

**A framework for analysis of authorial
identity: Heterogeneity among the
undergraduate dissertation chapters**

Bárbara-Pamela Olmos-López

Thesis submitted for the degree of Doctor of Philosophy
Department of Linguistics and English Language
Lancaster University

August 2015

Declaration

I hereby declare that this thesis has been written by myself, and the work in here is entirely on my own. The research in here has not been previously submitted for a degree in this or any other form.

01.08.2015

Pamela Olmos-López

Abstract

Thesis writing is an enterprise which integrates knowledge of different domains, i.e. the subject's content, rhetoric, academic discourse, the genre they are writing, and research skills (Bartholomae, 1985; Read, *et al.* 2001; Johns, *et al.* 2006). The integration of these elements makes thesis writing a challenging endeavour, especially when facing it for first time, as is the case for undergraduates. Thesis writing at undergraduate level becomes more challenging when the writing is in a foreign language. In Mexico, undergraduate students are often required to write a thesis in English. However, researching writing at undergraduate level has sometimes been undervalued as undergraduates are considered to lack an authorial voice (Helms-Park & Stapleton, 2003; Stapleton, 2002). Based on the premise that every piece of writing contains voice (Ivanič, 1998), an element of authorial identity, I focus my research on exploring authorial identity. In my study I analyse how undergraduates, novice writers, express authorial identity across their dissertation chapters. I propose a framework for the analysis of authorial identity (Ivanič, 1998, Hyland, 2010, 2012) and communicative functions, and apply it to a corpus of undergraduate dissertations. The corpus consists of 30 dissertations that are written in English as Foreign Language in the area of Teaching English to Speakers of Other Languages and Applied Linguistics (TESOL/AL) and translation. The framework includes analysis of first person pronouns, passives, impersonal constructions, reporting verbs and evaluative adjectives, which were found to be keywords in these dissertations compared to a reference corpus (the British English 2006 or BE06 corpus). The framework I propose will facilitate the analysis of the writer's identity and communicative functions as they occur in each chapter of their dissertations. I also include a case study focussing on one participant with the aim of integrating the suggested framework with awareness and understanding of the participant's self-presentation as a writer. I include some pedagogical implications for L2 writing research, suggesting that students could be made aware of the full range of choices available in academic writing and how they project different authorial identities. I close my thesis by exemplifying the framework within my own case of authorial identity and with a reflection on the authorial identity of speakers of other languages in dissertation writing.

Keywords: *Authorial Identity, EFL Academic Writing, Rhetorical Function, Undergraduate Dissertation*

Acknowledgements

The writing of a PhD thesis is a long journey, a journey of life, learning, and experiences in which many people are involved. I would like to acknowledge the team of people whose support made this thesis possible, and hence helped me to achieve my goal. Each of these people contributed in a way and at different moments during the journey; thus, I am taking a chronological approach to mentioning them, although I recognise that some of these people have walked with me the whole way. I will, however, at the end mention three very special people.

I am particularly indebted to **Paul Baker**, who introduced me to studies in corpus linguistics; the first course I took in my PhD studies. I would like to thank him for taking the time to follow my research as my examiner, for so carefully reading my thesis and for his valuable comments that have enriched my project. I cannot fully express my gratitude for his understanding of the needs of my research and for the role he played in it.

In the process of data collection I want to acknowledge my great friend **Claudia Diaz**. She was very helpful in the gathering of the dissertations as she was my agent in Mexico; in this aspect, thanks also go to Naty, the secretary of the department. Her work on providing information about the participants and their background was crucial.

Many thanks go to the research participants. They shared their dissertations and gave consent for me to analyse their writer's authorial identity.

I also want to acknowledge **CONACyT**, my PhD sponsorship for the four years of full-time study.

A very special person I am deeply grateful to is **Richard Xiao**. Richard was my supervisor for a year, a very short time, but enough time to learn not only about the methodological process of using corpus, but also about life. I was honoured to be one of

his last supervisees. My memories of his patience, dedication and integrity will always accompany me in my professional life.

I also want to acknowledge **Vaclav Brezina**, for his work in the later stages of the thesis. His comments and feedback improved the quality of my research.

I am grateful to many colleagues and friends. To **Karin Tusting**, whose feedback on my MRes was helpful to evaluate and assess my PhD research. I am also thankful to Karin for the informal chats we share over coffee about some exciting aspects of writing and identity. Teaching the Postgraduate Academic Study Skills course with her was also a great opportunity to learn from her experience and to put into practice what I was actually researching. In the same vein, I thank **Judit Kormos** for her advice and for lending me her ear to talk about my research as well as other personal concerns. Our conversations during our morning jogging certainly provided me with many life lessons.

I am also grateful to **Roz Ivanič**, whose study on writer's discursual identity brought me all the way to Lancaster. Although she was retired by the time I arrived in Lancaster, I was honoured to have the opportunity to meet with her for coffee every now and then while updating her on my research. Her ideas and advice to develop my thesis made my position stronger. She showed interest in it, and she still follows what I am doing.

I thank each and all of the friends I met during the programme. I include my friends from both programmes, Research Only and Thesis and Coursework, two ways of pursuing a PhD, but a diversity and richness in experiences and friendship. I feel grateful to them for the way in which we shared the challenges of PhD life and the enriching experience of writing a thesis.

I am also thanking my very good friend **Daniel Van Olmen** for the great fun, happiness, advice, dinners that made the work and challenges easier and much more enjoyable.

I am very grateful for the joy and company of my friends from my walking groups, **Lancashire Walking Group** and **Scottish Hill walking and Activities Group**. Spending my weekends with them on top of a hill, scrambling, finding a new summit, swimming in a loch or tarn, camping or hostelling filled my days with joy and gave me the energy and inspiration to keep on with my writing.

I am deeply thankful to **Margaret and Brian Cowling**, for they were the best landlady and landlord I could ever have had. They always made sure that everything was right with the house and my working space, which was crucial to the smooth development of my work. I also thank them as it is because of them that I ended up in Mull, which was the first of my many writing retreats as my preface reveals. I am grateful to them as they not only opened the doors of a place to live, but also their own house and home, making me feel part of their family.

I also want to acknowledge **Hilda Hidalgo** for proofreading my chapters and **Sarah Horrod** for providing feedback on the final pieces of my thesis.

As I narrate in my preface, writing and walking cannot be separated for me. In this journey, I have walked with many people, but three of them deserve very special mention for their support was crucial to me in achieving my goal of obtaining my PhD degree and in many personal achievements.

Greg Myers, my supervisor, for his wisdom, patience, advice, and willingness in giving me feedback when questioning everything that I wrote. Greg has been with me since the early stages of my PhD. His knowledge and depth of thought made me a more

critical person. I am thankful for his enormous patience when working with me and listening to my many tales of hikes, hills, travels, and adventures, which he graciously every now and then related to my study, making the supervision process much more interesting. I express my eternal gratitude to him as his approach to working with me evolved according to my own personal development. Our meetings started with academic topics but ended as fascinating discussions about life and there was always learning therein. I am also thankful to him for his help in the later stages, reading the many versions of my chapters and my final thesis. Straight from the heart, thank you, Greg.

Jane Sunderland, my former first supervisor, my co-author, my dear good friend. Words cannot express my gratitude for all that she has meant to me. As my supervisor, I thank her for her steady support and for always providing constructive critiques, and supporting the expression of my ideas, my own *voice*. Her enthusiasm and passion for life always showed me the light at the end of the tunnel. I am grateful for her willingness, support, and advice during this thesis, my academic, professional, and personal life. I am in her eternal debt. As a friend, I cannot fully describe the change she has made in my professional and personal growth. She is by far the greatest inspiration and example to pursue.

Graham Pinfield, my dearest good friend, became an essential part of my writing up process. His confidence on me to finish my thesis on time got me to write in a timely fashion. My thesis on “hiking and writing” would not have been finished without him. Having Graham as a friend was also having him in my research as he cared about it, and constantly asked me about the topic which allowed me to reflect upon it and on the way I was framing it. I am thankful to Graham for always being there for me, for his unconditional support in this path of life and sharing with me the belief that in life I should follow my heart.

**To my Grandpa,
Amador Olmos**

| Table of Contents | page |
|------------------------------------------------------------------------------------|-------------|
| Abstract | |
| Acknowledgements | |
| Dedication | |
| List of Acronyms | vi |
| Preface | vii |
| | |
| Part I: Towards an Understanding of Authorial Identity | 1 |
| | |
| Chapter 1: Introduction –a Question of Identity? | 2 |
| 1.0 Introduction to the Chapter | 2 |
| 1.1 Research Interest | 2 |
| 1.2 Research Purpose | 5 |
| 1.3 Research Questions | 6 |
| 1.3.1 Overarching question | 7 |
| 1.3.2 Methodological Research Questions | 8 |
| 1.3.3 Empirical Research Questions | 9 |
| 1.4 Significance of the Study | 11 |
| 1.5 Overview of the Thesis | 12 |
| 1.6 Conclusion to my Introduction Chapter | 16 |
| | |
| Chapter 2: Theorising Writer’s Authorial Identity | 18 |
| 2.0 Introduction | 18 |
| 2.1 Understanding Identity: the Self, Person, Persona, Subject | 19 |
| 2.2 Discourse and Identity | 23 |
| 2.3 Identity and Academic Writing | 28 |
| 2.4 Authorial Identity | 32 |
| 2.4.1 Voice | 33 |
| 2.4.2 Stance | 38 |
| 2.4.3 Current Frameworks for the analysis of Authorial Identity | 39 |
| 2.4.4 Communicative (Rhetorical) Functions | 49 |
| 2.4.5 Current Frameworks for the Analysis of Communicative Functions | 51 |
| 2.5 My conceptualisation of Authorial Identity in a Nutshell | 55 |
| | |
| Chapter 3: Contextualising: Undergraduate Dissertations in Mexico | 57 |
| 3.0 Introduction | 57 |
| 3.1 Situation of Public Education in Mexico | 58 |
| 3.1.1 Situation of EFL Writing Instruction in the Languages Department of my Study | 63 |
| 3.2 Previous Studies in Undergraduate Dissertation | 68 |
| 3.2.1 Identity in Undergraduate Dissertations in Mexico | 73 |
| 3.3 The Theoretical Bases of my Research: the Niche for my Study | 74 |

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Part II: Towards the Creation of the Framework: A suitable Methodology for the Analysis of Authorial Identity and Rhetorical Functions | 76 |
| Chapter 4: Methodological Design for the Analysis of Authorial Identity in EFL Undergraduate Dissertations | 78 |
| 4.0 Introduction | 78 |
| 4.1 My Role as a Researcher | 80 |
| 4.2 Corpus Description | 80 |
| 4.3 Corpus Approach: Key Concepts | 86 |
| 4.3.1 Frequency Lists and Keywords | 87 |
| 4.3.2 Concordances | 90 |
| 4.3.3 Clusters and Frames | 92 |
| 4.4 Case Study: Underpinning the Methodological Design | 93 |
| 4.4.1 Case Study | 94 |
| 4.5 Research Design in a Nutshell | 97 |
| Part III: Exploring Authorial Identity and Rhetorical Functions in the Undergraduate Dissertation: Individuality, Heterogeneity and Self-representation | 98 |
| Chapter 5: Keyword Analysis: Identifying Authorial Identity Elements | 99 |
| 5.0 Introduction | 99 |
| 5.1 Keywords: Distinctiveness of Undergraduate Dissertations | 99 |
| 5.2 Keywords in the Undergraduate Dissertation Chapters | 116 |
| 5.2.1 The Introduction Chapter | 117 |
| 5.2.2 The Literature Chapter | 123 |
| 5.2.3 The Methodology Chapter | 130 |
| 5.2.4 Results/ Discussion Chapter | 137 |
| 5.2.5 Conclusions Chapter | 142 |
| 5.3 Conclusion: Identifying Authorial Identity Elements with a Keywords Analysis | 147 |
| Chapter 6: A Framework for the Analysis of Authorial Identity | 148 |
| 6.0 Introduction | 148 |
| 6.1 Entextualisation of the Author | 150 |
| 6.2 Expression of Stance Taking | 158 |
| 6.2.1 Stance and the Singular First Person Pronoun | 159 |
| 6.2.2 Stance in Reporting Verbs | 171 |
| Chapter 7: A Framework for the Analysis of Authorial Identity: Heterogeneity among the Dissertation Chapters | 182 |
| 7.0 Introduction | 182 |
| 7.1 Linguistic Features across the Dissertation Chapters | 184 |
| 7.1.1 Chapter One of the Dissertations: Introduction | 184 |
| 7.1.2 Chapter Two of the Dissertations: Literature Review | 194 |
| 7.1.3 Chapter Three of the Dissertations: Methodology | 199 |
| 7.1.4 Chapter Four of the Dissertations: Results/Discussion | 207 |
| 7.1.5 Chapter Five of the Dissertations: Conclusion | 215 |

| | |
|---------------------------------------------------------------------------------------------------------------------|------------|
| 7.2 Heterogeneity Across the Dissertation Chapters | 220 |
| Chapter 8: Analysing the Construction of Authorial Identity and its Heterogeneity with a Case Study Approach | 226 |
| 8.0 Introduction | 226 |
| 8.1 The Case Study of a Dissertation | 227 |
| 8.1.1 The Case | 227 |
| 8.1.2 Ian's Discoursal Construction of Authorial Identity | 231 |
| 8.2 A Contrasting Example of Author Identity in a Dissertation | 240 |
| 8.3 Concluding Remarks on Heterogeneity: a Social-Individual Aspect in the Dissertations | 243 |
| Part IV: Part IV: The Utility of the Findings on the Framework for the Analysis of Authorial Identity | 246 |
| Chapter 9: Conclusions: the Framework, my Contribution to the Discipline and Reflections on the Study | 248 |
| 9.0 Introduction to the Chapter | 248 |
| 9.1 Overview of the Research Process | 249 |
| 9.2 Summary of Main Findings | 250 |
| 9.2.1 A Framework for Analysing Authorial Identity and Communicative Purposes | 250 |
| 9.2.2 Variation of Authorial Identity Expression in the Dissertation Chapters | 253 |
| 9.2.3 Highlights on the Text Analysis for a Coherent Self-presentation of the Writer | 255 |
| 9.3 Limitations of the Study | 255 |
| 9.4 Research Contribution and Pedagogical Implications | 258 |
| 9.4.1 Pedagogical Implications | 259 |
| 9.5 Suggestions for Future Research | 261 |
| 9.6 A Personal Reflection | 265 |
| List of References | 268 |
| Appendix 1: Rubric Criteria of the Dissertation Contents and Writing Requirements | 283 |
| Appendix 2: First Person Pronouns Typology (adapted from Tang & John, 1999) | 285 |
| Appendix 3: Equivalences of Marks (UK & Mexico) | 287 |
| Appendix 4: Ethics Approval Form | 288 |
| Appendix 5: Interview with the Participant (case) | 290 |
| Appendix 6: Writer Mini-Autobiography | 292 |
| Appendix 7: Component Texts of the BE06 | 293 |
| Appendix 8: Keywords List of Dissertations when Compared with the BE06 | 294 |
| Appendix 9: Concordance Plot for the Passive voice forms across the Dissertations | 310 |
| Appendix 10: Concordance Plot for First Person Pronoun across the Dissertations | 312 |
| Appendix 11: First Person Pronoun Distribution in my PhD Thesis Chapters | 314 |

Table of Figures

| | |
|------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <i>Figure 2.1</i> Three Simultaneous Types of Subject Positioning (Ivanič & Camps, 2001:11) | 30 |
| <i>Figure 2.2:</i> Structure of Traditional Dissertation (Swales, 2004: 107) | 52 |
| <i>Figure 3.1:</i> Discourse as Text, Interaction and Context (Fairclough, 1989: 25) | 62 |
| <i>Figure 4.1:</i> Percentages of the Sub-corpora Dissertation Chapters | 86 |
| <i>Figure 5.1</i> Plot for the ‘licenciatura’ Keyword | 107 |
| <i>Figure 5.2</i> Clusters occurring within 5 words of the word ‘licenciatura’ | 108 |
| <i>Figure 5.3</i> Plot for the Keyword ‘important’ | 113 |
| <i>Figure 5.4</i> Clusters for the Keyword ‘important’ | 114 |
| <i>Figure 5.5</i> Clusters occurring within 5 words of the Keyword ‘Designed’ | 134 |
| <i>Figure 5.6</i> Clusters occurring within 5 words of the keyword ‘not’ | 142 |
| <i>Figure 6.1</i> Plot for the Use of Short Passive Constructions in Individual Dissertations | 156 |
| <i>Figure 6.2</i> Plot for the Use of Long Passive Constructions in Individual Dissertations | 157 |
| <i>Figure 6.3</i> A Typology of Possible Identities behind the First Person Pronoun in Academic Writing (adopted from Tang & John, 1999) | 165 |
| <i>Figure 6.4</i> Hyland’s (2001b: 119) Categories of Reporting Verbs | 173 |
| <i>Figure 7.1</i> Plot for the I Instances in the Introductory Chapter | 186 |
| <i>Figure 7.2</i> Plots for Passive Constructions in Some Introduction Chapters | 191 |
| <i>Figure 7.3</i> Plot for the Concordance of the Keyword: Procedure | 203 |
| <i>Figure 7.4</i> Plot for the concordance of first person pronouns in the methodology Chapter | 205 |
| <i>Figure 7.5</i> Plot for the Concordance of Past Tenses in the Results/Discussion Chapter | 209 |
| <i>Figure 7.6</i> Plot for the Concordance of Present Tenses in the Results/Discussion Chapter | 211 |
| <i>Figure 7.7:</i> Concordance Plot for the Keyword Research in the Conclusions Chapter | 216 |
| <i>Figure 7.8</i> Plot for the Passive Voice in the Complete Dissertations | 222 |
| <i>Figure 7.9</i> Plot for the First Person Pronoun in the Complete Dissertations | 224 |
| <i>Figure 8.1</i> Dispersion Plots of First Person Pronoun and Passives in Ian’s Dissertation | 235 |
| <i>Figure 8.2</i> Dispersion Plot of First Person Pronoun in Dissertation 27 | 241 |
| <i>Figure 8.3</i> Dispersion Plot of Short Passives in Dissertation 27 | 242 |

List of Tables

| | |
|--------------------------------------------------------------------------------------------------------------------------------------|-----|
| <i>Table 2.1:</i> Current Frameworks for the Analysis of Authorial Identity | 47 |
| <i>Table 2.2:</i> Communicative Functions of the Sections of a Traditional Dissertation/ Thesis | 55 |
| <i>Table 4.1:</i> Differences of Studying a Text and a Corpus (adapted from Tognini-Bonelli, 2001: 3) | 79 |
| <i>Table 4.2:</i> Description of the 30 Dissertation Corpus | 81 |
| <i>Table 4.3:</i> Dissertation Length and Corpus Size | 83 |
| <i>Table 4.4:</i> Corpus Size & Sub-corpora | 85 |
| <i>Table 4.5:</i> Sub-corpora and Reference Corpora in Keywords Analysis | 89 |
| <i>Table 5.1</i> Keywords for the Undergraduate Dissertation Corpus | 101 |
| <i>Table 5.2.</i> Categories for the Keywords and their Dispersion in the Dissertations | 103 |
| <i>Table 5.3</i> Statistics for ‘because’, ‘however’, ‘so’ and ‘but’ | 110 |
| <i>Table 5.4:</i> Distribution of the First Ten Keywords in the Introductory Chapter | 117 |
| <i>Table 5.5</i> Keywords of the Introductory Chapter | 118 |
| <i>Table 5.6:</i> Distribution of the Keywords in the Literature Chapter | 124 |
| <i>Table 5.7</i> Keywords of the Literature Chapter | 125 |
| <i>Table 5.8</i> Keywords for the Methodology Chapter | 131 |
| <i>Table 5.9:</i> Distribution of the First Ten Keywords in the Methodology Chapter | 132 |
| <i>Table 5.10</i> Keywords for the Results/Discussion Chapter | 139 |
| <i>Table 5.11:</i> Distribution of the First Ten Keywords in the Results/Discussion Chapter | 140 |
| <i>Table 5.12</i> Keywords for the Conclusions Chapter | 143 |
| <i>Table 5.13:</i> Distribution of the First Ten Keywords in the Conclusion Chapter | 144 |
| <i>Table 5.14</i> Distinctive Linguistic Realisations in the Chapters | 146 |
| <i>Table 6.1</i> Examples of Subjects Passivised | 153 |
| <i>Table 6.2</i> List of Verbs and their Occurrences with the First Person Singular Pronoun | 161 |
| <i>Table 7.1</i> Communicative Functions of the Dissertation Chapters and their Linguistic Realisations | 221 |
| <i>Table 9.1</i> A Framework for Analysing Authorial Identity and Communicative Purposes | 251 |
| <i>Table 9.2</i> Communicative Functions of the Dissertation Chapters and their Linguistic Realisations [Table repeated from 7.1] | 254 |

List of Acronyms

AL: Applied Linguistics

BA: Bachelor Degree

CL: Corpus Linguistics

DCT: Discourse Completion Task

EAP: English for Academic Purposes

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

ESP: English for Specific Purposes

GPA: Grade Point Average

IL: Interlanguage

L1: Language 1 or First language

L2: Language 2 or Second language

MA: Master degree

MRes: Master of Research

MT: Mother Tongue

PhD: Doctor of Philosophy

RA: Research Article

TESOL: Teaching English to Speakers of Other Languages

Preface

During my PhD studies, it was only at the later stages when I realised my personal connection and investment within my research. I enjoy researching the areas involved: academic writing and identity, and the fact that I am writing a thesis has made the research process more interesting. I anticipate that my reader might wonder why at some points I might become perhaps too personal in such an academic genre. But as expressed in the pages of my thesis, the individual brings within him/herself several roles that influence the academic identity being exposed. In the writing of my PhD, I identify two crucial aspects where there was a fusion of personal-academic-professional that influenced my thesis development.

The supervision process was indeed a very important aspect in my PhD process. I had the opportunity to work with three exceptional people, Jane Sunderland, Richard Xiao and Greg Myers. They all were part of the process at different times. Jane introduced me to the programme and we extensively worked on the aspect of theorising identity. Her enthusiasm and approach to research positively influenced me in my way of doing, asking, inquiring with diligence and writing with a voice of my own. Richard and I worked in a more systematic yet intriguing way on methodological aspect of my research, and did some pilot studies that guided me to the confirmation panel successfully. Greg has been working with me through the entire thesis. He shared a co-supervision year with Jane and another with Richard. Interestingly the process of co-supervising with each of them was different, and our solo supervision time evolved little by little up to the end of having fascinating life conversations. His depth of thought and experience built in me a more critical person. My PhD supervision was important in my research as I was experiencing the change of living abroad and starting to research more independently. I felt, however, a bit of vulnerability

from change to change; different approaches and ways to see, do, and carry out research, and yet having the feeling of acting alone. I got to learn a lot from working with each of them and I feel honoured for having worked with them. I think the supervision process and co-supervision made me grow not only professionally and academically, but personally I gained a lot. It was a process of learning, becoming independent, and gaining friends.

The crucial aspect is the long-recognised solitude of PhD writing. Despite being surrounded by friends, colleagues and staff, the writing process is in itself a time of solitude. I would not have successfully gone through this process without walking. I started hiking not long ago after I started my PhD, introduced again by Jane and Graham Pinfield to the Lake District. I did not expect how a hobby could become my inspiration, my true companion during my PhD studies. It was, however, a source of energy and helped me to focus on my research. Throughout my thesis you will read reference to my writing and hiking; when I do so, it is because hiking was not only the inspiration but the means to keep me writing. I did walk a lot during my third year of studies, but it was a travel to the Isle of Mull which I found a life-changing experience. I call it my Mull experience.

It was November 2013 when I was feeling my research was not going anywhere, so I decided to go on writing retreat and unplug myself from the world. I travelled to Bunessan, in the southwest of Mull, an isle in the highlands. I was in a small village, no more than 100 people around, no internet or mobile connection and I was lucky enough to send a text on top of the hill. A perfect place for my isolation process, but I felt so lonely indeed, it was me and my chapter. I was not able to talk to people, well, yes, talk, but not really talk. I thought I was not productive, and after a long run on the shores of the island I came back, sat on the computer and wrote. I could not stop myself from writing. There was nothing else to do; it was a painful start, but despite that feeling, I realised I was able to finish it all, and finished another as well. I guess I needed time to be with myself and learnt from it. I

also learnt and enjoyed my time with the welcoming people from Bunessan. When I came back I was so happy to see Greg, Jane and Graham. When I narrated to Greg my story of it being nice but being terrified of being totally on my own, he just told me I reminded him of the main character of the movie: 'I know where I am going'... I have nothing else to say that when watching it I felt identified indeed, but I could only laugh. This trip was academically driven, but personally enriching and satisfactory.

I took this retreat as the first one and from there, I decided to go on more to continue writing my chapters. I was enjoying my writing and walking, and I could take ages to add more and more to the thesis, but it was time to finish it. At this stage, Graham became an essential part of my research progress. He was eagerly waiting for the completion of each of my chapters. He cares about my hiking but not as much as for my writing and thesis completion. He was indeed essential in getting me into timely writing and once in a while enjoying walks together.

My hiking-writing experiences are indeed many, but I have mentioned the events that have made a difference and had an effect in the writing of my thesis. And this is indeed part of the personal aspect of me in my research topic, my writer's identity.

Part I: Towards an Understanding of Authorial Identity

As a researcher on academic writing, I am aware of the importance of including authorial identity in dissertations/ theses as a topic for study. Expressing authorial identity might sound familiar to academics and straightforward to people experienced in publishing. However, when students are first initiated into the academic world, authorial identity tends to be a new and/or shocking concept. As a postgraduate student in academic writing, I am familiar with the concept of authorial identity as it is my primary area of research; however, I have met fellow PhD students who find the expression of authorial identity difficult to recognise and extremely complex to achieve. Surprisingly, some of them have not written a dissertation before and the simple fact of writing academically in English as a Foreign Language (EFL) becomes a challenge. I wonder how undergraduates might see the expression of their authorial identity if a PhD student conceives it troublesome. As a former academic lecturer and supervisor of undergraduate dissertations in Mexico, I could see this was indeed an issue, especially as many students were writing their dissertation in English.

Writing academically in an EFL context is actually a common practice. I decided to analyse how undergraduates, novice writers claim their *authorial identity* and follow the regulations of the genre. This part of my thesis presents my research aims and interests explaining my understanding of key concepts and contextualising my research.

Chapter 1: Introduction –a Question of Identity?

Every act of writing is inevitably connected to a message with a sense of purposiveness, a sense of stance, a sense of belonging and a sense of personal identity.

Candlin, 2000: xv

1.0 Introduction to the Chapter

Writing the introduction, the first chapter of a thesis and usually the last one to be written, is a major task in identity construction. As a first chapter, it is a first impression to my writing, a way of presenting myself, the writer, to you, my reader. Hence, I am aiming for an introduction that explains who I am, what I am doing and why I am doing it. An introduction should catch my reader's attention to the point that he/she wants to read me to the end. An introduction should satisfy the communicative functions of a PhD thesis introduction chapter, give my reader the image, the identity of the person behind these words, show my authorial identity and be accessible.

Before moving into the what, why and how, I first provide the organisation of this chapter. In section 1.1, I present the general and specific areas of my research. Section 1.2 follows with a description of my research purpose and the research questions are in section 1.3. Then, in section 1.4, I include an account on the significance of the study, i.e. why it is important to carry out research on this topic and my research contribution. In section 1.5, I provide the organisation and description of the chapters of this thesis. Finally, in section 1.6 I present a concluding note to the chapter.

1.1 Research Interest

Authorial identity is a central concept underlying my research. A writer can portray many identities in a piece of writing (Ivanič, 1998) (see section 2.2). In this thesis, I understand *authorial identity* as the expression of the academic self and how the writer

positions him/herself in the discipline portraying an authorial image while engaging in the academic community. In this view, authorial identity embraces two main components, *voice* and *stance*. My view of *voice* is the expression of the self negotiated in discourse within a discipline, and *stance*, the position the writer takes while constructing his/her voice (section 2.4 discusses these terms). In the writing of this thesis, for instance, my *voice* is expressed in the selection of linguistic choices among many other factors which show my engagement (as a PhD candidate) with my reading audience (my examiners, mainly, but also the Linguistics Department of Lancaster University and possibly other interested audiences in the academic community). I claim my *stance* in the position I take regarding my view of authorial identity and its study in undergraduate dissertation writing.

Since thesis/dissertation¹ writing is seen as one of the most challenging tasks a student does, as it integrates content knowledge, academic writing, researching skills, and the arguments of the writer to express their stance (Bunton, 2005; Bitchener & Basturkmen, 2006), it is an ideal genre to analyse authorial identity. My standpoint in analysing authorial identity in undergraduate dissertations is to recognise how the writer expresses and positions him/herself within the academic community writing a genre which will determine their grade. A dissertation is a genre whose main purpose is to satisfy academic and institutional conventions so that the writer of the dissertation can be awarded a degree. In order to achieve a successful pass and obtain a degree, the writer not only should satisfy these conventions, but also express their authorial identity. Authorial identity in my view, then denotes knowledge of the academic conventions within the academic community as well as content knowledge and the position the writer takes on the disciplinary ideas. In the first instance, I am looking at the knowledge of the conventions

¹ In the UK context a thesis is written at a PhD level and a dissertation at MA and BA levels; this distinction is opposite to the American context where a dissertation is written by a PhD and thesis by MA and BA. The Mexican context uses the word 'thesis' for undergraduate level, yet as I am writing in the European context, I am referring to as 'dissertation'.

of the particular genre of undergraduate dissertations written in EFL (English as a Foreign Language) in the area of English Language Teaching (ELT) and Translation. For this aspect, I devote attention to the communicative (rhetorical) functions of the chapters of their dissertations (e.g. their purpose: introducing the research, discussing literature, describing methods, explaining procedures, summarising findings and stating their results (see section 2.4.4) found in the dissertations. As for the second aspect, the writer's position as an author, I look closely at stance and voice aspects of identity, e.g. pronouns, evaluative markers, reporting verbs, passive voice (Ivanič, 1998; Tang & John, 1999; Hyland, 2002a, b, 2005).

Generally, research on identity tends to be qualitative and studies are usually approached from autobiographical and narrative methods (Shen, 1989; Ivanič, 1998; Hiervela & Belcher, 2001; Matsuda, 2001). Previous research on writer's identity has contributed with some analytical frameworks for its study (Ivanič, 1998; Ivanič & Camps, 2001; Tang, 2004, 2009; Hyland, 2010), (see section 2.4.3 for full discussion). However, most of the studies focus on excerpts from texts (Ivanič, 1994; 1998; Ivanič & Camps, 2001), or analysis on a larger scale with only on one linguistic realisation (Hyland, 1996, 2001a, 2002b, 2009, 2012; Conrad & Biber, 1999; Kuo, 1999; Charles, 2003; Biber, 2006; Luzon, 2009; Tang, 2009; Bloch, 2010; Holmes & Nesi, 2010). The gap that my research aims to cover, then, is the textual analysis of authorial identity in undergraduate dissertations.

This thesis is primarily addressed to all professionals who have an interest in writing. It includes linguists, language teachers, students who are engaged in the area of writing, discourse analysis and related areas, and researchers who are doing research on writing, genre and/or discourse analysis. Secondly, it is also of interest for people who work in writing centres and in university writing departments since advice; and shared

experience may be found. This thesis is also addressed to researchers who are interested in developing a framework for studying and analysing authorial identity. These possible readers could be people in the contexts of EFL, as well as readers of other speaking foreign (FL) or second languages (L2).

1.2 Research Purpose

My general purpose in this thesis is to apply a framework for the analysis of authorial identity and communicative functions through its application to a corpus of dissertations written in EFL in the area of Teaching English to Speakers of Other Languages and Applied Linguistics (TESOL/AL) and translation. For this purpose, my research has four main aims.

This study first seeks to show that techniques from corpus linguistics can be used in analysing a writer's identity and communicative purposes, and to suggest a framework for analysis of the chapters of the complete dissertation. Thus, this study explores the use of corpus techniques for the analysis of authorial identity in undergraduate dissertations; it first looks for keywords that express these undergraduates' authorial identity and analyses them in context to see their communicative function. Based on these linguistic features that express authorial identity and communicative purposes, the framework for analysis can then be proposed.

My second aim relates to the variation of authorial identity across the chapters of the dissertation. The framework proposed will facilitate the analysis of the writer's identity and communicative functions as they occur in each chapter of their dissertations. Additional corpus tools are used to analyse this variation. The underlying goal is to explore the students' choice of features that fulfil the functions of the different chapters of their dissertations, and if and how their authorial identity varies. This study is thus genre-based

as it considers the communicative purposes of the subgenre chapters within the same genre of undergraduate dissertation.

My third aim is to analyse whether the linguistic choices undergraduates exhibit in the text analysis of their dissertation construct a coherent self-presentation of the writer. For this purpose, I use a case study approach (Silverman 2005; Stake 1995, 2003; Casanave, 2010a, b) which complements the textual analysis of the dissertation with the application of the framework I aim to propose and incorporates an interview with the participant and his writer's autobiography. The reason for the case study is to put pieces together, i.e. to relate text analysis to the writer's self-awareness within one case and to understand his choices and perceptions of his authorial identity. The ultimate aim is to show that the textual analysis on its own points to the writer's authorial identity, and this textual analysis in conjunction with interviews and other tools help us to understand the choices and self-awareness of the writer.

My fourth aim is related to the initial reason that prompted me to research authorial identity with a corpus approach, that is, to improve the teaching of writing. I believe that the framework suggested and the analysis will help to make supervisors and students aware of the importance of authorial identity in dissertations and to reflect on their own current practices in the dissertation class. The ultimate aim is for them to understand the purposes behind the structure of the dissertation. A section in the conclusion chapter looks at pedagogical implications which, I hope, provides some practical and professional observations relevant to supervisors and supervisees.

1.3 Research Questions

Having in mind my research purpose and the four aims that I pursue, I address the following research questions. As my aims are varied, I have different types of research

questions. Research question 1 is my overarching research question related to my broad aim of proposing the analytical framework for authorial identity in undergraduate dissertations and putting all elements together. However, as my main contribution of my thesis is methodological, i.e. the analytical framework, I have subordinate research questions, mainly methodological research questions and empirical research questions, each of these associated with the aims. For my pedagogical aim, however, I do not include a research question per se, but I do include discussion of the relevance of the findings of the study within the disciplinary community, i.e. to educational practice in both theoretical and methodological aspects. It will be addressed in Chapter Nine, where pedagogical implications will be pointed out to supervisors and undergraduate supervisees as possible readers of this thesis or future publications.

1.3.1 Overarching Question

RQ1) What textual features should be included in a framework for the analysis of authorial identity and communicative purposes in undergraduate dissertations written in EFL?

As described above, my main purpose is to propose a framework for the analysis of authorial identity and communicative purposes in dissertations as a whole (not just chapters). I need an overarching question as there are several aims I am pursuing, i.e. the creation of the framework, the use of corpus techniques to approach the study of authorial identity, the variation of authorial identity among chapters, and the integration of these elements to show evidence of a coherence writer's self-representation. Therefore, I operationalise this question by including methodological and empirical research questions.

1.3.2 Methodological Research Questions

RQ2) What can a corpus analysis reveal about the expression of authorial identity in EFL undergraduate dissertations?

As mentioned, the construction of the framework depends on the outcomes of what a corpus approach, which permits the analysis of large bodies of texts, can offer in the analysis of authorial identity and whether or not it serves my research interests. Thus, a question that addresses the *utility* of corpus techniques is fundamental. The aim of this question is to explore how the use of a corpus analysis approach can serve to the investigation of authorial identity as defined in this thesis (section 1.1). This question is particularly addressed in Chapter Four where I consider methodological aspects drawing on the related extensive discussions on using corpus as a methodology (see my pilot study, Olmos-López, 2014).

RQ3) What linguistic elements does a keyword analysis suggest should be included in a framework to analyse authorial identity in EFL academic writing in undergraduate dissertations?

This research question seeks to analyse the linguistic features that are ‘keywords’ and express authorial identity. These keywords can be later applied in an analytical framework. I am interested in what the actual academic product (the dissertation) shows to be authorial identity. Thus, the data relevant to this research question is obtained from a corpus of undergraduate dissertations (described in section 4.3) compared with a reference corpus. An analysis (see Chapter Five) will point to the elements to be included in the framework. As the main contribution of my thesis is methodological, i.e. to propose develop an analytical framework, which can be used for others working on academic discourse, this question should imply empirical questions, that is, questions that address the

specific methodological tools of analysis after identifying the keywords. These questions are as follows.

1.3.3 Empirical Research Questions

Authorial identity is conceptualised in this study to embrace, on the one hand, *voice* and *stance* elements (see 1.2), and on the other hand, knowledge of the conventions of academic writing and *communicative functions* of the genre. As I am looking at the same linguistic features in relation to three different concepts, voice, stance and communicative functions, RQ4 question is subdivided into two parts, R4a and RQ4b

RQ4a) Using concordancing, how is authorial identity expressed through a) first person pronouns, passive voice, evaluative adjective, impersonal expressions and reporting verbs?

The first part of this question uses the keywords identified in the corpus to conduct detailed analysis of the each word in context so that both elements, stance and voice, can be analysed. This question is addressed in Chapter Six where these words and grammatical features are looked at in detail and how they express authorial identity discussed.

RQ4b) Using concordancing, how is authorial identity expressed through knowledge of conventions of rhetorical functions?

Knowledge of rhetorical functions is part of expressing authorial identity as understood in this thesis. This question then focuses on the analysis of the communicative functions of the different dissertation chapters. The analysis uses the keywords identified in the previous question, but with a focus on the communicative functions they convey. This question seeks to analyse the word classes and grammatical features (e.g. first person

pronouns, passives, reporting verbs, impersonal expressions and evaluative adjectives) identified as expressing authorial identity (analysed in terms of voice and stance as formulated in research question 4a) in terms of undergraduates' knowledge of the conventions of the dissertation genre and the academic community more broadly. In other words, this question targets the analysis of the communicative functions of the different dissertation chapters to see if they show knowledge of institutional conventions. This question is approached in the first part of Chapter Seven which looks at each section of the dissertation analysing the communicative functions associated with each section, thereby showing undergraduates' knowledge of their dissertations' rhetorical functions.

RQ5) How are the features in RQ4a distributed across different chapters, and how does this relate to the expression of authorial identity?

Another of my aims is to explore whether there is heterogeneity among the chapters of the dissertation, to see how the expression of authorial identity varies from chapter to chapter. Thus authorial identity and communicative functions are individually detailed in relation to each chapter, which satisfies the second part of this question.

RQ6) What factors in the context of an individual writer affect their choices of features of authorial voice and their awareness of conventions of academic form?

This question seeks to explore whether and how the linguistic choices identified as expressing authorial identity in this kind of dissertation across the different dissertation chapters create a coherent self-representation of the writer. This question is addressed through a case study in Chapter Eight, and it includes background on writer's decisions about voice and their knowledge of dissertation structure.

1.4 Significance of the Study

In this section I explain the reasons why I think my research is important, and who can benefit from it. In this attempt I hope I not only address my immediate readers: my examiners, but also include my potential readers: academics, researchers, supervisors, students, language writing coordinators and people interested in the discipline.

On the one hand, my duty as the writer of this PhD thesis is to contribute to the discipline. My contribution, I believe, is both methodological and empirical. It is primarily a direct methodological contribution as I am suggesting an analytical framework for improving the expression of authorial identity among EFL undergraduate writers. The framework is important as it aims to include complete dissertations and show authorial identity expression along their chapters.

My contribution is also empirical as research is needed at undergraduate level. Studies on theses and dissertations are usually carried at MA and PhD levels, so I believe that my research will contribute to studies developed with undergraduates. Since the undergraduate dissertation is the first dissertation that a student writes, their experience will certainly influence their views on academic writing and researching. My contribution in this regard is that I am exhibiting how undergraduates express their authorial identity where we can see what is coming from themselves and what is from the academic and institutional conventions. In this way, supervisors, writing instructors and undergraduates themselves can reflect on the diverse ways to express authorial identity and improve their instruction, supervision practices and student writing practices as well. The awareness that undergraduates have of their authorial identity expression benefits their academic life as current students since they can be critical of what is missing, as well as in their professional development if they want to continue studying a higher degree or publishing a research article. I believe that with self-awareness of their authorial identity,

undergraduates could undertake a MA and PhD with more self confidence in their writing and focus more in the research itself. Thus, the significance of my study is not only in approaching the study of authorial identity with a corpus approach, but also in extending research at the undergraduate level.

The proposed framework in this thesis is expected to serve both writers, who face the situation of writing a dissertation at this level, and supervisors, so they have an idea of how students' identity is being constructed. The framework will be beneficial for writing instructors and thesis advisors at the moment of explaining specific tasks to undertake in the writing of the dissertation. Further, I believe, such a framework will contribute to genre studies and trigger more research on undergraduate dissertations. It is then a significant theoretical contribution to genre analysis as well as to literacy practices and writing instruction. Therefore, with the results obtained from the thesis, I will present in the conclusion chapter (Chapter Nine) suggestions and implications on including explanation on authorial identity in the academic writing class and dissertation class; the situation of my participants can be shared to contexts where English, or any other language, is taught as an academic language.

1.5 Overview of the Thesis

My thesis is divided in three main parts, which include nine chapters. Here I provide a short description of the content of my chapters.

Part I: Towards an Understanding of Authorial Identity

In this first part I introduce my reader to my research topic, discuss main underlying concepts and contextualise my research. This first part contains the first three chapters of my thesis.

Chapter 1: A Question of Identity? This is the current chapter and it is my introduction chapter. In this chapter I define my research interests and conceptualise my understanding of authorial identity as worked in this thesis. I also include my research purpose and research questions underlying my research. In this chapter I also point to the significance of my study and outline the organisation of the thesis.

Chapter 2: Theorising the Writer's Authorial Identity

The second chapter presents a theoretical review of the study of authorial identity, communicative/rhetorical functions of dissertations and existing analytical frameworks for both of them. The writing of this chapter started from the beginning of my PhD programme, under the supervision of Jane Sunderland. Extensive revision on studies on identity were done and written; however, the chapter as presented is a shortened version from the original. It, however, keeps the essential concepts underlined in my research project. Chapter Two was the initial chapter for me to write, but possibly one of the last to edit as more literature was available within the three-year period of time.

Chapter 3: Contextualising: Undergraduate Dissertations in Mexico

This chapter is devoted to the description of the context where the undergraduates wrote their dissertations. It includes an overview of the situation of EFL writing in public universities in Mexico so that my reader has an approximation of the context of situation. In this chapter I include the niche for researching authorial identity in undergraduate dissertations in public universities and within a specific discipline. Finally, I close this chapter and part 1 with a summary of the theoretical bases in my research. My contextual chapter was written non-stop in a moment of inspiration when my mind was settled on the

current situation Mexico is going through, my ‘privileged’ situation of being at Lancaster and my recognition of how my ideas connected Ivanič’s work on *Politics of Writing*.

Part II: Towards the Creation of the Framework: a suitable Methodology for the Analysis of Authorial Identity and Rhetorical Functions

In this second part, I include the methodological issues of my research. This second part includes Chapter Four.

Chapter 4: Methodological Design for the Analysis of Authorial Identity in EFL Undergraduate Dissertations

In this chapter, I describe the methodology used, the sample and population which constitute my dissertations corpus. I also include a detailed description of the analytical tools and procedures to build this corpus and to carry out the analysis. As my thesis has a chapter on a case study, in this chapter I also include an account on the methods used for data collection and triangulation of information. My former supervisor, Richard Xiao, made sure I started to write chapters just before my confirmation panel and this was the first chapter written as a chapter.

Part III: Exploring Authorial Identity and Rhetorical Functions in the Undergraduate Dissertation: Individuality, Heterogeneity and Self-representation

In this section, I focus my attention on the framework itself. It includes my four analysis chapters (Chapter Five to Chapter Eight).

Chapter 5: Keyword Analysis: Identifying Authorial Identity Elements

This chapter addresses my methodological research question and identifies the keywords that will serve as the basis to suggest the framework. It is divided into three main

sections where section one identifies the keywords distinctive to the dissertations while section two identifies the keywords distinctive to each of the dissertation chapters. I close this chapter with the keywords that express authorial identity in the dissertations, and based on these keywords, I developed the framework in the following chapters. In this chapter I address RQ3.

Chapter 6: A Framework for the Analysis of Authorial Identity

This chapter presents the analysis of the keywords that express authorial identity in terms of voice and stance. In this chapter I answer my research question 4a. The chapter includes the analysis of the keywords identified in Chapter Five, and it is divided into two main sections: author's entextualisation, and an analysis of the expression of stance taking.

Chapter 7: A Framework for Analysis of Authorial Identity: Heterogeneity among the Dissertation Chapters

In this chapter, I analyse the variability of the chapters of the dissertation. It is organised according to the chapters of the dissertations, i.e. introduction, literature review, methodology, results/discussion and conclusions. In this chapter, I first analyse chapter by chapter and the last section of the chapter closes with a summary of the variation found among these chapters. Research questions 4b and 5 are addressed in this chapter.

Chapter 8: Analysing the Construction of Authorial identity and its Heterogeneity with a Case Study Approach

This case study aims to put all the pieces of the framework together and exemplify them with the analysis of a dissertation. I address research question five in this chapter. In order to explore whether the textual features suggested by the framework exhibit a

coherent self-representation of the writer, I make use of other methods, i.e. narrative and interviews.

Part IV: The Utility of the Findings on the Framework for the Analysis of Authorial Identity

The last part of the dissertation consists of the concluding chapter, and it answers my overarching research question, RQ1.

Chapter 9: Conclusions: the Framework, my Contribution to the Discipline and Reflections on the Study

In this chapter I present the framework proposed and summarise the main findings in the light of the research questions. I state the contribution of my study and the implications it has. This chapter also includes a section of the limitations of the study, and personal reflections. I also include a section where I exemplify the utility of the framework I am suggesting. I close the chapter proposing further research in the discipline.

1.6 Conclusion to my Introduction Chapter

My purpose in this chapter was to introduce my reader to my thesis. I described my research area and interest I defined authorial identity as understood in my thesis, as I believe the many existent conceptualisations certainly bring other ways of analysis. Hence, I think that clarifying how it is conceptualised in this thesis will bring a better understanding of my approach and of the following chapters. In this chapter, I also devoted specific sections to my research purpose and specific aims as well as to my research questions. The research questions will guide sections Two and Three of this thesis. Further in this chapter I outlined the significance of my study and the contribution of my PhD

thesis. Finally, the organisation of the thesis is presented so my reader can see what each chapter includes.

Chapter 2: Theorising Writer's Authorial Identity

“I might not like the clothes that I wear but I wear them because I haven't got anything else. I use that language because I haven't got anything else. Now if I've got access to get new clothes, different clothes, even though there are clothes on offer I will make distinctions in which ones I am going to buy...and it's the choice between the words that you use, between the clothes you buy, says something about you...or which I have temporarily until I become original...which is ever-changing as well, I think... it won't be static, it will be ever-changing”.

Ivanič & Roach, 1991:1

2.0 Introduction

Theorising on writer's authorial identity, for my literature review, was one of the initial tasks in my PhD venture. I remember Jane, my supervisor in my early stages of PhD, telling me “read, write, read, write...”, so I read, read, and read, but it took me a while to start writing. I found it quite hard to begin writing about it as my reading and understanding of the concept was constantly stimulated by a new reading, conference talk, a conversation, or a supervisory meeting. I knew this could go forever, so I decided to start with the broader topic: identity. However, my true feeling of wanting or starting to write was not until I read this inspiring quote by Ivanič and Roach (1991), the epigraph in this chapter. This ‘clothes metaphor’ actually encapsulates the concepts of identity, stance and voice in itself. Hence, I decided to first conceptualise *identity* and then move onto *authorial identity*, *stance*, *voice* and *communicative functions*.

I organise my literature chapter as follows. In section 2.1 I first discuss the different terms used to refer to the *self* when talking about identity. In section 2.2 I discuss the concept of *identity* in relation to discourse and in section 2.3, I narrow the concept of identity in academic writing, as it is the discourse type I am analysing. After, I take on *authorial identity*, where three main terms come from its conceptualisation in this thesis,

stance, voice and *communicative functions*. These terms are all conceptualised and explained in section 2.4. In addition, I present an account of the most relevant analytical frameworks for authorial identity and for communicative functions. I include this discussion in my literature chapter as it is a theoretical review of what I intend to do with these frameworks as well as assessing what and how it has been done. My framework will mostly build on my data (see Chapters Four and Five), but will return to some of the features included in these frameworks. Finally, in section 2.5 I close this chapter with my understanding of authorial identity in this thesis, the elements it involves and how these are integrated and embraced in my study.

2.1 Understanding Identity: the Self, Person, Persona, Subject

In approaching the study of *identity*, researchers variously make reference to the *self, persona, person* and *subject* (Ivanič, 1998). I present a brief account of these terms to indicate my understanding of basic conceptualisations when approaching the study of identity.

As seen in my introduction chapter (Chapter One), my conceptualisation of authorial identity makes reference to the expression of the ‘academic self’. Here, when referring to the *self*, I imply that there are many available and possible social roles and in each one the person represents him/herself in consideration to the broad social purposes of a given social group (Goffman, 1959). In this sense, we can then talk about both the *individual self* as a ‘unique’ entity with distinctive personal traits, and the *multiple self* with diverse social identities as proposed in social constructionist theory. My understanding of the *self* when conceptualising authorial identity in this thesis is then, the individual’s performance in an academic context, therefore, serving the social purposes of his/her academic community.

Goffman conceptualises the individual in two basic parts, as a *performer*, “a harried fabricator of impressions involved in the all-too-human task of staging a performance”; and as a *character*, “a figure, typically a fine one, whose spirit, strength, and other sterling qualities the performance was designed to evoke” (1959: 244). In other words, the ‘performer’ is the individual executing as an impersonator of people’s activities while the ‘character’ is the result of that performance i.e. the actor in a scene projecting the emotions intended in his/her role. There are criticisms to the conceptualisations and clarifying interpretations of Goffman’s work when relating it to the study of the self in academic writing (Ivanič, 1998). These criticisms and interpretations further develop the concepts of performer and character and develop interpretations in diverse disciplines. Potter and Wetherell (1987) present their critique about the theatrical image of the self within society referring to people ceasing their natural *character* to become *performer*, social character. They claim that people who fill social positions are expected to act upon the role the position demands. Hence, they affirm: “what determines a person’s self and their personality is the social positions they occupy; dispositions are varied and social manufactured” (ibid, p.98).

The individual-social aspect of understanding identity is also present in the concept of *person*. Besnier (1991) uses the term *person* as “the basis upon which individuals ground social and interactional dynamics” (p. 578). That is, humans are social entities, consequently, they construct social groups with whom they interact and have different dynamics. Ivanič (1998) sums up Besnier’s anthropological view of *person* in a discussion of the ‘private self’ and the ‘self in culture’; she associates the private self with “someone’s private life and personality traits” (ibid. p. 71) which in her identity framework (discussed in section 2.3) she refers to *self-hood*. Self in culture, on the other hand, deals with individual social roles in different discourse communities and practices. In *Writing and*

Identity, she calls this *person-hood*, “the aspect of identity which is associated with someone’s social role in the community as a leader, as a post-person, as a farmer, as a preacher” (Ivanič, 1998: 71). She then presents a distinction between *person* and *self*: “‘self’ refers to aspects of identity associated with an individual’s feelings (or ‘affect’), and ‘person’ refers to aspects of identity associated with a socially defined role” (p. 10). Relating this to writing identity, she fosters the notion of *multiple* writer identities of a ‘person’ –notice it is not the *self* who she refers to–

as a consequence of participating in a variety of culturally shaped literacy events [i.e. social occurrences where (way/s of) written language is used] and as a consequence of employing a variety of culturally shaped practices in those events (p. 69).

Continuing the discussion, the term *persona* also denotes the social roles that the writer might display when producing a particular piece of writing (Ivanič, 1998). In terms of writing, Elliott (1982) claims “the word *persona* is used (...) to clarify the relationship between the writer –the historical person– and the characters the writer creates” (p. x). That is, the writer (the actual *person* who writes) produces a text in which his/her social role(s) (*persona*) is exhibited. For example, in the writing of my thesis, my academic *persona* is foregrounded while my other social roles and individual traits are downplayed. Here, we can notice the disjunction between notions of an *author* and the writer’s *authorial presence*. This *authorial presence* can indeed be seen as an aspect of the writer’s identity, hence, the pertinence of these concepts (*person, persona*).

Cherry (1988) accordingly further develops his ideas on *persona* in written discourse in terms of authorial presence. *Persona* relates to the writer’s ability to “portray the elements of the rhetorical situation to the writer’s advantage by fulfilling or creating a certain role (or roles) in the discourse community in which they are operating” (ibid. p. 265). I, as the writer of this thesis, for example, can make my stand by representing my

academic self and showing expertise not only in my research domain (L2 academic writing and identity), but also in particular academic discourse practices, e.g. characteristic writing conventions of a PhD thesis in the Linguistics Department at Lancaster University.

Because of the many social roles the term *persona* implies in a piece of writing, “a writer might adopt several *personae* either simultaneously or in different parts of the text” (Ivanič, 1998: 90). Tang and John (1999: 25) illustrate Ivanič’s point by proposing three main levels wherein a person performs roles: societal, discourse and genre. The *societal* roles are “the identities that are, in a sense, inherent to a person (e.g. mother, father, son, daughter, American, Singaporean”); *discourse* roles refer to the identities a person obtains for participating in a particular discourse community, e.g. doctor and patient in the medical discourse community, and *genre* roles are associated with particular genres in the discourse community, e.g. in the writing of this thesis I can access the ‘guide’ role for the reader, or I can adopt ‘recounter’, ‘representative’, ‘architect’, ‘opinion-holder’, or ‘originator roles’ (Tang & John, 1999).

Subject is another term often used to refer to the individual in studies of identity. Ivanič (1998) emphasises the social theory view of *subject* as a “way in which people’s identities are affected (if not determined) by the discourses and social practices in which they participate” (p. 10). In other words, individuals are social beings who interact with each other, and this interaction influences their identity.

Ivanič (1998) further explores the terms ‘subjectivity’, ‘subjectivities’, and ‘positionings’ and elaborates her own term; *possibilities for self-hood*, which carries the meaning of identity as socially understood such as in the physician example, but also aims to see this identity as multiple, hybrid (e.g. the mixture of the societal and discourse levels as previously discussed) and fluid (easily reshaped) where interweaving positions of the individual occur due to the interaction influence.

In the academic writing process, the writer constructs his/her identity in part according to the academic community he/she is participating in; interweaving of positions inside the academic community also takes place so that the individual acquires certain 'privilege power' (Ivanič & Roach, 1991). I, as a PhD student in the Department of Linguistics, construct my writer identity in my assignments: the 'privilege power' is gained by following the discourse conventions from this community. However, when the individual gains independence from the discourse community, e.g. the new PhD writes without the need to follow given conventions such as writing a book, being in a position to exercise choice and know the consequences, *personal power* is acquired. This means the writer is "able to write for [his/her] own purposes in [his/her] own way, choosing among the available conventions and at times flouting them in order to take a stand" (Ivanič & Roach, 1991: 1). That graduate is no longer dependent on the institutional community, but has acquired a measure of personal power which allows him/her to choose the way of writing, what to write, and to make a more autonomous stand within the disciplinary community.

To close this section, I recall the four terms under discussion, the *self*, *person*, *persona* and *subject*. These are regularly used to approach the study of identity when related to discourse, and I have discussed them in an attempt to set the basis for my study when referring to the individual.

2.2 Discourse and Identity

Identity has different conceptualisations and can be approached from different perspectives. Following the Greek etymology *identitas*, meaning "sameness, oneness", one understanding of identity is conceived as the uniqueness of each individual; that is, each

person has his/her 'real' self which characterises and makes him/her different from the rest. This initial conception of identity assumes a unique essence of each individual.

Benwell and Stokoe (2006:18) critique this initial notion as "a project of the self", sustained by a romantic notion of identity. To illustrate their critique of identity as a project of the self and later on the alternative social constructionist perspective on identity, they introduce their book *Discourse and Identity* with an extract of the BBC television program, 'What Not To Wear'. In the script they transcribe, a woman is interviewed about the image she thinks she projects with her outfit, e.g. the fact of wearing a skirt as a way of representing her femininity. The way the interview develops has many implications for the discussion of identity since references to age, ethnicity, and gender among other factors come together. Going back to the idea of identity as the expression of the self, I make reference to the act of the woman describing her outfit; she is conscious about the image she portrays with her outfit i.e. of femininity; however, when she was interacting with the interviewers, the way they guided the questions, the language and interjections used, made the woman hesitate about the image she thinks she is projecting in her outfit. It was not feminine anymore. This second act of understanding herself in a social group brings a different perspective to the concept of identity which suggests characteristics of identity as multiple and shifting. That is, in that context of people talking about fashion, she changed her views about the image she thought she projected. Hence, the romantic notion of identity as a project of the self is questioned when considering that the self is a social entity.

The social constructionist perspective of identity entails people's own understanding of the self in relation to others and according to their social group or groups and their purpose (Benwell & Stokoe, 2006). In this sense, we can understand identity as a social product; the image is exhibited by the person, but also constructed in relation to a

given social group. Here, it is important to note that individuals belong to diverse social groups, e.g. family, school, job, friends, acquaintances, so we can say that an individual has and performs different social identities. In this light, Benwell and Stokoe (2006) understand identity as “*how people are to each other*, and how different kinds of identities are produced in [discourse]” (p. 6); i.e. I belong to various social groups, but the identity I perform as a daughter (obedient and respectful to parents) is not the same as the one I have as a lecturer in my job (where an ideological power position is automatically attributed to the teacher) or as a friend (where there is no power or status difference). The way of interacting in these groups is in a way given by society, but the way I choose to perform within those social groups can be also shaped by me; this can be done not only by the outfit I decide to wear, but the discourse, language use in social context, I decide to use. For example, I can use more colloquial expressions when interacting with family and friends, but when I perform my teacher identity I would use formal language. In this thesis, however, in my analysis I am only considering the academic identity of the writer (undergraduates); other aspects of identity such as gender or ethnicity would lead to a study with different interest than the authorial identity of the writer.

Another conceptualisation of identity is presented by Norton (1997), who uses *identity* to refer to “how people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future” (p. 410). That is, identity involves an understanding of the self in relation to a social group(s), e.g. my identity as a PhD student implies the understanding of myself as an individual, female, in my early 30s, studying in a foreign country in a highly recognised university which tops number one in the United Kingdom in the area of Applied Linguistics. The relationship between me and the academic community (the Linguistics Department) is constructed by me and academic staff, other PhD and MA

students, research visitors, secretaries) across time and space since there is constant interaction and negotiation among the members; thus, this relationship(s) fluctuates and constructs and reconstructs not only the actual understanding of myself the other members in this social group, but also future possibilities within the academic community. These possibilities could be related to what West (1992) calls 'desire for affiliation'.

West recognises three main desires within the concept of identity: for recognition, for affiliation and for security and safety. The 'desire for recognition' "quest(s) for visibility and the sense of being acknowledged" (ibid. p. 20), e.g. members of a social group know your name. The desire for affiliation follows 'a deep desire for association', that is, 'the longing to belong' which is part of humans' 'deep visceral need' of being a social entity and, thus, aligning themselves into different social groups. In a social group, individuals acquire what Ivanič and Roach (1991) call 'privilege power': "what people acquire from joining the club [the social group]: from conforming to the discourse conventions in order to gain qualifications, status and credibility" (p. 1). e.g. I, as part of the Linguistics Department, should follow the conventions of this discourse community; by performing an acceptable use of these discursive conventions, my work, research and myself acquire credibility and a status within the group. The 'desire for security and safety' is a wish for protection once belonging to a social group (i.e. being recognised as a member and supported by the group from other groups of different contexts: disciplines or institution).

Following the example of myself as a PhD student I will now illustrate these desires. For the 'desire for recognition', a good start is people knowing my name; usually classmates know each other first, but professors knowing students' names is also part of being visible. Further, across time and space, that is, during the process of doing my PhD, it will be gratifying to have my achievements during my studies acknowledged. The desire

for affiliation is met by the feeling of actually belonging to this privileged academic community and being an active member who has voice in the group, that is, 'privilege power' achieved through the qualifications developed according to the conventions of the academic discourse. Finally, I understand the 'desire for security' in two senses: feeling safe in belonging and being part of this academic social group at Lancaster, and feeling safety and sure of the possibilities of integrating into the wider academic community. Lastly, it is worth mentioning that these desires are usually constructed under circumstances not of the individual's own choosing (West, 1992), but of the social conventions of the group(s) and the role the individual has in the group; the identity process thus fluctuates and so negotiation of social and individual identities occurs. In the case of the undergraduate dissertations I am analysing in my study, we can see how the participant in the case study (Chapter Eight) affiliates and identifies himself within his disciplinary community.

In this thesis, I understand the concept of 'discourse' as "a form of social practice which implies a dialectical relationship between a particular discursive event and the situation(s), institution(s) and social structure(s), which frame it" (Fairclough & Wodak (1997: 25). That is, 'discourse' is a social practice of communicating – orally or in written form - in a particular social context(s). The notion of 'discourses' emerges from the idea of the individual as social being, i.e. he/she belongs to diverse social groups, in other words, discourse communities (Swales, 1990) whose social reality shapes discourse simultaneously. In the same view, and because people identify concurrently with a variety of social groups, we can talk about an individual having diverse identities (Ivanič 1998) which are expressed in their particular discourse community. A discourse community refers to the use of discourse by a particular social group (Swales, 1990: 21). This is a co-constructive relationship since the individual expresses his/ her identity in a given

discourse type, but his/her identity is also shaped by the discourse practice. The identity of the writer in academic environments exhibit the writer's authorial identity and how he/she positions him/herself in his/her discipline.

2.3 Identity and Academic Writing

Academic discourse involves a socialisation process by which individuals learn to take part in the academic community; a key part of the socialisation process is to perform one's identity as a writer. In performing one's academic identity, the individual works with the conventions of written academic discourse within the discipline they are in. In the same line of conceiving discourse as a social practice, the social constructionist perspective on identity examines people's own understanding of the self in relation to others and according to the social group purpose (Benwell & Stokoe, 2006). In this sense, we can understand identity as an academic product; the image is exposed by the person, but also constructed in relation to a given academic community. That is, the individual goes through a socialisation process which places them as members of a social group. Socialising into the academic community requires learning academic discourse, i.e. a specialised language (of the discipline) as well as taking part in specific social practices in academic settings (Bazerman, et al. 2005).

Academic discourse is then a "social practice reflecting its 'linguistic environment' –a social practice reflecting the ideologically-loaded epistemological beliefs and behavioural norms privileged by particular disciplinary groups" (Tang, 2004: 39). That is, the discourse reflects ideologies and beliefs that conform that particular academic community aims.

'Academic written discourse' is a cognitive process (Kroll, 1990:40) which takes place in a university or educational institution (Hamp-Lyons, 1993: 331) because it

requires instruction (Clark & Ivanič, 1997) and this is where the socialisation process occurs. Here, students are expected to satisfy the academic conventions established in the institution which involve “language conventions, academic literacy, a much wider range of practices, skills, and interactions that bring students into intellectual engagement with knowledge, thought, and the work of professions” (Bazerman et al., 2005: 8). Hence, in written academic discourse the writer deals with ideological constructs and conventions from the institution, the academy and the discipline itself.

Clark and Ivanič (1997) suggest that academic writing identity is one of the most difficult identities for individuals to perform due to the fact that the expression of the author relates not only to the individualities of the person, but also to the conventions of written academic discourse. I understand academic identity as the identity the writer deliberately - or not - performs through the choices he/she makes in his/her writing. These choices follow the academic discourse conventions of his/her community of practice, i.e. the self-representation of the person in his/her writing is being shaped by the social practice. I can put myself as an illustration of this: as I write this thesis, I am representing myself while at the same time following the social-academic conventions of the academic community at Lancaster; my individuality is thus being (re)shaped and constructed by the academic practices I am involved in.

The *discoursal-self* framework (Ivanič, 1998) has its foundation on Fairclough’s (1989) view on discourse as ‘a social practice’. He identifies three layers to understand discourse: the *text* itself, the *interaction* between writer and reader and the *context*, the social function the text plays in a given context. Ivanič (1998) places academic writing studies in the middle layer where the processes of production (*writing*) and interpretation (*reading*) occur inside a social context. The analysis of the writer’s identity in terms of ‘self representation’ is encompassed in four dimensions: *autobiographical self*, writer’s

sense of his/her roots; *discoursal self*, the impression conveyed of the author in a particular text; *self as author*, writer's voice in the sense of authoritativeness; and (possibilities for) *self-hood*, prototypical possibilities for self-hood which depend on any institutional context (Ivanič, 1998).

In this socialisation process of co-construction of academic written discourse and identity, the politics of writing (i.e. language, genre, and institutional conventions) plays an important role in the expression of the writer's identity. For analysing 'self as author', which is the concern of this study, Ivanič and Camps (2001) use Halliday's (1994) functions to suggest three types of self-positioning which are described in Figure 2.1 below.

| TYPES OF POSITIONING | IN RELATION TO | LINGUISTIC REALISATIONS |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ideational positioning | <ul style="list-style-type: none"> •different interests, objects of study, methodologies; •different stances towards topics: values, beliefs and preferences; •different views of knowledge-making. | <ul style="list-style-type: none"> (i) Lexical choice in noun phrases. (i) classificatory lexis, (ii) generic reference, (iii) evaluative lexis, (iv) syntactic choice. (i) verb tense, (ii) verb type, (iii) reference to human agency, (iv) generic or specific reference, (v) first person reference. |
| Interpersonal positioning | <ul style="list-style-type: none"> • different degrees of self-assurance and certainty; • different power relationships between the writer and the reader. | <ul style="list-style-type: none"> (i) evaluation, (ii) modality, (iii) first person reference. (i) mood, (ii) first person reference. |
| Textual positioning | <ul style="list-style-type: none"> • different views of how a written text should be constructed. | <ul style="list-style-type: none"> (i) noun phrase length, (ii) mono- vs. multisyllabic words, (iii) linking devices, (iv) semiotic mode. |

Figure 2.1 Three Simultaneous Types of Subject Positioning (Ivanič & Camps, 2001:11)

The ideational positioning of language “is concerned with representing: talking or writing about something” (Ivanič & Camps, 2001:11). The interpersonal positioning relates to the interaction between the writer and the reader, while the textual positioning refers to the construction of the text: “making the meanings hang together” (Ivanič, 1998:40). The manifestation of identity in texts can be seen as associated with certain linguistic features such as lexical choice, pronominal reference, verb type and tense, modality, mood, syntactic complexity among others (Ivanič, 1998; Ivanič & Camps, 2001; Matsuda & Tardy, 2007). Rose (1989) claims that a writer needs high authority levels when he/she wants to demonstrate skills and engage in topics in which they analyse, interpret and argue to establish their position. Writing a dissertation/thesis requires analysis, interpretation and argumentation; therefore, I believe, it is the ideal piece to analyse authorial identity.

As a PhD student I am, for instance, deciding on the content, its organisation, linguistic choices, among many other factors for the writing of this thesis. The *textual positioning* in this thesis refers to how I am constructing the text and putting all pieces together to make a coherent logical text and achieve the purpose of a PhD thesis in the Linguistics Department of Lancaster University. The choices I make might be purposely made and might follow the conventions of the department and the disciplinary community; in the process, my reading audience is always in mind while I am constructing the text, as it is my way of interacting with them, making meaning of my text and constructing my identity in the disciplinary community. It is here where the *interpersonal positioning* can be observed. Finally, the *ideational positioning* refers to the way I am using concepts and methodologies while developing my arguments; these concepts and methodologies include from their conceptualisation up to their applicability in the analysis, i.e. how knowledge of theories, concepts, and methodologies is presented and developed through the thesis. If we then put these three types of subject positioning together with my engagement within my

research, analysis and establishing my position as a researcher and writer of this thesis, my authorial identity could be analysed.

2.4 Authorial Identity

In this thesis, my understanding of *authorial identity* refers to the expression of the self-engaged in academic context and negotiated through discourse following the conventions of the disciplinary community (Hyland, 2010). In other words, authorial identity embraces the academic self-image of the writer and how he/she engages and positions him/herself in the academic community, i.e. academic identity involves the writer's *academic persona* as well as writer's academic engagement within the discipline.

There has been a great deal of debate around the concept of *authorial identity*. The discussion lies on whether authorial identity is present solely if the writer contributes to his/her discipline or it is also present just by the 'persona' in the act of writing. The issue also takes on whether the concept of authorial identity is relevant to student writers learning the forms or only to professional writers. For full discussion on the issue see Ivanič, 1994; Lillis 1997, 2001; Harris, 1987; Ivanič & Simpson 1992; Rose 1989; Hyland, 2000, 2002b; Greene 1995; Bartholomae, 1985; Raymond, 1993.

In my Introduction Chapter (section 1.2) I refer to the analysis of two levels of authorial identity in academic writing, knowledge of the disciplinary conventions and knowledge of content domain and the position the writer takes on the disciplinary ideas. The first level of analysis refers to the academic discipline and institutional conventions which I refer to by pointing out the rubric criteria of the dissertation contents and writing requirements of the institution and the policy of writing a thesis (See Appendix 1). I discuss these conventions in regards to the institution's criterion of having five chapters (introduction, literature review, methodology, results/findings and conclusions) and

analysing their communicative functions (section 2.4.4). I direct my understanding of the second level of analysis to the concepts of *voice* and *stance*, i.e., knowledge of content domain, by considering the extent of presenting oneself as author, evaluating and engaging with ideas. In short, *voice* deals with the discourse choices the writer uses to engage and position themselves in the discipline whereas *stance* is the engagement with and the position in the argument of the writer.

2.4.1 Voice

The concept of *voice* differs from identity in the sense that *identity* is the umbrella concept for the expression of the *self* in a discourse community and *voice* is the way this expression is perceived by an audience. My concern in this thesis is on the study of authorial identity. *Authorial voice* refers to the expression of the academic self negotiated in the disciplinary community.

The emergence of the concept of ‘voice’ in studies of writing seems to have been recognised at different moments. In this section, I discuss the early concepts of voice and how the concept has evolved in the context of studies of identity, specifically in writing.

Elbow (2007) notes the 1960s as the enthusiastic, yet diversified point when voice surged into writing. Ivanič (1998) points rather to the concept of *voice* as first proposed in the 1980s. As my purpose is not to discuss its origins (but see Bowden, 1995), rather how *voice* has been approached in the study of writing, I will refer to Prior’s (2001) article ‘Voices in text, mind and society’ which presents a detailed explanation of the socio-historic approach to voice. I cannot fully summarise his sophisticated paper, but I constantly refer to his work while explaining the concept of *voice* and how it has evolved. Initially, Prior (2001: 55) identifies three main perspectives to approach ‘voice’: as a

personal and *individualistic discourse system*, as a *social discourse system* and as a *personal social discourse system*.

The first approach to ‘voice’ as ‘individualistic discourse system’ responds to the Romantic Movement (one of the initial tendencies in the conceptualization of *identity*). The romantic approach to identity takes as given that human innateness and uniqueness express the self for both personal self-fulfillment and satisfaction of those around us. This notion of ‘identity’ implies a concept of ‘voice’ as coming naturally from ‘the self’. Ivanič (1998) hence relates voice to this romantic view in the sense that it appeals to the particular “ways of [writ]ing which are in some way [the writer’s] own” (p. 95) and nobody else’s. Ramanathan and Atkinson (1999), discussing Bowden’s (1995) work on ‘written voice’, also consider the individualistic voice as “the expressive potential of a unique individual” (p. 50). That is, the writer’s authentic voice makes it different from every other individual’s writing. This cannot be denied given the assumption of individuality as the fundamental and main characteristic of the self, since every human being is different from others. Thus, in the ‘individualistic discourse system’ that Prior (2001) describes, voice is considered as personal and distinctive to each individual.

The second approach to voice emphasises its social character. Bakhtin (1981) and Voloshinov (1973) claim that language is always *situated* and *social* since human beings are social by nature, and belong to different social groups. In these social groups, status, age, gender among others factors also determine the discourse type, e.g. formal, informal, written, and spoken. These factors are cultural characteristics that are literally to be reflected in our several voices (Harris, 1997), and these give voice a characteristic of social purpose mingled with the individual’s unique features (Matsuda, 2001; Atkinson, 2001; Stapleton, 2002). This social view of voice is indeed Prior’s second approach to voice: ‘social discourse system’ approach. The social characteristic of ‘voice’ is here understood

as the individual's expression of the *self* using language accordingly a social context and for a social purpose, i.e. it does not come 'naturally' from the individual, but from a response to a social *function*.

In the personal-social approach to voice, voice is constructed by the individual considering their background and experiences according to the context and discourse type within the social situation where they are involved. The process of constructing voice is both individual and social. Matsuda (2001: 39) shares this view and actually explains the way he found *his voice*: "I came to understand that *finding my own voice* was not the process of discovering the *true self* that was within myself [...]; it was the process of negotiating my socially and discursively constructed identity with the expectation of the reader as I perceived it" (emphasis in original). These lines illustrate how voice can be seen as an individual-social discourse system. Hence, Matsuda (2001: 40) defines voice as "the amalgamative effect of the use of discursive and non-discursive features that language users choose, deliberately or otherwise, from socially available yet ever-changing repertoires". In other words, voice as part of individual identity is present in the production of language, always considering the context where it takes place and the way the audience perceives it. My views on voice are placed in this last system as I believe the individual is present in the text, but this is constructed with a social purpose.

The notion of *voice* in relation to academic writing has been widely discussed (Matsuda and Tardy, 2007; Prior, 2001; Matsuda, 2001; Hirvela and Belcher, 2001; Ramanathan & Atkinson, 1999; Ivanič, 1998; Ramanathan and Kaplan, 1996; Elbow, 2007). The *Journal of Second Language Writing* (JSLW) special issue on Voice (2001) presents a substantial account of approaching and defining the concept of *voice*.

Voice, similar to identity, has three moments of study, individual, social and individual-social. In Prior's (2001) proposed approach to voice, he argues that voice is

“simultaneously personal and social because discourse is understood as fundamentally historical, situated, and indexical” (p. 55). I align myself with this view of voice as both social and personal; therefore, I will be approaching its study in line with the social-individual approach. Voice is individual in the choices the writer makes to express him/herself in any particular social context, for example, in the academic context of this thesis I consciously –or not- decide on the choices I use in my writing; it is social as it responds to which due to interaction is constantly evolving, shaping and re-shaping the society and the self. I understand ‘voice’ in line with Matsuda’s (2001) definition; I therefore conceptualise *voice* in writing as the individual use of discursive and non-discursive features, conscious or otherwise, for the expression of the self in relation to given social context(s) and (re)shaped in accordance with the constantly evolving social repertoires. One of those repertoires is academic writing where voice relates to the written expression of the self in academic contexts and such is the case of this thesis.

To further explain the idea of discursive and non-discursive features, Woodworth (1994: 146) claims that academic voice deals with “all the rhetorical and stylistic techniques a writer chooses, consciously or unconsciously, to use to present his or herself to an audience”. In other words, the choices the writer makes include linguistic features as well as other stylistic and rhetorical aspects. These choices are said to be conscious or unconscious due to the fact that they might be part of the academic conventions and the writer is so adhered to them that their use becomes unconscious. This aspect also applies to the writer’s academic audience who in the reading might or not be conscious of the choices that the writer uses in his/her *self-representation*.

Later in studies of voice, Tang (2004) focuses her doctoral research on *written academic voice* which she defines as “the impression of himself/herself that a writer linguistically *constructs* in his her academic writing as a result of his/her discoursal

choices. (...) [It] is socially mediated” (p. 15, italics in original), i.e. “how academic writers come across to their readers” (p. 250). This understanding is consistent with my understanding of voice in this thesis, the expression of the self in an academic context as understood by a disciplinary community. She devoted her research to develop an approach through the lenses of appraisal theory (Martin, 2000; White, 2003) to study written academic voice where she highlights three main aspects, *negotiability*, *authority* and *writer reader solidarity* (more discussion on her analytical framework in section 2.4.3). I focus on the characteristic of *authority*, which she conceives as a quality of written academic voice (p. 172) and crucial aspect of the self-image students project in their writing (p. 174). Tang (2004) identifies two senses to express authority in academic writing: (i) the knowledge of the conventions and practices privileged within a particular discourse community, and (ii) the extent to which a writer presents him/herself as being an ‘author’, a ‘maker of meaning’, a social actor who claims ownership of his/her writing and takes responsibility for the ideas expressed within. Taking a closer look at these elements, they can be in some way equated to the aspects I am considering in my conceptualisation of authorial identity: (i) knowledge of the conventions of writing an undergraduate dissertation, i.e. communicative (rhetorical) functions, and (ii) knowledge of content domain and the writer’s position as an author, i.e. stance and voice. However, it is important to notice a crucial distinction; Tang identifies these elements as two ways to refer to *authority*, which she identifies as an aspect in the study of written voice, while I present them as elements to analyse authorial identity. I put these elements under the umbrella of authorial identity as authority carries stance taking.

2.4.2 Stance

Stance is a broad concept which can mean and embrace many ideas and features of analysis. However, in this section I am narrowing it to attend the purposes of my thesis, and refer to it as an element of authorial identity. In this section, therefore, I present my approach to stance in this thesis.

Personal *stance* refers to “the expression of feelings, attitudes, value judgements, or assessments [which] can be expressed in many ways, including grammatical devices, word choice, and paralinguistic devices” (Biber et al. 1999: 966). One aspect of stance deals with the assessment of ideas and one’s position towards them. In terms of writing, stance can be expressed through many linguistic features such as grammar and lexis. Contrary to *voice*, which is reader-oriented, i.e. the expression of the self in consideration of the academic community, *stance* is author-oriented (Hyland, 2012). That is, stance is the actual position of the writer towards the argument in discussion and because this position can vary depending on the argument, there can be different kinds of stance. Therefore, the way I am integrating the concept of stance in my thesis is that of the writer’s position taking in the arguments he/she constructs.

Stance, as Hyland (2012) suggests, is difficult to put apart from *voice* when these are analysed and it comes to linguistic choices. However, I distinguish them as:

- *Stance*, the author’s position and assessment of an argument claimed by different linguistic traits which express attitude, assessment, and commitment. These aspects can be realised by different linguistic features such as hedges, and boosters, lexical words, adverbs, attitude words, clauses, and phrases among others.
- *Voice*, the linguistic choices available in the academic community to express that stance, i.e. the choices the writer makes taking into consideration the audience,

readers, academic community, discipline, genre purpose. The most researched linguistic choices for voice are personal pronouns as they include or exclude the reader, but also other markers such as directives or questions.

In section 2.4.3 I discuss some of the frameworks I will be using for my analysis of authorial identity in terms of voice and stance.

2.4.3 Current Frameworks for the analysis of Authorial Identity

The study of authorial identity in academic writing has received considerable attention in the fields of linguistics and language teaching (Bartholomae, 1985; Greene, 1995; Ivanič, 1998; Ivanič & Camps, 2001; Stapleton, 2002; Matsuda & Tardy, 2007; Tang 2009; Matsuda, 2015). In 2012, Hyland and Sancho edited a book, *Stance and Voice in written academic genres*. Hyland and Sancho introduce the volume pointing to the significance of researching stance and voice, but at the same time they address the issue of the ambiguity of these concepts. For this, as an introduction to contemporary views on studies in voice, Tardy presents an account on how the study of voice has been approached and presents some definitions; in the same line, Gray and Biber take on current conceptions of stance. In this edition, different authors present their research on stance, voice or both. From this compilation, Hyland's (2012) article is closest to my research as he approaches the study of stance and voice in undergraduate writing (see section 3.2). His study involves a basic numerical analysis as a summary of frequency of the main aspects and genre functions comparing novice and experts' writing. His analytical framework is summarised in Table 2.1.

Ivanič's (1998) framework (section 2.3) has been prominent in the field of the analysis of writer's identity. Her analyses (Ivanič, 1994; 1998; Ivanič and Camps, 2001) are usually carried out on excerpts from texts and take a qualitative approach to analyse

each individual's writing. Considering first person pronouns as one of the linguistic items expressing identity in the most evident way, Tang and John (1999) analyse their use in a corpus of EFL undergraduate essays in Singapore. Their study is revealing in providing a classification of the different functions of first person pronouns (Appendix 2). Ivanič's framework is also summarized in Table 2.1.

Other linguists (Conrad & Biber, 1999; Hyland, 2002a, b, 2005; Harwood, 2005a, b) have also developed corpus studies and techniques considering first person pronouns and other linguistic items such as adverbs. Some researchers devote their attention to studying some of those linguistic features and analyse instances of stance in writers' identity (Conrad & Biber, 1999; Charles, 2003, 2006, 2009; Biber, 2006; Gray & Biber, 2012; Tse, 2012). Applying a corpus-based methodology, Conrad and Biber (1999) analyse "the different ways in which speakers and writers use adverbials to mark their personal 'stance' (...) in three major domains: epistemic, attitudinal and style stances" (p. 57). The study focuses only on adverbial stance, which considers three parameters: *semantic class*, *grammatical realisation*, and *placement in the clause* and the registers considered are conversations, academic and news.

Another study of stance is Charles (2003), who also uses a corpus-based approach to analyse authorial voice in theses from two different disciplines (politics/international relations and sciences). Her focus is the use of nouns to construct stance. She finds out that the writers of the theses (Master and Doctoral) show stance in their writing which makes them competent members of their discipline, and there are disciplinary differences in the expression of such stance. For instance, the political corpus exhibits higher frequency of certain nouns such as 'argument' and 'confusion', which is probably because of the discipline's way of constructing knowledge. In a different study, Charles (2006) continues researching theses, but focuses on analysing stance in reporting clauses with *-that*. She

analyses how the writers hide or explicitly take responsibility for their claims. Her study contrasts two disciplines, i.e. science politics and materials science. Her findings point out differences in the disciplines, making the writer more visible in the science politics discipline than in the materials science. However, writers in the latter discipline have their own strategies to express their stance. She concludes that in both disciplines, writer's stance is clear and persistent.

Research has also shown that formulaic expressions or clusters (see section 4.3.3) are usually present in academic writing (Hüttner, 2010; Hyland, 2008a, b; Chen, 2009; Chen & Baker 2010, 2014). Jaworska et al. (2015), for example, developed a corpus-driven study where they analyse formulaic sequences in argumentative writing in German. They compare native and non-native writing in German. The non-native writers of German were advanced British students who seem to use more formulaic expressions in their writing. Clusters or formulaic expressions are usually used with a function and the functions that Jaworska et al. identified were: reference markers, discourse-structuring markers and stance markers. It was found that non-native speakers of German used more impersonal constructions and were cautious about using stance expressions while native speakers of German preferred to use discourse-structuring functions. The use of a corpus-driven approach follows an inductive process, i.e. the data, the linguistic constructs, in this case the formulaic expressions, emerge themselves from the analysis of the corpus. This approach, is contrary to the corpus-based approach in the sense that the corpus-based assumes some of the search terms as derived from a linguistic theory (Biber, 2009: 276). The analysis of formulaic expressions takes a corpus-driven approach.

Along similar lines, Chen and Baker (2014) use a corpus-driven approach and analyse lexical bundles in criterial discourse features in L2 English writing by Chinese learners. Their analysis includes various levels of Chinese learner's proficiency in English,

and they created three sub-corpora corresponding to the levels B1, B2 and C1 from the Common European Framework of Reference. Similarly to Jarworska et al (2015), they analyse the bundles in terms of structures and discourse functions. Their study comprises qualitative and quantitative analyses of the functional patterns of the use of lexical bundles. The functions they include are: referential (e.g. *a great deal of, all over the world*), stance (e.g. *as a matter of fact, is very important to*), and discourse organiser (e.g. *and to be as, from my point of view*). One of their main findings is that the more proficient the learners, the more the impersonal their tone. Their study is revealing not only in terms of the findings, but also in terms of the use of a corpus-driven approach with qualitative and quantitative components. As they affirm, an advantage of a corpus-driven approach is that “it allows a more systematic and thorough examination of learner language” and other aspects that might be revealed (Chen & Baker, 2014: 30). It is precisely because of the systematicity in exploring learner’s corpora and identifying what they are actually producing in their written discourse that I am using corpus techniques in my own research. My analysis, as explained in Chapter Four, is a discourse analysis which involves qualitative and quantitative explanations.

