

LIBERATING SECOND LANGUAGE WRITERS:
AN EXPLORATION OF MULTILINGUAL WRITER IDENTITY IN TURKIYE



GÜLŞAH KIRŞAN

BOĞAZİÇİ UNIVERSITY

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Gülşah Kırşan

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Liberating Second Language Writers:
An Exploration of Multilingual Writer Identity in Türkiye

The thesis of Gülşah Kırşan
has been approved by:

Assoc. Prof. Nur Yiğitoğlu Aptoula
(Thesis Advisor)

Assoc. Prof. Şebnem Yalçın

Assist. Prof. Işıl Erduyan

Assoc. Prof. Hatime Çiftçi
(External Member)

Assoc. Prof. Elvan Eda Işık
(External Member)

May 2025

DECLARATION OF ORIGINALITY

I, Gülşah Kırşan, certify that

- I am the sole author of this thesis and that I have fully acknowledged and documented in my thesis all sources of ideas and words, including digital resources, which have been produced or published by another person or institution;
- this thesis contains no material that has been submitted or accepted for a degree or diploma in any other educational institution;
- this is a true copy of the thesis approved by my advisor and thesis committee at Boğaziçi University, including final revisions required by them.

Signature.....

Date

ABSTRACT

Liberating Second Language Writers:

An Exploration of Multilingual Writer Identity in Türkiye

Academic writing in a second language calls for the negotiation of writers' identities in constant interaction with their autobiographical past and the learning context. The present study aims to investigate the ways in which novice academic writers in the Turkish EFL context construct and negotiate their identities and mark their authorial presence in the texts. The participants were 114 Turkish university students studying at the Intensive English Program of a large university in Türkiye. In this mixed design study, we adopted an explanatory sequential design in the collection and analysis of data, which were gleaned from these students' writing samples, retrospective interviews conducted with twelve of the participants and realia from the learning context. By conducting text analyses through ART ANOVA, we compared L2 writers' use of personal pronouns and graduation markers across two genres (argumentative essays and discussion boards) to examine the effects of authorial presence feature and publicity of discourse. Overall, the results revealed that L2 novice writers adopted avoidance strategies towards the use of authorial presence markers and refrained from manifesting their identity explicitly in their texts. There was a significant main effect of genre between the argumentative essays and discussion board entries while the use of personal pronouns and graduation markers lacked statistical significance. This indicated that students, especially shy ones, preferred to mark their identity more visibly when the discourse was not public to the whole class, and genre played an important role in the students' self-involvement in academic writing.

ÖZET

İkinci dilde yazmayı özgürleştirmek:

Türkiye bağlamında çok dilli yazar kimliğinin araştırılması

İkinci bir dilde akademik yazma, yazarların kimliklerini onların otobiyografik geçmişleri ve öğrenme bağlamıyla sürekli etkileşim halinde müzakere etmesini gerektirir. Bu çalışma, Türkiye bağlamında yeni başlayan akademik yazarların kimliklerini nasıl inşa ve müzakere ettiklerini ve metinlerde varlıklarını nasıl gösterdiklerini araştırmayı amaçlar. Katılımcılar, Türkiye'deki bir üniversitenin İngilizce Hazırlık Programındaki 114 Türk üniversite öğrencisidir. Bu çalışmada, veriler öğrencilerin yazı örneklerinden, katılımcılardan on ikisiyle yapılan retrospektif röportajlardan ve öğrenme bağlamından toplanan gerçek materyallerden oluşmuştur. Verilerin analizinde açıklayıcı ardışık bir tasarım benimsenmiştir. ART ANOVA kullanılarak yapılan metin analizleri yoluyla, yazarın varlığını gösteren yapıların ve söylemin aleniyetinin etkilerini incelemek için ikinci dil yazarlarının tartışmalı denemeler ve tartışma panolarında kişi zamirlerini ve derecelendirme belirteçlerini kullanım sıklığı karşılaştırılmıştır. Sonuçlar, yeni başlayan ikinci dil yazarlarının, yazarın varlığını gösteren belirteçlerinin kullanımına yönelik kaçınma stratejileri benimsediklerini ve metinlerinde kimliklerini açıkça ortaya koymaktan kaçındıklarını ortaya koydu. Tartışmalı denemeler ve tartışma panosundaki girdiler arasında metin türünün önemli bir etkisi vardı, ancak kişi zamirlerinin ve derecelendirme belirteçlerinin kullanımı arasındaki fark istatistiksel olarak anlamlı değildi. Bu, özellikle utangaç olan öğrencilerin, söylem tüm sınıfa açık olmadığına kimliklerini daha görünür şekilde ifade etmeyi seçtiğini ve metin türünün öğrencilerin akademik yazıya kendini katmasında önemli rol oynadığını gösterdi.

CURRICULUM VITAE

NAME: Gülşah Kırşan

DEGREES AWARDED

PhD in English Language Education, 2025, Boğaziçi University
MA in English Language Education, 2019, Boğaziçi University
BA in Foreign Language Education, 2016, Boğaziçi University

AREAS OF SPECIAL INTEREST

L2 writing, academic writing, writer identity, L2 vocabulary learning and teaching,
Instructed Second Language Acquisition (ISLA)

PROFESSIONAL EXPERIENCE

English Language Instructor & English Preparatory Program Coordinator
Foreign Languages Department, İstinye University, 2017 – present

English Language Instructor
School of Foreign Languages, Altınbaş University, 2016 – 2017

Student Assistant
School of Foreign Languages, Boğaziçi University, 2014-2016

AWARDS AND HONORS

Highest Honors List, Boğaziçi University, 2016 (GPA: 3.84)
Highest Honors List, Boğaziçi University, 2019 (GPA: 3.87)
Highest Honors List, Boğaziçi University, 2025 (GPA: 4.00)
Prof. Cem Alptekin Award, Boğaziçi University, 2019
TÜBİTAK PhD Scholarship, 2021-2025

PUBLICATIONS

Journal Articles

Kırşan, G. and Yalçın, Ş. (2025) Exploring the role of meaning-focused and form-focused instruction on L2 collocation learning: An Instructed SLA approach to vocabulary learning. *Bogazici University Journal of Education*, 42-4(1), 59–72.
<https://doi.org/10.52597/buje.1579514>

Book Chapters

Kırşan, G. & Yiğitoğlu Aptoula, N. (2025) The Relationship between Lexical Richness and Holistic Essay Quality in Second Language Writing. In E. E. Isık & D. Hocking (Eds.) *English for Specific Purposes in the 21st Century: Innovative perspectives and practices*. Palgrave Macmillan.

Bayyurt, Y., Duman, S. K., Kurt, D., Kurt, Y. and Sobucalı, G. (2025). English in Turkey. In K. Bolton and T. Elyas (Ed.), *The Wiley-Blackwell Encyclopedia of World Englishes*. New York, NY: Wiley (ISBN: 9781119518310)

Theses

Sobucalı, G. (2019). *The comparative effects of meaning-focused and form-focused instruction on L2 collocation learning* (Unpublished master's thesis). Boğaziçi University.

Kirsan, G. (2025). *Liberating second language writers: An exploration of multilingual writer identity in Türkiye* (Unpublished doctoral dissertation). Boğaziçi University.

TRAININGS & CERTIFICATES

Train the Trainer Course, 2024
Cambridge University Press & Gordion Academy

Empowering Language Instruction with Generative AI Teachers' Training, 2024
Cambridge University Press & Gordion Academy

Course and Syllabus Design 'Capacity Building the next generation', 2019
Cambridge University Press & Gordion Academy

21st Conference of the International Association for World Englishes, 2015
Boğaziçi University

Certificate of Proficiency in English, C2 Level, 2015
Cambridge University

Certificate of Creative Drama in Education, 2013
Boğaziçi University & EREC

CONFERENCE PRESENTATIONS

Bakay, Ö. Bozyiğit, E. Sobucalı, G. Yıldırım, S. & Bayyurt, Y. (2018, August) *Non-native speakers' perceptions of the intelligibility of Turkish in Turkey*. 19th International Conference on Turkish Linguistics, Nazarbayev University, Astana, Kazakhstan.

Sobucalı (2017, April) *Morphological variability and missing surface inflection in Turkish university students' L2 English acquisition*. 11th Linguistics Student Conference, Mersin University, Mersin, Türkiye.

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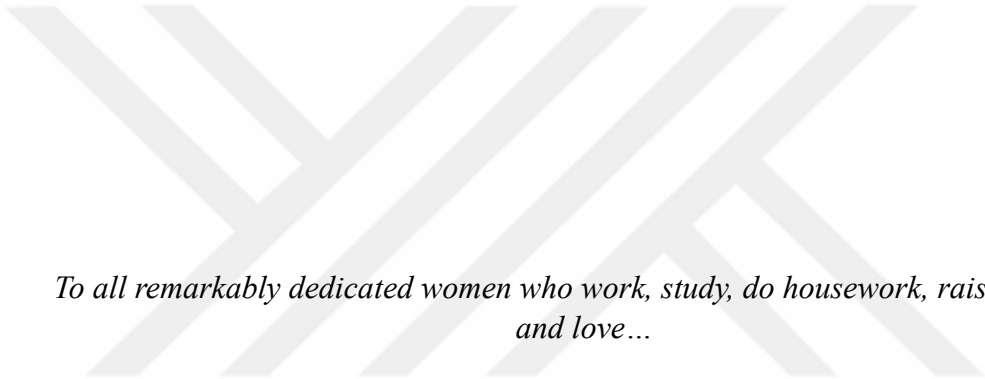
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ABBREVIATIONS

ADS	Academic Discourse Socialization
CDA	Critical Discourse Analysis
EAL	English as an Additional Language
EAP	English for Academic Purposes
EFL	English as a Foreign Language
ESL	English as a Second Language
ESP	English for Specific Purposes
L1	First Language
L2	Second Language
L3	Third Language
NES	Native English speaker
RA	Research Article
SFL	Systemic Functional Linguistics

CHAPTER 1

INTRODUCTION

Learn a new language and get a new soul.

(Czech proverb) (Majchrzak, 2018)

1.1 Background to the study

Second language (L2) learning pertains to both what learners are doing to develop their language skills and how learners are being and transforming to become a bi/multilingual individual. Conducting research exploring the L2 learner's identity is, thus, essential (Lo, Othman & Lim, 2020). Poststructuralist approaches set the groundwork for much of contemporary identity research (Norton, 2008; 2013) and retheorized this construct as a dynamic, evolving, multiple, recursive, fragmented, context-dependent and sometimes contradictory concept (Anderson, 2016; Block, 2013; Cui, 2019; Erduyan, 2019). Separate identity categories such as race, social class, gender and religion have been questioned and started to be regarded as complementary aspects of one's identity and socially constructed sets of relationships rather than distinct variables in research (Ros i Solé, 2004). As a result, identity was redescribed as a socially and temporally constructed performance which learners rely on while engaging in different means of communication such as speaking or writing (Creese & Blackledge, 2015; Hyland, 2009).

Writing experience, either in the first or second language, certainly serves as a mode of expression which allows writers to represent their identities. Writers can portray their autobiographical, discursal and authorial selves and explore numerous other different possibilities for selfhood while producing texts (Ivanić, 1998).

Nonetheless, Turkish academic writers, particularly novice academic writers, prefer to anonymize their texts and ghost their identities as writers of these texts in the English as a Foreign Language (EFL hereafter) context of Turkish higher education. This is mainly because of the way Turkish writers are taught while they are becoming academic writers. We are taught to conform with the formal essayist tradition of writing at the very beginning of the academic writing journey. Therefore, Turkish writers of academic texts mainly avoid demonstrating an authoritative and visible identity in the text despite the fact that it promotes the reliability, readability and credibility of the texts (Hyland, 2001; Solsun & Akbaş, 2022).

