CHAPTER III
RESEARCH METHODOLOGY

The chapter provides an explanation of the research methodology used in the present study. The chapter consists of four sections namely 1) Research Design; 2) Participant; 3) Data Collection; 4) Data Analysis; and 5) Conclusion of Chapter III.

3.1.   Research Design

The main purpose of this study is to figure out Indonesian undergraduate international students in Australia academic writing strategies when engaging with external voices within academic backdrop and their strategies when advancing their own proposition. Therefore, this study employs a qualitative content analysis research design. Cresswell (2014) stated that qualitative research is suitable when a study is trying to understand participants' experience. Furthermore, Ary et al. (2010) noted that qualitative research aims to understand and interpret human behaviour as it plays out in relevant social settings.

This study is categorised under non-experimental qualitative research as the study tried to find interacting variables and interpret it without manipulation (Ary et al, 2010). In this particular study, the participants were not given any technical writing instructions except from the nature of the genre text in context. This study will also apply the Krippendorf (2019) model on content analysis to collect relevant data and help the inferring process.

3.2.   Participant

Participants in this study were Indonesian undergraduate students volunteered to participate in this study. These students were enrolled in an intercultural communication unit in an Australian private university. There are 6 students participating in this study who wrote 12 essays as an assignment to the unit.

The participants in this study were all exchange students who came from different universities across Indonesia. All participants are coded with a single

alphabet ranging from A to F. These participants were subject to EFL classrooms in their previous studies. However, three students were considerably more exposed and familiar with English academic writing (Participant C, D, and F). Participant C and D are enrolled in an international programme in their respective universities while participant F received their secondary education from an Australian college before his undergraduate study in an Indonesian university. As to account, none of the participants came from any linguistic or language studies education background.

The international student dimension was chosen purposefully to explore how diaspora students cope with academic writing in an English speaking country. The unit was also chosen, specifically for the assignment, to explore the dimension of genre modernism occurring in professional context which was accounted as a gap between education and professional practice.

3.3. Data Collection

The essays were assigned to the students as an assessment in an intercultural communication unit taught in an Australian university where they are given three scenarios to write a reply to email as a professional in intercultural communication. Each of the students were given the freedom to choose two out of three scenarios to respond to. In the email, they were asked to explain intercultural communication theories as an expert as well as give expert recommendations and judgement towards the second party according to their analysis and understanding (see Figure 3.1, 3.2, and 3.3).

The study will not focus on the strategies used by the students to correspond with the imaginary second party but rather the strategies they use to construct a comprehensive review of the theories related to the scenario given to them. However, this paper is also interested in what ways and shapes that the nature of email, an obvious diaglossic text in which professional community members, in this case our participants, interact with each other would affect the discussion text embedded under. This study is interested in linguistic strategies deployed by students in advancing their own arguments related to theories as their suggestion for the imaginary second party in a professional context.

Email 1:
From: Paul Jones, CEO, Property Investment International
To: Intercultural Solutions Inc., Advisory Department
Subject: Hofstede's Dimensions

Query:
Hi there,

We'll be doing business in Japan in the near future and we're looking for a good way of assessing the cultural differences between Australia and Japan.

I've come across Hofstede's website on culture dimensions. We were considering purchasing some of his training materials but they seem quite expensive. We were hoping that as intercultural experts you could provide some guidance on the pros and cons of using Hofstede's dimensions. I should clarify that we plan to apply these dimensions mostly within the business context. However, we were also hoping they could provide some basic social guidance outside of the corporate context.

Many thanks in advance. We look forward to hearing from you.

Best wishes,
Paul

Figure 3.1 Scenario 1 given to students.

Email 2:
From: Sarah Smithton, Department of Foreign Affairs and Trade
To: Intercultural Solutions Inc., Advisory Department
Subject: Grice's Maxims and training materials for diplomats

Query:
Dearest Advisory Department,

We are putting together training materials for diplomats and are looking for theoretical frames for understanding cross-cultural conversation.