Tang (2004) suggests the use of appraisal theory in the study of written academic voice. In her PhD thesis, she discusses how construction, negotiation and perception of written voice in undergraduate writing can be analysed. She highlights three main aspects of written academic voice: negotiability, authority and writer reader solidarity; and approaches them with the APPRAISAL framework proposed by Martin (2000) and White (2003). The framework she suggests covers three areas: engagement, attitude and graduation. These aspects allow the study of written voice capturing shifts in interpersonal stance and subtle differences in interpersonal positioning as she describes (Tang, 2004: 73). However, as my interest is on stance, I am only borrowing sections of her views on

authority from her framework. As discussed in 2.4, the notion of authority in academic writing refers to the knowledge of conventions and practices within the discourse community and discipline, and the extent of the writer to represent him/herself as author making meaning. Her framework aligns to the notion of dialogicality of Bakhtin, and points to the need of the writer to negotiate their authority with the reader. In sum, from this framework, I will add in my analysis Chapter Six the way the writers demonstrate knowledge and make meaning, and I refer to this as a characteristic of authorial identity.

Hyland (2000), with different glasses, approaches the study of authorial identity as discourse choices that writers make to engage and position themselves in a given discipline. He has carried out several studies in this field using a corpus methodology (e.g. Hyland, 2000, 2002a, b, 2005, 2010; 2012). The corpus linguistics approach has proven to be useful for identity studies, especially in the case of more experienced writers and their performance (see Hyland 2010) as the approach allows analysis of large bodies of texts (Baker, 2006) to observe the writer's linguistic choices to express his/her identity. From his several studies, his *Community and individuality: Performing identity in Applied Linguistics* (Hyland, 2010) explicitly claims to use "a somewhat novel approach" (p. 159) to analyse authorial identity. In this article, Hyland compares the authorial identity of John Swales and Deborah Cameron, who are leading figures in Applied Linguistics, and they are both highly respected writers with recognised distinctive writing styles. He defends the claim that authorial identity is "constituted through our consistent language choices" (Hyland, 2010: 181) and these choices can be illuminated with corpus analysis by analysing merely texts. Similarly to Hyland, my research interest is to analyse authorial identity solely in written discourse, undergraduate dissertations. Hence, I evaluate his research design and methodology used in the mentioned article (see Olmos-López, 2013a).

Hyland (2010) indicates that the construction of authorial identity can be gainfully analysed by looking at written performance of continuous language choices. This continuity of choices can be analysed longitudinally in diverse texts of the same author. He chooses representative research articles from each author's work, but he also includes other genres, i.e. monographs from one author (Swales). For the analysis, he uses tools from Corpus Linguistics applied to several complete articles and monographs written by both linguists and a reference corpus of published articles in the field. He analyses frequency, key words and clusters (see section 4.4) using *Wordsmith* Version 4. Ideally, his methodological design satisfies my own research needs of a framework based on textual analysis for analysing identity. My main concerns with his framework relate to theoretical assumptions, data collection and data analysis (see my full reflection of his article in Olmos-López, 2013a). In terms of theoretical assumptions, he addresses the continuous choices of renowned writers within the discipline; members of the academic community are probably familiar with these writers' identity whereas my study focuses on dissertations, i.e. novice writing, where the writers are just entering to the academic community. In the dissertations I can possibly justify the 'consistency' (if any) of language choices as these dissertations are the product of a five-year degree which demands academic writing assignments in the last three years. In addition, my study focuses on the expression of identity in a single genre, i.e. dissertations, and Hyland includes two different genres, i.e. research articles and monographs in his corpus from Swales and Cameron and research articles and book chapters in the corpus he used as reference. In terms of data analysis, his framework seems to work only at the text level to explain the authors' authorial identity. However, since the authors under examination are renowned he uses their biographical data and he also adds some 'post comments' from the authors to present a more complete understanding of their authorial identity. In this light, his

framework then borrows information from other sources beyond the text. As Ivanič (1998) claims, all this extra information provides a more complete understanding of the author's identity. My duty is, however, to signal the inclusion of this 'other' data in a research; hence, I carry out textual analysis of the dissertations (in Chapter Six and Seven), and I add a case study (Chapter Eight) with the autobiographical information, interview, and some autobiography written as a narrative from a writer.

Case studies have been used to approach diverse concerns of academic writing (Tardy & Matsuda, 2009; Roca de Larios, et al., 1999; Casanave, 2010b). Approaching writing as part of literacy practices and with the aim of exploring textual identity(ies) in computer mediated communication, Lam (2000) presents a case study looking at the internet literacy practices of a non-native English speaker. Her purpose in using a 'case study' is to expand and suggest alternative visions of literacy development by deepening into one case and using ethnographic and textual analysis. She then concludes that identity is a social and generated construction of the self in social media network.

More specifically in the analysis of identity in writing, Walkó (2009) illustrates the use of the case study approach in combination with text analysis. In her study she shows how case study and textual analysis can be combined to inquire the writer's representation in the contexts they research. On the one hand, she uses case study principles to gain insights into the perceptions of two undergraduate teacher trainees in their research contexts looking at them from three angles: their 'classroom practices', 'research', and thesis 'writing'. On the other hand, she uses Van Leeuwen's (1995, 1996) framework to carry out the textual analysis. Her chapter vividly illustrates how these two ways of inquiring can work together to explore the writers choices in terms of 'voice(s)', and subject 'positioning(s)' in their writing. Her study has shown how a case study or case studies can be combined with textual analysis to explore identity in undergraduate writing.

From this discussion, I summarise in Table 2.1, the existing frameworks which I consider more relevant to my study.

Table 2.1: Current Frameworks for the Analysis of Authorial Identity

| Framework | Author | Features | Analytical tools/ instruments | Usefulness/ applicability in my context |
|----------------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Discoursal construction of identity in Academic writing | Roz Ivanič (1998) | 1) <i>Self as author</i> –interpersonal positioning. 2) <i>Discoursal Self</i> –intertextuality/ interdiscursivity. | Texts extracts; Interviews Qualitative analysis Applied to mature students writing | Even if the corpus is my methodological tool, the analysis includes a qualitative component and needs further work to apply to complete texts, e.g. dissertations. |
| Dialogic Account of authority in Academic writing | Ramona Tang (2004/ 2009) | Metalinguistic elements (strategies) that show (heteroglossic) engagement. 1) <i>Expansive</i> – Postulate – Evidentialise – Hearsay – Acknowledge – Distance 2) <i>Contractive</i> – Pronounce – Signal concurrence – Endorse | Texts excerpts Text (qualitative analysis) applied to undergraduate EFL academic writing | The analysis involves qualitative interpretation. Moreover, in my view, this only covers the ‘voice’ element of authorial identity. |
| Performance of Authorial identity in Applied Linguistics | Ken Hyland (2010) | These are not features, but the tools used to obtain the features: 1) Word list of frequent single words 2) Lexical bundles (Biber et al., | Texts only: Swales & Cameron; corpora RA- reference corpus | This should be an ideal approach to consider; my only concern is its comparison with RA as a reference corpus. RA is a different genre, and this study is with L1 experience |

| | | | | |
|--------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>1999) or clusters</p> <p>3) Keywords</p> <p>The findings from these were classified in pragmatic categories: Personal interest & Professional niches.</p> <p>These differ from each of the two authors and so there are diverse subcategories for each one.</p> | <p>Corpus methodology – a comparison technique</p> <p>Keywords</p> <p>Applied to academic writing (L1) and renowned writers</p> | <p>writers. My target group is EFL novices. See my reflection/consideration on using this framework (Olmos-López, 2013a).</p> |
| Stance & voice in undergraduate academic writing | Ken Hyland (2012) | <p>1) <i>Stance</i></p> <ul style="list-style-type: none"> – Hedges & Boosters – Attitude markers <p>2) <i>Voice</i></p> <ul style="list-style-type: none"> – Reader pronouns (<i>you, your, we</i>) – Questions (direct & rhetorical qs) – Directives (imperatives, obligation modals, adj. that express necessity) | <p>Corpus of undergraduate essays</p> <p>Reference corpus (Research Articles)</p> <p>Focus groups:</p> <ul style="list-style-type: none"> – discourse based interviews – semi-structured format of open-ended prompts <p>Applied to EFL undergraduate writing</p> | <p>The linguistic realisations of the two elements of authorial identity are explicitly described. However, I question the use of a reference corpus of RAs (see section 3.2). Other methods (focus groups) apart from text analysis are considered.</p> |

I have described the usefulness of these frameworks to my research. It seems that Hyland (2010) fits my initial approach of finding what a corpus methodology reveals in terms of authorial identity. However, he did not include rhetorical functions, so there is no existing framework which I can readily adopt, but rather I will adapt parts of these frameworks. In addition, in my thesis I am also considering the communicative functions of the chapters; therefore, an account on the area follows.

2.4.4 Communicative (Rhetorical) Functions

A genre fulfills a communicative social purpose (Connor, 1996; Johns, 2008); for example, a recipe's communicative purpose is to ensure that if a series of activities is carried out accordingly, a gastronomical outcome will be obtained (Swales, 1990). Thus, Swales (1990) defines genre as 'a class of communicative events, the members of which share some set of communicative purpose(s)' (p. 58) which are recognized by the expert members of the professional/academic community where this genre occurs. For instance, a PhD thesis (i.e. the genre) has in principle two purposes (some of the many possible communicative purposes): to obtain a PhD degree and contribute to the discipline in which it is been written. The individual chapters it contains have diverse purposes, e.g. describe methodology, discuss results, among others. The general communicative purpose of a PhD thesis and its chapters might be the same, yet it varies across academic communities and disciplines. For example, a PhD thesis in linguistics differs from a PhD thesis in physics, or a PhD in Linguistics in the Linguistics Department at Lancaster University might differ from a PhD thesis in the Linguistics Department at Purdue University, US.

The concept of genre can take on different meanings according to the discipline it is being studied (Hyon, 1996). In Applied Linguistics, the three main approaches to the study

of genre include *Systemic Functional Linguistics (SFL)*, *English for Specific Purposes (ESP)* and *Genre as Social Interaction*. In this document I will focus on the ESP approach.

In ESP, a genre is characterized by a set of communicative purposes according to the particularities of why it is written and its context, and a move is a segment of the text which fulfills a communicative intention within the particular genre (Swales, 1990). That is, every genre has a particular structure which permits it to convey meaning and fulfill the communicative function of the genre. The contribution of linguistics to the area of ESP has mostly emphasised: ‘genres as types of goal-directed communicative events, genres having schematic structures (...), genres as disassociated from registers of styles’ (ibid, p. 42). There are also several studies devoted to the study of dissertations and theses within this approach (see Hopkins & Dudley-Evans, 1988; Bunton, 2005; Dong, 1998; Swales, 2004).

The ESP approach, as mentioned, places genres in an academic context, with particular purposes and with diverse communicative/rhetorical functions. Swales (1996) distinguishes three main types of academic genres: primary (research process involved), secondary (pedagogic purposes) and occluded genres. Examples of academic genres are essays, reports, abstracts, book reviews, articles, theses, and dissertations. In my study, while there is research involved in the dissertations, their purpose is a pedagogical one (to obtain a degree), so I am working with a pedagogical genre. Each genre has a specific communicative purpose, e.g. passing a course, reporting results, being published/ accepted in a conference, getting a degree. Also within each genre there are particular communicative functions (or moves) that make it achieve its communicative purpose. For example, the dissertations in my study consist of five chapters: introduction, literature review, methodology, results/discussion and conclusion. Each chapter is a subgenre and has a particular communicative purpose(s), e.g. the introduction – introduce the research by presenting the rationale of the study, setting the context, stating aim and research

questions, pointing to assumptions and outlining the content of the dissertation. The way the writer uses language to achieve each chapter's communicative purposes is known as communicative function (Swales, 1990), sometimes referred to as rhetorical function (Trosborg, 1997).

The ESP approach has not yet been integrated into studies on writer's identity, particularly of authorial identity. It is here where I argue for the combination of authorial identity and communicative purposes within one analytical framework. My research examines undergraduate dissertations in terms of genre rhetorical functions in order to explore how students negotiate their authorial position along the chapters of their dissertations. In Chapter Five, when I present the keyword analysis for each chapter, I include an explanation of the rhetorical function of the chapter. Similarly, in Chapter Seven, I review the communicative functions of each chapter when discussing the dissertation chapter's heterogeneity. In the following section, I discuss some studies which have approached the analysis of communicative functions in dissertations.

2.4.5 Current Frameworks for the Analysis of Communicative Functions

Maroko (2010: 1) suggests that there is need for continued research on theses and dissertation writing, mostly because discourse analysts avoid working with such large texts that are typical of that genre. There are, however, some researchers who have undertaken that task and research has mostly focused on PhD theses or MA dissertations (Hopkis & Dudley-Evans, 1988; Paltridge, 2002; Bunton, 2002, 2005; Swales, 2004; Thompson, 2000, 2009, 2012. Swales' (1990) *Create a Research Space* (CARS) model was one of the initial frameworks to analyse a research article, particularly introductions. The model has, however, been adapted and adopted to analyse theses and dissertations. The structure of Introduction-Methods-Results-Discussion (IMRD) typically used to analyse research

articles has also served as a format basis for writing a thesis. Swales (2004: 107) suggests that the IMRD format (with variations) is usually found in the manuals and handbooks that offer advice for dissertation writing. Thus, he suggests a typical structure of a dissertation (shown in Figure 2.2).

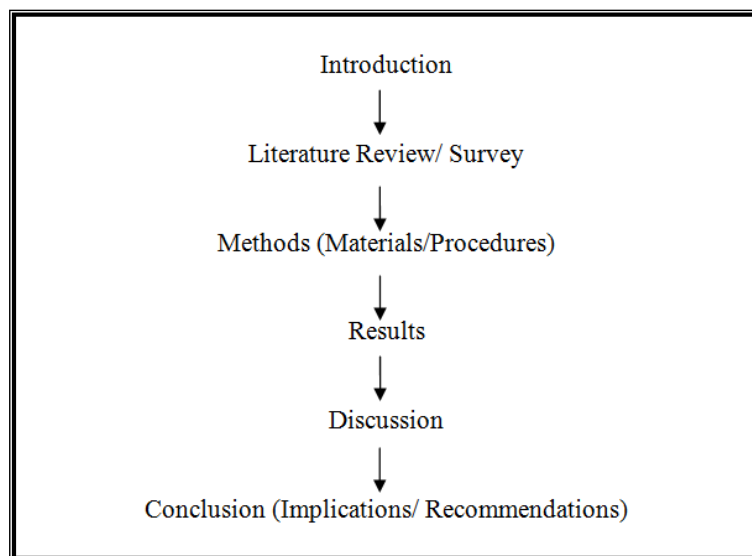


Figure 2.2: Structure of Traditional Dissertation (Swales, 2004: 107)

The figure shows a typical structure of a dissertation (see Swales (2004) for structure on other types of dissertations, i.e. article-compilation format and topic-based format). The dissertations in my study can actually be categorised in the traditional format (see Chapter Four). Thus, in this section I address the identified sections, introductions, literature review, methods, results/discussion and conclusions. My discussion includes, however, research done with MA dissertations and PhD thesis as these are the ones that have been mostly researched. I think that despite the level and scope of research and engagement required in the different levels, the genre's communicative purpose is to present a piece of research to award a degree.

For the studies of introductory chapters in MA dissertations, Samraj (2008) develops a discourse analysis and interviews research framework. She analyses MA dissertations from three disciplines, biology, philosophy and linguistics. Samraj uses the

CARS (Swales, 1990, 2004) model to analyse the introduction of 24 dissertations and focuses on citations and first person pronoun usage. Her findings point to some disciplinary variation in the structure. In regards to the analysis of the introductions and communicative functions, she adapts the moves suggested in CARS to the MA dissertations in her study and analyses them. Samraj (2008: 58) summarises the moves as: 1) claim centrality and review literature review, 2) indicate gap in research, problem and justification of the study, and 3) state goals, background, hypotheses, results and preview organisation of thesis. She complements her analysis with semi-structure interviews with a supervisor from each discipline and inquiries about their beliefs in the structure and function of MA dissertations in their departments.

Regarding analysis of literature reviews, Bitchener and Turner (2011) present an assessment of teaching to write literature reviews by themes. Because it was an assessment of an approach to teach, they discuss the function and themes in the light of instructing/teaching. For my research purposes, I only consider the function given to a literature review in dissertations. The functions they identify are review literature (research and non-research), critique literature, identify gap in literature or research, provide a rationale for the proposed study, and inform the proposed study (p. 127). Swales and Linderman (2002) also present an account of literature reviews where they discuss students' difficulties in writing them and also include the teaching of literature reviews.

In terms of researching the methodology section, there seems to be not much focus on theses or dissertations, but there are analyses of research articles. Thus, I am acknowledging the function of the methods section in general but not describing its particularities in the dissertation genre. Lim (2006) identifies three major moves in management research articles: describing data collection procedures, delineating procedure(s) for measuring variables and elucidating data analysis procedure(s) (p. 287).

The results/discussion section has largely been debated to be a separate section from conclusions (see 7.1.4). The research of Hopkins and Dudley-Evans (1988) is a classic for the analysis of structure of the discussion section. However, they put the discussion and the conclusion functions together under the label of discussion. In Chapter Seven I specify the individual functions of results/discussion and conclusion sections. As for the moment I can summarise that the function of the results/discussion section is to present the results and discuss the findings of the research. These findings can be also organised thematically. For the conclusion section, Olmos-López and Criollo (2008) develop an analytical framework for analysing conclusions in undergraduate dissertations. The moves they identify are: introductory move to the chapter, background information, statement of results (related to context), reference to previous research (support, compare and/or contrast), exemplification/explanation, implications, recommendations for further research.

From the frameworks and research discussed, my study focuses on the communicative functions of the dissertations. Thus, I refer to them in Chapter Five and Seven. In Table 2.2 I summarise the main communicative functions of each section (chapter in the dissertations).

Table 2.2: Communicative Functions of the Sections of a Traditional Dissertation/Thesis

| Chapter | Communicative Functions | Authors |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| Introduction | To state goals, background, hypotheses, results and preview organisation of thesis. | Samraj (2008) Swales (1990, 2004) |
| Literature | To review literature (research and non-research), critique literature, identify gap in literature or research, provide a rationale for the proposed study, and inform the proposed study. | Bitchener and Turner (2011) |
| Methodology | To describe data collection procedures, delineate procedure/s for measuring variables and elucidate data analysis procedure/s. | Lim (2006) |
| Results | To present results and discuss their findings. | Hopkins and Dudley-Evans (1988) |
| Conclusions | To give a closure to the dissertation. To present the Statement of Results (SOR). | Bunton (2004) Olmos-López and Criollo (2008) |

I include in the table the functions as identified by the research I discussed. My revision was not exhaustive as I am analysing undergraduate dissertations, and I am drawing my results and conclusions from the data, i.e. my corpus of dissertations. The discussion in here is illustrative in terms of the functions I will be looking at (see Chapters Five and Seven). My corpus of dissertations determines the functions that are present in these undergraduate dissertations (see Table 7.1 where these functions are summarised).

2.5 My conceptualisation of Authorial Identity in a Nutshell

In this chapter I have discussed the concept of authorial identity from its basic conceptualisations up to the frameworks for analysing it. Identity is understood as the expression of the *self*, and it includes many features for its analysis. In my thesis, I analyse the writer's identity with special focus on *authorial identity*. My understanding of authorial identity refers then to the expression of the academic *self* and how the writer positions

him/herself in the discipline portraying an authorial image while engaging in the academic community. Then, my analysis of writer's authorial identity embraces three components, *voice*, *stance* and *communicative functions*. I see voice in writing as the individual use of discursive and non-discursive features, conscious or otherwise, for the expression of the self in relation to given social context(s), (re)shaped in accordance with the constantly evolving social repertoires. Stance, on the other hand, refers to the position the writer takes towards an argument while constructing his/her voice. Finally, I include communicative functions as part of my study of authorial identity as they show the writer's awareness of the conventions of writing an undergraduate dissertation (see Chapter Three).

I pointed out some analytical frameworks for the analysis of voice, stance and communicative functions in this Chapter, as my main research purpose is the suggestion of an analytical framework for authorial identity in undergraduate dissertations. I only borrow elements to build my own framework where they are consistent with the texts I am studying.

Chapter 3: Contextualising: Undergraduate Dissertations in Mexico

All writing is located within the socio-political context; this means that issues concerning writing, the values attached to it, and its distribution in society, are all essentially political and bound up with the way in which a social formation operates.

Clark & Ivanič, 1997:20

3.0 Introduction

Why am I writing a chapter entirely for the contextualisation of the undergraduate dissertations I aim to analyse? I have conceptualised in my literature review (Chapter Two) identity within the social-individual approach. That is, writer's identity has a social aspect as it satisfies the academic community practices and individual as it is an expression of the writer him/herself which implies his/her own particularities and voice; hence, there is a dialectical consideration between the writer and their readers, in this case the undergraduates and their examiners mainly. There are many factors in play, the writer, the audience, the institution and the social context in which these take place (as discussed in Chapter One). In addition to this, there are some assumptions about the possible findings on analysing authorial identity in the undergraduate dissertations. For example, I argue students write with impersonal constructions because they might believe in traditional conventions of academic writing, or they follow what their supervisors told them to do. These reasons might seem logical explanations for general academic writing courses and not particular of my context; however, they are also specific to the context where the dissertations were written. My assumptions are certainly based on my background of having been an undergraduate in such a context and being an academic writing lecturer who supervised dissertations in the institution (see section 4.1 for my role as a researcher). Additionally, I recognise that my own experience and development as a second language

writer myself within the Mexican context and in the UK context have influenced my views towards writing in general and my own writing. This evolution is a matter of maturity in writing where the context (social, political and educational among many other factors) have influenced the nature of writing, and my views towards it.

My research examines undergraduate dissertations written in English as a Foreign Language (EFL) in the area of Teaching English to Speakers of Other Languages and Applied Linguistics (TESOL/AL) (see Chapter Four, for a detailed description of them). I describe the context of the writing of these dissertations before moving to their analysis (Chapters Five to Eight of this thesis). I organise this chapter into four main sections; section 3.1 includes a panorama of public education and EFL writing in Mexico, while section 3.2 presents an account of research done with undergraduate writing and more specifically on dissertations and previous studies on identity in undergraduate dissertations in Mexico. Finally, section 3.3 summarises main concepts and closes the chapter with the niche for my research.

3.1 Situation of Public Education in Mexico

To understand EFL writing at a Mexican public university, I think it is necessary to provide my reader with a sketch of how the socio-political context might influence writing². My initial discussion centers on a critique of public education in general, as I think it affects dissertation writing in the long term. Then I will relate it to the writing at the university, especially in the institutional context of my research.

In Mexico, it is the public education sector which is in charge of most of the education across the country. Most of the teachers who are trained to become teachers of basic education levels, i.e. elementary, secondary and high school levels, study their

² For an overview on Mexico's national context in relation to education see Brunner et al. (2008).

pedagogy undergraduate degree in the public sector, and they will be also teaching in the public sector. Further to this, it is not only the teachers being instructed and teaching in the public sector, but also most of the people who have access to education can gain it (many with lots of effort) in the public sector. Private education, on the other hand, belongs to a minority and exclusive part of the population. This situation is not surprising; unfortunately the stereotype of the lethargy of the Third World countries where education undoubtedly serves a political purpose (Freire, 1985; 1996) is clearly observed in the Mexican education system. The Secretary of Public Education (SEP), sometimes referred as Ministry of Education, which is the main educative institution for the nation, seems to have prioritised political interests rather than educative. In a current newspaper article, Poy-Solano (2015) reports the announcement of the new minister of the SEP, Emilio Chuayffet Chemor, who recognises the existence of one of the new Educative Reforms³ (SEP, 2013). The reform states that evaluation to teachers is going to take place for those who are already occupying a teaching position and those who aspire to obtain a teaching position: this and other modifications seek the quality of teaching. In his announcement, the minister affirms that he will make sure that evaluation for teaching positions is going to happen from now on and adds that there won't be more positions that are "spurious, sold and inherited" (Poy-Solano, 2015). This quote and the need of the educative reform (OECD, 2010) suggest that the situation in terms of allocating positions in the education system has been irregular and arbitrary in the past. If, I well agree with the changes the new reform should bring to the education system in Mexico, I also believe the claims of the minister of education respond to a political interest. Certainly, every educational system, serves as "a political means of maintaining or of modifying the appropriation of discourse, with the knowledge and the powers it carries with it" (Foucault, 1970: 226).

³ Retrieved from: http://www.sems.gob.mx/en_mx/sems/leyes_reforma_educativa on June, 23, 2015.

So far, I have presented a general view of the politics behind public education within the country, and my reader will probably be wondering about its relevance to my study. I decided to include this piece of background to provide an understanding of the factors that might affect the classroom teaching situation and influence students' learning. For example, if a person is not qualified to be a teacher and still gets his/her teaching position, the learning experience of the student might be one of frustration. The frustration experience can involve poor or no learning, and disrespect of the students (Hernandez, 2013). In Chapter Eight, I present the case of a student who had a frustrating childhood learning experience in both senses. His experiences and the way he was instructed along his studies affected his academic writing in terms of selecting certain linguistic choices e.g. writing with first person pronoun in academic writing was still forbidden to him. Chapter Eight provides a complete description of the situation.

I now provide an overall description of Higher Education (HE) in Mexico that comprises Bachelor degree (minimum of 4 years, an average of 5 years), Master degree (2 years) and Doctoral degree (minimum of 3 years up to 5 years). Typically a bachelor degree is started at 18 years (see diagram of Mexican Education System (OECD, 2013a: 19)). In the educational system it is common to hear teachers complaining about the poor literacy skills students have, usually blaming the previous studies, i.e. undergraduate teachers tend to complain about high-school education staff, who in turn blame elementary school, and elementary school staff goes as far as to hold kindergarten education responsible for providing a good basis, kindergarten, in turn, blames parents. This seems to be an unbreakable blaming chain in education. I contend that most Mexican people would agree that this situation results from the politics behind the Mexican educational system policies as already discussed. This fact has not only provoked that blaming chain in education, but also initiated a massive problem in Mexico's development and progress in

many ways. Some researchers have explored the literacy practices carried in some Mexican contexts; for example, Hernandez (2013) explores two young students' experiences in their literacy practices in a rural community in central Mexico; her results point to negative feelings towards literacy as the participants in her study see writing in terms of boredom and punishment. She describes a situation in which if students show boredom in the classroom they are punished by 'filling page after page with "I must be silent"' (p.165). She suggests that literacy practices should bring previous knowledge, i.e. students' experiences, so students can understand themselves in relation to the written world in which they interact.

But how does this affect my research context or why is it necessary for me to describe this situation? I will exemplify this with my own case of writing my PhD thesis, and actually doing research on academic writing. As narrated in my Introduction Chapter, my main interest emerged when I chose academic writing as my topic for my undergraduate dissertation and focused on the perception of students and teachers have of the writing instruction (in English and Spanish) in the programme I was studying; it was a degree on TESOL/AL and I was myself an EFL writer writing about EFL writing. I decided to research on the topic as I realised that most of my classmates at the time tended to complain about the difficulties of writing, and experienced stressed about the writing of the dissertation while teachers seemed to be reluctant to supervise students. In my study, an overview of the perceptions of both parties pointed to the difficulties of writing in EFL, and most participants commented on the quality of the writing courses they had had along their studies and the influence that society had on them so they saw writing as a difficult skill. Going back to that study now, it is surprising to see that even if the survey focused on academic writing i.e. academic writing genres and the mechanics of writing, assessment, instruction, a few participants commented in the open question of the survey about the

influence on their writing, or lack of it, they had from society, e.g. parents, school, friends, etc.

In support of this view, in their book, the *Politics of Writing*, Clark and Ivanič (1997) have pointed out in the epigraph to this chapter, all language is embedded in a socio-political context, and this follows what Fairclough (1989) presents in his framework of language in its social context (see Figure 3.1).

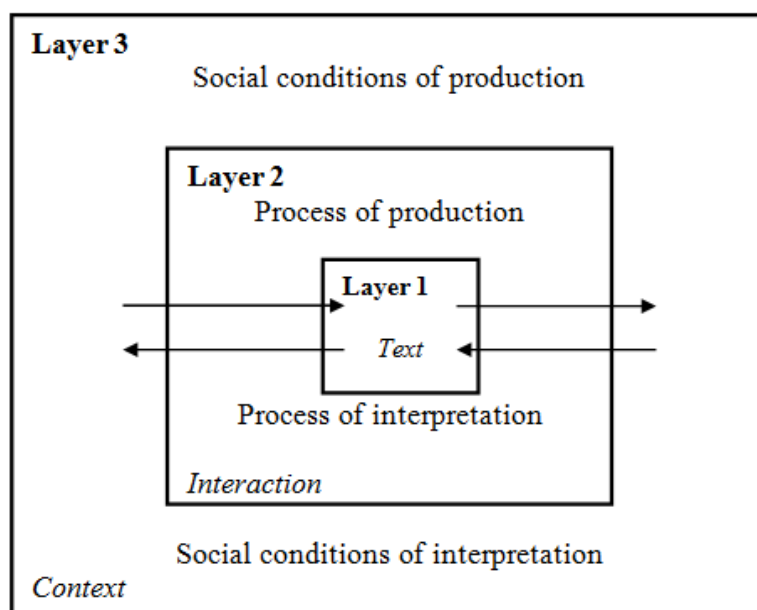


Figure 3.1: Discourse as Text, Interaction and Context (Fairclough, 1989: 25)

This diagram shows three layers to understand discourse, the text itself (spoken or written) as an interaction between writer/speaker and audience and as part of the context, and within the social function the text plays in such given context; all these considering the process of production and interaction which include not only “the local circumstances in which people are communicating, but also the social, cultural and climate within which this communication takes place” (Clark & Ivanič, 1997: 11). Clark and Ivanič added the arrows to his diagram as they aim to emphasise the role of language within the process of the social interaction. They present their understanding of what is involved in writing beyond the mechanical skill, and particularly Chapter Two of their book emphasises the

importance of the socio-political context in which writing is embedded. In the case of my research context, I am analysing undergraduate dissertations and their authorial identity. The text situated in layer 1 is the dissertation itself which is read by the examiners (audience in layer 2) and both are immersed in the socio-political context of the institution where these dissertations are being written. The socio-political context in this case shapes what the students write in terms of academic conventions as institutional policies, which at the same time respond to a major political agenda. There is constant interaction in these layers, all aiming towards the purpose of writing the dissertation which will earn the student their degree.

3.1.1 Situation of EFL Writing Instruction in the Languages Department of my Study

My research focuses on writing in English as a Foreign Language. The particular context of my research is in the Languages Department in a public university in central Mexico. I focus my analysis on writing at undergraduate level in the Languages Department, and has existed for over 30 years. The programme prepares students in the areas of Teaching of English to Speakers of Other Languages (TESOL) and Translation. The regular completion time of studies is five years. The current entry requirements for studying any of the two programmes (Teaching or Translation) are: to demonstrate grammar knowledge of their mother tongue, i.e. Spanish, basic knowledge about world and Mexican history, geography, philosophy and psychology, have the target language level, i.e. English in level A1 of the Common European Framework of Reference for languages (CEFR), and show communication skills in their mother tongue. The profile of the graduate⁴ apart from being competent in teaching or translation skills to continue

⁴ The complete list of entry and exit profile is available upon request (they are in Spanish).

developing themselves professionally is to achieve the B2 level in the CEFR. These are the current entry requirements, my participants (detailed in section 4.2) presented their viva between the years 2005-2011, which means they started at least five years before their viva, and the entry requirements were different. Actually, there was no a language level entry requirement for students who started before the year 2006. The programme has undergone some changes in terms of courses offered; requirements and exit routes, i.e. there are more options for graduating besides the dissertation and TOEFL test (described below). Therefore, from now on, I will describe the particularities of the situation of the programme when my participants were part of it, as it is the one that has effect in their dissertation writing.

The programmes (TESOL and translation) of studies that my participants went through consisted of courses of: language (English as the main foreign language to learn, and French as a second foreign language; the distinction of main and second foreign language lies on the amount of hours of instruction, and the language in which students will be taking the rest of their courses), pedagogy or translation, linguistics, research, and culture. In terms of the main foreign language, the courses were of 10 hour English lessons per week during eight terms (which ideally include the four language skills and sub-skills) and compulsory 20 hours per term laboratory practice in the self-access centre. Their French lessons consisted only of 3 hours class per week during four terms; content courses, i.e. courses in pedagogy such as teaching methodology, syllabus design, evaluation, second language acquisition, practicum among others, or translation such as theories of translation, culture, depending on the specialisation. These content courses are given in the target language, i.e. English, and these start in the second year of their studies. During their first year, they receive the language class, plus courses such as Mexican culture, reading and writing in the mother tongue, ethics, introduction to linguistics and pedagogy. Thus, the

exposure to the language becomes more intense from the second year of studies. In terms of writing and preparation for their dissertation writing, the students (both TESOL and translation) have to take the same courses involved in the research component. These courses are research methodology, academic writing and research seminars.

As my research interest focuses on their dissertation writing, I detailed the courses that are writing centred. The first course undergraduates take is one academic writing course in Spanish (3 hours per week) during their first year of studies. In this course they review some basics of writing and mechanics of writing. Some of the lecturers provide not only the teaching/practice of writing as skill, but also reflective practices of reading and writing. Then, students enrol in an academic writing course in English (3 hours per week) which happens in between their 3rd or 4th year of studies. The syllabus of this writing course involves writing strategies (pre-writing, drafting and post-writing strategies), skills (citing, references in APA style, cohesion, coherence, organisation), rhetorical styles (description, narration, explanation and persuasion), clause and sentence type, paragraph, and writing types (essay, summary). This syllabus, however, depends much on the lecturer of the class, i.e. there were some lecturers who actually completed these aspects, and some others who mostly focused on the five-paragraph essay as students wrote essays as a form of assignment of their content classes given in English.

For the preparation of their dissertation writing, they take two research seminars in the last year of their degree. In these seminars, reviews of their research methodology course (i.e. qualitative and quantitative research methods, given in between the 3rd or 4th years of studies as their English academic writing class), and academic writing skills are included. The aim is that students can have their dissertation finished by the end of the year. These seminars include preparation for choosing their research topic and appropriate methodology for their research question, up to the explanation of the functions and what to

include in each of the chapters⁵ and preparation for the viva. This content specificity, however, is also very dependant of the lecturer.

All the students are required to pass these two research seminars, i.e. to write a dissertation, and ideally, at the end of the seminars, all the students must have a dissertation finished or near completion. However, not all the students are required to graduate by defending their dissertation in a viva. The exit routes can be either a minimum of 550 points in the TOEFL (Test of English as a Foreign Language) or their dissertation viva. If the student passes all his/her subjects without resubmitting, having a GPA of 8.5 minimum⁶ they can just graduate with the TOEFL; otherwise, they would have to defend their dissertation in a viva. It is also optional that some students who have all the passing requirements decide to defend their dissertation; in this case if the research is considered excellent as well as the viva, a distinction is awarded.

With regard to the faculty, it was usually taken for granted that the lecturer of that seminar would automatically become the supervisor of the students in role in that seminar. Hence, the amount of work and responsibility of supervising seem to discourage faculty from taking the seminar in their hands. Even more, in most occasions the work and writing of a dissertation in that class usually ended up in an unfinished dissertation as the majority of students tend to opt for the TOEFL exit route. Thus, in some cases, the anecdotes of some students are of not having written a dissertation in their courses; their teacher in turn asks the class who really needed to graduate by means of dissertation-viva, centres on these students, and gives a pass mark in the research seminar to the students who do not need to write a dissertation and can get their degree with the TOEFL test.

A different aspect to consider about the faculty is the lack of interest in supervising undergraduates. The Languages Department offers a Masters programme, so most of the

⁵ See Appendix 1 for a rubric of content criteria for the dissertation (updated in 2008) which specifies the chapters and their content.

⁶ Appendix 3 shows marks equivalence between Mexico and the UK.

faculty members who are prepared to supervise tend to choose supervising MA dissertations (more institutional recognition is given when supervising MA students and many of the faculty have received their doctoral degree within the last five years). If they occasionally supervise an undergraduate, they choose those with the highest marks or someone who can actually help them in their own research. The situation is then an illustration of the unbreakable blaming chain when some of these undergraduates who did not write a dissertation become master students in the same institution, and do not know how to write a dissertation. It is, nonetheless, the faculty themselves who had the power to effect a change in the earlier stage which is the bachelor degree.

Furthermore, there is a social-institutional problem concerning the thesis writing itself. The conventions for the actual writing and for the institution seem to place rigid constraints onto the student's authorial identity expression (Olmos-López, 2010). On the one hand, undergraduate students' writing might be restricted by 'traditional' beliefs towards academic writing either from their writing class instructor and/or supervisor in their seminars (Lillis, 1997; Clark & Ivanič, 1997; Read et al., 2001). These beliefs might not only relate to approaches to writing, but as Tapia (2010) suggests, to the expectations of the supervisors as they are the ones who have the power to approve of their work. On the other hand, it should be also kept in mind that researching and writing at undergraduate level is undervalued as students at this level are seen as reproducers and knowledge tellers, but not as contributors, especially when writing in a second language (Helms-Park & Stapleton, 2003; Stapleton, 2002).

The issues of students writing in a language that is not their own has also been studied. Nichols (2003) discusses the problems that international writers have in expressing their authorial identity and points to critical thinking as the means to success in their academic writing. Her study develops on the line of critical thinking and critique, but ends

up in the academic production of English as second language speakers. Following the belief that writing gives access to power over others in the sense of influencing ideas and lives of others (Clark & Ivanič, 1997), I focus my study particularly on writing in EFL, and attempt to analyse the expression of authorial identity in future English language teachers. I extend the analysis of writing to a FL as I pursue the understanding of Mexican EFL writing as it occurs in its national setting and its possibilities for insertion in an international context. My research focus will also contribute to fill in the gap in research on EFL and L1 writing in Mexico (Encinas et al., 2010), as well as exhibit awareness to academics and teachers in Mexico of the situation.

I have briefly described the situation of the Mexican educational system in regards to EFL writing in a public university, level, which I believe exhibits what has been done in the previous stages of the students' education⁷. The politics behind each national educational system in each of the stages has indeed specific aims, but I also deem that undergraduates as future teachers and 'knowledge' facilitators need to empower their discourse, demonstrate self awareness of their importance as future teachers and adopt a critical attitude towards education. In this way critical thinking can be reflected in the students' authorial expression in their academic discourse.

3.2 Previous Studies on Undergraduate Dissertations

In this section, I briefly present an account of previous research on undergraduate dissertations. Studies on undergraduate writing do not necessarily emphasise the characteristics of writing at undergraduate level and/or whether undergraduates do or do not show authorial identity, but they tend to focus on other aspects of writing. For example, Silva (1993) explores the nature of L2 writing by comparing L1 and L2 writing strategies e.g. planning, drafting, revising (writing process), and text features e.g. fluency, accuracy,

⁷ For a detail description of Puebla's educational system in previous levels refer to OECD (2013b).

structure (writing product). His study is relevant as it occurs at the beginning of L2 writing research, which has rapidly grown. This growth is due to the fact that there are many international students pursuing a (post)graduate degree, mostly in universities in the UK, the US and Australia (Swales, 2004; Cree, 2012, Peelo, 2011; Hockey, 1997). Accordingly, graduate and postgraduate L2 writing research has received increasing attention in the academic literature whereas undergraduate writing has received less. I present some of the ones that focus on undergraduate writing.

L2 writing research has been evolving as studies on identity and genre follow these approaches. For instance, Lea and Street (1998) explore undergraduate writing outlined by an academic literacy framework, which complements the understanding of writing as a practice where the writer's identity and institution are considered. They place no particular emphasis on the undergraduate writing, but on the framework itself. In the 1990's, Ivanič revolutionised studies on writing and identity (Ivanič, 1992; 1994; 1998; 2001) by suggesting her discursal self framework. She joined an on-going discussion of the social and individual aspects of authorial identity and voice in undergraduate writing (Elbow, 1981, 1994; Atkinson & Ramanathan, 1995; Ramanathan & Atkinson, 1999; Atkinson, 2001; see section 2.3 for further discussion).

Regarding studies of identity with undergraduate students, Read et al., (2001) present a survey-interview study with undergraduates in their final year of studies within UK universities. Their findings reveal that an unequal power relationship between students and course tutors and lecturers has effects on the students' expression of voice as students, apart from dealing with the academic conventions of critical writing, also face diverse tutors' evaluation criteria. Their study describes undergraduates' perceptions, beliefs and experiences regarding their voice expression; because of the rapport between tutor and student and the dynamics involved in the interaction, one could question whose voice is

read in the text, i.e. students or their tutors/supervisors. I acknowledge that this might also be a case in the dissertation writing as some students develop their study as a part of a larger project, so they subscribe to do a part of a research which is certainly guided by the supervisor's research beliefs and tradition. This aspect could be investigated by other methods, e.g. interviews; however, my study focuses on textual analysis of the final dissertations as it is the authorial identity expressed in the text what I am concerned about (see sections 1.3, 2.4, 4.2 and Chapter Five).

In addition, Stapleton (2002) claims that voice is “an important part of writing and communicating, and aspects of it are essential at higher levels of academic writing where authors are aiming to publish” (p. 189). In this quote, I want to emphasise that despite his recognising voice as a significant component in academic writing, he attributes its relevance only in levels of writing aimed at publication. Hence, we can assume that in his view, voice is not relevant in undergraduate writing, as novice writing. Furthermore, in his article he builds the argument that voice has been overstated in the literature as a writing pedagogy component, and that, other components, i.e. ideas and arguments need more attention than voice. Following up this idea, Helms-Park and Stapleton (2003) analyse voice in undergraduate L2 argumentative writing and relate it to aspects of writing quality. They claim that even if undergraduates have good writing quality, their individualised voice expression was poor, i.e. they see undergraduates as repeaters of what somebody else said. They go on to conclude that there is no connection between good quality in L2 writing and voice, and this lack of connection possibly depends on the students' writing inexperience and/or the genre type. Thus, in their paper they refer to undergraduate writing as writing without voice. Here, their conceptualisation of voice seems to go on the individualised view as they suggest in their methodology design; their focus on voice analysis encompasses four aspects: assertiveness, self-identification, reiteration of central

point and authorial presence and autonomy. Thus, if they see voice as the writer's authorial presence and autonomy, it is not surprising they claim there is no voice in the undergraduate students' essays. The arguments developed in their study, however, move into the criticism of including voice into L2 writing pedagogy. This is a view I disagree with, and it seems I am not the only one. Certainly there are reactions and responses to Stapleton's (2002) claim (Matsuda & Tardy, 2007, 2008; Stapleton & Helms-Park, 2008), and I also react to this as I do believe undergraduates are aware and express their authorial identity.

Studies on awareness of authorial identity in academic writing have focused on diverse aspects. Shi's (2008) research actually focuses on appropriation and citation in undergraduate academic writing. Using students' research papers and interviews, she analyses how the participants show awareness of their citing practices, i.e. when students decide to cite (quote or paraphrase) and when to say something of their own. Indeed, Shi's study indicates that citing, an element of intertextuality in Ivanič's (1998) framework, is consciously done and it depends on the writer and how he/she appropriates discourse, and therefore how his/her authorial identity is reflected. That is, authorial identity can be expressed in the way they paraphrase and the stance they take about the reported claim.

Another way to manifest authorial identity (as discussed in section 2.4) is by the use of first person pronouns. Harwood (2005a) studies the use of *I*, and inclusive and exclusive *we*. He develops a corpus-based study with quantitative and qualitative analyses on first person pronouns usage in research articles in different disciplines. He reports on how the use of *I* and *we* helps writers to build a sense of newsworthiness, as he calls it, and connects the gaps in previous research and their current research. The study points to some disciplinary variation. His study is not on dissertation writing, but I am mentioning it here as he provides some activities for the English for Academic Purposes (EAP) classroom for

raising students' awareness of the use of first person pronoun (see section 9.4). As seen, these studies analyse diverse features and strengthen the point of the importance of awareness to express authorial identity in academic writing.

Kwan (2010) contributes with one more study of writer's identity at the undergraduate level. With the help of narratives (stories) she explores a writer's perceptions about his development from before and after university. Her findings point to different moments in the writer's concerns; i.e. the writer, himself, becomes aware of the transformation from worrying at first about structure (grammar, syntax) and at last stages of his identity as a writer and whether and how he expresses it. This study, then also proves that undergraduates can be aware of their authorial identity by the time they write their dissertation (the last piece of writing in a BA degree).

The number of studies on theses/dissertations has been growing over the last couple of decades (Hopkins & Dudley-Evans, 1988; Swales, 1990; Cadman, 1997; Allison, et al, 1998; Dong, 1998; Prior, 1998; Paltridge, 2002; Swales & Lindemann, 2002; Belcher & Hiervela, 2005; Kwan, 2006; Thompson, 2012). Research on dissertations at undergraduate level though has been scarce (but see the work of Hyland, 2002a, 2007; Olmos-López & Criollo, 2008). From these studies, Hyland's (2002a) research is relevant to my study as he analyses authorial identity of undergraduate L2 writers in undergraduate dissertations.

Hyland (2012: 135) takes on 'the issue of undergraduate understandings of the conventions which realise stance and voice by focusing on the ways Hong Kong students, represent both their readers and themselves in their final year dissertations'. He analyses first person pronouns, 'the most visible' manifestation of authorial identity, in the dissertations (novice writers) and compares this analysis with Research Articles (RAs) (experts writers). The corpus data (students' dissertations and RAs) allow the analysis of

the linguistic realisations to explore both voice and stance in the text. Focus group interviews were needed to reveal the students' understanding of conventions (which realise voice and stance). Despite using corpus analyses, the study is mostly qualitative as most of the weight was given to the analysis of interviews, i.e. students' understanding about the academic convention and main aim of the paper. The results show a quantitative analysis of genre functions comparing novice and experts' writing.

3.2.1 Identity in Undergraduate Dissertations in Mexico

We have seen the research on writing about academic identity in L2 and undergraduate writing, but what is the situation of research in Mexico? The role of the L2 in this context is that of a foreign language, and therefore, the identity expressed by the writers in a L2 emerges and is shaped in a foreign context. However, research on L2 writing as in L1 writing is scarce. Most studies about writing in Mexico focus mainly on postgraduate levels (Gutiérrez & Barron, 2008; Encinas, et al. 2010) and in the context of private institutions (Camps, 2005) where the students have a privileged situation in comparison to the ones who study in a public university. From the few studies on dissertation writing, Calvo-Lopez (2009) provides an account of the processes (social and of knowledge building) of writing a dissertation in Spanish, the participants' mother tongue. Her study, however, is relevant as it presents a panorama of writing a dissertation at that level by describing three cases of undergraduates and their dissertation processes involved. She supports the claim that to understand each case, autobiographical accounts and narratives are needed. Case study methodology has been proved to provide a more complete understanding of writer's identity (Olmos-López, 2010, 2013c). Olmos' research focuses on EFL writing in case studies. She explores the understanding of writer's identity as a social practice along the dimensions of Ivanič's (1998) framework.

Roux et al. (2011) also explore the use of first person pronouns to express authorial voice in the EFL writing of Mexican undergraduates. They include eight undergraduates as case studies using text analysis and interviews. The texts, however, are not dissertations, but essays, i.e. a different genre and a different writing purpose. Their study is completely devoted to the use of first person pronouns and they distinguish three different groups of students: those who use pronouns copiously, those who make some use and those who make little use of them. They conclude that the writer's rhetorical choice of using or avoiding pronouns does not necessarily reflect their authorial identity.

3.3 The Theoretical Bases of my Research: the Niche for my Study

Performing one's academic identity, as I theorised in my Literature Review Chapter (Chapter Two), deals with the conventions of written academic discourse as chosen deliberately –or not– by the individual in an academic context. As a PhD student in the Linguistics Department of Lancaster University, I, for instance, decide on the content, its organisation, linguistic choices, among many other factors for the writing of this thesis. The choices I make might be purposely made or might follow the conventions of the department (my reading audience), but as a piece of writing this thesis does reflect my authorial identity. Indeed, it is expected that a PhD thesis should be original and contribute to the field of study (in terms of theory, findings and/or methodology) (Olmos-López & Sunderland, forthcoming); hence authorial identity is usually taken for granted in PhD theses. However, in undergraduate writing authorial identity is constantly questioned, particularly when they are writing in L2 (see section 3.2).

In my professional experience in supervising undergraduate students, I believe that they express authorial identity by showing understanding and applying the writing conventions of their dissertations in their discipline (see 3.1.1 and 4.4). Nonetheless, I also

think they face limitations to expressing their voice and stance taking due to these conventions.

In addition, I have mentioned in my Introduction Chapter (Chapter One) the gap in research on complete texts in terms of authorial identity and rhetorical functions, pointing to the undergraduate dissertation to be the one that needs attention. I raise the undergraduate dissertation as an issue because it is the first dissertation a student writes; it is the student's introduction to the academic and professional area in which he/she aims to belong to, and it is probably an experience which will influence their views on academic writing.

Part II: Towards the Creation of the Framework: A suitable Methodology for the Analysis of Authorial Identity and Rhetorical Functions

In this thesis I conceptualise authorial identity as the expression of the *self* engaged in an academic context and negotiated through discourse following the conventions of the disciplinary community. This understanding of identity brings the self as a social entity involved in an academic community (discussion in Chapters Two and Three). Different methodologies and theoretical frameworks have been applied and developed for authorial identity analysis (see section 2.2). In general, studies on identity tend to be more qualitative in nature. For example, Ivanič's (1998) framework, prominent in the field of the analysis of writer's identity, has usually been applied on excerpts from texts taking a social approach to analyse each individual's writing (Ivanič, 1994; 1998; Ivanič & Camps, 2001). Tang and John (1999) analysed first person pronouns in a corpus of EFL undergraduate essays. Their study was revealing in providing a classification of the different functions of first person pronouns. On the other hand, there are also studies which used corpus tools and techniques (Tang, 2009; Bloch, 2010; Hyland, 2009; 2012; Harwood, 2005a, b), that is, they are mostly quantitative, but they also incorporate other qualitative methods and/ or analytical frameworks for the analysis.

The main assumption is that corpus methods have a contribution to make on identity studies for they facilitate the analysis of patterns which permit the reader to have an impression of the writer. Research in stylistics and authorship studies has also raised the possibility of joining a 'traditionally qualitative' topic with a 'traditionally quantitative' methodology (see Holmes, 1994; Hanlein, 1998; Semino & Short, 2004; and studies on authorial identity, Hyland, 2010).

One of the main purposes of my study deals with the framework and the methodological issues involved when approaching the topic of identity quantitatively.

Hence, this second part of my thesis presents the methodology I used to achieve my research purpose stated in the first part of my thesis, specifically in Chapter One. In this chapter, Chapter Four, I discuss the key concepts for the understanding of my methodological design as well as a description of my corpus and the analytical tools. Following another of my research purposes, I also aim to show in a case study that the linguistics choices the framework suggests for the text analysis provide a coherent self-representation of the writer. Therefore, in this chapter I also include a description of the methods I use for the case study.

This second part of my thesis sets the methodological basis for the analysis chapters in part three (Chapters Five, Six, Seven and Eight).

Chapter 4: Methodological Design for the Analysis of Authorial Identity in EFL Undergraduate Dissertations

Where there is no text, there is no object of study, and no object of thought either.

Bakhtin, 1986:103

4.0 Introduction

In my introduction to the second part of my thesis, I recapitulated some of the different methodologies and theoretical frameworks that have been applied and developed for the analysis of authorial identity. The main gap between previous studies and my research aim lies in the framework(s) of analysis; that is, studies tend to carry out analysis using qualitative methods involving text extracts and writer's perceptions while my research aims to do a text analysis with complete dissertations. Thus, I decided to propose a framework for the analysis of authorial identity in undergraduate dissertations drawing on features highlighted by previous studies discussed in the literature review. Initially, my methodological design using this framework follows a corpus approach, and leads to my first methodological research question stated as:

RQ2) What can a corpus analysis reveal about the expression of authorial identity in EFL undergraduate dissertations?

In this chapter, I address this question, by explaining the tools I will be using in my analysis in relation to the corpus of undergraduate dissertations. The corpus approach facilitates the analysis of distinctive features and permits the analysis of complete texts (fragmented). See Table 4.1, where Tognini-Bonelli (2001) illustrates the difference between studying the text and a corpus or collection of texts. The interpretation of these

features requires qualitative lenses to analyse the complete piece of discourse, i.e. dissertations in this case.

Table 4.1: Differences of Studying a Text and a Corpus (adapted from Tognini-Bonelli, 2001: 3)

| A text | A corpus |
|---------------------------------------------------------------|-------------------------------------|
| Read whole | Read fragmented |
| Read horizontally | Read vertically |
| Read for content | Read for formal patterning |
| Read as a unique event | Read for repeated events |
| Reads as an individual act of will [in a discourse community] | Read as a sample of social practice |
| Coherent communicative event | Not a coherent communicative event |

The table shows the two sources of analysis to approach text and corpus. In my study, not only do I look at the text as a whole to have a complete understanding of the authorial identity of the writer of one of the dissertations (see Chapter Eight which includes a case study), but also I study the corpus of dissertations to analyse whether there are patterns and variability in terms of identity expression in the dissertations (Chapter Seven), and to identify generalisations of the strategies used by undergraduates.

This chapter contains the description of the methodological design and justification of all the choices made in my thesis. I divide the chapter in five main sections; the first section briefly describes my role as a researcher; the second section includes a description of my corpus in terms of sampling, population and corpus size; the third section defines key concepts in corpus approach and corpus analytical tools, and provides description of how I use my corpora in several different ways. Section four describes the methods used in the case study, and finally, section five closes the chapter with a summary of it.

4.1 My Role as a Researcher

I should acknowledge my role in the context where these dissertations are coming from. I actually supervised some of the students whose dissertation is part of my data in this thesis (described in section 4.2). This supervisor role, which might have influenced their work (Lee, 2007, 2008, a, b) back then, might also influence my understanding of their dissertations and my interpretation in the analysis. Thus, at some points I might be making assumptions and interpreting results as I am familiar with the context; however, when this occurs, I will acknowledge such claims coming from my role as a former staff member of the institution and supervisor of some of the dissertations. Therefore, I will keep objectivity as a researcher, but declare these assumptions when pertinent.

4.2 Corpus Description

The texts included in my corpus are undergraduate dissertations written by students in TESOL/AL in the Languages Department in a public university in central Mexico. From this conceptual population, I sampled dissertations written between the years 2005-2011, since the dissertations written since 2005 are in a machine-readable format –needed for building a corpus – and 2011 was the year when I did my data collection. The students write their dissertation during the last two courses of their studies and receive credit for passing them. There are 10 different instructors who teach the course and who usually become the students' supervisors, so my participants come from different instructors; this fact implies a variety in terms of required/recommended writing style, research tradition, and working supervision-schemes. Officially, there are no particular textbook(s) for the course, but there are some suggestions. Each instructor decides on his/her teaching material; nonetheless, they all share the same syllabus. Dissertations do not receive a mark; their function is to determine whether or not to award the student their degree when they present it in their viva. All the dissertations in my corpus went through a viva and had a

pass approval. Students must undergo a viva either because they have not met one or both of the requirements, i.e. a GPA of minimum 8.5 and all their credits obtained in the first attempt without resitting or resubmission (as described in 3.1.1), or because they are attempting to obtain a distinction in their degree, i.e. *cum laude* (with honour) or *ad honorem* (for the honour of) for those who have obtained a GPA of 9.0 and above and never failed a course. Table 4.2 presents a detailed description of the 30 dissertations.

Table 4.2: Description of the 30 Dissertation Corpus

| Student | Dissertation | Words | Qualitative/Quantitative | Supervisor | Distinction |
|---------|--------------|--------|--------------------------|------------|-------------|
| A1 | 1 | 20,126 | Mixed | A | No |
| A2 | 2 | 13,749 | Qualitative | A | No |
| A3 | 3 | 11,352 | Quantitative | A | No |
| C1 | 4 | 9,721 | Qualitative | B | Yes |
| C2 | 5 | 23,216 | Mixed | D | Yes |
| C3 | 6 | 17,810 | Quantitative | E | No |
| D1 | 7 | 11,611 | Mixed | H | Yes |
| D2 | 8 | 19,502 | Qualitative | G | No |
| D3 | 9 | 16,621 | Qualitative | A | Yes |
| D4 | 10 | 10,719 | Quantitative | F | No |
| E1 | 11 | 18,706 | Mixed | A | No |
| E2 | 12 | 13,786 | Qualitative | A | No |
| E3 | 13 | 13,332 | Qualitative | H | Yes |
| G1 | 14 | 12,198 | Quantitative | F | No |
| G2 | 15 | 16,132 | Quantitative | F | No |
| H | 16 | 23,812 | Quantitative | A | Yes |
| I | 17 | 18,488 | Qualitative | B | Yes |
| J1 | 18 | 13,174 | Quantitative | F | No |
| J2 | 19 | 11,218 | Mixed | H | Yes |
| K | 20 | 13,825 | Quantitative | A | Yes |
| L | 21 | 19,803 | Qualitative | A | No |
| M1 | 22 | 15,723 | Mixed | A | No |
| M2 | 23 | 19,796 | Qualitative | A | No |
| N | 24 | 13,178 | Mixed | I | No |
| R1 | 25 | 11,986 | Qualitative | A | No |
| R2 | 26 | 11,172 | Mixed | A | No |
| S1 | 27 | 6,549 | Quantitative | C | No |
| S2 | 28 | 14,252 | Qualitative | A | No |
| T | 29 | 14,049 | Quantitative | A | No |
| Y | 30 | 11,366 | Quantitative | J | No |

Another important aspect of the dissertation writing, as described by Calvo-Lopez (2009), is that students are given the option to do it in pairs. As I am analysing individual writers' identity as exhibited in the text and how it varies across different dissertation chapters, I exclude dissertations written in pairs. My sampling technique was self-selection, i.e. an invitation was sent to several former students and the ones who wanted to participate responded the email. Participants individually signed ethical consent forms which they electronically sent together with their dissertation (see form in Appendix 4).

Regarding representativeness of my data (30 dissertations), I should first acknowledge Meyer and Wilson's (2009: 30) distinction between sample *representativeness* and *sample size*. The findings based on my sample of 30 theses might not apply to the total population of 217 dissertations, which were the dissertations written up to that time period time in that institution, much less apply to Mexican BA dissertations in general. However, considering the characteristics of the population being addressed, the size of my corpus is commensurate to the purposes of my study. This number provides a good range of dissertations with different characteristics that allow me to explore the conceptual and methodological issues involved. As mentioned, my sample of dissertations followed a self-selection process. That is, I tried to contact all the students who gave their details to the institution once they finished their bachelor degree. However, not all the students gave their information, and some of the contact information of the ones who did, was not updated, i.e. people moved, changed their email address, or lost the files of their dissertation; some dissertations were not machine readable, but typed-written. These are some of the reasons why some students might not have responded. In addition to this, it is possible that stronger and more confident students were more likely to give permission; therefore, the sample may not be representative. It does, however, include a range of

topics, methodological approaches, supervisors, writing abilities, and writing styles (see Table 4.2).

The size of my corpus is 446,972 words in 30 undergraduate dissertations written in EFL in the TESOL/AL fields. Interestingly, the corpus coincidentally collected 11 qualitative dissertations, 11 quantitative ones and 8 dissertations which combine both approaches. The length of the dissertation varies between 6,549 and 23,812 words; in the institution in which these dissertations were written, word limits are not specified. This variability seems to be related to the type of research, e.g. ethnographic studies tend to be longer than quantitative ones (Olmos-López, 2012b). The word count of the dissertations and the total size of the corpus are shown in Table 4.3.

Table 4.3: Dissertation Length and Corpus Size

| Text | Words | | Text | Words |
|-------------|--------------|--|--------------|----------------|
| 1 | 20,126 | | 16 | 23,812 |
| 2 | 13,749 | | 17 | 18,488 |
| 3 | 11,352 | | 18 | 13,174 |
| 4 | 9,721 | | 19 | 11,218 |
| 5 | 23,216 | | 20 | 13,825 |
| 6 | 17,810 | | 21 | 19,803 |
| 7 | 11,611 | | 22 | 15,723 |
| 8 | 19,502 | | 23 | 19,796 |
| 9 | 16,621 | | 24 | 13,178 |
| 10 | 10,719 | | 25 | 11,986 |
| 11 | 18,706 | | 26 | 11,172 |
| 12 | 13,786 | | 27 | 6,549 |
| 13 | 13,332 | | 28 | 14,252 |
| 14 | 12,198 | | 29 | 14,049 |
| 15 | 16,132 | | 30 | 11,366 |
| | | | Total | 446,972 |

The corpus was encoded systematically with markup and annotation. The first step was to convert the files from Word or pdf formats to plain text. In this corpus, I only considered the following chapters of the dissertations: introduction, literature review, methodology, results/discussion and conclusions. Paratext sections (acknowledgements, dedications, table of contents, references and appendices) were omitted (their word counts

are not included in my corpus) as my aim is to analyse authorial identity in the main text (for the study of acknowledgements and dedications of these dissertations see Olmos-López, 2013b).

Once the sample dissertations were converted into plain text, markup and annotation were added. Some of the dissertations contain lengthy quotations in Spanish and/or indigenous languages; these quotations show themselves in quotation marks or in quotation form. The function is quoting literature as well as reporting results from interviews. Some words could be confused with English, e.g. the pronoun *me* functions equally in English as in Spanish: ‘Give *me* the book’ vs. ‘*Dame* el libro or *Me* das el libro’. The function maybe the same in this case, but the person who utters that might not be the author of the dissertation, but a participant in the study instead. To avoid confusion with languages and whether certain linguistic realisations are or are not choices from the author, these instances of intertextuality were marked up. Thus, all quotations in quotation marks were searched and tagged as <QUOTE> for the opening quotation mark and </QUOTE> for the closing one; the block quotations were replaced by <BLOCK>. Inconsistencies of using straight or curly quotation marks, e.g. ”meaning”, were also standardised. This procedure was also used to avoid generating false keywords in data analysis.

Tables and figures were very common in most dissertations, and some them also included some Spanish instances. Thus, they were also bracketed off from the text to be analysed, since they include strings that would confuse the statistics given by the corpus software. The symbol used to replace figures and tables is: * (x3), i.e. ***. This marking up procedure was done with each of the thirty dissertations.

The special symbols were used in preparing the data for part-of-speech tagging using the CLAWS7 Tagset (Garside, 1987; Garside & Smith, 1997) so that such special elements would not be confused with ordinary English words, which would affect the

reliability of automatic annotation. When the texts were tagged, such symbols were then converted into XML markup for use with XML-aware concordancers such as the WordSmith Tools (Scott, 2010) and Antconc (Anthony, 2014, 2015).

All the sample dissertations included in my corpus have exactly the same organizational structure including introduction, literature review, methodology, results/discussion and conclusion. As I aim to analyse variance in authorial identity representation and rhetorical functions among chapters, I needed to develop sub-corpora for each chapter. Therefore, I tagged each chapter. My marked-up plain text files were converted to xml files which serve to do such tagging. That is, I identified the beginning and end of each chapter and tagged them with the name of the chapter, e.g. for the opening <INTRODUCTION> and for the closing of the chapter </INTRODUCTION>. The same was done for each of the chapters and with each of the dissertations. Table 4.4 shows the size of each sub-corpus based on the individual chapters.

Table 4.4: Corpus Size & Sub-corpora

| Chapters | Number of Words |
|----------------|-----------------|
| Introduction | 44,329 |
| Literature | 217, 810 |
| Methodology | 29,996 |
| Results | 108,989 |
| Conclusions | 45,848 |
| <i>Overall</i> | 446, 972 |

The size of the chapter sub-corpora varies significantly from chapter to chapter. The literature review sub-corpus is the largest component and it is nearly half of the overall corpus size. Interestingly, the introduction and conclusion chapters have an equal 10% each of the total size, and the results/discussion chapter represents 24% of the whole corpus. The methodology chapter, on its side, surprisingly contributes to the corpus only 7% of the size. This size should be taken into consideration when discussing the findings

on heterogeneity of the chapters (Chapter Five). Figure 4.1 illustrates the composition of the corpus providing percentages for individual chapter-based sub-corpora.

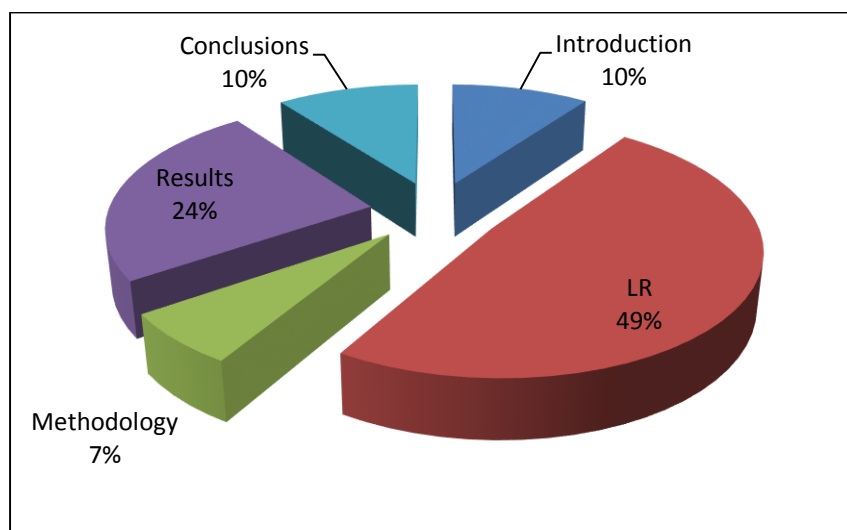


Figure 4.1: Percentages of the Sub-corpora Dissertation Chapters

4.3 Corpus Approach: Key Concepts

My aim in this section is to explain corpus linguistics as a methodology to study authorial identity. This methodology has two approaches: *corpus-based* and *corpus driven*.

A *Corpus-based* approach “uses a corpus as a source of examples to check researcher intuition or to examine the frequency and/or plausibility of the language contained within the smaller data set” (Baker et al., 2006: 49). That is, a corpus-based approach refers to the study of the language when a theory is already developed, e.g. we look for linguistic features that are classified as to express authorial identity. Conversely, in a *corpus-driven* approach, the corpus itself embodies its own theory of language (Tognini-Bonelli, 2001), i.e. the corpus is the source of information that allows us to formulate a theory. It requires an inductive approach, e.g. the corpus itself is informing us about the linguistic features that express authorial identity in that corpus. Then, in a corpus-driven approach, the corpus is the source of information (McEnery & Hardie, 2012; Granger & Paquot, 2009).

Based on this distinction, I am using both approaches in my research. On the one hand, I use a corpus-driven approach to identify the features of authorial identity in the dissertations employing the *keywords* procedure. On the other hand, I use the corpus-based approach to analyse features that were identified in the literature to express authorial identity. There are different methodological tools to use in either both approaches. In my study I use keywords, concordances, clusters and plots. Therefore, I briefly discuss how these tools help me to build my argument. I am using WordSmith Tools (Scott, 2010), AntConc 3.4.4w and Antconc 3.5.0 (Dev) (Anthony, 2014, 2015) software to analyse my corpus. I originally started working with WordSmith for the familiarity I had with the tool to carry out concordances and obtain keywords. I shifted to working with Antconc because I found it a more friendly and free-to-use interface to carry on my analysis and it allowed me to perform analysis of the different sections of the dissertations and see a larger context of the ‘searched’ word. I continued working with Antconc 4.4.4w until I needed to carry out a more systematic analysis and ensure against cherry picking. Then I shifted to Antconc 3.5.0 (Dev), which allowed me to sample concordance lines consistently using the Nth function (see section 4.3.2). The fact that Antconc is a free-to-use software was also a determiner in shifting to its use as it will allow me to continue analysing my data once I have finished work on my thesis.

4.3.1 Frequency Lists and Keywords

Once I had built my corpus and chapters corpora, I needed to create a *frequency* list to observe if the words that display authorial identity were among the most frequent. Frequency lists are required in order to identify keywords, the words that are used statistically significantly more frequently in comparison to a reference corpus (Scott, 2010; Scott & Tribble, 2006).

Keywords can help to characterise a text/genre as they might exhibit particular features of that text/ genre. I use the BE06 Corpus (Baker, 2009) as the reference corpus to highlight words that occur more frequently in my academic corpus than in a general sample of English. The BE06 is a corpus of published general written British English, whose texts were mostly taken from the year 2006 (median sampling point). It is a one-million-word corpus consisting of 500 files (around 2000 words each). It is divided into 15 genres of writing (see detailed list in Appendix 5). I used this corpus as a reference because: a) it represents written English production by native speakers b) its files are published within the same period of time as the dissertations, i.e. the texts were produced in the same time frame; and c) it represents a variety of written genres in British English.

The choice of the BE06 as my reference corpus, however, can be challenged as some of the genres it includes, i.e. editorials, reviews, academic prose, might also contain lexical items that display authorial identity, such as the first person pronoun, evaluative adverbs such as *highly* and *exactly*, connectors, e.g. *however*, *therefore*, *indeed*, *thus*; a variety of verbs denoting levels of authority, e.g. *needs*, *allows*. These words are observed in the frequency list of the BE06, and I realised that by looking solely at frequency lists I could get words such as *authority*, which may suggest argumentation and foster the exploration of authorial identity. However, my purpose of using the BE06 is to identify features that place these dissertations as an academic genre. My dissertation corpus exhibits some of the BE06 frequent features, e.g. first person pronouns, evaluative adverbs and a variety of verbs but with different frequency levels. These particular features might be distinctive of an individual or a section in the students' dissertations.

The analysis of the authorial identity between sections of the dissertations uses a different reference corpus (see Table 4.5). The principle of having a reference corpus seems reasonable if considering texts of the same genre, discipline and context, so that a

fair comparison can be made. Comparing a particular writer's texts with a larger reference corpus of the same discipline can exhibit the individual choices (Stubbs, 1996). A review of the literature on identity suggests that the studies which include keyword analysis tend to compare PhD theses, MA dissertations, undergraduate essays, or monographs with research articles, i.e. RAs (Hyland, 2012) and in some others, RAs with RAs (Hyland, 2010). However, the function of writing a thesis or dissertation differs from that of a RA, and the level of a BA dissertation is also different from an MA or PhD thesis. The contrast can be even more marked if one considers the varieties of language being compared, i.e. EFL, L1, or L2. Thus, the choice of the reference corpus is crucial (Culpeper, 2002) for the understanding of the keywords which shed light on the writer's identity. In this thesis I decided to use the remaining chapters in dissertations as the reference corpus for a particular chapter, as my aim is to analyse the linguistic features that characterise each chapter within the particular dissertations.

Using the remainder as corpus (Baker, et al, 2013) can be justified by the fact that the sub-corpora (chapters) share the same characteristics of writers, genre, discipline, and level, and the aim of the thesis is to investigate internal heterogeneity in undergraduate dissertations. The sub-corpora and their reference corpora are indicated in Table 4.5.

Table 4.5: Sub-corpora and Reference Corpora in Keywords Analysis

| Sub-corpus | Reference corpus |
|------------------------|--------------------------------------------------------------|
| Introduction | LR, methodology, results/discussion and conclusion |
| Literature Review (LR) | Introduction, methodology, results/discussion and conclusion |
| Methodology | Introduction, LR, results/discussion and conclusion |
| Results/Discussion | Introduction, LR, methodology and conclusion |
| Conclusion | Introduction, LR, methodology and results/discussion. |

The keywords identified in the sub-corpora are used for comparison and identifying internal variability in terms of rhetorical functions and authorial identity. *Keyness*, in keywords analysis in WordSmith, indicates the level of significance of key-words in a

corpus when compared with a reference corpus. It is measured using statistical tests, either chi-square test and log-likelihood; in my study, I used the log-likelihood test. The keywords algorithm presents the outcome of the log-likelihood test as a keyness score, which corresponds to a p value with the significance level set to $p < 0.001$ because this produced meaningful and manageable results considering the size of my corpus. I use keyness to see how relatively frequent the keywords (which express authorial identity) are in each chapter in relation to the other chapters. In addition, I carried a dispersion analysis of the most frequent keywords to observe their occurrence in relation to the rest of the files (section 5.1), on the one hand, and I also obtained dispersion numbers for the 10 most frequent keywords of the individual chapters of the dissertations (section 5.2). A dispersion plot is an analytical tool that shows how a word is spread in different parts of the corpus. Thus, I can analyse the occurrences of a word across the dissertation and determine the frequency where these occur the most. I use this tool when comparing variability among chapters (Chapter Seven) as it can present a visual image of words occurrence and their spread in the corpus and sub-corpora. The analysis of keywords and keyness is presented and discussed in Chapter Five.

4.3.2 Concordances

A concordance is a list of the occurrences of a word or phrase in a corpus, given in the context of the sentence it occurs in (Hunston, 2002). This analytical tool will help me to analyse the context and co-text in which the keywords expressing authorial identity occur; concordances “provide information about the ‘company that a word keeps’” (Baker, et. al, 2006: 42-43). The context will help me to determine whether or not the term presents authorial identity. For instance, after identifying which keywords denote authorial identity and other communicative functions, I can carry out a concordance analysis of that keyword

and analyse its occurrence(s) in context to see which instances are actually performing authorial identity. It can also help me determine the function the keywords in the context in which they occur, and possibly classify them in a typology of how they are used as proposed by Tang and John (1999). Analyses of concordances are used in my results chapters (Chapters Five to Eight). I used random (with Wordsmith) and systematic (Antconc 2015 (Dev)) sampling techniques in the concordances when the numbers of lines were above 30, and I used all concordance lines when this was not the case. As I used different sampling techniques, I specify which one I used when discussing each analysis. When analysing concordances, it was also crucial to see the co-text of the word as there might have been some false hits, e.g. instances of Roman numbers and the Latin abbreviation 'i.e.' where the first person pronoun singular fell by default into that category; these mistakes then needed to be corrected. In addition to these false hits, in a pilot study (Olmos-Lopez, 2012), some of the pronouns are not the writer's actual use of personal pronouns; rather, they are quoting authors of the books they read, or reporting interview responses they applied in their study. For the later cases, I replaced those quotes by <QUOTE> as explained in section 4.2, and for the former cases, I read the concordance lines, eliminate duplicates or the instances that do not count as the specified linguistic feature and use the zap tool in WordSmith to get the accurate number of hits. The analysis in context though is the one that helps in the exploration of authorial identity.

To carry out concordances of lexical items such as person pronouns, adjectives I typed the item and searched for it; however, to obtain other forms such as passives I typed *_VB* *VVN in Antconc. In my analysis chapters I specify how the search are made.

4.3.3 Clusters and Frames

Clusters, sometimes referred as lexical bundles, are recurring lexical sequences (Biber & Conrad, 1999). Biber (2006) points to two characteristics, they are not idiomatic in meaning and usually are not complete grammatical structures. These constructions happen to be frequent and show the repeated order of the words in discourse, e.g. ‘can be seen’, ‘can be said that’. These examples show units of three and four words, but there might be bundles with more words; hence, Biber suggests having a frequency cut-off to identify lexical bundles and also a limit on the word-unit numbers to be considered. For example, a frequency cut-off of 40 times per million words follows a conservative approach (Biber, 2006: 134). Clusters can contribute to my research as there might be cases of repeated patterns which can be frequent in the dissertations and may be relevant for authorial identity expression. The use of lexical bundles can also contribute to identify some of the discursive functions used by the undergraduates in my study. Thus, lexical bundles can support the analysis of communicative functions and authorial stance in these dissertations (e.g. section 5.1). In my study, the cut-off for lexical bundles is three- and four- word units. However, I am not developing an exhaustive study of bundles (but see Chen, 2009; Chen & Baker 2010 who developed a study on bundles on academic writing in L1 and L2). In my study, I analyse a bundle when it stands out and/ or it contains one of the keywords identified.

Frames understood as discontinued recurrent word combinations tend to stand out when doing bundle analysis. An example of discontinuous word combination can happen with grammatical and/or lexical patterns, e.g. “*a _ of, the _ of, seems _ me, the _ thing, in _ _ of, on _ _ side*” where the gap(s) in between can be any lexical item(s) (Eeg-Olofsson and Altenberg, 1994: 64, 75). There are different ways a frame can be occur; its relevance is to observe the collocational importance of grammatical words or constructions that

might be frequent with a lexical, grammatical item(s) changing. In my study, there are few interesting cases of frames, and, therefore, I will be referring to them in my analysis chapters.

To close this section on the corpus methods I will use in my analysis, I discuss their strengths and weaknesses. I am using keywords to identify elements of authorial identity particular to the undergraduate dissertations of my study. The use of a frequency list or just reading the texts could have provided an easier way to identify more frequent words in the dissertations corpus and to identify which ones express or not authorial identity. However, the point of using keywords with the BE06 as reference corpus is to ascertain the distinctiveness of the dissertation corpus as an academic genre, and at the same time to identify words and constructions that could be analysed as expressions of authorial identity in such dissertations. In a similar way, to identify the distinctiveness of each of the sections of the dissertations I found keywords using the remaining corpus as a reference, so that the communicative functions of each dissertation section could be observed. The use of clusters could be helpful to also identify patterns of discursive functions that undergraduates might use to express the communicative functions of their dissertation sections.

4.4 Case Study: Underpinning the Methodological Design

The inclusion of a case responds to my third aim as described in my Introduction Chapter, i.e. to analyse whether the linguistic choices undergraduates exhibit in the text analysis of their dissertation construct a coherent self-presentation of the writer. The value of this analysis lies in the depth and background it can provide in relation to the corpus study. Thus, in this section, I briefly describe the methodological design for the case study I develop in Chapter Eight.

4.4.1 Case Study

Case study research can be referred as an approach “in which the object of inquiry is unique (in the sense of singular) and bounded and in which the researcher’s interest is in the particular rather than in the general” (Casanave, 2010a: 66). That is, a ‘case study’ is an approach to study an entity with clear defined boundaries (case and context are delimited and delineated). A ‘case’ could encompass the study of an *individual*, *group* or *event* as long as the study concentrates on ‘the one’. For example, there could be a case study focusing on a single entity; this entity can be *one person* who has some ‘interesting’ particularities to be studied in detail e.g. the authorial identity of one single individual; a *group* in the same setting and context e.g. my *sample* of dissertations; an *event* which has also characteristics of uniqueness e.g. the writing up process of a dissertation. The important point of the case study is the in-depth understanding of the “particularity and complexity of a single case” (Dörnyei, 2007:151); hence, different methods – both quantitative and qualitative – can be used in conducting a ‘case study’. The case study I am presenting in this thesis is based on the case of a dissertation writer, that is, one single individual.

Combining a variety of data collection methods allows a single case to be approached from different angles and to triangulate information (Johansson, 2003: 3). Triangulating information can confirm a finding from different perspectives, and can provide new information that complements the study. The triangulation process can be performed at the level of data (sources), investigator (among different researchers), theory (perspectives on the same data set) and methodological (different methods) (Yin, 2003: 98). The triangulation I refer to in my study is methodological, which also implies the use and consideration of both qualitative and quantitative data.

The methods I will use to triangulate the analysis of my case study involve: interpretive text analysis of a dissertation, a semi-structured interview with the participant, and his autobiography as a writer. The text analysis will mostly follow Ivanič's (1998) framework. The interview carried out in my study falls into the category of semi-structured online interview. The interview consists of 19 questions divided into two main parts. In the first part I include questions researching the writing of the participant's dissertation while in the second part, I inquire the participant's views on academic writing. Both sections contain questions gathering information on authorial identity; there was a total of 9 questions requesting information about it. I believe these sections provide a wide perspective of the views of the author in terms of his academic writing and his dissertation in particular as I consider from topic selection up to his choices and limitations if any in expressing his authorial voice. The interview questions are shown in Appendix 6. The tool used was Skype which has demonstrated to be a useful research tool (Booth, 2008) though the screen might produce a stilted interaction in some individuals as communication occurs throughout an electronic device.

The author's autobiography aims to explore the participant's development as a writer. The instructions for writing the autobiography are in Appendix 7. For the autobiography, which interestingly the participant wrote in Spanish, the personal 'voice' of the participant is valorised (MacLure, 2003), yet because it implies retrospection of the writer's early literacy practices, the information is subjective to what the participant remembers and/or chooses to recognise as relevant. Retrospection also applies in the case of the interview applied; both, the interview and autobiography were applied after four years since the writer went through his viva; his impressions might not be as strong as they were. However, I included these tools as they provide information for understanding the

autobiographical and self as an author, components of the discursive identity of the writer according to Ivanič's (1998) framework.

The validity and trustworthiness of case study research depend on how the researcher describes its methodological procedures as well as his/her rationale in interpreting the outcomes, but see Holliday (2010) for detailed discussion the inevitability of the subjectivity traditionally characteristic of qualitative research. To present a fuller report, researchers have suggested using triangulation as discussed in previously. Specifically, Casanave (2010a) addresses the unavoidability of 'bias' vis-a-vis validity in case studies where the researcher may have influence on participants and settings; given the case, the writer should openly acknowledge such 'bias' in the interpretation and writing of the case (Holliday 2010). In my case, I am acknowledging the bias of me being a former supervisor of some of the undergraduates who participated, especially mention to the dissertation writer for my case, and knowing the settings (see section 4.2). My interpretation might be affected by these factors.

With regard to case studies, Yin (2003:37) relates reliability not to the typical understanding of replicability of results, but to "doing the same case over again", i.e. if a researcher does the same case study and follows the same procedures as an earlier one, he/she should arrive at the same findings and conclusions. The goal is to minimise the errors and bias in a study. The case of analysing authorial identity with case study, the results might meet the similar findings and conclusions in terms of identity being unique of each individual, yet different ways to express it.

The purpose of including a case study in my thesis is precisely to understand a) the reasoning behind the choices the writer makes, e.g. why the writer chooses to use first person pronoun or not, or any other linguistic feature, b) the reasoning of analysing how these choices interact, e.g. how the writer's choice of writing with first person goes in

relation to his/her use of passive voice, the choice of the verbs that accompany the first person pronoun, all these as examples to express his/her authorial identity, and c) how they can be analysed to understanding the choices the writer makes in accordance to his/her self-awareness as a writer.

4.5 Research Design in a Nutshell

In this chapter I have described the two main methodological designs I follow in the analysis of my research. For the creation of the framework, I used corpus tools and follow both approaches, corpus-driven and corpus-based. On the one hand, I used the corpus-driven approach as an inductive way to identify the keywords found in my data as relevant to express authorial identity and communicative functions in the dissertations. On the other hand, I used the corpus-based approach to analyse these keywords in context and explore how undergraduates express their authorial identity. The findings for the corpus-driven approach are presented in Chapter Five and the results for the corpus-based approach are in Chapters Six and Seven. In an attempt to demonstrate that quantitative and qualitative methods can work together for a better understanding of a writer's authorial identity, I include a case study. In this case study, I used the analytical framework compiled from the analyses in Chapters Five to Seven and complemented with other methods to better explain the self-representation of a writer (Chapter Eight).

Part III: Exploring Authorial Identity and Rhetorical Functions in the Undergraduate Dissertation: Individuality, Heterogeneity and Self-representation

As pointed out in my research purpose, in this thesis I aim to propose a framework which analyses authorial identity in two levels: the individual's authorial identity and the variation of authorial identity expression in each of the chapters of the dissertations. For this purpose, I take a discourse analysis approach using corpus methods to identify linguistic markers that express authorial identity and communicative functions (as described in my methodology chapter, Chapter Four). In this third part of my thesis, I include four analysis chapters which present the results, discuss the findings, and suggest the framework in three levels of analysis. Chapter Five presents the first level of analysis at a keyword level and using some clusters as well. This chapter is the first analysis chapter as it identifies the linguistic features suggested to be included in the framework, i.e. person pronouns, reporting verbs, passivisation, impersonal expressions and evaluative adjectives. Chapter Six deals with the second level of analysis, that is, analysis of authorial identity in all the dissertations using the keywords identified in Chapter Five. The analysis uses examples of the complete corpus, the 30 dissertations without making distinction between individuals or chapters. In Chapter Seven, I devote attention to the expression of authorial identity across the dissertations and their individual chapters, and in Chapter Eight I present a case study of an individual's authorial identity to observe the integration of all these elements and analyse the self-presentation of the writer.

Chapter 5: Keyword Analysis: Identifying Authorial Identity Elements

...there are no voiceless words that belong to no one.
Bakhtin, 1986: 124

5.0 Introduction

This chapter presents a corpus-informed perspective on the linguistic elements which express authorial identity in undergraduate dissertations, and assesses the contribution this standpoint can have in understanding the analysis of authorial identity. I am using corpus linguistic tools as an approach for the construction of an analytical framework which permits the analysis of authorial identity at a cross-sectional level, i.e. the dissertations as wholes and each chapter of the dissertations, and at an individual level, i.e. the writer's authorial identity in each individual dissertation. This chapter in particular follows a corpus-driven approach and it is guided by my second methodological research question:

RQ3) What linguistic elements does a keyword analysis suggest should be included in a framework to analyse authorial identity in EFL academic writing in undergraduate dissertations? Hence, this chapter is mainly about keywords.