Norton (2008) argues that language learners make investments in certain communicative and social practices with the aim of becoming legitimate active participants of certain communities in the future. Every imagined community carries an imagined identity (Norton, 2006) or offers possibilities for selfhood (Ivanić, 1998) which the novice learners strive to construct, negotiate and ultimately own in the future. These learners seek to develop desired self-images for the future as accepted members of these imagined communities. From this aspect, the results of our study have also revealed that Turkish novice academic writers aspire to become legitimate members of the future academic community, thus they try to comply with the standards and the academic writing conventions already established in the discourse community. By doing so, they anonymize their voice in the texts, and consciously or unconsciously, adopt a voiceless identity in writing. They disconnect themselves from their texts as much as possible and try to ensure an impersonal tone. In this thesis study, we explored the ways in which writers negotiate and exhibit authorial identities by making references to our participants' autobiographical, discursal and authorial selves. We sought to uncover the reasons for writers' avoidance strategies

regarding self-mention use in the texts and some internal and external factors contributing to this situation. In the next section, we will describe our motivations to conduct this study.

1.2 Motivations for the study

The inspirations for the present study emerged from both theoretical and pedagogical concerns. Much work in L2 writing and identity research has dealt with expert writers' production of theses, research articles or any graduate level writing so far (Ädel, 2022; Harwood, 2005; Li, 2021; Vassileva, 2001). However, studies exploring novice writer's process of becoming academic writers has still been an underexplored area of research in the field of L2 writing. It is quite challenging but valuable to compile a corpus of novice writers' writing samples for text analyses of authorial presence and interpret these analyses under the light of the contextual background. The unique ways in which writers develop and negotiate their identities rely mostly on their autobiographical past, individual differences, the constraints and opportunities in educational context. Therefore, a thorough inquiry into the authorial identity development process of novice academic writers which takes the learner's habitus (Bourdieu, 1977; 1982), past experiences, and the dynamics of the instructional context into consideration is needed in L2 writing research.

In addition to the theoretical concerns which prompted this research, there are also pedagogical and professional motivations to explore writer identity. As the primary researcher of the present study, I have been teaching in English at the tertiary level for nine years as of today. I am also a curriculum developer, coursebook writer, teacher trainer and an academic who was raised through the same academic writing conventions. As a language instructor, my observations taught me

that my students did not have firm confidence in their opinions, so they had hesitations to mark themselves visibly in the texts. So, I wanted to explore why this happened. As a curriculum developer, my team and I evaluated numerous coursebooks from different publishers, and each series of books had a different approach to self-mention use and involvement of writers' selves in the writing curriculum. Of course, there is no perfect book that matches all the objectives of a curriculum, but choosing the right book to use in the academic writing course is definitely very critical since the norms of academic writing are explicitly or implicitly presented in the coursebooks and the students are quite willing to adopt the perspectives in the coursebooks.

Most language instructors in the Turkish higher education context, including myself, were educated through the essayist tradition which prioritizes the impersonation of writer's voice. As a language teacher and researcher, it is interesting to observe that the same standards and norms are still being strictly adhered to in Turkish universities even decades later. Today, the whole world transforms into a stage on which an exclusively digital and flexible way of teaching and learning plays the main role. Generation Z students can reach information more easily and quickly. Hence, what differentiates their writing among many others might actually be the way they think critically and reflect their position on paper. However, as educators, we still strictly follow principles established decades ago and try to raise the Gen-Z novice academic writers in the same way we were raised. As Hamachek (1999) states, "Consciously, we teach what we know; unconsciously, we teach who we are." (p. 210). In a way, we are also exploiting our autobiographical selves to teach our students the way we were taught. Nonetheless, I personally believe that academic writing conventions need to be revisited, and the standards should be transformed in

a way that takes the affordances of today's digitalized world and new generation's profile into account.

In my study, I aimed at addressing the how and why questions regarding the representation of authorial identities in writing thereby exploring the contextual factors contributing to the current situation in our context. This way, I wanted to come up with humble suggestions to initiate the transformation of academic writing norms. Definitely, what I aim to achieve is not to persuade language educators and policymakers to abandon all the standards of academic writing, but to make each of us question which practices and principles are working well, which ones are not in terms of the promotion of personal involvement and criticality in academic writing. Already established norms of academic writing such as formality, evidentiality, structural clarity, and conciseness (Turabian, 2018) all have their own merits because they serve as a common language between the reader and the writer and ensure the smooth transfer of knowledge. However, it is high time to think critically about the depersonalization of writers' voice and the third-person perspective in the academic register.

Considering all these theoretical, pedagogical, and professional concerns, I decided to conduct a study exploring the ways in which novice academic writers display authorial visibility in writing, the justifications for their preferences and ultimately how this is reflected in students' texts in reality. I was also interested in exploring ways to challenge and transform our conceptualization of academic writing as a dry impersonated and distant means of expression because this way of writing sets up a barrier in front of the learner in the process of developing self-confidence and criticality as academic intellectuals and writers that produce knowledge.

1.3 Aims of the study

The overall purpose of our research is to discover how Turkish EFL writers construct and negotiate their authorial identities through the employment of their autobiographical, discursal and authorial selves. Specifically, we aim to uncover these novice writers' perception of their writer identities, the ways in which they present these identities in their texts and modulate the saliency and authoritativeness of their identities in academic writing. We also want to investigate possible factors related to writers' autobiographical selves and the learning context which might potentially affect the ways they represent themselves in the texts. Another main aim of this study is to compare students' use of authorial presence markers (self-mention vs graduation markers) in argumentative essays and discussion board entries. In this way, we intend to explore the impacts of authorial presence feature and the publicity of discourse. In line with these aims, the present study seeks to address the following research questions:

RQ 1: What is L2 writers' perception of their authorial identity?

RQ 2: i. How do L2 student writers mark their authorial presence in academic writing?

ii: How do they modulate the salience of their identity in the texts?

iii. Under which circumstances do they refrain from showing their authorial presence?

RQ 3: Which factors enable or disable L2 writers to have a salient authorial identity in writing?

RQ 4: Does the visibility of writers' authorial identity change across online and offline academic discourse depending on the publicity of discourse?

RQ 5: What role do L2 writers' autobiographical self and life histories have in the writer identity construction process?

1.4 Significance of the study

Writer identity is a fluid and challenging construct to explore due to its ever-changing and fragmented nature. In this study, we tried to bring these fragments together to be able to see the big picture in the authorial identity development of novice academic writers in Turkish EFL context. We aimed to explore L2 writers' perceptions of their identities, the reflections of these identities in writing and the factors contributing to writer's visibility in the texts. The present study contributes to the existing literature in several ways by focusing on the construction of writer identities in a currently underexplored population of writers, by validating the use of Graduation subsystem of Appraisal theory as a marker of authorial presence and by offering an in-depth perspective into factors that shape the novice writers' identities through a mixed design approach.

Much research dealing with authorial identities (Ädel, 2022; Dontcheva-Navrátilová, 2013; Harwood, 2005; Işık-Taş, 2010; Khedri & Kritsis, 2020; Li, 2021; Morton & Storch, 2019; Vassileva, 2001; Yağız & Demir, 2014) focused on the writers' way of showing authorial presence in graduate or postgraduate level academic writing such as research articles, MA or PhD theses. Few studies dealt with authorial presence in novice academic writing, and they had a very different foci such as Çandarlı, Bayyurt and Martı's (2015) study, which looked at the cross-cultural differences between English L1 and L2 writers in terms of metadiscourse use and McKinley's (2018) case study, which dealt with the use of appraisal marker use. To the researchers' knowledge, authorial presence has not been researched through a

comparison of novice academic writers' use of personal pronouns and graduation markers.

In addition, although the language of evaluation (appraisal markers) was known to be a way of demonstrating authorial identity (Martin & White 2005), considerably few studies utilized these features to explore the writers' way of manifesting themselves possibly due to the difficulty of creating a rubric of appraisal markers. In this study, we analyzed graduation markers and first-person pronouns as indicators of authorial presence in the texts since a duo of these two linguistic resources provides a complementary perspective on the ways in which L2 writers construct their academic identity. First-person pronouns (i.e. "I believe" "we claim") have been commonly recognized as one of the most explicit features that show the writer's presence in a text because the use of self-mention allows writers to claim ownership of their opinions and to assert a visible personal stance as active participants in academic dialogues. (Hyland, 2001; Tang & John, 1999). Especially in EFL settings in which student writers are generally hesitant to bring themselves to the forefront in writing, the avoidance of self-mention could signal a lack of confidence in positions or reluctance to claim authority, which undermines the credibility of the author. On the other hand, graduation markers portray how strong or intense the authors' commitment to their claims are (e.g. "highly important" "somewhat upset") (Martin & White, 2005). These are important indicators of the rhetorical force of a text and of an authoritative engagement with the readers and ideas. Therefore, graduation markers contribute to the rhetorical effect by amplifying or softening the voice of the author, and the avoidance of graduation markers might cause the text to sound overly cautious or monotonous. All in all, the duo of graduation markers and self-mention offer a multifaceted perspective to authorial

presence by allowing us to explore how visibly and forcefully L2 writers present themselves. This way, we were able to conduct a more nuanced analysis of authorial identity with a deeper understanding of who is writing a text and how strongly they are positioning themselves in relation to opinions and claims in the contexts of Turkish higher education where L2 writers are negotiating their identities both in a foreign language and in a foreign rhetorical culture.

Even though previous studies have addressed the authorial presence in academic writing, little attention has been given to novice writers' self-representation in text. The existing studies in this realm did not focus on the comparison of graduation marker and first-person pronoun use across two genres. Our study addresses this niche by comparing the novice academic writers' use of personal pronouns and graduation markers in argumentative essays and discussion boards. This way, we aimed to explore the possible effects of publicity of discourse and explicitness of authorial presence feature and provide new insights into how academic L2 writing practices vary across these digital and traditional genres. Argumentative essays are a typically private genre for which students are given feedback and grades by their teachers whereas discussion board is a public genre in which peer writers can see each other's texts. The comparison between these two genres provides insights into the ways L2 student writers adjust their voice and modulate the saliency of their authorial identity in texts and help us design more flexible and empowering academic writing curricula.

From another aspect, this study advances current understanding of academic writer identity by providing an in-depth exploration of the concept. Prior research in this field concentrated extensively on text analyses of already built corpora of expert or novice writers' texts. Nonetheless, the writing prompts used to compile the texts in

these different corpora might be a confounding factor for comparing writers' way of displaying authorial presence. Therefore, we created our own corpus of students' writing samples and conducted the analyses accordingly. We complemented these text analyses with interview data from twelve students who also provided writing samples for this corpus and with realia gathered from the learning environment of the same writers. We wanted to carry out a thorough exploration of these writers' authorial identity by triangulating the data sources. Therefore, another strength of the present study comes from the methodological rigor it achieves in order to deepen the current insights into the field of L2 writing and identity.

1.5 Scope and delimitations of the study

The present study investigates the authorial identity construction process of novice academic writers of L2 English. We explored L2 writers' perceptions of their writer identity and how they presented their autobiographical, discursal and authorial selves in the texts. We specifically focused on two authorial presence markers (personal pronouns and graduation markers) across two genres (argumentative essays and discussion board entries) to compare the effects of publicity of discourse and authorial presence feature on L2 writers' self-representation in the texts.

The target population we aimed to address was novice EFL writers in Turkish higher education context. The data were collected from a convenient sample of this population at a large university in Türkiye in the 2023-2025 academic year. We made use of an explanatory sequential mixed design approach, in which quantitative data were obtained, and preliminary analyses were conducted first, and it was followed by qualitative data collection and analysis. The results of quantitative data were interpreted and contextualized by the findings of qualitative data.