I've come across Grice's maxims and I think these could be useful. I was hoping, however, as intercultural experts, you could provide some guidance in two regards:

1) I think I understand these but I'd like to be sure. Could you choose two of the maxims and give me a real-world example to illustrate these two?

2) I worry about the universality of these maxims and how well they apply to non-Anglo contexts. The role of a diplomat naturally entails working in and with non-Anglo cultures. Can you extend your discussion of the two maxims from my first point to non-Anglo cultures and give your assessment of how well these apply to these cultures?

I look forward to your response.

All the best,
Sarah

Figure 3.2 Scenario 2 given to students.

Email 3:
From: Eli Jones, Department of Education
To: Intercultural Solutions Inc., Advisory Department
Subject: Social networks and language styles

Query:
To whom it may concern,
I was wondering if you could tell us about how trajectories of socialisation might impact our students' experiences in Australia?

We've generally presumed that students from the same cultural backgrounds (e.g. Thai, Japanese) would have the same experiences, but we're finding some differences in the students, relative to other factors (e.g. whether they're from rural or urban backgrounds, their friendship networks).

Perhaps there's some lit/concepts that speak to this? Even better if you could illustrate/give an example of language use, gesture, etc.

Regards,
Eli

Figure 3.3 Scenario 3 given to students.

Approval on data collection for this research is gained through oral and written consent from the participating students. Ethical consideration for the institution has also been gained and will remain unmentioned throughout the research.

3.4.   Data Analysis

Though written in a structure that could be classified as an email, students' essays in this study are classified into descriptive report & discussion texts. This study ignores the strategies that the students used in corresponding with the imaginary second party but rather focuses on the strategies they use in interacting with established academic voices and in advancing their own proposition between the voices.

The obtained essays will be analysed under the appraisal framework as proposed by Martin and White (2005). As mentioned throughout the paper, this study will focus on the engagement resources under the appraisal system.

Therefore, the texts were examined to identify the four engagement strategies under the heading of Entertain, Attribute, Proclaim, and Disclaim.

Krippendorf (2019) has provided the model of content analysis data gathering (see Figure 3.4). Starting from unitising where this study limits the data of the essay to be analysed is the one that contains engagement resources ignoring the nature of the email genre where an opening paragraph is essential. As mentioned above, this study ignores the strategies that the students used in their opening paragraph that is common within email genres but rather focuses on the strategies they use in interacting with established academic voices and in advancing their own proposition between the voices.
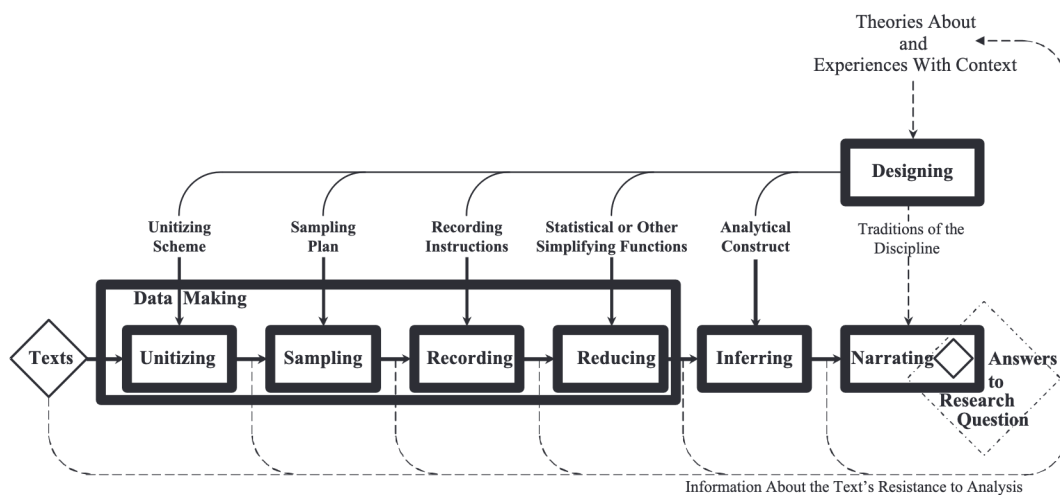