Thus, the first part of this chapter (section 5.1) discusses keywords which are relevant in the undergraduate dissertations and indicate some aspect of authorial identity; the second part of the chapter (section 5.2) identifies the keywords linked to the specific functions of each chapter of the undergraduate dissertations.

5.1 Keywords: Distinctiveness of Undergraduate Dissertations

As explained in my methodology chapter, I use the BE06 Corpus (Baker, 2009) as the reference corpus to highlight words typical of undergraduate dissertations. The

Keywords tool in WordSmith provides a list of positive keywords (those that are significantly more frequent in comparison to the reference corpus) and negative keywords (those exceptionally infrequent in comparison with the reference corpus) (Flowerdew & Forest, 2009). The keywords analysis of the dissertations exhibits 1,672 keywords, from which, 1,026 are positive keywords and 646 are negative keywords. In Table 5.1, I include the first 50 positive keywords (i.e. those with the highest log-likelihood scores), and the first 50 negative keywords (i.e. those with the lowest log-likelihood scores), (see the complete list of keywords in Appendix 7). However, I look at the complete list (1,672 words) to identify which of these indicate aspects of authorial identity, and suggest some general word groups that can exhibit the characteristics of the dissertations. In the Keyword list in WordSmith, the negative keywords are shown with their negative keyness value (last two columns). The list is shown in the Excel version of keywords.

Table 5.1 Keywords for the Undergraduate Dissertation Corpus

| N | Key word | Freq. | % | RC. Freq. | RC. % | Keyness | P | N | Key word | Freq. | % | RC. Freq. | RC. % | Keyness | P |
|----|---------------|-------|-------------|-----------|-------------|-------------|-------------|------|------------|-------|-------------|-----------|-------------|--------------|-------------|
| 1 | STUDENTS | 4573 | 1.024647117 | 316 | 0.031255562 | 8742.650391 | 1.21126E-21 | 1623 | ROOM | 5 | 0.035113055 | 355 | 0.035113055 | -218.7765045 | 1.26809E-16 |
| 2 | LANGUAGE | 3808 | 0.853237748 | 132 | 0.013056122 | 1.59767E-21 | 1.59767E-21 | 1624 | UNDER | 45 | 0.010082904 | 611 | 0.060434017 | -225.3977051 | 1.14098E-16 |
| 3 | LEARNING | 1660 | 0.37194711 | 155 | 0.015331052 | 2986.959717 | 3.10683E-20 | 1625 | TOO | 74 | 0.016580775 | 751 | 0.074281417 | -226.4015961 | 1.12322E-16 |
| 4 | # | 15529 | 3.479498148 | 19643 | 1.942889333 | 2916.032227 | 3.3419E-20 | 1626 | LOCAL | 16 | | 464 | 0.045894247 | -236.9374695 | 9.57201E-17 |
| 5 | TEACHERS | 1300 | 0.291283876 | 81 | | 2521.861328 | 5.19531E-20 | 1627 | HEAD | 21 | | 497 | 0.049158275 | -237.4420929 | 9.50096E-17 |
| 6 | P | 1625 | 0.364104867 | 321 | 0.031750113 | 2341.283203 | 6.51309E-20 | 1628 | AGAINST | 14 | | 452 | 0.044707324 | -238.0070038 | 9.42225E-17 |
| 7 | TEACHER | 1179 | 0.264172077 | 64 | | 2334.886963 | 6.56756E-20 | 1629 | ACROSS | 12 | | 439 | 0.043421496 | -238.7682037 | 9.31756E-17 |
| 8 | IS | 7982 | 1.788483024 | 8993 | 0.889497757 | 2020.847778 | 1.01999E-19 | 1630 | LOOKED | 11 | | 434 | 0.042926945 | -240.3299408 | 9.10758E-17 |
| 9 | ENGLISH | 1227 | 0.274927169 | 165 | 0.016320152 | 2013.345581 | 1.03163E-19 | 1631 | GOVERNMENT | 15 | | 474 | 0.046883345 | -248.1212463 | 8.14912E-17 |
| 10 | TEACHING | 1045 | 0.234147429 | 77 | | 1969.96167 | 1.10255E-19 | 1632 | DAY | 60 | 0.013443871 | 725 | 0.07170976 | -248.4326782 | 8.11367E-17 |
| 11 | WRITING | 1068 | 0.239300922 | 121 | 0.011968112 | 1835.515503 | 1.36828E-19 | 1633 | DOOR | 2 | | 370 | 0.036596704 | -250.4548645 | 7.88838E-17 |
| 12 | TRANSLATION | 767 | 0.171857491 | 10 | | 1716.568481 | 1.67947E-19 | 1634 | AWAY | 17 | | 499 | 0.049356095 | -255.7346802 | 7.33819E-17 |
| 13 | LEARNERS | 665 | 0.14900291 | 6 | | 1510.392578 | 2.4859E-19 | 1635 | EYES | 6 | | 425 | 0.042036753 | -261.8368835 | 6.76422E-17 |
| 14 | IMPORTANT | 1201 | 0.269101501 | 326 | 0.032244664 | 1498.938599 | 2.54467E-19 | 1636 | BRITISH | 6 | | 463 | 0.045795336 | -288.614624 | 4.84663E-17 |
| 15 | THAT | 8018 | 1.796549439 | 10284 | 1.017190576 | 1425.265137 | 2.97071E-19 | 1637 | NIGHT | 4 | | 449 | 0.044410594 | -292.0683899 | 4.65463E-17 |
| 16 | LITERATURE | 718 | 0.16087833 | 53 | | 1352.743408 | 3.48826E-19 | 1638 | WOULD | 418 | 0.093658976 | 2197 | 0.217305303 | -298.2387695 | 4.33611E-17 |
| 17 | ACTIVITIES | 779 | 0.174546272 | 90 | | 1331.849487 | 3.65946E-19 | 1639 | SAID | 365 | 0.081783555 | 2016 | 0.199402586 | -298.5699463 | 4.31985E-17 |
| 18 | THIS | 4461 | 0.999551892 | 4847 | 0.479416817 | 1223.293579 | 4.75579E-19 | 1640 | HOME | 31 | | 669 | 0.066170797 | -308.8364868 | 3.8538E-17 |
| 19 | CLASSROOM | 602 | 0.134886846 | 35 | | 1179.758789 | 5.31876E-19 | 1641 | LONDON | 2 | | 456 | 0.045102965 | -312.532196 | 3.70223E-17 |
| 20 | RESEARCH | 1122 | 0.251400411 | 411 | 0.040652014 | 1174.944458 | 5.38637E-19 | 1642 | HEALTH | 5 | | 492 | 0.048663724 | -315.75177 | 3.57676E-17 |
| 21 | PROCESS | 944 | 0.211516917 | 261 | 0.025815513 | 1166.733887 | 5.50435E-19 | 1643 | HOUSE | 8 | | 532 | 0.052620128 | -324.7792358 | 3.25387E-17 |
| 22 | RESULTS | 873 | 0.195608333 | 233 | 0.023046033 | 1098.63269 | 6.62965E-19 | 1644 | ON | 2143 | 0.48017028 | 7462 | 0.738066494 | -333.7206116 | 2.97126E-17 |
| 23 | IN | 12542 | 2.810217381 | 19413 | 1.920140028 | 1094.877319 | 6.7003E-19 | 1645 | US | 68 | 0.015236388 | 914 | 0.090403751 | -335.1912537 | 2.92795E-17 |
| 24 | ARE | 4065 | 0.910822332 | 4491 | 0.444204867 | 1071.784668 | 7.15761E-19 | 1646 | YEAR | 74 | 0.016580775 | 952 | 0.09416233 | -339.8270569 | 2.79681E-17 |
| 25 | USE | 1287 | 0.288371056 | 639 | 0.063203499 | 1067.16333 | 7.25409E-19 | 1647 | BEEN | 477 | 0.10687878 | 2541 | 0.251330346 | -353.493988 | 2.45302E-17 |
| 26 | ORDER | 983 | 0.22025435 | 342 | 0.033827223 | 1064.319946 | 7.31432E-19 | 1648 | DOWN | 66 | 0.014788259 | 943 | 0.093272142 | -358.433197 | 2.34269E-17 |
| 27 | ACCORDING | 753 | 0.168720588 | 180 | 0.017803801 | 999.3233032 | 8.89348E-19 | 1649 | MAN | 11 | | 673 | 0.066566437 | -405.6283875 | 1.5587E-17 |
| 28 | DIFFERENT | 1079 | 0.241765633 | 470 | 0.046487704 | 997.2279663 | 8.95164E-19 | 1650 | OUR | 131 | 0.029352453 | 1358 | 0.134319797 | -416.5044556 | 1.42949E-17 |
| 29 | READING | 694 | 0.155500785 | 138 | 0.013649582 | 996.4638062 | 8.97298E-19 | 1651 | NOW | 120 | 0.026887743 | 1319 | 0.130462304 | -422.9827881 | 1.35925E-17 |
| 30 | THEY | 3297 | 0.738740742 | 3454 | 0.341635168 | 978.6189575 | 9.49118E-19 | 1652 | OFF | 14 | | 802 | 0.079325832 | -478.2111816 | 9.12686E-18 |
| 31 | VOCABULARY | 448 | 0.100380912 | 11 | | 964.8230591 | 9.91947E-19 | 1653 | YOUR | 77 | 0.017252969 | 1294 | 0.12798956 | -535.8590698 | 6.32914E-18 |
| 32 | S | 911 | 0.204122782 | 347 | 0.034321774 | 928.8709106 | 1.11637E-18 | 1654 | OVER | 104 | 0.023302712 | 1446 | 0.143023878 | -541.2156372 | 6.13073E-18 |
| 33 | STRATEGIES | 515 | 0.115393236 | 51 | | 913.7860107 | 1.17479E-18 | 1655 | BACK | 44 | | 1224 | 0.121065855 | -617.3806152 | 4.02934E-18 |
| 34 | ROLE | 649 | 0.145417884 | 162 | 0.016023422 | 843.8932495 | 1.50594E-18 | 1656 | NO | 197 | 0.044140711 | 2040 | 0.20177643 | -625.4091187 | 3.86746E-18 |
| 35 | SPANISH | 423 | 0.094779298 | 23 | | 837.034668 | 1.54485E-18 | 1657 | AT | 1093 | 0.244902536 | 5334 | 0.527585983 | -628.6956787 | 3.80369E-18 |
| 36 | TEXT | 500 | 0.112032264 | 70 | | 810.2667847 | 1.71024E-18 | 1658 | ITS | 5 | | 984 | 0.097327448 | -668.8515015 | 3.12661E-18 |
| 37 | LEARNER | 349 | 0.078198522 | 3 | | 793.8047485 | 1.82383E-18 | 1659 | WAS | 2267 | 0.507954299 | 9241 | 0.914027393 | -707.5810547 | 2.6177E-18 |
| 38 | LEMO | 335 | 0.075061619 | 0 | | 793.027771 | 1.82944E-18 | 1660 | WE | 385 | 0.086264841 | 3080 | 0.304642826 | -747.6015625 | 2.20152E-18 |
| 39 | CITED | 391 | 0.087609231 | 19 | | 785.6809692 | 1.8836E-18 | 1661 | BUT | 721 | 0.161550522 | 4380 | 0.43322584 | -755.4363403 | 2.13057E-18 |
| 40 | GRAMMAR | 407 | 0.091194265 | 31 | | 762.2250977 | 2.07154E-18 | 1662 | ME | 78 | 0.017477034 | 1680 | 0.166168824 | -775.3765869 | 1.96324E-18 |
| 41 | PRONUNCIATION | 306 | 0.068563744 | 0 | | 724.3637695 | 2.4314E-18 | 1663 | UP | 216 | 0.04839794 | 2459 | 0.243219718 | -809.439209 | 1.71572E-18 |
| 42 | CLASS | 679 | 0.152139813 | 244 | 0.024134044 | 719.7647705 | 2.48064E-18 | 1664 | HIM | 80 | 0.017925162 | 1893 | 0.187236652 | -904.9805908 | 1.21078E-18 |
| 43 | COMMUNICATIVE | 327 | 0.073269099 | 7 | | 711.2360229 | 2.57555E-18 | 1665 | MY | 137 | 0.030696841 | 2403 | 0.237680763 | -1016.295715 | 8.4404E-19 |
| 44 | SKILL | 352 | 0.078870714 | 18 | | 702.4921875 | 2.67794E-18 | 1666 | HAD | 434 | 0.097244009 | 4330 | 0.428280354 | -1290.241943 | 4.03525E-19 |
| 45 | WORDS | 611 | 0.136903435 | 202 | 0.019979822 | 682.6113892 | 2.93181E-18 | 1667 | SHE | 314 | 0.070356265 | 3824 | 0.378231883 | -1319.612793 | 3.76495E-19 |
| 46 | MOTIVATION | 345 | 0.077302262 | 20 | | 676.2716675 | 3.01949E-18 | 1668 | HER | 239 | 0.053551424 | 4244 | 0.419774085 | -1807.0354 | 1.43528E-19 |
| 47 | STUDENT | 491 | 0.110015683 | 111 | 0.010979012 | 668.0521851 | 3.13845E-18 | 1669 | YOU | 179 | 0.040107552 | 4389 | 0.434116036 | -2127.432373 | 8.71993E-20 |
| 48 | FIGURE | 623 | 0.139592201 | 222 | 0.021958023 | 663.9978027 | 3.19943E-18 | 1670 | HIS | 311 | 0.069684066 | 5177 | 0.512057126 | -2138.460205 | 8.58357E-20 |
| 49 | MATERIALS | 384 | 0.08604078 | 44 | | 657.6984863 | 3.29736E-18 | 1671 | HE | 501 | 0.112256333 | 6296 | 0.622737408 | -2220.986816 | 7.64806E-20 |
| 50 | KNOWLEDGE | 585 | 0.131077752 | 194 | 0.019188542 | 652.3243408 | 3.38408E-18 | 1672 | I | 649 | 0.145417884 | 7041 | 0.696425378 | -2243.792969 | 7.4137E-20 |

Table 5.1 suggests at first glance that the positive keywords are mostly related to academic discourse. From these, I can identify three categories: ‘content-related academic discourse’, ‘sections of dissertation’, and ‘other’, for those which might not fall in any of the previous ones. Table 5.2 contains the keywords into the categories mentioned and their dispersion in the corpus of dissertations

Table 5.2. Categories for the Keywords and their Dispersion in the Dissertations

| Category of Keyword | hits | Number of files | Maximum occurrence in files | Minimum occurrence in files |
|-------------------------------------------|--------|-----------------|-----------------------------|-----------------------------|
| Content-related Academic Discourse | | | | |
| student | 495 | 28 | 77 | 1 |
| <i>students</i> | 4557 | 29 | 356 | 14 |
| <i>language</i> | 3807 | 30 | 482 | 9 |
| <i>learning</i> | 1659 | 28 | 186 | 2 |
| learner | 345 | 22 | 70 | 1 |
| learners | 663 | 27 | 81 | 1 |
| teacher | 1172 | 27 | 285 | 1 |
| teachers | 1286 | 28 | 216 | 1 |
| teaching | 1044 | 25 | 208 | 1 |
| English | 1227 | 30 | 177 | 2 |
| writing | 1068 | 28 | 460 | 1 |
| translation | 767 | 16 | 291 | 1 |
| activities | 779 | 25 | 132 | 1 |
| classroom | 602 | 27 | 105 | 1 |
| reading | 694 | 25 | 298 | 1 |
| vocabulary | 448 | 24 | 226 | 1 |
| strategies | 515 | 27 | 58 | 1 |
| role | 649 | 28 | 200 | 1 |
| Spanish | 423 | 22 | 118 | 1 |
| text | 560 | 30 | 149 | 2 |
| grammar | 407 | 28 | 154 | 1 |
| punctuation | 22 | 3 | 15 | 1 |
| class | 679 | 28 | 91 | 1 |
| communicative | 327 | 26 | 54 | 1 |
| skill | 351 | 24 | 97 | 1 |
| words | 611 | 30 | 65 | 1 |
| motivation | 345 | 19 | 104 | 1 |
| materials | 348 | 20 | 81 | 1 |
| knowledge | 585 | 30 | 67 | 2 |
| LEMO | 335 | 18 | 86 | 2 |
| Sections of Dissertation | | | | |
| <i>literature</i> | 778 | 30 | 345 | 2 |
| <i>results</i> | 932 | 30 | 72 | 11 |
| <i>research</i> | 1122 | 30 | 153 | 12 |
| Other | | | | |
| # (for a numeral) | 260975 | 30 | 13604 | 3925 |
| p (for <i>page</i> in a citation) | 15463 | 30 | 813 | 331 |
| <i>important</i> | 1201 | 30 | 156 | 6 |
| is | 7982 | 30 | 450 | 54 |
| are | 4065 | 30 | 290 | 44 |
| that | 8017 | 30 | 540 | 74 |
| this | 4461 | 30 | 289 | 51 |
| process | 944 | 30 | 102 | 1 |
| in | 12541 | 30 | 816 | 186 |
| use | 1287 | 30 | 118 | 1 |
| order | 983 | 30 | 77 | 5 |
| different | 1079 | 30 | 99 | 15 |
| they | 3297 | 30 | 308 | 27 |
| s (for apostrophe) | 46609 | 30 | 2338 | 736 |
| figure | 630 | 26 | 114 | 1 |

In Table 5.2, the figures for the dispersion of the keywords can be striking, particularly as some of them occur once in a file. I took the three most frequent in each category and analysed their occurrence. As observed, all of the keywords, but one, .i.e. *punctuation*, occur in more than 50% of the files. That is, these are widely spread in the dissertations; however, the maximum of occurrences in a file also indicate that some dissertations contain a considerable number of these occurrences. The most frequent keywords that are widely distributed are: *students, language, learning, important, literature, results, research* (these are in italics in Table 5.2). I only highlight *important* from the Others category as the most frequent items in this category are *numeral* and *p* for page number, but these do satisfy the same principle of frequency.

Most of these keywords are nouns (related to their research field topic and research/genre section words). The use of nouns such as *students, language, learning, English* and *teaching* among others places the writing in an academic environment, specifically in the field of Language Teaching (TESOL/ ELT) which is the case of the dissertations. Thus, these topic words are just confirming what we already know; there is no need to analyse them for authorial identity expression. In addition, the list also displays nouns related to the genre of dissertation as seen in the Table 5.2. These words identify the corpus as an academic research genre; the specificity of dissertations and the undergraduate level has, however, still to be evidenced. In terms of pronouns, Table 5.1 shows *they* as a positive keyword whereas *she* is a negative one; a possible explanation is that *they* is likely to be used in reporting authors in the literature on books that involve more than one author, and or in the explanation of the results (see section 5.2 where analysis of these sections is done).

Next I searched for words that refer to the kind of writing and the level. The keywords list has shown *thesis*⁸ (line 69) and *Licenciatura*⁹ (line 347), which are the words which identify the discourse as an undergraduate dissertation. I retrieve the concordance of these words to show the contexts in which the keyword *thesis* normally occurs. Example 5.1 illustrates 25 random examples obtained from the 241 concordance lines that the keyword *thesis* displays.

Example 5.1: Concordance for the word 'thesis'

| N | Concordance |
|----|-----------------------------------------------------------------------------------------------------|
| 1 | questionnaires that were designed by this thesis director and author . Those two |
| 2 | was designed by the author of this thesis to gather information from the |
| 3 | was designed by the author of this thesis to gather information about my |
| 4 | knowledge is important to develop a thesis , 4.30 for grammar knowledge is |
| 5 | than the Foreign Language Student . This thesis suggests to the teachers and |
| 6 | for students . Being a basic part of this thesis we have try to seek the more specific |
| 7 | problems that students have when writing a thesis . Then , they can help and guide |
| 8 | Purpose of Study The main purpose of this thesis is to explore how the use of |
| 9 | & Smith (1999 , p. 4) say that a thesis as a research type is essential in |
| 10 | in an appendix . These are the parts of a thesis research project at a bachelior level . |
| 11 | a research presentation . 2.5 . Writing a Thesis It is important to define the term |
| 12 | an interesting and useful theme to write my thesis . Interesting not only for me , but |
| 13 | skill for students to develop when writing a thesis . On the other hand , writing style |
| 14 | most common difficulties that students of thesis seminar face when writing a thesis . |
| 15 | the students ` opinions when writing a thesis . Thus , survey methodology was |
| 16 | activity which affects the process of her thesis . The same day the researcher |
| 17 | could not accomplish the purpose of the thesis . Finally , the director of the thesis |
| 18 | and word choice of form . Nowadays , this thesis suggests in all it is possible that , |
| 19 | information to achieve the purpose of this thesis . Thus , a questionnaire was |
| 20 | methodologies should follow to develop a thesis and selecting the topic are the most |
| 21 | bibliographic resources to draft and plan their thesis than using appropriately the computer |
| 22 | chapter is difficult to develop and draft a thesis , 3.2 for importance of looking at |
| 23 | . 5.1 Summary The main focus of this thesis is to find out how media can be |
| 24 | Difficulty of Using a Format when Writing a Thesis Knowing the format students should |
| 25 | at the LEMO . Also , the author of this thesis participated as a beginner teacher |

The concordance lines in Example 5.1 provide evidence that the text being written is a dissertation. Lines 2, 3, 5, 6, 8, 12, 18, 19, 23 and 25 make reference to the dissertation itself with the demonstrative and possessive determiners *this* and *my*. In fact, the use of these determiners has also implications for the analysis of authorial identity, i.e. in line 12,

⁸ As explained previously, in the context of my data, the word *thesis* is used at a BA and MA level to refer to dissertation (UK context). It is then a dissertation the intended meaning.

⁹ The translation of this is BA, bachelor degree.

the case of *my*, the author denotes their authorship in the dissertation itself, and the use of the demonstrative determiner suggests an impersonal writing style. The other lines in the example show the use of definite and indefinite articles to refer to the dissertation which might make reference to other authors such as lines 16 and 21 or to talk about the process of dissertation writing itself with the indefinite pronoun cases.

There are other interesting cases in the concordance lines for this word, and with the same case of *this*. For instance, in Example 5.1, lines 2 and 3 suggest a pattern, i.e. by the author of this thesis. This construction refers to passive voice use, and it has implications in the study of authorial identity expression as I discuss in Chapter Six. In the complete 241 concordance lines, there were other cases which also stand out because they suggest patterns. Thus, I purposely sorted concordances and Example 5.2 suggests other patterns of the use of *this*.

Example 5.2: Examples of possible patterns for the word 'thesis'

| N | Concordance |
|---|----------------------------------------------------------------------------------------------------|
| 1 | are involved . 1.3 Research Questions This thesis addresses the following research |
| 2 | learning . 1.3 Research Questions This thesis addresses the following research |
| 3 | use it outside . 1.3 Research Questions This thesis addresses the following research |
| 4 | .2 Purpose of Study The main purpose of this thesis is to explore how the use of humanistic |
| 5 | 1.2 Purpose of the Study The purpose of this thesis is three fold . First , it pretends to |
| 6 | 1.2 Purpose of the Study The purpose of this thesis is to analyze the third year students' |
| 7 | 1.2 Purpose of the Study The purpose of this thesis is to analyze the most common |

As suggested in the concordance lines (1 to 3), another pattern for *this thesis* seems to happen in the sections *1.3 Research Questions* and *1.2 Purpose of the Study* (lines 4 to 7) of the undergraduate dissertations. This example has other implications for authorial identity, i.e. the author shows knowledge of the conventions in terms of format and organisation. This convention, however, seems to be institutional. I can say that this *cluster*, or fixed sequence of words, is a typical pattern students and teachers rely on to

introduce the research questions and research purpose which are respectively in the 1.2 and 1.3 sections of the introductory chapter of their dissertations.

With the *licenciatura* keyword, the case is less straightforward to place the discourse as belonging to undergraduate writers. I produced the concordance of this word to see what the context suggests about its use. The analysis retrieves 44 lines for this word; these 44 instances occur in 13 files out of the 30 dissertations. Without looking at the context yet, this result might suggest that the word is relevant for few files and particularly in a couple of them, number 13 with 17 instances and number 12 with 10 instances; the rest of the 11 files display only 1 to 3 instances. These instances are dispersed along the files, but they mostly occur in the introduction, methodology and conclusion sections of the dissertations. Figure 5.1 shows the occurrences in the files as well as their dispersion along the dissertation.

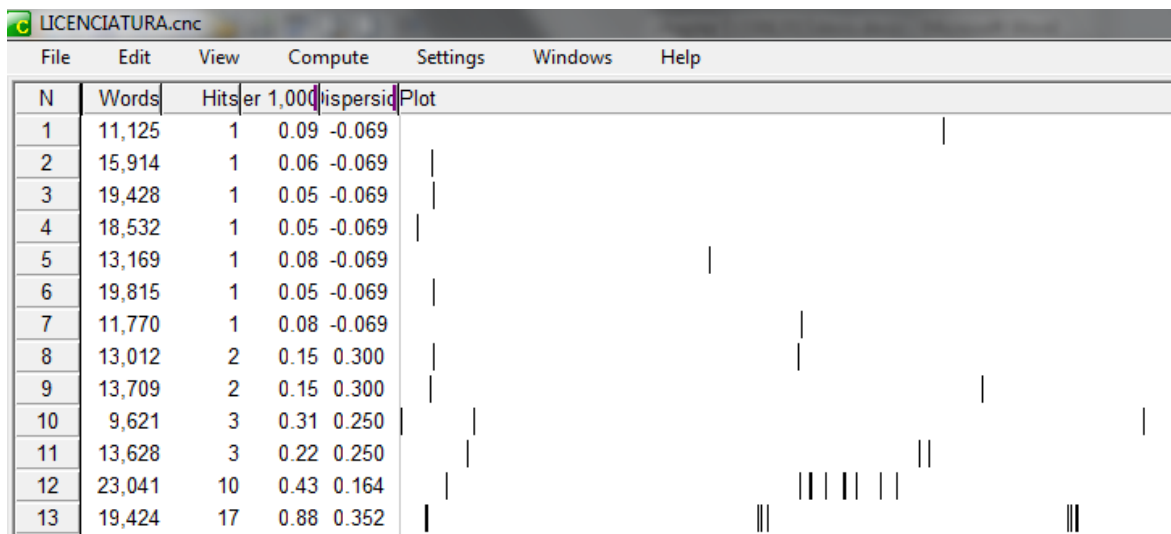


Figure 5.1 Plot for the ‘licenciatura’ Keyword

Observing that these occurrences are clearly defined in the introduction, methodology and conclusion section of the file, I retrieved the concordance of the word and analysed the context. All the 44 lines show the same pattern provided in the concordance lines in example 5.3.

Example 5.3: Concordance for the word ‘Licenciatura’

| N | Concordance |
|---|----------------------------------------------------------------------------------------|
| 1 | 1. 1 Introduction to the Problem Undoubtedly at the Licenciaturæn Lenguas Modernas |
| 2 | one of the most difficult to develop. Indeed, at the Licenciaturæn Lenguas Modernas |
| 3 | Universidad Autónoma de Puebla) offers the degree of Licenciaturæn Lenguas Modernas |
| 4 | Therefore, this research project was carried out in the Licenciaturæn Lenguas Modenas |
| 5 | common difficulties that students of advanced level of Licenciaturæde Lenguas Modernas |
| 6 | literature. This is seen with advanced students in the Licenciaturæn Lenguas Modernas |
| 7 | . Thus, it is relevant to develop a research at the Licenciaturæde Lenguas Modernas |

As mentioned, the word *licenciatura* is the word in Spanish to refer to a Bachelor Degree (BA), and the concordance lines specifically show that the BA is in languages teaching and translating, i.e. TESOL/ELT field which was already evidenced. The lines show that the term occurs in the context of research on a bachelor degree, but it could have been that the researcher might be a MA, PhD or a staff member. In example 5.3, I sorted the collocation lines according to the L1, 1R and 2R context. I purposely did this sorting because I noticed a pattern and, there are indeed clusters involving this word (See Figure 5.2). The fact that these clusters are in Spanish is due to name the institution where the research is being carried and the programmes it offers.

| N | Cluster | Freq. | Set | Length |
|----|-------------------------|-------|-----|--------|
| 1 | LICENCIATURA EN LENGUAS | 21 | | 3 |
| 2 | EN LENGUAS MODERNAS | 20 | | 3 |
| 3 | THE LICENCIATURA EN | 18 | | 3 |
| 4 | LA ENSEÑANZA DE | 13 | | 3 |
| 5 | EN LA ENSEÑANZA | 13 | | 3 |
| 6 | LICENCIATURA EN LA | 11 | | 3 |
| 7 | LENGUAS MODERNAS LEMO | 10 | | 3 |
| 8 | ENSEÑANZA DE INGLÉS | 6 | | 3 |
| 9 | EN TRADUCCIÓN EN | 6 | | 3 |
| 10 | ENSEÑANZA DE LENGUAS | 6 | | 3 |
| 11 | AT THE LICENCIATURA | 5 | | 3 |
| 12 | LENGUAS MODERNAS IN | 5 | | 3 |

Figure 5.2 Clusters occurring within 5 words of the word ‘licenciatura’

I looked for the equivalent word in English, i.e. *bachelor*. The keywords list places the word *bachelor* in rank 642. Thus, I followed the same procedure of analysis with this

word. The results point to similar findings in terms of dispersion, clusters and the translation of the name of the institution, e.g. Licenciatura en Lenguas Modernas, Bachelor Degree in Languages (as shown in Example 5.4). The concordances for this word also suggest other contexts such as referring to the degree in itself. This keyword occurs in 7 files; and the concordance displays 31 occurrences of the word. In Example 5.4 I include the first 7 concordance lines as they are typical cases of the 31 cases.

Example 5.4: Concordance for 'bachelor'

| N | Concordance |
|---|------------------------------------------------------------------------------------------------|
| 1 | students who have already finished their bachelor's degree as well the techniques |
| 2 | and are language teachers , others have a bachelor degree in other areas of study but |
| 3 | teacher from Modern Languages (LEMO) Bachelor's Degree of the BUAP had when |
| 4 | master degree and 9 class-hour teachers bachelor degree . It was not possible to |
| 5 | travel abroad as a requirement to get their bachelor degree . Most of students |
| 6 | a conclusion , the institution offers only the bachelor degree in Modern Languages in |
| 7 | that the current program officially offers the bachelor degree in Modern Languages . It |

My aim of using the BE06 Corpus as a reference corpus was to characterise the academic genre of dissertations in the area of TESOL/ELT. This goal is the first part of this subsection as I also aim to identify which keywords indicate an aspect of authorial identity. Thus, going back to the keywords list, I paid attention to word classes rather than specific words. Other keywords such as the verb to *be*, copular verbs, some evaluative adjectives, personal pronoun *they* and connectors such as *however* and *because* (Thompson & Ye, 2001; Biber, 2006) made themselves evident. The use of the verb to *be*, copular verbs, and particularly in present tense suggest the students are following conventions, describing and placing their research in the present time.

Another word class that also becomes relevant is connectors. For instance, *however* (line 253) and *because* (line 84) were keywords in the dissertations, while conjunctions, i.e. *but* and *so* are negative keywords. These words are different in register, so it seems students prefer to use connectors as sounding more academic in their dissertation. The

statistics of these four keywords are shown in Table 5.3. *However* and *because* occur in the 30 files.

Table 5.3 Statistics for ‘because’, ‘however’, ‘so’ and ‘but’

| N | Key word | Freq. | % | RC. Freq. | RC. % | Keyness | P |
|------|----------|-------|------------|-----------|------------|-------------|------------|
| 84 | BECAUSE | 1041 | 0.23325117 | 898 | 0.08882119 | 443.628052 | 1.1639E-17 |
| 253 | HOWEVER | 556 | 0.12457988 | 619 | 0.0612253 | 143.169296 | 6.1488E-16 |
| 1555 | SO | 597 | 0.13376653 | 2168 | 0.2144369 | -113.623169 | 1.5848E-15 |
| 1661 | BUT | 721 | 0.16155052 | 4380 | 0.43322584 | -755.43634 | 2.1306E-18 |

In Table 5.3, we can observe that ‘but’ and ‘so’ are actually fairly frequent in the dissertations, but not as relatively frequent as in BE06. To see how these words work in context, Example 5.5 shows the first 10 random concordance lines of *however*.

Example 5.5: Concordance for ‘however’

| N | Concordance |
|----|---------------------------------------------------------------------------------------|
| 1 | to be arranged to construct sentences . However , this process does not mean to |
| 2 | rarely changes during academic life . However university students are expected |
| 3 | considered a neglected field in Mexico . However , scholars believe that not only in |
| 4 | about the different areas of study . However , communicating between people |
| 5 | has always had a very close relationship . However , the importance of translation in |
| 6 | in their educational program is Mexico . However , it is very important to remember |
| 7 | . Interaction is dominated by the teacher . However , other EFL/ESL teachers see |
| 8 | program sponsored by Ford Foundation . However , the bases of these programs |
| 9 | abridge between two or more languages . However , at the present time to become a |
| 10 | and thinkers (Tunnell and Jacobs , 1989) . However , the literature work is very |

These lines show the contrasting of ideas in the undergraduates’ argumentation. All the concordance lines in the example show *however* at the beginning of the sentence to contrast with the previous one. To see how the argumentation is developed, I extracted a contextual extract for line 3.

For many years, education has been considered a neglected field in Mexico. However, scholars believe that not only in this country but also in all Latin America education faces important challenges such as the broadening of pre-school, basic and middle education, the incorporation of indigenous population into the academic system, and the improvement in quality and results of basic competences particularly among the poorest population (Brunner, 2000, p. 1).

The student's strategy to construct his argument was to introduce his argument with a general statement of a claim that is neglected, but should not be neglected. The use of *because*, on the other hand, is mostly to explain. I extracted two sentences from one of the concordance lines for *because*; this one reads: "Because each community has its own rules and values Mexican society cannot be generalized with these results. The data and findings just belong to this community." (Dissertation 30). In this sentence the student is providing an explanation to avoid generalisation of the results she obtained in her research. As seen, the structures using *because* in the dissertations occur at the beginning of the sentence as well as in the middle of the sentence (see example 5.6).

Example 5.6: Concordance lines for 'because'

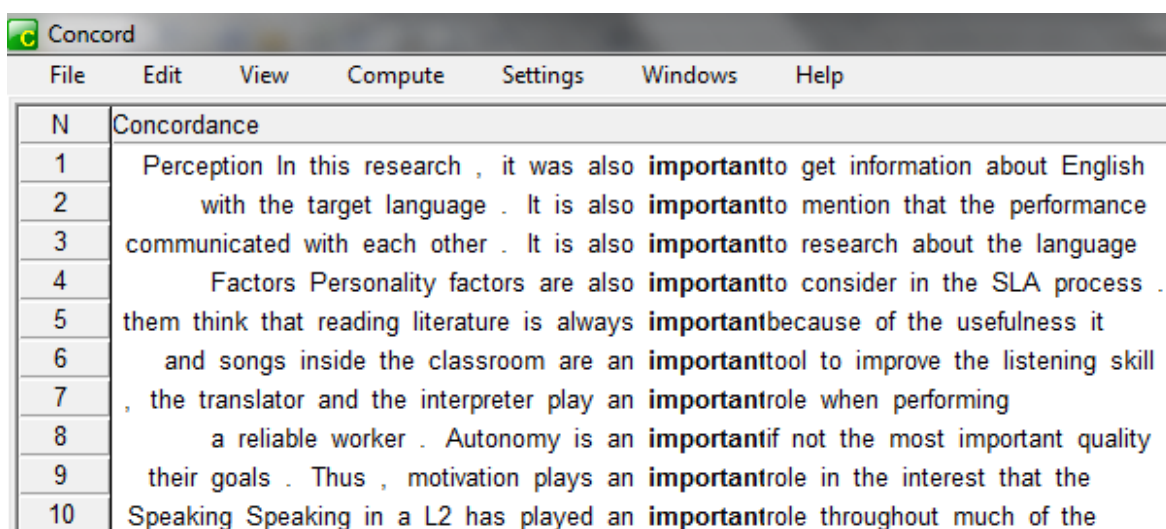
The screenshot shows a window titled 'Concord' with a menu bar containing 'File', 'Edit', 'View', 'Compute', 'Settings', 'Windows', and 'Help'. Below the menu bar is a table with two columns: 'N' (line number) and 'Concordance' (text snippet). The word 'because' is highlighted in blue in the text snippets.

| N | Concordance |
|----|--------------------------------------------------------------------------------|
| 1 | the curriculum design of the LEMO because students would participate |
| 2 | competence should be highlighted because it is part of communication . |
| 3 | classroom . This would be a challenge because students tend to be in a |
| 4 | not useful to be discussed . This is because the data obtained seemed |
| 5 | needed a deep study and analysis because each subject answered |
| 6 | not considered significant limitations because they did not interfere in the |
| 7 | university in the area of philosophy . Because each community has its own |
| 8 | who are writing their thesis were found because they just came to their thesis |
| 9 | to obtain the data from LEMO teachers because they did not have time to |
| 10 | could not possibly be comprehensive because many components in the |

The fact that connectors are more prominent in the dissertations is related to a more academic register, i.e. connecting ideas, and showing knowledge of genre and content domain by contrasting (*however*) ideas and giving reasons (*because*). This also suggests that the academic discourse contains subordinating clauses and thus complex sentences. Conversely, the noticeable frequency of conjunctions in the reference corpus responds to the colloquial use of the language of some of the different genres that constitute the BE06 corpus.

The occurrence of evaluative adjectives such as *important*, *useful*, and *necessary* is relevant to the claim of authority expression. The writer is assessing an idea in his/her research. As an illustration of this, I retrieved the concordance of the word *important* (Example 5.7). It has 1,201 concordance lines in total, and the 30 files contain the word. In example 5.7 I present the first 10 random concordance lines.

Example 5.7: Concordance for 'important'



| N | Concordance |
|----|---------------------------------------------------------------------------------------------|
| 1 | Perception In this research , it was also important to get information about English |
| 2 | with the target language . It is also important to mention that the performance |
| 3 | communicated with each other . It is also important to research about the language |
| 4 | Factors Personality factors are also important to consider in the SLA process . |
| 5 | them think that reading literature is always important because of the usefulness it |
| 6 | and songs inside the classroom are an important tool to improve the listening skill |
| 7 | , the translator and the interpreter play an important role when performing |
| 8 | a reliable worker . Autonomy is an important if not the most important quality |
| 9 | their goals . Thus , motivation plays an important role in the interest that the |
| 10 | Speaking Speaking in a L2 has played an important role throughout much of the |

Example 5.7 shows the contexts for the word *important*. As mentioned, this adjective carries a heavy load of evaluation. What can be noticed in the concordance lines is that it is not the author who claims that evaluation directly. The writer is assigning this power to the objects which are considered *important* or uses an empty subject to express their own evaluation such as the case of lines 1 to 3. However, the idea of using an empty/ dummy subject in these cases is to avoid directly assessing claims. It is clearly the author who is the one who assesses and gives that value to the idea being written. Interestingly, the plot for this word (Figure 5.3) evidences its frequency in all of the files and in line of each dissertation, with special concentration towards the end of the dissertations, i.e. discussion and conclusion sections of the dissertations (see Chapter Seven for variation among chapters). Hence, it seems to be a kind of fixed phrase used mostly to introduce a statement; the corpus then reveals undergraduates know they need to claim *it is important*.

A more qualitative analysis of the context would be needed though to see whether the undergraduate’s claims show importance or not (see the analysis of the case study, Chapter Eight). Figure 5.3 illustrates the widespread use of the keyword *important* throughout the dissertations.

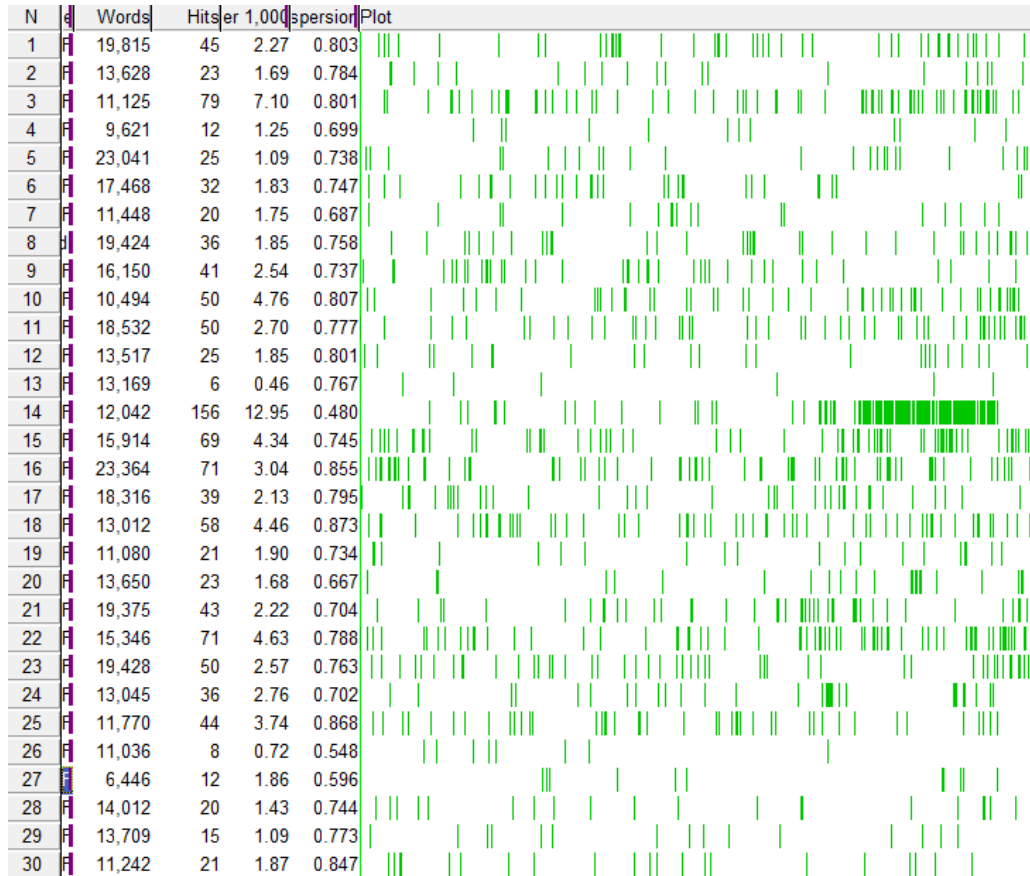


Figure 5.3 Plot for the Word ‘important’

The analysis of its use could reveal the extent the authors are using it as an evaluative adjective and assessing something or just using it as a fixed phrase to introduce a statement. This dispersion plot also suggests an uneven distribution of the keyword *important* in the individual files, e.g. file 13, containing 6, and file 14, containing 156 instances.

In addition, lines in Example 5.7 show some patterning, i.e. *it is/was also important*. Because this construction seems to be a recurrent construction in random sampling, I decided to carry out some analysis on lexical bundles around this word. I

searched then the form *it * important* with a cut off of minimum 3 words maximum 4. The analysis in Antconc shows the following figures (see Figure 5.4).

| Concordance | Concordance Plot | File View | Clusters/N-Grams | Collocates | Word List | Keyword List |
|-------------------------------|------------------|-----------|---------------------------------|------------|-----------|--------------|
| Total No. of Cluster Types 17 | | | Total No. of Cluster Tokens 682 | | | |
| Rank | Freq | Range | Cluster | | | |
| 1 | 321 | 30 | it is important | | | |
| 2 | 292 | 29 | it is important to | | | |
| 3 | 18 | 12 | it was important | | | |
| 4 | 15 | 10 | it was important to | | | |
| 5 | 13 | 6 | it is important that | | | |
| 6 | 4 | 2 | it is important because | | | |
| 7 | 3 | 1 | it is important for | | | |
| 8 | 2 | 1 | it became important | | | |
| 9 | 2 | 1 | it became important not | | | |
| 10 | 2 | 1 | it is important , however | | | |
| 11 | 2 | 1 | it is important , since | | | |
| 12 | 2 | 1 | it is important then | | | |
| 13 | 2 | 1 | it was important and | | | |
| 14 | 1 | 1 | it is important !) , whilst | | | |
| 15 | 1 | 1 | it is important and | | | |
| 16 | 1 | 1 | it is important in | | | |
| 17 | 1 | 1 | it was important for | | | |

Figure 5.4 Clusters for the word ‘important’

The most frequent cluster in Fig. 5.4 is *it is important* which occurs in all 30 dissertations and it is followed by the one of four-word construction, *it is important to*. We have the few additions of tense change for clusters ranking as 3 and 4. The frequency of these patterns reveals that there are prefabricated constructions for students which they seem to use when they want to evaluate something. The evaluation though, as discussed, is not directly done by the writer, but given in an impersonal form. From this, I can assume that the writers of these dissertations receive instruction in their writing classes regarding this sort of constructions and they deliberately choose it. There might exist other recurrent constructions or *lexical bundles* along the other chapters of the dissertation (Chen, 2009; Biber & Conrad, 1999), and if so, these will be incorporated in the analyses along my thesis.

With less frequency, the adjectives *necessary* (319 occurrences) and *useful* (252 occurrences) show similar patterns of use. Thus, what I can claim from these keywords is that evaluative adjectives can be part of the framework of analysis for authorial identity.

The observed frequency of the dummy subject, *it*, points to the need for analysis of all other pronouns. Interestingly, the pronoun *they* is the only pronoun shown as a keyword in the dissertations, probably because it is used to report previous literature and results whereas the rest of the pronouns, principally first and third person, are negative keywords. That is, they are infrequent in the dissertations. The negative keywords reveal important information about a relatively low occurrence of certain words in the student writing. The first person pronouns occur in general written English produced by native speakers, whereas in the EFL academic writing, writers do not seem make frequent use of them. The belief that academic writing is impersonal seems to apply for this case (see sections, 2.4 and 6.1); exhibiting the infrequency of pronouns on the one hand; and, on the other hand, evaluative devices using dummy/empty subjects. The negative keywords also reveal the formality of the language use; for example, the infrequent use of contractions, first and third person pronouns (see further discussion in section 5.2.3), prepositions, action verbs, and conjunctions qualify the text in a more formal-type of discourse. The keywords analysis thus shows the distinctiveness of the academic genre.

The conclusion of this section is, therefore, that the use of a corpus approach, particularly the use of the Keywords tool, helps to identify the distinctiveness of the genre in analysis at the same time it exhibits linguistic elements that indicate authorial expression. The guiding research question about the linguistic elements that a keyword analysis suggest to be included in a framework to analyse authorial identity in EFL academic writing in undergraduate dissertations is then responded in this section; this initial analysis of keywords and negative keywords has suggested personal pronouns, verbs, evaluative markers and possibly impersonal expressions for the constructions using *it is ...* to be included in the analytical framework; the analysis also points to words that are not relevant for authorial identity e.g. topic nouns such as *education*. In Chapter Six, I

present a corpus-based analysis, focusing only on the dissertations corpus and including the categories suggested. I turn now to the second part of my chapter: heterogeneity in the dissertations.

5.2 Keywords in the Undergraduate Dissertation Chapters

In the previous subsection, the keyword analysis with the BE06 as reference corpus served my first aim: to characterise the genre I am analysing, i.e. undergraduate dissertations in the areas of TESOL/AL. In this subsection, I am also using a keywords analysis, but this time targeting my second aim: analysing heterogeneity among the chapters of the dissertations. I use keyness to see how significant the keywords that express authorial identity are in each chapter in relation to the other chapters. The ultimate aim is to discuss students' awareness of the specific functions of each chapter of the dissertation and analyse variability in terms of authorial expression among the chapters. To achieve this aim, I use as my reference corpus, sub-corpora of the dissertation chapters, excluding the chapter of analysis, for exhibiting distinctiveness of each of them. That is, I created wordlists of the sub-corpora i.e. every chapter of the dissertation and their corresponding reference corpora as indicated in Table 4.4.

The procedure as described in my methods chapter (Chapter Four) involves the creation of wordlists of each chapter, from which I used the Keyword tool to extract the keywords in these sub-corpora. Then, I consider the top 50 positive keywords and the 50 negative keywords for each chapter. I consider 50 of each for their keyness (log likelihood) value, which determines their significance in relation to the reference corpus. Some chapters, however, do not have even 100 keywords; then, all the keywords are included. The keywords of each chapter are respectively shown in Tables 5.5, 5.7, 5.8, 5.10 and 5.12. In the following sections, I discuss each chapter separately.

I organise this subsection following the order of the undergraduate dissertation chapters, i.e. introduction, literature review, methodology, results/discussion and conclusions.

5.2.1 The Introduction Chapter

The introduction chapter of a genre is a key element of the text whose function is to introduce and establish the research field and context, and state the main aim of the research (Swales, 1990; Swales & Feak, 1994). In Figure 4.1, we could observe that this chapter contains 10% of the overall words of the dissertations, with 44,329 words in total. The keywords analysis identifies 64 keywords (44 positive keywords and 20 negative keywords –in bold). The list of keywords is shown in Table 5.4. From this list, I choose the first 10 keywords to check their distribution along the thirty introduction chapters (see Table 5.4).

Table 5.4: Distribution of the First Ten Keywords in the Introductory Chapter

| Keyword | Hits | Files |
|----------------|-------------|--------------|
| research | 260 | 30 |
| introduction | 101 | 30 |
| study | 195 | 29 |
| language | 599 | 30 |
| significance | 32 | 28 |
| English | 223 | 24 |
| EFL | 35 | 10 |
| what | 170 | 30 |
| addresses | 17 | 16 |
| term | 50 | 17 |

From these first ten keywords, only one, *EFL*, occurs in ten files, less than the half of the files, which suggests that it is not really a widely distributed word.

Table 5.5 Keywords of the Introductory Chapter

| N | Key word | Freq. | % | RC. Freq. | RC. % | Keyness | P |
|----|---------------|-------|-------------|-----------|-------------|--------------|-------------|
| 1 | RESEARCH | 260 | 0,586523473 | 862 | 0,21408543 | 167,4602509 | 3,36538E-16 |
| 2 | INTRODUCTION | 63 | 0,142119154 | 43 | 0,010679436 | 157,0684204 | 4,29191E-16 |
| 3 | STUDY | 195 | 0,43989262 | 576 | 0,143054768 | 149,8786774 | 5,14138E-16 |
| 4 | LANGUAGE | 599 | 1,351259947 | 3208 | 0,796735585 | 125,887207 | 1,03116E-15 |
| 5 | SIGNIFICANCE | 32 | 0,072187506 | 21 | | 81,1255722 | 7,64399E-15 |
| 6 | ENGLISH | 223 | 0,503056705 | 1004 | 0,24935241 | 77,36255646 | 9,81172E-15 |
| 7 | EFL | 35 | 0,078955084 | 47 | 0,011672871 | 59,68223572 | 4,72271E-14 |
| 8 | WHAT | 170 | 0,383496135 | 778 | 0,193223283 | 56,53550339 | 6,99018E-14 |
| 9 | ADDRESSES | 17 | 0,038349614 | 5 | | 56,03685379 | 7,47552E-14 |
| 10 | TERM | 50 | 0,112792976 | 109 | 0,027071128 | 55,88879776 | 7,62824E-14 |
| 11 | SMITH | 22 | 0,04962891 | 17 | | 51,81440353 | 1,41506E-13 |
| 12 | PROBLEM | 56 | 0,12632814 | 146 | 0,036260411 | 50,85888672 | 1,66956E-13 |
| 13 | TERMS | 46 | 0,103769541 | 113 | 0,028064564 | 44,93956375 | 6,11069E-13 |
| 14 | BENEMERITA | 21 | 0,047373053 | 21 | | 43,22544098 | 1,01889E-12 |
| 15 | TEACHING | 170 | 0,383496135 | 874 | 0,217065737 | 40,58795929 | 2,79793E-12 |
| 16 | FOREIGN | 83 | 0,187236354 | 323 | 0,080219947 | 39,85208511 | 3,9917E-12 |
| 17 | UNIVERSITY | 38 | 0,085722663 | 89 | 0,022103949 | 39,24291611 | 5,551E-12 |
| 18 | AUTONOMA | 21 | 0,047373053 | 26 | | 37,87093735 | 1,37925E-11 |
| 19 | LEMO | 70 | 0,157910168 | 265 | 0,065815128 | 35,48873901 | 2,42457E-10 |
| 20 | P | 236 | 0,532382846 | 1389 | 0,344970614 | 34,38951492 | 1,58677E-09 |
| 21 | NATIONS | 10 | 0,022558596 | 3 | | 32,80040359 | 7,28766E-09 |
| 22 | POETRY | 30 | 0,067675784 | 69 | 0,017136769 | 31,61992264 | 1,58249E-08 |
| 23 | UNIVERSIDAD | 21 | 0,047373053 | 34 | | 31,02015305 | 2,26116E-08 |
| 24 | PAPER | 44 | 0,099257819 | 138 | 0,034273539 | 30,87154388 | 2,46438E-08 |
| 25 | SWITCHING | 36 | 0,081210949 | 100 | 0,024835898 | 30,08879089 | 3,83463E-08 |
| 26 | AT | 166 | 0,374472708 | 927 | 0,230228767 | 29,80613899 | 4,48231E-08 |
| 27 | PURPOSE | 81 | 0,182724625 | 358 | 0,088912509 | 29,34897232 | 5,75239E-08 |
| 28 | MARKEE | 13 | 0,029326174 | 11 | | 29,27870178 | 5,97562E-08 |
| 29 | MODERNAS | 16 | 0,036093753 | 20 | | 28,66788101 | 8,29923E-08 |
| 30 | INTERPRETING | 26 | 0,058652349 | 58 | 0,01440482 | 28,3432579 | 9,86753E-08 |
| 31 | ACADEMIC | 54 | 0,121816419 | 202 | 0,050168511 | 28,0086689 | 1,17849E-07 |
| 32 | TAYLOR | 6 | 0,013535158 | 0 | | 27,73101425 | 1,36485E-07 |
| 33 | BOULADON | 6 | 0,013535158 | 0 | | 27,73101425 | 1,36485E-07 |
| 34 | VONNEGUT | 6 | 0,013535158 | 0 | | 27,73101425 | 1,36485E-07 |
| 35 | A | 1042 | 2,350605726 | 7941 | 1,972218513 | 27,71310616 | 1,37781E-07 |
| 36 | BUAP | 25 | 0,056396488 | 56 | 0,013908102 | 27,13038254 | 1,87261E-07 |
| 37 | SYSTEM | 35 | 0,078955084 | 103 | 0,025580974 | 26,99368286 | 2,01197E-07 |
| 38 | INTERNATIONAL | 21 | 0,047373053 | 40 | | 26,8709259 | 2,14582E-07 |
| 39 | DEPEA | 13 | 0,029326174 | 13 | | 26,7569313 | 2,27798E-07 |
| 40 | BECOME | 36 | 0,081210949 | 109 | 0,027071128 | 26,63697052 | 2,42576E-07 |
| 41 | CODE | 37 | 0,083466806 | 117 | 0,029058 | 25,63073921 | 4,10477E-07 |
| 42 | JOHNSON | 17 | 0,038349614 | 27 | | 25,50895309 | 4,3741E-07 |
| 43 | PUEBLA | 31 | 0,069931649 | 89 | 0,022103949 | 24,76004982 | 6,46369E-07 |
| 44 | INTENDS | 10 | 0,022558596 | 7 | | 24,64629745 | 6,85845E-07 |
| 45 | QUESTIONNAIRE | 5 | 0,011279298 | 238 | 0,059109434 | -24,10119057 | 9,11113E-07 |
| 46 | HAD | 16 | 0,036093753 | 418 | 0,103814051 | -24,26496315 | 8,36599E-07 |
| 47 | HOWEVER | 24 | 0,054140631 | 532 | 0,132126972 | -24,27651405 | 8,31579E-07 |
| 48 | SECTION | 6 | 0,013535158 | 262 | 0,065070048 | -25,01502037 | 5,6593E-07 |
| 49 | FINALLY | 11 | 0,024814455 | 350 | 0,086925641 | -25,50323105 | 4,38718E-07 |
| 50 | TEACHER | 68 | 0,153398454 | 1104 | 0,27418831 | -25,78843307 | 3,7804E-07 |
| 51 | ASKED | 3 | | 208 | 0,051658664 | -25,84596062 | 3,66853E-07 |
| 52 | SHOWN | 2 | | 188 | 0,046691485 | -26,32771492 | 2,852E-07 |
| 53 | MODEL | 3 | | 213 | 0,05290046 | -26,74934959 | 2,28705E-07 |
| 54 | GOOD | 11 | 0,024814455 | 374 | 0,092886254 | -29,08237076 | 6,64406E-08 |
| 55 | EACH | 17 | 0,038349614 | 483 | 0,11995738 | -31,10748291 | 2,14881E-08 |
| 56 | # | 1341 | 3,025107622 | 14249 | 3,538866997 | -32,58602905 | 8,47845E-09 |
| 57 | LESSON | 2 | | 236 | 0,058612715 | -35,45382309 | 2,60349E-10 |
| 58 | THEY | 230 | 0,518847704 | 3067 | 0,761716962 | -35,49551392 | 2,39177E-10 |
| 59 | SUBJECTS | 6 | 0,013535158 | 350 | 0,086925641 | -39,96739197 | 3,76475E-12 |
| 60 | THE | 2747 | 6,196846485 | 28140 | 6,988821507 | -40,1020813 | 3,52092E-12 |
| 61 | THAT | 625 | 1,409912229 | 7392 | 1,835869551 | -44,01498795 | 7,96414E-13 |
| 62 | RESULTS | 31 | 0,069931649 | 841 | 0,208869889 | -51,26152039 | 1,55544E-13 |
| 63 | WERE | 33 | 0,07444337 | 1500 | 0,372538447 | -147,5854797 | 5,45911E-16 |
| 64 | WAS | 50 | 0,112792976 | 2217 | 0,550611854 | -214,6581116 | 1,35681E-16 |

Table 5.5 shows that most of the keywords are nouns which show TESOL is the most common research field of the dissertations, e.g. *research, study, language, English, EFL, teaching, interpreting, system*; proper names of researchers' in the area, e.g. *Smith, Markee, Taylor, Bouladon, Johnson*, and some adjectives such as *foreign, academic, international*. There are also words which indicate the context of research, e.g. *benemerita, university, autonoma, LEMO, universidad, BUAP, DEPEA, Puebla*. These words do not particularly reveal any sign of authorial identity. These are just content words signalling the research field and context; this, in a way proves awareness of establishing the research field and context as the function of the chapter. The awareness of the chapter's function in terms of stating the main aim and/or research questions is also supported by the keywords *addresses* (line 9) and *purpose* (line 27). I carried out the concordance analysis for both keywords. The keyword *purpose* is present in the 30 texts, and it signals a subsection of the dissertation introductory chapter, which is the purpose of the study. Example 5.6 illustrates this pattern as well as a frame, i.e. *the main purpose of this...* where 'main' is an optional adjective and the noun afterward [research/study/paper/thesis] varies.

There were a total of 81 concordance lines where the first 29 lines follow the same pattern and its following lines mark the initial sentence of that subsection. In example 5.8 I show these patterns.

Example 5.8: Concordance for the keyword 'purpose'

| N | Concordance |
|----|------------------------------------------------------------------------------|
| 49 | . 1.2 Purpose of the Study The purpose of this research is to |
| 50 | . 1.2 Purpose of the Study The purpose of this research is to know |
| 51 |) . 1.2 Purpose of the Study The purpose of this study is to analyze |
| 52 | . 1.2 Purpose of the study The purpose of this study is to find out |
| 53 | . 1.2 Purpose of the Study The purpose of this paper is to carry out |
| 54 | . 1.2 Purpose of the Study The purpose of this study is to observe |
| 55 | . 1.2 Purpose of the Study The purpose of this thesis is to analyze |
| 56 | . 1.2 Purpose of the Study The purpose of this thesis is three fold . |
| 57 | . 1.2 Purpose of the Study The purpose of the present study is to |
| 58 | . 1.2 Purpose of the Study The purpose of this thesis is to analyze |
| 59 | by Reid (1995) in which the main purpose is that Chinese students |
| 60 | . 1.2 Purpose of Study The main purpose of this thesis is to explore |
| 61 | Significance of the Study The main purpose of this research is to |
| 62 | 1.2 Purpose of the Study The main purpose of this research is to |
| 63 | . 1.2 Purpose of the Study The main purpose of this research is to |
| 64 | . 1.2 Research Purpose The main purpose of this investigation is to |
| 65 | 1.3 Purpose of the Study The main purpose of the present paper is to |

Because this was an observed frame, I specifically looked for the form ‘*_ purpose of_*’. Examples of this frame are in Example 5.9.

Example 5.9: Frame for ‘_ purpose of_’

| N | Concordance |
|----|--------------------------------------------------------------|
| 1 | the literature professor . 1.2 Purpose of the Study The aim |
| 2 | of parents ' immigration . 1.2 Purpose of the Study The purp |
| 3 | onoma de Puebla (BUAP) . 1.2 Purpose of the Study The purp |
| 4 | ommunicatively competent . 1.2 Purpose of the study This stu |
| 5 | rove their pronunciation . 1.2 Purpose of the Study The purp |
| 6 | r to improve in teaching . 1.2 Purpose of the Study The main |
| 7 | her level of proficiency . 1.2 Purpose of the Research The m |
| 8 | g and using the language . 1.2 Purpose of the Study The purp |
| 9 | concerning this activity . 1.2 Purpose of the Study This stu |
| 10 | uage in a successful way . 1.2 Purpose of the Study The main |
| 11 | e at a high school level . 1.2 Purpose of the Study The purp |
| 12 | een the interlocutors . 1.2. - Purpose of the Study One of t |
| 13 | ech can be then analyzed . 1.2 Purpose of the Study The main |
| 14 | rucial for this research . 1.2 Purpose of the Study The main |
| 15 | s in Tecamachalco Puebla . 1.2 Purpose of the Study The purp |
| 16 | n of the target language . 1.2 Purpose of the Study The purp |
| 17 | changed by these results . 1.2 Purpose of the study The purp |
| 18 | ht as a foreign language . 1.2 Purpose of Study The main pur |
| 19 | ests are reliable or not . 1.3 Purpose of the study The aim |
| 20 | h syntactic construction . 1.2 Purpose of the study This res |
| 21 | ulum at the present time ? 1.3 Purpose of the Study The main |
| 22 | ents face this situation . 1.2 Purpose of the Study The main |
| 23 | r language proficiency . 1. 2 Purpose of the Study Actually |
| 24 | and linguistic policies . 1.2 Purpose of the Study The purp |
| 25 | s in the listening skill . 1.2 Purpose of the Study The purp |
| 26 | A.C. Gutierrez (2009) . The purpose of this study was not |
| 27 | ately in the present ? 1.3 The Purpose of the Study These qu |
| 28 | teaching English . An ultimate purpose of this thesis is to |
| 29 | de Juarez in Puebla City . The purpose of the observation wi |
| 30 | of their lives . In fact , the purpose of this research coul |
| 31 | classrooms . It would have the purpose of enhancing teachers |
| 32 | d low intermediate level . The purpose of this study was to |
| 33 | h. - Methods. - Observation. - Purpose of Research. - Qualit |
| 34 | problem and also presents the purpose of the study , the sp |
| 35 | . 1.2 Purpose of the Study The purpose of this study is to o |
| 36 | . 1.2 Purpose of the Study The purpose of this paper is to c |
| 37 | . 1.2 Purpose of the Study The purpose of this thesis is to |
| 38 | . 1.2 Purpose of the Study The purpose of this research is t |
| 39 | . 1.2 Purpose of the study The purpose of this study is to f |
| 40 | . 1.2 Purpose of the Study The purpose of this thesis is thr |
| 41 | . 1.2 Purpose of the Study The purpose of this thesis is to |
| 42 | . 1.2 Purpose of the Study The purpose of the present study |
| 43 | . 1.2 Purpose of the Study The purpose of this study is to a |
| 44 | . 1.2 Purpose of the Study The purpose of this research is t |
| 45 | Purpose of the Study The main purpose of this research is t |
| 46 | nterested in the communicative purpose of what is being said |
| 47 | nglish Dictionary) . The main purpose of writing literature |
| 48 | Purpose of the Study The main purpose of the present paper |
| 49 | ificance of the Study The main purpose of this research is t |
| 50 | Purpose of the Study The main purpose of this research is t |
| 51 | arla.umn.edu/maxsa/) The main purpose of this project is to |
| 52 | Purpose of the Study The main purpose of this research is t |
| 53 | 1.2 Purpose of Study The main purpose of this thesis is to |
| 54 | 1.2 Research Purpose The main purpose of this investigation |

In this list, we can observe that there is a pattern of a required heading. This suggests that the writers of these dissertations do not really have a choice. There are diverse combinations around the sequence ‘purpose of’ to signal the heading.

The keyword *addresses* follows the same pattern. It is actually presented like a formulaic expression to introduce the research questions of the dissertations. However, this is only true for 19 of the files. In sum, these content words exhibit awareness of the main functions of the dissertation. There are no, however, keywords for authorial identity.

A possible revealing keyword for authorial identity is the verb *intends* (line 44 in Table 5.5). Thus, in order to verify it is used or not to express authorial identity I looked at the concordance – the instances of a word presented in context (Hunston, 2002) – which is shown in Example 5.10

Example 5.10: Concordance of ‘intends’ in the Introductory Chapter

| N | Concordance |
|----|---------------------------------------------------------------------------------|
| 1 | a foreign language . This research intends is to find out what academic |
| 2 | situations . Thus , this paper also intends to reach an effective |
| 3 | . Finally , this research paper intends to determine how pertinent is |
| 4 | when writing a thesis . This project intends to analyze the studentsxB4 |
| 5 | . 3 Research Questions This project intends to answer the following |
| 6 | de Puebla (BUAP) . This research intends to find out those causes |
| 7 | practical contribution , the research intends to prove that the use of |
| 8 | and systematicity . This research intends to analyze the most common |
| 9 | Significance of the study This study intends to promote awareness of the |
| 10 | , opinions and behaviors . This intends to promote reflection among |

As shown in the example, the concordance for this verb displays 10 lines. Line 1, however, presents a grammar mistake by adding verb *is*. In these 10 concordance lines, the author is indirectly doing the intending, yet he/she attributes his/her authorial voice to the study, the research, and the project he/she is writing. This is the exact same case with the verb *addresses* (line 9), it is the paper, project and research which is the direct agent of the verb.

There were 36 instances of *become*. Example 5.11 displays the first 5 lines which describe the research problem and the possible solution if the research suggested in the dissertation is carried out.

Example 5.11: Concordance lines of ‘become’

| N | Concordance |
|---|-----------------------------------------------------------------------------|
| 1 | English , otherwise , I would become a dumb and antisocial |
| 2 | level , but also have helped me become a better human being . |
| 3 | expressions of their interaction become intelligible . (L. May , |
| 4 | the more I know about it the more I become interested . On the other |
| 5 | . Helping teachers and students become aware of what techniques to |

The use of present tense seems to be characteristic of this chapter. Indeed, the negative keywords evidence that the use of past tense is infrequent in this chapter. Interestingly the most infrequent verbs in this list are *was* and *were*; thus, I retrieved their concordance in my dissertations corpus and the lines point to be in passive voice (frequent in the methodology section of the dissertations, see section 5.2.3).

Connectors such as *however* and *finally* are particularly infrequent in the introductory chapter. Other significantly infrequent words in this chapter are *that*, *the* and *they*. The infrequency of *that*, for example, might suggest the existence of simple and compound sentence constructions, and less complex ones. The lack of *the*, for instance, shows fewer definite noun phrases. Since the first reference to an entity is typically an indefinite phrase, its absence in the introduction might not be a surprising finding, but it indicates that there might be more instances of this in the following sections of the dissertation. Additionally, there seems to be a correspondence of having the indefinite article *a* as a significant keyword (line 35 in Table 5.2). The function of this indefinite article is to present things and introduce them to the context, to later refer to them with the definite article *the*. The case of *they* becomes an interesting case, particularly because in the

previous section *they* was a positive keyword in the dissertations. Thus, I retrieved the concordance of this word in the corpus of the dissertations. Example 5.12 shows the first random concordance lines.

Example 5.12: Concordance for the negative keyword 'they'

| N | Concordance |
|----|-----------------------------------------------------------------------------------|
| 1 | , and are bilingual because they already possess an indigenous |
| 2 | tasks but somehow it seems like they are only halfway through since |
| 3 | because they feel confident on what they are doing . Making a |
| 4 | meaning of the poem , which they are translating , making the |
| 5 | school and a public school where they both manage all levels of |
| 6 | literature in their lives , so that they can enjoy of the rewards that |
| 7 | to mislead their hearers . This is , they do not want to be |
| 8 | implications for future researchers . They found that many of their |
| 9 | according to the kind of group they have (taking into account |
| 10 | specific characteristics ; this means they have different backgrounds from |

The concordance for the keyword *they* suggests that it is mostly used to refer the participants/ subjects of the study, but lines 8 and 9 seem to refer to researchers/ teachers. Hence, it is likely that *they* might be a keyword in the methodology and/or finding sections of the dissertations, and that is why it is a negative keyword in the introductory section. The case must explain the total absence, even as negative keywords, of personal pronouns in the introductory section: perhaps it is a small sub-corpus to generate more keywords. This finding, however, shows the same situation as in section 5.1 where personal pronouns were negative keywords. I could then say, the absence of *they* is not surprising, but it might be a keyword (positive or negative) in another or other chapters of the dissertations (section 5.2.3).

5.2.2 The Literature Chapter

The literature chapter in dissertations aims ‘to justify the value of the research, and to show why it is distinct from what is documented in the literature’ (Kwan, 2006: 32). A

literature chapter presents a theoretical revision of the research topic and arguments the stance of the current research. As described in the methodology chapter (Chapter Four), the literature chapter is the longest chapter in the undergraduate dissertations with 217, 810 words (7,260 words average per dissertation) and it is also the chapter with more keywords: 500. Table 5.7 shows the first 50 keywords found in the literature chapter of the dissertations. No negative key words were found in the literature review. This could possibly be explained by the fact that this is the longest chapter of all (49% of the overall words), and I am using the other chapters (51% of the reminding words) as the reference corpus which turns out to be of 229,162 words without the literature chapter (217,810 words). Thus, the size of the reference corpus for this chapter might explain the absence of negative keywords.

From the list of keywords, we can identify that most are content related (as identified in section 5.1); for example the words, learner(s), *learning*, *language*, *approach*, *method*, *theory* among others. Because these words can be grouped into the same category and some of them present only a small function change e.g. *learner(s)/ learning*, I look in the detail at the dispersion of selected lines (see Table 5.6). I chose these lines trying to include diverse word classes, i.e. nouns, adjectives, verbs pronouns. The dispersion of these keywords in the literature review of the undergraduate dissertations is as follows:

Table 5.6: Distribution of the Keywords in the Literature Chapter

| Line number | Keyword | Hits | Files |
|--------------------|----------------|-------------|--------------|
| 2 | language | 2426 | 29 |
| 5 | approach | 346 | 25 |
| 8 | learners | 503 | 25 |
| 11 | is | 4492 | 30 |
| 13 | or | 1505 | 30 |
| 21 | defines | 91 | 22 |
| 34 | his | 230 | 27 |
| 37 | he | 343 | 27 |
| 33 | tests | 127 | 9 |
| 46 | linguistic | 195 | 25 |

All these keywords are frequent in the majority of the files, except for *tests*. I looked at the concordance of this word and found that it functions only as a noun occurring in dissertations whose topic is evaluation.

Table 5.7 Keywords of the Literature Chapter

| N | Key word | Freq. | % | RC. Freq. | RC. % | Keyness | P |
|----|---------------|-------|-------------|-----------|-------------|-------------|-------------|
| 1 | P | 1337 | 0.613837719 | 288 | 0.125675291 | 791.4464722 | 1.84092E-18 |
| 2 | LANGUAGE | 2426 | 1.113814831 | 1381 | 0.602630436 | 349.0539856 | 2.5582E-17 |
| 3 | # | 8600 | 3.948395491 | 6990 | 3.050243855 | 267.7553101 | 6.26333E-17 |
| 4 | AMP | 522 | 0.239658415 | 140 | 0.061092153 | 254.8517761 | 7.42655E-17 |
| 5 | APPROACH | 346 | 0.158854052 | 54 | 0.023564117 | 253.1900635 | 7.59674E-17 |
| 6 | MODEL | 205 | 0.094118729 | 11 | | 222.59198 | 1.19267E-16 |
| 7 | CITED | 331 | 0.151967317 | 60 | 0.026182352 | 221.0330658 | 1.22274E-16 |
| 8 | LEARNERS | 503 | 0.230935216 | 160 | 0.069819607 | 204.5034485 | 1.61395E-16 |
| 9 | METHOD | 291 | 0.133602679 | 50 | 0.021818627 | 201.062912 | 1.71573E-16 |
| 10 | LEARNER | 291 | 0.133602679 | 54 | 0.023564117 | 191.3092957 | 2.05507E-16 |
| 11 | IS | 4492 | 2.062347889 | 3490 | 1.522940159 | 185.4824066 | 2.30146E-16 |
| 12 | LEARNING | 1076 | 0.494008541 | 583 | 0.254405171 | 175.500885 | 2.82366E-16 |
| 13 | OR | 1505 | 0.690969169 | 946 | 0.412808418 | 159.4710541 | 4.05004E-16 |
| 14 | FREEMAN | 99 | 0.045452457 | 0 | | 142.3598938 | 6.28759E-16 |
| 15 | INDIVIDUAL | 148 | 0.067949131 | 16 | | 129.3475037 | 9.22916E-16 |
| 16 | LARSEN | 87 | 0.039943069 | 0 | | 125.1016922 | 1.05806E-15 |
| 17 | DEFINITION | 160 | 0.073458523 | 23 | 0.010036568 | 122.4317398 | 1.15682E-15 |
| 18 | PROCESS | 625 | 0.28694734 | 319 | 0.139202833 | 117.4052048 | 1.37883E-15 |
| 19 | COMMUNICATIVE | 252 | 0.115697168 | 75 | 0.032727938 | 110.4203796 | 1.79251E-15 |
| 20 | COMPETENCE | 225 | 0.103301041 | 60 | 0.026182352 | 110.374939 | 1.79571E-15 |
| 21 | DEFINES | 91 | 0.041779533 | 5 | | 98.2489292 | 3.01641E-15 |
| 22 | INPUT | 118 | 0.054175656 | 15 | | 96.01154327 | 3.35484E-15 |
| 23 | SAYS | 117 | 0.05371654 | 16 | | 91.85744476 | 4.13059E-15 |
| 24 | NUNAN | 119 | 0.054634772 | 17 | | 91.34942627 | 4.24134E-15 |
| 25 | THEORY | 141 | 0.064735323 | 27 | 0.011782059 | 90.70265198 | 4.38813E-15 |
| 26 | FIELD | 188 | 0.086313762 | 52 | 0.022691371 | 88.94519806 | 4.82282E-15 |
| 27 | SPEAKER | 177 | 0.08126349 | 47 | 0.020509509 | 87.1739502 | 5.321E-15 |
| 28 | MODELS | 77 | 0.035351913 | 4 | | 84.19918823 | 6.32412E-15 |
| 29 | AUTHORS | 103 | 0.047288921 | 13 | | 84.08681488 | 6.36678E-15 |
| 30 | WORDS | 410 | 0.188237458 | 201 | 0.08771088 | 84.08052826 | 6.36918E-15 |
| 31 | TRANSLATOR | 164 | 0.075294979 | 42 | 0.018327646 | 83.57961273 | 6.56418E-15 |
| 32 | BROWN | 187 | 0.085854642 | 55 | 0.024000488 | 82.98394775 | 6.80658E-15 |
| 33 | TEXT | 344 | 0.157935813 | 156 | 0.068074115 | 82.42005157 | 7.04716E-15 |
| 34 | HIS | 230 | 0.105596624 | 81 | 0.035346173 | 82.22952271 | 7.13101E-15 |
| 35 | ACQUISITION | 141 | 0.064735323 | 31 | 0.013527548 | 81.89096832 | 7.28332E-15 |
| 36 | REFERS | 191 | 0.087691106 | 59 | 0.025745979 | 80.27158356 | 8.07508E-15 |
| 37 | HE | 343 | 0.157476693 | 158 | 0.068946861 | 79.76728821 | 8.34496E-15 |
| 38 | READER | 99 | 0.045452457 | 13 | | 79.30289459 | 8.60423E-15 |
| 39 | APPROACHES | 107 | 0.049125385 | 17 | | 77.45728302 | 9.7477E-15 |
| 40 | ESP | 78 | 0.035811029 | 6 | | 76.94373322 | 1.01016E-14 |
| 41 | SOUND | 101 | 0.046370689 | 15 | | 75.93495941 | 1.08483E-14 |
| 42 | DISCOURSE | 116 | 0.053257424 | 22 | | 75.1115036 | 1.15133E-14 |
| 43 | MESSAGE | 110 | 0.050502732 | 20 | | 73.27020264 | 1.32099E-14 |
| 44 | METHODS | 126 | 0.057848584 | 28 | 0.012218431 | 72.55604553 | 1.39577E-14 |
| 45 | TESTS | 127 | 0.0583077 | 29 | 0.012654803 | 71.53646088 | 1.51262E-14 |
| 46 | LINGUISTIC | 195 | 0.08952757 | 68 | 0.029673332 | 70.62737274 | 1.62807E-14 |
| 47 | ELEMENTS | 163 | 0.074835867 | 49 | 0.021382254 | 70.62338257 | 1.6286E-14 |
| 48 | STATES | 182 | 0.083559066 | 61 | 0.026618725 | 69.36726379 | 1.80836E-14 |
| 49 | DEFINED | 105 | 0.048207153 | 21 | | 65.49770355 | 2.56008E-14 |
| 50 | PHYSICAL | 71 | 0.032597218 | 7 | | 64.33933258 | 2.86465E-14 |

The keywords *approach(es)*, *model(s)*, *method(s)*, and *process* are content words which are significantly more frequent in the literature in comparison to the other chapters. These words refer to communicative purposes proper to the literature chapter: to justify and support theoretically the value of the research, and to demonstrate knowledge of the theory behind their study (Swales & Lindemann 2002; Kwan, 2006) and the discipline they

are writing for (Hyland, 2000, 2012). Thus, these keywords imply the discussion of the epistemological foundation of their research, i.e. approach, design, models. Example 5.13 presents the first 7 random lines of a concordance of these keywords.

Example 5.13: Concordance lines for approach, design and models.

| Concord | |
|----------------------------------------------|----------------------------------------------------------------------------------------------|
| File Edit View Compute Settings Windows Help | |
| N | Concordance |
| 1 | Needs Processor was used for instrument design . 2.3.3 Data Collection Methods |
| 2 | (1997 , p. 165) says that in the product approach , a model is provided and various |
| 3 | termed the process genre approach . This approach allows students to study the |
| 4 | and role of materials in the case of design ; and in the case of procedure the |
| 5 | and practices that are derived from one 's approach and design . Moreover , Richards |
| 6 | a distinction between bilingual education models and bilingual education programs |
| 7 | and methods in teaching . 2.3.1.3 Approach Approach has a useful function in |

As noticed in Example 5.13, the writers use these words to refer to the approaches discussed in their discipline and the models and design e.g. *models* in terms of education line 6 and *instrument* designing in line 1. In addition, most of the other significant keywords in the literature chapter show the discipline that the writers are writing for, i.e. TESOL/ELT and AL, e.g. *learner(s), learning, input, communicative, competence, translator, text, acquisition, field, reader, ESP, discourse, words, linguistic, elements, sound, and tests*. This disciplinary characteristic is also supported by names of authors in the field, e.g. Freeman (line 14, freq. 99), Larsen (16, freq. 87), Nunan (24, freq. 119), and Brown (32, freq. 187). The works of these authors are mostly in ELT. In Ivanič and Camps' view (2001: 11) the use of proper nouns belongs to the ideational positioning in relation to the interest and objects of study. The use of this type of noun, as in the introductory chapter, provides evidence of the research field. This fact might support the idea of using the concepts of *introduction* and *literature review* interchangeably to refer to the beginning chapters of a thesis (Kwan, 2006), but there are distinctive functions for each of them.

One of the functions that characterises the literature reviews is the argumentation of the theoretical concepts and how these are discussed and presented. This argumentation can be analysed by paying attention to the reporting verbs. In the keywords list, there are a few verbs. These are: *is* (used to provide definitions), *says*, *refers*, *defines* and *states*, which are in present tense in the third person singular. These verbs are constitutive of literature reviews as the writer is discussing literature, and it is expected they show elements of discursivity and intertextuality. The present tense is distinctive in this chapter, as undergraduates are backing up their statements with authors' views, which are conventionally given in present tense even though the work is in the past. Supporting one's argument by citing is a communicative function of literature reviews (Swales, 1990). In the examples, there are also two past participial forms: *cited* and *defined*. The latter is just reporting concepts that writers had already defined, but the former as retrieved in the concordance serves for citing authors in secondary sources as example 5.14 illustrates.

Example 5.14: Concordance for the Verb 'cited'

| N | Concordance |
|----|----------------------------------------------------------------------------|
| 1 | where original writers are not cited as the owners . This proposal |
| 2 | Though , a number of reasons are cited as being responsible for the |
| 3 | shared . Guiora (1972 , p. 143 cited Brown , 2000) defined |
| 4 | phases . All these authors were cited by Hidi and Boscolo (2006 , |
| 5 | , 1988 , p. 19 ; Tseng , 1992 , cited by Mikkelson , 2004) . The |
| 6 | exchange (Weaver , 1949 , cited by Bernardo , 2007 , p. 93) |
| 7 | , Ruth Morris (Morris , 1995 , cited by Mikkelson , 2004) |
| 8 | , Joseph Tseng (Tseng , 1992 , cited by Mikkelson , 2004) divides |
| 9 | that Golden age (Fawcett , 1997 ; cited by Bernardo , 2004) is a |
| 10 | specialists in translation (ESIT , cited by Pym , 1998) , or a |
| 21 | , other author such as Chomsky cited in Locastro (2003) , |
| 22 | an action (Searle , 1977) cited in (Felix-Brasdefer , 2006) . |
| 23 | to Brown and Levinson (1978) cited in (Odlin , 1989) positive |
| 24 | ; Fraser , 1990 ; Smith , 1998) cited in Felix-Brasdefer) . In |
| 25 | in a study developed by Fishman (cited in Thorne et al . 1983 , p. |

The concordance for the verb *cited* retrieved 331 lines, all of them but the first 2 lines refer to citing secondary sources by using either *cited by* (lines 4 to 10) or *cited in* (lines 21 to 25). As 329 of the lines have the same structure and function, the lines

included in Example 5.14 are not random, but I included lines which contain both cases, *cited by* and *cited in*. The use of *cited* can be excluded from the verbs the writers use to discuss their text as it serves for citing purposes only. The implication of this verb in its past participial form could be that undergraduates rely on secondary sources and this is a common practice in this particular context. As for the rest of the verbs, they are reporting verbs which can serve many rhetorical functions (Bloch, 2010). For example, the verbs in this list serve the function of reporting others' ideas, demonstrating their attitude towards them and not reporting their own claims (Thomson & Ye, 1991; Bloch, 2010) as these are in the third person. This finding evidences that undergraduates are aware of the function of the literature in a dissertation.

The third person pronouns *he* and *his* are also significant keywords in the literature review. When retrieving their concordances, the majority of these instances show that the use of the *he* pronoun is to refer to the authors previously mentioned in the literature. That is, these are used as deictic expressions which show writer's sequence of ideas in reference to previous authors mentioned. With the use of *his* is also to refer to actions done by previous mentioned authors, participants. There were 343 lines for *he* and 230 for *his*. Example 5.15 shows random concordance lines of both instances.