To clarify, the scope of this study includes the aforementioned population of learners and the context and limits its scope to only two genres and two authorial presence features, which were unexplored in previous research. Thus, other genres and markers of authorial identity which were previously studied are deliberately excluded in our research. Also, while novice writers' academic writer identity is our focus area, expert writers' texts are out of our scope. It is also important to highlight that we defined the scope of learning context to EFL only and replications of our study in ESL or native language contexts might yield different results and implications.

1.6 Overview of the thesis

This thesis is composed of six chapters building upon each other. Chapter 1 is an introduction to the study which sets the scene before the details of the study was presented. The introduction chapter provides a brief background to the study context, theoretical and pedagogical motivations, aims and research questions, significance and relevance to current research and finally scope and delimitations of the study. Chapter 2, on the other hand, presents a thorough overview of the previous literature on writer identity focusing on the concepts such as the history and nature of identity, types of selves in writing, metadiscourse, academic discourse socialization, authorial presence in the texts and Appraisal Theory. A final part of literature review is devoted to the studies examining writer identity in the Turkish context to be able to introduce the context in which the study was conducted better. Chapter 3 is the methodology. This chapter is about the description of the method of the present study. It provides information about the participants, study context, procedure, operationalization of key terms, materials and instruments, data collection, coding

and analysis processes, code of ethics and researcher's positionality while conducting the study. Chapter 4 is the results chapter in which we present the findings of our study. The results chapter starts with the presentation of quantitative results and statistics. We first introduce statistical results of text analyses for the sake of clarity of presentation. Then, in the following sections of the results chapter, we report the findings of our qualitative interview analyses by making frequent references to the statistical analyses. This way, we complement quantitative results with the findings of qualitative data and describe the big picture. In Chapter 5, we discuss our findings in relation to the previous literature and overview the similarities and differences between the current research and our study. We also draw conclusions and make explanations on the findings to propose an interpretation of the results. Chapter 6, the last chapter of this thesis, is the conclusion. In this chapter, we give a summary of the main findings and offer concluding remarks. We also present some pedagogical and theoretical implications and recommendations for further research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Learning a new language entails not only the development of the learners' interlanguage and communicative competence cognitively, but also the transformation of the learners' sense of self and soul to become a bi/multilingual individual in all aspects. (Stacey, 2009). Conducting research on identity is, therefore, considerably important (Ivanić & Camps, 2001; Lo, Othman & Lim, 2020) for providing us with an all-encompassing theory to celebrate the integration of language learner into the larger societal context (Norton, 2012). Before the presentation of a historical timeline of identity research, it is necessary to provide a definition of the concept. In Norton's (1997) pioneering work, identity was defined as "the way a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future" (pp. 4). She also listed three descriptive features of subjectivity as essential elements for the nature of identity, namely (a) the multiple, non-unitary nature of the subject; (b) subjectivity as a site of struggle; and (c) subjectivity as an entity changing over time.

In Norton's (1997; 2006; 2008; 2013; 2016) conceptualization, identity evolves over time, and it presents a site of struggle for its negotiator. From another aspect, Majchrzak (2018) stresses that although identity is an ever-changing and fluid concept, the social community which individuals are a part of has a big impact on their identity by restricting the culturally available options that they can draw from considerably. In Ivanić's (1998) terms in regards writer identities, the socially

available possibilities for selfhood are the pools of identities learners draw upon, and they can either own or disown these possible subject positions embedded in the context. Within the realm of writer identity research, Lo, Othman and Lim (2020) define writer identity as “a person’s relationship to his or her social world and consists of an inner sense of themselves that provide continuity over time” (p. 110), which is a conceptualization of writer identity as a constantly evolving process, as well.

As revealed by the character of its attributes, such a dynamic concept as writer identity is obviously very challenging to explore, deeply understand and tap into. In this dissertation study, we aim to seek this challenging undertaking and explore the construction of bi/multilingual writer identities of university students who are learning English as a Foreign Language (EFL hereafter) in Türkiye. Before the introduction of research methodology of my study, I will provide a review of the relevant literature on the issues such as a timeline of identity research, nature of self and identity in writing, types and pedagogies of writer identity, cross-cultural comparisons, metadiscourse, academic discourse socialization, authorial presence in texts, appraisal theory and writer identity explored in the Turkish EFL context.

2.2 A historical and conceptual background to identity research

The history of identity as a field of study dates back to the Enlightenment period with the works of well-known philosophers such as Descartes, Locke, Hegel and Machiavelli (Majchrzak, 2018). According to Block (2013), the debate on identity in psychology research started in the last decade of 1900s with James’ (1890) time-honored notion of self as the material and Freud’s (1923) well-known concepts of The Ego and the Id in the early twentieth century. In early years of identity research,

structuralist and humanist approaches conceptualized identities as fixed, unitary and homogenous entities. However, with the rise of poststructuralism in the second half of the twentieth century, identity research gained a new impetus especially with the works of Bhabha (1994) and Hall (1997). Identity has begun to be regarded as a concept that was dynamic, sometimes contradictory and evolving over time and space thereafter (Anderson, 2016; Block, 2003; 2007; 2013; Burgess, 2012; Cui, 2019; Douglas Fir Group, 2016; Raman & Yiğitoğlu, 2018; Ros i Solé, 2004). As a result, distinct identity categories such as race, religion, gender and social class as constructs in identity research have been questioned and retheorized since then (Ros i Solé, 2004).

As a prominent figure in identity research, Bonny Norton, contributed greatly to the conceptualization of the construct. Poststructuralist theory has laid the foundations of much of Norton's work (2008; 2013) on identity and the reconceptualization of this construct. According to Norton (2008), identity categories such as gender, social class and race have not been considered as "variables" in identity research anymore. Instead, they are contemplated as socially and temporally constructed sets of relationships. Identity, then, is a sociocultural construct where learners draw upon while communicating, reading and writing (Creese & Blackledge, 2015; Bucholtz & Hall, 2005). However, the fact that it is socio-culturally constructed does not confine identity research into the conceptualization of Vygotskian approaches. Norton (2006) described five typical features of conceptualizing identity socio-culturally remarking that this line of research considers identity to be (1) dynamic and continuously changing, (2) complex, multifaceted and inherently contradictory, (3) constructs and constructed by

language, (4) conducive to the influence from the social context and power relations and (5) in close relationship with classroom practice.

Notwithstanding the importance of developing an understanding of identity as a social phenomenon, Block (2013) claims that many of the studies on language and identity are socially-oriented, but adopting psychological perspective could be potentially beneficial, as well. It goes without saying that identity is socio-culturally constructed, but it does not necessarily mean that psychology of the individual does not matter. Instead, these two layers of identity construction should be considered complementary to each other. He also denotes that there is a scarcity of research investigating social class as an essential part of identity construction process, and the current research is becoming uniformly poststructuralist, which is an alarming case for the epistemological diversity of studies in identity research (Block, 2013).

Concurrently, language studies have seen a conceptual shift (or a social turn), as well (Block, 2003; Erduyan, 2017; Firth & Wagner, 1997). SLA theorists were conventionally interested in the cognitive development of linguistic systems, and they considered the individual in isolation from the social context, regarding them as separate entities that interact only when necessary. For most SLA scholars, learner identity was a “resource” rather than the “topic” of scientific enquiry (Firth & Wagner, 1997). Nonetheless, with the new conceptual turn in language studies, it was well-established that language development is socially structured, and the individuals cannot be thought separately from the context they are born into (Çandarlı, Bayyurt & Martı, 2015; Douglas Fir Group, 2016). In Bourdieu’s (1982; cited in Kramsch, 2012) terms, a person’s surroundings and the social context with which they interact consciously or unconsciously structure their habitus, and in turn, individuals, too, shape the contexts they interact with by acting in compliance with

their habitus. In this way, people come to a realization about their inner selves and who they wish to become. Furthermore, Norton (2012) suggests that a person is both the subject of power relationships and the subject to these power inducements in the social context. Thus, power, too, plays a significant role in the structuring of speech during social interaction owing to the potentially unequal relations between two interlocutors (Bourdieu, 1977; Kubota, 2016). The unequal relationships between the speaker and the listener might be deterministic for the negotiation of their identities in communication. In this way, identities shape and are shaped by the language practices. As can be seen, human communication is not limited to the exchange of messages, but it also involves the construction, negotiation and transformation of identities and their relationships with the social world (Bakhtin, 1981; Majchrzak, 2018). Whenever learners engage in language interaction of any modalities, they construct, reconstruct, or even deconstruct their identities. This negotiation process poses a serious challenge for the learners, and sometimes they resist the identity positions imposed on them by the structural powers in much unpredicted and inventive ways (Norton, 2012; 2016).

As abovementioned, identities take their roots in the past, constructs and are constructed by the present. They also reflect the desired self-images for the future. Norton (2008) argues that language learners invest in the current social and communicative practices because they desire to be a member of certain imagined communities in the future (Anderson, 1991; Kobayashi & Rinnert, 2013; Pavlenko & Norton, 2007). Each imagined community maintains an imagined identity, which learners aspire to own, negotiate or disown in the future (Norton, 2006). Kramsch (2012) opines that all the countries are becoming more multinational and heterogonous with the increased potential of transnationalism and worldwide

mobility in today's world, which makes people's sense of communities as more "imagined" than ever before. In turn, individuals' imagined identities are becoming more fluid, global and non-dichotomous. Imagining the society they would like to be a part of in the future, individuals are, in a way, expressing the features of identity they aspire to construct and negotiate in this future community. In this regard, it seems reasonable to assume that written expression of any sort offers a democratic and safe arena for the new or imagined identities to develop especially in English as a Second language (ESL hereafter), EFL or postcolonial contexts (Pavlenko & Norton, 2007). In the following sections, I will specifically focus on writer identity.

2.3 The concept of writer identity

Intentionally or unintentionally, one's identity can manifest itself in many different kinds of social interaction. While some individuals mark their identities through the word choice, mixing of codes (Auer, 2005; Raman & Yiğitoğlu, 2018) or tone of voice in oral communication, others might feel more comfortable to unveil themselves through writing as an effective way of self-expression (He, 2020; Pearson-Casanave, 2004; Castillo-Hajan, Hajan & Marasigan, 2019; Ivanić, 1998). The role of writing in self-expression is even more critical in the zones of tension and discomfort as in the case of South Africa where student writers consider writing as a medium of confession through which they can position themselves socio-politically and socio-culturally (Hunma, Arend, Nomdo, Hutchings & Samson, 2019).

Hyland (2009) also considers identity as a social performance, which is delivered through the use of relevant linguistic repertoires. Therefore, people do not have identities, but they do identities (Hyland, 2009; Jamshidi, Rezaei, Hassanzadeh & Dehqan, 2019). As a way of "doing" identities, the textual and discursal

construction of writer identity started to arise much interest in second language (L2) writing studies in late 1990s; however, these constructs had been dealt with in the area of sociolinguistics for a long period of time (Ivanić, 1998; Labov, 1963; Milroy, 1980). In the early decades of L2 writing research, there was no mention of identity issues, and it was dominated by cognitive models such as those of Flower and Hayes (1981) and Bereiter and Scardamalia (1987) and the socio-cultural models such as Vygotsky's activity theory (1978). L2 writing research fell under the influence of more socially-oriented approaches in the second half of 1990s (Block, 2003; Gardner, 2018) when constructivist theories of L2 writing lost power. From the constructionist perspective of the era, identity was referred to as an isolated, fixed and predetermined entity emerging as a result of one's own perception of self while it was described as a social and dynamic accumulation of one's beliefs by the social constructivist theories of the twenty-first century (De Fina, 2016; Lee, 2018; Ivanić & Camps, 2001; Park, 2013; Vygotsky, 1978). In social constructivist terms of, writing serves as a way of expression and a social arrangement, which enables writers to communicate with their readers in socially and disciplinarily appropriate ways (Çandarlı, Bayyurt & Martı, 2015; Gardner, 2018; Gu & Hu, 2021).

