequently, reinforcing existing inequalities in visibility and recognition. Thus, the tendency of female authors to adopt a neutral stance may be not only a rhetorical choice but also a strategic response to an environment where their work is at a disadvantage. This interplay between rhetorical strategies and citation practices indicates that the barriers female scholars face in gaining acknowledgment are multifaceted, potentially perpetuating a cycle of underrepresentation in academic discourse and career advancement. Addressing these disparities requires a nuanced understanding of both citation practices and the rhetorical choices made by authors, as they are deeply intertwined in shaping the academic landscape.

5.4. Practical Implications

Analyzing the gendered patterns of engagement resources in research articles can inform pedagogical practices in academic writing. Educators can incorporate awareness of these linguistic nuances into writing instruction, encouraging students to consider how their gender identity may influence their writing style. By fostering a deeper understanding of gendered communication strategies, instructors can empower

students to navigate the authorial voice effectively and engage with readers more intentionally and positively. This approach can promote inclusivity and diversity in academic discourse, fostering a supportive environment for writers of all genders to express their ideas confidently and authentically.

The insights gained from analyzing engagement resources in gender studies articles offer valuable opportunities for cross-disciplinary collaborations. Researchers from diverse fields can leverage these findings to enhance collaborative efforts and promote interdisciplinary dialogue. By recognizing the influence of gender on communication strategies within academic writing, multidisciplinary teams can foster a more inclusive and dynamic exchange of ideas. This collaborative approach can lead to innovative research outcomes that integrate diverse perspectives, enrich the scholarly landscape, and advance knowledge holistically and inclusively.

Understanding the gendered dynamics of engagement resources in research articles can inform best practices in scholarly communication. Authors and researchers can benefit from a heightened awareness of how gender influences their writing style and engagement strategies. By consciously reflecting on their use of "endorse" and "justify" resources, scholars can enhance the clarity and persuasiveness of their arguments, fostering more effective communication with their audience. This self-awareness can improve scholarly impact and enhance the credibility and authority of research findings, contributing to a more robust and engaging academic discourse.

The analysis of engagement patterns in gender studies articles can inspire a shift towards gender-inclusive writing practices in academia. Institutions and publishing platforms can adopt guidelines and initiatives that promote gender equity in scholarly communication. Encouraging authors to consider the implications of their engagement choices on gender representation and inclusivity can foster a more equitable and diverse academic environment. By embracing gender-inclusive writing practices, institutions can support the visibility and recognition of scholars of all genders, creating a more inclusive and representative scholarly community that values diverse perspectives and fosters a culture of respect and equity in academic writing.

6. Conclusions

By using Martin and White's[10] appraisal system, this study examined the types of heteroglossic engagement used in research articles on gender studies. The data for this study were comprised by collecting frequently cited articles on gender studies and then importing them to the UAM Corpus-Tool for Engagement annotation. The findings showed that "contract" and "counter" were identified more than "expand" and "deny" throughout the corpus. However, female writers tend to "expand" more. "Endorse" and "justify" were also frequently used throughout the corpus and within the sections under study. "Entertain" was frequently identified to signal politeness as expected in academic writing. Male authors seemed to establish their stance by 'proclaiming' with previous stances, and female authors proposed their view by welcoming other possibilities through 'expand'.

This study has not claimed generalization. Its aim was an in-depth analysis of Engagement resources used in gender studies articles with a specific focus on certain sections and on the gender of authors. A more extensive study with a bigger corpus is needed to illuminate the phenomenon and strengthen the present study's findings. Therefore, future research is required to tackle this issue further. Future research could also look at the gender of authors as a variable not only in research articles on gender studies but also in other academic disciplines. This research suggests differences in the interpretation and conveyance of information based on gender in some circumstances, but a broader scope of research is needed to make valid conclusions.

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