Example 5.15: Concordance for Keywords 'his' and 'he'

The image shows two screenshots of a concordance software interface. The top window, titled 'he random.cnc', displays a list of 10 lines of text where the keyword 'he' is highlighted in bold. The bottom window, titled 'hisrandom.cnc', displays a list of 10 lines of text where the keyword 'his' is highlighted in bold. Both windows have a menu bar with 'File', 'Edit', 'View', 'Compute', 'Settings', 'Windows', and 'Help'.

| N | Concordance |
|----|---------------------------------------------------------------------------------|
| 1 | , as well as it can be done . He actually affirms that around 70% |
| 2 | the learning of foreign languages , he affirmed that : those who know |
| 3 | in the translation process , although he also has confidence in the four |
| 4 | to the foreign language learner . He also says that when a student |
| 5 | choice in a given situation , he bases his choice in what he |
| 6 | around a small number of what he calls 'functional components ' that |
| 7 | independent and self-sufficient ; he can use the environment that |
| 8 | of the learner . It reflects how he can interact with others . 2.1.3 |
| 9 | idea is provided by Brown (2000) ; he comments that approach is the |
| 10 | registers his participants , then he contacted them at their homes |

| N | Concordance |
|----|-----------------------------------------------------------------------------------|
| 1 | in a given situation , he bases his choice in what he wants to do |
| 2 | game types is Cross (1995) , his classification is : single words , |
| 3 | . Consequently , it is assumed that his disciples , especially Mark , did |
| 4 | individual referred as a student has his/her own way of thinking ; in |
| 5 | a learner carries out have to do with his/her way of learning or acquiring |
| 6 | factor that the learner uses for his/her own good . A similar view |
| 7 | he is going to use in order for his language to fit his context of |
| 8 | the speaker can borrow a word from his mother tongue ; third , the |
| 9 | selects the best song that fits with his objective of the class . There is |
| 10 | if there is something symbolic from his or her life , what the poet |

Thus, the presence of third person personal pronouns in this chapter is to demonstrate the student's involvement in the ideas discussed and concepts presented by the authors they are citing or by the participants/subjects of the study. Their use is not exhibiting authorial identity as they serve to report other's ideas. Interestingly, the third person pronouns occur only in the singular forms *he/his* and not in the plural *they* or in the feminine version *she/her*. The absence of *she/her* might be then due to most single cited sources being authored by men. The form *they* is not in the top 50 keywords of the literature chapter, and though it is not a negative keyword, singular third-person pronouns seem to be more frequent. The linguistic elements found so far as distinctive in this section show then that undergraduates are aware of the functions of the literature chapter, so they use pronouns accordingly. However, there are no linguistic features of authorial identity which characterise this chapter. A complete analysis of the reporting verbs though, might be revealing in this regards (see section 6.2.2).

5.2.3 The Methodology Chapter

Reporting methodological procedures is one of the communicative functions of the methodology chapter since it aims to provide a detailed description of the methods and steps followed to carry out the research (Lim, 2006; Bruce, 2008). Swales (1990) affirms that the method section in social science research tends to be a ‘careful step-by-step description (...) [which] produces the kind of explicitness that we associate with standard academic description’ (p.169). Because social science research, in most of the cases, involves human participants (e.g. human data such as behaviour), the methodology chapter should be extended and detailed (Swales & Feak, 1994). A reader then expects a long and complete descriptive chapter of the methodology and procedures. Surprisingly, this chapter is the shortest chapter in the dissertations. It is 29, 996 words, that is, it is only 7% of the overall words of the dissertation corpus.

The total number of keywords and negative keywords of this chapter is 132. I include the first 50 and the 28 negative ones (see Table 5.8, where the negative keywords are in bold). 50 top keywords for the methodology chapter show a variety of linguistic choices which evidence the purpose of the methods chapter. The list includes *content words* such as nouns, pronouns, verbs, and adjectives as well as *function words* such as articles and a preposition in the keywords list.

Table 5.8 Keywords for the Methodology Chapter

| N | Key word | Freq. | % | RC. Freq. | RC. % | Keyness | P |
|-----|----------------|-------|-------------|-----------|-------------|--------------|-------------|
| 1 | WERE | 377 | 1.256834269 | 1156 | 0.277234167 | 489.9397278 | 8.44049E-18 |
| 2 | QUESTIONNAIRE | 146 | 0.486731559 | 97 | 0.02326273 | 475.9761963 | 9.26602E-18 |
| 3 | WAS | 435 | 1.450193405 | 1832 | 0.439353824 | 390.7903442 | 1.76137E-17 |
| 4 | INSTRUMENTS | 107 | 0.356714219 | 54 | 0.012950386 | 380.523468 | 1.92261E-17 |
| 5 | INSTRUMENT | 87 | 0.290038675 | 64 | 0.015348605 | 273.3388977 | 5.83512E-17 |
| 6 | PARTICIPANTS | 144 | 0.480064005 | 310 | 0.074344806 | 254.2925415 | 7.48326E-17 |
| 7 | APPENDIX | 63 | 0.210028008 | 30 | | 227.7069855 | 1.10066E-16 |
| 8 | QUESTIONS | 124 | 0.413388461 | 264 | 0.063313 | 220.7682343 | 1.22795E-16 |
| 9 | DATA | 100 | 0.333377779 | 209 | 0.050122279 | 180.4734039 | 2.54574E-16 |
| 10 | DESIGNED | 62 | 0.20669423 | 93 | 0.022303442 | 139.3600769 | 6.84009E-16 |
| 11 | THE | 2589 | 8.631151199 | 28298 | 6.786481857 | 138.6266937 | 6.98494E-16 |
| 12 | QUESTIONNAIRES | 60 | 0.200026676 | 97 | 0.02326273 | 128.8900909 | 9.36327E-16 |
| 13 | III | 31 | 0.103347115 | 14 | | 113.6630402 | 1.58241E-15 |
| 14 | PLANS | 38 | 0.126683563 | 32 | | 113.2686996 | 1.60615E-15 |
| 15 | RESEARCH | 178 | 0.593412459 | 944 | 0.226391926 | 111.679451 | 1.70676E-15 |
| 16 | METHODOLOGY | 64 | 0.213361785 | 162 | 0.038851157 | 99.01242065 | 2.91139E-15 |
| 17 | CHAPTER | 90 | 0.300040007 | 334 | 0.080100536 | 94.431427 | 3.62495E-15 |
| 18 | FROM | 208 | 0.693425775 | 1317 | 0.315845519 | 92.16876984 | 4.06462E-15 |
| 19 | JOURNALS | 25 | 0.083344445 | 18 | | 79.12386322 | 8.70705E-15 |
| 20 | FORMAT | 35 | 0.116682224 | 52 | 0.012470742 | 79.09093475 | 8.72614E-15 |
| 21 | ANALYZED | 49 | 0.163355112 | 120 | 0.028778635 | 77.95383453 | 9.42106E-15 |
| 22 | PROCEDURES | 34 | 0.113348447 | 50 | 0.011991098 | 77.29045105 | 9.86083E-15 |
| 23 | LESSON | 59 | 0.196692899 | 179 | 0.042928129 | 77.13717651 | 9.96632E-15 |
| 24 | OBSERVATION | 37 | 0.123349778 | 63 | 0.015108783 | 76.90050507 | 1.01322E-14 |
| 25 | YEARS | 48 | 0.160021335 | 124 | 0.029737923 | 72.93991089 | 1.35489E-14 |
| 26 | INTERVIEW | 29 | 0.096679561 | 37 | | 71.3218689 | 1.53886E-14 |
| 27 | SUBJECTS | 71 | 0.236698225 | 285 | 0.068349257 | 67.54779053 | 2.11884E-14 |
| 28 | ANALYSIS | 91 | 0.303373784 | 436 | 0.104562372 | 67.39797211 | 2.14748E-14 |
| 29 | AGES | 19 | 0.063341781 | 10 | | 66.69137573 | 2.28976E-14 |
| 30 | COLLECTED | 25 | 0.083344445 | 31 | | 62.40630722 | 3.49016E-14 |
| 31 | RESEARCHER | 38 | 0.126683563 | 94 | 0.022543265 | 59.93530273 | 4.58581E-14 |
| 32 | EXCEL | 17 | 0.056674223 | 9 | | 59.56568909 | 4.7876E-14 |
| 33 | ADMINISTERED | 23 | 0.07667689 | 28 | | 57.95970917 | 5.81628E-14 |
| 34 | QUESTION | 51 | 0.170022666 | 179 | 0.042928129 | 57.07443619 | 6.51173E-14 |
| 35 | PUEBLA | 35 | 0.116682224 | 85 | 0.020384867 | 56.06269455 | 7.44928E-14 |
| 36 | SELECTED | 30 | 0.100013338 | 60 | 0.014389317 | 55.8699646 | 7.64796E-14 |
| 37 | PROCEDURE | 32 | 0.106680892 | 70 | 0.016787536 | 55.74166489 | 7.78416E-14 |
| 38 | INTERVIEWS | 28 | 0.093345776 | 51 | 0.01223092 | 55.66117477 | 7.87125E-14 |
| 39 | I | 98 | 0.326710224 | 552 | 0.132381722 | 55.02502441 | 8.60757E-14 |
| 40 | OLD | 27 | 0.090011999 | 49 | 0.011751276 | 53.80437469 | 1.02993E-13 |
| 41 | EACH | 81 | 0.270036012 | 419 | 0.100485399 | 52.95462418 | 1.17475E-13 |
| 42 | OPEN | 25 | 0.083344445 | 43 | 0.010312344 | 51.61466599 | 1.46375E-13 |
| 43 | QUALITATIVE | 19 | 0.063341781 | 20 | | 51.40286255 | 1.51785E-13 |
| 44 | THIS | 425 | 1.416855574 | 4036 | 0.967921436 | 50.98487854 | 1.63269E-13 |
| 45 | ANSWER | 47 | 0.156687558 | 173 | 0.041489199 | 49.76409149 | 2.04213E-13 |
| 46 | COLLECT | 19 | 0.063341781 | 22 | | 49.10205078 | 2.32264E-13 |
| 47 | CARRY | 27 | 0.090011999 | 59 | 0.014149495 | 47.06744766 | 3.58524E-13 |
| 48 | USED | 125 | 0.416722238 | 851 | 0.204088479 | 46.67108154 | 3.93232E-13 |
| 49 | CONSISTED | 17 | 0.056674223 | 18 | | 45.86545181 | 4.78892E-13 |
| 50 | MINUTES | 18 | 0.060008001 | 24 | | 43.22993469 | 1.01741E-12 |
| 105 | BEEN | 9 | 0.030004 | 468 | 0.112236679 | -24.3717289 | 7.91333E-07 |
| 106 | SHOULD | 8 | 0.026670223 | 451 | 0.108159699 | -25.24751282 | 5.01321E-07 |
| 107 | LEARNER | 4 | 0.013335112 | 341 | 0.081779286 | -25.38981819 | 4.65459E-07 |
| 108 | THINK | 3 | 0.010001333 | 311 | 0.074584626 | -25.55299187 | 4.27473E-07 |
| 109 | CAN | 78 | 0.26003468 | 1861 | 0.446308672 | -25.99658775 | 3.39097E-07 |
| 110 | NEW | 7 | 0.023336444 | 432 | 0.103603087 | -26.02979088 | 3.33265E-07 |
| 111 | COMPETENCE | 2 | | 283 | 0.067869611 | -26.31139755 | 2.87644E-07 |
| 112 | SKILLS | 6 | 0.020002667 | 409 | 0.098087177 | -26.50743675 | 2.59601E-07 |
| 113 | IMPORTANT | 40 | 0.133351117 | 1161 | 0.278433293 | -26.66146278 | 2.39484E-07 |
| 114 | FACTORS | 4 | 0.013335112 | 352 | 0.084417328 | -26.66659546 | 2.38841E-07 |
| 115 | KNOWLEDGE | 12 | 0.040005334 | 573 | 0.137417987 | -27.43738747 | 1.59339E-07 |
| 116 | HIS | 2 | | 309 | 0.074104987 | -29.57555008 | 5.08544E-08 |
| 117 | READING | 14 | 0.046672888 | 679 | 0.162839115 | -33.0439949 | 6.08499E-09 |
| 118 | COMMUNICATION | 2 | | 338 | 0.081059821 | -33.24970245 | 5.18052E-09 |
| 119 | PROCESS | 24 | 0.080010667 | 920 | 0.220636204 | -33.89990616 | 2.87745E-09 |
| 120 | LEARN | 3 | 0.010001333 | 392 | 0.094010204 | -35.43190765 | 2.72486E-10 |
| 121 | WORDS | 10 | 0.033337779 | 601 | 0.144133002 | -35.47703171 | 2.48268E-10 |
| 122 | HE | 6 | 0.020002667 | 495 | 0.118711866 | -36.19107056 | 7.60538E-11 |
| 123 | SAID | 2 | | 363 | 0.08705537 | -36.44105148 | 5.49996E-11 |
| 124 | AMP | 11 | 0.036671557 | 651 | 0.1561241 | -37.95953751 | 1.28871E-11 |
| 125 | NOT | 80 | 0.266702235 | 2121 | 0.508662343 | -39.67503738 | 4.37707E-12 |
| 126 | FIGURE | 87 | 0.023336444 | 616 | 0.147730321 | -46.68512726 | 3.91927E-13 |
| 127 | A | 449 | 1.496866226 | 8534 | 2.046640635 | -46.77377319 | 3.83824E-13 |
| 128 | LEARNING | 26 | 0.086678222 | 1633 | 0.391629249 | -99.91976929 | 2.79282E-15 |
| 129 | P | 21 | 0.070009336 | 1604 | 0.38467443 | -112.2144775 | 1.67197E-15 |
| 130 | IS | 313 | 1.043472409 | 7669 | 1.839194536 | -117.3709106 | 1.38053E-15 |
| 131 | LANGUAGE | 103 | 0.34337911 | 3704 | 0.888300538 | -125.124794 | 1.05726E-15 |
| 132 | THAT | 278 | 0.926790237 | 7739 | 1.855982065 | -164.3133698 | 3.61512E-16 |

To observe the occurrence of these keywords across the methodology chapters of the dissertation, I present the dispersion of the first ten keywords (not counting line 5 as it is the plural of line 4). The dispersion of these keywords (Table 5.9) show that they are all frequent in most of the files.

Table 5.9: Distribution of the First Ten Keywords in the Methodology Chapter

| Keyword | Hits | Files |
|----------------|-------------|--------------|
| were | 337 | 30 |
| questionnaire | 147 | 21 |
| was | 435 | 30 |
| instrument | 107 | 27 |
| participants | 144 | 25 |
| appendix | 63 | 23 |
| questions | 124 | 24 |
| data | 100 | 28 |
| designed | 62 | 22 |
| the | 2588 | 30 |

Two of the most significant keywords for the methodology chapter are the singular and plural forms of the verb *be* in past, which is a case totally opposed to the introductory chapter. At first glance, then these forms can just be simply explained as serving the purpose of reporting in simple past form; however, the concordances of the past forms of the verb *be* indicate that more than half of the forms are passive constructions. There were 435 lines for *was* and 377 lines for *were*. Example 5.16 contains the first lines of random sampling of both forms.

Example 5.16: Concordance for the Past forms of Verb to Be

| Concord | | | | | | |
|---------|---------------------------------------------------------------------------------------------------|------|---------|----------|---------|------|
| File | Edit | View | Compute | Settings | Windows | Help |
| N | Concordance | | | | | |
| 1 | groups each one with 20 students . They were 12 females and 8 males in the 3rd . | | | | | |
| 2 | (BUAP) . The participants of this research were 25 students . The group was formed | | | | | |
| 3 | to analyze . The transcription pages number was 7 . The design of the transcription also | | | | | |
| 4 | essay , together with the questionnaire , was a great source of information due to the | | | | | |
| 5 | answer the questionnaire . Next , teachers were able to answer the questionnaire , and | | | | | |
| 6 | that although they were very similar they were about different aspects . 3 . 4 . 1 | | | | | |
| 7 | (2004) . Afterwards , the questionnaires were administered to the 80 subjects in both | | | | | |
| 8 | instrument number three (see Appendix III) was administered to the principal and the | | | | | |
| 9 | faced to . 3 . 2 . 1 The Poem This instrument was adopted by the researcher of this thesis | | | | | |
| 10 | the main findings . Finally , these results were analyzed to state the main conclusions | | | | | |
| 11 | participated , as well as the instrument that was applied in order to obtain the data | | | | | |
| 12 | it to all 18 subjects ; the questionnaires were applied in the English classes . | | | | | |
| 13 | , the final versions of the lesson plans were applied to the participants and the data | | | | | |
| 14 | they were chosen randomly . 50 students were asked to answer the questionnaire from | | | | | |
| 15 | translation theories outside the classroom were asked to answer the questionnaire . | | | | | |
| 16 | yes or no . Then , the question number ten was asked in order to obtain the information | | | | | |
| 17 | of the training teachers . Participants were asked to express the extent of | | | | | |

These concordance lines show these forms as part of passive constructions as well as simple past form to report something done. For example, line 6 of *were* describes data in simple past; in lines 7, 10, and 12 to 15 it collocates with participants and research instruments using a passive construction. Also in passive voice, lines 9, 11 and 16 in the singular form *was* have various agents, but not the researcher. The reported object could be a number, an action, an example, and the objective of the research. Hence, *was/were* forms in the methodology chapter in these undergraduate dissertations are part of passive constructions, and clearly show awareness of the undergraduates using them in this section and not in the introduction as an example.

The past tense appears to be the commonly used tense to describe the methodology as well as the literature chapters. And it might be the case that the writer should have included a bit of literature discussion to justify their methodological and design choices in their methodology chapter (Lim, 2006). Indeed, the past tense usually reports of things done by others and the procedure followed by the current writer. The keywords list also

includes the past participles of verbs: *designed*, *analysed*, *collected*, *administered*, *selected*, *used* and *consisted*. Some of these verbs function as the past participle of the passive construction, e.g. *analysed* (line 10/*were*) and *administered* (line 8/*was*). Nevertheless, the complete concordance list also exhibits some of these verbs showing constructions of simple past tense forms, so this chapter might be characterised by past tenses in active and passive forms.

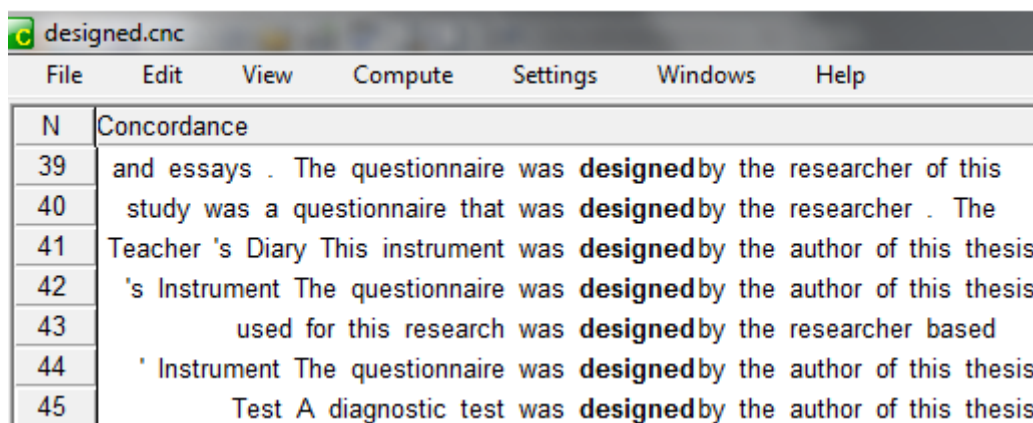
When analysing the concordances of some verbs in their participle form, I noticed some recurrent word combinations or lexical bundles (Biber & Conrad, 1999; Biber et. al., 1999). These clusters indicate the existence of some patterns to report methodological procedures such as the design of the instruments used in the study. See Figure 5.5 for the clusters for this word.

| N | Cluster | Freq. |
|----|----------------------------|-------|
| 1 | DESIGNED BY THE | 15 |
| 2 | INSTRUMENTS WERE DESIGNED | 8 |
| 3 | WAS DESIGNED TO | 8 |
| 4 | WAS DESIGNED BY | 7 |
| 5 | THE INSTRUMENTS WERE | 7 |
| 6 | BY THE AUTHOR | 7 |
| 7 | BY THE RESEARCHER | 7 |
| 8 | AUTHOR OF THIS | 6 |
| 9 | THE AUTHOR OF | 6 |
| 10 | QUESTIONNAIRE WAS DESIGNED | 6 |
| 11 | WERE DESIGNED EVALUATED | 5 |
| 12 | WERE DESIGNED BY | 5 |
| 13 | DESIGNED EVALUATED AND | 5 |
| 14 | LESSON PLANS WERE | 5 |

Figure 5.5 Clusters occurring within 5 words of the Keyword *Designed*

To analyse the context in which this word occurs, I retrieved concordances. The total number of concordance lines for *designed* is 62, and they all refer to the instrument. In Example 5.17 I include concordance lines of the most common cluster, i.e. *designed by the* (with 15 occurrences).

Example 5.17: Concordances of the Keyword 'Designed'



| N | Concordance |
|----|-----------------------------------------------------------------------------------|
| 39 | and essays . The questionnaire was designed by the researcher of this |
| 40 | study was a questionnaire that was designed by the researcher . The |
| 41 | Teacher 's Diary This instrument was designed by the author of this thesis |
| 42 | 's Instrument The questionnaire was designed by the author of this thesis |
| 43 | used for this research was designed by the researcher based |
| 44 | ' Instrument The questionnaire was designed by the author of this thesis |
| 45 | Test A diagnostic test was designed by the author of this thesis |

The examples show that 'was/were designed' are common collocations, and require a further analysis; these in particular can be placed in the passive voice analysis (see 6.1).

In general when explaining the methods, since the subject/agent tends to be the researcher and writer, the use of first person pronoun (singular) has become accepted in social sciences (Swales & Feak, 1994; Hyland, 2002a, b; Kuo, 1999). However, the significant presence of passives suggests the traditional use of impersonal writing (Billig, 2013) to imply that any researcher could follow the same procedure and obtain the same results. In fact, the purpose of the methodology chapter is to present a clear research design so that research can be followed, traced and/or duplicated. A detailed analysis of passives is presented in section 6.1.

The first person singular pronoun *I* was found as a keyword; its concordances show that it is usually exemplifying cases for the data analysis. Example 5.18 illustrates some of its uses; the concordance lines shown were randomly sorted.

Example 5.18: Concordance for the Pronoun 'I'

| N | Concordance |
|----|------------------------------------------------------------------------------|
| 1 | to do it in Excel and it was faster . I also had to analyze all the lists of |
| 2 | different aspects . 3.4.1 Analysis I analyzed the questionnaires page |
| 3 | 3 Data Collection Procedure How did I contact my participants ? At the |
| 4 | from the English area . However , I contacted him and he acted as a |
| 5 | As a conclusion , at first sight I felt the questionnaire was a little |
| 6 | ; however , when approaching them I found that the fact that they came |
| 7 | my project and they asked me what I needed or how they could help me |
| 8 | easier and better . For this , I now present the participants , |
| 9 | the course . 3.4 Procedure First , I talked with the professors about |
| 10 | at the beginning of the class and I talked to students and asked them |

The concordance list for the pronoun 'I' displays 85 cases in 11 of the dissertations. And as seen in the previous and coming analyses of the dissertation chapters, this pronoun is more likely to occur in the methodology section. Example 5.15 shows mainly a function of it: reporting decisions and procedures. In Chapter Six (section 6.2.1), I present a complete analysis of the uses of the first person pronouns. My claim in this section is that the use of first person pronouns occurs in the undergraduate dissertations and according to the concordance they display different functions with different levels of authority (see Chapter Six).

The most significant content words – *instrument(s)*, *questionnaire(s)*, *participants*, *appendix*, *questions*, *data*, *plans*, *research*, *chapter*, *methodology*, *journals*, *format*, *procedure(s)*, *lesson*, *interview(s)*, *subjects*, *years*, *analysis*, *researcher*, *excel*, *Puebla*, *qualitative*, *observation*, *minutes* – are methodology-related words and respond to the rhetorical function of describing the methodology (Bruce, 2008), and they are disciplinary terms relevant as human participants (e.g. *participants*, *subjects*), human data (e.g. *journals*, *lesson*, *interview(s)*), and type of research methods (e.g. *qualitative*, *observation*, *interview*, *questionnaire(s)*). In addition, *Puebla* is a content word which was the city

where they carried out their studies. Thus, one can see that undergraduates are aware of the purpose of the methodology chapter and the discipline they are writing in. Also, the words *methodology*, *chapter* and *III* as keywords, demonstrate that undergraduates share a common title for their chapter. As noticed in the two previous chapters' (introduction and literature) keywords analysis, they also contain nouns serving each chapter's function.

This chapter contains more negative keywords than the introduction and literature chapters; a possible reason for this is the size of the chapter. Some of the negative keywords of the methodology chapter are: *be* (present/ singular form), *p* (rank 129), *amp* – ampersand (rank 124), *he* (rank 122), *his* (rank 116), *said* (rank 123), *not* (rank 125), *should* (rank 106), *think* (rank 108) and *can* (rank 109) (see Table 5.4). Having *p*, *amp*, *is*, *he*, and *his* as negative keywords in the methodology chapter implies that references to literature are not particularly characteristic of this chapter (*p* and *amp* are used in the citing undergraduates did from the literature, *p* for page number and *amp* for joining two or more authors as it works for the & in XML version), and the scarce or null use of *that*, also a negative keyword for the methodology chapter.

Regarding the content words, the negative keywords in Table 5.4 show mental and verbal actions (e.g. *think*, *learn*, *said*) as non-characteristic of the methodology as well as other modal verbs (e.g. *should*, *can*). In terms of nouns, the majority of them seem to describe a more theoretical panorama (e.g. *language*, *communication*, *process*, *reading*, *knowledge*, *competence*, *approach*) which might also characterise other chapters such as the literature chapter, but not the methodology one.

5.2.4 Results/ Discussion Chapter

The results/discussion chapter aims to present the results and discuss their main findings in relation to the theory in the literature. Some researchers name this section as

results, others *discussion* and some others suggest it is a *coalesced* section (Swales, 1990; Yang & Allison, 2003). In traditional IMRD (Introduction, Method, Results, Discussion) structure results and discussion are always distinct, but this usually works at the level of articles. However, this variation was also noticed in the dissertations as some of them opted for the title of the chapter as results, and others as discussion. Since the main objective of the section is to present and discuss the results, I decided to refer as results/discussion. The results/discussion chapter of the dissertations displayed a total of 281 keywords from which there are more than 50 negative keywords. In Table 5.10 I include the top 50 keywords and the bottom 50 negative keywords (in bold).

Table 5.10. Keywords for the Results/Discussion Chapter

| N | Key word | Freq. | % | RC. Freq. | RC. % | Keyness | P | N | Key word | Freq. | % | RC. Freq. | RC. % | Keyness | P |
|----|---------------|-------|------------|-----------|------------|------------|------------|-----|---------------|-------|------------|-----------|------------|-------------|------------|
| 1 | FIGURE | 583 | 0,53491634 | 40 | 0,01183491 | 1373,10815 | 3,3315E-19 | 232 | WILL | 171 | 0,15689656 | 877 | 0,25948051 | -40,4968338 | 2,9173E-12 |
| 2 | STUDENTS | 2006 | 1,84055269 | 2543 | 0,75240469 | 850,633728 | 1,469E-18 | 233 | THROUGH | 47 | 0,04312362 | 354 | 0,104739 | -40,7939949 | 2,551E-12 |
| 3 | RESULTS | 527 | 0,48353502 | 345 | 0,10207614 | 510,932281 | 7,3743E-18 | 234 | GAMES | 4 | | 116 | 0,03432125 | -41,0670776 | 2,2666E-12 |
| 4 | TABLE | 232 | 0,21286552 | 28 | | 493,151947 | 8,2646E-18 | 235 | READER | 3 | | 109 | 0,03225014 | -41,7675095 | 1,707E-12 |
| 5 | WAS | 990 | 0,90834856 | 1277 | 0,37782964 | 404,152679 | 1,5774E-17 | 236 | GENRE | 2 | | 102 | 0,03017903 | -42,9034271 | 1,1335E-12 |
| 6 | THEY | 1293 | 1,18635821 | 2004 | 0,59292924 | 356,580292 | 2,3833E-17 | 237 | STATES | 20 | 0,01835048 | 223 | 0,06597965 | -42,9258614 | 1,125E-12 |
| 7 | THINK | 229 | 0,21011294 | 85 | 0,02514919 | 327,425934 | 3,1666E-17 | 238 | SAYS | 5 | | 128 | 0,03787173 | -43,0549698 | 1,0775E-12 |
| 8 | SHOWS | 198 | 0,18166971 | 60 | 0,01775237 | 312,764221 | 3,693E-17 | 239 | TERMS | 8 | | 151 | 0,0446768 | -43,5786209 | 9,1029E-13 |
| 9 | WERE | 674 | 0,618411 | 859 | 0,2541548 | 280,833954 | 5,3196E-17 | 240 | PURPOSE | 52 | 0,04771124 | 387 | 0,1145028 | -43,699543 | 8,7667E-13 |
| 10 | AGREED | 115 | 0,10551523 | 15 | | 240,073456 | 9,1416E-17 | 241 | MESSAGE | 4 | | 126 | 0,03727998 | -46,0078316 | 4,6206E-13 |
| 11 | SAID | 227 | 0,2082779 | 138 | 0,04083046 | 234,00473 | 9,9993E-17 | 242 | SPEAKER | 16 | 0,01468038 | 208 | 0,06154156 | -46,1714706 | 4,4367E-13 |
| 12 | TEACHERS | 546 | 0,50096798 | 738 | 0,21835418 | 203,103165 | 1,6544E-16 | 243 | MATERIALS | 41 | 0,03761848 | 343 | 0,1014844 | -46,5958176 | 4,0032E-13 |
| 13 | THEIR | 882 | 0,80925596 | 1491 | 0,44114643 | 192,414703 | 2,0124E-16 | 244 | INPUT | 4 | | 129 | 0,0381676 | -47,4999809 | 3,2516E-13 |
| 14 | ASKED | 147 | 0,134876 | 64 | 0,01893586 | 191,834183 | 2,0346E-16 | 245 | MOTIVATION | 34 | 0,03119581 | 311 | 0,09201647 | -47,7427177 | 3,0823E-13 |
| 15 | SHOWN | 137 | 0,12570076 | 53 | 0,01568126 | 191,465652 | 2,049E-16 | 246 | DEFINED | 3 | | 123 | 0,03639236 | -48,8798943 | 2,4282E-13 |
| 16 | DID | 159 | 0,14588629 | 82 | 0,02426158 | 185,678604 | 2,2925E-16 | 247 | METHODS | 6 | | 148 | 0,04378919 | -48,9737206 | 2,3829E-13 |
| 17 | THE | 8536 | 7,83198309 | 22351 | 6,61305428 | 185,42514 | 2,3041E-16 | 248 | CONTEXT | 36 | 0,03303086 | 327 | 0,09675043 | -49,7475014 | 2,0486E-13 |
| 18 | GRAPH | 74 | 0,06789676 | 3 | | 185,226135 | 2,3132E-16 | 249 | THEORY | 7 | | 161 | 0,04763553 | -51,5736542 | 1,474E-13 |
| 19 | CLASS | 322 | 0,29544267 | 357 | 0,10562661 | 169,216141 | 3,236E-16 | 250 | PARTICULAR | 17 | 0,0155979 | 230 | 0,06805076 | -52,7832108 | 1,2072E-13 |
| 20 | ANSWERED | 111 | 0,10184514 | 38 | 0,01124317 | 165,403244 | 3,5259E-16 | 251 | TEXT | 57 | 0,05229886 | 443 | 0,13107169 | -53,7734489 | 1,0348E-13 |
| 21 | DISAGREE | 71 | 0,06514419 | 7 | | 157,239868 | 4,274E-16 | 252 | SYSTEM | 2 | | 136 | 0,04023871 | -60,7739487 | 4,1682E-14 |
| 22 | STRONGLY | 81 | 0,07431943 | 14 | | 157,046707 | 4,2942E-16 | 253 | TECHNIQUES | 8 | | 189 | 0,05591997 | -61,3197403 | 3,9234E-14 |
| 23 | STATEMENT | 102 | 0,09358743 | 33 | | 156,239517 | 4,3798E-16 | 254 | TEACHING | 149 | 0,13671105 | 895 | 0,26480621 | -65,1825638 | 2,6385E-14 |
| 24 | SPANISH | 220 | 0,20185523 | 203 | 0,06006219 | 148,873474 | 5,2775E-16 | 255 | TRANSLATOR | 8 | | 198 | 0,05858283 | -65,6235962 | 2,5296E-14 |
| 25 | DISAGREED | 52 | 0,04771124 | 0 | | 146,788666 | 5,5756E-16 | 256 | ITS | 29 | 0,02660819 | 336 | 0,09941328 | -67,1971817 | 2,1867E-14 |
| 26 | PARENTS | 119 | 0,10918533 | 60 | 0,01775237 | 141,154861 | 6,5021E-16 | 257 | SOCIAL | 24 | 0,02202057 | 309 | 0,09142472 | -68,0394897 | 2,0283E-14 |
| 27 | INTERVIEWED | 78 | 0,07156686 | 18 | | 137,598145 | 7,1951E-16 | 258 | FIELD | 11 | 0,01009276 | 229 | 0,06775489 | -69,7777481 | 1,7468E-14 |
| 28 | GAME | 137 | 0,12570076 | 89 | 0,02633269 | 133,48494 | 8,1249E-16 | 259 | A | 1854 | 1,70108914 | 7129 | 2,10927773 | -72,32547 | 1,4211E-14 |
| 29 | THEM | 447 | 0,41013312 | 682 | 0,2017853 | 127,401978 | 9,818E-16 | 260 | INDIVIDUAL | 2 | | 162 | 0,04793141 | -74,6182404 | 1,1938E-14 |
| 30 | IT | 1470 | 1,34876001 | 3176 | 0,93969226 | 126,465042 | 1,0119E-15 | 261 | DEFINITION | 2 | | 181 | 0,05355299 | -84,8027573 | 6,1014E-15 |
| 31 | ENGLISH | 476 | 0,43674132 | 751 | 0,22220053 | 124,876625 | 1,0659E-15 | 262 | RICHARDS | 2 | | 185 | 0,05473648 | -86,9528198 | 5,3879E-15 |
| 32 | OBSERVED | 100 | 0,09175238 | 47 | 0,01390602 | 124,333527 | 1,0853E-15 | 263 | OR | 406 | 0,37251467 | 2045 | 0,60506004 | -88,9531097 | 4,8207E-15 |
| 33 | ANSWERS | 107 | 0,09817505 | 57 | 0,01686475 | 122,061867 | 1,1715E-15 | 264 | COMPETENCE | 11 | 0,01009276 | 274 | 0,08106916 | -91,0842743 | 4,3007E-15 |
| 34 | SECTION | 149 | 0,13671105 | 119 | 0,03520887 | 118,996628 | 1,3028E-15 | 265 | BROWN | 6 | | 236 | 0,069826 | -92,6771317 | 3,9599E-15 |
| 35 | HAD | 208 | 0,19084495 | 226 | 0,06686727 | 112,635567 | 1,6453E-15 | 266 | AND | 2552 | 2,34152079 | 9738 | 2,88121009 | -92,9661942 | 3,9019E-15 |
| 36 | CONSIDER | 165 | 0,15139143 | 154 | 0,04556442 | 110,042145 | 1,8194E-15 | 267 | LINGUISTIC | 8 | | 255 | 0,07544758 | -93,5258636 | 3,7929E-15 |
| 37 | OBTAINED | 122 | 0,1119379 | 87 | 0,02574094 | 109,192513 | 1,8818E-15 | 268 | REFERS | 6 | | 244 | 0,07219298 | -96,7565765 | 3,2368E-15 |
| 38 | NOT | 753 | 0,69089544 | 1448 | 0,42842391 | 107,368683 | 2,0256E-15 | 269 | STUDY | 78 | 0,07156686 | 693 | 0,2050399 | -102,468056 | 2,4924E-15 |
| 39 | SEEN | 204 | 0,18717486 | 228 | 0,06745902 | 105,814857 | 2,16E-15 | 270 | COMMUNICATIVE | 9 | | 318 | 0,09408757 | -120,806229 | 1,223E-15 |
| 40 | LESSON | 132 | 0,12111314 | 106 | 0,03136252 | 104,798195 | 2,2544E-15 | 271 | APPROACH | 15 | 0,01376286 | 385 | 0,11391106 | -129,702698 | 9,1268E-16 |
| 41 | INDISPENSABLE | 51 | 0,04679371 | 8 | | 101,603531 | 2,5893E-15 | 272 | PROCESS | 88 | 0,08074209 | 856 | 0,25326717 | -141,990143 | 6,3524E-16 |
| 42 | MOST | 371 | 0,34040132 | 581 | 0,17190214 | 99,1152039 | 2,8976E-15 | 273 | METHOD | 4 | | 337 | 0,09970916 | -156,231689 | 4,3806E-16 |
| 43 | PERCENTAGE | 53 | 0,04862876 | 11 | | 97,0259781 | 3,1954E-15 | 274 | CITED | 7 | | 384 | 0,11361519 | -164,31543 | 3,615E-16 |
| 44 | IMPORTANT | 446 | 0,4092156 | 755 | 0,22338402 | 96,628006 | 3,2567E-15 | 275 | RESEARCH | 105 | 0,09634 | 1017 | 0,30090269 | -167,888931 | 3,3332E-16 |
| 45 | AGREE | 80 | 0,07340191 | 42 | 0,01242666 | 92,2158966 | 4,0548E-15 | 276 | LEARNER | 2 | | 343 | 0,1014844 | -172,874146 | 2,9869E-16 |
| 46 | ONLY | 242 | 0,22204076 | 330 | 0,09763805 | 88,2744827 | 5,0038E-15 | 277 | LEARNERS | 27 | 0,02477314 | 636 | 0,18817514 | -206,216339 | 1,5663E-16 |
| 47 | FREQUENCY | 50 | 0,04587619 | 12 | | 86,9230728 | 5,397E-15 | 278 | LEARNING | 172 | 0,15781409 | 1487 | 0,43996295 | -212,177017 | 1,4143E-16 |
| 48 | READ | 120 | 0,11010285 | 108 | 0,03195427 | 83,6789551 | 6,5249E-15 | 279 | AMP | 16 | 0,01468038 | 646 | 0,19113387 | -255,795532 | 7,3322E-17 |
| 49 | PROBLEMS | 233 | 0,21378304 | 322 | 0,09527107 | 82,6966858 | 6,9277E-15 | 280 | LANGUAGE | 442 | 0,4055455 | 3365 | 0,9956122 | -397,394104 | 1,6671E-17 |
| 50 | SHE | 151 | 0,13854609 | 163 | 0,04822728 | 82,5438766 | 6,9934E-15 | 281 | P | 13 | 0,01192781 | 1612 | 0,47694707 | -788,156921 | 1,8651E-18 |

The first ten keywords of Table 5.11 present a variety of word classes. The dispersion shows their frequency in the results/discussion chapters. These figures show that these keywords occur in all of the files.

Table 5.11: Distribution of the First Ten Keywords in the Results/Discussion Chapter

| Keyword | Hits | Files |
|----------------|-------------|--------------|
| figure | 589 | 25 |
| students | 2011 | 25 |
| results | 527 | 30 |
| table | 232 | 17 |
| was | 990 | 30 |
| they | 1293 | 30 |
| think | 229 | 29 |
| shows | 128 | 22 |
| were | 674 | 30 |
| agreed | 115 | 18 |

The keywords for this chapter display a considerable number of verbs in past forms, e.g. *was*, *were*, *agree*, *asked*, *said*, *shown*, *did*, *answered*, *disagreed*, *interviewed*, *observed*, *had*, *obtained*, *seen* as positive ones. The past forms probably respond to the need of reporting results in this chapter, and that is the reason to have a variety of verbs (section 6.1.1 presents a study on reporting verbs). It is also interesting to see that there are two verbs in past form as negative keywords, i.e. *cited* and *defined*, which are not significant in reporting results.

Apart from the past tenses, the keyword list shows present forms, i.e. *think*, *disagree*, *consider*, *agree*, and *read* (which can be also the past form), conversely, negative keywords also include present tenses: *study* (with 34 instances as a verb), *refers*, *says*, *states* and the future form *will*. Actually in some cases writers present their results in present tense, i.e. there seems to be a stylistic choice made by the writer on whether he/she presents the results in present or in past tense. In the reporting verbs section (6.2.2), I devote some explanation of the tenses found, and an analysis of these forms in context and seeing the files in which they occur.

The use of pronouns, e.g. *they*, *them*, *it*, *she*, supports the idea that there is attribution of authorial identity; however, they are in a third person form, which makes the case of a close analysis on whether the writer is referring to the participants or it is the author himself referring as a *she* or passivising the action and writing in impersonal (see section 6.1).

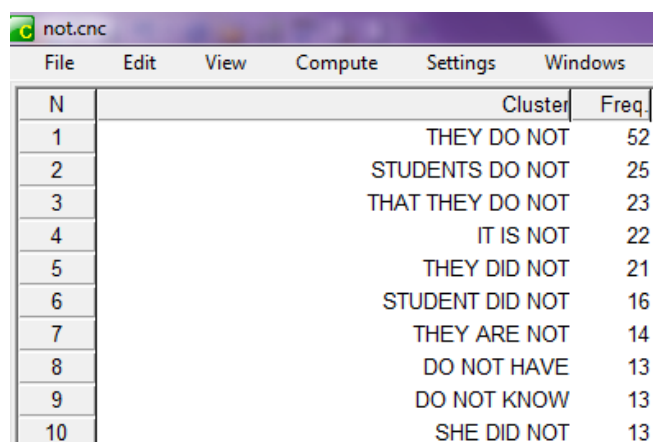
One more case of items which possibly display authorial identity is the use of adverbs, e.g. *only* and *strongly* and evaluative adjectives such as *indispensable* and *important*. The analysis of the evaluative adjectives might also indicate the case explained in the concordance results for the whole dissertation (Example 5.5.), where the phrases are just formulaic expressions.

I retrieved the concordance of the particle *not* (line 38). I originally thought that the use of negation *not* was a negative key word to respond to the expression of the writer's point of view; however, these examples serve the rhetorical function of explaining rather than arguing a negative position. There were 753 concordance lines for *not*. Example 5.19 presents the first 10 random lines. The concordance lines often refer to something the participants in their studies did not do, and do not negate a statement by the author. Line 8, however, the use of *not* is part of the author's claim of an implication where stance taking will certainly take place (I analyse this in detail in Chapter Six).

Example 5.19: Concordance for the keyword 'not'

| N | Concordance |
|----|--------------------------------------------------------------------------------|
| 1 | whether subjects are aware or not about the implications of |
| 2 | , in a way that the speakers do not affect the face of the hearer . |
| 3 | and another one claimed literature is not an isolated term , it is |
| 4 | because as just few subjects did not answer correctly these items |
| 5 | ago because ethnic languages were not appreciated . Worth-mentioning |
| 6 | and undecided are the ones who do not ask their teachers to speak in |
| 7 | (36) . This suggests that they do not assume that English teaching is |
| 8 | out that a literature class should not be passive . This implies the |
| 9 | (18%) ; 9% if students declared not be sure of it , and only 1% of |
| 10 | , that the majority students would not be in a foreign country . This |

As I noticed several instances of the same structure, I decided to carry a cluster analysis of the particle *not*. The 10 most frequent clusters are shown in Figure 5.6.



| N | Cluster | Freq. |
|----|------------------|-------|
| 1 | THEY DO NOT | 52 |
| 2 | STUDENTS DO NOT | 25 |
| 3 | THAT THEY DO NOT | 23 |
| 4 | IT IS NOT | 22 |
| 5 | THEY DID NOT | 21 |
| 6 | STUDENT DID NOT | 16 |
| 7 | THEY ARE NOT | 14 |
| 8 | DO NOT HAVE | 13 |
| 9 | DO NOT KNOW | 13 |
| 10 | SHE DID NOT | 13 |

Figure 5.6 Clusters occurring within 5 words of the keyword ‘not’

The examples confirm that authors were simply reporting findings of what was lacking in their results. Some examples of reporting findings are: *teachers do not work listening for comprehension*; and, *based on the results, students do not write letters*. It is important to notice that of lines 1 and 3 in Figure 5.6 are related in the sense that some the occurrences of line 3, *that they do not*, are included in the occurrences of *they do not*. This finding then, does not display authorial identity instances, but it shows awareness of the students regarding the function of the section.

5.2.5 Conclusions Chapter

The purpose of the conclusion chapter of the dissertations is to summarise the main findings which respond to the research question and present the statement of results (Bunton, 2005). It is in this chapter where the writer posts his/her reflections, point of view and assessment of the research (McKinlay, 1983; Peng, 1987; Dudley-Evans, 1986; Paltridge, 1997); thus, I expect to find authorial identity markers which might be revealing to be included in the framework. The conclusion chapters of the dissertations, which

account for 10% of the overall words, display 68 keywords, of which 19 are negative keywords (in bold). The keywords are shown in Table 5.12

Table 5.12. Keywords for the Conclusions Chapter

| N | Key word | Freq. | % | RC. Freq. | RC. % | Keyness | P |
|----|----------------|-------|-------------|-----------|-------------|--------------|-------------|
| 1 | RESEARCH | 314 | 0,684871733 | 808 | 0,201433972 | 275,6317444 | 5,67059E-17 |
| 2 | LIMITATIONS | 78 | 0,170127377 | 23 | | 251,95224 | 7,72691E-17 |
| 3 | FURTHER | 90 | 0,19630082 | 89 | 0,022187652 | 181,1374359 | 2,51143E-16 |
| 4 | CONCLUSIONS | 77 | 0,167946264 | 61 | 0,015207267 | 174,533493 | 2,88237E-16 |
| 5 | COULD | 149 | 0,324986905 | 308 | 0,076784238 | 168,4725494 | 3,28995E-16 |
| 6 | STUDY | 204 | 0,444948524 | 567 | 0,141352803 | 161,215744 | 3,88568E-16 |
| 7 | IMPLICATIONS | 60 | 0,130867213 | 36 | | 154,0929718 | 4,61889E-16 |
| 8 | STUDENTS | 710 | 1,548595309 | 3839 | 0,957060635 | 125,5575256 | 1,04234E-15 |
| 9 | WAS | 409 | 0,892078161 | 1858 | 0,463198423 | 125,5012283 | 1,04426E-15 |
| 10 | DIRECTIONS | 41 | 0,089425929 | 15 | | 124,919487 | 1,06443E-15 |
| 11 | LIMITATION | 28 | 0,061071366 | 3 | | 108,4734497 | 1,9368E-15 |
| 12 | LEMO | 101 | 0,220293149 | 234 | 0,058336075 | 100,6218872 | 2,70545E-15 |
| 13 | THIS | 662 | 1,443901539 | 3799 | 0,947088659 | 91,7734375 | 4,14864E-15 |
| 14 | SUMMARY | 36 | 0,078520328 | 22 | | 91,74755096 | 4,15422E-15 |
| 15 | WOULD | 104 | 0,226836503 | 315 | 0,078529336 | 72,34101868 | 1,41938E-14 |
| 16 | PROJECT | 59 | 0,1286861 | 132 | 0,032907531 | 61,15533447 | 3,99507E-14 |
| 17 | FOUND | 77 | 0,167946264 | 214 | 0,053350087 | 60,76747513 | 4,17126E-14 |
| 18 | THESIS | 67 | 0,146135062 | 174 | 0,043378107 | 57,95386124 | 5,82054E-14 |
| 19 | QUESTIONNAIRES | 49 | 0,106874891 | 108 | 0,026924342 | 51,6426506 | 1,4568E-13 |
| 20 | SCHOOL | 82 | 0,178851858 | 274 | 0,068308055 | 48,55825806 | 2,59276E-13 |
| 21 | I | 126 | 0,274821162 | 524 | 0,130632922 | 48,07353973 | 2,86999E-13 |
| 22 | WERE | 243 | 0,53001219 | 1290 | 0,321596324 | 45,66168213 | 5,04436E-13 |
| 23 | TEACHERS | 208 | 0,453673005 | 1076 | 0,268246233 | 42,81874466 | 1,16646E-12 |
| 24 | PROVIDED | 52 | 0,113418251 | 141 | 0,035151225 | 42,45108795 | 1,32542E-12 |
| 25 | V | 27 | 0,058890246 | 42 | 0,010470578 | 39,70019531 | 4,31937E-12 |
| 26 | AUTONOMY | 33 | 0,071976967 | 67 | 0,016703064 | 37,97189331 | 1,27672E-11 |
| 27 | CHAPTER | 86 | 0,187576339 | 338 | 0,08426322 | 37,2293663 | 2,37541E-11 |
| 28 | MEDIA | 43 | 0,093788169 | 112 | 0,027921541 | 37,04164505 | 2,84292E-11 |
| 29 | BE | 478 | 1,042575479 | 3086 | 0,769338131 | 35,79917145 | 1,37364E-10 |
| 30 | FINDINGS | 36 | 0,078520328 | 84 | 0,020941155 | 35,54390717 | 2,17383E-10 |
| 31 | SURVEY | 21 | 0,045803525 | 30 | | 33,03604126 | 6,12192E-09 |
| 32 | TRANSLATION | 130 | 0,283545643 | 637 | 0,158803761 | 31,91473007 | 1,31844E-08 |
| 33 | COURSES | 49 | 0,106874891 | 155 | 0,038641419 | 31,7983532 | 1,41791E-08 |
| 34 | HOWEVER | 101 | 0,220293149 | 455 | 0,11343126 | 31,54997826 | 1,65126E-08 |
| 35 | FOR | 432 | 0,942243934 | 2815 | 0,701777995 | 30,48689651 | 3,06882E-08 |
| 36 | BROCHURES | 13 | 0,028354563 | 10 | | 29,88118362 | 4,30102E-08 |
| 37 | SOME | 174 | 0,379514933 | 954 | 0,237831697 | 28,90509796 | 7,30879E-08 |
| 38 | APPLIED | 51 | 0,111237131 | 175 | 0,043627407 | 28,80794334 | 7,69979E-08 |
| 39 | RESULTS | 141 | 0,307537943 | 731 | 0,182237908 | 28,77656746 | 7,83033E-08 |
| 40 | BOOKS | 29 | 0,063252486 | 69 | 0,017201664 | 27,97558975 | 1,19931E-07 |
| 41 | SUBJECTS | 70 | 0,152678415 | 286 | 0,07129965 | 27,80115509 | 1,31521E-07 |
| 42 | RESEARCHER | 35 | 0,076339208 | 97 | 0,024182048 | 27,71700859 | 1,37498E-07 |
| 43 | LEVELS | 36 | 0,078520328 | 102 | 0,025428547 | 27,63120842 | 1,43866E-07 |
| 44 | SIGNIFICANT | 25 | 0,054528005 | 55 | 0,013711471 | 26,39604378 | 2,75185E-07 |
| 45 | PRACTICUM | 9 | 0,019630082 | 4 | | 25,80790329 | 3,74216E-07 |
| 46 | PROFESSORS | 26 | 0,056709126 | 63 | 0,015705867 | 24,53458214 | 7,26956E-07 |
| 47 | REGARDING | 33 | 0,071976967 | 96 | 0,023932749 | 24,37436867 | 7,90245E-07 |
| 48 | INTERESTING | 32 | 0,069795847 | 92 | 0,022935551 | 24,04738998 | 9,37011E-07 |
| 49 | MEANING | 13 | 0,028354563 | 364 | 0,090745009 | -24,91418076 | 5,96474E-07 |
| 50 | ITEM | 9 | 0,019630082 | 303 | 0,075537741 | -25,02451897 | 5,63134E-07 |
| 51 | CULTURE | 14 | 0,030535683 | 382 | 0,095232397 | -25,3768959 | 4,68607E-07 |
| 52 | OR | 179 | 0,390420526 | 2272 | 0,566408396 | -25,69403648 | 3,97137E-07 |
| 53 | DEFINITION | 2 | | 181 | 0,045123205 | -26,24965286 | 2,97084E-07 |
| 54 | ACCORDING | 38 | 0,082882568 | 715 | 0,178249121 | -26,84256363 | 2,17797E-07 |
| 55 | LEARNER | 10 | 0,021811202 | 335 | 0,083515324 | -27,54345512 | 1,5068E-07 |
| 56 | FOLLOWING | 9 | 0,019630082 | 334 | 0,08326602 | -30,00930023 | 4,00732E-08 |
| 57 | BROWN | 3 | | 239 | 0,059582572 | -33,10167313 | 5,82164E-09 |
| 58 | APPROACH | 11 | 0,023992322 | 389 | 0,096977495 | -33,56565475 | 3,96516E-09 |
| 59 | REFERS | 3 | | 247 | 0,06157697 | -34,63782883 | 1,04644E-09 |
| 60 | READING | 29 | 0,063252486 | 664 | 0,165534854 | -34,99616623 | 3,78851E-10 |
| 61 | TEXT | 15 | 0,032716803 | 485 | 0,120910242 | -38,58338165 | 8,30868E-12 |
| 62 | HE | 14 | 0,030535683 | 487 | 0,121408843 | -41,42964554 | 1,95068E-12 |
| 63 | CITED | 6 | 0,013086721 | 385 | 0,095980294 | -48,65694809 | 2,54073E-13 |
| 64 | IS | 600 | 1,30867219 | 7382 | 1,840328693 | -72,27721405 | 1,42649E-14 |
| 65 | LANGUAGE | 237 | 0,516925514 | 3570 | 0,889999092 | -77,67375946 | 9,60347E-15 |
| 66 | AMP | 10 | 0,021811202 | 652 | 0,162543252 | -83,04893494 | 6,77956E-15 |
| 67 | P | 18 | 0,039260164 | 1607 | 0,400624245 | -232,4489441 | 1,02363E-16 |
| 68 | # | 559 | 1,219246149 | 15031 | 3,747220278 | -1007,718384 | 8,66543E-19 |

Similarly to the previous chapter, I look at the dispersion of the first ten keyword in Table 5.12 to observe the frequency in all the thirty conclusion chapters. The figures for these keywords are in Table 5.13. The dispersion number for these keywords evidences that they all occur in most of the files in the Table.

Table 5.13: Distribution of the First Ten Keywords in the Conclusions Chapter

| Keyword | Hits | Files |
|----------------|-------------|--------------|
| research | 314 | 30 |
| limitations | 78 | 30 |
| further | 90 | 30 |
| conclusions | 77 | 30 |
| could | 149 | 28 |
| study | 204 | 30 |
| implications | 61 | 28 |
| students | 713 | 29 |
| was | 409 | 30 |
| directions | 41 | 25 |

Table 5.13 shows a variety of linguistic items as keywords relevant for the conclusion chapter. I first point out that this chapter, as well as the methodology chapter, evidences the use of the first person pronoun, *I* (line 21), as a keyword. In terms of verbs and tenses, the list shows that past tenses and modals occur in the chapter, i.e. *could*, *would*, *provided*, *was*, *were*, *found*, *applied*, *be*. Then, not only verbs and passivisation should be analysed in detail, but also a study on modality features could be pertinent.

Table 5.12 also displays the use of other items such as adjectives, e.g. *significant* and *interesting*. Random examples for the concordance for the adjective significant are shown in Example 5.20.

Example 5.20: Concordance for the keyword 'significant'

| N | Concordance |
|---|-------------------------------------------------------------------------------------------|
| 1 | in their spoken use of English in a significant way . In a great extent , this |
| 2 | appropriacy , only debates represent a significant approach to appropriacy |
| 3 | students in higher education there are a significant number of students with |
| 4 | translation track were included and a significant amount of students of the |
| 5 | translator and interpreters . Another significant finding to highlight is the fact |
| 6 | . These findings are believed significant because they reveal the |
| 7 | ; yet actually they were not considered significant limitations because they did |
| 8 | sad , this situation makes this research significant since the main aspiration is |

There were 46 concordance lines for the keyword *significant*. However, only line 5 indicates that undergraduates are indeed evaluating the findings and limitations of the research. Lines 6 and 7 reveal that there are reasons given to the 'significant' assessment. This is a revealing finding for the analysis of authorial identity as the undergraduates do provide assessment of their findings in addition to their awareness of the chapter's function in providing their reflections and assessment.

The keyword *interesting* is also an evaluative adjective. There were 83 concordance lines present in 25 files. Random sampled concordances are shown in Example 5.21.

Example 5.21: Concordance for the keyword 'interesting'

| N | Concordance |
|----|--------------------------------------------------------------------------------|
| 1 | . 5.1 Summary This study revealed interesting and important information |
| 2 | was completed , one of the most interesting facts found was that , on |
| 3 | others . On the other hand ; an interesting feature that was clearly |
| 4 | . First of all , it would be interesting if a similar analysis was |
| 5 | of English . This study also found interesting information regarding to |
| 6 | can provide more deep and interesting information . erception |
| 7 | books or do not consider them interesting or necessary , a |
| 8 | pronunciation . Finally , another interesting research would be the |
| 9 | , they also made me learn some interesting things . Here are the |
| 10 | were in Spanish , it could be interesting to make a gender |
| 11 | some features like an original and interesting topic , a topic whose |

The concordance lines suggest that the adjective *interesting* can be used to modify nouns like ‘variable’, and ‘topic/s’, and to express coming ideas (line 10). In these two uses the grammar differs. On the one hand, it just modifies a noun and on the other hand, it precedes an infinitive.

Another keyword is the connector *however*, which implies opposition of arguments. In this case the opposite arguments were for the statement of results that the conclusions chapter needs. The nouns in this chapter suggest an uniform organisation of the chapter, e.g. *research, limitations, implications, further, conclusions, directions, summary* and *V* (which is the number of the concluding chapter in all the dissertations). These nouns seen in context are indeed the subheadings of the concluding chapter.

As observed in this subsection, undergraduates seem to show awareness of the different functions of the chapters (see Table 5.14). However, a further analysis of this is discussed in Chapter Seven.

Table 5.14 Distinctive Linguistic Realisations in the Chapters

| Dissertation Chapter | Linguistic Realisations |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Introduction | Present tense, Proper nouns |
| Literature | Present tense/ third person; reporting verbs, copulative verbs, third person pronouns singular |
| Methodology | Passive voice, past tense, methodological content nouns |
| Results/ Discussion | Past forms of verbs, present tense of mental and verbal verb processes, pronouns: <i>they, them, it, she</i> ; adverbs, evaluative adjectives |
| Conclusion | First person pronoun, modals, adjectives, opposition connectors, organisational words for the chapter subsections. |

In addition, the findings also point to variability among the chapters of the dissertation in terms of authorial identity expression. In Chapter Seven I discuss the variability of the features just pointed in this subsection, and in Chapter Eight, I present a case study on how heterogeneity occurs within one dissertation.

5.3 Conclusion: Identifying Authorial Identity Elements with a Keywords Analysis

My purpose in this chapter was twofold: to assess the use of a corpus approach for the analysis of authorial identity, and to identify words related to authorial identity using the keywords technique. To achieve these purposes I used keyword analysis at two levels: one to identify the uniqueness of the corpus compared against general written English and the other to point to variability within the chapters of the dissertation. The results for the first analysis identify some linguistic features common in these dissertations that express authorial identity: reporting verbs, person pronouns, passivisation and evaluative adjectives. Hence, these features are considered to be part of the framework of analysis which I intend to suggest. In Chapter Six I carry a concordance analysis to explore these linguistic items in detail.

In the cross-sectional level analysis, i.e. the analysis of the variability among chapters, the findings point to well-marked features for each chapter. These features suggest students' awareness of each chapter's function; this, however, is fully discussed in Chapter Seven.

I can conclude that the keyword analysis is an approach that can be useful to identify authorial identity features and facilitate their analysis in complete dissertations. Therefore, with the basis found in here and more detailed corpus-based analysis I will be able to construct an analytical framework.

Chapter 6: A Framework for the Analysis of Authorial Identity

We may write elegantly and successfully, but if we don't write with authority, with a mind of our own that is willing to offend, what we produce scarcely counts as real writing (the heart is plucked out of it).

Elbow 1994:16

6.0 Introduction

The undergraduate dissertation is the first formal academic endeavour students face. Hence, the idea of portraying an authorial identity at this level might cause some struggles for undergraduates and some researchers as well (see Helms-Park & Stapleton, 2003; Stapleton, 2002). Elbow (1994) maintains that some writing has a voice while other writing does not. I, however, have based my study on the premise that every piece of writing contains the writer's voice (Ivanič, 1998), and voice is an element of authorial identity, I believe that undergraduates express their authorial identity. In this analysis chapter, I, therefore explore how authorial identity is claimed in the dissertations.

To explore how undergraduates express their authorial identity, I remind my reader my conceptualisation of authorial identity. I understand authorial identity as the expression of the academic self and how the writer positions him/herself in the discipline portraying an authorial image while engaging in the academic community (see section 2.4 for full discussion of the concept). In this context, authorial identity, the expression of the self, embraces two main concepts: *voice* and *stance*. I see *voice* as the expression of the self-negotiated in discourse within a discipline, and *stance* as the position the writer takes while constructing his/her voice. In section 2.4 I pointed out that these concepts are difficult to separate when referring to the linguistics realisations to be analysed. Some of the features that have been commonly categorised to analyse *voice* are: person pronouns; directives: imperatives, obligation modals or adjectives expressing necessity. For the analysis of

stance some common features are: hedging, boosting, expressions of certainty degree, adverbs, modal verbs, stance noun + prepositional phrase, attitude markers, clause constructions, e.g. that (Hyland, 2012; Biber, 2006; Gray & Biber, 2012; Tardy, 2012).

Since my understanding of authorial identity entails both, I aim to integrate them in analysis, relating voice to the linguistic choices that undergraduates use to negotiate the self within discourse in the academic community and the stance to the writer's position taking to construct that voice. My analysis, however, considers only the linguistic features and lexical items that express voice and stance-taking and were identified in the keywords analysis (Chapter Five). The empirical research question for this chapter is then stated as:

RQ4a) Using concordancing, how is authorial identity expressed through first person pronouns, passive voice, evaluative adjective, impersonal expressions and reporting verbs?

I will analyse these both, voice and stance, when applicable, and the context that a concordance line provides will make the analysis doable. I will also make use of clusters located by analytical tools (described in Chapter Four) when needed to explore some items in detail. Yet in the analysis I will acknowledge when the expression these two concepts overlap within the same linguistic realisation. For better organisation, I divided this chapter into two main parts: the entextualisation of the author i.e. whether the author makes him/herself evident in the text or not (Section 6.1), and an analysis of the expression of stance taking (section 6.2).

6.1 Entextualisation of the Author

In section 2.4, in agreement with Matsuda's (2001) voice definition, I conceptualised *voice* as the linguistic choices the writer uses – deliberately or not – to express their stance and argued that these choices are determined and shaped by the academic community they are writing in. As discussed in the literature, first person pronouns are the most salient features to express voice. In a pilot study for my thesis (Olmos-López, 2014), I found out that there are few instances of first person pronouns in the corpus (their analysis is on section 6.2.1), and more evidence for passives. Thus, my question follows whether undergraduates make themselves evident as authors or entextualise themselves in the text. In this section I approach the study of authorial identity by looking at passives and personal expressions, instances the undergraduates made use of to replace the first person pronouns and still make their voice heard and establish their stance.

Academic writing still seems to be influenced by the traditional view (Tarone et al., 1981; 1998; Harwood, 2005a) which requires the use of the passive to suggest that any researcher could follow the same procedure and obtain the same results. In the social sciences, the use of first person pronouns has become accepted in some fields (Swales & Feak, 1994; Hyland, 2002a, b; Kuo, 1999). However, the significant presence of passivisation in academic papers (Billig, 2013) is still dominant such as in the case of the dissertations in my study.

Passive voice allows the deletion or deemphasizing of the subject within a sentence, which traditionally keeps an objective tone in academic writing (Baratta, 2009). The passive construction involves a complete deletion of the original subject or de-emphasis of the subject within a long passive adding the 'by-phrase'. Nevertheless, Ivanič and Camps, (2001: 14) affirm that syntactic choices such as "active or passive verb forms,

with or without mention of agents” can position writers and help to identify their stance in their academic community. Baratta (2009) further builds up this idea and argues that passive voice can also reveal writer’s stance, which he calls *passive stance*. Passive stance, in Baratta’s (2009) eyes, refers to the ways writers reveal their opinions, evaluations and feelings towards a subject matter using a passive construction.

The use of passives can have several functions. Tarone et al. (1981, 1998) identify four rhetorical functions of passives (in comparison to the use of *we* in active voice in natural sciences). These functions relate to indicating an established or standard procedure, describing the work of others, describing author’s proposed studies, and emphasizing the focus of the sentence. There are different reasons to choose a passive construction even if the result is impersonal prose. Sometimes the writer wants to emphasise the object which can be the topic of discussion, i.e. the focus of the sentence might be more important than the actual subject; or to omit the subject who is implicitly understood such as describing standard procedures, or simply to add textual cohesion which usually happens when describing the work of others or the same author’s proposed studies.

Because there are many reasons to use a passive construction, contextual focus is needed to distinguish *passive stance* – to reveal - and emphasize - the writer’s feelings, and *passive use* –to maintain textual cohesion, or needed semantic/pragmatic subject deletion (Baratta, 2009).

As my keywords analysis (in Chapter Five) points to passive voice as frequent in my corpus of dissertations, in this section I discuss the subjects being (deleted or moved by a) passive, a classification of the passive functions emphasizing the ones that reveal writer’s stance taking. I use *Antconc3.5.0 (Dev)* (Anthony, 2015) to identify the passive constructions short and long passives (i.e. passives with a by-phrase).

As a first step in this analysis, I carried out concordance analysis in the complete corpus to identify the passives by searching *_VB* *_VFN. There were 7,193 cases of passives, from which 549 are long passives (search *_VB* *_VFN by_*). This search does not give every case of passives in the data e.g. it does not give cases where there is something, e.g. an adverb, between the verb to be and the past participle. Another example, of missing a passive, could be in a compound sentence, i.e. when a coordinating conjunction such as ‘or’ joins two past participles. On the other hand, cases of false positives could also have occurred. That is, the search might have identified the structure, but it is not really working as a passive. Because of the possibilities of false positives, passives were manually checked. I use the Nth function of Antconc every 10 rows. The only example I found of a false positive occurs in row 431 which in context reads: *5.1.3.1 Reported to TO Be Used when Learning English*. This line is the title of a subheading in the conclusions chapter of one of the dissertations; it is a passive on its own, but it is not working as a passive as it is part of the title. I carried concordances for both long and short forms of passives and manually checked the lines to have a precise search and results.

Since in this section I am analysing the entextualisation of the author, I look at the subjects being passivised. In the list of long passive forms some of the subjects that have been passivised are: authors in the literature, the researcher/writer him/herself, concepts, participants in their research, ideas, and facts. With the aim to exemplify these passivised subjects I chose examples for each of these categories. These examples are shown in Table 6.1

Table 6.1 Examples of Subjects Passivised

| No. | Passive construction | Subject being passivised |
|-----|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| 1 | Several revisions were made <i>by the researcher</i> . | The researcher (in this case the writer) himself |
| 2 | ...role of the student in the Communicative Approach is defined <i>by Nunan (1989 , p. 195)</i> as a role where learners... | Authors in the literature |
| 3 | The interpersonal function is accomplished <i>by linguistic choices</i> when they mark the speaker... | An action |
| 4 | That is , high school students are motivated <i>by their parents</i> to learn English | Participants (parents are the agents) in the BA dissertations |
| 5 | The theory will be organized <i>by pointing out</i> main concepts... | The researcher (writer) him/herself |
| 6 | These tape recordings may be performed <i>by native speakers</i> | Future idea, external agents (to the researcher) |
| 7 | This special characteristic is shared <i>by most indigenous students</i> who reach... | Participants in the research |
| 8 | Language is taught <i>by giving commands</i> ... | Teachers – understood by the context, yet other human actors are possible |

The long passive forms allow the identification of the clause being passivised. From these examples, we can notice that in the examples 1 and 5 the subject being passivised is the writer him/herself. In both cases the function is to indicate a procedure followed in the research. Example 5 in this table reports procedural steps; section 6.2.1 contains an explanation of this function when constructed in active voice and with the first person pronoun as subject. As mentioned, these are examples of the long passive; however, in Example 6.1 presents concordance lines which include short passive construction. I used the Nth function of Antconc 3.5.0 (Dev) with a value of every 100th row to sample these concordance lines; I chose the value of 100 as the number of concordance lines was large and I wanted to include examples from diverse files. In the example I include 20 of the concordance lines from this sample.

Example 6.1. Examples of short passive construction

| Hit | KWIC | | File |
|------|-----------------------------------------------------------------------|------------------------|-------------------------------------------------------------------|
| 2201 | responses (...) it is possible to give a response that | is dispreferred | in content but that is preferred in structure . POS_T.txt |
| 2301 | ; </s> <s n="0399"> so a comparison between both perspectives can | be drawn | . </s> <s n="0400"> However, there is one differenc POS_E2.txt |
| 2401 | the data was collected . </s> <s n="0416"> Third , the data | was entered | , organized and processed on the computer . </s> <s POS_G2.txt |
| 2501 | they are the ones who guide the course where it | is expected | to get . </s> <s n="0384"> In other words , they POS_A1.txt |
| 2601 | t experiential meaning communicates the dimensions of reality that | are expressed | by the speaker . </s> <s n="0080"> In other words , POS_J2.txt |
| 2701 | hich consequently affects the analysis of the next question that | is focused | on trying to determine whether interpretation plays POS_D2.txt |
| 2801 | oken refusals in a natural conversation where spontaneously answers | were found | might be a further research to develop . </s> <s POS_Y.txt |
| 2901 | at teachers ' _GE code switching has on students learning , it | was found | that code switching improves and affects their learn POS_K.txt |
| 3001 | the rest disagreed totally (7_MC) . These values | are given | in the next graph . POS_H.txt |
| 3101 | scholar as well as artist ; his imagination | was held | in proper check by his unerring sense of form POS_A2.txt |
| 3201 | that so far nobody has made a need detection to | be implemented | in the English language courses . For POS_G1.txt |
| 3301 | amount of students of the last term of the major | were included | too . However , 24_MC out of the POS_C2.txt |
| 3401 | each setting offers . In this case it | was intended | to determine the role of interpretation in the pres POS_D2.txt |
| 3501 | code (or interpret) the message . (It should | be kept | in mind that the listener 's interpretation will not POS_R1.txt |
| 3601 | different from the mother tongue ; it can | be learnt | as a result of living in a country where POS_M1.txt |
| 3701 | to point out that although a reading comprehension test can | be made | of a simple reading test item , some tests can POS_C3.txt |
| 3801 | learn English . </s> <s n="1126"> For this reason , as it | was mentioned | before , a survey research method was used . POS_H.txt |
| 3901 | ers , or teacher approval . Language learners who | are motivated | perceive goals of various kinds . </s> <s n="0173"> POS_M1.txt |
| 4001 | > <s n="0574"> </s> </p> <p> <s n="0575"> As it | is noticed | there is a difference in the participants ' _GE respon: POS_Y.txt |
| 4101 | JJ meaning , changing it completely . </s> <s n="0635"> Moreover , it | was observed | the use of some words and verbs in a POS_A2.txt |

In Example 6.1 I chose lines from the middle of the list as they seem to suggest some typical constructions. For example, passive constructions with modals, or the pronoun *it* stand out in the list (lines, 2301, 2501, 2901, 3401, 3501, 3601, 3701, 3801, 4001, 4101). In the lines, we can observe that the writers also use the short passive form to report procedures, see for instance obvious cases in Example 6.1 lines 2401, 2701 and 3801. Other lines within the same Example 6.1 show the writer reporting on findings (e.g. lines 2901, 3001 and 4001) and using the impersonal pronoun *it* even if he/she is the subject who performs the action, e.g. 3401, 3801 4001 and 4101. Since my interest is in authorial voice, I pay particular attention to how the writer expresses his/her actions explicitly manifested and the actions in which he/she implies him/herself as the author, i.e. the author's voice is reflected in the choices he/she opts to address the reader. In these concordance lines (Example 6.1), I noted that the writer chose to be implicitly present. Impersonal constructions like this are very common in the concordance lines. The assumptions here are that these undergraduates deliberately decide to use passives and are aware of their functions, show doubt in expressing their claims, or believe in the traditional

way that academic writing should be in impersonal constructions. To analyse passive stance, I looked closely at some of the sentences.

Vocabulary development is an endless process in one's mother tongue, or as second or foreign language learning. It *may be argued* that having a wide repertoire of vocabulary is a lot more helpful to communicate than actually knowing grammar although the latter is essential to shape our speech. This idea is suggested by Medellin (2008:11) as she quotes Wilkins (2002:3) who states: "without grammar, very little can be conveyed, without vocabulary nothing can be conveyed". He also argues that a deep knowledge of language structure is not a guarantee of successful communication, but a good repertoire of vocabulary can actually help learners to express themselves better. It is with these ideas in mind that it *may be said* that teaching vocabulary is a major task in the EFL classroom considering that students have limited exposure to the target language. On view of such considerations, it is possible to state that EFL teachers need to develop specific skills, techniques, and activities to enhance students' learning of vocabulary in the classroom.

(Dissertation 13, italics mine)

In this example, the impersonal construction uses the verb *argue*, which carries strong authority on its own. If used the first person pronoun, the author would be present in the sentence, and it could read: *I argue that having a repertoire of vocabulary...* in addition she adds an evaluative adjective *essential* which strengthens her claim. Thus, we can notice that despite the use of passive she is expressing her stance. This is an implication noted in the following sentences when she uses citations to support her point and emphasises her claim after that. The claim is, however, also emphasised using passive voice and impersonal construction, i.e. *it may be said*. In this case, we can notice that it is the author who claims that and who builds her argument in the paragraph using passive voice. In addition to her stance taking expression, we can note that she uses *argue* as a reporting verb in her citation (see discussion of reporting verbs and stance taking in 6.2.2).

In a more visible expression of stance taking, the author of dissertation 30 decides to use passive:

The importance of pragmatic competence *should be highlighted* because it is part of communication. Speakers of any language need to develop this competence in order to illustrate how pragmatic competence influence at the time when they perform refusals.

(Dissertation 30)

In this example, the writer uses the verb *highlight* to demonstrate something that she already considers important, but still she decides not to take direct responsibility by explicitly position herself as author. In the following sentence she builds her argument and further sentences she moves into her study and suggest further research. There are cases of passive voice in each of the dissertations, but some of them contain many more than the others. Figure 6.1 illustrates the distribution of passives (short form) of the dissertations that contain the most passives.



Figure 6.1 Plot for the Use of Short Passive Constructions in Individual Dissertations

In these plots, we can see for instance that files 9, 11, 13 15 and 16 contain the most hits on passive occurrences and they are dispersed along the different chapters of the dissertation. Dissertation 11 though seems to concentrate most of its passives in one section (for heterogeneity of the dissertation sections see Chapter Seven). Conversely, file 10 has fewer occurrences and they are dispersed along the dissertation. As pointed out, the long and short passive constructions have different functions. The long passive as shown in Table 6.1 exhibits the author being passivised. Because of the difference in functions in short and long constructions, I decided to get the plot for the long construction. Figure 6.2 shows the plots of some dissertations that contain most of the passives in the long form.

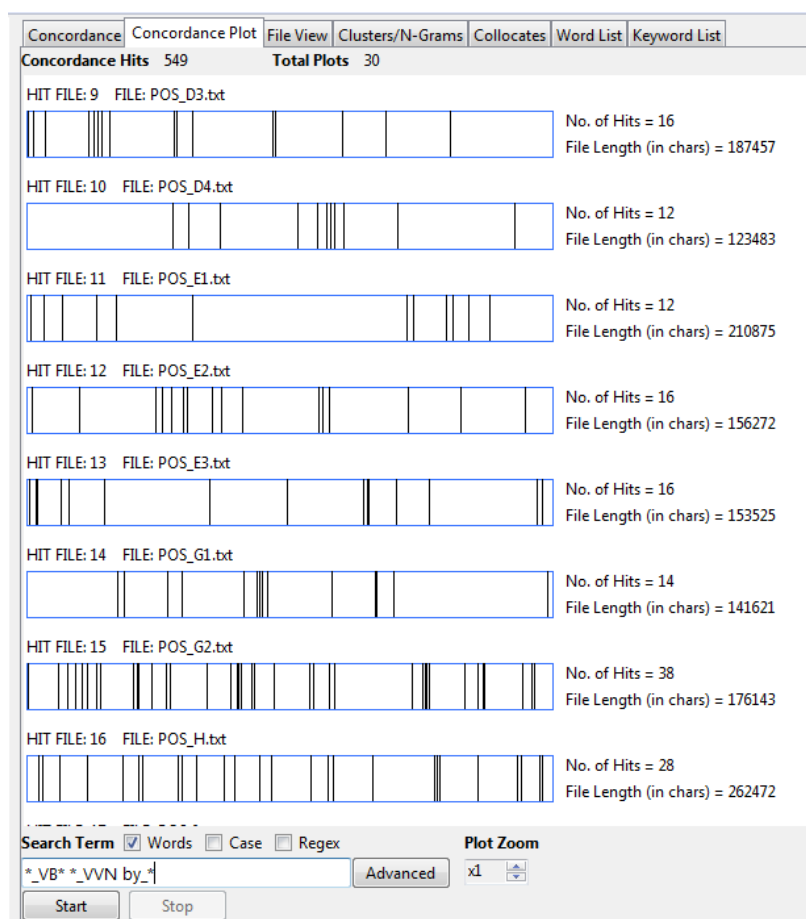


Figure 6.2 Plot for the Use of Long Passive Constructions in Individual Dissertations

As we can notice, the use of long passive constructions is less frequent than the short construction in the dissertations. Figure 6.2 includes the plot for the same

dissertations as in Figure 6.1 and dissertations 15 and 16 still contain the most passives, but their frequency is less obvious.

The plot in this section is used to illustrate that each of the dissertations use passives. Their use varies from dissertation to dissertation, which points to the individual expression of identity. The use of passives, however, does not mean that each occurrence is a passive stance. These occurrences are passive constructions which might only be used to keep textual cohesion, but they might not reveal writer's stance taking. For analysing stance taking, we need to look at the context of the passive construction. In the following section, I will look at voice features which are claimed to be evident in the expression of author's voice and stance.

6.2 Expression of Stance Taking

In my literature review chapter (section 2.4) I discussed the way that diverse features can reveal the author's stance in the text. Some of these features are first person pronouns and reporting verbs. These two linguistic manifestations can exhibit the writer's stance taking; that is, the way arguments are presented (rhetoric) shapes the writer's identity in relation to their reader. As discussed in section 2.4, first person pronouns are the most evident manifestation of authorial identity, so in one of my thesis pilot studies (Olmos-López, 2012b) I focused my attention merely on them. As the dissertations in my study show little evidence of first person pronouns, and rather suggest their replacement with passive voice usage and impersonal constructions, I analysed passive voice in previous section (6.1). First person pronouns tend to be analysed in relation to the verbs they are followed by, i.e. the verb determines how the author expresses authorial identity. It follows then, that verb selection plays a role in evidencing author's stance in two ways: when claiming new knowledge or presenting his/her ideas, i.e. personal pronouns, and

when reporting other authors' ideas, i.e. reporting verbs (Thomas & Hawes, 1994; Thompson & Ye, 1991). Thus, in this section of my thesis I analyse stance taking in both aspects: presenting author's ideas (section 6.2.1) where I focus mainly in the first person pronoun and reporting other's ideas (section 6.2.2) where my focus is on the reporting verb.

During the construction of the author's argument, academically ideas are supported using previous literature, and not only the verb qualifies the idea being cited, but also other linguistic features such as evaluative adjectives, which, if a stance is taken, might reveal writer's attitude and commitment, that is, their position towards the argument in discussion. Evaluative adjectives were also in the categories found in the keyword list (see Table 5.7), so I am integrating them in the analysis. I do not include them in a separate section as they modify the idea being developed, and the way that they affect the expression of authorial identity is seen in context.

6.2.1 Stance and the Singular First Person Pronoun

As a first step in my authorial stance analysis, I carried out concordance analysis for the first person pronoun. The concordance list elicits 452 first person pronoun (in its singular form) occurrences. The author's stance expression, however, cannot be given for granted only by recognising the existence of the first person pronoun, it is necessary to look at its context and analyse whether stance is claimed. In light of this view, the verbs that follow the first person pronoun are essential. Table 6.2 lists the verbs accompanying the first person pronoun singular *I* in the dissertations.

Table 6.2 shows that there are lexical, modal and auxiliary verbs occurring with the first person pronouns. Most of the lexical verbs are in the simple past form; there were also 49 instances of past participles (mostly to construct present perfect) and some present

participles to construct past progressive tenses. That is, the authors were expressing their ideas or more often, their actions in past. From the list, we can notice that there are verbs which occur only once or twice, e.g. *avoid*, *checked*, while some others occur up to 24 times, e.g. *have/had*. Also in Table 6.2, I signal when verbs have a lexical or an auxiliary function such as the case of *have/had* which has 24 instances as lexical verb and 29 occurrences as an auxiliary verb for perfect tenses. A similar situation applies for the form *was*, lexical function (17), auxiliary for progressive tenses (20), and passive construction (3).

Table 6.2 List of Verbs and their Occurrences with the First Person Singular Pronoun

| Verb | occurrence | Verb | Occurrence | Verb | Occurrence |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------------------------------|------------|-----------------------|------------|
| asked | 13 | gain(ed) | 2 | proved | 1 |
| avoid | 1 | gave | 10 | provide(d) | 2 |
| become/became | 3 | go | 2 | read | 2 |
| began | 3 | got | 3 | realized | 9 |
| believe | 3 | have(had) | 24 | received | 1 |
| checked | 1 | hope | 4 | remembered | 1 |
| chose | 4 | improved | 2 | showed | 1 |
| commit(ed) | 3 | included | 1 | specified | 1 |
| compared | 1 | intend | 2 | started | 6 |
| consider | 11 | judge | 1 | suggest | 2 |
| construct | 1 | keep/kept | 2 | support | 2 |
| contact(ed) | 2 | know/knew | 5 | take/took | 3 |
| corrected | 1 | learned/t | 7 | talked | 4 |
| dare | 1 | let | 1 | think/thought | 14 |
| decided | 6 | like | 3 | told | 1 |
| described | 2 | look(ed) | 2 | tried | 5 |
| designed | 2 | made | 3 | understood | 3 |
| discuss(ed) | 2 | mentioned | 3 | used | 6 |
| doubt | 1 | met | 2 | wait | 1 |
| drew | 1 | need/needed | 6 | want(ed) | 17 |
| emphasized | 1 | notice(d) | 4 | was | 17 |
| enjoyed | 1 | paraphrase(d) | 2 | went | 2 |
| expect | 1 | participated | 1 | were (conditional) | 1 |
| explained | 3 | perceived | 1 | wish | 1 |
| faced | 4 | prefer | 2 | wonder(ed) | 3 |
| feel (felt) | 4 | prepared | 1 | wrote | 4 |
| Find/found | 14 | present | 4 | | |
| follow(ed) | 2 | pronounce (d) | 2 | | |
| Modal verbs | | Auxiliary verbs | | | |
| can | 8 | did | 2 | | |
| could | 15 | did not | 13 | | |
| had to | 18 | do | 2 | | |
| should | 4 | do not | 3 | | |
| will | 23 | had/have auxiliary in perfect tenses | | | 29 |
| would | 8 | was/were (auxiliary in progressive tenses) | | | 20 |
| | | was (passive) | 3 | | |
| <ul style="list-style-type: none"> • There were 12 adverbs identified between <i>I</i> and these verbs. These will be included in discussion. • The verbs which include the past forms (d, ed, or irregular) means I am looking at both lemmas. | | | | | |

These verbs and the complete list suggest diverse functions for the author. In order to analyse these functions, I specifically searched for verbs identified in Table 6.2 in the *I* concordance list. For instance, while the verbs *used*, *gave* and *tried*, entail a physical action in the past (see Example 6.2), the verbs *consider*, *think/thought*, *want(ed)* suggest mental functions (see concordance lines in Example 6.3). The concordance lines provided in Example 6.2 are the first three lines of the target verb.

Example 6.2: Examples of concordance lines including material actions

The screenshot shows a window titled 'I.cnc' with a menu bar (File, Edit, View, Compute, Settings, Windows, Help) and a table of concordance lines. The table has two columns: 'N' (line number) and 'Concordance' (text snippet). The text snippets show the author using verbs like 'chose', 'gave', and 'tried' in various contexts related to research and teaching.

| N | Concordance |
|-----|------------------------------------------------------------------------|
| 34 | university in the centre of Mexico . I chose this school because I was |
| 35 | did not participate . The victims I chose answered nice and fine . |
| 36 | on what they have done lastly . I chose some students to give the |
| 145 | I asked to build up a conversation I gave them a series of possible |
| 146 | things we have in common . Then I gave an oral summary of my |
| 147 | I 'm still reading it . After that , I gave to them a hand out . First |
| 342 | developed in later works . What I tried to do was to introduce these |
| 348 | to 100% . To calculate this I used the formulas of Excel (the |
| 349 | consciously or unconsciously I used communications strategies to |
| 350 | language . While I was there , I used English for everything even in |

As the concordance lines in Example 6.2 show, the actions describe an action that occurred in the past and that action deals with material activities involved in the research process, such as choosing participants (line 35), giving/ using and trying something material such as handouts, dictionaries and Excel (lines¹⁰ 147, 342, 348). Conversely, Example 6.3 shows other kind of processes. Similarly, I took the first lines in the concordance for *I* and using the verb I was looking to show in the example.