Lewis and del Valle's (2009) as cited in Lammers and Marsh (2018) put forward a categorization of studies on literacies and identity in three waves in order to shed light on the paradigm shifts in the field. They noted that first wave studies on identity and literacy regarded writer identity as a fixed concept and associated it predominantly with cultural background. In the second wave, studies were generally conducted in contexts that were not school-based. This research extended the scope of writer identity research by exploring different types of literacies especially among the youth.

Research interest in the social context and the impact of interaction with the community grew gradually in reaction to structuralist and behaviorist accounts of the individual. Nevertheless, it was not until the third wave of studies that digital identities and literacies as a result of global mobility and technological developments gained much attention in this realm of research. In this digital era, which extends to today, the world has become a small heteroglossic (Blackledge & Creese, 2014) village, and global citizenship has come to the foreground triggered by the digital evolution of literacy and identity relationship. Given the epistemological timeline of writer identity research, the construct of writer identity will be handled from the perspective of different frameworks in the next section.

2.4 A sense of “self” in writing

“Writing is an act of identity in which people align themselves with socio-culturally shaped possibilities for self-hood, playing their part in reproducing or challenging dominant practices and discourses, and the values, beliefs and interests which they embody.” (p. 32) as Ivanić (1998) states as the main argument in her book length study. It is, thus, not possible to think of writing as an impersonal means of expressing oneself (He, 2020; Ivanić & Camps, 2001). Cheung (2021) on the other hand, defined authorial identity as “an individual with authorial identity had confidence; valued writing; felt attachment and ownership of their writing; thought independently and critically; and had rhetorical goals.” (p.10).

On the issue of demonstrating authoritativeness in writing, Hyland (2001) suggests that establishing an appropriate identity is a way of creating a bridge between the writer and the reader. Also, the visibility of the author in a text promotes the success of the text, and self-mentions used to mark authorial presence play a big

role in the enhancement of the reliability, credibility, and interactivity of the academic writing (Çandarlı, Bayyurt & Martı, 2015; Solsun & Akbaş, 2022) although the degree of acceptably strong voice may vary across disciplines (Morton & Storch, 2019). In addition, as Zabihi, Mehrani-Rad, and Khodi (2019) claim, a strong authorial voice in argumentative writing might also promote overall writing quality. When well-thought and clearly presented ideas are combined with a self-confident authorial voice, it not only facilitates identity construction process but also results in better quality argumentative essays in the second language.

Consequently, writing experience, which is nourished by the writers' autobiographical self, past experiences and self-perceptions, is definitely one of the most suitable platforms where learners have a chance to exhibit their authorial identity visibly even though students are generally taught to anonymize themselves in their written work so as to comply with the essayist tradition, which favors anonymity and a rational style of writing. It is assumed that academic writing has to be impersonal and voiceless as an objective genre, which creates false dichotomies between academic writing and personal writing on the part of the learners. Ivanić (1998) ascertains that students generally change their way of expression and feelings toward academic writing in order to adopt a certain voiceless identity while writing academic texts. They refrain from revealing their self because of the lack of resources and social pressure (Ivanić, 1998). Nonetheless, academic writing is not devoid of an authorial voice, which makes writers' written production distinguishable from each other (Ivanić & Camps, 2001; Hyland, 2001; Matsuda & Tardy, 2007; Tang & John, 1999). However, students usually consider academic writing as dry, objective and free of personal opinions. As a result, they refrain from claiming authority over their texts as a legitimate member of academic discourse

community (Aminifard, 2020; Cadman, 1997; Hyland, 2002; 2009). For L2 writers, while some (generally a few) students find it more liberating to write in an L2 (Ivanić, 1998; Majchrzak, 2018), ESL learners have been oftentimes subject to inferior labeling regarding their writer identities. That is why; native English speakers might sometimes exhibit more willingness to mark their authorial presence in writing in comparison to unwillingness displayed by L2 speakers (Gu & Hu, 2021).

Ivanić (1998) acclaims that the exploration of writer identity construction is of paramount importance for L2 writing research in two different dimensions, namely what writers take with themselves to the act of writing and how they negotiate their identities through the act of writing. Nevertheless, there has still been a focus on what writers are doing, not on what they are being (p. 94). Ivanić (1998) distinguishes between “the process view of writer and reader as doing something” and “the social view of writer and reader as doing and being something” (pp. 94-96), which are both schematized by Ivanić (1998) as shown in Figure 1 and 2 below.

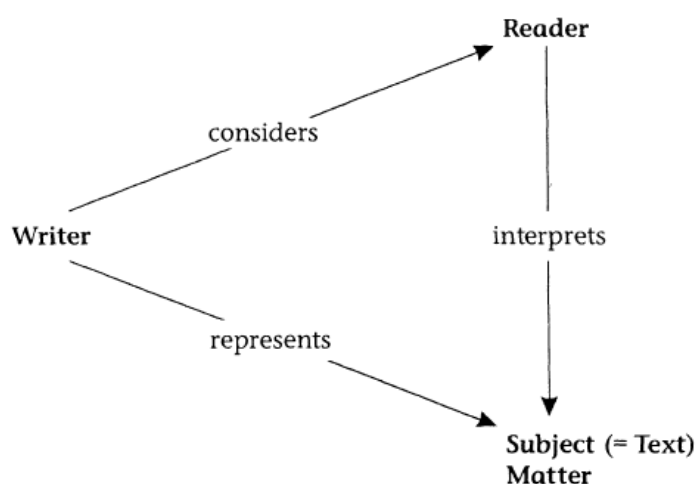


Figure 1. The process view of writer and reader as doing something
Source: [Ivanić, 1998]

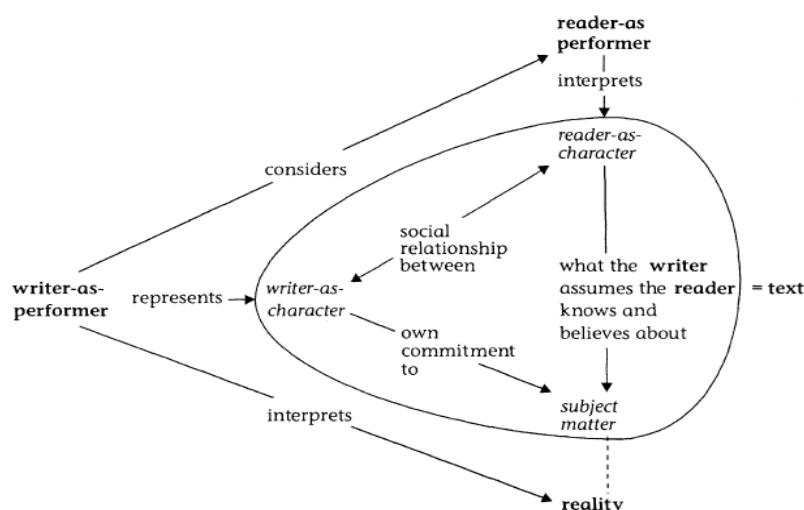


Figure 2. The social view of writer and reader as doing and being something
Source: [Ivanić, 1998]

In her deservedly renowned and comprehensive book on writer identity, Roz Ivanić (1998) presents four interdependent aspects of writer identity, namely autobiographical self, discoursal self, self as author and possibilities for selfhood (Aminifard, 2020; Bird, 2013; Gu & Hu, 2021; Kobayashi & Rinnert, 2013; Majchrzak, 2018; Mckinley, 2018; Ouellette, 2008; Starfield, 2002; Yang & Peng, 2021). In Ivanić's framework (1998), autobiographical self refers to the type of identity that writers bring to any act of textual production which is shaped by their past experiences. It is the most relevant aspect of identity to the concept of habitus as put forward by Bourdieu (1977). Autobiographical self is in a close relationship with the writers' sense of their life trajectories, stories, sociocultural background, or even educational context. In Işık-Taş's (2018) study, focusing on the construction of writer identity of Turkish research article authors, for example, autobiographical self referred to writers' publication contexts, whether they are national or international. Different dimensions of autobiographical self help learners form their discoursal self in writing, and it is generally the autobiographical self that people mean when they

describe their identity as a writer. Each person has a unique life history, and thus a unique autobiographical self. However, it is this same unique nature that makes it rather difficult to detect autobiographical self in writing. The only aspect of writer identity that is easily traceable in writing is discoursal self notwithstanding being limited to a specific discourse (Majchrzak, 2018). Discoursal self is about how individuals represent themselves unconsciously or consciously in writing. In an ethnographic study of the discoursal construction of identity, Burgess (2012) puts forward that writer identity develops across different timescales, which are merged in every single moment of writing. Thus, even a single momentary act of writing tells a lot about the self-image of the writer. These self-images are constructed via the discoursal characteristic of the texts in parallel with the demands of the social context. (Burgess, 2012; Chiu, 2016).

The third aspect of writer identity is self as author, which relates to the extent to which writers exhibit authorial presence and claim the ownership of the ideas. In the simplest sense, self as author is about authoritativeness of the writer, and it is generally a consequence of the text writer's autobiographical self. According to Ivanić (1998), it is highly likely that there is a close connection between the discoursal and ideological construction of individuals' writer identities, self-regard and autobiographical past. As a result, learners bring their life histories to the act of writing, and it might play an important role in the construction of an authoritative voice (Ivanić & Camps, 2001; Park, 2013). Ivanić (1998) summarizes this dynamic process as illustrated in Figure 3.

Finally, possibilities for selfhood pertain to socially available possibilities for identities in any act of writing. These possibilities are not owned by certain individuals, but they are present in the social context as the "several ways of doing

the same thing” (Ivanić, 1998, p. 27). Nevertheless, Ivanić and Camps (2001) assert that the possibilities for selfhood are not totally governed by the social context but offer "patterns of privileging" some kinds of self over the other, in which individual agency has also an important role. These socially available possibilities for selfhood are conceptually very similar to subject positions, but Ivanić (1998) prefers to call them as possibilities for selfhood due to the multifaceted nature of social identities.

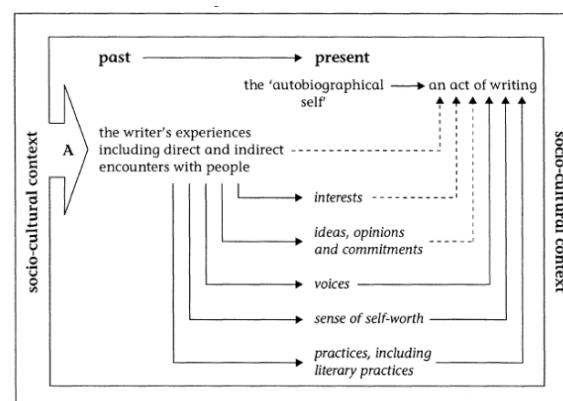


Figure 3. The effect of past experience on writing
Source: [Ivanić, 1998]

2.5 The Autobiographical self and writer identity

Writing is an academic skill and life skill, at the same time. Thus, it highly influences and is influenced by our life experiences. As Park (2013) denotes “Each word we write represents an encounter, possibly a struggle, between our multiple past experience and the demands of a new context” (p. 336). Consequently, the identities we develop as a result of this life-long activity are embedded in dynamic relationships negotiated through writers’ understanding of themselves, their life trajectories, relationships with readers and the social context (Anderson, 2016; Block, 2003; Cui, 2019; Furlong, 2013; Hu, Yuan & Gao, 2022; Ivanić, 1998; Kehily, 1995; Lee, 2018). Writers’ life histories, social relationships, experiences or

anything unique they bring to the act of writing is called their autobiographical self, and it is this type of self that has a big role in the degree of visibility and authoritativeness of a writer's voice (Clark & Ivanić, 1997; Ivanić, 1998).