Figure 3.4 Content analysis data gathering, adapted from Krippendorf (2019:90)

The sampling process required this study to identify linguistic resources relevant to the heading of engagement strategies in the Appraisal framework (Martin & White, 2005). The sampling, as mentioned above, is taken from the 12 essays written by 6 participants of the study which are identifiable by Indonesian

The recording/coding process then included the four headings mentioned above (see Figure 3.5). Linguistic resources found in the sampling process were then assigned to its respective headings under the engagement strategies of the Appraisal framework Martin and White (2005).

Attribution - Distancing:
Cheryl Nakata, an intercultural scholar published some critiques towards the dimensions that…

Entertain:
It is safe to say that the research came from…

Figure 3.5 Example of data in engagement resources in students' essay

The reducing stage in this study mainly was in the form of excerpts of representation on occurring linguistic resources throughout participants' essays. But, this paper also believes in Critical Genre Analysis principle proposed by Bhatia (2017). Bhatia (2017) explained that the goals of CGA is to: 1) account for professional practice; 2) demystifying interdiscursive nature of professional genres; 3) accounting for professional identities; 4) understanding professional communication as interdiscursive performance; and 5) providing evidence-based pedagogical insights.

The Engagement resources occurring in the essay were coded based on its occurrence according to the code as shown in Table 3.1.

Hetero/ Monoglossic	Expanding (EXP)/ Contracting (CON)	Headings	Coding
Monoglossic	-	-	MON
Heteroglossic	Entertain (EXP)	-	ENT
	Attribute (EXP)	Acknowledge	ACK-ATTR
		Distance	DIS-ATTR
	Disclaim (CON)	Deny	DEN-DIS
		Counter	COU-DIS
	Proclaim (CON)	Concur	CON-PRO
		Pronounce	PRO-PRO
		Endorse	END-PRO

Table 3.1 Coding of engagement resources

Relevant to this study, Bhatia (2017) on CGA explained that genre manipulation often occurs in professional practices in order to achieve institutional goals. Furthermore, CGA's intention on accounting professional identities roots in Candlin and Plum (1999) ideas that professional members in the professional context not only create and express their identity but question others

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identity as well (Bhatia, 2017). In professional genre practices there are multiple identities that professional community members negotiate and give expressions to (Bhatia, 2017). Relevant to this paper, participants of the study can negotiate their professional identities as a professional member of a particular disciplinary community; organisational identities as a member of a specific organisation; their social identities as a valued member of social groups; and their own identities as an indication of their expressions.

Furthermore, Bhatia (2017) reports that CGA provides evidence-based pedagogical insights which is the main purpose of this study. Over the years, the process of language learning under the umbrella of English for Specific Purposes (ESP) has constrained genre practice only to its pure form, which is often not the case in reality. As mentioned in the previous chapter, genre writing practices in professional context are not only complex but also dynamic (Bhatia, 2017). Therefore, it is beneficial to the professional community members to reflect their genre practices as CGA bridges the gap between academic and professional genre practices.

In similar tone, this paper also adheres to Martin and Rose (2008) genre approaches where they explained that there is an educational bias where students are not prepared enough academically throughout their school years to move between genre practices. Therefore, while being objective the way Bhatia (2017) proposed within the Critical Genre Analysis method, this paper also acknowledges shared practices among students in their essay as the product of education that they received.

In conclusion, this paper shares the values of Critical Genre Analysis and its approach to genre on how institutional values will always be reflected in texts written in a professional setting. Furthermore, when there is an outlier practice, this paper also shares Critical Genre Analysis value that professional practice is often very different from what students are being taught in school. This phenomenon is then acknowledged as educational bias the way Martin and Rose (2008) proposed in approaching genre practice.

3.5. Conclusion of Chapter III

This chapter has presented the research methodology which consists of research design, data collection methodology, and data analysis methodology. The following chapter will lay out the findings of the present study and discuss it under relevant theoretical frameworks.