¹⁰ The numbers of the examples presented in the concordances is based on their position in the corpus and not (which might be the default/expected use) their order in the thesis.

Example 6.3: *Examples of concordance lines including mental actions*

| Lcnc | |
|----------------------------------------------|---------------------------------------------------------------------------------|
| File Edit View Compute Settings Windows Help | |
| N | Concordance |
| 41 | context , they become very useful . I consider this training should be |
| 42 | LEMO has its own website , and I consider it is a very useful medium |
| 43 | the emotions that there are in it and I consider this as a pity because |
| 44 | me means for coping this life and I consider I like literature because of |
| 45 | writing when writing a thesis . I consider that reading and writing are |
| 46 | . After comparing the activities , I consider three of them ; camping , |
| 327 | and writing and technology facilities . I think this new rhetoric takes a |
| 328 | germinal communicative interchange . I think that in a writing piece , |
| 329 | integrate as many skills as possible ; I think that it is necessary to join all |
| 330 | participants ? At the very beginning , I thought it was going to be an |
| 331 | quantitative ones . As a researcher , I thought in a way of getting as |
| 332 | when starting to contact the subjects I thought it was not going to be easy |
| 355 | ; first , the reason why I want to write ; second , think |
| 356 |) . I agree with Ajzen because if I want to see better students ' |
| 357 | experience and culture . At this point I want to retake my perception about |
| 358 | USA . As can be seen in the option I want they go to a foreign country , |
| 359 | one might want . On this matter , I want to add to this comment that I |
| 360 | problem in my university and I want to find some strategies that |

In the concordance lines in example 6.3, undergraduates are also reporting some past actions. These actions involve mental processes such as *think*, *consider* and *want*. In the processes involved, mental or action, stance-taking can be observed. For example, in line 357 in Example 6.3, the writer uses the verb *want to* followed by a reflective move of reconsidering his/her point of view, *my perception*, which evidences his/her engagement in the statement and the position towards 'perception' in this case as the topic he/she is writing about. This is an example how the writer shows his/her authorial identity; the verb *want to* despite reporting it is in present tense as the writer follows his/her argument with some explanation and refers to something previously said. He/she then shows engagement with the topic as the way ideas are built help to construct the writer's stance. Concordance line 43 develops the writer's idea by giving reasons and evaluating the argument previously stated by saying: *I consider this as a pity because...* In this example, the

author's stance is also expressed as he/she evaluates a claim and moves on to further explain the reasons of his/her evaluation.

From these and previous examples, the different verbs and processes inherit some functions from the performer of the action, i.e. the writer. Tang and John (1999:23) argue that "the first person pronoun in academic writing is not a homogeneous entity", and therefore they identify six different identities behind the first person pronoun. These functional categories are: *representative*, *guide*, *architect*, *recounter*, *opinion-holder*, and *originator* (see Appendix 2 for a description of each role, and section 2.4.3 for a discussion of frameworks). I can relate these functional categories to the analysis of stance as they can reveal the author's intentions and commitment with their argument. For instance, a couple complete sentences of one of the concordance lines for the verb *gave* and *found* reads:

Finally, I gave students different kind of exercises for practicing what they had learned or I gave extra grammar examples.
(Dissertation 12)

However, what I *found* throughout this process was that it was difficult to contact them but once I met them and asked for their stories the subjects expressed quite deep feelings of pride, fortune and gratitude.
(Dissertation 17)

In these sentences, the function is to report the research process in Tang and John's (1999) terms, the author is recounter of research process. The intention of the author is to describe something that occurred in the research process. Interestingly, Tang and Johns (1999) put these roles into a continuum according to their authorial presence shown in Figure 6.3.

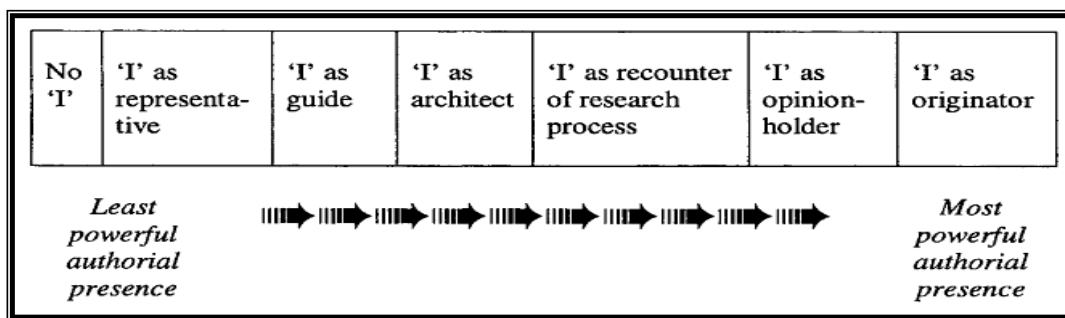


Figure 6.3 A Typology of Possible Identities behind the First Person Pronoun in Academic Writing (adopted from Tang & John, 1999).

For them, the author's identities move from least to most powerful authorial presence. Some of these roles of the first person pronoun will become evident from the analysis of the verbs in Table 6.2, which suggest ways in which undergraduates claim their authorial identity. I am not aiming to place these ways into the continuum as there might be roles which do not apply to the dissertations, e.g. *originator* (see Olmos-López, 2014), and my conceptualisation of authorial identity deals more with whether and how the students claim their stance and voice rather than the levels of them. The continuum might imply a rigid frame for stance, especially when stance is mostly expressed by the adverb, and my scope for analysing stance includes other linguistic features such as reporting verbs and evaluative adjectives.

Following the verbs in Table 6.2, I can identify some common examples of these verbs in relation to the roles. For instance, the auxiliary verb *will* clearly evidences how the writer is going to structure his/her writing which could be understood as an *architect* and *guide* roles performing the function of outlining, organising and structuring the writing. All of the concordance lines for *I + will* are shown in Example 6.4.

Example 6.4: Concordance lines for the auxiliary verb *will* used with *I*

| Lcnc | |
|----------------------------------------------|-------------------------------------------------------------------------------|
| File Edit View Compute Settings Windows Help | |
| N | Concordance |
| 414 | this activity . In this introduction I will address the following issues . |
| 415 | the following issues . In part 1.1 I will explain my interest in the topic |
| 416 | my interest in the topic ; in 1.2 I will talk about my research |
| 417 | addition to just predicting behavior , I will also identify the beliefs of |
| 418 | 4.0 Introduction In this chapter I will present the results of my |
| 419 | 5 , level 7 and level 8 . First of all I will present in 4.1 my research |
| 420 | , speakers could say if I have time , I will help you later . Then we have |
| 421 | the following issues . In part 3.1 I will talk about how and how many |
| 422 | 3.0 Introduction In this chapter I will address the following issues . |
| 423 | instrument , the attendance lists . I will present the comparative results |
| 424 | read something . If I am interested I will read it , if I am not interested , |
| 425 | will read it , if I am not interested , I will pretend to read it . By the |
| 426 | that guided my research . In 4.2 I will present the results of my first |
| 427 | (using the TpB) . In next 4.3 I will present the result of my second |
| 428 | if I go to the United States , I will speak English is analyzed . In |
| 429 | people into leaders and so on . I will discuss further this phenomenon |
| 430 | me what you need English for , and I will tell you the English that you |
| 431 | first attempt to define a profession , I will use the helpful thoughts of |
| 432 | 1.8 Conclusion In the next chapters I will discuss the theoretical |
| 433 | . And finally in Chapter Five I will discuss the implications of my |
| 434 | is related to continuous training , I will now proceed to explain the |
| 435 | of the present thesis . Thus , when I will refer to the beginner teacher in |
| 436 | beginner teacher in the next chapters I will refer to myself . 3.1.2 The |

Example 6.4 shows the first person author organising the text; the stance that the writer denotes is, the one that gives shape to the writing. The stance then taken is that of the author in charge of the organisation, and therefore, owner of the text.

Verbs such as: *asked*, *explained*, *faced*, *found*, *read*, *told*, and *wrote* reveal, on the other hand, recount the research process. Example 6.5 displays concordance lines of the first instances of these verbs with the use of *I*.

Example 6.5 Concordance lines of verbs which recount the research process

| N | Concordance |
|-----|----------------------------------------------------------------------------|
| 1 | statement needed to be developed , I asked for the main characteristics of |
| 2 | because students read four texts and I asked questions about them . The |
| 3 | 's Day and Thanksgiving . Then , I asked for some celebrations here in |
| 4 | of how to contact them . First , I asked a professor who is in charge |
| 113 | with the use of the board when I explained the grammar rules . |
| 114 | and the answer was affirmative . I explained that many people used to |
| 115 | ' understanding . In addition , I explained the silent letters rule and |
| 116 | and gave some examples , later on I explained about the parts of an |
| 449 | the things they would say and do . I wrote in some pieces of paper |
| 450 | to illustrate the main findings . I wrote the names of the students |
| 451 | , even when they did not realize it , I wrote it on the whiteboard . The |
| 452 | provide some statements and I wrote them on board to exemplify |

These concordance lines show that the author plays a retelling of the process role when giving an account of the research process he/she followed. The actions involve physical actions related to processes the researcher, in this case the same person as writer, had to perform (e.g. lines 449 to 452); or verbal verbs which imply an action such as lines 1 to 4; or descriptive verbs which imply an action (lines 113 to 116). These recounting verbs do not necessarily claim stance taking; the writer is recounting the research process and retrospection is taking place when describing it.

There are verbs which might imply the opinion that the writer holds. From Table 6.2, the most obvious verbs that perform this function are: *consider* and *think*. I provided some examples of concordance lines of these verbs in Example 6.3. To explore the option of how the opinion is actually developed, I provide the context of the verb *consider* identified in one of the concordance lines. The text reads as follows:

She made research on 37 graduate students from three different universities that offer translation studies. She introduced very interesting and helpful questions which I *consider* worth to remark:
(...)

(Dissertation 5)

In terms of expressing opinion, in dissertation 1 the author presents an example where he shows stance taking and provides a suggestion/recommendation by using the modal *should*. The extract reads as follows:

The purpose of adding a third course about Latin-American literature is to get students started in reading literature, in that way students would face literature in the target language more easily and I *think* that we should take more courses of literature not only in English but also in Spanish so we have knowledge of own culture before deepening on another one.

(Dissertation 1)

In this example the writer expresses his position on the argument and is engaged with the topic. There is certainly an evaluation of the argument in discussion when holding the opinion having these verbs choice.

The verbs *believe*, *dare* and *feel* in Table 6.2 would, according to Tang and Johns (1999), suggest the function of originator. However, the context shows that these verbs are expressing opinions and it is in a different category according to Tang and John's taxonomy. I exhibit these cases in the following concordance lines in Example 6.6.

Example 6.6 Concordance lines of believe, dare and feel

| N | Concordance |
|-----|--------------------------------------------------------------------------------|
| 21 | in specific periods of the year . So , I believe that the school might publish |
| 22 | was an unforgettable experience , but I believe it could still be much better |
| 23 | a little difficult to achieve , but I believe that the LEMO and students |
| 73 | Lesson Four : Have you ever ... ? I dare to mention that this class was |
| 121 | behavioral control (Ajzen , 1971) . I feel that the study is significant in |
| 122 | As a conclusion , at first sight I felt the questionnaire was a little |
| 123 | that at the beginning of the project I felt myself as an outsider and not |
| 124 | , but there were also many in which I felt my language proficiency was not |

Context of line 22 reads: “students reported that it was an unforgettable experience, but I believe it could still be much better if they were encouraged and given more

information”. In this case, we could say that the writer is not making a statement to claim knowledge, but to give a recommendation. This sentence occurs in the conclusions section of her dissertation where the statement of results occurs and recommendations are given (see section 5.2.5).

As for the verbs *dare* and *feel* the sentences read:

“I *dare* to mention that this class was the one that I enjoyed the most.”

And,

“I *feel* that the study is significant in several ways.”

A third limitation was that at the beginning of the project I *felt* myself as an outsider and not competent enough to address the topic appropriately because my experiences and background have been different from the participants’

In these cases, the authors are using these verbs usually to introduce stance-taking; they are not knowledge claims which originate ideas. Therefore, I conclude that undergraduates do reveal their stance from the moment they structure their writing, up to the moment they express their opinion based on literature, results and analysis done in their research. They might not be able to be knowledge originators, but they are one step towards that level.

In the same manner the modal and auxiliary verbs in the list, i.e. *should*, *could*, *can*, *had to*, *would*, and *will* can be classified as carrying different levels of modality, i.e. medium expression of likelihood, but *had to*, which implies an obligation. I took a couple of the concordance lines just to illustrate their use (see Example 6.7).

Example 6.7: Concordance lines for the modal *had to/have to*

| N | Concordance |
|-----|------------------------------------------------------------------------------|
| 184 | of the class recommended that I had to wait until the students had |
| 185 | exercise was difficult for them ; so I had to repeat the listening three |
| 216 | to write on the board . In addition , I have to be sure if the students were |
| 217 | of the lessons . She added that I have to give clear instructions and |

Example 6.7 illustrates four of the concordance lines for this obligation modal. The case in here is that, the higher obligation the modal implies, the less is left to the performer, i.e. the writer felt obligated to perform an action, and it was not upon his/her choice to do it or not.

In terms of the 12 adverbs included in the list of collocates in Table 6.2, 5 of them are frequency/time adverbs, i.e. *never, now, rarely* and *sometimes*; others are adverbs of manner and degree, e.g. *only, just, strongly*. The latter list includes adverbs which intensify the evaluation shown and/or well defined position from part of the author. For instance, for *strongly*, I extract some sentence context to understand how the undergraduate positions himself in the argument.

Due to this fact, it has been observed how governmental institutions and civil organizations are struggling to propose specific legislations to make indigenous languages to be recognized, preserved and taught. While I *strongly* support such proposals, it is also necessary to recognize that knowledge of Spanish and the ability to communicate in Spanish are essential in Mexican society.

(Dissertation 17, Italics mine)

In this extract, we can notice the stance of the author in relation to his argument when writing *I strongly support*. The writer in dissertation 17 claims his stance in agreement with a previous claim, and he also adds his point of view towards the argument. Another example of adverb is in dissertation 27, with the adverb *just*.

As I described in the last paragraphs, it is difficult to introduce new beliefs but it is not impossible. I *just* need to work a lot on some aspects based on the beliefs introducing them little by little without affecting people's major values.

(Dissertation 27)

In this extract, we can notice the author's stance expressed even in the first sentence when using the adjective *difficult*. He builds the argument first stating the difficulty of introducing new beliefs, and with the use of *just*, he denotes a positive way of doing things which are feasible, yet imply major considerations. His stance is then clearly stated; he claims what his position is, and foresees what is coming if he decides to take an action.

In sum, in terms of voice expression with first person pronouns, there is a variety of ways that undergraduates use to claim their stance. The mere presence of the first person pronoun is not enough to show author's stance as it is the verb that follows which determines the assessment given to the argument in discussion and therefore, their position and engagement. Hence, we have cases in which undergraduates simply claim their role as organisers and responsible for their dissertation and the research process involved in it. In some cases adverbs and evaluative adjectives denote and intensify the claim when showing a position and attitude towards it. The analysis reveals that context is important to determine whether and how stance is claimed, in this case with the use of first person pronouns, and it is also essential in analysing reporting verbs.

6.2.2 Stance in Reporting Verbs

Reporting previous research to justify and support the author's arguments as well as inserting ideas is part of the academic endeavour of researching and contributing with new knowledge to the academic community he/she belongs to. The selection of the appropriate verb to convey the desired message might be, however, a challenge for undergraduates. In addition to this challenge for novice writers, research points to the use of reporting verbs as

difficult for most EFL writers (Cadman, 1997; Thomson, 2000; Fløttum et al. 2006; Hyland, 2001b), and especially when reporting in academic discourse (Thompson & Ye, 1991; Jiang & Hu, 2010; Hyland, 2002b). In the keyword analysis done in Chapter Four, reporting verbs turn out to be significant in the corpus, mainly in the literature chapter of the undergraduate dissertations, which presents a revision and reports on previous research. I consider reporting verbs as relevant for my analysis of stance as by using them undergraduates are making an evaluation of some other people's claims at the same time their own position and attitude towards those claims are inherent.

Bloch (2010: 220) suggests choosing the appropriate verb to report one's own claims and the claims of other authors is an "important part of establishing the credibility of such claims", and it has often been seen as a means to taking a rhetorical stance towards a claim. The distinction of using reporting verbs in both cases is important since the author's stance can be analysed at two levels: first, the way he/she explicitly claims his/her own position using the first person pronoun, and second, the way in which the writer reports and evaluates others' claims. Since I have covered the first level of directly reporting one's own claim (section 6.2.1), my analysis in this particular section includes only the reporting verbs that undergraduates use to report other authors' claims, e.g. when reporting literature, undergraduates not only cite and report other authors, but they also include their assessment and attitude towards those claims.

Previous research on classifying and analysing reporting verbs leads to the work of Thompson and Ye (1991). They focus their study on verbs used in citations in academic papers; the categories they suggest are based on the denotation and evaluative potential of the verbs. They show that reporting verbs express evaluation in three ways: a) the stance of the author (the reported -cited- one), b) the stance of the writer (the reporting -the citing-one), and c) the interpretation of the writer (the report itself). For example, using the verb

repeat indicates that the information appears more than once in the text; however, if the writer uses the verb *reiterate*, he/she acknowledges the author repetition of information, and emphasizing on it; this way of choosing a reporting verb exemplifies the third way of evaluating a claim, interpretation of the writer. This distinction implies an evaluation on the writer's part, which helps the author to build his/her arguments.

Thompson and Ye clearly describe and explain these categories; however, they warn that they are not a clear-cut division for classifying reporting verbs as some of them might overlap, functioning as author's acts as well as writer's; and the writer acts do not involve reporting verbs, but direct claims from the writer. Thus, I refer to their main distinction of author's and writer's stance to differentiate when undergraduates report other's claims (citing), and who is taking the stance in the reporting verb keeping my focus on author acts as they will reveal how undergraduates claim their authorial stance by using reporting verbs.

Following up Thompson and Ye's (1991) study and considering the distinction of author and writer's acts, Hyland (2001b) suggests three main process functions: research, cognition and discourse. He calls them reporting acts and provides a detailed categorisation (Figure 6.4).

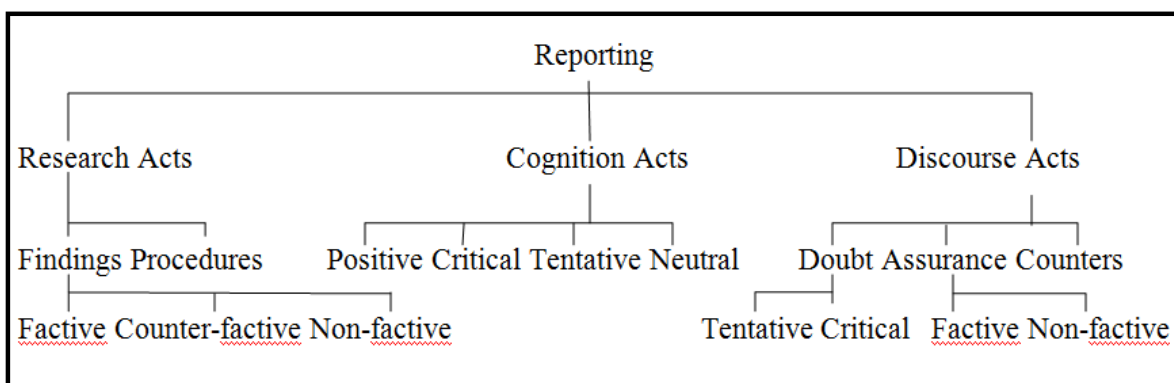


Figure 6.4 Hyland's (2001b: 119) Categories of Reporting Verbs

The 'research acts' in this classification encompass verbs which imply an action or activity in real world. For example, when reporting findings verbs such as *observe*,

discover, notice, show; or *reporting procedures* as *analyse, calculate, explore, recover* among others, enter in this category. ‘Cognition acts’ include verbs which relate to the researcher’s mental processes, e.g. *believe, conceptualise, suspect, assume, and view*. Finally, ‘discourse acts’ involve linguistic activities and focus on the verbal expression of cognitive or research activities, e.g. *ascribe, discuss, hypothesise, report, state* (Hyland, 2001b: 118). Not all of the later are, however, present in my corpus of dissertations; they can have different functions to reporting discourse.

Nonetheless, the stance from each of these acts can only be distinguished and analysed according to the type of function they have in context (Thompson & Ye, 1991; Hyland, 2001b). Similarly to the analysis of stance in first person pronouns (section 6.2.1), there are layers to classify reporting and these imply a degree of reporting (Thompson & Ye, 1991). In the same way, as in section 6.2.1, my purpose is to analyse whether stance is claimed and how it is claimed rather than to provide degrees of stance. My analysis uses concordances to analyse reporting verbs as identified in the categories described in Figure 6.4. Hence, in this section I will include the analysis of some cases in the three categories (research, cognition and discourse acts) of examples in the dissertations. To conduct the searches, I also consider pre-existing list of reporting verbs (Swales, 1990, 2014; Brezina, 2012).

In terms of the ‘discourse acts’, the verbs *discuss, report, say* and *state* are frequent in the list. These verbs show no stance taking, but a neutral position of the writer. The verb *state* is one of the most frequent reporting verbs found in the corpus. There were 363 concordance lines of this verb functioning as reporting verb; 236 of these instances were with *state* that*, and it also includes the clusters¹¹ with most frequency. Being this form the

¹¹ There were diverse clusters as they include all forms of the reporting verb, i.e. *state, states, stated + that*.

most common, in Example 6.8, I present the first 10 instances of *state that* in the complete concordance list for the verb when working as reporting verb.

Example 6.8: Concordance for the lemma *state* with a reporting function

The screenshot shows a window titled 'state_cnc' with a menu bar (File, Edit, View, Compute, Settings, Windows, Help) and a table of concordance results. The table has two columns: 'N' (line number) and 'Concordance' (text snippet). The results show various instances of 'states' and 'stated' used in reporting functions within academic texts.

| N | Concordance |
|----|--------------------------------------------------------------------------------------------|
| 83 | as a whole . Criollo (2003 , p. 265) states that survey typically employs |
| 84 | Direct Method Stern (1983 , p. 459) states that the use of a text as a basis |
| 85 | complex process . French (1983 :45) states that there is not a clear difference |
| 86 | idea , Larsen-Freeman (1983 , p. 43) states that new vocabulary is presented |
| 87 | in Larsen-Freeman & Long , 1993) stated that Acquisition and Learning are |
| 88 | language . Furthermore , Ellis (1995) stated that learner possess a set of |
| 89 | conversations while Wardhaugh (1998) stated that questions are only used by |
| 90 | , p. 205) study (cited in Kroll , 1993) stated that we can describe and evaluate |
| 91 | to their study , Sommers (1994) stated that women are who tend to give |
| 92 | other authors xB4works . Teachers also stated that as writing is a process which |
| 93 | Evans & St John (2006 , p. 74) stated that while much of the skills |

These examples provide a general picture of how reporting occurs in the dissertations. Most of the concordance lines are part of a citation, either integral or not. The lines in this category –using *that*– are merely for exemplification as the concordance lines follow this scheme of reporting. The use of the particle *that* implies a complete clause which immediately builds the report and possibly develops the argument. For example, a complete sentence reads:

Furthermore, according to their study, Sommers (1994) *stated that* women are who tend to give everybody a chance to speak; they express their ideas without interrupting one another.
(Dissertation 29 –italics mine)

In this sentence, the writer reports the author’s (Sommers’) idea by referring to it as a fact and summarising their ideas. There are many cases which follow this scheme, and some others do not really develop the claim with the writer’s interpretation such as the case of the following sentence:

Rost (2000, p. 117) *states that* teaching methodology “involves any aspect of instruction that entails a choice of learning environment, teacher, students and student-student relationship, classroom language, input, procedures, outcomes, feedback and assessment”. Teaching methodology involves all the elements that teacher and students do to create a good rapport in the classroom. However, Language teaching methodology is “the need to develop learners’ awareness of the processes underlying their own learning so that, eventually, they will be able to take greater and greater responsibility for that learning” (Richards & Renandya, 2002, p. 240).

(Dissertation 10)

I extracted the three consecutive sentences with the aim to show there is no evaluation on the part of the writer. In the first sentence he reports on an author’s idea by quoting him, and ends up the sentence. In the second sentence, he just summarises the quotation, no adding any sort of interpretation, and finally the third sentence, starts with an adversative connector *however*, and opens another quotation. This particular pattern seems to be common in the literature review of the dissertations. I took a closer look at them in the plain text, and analysed how paragraphs are constructed. A typical structure shows a topic sentence in which the concept is defined, followed by consecutive use of sentence-quotations, and the concluding sentence comes either with a summary of these views, an interpretation of them or a summary with an interpretation. Since this pattern seems to occur in several dissertations, I can only suggest that it might be a case of supervisor’s influence on the undergraduate’s writing of my participants.

However, there are few cases in which *state that* is used merely to include writer’s interpretation when reporting. An interesting example of these cases uses *state* in the present perfect tense; the sentence reads:

Some authors *have stated that* these characteristics are not proper of the scientific register but they are overused structures that are the result of the influence of English over Spanish (Gutiérrez, 1998, cited in Sevilla, 2004, p. 143).

(Dissertation 7)

In this case, the writer is reporting other authors' ideas (those he references in parenthesis), in a neutral point of view. There are also impersonal constructions where the cited author is emphasised, e.g. "(...) as *stated by* Kenneth, McKethan and White (2005), it is (...)". In these uses of using *state* as a reporting verb, undergraduates use a variation of present and past tenses.

When the writer uses *observe* instead of *believe*, he/she is making a difference in the stance he/she takes, i.e. in *observe* he/she just denotes something is happening whereas with *believe* there is an evaluation process of what is being reported and the author him/herself believes on the claim being reported. Thus, the writer's stance is reflected with the selection of the reporting verb and whether it functions as a research, cognition or discourse act.

Hyland (2001b) further to these categories argues that there might be verbs which can fit into two categories. For example, the verb *agree* is a mental process at the same time it can be a verbal one; the stance taking suggests inclination or not to the idea being reported. There is actual stance taking plus no added reason; the verb shows whether the writer is within the same line of thinking or not to what is been cited. The verbs *agree* and *disagree* are frequent reporting verbs in the corpus mostly when reporting findings or literature. Example 6.9 shows the first 15 lines of a random sample.

Example 6.9: Concordance for the verb *agree* with a reporting function

| N | Concordance |
|----|---------------------------------------------------------------------------------|
| 1 | students , 10 participants strongly agree and 9 agree that their |
| 2 | while 1 student marked number 5 to agree and 7 other students marked |
| 3 | learn English very well in Mexico 31 agreed but 10 less (21) disagreed |
| 4 | . In this section , 5 students agreed by marking number 5 on the |
| 5 | get a job in the USA , 45 students agreed in a total way , and 30 |
| 6 | lowest number of students who only agreed is 18 . In the statement I |
| 7 | Surprisingly , 100% of the students agreed on the idea that grammar is |
| 8 | this small group , most of students agreed on answers gathered ; |
| 9 | graph only 24 students strongly agree or agree that they have |
| 10 | , Kenworthy (1997 , p. 46) agrees saying that voicing 'refers to |
| 11 | student agreed and another strongly agreed stating that s/he only |
| 12 | only students but also their parents agree that education is important . |
| 13 | (1997) , and Eggins (2003) agree that linguistic choices are |
| 14 | determine the inclusion . Subject agreed that following a strict whole |
| 15 | this section , 18 teachers strongly agreed that songs have an important |

The concordance lines for the verb *agree* reveal its reporting functions in the findings and in reporting author's claims. For example, lines 1 to 9, the writers are reporting the findings of a research using a Likert scale survey. In line 10 and 13, the writers report literature, and lines 11, 12, 14 and 15 the writers report findings which seem to be further discussed as they are introducing a clause with *that*.

Another use of *agree* when reporting results is with the addition of the particle *about*.

It was found that teachers *agreed about* this kind of activities, and some of them are usually undecided or disagreed because pronunciations, accent, language level and vocabulary of can be difficult for students.

(Dissertation 10)

In this case *agree about* is reporting findings once results were discussed. In this case, the writer is giving an account of agreement towards the idea previously discussed. The verb *agree*, however, not only occurred to report findings in the results chapter of the dissertation; it also works as a reporting verb in the literature review. (For variability among chapters see Chapter Seven).

As an example of a ‘research act’ to report procedures, I retrieve the concordance for the verb *observe* and include only the examples in which it is functioning as a reporting verb, i.e. after a citation and followed by the particle *that*. There were 36 concordance lines of reporting instances with this verb. The first 10 concordance lines of a random sample are shown in Example 6.10.

Example 6.10 Concordance for the lemma observe

| N | Concordance |
|----|---------------------------------------------------------------------------------|
| 1 | . Lievrrouw and Livingstone (2002) observe that media culture teachers |
| 2 | p. 460) , are : It is important to observe that the first passive |
| 3 | & Germaine (1993) observe that evaluation can be use |
| 4 | most are . On figure 30 , it can be observed that for the 73% of LEMO |
| 5 | . From these studies it can be observed that motivation plays an |
| 6 | , such as speaking . It will be observed that grammar and speaking |
| 7 |) On Table 12 , it is clearly observed that teachers suggest that |
| 8 | of importance . Interpreters have observed that the only area in which |
| 9 | in the English learning . It can be observed that except one (Norma - |
| 10 | , the teacher in charge of the class observed that the use of the |

In concordance lines 1 and 3 the writer is using this verb to report other author’s claims, i.e. citation. Interestingly, in these lines, the writer chooses an integral citation, i.e. he/she makes the cited author part of the sentence, and the reported claim is preceded by the particle *that*. The tenses of the reporting are both present (lines 1 to 3) and past (lines 4 to 10). In the present forms, the citation is presented as a fact, whereas the instance in past tense reports the findings that the cited author observed. The use of this verb is to express facts; no real evaluation is taking place, so the writer’s stance is merely of reporting/ denoting.

For the 36 lines of the reporting verb *observe*, 30 lines are in passive voice; lines 4 to 10 are an example of these instances. Here, the writer chose not to be the subject of the one who observes such facts and used an impersonal form (see 6.2 on passives). In these concordance lines, the writer seems to be reporting the research findings and addressing

the reader to observe them on a table or figure, e.g. Example 6.10, lines 4 and 7; in some other concordance lines (2, 5 and 6), however, there seems to be the writer is interpreting their findings. Finally, line 10 presents a case where the writer is reporting in the third person, i.e. she/he refers to the subjects themselves observing a fact.

The researcher's mental processes ('cognition acts'), e.g. *believe*, *suspect*, *assume*, and *view* could also denote stance taking. I retrieved the concordance for these verbs when working with a reporting function. There were a total of 48 concordance lines from which I pick up the first two lines of each verb to include in Example 6.11. Thus, this example shows concordance lines where the writer uses mental processes verbs to report other authors' ideas (lines 13, 44 and 45) and also other people's, possibly participants' ideas (lines 1, 2 and 14).

Example 6.11 Concordance lines for mental processes for authors reporting

| N | Concordance |
|----|---------------------------------------------------------------------------------|
| 1 |) . This suggests that they do not assume that English teaching is |
| 2 | often imagined as " writing . " They assume that if a person " has ideas |
| 13 | Correspondingly , Canale and Swain believethat the work of Hymes |
| 14 | , more than a half of the teachers believethat students use any writing |
| 44 | Yule and Brown (1983 , p. 190) view a text as the verbal record of a |
| 45 | study carried out by Heath (1996) views literature from another |

Within the same cognitive acts, I extracted more concordances for the rest of the enlisted verbs in this category. Interestingly, in these examples, the processes report mainly on participants' ideas being reported (line 1). In this case, I believe the undergraduate writer is making assumptions about what his/her research participants answered.

My study here has followed the line of analysing reporting verbs in academic papers (Thompson, 1994, 1996; Hyland, 2001b; Bloch, 2010) and especially reporting on theses (Charles, 2006; Thompson, 2000; Jiang & Hu, 2010). The focus of these studies ranges from disciplinary variation to the analysis of reporting structures and reporting on

citations, and shedding more light on other reporting elements, e.g. impersonal constructions and passives (section 6.1). My thesis studies reporting verbs in dissertations with the aim of analysing stance as an element of authorial identity. Similarly to the first person pronouns revealing stance (discussed in 6.2.1), this section has found that there are a variety of ways to claim stance using reporting verbs. The reporting verbs discussed here related to reporting other's ideas, which in its majority were authors in the literature; nevertheless, there was also reporting in findings and research participants' ideas. There were cases in which the report function only reported facts, and some other cases where there was interpretation from the author, i.e. there was an investment and attitude towards the idea being reported. The context is an essential element to analyse how stance is claimed; and it has also indicated that stance is claimed differently in the different sections of the dissertation. I turn to analyse this variation on Chapter Seven.

Chapter 7: A Framework for the Analysis of Authorial Identity: Heterogeneity among the Dissertation Chapters

The word in language is half someone else's. It becomes 'one's own' only when the speaker populates it with his own intentions, his own accent, when he appropriates the word, adapting it to his own semantic and expressive intention.

Bakhtin, 1981: 293

7.0 Introduction

The main purpose of my thesis is to suggest a framework for the analysis of authorial identity and communicative purposes in undergraduate dissertations. For this, I first approached the analysis of authorial identity by looking at how undergraduates express their voice and claim their stance within their dissertation in Chapter Six. Then, in this chapter I explore how authorial identity is expressed in students' knowledge of conventions of rhetorical functions across the dissertation chapters. This chapter has its basis in the keyword analyses discussed in 5.2, which demonstrates undergraduates' awareness of the specific communicative functions of each chapter. In this chapter I analyse these chapters' variation in more detail relating it to the undergraduates' authorial identity expression. This chapter answers two of my empirical research questions:

RQ4b) Using concordancing, how is authorial identity expressed through knowledge of conventions of rhetorical functions?

RQ5) How are the features in RQ4a distributed across different chapters, and how does this relate to the expression of authorial identity?

The rationale of including rhetorical functions in my analytical framework follows my understanding of authorial identity as the expression of the *self* engaged in an academic context and positioning him/herself as author while following the conventions of the

academic community. In this conceptualisation, I relate the first part to the linguistic features that express voice and stance and construct the author's authorial image; these features are discussed in Chapter Six. In the second part of my conceptualisation, authorial identity comprises the knowledge of the conventions within a particular discourse community. The knowledge of the conventions involves, then, knowledge of the academic writing practices in the discipline and particularly in the academic community for which the writer is writing in, including institutional regulations, and knowledge of the genre they are writing, i.e. undergraduate dissertations in this case.

The dissertation/thesis genre involves other subgenres, i.e. introduction, literature review, methodology, results/discussion and conclusion, usually referred to as the main parts of the dissertation. I call them subgenres of the dissertation as each of them has their own structure and serves a particular function (as discussed in Chapter Three). Since my analysis in 5.2 shows that the students are aware of these conventions by showing knowledge of the writing practices of their academic community and the genre they are writing, it can be said that the rhetorical functions of the chapters are clearly marked. It is now the turn to see how these functions are expressed with the linguistic features students use to express their authorial identity. Therefore, I organise this chapter into two main sections; the first section integrates the linguistic features characterising each chapter of the dissertation: introduction, literature review, methodology, results and conclusions (section 7.1); and the second section explores the variability from chapter to chapter and concludes this chapter (section 7.2). In this chapter I am using *Antconc 3.4.4w and 3.5.0(Dev)* as my corpus tool for concordances and plots.

7.1 Linguistic Features across the Dissertation Chapters

In this section I analyse how the communicative functions of the chapters integrate with the linguistic features students use to express their authorial identity. In the analysis some of the linguistic features from Chapter Six might not be relevant for some chapters. Therefore, I, only refer to them when they suggest expression of authorial identity and communicative function. These two aspects can be analysed only in context as they serve the purpose of the dissertation genre, satisfy the communicative function and express authorial identity. There is no single linguistic item standing on its own; they integrate themselves to construct the writer's identity and identify him/her as an author who is engaged in his/her academic community as follows the genre conventions of writing the dissertation.

7.1.1 Chapter One of the Dissertations: Introduction

The communicative functions of the introductory chapter are to provide background of the study and establish the research purpose and questions (see section 2.4.5). Indeed, the keywords (as in Table 5.2) mostly relate to nouns, proper nouns and present tense selection. The proper and common nouns evidence the topic the author is writing about; in this case the topics are within the area of TESOL/ELT, e.g. English, EFL, Smith, Nations, Johnson, language, study, teaching among others as these undergraduates are majoring in that discipline, and other nouns which identify the context they are researching in, e.g. Puebla, DEPEA, university, and others (see section 5.2.1). In Ivanič's (1998) work these lexical choices of proper nouns and verb tense and type are placed in the ideational position, and can justify the communicative function of establishing the research background in this chapter. Hence, these features reveal the academic identity of the writer

placing him/her as a knower of his/her discipline and of the subgenre communicative function.

However, my interest focuses particularly on their authorial identity, and none of the keywords identified for the general corpus in Chapter Six are part of the keyword list for the sub-corpus of introductions. At first glance it seems there are no authorial stance keywords in the introduction; thus, my approach to start the analysis is to appeal to the introduction's communicative function of organising the text (see section 2.4.5). I decided to start the analysis by exploring first person pronoun usage in the introductory chapter. After all, Tang and Johns (1999) identify that one of the roles of these pronouns is to serve as an architect of the text (see section 6.2.1), and this function can be related to the introduction's organisational function. The concordance list for identifying first person pronouns shows 59 occurrences in 8 of the files. From these 59 instances 53 occur in 3 dissertations; this finding indicates that it is not a common choice. The dispersion of first person pronouns is shown in Figure 7.1.

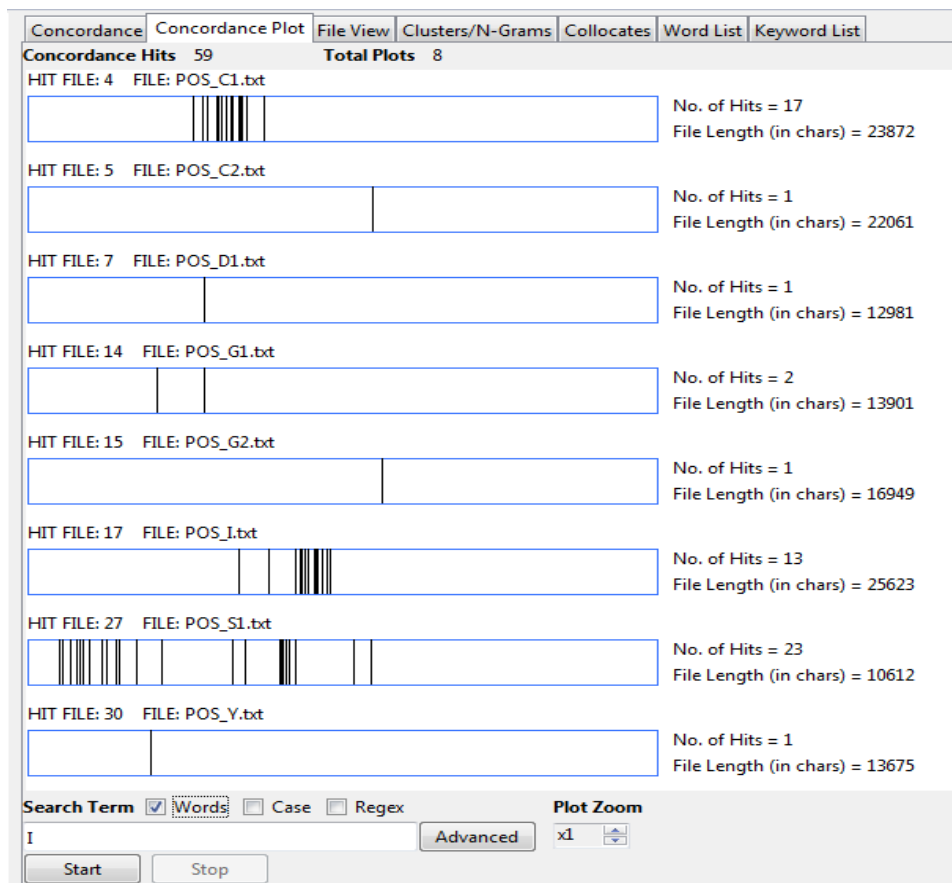


Figure 7.1 Plot for instances of *I* in the Introductory Chapter

Figure 7.1 shows the dispersion of the instances of *I* in the 8 dissertations' introductory chapters. We can see that 3 of them contain most of the occurrences, and see how these are spread out along the dissertation. This means that only few undergraduates use first person pronouns in the introductory chapter, and files 4, 17 and 27 in Figure 7.1, suggest concentration in certain points. Taking a closer look at the context of these occurrences, we can observe that the first person pronoun was used with two main functions: describing the research background in terms of how the writer got to research in that topic, a way of setting the research problem and its importance, and guiding the reader through the chapter's organisation. The concentration of first person pronouns in the middle of the introductory chapter responds to the function of describing the research background usually happens after introducing the research field. Example 7.1 shows 20 cases when *I* illustrates these functions. As most of the hits occurred in 3 files, I used the

Nth function with a values of every 3 rows to include lines from different files. In addition, I sorted out the concordance lines with 1R only to identify the type of verb that follows the pronoun.

Example 7.1: Concordance for the use of first person pronouns in the introductory chapter

| Hit | | KWIC | | File |
|-----|--------------------------------------------------------------------|------|------------------------------------------------------------|------------|
| 1 | have also learnt Spanish as a second language . | I | also reflected on how the differences between their | POS_1.txt |
| 4 | those factors are responsible for students missing class . | I | also want to investigate what percentage of each | POS_S1.txt |
| 7 | , through the social service department of the university | I | became aware of a special program which is | POS_1.txt |
| 10 | a public university in the centre of Mexico . | I | chose this school because I was studying here | POS_S1.txt |
| 13 | or other factors that affected the message . However , | I | did not stop speaking because consciously or unconsciously | POS_C1.txt |
| 16 | liefs give rise to perceived behavioral control (Ajzen , 1971) . | I | feel that the study is significant in several | POS_S1.txt |
| 19 | education could be a flourishing study area . Besides , | I | found that in Mexico , where an important number | POS_1.txt |
| 22 | have access to collect my data . In addition | I | had perceived the class attendance problem in my | POS_S1.txt |
| 25 | away from home , I learned to appreciate everything | I | have in our country . Besides , I was able | POS_C1.txt |
| 28 | factors of this process . Besides , throughout my life | I | have had the opportunity to interact with indigenous | POS_1.txt |
| 31 | how this process takes place and the more | I | know about it the more I become interested . | POS_1.txt |
| 34 | the TpB to predict class attendance and then | I | look at actual attendance records to see if | POS_S1.txt |
| 37 | English for everything even in situations in which | I | never thought I would . My environment was completely | POS_C1.txt |
| 40 | study revises student behavior related to class attendance . | I | use the TpB to predict class attendance and | POS_S1.txt |
| 43 | the class attendance problem in my university and | I | want to find some strategies that could help | POS_S1.txt |
| 46 | it as a first or second language . While | I | was there , I used English for everything even | POS_C1.txt |
| 49 | centre of Mexico . I chose this school because | I | was studying here so I could have access | POS_S1.txt |
| 52 | I will address the following issues . In part 1.1 | I | will explain my interest in the topic ; in 1.2 | POS_S1.txt |
| 55 | the research questions . And finally in Chapter Five | I | will discuss the implications of my study and | POS_S1.txt |
| 58 | only choice to communicate was speaking English , otherwise , | I | would become a dumb and antisocial person . Language | POS_C1.txt |

This group of concordance lines illustrates the two functions I pointed to, i.e. describing research background and importance of the present one. To have a clearer understanding of these functions, I decided to look at the bigger context and extract the complete paragraph which reads:

Besides, *I* was able to survive in a country where *I* did not belong, learning and living at the same time in a new culture with unknown people coming from different backgrounds including a variety of habits, customs and ways of thinking. As stated above, *I* learned how to live and interact with unknown people in a new context; nevertheless, it took time to adapt *myself* to this challenge. It is well known that people, who move to a new culture, they may experience an emotional adjustment, known as culture shock. (...) *I* hope this research can encourage new and more students to travel abroad to live unforgettable experiences that surely will change their way of behaving and thinking.

Extract from dissertation 4 (italics mine)

In this extract, the writer relies on her experience to establish the research field in which she is developing her research. Actually, looking at the broader introduction, these first person pronouns instances are from her rationale section in the introduction; see the concentration of her instances of using the first person pronoun in Figure 7.1, file 4. This finding suggests two things in terms of identity; she is taking a very personal topic which marked her life and decides to do her undergraduate research on it; and in terms of authorial identity, she expresses her voice with the use of *I*, and eventually the use of *myself* to make herself evident not only as the writer and researcher, but also as an example of what she is later suggesting in her research. One more point to note in the extract is that there is a shift of function when she writes ‘I hope...; in this case the writer is projecting her research and claiming the significance of her study. This function is actually present in some other introductory chapters of the dissertations.

A similar example containing a concentration of first person pronouns in the justification section of the introduction is dissertation 27 (see Figure 7.1). The rest of the lines in Example 7.1 belong to the other two dissertations with highest number of first person pronouns. In line 16 in Example 7.1 the writer refers to a previous study and he explicitly says its significance to his own research. The use of literature, however, is most likely to happen in the literature review (section 7.1.2) and methodology chapters (section 7.1.3).

For the function of guiding the reader through the thesis organisation, I present all the concordance lines with *I will* in Example 7.2.

Example 7.2: Concordance for the function of organising the dissertation

| Hit | KWIC | | File | |
|-----|------------------------------------------------------------------|---|--------------------------------------------------------|------------|
| 50 | attendance behavior . In addition to just predicting behavior , | I | will also identify the beliefs of students about | POS_S1.txt |
| 51 | of students about this activity . In this introduction | I | will address the following issues . In part 1.1 I | POS_S1.txt |
| 52 | I will address the following issues . In part 1.1 | I | will explain my interest in the topic ; in 1.2 | POS_S1.txt |
| 53 | will explain my interest in the topic ; in 1.2 | I | will talk about my research methodology . Then in | POS_S1.txt |
| 54 | predict class attendance ?) 1.8 Conclusion In the next chapters | I | will discuss the theoretical background of the study (| POS_S1.txt |
| 55 | the research questions . And finally in Chapter Five | I | will discuss the implications of my study and | POS_S1.txt |

The concordance lines in Example 7.2 show the function of organising the text. These lines were purposely selected when analysing their context to see they actually serve this function. Interestingly, all these lines belong to the same dissertation, and they are part of the very first section of the dissertation introduction where the writer sets the complete organisation of the chapter. My curiosity took me to look at the other dissertation chapters, i.e. literature, methodology, results and conclusions, and it was a common pattern; each chapter of this dissertation (file 27) starts with an introductory paragraph setting the organisation of the forthcoming chapter. This fact is interesting in two ways: the writer expresses awareness of one of the functions of an introduction, to organise the text that follows' first as a subgenre of the dissertation, that is, a chapter on its own, but also as an initial subsection of each of the other chapters of the dissertation. The introduction as a chapter has other functions such as establishing the research field, summarising previous studies, indicating the niche of research, introducing the present research, setting the research questions, and outline the forthcoming content of the chapters. In addition, in Figure 7.1 dissertation 27 is the one which contains more hits in first person pronouns in the introductory chapter of the dissertation. This finding is also revealing in terms of identity; the writer shows a unique case within the rest of the dissertations.

The communicative functions of the introductory chapter as discussed in 2.4.3 are to present the research topic and purpose and to outline the rest of the dissertation. These functions are illustrated with the use of first person pronoun in its singular form, whose analysis has also revealed authorial identity features in how students express their voice by using this linguistic feature, and the stance taking by showing or not closeness to their research. However, in Chapter Six, we also noticed that some undergraduates chose a more impersonal tone and use passive voice instead of first person pronouns. Thus, I look at passives and reporting verbs which as seen in Chapter Six, they also reveal authorial

identity. There were a total of 556 concordance lines for passives, from which I purposely chose concordance lines that show organisation of the chapter and previous background studies. These lines are shown in Example 7.3.

Example 7.3: Concordance lines of passive constructions in the introductory chapter

| Hit | KWIC | | | File |
|-----|-------------------------------------------------------------------|---------------------|------------------------------------------------------|------------|
| 211 | to score the questionnaire . | be followed | by a discussion of the results and the answers | POS_S1.txt |
| 212 | ductive approach . | is followed | by examples in which the rule is applied (Thornb | POS_R1.txt |
| 213 | nce , since it is known that plenty of passive constructions | are found | there . | POS_D1.txt |
| 214 | ago . | been found | approximately in the 2600_MC BC , some of them are | POS_A2.txt |
| 215 | language teaching . | been found | that songs motivate students in the acquisition of l | POS_D4.txt |
| 216 | | is found | throughout this project , on the other hand , some o | POS_C3.txt |
| 217 | did so . | was found | that code switching is a strategy that yields sho | POS_K.txt |
| 218 | was used to carry out this study , in which it | was found | out that most of students agreed that teachers some | POS_K.txt |
| 219 | ese beliefs , an insight into the underlying cognitive foundation | is gained | , therefore , I can explore why people hold certain | POS_S1.txt |
| 220 | these questionnaires , relevant and important information will | be gathered | to determine the importance that exchange programs h | POS_C1.txt |
| 314 | organization | is organized | in five chapters . | POS_C3.txt |
| 315 | arch Content Organization | is organized | in five chapters which are explained as follows . | POS_D2.txt |
| 316 | the components that are involved . | is organized | in five chapters ; | POS_Y.txt |
| 317 | textual signals , which are written on a piece of paper , | are oriented | to express emotions (Wolfgang , 1978_MC) . | POS_J1.txt |

The function of the passive in lines 314 to 316 is to show organisation of the dissertation. This function was done using first person pronouns as previously seen, but it seems other undergraduates prefer the passive voice to fulfil the same function. This finding, however, does not tell us about authorial identity, but about rhetorical function. In line 215, the writer is making reference to previous research in order to set the basis for his research. In terms of authorial identity the writer is appealing to literature to support his research niche. There are some cases in which the passive construction is used to report literature (Example 7.3, lines 214, 317), which is not particularly a distinctive function for introductions. I went to the context of some of the examples and the function is to explain key concepts which serve as the basis for the researcher. This presentation of key concepts is actually a subsection in some of the introductory chapters of the students. Hence, this as a list of definition is characteristic in the introductions of these undergraduate dissertations.

Figure 7.2 illustrates cases of plots for the dispersion of use of passives in 9 of the dissertations' introductory chapters. I chose the first 8 files as they evidence noticeable

number of hits of passive voice in comparison with the use of first person pronoun (Figure 7.1). Actually, file 27 is the dissertation with most uses of first person pronoun, and the hits for the passive voice are considerably less in this dissertation.

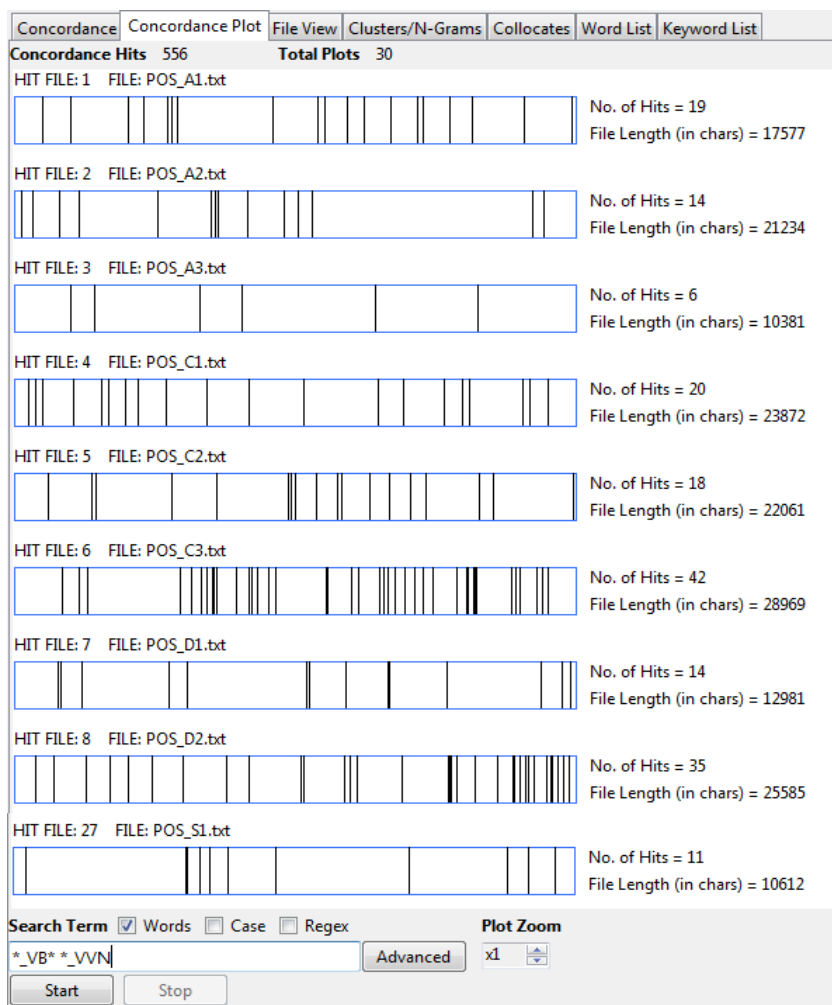


Figure 7.2 Plots for Passive Constructions in Some Introduction Chapters

The passives are spread along the introduction, and in some dissertations such as file 3, they are rarely used. Interestingly, file 27 also evidences the use of passives, yet these are mostly concentrated in the definition of theoretical key terms which support his research. This explanation is actually valid for most of the cases in the dissertations. Most of the passives in their introductory chapters are concentrated in a common subsection titled 'key terms' subsection. For example, in file 6, 20 of the 42 hits for passives are in the

‘key terms’ subsection of the dissertation. This finding suggests that there seems to be an institutional and genre organisation of including key terms in this chapter.

Other functions of the passive voice in the introduction relate to the presentation of the research context (file 6), i.e. establishing research background. Writers use passive voice to describe the situation where the research is occurring or the situation which provokes the research to occur. This function was also observed in with the use of first person pronouns. Thus, writers’ voice expression might be reflected on how they fulfil this function, i.e. using pronouns, passive voice, and/or combining both equally. These choices are part of their voice construction and how they want to be seen by their academic community, i.e. close or distance from their research such as the example of dissertation 4 using her own experience and first person pronoun to set her research topic, or using passive voice as in dissertation 6. These features, however, have not shown much evidence of authorial identity and whether undergraduates take their stance in this chapter.

I also analyse reporting verbs as they are to express stance taking. One of the common reporting verbs found in Chapter Six was *state*, and as discussed already (see section 6.2.2) the clause beginning *that* is the one that tends to add the stance taking of the writer. The concordance lines in Example 7.4 show the *verb + that* clauses. In this example, I used the Nth function (value of every 3 rows) and picked the lines which include an example of each verb.

Example 7.4: Concordances for reporting verbs with ‘that’ clause

| Hit | KWIC | | File | |
|-----|-----------------------------------------------------------------------|-----------------|-------------------------------------------------------|------------|
| 121 | , cited in L_ NP1 May, 2001_MC) expresses this idea by | stating that | speakers often mean more than they say. </s><s | POS_I2.txt |
| 124 | ><p><s n="0018"> In addition , Carretero (1995_MC , p_ NNU1 252_MC | suggests that | Mexico needs to make education changes based on | POS_E2.txt |
| 133 | 22 homework or further research . </s><s n="0015"> The researcher h | thought that | the translation students were not autonomous ; </s><s | POS_N.txt |
| 136 | relationship) (p_ NNU 211_MC) . </s><s n="0043"> Therefore , it is | understood that | this kind of research has to be carried out | POS_I.txt |
| 142 | ll the other hand , Betteridge , Buckby & NULL Wright (1983_MC | emphasize that | language game activities help students to practice | POS_L.txt |

In Example 7.4 line 133, the writer is reporting her own ideas positioning herself as a third person; she is the writer and the researcher of the dissertation. Still her identity is

shown as the concordance allows us to see the context. This could also be explained as a way of using an impersonal construction to claim authority in her argument. In this case, the use of ‘researcher [h after it is there for ‘had’ as seen in context]’ is the impersonal construction where there is entextualisation of the author (see section 6.1). The word ‘researcher’ did not appear as a keyword in the keyword list which provided the most salient uses of authorial identity, but further research on words in these constructions could show other ways that the undergraduates might have used to entextualise themselves in the text. (see Conclusions, Chapter 9). In this example, it is a case of *serendipity*, i.e. encounters with the data eliciting new avenues for research (Partington, Duguid & Taylor 20013: 9). To continue with the analysis of how the author claims her identity, the complete sentence reads:

The researcher had thought that the translation students were not autonomous; however, her perspective has been changed by these results.

Dissertation 24

This sentence is part of her introductory section explanation of the problem. In the following sentences she keeps building her argument, always keeping the function of describing her research context and problem. Example 7.4, line 133 shows how linguistic elements might relate to each other and explain writer’s identity. In this example, the search was for a reporting verb whose forthcoming *that* clause actually expresses writer’s stance, but her linguistic choice, *voice*, positions her as a third person.

As mentioned at the beginning of this chapter, there are keywords that might not be relevant for some chapters of the dissertation. However, once these linguistic features were identified in Chapter Six, their analysis can be integrated to the keywords that evidence the rhetorical functions distinctive of each chapter analysed in section 5.2.

7.1.2 Chapter Two of the Dissertations: Literature Review

The communicative function of the literature chapter is to show awareness of previous studies in the research field. In other words, undergraduates report literature and their understandings of the main theories they will use in the research. In contrast to the keywords list in the introductory chapter of the dissertations, the literature review keywords list identified in 5.2.2 contains some of the linguistic realisations identified for the analysis of authorial identity. These categories are reporting verbs and personal pronouns (in their third form singular), additionally, present tenses usually conjugated in third person and copulative verbs. These categories seem to relate to each other; thus, I will integrate them into the analysis when they become relevant in the discussion.

I start the analysis of reporting verbs as they appear in both lists for analysis, rhetorical functions (Chapter Five) and authorial analysis (Chapter Six). However, I shall remind the reader, that this chapter is also the largest chapter of all the chapters of the dissertation (see Table 4.3), and due to its nature of discussing the literature behind the study, it is not surprising it contains a high number of reporting verbs. With the aim of showing the range of verbs used, I retrieved concordances lines. They were 1626 lines which I sampled with the Nth function every 50 rows. Then, I checked they all were functioning as reporting verbs. I present the list in Example 7.5.

Example 7.5: Concordance lines for reporting verbs + 'that' clause

| Hit | KWIC | | | File |
|------|-------------------------------------------------------|------------------------|-----------------------------------------------------------|------------|
| 1 | P1) , Isti , Brussels and Germersheim rose . Vega | asserts that | Golden a | POS_C2.txt |
| 51 | According to Bruner (1966_MC , p.40-41) , | noted that | a theory of instruction should specify the following | POS_M1.txt |
| 101 | McMillan & Schumacher (1997 , p. 14) | comment that | Analyzing and presenting findings can be carried out_ | POS_A3.txt |
| 151 | Moreover , Carter & NULL Mc . Rae (1996_MC) | maintain that | both provide to literature teachers a list with | POS_J1.txt |
| 301 | cially Plato , stressed it . The Greek philosophers | believed that | if an individual of the world possessed any lingui | POS_D2.txt |
| 351 | is a possibility of failure . Beebe also | says that | in the classroom risk taking can be seeing in | POS_H.txt |
| 401 | Sinor and Kerney (1993_MC) | said that | it is a good idea , especially when grading large_ | POS_E1.txt |
| 451 | uction tricks) . In addition , Ellis (1995_MC) | suggests that | : learning strategies account for how learners accumu | POS_M2.txt |
| 551 | st of all , Bell (2006_MC , p._NNU 294-295_MCMC) | says that | over the last two decades , the most common theoretic | POS_R2.txt |
| 601 | roach , method and technique . Brown (1995_MC) | comments that | Richards & NULL Rodgers (1982_MC) did not totally | POS_L.txt |
| 751 | On behalf of this assertion , it can be | conclude that | the educational field plays and will keep on playin | POS_I.txt |
| 801 | ; NULL Myles (1998_MC) who emphasize that it is | found that | the learner 's attitude is related to context , la | POS_D3.txt |
| 851 | N1 142_MC) approaches the informative notion by | claiming that | the practical purpose of scientific texts is related | POS_D1.txt |
| 901 | Bruner and Franklin , (1986_MC , p._NN1 100_MC) | add that | the silent way method belongs to the latter tradition | POS_E2.txt |
| 1001 | professor Anaya and discussed by Romano . She | says that | there are translation degrees in Mexico , although they | POS_C2.txt |
| 1051 | 2 to their interpreters . In this definition he | underlines that | there is a very strongly link between the languag | POS_Y.txt |
| 1101 | MC) talks about a certain reduction in Britain , and | says that | , this approach is better known as rhetorical-functional_ | POS_R2.txt |
| 1151 | poses of the language tests . Bachman (1990_MC) | states that | two major use of language tests are : </s></p>< | POS_C3.txt |
| 1201 | rather than just only academic . Lantolf (1999_MC) | states that | work on culture learning and teaching has been mor | POS_I.txt |
| 1251 | idea is given by Brown (2001_MC , p._NN1 19_MC) | referring that | classroom activities are actions that students perfor | POS_L.txt |
| 1301 | common terminology , Brown (1994_MC , p.143_FO) | declares that | empathy is the process of putting yourself into | POS_M1.txt |

Lines in Example 7.5 include a variety of reporting verbs, so we can have a wider idea of how undergraduates present the background of the study while showing their stance. There are verbs such as *state* (lines 1151 and 1201) which as discussed, reports mostly facts. Actually *that* clauses following the reporting verb tend to be impersonal constructions. I present the context of a reporting *verb + that*.

The process model and the product model are the principal models in writing. Each of them has different functions and different characteristics. Williams (1998, p .45) *explains that* the process model improves writing by helping students master a range of behaviors associated with effective composition.

Dissertation 3 (italics mine)

In this extract, the writer's reporting involves the description of the process model in writing by citing Williams. Her construction is in impersonal and she focuses on explaining the concept without a major inclination or stance taking towards the definition given by Williams.

There are other impersonal constructions where there are empty subjects. For instance, in the following extract the writer uses *there is* to refer to uncertainty within the concept he is discussing in that paragraph, in addition to the word *confusion*, he uses a connector to express contrast at the beginning of the sentence. I look at the previous and following sentence to see how the writer integrates that argument. The extract reads:

Baker (1989) points out that tests can be classified according to the following points (...). In contrast, Heaton (1990) remarks that there is confusion about the terminology for classifying tests. However, Heaton (1990) states that most specialists, agree on the following classification of tests (...).

Dissertation 6

The argument develops by citing different authors and using connectors, as the academic convention, to join their ideas. This paragraph shows the writer's stance with the use of 'points out' which implies some agreement while the other two verbs are neutral. Also, the writer makes use of connectors, i.e. *in contrast*, *however*, seeing the relation of the ideas as contrasting. The use of *there is* as empty subject shows the writer's position in terms of the classification of tests, and supports this by citing Heaton.

There are other interesting cases with reporting verbs such as the use of conditionals when reporting the author's claims. For example, in the following extract the writer uses the conditional *when* to emphasise a state. Here the writer is reporting at the same time she is developing her argument and taking her stance. To observe this clearly I present the co-text sentences:

Another definition taken from Richards (2002, p. 12) holds that when behavior stems from needs, wants or desires within oneself, the behavior itself has the potential to be self-rewarding. In such a context, externally administered rewards are unnecessary. This means that intrinsic motivation is created since a person thinks about to having something without getting any physical reward.

Dissertation 23

The strategy followed by this writer is to report an author's claim and emphasise her understanding of it. Then, in the following sentences it seems she further develops the idea and shows agreement.

From these examples discussed above, undergraduates use a variety of reporting verbs and some of them evidence their stance-taking while reporting author's claims, while others present facts in a more objective way only by citing and reporting author's words, but not theirs. The common presence of third person pronouns and present tenses conjugated into third person in these examples was foreseen when they were identified as keywords for the literature review section (see section 5.2.2). The presence then, of these keywords stands parallel to the reporting verbs which respond to the rhetorical function of the literature review, i.e. show awareness of previous studies.

I want to recall the finding in section 6.1 where the function of passives was to report what authors say in the literature. The reporting of literature is indeed the main function of the literature chapter, I present an analysis of it. There were 3143 concordance lines for passive voice which I sampled with the Nth function every 50 rows. Example 7.6 includes 30 concordance lines; the first 10 of the list, 10 from the middle and the last ones in the already sampled and sorted list.

Example 7.6 Concordance lines for passives in the literature chapter

| Hit | KWIC | | | File |
|------|--------------------------------------------------------------------------|------------------------|----------------------------------------------------------|------------|
| 1 | and institutional demands . Many excellent tests have | been abandoned | simply because they were not found acceptable in | POS_C3.txt |
| 51 | language teaching , and as a result The House of English | was added | to such new project . </s> <s n="0379"> Form this | POS_D2.txt |
| 101 | a variety of samples in order to exemplify the feature | being analyzed | . </s> <s n="0231"> It is the most direct contact | POS_T.txt |
| 151 | problem or question, the variables that need to be observed | are ascertained | . </s> <s n="0105"> According to Criollo (2003_MC , p. | POS_A3.txt |
| 201 | on variable factors in interactions . </s> <s n="0247"> Both concepts | are based | in particular considerations which are important for th | POS_J2.txt |
| 251 | "0301"> The purpose of the research about interlanguage pragmatics | is based | on the acquisition and use of a second language . | POS_K.txt |
| 301 | 1 process of a second language there are several aspects which | are called | socio-psychological . </s> <s n="0110"> These factors a | POS_H.txt |
| 351 | (Yule , 1996_MC) . </s> </p> <p> <s n="0221"> The third classification | is called | preparatory conditions , and taking the example ment | POS_Y.txt |
| 401 | . </s> <s n="0166"> It means that the teacher 's role | is centered | on language learning as consisting of little more | POS_E2.txt |
| 451 | of the world and reality . </s> <s n="0126"> It can | be classified | into experiential and logical , being experiential relat | POS_J2.txt |
| 1301 | (2002_MC , p_ NN1 131_MC) say that ESP teaching and materials | are founded | on the results of needs analysis . </s> <s n="0152"> | POS_R2.txt |
| 1351 | related with personality , ways of thinking and the way data | is got | from outside through instruction . </s> </p> <p> <s n=" | POS_H.txt |
| 1401 | negative face can be defined as the desire not to | be imposed | on by others , which means to be autonomous . </s> | POS_Y.txt |
| 1451 | 1 of translation and attend to different courses , conferences and | be informed | about the existent translation associations and how th | POS_N.txt |
| 1501 | women and men complain more than women do when they | are interrupted | . </s> <s n="0378"> About topics , Brown et al . | POS_T.txt |
| 1551 | ht , anticipation , etc_ RA , all those things included in what | is known | as appropriateness . </s> <s n="0205"> Then , drama re | POS_E3.txt |
| 1601 | other aspects which lead to the translation of a text | were left | out ; </s> <s n="0115"> however , in many other ways | POS_C2.txt |
| 1651 | AT1 approach which differentiates types of speech acts that could | be made | on the basic structures . </s> <s n="0234"> According to | POS_Y.txt |
| 1701 | Politeness </s> </p> <p> <s n="0155"> When the word politeness | is mentioned | , it is quite difficult to define this term . | POS_Y.txt |
| 1751 | have a general idea about some improvement which seems to | be needed | . </s> <s n="0322"> According to (Cameron , 1991_MC | POS_E2.txt |
| 2651 | Migration </s> </p> <p> <s n="0578"> Once education issue has | been studied | , it is important to revise the motives why peo | POS_H.txt |
| 2701 | at this stage judgement is reserved and even minor irritations | are suppressed | in favour of concentrating on the nice things | POS_H.txt |
| 2751 | od , in which their objectives have to be achieved , and | are taught | to adults in homogeneous classes in terms of the_ | POS_G1.txt |
| 2801 | leave as drop-outs . </s> <s n="0413"> Again , 4_MC semesters | are thought | to be sufficient . </s> <s n="0414"> The third block | POS_C2.txt |
| 2851 | of all , it is relevant to mention that strategies may | be understood | as the planning , competition , conscious manipulation | POS_C1.txt |
| 2901 | n="0271"> In other words , it is usually that native speakers | are used | to link the final sound of a word with | POS_G2.txt |
| 2951 | ology , specifically wheter quantitative or qualitative methods will | be used | . </s> </p> <p> <s n="0163"> After these points , collec | POS_A3.txt |
| 3001 | a teacher must decide on what reading approach has to | be used | . </s> <s n="0175"> The next point deals with the | POS_J1.txt |
| 3051 | features that may help , but this depends on how it | is used | ; </s> <s n="0182"> the learning process , and the rew | POS_D3.txt |
| 3101 | ability to speak several languages such as the Nahuatl that | was used | to transmit scientific knowledge and the catechism . < | POS_D2.txt |

Interestingly the passive constructions for the literature review in these concordance lines do not follow a citation; they rather follow the development of an argument, continuation of the citation, report of procedures. Even when the writer performs the actions, the use of passives places the style as objective.

On the other hand, there are passive constructions where the subject has been passivised is the discipline itself. For instance, the use of verbs such as *known* and *called* (Example 7.6, lines 301, 351 and 1551) in passive is to appeal to the audience's knowledge of the discipline. In other words, writers show a disciplinary identity which positions them as the knowers of their discipline while the discipline is the subject of discussion.

In sum, the literature review's rhetorical function of showing awareness of previous studies is realised by diverse linguistic features. Major keywords distinctive of this chapter as identified in chapter 5 were reporting verbs, third person pronouns and verbs conjugated

in third person. Reporting verbs were the most obvious manifestation of the literature review main rhetorical function: discuss the theory behind the research. Hence, I started my study with reporting verbs, which at the same time evidence the use of third person pronouns and present tense conjugation of the verbs. Additionally, the impersonal construction *it* was common which also implies verbs conjugated in third person. In order to fully explore the function of discussing literature as the rhetorical function of this chapter, I analysed passive voice. In actual fact, its analysis in this chapter proved that passive voice not only fulfils the rhetorical function of the literature review, but also it shows the disciplinary identity and students' awareness of it.

7.1.3 Chapter Three of the Dissertations: Methodology

There are different ways to report methodology, as discussed in section 2.4.5 of my Chapter Two. However, as I followed a data driven approach to identify the keywords distinctive of each dissertation chapter, the keywords analysis in Section 5.2.3 pointed to passive voice, past tense, first person pronoun and methodological content nouns as the main linguistic realisations. In search of how undergraduates fulfil the communicative function of reporting methodological procedures in this chapter, I will first develop a corpus-based analysis of the most distinctive feature, passive voice, and integrate other linguistic features which might reveal the function of the methodology chapter. The total of number of concordance lines for passives was 804. From this number, I analyse 33 concordance lines which were obtained by first sorting the entire concordance by 1R and then took a sample using the Nth function every 25 rows. These lines are shown in Example 7.7.

Example 7.7 Concordance lines for passive constructions in the methodology chapter

| Hit | KWIC | | File | |
|-----|---------------------------------------------------------------|------------------------|----------------------------------------------------------|------------|
| 1 | signed and reviewed . | were accessed | to answer the questionnaire , three of them answe | POS_C1.txt |
| 26 | > | was adopted | from Danes (1974_MC) (illustrated in Bloor and Bl | POS_D1.txt |
| 51 | d on the computer . | were analyzed | to state some conclusions and propose suggestions . | POS_E2.txt |
| 76 | naire was administered to the students and the interview | was applied | to the teacher in charge of the target class | POS_E2.txt |
| 101 | 589"> After the designing of the questionnaire , permission | was asked | to the professor in charge of the class in | POS_A1.txt |
| 126 | mar through conversations . | were asked | to express total agreement , agreement , disagreeemen | POS_R1.txt |
| 151 | ="0412"> First of all , percentages of the different opinions | were calculated | for each item in the questionnaire , in order_ | POS_G1.txt |
| 176 | versations were listened to , one aspect of the interaction | was checked | .</s><s n="0594"> After that , the conversations were | POS_T.txt |
| 201 | .</s></p><p><s n="0324"> The manner in which data | was collected | was based on the performance of speech acts by_ | POS_Y.txt |
| 226 | MC lasted 42_MC minutes , from which only 10_MC minutes | were considered | , the transcription pages are 7_MC , and they a | POS_T.txt |
| 251 | apter , the methodology used to carry out this research will | be described | as well as the subjects , instruments , and proced | POS_G2.txt |
| 276 | s Instrument </s></p><p><s n="0406"> This questionnaire | was designed | to obtain information according to the students ' _ | POS_G2.txt |
| 301 | n="0659"> The material used during the 5_MC lesson plans | were designed | according to the purpose of the lesson , the | POS_M2.txt |
| 326 | er that was assigned randomly .</s><s n="0719"> The work | was divided | in the following process : first , quantitative results_ | POS_C2.txt |
| 351 | id carefully analyzed .</s><s n="0489"> Finally , the results | were entered | into Excel to show the results in a more | POS_D4.txt |
| 376 | Procedures </s></p><p><s n="0408"> After the instrument | was finalized | , the researcher in charge of the project admi | POS_G1.txt |
| 401 | rrrent times .</s><s n="0428"> Questions 9_MC and 10_MC | were formulated | with the purpose of finding out about the importa | POS_D2.txt |
| 426 | ><s n="0543"> After this question they were asked if they | were guided | when writing an academic paper , they can answer | POS_E1.txt |
| 451 | ort conversations .</s><s n="0446"> The achievement test | was integrated | by 25_MC items .</s><s n="0447"> It included multiple | POS_R1.txt |
| 476 | </s><s n="0632"> All these subjects live in Chiautla , which | is located | in the south of Puebla .</s></p><p><s | POS_H.txt |
| 501 | ays .</s><s n="0290"> Then , a detailed description of what | was observed | permitted to see results which were interpreted in | POS_E3.txt |
| 526 | ></p><p><s n="0517"> The private school Instituto Atenas | is placed | in Tecamachalco .</s><s n="0518"> The groups in this | POS_M1.txt |
| 551 | ze the information .</s><s n="0547"> Afterwards , the data | was processed | and entered into the computer .</s><s n="0548"> The | POS_A3.txt |
| 576 | if the American College of Cardiology , which hereafter will | be referred | to as T1_FO (the text is attached as | POS_D1.txt |
| 601 | igned by the researcher .</s><s n="0473"> The instrument | was revised | by teacher thesis director and then , by another | POS_D4.txt |
| 626 | .</s><s n="0437"> The final version of the instrument can | be seen | in Appendix 1_MC1 .</s></p><p><s n="0438"> The | POS_K.txt |
| 651 | 675"> The reason why all of the professors from translation | were selected | is because they are a reduced number that can | POS_C2.txt |
| 676 | MC opened questions .</s><s n="0378"> The questionnaire | is shown | in Appendix A._NP1 </s></p><p><s n="0379"> | POS_J2.txt |
| 701 | the social arrangements in which the activity is carried out | is taken | into account in terms of settings .</s><s n="0393"> | POS_J2.txt |
| 726 | n , the country , the state and the institution where they | were trained | .</s><s n="0411"> Questions 8_MC to 14_MC intended | POS_D2.txt |
| 751 | /s></p><p><s n="0343"> For this research a questionnaire | is used | because it seemed to be a direct and measurable | POS_N.txt |
| 776 | otivation to read Literature , techniques and activities that | were used | in the class , evaluation , promoting the L2_FO culture_ | POS_J1.txt |
| 801 | 2 , the instructions as well as the headings and subheadings | were written | .</s><s n="0691"> It is important to say that | POS_C2.txt |

I chose a variety of concordance lines so we can analyse the extent of how methodological procedures are reported. We can observe, for example, that one of the common concerns is to describe the research instrument used (e.g. lines 276, 301, 376, 401, 601, 626, 676 and 751). These lines show different aspects such as the process of deciding which instrument to be used, e.g. adopted, adapted or designed' as well as the process of how it is validated and administered to the participant or applied data.

These undergraduates are aware of they have to include the description of the participants and data in their research in the methodology section. For example, lines 276 and 651 in Example 7.7 describe the criteria to choose the data while line 201 specifies the way the data will be analysed. These two aspects suggest a careful procedure in the methodological design. A complete sentence of a concordance line containing a passive reads:

In this case the students' translation just will be analyzed according to the linguistic (syntactic, semantic and pragmatic) and it will be added some observations.

Dissertation 2

In this sentence, the writer points to the way she will be analysing her data, i.e. by acknowledging the aspects of her linguistic analysis. This function also serves to point to the organisation she is following, and it is another function that some of the passives do in this chapter. Several of the concordance lines in Example 7.7 show how the results were organised, e.g. lines 26, 151, 426 and 501. I am illustrating this point with the following extract where the use of the passive also evidence procedures time markers. I extracted some sentences to see the context:

After some corrections, the final versions of the lesson plans *were applied* to the participants and the data information collected *was analyzed* and *evaluated* with a journal per class. *Once* the results *were evaluated*, the information *was organized* and *processed* into the computer. *Finally*, all the information used in each chapter *was used* and *analyzed* in order to provide an interpretation and make some conclusions and to offer suggestions. The results *are shown* in chapter IV.

Dissertation 23 (italics mine)

In this extract, the use of passives satisfies the function of describing methodological procedures. The verbs in passive involve actions dealing with instruments and results organisation mainly, and it can be noticed that in this case the author is listing the procedures she followed. We know that because of the time markers the author adds to the clauses, for example, *after*, *once* and *finally*. These markers imply she follows a sequence in her research process and dissertation writing. She evidences her awareness of the chapter she is writing. In addition, she refers to the presentation of her results in the following chapter as noted in the last sentence of the extract. Taking a look at the bigger context, this paragraph extract belongs to a subsection in her chapter entitled procedures.

Procedure is actually one of the keywords identified for the dissertations' methodology section (see section 5.3.3). There were 66 concordance lines for the word *procedure* (32 concordance lines) and *procedures* (34 concordance lines). I sorted the concordances by 1R, making the concordance case sensitive to identify if they were marking the beginning of a section. The sorting shows indeed this finding and exhibits other common constructions shown in Example 7.8.

Example 7.8: Concordance lines for the word procedure(s) in the methodology

| Hit | KWIC | | File |
|-----|------------------------------------------------------|-------------------|----------------------------------------------------------------|
| 1 | B at the end of this thesis . 3.3 | Procedure | After the designing of the questionnaire , pern POS_A1.txt |
| 2 | ell as those after returning home country . 3.3 | Procedures | After having described the subjects and instrur POS_C1.txt |
| 3 | with a master 's degree in education . 3.3 | Procedures | After the instrument was finalized , the resear POS_G1.txt |
| 4 | sheet . This is presented in Appendix 12 . 3.3 | Procedures | After the application of the five game POS_L.txt |
| 5 | instrument can be seen in the Appendix . 3.3 | Procedures | After the instrument was finalized , permissior POS_N.txt |
| 6 | the performance of speech acts by elicitation | procedure | . As it was mentioned before , this research POS_Y.txt |
| 7 | as well as the subjects , instruments , and | procedures | . As it was mentioned in the first POS_G2.txt |
| 8 | s showed more distance and more power . 3.4 | Procedure | During the construction of the DCT was POS_Y.txt |
| 9 | . It can be seen in Appendix Three . 3.3 | Procedure | First of all , the Spanish poem will POS_A2.txt |
| 10 | estionnaire can be seen in Appendix One . 3.3 | Procedure | First , the instrument was adopted from Criollo POS_A3.txt |
| 11 | work or not during the class time . 3.3 | Procedure | First of all , questionnaires , lesson plans , reco POS_D3.txt |
| 12 | instrument can be seen in Appendix One . 3.3 | Procedure | First of all , the researcher designed the POS_D4.txt |
| 13 | stering , searching , free-writing , or other . 3.3 | Procedure | First of all , the instrument was designed , POS_E1.txt |
| 14 | . This instrument is shown in Appendix 5 . 3.3 | Procedure | First , the instruments were designed , evaluat POS_E2.txt |
| 15 | of it is included in Appendix 4 . 3.4 Research | Procedure | First , instruments for gathering the informatio POS_E3.txt |
| 43 | instruments will be given along with the | procedures | carried out and the general analysis of POS_C3.txt |
| 44 | the chapter with a description of the | procedures | carried out . 3.1 Participants 32 people partici POS_E2.txt |
| 45 | of the participants , the instruments and the | procedure | followed . 3.1 Participants The participants ar POS_D3.txt |
| 46 | led description of participants , instruments and | procedure | followed . 3.1 Participants Participants were i POS_S2.txt |
| 47 | instrument , it is time to present the | procedures | followed . It involves a description of the POS_C1.txt |
| 48 | description of the data collecting and analysis | procedures | followed to develop this research is also POS_G1.txt |
| 49 | logy , along with subjects , instruments , and the | procedures | followed to develop this research . 3.1 Partici POS_H.txt |
| 50 | instrument will be provided along with the | procedures | followed in the analysis of the data . POS_N.txt |
| 51 | description of the data collecting and analysis | procedures | followed to develop this research will also POS_N.txt |
| 52 | ngly , this paper follows Geertz 's (1973) general | procedure | for doing ethnography . Namely , it starts by POS_E3.txt |

In this example I chose the first 15 lines to show that effectively, the concordance lines for the word mark the 3.3 subsection of the students' dissertations. It was interesting to see that 16 of the dissertations entitled it in the singular form, *procedure*, while the remaining 14 used *procedures*, but the same function of the chapter is there. This function can be seen in lines 43 to 52 where *procedure followed* seems to be a formulaic expression. This finding then might not necessarily show awareness of the function of the chapter in the dissertation genre as they were told to include it. What it does suggest is the existence of an institutional convention of having certain sections in the undergraduate dissertation.

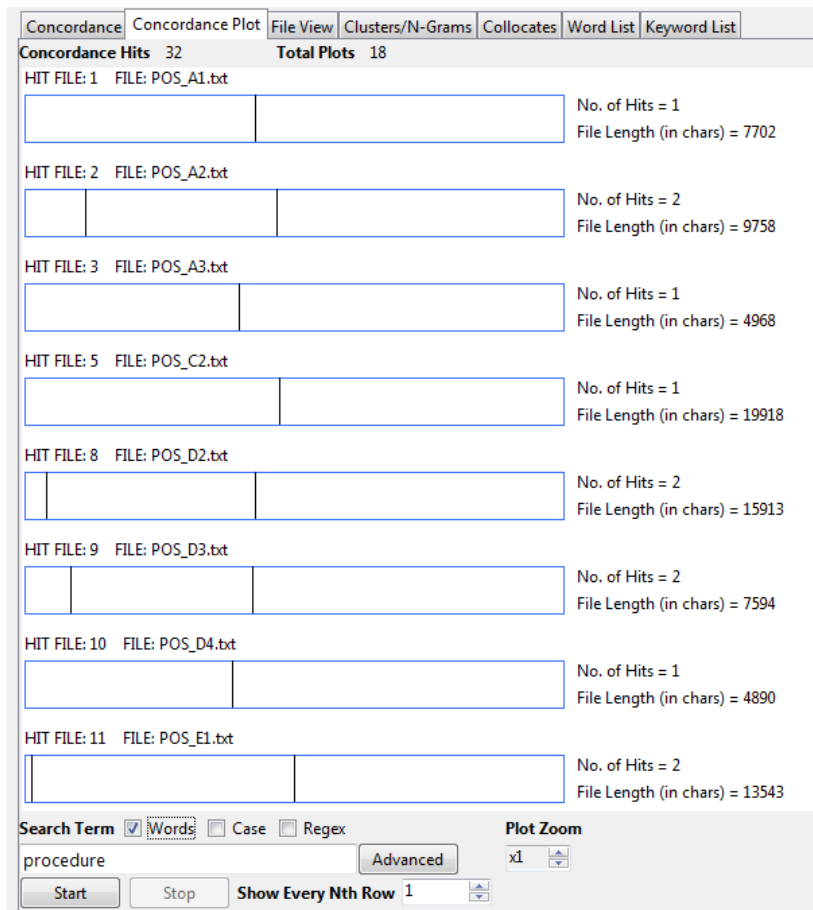


Figure 7.3 Plot for the Concordance of the Keyword: Procedure

It is interesting to see that some dissertations do not use the word again in the section, which probably suggests that it might not be a central part of the students' lexicon and they just use it as the convention of the genre. The cases where there are double hits are due to the word being written in the introductory move to the chapter and then mentioned as a section. A similar situation happens with other methodological content words in the keyword list (Table 5.4), e.g. *methodology*, *chapter*, *instrument(s)*, *participants*; all these are subsections in the methodology chapter. Hence, I can say that this is the chapter which so far shows not only awareness of its functions, but also uniformity in presenting them.