The construct of autobiographical self was investigated through a number of different techniques such as text analyses, metaphors (Yang & Peng, 2021), or narrative writing (Kehily, 1995) so far. Narrative writing which can appear in many different forms of prose or verse such as autobiographies, life stories, lyrics and so on (Ros i Solé, 2004) has been becoming increasingly popular as a method of exploration in writer identity research (Scott, McCaslin & Alexander, 2003). Framed under Feminist research, Kehily's (1995) study, for example, relied on the personal narratives, group discussions about the narratives and photographs to create an instantiation of the past memories of a discussion group at the Department of Cultural Studies at a university in the UK. She remarked that autobiographical writing could provide insights into the process of identity construction and negotiation and could help understand how the traces of the past and the present shape writers' current view of self. She went on to say that identities were shaped by the socio-cultural content and dominant gender roles embedded in it, which were all disclosed through the practice of self-narration (Kehily, 1995).

Self-narration can provide researchers, university professors or even teachers with a deeper understanding of their autobiographical self by revealing the writers' stance oftentimes with the inclusion of the readers (Park, 2013; Scott, McCaslin & Alexander, 2003). Life history (narrative) writing can also be thought as a pedagogical tool that enables students to learn more about themselves as a writer and to view writing as a non-linear and recursive rather than a product-oriented process. This also provides them with an opportunity to explore their life experiences and

autobiographical identity (Park, 2013). Therefore, narrative writing can be a good way of exploring the gradual, complex and non-linear development (academic) writers are going through.

Lo, Othman and Lim (2020) put emphasis on the complexity of this process and proposed four multiplex aspects of academic writer identities of PhD students by collecting writing samples and holding in-depth interviews on the narratives of participants' life histories. These aspects of self- and other-perception are referred to as the creator (the investment of self to regulate creative thinking process), the interpreter (positioning the self through logical argumentation about others' and own work), the communicator (ability to hold connections with others and audience awareness), and the academic presenter (the capacity to present written production in academic occasions). Although most novice academic writers might have a different path of experiencing these four aspects, it is indisputable that the academic presenter has been the aspect or writer identity to develop the latest as revealed by the narratives of the PhD candidates (Lo, Othman & Lim (2020). In the next section, the constructs of writer identity, voice and stance will be defined, compared and operationalized.

2.6 Nature of writer identity, voice and stance

As aforementioned, Norton (1997) defined identity as “the way a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future” (pp. 4).

However, it is also pivotal to describe what a strong authorial voice in writing means and how writers reveal their identities through writing. Cheung, Elander, Stupple and Flay (2016) interviewed academics with experience in evaluating academic writing

in UK universities. They proposed that an authorial writer is a text producer who has authorial confidence, ownership, attachment, authorial thinking, high regard in writing and authorial goals at the semantic level, and who can engage in tacit learning and negotiate identities at the integrative level.

At this point, it is necessary to differentiate between identity, voice and stance because it is not uncommon that these three concepts are used interchangeably in regards overt authorial presence in writing. In Matsuda's (2001) terms, voice refers to "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" (p. 40). Hyland (2009) also pinpoints that voice is the textual manifestation of a writer's inner self. Identity, on the contrary, refers to more publicly available institutional roles that are adopted by the writer in relation to their perception of the readers, subject matter and other contextual factors. Writers consider writing as a way of demonstrating their *ethos* (Cherry, 1998; Ivanić, 1998) as an insider to the community of practice (Wenger, 1998). In Majchrzak's (2018) conceptualization, it is possible to discern identity in terms of self, whereas voice is the establishment of identity in a certain piece of writing and how the writer sounds in the text. It is highly likely that several voices of the same author reside in the same text especially for multilingual individuals. Even L2 writers who make a lot of mistakes cannot be thought of "voiceless" in spite of the aggravating influence of their poor proficiency. Instead, they negotiate all their identities utilizing their psychological and linguistic repertoires in both languages (Majchrzak, 2018).

When it comes to stance, Conrad and Biber (2000) defines it as "a cover term for the expression of personal feelings and assessments in three major domains: 1. epistemic stance, commenting on the certainty (or doubt), reliability, or limitations of

a proposition, including comments on the source of information; 2. attitudinal stance, conveying the speaker's attitudes, feelings, or value judgements; 3. style stance, describing the manner in which the information is presented.” (p. 57). Biber, Johansson, Leech, Conrad, Finegan (1999), on the other hand, refer to stance as “personal feelings, attitudes, value judgments, or assessments” (p. 966) and comments that writers/speakers express their stance through lexical, grammatical or paralinguistic devices such as the use of adverbials, complement clauses or prosody respectively.

As can be understood from these definitions, stance and voice are closely related but distinct concepts which are more likely to be evaluated as different manifestations of writers' identity in the text. Even though they all have different conceptualizations and functions, writers' identity cannot be thought independently of their stance and voice. In Fairclough (2003), stance is also referred to as an intersection of evaluation and modality as “texturing of identities” (p. 164). A writer's voice or stance towards a certain issue is a part of his/her authorial identity, which manifests itself in written production. As aforementioned by Biber et al. (1999), the tools of analysis used to explore stance and voice features such as lexical and grammatical devices (i.e. adverbials, complement clauses and so on) are also similar to those adopted by Appraisal Theory (Martin, 2000; Martin & White, 2005) to examine authorial identity. This shows that although voice, stance and identity are different constructs, they are also closely intertwined. Therefore, within the scope of this study, authorial stance and voice will be frequently and interchangeably used to refer to different aspects of authorial identity.

Regarding the nature of writer identity, according to Goffman's (1969) social interactionist theory, identities are neither stagnant nor isolated. They are constantly

constructed and reconstructed through interaction with the social context and evolve into new and fluid ways of expressing oneself in the text. Ivanić (1998) also points out that identity of a writer should be referred to as a plural form (identities) rather than a singular one (identity) because identities are multiple, dynamic, recursive and context-dependent. Thus, identities are multiple, contradicted and fragmented in its essence (Erduyan, 2019). This reflects the proposal that individuals concurrently identify with many different social groups, and the type of identities (conflicting or harmonious) they prefer to exhibit in each of these groups varies significantly, which reveals the diversity and tensions of their sense of themselves. It is also suggested that the use of active terminology derived from verbs such as “identification” rather than the noun form “identity” can reflect the dynamic and recursive nature of writer identity better (Chiu, 2016; Ivanić, 1998; Lammers & Marsh, 2018; Lee, 2018; Leppänen, Kytölä, Jousmäki, Peuronen & Westinen; 2014).

With this highly pluralistic and changing nature of writer identity (Cui, 2019; Raman & Yiğitoğlu, 2018), it is very likely to observe conflicting identities within the same individual. The conflicting identities can possibly give rise to non-conformism, resistance, tension or accommodations, which are all typical steps of identity negotiation processes (Ivanić, 1998). To illustrate, Fernsten (2008), investigated writer identity construction of a Korean ESL learner through an ethnographic discourse analytic approach. It was observed that the student writer demonstrated the signs of not only conformity with but also resistance to the norms of academic discourse community by oscillating between traditional Korean values and the community of practice. She developed multiple, hybrid, fluid, sometimes contradictory identities questioning the stigmatized, so-called inferior identities ascribed to nonnative language users in her writing, which was a reflection of

personal identities that she had initially avoided (Fernsten, 2008). As can be seen, identity is a hybrid, non-unitary, evolving, continual and dynamic entity, which presents a site of struggle for the writer (Block, 2003; 2007; Bucholtz & Hall, 2005; Cui, 2019; Chiu, 2016; Hu, Yuan & Gao, 2022; Ivanić, 1998; Kobayashi & Rinnert, 2013; Lo, Othman & Lim, 2020; Raman & Yiğitoğlu, 2018; Ros i Solé, 2004). Individuals own multiple identities to exert in different types of written discourse. These identities are always in flux (Ivanić, 1998), and they swing between different identity positions just like a Foucault's pendulum. In the next section, we will present an overview of different types of writer identity.

2.7 Typologies of writer identity

It is obviously difficult to establish such broad categories about different types of identity since it is a fluid and fuzzy concept in its nature. Therefore, it might not be appropriate to draw dividing lines and create typologies for identity. Yet, researchers have sought to classify kinds of identity in an attempt to make more sense of the construction of different identities although the dividing lines are blurred (Cherry, 1998; Lee, 2007; Norton, 1997; Tang & John, 1999). Norton (1997) makes a distinction between social and cultural identities even though there are more similarities than differences between the two concepts. She connotes that cultural identity is pertinent to the relationship between individuals and other affiliates of a group with a shared history, a shared language and similar worldviews while social identity bears upon the relationship between the individuals and the surrounding social context reconciled through the social units including families, friends and workplaces.

Social versus cultural identity distinction is not the only classification of self-representation of authors in writing. In his pioneering work on different kinds of self-portrayal in writing, Cherry (1988) differentiated between *ethos* and *persona* as two ways of self-representation (or identity) in the fictional and non-fictional written literary discourse. In Cherry's (1998) definition, *ethos* is associated with the writers' real self whereas *persona* refers to writer's fictional self in the text. Therefore, *ethos* demonstrates the writer's true representation that could be traced through textual evidence, and *persona* concerns the roles writers attribute to themselves considering the reader and the context. To exemplify, *ethos* gives the impression of the true personal traits of the author such as "a funny author" or "a clever author" to the audience. *Persona*, however, designates the roles assumed by the writer in the process of text production (Tang & John, 1999). These two types of self-representation are not totally independent of each other, but they are in a complicated relationship with each other (Cherry, 1988; 1998; Ivanić, 1998). Ivanić (1998), on the other hand, distinguishes between *self* and *person* stating that *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) She also denotes that the categories of *self*, *identity* and *ethos* are related to rather private facets of identity whereas *person*, *role*, and *persona* (Cherry, 1988) mostly involves the publicly available and institutional facets of identity.

Yet another classification is put forward by Li and Deng (2019) who advocate that even *self* and *identity* correspond to different concepts even though these two terms are frequently used interchangeably in academic discourse. Writers' identities are not necessarily compatible with their inner self. It may be congruent or conflicting depending on the circumstances. Psychologically, *self* involves the

awareness of who the writer is while identity deals with cultural, historical, social, political and discoursal characteristics of who the writer is. Li and Deng (2019) claims that “Self is what characterizes identity, and identity is what reveals self.” (p.336). Hence, these two concepts are not mutually exclusive, and there is a logical and reciprocal relationship between them.

In their well-known work, Tang and John (1999) examined academic writer identity through a textual analysis of first-person singular pronoun use and came up with a typology of possible identities represented through the use of first person pronouns in students’ academic essays and a collection of published books and articles in language studies. Tang and John (1999) put writer identities behind first person pronoun use along a continuum, which orders the identities on the basis of the extent to which authorial presence exhibited in the texts from the least powerful to the most powerful. This typology of different “I”s include seven different categories namely no use of “I”, “I” as the representative, “I” as the guide, “I” as architect, “I” as recounter of research process, “I” as opinion holder and “I” as the originator, from the least powerful to the most powerful respectively. The results of Tang and John’s (1999) textual analysis indicated that students may have refrained from using first person pronouns owing to their perceptions of academic writing as an objective and voiceless discourse, which means, in a way, rejecting the ownership of their own ideas to meet the expectations of the audience. The reason why students created a distance between themselves, and their production might be their feelings of insecurity and inferiority towards accepting the validity of their opinions (Tang & John, 1999), or even hesitations to call themselves as “academic writers” (Lo, Othman & Lim, 2020). In a similar vein, Lee (2007) examined the construction of Korean EFL students’ writer identity through a textual analysis of learners’ output.