Another interesting case moves to the level of disciplinary identity. The writer appeals to the academic community for general knowledge on the ethics procedure for data collection. I extracted a few sentences to illustrate this point.

As it *is known*, every research has to be guided by *ethical principles* (Chaika, 1989). In this case, it was *important* to tell the participants they will *be recorded*, that they will be part of a sociolinguistic study, and that their identity will *be hidden* by using a nick. *Once* having their consent, *the researcher* asked one of the same participants to record the conversation, in this way the observer paradox –which maintains that it is not possible to observe the behavior without affecting it, either by the researcher or an interlocutor (Coulmas 1998, p. 22; Spolsky 1998, p. 8) -effect will be reduced in a way.

Dissertation 29 (italics mine)

This extract contains several linguistic elements which held together to satisfy the rhetorical function of the chapter. The writer uses literature to support this recognition of the researcher's ethical duty, making her position stronger in the disciplinary community. Another interesting feature to highlight in this extract is how she steps into her role of researcher, and uses an impersonal phrase to refer to herself, i.e. *the researcher* asked (...). Her paragraph as a whole uses constructions, which led me to explore the first person pronouns use in the rest of the chapter as this is one of its keywords. However, the first person pronoun occurs only in eleven of the dissertations, and only in two of them it is frequent (see Figure 7.4).

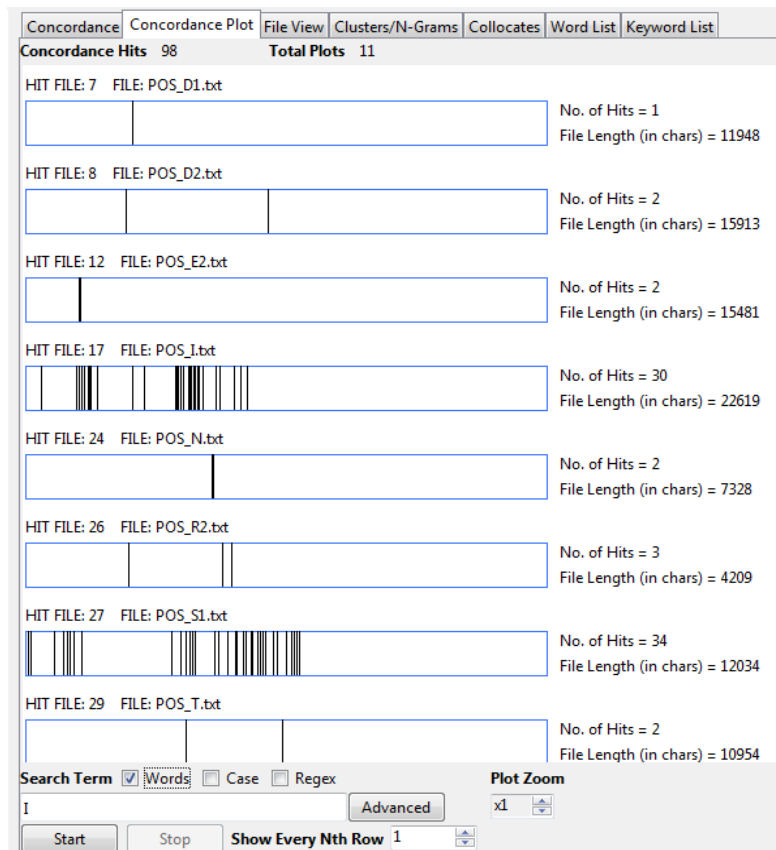


Figure 7.4 Plot for the Concordance of First Person Pronouns in the Methodology Chapter

At this point, I shall remind the reader that the methodology chapter is the shortest chapter of the dissertation in terms of number of words, and therefore, even if the words happen in few files, they are relevant for the chapter compared with the rest of the reference corpus. It is now the turn to analyse the function of the first person pronoun in this chapter. The concordance tool retrieved 98 lines, but only 84 lines were cases of first person pronoun usage; 34 of the lines occur in dissertation 27 and 30 in dissertation 17. Because of the high concentration of instances in these two dissertations, I realised that if I directly use the thinning function, most of the sampled lines will belong to these dissertations. Thus, I first sorted the concordances 1R and then sampled them with Nth function with a value of 3 each row. In this way examples of different dissertations are included. The resulting sorted and thinned 24 concordance lines are shown in Example 7.9.

Example 7.9: Concordance of first person pronouns in the methodology chapter

| Hit | KWIC | | | File |
|-----|-----------------------------------------------------|---|-------------------------------------------------|------------|
| 4 | it in Excel and it was faster . | I | also had to analyze all the lists | POS_S1.txt |
| 7 | the interviews were conducted in Spanish since | I | am not a competent speaker of the | POS_I.txt |
| 10 | o agree on being interviewed . Moreover , when | I | approached and started introducing myself an | POS_I.txt |
| 16 | had talked to the professors of translation , | I | considered that Spanish would work well for | POS_C2.txt |
| 19 | eded students from the English area . However , | I | contacted him and he acted as a | POS_I.txt |
| 22 | glish language classes that the university offers . | I | decided to take them because another team | POS_S1.txt |
| 25 | in which data should be analyzed since | I | did not want to lose the meaning | POS_I.txt |
| 28 | they study at the same faculty as | I | do , the interviews were performed in the | POS_I.txt |
| 37 | start taking advantage of the data . Then , | I | found that one of the most ideal | POS_I.txt |
| 40 | of questions and how to analyze them , | I | got a better idea of what they | POS_S1.txt |
| 43 | time reluctant to cooperate with me . So , | I | had to explain more in detail what | POS_I.txt |
| 46 | available so I could not analyze it . | I | had talked to the teacher at the | POS_S1.txt |
| 52 | e my first and second interviewees . Therefore , | I | kept on thinking about the classmates I | POS_I.txt |
| 61 | 's translation easier and better . For this , | I | now present the participants , instruments an | POS_A2.txt |
| 64 | only way to recruit interviewees (p. 93) . And , | I | proved how true this assertion was in | POS_I.txt |
| 67 | in it . I was fortunate , however , because | I | remembered having two classmates who mat | POS_I.txt |
| 70 | teachers who were willing to participate and | I | talked with some other teachers who were | POS_S1.txt |
| 73 | of the quantitative ones . As a researcher , | I | thought in a way of getting as | POS_C2.txt |
| 79 | getting the result of these matching questions | I | used also Excel but in this occasion | POS_S1.txt |
| 82 | and all teachers told me that if | I | wanted to apply it at the beginning | POS_S1.txt |
| 85 | who matched the characteristics of the subjects | I | was looking for , and they were my | POS_I.txt |
| 88 | sheets At the end of the course | I | went with the teachers to ask for | POS_S1.txt |
| 91 | the beginner teacher in the next chapters | I | will refer to myself . 3.1.2 The Participant Gr | POS_E2.txt |
| 97 | into graphs to illustrate the main findings . | I | wrote the names of the students with | POS_S1.txt |

The example includes instances from varied dissertations and the function is mostly to make decisions and describe procedures. To show a clearer example of how first person pronoun is used in the methods chapter of the dissertations, I provide a paragraph as a piece of discourse so we can make sense of the context.

On the other hand, since *I* do not come from an indigenous community and have different cultural background, while carrying out the interviews *I* realized about some interesting details about the participants. Just to mention some, *I* perceived that they were shy to the extent that *it* was not easy for them to agree on being interviewed. Moreover, when *I* approached and started introducing myself and the purpose of my interest, *they* seemed to be distrustful and at the same time reluctant to cooperate with *me*. So, *I* had to explain more in detail what *I* was about to do and what my project was based on. Once *I* did it their attitude changed and they became more relaxed and comfortable.

Dissertation 17 (italics mine)

In this paragraph, the writer is describing the process he went through when carrying his research. His research takes place with participants who belong to a sensitive community

in Mexico, indigenous communities and their perception on foreign language learning. It is sensitive in the sense that these indigenous communities have their own indigenous language and the idea of introducing a foreign language might feel some participant still resistant to it. Thus, the researcher shows caution in approaching his participants. In subsequent paragraphs of his methodology section he acknowledges he did a narrative research, and therefore the careful approach to the participants and description of the process and context. In addition, and due to his methodology, I shall mention that participants who used a more qualitative methodology (11 dissertations) tend to use more the first person pronoun when describing it.

In sum, the analysis of the methodology chapter sheds light not only in the awareness of the rhetorical function of the chapter, but also the variability of linguistic choices to achieve this function. In some dissertations, the students' voice was distinctive, e.g. the three which include first person pronouns, the one that contains specification of ethical principles and referring to herself in third person, among other peculiarities in each case.

7.1.4 Chapter Four of the Dissertations: Results/Discussion

In the results/ discussion section of the dissertation there are different functions involved. Some researchers point to the *results* as the mere presentation of findings and the *discussion* as the interpretation of these results. The distinction sounds coherent and it seems clear; however, one mostly refer to the presentation of results and the other to their discussion and interpretation in light of the research questions and/ or problem addressed in the research. In the case of the undergraduate dissertations, this is their chapter 4, which most of them titled it as 'Results'; however, there are few cases, dissertation 7 and 19, which named it 'Findings', and dissertation 5, headed it as 'Findings and Results'.

Curiously, none of the dissertations was titled ‘Discussion’, but dissertation 7, included a subsection within this chapter called ‘Discussion’. My point is that regardless the lexical choice for the title of this chapter, the function pursued is to present results and discuss their findings. These functions are then, my aim of analysis in this section.

The keywords relevant pointed in section 5.3.4 for this chapter are past forms of verbs, present tense of mental and verbal verb processes, pronouns: *they, them, it, she*; adverbs, evaluative adjectives. When I carried the concordance for the word ‘Results’, the presence of past tenses made itself evident in this chapter. Some of the undergraduates used present tenses and some others past tenses to report results and findings. Thus, I carried out a concordance search to see if there are different uses of these tenses, i.e. the use of present and/or past with a particular purpose. I systematically sampled concordances of past tenses shown in Example 7.10 and of present tenses shown in Example 7.11.

Example 7.10: Concordance lines for the Past Tenses

| Hits | KWIC | | File | |
|------|------------------------------------------------------------------|------------|-------------------------------------------------------------|------------|
| 51 | GE teachers mix languages in comparison to those students who | agreed | that their teachers use both languages . </s> <s n="0505" | POS_K.txt |
| 101 | which means that more than the 90%_NNU of the subjects | answered | correctly these items , while the items 2_MC and 4_MC c | POS_C3.txt |
| 151 | 1.00_MC or 100%_NNU , which means that all the 23_MC subjects | answered | the item correctly . </s> <s n="0763"> These results are p | POS_C3.txt |
| 201 | when we entered to the classroom . </s> <s n="0576"> I | asked | how their weekend was and all of the answers were | POS_R1.txt |
| 251 | encourage . </s> <s n="0463"> However , there are students that | believed | that their command will only be a little better i | POS_N.txt |
| 301 | NU frequently , 15%_NNU seldom , 9%_NNU always and nobody | chose | the option of never . </s> <s n="0438"> The results are | POS_J1.txt |
| 351 | , the next step was to discuss about the aspects they | considered | and make them reflect if the answer they wrote | POS_M2.txt |
| 401 | 1 again the result seems to be contradictory since the headship | considered | the Facultad de Lenguas has the economic resources to | POS_D2.txt |
| 451 | re the frequency specifically , subjects used some concepts that | defined | it . </s> </p> <p> <s n="0637"> Figure : 3_MC Frequency c | POS_D2.txt |
| 501 | other hand , 20_MC students who were unsure and 21_MC who | disagreed | . </s> <s n="1045"> Now , it is time to take a | POS_H.txt |
| 551 | carried out by the teacher . </s> <s n="0793"> They really | enjoyed | reading literature because it was not presented as a | POS_A1.txt |
| 601 | . </s> <s n="0754"> Also there are many students that they | felt | scared when they can not answer correctly . </s> <s n="0 | POS_M1.txt |
| 651 | showing Homers eating habits , by watching the video students | found | the kind of food found in Homers fridge . </s> <s | POS_S2.txt |
| 701 | teaching , marketing and languages . </s> <s n="0873"> Students | gave | their point of view about technician studies too . </s> <s | POS_H.txt |
| 751 | re and production lesson stages . </s> <s n="0869"> The students | got | to internalize and memorize successfully the informatio | POS_L.txt |
| 801 | ="0810"> I could notice that with the exercises applied students | increased | their level of self-confidence because they showed mor | POS_M2.txt |
| 851 | ="0378"> The second statement regarded whether the students | knew | what they should practice more in translation . </s> <s n | POS_N.txt |
| 901 | . </s> </p> <p> <s n="0795"> In addition , some other student | made | reference to one of the books that students were asked | POS_A1.txt |
| 951 | <p> <s n="0419"> Furthermore , it was also exciting because they | met | new people and cultures which helped them become m | POS_C1.txt |
| 1001 | ="0439"> at the end , learners added all the points and they | obtained | a final score about how honest they were . </s> </p> | POS_S2.txt |
| 1051 | was led by two girls and a boy and they | played | a teachers ' _GE meeting . </s> <s n="0490"> These stude | POS_E3.txt |
| 1101 | 793"> Language production of the students was obtained as they | produced | the structures all the time ; </s> <s n="0794"> the input | POS_L.txt |
| 1151 | interest , but when they were invited to participate they | refused | as , they preferred to direct their partners . </s> < | POS_L.txt |
| 1201 | n="0905"> It is important to mention that only , one student | said | his parents did not care much about his studies , an | POS_H.txt |
| 1251 | them to be better when writing . </s> <s n="0699"> Students | said | that they need to practice more and at the same | POS_E1.txt |
| 1301 | said that they have problems rarely , most of the students | said | that they usually have problems with pronunciation , an | POS_G2.txt |
| 1351 | Their answers were related with the nervousness.3_FO subjects | said | that strongly agree and 7_MC students showed undecid | POS_M1.txt |
| 1401 | _MC students showed their high empathy for the subject , 4_MC | showed | a poor empathy for it . </s> <s n="0647"> It can | POS_L.txt |
| 1451 | <s n="0561"> Thus , the structure applied by males and females | showed | that the beliefs and values that they have in common | POS_Y.txt |
| 1501 | moted . </s> <s n="0548"> In contrast , 15%_NNU of the students | stated | that sometimes , 3%_NNU seldom . </s> <s n="0549"> Th | POS_J1.txt |
| 1551 | interact with others by sharing what they have done or | thought | , the learning process is successful . </s> <s n="0700"> In | POS_D3.txt |
| 1601 | statements . </s> </p> <p> <s n="0588"> The following statement | tried | to see the main differences between the work of a | POS_D2.txt |
| 1651 | this statement to measure the frequency specifically , subjects | used | some concepts that defined it . </s> </p> <p> <s n="0637 | POS_D2.txt |
| 1701 | structures all the time in a correct manner because they | wanted | to participate . </s> <s n="0820"> The students-students | POS_L.txt |
| 1751 | that they would not like (30%_NNU) ; </s> <s n="0926"> others | wrote | down that they would like (18%_NNU) ; </s> <s n="0927 | POS_H.txt |

There were 1777 concordance lines for past tenses. In the Nth function I used a value of 50 every row and sorted by 1R. In these lines, undergraduates use past tense mostly to report procedures (e.g. lines 351 and 401), a numerical finding (line 151) or a finding based on the scale used (line 1351), and general assumptions and/or observations (line 601). We know that procedures are being reported as there are sequence connectors, e.g. *also*, *after*, *then*, *once*; these connectors are joining clauses which describe what is being done or the context where the action is happening.

In Figure 7.5, we can see the dispersion plot for those dissertations that used the most past tenses.

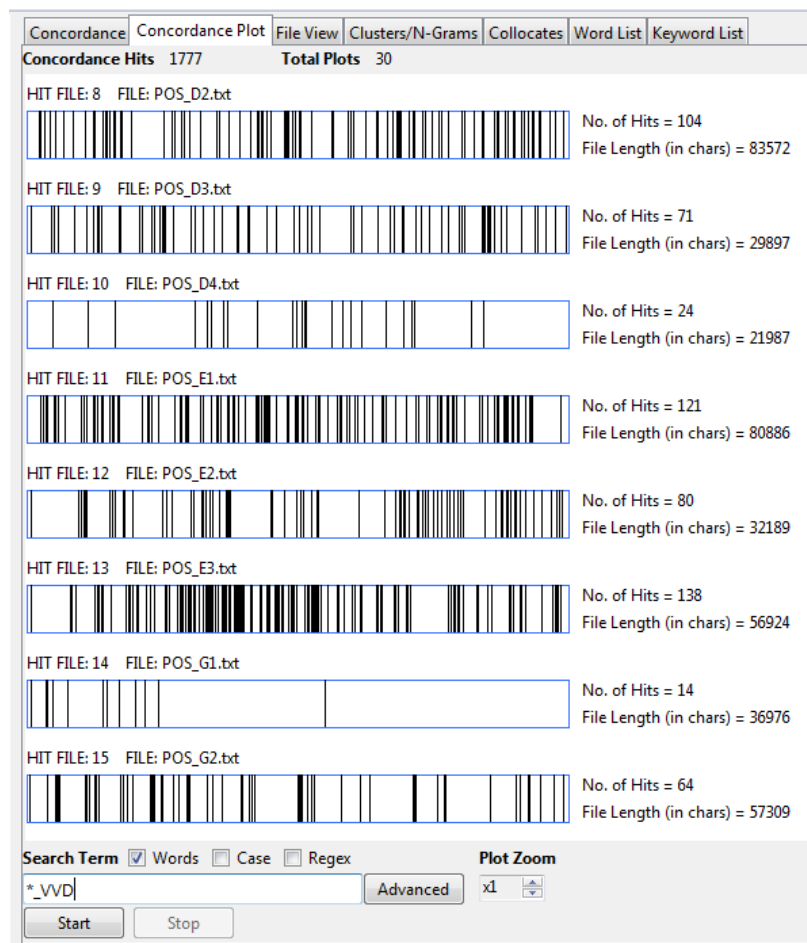


Figure 7.5 Plot for the Concordance of Past Tenses in the Results/Discussion Chapter

In Figure 7.5, we can observe that dissertations 10 and 14 contain fewer past tense instances than the rest of the dissertations. With the aim to analyse the function of continue

use of past tense; I provide a passage of the Dissertation 13, which is the one that contains more past tenses.

The next trio, composed by three girls, *played* a phone conversation and held a 1.45 minute dialogue. This group *had* troubles with their fluency. At the end, the teacher *did* not give any feedback on mistakes, she only *encouraged* their participation. The next performance *was led* by two girls and a boy and they *played* a teachers' meeting. These students *held* a 2.20 minute conversation with a fluid speech. At the end, the teacher *corrected* students' mistakes and *praised* their participation.

Dissertation 13 (italics mine)

In this extract, the past tense is used to narrate, i.e. report a sequence of events that the author captures with observations, one of her research tools. The type of prose she uses to narrate the events made me infer this was qualitative research with possibly an ethnographic approach. Hence, I went back to her methodology chapter; she is indeed using an ethnographic approach and in these concordance lines she is describing results from her observations. She uses past tense as all were past events and she is reporting on them. Interested in the selection of tenses to report results, I present the plot of the dissertations when used present tenses. Figure 7.6 purposely shows the same dissertations.



Figure 7.6 Plot for the Concordance of Present Tenses in the Results/Discussion Chapter

A significant presence of present tense is shown in dissertation 14 and slightly less populated dissertation 10 also seems to contain more present tenses. To explore the function of the present tense, I selected an extract of dissertation 14, where there seems to be more presence of present tenses.

As shown in the graph, 33% of the interviewed people *think it is* indispensable to understand idiomatic expressions, 39% of the participants *consider* it important, 17% of the people *think it is* relatively important, and just 11% of the participants *think it is* little important.

Dissertation 14 (italics mine)

In the extract, there seems to be a pattern in the use of present tense and its function, i.e. it functions to discuss the results shown in a Figure/Table whose rating options seem to be the verbs themselves. In other words, the author reads what the number in his Figure/Table

are in agreement with the selected verb which is the scale used. This style of referring to the figures and tables he includes in his research is observed in all his results section.

I did the same exercise with dissertation 11 as it also presents many instances of present tense. I chose some examples where the selection was not so populated in the plot; I obtained some examples and for better understanding I include a complete extract.

Based on Figure 17, it can be said that the most followed writing strategy by students when they *write* something according to the teachers' perception is searching, comparing these percentage with figure 15 and 16, it can be conclude that the most common strategy provided by LEMO teachers *is* the one that most of the students *use* before writing an academic paper, this *is* the searching strategy. Even though students said on figure 13 that the strategy they used the most *is* brainstorming. Teachers placed the free-writing as the second most observed strategy used by students. This result *is* similar to the one obtained from figure 14 and 15.

Dissertation 11 (italics mine)

As noticed in the extract, there are some instances where the present tense is used to express situations, such as 'when they *write* something', and other cases, the present tense reports the general findings, e.g. 'the strategy they used the most *is* brainstorming'. These choices made by the writer are to report results in a narrative way and make it more vivid to the reader. It seems that the function of using both, present and past tenses is to describe what they did; the difference so far is the rhetorical choice of using one tense or the other. In the examples provided, the function of the present tense (and the past as previously seen) is still then to report numbers or findings according to the scale or rating undergraduates used in their research instrument and to present context and/or facts of the research situation. The descriptive function of the past is to refer to procedures the research participants followed that happened only once. Thus, we can say that the descriptive function of using the tenses lies in the result being described, i.e. a process or numbers in a figure/table.

However, the writer's assumptions and discussion tend to be written in present. To check whether this is accurate, I generated a concordance for verbs in present. There were 2033 concordance lines; however, only 1908 instances function as a verb in present tense. The sampling system was similar; the concordance list was sorted 1R and the value given to Nth was of 50 every row. Example 7.11 presents the concordance lines.

Example 7.11 Present Tense use in the Results Chapter (Diverse Functions)

| Hit | KWIC | | File | |
|------|-------------------------------------------------------------------|-----------|-------------------------------------------------------------|------------|
| 151 | re than 3_MC books . | affirm | that they read between 3_MC to 6_MC books a year . | POS_A1.txt |
| 201 | of the phonetics and phonology 's instruction , | agree | , while only 6_MC students are undecided about the imp | POS_G2.txt |
| 251 | that they teach students how to write a paper before | ask | them for it . | POS_E1.txt |
| 301 | ency of the language game activities directed to children who | belong | to large groups , and the attitude that children showed | POS_L.txt |
| 351 | participation in the activities . | confirm | that the use of media in the EFL classroom is | POS_D3.txt |
| 401 | s indispensable to write a report , 39%_ NNU of the participants | consider | it important , and 6%_ NNU of the people think it is | POS_G1.txt |
| 451 | n="0826"> The figure above confirms that most of the students | consider | that studying is essential . | POS_H.txt |
| 501 | development of the writing skill is the way how teachers | correct | the students ' _GE papers . | POS_E1.txt |
| 551 | learn or not , and only 7_MC students said that they | disagree | , and 2_MC showed strong disagreement . | POS_G2.txt |
| 601 | > </s> </p> <p> <s n="0622"> Many of the students strongly | disagree | with the participation in class ; | POS_M1.txt |
| 651 | ken . </s> <s n="0601"> Therefore , students were asked if they | enjoy | the classes more when their teachers speak English and | POS_K.txt |
| 701 | but students said that this problem is the biggest they | face | with the 32%_ NNU . | POS_E1.txt |
| 751 | n't like is when I am reading and I | find | many words that do not understand , others wrote the oi | POS_A1.txt |
| 801 | netimes , most of the students ' _GE parents in private schools , | give | a reward when they get a good grade . | POS_M1.txt |
| 851 | of training programs whether for forming new professionals or | help | interpreters to improve their proficiency level . | POS_D2.txt |
| 901 | could be related to the students ' _GE future performance or | influence | it . | POS_N.txt |
| 951 | minutes ; </s> <s n="0768"> students were asked if they really | know | their classmates , if they know something that made th | POS_M2.txt |
| 1001 | of letting students to select the kind of reading they | like | the most , It represented a challenge because I had | POS_A1.txt |
| 1051 | o carry out with language according to the information they | manage | and the context in which they do it . | POS_J2.txt |
| 1101 | test should be improved but the sections 1_MC1 and 3_MC | need | more improvement due to that fact that these two secti | POS_C3.txt |
| 1151 | n="0855"> After that , the 7%_ NNU of teachers said that they | pay | attention to the content when they review studentsxB4_ | POS_E1.txt |
| 1201 | > <s n="0824"> The results show that most of the students | prefer | reading literature that really contributes to their person; | POS_A1.txt |
| 1251 | nce , it is important to consider to what frequency students | pronounce | mother tongue sounds provoking a mispronunciation in | POS_G2.txt |
| 1301 | poem from Allan Poe called Alone . | read | the poem to the students and they did a mental | POS_R1.txt |
| 1351 | 2"> Then , the 27%_ NNU of teachers concluded that when they | review | students ' _GE works , they focus on coherence . | POS_E1.txt |
| 1401 | t to select the material . | select | texts which are not oriented to the students . | POS_J1.txt |
| 1451 | n Text </s> </p> <p> <s n="0824"> The results | show | that most of the students prefer reading literature that | POS_A1.txt |
| 1501 | gs distort the language because the different ways that singers | sing | , and they change the language for tone , accent and | POS_D4.txt |
| 1551 | 2 felt confidence they did it . | start | creating a self confidence feeling inside the class . | POS_M2.txt |
| 1601 | ae literature teachers . | support | this assumption , are mentioned in the introduction from | POS_J1.txt |
| 1651 | l the results about students ' _GE perceptions , about what they | think | about the importance of pronunciation over other skills ; | POS_G2.txt |
| 1701 | > As shown in the graph , 33%_ NNU of the interviewed people | think | it is indispensable to understand idiomatic expressions , | POS_G1.txt |
| 1751 | participants consider it important , and 6%_ NNU of the people | think | it is little important . | POS_G1.txt |
| 1801 | face literature in the target language more easily and I | think | that we should take more courses of literature not only | POS_A1.txt |
| 1851 | ying there is a good teaching , this proposes that students | think | they could have better teaching or they show their | POS_H.txt |
| 1901 | anish . | use | both English and Spanish in the classroom and analyzed i | POS_K.txt |
| 1951 | 1 in order to analyze the different patterns that participants | use | to refuse an invitation or request . | POS_Y.txt |
| 2001 | the area of translation and the number of teachers that | work | in the area of teaching . | POS_D2.txt |

As seen, writers use a variety of verbs to present their results/discussion and state their assumptions of findings. In previous examples, we noticed that they use past and present tense in some cases to refer to numbers and actual actions that occurred as part of the research process; in these examples, taking a closer look at the present tenses, we can observe that writers' actual saying of findings is expressed in present and there are also many ways to do these claims. For example, discussion can be also seen when they do

cross-reference within their figures and examples, i.e. they are integrating the results to the research question and problem. This complete picture can be seen in the following extract taken from Dissertation 7, from the subsection called 'Discussion' referred to at the beginning of section 7.1.4.

The discussion section of the research report is characterized for its constant use of modals and past tense. Modals are used as hedges (to show a little degree of uncertainty in the statements made) and the frequent past tense is used to demonstrate the achievements made after the study. Yet, there is a considerable amount of passive constructions that shows again a sense of detachedness from the part of the agents in this section. T1 presented 35.44 percent of passives, whereas T2 presented a comparable 30.95 percent.

Dissertation 7

The writer uses present tense to present results and discussions. That is, he integrates the function of presenting actual figures while discussing and adding his interpretation. However, at the end of the paragraph, the writer uses past tense to give exact figures of his results. Connectors of contrasting *yet*, comparison *whereas* are used which implies discussion of ideas.

In sum, the analysis of tenses in this chapter shows variability from dissertation to dissertation. Some of the dissertations use more examples present tenses while others use more of the past tense and others balance the use of both tenses. What I could observe about the use of present and past with the describing function was that the more quantitative the research was, the more the description tended to be written in present tense as numbers and figures were presented and are still true at the moment of discussion, whereas, in a more qualitative dissertation, the actions described were mostly a narrative, i.e. events that occurred once and so past tense was used. On the whole, the results/discussion chapter satisfies the basic function of presenting results and discussing findings. Some authors seem to be more aware of the discussion character and explicitly

name it discussion, others, just add a discussion to their results. Thus, the tense choices reflect their understanding of how results are to be presented, so following one tense or the other displays awareness of academic conventions. This awareness could thus be seen as one indicator of identity.

7.1.5 Chapter Five of the Dissertations: Conclusion

This section analyses the functions of the concluding chapter of the dissertations. The main function is to present the Statement of Results, i.e. the author's point of view and assessment of research. As discussed in Chapter Two, studies have suggested various functions and moves to include in each chapter of the dissertation; however, most of these studies work with MA and doctoral dissertations/ theses. The purpose of writing a dissertation at these levels is different, and the functions of their chapters share in essence some basic functions, but also exhibit other peculiarities. In our Framework for Undergraduate Thesis Conclusions (Olmos-López & Criollo, 2008), we suggest functions particularly for the analysis of conclusions of undergraduate dissertations written in EFL. Because the functions exhibited in our framework are characteristic of the dissertations I am studying, I recalled them in my analysis with the aim to borrow some of the essential functions in the conclusions chapter and see how these and the keywords suggested in 5.2.5, i.e. first person pronoun, modals, adjectives, opposition connectors, organisational words for the chapter subsections; can mingle to the analysis of communicative functions and authorial identity in the concluding chapter of the undergraduate dissertations. Thus, similarly as the previous sections in this chapter, I will develop a corpus based analysis starting with the most distinctive feature, the organisational words for the subsections, and integrate other linguistic features which might reveal the functions of the conclusions.

The first keyword for the conclusions chapter in Table 5.12 is *research*. Its concordance plot shows that all the dissertations contain that word usually at the beginning of the chapter, but also widely spread along the chapter as Figure 7.7 shows.

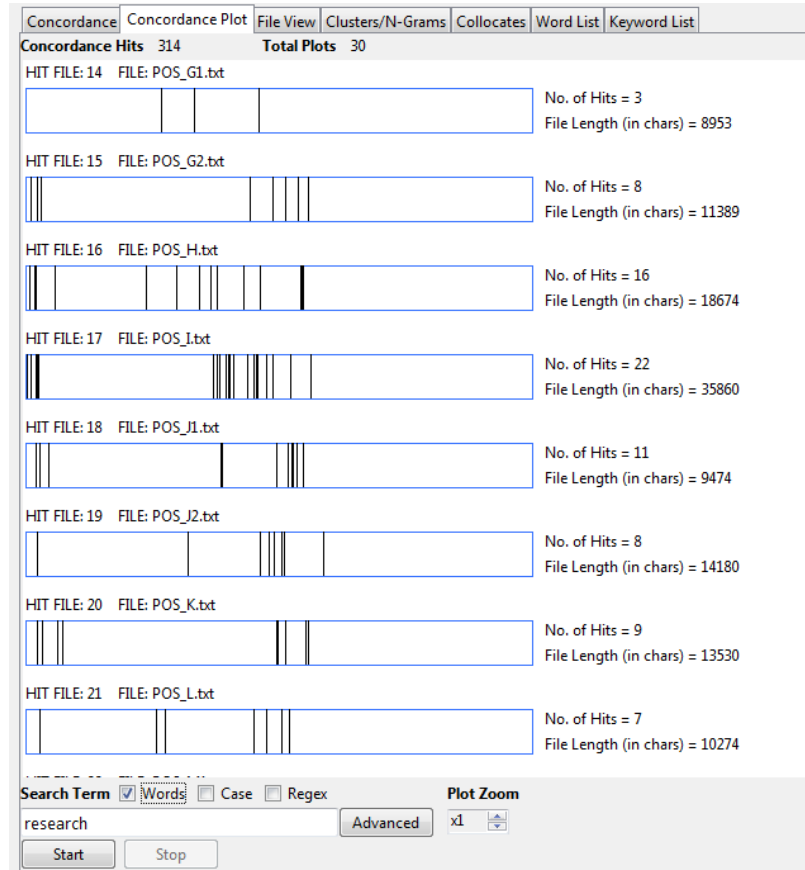


Figure 7.7: Concordance Plot for the Keyword *research* in the Conclusions Chapter

The fact that in most of the dissertations this word was at the beginning of the chapter got me into looking at it in its context. An extract of dissertation 16 reads:

In this section, final conclusions of the paper are presented. This chapter shows the *research* results obtained from the adapted instruments administered to some high school students and their parents. Moreover, implications, limitations of the study, and some suggestions for further research that can be practical for future *research* are also provided

Dissertation 16 (Italics mine)

This is the first paragraph of Dissertation 16, and by using of the word *research*, this dissertation has an introductory function of presenting the organization of the chapter. This case was similar in several dissertations; they include the word at the beginning to refer to their research and the organization of the chapter. This fact smoothly connects to the existence of the organisational words for chapter subsections also shown in the Keywords list in Table 5.12. Thus, I retrieved concordances for the sections suggested in this extract, i.e. *conclusions*, *implications*, *limitations*, *further research* and *summary* as suggested in the keywords, and these are all shown to be main subsections within the chapter in most of the dissertations. These subsections are, however, suggested in the institutional checklist of writing the dissertation. In some of the dissertations, the subheading for *conclusions* is replaced by *summary*. The summary varies in its content and organisation; some dissertations provide a reminder to the reader about the research purpose, questions and methodology, and a summary of main results; some others organise it answering research question by research question; on the whole, the function is there and undergraduates are aware of it. Dissertation 4 shows how this author organised a summary and achieved this function of the concluding chapter.

5.1 Summary of the study and Conclusions

The most important purpose of this survey research was to analyze the way of living of LEMO students in an English speaking country involving factors regarding language, as well as solutions to encourage students to live abroad having a successful experience. So then, this section is divided in two parts, the first one presents the main findings to the research questions, and the second one describes some possible solutions to help students have a good experience abroad. The findings were presented according to the research questions.

In the first issue or research question, all students reported that they faced communication problems due to mispronunciation, lack of vocabulary and fluency. *Of course*, not all of them faced the same problems (...).

After presenting the main findings, it is time to present some possible solutions focused on helping students live a satisfactory experience abroad. *Evidently*, all students reported that it was an

unforgettable experience, but *I believe* it *could* still be much better if they were encouraged and given more information before leaving.

At first, it *would* be useful if teachers encouraged students to participate, and provided information if it is necessary. The goal is to make students aware of their own learning, and explain to them that for them as language learners it is important to live at least for a short period of time in an English speaking country in order to know the culture of the target language. (...).

Dissertation 4 (italics mine)

In this extract, the author chooses to include an overview of the research by reminding readers of the purpose and acknowledging the organisation will follow the research questions plus a section where she actually posts suggestions. She took on the first research question and answers it. The development of her following paragraphs read in parallel to this one, taking one research question each. Thus, we can say that the author was satisfying the function of the chapter in presenting a summary of results in the light of the research questions.

In the second part, where she acknowledges presenting some solutions, she is actually expressing her statement of results, i.e. she makes her main claims and contributes to her research field. That is, her authorial voice is claimed. In her voice, she uses linguistic features such as first person pronouns, adverbs, modals and connectors, which were already suggested in the keywords. In the extract she is writing in impersonal constructions, presenting and discussing results, but when it comes to presenting the suggestion, she makes clear her stance by using *I believe* and presents her idea. The way of phrasing it, is however, also supported with modals, *could* and *would* as it is suggestions what she is proposing.

The suggestions for further research, though, have a different subsection within the chapter of this dissertation. By carrying out the concordance of the keyword *further*, we can verify that it is a section on its own (see Example 7.12).

Example 7.12: Concordance Lines for the Keyword Further in the Conclusions Chapter

| Hit | KWIC | | | | | File |
|-----|---------------------------------------|---------------------|---------|----------|----------------------------------------------|------------|
| 20 | his research is mainly based on . | 5.4 Directions for | Further | Research | This project could be considered as a | POS_A1.txt |
| 21 | the main restrictions of this study . | 5.4 Directions for | Further | Research | The research project about translation poe | POS_A2.txt |
| 22 | students who are writing a thesis . | 5.4 Directions for | Further | Research | It seems that the results were completely | POS_A3.txt |
| 23 | ly only focused on this period . | 5.4 Suggestions for | Further | Research | As it was stated before , the lack | POS_C1.txt |
| 24 | ation faces in the present time . | 5.4 Directions for | Further | Research | . As previously stated , this study analyzed | POS_D2.txt |
| 25 | topics and grammar in one piece . | 5.4 Directions for | Further | Research | In this thesis the main concern was | POS_D3.txt |
| 26 | in the Department of Languages . | 5.4 Directions for | Further | Research | As mentioned in previous chapters , this r | POS_D4.txt |
| 27 | of English as a foreign language . | 5.4 Directions for | Further | Research | This research has shown that at LEMO | POS_E1.txt |
| 28 | other foreign language students . | 5.4 Directions for | Further | Research | As it was previously stated , this project | POS_E2.txt |
| 29 | ference in the results obtained . | 5.4 Directions for | Further | Research | As was previously stated , this project only | POS_G1.txt |
| 30 | can interfere in the recordings . | 5.4 Directions for | Further | Research | As it was seen before , during this | POS_G2.txt |
| 31 | tion when writing Chapter Two . | 5.4 Directions for | Further | Research | This research can be useful for people | POS_H.txt |
| 32 | reading in the target language . | 5.4 Suggestions for | Further | Research | It is claimed that this project provided | POS_J1.txt |
| 33 | from reality and teachers ' view . | 5.4 Directions for | Further | Research | The data collected in this research project | POS_K.txt |
| 34 | per encloses significant results . | 5.4 Directions for | Further | Research | Since games motivate students to use the | POS_L.txt |
| 35 | ool to apply the questionnaires . | 5.4 Directions for | Further | Research | As was previously stated , the data obtain | POS_M1.txt |
| 36 | ng (ELT) , and humanistic areas . | 5.4 Directions for | Further | Research | Something that is certainly constant is the | POS_M2.txt |
| 37 | text and in daily conversations . | 5.4 Directions for | Further | Research | By considering the implications and limita | POS_R1.txt |
| 38 | a good writing in those essays . | 5.4 Directions for | Further | Research | This research could have other co-workers | POS_R2.txt |
| 39 | on of video resources in class . | 5.4 Suggestions for | Further | Research | . The data collected in this research was | POS_S2.txt |
| 40 | done as it was expected to . | 5.4 Directions for | Further | Research | As it was previously stated , the analysis | POS_T.txt |

Example 7.12 illustrates that there seems to be uniformity on how undergraduates title this subsection. In addition, the plot in most dissertations usually places it in the last bit of the dispersion, i.e. in most dissertations this is the last section of their concluding chapter. The content satisfies the function of suggesting further research within the research field. This awareness and uniformity of this chapter functions and subsections is more evident than in previous chapters. The reasons could possibly relate to an institutional regulation of what to include in the chapter and a more standard way to conclude independently of the research type being carried.

Analysis of the concluding section of the dissertations, as with previous sections, has shown that keywords can also help in analysing the communicative functions of a genre, in this case, the dissertation chapter. The analysis of these words in context is the one that permits to explore and analyse the function in detail and get to understand the text organisation. The distinctiveness of the concluding chapter compared to the rest of the undergraduates' dissertations is that it presents a more solid uniformed structure, i.e. undergraduates seem to be conscious of what subsections to include and what to achieve in each section. This fact makes itself evident with the simple retrieval of keywords; the most

frequent are the ones that are title for the subsections. Other keywords, for example, the use of first person pronouns, show not only the chapter's function but also the author's stance and authorial voice. Hence, this analysis permitted at the same time to link communicative functions with the analysis of authorial identity.

7.2 Heterogeneity Across the Dissertation Chapters

As mentioned at the beginning of this chapter, this chapter has its genesis in the keywords analyses in Chapter Five and Six. The analysis in Chapter Five points to the particular keywords distinctive of each chapter and the analysis in Chapter Six identifies the keywords that undergraduates use to express authorial identity. The integration of the linguistic features in was used to analyse the undergraduates' authorial identity in terms of communicative purposes for each chapter. Section 7.1 presents this analysis for each dissertation chapter. We could notice that context was important to identify the functions and explore how authorial identity is claimed. It was also noticed that each chapter has its own particularities and students are aware of the communicative functions of each of them. In this section I present an analysis of how their authorial identity varies from chapter to chapter.

In Table 7.1 I recapitulate the communicative function of each chapter and the linguistic realisations that were used to their analysis and authorial identity analysis. This table is an extended version of Table 5.14 which suggested the linguistic realisations characteristic of each chapter. I have added the linguistic features analysed (section 7.1) that evidenced the dissertation chapters' communicative function and authorial identity expression. These functions and linguistics realisations come directly from the analysis of the dissertations' chapters.

Table 7.1 Communicative Functions of the Dissertation Chapters and their Linguistic Realisations

| Chapter | Communicative Function | Linguistic Features |
|---------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Introduction | To provide background of the study To establish the research purpose and questions | Proper nouns and Present tense First person pronouns Passive voice Reporting verbs |
| Literature | To show awareness of previous studies in the research field To discuss literature | Reporting verbs Personal pronouns (third form singular) Present tenses Passive voice |
| Methodology | To report the methodological procedures/ methodology used | Passive voice Past tense First person pronoun Methodological content nouns |
| Results | To present results and discuss their findings. | Past and present tenses Pronouns: <i>they, them, it, she</i> Adverbs Evaluative adjectives |
| Conclusions | To give a closure to the dissertation. To present the Statement of Results (SOR) | First person pronoun Modals Adjectives Connectors Organisational words |

The table shows students are aware of the communicative functions of each chapter, and they use a variety of linguistic realisations to evidence that. However, as observed, some of the linguistic realisations occur in several chapters, e.g. passive voice, first person pronouns and strategic choice of tenses. This fact can be explained as these are also the realisations identified as to express authorial identity (see Chapter Six). Since my aim in this section is to analyse how this authorial identity varies from chapter to chapter, I now turn to identify some of these realisations and how they are dispersed along the complete dissertation.

As a starting point, I will undertake on the analysis of the entextualisation of the author and how he/she makes him/herself present or not in the text (see section 6.2.1). For this, I present in Figure 7.8 the concordance plot of the passive forms in the complete

dissertation; for reasons of space I present only 8 dissertations with extreme cases, but see the complete plot for all dissertations in Appendix 8.

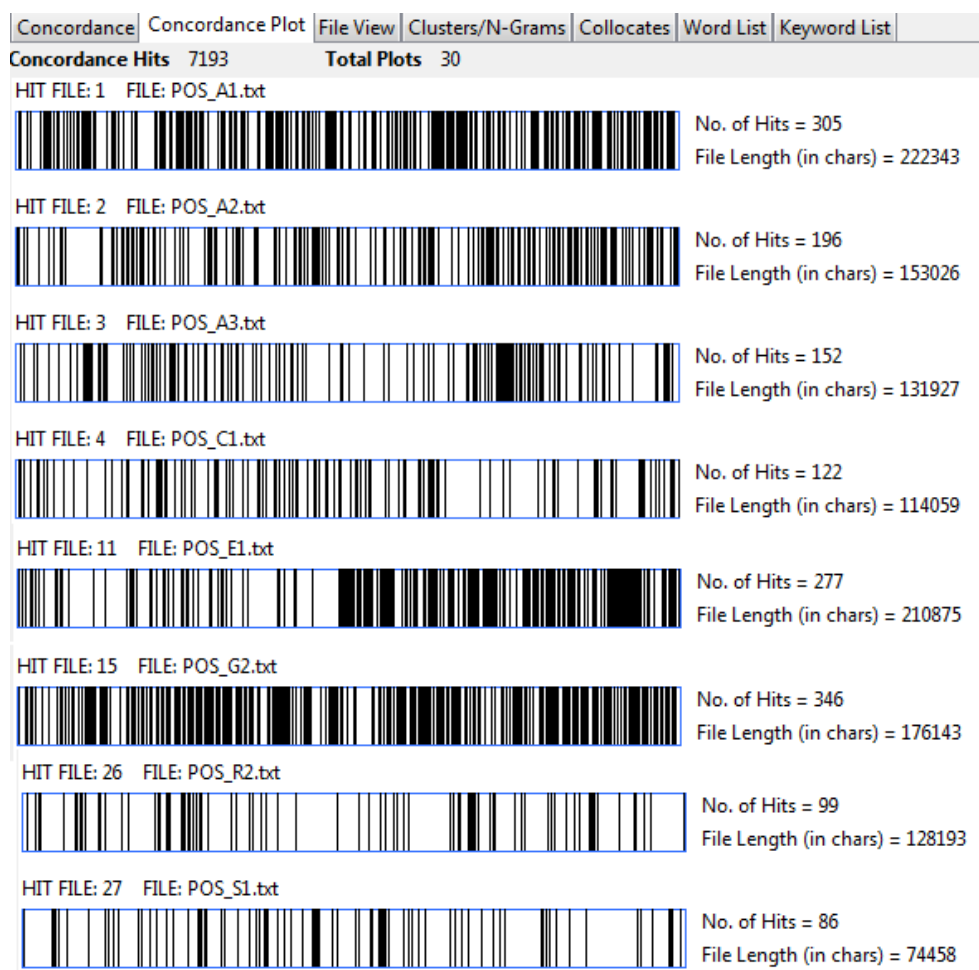


Figure 7.8 Plot for the Passive Voice in the Complete Dissertations

The figure evidences the frequent use of passives, which, as discussed in 6.2.1, suggests varied functions: the writer chooses an impersonal way of writing, presents a parallel structure to report standard procedures where the object is more important than the subjects, describes the work of others, describes author's proposed studies, or simply adds textual cohesion.

Most of the concentration of these passive forms is, however, in the methodology and results chapter. Hence, I look at the major concentration of passives in Figure 7.9, and in most cases the passives are used to describe standard procedures (methodology chapter)

and show figures and report on results (results/discussion chapter). The cases occurring in the introduction chapter refer to the author's organisation of the dissertation and presenting the research field of the study by citing others whereas in the concluding chapter passive voice seems to be used in the directions for further research subsection, i.e. its function is to refer to the author's proposed studies. The occurrences of passive voice in the literature chapter serve several functions, yet all of them related to reporting literature, e.g. reporting others' views in passive, stating their views of concepts but choosing an impersonal voice.

I now would like to analyse the extent the undergraduates write in impersonal constructions. The concordance plot for the first person pronoun suggests that some dissertations do include some instances whereas others do not have any. In Figure 7.9, I present a selection of the plots of the dissertations with more occurrences of first person pronouns; the complete plot for all dissertations is shown in Appendix 9.

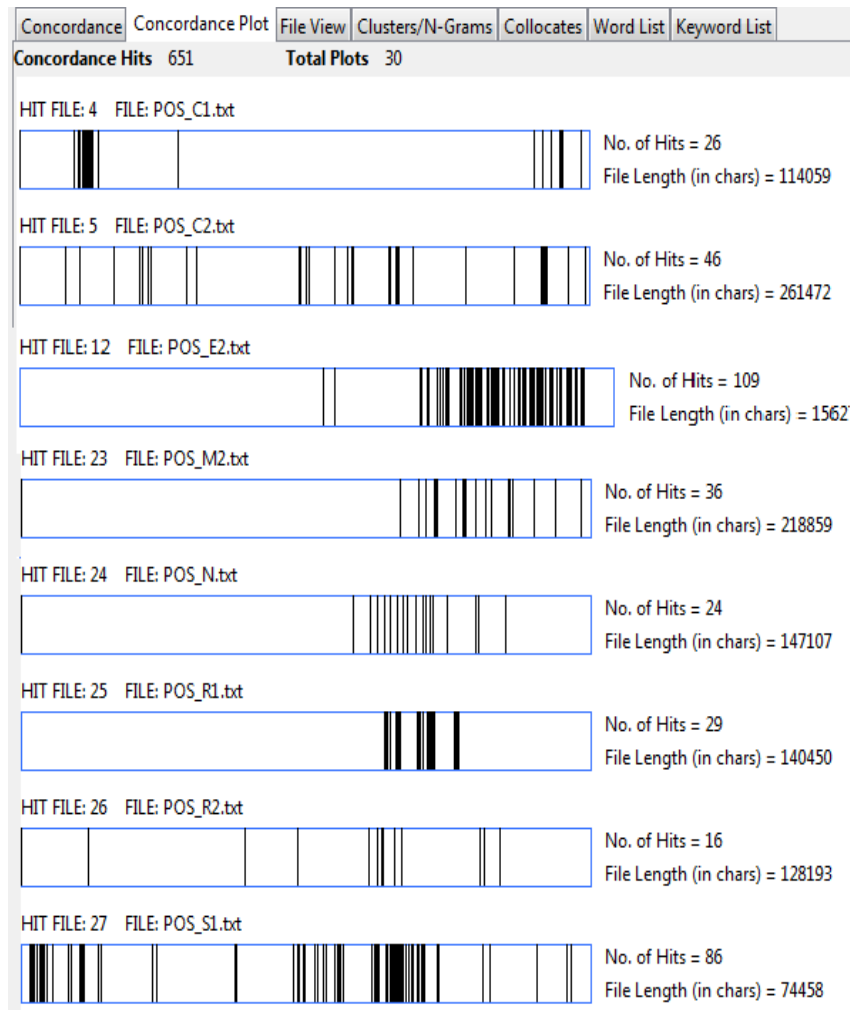


Figure 7.9 Plot for the First Person Pronoun in the Complete Dissertations

Figure 7.10 shows the dispersion of the first person pronoun across the dissertation. It is evident that the major concentration of instances occurs in strategic parts of the dissertations, i.e. they concentrate in different chapters and these do not show a homogenous spread as in the passive constructions. The concentration of first person pronouns occurs either at the beginning of the dissertation (introduction chapter), or in the middle (in some dissertations in the last section of the methodology chapter and in some others in the results chapter), or at the end (conclusion chapter) which seems to be the most popular option. The function of using first person pronoun in the respective chapter varies, e.g. the one in the introduction is mostly present in the justification of the research and the undergraduates give the reasons of the significance of their study; in the methodology, they

use the active voice to signal the procedure they will follow in the research and in some chapters they present these results taking an active role of researcher and writer of their dissertation. In the case of reporting results using first person pronouns some dissertations show the common aspect of being a qualitative study; consequently, their results and writing approach follows that tradition. I tried to see if there was a correlation between the use of passives and first person pronouns in terms of the functions of the chapters, but it seems that the fact of using passives does not exclude using first person pronouns as seen in some dissertations. Dissertation 27 is an exception (as discussed in section 6.1). It again appears to be a choice of the author.

What can we thus say about the heterogeneity of chapters in terms of authorial identity? The dispersion has shown where passive constructions and first person pronouns are concentrated, and looking at the concordance we can relate their function to the place they occupy in the chapters dissertation. We cannot generalise claiming that all the passives in the results or introduction serve to the functions described, but the majority do. This fact shows an awareness not only of the functions of each chapter, but also of the individuality of the writer as each dissertation presents an individual case –as noted in the dispersion. The latter point points to an aspect of authorial identity as it suggests the individual choice of the writer. For this individuality I present a case study in Chapter Eight.

Chapter 8: Analysing the Construction of Authorial Identity and its Heterogeneity with a Case Study Approach

Every individual brings something different from their own experience even though the experience in itself has been socially constructed.

Ivanič, 2012

8.0 Introduction

The analysis of authorial identity and its heterogeneity among chapters within the dissertation has been presented in Chapters Six and Seven in this thesis. In these chapters, the utility of corpus tools combined with text analysis to approach the study of authorial identity exposed important features of authorial identity in the undergraduate dissertations. The findings were revealing in terms of analysing *stance* and *voice* as well as *rhetorical functions* within the dissertation as my conceptualisation of authorial identity contemplates. The findings in Chapter Seven, as expected, pointed to the heterogeneity of the dissertation sections; however, they also pointed to the heterogeneity between the dissertations. Therefore, I devote this chapter to the study of authorial identity using a case study approach in order to show the heterogeneity between dissertations and within the dissertation itself. In this chapter, I answer research question 6, stated as:

RQ6) What factors in the context of an individual writer affect their choices of features of authorial voice and their awareness of conventions of academic form?

To answer this question, in section 8.1, I analyse a complete dissertation of a case, where I analyse the features of Chapters Six and Seven altogether within a dissertation, and include interview and autobiography of the writer, and in section 8.2, I include extracts of a

different dissertation to contrast the text analysis dimension. I close the chapter in section 8.3 with concluding remarks on heterogeneity within the case.

8.1 The Case Study of a Dissertation

We are now familiar with the context of the dissertation writing in Mexico (Chapter Three) and the characteristics of the undergraduate dissertation in the institution where I obtained my examples (Chapter Three and Four). Despite the fact that the 30 dissertations were written under the same institutional, academic regulations and they are within the same discipline, they all are unique in their own way. This individuality relates to what Ivanič (1998) calls the writer's self-representation and its four dimensions of study (see Chapter Two). In this section, I analyse how the linguistic features work together within a dissertation, whether the writer is consistent in his choices along the dissertation and whether these choices project a coherent self-representation. For this, apart from the text analysis, I am drawing on the interview (Appendix 6) about the writer's background and his autobiography (Appendix 7) as writer. These tools were described in section 4.4.1. When I sent an email to my research participants about the case study, Ian volunteered to be participant for the case study (see section 4.2), and though I am not arguing that he is necessarily representative of other writers, analysing his case can still help show how students make choices about textual features.

8.1.1 The Case

Ian (pseudonym chosen by himself) is a 24-year-old male from a rural area from the North of Puebla State. He moved to the city pursuing his undergraduate degree in EFL and TESOL/AL at a public University in central Mexico. He is a second generation to complete a BA degree, i.e. his mother and brother hold BA degrees as well. He has a GPA

of 8.96, which is considered to be good, and did not have to defend his dissertation¹² (see section 4.3); however, defending his dissertation was actually something he wanted to experience after the long process of writing it.

As regards Ian's 'autobiographical self', he decided to study languages because he succeeded in his pre-university English courses, and he declares that the value of knowing languages is that it enables him to understand different views of reality. This impression of literature and life, however, was dramatic in his early literacy practices (understood in this context as the learning to read and write) in Spanish. He describes a few events that marked his life when he was learning to read and write. These pictures seem still so vivid nowadays in Ian's memories that he can even describe in detail his elementary school teacher and her words when he was just learning to read and write. The socio-political context of the situation of public education in Mexico (see Chapter Three) influenced Ian's views of his own development as a writer, and made him experienced negative feelings in his childhood early learning process. Just as the cases in Hernandez' (2013) study, Ian went through a negative stage in his early literacy practices and was even punished and ridiculed.

Despite his mostly unsuccessful earliest childhood literacy practices in Spanish, he recognises his early adolescence literacy practices in English to have been rewarding. His autobiography reveals that the transition between his unsuccessful practices to satisfactory ones occurred because of the vast reading of literature (in Spanish) and the listening to music (English). Ian was then highly motivated to pursue his career and read and write in Spanish as well as in English. Ian demonstrated he was a strong student in his BA studies; in his viva, he received recognition for his research and quality of writing, and he could

¹² Students with a GPA of 8.5 or above and having not failed nor re-taken any subject can graduate by writing, but not defending a dissertation; if one of these two requirements is not fulfilled, the student must write *and* defend the dissertation.

have obtained a distinction because of his work, but he missed it by 0.04 in his GPA (see section 4.2).

Apart from providing his dissertation (which all participants did), Ian was willing to be interviewed and provide his writer autobiography as described in section 4.4. The procedure for the interview and autobiography is the following. When Ian sent me his dissertation in electronic version, I sent the instructions for writing the autobiography (see instructions sheet in Appendix 6). He had one month to write this account. After a one-month-period, he sent me his autobiography and we scheduled the interview time for the following week. I sent him the interview questions (see Appendix 5) and a day later the interview took place via Skype. The interview questions were adapted from Olmos-López (2008) who did a study on undergraduate voice expression. The interview sections of these questions are described in section 4.4.1.

Ian's research topic was on exploring perceptions of literature by university students; a topic which already reveals something of his 'autobiographical self'. As mentioned, in his autobiography Ian acknowledges that discovering the passion for literature was a crucial event for his academic life. He felt motivated to continue his studies and develop a career where English and literature are involved. It is part of his identity which he brings up into his research. As literature was vital for him, he wanted to see the role it plays in other people's life; hence, his undergraduate dissertation explores university students' perceptions on literature. This is how Ian brings himself into the academic scenario. To support this view, the first questions of the interview refer to the reasons for his choosing that topic. Ian says he aimed to see how students see literature and the literature courses taken in the university and whether literature has helped them to improve their language competence. His research is possibly influenced by his views on literature. Indeed, when asked about whether he was personally invested in his research and in what

ways, Ian went back to his feelings towards reading and his appreciation for literature. An extract of the transcript of the interview reads:

I have always thought that literature was something very special [he went on to narrate some stories with the uncle already mentioned]. I discover that by reading I could talk a little bit more about many things, my feelings, my own ideas, and I was having more ideas (...) I could see how some things were clicking in my brain like if the ideas were connecting, it was very impressive, and then I discovered that there were more people who like reading and I really felt that I was becoming part of a group, and that group was different, and those books were giving me identity, an identity, and I was different, because I was reading because in Mexico most people don't read, and that was making me different, so I think that books gave me a kind of identity, they made me different in a way.

This extract shows Ian feelings and attachment to literature. According to this, and his narrative in early literacy practices, we can see he is personally invested in his research topic. He not only acknowledges his appreciation for literature, but also recognises himself as having a unique identity. He positions himself as a member of an exclusive group within his country: “[writing in English] makes me feel like more intellectual”. Actually, when it comes to writing academically, he claims he prefers to do it in English. Hence, writing his dissertation in English was a major source of motivation for him. He says he finds it “much easier writing in English, as it is a very straight language, it goes to the point, I was very excited to write in English and not in Spanish”. At this point, I asked why he decided to write his autobiography in Spanish; his answer was that to express his feelings and those memories that marked his life, he feels more freedom in Spanish, and he wanted to let his autobiography flow. Thus, I can point to his awareness of his academic identity to be performed in English which makes him feel more intellectual, and his identity as a free writer, when life experiences are involved (see sections 2.2 and 2.3 on identity and

authorial identity). In his self-awareness of being an intellectual and belonging to an academic community he is claiming his authorial identity.

In his autobiographical account, Ian is also aware of the struggles he went through in his early childhood literacy practices which shaped him as a writer. The topic of his dissertation and his own personal account show how important reading and writing skills are for Ian, but at the same time, reflect his concerns that these skills are poorly developed in the country. His stance-taking is observed in the assessment he makes of the education system, at the same time as he positions as a privilege member of his disciplinary community.

8.1.2 Ian's Discoursal Construction of Authorial Identity

In the discourse analysis of Ian's dissertation, Ian positions himself as a knower of his topic (literature) and research methodology. He shows familiarity in his choice of lexis within his research topic in the dissertation itself, e.g. *literature, genre, text, knowledge, reader, read, schemata, survey, Likert*, among other words. These were keywords in his dissertation and make his dissertation distinctive from the rest of the dissertations (see Chapter Five). Ian constructs himself as knowledgeable in his area. A short extract taken from his dissertation reads:

[t]he main issue with the word 'literature' is that people in a way is 'scared' by the word "literature" due to the fact that they consider that literature is only in the scope of intellectuals but that is not true; anyone with a little of practice can interact with literature.

The overall impression of Ian's writing is that he wants to show his knowledge. He does not hide his views and his competence when writing. This was confirmed in his autobiography when he evaluates himself as a *competent* writer, but acknowledges not being a *good* writer. Nonetheless, Ian's expression of 'self as author' is evident in the way

he incorporates his world view, culture and experiences within the topic of literature as illustrated in his previous dissertation extract.

I take a closer look at the linguistic features that these undergraduates commonly use to express authorial identity (see Chapter Six). Regarding the first person pronoun usage in Ian's dissertation, the concordance tool shows 44 instances; however, only 3 instances are real usages of *I* from Ian's part. The remaining are quotations from his research participants, and these were excluded from analysis. The three instances that Ian uses *I* are in one sentence in his literature review section of the dissertation. The sentence reads:

As a matter of fact, *I* would not have knowledge of these methods if *I* were not studying in order to be a teacher language because as a student *I* never knew about the existence of these methods.

In this sentence we can infer that Ian is referring to some knowledge learnt in his studies, probably on language teaching methodology, as he is acknowledging his academic community. The complete paragraph where this sentence is placed contains the summary of a section in his literature review which discusses teaching methods. With the use of *I* in this sentence, Ian assumes his role of learner and claims he has learnt. During the interview, Ian affirms:

To be honest, I would have loved to write it in a more personal way, for example, not using 'it is said', or 'it is suggested', I wanted to say it in a more friendly and closer way, yes, using the first person because it is my thesis (...) but I was told that I needed to follow the conventions because it is a thesis and not a personal diary, but there were too many conventions, format, letter size, type, impersonal writing, connectors, many academic conventions. I felt that there are many limitations. But well, my supervisor told me these are the conventions and well, I understood that.

We can notice in Ian's words that his choice would have been to write in personal way; however, his supervisor played a crucial role in his lexical choices. Thus, in response to my following question about his feelings of been told to write in impersonal, he says:

at the beginning it was disappointed a little bit, but then I thought, well, I can do it, it is going to be easier. I am complicating myself trying to write in a personal way because, actually, for me, it is a little bit easier to write in an impersonal way. It is easier; it sounds better and gives a different presentation to the text. It is correct, I am writing a thesis, that is something important. (...) It gives a sense of seriousness and I want to be taken serious in my thesis.

Ian elaborates on the topic. He goes from the transition of wanting to write in first person pronoun because he had many things to say about writing in impersonal as a more accepted academic style to be considered seriously engaged in the academic community. Ian develops the idea that when using impersonal constructions, the writer is just suggesting what other people say, as is the case of the literature review, whereas using personal constructions, the responsibility for the claim goes directly to the writer and not to the authors being cited in the literature. It is here where the writer has to support his/her argument, and that is much harder. At the moment of the interview (April, 2012), Ian considered himself as more mature in his writing than when he just submitted his dissertation (December 2009). This maturity can actually be seen in his awareness of the writing of the different sections of the dissertation. During his interview, he acknowledges that every chapter of the dissertation might require more personal or impersonal voice. He exemplified the literature review and the results/discussion chapters.

In the literature review I know I have to give references, but in the analysis when I have to discuss my results, I felt I could use more my personal view because I am the one who is writing them but I can have certain support of the authors (...) as well.

Going back to his dissertation, his authorial identity is stronger expressed in the complete summary-paragraph which reads:

Most of the methods reviewed are not applicable in the social context of our country because of the *bad* distribution of sources in education. *In fact*, most of the teaching language methods presented are designed, developed and applied in countries where they are conscious about the importance that education has and they are willing invest in education in an appropriate and responsible manner(...). *Unfortunately*, Mexico is a country where the education of the population *is not* one of the main concerns for the government. Consequently, most of the methods are not applicable in public schools in our country. *As a matter of fact*, I would not have knowledge of these methods if I were not studying in order to be a teacher language because as a student I never knew about the existence of these methods.

(Italics are mine)

I italicised some words which signal Ian's claims for his view of education in Mexico. Ian shows awareness of the Mexican government bringing negative effects in education, a situation which I have described in Chapter Three in this thesis, and this situation does seem to have an influence in Ian's authorial identity, at least in the way he positions his views towards the topic. Ian positions himself as a critic of the educational system in his country. The closing sentence of the paragraph is an example of his situation emphasising his criticism. His paragraph is mostly written with impersonal subjects and this is the only one paragraph which contains three instances of first person pronouns.

As analysed in Chapter Seven in my thesis, some of the dissertations seem to show relationship between first person pronoun usage and passive voice. Figure 8.1 presents the dispersion plot of the first person pronoun use and the passive voice instances in Ian's dissertation.

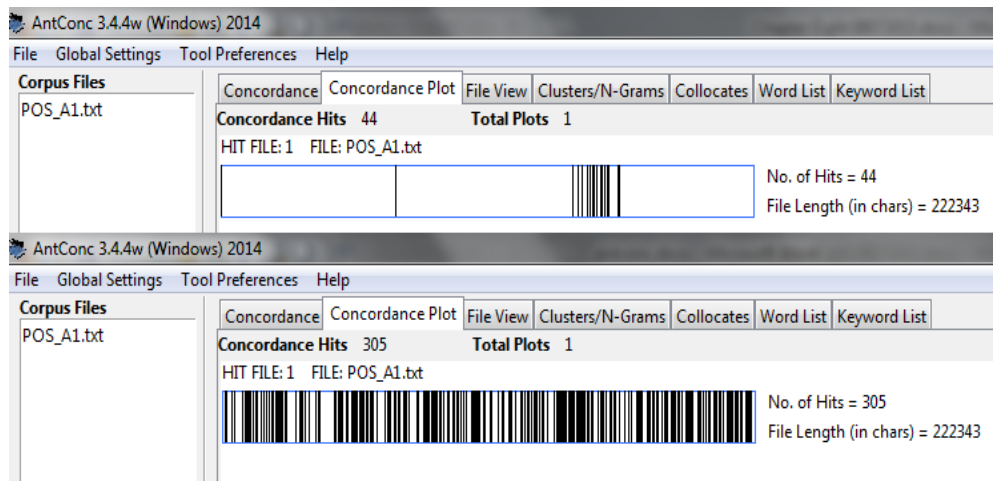


Figure 8.1 Dispersion Plots of First Person Pronoun and Passives in Ian’s Dissertation

In contrast to the 3 real occurrences of first person pronouns, Ian got 305 occurrences of passive voice use (short form was calculated for Figure 8.1). The passive instances, as observed, occur all along the dissertation; I looked closely to the parts with most concentration. These sections are the literature review, methodology and the conclusion sections. The functions these serve are to report other authors’ ideas and methodological procedures and to summarise main findings and propose future research. These findings are not surprising as we have already analysed the communicative functions of the dissertation sections in Chapter Seven and Ian shows himself to be aware of these and the function of passive voice to report literature or methodological procedures. He says he actually feels happy about the use of passive voice as he discovered its usefulness in academic writing.

Choices in linguistic features of academic writing in Ian’s dissertation such as impersonal writing are similarly presented in most of the dissertations (but see dissertation 27 in section 8.2). Dissertations seem to be structured in a very conventional way, showing writers know the dissertation genre conventions and the institutional requirements¹³. To really appreciate whether these conventions put constraints on Ian’s identity expression, I

¹³ I am a member of the academic staff in the former’s university. The structure of a dissertation in this context is pre-established by the institution. Students just satisfy the requirements (see Appendix 1).

continued addressing the issue in the interview with him. He claims to be in total agreement with the writing being impersonal, since, as mentioned, he considers the dissertation as a formal piece of work, and academic conventions as rules which allow him to enter the academic community. Indeed, the textual analysis points him to be a well-established member of his academic community. In the interview, however, he claims he has a particular way of thinking that might impede his coming across with his message in writing:

It is because of my way of thinking, sometimes I feel blocked, I want to say this, but I don't want say it because I see that people sometimes express their ideas in a very easy way, and I think I would like to write like to have written this, I wonder why am I sometimes like very square very tight, I want to express it like that people.(...) I think it is my problem or my personality or my I don't know that does not allow me to write like that, I struggle to get my objective, but I want to do it in a nice way, a way that really satisfies me, but sometimes I don't feel like very happy.

This extract shows how Ian's personality and perception of himself influence his choices of linguistic features when writing, i.e. his voice. In addition to these points, the context that surrounds Ian and the fact that he is writing academically also affect his linguistic choices, e.g. the use of passive voice and writing in an impersonal style. Ian, as shown in his text and confirmed in the interview, addresses the writing of a dissertation by following the conventions stipulated by academic writing, the genre, and the institution. Therefore, in response to the research question guiding this chapter:

RQ6 'What factors in the context of an individual writer affect their choices of features of authorial voice and their awareness of conventions of academic form?

The case of Ian has evidenced that not only the context, but also writer's personality, view of himself as writer and awareness of academic writing conventions are factors which affect his voice expression, and therefore his authorial identity.

Despite Ian's overall satisfaction with his work, he expresses some non-conformity in his literature review structure. He feels the need of including more theoretical concepts than the ones he did. In the interview, he points to excluding/including and reorganizing relevant concepts in his literature review. However, when I asked which concepts should be included, his answers were "tools of analyses" which I would rather suggest to include in the methodology section of his dissertation. In the light of these findings, analysing identity in thesis writing may reveal the interface between what the individual brings of his/her own and what is available for him/her to use. In other words, the writer has his/her personal choices and the genre (understood as the conventions –academic and institutional - of an undergraduate dissertation) influences these choices.

Ian's construction of stance taking is also supported by his choice of reporting verbs (see Chapter Six). Thus, I retrieved the concordances of the verbs that were conjugated in third person. As shown in Chapter Six, the uses of third person are due to reporting other writer's claims. The list throws many lexical choices, yet the most common are: *states, suggests, declares, considers, points out, presents, means*. While the function is still of reporting some claims, Ian shows a neutral position towards the claim being reported, and these verbs mostly refer to presentation of claims, i.e. they do not imply discussion or argumentation. What it is interesting is the use of the verb *means*, which occurs 47 times; Ian uses this verb just exactly after reporting something, e.g. sometimes the claim of another, sometimes results; it occurs when he paraphrases or gives his point of view towards what was reported. I observed the complete list and their function was similar; there is also evidence of common structure. Example 8.1 shows the first 20 concordance lines for the verb *means*.

Example 8.1 Concordance lines for the verb means

| Hit | KWIC | | |
|-----|--------------------------------------------------------------------------|-------|----------------------------------------------------|
| 1 | defines their identity . Moreover , literature is the | means | in which human conditions are expressed in |
| 2 | determined civilization will last throughout time ; this | means | that through literature people can have contact |
| 3 | it is well used and exploited . This | means | that all the rewards that literature can |
| 4 | response in the reader or listener . Literature | means | to meet a lot of people , to |
| 5 | the core of the reading process , the | means | by which the message is transmitted from |
| 6 | , the text has potential for meaning . This | means | that the reader is the one who |
| 7 | a pre-load meaning by itself . This | means | , that the meaning is provided to a |
| 8 | due to the fact that are the | means | that are used by someone order to |
| 9 | a part of a whole , (Nunan , 2003) . This | means | that this kind of readers construct meaning |
| 10 | in order to achieve to comprehension . This | means | that readers deal with the smallest units |
| 11 | carried out consciously by the reader . This | means | that , the reader counts with knowledge about |
| 12 | reading foreign language literature (Larsen-Freeman , 1986) . This | means | that , since the main objective of The |
| 13 | points (Celce-Murcia , 1991 and Larsen-Freeman , 1986) . This | means | that , although the Direct Method paid more |
| 14 | is the suggestion (Richards and Rogers , 2003) . This | means | that , teachers convince learners that method that |
| 15 | and Rogers , 2003 ; Larsen-Freeman , 1986 , Celce-Murcia , 1991) . This | means | that , learners are expected to learn the |
| 16 | must be taught within its context . This | means | that , knowing about grammar rules and vocabulary |
| 17 | . In other words , extensive reading is a | means | for an end . Due to the fact |
| 18 | difficulty that reading materials have (Nuttall , 1982) . This | means | that students must be able to work |
| 19 | context of the students . By exploitability Nuttall (1982) , | means | facilitation of learning- In other words , reading |
| 20 | target language in its real use . This | means | that students are provided with an opportunity |

The concordance lines are mostly metadiscourse; they are introducing some summary or paraphrase, but also in four lines (lines 1, 5, 8, and 17), the word is used as a noun. The structure *this means that* seems to be a common pattern Ian feels comfortable with to do this summary, paraphrasing or expansion. I took one of the concordance lines to see this point in context. Ian's extract reads:

Selecting real readings make students to have contact with the target language in its real use. This *means* that students are provided with an opportunity to work with real readings that were not designed for pedagogy purposes (realia), such as newspapers, magazines, articles, advertisements. After all, these are the kind of reading that students will do in real life.

(Italics are mine)

In this example, Ian is paraphrasing and extending what has previously said.

This case study has shown the individual-social aspect of identity. It is individual as Ian expresses his voice and stance uniformly along his dissertation with his linguistic choices. It is social as he seems to respect the academic and institutional conventions of the language and there is influence from his research context, supervisor and the type of

research he carried out. As he expressed in the interview, he believes impersonal writing is the language of the academia and gives a more serious impression of the writer as a member of the academic community. It is also individual and socially constructed in the sense of his topic selection and methodology use, i.e. he chose his topic as a result of his personal experience, but this topic and the way it was researched followed more academic community conventions. He developed survey research, which allowed him to combine qualitative and quantitative interpretation of data. Ian opted for a combination of both, and it is observed especially in his results/findings section as he organises this section according to his research tools, i.e. essays and questionnaires. In the first part of analysis he presents the textual analysis of essays and in terms of perceptions of literature, and in the second analysis he includes a more quantitative analysis of the questionnaires. Examples of lexical choices in the first analysis are, *likes/ dislikes preferences, personal reasons* (more qualitative interpretation of the text and perceptions) while more number related words in the second analysis, e.g. *the mean, numbered and rated options, numbers of books read among other words* (more quantitative analysis). In the interview he explains his choices as something he wanted to do, see the number of people in their appreciation for literature and understand their reason. This mixed methods choice can then bring implications in his choice of some lexical items as the ones mentioned above.

However, in Chapter Seven, we observed that some dissertations contain more of a given word or linguistic feature than others, e.g. more first person pronouns and fewer passives or vice versa. When I took a closer look, I realised that the topics which involved ethnographic research included more instances of first person pronouns, and survey research involving questionnaires used relatively more passives and impersonal constructions. In Table 4.2, I point to the research approach i.e. quantitative/ qualitative in the dissertations; there are exact 11 quantitative studies and 11 qualitative ones while the

remaining 8 dissertations are mixed methods. However, within the dissertations, in Chapter Seven, I identified a dissertation that stands out from the others in terms of lexical choices and their dispersion along the dissertation. Examples of this dissertation are discussed in section 8.2.

8.2 A Contrasting Example of Author Identity in a Dissertation

Dissertation 27 proved to be a singular case. Thus, in this section, I analyse the linguistic features that distinguish it from the rest. I am not using a case study approach with an interview and autobiography, rather a text analysis of an example with the aim to explore consistency or not of the author's choices.

When analysing the functions of the introductory section of the dissertations (section 7.1.1), I noticed that most dissertations not only fulfil the function of introducing the topic, research field and questions, but also present the organisation of the dissertation. Dissertation 27 was no exception, but this dissertation includes the same function at the beginning of every chapter. The implication is then that he is aware of the function of an introduction as a genre in itself and one of its main functions. Hence, every time he is starting a new chapter includes an introduction. In each introductory paragraph when he organises the chapter, he uses first person pronouns. In addition, the author of dissertation 27 is the one who uses first person pronoun the most along the different chapters. For illustrative purposes of the *I* in the introductory paragraphs, I present the introduction to his results/analysis chapter;

4.0 Introduction

In this chapter *I* will present the results of my research. In order to answer the research questions, *I* applied a questionnaire to three different level groups of target language they were: level 5, level 7 and level 8. First of all *I* will present in 4.1 my research questions that guided my research. In 4.2 *I* will present the results of my first instrument, the questionnaire (using the TpB). In next 4.3 *I* will present the result of my second instrument, the attendance lists. *I* will present the comparative results between the questionnaires and the attendance lists. Finally, the conclusion will be presented in 4.4. (Italics mine)

This pattern is characteristic of each first paragraph of a chapter in his dissertation. Yet, in this particular one, we can observe that the last sentence does not follow a parallel construction of active voice with the previous sentences. As he mostly uses first person pronouns to point to the contents he is covering; the use of personal pronouns seems to occur in the beginning of each section and throughout his dissertation to signal signposting the contents (see plot in Figure 8.2).

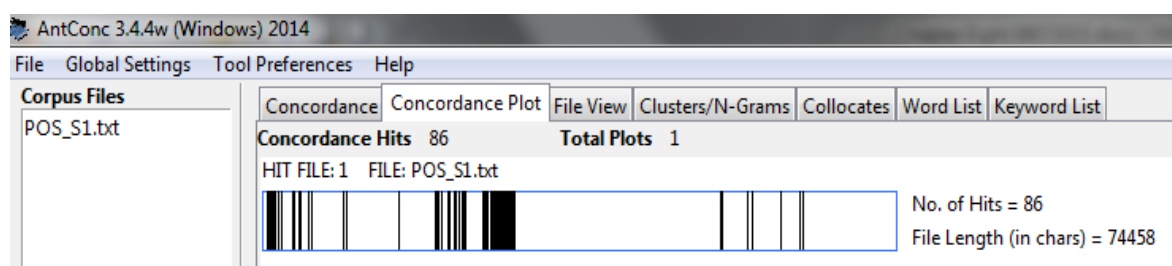


Figure 8.2 Dispersion Plot of First Person Pronoun in Dissertation 27

First person pronouns occur throughout the dissertation, yet there is more concentration of them in some sections. These sections are the introductory chapter and the methodology and results/discussion chapter (see discussion of these functions in sections 7.1.1, 7.1.3 and 7.1.4 respectively). Because of familiarity with the research context and knowing the supervisor's research philosophy, I assume that the use of first person pronouns and the fact of including an introduction to each chapter are influenced by the supervisor. In this case, we can say that the authorial voice in dissertation 27 includes the supervisor's voice.

As analysed previously in Ian’s case study, I obtained occurrences of passives in Dissertation 27 to see if there was correlation between passives and pronouns. Figure 8.3 shows the dispersion plot of short passive constructions for Dissertation 27.

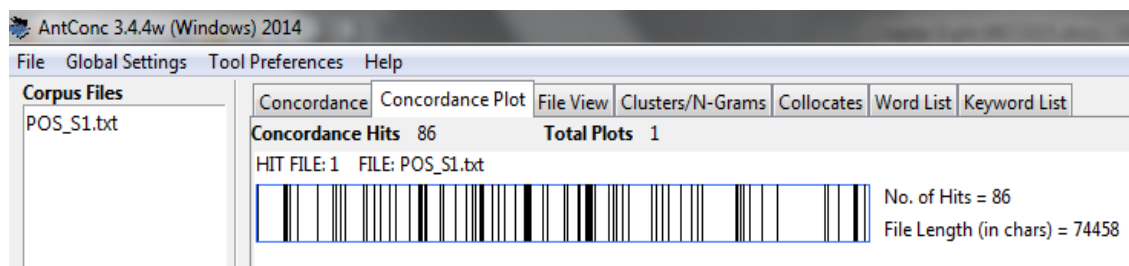


Figure 8.3 Dispersion Plot of Short Passives in Dissertation 27

Figure 8.3 illustrates that passives as well as first person pronouns are dispersed relatively evenly in the dissertation, and interestingly in both cases there are 86 hits for each. In some instances where there is most concentration of passives, we can also observed first person pronoun occurrences. This use of both was already observed with the last sentence of the previous discussed extract. I now present two additional extracts from the methodology and results/findings sections.

The subjects *were selected* from three upper levels of English language classes that the university offers. *I* decided to take them because another team was going to research on the same topic but they would work on the first four levels. These students *were distributed* in classes in the morning and in the afternoon. *I* decided to choose two groups in the morning and two in the afternoon.

(Extract taken from the methodology section in Dissertation 27/
italics mine)

In this extract we can observe how the writer combines the use of both first person pronouns and passives to describe his participants’ sample. It seems that the writer uses first person pronoun when he performs the action, and when it comes to how participants are distributed and action is not entirely up to him, he uses passives.

In Fig. 4.4 above regarding Target Language V, it *was observed* that the three categories were different. The lowest scores *were* in the areas of Perceived Behavioral Control. This *is followed* by Subjective Norm. The highest scores *were* in Attitude towards the Behavior. This means that in the composite scores (indirect measurements) those students *are* motivated to attend classes based on their attitudes towards the behavior (classroom attendance).

(Extract taken from the results section/ italics mine)

In this extract from the results chapter, the use of passive *was observed* seems to refer to the findings presented in the figure and the writer discusses these findings combining passive and active voices in past and present tenses, e.g. *were, is followed, means, are*. As noticed this author shows flexibility in his choices along his dissertation in terms of tenses, personal and impersonal constructions. There is no such consistency as in Ian's case. I see the particularities of this case in my sample. I tried to find reasons why this author, for example, chose to write an introductory paragraph in each of his dissertation chapters. Some dissertations in my sample share the same supervisor, but supervisor C supervised only Dissertation 27 in my sample (see Table 4.2). Thus there is a probability that this singular dissertation case we have analysed might respond to the supervisor's influence and possibly analysing more dissertations from the same supervisor could help to understand how much influence is in the dissertations. In the interview, Ian mentioned his supervisor, and it is certainly known that supervisors play an important role in students' research (see Olmos-López & Sunderland, 2014; forthcoming).

8.3 Concluding Remarks on Heterogeneity: a Social-Individual Aspect in the Dissertations

The analysis of authorial identity with a case study approach permitted the exploration and understanding of a complete case. The study shows that the writer is consistent with his stylistic choices and does indeed construct his authorial identity. The

triangulation of data, i.e. interview and autobiography as writer, support the linguistic choices of the text, the dissertation. In terms of heterogeneity, not only do the chapters differ from each other in terms of their functions and linguistic choices, but also Ian's dissertation differs from the rest of the dissertations. This heterogeneity responds to the characteristic of identity as being individual yet socially constructed. Ian is aware of his authorial identity and the way he wants to be seen in his academic community. He successfully achieves his purposes by taking his stance and expressing his voice in accordance to the discourse community which is reading his dissertation.

The case of dissertation 27 also shows some particular lexical choices that make it distinctive from the rest of the dissertations. In this case, the writer also achieves the functions of the dissertation and expresses his authorial identity. We also noted in this chapter that the topic of the dissertation plays an important role on the linguistic choices; hence, developing case studies can be a way to study this fact and include the research traditions, qualitative and quantitative, lead the writer to certain preferences of writing. Finally, the supervisor can be also an influence in the linguistic choices and the way the writer constructs his/her identity.

Certainly, the programme appears to be strong in providing students with ways of positioning themselves as knowledge makers. The choices are consistent with other choices that project authorial identities, e.g. pronouns versus impersonalisation and passive voice. In the case of Ian, his dissertation not only suggested themes within his dissertation and his authorial identity, but also the interview and autobiography added facts to understand his position in his research context, and how he inserts himself in society. The corpus analysis tools help us to identify the linguistic features of authorial identity to analyse a complete dissertation (Chapter Four to Six) and how this expression varies from chapter to chapter (Chapter Seven) within a dissertation. In this chapter all these elements

are put together and the text analysis is complemented with the autobiographical and interview data.

Part IV: The Utility of the Findings Using the Framework for the Analysis of Authorial Identity

This fourth section contains the last chapter of my thesis and the closure of this venture of writing my PhD research. Thank you my reader for being patient and accompanying me in exploring my research in authorial writer's identity. We have been together through many chapters, many chapters which involved years of research and months of writing, many experiential episodes which embraced many livings, knowledge, learning, and experiences, many places which witnessed exciting discoveries about writing, writing research, my own writing, myself as a writer, and as an author, and many challenges which have shaped my professional self, my academic persona and myself as person.

I hope, by now, you have a more complete image of the *representation* of my *self*, and how one aspect of my complex identity is related to my thesis topic. The writing of my PhD thesis, as I believe for most of us who embark into the journey of becoming PhD, is a life-time experience. It is a hard task to summarise this research into a concluding chapter and finally make my contribution explicit to my disciplinary academic community. However, in my case the nature of my research topic goes hand-by-hand with my thesis writing journey, and I hope that exemplifying my writing self in relation to my research and in the light of my research findings I can provide a concluding chapter that captures the essence of the research and shows the utility of the framework I am suggesting.

As I mentioned in the preface, every chapter was written in diverse circumstances and different places, which I believe makes each chapter have its own identity, at least in my eyes as the writer. Inadvertently, my conclusion chapter was written in many different settings and with different melodies which involved different states of mind, revisions not only of previous chapters, but also concretisation of ideas and a way(s) to put all pieces together.

Having written most of my chapter, I still felt it was not quite ready and I needed/wanted to make it mine. It was in one of my while-writing wanders by the Lune River, where I met one of my former supervisors, Richard Xiao, and having a casual walk, he reminded me the importance of the conclusion in parallel with the introduction. Our talk made me later reflect on several little yet important details in the conclusions and thesis, but overall and most important in life as an academic. For a start and following his advice, I shall remind my readers of my main aim in this thesis. My research aim explores writers' identity by means of the text in an academic context. The genre I am analysing is dissertation writing, and I focus on the analysis of authorial identity. Additionally, due to the length of the dissertation and the aim of analysing several dissertations, I chose a corpus linguistic approach combined with discourse analysis as my research methodology. My ultimate aim is to suggest an analytical framework to serve as a basis for improving the expression of authorial identity of undergraduate dissertations written in EFL. Hence, in this section, I include my conclusions chapter which presents this framework and discusses its utility.

Chapter 9: Conclusions: the Framework, my Contribution to the Discipline and Reflections on the Study

Developing the writer's identity means become[ing] more deliberate in presenting self by developing a larger repertoire and becoming more aware of the effects of their own choices.

Matsuda 2015: 154

9.0 Introduction to the Chapter

In this thesis, I have shown not only my authorial identity but also an image of my many other identities interwoven in the venture of writing a thesis, and particularly on a topic which is in itself personal and social revealing. I can probably relate the diversity of writing places to the character of the chapter of including many important bits: summarising my research, answering the research questions, recapitulating the framework in its entirety, discussing its utility and implications, suggesting further research and including my personal reflection.

I, therefore, organise my chapter into four main sections. In 9.1, I present my thesis background to remind my audience of the main aspects of the research. Then, I include in 9.2 a section where I discuss the main conclusions of the framework for analysing authorial identity and communicative purposes (section 9.2.1), the variation of this authorial expression from chapter to chapter (section 9.2.2) and closing remarks on the text analysis revealing a coherent self-presentation of the writer (section 9.2.3). These three main sections respond to my first three research purposes and questions. In section 9.3, I include an account with some limitations on the study which relate mostly to the use of keywords in my study. I followed for researching writers' authorial identity. In section 9.4, I discuss the implications of the study for researching and teaching. In section 9.5 I suggest further studies. Finally, I close my chapter and research with a personal reflection (section 9.6).

9.1 Overview of the Research Process

The aim of this section is to remind my reading audience of the pillars of my study, how these were put together to present the suggested framework, and what findings resulted from that framework.

My PhD thesis grew along my professional and personal investment in the topic. My interest in academic writing in English as a foreign language in my case was also a part of my identity as a non-native speaker of the language. I felt I was portraying a different image when writing in English.

Why focus on authorial identity and on undergraduate dissertations? In my literature chapter (chapter Two of this thesis), I reviewed identity studies in academic writing; the discussion pointed to authorial identity as the identity occurring in academic writing. It is the writer who is developing as an author in an academic community, and he/she shows their stance in the disciplinary community. The undergraduate dissertation is the first academic writing piece of research which introduces them into their academic community (see Chapter Three). Hence, I believe it is the genre where authorial identity should be analysed in order to understand how its expression strategies are initiated and developed.

The use of a corpus methodology allows me to study many dissertations and at the same time break these dissertations into their component chapters (see Chapters Four and Five). I built a corpus of the dissertations and used corpus-driven and corpus-based approaches. The research questions address the authorial identity in the dissertation and its individual chapters (see Chapter One). Further to the analysis of the overall dissertations and chapters (Chapters Six and Seven), I aim to see how the linguistic choices make a coherent self-representation of the writer in a complete dissertation. Therefore, I include a

chapter (Chapter Eight) where I develop a case study research. This is then, a brief overview of my research background, my research purpose and my methodology. In the following section, I discuss my main findings and draw conclusions from them.

9.2 Summary of Main Findings

Some of the literature refers to the conclusions chapter as a mirror image of the introduction chapter (Bunton, 2005; Hopkins & Dudley-Evans, 1988; Olmos-López, 2008). The main reason for this reflecting image is that in the conclusions chapter the researcher answers the research questions and purposes stated in the introduction chapter giving the thesis a sense of closure. Here, I address each of my three main purposes and stating my relevant claims for each of them.

9.2.1 An Analytical Framework for the Expression of Authorial Identity and Communicative Purposes in EFL Undergraduate Dissertations

For the main purpose of my research, my first task was to define authorial identity, so I could set the boundaries for the linguistic elements to include in the analysis. I defined *authorial identity* as the expression of the academic self and his/her way of positioning and engaging him/herself in written disciplinary discourse. Thus, from this definition, for my analysis I refer to features of *voice*, the expression of the self in reference to an academic audience in this case, and *stance*, the position taken by the writer. In addition, I include communicative functions as they are part of a genre analysis and it is a way to analyse the students' knowledge of the conventions and practices within their academic community, which as discussed in my literature review (Chapter Two).

I approach the study of authorial identity (stance, voice and communicative functions) with corpus linguistic tools for analysing the complete dissertation and looking

at its different subsections individually and as a whole. I built my corpus with 30 undergraduate dissertations written in EFL in the areas of TESOL and translation. As a start, I developed a keyword analysis. I used the BE06 corpus as the reference corpus to show the distinctiveness of my corpus of being academic disciplinary discourse particularly in the genre of dissertations at undergraduate level. From this analysis, the dissertations showed common linguistic features for the expression of voice and stance: reporting verbs, person pronouns, passives, evaluative adjectives and impersonal constructions. These features have already been identified in the literature as expressing authorial identity in student writing (see Chapter Two), but I applied them to my context of undergraduate dissertations. I used these linguistic features for the analysis of authorial identity in the sense of the writer's position as author, while at the same time relating them to the expression of communicative functions as my aim is to cover both. These linguistic realisations then compose the analytical framework I am suggesting. In section 9.4, I discuss how awareness of these features could be used in teaching undergraduate writers. For a visual representation of the framework, I compact these elements in Table 9.1

Table 9.1 A Framework for Analysing Authorial Identity and Communicative Purposes

| Authorial identity elements | Refers to: | Linguistic Realisations |
|------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| Voice | The expression of the self-negotiated in discourse within a discipline | First person pronouns Passive voice Reporting verbs |
| Stance | The position taken by the writer while constructing his/her voice | Impersonal constructions Evaluative adjectives |
| Communicative Purposes | The awareness of the rhetorical conventions of academic writing and the genre, i.e. dissertation | |

As previously explained, the framework is based on my understanding of authorial identity. This understanding embraces three main concepts, i.e. voice, stance and communicative functions. I believe these elements show the author's authorial identity as voice is the way he/she expresses and constructs his/her academic self within a discipline

at the same time he/she takes stance and builds his/her authorial self, and all of these within the conventions of dissertation writing within their discipline. The linguistic realisations based on retrieved keywords and on linguistic categories such as passives are included in the three main component concepts of my understanding of authorial identity. Each of these three concepts has their own stylistic choices; however, these linguistic choices, with the exception of evaluative adjectives which apply just to stance, can be applied to analyse all three categories, writer's voice, stance and rhetorical awareness. Every academic text has authorial identity; my study offers a way to analyse it based on my conceptualisation of authorial identity in this thesis. Thus, what my suggested framework offers is not the linguistic realisations used to express identity (as previously reported in the literature), but how these realisations integrate to express the three elements I am considering compose authorial identity, i.e. voice, stance, and communicative purposes. Most importantly, the framework shows how these linguistic realisations can be applied to analyse undergraduate writing.

I applied this analytical framework to a corpus of undergraduate dissertations in the area of TESOL/AL and translation at a prestigious public university in central Mexico. As described in Chapter Four, the corpus comprises a variety of dissertations, i.e. ones which obtained distinction and some others which did not (see Table 4.2), so different levels of proficiency are included in the corpus. This variability in levels presents then diverse ways and linguistic choices students use to express their authorial identity. The analysis shows that:

- students already use these realisations (as shown in the keywords analysis); however, it seems that some of these linguistics realisations are overused, such as the passive voice, and some other barely used as the first-person pronouns (as shown in the concordance and text analyses).

- in reporting verbs, especially in the literature chapter, students maintain a neutrality in discussing other people's ideas; consequently, their engagement and positioning in their argument needs more evaluative engagement.
- There seems to be an awareness of variation in linguistic choices (detailed in section 9.2.2)

Thus, these findings for the first research aim show that corpus techniques were useful to analyse authorial identity in these dissertations. The way students express their authorial identity, has led to some implications for writing instructors (see section 9.4). The immediate task is for teachers to provide an awareness of choices students can make and the range of possibilities to use these features in a more appropriate and evaluative way which allows them to improve their expression of authorial identity.

The framework can serve as a guide for teachers preparing students for other undergraduate dissertations in other institutions and with other foreign languages. The framework suggests the linguistic realisations to look at and the corpus tools that facilitate their identification for analysis.

9.2.2 Variation of Authorial Identity Expression in the Dissertation Chapters

My second aim is to analyse the variation of authorial identity between the chapters of the dissertation. For this aim, I analyse the linguistic realisations in each chapter, using the remaining chapters of the dissertations as a reference corpus. The framework applied to the analysis of heterogeneity in the dissertation (see Chapter Seven) shows the variation from chapter to chapter; the linguistic features exhibit different concentrations along the chapters, which makes each chapter distinctive from one to another not only in terms of

communicative functions but also authorial identity. In Table 7.1, I presented a summary of these elements in relation to their chapters. As it is one of my main findings and goes hand-in-hand with my second research purpose, I reproduce the table below.

Table 9.2 Communicative Functions of the Dissertation Chapters and their linguistic realisations [Table repeated from 7.1]

| Chapter | Communicative Function | Linguistic Features |
|---------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Introduction | To provide background of the study To establish the research purpose and questions | Proper nouns and Present tense First person pronouns Passive voice Reporting verbs |
| Literature | To show awareness of previous studies in the research field To discuss literature | Reporting verbs Personal pronouns (third form singular) Present tenses Passive voice |
| Methodology | To report the methodological procedures/ methodology used | Passive voice Past tense First person pronoun Methodological content nouns |
| Results | To present results and discuss their findings. | Past and present tenses Pronouns: <i>they, them, it, she</i> Adverbs Evaluative adjectives |
| Conclusions | To give a closure to the dissertation. To present the Statement of Results | First person pronoun Modals Adjectives Connectors Organisational words |

The variability was also observed from dissertation to dissertation. As discussed in my literature review (Chapter Two), my view of identity follows an individual-social approach. In the case of these dissertations, the variability of chapters follows the social conventions of the academic community as each chapter satisfies the particular communicative functions of the dissertation genre while the variability from dissertation to

dissertation follows the individuality of the writer. In sum, I can say that analysing the variation of authorial identity between the dissertation chapters provides evidence of the awareness of the communicative functions of the genre, as well as indications of some chapters containing more linguistic features that suggest voice and stance taking and the visibility of each dissertation's uniqueness.

9.2.3 Highlights of the Text Analysis for a Coherent Self-presentation of the Writer

Addressing my third research purpose, the choices in the textual analysis showed a coherent self-presentation of the writer. In this case, I developed a case study of a writer of a dissertation (Chapter Eight) where I applied the analytical framework considering both elements under analysis (authorial identity in terms of stance and voice, and communicative functions). The analysis explores the writer's authorial identity and shows that this particular writer does indeed present himself as the author of his dissertation, taking a stance in his topic and positioning himself as a member of his academic community. He shows no modesty in expressing his views and stance-taking, at the same time he is satisfying the conventions of the genre, discipline and the institution. This perception was visible with the textual analysis using the analytical framework, and confirmed with the other methodological tools used in the case study, i.e. interview and writer's autobiography.

9.3 Limitations of the Study

The limitations that my thesis might have are related to methodological issues. As a first instance, I refer to the fact of using keywords as a main approach to identify the linguistic features that compose the analytical framework. Secondly, the choice of population and sample selection are also considered to have some possible bias. Finally,

the case study I included (Chapter Eight) might also have some limitations. I discuss these limitations in the following paragraphs.

A limitation could be the use of keywords as the main approach to identify the features to include in the framework especially as the corpus of dissertations was compared with the BE06. The use of keywords was helpful to identify the words that express authorial identity, i.e. passive voice, first person pronoun, reporting verbs, evaluative adjectives and impersonal expressions, and the fact that these words were already in the literature helped as a support to justify their inclusion in the framework. However, it might be the case that, due to the size of the corpus and the reference corpus, other words that express authorial identity in student's writing might not have appeared as keywords, but still be frequent in the corpus. One example is the case of 'research' (Chapter Five). This word as discussed was an example of 'serendipity' as an alternative for using 'I'. 'Research' was not a keyword, but analysing it allowed me to realise that there might be other ways in which the writers can refer to their identity. There could be other words that could reveal ways of identity. Comparing my corpus against a range of other types of reference corpora might have helped to reveal different sets of keywords which may have given further insights. In addition, looking at (high or low) frequency rather than keyness per se, could have also given other avenues to pursue.

In the rationale of my thesis, I pointed to the relevance of developing a quantitative study of both identity and communicative functions in EFL undergraduate dissertations. I originally intended to follow Flowerdew and Forest's (2009) methodological procedure as it seems to join both of my interests: linguistic features for the expression of authorial identity which exhibit rhetorical functions. They built a corpus with the theses chapters and compared with the academic sub-corpus of the British National Corpus (BNC). However, reflecting on the purpose of my study and the purpose of the EFL undergraduate students

when writing their dissertations made me realise that I do not need to compare their EFL writing with Native Speaker (NS) writing. I am analysing their identity as constructed in their second language, the language of their socialisation with their academic community and how their authorial identity is expressed in that second language. I do use the BE06 as a reference corpus with the purpose of identifying my corpus as a corpus of academic writing. In the context of my research, the ultimate purpose of writing a dissertation is to obtain a degree in Mexico rather than achieve an international publication, which is another reason why I am not comparing them with native speakers. I am interested in how this population of undergraduates performs the task of writing a dissertation in EFL, and whether these dissertations evidence some patterns of rhetorical moves.

My research could be also criticised for potential bias, as my sample/population is made up of some of my former supervisees; I know their writing and somehow I might have had an influence in the way they wrote their dissertations. In order to address the bias problem, I acknowledge that out from my 30 dissertations, 17 belong to some my former supervisees, and the remaining 13 dissertations were supervised by other different supervisors. All the 30 students though agreed to participate by sending their dissertations and consent forms. And the results, as discussed, point to supervisor's influence in the student's writing, but there is not a clear distinction from dissertations supervised by myself and other supervisors, i.e. there are dissertations with similar linguistic choices and formatting of dissertation supervised by different supervisors.

Another possible criticism of my research being biased is the issue of *self-selected* participants, perhaps eliciting a certain type or quality of student the expression of authorial identity might be different. As previously discussed, whilst the participants self-volunteered, the main characteristic of this population is that of having completed a dissertation. This self-selection, however, allows having a sample of students who

probably feel confident with their work. In any case, my research purpose aims at the construction of the framework, and the dissertation itself covers the data needed for the analysis. In terms of the quality influencing the authorial identity expression, the data obtained were also classified in the students who got a distinction in the dissertation and those who got a simple pass (as explained in section 4.2), and thus, correlation could be done. This study is, however, suggested in detail in the directions for further research (Section 9.4).

In respect to the limitations of the case study methodology, I have pointed out the ungeneralisable aspect of the research. However, in my thesis, I am using this methodology with the purpose to exemplify the analysis of authorial identity as a whole as approached from different angles. The study brings together the analysis of the boundaries between thesis genre, academic writing and identity. Nevertheless, I think that case studies in identity tend to be subjective, that is, the personal relationship between the researcher and the participant (i.e. the ‘case’) might create some bias. Hence, we need more ‘objectivity’ when using case studies, i.e. the objectivity of the framework(s)’ interpretation must be ensured. Case studies are only a part of the much larger enterprise of researching identity.

9.4 Research Contribution and Pedagogical Implications

As discussed in 9.3, my main research purpose is to suggest an analytical framework for authorial identity in undergraduate dissertations. I have summarised the framework in Figure 9.1, and I shall now address its utility. Throughout the thesis, I have noted the lack of research on analysing written authorial identity at undergraduate level and in a text in its entirety. Thus, I believe the framework I am suggesting contributes methodologically as it shows how to apply these features to analyse authorial identity in written discourse and consider the textual markers of communicative functions in students’

writing. In my research, I analysed undergraduate dissertations, but the framework can be extended as a guide to analyse other genres. This framework is useful as it combines both elements, communicative functions and authorial identity, dealing with the academic, disciplinary and institutional conventions. I think this approach to analysing identity offers a wider view of the writer as author and his/her engagement with the disciplinary community not only in terms of content knowledge, but also genre knowledge.

9.4.1 Pedagogical Implications

The pedagogical implications apply for instructors of writing academic classes as well as students and supervisors. My argument supports making them aware of the importance of authorial identity expression as constructed in written discourse. This awareness benefits them in making students reflective on their academic practices and their options of inserting themselves in the discipline and belonging to an academic community. The awareness of the importance of authorial identity can be a component the academic writing class and can be emphasised with reflective practices in the dissertation class. As a start for the teachers, I suggest the work of Matsuda (2011) for including voice in writing assessment rubrics, Zhao and Llosa (2008) for implications in L2 writing instruction, and Matsuda (2015) for a summary on identity and writing assessment. In a more specific classroom situation, Harwood (2005a: 369) also provides some suggestions to raise students' awareness about the use of first person pronouns (inclusive or exclusive). These studies can serve as a good basis not only for students' awareness on authorial identity, but also on ways to express it. These suggestions will help writing instructors to make students aware of the variety of linguistic choices and possibilities for students to express their authorial identity.

These dissertations were written in what was for the students a foreign language. This fact has also some implications; on the one hand, the writers are constructing their identity in a language which is not their own, and on the other hand, their view of their authorial identity is culturally constrained (see, e.g. Ramanathan and Kaplan, 1996). Thus, it is necessary that the reflective practices include a reflection of their autobiographical self (in Ivanič's (1998) terminology) so students have a sense of themselves, their writing practices, the nature of writing in a foreign language. In this way, students will feel more confident to start the enterprise of writing a dissertation. It is, then, the duty for supervisors to develop activities such as the awareness of what the students are researching, for what they are researching it in and how they are related to that topic. These practices will hopefully also bring satisfactory supervisory outcomes.

Undergraduate writing in EFL in Mexico might contain other frequent features such as the conjunction 'that' for the construction of complex sentences which are characteristic in these students' writing. The framework and the analysis as demonstrated can serve as a basis and guide teachers in the inclusion of other linguistic features and possibly teach the students to build a corpus with their own writing.

Some of the teaching practices discussed here can involve analysing dissertations from previous graduates, exposing them to MA dissertations perhaps, e.g. segments of their literature review or discussion sections.

In the same line of pedagogical implications, it is also important that the institution supports dissertation writing. In some countries, students are required to graduate on time, i.e. as soon as they finish their studies. This time constraint has caused institutions to offer other graduation options different from the dissertation. I mentioned in Chapters Three and Four that in the institution where I carry my study, students can obtain their degree with a

550-point TOEFL score without the need of a dissertation. My reply would be to point to the long-term benefits of writing a dissertation; it is not only obtaining a degree, but it is a way to become initiated in their academic community and present themselves as authors. Writing a dissertation is an endeavour that certainly marks the student's life, and it depends not only on the student and supervisor, but also on the institution where they belong. Thus, the implication for institutions is to support dissertation/thesis writing by making this part of their degree and providing appropriate instruction and guidance in supervising students so they can express their authorial identity with confidence in their dissertation and in future academic writing enterprises.

9.5 Suggestions for Future Research

My PhD focus has certainly covered my initial interest in the topic and the reasons that made me get involved in a PhD on writer's identity at Lancaster University. However, many more ideas emerged on the way. In the following section I detail some of the more immediate ideas and some others which can be further developed. As a first follow up, I discuss the possibility of doing a replica of the study; another study could make use of participants' data about dissertations which got a distinction and those which did not, maybe typical and atypical cases; another study could consider the inclusion of supervisors and/or examiners of the dissertation. Tracing the case of a writer's identity could be also an intriguing research project as well as a text-based interview study. Finally, a study on clusters and key keywords could be also something to further develop.

I first suggest doing a replica of the study in a different context and with a different language. A different context could be at a different public or private university in Mexico, to explore if it the expression of authorial identity is nation-wide and possibly find some

cultural explanation to the linguistic choices or to universities in a different country. If the framework is applied to a different country, e.g. a Hispanic/Latin country where undergraduate dissertations share the same context as being written in English as a foreign language, the study could probably suggest findings that are language-related and point to some significant implications in the English as a second language instruction field. This replication could serve to compare students' strategies of expressing authorial identity at the same time that it tests the applicability of the framework to other languages. I can even foresee the application of the framework to the authorial expression in the mother tongue of the writer; the findings could be interesting in a way to analyse if the strategies used in an L1 are similar, or transferable to a L2.

One more study could aim the analysis of typical and atypical cases, and include other qualitative methods which explore the reasons for the typicality or non-typicality. This study would expand the understanding of the writer's authorial identity at an individual level and the influences on the writing and supervising practices.

Another study with the same participants and data could focus on the analysis of authorial identity of the students who got a distinction and compare it with identity in those who just got the pass. The analysis so far did not point to significant differences, but the framework could be a good start, and if a significant difference was found between these two, possibly the analysis of *authority* could be integrated in the framework. In this way, we could analyse whether students who obtained distinction show a stronger level of authority than the students who got the pass.

One more study could trace back the authorial identity of a student who has already graduated from his/her MA. In this case, a development of authorial identity construction could be analysed. I am actually thinking I could do a self-case study of my BA, MA, MRes dissertations and PhD thesis which all have approached writing research, and the

writing of each of them was developed in a different context, public, private, national, international institutions, with different supervisors. The point of analysis in this self-study could be my awareness of the issues in the interpretation and subjectivity in the analysis and how this awareness evolves.

Further research can also include supervisors and their views on authorial identity and its role in the students' dissertation at undergraduate level. I believe that supervisor's perspectives influence the writing of the student (Olmos-López and Sunderland, 2014, forthcoming) and certainly the expression of authorial identity. Among these factors, I also think that including supervisors' and students' views in a study could show how the supervisor's research philosophy influences the students' research.

Another research study could address the reader of the dissertations. For this, I want to recall Matsuda's (2015: 141) words, "studying identity in written discourse requires not just an understanding of textual features but the perceptions and experiences of identity by writers and readers". The perception of the readers (examiners) of the dissertations might also reveal information about the students' voice expression as it is through the reader's eyes that voice is understood. This study mainly will broaden the panorama and understanding of the students' authorial identity as perceived by the academic community.

The framework could serve as a basis for developing a text-based interview study. That is, my framework suggests a way of analysis of authorial identity by providing a list of linguistic features to analyse in their dissertations, and considering three main components, i.e. voice, stance and communicative functions. These concepts could be used to develop interviews in which writers are asked what they think of these concepts and more specifically the linguistic features. In addition to this, extracts from their dissertations can be taken and they could explain their linguistic choices in relation to their authorial

identity (as seen in my case study, Chapter Eight). This study could complement my research in a more qualitative aspect as trying to understand their choices. In the line of qualitative studies and interview-based, ethnographic research could be also done.

In another study, participants can be asked about the site and setting where they write, from physical description up to the beliefs and feelings they have when writing their dissertation and/or specific parts of their dissertation. This research project will provide an idea of the process of how writers construct their authorial identity and how they individual self is merged into the shaping of their academic self. Thus, the correlation of linguistic features with their actual choices can be explored as well as their personal and impersonal strategies, their satisfaction or dissatisfaction with their dissertation writing. At the same time, academic writing classes and dissertation seminars could be observed and interviews with supervisors, supervisees and programme coordinators could be developed. The observation could focus on the type of guidance students are given, e.g. the instruction is to write in impersonal/personal, do they receive theory and practice, what type of syllabus is carried out in these classes/seminars, the type of assessment they are also receiving, if receiving, in their courses. The interviews with supervisors could move to a more personalised style of supervision, that is, to analyse the supervisor practices in terms of how they tend to supervise, e.g. giving total freedom to the undergraduate, keeping him/her under projects, the influence they think they might have in terms of research philosophy, writing style.

A study to follow up is the use of clusters to analyse authorial identity. In my thesis, I included some cluster analysis; however, this could be extended to analyse the clusters as they occur in each chapter and the functions they perform. As mentioned, the clusters serve to identify functions, so this goes hand-by-hand with the analysis of the individual chapters. Using key keywords could also lead to further exploration of the

corpus as this analysis will exhibit how many texts use each keyword (Baker 2004: 350) so dissertations can be analysed in terms of how general they are in comparison to each other and the reference corpus.

These are some ideas how this thesis could be following up. Each of the suggestions involves a different approach to the data, but all of them make it a much rich source of information in the study and exploration of authorial identity.

9.6 A Personal Reflection

I close my thesis not only with a final personal reflection on my research, but also with an analysis of my authorial identity using the framework. Considering then the linguistic realisations that express voice, stance and communicative functions, I provide some examples of my writing in this thesis.

As my reader, you have noticed my personal investment with the topic of identity and how the work of Roz Ivanič has influenced my writing and perceptions on the topic of identity. The freedom I felt to write and choose my own repertoire developed when I met her and re-read her work. It was then that I felt I could start my thesis with much of a personal sense of belonging the topic. It was then that I felt the use of first person pronoun was not only an option, but it was necessary. Then, I used the analytical framework and I noticed that its usage is indeed frequent and clustered in my chapters (see Appendix 10 as an example of distribution). Just as previous research had pointed to, the frequency of the first person pronoun is more evident in the introduction and conclusion chapters, principally in the personal and background accounts. Since I aim to show the analysis of my authorial identity following the framework I am suggesting (Figure 9.1), I copy an extract from section 1.2.1 in this thesis. It reads as follow:

Studies in identity in theses have pointed to the individual bringing some personal interest in relation to the topic. Ivanič (1998: 181) asserts: “all our writing is influenced by our life stories”. Effectively, the reasons for my approach to researching authorial identity are related to my professional background and personal interest in the topic. When I first thought of the proposal for my PhD, I was unaware of what could be that personal interest apart from my passion for writing, but at this stage of writing up my final chapters and having spent some years of constant evolution as writer, researcher, and PhD student, the personal interest became clearer. I wanted to see how *we*, as non-native speakers of English, manage to assert ourselves and belong in the academic community in which *we* are writing for.

The use of first person pronoun in this extract exhibits my *voice* as a person who knows her discipline, denotes familiarity with the topic and shows assertiveness in the claims. My *stance* taken in the extract is in agreement to the citation. I recognise that bringing the personal into the topic is a fact in thesis writing, and support this with examples and using the adverb, *effectively*, to emphasise on it. In terms of my awareness of the *rhetorical conventions* of thesis writing, my writing though its own distinctive style it follows the conventions of academic writing, and the extract itself is well distinguished as to belong to a personal account in the introductory chapter. This extract has exhibited my authorial identity as a member of the academic community with her stance in what identity is and how the personal is portrayed in the topic selection of a thesis. In addition, the extract also portrays other identities as I affiliate myself within the group of non-native speakers of English, and member of the disciplinary community. If we place that in the context of my writing, we can certainly agree on my authorial identity expression as described. I mostly refer to the first person pronouns identified in my framework, but applied to the three main concepts that underline my conceptualisation of authorial identity.

This is how I finish my PhD thesis, still much more to do, but the journey of this venture has to come to an end as a thesis, it is certainly the beginning of a new path to start, a new walk to start. Here is when I cannot imagine writing separated from walking; Macfarlane (2012: 27) wisely claims:

“Walking is not the action by which one arrives to knowledge; it is itself the means of knowing.”

List of References

- Allison, D. Cooley, L. Lewkowicz, J. & Nunan, D. (1998). Development of a dissertation writing support program for ESL graduate research students. *English for Specific Purposes* 17 (2), 199-217.
- Anthony, L. (2014). *AntConc* (Version 3.4.4w) [Computer Software]. Tokyo, Japan: Waseda University. Available from <http://www.laurenceanthony.net/>
- Anthony, L. (2015). *AntConc* (Version 3.5.9 Dev) [Computer Software]. Tokyo, Japan: Waseda University. Available from <http://www.laurenceanthony.net/>
- Atkinson, D. & Ramanathan, V. (1995). Cultures of writing: An ethnographic comparison of L1 and L2 university writing/language programs. *TESOL Quarterly* 29, 539-568.
- Atkinson, D. (2001). Reflections and refractions on the JSLW special issue on voice. *Journal of Second Language Writing*, 10, 107-124.
- Baker, P. (2004). Querying keywords: Questions of difference, frequency and sense in keywords analysis. *Journal of English Linguistics*, 32 (4), 346-359.
- Baker, P. (2006). *Using corpora in discourse analysis*. London: Continuum.
- Baker, P. (2009). The BE06 Corpus of British English and recent language change. *International Journal of Corpus Linguistics*, 14, (3), 312-337.
- Baker, P., Gabrielatos, C. & McEnery, T. (2013). *Discourse analysis and media attitudes: the representation of Islam in the British press*. Cambridge: Cambridge University Press.
- Baker, P., Hardie, A. & McEnery, T. (2006). *A glossary of corpus linguistics*. Edinburgh: Edinburgh University Press.
- Bakhtin, M. (1981). The dialogic imagination: Four essays. In M. Holquist (Ed.). *Four Essays by M.M. Bakhtin*. Austin: University of Texas Press.
- Bakhtin, M. M. (1986). *Speech, genres and other late essays* (Vern, W. M., Trans). Austin: University of Texas Press.
- Barrata, A.M. (2009). Revealing stance through passive voice. *Journal of Pragmatics* 41, 1406-1421.
- Bartholomae, D. (1985). Inventing the university. In, M. Rose (Ed.). *When a writer can't write* (pp.134-165). New York: The Guilford Press.
- Bazerman, C. Little, J., Bethel, L., Chavkin, T., Fouquette, D., & Garufis, J. (2005). *Reference guide to writing across the curriculum*. Indiana: Parlor Press.

- Belcher, D. & Hiervela, A. (2005). Writing the qualitative dissertation: what motivates and sustains commitment to fuzzy genre? *Journal of English for Academic Purposes* 4, 187-205.
- Benwell, B. & Stokoe, E. (2006). *Discourse and identity*. Edinburgh: Edinburgh University Press.
- Besnier, N. (1991). Literacy and the notion of person on Nukulalelae Atoll. *American Anthropologist* 93, (3), 570-587.
- Biber, D. (2009). A corpus-driven approach to formulaic language in English. *International Journal of Corpus Linguistics* 14 (3), 275-311.
- Biber, D. & Conrad, S. (1999). Lexical bundles in conversations and academic prose. In, H. Hasselgard & S. Oksefjell (Eds.), *Out of corpora: Studies in honor of Stig Johansson* (pp.181-190). Amsterdam: Rodopi.
- Biber, D. (2006). *University language: a corpus based study of spoken and written registers*. Amsterdam: John Benjamins Publishing Company.
- Biber, D., Johansson, S., Leech, G. Conrad, S. & Finegan, E. (1999). *Longman grammar of spoken and written English*. London: Longman.
- Billig, M. (2013). *Learn to write badly: How to succeed in the social sciences*. Cambridge: Cambridge University Press.
- Bitchener, J. & Basturkmen, H. (2006). Perceptions of the difficulties of postgraduate L2 thesis students writing the discussion section. *English for Academic Purposes*, 5, 4-18.
- Bitchener, J. & Turner, E. (2011). Assessing the effectiveness of one approach to the teaching of thematic unit construction of literature reviews. *Assessing Writing* 16, 123-136.
- Bloch, J. (2010). A concordance-based study of the use of reporting verbs as rhetorical devices in academic papers. *Journal of Writing Research*, 2 (2), 219-244.
- Booth, C. (2008). Developing Skype-based reference services. *Internet Reference Services Quarterly*, 13, 147-165.
- Bowden, D. (1995). The rise of a metaphor: 'Voice' in composition pedagogy. *Rhetoric Review*, 14, 173-188.
- Brezina, V. (2012). Use of Google scholar in corpus-driven EAP research. *Journal of English for Academic Purposes* 11, 319-331.
- Bruce, I. (2008). Cognitive genre structures in methods sections of research articles: A corpus study. *Journal of English for Academic Purposes* 7, 38-54.

- Brunner, J.J., Santiago, P., Garcia, C., Gerlach, J. & Velho, L. (2008). *OECD Reviews of Tertiary Education: Mexico*. OECD Publishing, Paris, <http://www.oecd.org/mexico/37746196.pdf>.
- Bunton, D. (2002). Generic moves in PhD theses introductions. In J. Flowerdew (Ed.), *Academic Discourse* (pp. 57–75). Harlow: Longman.
- Bunton, D. (2005). The structure of PhD conclusion chapters. *Journal of English for Academic Purposes*, 4, 207–224.
- Cadman, K. (1997). Thesis writing for international students: A question of identity? *English for Specific Purposes* 16 (1), 3-14.
- Calvo-Lopez, M. (2009). La elaboración de la tesis de licenciatura como espacio para la formación y la construcción social del conocimiento. *Perfiles Educativos, IISUE-UNAM XXXI (124)* 22-45.
- Camps, D. (2005). The process of prewriting of four non-native speaker postgraduate students. *Revista de Humanidades: Tecnológico de Monterrey* 18, 13-33.
- Candlin, C. (2000). General editor's preface. In K. Hyland. *Disciplinary Discourses: Social Interactions in Academic Writing*. (pp. xv-xxi). London: Longman.
- Casanave, C.P. (2010a). Case studies. In, B. Paltridge & A. Phakiti (Eds.). *Research methods in Applied Linguistics* (pp.66-79). London: Continuum.
- Casanave, C.P. (2010b). Taking risks?: A case study of three doctoral students writing qualitative dissertations at an American university in Japan. *Journal of Second Language Writing* 19, 1-16.
- Charles, M. (2003). 'This mystery...': a corpus-based study of the use of nouns to construct stance in theses from two contrasting disciplines. *Journal of English for Academic Purposes* 2, 313-326.
- Charles, M. (2006). The construction of stance in reporting clauses: A cross-disciplinary study of theses. *Applied Linguistics*, 27 (3), 492-518.
- Charles, M. (2009). Stance, interaction and the rhetorical patterns of restrictive adverbs: Discourse roles of Only, Just, Simply and Merely. In M. Charles, D. Pecorari & S. Hunston (Eds.). *Academic writing at the interface of corpus and discourse* (pp. 152-169). London: Continuum.
- Chen, Y. (2009). *Investigating lexical bundles across learner writing development*. Doctoral thesis at Lancaster University.
- Chen, Y. & Baker, P. (2010). Lexical bundles in L1 and L2 academic writing. *Language Learning and Technology* 14 (2), 30-49.

- Chen, Y. & Baker, P. (2014). Investigating criterial discourse features across second language development: Lexical bundles in rated learner essays, CEFR B1, B2 and C1. *Applied Linguistics* 1-33.
- Cherry, R. D. (1988). Ethos versus persona: Self representation in written discourse. *Written Communication* 5 (3), 251-276.
- Clark, R. & Ivanič, R. (1997). *The politics of writing*. London: Routledge.
- Connor, U. (1996). *Contrastive rhetoric: cross-cultural aspects of second-language*
- Conrad, S. & Biber, D. (1999). Adverbial marking of stance in speech and writing. In S. Hunston & G. Thomson (Eds.). *Evaluation in text: Authorial stance and the construction of discourse* (pp. 56-73). Oxford: Oxford University Press.
- Cree, V. A. (2012). I'd like to call you my mother. Reflections on supervising international PhD in social work. *Social Work Education* 31 (4), 451-464.
- Culpeper, J. (2002). Computers, language and characterisation: An analysis of six characters in Romeo and Juliet. In, U. Melander-Marttala, C. Ostman & M. Kyoto (Eds.). *Conversation in life and literature: Papers from the ASLA Symposium, Association Suedoise de Linguistique Appliquee (ASLA)*, 15. Universitetstryckeriet: Uppsala, pp. 11-30.
- Dong, Y.R. (1998). Non-native graduate students thesis/dissertation writing in science: self-reports by students and their advisors from two US institutions. *English for Specific purposes* 17 (4), 369-390.
- Dörnyei, Z. (2007). *Research methods in Applied Linguistics*. Oxford: Oxford University Press.
- Elbow, P. (1981). *Writing with power: Techniques for mastering the writing process*. New York: Oxford University Press.
- Elbow, P. (1994). What do we mean when we talk about voice in texts? In K. B. Yancey (ed.), *Voices on voice: Perspectives, definitions, inquiry* (pp. 1-35). Urbana, IL: National Council of Teachers of English.
- Elbow, P. (2007). Voice in writing again: Embracing contraries. *College English* 70 (2), 168-188.
- Elliot, R.C. (1982). *The literary persona*. Chicago: Chicago University Press.
- Encinas, F., Keranen, N.S. & Salazar, M.G. (2010). An overview of EFL writing research in Mexico: What is investigated and how. In, S. Santos (Ed.). *EFL writing in Mexican universities: Research and experience*. Tepic: Universidad Autonoma de Nayarit.
- Fairclough, N. (1989). *Language and power*. London: Longman.

- Fairclough, N. & Wodak, R. (1997). Critical discourse analysis: An overview, In T. Van Dijk (Ed.). *Discourse and interaction* (pp.67-97). London: Sage
- Fløttum, K. (2012). Variation of stance and voice across cultures. In K., Hyland & C.G., Sancho (Eds.). *Stance and voice in written academic genres* (pp.218-231). London: Palgrave Macmillan.
- Fløttum, K., Dahl, T., Kinn, T. (2006). *Academic voices*. Amsterdam: John Benjamins.
- Flowerdew, J. & Forest, R. W. (2009) Schematic structure and lexico-grammatical realisation in corpus-based Genre Analysis: The case of Research in the PhD Literature Review. In, M. Charles, D. Pecorari, & S. Hunston (Eds.). *Academic writing at the interface of corpus and discourse* (pp.15-36). London: Continuum
- Foucault, M. (1970). *The Discourse on language*. Retrieved from: <http://www.ic.arizona.edu/ic/mcbride/theory/539fou.htm>
- Freire, P. (1985). *The politics of education: Culture, power and liberation*. USA: Macmillan.
- Freire, P. (1996). *Pedagogy of the Oppressed*. London: Penguin.
- Garside, R & Smith, N. (1997). 'A hybrid grammatical tagger: CLAWS7', in: R. Garside, G. Leech, & T. McEnery (Eds.), *Corpus annotation: Linguistic Information from Computer Text Corpora* (pp.107-121). London: Longman.
- Garside, R. (1987). The CLAWS Word-tagging System. In: R. Garside, G. Leech & G. Sampson (Eds.). *The computational analysis of English: A corpus based approach*, (pp. 30-41). London: Longman.
- Goffman, E. (1959). *The presentation of self in everyday life*. UK: Penguin Books.
- Granger, S. & Paquot, M. (2009). Lexical verbs in academic discourse: A corpus driven study of learner use. . In, M. Charles, D. Pecorari, & S. Hunston (Eds.). *Academic writing at the interface of corpus and discourse* (pp.193-214). London: Continuum
- Gray, B. & Biber, D. (2012). Current conceptions of stance. In, K., Hyland & C.G., Sancho (Eds.). *Stance and voice in written academic genres* (pp.15-33). London: Palgrave Macmillan.
- Greene, S. (1995). Making sense of my own ideas. The problems of authorship in a beginning writing classroom. *Written Communication*, 12, (2), 186-218.
- Gutiérrez, N.G. & Barron, M.C. (2008). Tesis de posgrado en educación en el estado de Morelos: Temas y ámbitos de estudio. *Perfiles Educativos XXX (122)*, 78-93.
- Halliday, M. (1994). *An introduction to functional grammar*. London: Edward: Arnold.
- Hamp-Lyons, L. (1993). *Assessing Second Language Writing in Academic Context*. New Jersey: Hamp-Lyons Editor.

- Hanlein, H. (1998). *Studies in authorship recognition –A corpus-based approach*. Frankfurt, KY: Peter Lang.
- Harris, J. (1987). The plural text/ the plural self: Roland Barthes and William Coles. *College English*, 49 (2), 158-170.
- Harris, J. (1997). *A teaching subject: Composition since 1966*. Upper Saddle River, NJ: Prentice-Hall.
- Harwood, N. (2005a). ‘We do not seem to have a theory...the theory I present here attempts to fill this gap’: inclusive and exclusive pronouns in academic writing. *Applied Linguistics* 26 (3), 343-375.
- Harwood, N. (2005b). ‘Nowhere has anyone attempted... In this article I am to do just that’: A corpus-based study of self-promotional I and we in academic writing across four disciplines. *Journal of Pragmatics*, 37, 1207-1231.
- Helms-Park, R. & Stapleton, P. (2003). Questioning the importance of individualized voice in undergraduate L2 argumentative writing: An empirical study with pedagogical implications. *Journal of Second Language Writing* 12, 245-265.
- Hernandez, G. (2013). Reading, writing, and experience: Literacy practices of young rural students. In, J. Kalman & B. Street (Eds.). *Literacy and Numeracy in Latin America* (pp. 153- 166). London: Routledge.
- Hirvela, A. & Belcher, D. (2001). Coming back to voice. The multiple voices and identities of mature multilingual writers. *Journal of Second Language Writing*, 10, 83-106.
- Hockey, J. (1997). A complex craft: United Kingdom PhD supervision in the social sciences. *Research in Post-compulsory Education* 2 (1), 45-70.
- Holliday, A. (2010). Analysing qualitative data. In, B. Paltridge & A. Phakiti (Eds.). *Research methods in Applied Linguistics* (pp.98-110). London: Continuum.
- Holmes, D.I. (1994). Authorship attribution. *Computers and the Humanities*, 28 (2), 87-106.
- Holmes, J. & Nesi, H. (2010). Verbal and mental processes in academic disciplines. In, M. Charles, D. Pecorari, & S. Hunston (Eds.). *Academic writing at the interface of corpus and discourse* (pp.58-72). London: Continuum.
- Hopkins, A. & Dudley-Evans, T. (1988). A genre-based investigation of the discussion sections in articles and dissertations. *English for Specific Purposes*, 7, 113-121.
- Hunston, S. (2002). *Corpora in Applied Linguistics*. Cambridge: Cambridge University Press.
- Hüttner, J. (2010). The potential of purpose-built corpora and student academic writing. *Journal of Writing Research*, 2 (2), 197-218.

- Hyland, K. & Sancho, C.G. (2012). *Stance and voice in written academic genres*. Palgrave Macmillan
- Hyland, K. (1996). Writing without conviction? Hedging in science research articles. *Applied Linguistics*, 17 (4), 433-454.
- Hyland, K. (2000). *Disciplinary discourses: social interactions in academic writing*. London: Longman.
- Hyland, K. (2001a). Humble servants of the discipline? Self-mention in research articles. *English for Specific Purposes* 20, 207-226.
- Hyland, K. (2001b). Activity and evaluation: Reporting practices in academic writing. In, J. Flowerdew (Ed.). *Academic discourse* (pp.115-130). London: Longman
- Hyland, K. (2002a). Authority and invisibility: Authorial identity in academic writing. *Journal of Pragmatics* 34, 1091-1112.
- Hyland, K. (2002b). Options of identity in academic writing. *ELT Journal*, 56, 4, 351-358.
- Hyland, K. (2005). Stance and engagement: A model of interaction in academic discourse. *Discourse Studies* 7 (2), 173-192.
- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing* 16, 148-164.
- Hyland, K. (2008a). Academic clusters: text patterning in published and postgraduate writing. *International Journal of Applied Linguistics* 18 (1), 41-62.
- Hyland, K. (2008b). As can be seen: Lexical bundles and disciplinary variation. *English for Specific Purposes* 27, 4-21.
- Hyland, K. (2009). Corpus informed discourse analysis: the case of academic engagement. In, M. Charles, D. Pecorari, & S. Hunston (Eds.). *Academic writing at the interface of corpus and discourse*. (pp. 110- 128). London: Continuum.
- Hyland, K. (2010). Community and individuality: Performing identity in applied linguistics. *Written Communication* 27 (2) 159-188.
- Hyland, K. (2012). Undergraduate understandings: Stance and voice in final year reports. In, K., Hyland & C.G., Sancho (Eds.). *Stance and voice in written academic genres* (pp.134-150). London: Palgrave Macmillan.
- Hyon, S. (1996). Genre in three traditions: Implications for ESL. *TESOL Quarterly*, 30 (4), 693-722.
- Ivanič (March 22, 2012). Interview with Roz Ivanič by Pamela Olmos-López, Lancaster University.

- Ivanič, R. & Camps, D. (2001). I am how I sound: Voice as self-representation in L2 writing. *Journal of Second Language Writing*, 10, 3-33.
- Ivanič, R. & Roach, D. (1991). *Academic writing, power and disguise*. Lancaster: Lancaster University, centre of Language and Social Life.
- Ivanič, R. & Simpson, J. (1992). 'Who is who in academic writing?' In, N. Fairclough (Ed.). *Critical Language Awareness*. London: Longman.
- Ivanič, R. (1994). I is for the interpersonal: Discoursal construction of writer identities and the teaching of writing. *Linguistics and education*, 6, 3-15.
- Ivanič, R. (1998). *Writing and identity. The discoursal construction of identity in academic writing*. Philadelphia: John Benjamins Publishing Company.
- Jaworska, S., Krummes, C. & Ensslin, A. (2015). Formulaic sequences in native and non-native argumentative writing in German. *International Journal of Corpus Linguistics*, 20 (4), 500-525.
- Jiang, Y. & Hu, Z. (2010). A corpus-based contrastive study of reporting English in MA thesis. In, R. Xiao (Ed.). *Using corpora in contrastive and translation studies* (pp.508-523). Newcastle upon Tyne: Cambridge Scholars Publishing.
- Johansson, (2003). A key note speech at the International Conference "Methodologies in Housing Research" organised by the Royal Institute of Technology in cooperation with the International Association of People-Environment Studies, Stockholm, 22-24 September 2003.
- Johns, A. M. (2008). Genre awareness for the novice academic student: An On-going Quest. *Language teaching, Surveys and Studies* 41 (2), 237-252.
- Johns, A.M., Bawarshi, A., Coe, R. M., Hyland, K., Paltridge, B., Reiff, M. J. & Tardy, C. (2006). Crossing the boundaries of genre studies: Commentaries by experts. *Journal of Second Language Writing*, 15(3), 234 -249.
- Kaplan, R. B. (1966). Cultural thought patterns in intercultural education. *Language Learning*, 16, 1-20.
- Kroll, B. (1990). *Second language writing*. Cambridge: Cambridge University Press.
- Kuo, C. (1999). The use of personal pronouns: role relationships in scientific journal articles. *English for Specific Purposes*, 18 (2), 121-138.
- Kwan, B. S. C. (2006). The schematic structure of literature reviews in doctoral theses of applied linguistics. *English for Specific Purposes*, 25, 30-55.
- Kwan, E. (2010). Beyond 'Baby English': Stories of writing and the emergent writer identity of a first year business studies undergraduate student. In, G. Bota, H. Hargreaves, L. Chia-Chun, & R. Rong (Eds.). *Papers from the Lancaster*

University Postgraduate Conference in Linguistics & Language Teaching, 4, 154-175.

- Lam, W.S.E. (2000). L2 Literacy and the Design of the Self: A Case Study of a Teenager Writing on the Internet. *TESOL Quarterly* 34 (3), 457-482.
- Lea, M. & Street, B. (1998). Student writing in higher education: An academic literacies approach. *Studies in Higher Education* 23 (2), 157-172.
- Lee, A. (2007). Developing effective supervisors: Concepts of research supervision. *South African Journal of Higher Education* 21 (4):14.
- Lee, A. (2008a). "How are doctoral students supervised? Concepts of doctoral research supervision." *Studies in Higher Education*. 33 (3):267-281. doi: 10.1080/03075070802049202.
- Lee, A. (2008b). *Supervision teams: Making them work. Issues in Postgraduate Education: Management, Teaching and Supervision*, Series 2, No. 6. London: Society for Research into Higher Education.
- Lillis, T. (2001). *Student writing: access, regulation, desire*. London: Routledge.
- Lillis, T. (1997). New Voices in Academia? The regulative nature of academic writing conventions. *Language and Education*, 11 (3), 182-199.
- Lim, J.M.H. (2006). Method sections of management research articles: A pedagogically motivated qualitative study. *English for Specific Purposes* 25, 282-209.
- Luzon, M.J. (2009). The use of *we* in a learner corpus of reports written by EFL Engineering students. *Journal of English for Academic Purposes* 8, 192-206.
- Macfarlane, R. (2012). *The Old ways: a journey on foot*. New York: Viking
- MacLure, M. (2003). *Discourse in Educational and social research*. Maidenhead: Open University Press.
- Maroko, G.M. (2010). *Genre analysis: Thesis writing practices in the disciplines*. Saarbrücken: VDM Verlag Dr. Müller.
- Martin, J.R. (2000). Beyond exchange: APPRAISAL systems in English.. In, S. Hunston & G. Thompson (Eds.). *Evaluation in Text: Authorial Stance and the construction of discourse*, (pp. 142-175). Oxford: Oxford University Press.
- Matsuda, P. K. & Tardy, C.M. (2008). Continuing the conversation on voice in academic writing. *English for Specific Purposes* 27, 100-105.
- Matsuda, P. K. & Tardy, C.M. (2007). Voice in academic writing: The rhetorical construction of author identity in blind manuscript review. *English for Specific Purposes*, 26, 235-249.

- Matsuda, P. K. (2001). Voice in Japanese written discourse: Implications for second language writing. *Journal of Second Language Writing*, 10, 35-53.
- Matsuda, P. K. (2011). *Conceptions of voice in writing assessment rubrics*. Paper presented at the American Association of Applied Linguistics, Chicago, IL.
- Matsuda, P.K. (2015). Identity in written discourse. *Annual Review of Applied Linguistics*, 35, 140-159.
- McEnery, T. & Hardie, A. (2012). *Corpus Linguistics*. Cambridge: Cambridge University Press.
- McKinley, J. (1983). *An analysis of discussion sections in medical journal articles*. Unpublished M.A. dissertation, University of Birmingham, UK.
- Meyer, I.H. & Wilson, P. A. (2009). Sampling lesbian, gay, and bisexual populations. *Journal of counseling Psychology* 56 (1), 23-31.
- Myers, G. (1990). *Writing biology: Texts in the social construction of scientific knowledge*. Madison: University of Wisconsin Press
- National Association of Universities and Higher Education Institutions (ANUIES) http://www.anuies.mx/c_internacional/pdf/calificaciones_otros_paises.pdf
- Nichols, S. (2003). They just won't critique anything: The problem of international students in the western academy. In J., Satterhwaite, E., Atkinson & K., Gale (Eds.). *Discourse, power and resistance: Challenging the rhetoric of contemporary education*, (pp.135-148). London: Trentham Books.
- Norton, B. (1997). Language, identity, and the ownership of English. *TESOL Quarterly* 31, 3, 409-429.
- OECD (2010). *Improving Schools: Strategies for Action in Mexico*. (video), <http://www.youtube.com/watch?v=MN5nWa8N9TM>.
- OECD (2013a). *Overview of the education system (EAG 2014 and EAG 2015 Interim Report)*. *Education policy outlook: Mexico*. Country note for Mexico. OECD Publishing, Paris, http://www.oecd.org/edu/EDUCATION%20POLICY%20OUTLOOK%20MEXICO_EN.pdf
- OECD (2013b), *Improving Education in Mexico: A State-level Perspective from Puebla*, OECD Publishing, Paris, doi: 10.1787/9789264200197-en.
- Olmos-López, P. (2014). *Internal heterogeneity in dissertations written by Mexican undergraduate students in English: communicative purposes and identities*. Unpublished MRes dissertation at Lancaster University
- Olmos-López, P. & Criollo, R. (2008). *A framework for undergraduate thesis conclusions*. 14 Convención científica de ingeniería y arquitectura en el marco del VI Taller

sobre la Enseñanza de Lenguas Extranjeras con Fines Específicos, TELEFE, La Havana, Cuba.

- Olmos-López, P. & Sunderland, J. (2014). The how and why of co-supervision of PhD students: reported understandings of supervisors and supervisees. In Bernadette O'Rourke, Nicola Bermingham and Sara Brennan (eds.) *Opening New Lines of Communication in Applied Linguistics: Proceedings of the 46th Annual Meeting of the British Association for Applied Linguistics*, 5-7 September 2013. Herriot-Watt University, Edinburgh. pp. 381-392. ISBN: 978-0-9559533-6-1
- Olmos-López, P. & Sunderland, J. (forthcoming). Doctoral Supervisors' and Supervisees' Responses to Co-supervision. *Journal of Further and Higher Education*.
- Olmos-López, P. (2008). *Identity construction: the complexity of EFL academic writing in conclusions as genre*. Unpublished MA dissertation, Universidad de las Americas Puebla.
- Olmos-López, P. (2010). Voice expression in EFL undergraduate thesis writing. In, S. Santos (Ed.). *EFL writing in Mexican universities: Research and experience*. Tepic: Universidad Autonoma de Nayarit.
- Olmos-López, P. (2012). *Exploring the use of first person pronouns in undergraduate EFL academic writing as an expression of voice: a corpus study*. Unpublished Assignment for the Corpus Linguistics module with Paul Baker, Lancaster University.
- Olmos-López, P. (2013a). *Bringing corpora to identity studies: A research design reflection on Hyland's (2010) Community and individuality: Performing identity in applied linguistics*. Unpublished assignment for the Critical Approaches to Social Data for Applied Linguistics, module with Judit Kormos, Lancaster University.
- Olmos-López, P. (2013b). *Language choice and identity construction: The case of dedications and acknowledgements in EFL undergraduate dissertations*. Unpublished assignment for the Bilingualism module with Mark Sebba, Lancaster University.
- Olmos-López, P. (2013c). *Using a case study to examine the construction of voice in an undergraduate dissertation written in a foreign language*. In, K. Donnelly & F. Formato (Eds). Papers from the 7^o Lancaster University Postgraduate Conference in Linguistics & Language Teaching, 7, 141-159. *Electronic publication* <http://www.ling.lancs.ac.uk/pgconference>
- Paltridge, B. (1997). Thesis and dissertation writing: Preparing ESL students research. *English for Specific Purposes*, 16 (1), 61-70
- Paltridge, B. (2002). Thesis and dissertation writing: An examination of published advice and actual practice. *English for Specific Purposes* 21, 125-143.

- Partington, A., Duguid, A., & Taylor, C. (2013). *Patterns and meanings in discourse: Theory and practice in corpus-assisted discourse studies*. Amsterdam: John Benjamins Publishing
- Peelo, M. (2011). *Understanding supervision and the PhD*. New York: Continuum.
- Peng, J. (1987). Organisational features in chemical engineering research articles. *ELR Journal*, 1, 79–116.
- Potter, J. & Wetherell, M. (1987). *Discourse and social psychology: Beyond attitudes and behaviour*. London: SAGE Publications.
- Poy-Solano, L. (2015). La evaluación, “llueva o truene”, dice Chuayffet. *La jornada*. Retrieved on June 17, 2015 from: <http://www.jornada.unam.mx/2015/06/17/politica/003n1pol>
- Prior, P. (2001). Voices in text, mind and society. Sociohistoric accounts of discourse acquisition and use. *Journal of Second Language Writing*, 10, 55-81.
- Prior, P. A. (1998). *Writing/disciplinarity: A sociohistoric account of literate activity in the academy*. New Jersey: Lawrence.
- Ramanathan, V. & Atkinson, D. (1999). Individualism, academic writing and ESL writers. *Journal of Second Language Writing*, 8, 45-75.
- Ramanathan, V. & Kaplan, R. B. (1996). Audience and voice in current L1 composition texts: Some implications for ESL student writers. *Journal of Second Language Writing*, 5(1), 21-34.
- Raymond, J. (1993). I dropping and androgyny: The authorial I in scholarly writing. *College Composition and Communication* 44 (4), 478-483.
- Read, B., Francis, B. & Robson, J. (2001). ‘Playing safe’: Undergraduate essay writing and the presentation of the student voice. *British Journal of Sociology of Education* 22 (3), 387-399.
- Roca de Larios, J., Murphy, L. & Manchon, R. (1999). The Use of Restructuring Strategies in EFL Writing: A Study of Spanish Learners of English as a Foreign Language. *Journal of Second Language Writing*, 8 (1), 13-44
- Rose, S.K. (1989). The voice of authority: developing a fully rhetorical definition of voice in writing. *The Writing Instructor* 8 (3), 111-118.
- Roux, R., Mora, A. & Trejo, N.P. (2011). Exploring Writer Identity in Mexican EFL Students’ Academic Writing. *Ikala, revista de language y cultura* 16 (28), 93-115.
- Salager-Meyer, F., Alcaraz, M.A. & Pabón, M. (2009). “Backstage solidarity” in Spanish- and English- Written medical research papers: Publication context and the acknowledgements paratext. *Journal of the American Society for Information Science and Technology* 60 (2), 307-317.

- Samraj, B. (2008). A discourse analysis of master's theses across disciplines with a focus on introductions. *Journal of English for Academic Purposes* 7, 55-67.
- Scott, M. & Tribble, C. (2006). *Textual patterns: Keywords and corpus analysis in language education*. Amsterdam: John Benjamins.
- Scott, M. (2010). *WordSmith tools, Version 5*. Oxford University Press.
- Secretaria de Educacion Publica (2013). *Leyes de Reforma Educativa*. Retrieved from: http://www.sems.gob.mx/es_mx/sems/leyes_reforma_educativa
- Semino, E. & Short, M. H. (2004). *Corpus stylistics*. London: Longman.
- Shen, F. (1989). The classroom and the wider culture: Identity as a key to learning English composition. *College Composition and Communication* 40 (4), 459-466.
- Shi, L. (2008). Textual appropriation and citing behaviors of university undergraduates. *Applied Linguistics* 31 (1), 1-24.
- Silva, T. (1993). Toward an understanding of the distinct nature of L2 writing: the ESL research and its implications. *TESOL Quarterly* 27 (4), 657-677.
- Silverman, D. (2005). *Doing qualitative research*. London: SAGE.
- Stake, R. E. (1995). *The art of case study research*. London: SAGE
- Stake, R. E. (2003). Case studies. In, N.K. Denzin & Y.S. Lincoln (Eds.). *Strategies of qualitative inquiry*. London: SAGE.
- Stapleton, P. & Helms-Park, R. (2008). A response to Matsuda and Tardy's voice in academic writing: the rhetorical construction of author identity in blind manuscript review. *English for Specific Purposes* 27, 94-99.
- Stapleton, P. (2002). Critiquing voice as a viable pedagogical tool in L2 writing: returning the spotlight to ideas. *Journal of Second Language writing*, 11, 177-190.
- Stubbs, M. (1996). *Text and corpus analysis*. London: Blackwell.
- Swales, J. & Feak, C. (1994). *Academic writing for graduate students*. Ann Harbour: University of Michigan Press.
- Swales, J. & Lindemann, S. (2002). Teaching the literature review to international graduate students. In, A. Johns (Ed.). *Genre in the classroom: Multiple perspectives* (pp.105-120). New Jersey: Lawrence Erlbaum.
- Swales, J. M. (1990). *Genre analysis, English in academic and research settings*. Cambridge: Cambridge University Press.
- Swales, J. M. (2004). *Research genres: Explorations and applications*. Cambridge: Cambridge University Press.

- Swales, J. M. (2014). Variation in citational practice in a corpus of student biology papers: From parenthetical plonking to intertextual storytelling. *Written Communication* 31 (1), 118-141.
- Swales, J. M. (1996). Occluded genres in the academy: The case of the submission letter. In E. Ventola & A. Mauranen (Eds.), *Academic writing: Intercultural and textual issues* (pp.45-58). Amsterdam: John Benjamins.
- Tang, R. & John, S. (1999). The 'I' in identity: Exploring writer identity in student academic writing through the first person pronoun. *English for Specific Purposes* 18, 23-39.
- Tang, R. (2004). *An approach to written academic voice: Exploring the interpersonal negotiation in student academic writing through appraisal*. Doctoral thesis University of Birmingham, United Kingdom.
- Tang, R. (2009). A dialogic account of authority in academic writing. In, M. Charles, D. Pecorari, & S. Hunston (Eds.). *Academic writing at the interface of corpus and discourse*. (pp.170-190). London: Continuum
- Tapia, R.E. (2010). Thesis writing and professional development beliefs. In, S. Santos (Ed.). *EFL writing in Mexican universities: Research and experience*. Tepic: Universidad Autonoma de Nayarit.
- Tardy, C. & Matsuda, K.P. (2009). The construction of author voice by editorial members. *Written Communication* 26, (1), 32-52.
- Tardy, C. M. (2012). Current conceptions of voice. In, K., Hyland & C.G., Sancho (Eds.). *Stance and voice in written academic genres* (pp.33-48). London: Palgrave Macmillan.
- Tarone, E., Dwyer, S. Gillette, S. & Icke, V. (1981). On the use of the passive in two astrophysics journal papers. *The ESP Journal* 1 (2), 123-140.
- Tarone, E., Dwyer, S. Gillette, S. & Icke, V. (1998). On the use of the passive and active voice in Astrophysics journal papers: With extentions to other languages and other fields. *English for Specific Purposes*, 17 (1), 113-132.
- Thomas, S. and Hawes, T. P. (1994). Reporting verbs in medical journal articles. *English for Specific Purposes* 13(2): 129-48.
- Thompson, G. & Ye, Y.Y. (1991). Evaluation in reporting verbs used in academic papers. *Applied Linguistics*, 12, 365-382.
- Thompson, G. (1994). *Reporting Collins cobuild English guides 5*. London: HarperCollins Publishers.
- Thompson, G. (1996). Voices in the text: Discourse perspectives on language reports. *Applied linguistics* 17 (4), 501-530.

- Thompson, P. (2000). Citation practices in PhD theses. In, L. Burnard & T. McEnery (Eds.). *Rethinking language pedagogy from a corpus perspective*. Frankfurt am Main: Peter Lang, pp. 91-101)
- Thompson, P. (2009). Literature reviews in applied PhD theses: evidence and problems. In, K. Hyland, & G. Diani (Eds.). *Academic evaluation and review genres*. Basingstoke: Palgrave Macmillan, pp. 50-67.
- Thompson, P. (2012). Achieving a voice of authority in PhD theses. In, K., Hyland & C.G., Sancho (Eds.). *Stance and voice in written academic genres* (pp.199-133). London: Palgrave Macmillan.
- Tognini-Bonelli, E. (2001). *Corpus linguistics at work*. Amsterdam: John Benjamins.
- Trosborg, A. (1997). *Text, typology: Register, genre and text type*. Amsterdam: John Benjamins Publishing.
- Tse, P. (2012). Stance in academic bios. In, K., Hyland & C.G., Sancho (Eds.). *Stance and voice in written academic genres* (pp.69-84). London: Palgrave Macmillan.
- Van Leeuwen, Theo (1996) 'The representation of social actors'. In C. R. Caldas-Coulthard and M. Coulthard (eds.) *Texts and Practices: readings in critical discourse analysis*. London: Routledge. pp. 32 – 70.
- Van Leeuwen, Theo (1995) 'Representing social action'. *Discourse and Society* 6/1: 81 – 106.
- Voloshinov, V. N. (1973). *Marxism and the philosophy of language*. Massachusetts: Harvard University Press.
- Walkó, Z. (2009). Recontextualising classroom experience in undergraduate writing: An exploration using case study and linguistic analysis. In, A. Carter; T. Lillis & S. Parkin (Eds.). *Why writing matters: Issues of access and identity in writing research and pedagogy* (pp.209-230). Amsterdam: John Benjamin Publishing.
- West, C. (1992, Summer). A matter of life and death. *October*, 61, 20–23.
- White, P. (2003). Beyond modality and hedging: a dialogic view of the language of intersubjective stance. *Text*, 23 (2), 259-284.
- Woodworth, M.K (1994). Teaching voice. In, K. B., Yancey (Ed.). *Voices on voice: Perspectives, definitions, inquiry*. USA: National Council of Teachers of English. pp.145-158.
- Yang, R. & Allison, D. (2003). Research articles in applied linguistics: Moving from results to conclusions. *English for Specific Purposes* 22, 365-385
- Yin, R. K. (2003). *Case study research: Design and methods*. London: SAGE.
- Zhao, C.G., & Llosa, L. (2008). Voice in high-stakes L1 academic writing assessment: Implications for L2 writing instruction. *Assessing Writing*, 13, 153-70.

Appendix 1: Rubric Criteria of the Dissertation Contents and Writing Requirements

Thesis Evaluation Rubric (Writing Criteria)

Use this rubric for all thesis chapters

Student's Name: _____ Date: _____

Title of the thesis: _____ Area: _____

Thesis Director: _____

| | 10 | 9 | 8 | 7 | 6 |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a) Writing | Exemplary writing that flows well: clear, concise, and comprehensive. Uses accurate grammar and spelling and has clear transitions. | Good writing skills: writing flows well, is clear, concise, and comprehensive. Uses good grammar and spelling and has clear transitions. | Adequate writing, which flows well, is clear, concise, and comprehensive. Uses adequate grammar and spelling and has clear transitions. | Writing does not flow well, is not clear, concise, comprehensive, nor does it use proper transitions. Uses poor grammar and spelling. | Writing does not flow well, is not clear, concise, comprehensive, nor does it use proper transitions. Poor use of proper grammar and spelling. |
| b) Content | The appropriate content in consideration is covered in depth without being redundant. | The appropriate content in consideration is covered without being redundant. | The appropriate content in consideration is covered more deeply and explicitly. | All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. | Major sections of pertinent content have been omitted or greatly run-on. |
| c) Other's words are given credit and references are included in APA style. | References matched the citations, and all were encoded in APA format. | Citations within the body and a corresponding reference list were presented. Few APA formatting problems exist. | Citations within the body and a corresponding reference list were presented. Few APA formatting problems exist, or few APA components were missing. | Citations within the body and a corresponding reference list were presented. Some APA formatting problems exist, or components were missing. | Citations for statements were not present. References not included but not found in the text. APA formatting problems exist; references do not match all in-text citations. |

Thesis Evaluation Rubric (Content Criteria)

| Research Seminar I & II | | | | | | |
|-----------------------------------------------------------------------------------------|----|--------------|---|---|---|----------|
| Name: | | Date: | | | | |
| Research paper checklist | 10 | 9 | 8 | 7 | 6 | Comments |
| Chapter 1 Introduction | | | | | | |
| It includes the following: | | | | | | |
| a. Purpose of the thesis | | | | | | |
| b. Rationale for the topic selection | | | | | | |
| c. Research setting and relationship to the topic | | | | | | |
| d. Significance of the topic | | | | | | |
| e. The context of the research | | | | | | |
| f. Aim/Purpose | | | | | | |
| g. Research questions | | | | | | |
| Chapter 2 Literature Review | | | | | | |
| 1. Specific theories related to your topic and subtopics | | | | | | |
| a. The topics discussed in this chapter are directly related to the thesis topic | | | | | | |
| b. There is sufficient information provided in chapter 2. At least # references | | | | | | |
| 2. What is known about the topic and subtopics from other research studies | | | | | | |
| a. The chapter addresses the main topic from other perspectives | | | | | | |
| Chapter 3 Methodology | | | | | | |
| This chapter includes the following: | | | | | | |
| a. Description of the overall research design. | | | | | | |
| b. Choice of methodology | | | | | | |
| c. The selection of the sample (information about the subjects/ objects, participants). | | | | | | |
| d. Instruments | | | | | | |
| e. Description of the data collection process | | | | | | |
| f. Data analysis | | | | | | |
| Chapter 4 Results/Findings | | | | | | |
| a. The issues discussed in Chapter 4 are related to the research question (s). | | | | | | |
| b. This chapter reports on the findings and discusses the collected data | | | | | | |
| Chapter 5 Conclusions | | | | | | |
| a. It summarizes the findings | | | | | | |
| b. It mentions the accomplishment of the aim(s) | | | | | | |
| c. It includes the following: | | | | | | |
| Limitations | | | | | | |
| Further research | | | | | | |
| Personal reflexion | | | | | | |
| WRITING | | | | | | |
| a. Writing | | | | | | |
| b. Content | | | | | | |
| c. Other's words are given credit and references are included in APA style | | | | | | |

Appendix 2: First Person Pronouns Typology (adapted from Tang & John, 1999)

1. *Representative* – “A generic first person pronoun, usually realized as the plural *we* or *us* that writers use as a proxy for a larger group of people. For instance, in the sentence *It resulted in the English we know today (...)*, ‘we’ refers to people in general” (ibid, p. 27) (Italics in original). ‘We’ can also refer to a smaller group of people, e.g. linguists, medics, writers, or any discourse community, but it still functions as a representative way for the statement being claimed. This function does not give information about the author, but it reduces the writer to have non-entity; e.g. ‘In English, *we* have words such as...’, ‘we’ does not show a presence of the author; hence, this function is considered to be the least powerful in the roles identified in the taxonomy. Examples of this function in the dissertations are further given in this 6.2.2 section; and a full list of the diverse roles is shown in the Appendix #.
2. *Guide* – This role “shows the reader throughout the essay, locates the reader and the writer together in time and place of the essay, draws the reader attention to points which are plainly visible or obvious within the essay, and arrives at a conclusion that he/she presumes is shared by the reader” (ibid, p. 27). It is realised by mental processes of perception and typically for the plural forms *we* or *us*, i.e. working as a guide implies that the writer is always accompanied implicitly or explicitly by the reader. For instance, ‘Moreover, from example 1, ‘*we* observe that there is an absence...’ or ‘Let *us* now look at some examples...’ More examples in discussion below.
3. *Architect* – This is usually realised in the first person singular since it “foregrounds the person who writes, organizes, structures, and outlines” (ibid. p.28) what is written. For example, ‘In *my* essay, *I* will examine...’; ‘In *my* research *I* shall look...’
4. *Recounter* of the research process –The function of this is to “describe or recount the various steps of the research process” (ibid, p.28). It is identified by the used of material

process verbs. For example; ‘All of the papers *I* read were...’; ‘the data *I* collected included written text’

5. *Opinion-holder* – The role of first person pronouns here is to share an opinion attitude, agreement, disagreement or interest. It is realised by mental processes of cognition. E.g. ‘*I* would like to show that...’; ‘*I* think Singh has managed to convey...’
6. *Originator* – “This is the most powerful role that a writer can create and inhabit within his/her ideas. It involves the writer’s conception of the ideas or knowledge claims which are advanced in the [text]” (ibid. 29). The writer claims authority and ownership of the content being written. For example: ‘*My* ideas rest on the assumption that...’; ‘to *me* the phrase embodies that...’; ‘Part of the impetus here is, as *I* see it, to place writing...’

Appendix 3: Equivalences of Marks (UK & Mexico)

Source: National Association of Universities and Higher Education Institutions (ANUIES)

| México | Estados Unidos | Canadá | Quebec (U. Bishops) | Australia | Inglaterra | Francia | España | Argentina | Perú | Colombia | Interpretación |
|-------------|----------------|---------|---------------------|-----------------------------------------------------------|---------------------------|-----------|-----------------------|----------------------|---------|-------------|----------------|
| 10 | A+ | A | 80-100% | 80% High distinction | > 70% Distinction | 15 -20 | 10 Matrícula de Honor | 10 | 20 - 19 | 5 | EXCELENTE |
| 9.5 | A | | | | | | | | 18 | 4.8 | |
| 9 | A- | -A / B+ | | 70-79% Distinction | 60-70% Good | 14 – 14.9 | 9-10 Sobresaliente | 8-9 | 17 | 4.5 | MUY BUENO |
| 8.5 | | | | | | | | | | 4.3 | |
| 8 | B+ | B- / B | 70-79% | 65-69% Credit pass | 50-60% Satisfactory | 13 – 13.9 | 7-8 Notable | | 16 - 14 | 4 | BUENO |
| 7.5 | C+ | | | | | | | | | 3.8 | |
| 7 | C | | 60-69% | | | 12 – 12.9 | | 6-7: Bueno | 13 - 12 | 3.5 | |
| 6.5 | C- | | | | | | | | | 3.2 | |
| 6 | D | D+ / D | 50-59% | 50-64% Pass | 40-50% Improvement needed | 10 – 11.9 | 5-6 Aprobado | 4-5: Regular | 11 | 3 | APROBADO |
| 5.9 o menos | F | F | 0-49% | 40-49% F1 Fail level 1 Below 40% F2 Fail level 2 | < 40% Fail | 0 – 9.9 | <5 Suspenso | 0-3: Insuficiente | 10 - 0 | 2.9 o menos | NO APROBADO |
| 4.9 o menos | | | | | | | | | | | |

Retrieved from: http://www.anui.es.mx/c_internacional/pdf/calificaciones_otros_paises.pdf

Appendix 4: Ethics Approval Form



Date: July 23, 2012

INFORMATION SHEET

As part of my doctoral (PhD) studies in the Department of Linguistics and English Language, I am carrying out a study involving written text collection. My research focus is variation within dissertations written by Mexican undergraduate students in English, in terms of both communicative purposes and authorial identities.

I have approached you because I am interested in analysing relevant communicative and linguistic features in your undergraduate dissertation. I would be very grateful if you would agree to take part and, if so, you could send me the electronic version of your dissertation. The research might need of further interviews. Please sign the consent form (below) if you agree.

You are free to withdraw from the study for up to two weeks after you sign this consent form. At every stage, your name will remain anonymous. The data will be kept securely and will be used for academic purposes only.

If you have any queries about the study, please feel free to contact myself or my supervisor and Director of Studies, Jane Sunderland j.sunderland@lancaster.ac.uk; phone 00 44 1524 593037. If necessary, you may also contact the Head of Department, Prof. Elena Semino (e.semino@lancls.ac.uk).

Bárbara Pamela Olmos López

b.olmoslopez@lancaster.ac.uk

Lancaster University
Lancaster LA1 4YL
United Kingdom
Tel: +44 (0)1524 593045
Fax: +44 (0)1524 843085
<http://www.ling.lancls.ac.uk>

UNIVERSITY OF LANCASTER

Department of Linguistics and English Language

Consent Form

Project title:

Academic L2 writing in Mexican undergraduate dissertations

I understand the purpose of this research project as stated on previous page and have been given the opportunity to ask any questions about the process of collecting and using data.

I agree to take part in the project and will send my undergraduate dissertation (thesis –Mexican context) to Barbara Olmos for her analysis and be contacted later on in case she needs to interview me.

I am aware that I am free to withdraw from this research project for up to two weeks after I sign this form.

I understand that Barbara Olmos has the right to use any data collected throughout the period of my participation in the furtherance of academic research.

I understand that my anonymity will be respected at all times and that my name will not be used in any public or printed forum arising from this research activity and its subsequent presentations and publications.

I am aware that I can contact Dr. Jane Sunderland, Director of Studies PhD in Applied Linguistics by Thesis and Coursework, on matters arising from the research process.

On this basis, I give my consent to participate in the research project.

Name: _____

Signature: _____

Date: _____

Appendix 5: Interview with the Participant (case)

The purpose of this interview is to gather information about the participant's perceptions regarding his identity particularly in the writing of his undergraduate dissertation.

I. General Questions: writing of his thesis

1. What was your thesis topic?
2. Why did you choose this thesis topic?
3. Do you think you are personally invested in your research area/ topic? If so, how or in what way?
4. What was the most difficult challenge that you faced when writing your thesis? Why?
5. How do you feel about the fact that you had to write the thesis in English?
6. Do you think writing your thesis project helped you to develop your academic writing? If so, how?
7. Do you think writing made you grow professionally? If so, how?
8. Do you think your thesis reflects a part of yourself? If so, which, or which ones? Why do you think so?
9. Do you consciously and intentionally use any particular language strategy to express your own personality in your academic writing?
10. Do you include your point of view in your academic writing? How often? Is there any particular chapter of the thesis in which you feel you do this more than any other? If so, how? If you do not include your point of view in your academic writing, why not?
11. Do you feel any limitation when expressing yourself in your academic writing? If so, what sort?
12. During your studies in general did you ever feel you couldn't include your point of view while respecting academic writing rules? If so, do you remember when it happened? Why did you decide to do?

Questions regarding writing in general

13. What do you consider are your weaknesses/strengths in academic writing?
14. In your writing, do you write in *impersonal/first person/ third person –they?*, Why did you do so? Were you aware of what you were doing here?

15. Your thesis is mostly written in an impersonal way, for example what was found in the studies. Did you have any special reason for doing so? How did you feel about it? Are you happy with that kind of writing?
16. How do you feel about the use of passive voice in your writing, for example: two instruments were used... instead of **I** used two instruments...?
17. Are you satisfied with your thesis?
18. Which was the easiest chapter for you to write? Why?
19. Which was the most difficult chapter for you to write? Why?

Appendix 6: Writer Mini-Autobiography

Writer Mini-Autobiography

Write the story of your development as a writer - in both your native and second or foreign language(s). Consider your entire life, including pre-school years, and do not limit yourself to school experiences. Below are some areas of your experience to consider:

- People who influenced your writing
- Memories of successes and failures in writing
- Your feelings about writing (whether a particular text e.g. essay, thesis, is easy or difficult for you to write and why)
- Your strengths and weaknesses in writing

You need **not** write about all of these areas nor follow this order in your account. The purpose of thinking about these topics is to help you recover and arrange relevant memories.

Although the task asks you to focus on your writing history, you feel free to include certain experiences that relate indirectly to writing but provide a context for those experiences.

Before you start to write, think about the basic action of your 'story' and the events you want to include, the people you want to talk about in your text, and the *setting* (the place your story is located in). And finally, an autobiography becomes more interesting if you can show tensions; old vs. new writing practices, changing points of view, or interpersonal differences, e.g. family, school.

Feel free to choose the language of your preference.