She analyzed the uses of the first person pronouns to uncover different types of writer identities and defined six different identity types reflected through the first-person pronouns, namely the existentialist, the guide, the architect, the recounter, the opinion-holder, and the originator in line with the categories of Tang and John (1999). Among different categories of first-person pronoun uses, “I” as the opinion holder was used the most frequently in student texts (36.2%) while “I” as the existentialist was used the least by them (6.4%) (Lee, 2007). The findings suggested that Korean students generally preferred to show their authorial identity by abstaining from an existentialist positioning when they wanted to express their ideas. As can be seen from the Korean students’ case, students may sometimes refrain from overt demonstration of their identity. Therefore, designing pedagogies which aim to foster writer identities are necessary, which is outlined in the following review.

2.8 I am the first reader of myself: Pedagogies on writer identity development

The role of instruction in many aspects of language learning has been studied and evidenced so far (Benati & Nuzzo, 2017; Bird, 2013; Hyland, 2003; Kriner, 2016; Long, 2017; Szudarski, 2012) and the same goes for teaching writing and the development of writer identities. Kriner (2016), for instance, explored the role of instruction on the development of college students’ writer identity and self-efficacy in academic writing in developmental writing classes through classroom observations and semi-structured interviews. It was reported that students greatly benefited from the instructional practices, which fostered their identity as student writers, and they felt better about themselves as self-efficient academic writers. Similarly, according to Bird (2013), students need to be explicitly taught the academic community purposes and discursive characteristics to be able to become a competent member of

the academic discourse community and to understand the amount of investment they need to make as academic writers in powerful and prestigious social positions.

Despite the prolonged prioritization of structural accuracy, vocabulary and format requirements in L2 writing instruction, a plethora of research (Ellis, 2001; Halliday, 1978; Leki, 1992; Spada & Lightbown, 2008; The New London Group, 1996; Yiğitoğlu-Aptoula & Altınmakas, 2024) advocates for the conceptualization of writing as a meaning-making activity situated within the communicative and social context. According to The New London Group (1996), writing should be considered as an active meaning design process in which learners create meanings drawing on numerous semiotic and social resources. From the New London Group's (1996) multiliteracies perspective, learners are regarded as the active participants of knowledge transformation process rather than passive reproducers, which shifts the focus of pedagogical practices from accuracy and error correction to meaningful communication. In a similar vein, Halliday (1978) conceptualized language as a social semiotic system in which writing is a means of meaning making. Therefore, writing instruction should be tailored in a way that writing practices are seen as a functional tool of making meaning in different settings rather than solely as practices of grammatical accuracy. Conceptualizing writing instruction as an act of meaning-making activity also fosters the development of writer identities, since students' focus are shifted towards the communicative acts which free them from the pressure of structural correctness and enable them to make choices on the ways to reflect their voice as identity as producers of meaning.

Leki (1992) also critiques pedagogies which overemphasize accuracy over communicative and rhetorical effectiveness and suggests that writing instruction be designed as a purposeful act of developing communicative effectiveness through

writing tasks which promote authentic language use. With an even-handed approach, Ellis (2001) acknowledges the importance of drawing attention to form and recommends that form-focused instruction be embedded in the tasks whose primary focus is on meaning. This way, it is ensured that language forms are integrated in meaningful activities rather than isolated drills (Spada & Lightbown, 2008) and accuracy facilitates communication rather than replacing it (Ellis, 200). This integrated perspective fosters effective communication and emboldens writers to express their unique writer identities via more informed and meaningful linguistic choices.

As a way of self-expression, writing inherently carries immense authority and prestige, which might lead to inequalities between the student writers. Nonetheless, writing can also be a means of equalizing tool for learners of all backgrounds with carefully designed writing curricula that allow learners to draw upon all the semiotic resources they bring from their multilingual repertoire and cultures (Gardner, 2018). Therefore, it is important to tailor education in a way that will familiarize EFL and ESL learners with the prestigious discourses in their contexts and make these learners see these discourses as means of making meaning (Hyland, 2003). In Turkish higher education context, prestigious discourses refer to internationally oriented academic writing norms (i.e. formality, objectivity and citation practices) which reflect Anglo-American standards.

Most EFL writers abstain from expressing their opinions confidently and authoritatively in writing since they mostly own insufficient language proficiency and/or disciplinary expertise. While trying to achieve conformity with the disciplinary conventions, they sacrifice their authorial stance (Gu & Hu, 2021), which is why they should be encouraged to exhibit all their identities through

education. Despite the essentialness of explicit instruction on declarative and procedural aspects of writer identity, it is not suggested that learners adopt the identities dictated on them by the writing community wholesale. While it is necessary to teach students the disciplinary and discursive features of writing, they should not be mandated to assume all the dispositions taught to them. Pedagogical approaches that restrict writers' right to show their true selves or intimidate them not to do so yield poor learning outcomes in terms of effectiveness in writing, which creates tensions between personal literacies and academic or schooling literacies (Gardner, 2014; 2018). They should be allowed to construct their own "blended" identities by negotiating their autobiographical self with the desired characteristics of the disciplinary community. Hence, writers should be freed and encouraged to reflect upon their personal histories and multiple social identities in the composing process of their texts. It is only this way that learners develop a good understanding of themselves as (academic) writers, and deep learning occurs (Bird, 2013; Gardner, 2014; Hyland, 2002).

The liberating force of pedagogies that enhances the development of self-efficient writer identities has especially been valuable in countries with turbulent histories like that of South Africa. Hunma, Arend, Nomdo, Hutchings and Samson (2019) focused on productive pedagogies of discomfort and the impact of conflict zones on writer identities in the South African context. They carried out an analysis of South African university students' and lecturers' reflective essays and uncovered that these reflections were actually confessions about the participants themselves, their socio-political viewpoints, feelings and identities (Hunma et al., 2019).

Another pedagogically oriented study, Rothschild (2020), sought to explore how a Writing-in-the-Disciplines (WID) oriented curriculum involving extended

research essays, daily writings and reflections affected the construction of writer identities of first year composition students. It was reported that the WID oriented curriculum had a positive effect on the participants' writer identity construction. These university students were able to develop a better understanding of rhetorical patterns and able to develop abilities of constructive self-reflection.

Likewise, Van Heerden (2015) sought to investigate the impacts of the Further Education and Training (FET) phase of 10th grade English classes on the development of habitus and academic writer identities in the university years through participant observations, interviews, document and text analyses. The findings revealed that there was an incompatibility between policy makers' decisions and the teaching and evaluation of the writing curriculum. The students had trouble with accommodating their identities in the university since there were big differences between the identities they developed in the FET Phase and the ones favoured in the first year of the university, which disabled the learners to make a smooth transition to the college.

Yet another study investigating the effectiveness of a pedagogical approach was that of Yang's (2020). He looked at the relationship between Chinese English-major university students' writer identity development and the effects of a meaningful literacy approach through the analysis of various course materials and students' texts. Meaningful literacy was a student-centered pedagogical practice involving the use of expressive genres such as story writing. It aimed to enable learners to take active roles to realize the symbolic transformations of their writer identities by encouraging them to engage in life writing. According to the findings, it was observed that meaningful literacy practices (using expressive genres) helped learners develop self-confidence as an agentive writer and make more investment in

the formation of a new writing habit as a part of their lives. Thus, Yang (2020) suggested that life writing based on meaningful literacy should definitely be integrated in English language and literary education to guide learners better in their writer identity construction.

As can be seen, different pedagogical approaches and literacy instruction may actually bring substantial benefits for learners to better understand their sense of selves (Javdan, 2014). However, not every type of pedagogical technique works well in every possible cultural context. What is acceptable or desired in one culture or discourse community might be very problematic in another. That is why, individuals from different cultures might follow a totally different path in their identity construction processes and might adopt very distinct identities from each other in the end. In the following section, the cross-cultural comparisons made in writer identity research will be introduced.

2.9 Cross-linguistic and cross-cultural comparisons in the construction of writer identity

Identity construction, itself, is already a complex and multi-layered phenomenon. When learners from several different cultural, linguistic, ideological and socio-political backgrounds engage in this process, the situation gets even more complicated. To this multicultural environment, students bring their previous literacies, cultures and linguistic repertoires in their luggage. As a result, they need to get accustomed to the literacy practices and value positions expected in the new discourse community. In this process, learners become active agents that either adapt to (either partially or totally) or resist the expectations of the new literary community (Cui, 2019; Duff, 2010). They construct and negotiate their identities through the use

of numerous literacy practices, which can be either congruent or incongruent with their previous literacy skills and progressions (Ouellette, 2008). When there is no conflict between the previous literacy practices and the new ones, learners construct their identities smoothly without any struggle. Nonetheless, the scenario is not so optimistic for many L2 learners. Students without any clear minds about who they are or who they are supposed to become might have negative learning experiences (Cadman, 1997).

EFL and ESL learners are mostly more vulnerable to experience such kind of “identity crises” since they deal with multiple literacies, cultures, ways of thinking and discourses. As Boulton (2021) pinpoints, there are not so many options for multilingual students as a medium of the language of production in the academic community. They are more often obliged to produce in English and negotiate their writer identities accordingly by getting involved in complicated and culturally sensitive practices of meaning making through writing in English.

Moreover, as argued by Kang and Veitch (2017), ESL or EFL student writers’ linguistic and educational needs and wants are generally very different from the academic needs of native English writers since they are to negotiate new concepts and identities to their already existing repertoire. To exemplify, Cadman’s (1997) students frequently mentioned that they had been lost both in terms of losing the native language skills in the target learning context and in terms of the feelings of getting lost and out of direction in the writing tasks. Therefore, when there are differences between the students’ own cultural values and those of the target learning context, identity construction through writing becomes a site of struggle for the learners (Chiu, 2016; Kobayashi & Rinnert, 2013). These struggles are not often a consequence of the learner’s deficiency but a result of a mismatch between previous

literacy practices with which the learner had favorable experiences and those valued by the target discourse community (Depew, 2011).

L2 student writers who are sandwiched between these dual conventions of writing may resort to inappropriate strategies of textual barrowing such as “patchwriting” or be stigmatized as “plagiarizers” because what counts legitimate in one writing culture may not be appropriate in another (Ouellette, 2008). To further explain the issue, Hyland (2003) reports that the differences between the Western way of critical and individualistic thinking and the thinking style of Non-western cultures that value collectivism have implications for the development of multilingual writer identities. Teachers in Western cultures generally strive to guide their learners to develop creativity and criticality, and the students are encouraged to voice their opinions and reflect upon their individual arguments by clearly demonstrating their authorial identity. Such an overt exhibition of individual voice and writer identity is thought to be innate to individualistic Western cultures. It is not a common practice for L2 writers from collectivist and compliant non-Western cultures according to Atkinson (1997) and Ramanathan and Atkinson (1999). This is definitely not because they do not have the ability to do so but because they are raised to approach writing as a way of sharing information objectively rather than voicing their own opinions.

Asian (especially Japanese) learners of L2 English are notoriously known to be the subjects of criticisms for lacking critical thinking and personal voice in their writing practices. Stapleton (2002a) strongly disagrees with Atkinson’s (1997) position and states that Japanese university students do not show any reluctance to advance their personal arguments in writing, and they are not necessarily deprived of critical thinking skills. Matsuda (2001) also asserts that the concept of voice is not

necessarily a product of individualist way of thinking and alien to so-called “collectivist cultures”. The challenges L2 (Japanese) learners face in relation to the voice construction may not be because of their cultural predispositions but unfamiliarity with the expectations of the target discourse community. Hence, stereotypical conceptions of Asian students are far from reality anymore.

Similarly, McKinley (2006) says that collectivism and social compliance in Asian cultures is a psychosocial issue, so it does not necessarily prevent learners from thinking critically or disclosing their identity in written production. It is all a matter of difference and unfamiliarity. Japanese learners put their voice differently in Japanese in comparison to English due to the fact that they are unfamiliar to the conventions of writing in English. In a quantitative study involving the analysis of 212 argumentative essays, Zhao (2019) have also indicated that there is no strong correlation between the type of cultures writers come from and the salience of their voice. This does not mean, however, that cultural background has no influence on the construction of writer identity. Identities are socio-culturally constructed (Creese & Blackledge, 2015; Ivanič, 1998; Lee, 2018; Vygotsky, 1978), but they are not culturally biased towards any kind of communities (McKinley, 2006; 2015).

In Türkiye, which is considered a semiperipheral culture synthesizing modern, global and national ways of thinking and writing, on the other hand, scholars and student writers oscillate between conventional, collectivist and conformist ways of thinking in the Turkish culture and international standards promoted by macro level state policies (Uysal 2014). In order to comply with international standards of academic writing, writers are to produce formal and objective texts that require critical thinking, which creates struggles for academic writers who rigidly follow customarily collectivist literary academic traditions.

The construction of writer identities in intercultural contexts has aroused much research interest (Burke, 2010; Compton-Lilly, 2014; Kang & Veitch, 2017; Kobayashi & Rinnert, 2013; Starfield, 2002; Ouellette, 2008) in recent years. Starfield (2002), for example, carried out an ethnographic study on the discursal representation of success and failure in students' texts in a big, urban, English-medium university in South Africa. She claimed that asymmetrical power relations in the socio-political histories of the participants' communities revealed themselves in the construction of writer identities. Academically successful students were generally the ones who were able to reflect on themselves and develop a salient authorial identity. Unsuccessful students, on the other hand, based much of their ideas on the opinions of the disciplinary authorities, which put them in the position of a "plagiarizer" most of the time.

From another aspect, Starfield (2002) commented that Black students had more difficulty to accommodate identities of success than White ones in the South African context. Therefore, it was more likely that students whose ideas were socio-politically more legitimate had higher chances of becoming a successful academic writer in comparison to those who were politically suppressed. As can be seen, asymmetrical power relations reflected in the students' essays were even decisive in their success probabilities. As demonstrated in Black African students in Starfield's (2012) study, non-native speakers of English are frequently stereotyped as "plagiarists". In a case study of a Taiwanese ESL learner, Annie (pseudonym), Ouellette (2008) conducted a textual analysis of Annie's journals and essay drafts. He argued that although identified as a plagiarist, Annie was struggling to negotiate the conflicting aspects of her current identities in writing and striving to negotiate the

mismatches between the literacy practices of the target language community and those of her mother tongue that she relied on before.

A similar scenario goes for most L2 learners in the world. Burke (2010) delved into the development of Korean ESL learners' academic writer identities during their studies in a U.S. university. With detailed qualitative analyses, Burke (2010) uncovered that such factors as previous writing experiences in the first language of the students, marginalized L2 identities, prestigious academic discourse characteristics and resistance towards them were influential in the formation of multiple, changing, and conflicting writer identities.

For L2 learners who were experiencing difficulty coping with the mismatches between the expectations of the target community and their own cultures, Cadman (1997) advised that reflective writing practices allowing for the expression of personal opinions might be useful for enabling students to negotiate their writer identities in line with the conventions of the exchanging cultures and the demands of the new academic community. In this way, they develop self-confidence as L2 writers and feel more empowered to become competent members of the academic discourse community.

Compton-Lilly (2014), on the other hand, examined the development of a writing habitus in a ten-year-long longitudinal case study. She defined writing habitus as "the emerging and enduring dispositions that support becoming a writer across time" (p.374). The sole participant of the study was Peter, an African American young writer from a low-income community. Peter was a successful writer at the end of 10 years, but it was revealed through Peter's struggle to become a good student that while some children could have easier access to the dispositions, which

came together with the cultural and economic capital, some others had to fight tenaciously for them.

Another longitudinal case study was Kobayashi and Rinnert (2013). They aimed to explore first (L1), second (L2) and third (L3) language writing development of a Japanese multilingual writer, Natsu, and the influence of her identity in the development process. Their results suggested that Natsu's cultural and social identities had an impact on the composition process in which she transferred her writing knowledge across the three languages she owned. She used her multilingual repertoire and past writing experiences skillfully to write effective texts in her subsequent languages. The degree of correspondence or differentiation in writing knowledge among her first, second or third languages was determined by Natsu's perception of her imagined audience.

The salience of writer identity in the texts has profound influence not only on the text construction process but also on the writers' and raters' general perspectives on L2 writing. Nagahata (2022), for example, delved into the cross linguistic transfer of metacognitive writing skills between L1 Japanese and L2 English compositions and the role of writer agency in the determination of the extent to which these skills are transferred. Through text analyses of rhetorical features in argumentative essays and interviews, she made a comparison of argumentative essays of two Japanese students of which one had received formal writing instruction while the other with relatively less experience in writing. She investigated writer agency in four different aspects, namely second language knowledge, experience, proficiency, and audience awareness and revealed that the student with comprehensive writing instruction resorted to L1 transfer much less frequently despite the lower English language proficiency they had in comparison to the participant with better proficiency but no

training of rhetorical features in writing. As instantiated by Nagahata (2022), writing instruction and genre awareness gained through instruction matters a lot in the development of writer agency. Metadiscourse and genre studies exploring writer identity will be reviewed in more detail in the next section.

2.10 Metadiscourse and genre-based research on writer identity

Self-mention (Aminifard, 2020; Hyland, 2002; Lee, 2007; Lorés-Sanz, 2011; Tang & John, 1999), metaphors (Simpson, 2009; Yang & Peng, 2021), Appraisal (Martin, 2000; Martin & White, 2005), metadiscourse and genre analysis (Castillo-Hajan, Hajan & Marasigan, 2019; Chiu, 2016; Lee, 2016; 2017) have been among the most widely adopted techniques of textual analyses in L2 writer identity research. Text analyses across different genres or analyses of metadiscourse markers in student texts have been widely researched recently.

In the broadest terms, Duruk (2017) gives a definition of metadiscourse as “overtly expressing the writer’s acknowledgement of the reader” (p.2). In addition, with the aim of investigating strengths, weaknesses and the future of the notion of metadiscourse, Hyland (2017) defined metadiscourse as “the ways in which writers and speakers interact through their use of language with readers and listeners” (p.16).

As well-explained in this quotation, metadiscoursal features accompany the reader through the text to make connections between different parts and to ensure the understanding of the material in a way that matches the writer’s preference and the norms of the academic discourse community. Hyland (2017) also postulated that metadiscourse goes beyond being a statistical technique of calculating the number of certain features in a given text. It also informs the readers and researchers about the ways in which writers establish their positions and make connections with others.

Although Hyland (2002, 2005a) has been the most well-known researcher to propose a comprehensive framework of metadiscourse so far, Vande Kopple (1985) came up with the first functional categorization of metadiscourse. In his classification, textual metadiscourse (or metatext) is about the textual organization and guidance of the reader whereas interpersonal metadiscourse relates to the writer-reader connection and writers' commitment or detachment towards their propositions (Duruk, 2017; Vande Kopple, 1985; Vassileva, 2001).

Hyland (2005a) adds another dimension to the metadiscourse analysis and makes a distinction between interactive and interactional metadiscourse. Interactive metadiscourse regards phrases that guide the reader through the material for a smoother and more systematic understanding of discoursal organization with the use of transition markers, evidential glosses and frame markers. Interactional metadiscourse, on the other hand, deals with the propositional matter that writers use to include the audience in the compositional content in which they express their opinions and feelings. Interactional metadiscourse can be exemplified with hedges, the use of self-mention (first person pronouns), boosters, and attitude phrases (Akbas, 2014; Hyland, 2005a; 2002).

Ariannejad, Osam and Yiğitoğlu (2019) compared metadiscourse use in a corpus of post-method sections in English and Persian research articles focusing on the use of interpersonal metadiscourse (Hyland, 2005) elements, namely hedges, boosters and attitude markers. They found significant differences between these two sub-corpora notwithstanding the similarities in regards the use of epistemic metadiscourse strategies in both languages. The results have been justified by the nature and rhetoric of languages investigated and the cultural differences between English and Persian communities with regard to their individualistic and collectivist

norms respectively. English was regarded as a writer responsible language in which writers were required to guide reader throughout the text, which was mainly achieved through metadiscoursal features. In contrast, Persian was among the reader responsible languages, thereby urging readers to take over the responsibility of comprehending the text and its structure, which restricts the metadiscourse use considerably.

Yet another example of metadiscourse studies, Lee (2016) undertook a longitudinal case study to explore the establishment of writer identity through the use of metadiscourse markers. The participant was a Korean learner of L2 English in a U.S. university. Text analyses through metadiscourse and interview reports uncovered that interactive metadiscourse was more frequently observed in the learner's text than interactional markers, and hedges and transition phrases were the most common types of metadiscourse.

In a similar vein, Castillo-Hajan, Hajan and Marasigan (2019) utilized metadiscourse analysis to explore the most common metadiscoursal features in Filipino high school students' persuasive essays and the construction of L2 writer identity through these features. Their findings indicated that students made a great use of self-mention as an interactional metadiscourse marker, which strengthened their authorial visibility and authoritativeness in the texts, and which enabled writers to establish a good rapport with the readers throughout the essays.

Yet another recent study of metadiscourse, Gu and Hu (2021) adopted a corpus-based approach and focused on Chinese PhD student writers' metadiscourse use in results and discussion sections of Research Articles (RA) written in English and explored their writer identity development in relation to metadiscourse use. They discovered that Chinese novice RA writers considered the organization of content

more important than the strength of their arguments. These writers preferred to assume the role of the reporter of their studies and withdrew themselves from showing an overtly confident voice, which is a common practice for most EFL writers due to their excessive conformity to the disciplinary conventions or opinions of the authorities.

A similar case was observed in Tessuto's (2008) study investigating metadiscoursal strategies used in the manifestation of writer identities in the introduction sections of research articles within the discipline of Law. Writers detached themselves from their text and used implicit resources to mark their presence such as "the author", "the writer", "this study" or "this analysis" instead of first-person pronouns. With the use of these less-explicit ways of demonstrating writer identity, authors were able to maintain metadiscoursal relationships between the writer and the text and keep a positive face without raising their voice explicitly.

Cross-genre comparisons of authorial presence markers have also been extensively made in L2 writing research. Lee (2017) carried out a case study comparing argumentative and narrative genres in terms of the writers' portrayal of themselves. Three Korean university students in the United States participated in the study, and it was observed that each genre presented learners with different challenges and coping strategies. Student writers were able to form more confident writer identities and reflect on Korean cultural values while writing narratives. They did not feel as confident as they felt in narrative writing while engaging in argumentative genres and chose to sound impersonal.

From another aspect, Vassilaki (2017) focused on reflective writing genre by adopting textual and ethnographic approach. Exploring sixty Greek practicum students' writer identities through reflections, she found that reflective writing posed

some challenges for the student writers since genre characteristics of reflections were not compatible with the mainstream privileged genres such as academic essays which were highly valued in Greek education.

Chiu (2016), on the other hand, worked on the genre of personal statements for doctoral applications. Conducting a genre/move analysis, she sought to investigate the rhetorical moves in personal statements of PhD students and their discoursal self construction. According to the findings, Chiu (2016) commanded that student writers decided on which moves to use in this genre and formed their writer identities with an acute awareness of the target readers and the context. They complied with the demands of the academic community by demonstrating some aspects of the academic writer identity desired by the readers but not yet possessed by themselves.