Appendix 7: Component Texts of the BE06

| Genre | | Sources used |
|----------|--------------------------------------------------|---------------------------------------------------------------------------------|
| A | Press: Reportage | Lexisnexis |
| B | Press: Editorial | |
| C | Press: Reviews | |
| D | Religion | Blackwell and Cambridge publishers. Parish magazines. |
| E | Skills, Trades and Hobbies | Websites for magazines (Go Fishing, MacUser, Best Scottish Weddings etc) |
| F | Popular Lore | Random House, Orion, NHS direct, political party websites, The Guardian |
| G | Belles Lettres, Biographies, Essays | Random House, Orion, The Economist, Metalib, Oxford, Blackwell, Sage |
| H | Miscellaneous: Gov. docs, industrial reports etc | Parliament websites (e.g. Home Office), Company websites (e.g. British Airways) |
| J | Academic prose | Metalib/Google Scholar |
| K | General Fiction | Random House and Orion. |
| L | Mystery and Detective Fiction | Individual author's websites |
| M | Science Fiction | Author's websites |
| N | Adventure and Western | Random House, Orion |
| P | Romance and Love story | Author's websites |
| R | Humour | Random House, Orion |

Appendix 8: Keywords List of Dissertations when Compared with the BE06

| N | Key word | Keyness | N | Key word | Keyness | N | Key word | Keyness |
|----|-------------|-------------|----|---------------|-------------|----|-------------|-------------|
| 1 | STUDENTS | 8742.650391 | 34 | ROLE | 843.8932495 | 67 | SKILLS | 521.4616089 |
| 2 | LANGUAGE | 7974.854492 | 35 | SPANISH | 837.034668 | 68 | SECOND | 506.1488953 |
| 3 | LEARNING | 2986.959717 | 36 | TEXT | 810.2667847 | 69 | THESIS | 505.5705261 |
| 4 | # | 2916.032227 | 37 | LEARNER | 793.8047485 | 70 | ITEM | 500.9890442 |
| 5 | TEACHERS | 2521.861328 | 38 | LEMO | 793.027771 | 71 | FACTORS | 496.395813 |
| 6 | P | 2341.283203 | 39 | CITED | 785.6809692 | 72 | SPEAKERS | 495.4811401 |
| 7 | TEACHER | 2334.886963 | 40 | GRAMMAR | 762.2250977 | 73 | REFERS | 492.53479 |
| 8 | IS | 2020.847778 | 41 | PRONUNCIATION | 724.3637695 | 74 | SUBJECTS | 485.587616 |
| 9 | ENGLISH | 2013.345581 | 42 | CLASS | 719.7647705 | 75 | LISTENING | 482.9962463 |
| 10 | TEACHING | 1969.96167 | 43 | COMMUNICATIVE | 711.2360229 | 76 | PRESENTED | 480.3940125 |
| 11 | WRITING | 1835.515503 | 44 | SKILL | 702.4921875 | 77 | TARGET | 479.6554871 |
| 12 | TRANSLATION | 1716.568481 | 45 | WORDS | 682.6113892 | 78 | FOREIGN | 477.2807922 |
| 13 | LEARNERS | 1510.392578 | 46 | MOTIVATION | 676.2716675 | 79 | TRANSLATOR | 466.5152588 |
| 14 | IMPORTANT | 1498.938599 | 47 | STUDENT | 668.0521851 | 80 | THEIR | 461.435791 |
| 15 | THAT | 1425.265137 | 48 | FIGURE | 663.9978027 | 81 | TEST | 450.0403442 |
| 16 | LITERATURE | 1352.743408 | 49 | MATERIALS | 657.6984863 | 82 | OTHER | 448.045929 |
| 17 | ACTIVITIES | 1331.849487 | 50 | KNOWLEDGE | 652.3243408 | 83 | DEVELOP | 445.9290771 |
| 18 | THIS | 1223.293579 | 51 | CHAPTER | 651.7799072 | 84 | BECAUSE | 443.6280518 |
| 19 | CLASSROOM | 1179.758789 | 52 | CAN | 629.5299683 | 85 | ANALYSIS | 442.0331116 |
| 20 | RESEARCH | 1174.944458 | 53 | LANGUAGES | 624.5354614 | 86 | LESSON | 424.5348511 |
| 21 | PROCESS | 1166.733887 | 54 | PURPOSE | 616.9195557 | 87 | PROGRAM | 420.1704712 |
| 22 | RESULTS | 1098.63269 | 55 | USED | 601.0045166 | 88 | ASPECTS | 417.6094971 |
| 23 | IN | 1094.877319 | 56 | THE | 599.1383667 | 89 | CULTURE | 416.3911438 |
| 24 | ARE | 1071.784668 | 57 | STUDY | 590.411499 | 90 | GRAMMATICAL | 416.0144348 |
| 25 | USE | 1067.16333 | 58 | COMMUNICATION | 588.1536255 | 91 | TEXTS | 414.6134644 |
| 26 | ORDER | 1064.319946 | 59 | PROBLEMS | 568.2637329 | 92 | TOPIC | 411.2006836 |
| 27 | ACCORDING | 999.3233032 | 60 | SPEAKING | 567.9060059 | 93 | METHODOLOGY | 410.8670044 |
| 28 | DIFFERENT | 997.2279663 | 61 | COMPETENCE | 541.6190186 | 94 | METHOD | 405.929657 |
| 29 | READING | 996.4638062 | 62 | MAIN | 538.3340454 | 95 | CONTEXT | 405.2079468 |
| 30 | THEY | 978.6189575 | 63 | LEARN | 530.2893677 | 96 | SPEAKER | 402.2460327 |
| 31 | VOCABULARY | 964.8230591 | 64 | PARTICIPANTS | 524.0936279 | 97 | ITEMS | 393.4799805 |
| 32 | S | 928.8709106 | 65 | LINGUISTIC | 521.9303589 | 98 | PROGRAMS | 390.8537598 |
| 33 | STRATEGIES | 913.7860107 | 66 | MEANING | 521.5479736 | 99 | SPECIFIC | 387.6131897 |

| | | | | | | | | |
|-----|----------------|-------------|-----|---------------|-------------|-----|-------------|-------------|
| 100 | INTERPRETATION | 381.8023376 | 135 | INTERPRETERS | 285.8554077 | 171 | MOREOVER | 222.3540192 |
| 101 | RELATED | 380.3659363 | 136 | ADDITION | 285.0450439 | 172 | PROFICIENCY | 218.462616 |
| 102 | IMPORTANCE | 373.7059326 | 137 | PUEBLA | 284.0295105 | 173 | NEEDS | 217.9547424 |
| 103 | SOUNDS | 373.0394897 | 138 | WHICH | 279.1544189 | 174 | FIELD | 217.5795288 |
| 104 | ANALYZED | 371.9736023 | 139 | USEFUL | 277.9922791 | 175 | DEVELOPMENT | 217.1548157 |
| 105 | QUESTIONNAIRE | 366.543396 | 140 | BEGINNER | 275.5278931 | 176 | COURSES | 216.7356873 |
| 106 | APPROACH | 363.237915 | 141 | MOST | 274.5168762 | 177 | PURPOSES | 215.5011139 |
| 107 | COMPREHENSION | 362.9437866 | 142 | SWITCHING | 274.2979431 | 178 | SITUATIONS | 214.8592224 |
| 108 | QUESTIONS | 361.6623535 | 143 | IDEAS | 273.7611084 | 179 | ANSWERS | 214.3524017 |
| 109 | INFORMATION | 361.4187622 | 144 | MEXICO | 270.4664917 | 180 | RESEARCHER | 212.0557709 |
| 110 | THUS | 360.0113525 | 145 | TRANSLATING | 269.7498474 | 181 | INSTRUMENT | 211.1593628 |
| 111 | INDIGENOUS | 355.4246216 | 146 | INVOLVES | 269.3891602 | 182 | BESIDES | 209.6740723 |
| 112 | CONVERSATION | 352.7336731 | 147 | IMPROVE | 269.1536255 | 183 | SOME | 208.4194794 |
| 113 | LITERARY | 352.3175049 | 148 | EVALUATION | 268.5152893 | 184 | LARSEN | 208.2839355 |
| 114 | NATIVE | 349.4354858 | 149 | ELEMENTS | 268.0150146 | 185 | PRACTICE | 205.3957214 |
| 115 | CONSIDER | 345.123291 | 150 | ACADEMIC | 265.5201416 | 186 | UNDERSTAND | 205.0860291 |
| 116 | ACQUISITION | 342.1345215 | 151 | TO | 265.3696899 | 187 | CONSONANTS | 203.549942 |
| 117 | RICHARDS | 338.0305176 | 152 | CONVERSATIONS | 260.6786194 | 188 | AS | 201.4058228 |
| 118 | BEHAVIOR | 330.1012268 | 153 | BELIEFS | 260.3813171 | 189 | ERRORS | 199.3484497 |
| 119 | FINALLY | 328.8578186 | 154 | SENTENCES | 259.2425232 | 190 | ESP | 198.8159637 |
| 120 | QUESTIONNAIRES | 326.8928833 | 155 | TECHNIQUES | 258.9955139 | 191 | WRITE | 198.2667999 |
| 121 | NUNAN | 321.9035034 | 156 | MENTIONED | 258.1350403 | 192 | OPINIONS | 194.1643524 |
| 122 | ANALYZE | 317.16922 | 157 | INSTRUCTION | 255.4303589 | 193 | EFL | 194.0819855 |
| 123 | BE | 316.3723145 | 158 | INTERACTION | 254.8444824 | 194 | SEEN | 193.5669098 |
| 124 | NECESSARY | 315.0964661 | 159 | COMMUNICATE | 249.5431671 | 195 | INSTRUMENTS | 193.1538239 |
| 125 | CONSIDERED | 314.3645325 | 160 | OR | 247.8398285 | 196 | FOLLOWING | 192.3048553 |
| 126 | MEANS | 313.3543701 | 161 | DEFINITION | 247.2576294 | 197 | APPROPRIACY | 191.7150116 |
| 127 | TRANSLATORS | 313.1545105 | 162 | PERFORM | 246.9485779 | 198 | BUAP | 191.7150116 |
| 128 | ALSO | 307.710907 | 163 | WAY | 246.1107941 | 199 | CORRECT | 191.0978546 |
| 129 | ACTIVITY | 304.4252014 | 164 | KINDS | 244.0871277 | 200 | POEM | 190.1443787 |
| 130 | TONGUE | 304.3021545 | 165 | APPLIED | 243.7723083 | 201 | GENRE | 189.9302826 |
| 131 | CLASSES | 300.5755005 | 166 | OBTAINED | 242.0012817 | 202 | EXERCISES | 189.6887054 |
| 132 | THESE | 297.8570251 | 167 | TYPES | 234.1371155 | 203 | DE | 189.6808167 |
| 133 | TASKS | 297.3172913 | 168 | VIDEO | 229.3548584 | 204 | POINTS | 189.3421021 |
| 134 | PERCEPTIONS | 291.5051575 | 169 | STATES | 227.4576111 | 205 | ANSWERED | 189.2206879 |
| | | | 170 | CURRICULUM | 223.7848511 | 206 | ASPECT | 188.2253265 |

| | | | | | | | | |
|-----|--------------|-------------|-----|-----------------|-------------|-----|---------------|-------------|
| 207 | ATTITUDE | 188.2253265 | 243 | REGARDING | 151.7844696 | 279 | SITUATION | 130.9740143 |
| 208 | TASK | 188.1385956 | 244 | TESTEES | 151.4768372 | 280 | BILINGUAL | 130.4055939 |
| 209 | LENGUAS | 186.9810638 | 245 | EDUCATION | 151.1888123 | 281 | INDISPENSABLE | 130.2015228 |
| 210 | CULTURAL | 186.9306488 | 246 | CHARACTERISTICS | 150.6383362 | 282 | UNIVERSIDAD | 130.1746368 |
| 211 | PROFESSORS | 186.4042511 | 247 | CODE | 147.432724 | 283 | DETERMINE | 129.8391571 |
| 212 | MEXICAN | 185.13974 | 248 | MAINLY | 147.1894531 | 284 | FACT | 129.8127289 |
| 213 | STATED | 183.1791687 | 249 | INPUT | 146.4195709 | 285 | INTERVIEWED | 129.7845612 |
| 214 | CONCLUSIONS | 183.0066681 | 250 | APPROPRIATE | 145.3420258 | 286 | DISAGREE | 129.6128387 |
| 215 | FREEMAN | 181.1386871 | 251 | BACKGROUND | 144.6009674 | 287 | ONES | 129.4796143 |
| 216 | FOCUSED | 180.2402344 | 252 | IT | 143.8598175 | 288 | WAYS | 129.4772186 |
| 217 | FURTHERMORE | 178.8412933 | 253 | HOWEVER | 143.1692963 | 289 | CLAUSE | 128.4709015 |
| 218 | SECTION | 178.2801514 | 254 | ELT | 142.0091553 | 290 | WRITTEN | 128.2658081 |
| 219 | DEFINES | 176.6618347 | 255 | SPEAK | 141.8407593 | 291 | POETRY | 127.9475784 |
| 220 | MENTION | 176.5774841 | 256 | BROWN | 141.7521057 | 292 | AGREE | 127.0351715 |
| 221 | LEVEL | 175.6171265 | 257 | DISCOURSE | 141.6374969 | 293 | OBSERVATION | 125.0149078 |
| 222 | VOWELS | 175.1462402 | 258 | EXPRESS | 141.5384216 | 294 | PROFESSIONAL | 123.7383041 |
| 223 | ANSWER | 173.8843842 | 259 | TESTS | 140.6856995 | 295 | FEEDBACK | 122.0906372 |
| 224 | INTERACT | 170.0685883 | 260 | ACQUIRE | 140.2346649 | 296 | FLUENCY | 121.4751129 |
| 225 | PASSIVE | 169.754776 | 261 | ATTITUDES | 139.9659424 | 297 | PRESENTS | 120.5391312 |
| 226 | GAME | 169.2236481 | 262 | EMPATHY | 139.737793 | 298 | LIMITATIONS | 120.0141602 |
| 227 | INTERPRETING | 169.1969147 | 263 | LINGUISTICS | 139.6270447 | 299 | TRANSLATE | 119.2934494 |
| 228 | STRATEGY | 165.6398468 | 264 | THEMATIC | 139.6270447 | 300 | SAME | 119.0840225 |
| 229 | AUTONOMOUS | 165.2558441 | 265 | ACCOUNT | 139.4405212 | 301 | DIFFICULT | 119.0638199 |
| 230 | STRUCTURES | 162.6402893 | 266 | PRAGMATIC | 139.1238403 | 302 | SLA | 118.9018555 |
| 231 | INTERPRETER | 162.3800964 | 267 | DESCRIPTION | 138.7588501 | 303 | DESIGNED | 118.381012 |
| 232 | OF | 161.4835358 | 268 | OBJECTIVES | 137.8001251 | 304 | DISCUSSED | 117.9653854 |
| 233 | SPOKEN | 160.9275818 | 269 | CONTENT | 137.7001801 | 305 | SHOWS | 117.7808151 |
| 234 | RESULT | 159.6350098 | 270 | AUTONOMY | 137.6321869 | 306 | KIND | 117.7458649 |
| 235 | SPEECH | 159.5243073 | 271 | RODGERS | 137.0565033 | 307 | FOCUSES | 117.4447937 |
| 236 | VIDEOS | 159.1155396 | 272 | ABOUT | 136.2909851 | 308 | CERTAIN | 116.9122314 |
| 237 | GRAPH | 158.8540955 | 273 | PROVIDED | 135.1427155 | 309 | AUTHORS | 116.6824799 |
| 238 | AUTHOR | 156.2442932 | 274 | ESSENTIAL | 134.1285706 | 310 | DURING | 116.6518784 |
| 239 | ABILITIES | 154.4268036 | 275 | THEORY | 133.9328461 | 311 | CLAUSES | 114.9128113 |
| 240 | APPENDIX | 154.2624207 | 276 | ORAL | 132.8695984 | 312 | EACH | 114.8006668 |
| 241 | MOTIVATED | 153.6633453 | 277 | PROVIDE | 132.4511108 | 313 | ORGANIZATION | 114.6351471 |
| 242 | THEORIES | 152.1322327 | 278 | TOPICS | 131.7572937 | 314 | MESSAGE | 114.5789337 |

| | | | | | | | | |
|-----|--------------|-------------|-----|----------------|-------------|-----|-----------------|-------------|
| 315 | ABILITY | 114.5045319 | 351 | SUM | 103.1711502 | 387 | PRAGMATICS | 92.30467987 |
| 316 | AUTHENTIC | 114.4120712 | 352 | ELEMENT | 102.3215942 | 388 | LINGUAL | 92.30467987 |
| 317 | MURCIA | 113.8835678 | 353 | APPROACHES | 102.0445709 | 389 | OBJECTIVE | 92.28398895 |
| 318 | PRACTICING | 113.6064301 | 354 | DISAGREED | 101.9819565 | 390 | STUDYING | 91.80638123 |
| 319 | PERCEIVE | 113.521431 | 355 | HEARER | 101.7720947 | 391 | STRONGLY | 91.74160767 |
| 320 | LISTENER | 112.771843 | 356 | SETTINGS | 101.2268295 | 392 | COMMON | 91.2375412 |
| 321 | FEATURES | 112.4827881 | 357 | FEMALES | 100.9533081 | 393 | CREATE | 91.11325073 |
| 322 | MALES | 112.3159943 | 358 | DEVELOPED | 100.5428085 | 394 | REFER | 90.86109924 |
| 323 | USING | 111.948761 | 359 | ESSAYS | 100.2207794 | 395 | REASON | 90.4376297 |
| 324 | STATEMENT | 111.8338318 | 360 | FACILITY | 99.93080139 | 396 | FEELINGS | 90.19043732 |
| 325 | BASED | 111.5516586 | 361 | THEM | 99.86003876 | 397 | SENTENCE | 89.97013855 |
| 326 | STRUCTURE | 111.4266968 | 362 | EXPERIENCE | 99.62982178 | 398 | UNDECIDED | 89.93783569 |
| 327 | TAUGHT | 111.3676147 | 363 | BEHAVIORAL | 99.41033936 | 399 | SOCIOLINGUISTIC | 89.93783569 |
| 328 | TEACH | 111.3330765 | 364 | INTONATION | 99.40523529 | 400 | SELINKER | 89.93783569 |
| 329 | LAZAR | 111.239563 | 365 | CELCE | 99.40523529 | 401 | RESOURCES | 89.66872406 |
| 330 | POINT | 110.0856476 | 366 | ELLIS | 99.39913177 | 402 | MISTAKES | 89.16143036 |
| 331 | CONTEXTS | 110.046196 | 367 | READERS | 99.26793671 | 403 | FACTOR | 89.06791687 |
| 332 | FORMAT | 109.9288254 | 368 | OBSERVED | 99.03413391 | 404 | SOMETIMES | 88.95566559 |
| 333 | INVOLVED | 109.708107 | 369 | PARTICIPATION | 98.85022736 | 405 | ARTICULATION | 88.48627472 |
| 334 | PROCEDURE | 109.329422 | 370 | DISCRIMINATION | 98.69612885 | 406 | INTERESTING | 88.38813019 |
| 335 | EN | 109.0331955 | 371 | CLASSROOMS | 97.2190094 | 407 | TL | 88.31826782 |
| 336 | OBTAIN | 108.7244186 | 372 | TRADUCCIÓN | 97.03838348 | 408 | HELP | 87.70197296 |
| 337 | GENRES | 108.3048325 | 373 | GASS | 97.03838348 | 409 | REASONS | 87.63644409 |
| 338 | INDIRECT | 108.2050095 | 374 | DEFINED | 96.6158905 | 410 | HENCE | 87.06278992 |
| 339 | DUE | 107.7376175 | 375 | SHOWN | 96.45275116 | 411 | VERB | 86.79924011 |
| 340 | ANALYZING | 106.9006119 | 376 | UTTERANCES | 95.27923584 | 412 | CONSIDERING | 86.69178009 |
| 341 | HELPS | 106.6592484 | 377 | LEXICAL | 95.22766113 | 413 | ANOTHER | 86.31876373 |
| 342 | COGNITIVE | 106.6487732 | 378 | EMPHASIZE | 95.22766113 | 414 | INSTRUCTIONAL | 86.00019836 |
| 343 | REFUSALS | 106.5058212 | 379 | READER | 94.98442078 | 415 | READ | 85.28517914 |
| 344 | SYNTACTIC | 106.5058212 | 380 | MOTIVATE | 94.96183014 | 416 | AUTÓNOMA | 85.20415497 |
| 345 | PART | 106.3253174 | 381 | INTERLANGUAGE | 94.67153168 | 417 | MODERNAS | 85.20415497 |
| 346 | ESTEEM | 106.2485199 | 382 | GOALS | 94.25131989 | 418 | INTEGRATIVE | 85.20415497 |
| 347 | LICENCIATURA | 104.1389542 | 383 | SYLLABUS | 93.70742035 | 419 | CORRECTLY | 85.09532166 |
| 348 | WORD | 103.9835663 | 384 | SONGS | 93.57143402 | 420 | SELECTING | 84.77514648 |
| 349 | COMPREHEND | 103.8020096 | 385 | ADVANCED | 92.87168884 | 421 | SPECIALIZED | 84.59583282 |
| 350 | DEALS | 103.3459167 | 386 | ACHIEVE | 92.57331848 | 422 | PHONOLOGY | 84.59583282 |

| | | | | | | | | |
|-----|-------------|-------------|-----|----------------|-------------|-----|------------------|-------------|
| 423 | AFFECTIVE | 84.59148407 | 459 | DIVIDED | 76.93395233 | 495 | PLAYS | 68.8797226 |
| 424 | METHODS | 84.30115509 | 460 | CONCLUSION | 76.90080261 | 496 | PERCEPTION | 68.69470215 |
| 425 | TECHNIQUE | 84.26576996 | 461 | HUMANISTIC | 76.74082184 | 497 | TOMLINSON | 68.63636017 |
| 426 | STAGES | 84.2048111 | 462 | THEREFORE | 76.51610565 | 498 | EMPHASIZED | 68.6145401 |
| 427 | IMPLIES | 83.9705658 | 463 | AFFECT | 76.12216187 | 499 | EXPLANATION | 68.02106476 |
| 428 | VIEW | 83.37941742 | 464 | IMPLICATIONS | 76.12216187 | 500 | ADVANTAGES | 67.63214111 |
| 429 | GENERAL | 83.3655014 | 465 | AEBERSOLD | 75.73682404 | 501 | MEANINGFUL | 66.42590332 |
| 430 | DEFINITIONS | 83.1031189 | 466 | SPECIALIZATION | 75.73682404 | 502 | SELECT | 66.42590332 |
| 431 | TPB | 82.83731842 | 467 | PLAY | 75.55425262 | 503 | BLOOR | 66.26954651 |
| 432 | PHONETICS | 82.83731842 | 468 | COHERENCE | 75.49973297 | 504 | SUGGESTOPEDIA | 66.26954651 |
| 433 | FACULTAD | 82.83731842 | 469 | OPTIONS | 75.30852509 | 505 | EVALUATE | 66.22270966 |
| 434 | FUNCTIONS | 81.85208893 | 470 | TAKING | 74.86166382 | 506 | COMMENTS | 66.02788544 |
| 435 | POLITENESS | 81.78562927 | 471 | MEANINGS | 74.70441437 | 507 | STUDIED | 66.02788544 |
| 436 | CARRIED | 81.10915375 | 472 | FINDINGS | 74.42488098 | 508 | FUNCTIONAL | 65.74617004 |
| 437 | OTHERS | 81.07404327 | 473 | CONSEQUENTLY | 74.28394318 | 509 | PRODUCE | 65.68562317 |
| 438 | AWARE | 80.79703522 | 474 | TOOL | 73.63645172 | 510 | ADMINISTERED | 65.61070251 |
| 439 | TYPE | 80.66763306 | 475 | BRAINSTORMING | 73.37000275 | 511 | DESCRIPTIVE | 65.60946655 |
| 440 | NOWADAYS | 80.65805054 | 476 | BENEMÉRITA | 73.37000275 | 512 | YMCA | 65.20134735 |
| 441 | TOOLS | 80.64572144 | 477 | DISADVANTAGES | 72.8835907 | 513 | AGREED | 64.96121216 |
| 442 | MENTIONS | 80.31985474 | 478 | USA | 72.76534271 | 514 | BETTER | 64.65101624 |
| 443 | SELECTED | 80.17276764 | 479 | INTERMEDIATE | 72.4912796 | 515 | LEARNED | 64.30432129 |
| 444 | EVALUATING | 79.55519867 | 480 | AUDIO | 72.07061005 | 516 | STYLES | 64.25743103 |
| 445 | CONSONANT | 79.52758026 | 481 | PARTICIPATE | 72.0612793 | 517 | SUBJECT | 64.14413452 |
| 446 | PERCENTAGES | 79.52758026 | 482 | MATERIAL | 71.85443878 | 518 | OCCURS | 64.06035614 |
| 447 | PRESENT | 79.50392914 | 483 | CHARACTERISTIC | 71.5382843 | 519 | ESL | 63.90273666 |
| 448 | RESPONSES | 78.56101227 | 484 | CHECKLIST | 71.4675827 | 520 | MISPRONUNCIATION | 63.90273666 |
| 449 | BRUMFIT | 78.10365295 | 485 | REFUSAL | 71.20610046 | 521 | THEORETICAL | 63.84674835 |
| 450 | KRASHEN | 78.10365295 | 486 | HEATON | 71.00318146 | 522 | LATIN | 63.70198059 |
| 451 | HARMER | 78.10365295 | 487 | SELF | 70.86780548 | 523 | MANNER | 63.59483337 |
| 452 | CLASSMATES | 77.78462219 | 488 | CONSTRUCTIONS | 70.78845215 | 524 | SUGGESTIONS | 63.09355164 |
| 453 | ATTENTION | 77.78098297 | 489 | EXPRESSIONS | 70.78565216 | 525 | CONSTRUCT | 62.93913651 |
| 454 | PERSONALITY | 77.61073303 | 490 | PROCEDURES | 70.60587311 | 526 | CONSISTS | 62.28031921 |
| 455 | DEFINE | 77.32743073 | 491 | HELPFUL | 70.55992126 | 527 | MUSIC | 62.01678467 |
| 456 | TRAINING | 77.28411865 | 492 | EMPHASIZES | 69.72535706 | 528 | COMPETENT | 61.98646927 |
| 457 | PARTICULAR | 77.18148041 | 493 | CONCEPTS | 69.54306793 | 529 | EXTRINSIC | 61.84044647 |
| 458 | DIFFICULTY | 76.9998703 | 494 | PARTICIPATED | 69.45178223 | 530 | EXPERIENCES | 61.70767975 |

| | | | | | | | | |
|-----|----------------|-------------|-----|---------------------|-------------|-----|--------------|-------------|
| 531 | DEPEA | 61.53593063 | 567 | MARKEE | 56.80232239 | 603 | PROBLEM | 51.92457962 |
| 532 | HENNING | 61.53593063 | 568 | RHEME | 56.80232239 | 604 | THIRD | 51.90029526 |
| 533 | QUESTION | 61.46180725 | 569 | DCT | 56.80232239 | 605 | POSSIBLE | 51.6049118 |
| 534 | TRANSLATED | 61.35134125 | 570 | CRIOLLO | 56.80232239 | 606 | FACULTY | 51.54080582 |
| 535 | INSTITUTION | 60.89406967 | 571 | USES | 56.79512405 | 607 | PEDAGOGY | 51.42314148 |
| 536 | PROJECT | 60.87228012 | 572 | EXAMPLES | 56.70851517 | 608 | PEOPLE | 51.09571838 |
| 537 | UNDERSTANDING | 60.76874542 | 573 | RELATIONSHIP | 56.44935608 | 609 | VERBAL | 50.97166443 |
| 538 | CULTURES | 60.7329216 | 574 | COMPREHENSIBLE | 56.35186386 | 610 | NOUN | 50.91781616 |
| 539 | TRANSLATIONS | 60.59891891 | 575 | SIMULTANEOUS | 56.35186386 | 611 | RESEARCHING | 50.91781616 |
| 540 | SUCH | 60.5944252 | 576 | PERCEIVED | 56.26763535 | 612 | EXPRESSES | 50.91781616 |
| 541 | PHENOMENON | 60.57249451 | 577 | INTERPERSONAL | 55.27007675 | 613 | CARTER | 50.90633392 |
| 542 | CONVEY | 60.56519699 | 578 | ACCOMPLISH | 55.26738358 | 614 | PERFORMED | 50.84703064 |
| 543 | CLASSIFICATION | 60.55500793 | 579 | YULE | 55.14176941 | 615 | DUDLEY | 50.80984497 |
| 544 | OPTION | 60.34809494 | 580 | EVALUATED | 55.12365723 | 616 | VII | 50.61161804 |
| 545 | EFFECTIVE | 60.06102753 | 581 | APPLY | 54.74211502 | 617 | GOAL | 50.4799118 |
| 546 | VS | 59.96915436 | 582 | GLOBALIZATION | 54.43552399 | 618 | INSTANCE | 50.36354446 |
| 547 | FOCUS | 59.71460342 | 583 | GRABE | 54.43552399 | 619 | NOTION | 50.01879883 |
| 548 | CENTERED | 59.64516449 | 584 | EGGINS | 54.43552399 | 620 | ILLUSTRATED | 49.993927 |
| 549 | NORMATIVE | 59.64516449 | 585 | MCNAMARA | 54.43552399 | 621 | PERSPECTIVE | 49.99209976 |
| 550 | HUDSON | 59.64516449 | 586 | RECEPTIVE | 54.43552399 | 622 | PREVIOUS | 49.85556412 |
| 551 | ORGANIZED | 59.46735001 | 587 | INSTRUCTIONS | 54.33824539 | 623 | MEDIA | 49.79924393 |
| 552 | PERSON | 59.45624542 | 588 | INTENDED | 54.07551575 | 624 | ACTIVE | 49.73228073 |
| 553 | DISTRACTOR | 59.1691246 | 589 | GAMES | 53.13957977 | 625 | FINOCCHIARO | 49.70193481 |
| 554 | SEGMENTAL | 59.1691246 | 590 | VIII | 53.08728027 | 626 | LEVINSON | 49.70193481 |
| 555 | DISCIPLINE | 59.0875473 | 591 | CONSIDERATION | 53.07340622 | 627 | AURAL | 49.70193481 |
| 556 | SECTIONS | 59.0875473 | 592 | NOT | 52.86976242 | 628 | WRITER | 49.48579788 |
| 557 | ALDERSON | 58.30108261 | 593 | JOURNALS | 52.84109497 | 629 | IV | 49.30046082 |
| 558 | PARTICIPANT | 58.20643997 | 594 | PROVIDES | 52.60026932 | 630 | SUMMARY | 49.21626282 |
| 559 | GRAPHS | 57.50299072 | 595 | APPROPRIATELY | 52.55828857 | 631 | ALLOWS | 49.15819168 |
| 560 | RELEVANT | 57.45575714 | 596 | ACQUIRED | 52.51556015 | 632 | PRESENTATION | 49.09424973 |
| 561 | RELIABILITY | 57.37809372 | 597 | STYLE | 52.28115082 | 633 | PROFESSION | 49.06711197 |
| 562 | SUCCESSFUL | 57.15139008 | 598 | BEHAVIORISM | 52.06872559 | 634 | SHOWED | 49.04006958 |
| 563 | PRODUCTION | 57.11997986 | 599 | PROFESSIONALIZATION | 52.06872559 | 635 | DECISIONS | 49.00315094 |
| 564 | UNDERSTOOD | 57.02342606 | 600 | PALTRIDGE | 52.06872559 | 636 | ANALYTIC | 48.751194 |
| 565 | DIRECT | 57.02010727 | 601 | SOCIOLINGUISTICS | 52.06872559 | 637 | HEMISPHERE | 48.751194 |
| 566 | SCHOOL | 56.99468994 | 602 | PYM | 52.06872559 | 638 | OPINION | 48.72060013 |

| | | | | | | | | |
|-----|----------------|-------------|-----|---------------|-------------|-----|------------------|-------------|
| 639 | LACK | 48.53113937 | 675 | ADJECTIVES | 44.57310867 | 711 | REFLECTIVE | 41.34236526 |
| 640 | EXPLAINS | 48.30436325 | 676 | INTERVIEWEE | 44.43919754 | 712 | IDEA | 41.24165344 |
| 641 | PAIRS | 48.12308502 | 677 | USEFULNESS | 44.43919754 | 713 | DEFINING | 40.98016739 |
| 642 | BACHELOR | 48.01441193 | 678 | EXCEL | 44.43919754 | 714 | CONCERNING | 40.9312706 |
| 643 | STATEMENTS | 48.00122452 | 679 | PREPARATION | 44.2192421 | 715 | TERM | 40.92580795 |
| 644 | DEPENDS | 47.84643936 | 680 | INDEXES | 44.16296768 | 716 | PREFER | 40.89461136 |
| 645 | VISUAL | 47.84643936 | 681 | TABLE | 44.15029526 | 717 | SINCE | 40.8405838 |
| 646 | DESCRIBES | 47.64287567 | 682 | ASSIGNED | 43.10240936 | 718 | GROUP | 40.68866348 |
| 647 | SL | 47.33514404 | 683 | KNOWING | 42.9779892 | 719 | PAPER | 40.36826706 |
| 648 | NUTTALL | 47.33514404 | 684 | INTERPRET | 42.92181396 | 720 | PHONEMES | 40.2347908 |
| 649 | LENGUA | 47.33514404 | 685 | INTERVIEWS | 42.69934082 | 721 | EHRlich | 40.2347908 |
| 650 | AIRSTREAM | 47.33514404 | 686 | VALUES | 42.6275444 | 722 | RENANDYA | 40.2347908 |
| 651 | FORM | 47.32875443 | 687 | AJZEN | 42.60157394 | 723 | KINESTHETIC | 40.2347908 |
| 652 | FUNCTION | 46.87753677 | 688 | LOCALIZATION | 42.60157394 | 724 | MCDONOUGH | 40.2347908 |
| 653 | ORGANIZE | 46.85292053 | 689 | ENRICH | 42.60157394 | 725 | WIDDOWSON | 40.2347908 |
| 654 | CONVERSATIONAL | 46.85292053 | 690 | SUBSKILLS | 42.60157394 | 726 | CRITERION | 40.1591301 |
| 655 | HALLIDAY | 46.85292053 | 691 | ENRIQUE | 42.60157394 | 727 | TRANSCRIPTION | 40.1591301 |
| 656 | HOW | 46.67932892 | 692 | FAURECIA | 42.60157394 | 728 | DICTIONARIES | 40.02574539 |
| 657 | PRACTICED | 46.59148788 | 693 | CHARGE | 42.59926605 | 729 | DIALOGUES | 40.02574539 |
| 658 | POSITIVE | 46.58969498 | 694 | PROCESSES | 42.56541061 | 730 | PLATT | 40.02574539 |
| 659 | EXPECTATIONS | 46.24871063 | 695 | VALIDITY | 42.5503273 | 731 | VERBS | 39.99477768 |
| 660 | SEMANTIC | 46.22905731 | 696 | SECONDLY | 42.52596283 | 732 | SETTING | 39.86623764 |
| 661 | ACQUIRING | 45.95123672 | 697 | PATTERNS | 42.50805283 | 733 | BASICALLY | 39.77131653 |
| 662 | DEPENDING | 45.82757568 | 698 | CONSISTED | 42.47609711 | 734 | ASSIGNMENTS | 39.76309586 |
| 663 | HAND | 45.59726334 | 699 | FULFILL | 42.29725647 | 735 | LINGUISTS | 39.76309586 |
| 664 | REAL | 45.32453156 | 700 | PRONOUNCE | 42.29725647 | 736 | MULTICULTURALISM | 39.76309586 |
| 665 | REALIZE | 45.12559128 | 701 | UTTERANCE | 42.29487228 | 737 | CORRECTIONS | 39.76309586 |
| 666 | PASSIVES | 44.96835709 | 702 | EXPLANATIONS | 42.10089874 | 738 | BEGINNING | 39.76187897 |
| 667 | CAPITALIZATION | 44.96835709 | 703 | MULTICULTURAL | 41.95954895 | 739 | INTEREST | 39.61200714 |
| 668 | DISTRACTORS | 44.96835709 | 704 | ASSIGN | 41.95954895 | 740 | SOCIAL | 39.47418213 |
| 669 | COHESION | 44.95782471 | 705 | ORIENTED | 41.95954895 | 741 | SOCIO | 39.34740829 |
| 670 | LIMITATION | 44.95782471 | 706 | DIRECTIONS | 41.88767242 | 742 | GIVES | 39.33369064 |
| 671 | REINFORCE | 44.95782471 | 707 | CONVENTIONS | 41.85409164 | 743 | FREQUENTLY | 39.30314636 |
| 672 | PERSPECTIVES | 44.87542343 | 708 | LESSONS | 41.67222977 | 744 | SUBJECTIVE | 39.29665375 |
| 673 | INVOLVE | 44.63848114 | 709 | ACTIONS | 41.59947586 | 745 | BEHAVIORS | 38.96905136 |
| 674 | INTERESTED | 44.58187866 | 710 | CONVERSELY | 41.5545311 | 746 | GRAPHIC | 38.96905136 |

| | | | | | | | | |
|-----|-----------------|-------------|-----|----------------|-------------|-----|-----------------|-------------|
| 747 | CONCLUDED | 38.94215012 | 783 | FOLLOWS | 36.67837143 | 819 | BROCHURES | 34.70841599 |
| 748 | VARIETY | 38.9018364 | 784 | ACCURATE | 36.65779114 | 820 | Ð | 34.70841599 |
| 749 | RESEARCHERS | 38.77815628 | 785 | MAJORITY | 36.43083572 | 821 | EXPLAIN | 34.52254486 |
| 750 | SPELLING | 38.7740097 | 786 | PROMOTE | 36.40078354 | 822 | BEINGS | 34.38131714 |
| 751 | STATING | 38.7740097 | 787 | DEGREE | 36.3941803 | 823 | REQUIRES | 34.25016022 |
| 752 | PAPERS | 38.50017548 | 788 | IDENTIFY | 36.3240509 | 824 | INTERPRETATIONS | 33.98064423 |
| 753 | USUALLY | 38.45470047 | 789 | III | 36.30328369 | 825 | BOOKS | 33.90735245 |
| 754 | ACTUAL | 38.43351746 | 790 | JOHNSON | 36.20603943 | 826 | DICTIONARY | 33.81071854 |
| 755 | INFLUENCE | 38.35496902 | 791 | OVERVIEW | 36.14609146 | 827 | REPETITION | 33.81071854 |
| 756 | COURSE | 38.2153244 | 792 | FACILITATE | 36.1239624 | 828 | MODE | 33.65226746 |
| 757 | EDUCATIONAL | 37.89583969 | 793 | PHRASES | 36.0595665 | 829 | PERSONAL | 33.62275696 |
| 758 | IMPULSIVITY | 37.86801529 | 794 | MONITOR | 35.98327255 | 830 | CORRECTED | 33.61419296 |
| 759 | ENSEÑANZA | 37.86801529 | 795 | DISAGREEMENT | 35.91622543 | 831 | REID | 33.61419296 |
| 760 | DRILLS | 37.86801529 | 796 | HOMEWORK | 35.85259247 | 832 | MIGRATION | 33.54051971 |
| 761 | PEDAGOGICAL | 37.86801529 | 797 | ESSAY | 35.82349014 | 833 | PARAPHRASING | 33.24192047 |
| 762 | STRUCTURALISM | 37.86801529 | 798 | INDUCTIVE | 35.79167938 | 834 | BADGER | 33.24192047 |
| 763 | SWAIN | 37.86801529 | 799 | TRANSLATORIAL | 35.50123978 | 835 | TRANSMIT | 33.22219086 |
| 764 | SKEHAN | 37.86801529 | 800 | SAMOVAR | 35.50123978 | 836 | COMMUNICATING | 33.22219086 |
| 765 | MULTILINGUALISM | 37.86801529 | 801 | AGER | 35.50123978 | 837 | SYSTEMIC | 33.22219086 |
| 766 | EOP | 37.86801529 | 802 | QUITMAN | 35.50123978 | 838 | INTERCHANGE | 33.22219086 |
| 767 | STOLLER | 37.86801529 | 803 | INTERACTIONAL | 35.50123978 | 839 | INTRODUCTION | 33.20806503 |
| 768 | UNIVERSITARIO | 37.86801529 | 804 | CABRERA | 35.50123978 | 840 | DICKINS | 33.13446808 |
| 769 | SYNTAX | 37.80034637 | 805 | LOCASTRO | 35.50123978 | 841 | SEMESTER | 33.13446808 |
| 770 | NOUNS | 37.75899887 | 806 | COMPETENCES | 35.50123978 | 842 | GERMAINE | 33.13446808 |
| 771 | INTERRUPTION | 37.75899887 | 807 | GRADING | 35.49752808 | 843 | SWALES | 33.13446808 |
| 772 | FLUENT | 37.75899887 | 808 | EXPERIENTIAL | 35.49752808 | 844 | SISTEMAS | 33.13446808 |
| 773 | PARAGRAPHS | 37.75341415 | 809 | EXTROVERSION | 35.49752808 | 845 | CONFERENCES | 33.13446808 |
| 774 | TERMINOLOGY | 37.73945999 | 810 | CONSTRUCTIVISM | 35.39365768 | 846 | PREPOSITIONS | 33.13446808 |
| 775 | INTRINSIC | 37.65413666 | 811 | OBSERVABLE | 35.39365768 | 847 | BACHMAN | 33.13446808 |
| 776 | SOLVE | 37.62486649 | 812 | CRUCIAL | 35.30843735 | 848 | IDEM | 33.13446808 |
| 777 | HYPOTHESIS | 37.62486649 | 813 | NECESSITY | 35.12839508 | 849 | PRESENTING | 33.11029434 |
| 778 | VOWEL | 37.57423019 | 814 | PROPOSES | 35.03843307 | 850 | CONFIDENCE | 33.10599136 |
| 779 | FIRST | 37.34659195 | 815 | DETERMINES | 35.03843307 | 851 | MAKE | 33.05709457 |
| 780 | INTERACTING | 36.99700546 | 816 | EXPLAINED | 35.00009537 | 852 | DESIGN | 32.90127182 |
| 781 | ELEMENTARY | 36.76079559 | 817 | DATA | 34.87709045 | 853 | SUGGESTED | 32.87198257 |
| 782 | AVERY | 36.76079559 | 818 | AFFECTED | 34.77453995 | 854 | IDENTITY | 32.78733444 |

| | | | | | | | | |
|-----|----------------|-------------|-----|----------------|-------------|-----|---------------|-------------|
| 855 | OBSERVE | 32.7586174 | 891 | AUTOMOTRICES | 30.7677021 | 927 | EXTENSIVE | 28.62884903 |
| 856 | PRODUCTIVE | 32.71075821 | 892 | NEWMARK | 30.7677021 | 928 | QUALITATIVE | 28.62884903 |
| 857 | NEGATIVE | 32.69493484 | 893 | MC | 30.7677021 | 929 | COUPLAND | 28.40093613 |
| 858 | LITERAL | 32.66893005 | 894 | SCHEMATA | 30.7677021 | 930 | INDUCTIVELY | 28.40093613 |
| 859 | EXAM | 32.66893005 | 895 | PRACTICUM | 30.7677021 | 931 | MEMORIZATION | 28.40093613 |
| 860 | PUNCTUATION | 32.66893005 | 896 | CANALE | 30.7677021 | 932 | DECODE | 28.40093613 |
| 861 | CHARACTERIZED | 32.54890823 | 897 | ROACH | 30.7677021 | 933 | INTERLOCUTORS | 28.40093613 |
| 862 | CONSCIOUS | 32.50949097 | 898 | DEPARTAMENTO | 30.7677021 | 934 | BILINGUALISM | 28.40093613 |
| 863 | PRODUCT | 32.48619461 | 899 | BRASDEFER | 30.7677021 | 935 | MCMILLAN | 28.40093613 |
| 864 | IMPROVEMENT | 32.27578735 | 900 | INSTITUTO | 30.7677021 | 936 | MUNBY | 28.40093613 |
| 865 | Y | 32.23777008 | 901 | DEDUCTIVE | 30.7677021 | 937 | SEMESTERS | 28.40093613 |
| 866 | REINFORCEMENT | 32.12458038 | 902 | FORMS | 30.73415375 | 938 | UR | 28.40093613 |
| 867 | CONCEPT | 31.89635086 | 903 | CORRECTION | 30.66728592 | 939 | BYGATE | 28.40093613 |
| 868 | IMMERSION | 31.71713066 | 904 | TEXTUAL | 30.66728592 | 940 | DEVELOPING | 28.32845879 |
| 869 | UNCONSCIOUSLY | 31.71713066 | 905 | SIMILARLY | 30.65775871 | 941 | HABITS | 28.32504654 |
| 870 | ADAPTED | 31.54583549 | 906 | INSTITUTIONS | 30.52319527 | 942 | QUANTITATIVE | 28.19301605 |
| 871 | ATTENDANCE | 31.50291443 | 907 | RELATE | 30.43112564 | 943 | PERFORMANCE | 27.93136978 |
| 872 | AFFECTS | 31.48105431 | 908 | PERFORMING | 29.9931488 | 944 | FOCUSING | 27.89741707 |
| 873 | V | 31.46148109 | 909 | REGARDED | 29.97431755 | 945 | ADAPTATION | 27.80663872 |
| 874 | PARAGRAPH | 31.22663689 | 910 | WHEN | 29.87101173 | 946 | DISRUPTIVE | 27.57045364 |
| 875 | BAKER | 31.22663689 | 911 | AFFECTING | 29.83694077 | 947 | EXPOSITION | 27.57045364 |
| 876 | RHETORICAL | 31.16566277 | 912 | NEVERTHELESS | 29.82976532 | 948 | ESTABLISHES | 27.57045364 |
| 877 | READINGS | 31.13908768 | 913 | EMPHASIS | 29.68763924 | 949 | PERCENTAGE | 27.40555 |
| 878 | INVENTORY | 31.06076431 | 914 | RECOGNIZE | 29.43986893 | 950 | ASSIGNMENT | 27.35975838 |
| 879 | ECONOMICAL | 31.06076431 | 915 | CONSIDERS | 29.36154747 | 951 | INDIVIDUAL | 27.1427269 |
| 880 | IMPERSONAL | 30.99285698 | 916 | INTERESTS | 29.29596519 | 952 | FOURTH | 27.01893425 |
| 881 | TRANSCRIPTIONS | 30.99285698 | 917 | COMMANDS | 29.25370598 | 953 | DESIGNING | 26.957901 |
| 882 | OBSERVATIONS | 30.98379707 | 918 | ACHIEVEMENT | 28.83762932 | 954 | PORTER | 26.957901 |
| 883 | DESCRIBE | 30.8172245 | 919 | ADAPT | 28.80317688 | 955 | ETHNOGRAPHIC | 26.957901 |
| 884 | SUBTRACTION | 30.7677021 | 920 | UNDERSTANDABLE | 28.80317688 | 956 | RULES | 26.93510818 |
| 885 | METACOGNITIVE | 30.7677021 | 921 | INTEGRATE | 28.80317688 | 957 | REQUIRED | 26.83198929 |
| 886 | INGLÉS | 30.7677021 | 922 | NERVOUSNESS | 28.7511673 | 958 | RELIABLE | 26.7811718 |
| 887 | SUBSTRACTED | 30.7677021 | 923 | ELABORATED | 28.7511673 | 959 | GUIDE | 26.77832794 |
| 888 | TCU | 30.7677021 | 924 | PLAGIARISM | 28.7511673 | 960 | MASTERY | 26.77257538 |
| 889 | ADJACENCY | 30.7677021 | 925 | DESCRIBED | 28.64986801 | 961 | ADVISABLE | 26.77257538 |
| 890 | MULTILINGUAL | 30.7677021 | 926 | VERSA | 28.63321495 | 962 | INCLUDES | 26.68921852 |

| | | | | | | | | |
|-----|----------------|-------------|------|---------------|--------------|------|------------|--------------|
| 963 | REVISION | 26.66285896 | 999 | PSYCHOLOGICAL | 25.52923965 | 1035 | WITHIN | -24.30568886 |
| 964 | INSTRUMENTAL | 26.54931259 | 1000 | INTERVIEWEES | 25.52019882 | 1036 | JOURNEY | -24.33416939 |
| 965 | NARRATION | 26.51782799 | 1001 | GRAPHICS | 25.52019882 | 1037 | EXPENSIVE | -24.33416939 |
| 966 | SITUATIONAL | 26.51782799 | 1002 | CONSTRUCTING | 25.52019882 | 1038 | CYCLE | -24.33416939 |
| 967 | ORGANIZING | 26.51782799 | 1003 | EXTERNAL | 25.50060844 | 1039 | TELEVISION | -24.33708382 |
| 968 | JOHNS | 26.51782799 | 1004 | DECLARES | 25.4853096 | 1040 | EARS | -24.34356117 |
| 969 | METHODOLOGIES | 26.51782799 | 1005 | ETC | 25.432724 | 1041 | FEARS | -24.34356117 |
| 970 | MANIPULATE | 26.51782799 | 1006 | COLLECT | 25.41666412 | 1042 | EDITOR | -24.34356117 |
| 971 | DIFFERENCES | 26.4942131 | 1007 | DETERMINED | 25.38753319 | 1043 | SPENCER | -24.34356117 |
| 972 | GRADE | 26.12368011 | 1008 | SIMILAR | 25.26027489 | 1044 | CHARLES | -24.34356117 |
| 973 | PARTICIPLE | 26.03417587 | 1009 | COMPONENTS | 25.18050766 | 1045 | GRASS | -24.34356117 |
| 974 | COGNITIVISM | 26.03417587 | 1010 | JOURNAL | 25.04262352 | 1046 | REDUCTION | -24.54792213 |
| 975 | SUPRASEGMENTAL | 26.03417587 | 1011 | TOTALLY | 24.90778923 | 1047 | COMPANIES | -24.54792213 |
| 976 | EBEL | 26.03417587 | 1012 | CONTEXTUAL | 24.8821106 | 1048 | AVAILABLE | -24.59894562 |
| 977 | RUBRICS | 26.03417587 | 1013 | WALLACE | 24.8821106 | 1049 | PROPERTIES | -24.62763214 |
| 978 | AUTONOMA | 26.03417587 | 1014 | WEAKNESSES | 24.78603172 | 1050 | UNUSUAL | -24.62763214 |
| 979 | MALEY | 26.03417587 | 1015 | MODES | 24.71068573 | 1051 | URBAN | -24.62763214 |
| 980 | KERNEY | 26.03417587 | 1016 | USAGE | 24.66446495 | 1052 | DIRECTOR | -24.84818077 |
| 981 | GEHARD | 26.03417587 | 1017 | SUMMARIZING | 24.66446495 | 1053 | MIRROR | -24.96200562 |
| 982 | ARGUMENTATION | 26.03417587 | 1018 | NATURAL | 24.62617683 | 1054 | STICK | -24.96200562 |
| 983 | JAWORSKI | 26.03417587 | 1019 | INSTRUCTORS | 24.29404068 | 1055 | YOURSELF | -24.98883629 |
| 984 | FREEWRTING | 26.03417587 | 1020 | INTERRUPTIONS | 24.29404068 | 1056 | CLOTHING | -24.99718666 |
| 985 | GESTALT | 26.03417587 | 1021 | INTROVERSION | 24.29404068 | 1057 | PICK | -25.10191154 |
| 986 | RECOMMENDABLE | 26.03417587 | 1022 | HUTCHINSON | 24.29404068 | 1058 | SIGHT | -25.10191154 |
| 987 | INTERROGATIVE | 26.03417587 | 1023 | TAPE | 24.0982151 | 1059 | MONDAY | -25.12021065 |
| 988 | REALIA | 26.03417587 | 1024 | CRAFT | 24.0982151 | 1060 | MASS | -25.23487091 |
| 989 | RAZMJOU | 26.03417587 | 1025 | DIFFICULTIES | 24.08130646 | 1061 | RECORDS | -25.23487091 |
| 990 | ACTIVATE | 26.03417587 | 1026 | TOWARDS | 24.0562458 | 1062 | GROWN | -25.23487091 |
| 991 | SINOR | 26.03417587 | 1027 | INDUSTRY | -23.94765472 | 1063 | BREAK | -25.36146164 |
| 992 | DISPREFERRED | 26.03417587 | 1028 | OVERALL | -23.9921093 | 1064 | MINOR | -25.5915947 |
| 993 | MCLAUGHLIN | 26.03417587 | 1029 | MOVES | -24.02235031 | 1065 | NARROW | -25.65229225 |
| 994 | EASIER | 26.01682663 | 1030 | JOINT | -24.02235031 | 1066 | FORCES | -25.66788673 |
| 995 | OVERCOME | 25.72253227 | 1031 | ABSOLUTELY | -24.13203812 | 1067 | REMAINED | -25.69458008 |
| 996 | DEPEND | 25.72253227 | 1032 | LETTER | -24.1960659 | 1068 | GROWTH | -25.85045052 |
| 997 | MODEL | 25.61723137 | 1033 | MANAGED | -24.20822144 | 1069 | POST | -25.85396004 |
| 998 | TECHNICAL | 25.53556633 | 1034 | DATE | -24.25326157 | 1070 | LOW | -26.09704971 |

| | | | | | | | | |
|------|-----------|--------------|------|--------------|--------------|------|---------------|--------------|
| 1071 | DURATION | -26.22288322 | 1107 | REVEALED | -28.01182938 | 1143 | TV | -30.41491318 |
| 1072 | WELCOME | -26.22288322 | 1108 | GOODS | -28.12638092 | 1144 | EATING | -30.68504333 |
| 1073 | SOLD | -26.22288322 | 1109 | LAUGHED | -28.12638092 | 1145 | LARGELY | -30.68504333 |
| 1074 | WARNING | -26.22288322 | 1110 | DOCTORS | -28.28645706 | 1146 | FISH | -30.77898788 |
| 1075 | WESTERN | -26.25946617 | 1111 | CLINICAL | -28.28645706 | 1147 | WHILST | -30.94038582 |
| 1076 | MAIL | -26.28468704 | 1112 | ANTI | -28.28645706 | 1148 | LAI | -30.94038582 |
| 1077 | POOR | -26.30636597 | 1113 | TRADE | -28.43015671 | 1149 | EVIDENCE | -30.96039391 |
| 1078 | DRESS | -26.30882263 | 1114 | PAID | -28.51385689 | 1150 | SECURITY | -30.97875786 |
| 1079 | DRIVEN | -26.30882263 | 1115 | PUPILS | -28.76392365 | 1151 | FORMER | -31.02095604 |
| 1080 | DESK | -26.45497704 | 1116 | SUIT | -28.91620445 | 1152 | CHARACTER | -31.08814049 |
| 1081 | HARDLY | -26.55213547 | 1117 | ADMITTED | -28.9481945 | 1153 | LINE | -31.11362267 |
| 1082 | MEN | -26.55280876 | 1118 | NOISE | -28.9481945 | 1154 | TOUGH | -31.32810783 |
| 1083 | TOM | -26.78171349 | 1119 | STRENGTH | -28.97767448 | 1155 | SHOPPING | -31.40289497 |
| 1084 | DEBATE | -26.84935188 | 1120 | SPENT | -29.09335709 | 1156 | ANYWAY | -31.40716171 |
| 1085 | BROKEN | -26.85581017 | 1121 | TEETH | -29.21158791 | 1157 | EIGHT | -31.45544434 |
| 1086 | SEVERE | -26.85581017 | 1122 | REMEMBER | -29.30424309 | 1158 | LOOKS | -31.45544434 |
| 1087 | WANT | -26.86542511 | 1123 | APPEAL | -29.40291214 | 1159 | FORCED | -31.457798 |
| 1088 | OBVIOUS | -26.87895966 | 1124 | CONFLICT | -29.53560257 | 1160 | CAPITAL | -31.51768112 |
| 1089 | AFFAIRS | -26.87895966 | 1125 | VOLUME | -29.61112022 | 1161 | POLICIES | -31.59179115 |
| 1090 | PRIOR | -26.87895966 | 1126 | LUCKY | -29.61112022 | 1162 | CLIMATE | -31.60665131 |
| 1091 | GAY | -26.9667263 | 1127 | PEOPLE'S | -29.61112022 | 1163 | SMELL | -31.60665131 |
| 1092 | BRINGING | -26.9667263 | 1128 | DIE | -29.61112022 | 1164 | STANDARD | -31.67204475 |
| 1093 | BOTTLE | -26.9667263 | 1129 | SIMPLY | -29.67872429 | 1165 | MEMBERS | -31.92644691 |
| 1094 | EXPERTISE | -27.06773567 | 1130 | IMAGINE | -29.76918221 | 1166 | HISTORY | -31.95374298 |
| 1095 | REPORTED | -27.12917519 | 1131 | CONTEMPORARY | -29.87717247 | 1167 | FUND | -31.97245216 |
| 1096 | WOMEN | -27.17820549 | 1132 | THOMAS | -29.87717247 | 1168 | PETER | -32.02822495 |
| 1097 | ACCESS | -27.18459892 | 1133 | WALL | -30.0098362 | 1169 | GLOBAL | -32.07884598 |
| 1098 | LIE | -27.62595367 | 1134 | ORGANISATION | -30.04329872 | 1170 | BELIEVE | -32.09715271 |
| 1099 | SEND | -27.62595367 | 1135 | JUNE | -30.15654373 | 1171 | SIGNIFICANTLY | -32.0983963 |
| 1100 | ELIZABETH | -27.62595367 | 1136 | WONDER | -30.15654373 | 1172 | LIGHTS | -32.2739563 |
| 1101 | FUNDS | -27.62595367 | 1137 | FREE | -30.19211769 | 1173 | RELEASED | -32.2739563 |
| 1102 | ALREADY | -27.6457653 | 1138 | AFRICA | -30.27519608 | 1174 | RELEASE | -32.2739563 |
| 1103 | CHAIN | -27.68222618 | 1139 | CATHOLIC | -30.27519608 | 1175 | WORKERS | -32.30057907 |
| 1104 | FRIDAY | -27.68222618 | 1140 | ALICE | -30.27519608 | 1176 | WEEKEND | -32.61803818 |
| 1105 | REALLY | -27.78656006 | 1141 | PICKED | -30.27519608 | 1177 | CUSTOMERS | -32.61803818 |
| 1106 | M | -27.8532238 | 1142 | PLUS | -30.31862259 | 1178 | SHIP | -32.65494537 |

| | | | | | | | | |
|------|------------|--------------|------|-------------|--------------|------|--------------|--------------|
| 1179 | WALLS | -32.65494537 | 1215 | RAISE | -35.17498779 | 1251 | UNLESS | -38.47410965 |
| 1180 | SUPPORT | -32.81858444 | 1216 | VEHICLE | -35.21214294 | 1252 | SERIES | -38.49613953 |
| 1181 | ECONOMY | -32.91609192 | 1217 | PRESSURE | -35.26960754 | 1253 | EUROPE | -38.54270172 |
| 1182 | GREATER | -33.13538742 | 1218 | N | -35.29912949 | 1254 | BUILDING | -38.62880707 |
| 1183 | STORY | -33.17628479 | 1219 | AUTHORITIES | -35.37332535 | 1255 | MOVEMENT | -38.62880707 |
| 1184 | FASHION | -33.26483536 | 1220 | DISPLAY | -35.37332535 | 1256 | ASSOCIATED | -38.88991165 |
| 1185 | SENT | -33.42178345 | 1221 | FEW | -35.42414093 | 1257 | ENTIRELY | -38.99778366 |
| 1186 | LONGER | -33.5547142 | 1222 | OPEN | -35.48748779 | 1258 | FRESH | -38.99778366 |
| 1187 | PARTIES | -33.61156464 | 1223 | OK | -35.62501907 | 1259 | FEBRUARY | -38.99778366 |
| 1188 | GREW | -33.61156464 | 1224 | HEALTHY | -35.62501907 | 1260 | LEAVING | -39.09788132 |
| 1189 | SAVE | -33.61156464 | 1225 | BUILDINGS | -35.62501907 | 1261 | SEPTEMBER | -39.13526154 |
| 1190 | EVERYTHING | -33.79115677 | 1226 | RETURNED | -35.80812836 | 1262 | PARTICULARLY | -39.20104218 |
| 1191 | WAIT | -33.85002518 | 1227 | ECONOMIC | -35.81448746 | 1263 | POTENTIAL | -39.21735001 |
| 1192 | FALL | -33.87666702 | 1228 | QUEEN | -35.86345291 | 1264 | SIT | -39.63102341 |
| 1193 | BOOK | -33.9080658 | 1229 | WINE | -35.86345291 | 1265 | ANNOUNCED | -39.67467499 |
| 1194 | CARD | -33.92754364 | 1230 | DRIVING | -35.86345291 | 1266 | PLAYERS | -39.67467499 |
| 1195 | NOBODY | -33.92754364 | 1231 | BEAR | -35.86345291 | 1267 | SACRED | -39.67467499 |
| 1196 | THING | -33.99638367 | 1232 | THEN | -36.08779526 | 1268 | SLIGHTLY | -39.6961937 |
| 1197 | PERFECT | -34.14196777 | 1233 | FEAR | -36.18621826 | 1269 | LEADER | -39.72280121 |
| 1198 | HOLIDAY | -34.28180695 | 1234 | PARENT | -36.29793549 | 1270 | HOLDING | -39.72280121 |
| 1199 | ANY | -34.28596878 | 1235 | RICHARD | -36.3364563 | 1271 | RELIGION | -39.77444077 |
| 1200 | LEADING | -34.45181656 | 1236 | UPON | -36.34160233 | 1272 | WATCHING | -39.78233337 |
| 1201 | BRING | -34.45441055 | 1237 | MEET | -36.55936432 | 1273 | BEAUTIFUL | -39.98927307 |
| 1202 | CHANCE | -34.45441055 | 1238 | CO | -36.55936432 | 1274 | HELD | -40.23416901 |
| 1203 | NEWSPAPER | -34.54306793 | 1239 | EYE | -36.5788269 | 1275 | RISE | -40.27193832 |
| 1204 | TEAM | -34.54904175 | 1240 | DOCTOR | -36.60991669 | 1276 | JULY | -40.35230255 |
| 1205 | WIN | -34.54935074 | 1241 | GREAT | -36.62213898 | 1277 | SURE | -40.36849976 |
| 1206 | MEETING | -34.63134003 | 1242 | REMAIN | -36.76724243 | 1278 | NINE | -40.38277817 |
| 1207 | YOUNGER | -34.75697708 | 1243 | SOMEWHERE | -36.97169495 | 1279 | EVERYONE | -40.65448761 |
| 1208 | LATEST | -34.75697708 | 1244 | NOVEMBER | -36.97169495 | 1280 | RECENT | -40.83673477 |
| 1209 | SEVEN | -34.94444656 | 1245 | MID | -37.07795715 | 1281 | CLOSED | -40.85491562 |
| 1210 | REGULATION | -34.95296478 | 1246 | SPIRIT | -37.1692009 | 1282 | WINDOW | -40.85491562 |
| 1211 | PEACE | -34.95296478 | 1247 | RADIO | -37.39461517 | 1283 | RECORD | -40.8846817 |
| 1212 | REDUCE | -35.02536392 | 1248 | AUTHORITY | -37.68497849 | 1284 | CIVIL | -40.91386414 |
| 1213 | UNION | -35.115448 | 1249 | SEXUAL | -37.71458435 | 1285 | WEBSITE | -40.91386414 |
| 1214 | MEANT | -35.14664078 | 1250 | MEMBER | -38.11029053 | 1286 | LITTLE | -41.06200409 |

| | | | | | | | | |
|------|---------------|--------------|------|------------|--------------|------|-----------|--------------|
| 1287 | SUMMER | -41.07579041 | 1323 | SLEEP | -45.11462021 | 1359 | HOTEL | -51.37878799 |
| 1288 | WORST | -41.10967255 | 1324 | MARCH | -45.11462021 | 1360 | COST | -51.48046494 |
| 1289 | COM | -41.10967255 | 1325 | PROTECTION | -45.11462021 | 1361 | STRAIGHT | -51.75897598 |
| 1290 | SCIENCE | -41.2211647 | 1326 | MILITARY | -45.43386459 | 1362 | FRIENDS | -51.80475616 |
| 1291 | STORE | -41.55677795 | 1327 | DEPARTMENT | -45.45099258 | 1363 | OLDER | -51.81568146 |
| 1292 | BEHAVIOUR | -41.65132523 | 1328 | HUGE | -45.75074387 | 1364 | SERIOUS | -51.97857285 |
| 1293 | SECRET | -41.70967102 | 1329 | LEADERS | -45.79745483 | 1365 | ADVICE | -52.25005722 |
| 1294 | BOUGHT | -41.70967102 | 1330 | TOGETHER | -45.9296875 | 1366 | REMAINS | -52.42935562 |
| 1295 | EMPTY | -41.70967102 | 1331 | LED | -46.13507462 | 1367 | SECTOR | -52.42935562 |
| 1296 | BUILT | -42.05939484 | 1332 | SHOT | -46.41127777 | 1368 | BROTHER | -52.43030548 |
| 1297 | HAPPENED | -42.32408142 | 1333 | SIGN | -46.45046234 | 1369 | INCLUDING | -52.51033783 |
| 1298 | STONE | -42.38937378 | 1334 | TURNING | -46.48087692 | 1370 | HEAVY | -52.65568924 |
| 1299 | BROUGHT | -42.63961029 | 1335 | DOUBLE | -47.3030777 | 1371 | EAT | -52.65568924 |
| 1300 | ALMOST | -42.66666412 | 1336 | LIKELY | -47.55772781 | 1372 | SENIOR | -52.65568924 |
| 1301 | RATHER | -42.71760178 | 1337 | EU | -47.74419022 | 1373 | PERHAPS | -52.83341217 |
| 1302 | VOTE | -42.86375427 | 1338 | ALONG | -47.84180069 | 1374 | REGION | -52.91184998 |
| 1303 | BIRTH | -42.86375427 | 1339 | STAFF | -47.91325378 | 1375 | ENSURE | -53.07372284 |
| 1304 | FAIR | -42.86375427 | 1340 | SEX | -48.50956345 | 1376 | ARMY | -53.34423828 |
| 1305 | BODIES | -43.09183884 | 1341 | SCHEME | -48.66980743 | 1377 | CHRISTIAN | -53.52420425 |
| 1306 | HALF | -43.22074509 | 1342 | JOHN | -48.79144669 | 1378 | GROWING | -53.71884155 |
| 1307 | REPORT | -43.23218155 | 1343 | CLOSE | -49.16674042 | 1379 | WALKED | -53.77473831 |
| 1308 | TRUTH | -43.40275955 | 1344 | RIVER | -49.34165192 | 1380 | HOURLY | -54.28092575 |
| 1309 | PASSED | -43.40275955 | 1345 | RACE | -49.74868011 | 1381 | KIDS | -54.44781876 |
| 1310 | RE | -43.44122314 | 1346 | SCENE | -49.90622711 | 1382 | BEFORE | -54.69091415 |
| 1311 | NOTE | -43.68457031 | 1347 | WILLIAM | -49.90622711 | 1383 | KEPT | -54.90797424 |
| 1312 | ENVIRONMENTAL | -43.75074387 | 1348 | ET | -49.95882416 | 1384 | MET | -54.96153641 |
| 1313 | LATER | -43.7534523 | 1349 | FINANCIAL | -50.13235092 | 1385 | EARLIER | -55.11151505 |
| 1314 | HOMES | -43.75419235 | 1350 | MANAGER | -50.59286118 | 1386 | YORK | -55.12145615 |
| 1315 | RATE | -44.00164413 | 1351 | FAMILIES | -50.79571533 | 1387 | PLEASE | -55.12145615 |
| 1316 | HUNDRED | -44.13790131 | 1352 | MOMENT | -50.87786102 | 1388 | WALK | -55.25344849 |
| 1317 | ELSE | -44.19166565 | 1353 | PHONE | -50.89257431 | 1389 | ALONE | -55.58230209 |
| 1318 | CITIZENS | -44.4173317 | 1354 | GET | -50.93376923 | 1390 | END | -56.38991928 |
| 1319 | TEN | -44.57878494 | 1355 | SET | -51.08763123 | 1391 | SITE | -56.57452011 |
| 1320 | BORN | -44.66688156 | 1356 | HOUSES | -51.08825684 | 1392 | BUY | -56.57452011 |
| 1321 | WON | -44.78544617 | 1357 | ROSE | -51.08825684 | 1393 | ATTACK | -56.79360199 |
| 1322 | WALKING | -44.78544617 | 1358 | CONTINUED | -51.08825684 | 1394 | AGENCY | -56.891819 |















| | | | | | | | | |
|------|-----------|--------------|------|-----------|--------------|------|------------|--------------|
| 1395 | POLITICAL | -56.92655563 | 1431 | FRIEND | -63.80436707 | 1467 | PRETTY | -70.68439484 |
| 1396 | BEGAN | -57.12065125 | 1432 | FILM | -63.88231659 | 1468 | JAMES | -71.92514038 |
| 1397 | APRIL | -57.48473358 | 1433 | MIGHT | -64.33426666 | 1469 | HERSELF | -71.93930817 |
| 1398 | LOSS | -57.48473358 | 1434 | ENERGY | -64.41687012 | 1470 | FINE | -72.04248047 |
| 1399 | HAPPY | -57.6186676 | 1435 | QUITE | -64.44897461 | 1471 | DRIVE | -72.11804199 |
| 1400 | LIVED | -57.6186676 | 1436 | WATCH | -64.54991913 | 1472 | BIG | -73.16210938 |
| 1401 | EUROPEAN | -57.73892975 | 1437 | MYSELF | -64.6854248 | 1473 | DAVID | -73.47754669 |
| 1402 | STAY | -57.7796669 | 1438 | NEAR | -64.90988159 | 1474 | LIFE | -73.81156921 |
| 1403 | RELIGIOUS | -57.7905159 | 1439 | INCOME | -65.21801758 | 1475 | TURNED | -74.09992218 |
| 1404 | FLOOR | -57.96172333 | 1440 | MOVE | -65.46572113 | 1476 | RIGHTS | -74.46376038 |
| 1405 | MARRIED | -58.17626572 | 1441 | FORCE | -65.61235046 | 1477 | SEEMED | -74.62546539 |
| 1406 | LEGAL | -58.25466156 | 1442 | PAUL | -65.80747986 | 1478 | OUT | -74.65723419 |
| 1407 | TOOK | -58.29370117 | 1443 | BAR | -65.88661957 | 1479 | LEAST | -75.19590759 |
| 1408 | LARGE | -58.99116516 | 1444 | INCREASED | -66.14389801 | 1480 | INVESTMENT | -75.54750061 |
| 1409 | PUBLISHED | -59.01752472 | 1445 | COULD | -66.27728271 | 1481 | GROUND | -76.06999207 |
| 1410 | TRYING | -59.08677292 | 1446 | PATIENTS | -66.53208923 | 1482 | ARMS | -76.27493286 |
| 1411 | FOOD | -59.09549713 | 1447 | FELT | -66.93727875 | 1483 | HARD | -76.60837555 |
| 1412 | OPENED | -59.506073 | 1448 | IF | -66.97904968 | 1484 | MONTH | -76.75891113 |
| 1413 | HALL | -59.56050491 | 1449 | PUT | -67.02157593 | 1485 | HOURS | -77.09037781 |
| 1414 | SORRY | -59.85178375 | 1450 | SHALL | -67.33202362 | 1486 | LOST | -77.41034698 |
| 1415 | RECENTLY | -60.768013 | 1451 | VISIT | -67.33202362 | 1487 | CHIEF | -77.60920715 |
| 1416 | OPENING | -60.86125183 | 1452 | NEWS | -67.67301941 | 1488 | PUBLIC | -78.32596588 |
| 1417 | KITCHEN | -60.94625473 | 1453 | YES | -67.76663971 | 1489 | SECRETARY | -79.35219574 |
| 1418 | FINGERS | -60.94625473 | 1454 | HEARD | -67.97370911 | 1490 | SOON | -79.56926727 |
| 1419 | RATES | -61.20779037 | 1455 | LAST | -68.02848816 | 1491 | SIZE | -80.02098083 |
| 1420 | COMING | -61.48682404 | 1456 | CHILDREN | -68.22750854 | 1492 | STANDING | -80.36257935 |
| 1421 | AGO | -61.53194427 | 1457 | LOOKING | -68.44923401 | 1493 | COURT | -81.29844666 |
| 1422 | RAISED | -61.88263702 | 1458 | AL | -68.5827179 | 1494 | LATE | -81.53850555 |
| 1423 | TODAY | -62.32580566 | 1459 | AGED | -68.69754791 | 1495 | CARE | -82.03162384 |
| 1424 | BREATH | -62.33345795 | 1460 | STOP | -68.87519073 | 1496 | MOVED | -82.47422028 |
| 1425 | SIX | -62.45639801 | 1461 | COUPLE | -68.90176392 | 1497 | WWW | -82.69404602 |
| 1426 | LAY | -62.5656662 | 1462 | CAUGHT | -69.23680115 | 1498 | TOP | -84.27664185 |
| 1427 | NAME | -62.92375183 | 1463 | ONTO | -69.28949738 | 1499 | STOOD | -84.50156403 |
| 1428 | BANK | -63.02758789 | 1464 | TRUST | -69.28949738 | 1500 | ALL | -84.58452606 |
| 1429 | LET | -63.07774353 | 1465 | STAND | -69.67694092 | 1501 | EVEN | -84.83453369 |
| 1430 | SITTING | -63.72206116 | 1466 | GONE | -70.12794495 | 1502 | MADE | -85.69127655 |

| | | | | | | | | |
|------|-----------|--------------|------|-----------|--------------|------|---------|--------------|
| 1503 | SERVICE | -86.94247437 | 1539 | UNTIL | -101.4642181 | 1575 | WAR | -132.9718475 |
| 1504 | FORWARD | -87.1687088 | 1540 | COMPANY | -101.5644226 | 1576 | HANDS | -133.7096252 |
| 1505 | SURFACE | -87.1687088 | 1541 | LOOK | -101.7816696 | 1577 | COUNCIL | -134.0720673 |
| 1506 | GUY | -87.50485229 | 1542 | PROGRAMME | -103.9370728 | 1578 | EAST | -134.9675598 |
| 1507 | ANYTHING | -87.62560272 | 1543 | CUT | -103.9370728 | 1579 | FOR | -135.1318817 |
| 1508 | YET | -87.72540283 | 1544 | SEE | -104.9264908 | 1580 | DEATH | -136.0372162 |
| 1509 | TREATMENT | -87.95835876 | 1545 | FRONT | -105.0591202 | 1581 | MUCH | -136.3289185 |
| 1510 | MISS | -87.95835876 | 1546 | WEST | -105.5375977 | 1582 | CAR | -136.4711609 |
| 1511 | THOUGH | -88.49478912 | 1547 | GOING | -107.2800217 | 1583 | EARLY | -136.4899902 |
| 1512 | PAST | -88.77671051 | 1548 | CITY | -109.1520996 | 1584 | GO | -138.3865814 |
| 1513 | CHURCH | -88.90917969 | 1549 | HIMSELF | -109.3979568 | 1585 | HERE | -138.6545715 |
| 1514 | BIT | -89.13372803 | 1550 | HEART | -110.2983322 | 1586 | LIGHT | -140.6788635 |
| 1515 | WAITING | -89.3429184 | 1551 | ENGLAND | -111.516304 | 1587 | KNEW | -140.8428497 |
| 1516 | FROM | -89.49038696 | 1552 | LONG | -111.5448151 | 1588 | PARTY | -141.3823547 |
| 1517 | TOWN | -89.50231934 | 1553 | WEIGHT | -112.2716751 | 1589 | POLICY | -144.9491119 |
| 1518 | GIRL | -90.87220001 | 1554 | LEAVE | -112.5166016 | 1590 | COME | -145.9018555 |
| 1519 | RUNNING | -91.02135468 | 1555 | SO | -113.6231689 | 1591 | RUN | -147.8039551 |
| 1520 | WEEKS | -92.09688568 | 1556 | GOT | -113.842308 | 1592 | FAR | -149.4768372 |
| 1521 | RETURN | -93.64937592 | 1557 | AIR | -114.1348495 | 1593 | AROUND | -150.1597443 |
| 1522 | WHITE | -93.99412537 | 1558 | HOPE | -116.9801254 | 1594 | BRITAIN | -150.2940674 |
| 1523 | CRIME | -94.19663239 | 1559 | AM | -117.3296051 | 1595 | DAYS | -152.1534119 |
| 1524 | LABOUR | -94.3335495 | 1560 | LOVE | -118.5136414 | 1596 | SAW | -152.4786224 |
| 1525 | LAW | -94.61135864 | 1561 | THOUGHT | -118.7072372 | 1597 | WITH | -152.5402069 |
| 1526 | ITS | -94.80677032 | 1562 | GREEN | -119.319519 | 1598 | ROAD | -153.1658478 |
| 1527 | ANYONE | -94.82575226 | 1563 | CENTRE | -119.9733353 | 1599 | NOTHING | -158.558197 |
| 1528 | SERVICES | -95.25244141 | 1564 | BOYS | -121.2052917 | 1600 | OLD | -158.8460236 |
| 1529 | MORNING | -95.3161087 | 1565 | NORTH | -121.8985062 | 1601 | EVER | -158.9148712 |
| 1530 | RISK | -95.43736267 | 1566 | TELL | -121.9431381 | 1602 | STREET | -160.7070618 |
| 1531 | BUSINESS | -95.98636627 | 1567 | FULL | -123.7390366 | 1603 | THAN | -165.5725708 |
| 1532 | BODY | -96.88705444 | 1568 | MONEY | -123.8148727 | 1604 | WEEK | -166.8761902 |
| 1533 | BEHIND | -96.93211365 | 1569 | SIDE | -125.6875458 | 1605 | ROUND | -169.9681396 |
| 1534 | NATIONAL | -96.97084808 | 1570 | SOUTH | -126.8337631 | 1606 | JUST | -170.0447693 |
| 1535 | CALL | -97.55105591 | 1571 | NEVER | -126.8383331 | 1607 | LEFT | -175.7035828 |
| 1536 | GIRLS | -97.80418396 | 1572 | YOUNG | -127.8680038 | 1608 | YEARS | -176.0173035 |
| 1537 | A | -98.58302307 | 1573 | AFTER | -127.8883133 | 1609 | WOMAN | -177.8301544 |
| 1538 | BOY | -101.3062515 | 1574 | SMALL | -129.7232971 | 1610 | GOD | -183.4640503 |

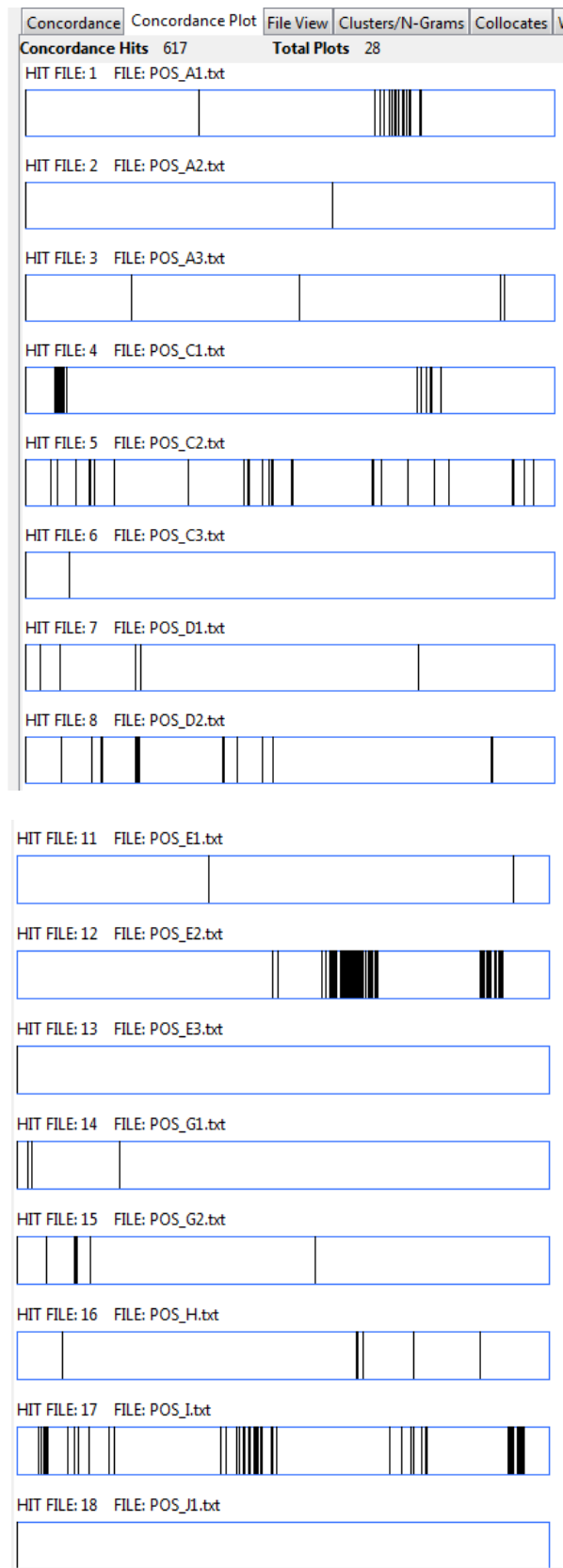
| | | | | | |
|------|------------|--------------|------|------|--------------|
| 1611 | CAME | -184.1421204 | 1647 | BEEN | -353.493988 |
| 1612 | FAMILY | -184.6127167 | 1648 | DOWN | -358.433197 |
| 1613 | AGAIN | -185.9151611 | 1649 | MAN | -405.6283875 |
| 1614 | CHILD | -188.524353 | 1650 | OUR | -416.5044556 |
| 1615 | RIGHT | -190.2223206 | 1651 | NOW | -422.9827881 |
| 1616 | MONTHS | -192.1061859 | 1652 | OFF | -478.2111816 |
| 1617 | STILL | -197.4468536 | 1653 | YOUR | -535.8590698 |
| 1618 | TOLD | -201.9775238 | 1654 | OVER | -541.2156372 |
| 1619 | LIKE | -208.600296 | 1655 | BACK | -617.3806152 |
| 1620 | FATHER | -210.1463165 | 1656 | NO | -625.4091187 |
| 1621 | WENT | -213.168808 | 1657 | AT | -628.6956787 |
| 1622 | PER | -213.424057 | 1658 | IT'S | -668.8515015 |
| 1623 | ROOM | -218.7765045 | 1659 | WAS | -707.5810547 |
| 1624 | UNDER | -225.3977051 | 1660 | WE | -747.6015625 |
| 1625 | TOO | -226.4015961 | 1661 | BUT | -755.4363403 |
| 1626 | LOCAL | -236.9374695 | 1662 | ME | -775.3765869 |
| 1627 | HEAD | -237.4420929 | 1663 | UP | -809.439209 |
| 1628 | AGAINST | -238.0070038 | 1664 | HIM | -904.9805908 |
| 1629 | ACROSS | -238.7682037 | 1665 | MY | -1016.295715 |
| 1630 | LOOKED | -240.3299408 | 1666 | HAD | -1290.241943 |
| 1631 | GOVERNMENT | -248.1212463 | 1667 | SHE | -1319.612793 |
| 1632 | DAY | -248.4326782 | 1668 | HER | -1807.0354 |
| 1633 | DOOR | -250.4548645 | 1669 | YOU | -2127.432373 |
| 1634 | AWAY | -255.7346802 | 1670 | HIS | -2138.460205 |
| 1635 | EYES | -261.8368835 | 1671 | HE | -2220.986816 |
| 1636 | BRITISH | -288.614624 | 1672 | I | -2243.792969 |
| 1637 | NIGHT | -292.0683899 | | | |
| 1638 | WOULD | -298.2387695 | | | |
| 1639 | SAID | -298.5699463 | | | |
| 1640 | HOME | -308.8364868 | | | |
| 1641 | LONDON | -312.532196 | | | |
| 1642 | HEALTH | -315.75177 | | | |
| 1643 | HOUSE | -324.7792358 | | | |
| 1644 | ON | -333.7206116 | | | |
| 1645 | US | -335.1912537 | | | |
| 1646 | YEAR | -339.8270569 | | | |

Appendix 9: Concordance Plot for the Passive Voice Forms across the Dissertations

| Concordance | Concordance Plot | File View | Clusters/N-Grams | Collocates | Word List | Keyword List |
|------------------------------|------------------|-------------------------------------------------------------------------------------|------------------|------------|-----------|--------------|
| Concordance Hits 7193 | | Total Plots 30 | | | | |
| HIT FILE: 1 | FILE: POS_A1.txt |  | | | | |
| | | No. of Hits = 305 File Length (in chars) = 222343 | | | | |
| HIT FILE: 2 | FILE: POS_A2.txt |  | | | | |
| | | No. of Hits = 196 File Length (in chars) = 153026 | | | | |
| HIT FILE: 3 | FILE: POS_A3.txt |  | | | | |
| | | No. of Hits = 152 File Length (in chars) = 131927 | | | | |
| HIT FILE: 4 | FILE: POS_C1.txt |  | | | | |
| | | No. of Hits = 122 File Length (in chars) = 114059 | | | | |
| HIT FILE: 5 | FILE: POS_C2.txt |  | | | | |
| | | No. of Hits = 302 File Length (in chars) = 261472 | | | | |
| HIT FILE: 6 | FILE: POS_C3.txt |  | | | | |
| | | No. of Hits = 338 File Length (in chars) = 192104 | | | | |
| HIT FILE: 7 | FILE: POS_D1.txt |  | | | | |
| | | No. of Hits = 223 File Length (in chars) = 129142 | | | | |
| HIT FILE: 8 | FILE: POS_D2.txt |  | | | | |
| | | No. of Hits = 350 File Length (in chars) = 217601 | | | | |
| HIT FILE: 9 | FILE: POS_D3.txt |  | | | | |
| | | No. of Hits = 240 File Length (in chars) = 187457 | | | | |
| HIT FILE: 10 | FILE: POS_D4.txt |  | | | | |
| | | No. of Hits = 127 File Length (in chars) = 123483 | | | | |
| HIT FILE: 11 | FILE: POS_E1.txt |  | | | | |
| | | No. of Hits = 277 File Length (in chars) = 210875 | | | | |
| HIT FILE: 12 | FILE: POS_E2.txt |  | | | | |
| | | No. of Hits = 191 File Length (in chars) = 156272 | | | | |
| HIT FILE: 13 | FILE: POS_E3.txt |  | | | | |
| | | No. of Hits = 230 File Length (in chars) = 153525 | | | | |
| HIT FILE: 14 | FILE: POS_G1.txt |  | | | | |
| | | No. of Hits = 205 File Length (in chars) = 141621 | | | | |
| HIT FILE: 15 | FILE: POS_G2.txt |  | | | | |
| | | No. of Hits = 346 File Length (in chars) = 176143 | | | | |
| HIT FILE: 16 | FILE: POS_H.txt |  | | | | |
| | | No. of Hits = 470 File Length (in chars) = 262472 | | | | |

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------|------------------------------------------------------|
| HIT FILE: 17 | FILE: POS_I.txt |  | No. of Hits = 232 File Length (in chars) = 213833 |
| HIT FILE: 18 | FILE: POS_J1.txt |  | No. of Hits = 297 File Length (in chars) = 152014 |
| HIT FILE: 19 | FILE: POS_J2.txt |  | No. of Hits = 241 File Length (in chars) = 126849 |
| HIT FILE: 20 | FILE: POS_K.txt |  | No. of Hits = 263 File Length (in chars) = 156689 |
| HIT FILE: 21 | FILE: POS_L.txt |  | No. of Hits = 310 File Length (in chars) = 220735 |
| HIT FILE: 22 | FILE: POS_M1.txt |  | No. of Hits = 198 File Length (in chars) = 178643 |
| HIT FILE: 23 | FILE: POS_M2.txt |  | No. of Hits = 323 File Length (in chars) = 218859 |
| HIT FILE: 24 | FILE: POS_N.txt |  | No. of Hits = 138 File Length (in chars) = 147107 |
| <hr/> | | | |
| HIT FILE: 25 | FILE: POS_R1.txt |  | No. of Hits = 244 File Length (in chars) = 140450 |
| HIT FILE: 26 | FILE: POS_R2.txt |  | No. of Hits = 99 File Length (in chars) = 128193 |
| HIT FILE: 27 | FILE: POS_S1.txt |  | No. of Hits = 86 File Length (in chars) = 74458 |
| HIT FILE: 28 | FILE: POS_S2.txt |  | No. of Hits = 288 File Length (in chars) = 158807 |
| HIT FILE: 29 | FILE: POS_T.txt |  | No. of Hits = 220 File Length (in chars) = 158966 |
| HIT FILE: 30 | FILE: POS_Y.txt |  | No. of Hits = 180 File Length (in chars) = 133676 |
| Search Term <input checked="" type="checkbox"/> Words <input type="checkbox"/> Case <input type="checkbox"/> Regex Plot Zoom *_VB*_VVN Advanced <input type="text" value="x1"/> Start Stop Show Every Nth Row <input type="text" value="1"/> | | | |

Appendix 10: Concordance Plot for First Person Pronoun across the Dissertations



HIT FILE: 19 FILE: POS_J2.txt



HIT FILE: 20 FILE: POS_K.txt



HIT FILE: 21 FILE: POS_L.txt



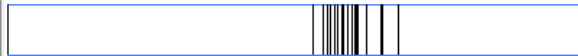
HIT FILE: 22 FILE: POS_M1.txt



HIT FILE: 23 FILE: POS_M2.txt



HIT FILE: 24 FILE: POS_N.txt



HIT FILE: 25 FILE: POS_R1.txt



HIT FILE: 26 FILE: POS_R2.txt



HIT FILE: 27 FILE: POS_S1.txt



HIT FILE: 28 FILE: POS_S2.txt









HIT FILE: 29 FILE: POS_T.txt



HIT FILE: 30 FILE: POS_Y.txt



Appendix 11: First Person Pronoun Distribution in my PhD Thesis Chapters

| Concordance | Concordance Plot | File View | Clusters/N-Grams | Collocates | Word List | Keyword List | |
|------------------------------|----------------------|--------------------------------------------------------------------------------------|------------------|------------|-----------|-------------------|--------------------------------|
| Concordance Hits 1062 | | Total Plots 9 | | | | | |
| HIT FILE: 1 | FILE: Chapter 1.txt |  | | | | No. of Hits = 193 | File Length (in chars) = 43467 |
| HIT FILE: 2 | FILE: Chapter 2.txt |  | | | | No. of Hits = 159 | File Length (in chars) = 70136 |
| HIT FILE: 3 | FILE: Chapter 3.txt |  | | | | No. of Hits = 72 | File Length (in chars) = 38500 |
| HIT FILE: 4 | FILE: Chapter 4.txt |  | | | | No. of Hits = 82 | File Length (in chars) = 32174 |
| HIT FILE: 5 | FILE: chapter 5 .txt |  | | | | No. of Hits = 101 | File Length (in chars) = 52304 |
| HIT FILE: 6 | FILE: Chapter 6.txt |  | | | | No. of Hits = 112 | File Length (in chars) = 51743 |
| HIT FILE: 7 | FILE: Chapter 7.txt |  | | | | No. of Hits = 127 | File Length (in chars) = 65682 |
| HIT FILE: 8 | FILE: Chapter 8.txt |  | | | | No. of Hits = 71 | File Length (in chars) = 33217 |
| HIT FILE: 9 | FILE: Chapter 9.txt |  | | | | No. of Hits = 145 | File Length (in chars) = 39671 |