As can be seen, the audience and the social context played a deterministic role in identity negotiation process thanks to the writers' awareness of both factors. Another critical dimension of the social context that is decisive in the construction of identities in texts relates to power relations. Writer identity development in relation to concept of power will be addressed in the next section.

2.11 Writing as a powerful social practice

Second language learners negotiate their identities through and in the language(s) they speak or write. Therefore, L2 writing is not only a medium of communication between the reader and the writer, but also a social site for the construction of writer identity. Writers communicate with their readers through their texts, and adaptation of a powerful authorial stance is the cornerstone of this dialogue (Dobakhti & Hassan, 2017). While learners are developing this dialogue, they make learning

investments to be able to construct successful identities and decide upon the degree of investment they make in their identities on the basis of the recognition received from the discourse community (Norton, 2008; 2013; Stacey, 2009).

Douglas Fir Group (2016) proposed a framework that represents language learning as a complex multifaceted phenomenon layered in three interdependent levels, namely micro level of social activity, meso level of sociocultural institutions and communities and macro level of ideological structures. Learners are located in the center of these layers, and their language development proceeds in close relationship with resources and systems in all layers of the framework. It is certain that Douglas Fir Group's (2016) framework has many implications for writer identity research.

As shown in Figure 4, social identities are placed within the meso level sociocultural communities in the framework of Douglas Fir Group (2016); however, actually identity construction process may affect and may be affected by all the levels in this conceptualization since all the layers are mutually dependent on each other. Social identities are constantly shaped by macro level ideological systems, and individuals make use of micro level semiotic resources to be able to showcase their identities in all sorts of social activity or exchange.

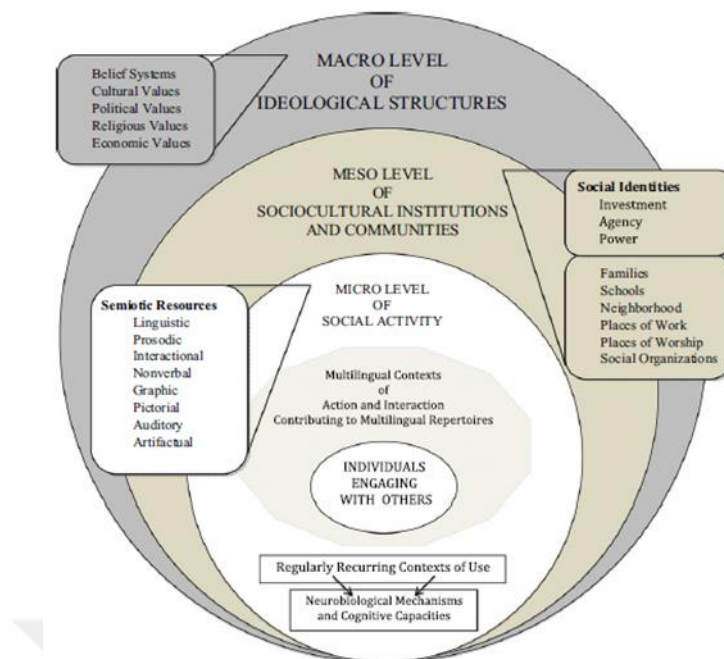


Figure 4. The multifaceted nature of language learning and teaching
Source: [Douglas Fir Group, 2016]

The demands of the discourse community and the cultural context shape learners' perceptions of themselves as writers (Block, 2007). They can either internalize or resist the identities they are supposed to adopt as a consequence of being a member of a given discourse community (Duff & Talmy, 2011; Majchrzak, 2018). When learners resist the identities prescribed by the discourse community in a specific context, identity construction turns into a site of power struggle for them (De Costa & Norton, 2016; Hu, Yuan & Gao, 2022; Ivanić, 1998; Kobayashi & Rinnert, 2013; Norton, 2006). Delving into German-Turkish immigrant adolescents' multilingual construction of identities, Erduyan (2019) demonstrated how power relations between teachers and students, and among students themselves, became visible throughout their multilingual identity construction process at a Gymnasium in Germany. She also stressed the multi-directionality and complexity of these power relations.

In Norton's (2012) definition, power refers to "the socially constructed relations among individuals, institutions and communities through which symbolic and material resources in a society are produced, distributed and validated" (p. 47). The exercise of power is not limited to the top-down processes in which macro level authorities exert power on the individual, but the micro level interactional practices have also a share in the allocation of resources and the regulation of the power relations among individuals (Norton, 2012). From this aspect, writing serves as an open arena where learners can engage in these kinds of power relations, constantly negotiating their identities.

In Lee's (2018) case study on the creation of a Korean international student's writer identity in an ESL context, it was uncovered that the participant managed to negotiate positive, reconstructed and confident identities despite the power struggles and conflicts that she encountered in the new discursal culture. Her accomplishment in coping with difficulties in the new academic community was thanks to following her instructors' advice and the investment she made in the target academic writing culture. Regarding the investment novice writers need to make, Mattsson, Brandin and Hult (2020) implied that owning a writer identity as a novice member of the academic community encompassed the writers' acknowledgement of their own selves as a knowledgeable and confident text producer. Furthermore, Crème and Mckenna (2010) proclaimed that acknowledging writing as a social practice and adopting it as a model in the graduate level empowered student writers to reflect on their experiences as novice academic writers in their disciplines. Academic writing discourse, in a way, served as a platform for disciplinary socialization. In the next section, a review of literature on academic discourse socialization in relation to identity development will be provided.

2.12 Academic discourse socialization

Characterized by multimodality, intertextuality, feedback, mentoring, power relations, indexicality (Duff & Anderson, 2015), investment in and construction of different identity positions (Friedman, 2021) and non-linearity (Morita, 2009), language socialization is a process in which novices interact with more proficient others and peers to become competent members of the academic discourse community (Duff, 2010). Rooted in a variety of disciplines such as anthropology, sociology, psychology, linguistics and education (Duff, 2007; Duff & Talmy, 2011), the theoretical framework of language socialization was first proposed by linguistic anthropologists Elinor Ochs and Bambi Schieffelin with their seminal work in 1980s. Schieffelin and Ochs (1986) considered the development of linguistic competence as a part of social competence through which learners became familiar with how to express their feelings and understood those of others to be able to operate as socially and communicatively competent members of the society. Therefore, Duff (2007) and Morita (2009) suggest that language socialization research primarily deals with how individuals become competent and legitimate members of the community by establishing adaptive identities and ideologies through language. In this regard, language socialization can be regarded as a process through which novice learners acquire communicative competence by interacting with the experts, “old-timers” (Duff & Anderson, 2015) or more experienced individuals or peers around them (Friedman, 2021; Garret, 2006; Goodwin & Kyratzis, 2011; Ochs & Schieffelin, 2011).

Social interactions mediated through language scaffold novices and inculcated them into the ideological values of a given community (Cui, 2019). Therefore, novices’ interactional practices and language development are deeply

affected by the cultural norms, interlocutors' subjectivity and history (Morita, 2009). However, this does not mean that novice learner is a passive input receiver because language socialization is multidirectional process where the novices actively participate in the process of dynamic and non-linear sociolinguistic identity construction (Duff & Anderson, 2015; Goodwin & Kyratzis, 2011; Haggerty, 2019; Schieffelin & Ochs 1986).

Language socialization is characterized by a bi-/multidirectionality, reciprocity, social-situatedness and contingency (Duff & Anderson, 2015; Friedman; 2021). It is bidirectional because while novices are being socialized, old-timers also go through a resocialization and reconstruction process, which in turn causes the community to undergo a continuous transformation over time, as well (Anderson, 2017; Duff, 2007). According to Ochs and Schieffelin (2008), learners are socialized both into and through language as a result of interactions with other members of society. As a part of language socialization process, ethnic, social, linguistic and religious identities of language learners are shaped via interactions they undertake in daily and academic life. Therefore, when learners socialize into new languages and cultures, they also reformulate their social identity with contributions of "others" surrounding them. Ochs (1993) also asserts that language and social identity relationship is reconciled by the stance, beliefs and interpretations of the interlocutors and cultural values that are shared between interlocutors.

Socialization into and through language does not happen in a vacuum, though. It actually occurs within a certain "community of practice" (Wenger, 1998). Thus, the concept of community is crucial for the understanding of the socialization process (Anderson, 2017). Wenger (1998) indicates that communities of practice are a joint enterprise that work on the principle of mutual engagement and is constantly

reshaped by its members through the use of shared repertoires and resources. In a second language or foreign language socialization context, the community members may include fellow national peers or members of the host culture, who all contribute to the process of the socialization by scaffolding the individual in their own rights (Dewey, Belnap & Hillstrom, 2013). Academic Discourse Socialization (hereafter ADS), on the other hand, takes place in an academic community of practice which mainly deals with academic publications, presentations, thesis writing and paper writing in general.

Duff (2010) defines academic discourse as “forms of oral and written language and communication—genres, registers, graphics, linguistic structures, interactional patterns—that are privileged, expected, cultivated, conventionalized, or ritualized, and, therefore, usually evaluated by instructors, institutions, editors, and others in educational and professional context” (p. 175). All these stakeholders contribute to the academic enculturation of novice researchers into the new academic literacy practices and guide them to become legitimate members by showing the appropriate ways of being and doing in the academic community of practice (Everitt-Reynolds, Maguire & Delahunt, 2018; Friedman, 2021; Ivanic, 1998; Wenger, 1998).

Becoming a successful academic writer requires knowing how to perform according to the norms and expectations of the academic community in addition to owning well-developed academic literacy skills (Ho, 2011). Instructors, peers, colleagues and the most importantly students themselves have shared responsibility to scaffold and cooperate with each other in this very demanding task of academic language socialization, and accordingly academic identity negotiation (Kobayashi, Zappa-Hollman & Duff, 2017). Novice and proficient socializers make use of

numerous resources to (re)socialize into the academic community. Nam and Beckett (2011) came up with three categories of resources L2 writers used in ADS, namely professional, social and intertextual resources. Professional resources involved writing center support, university ESL courses and field-related research courses while social resources included instructors, peers and private tutors. Intertextual resources, on the other hand, were mainly about the contribution of extensive reading to students' academic writing. Nam and Beckett (2011) added that this lack of coordination among the ADS resources sometimes created frustration among students. They mostly stayed as legitimate peripheral passive users of professional resources while becoming active users of self-generated social and intertextual resources. In Anderson's (2017) conceptualization, on the other hand, the resources of ADS can be internal or external for graduate students. Internal socialization resources are related to self-mediated and self-directed ways of socializing into a new identities, discourses and ways of being based on their previous experiences whereas socialization through external means is realized through the impact of other members of the academic community of practice (Wenger, 1998).

Adopting a sociolinguistic lens in the exploration of L2 writer identity construction, Cui (2019) made use of a Critical Discourse Analysis (CDA) to analyse the data gleaned from interviews with Chinese and Puerto Rican students about their academic discourse socialization (i.e. their relationships with writing instructors, peers, teaching assistants and professors of other disciplines). Findings indicated that language learners went through a constant identity reconstruction while getting socialized into the academic discourse community they, then, became a part of. In this identity reconstruction process, they assumed the roles of insiders, outsiders, and/or commuters by interacting with other members of the academic discourse

community. Learners took on a writer identity as an insider when they felt safe and comfortable in the accompany of other non-native speakers, which was revealed by their use of “I, we, you” pronouns in the interviews. They adopted identity positions as outsiders while interacting with native speakers and always called them with “they” pronouns since they felt alienated because of their limited language ability and non-native accents. Lastly, they owned the commuter identity while they were coming back and forth between the norms of the new academic writing community and their own literacy background in an attempt to find a common ground. Cui (2019) attributes the learners’ adoption of the outsider roles to “The perfect English myth” (Kubota & Okuda, 2016, p. 170, as cited in Cui, 2019) and “Standard language myth” embraced by L2 learners as a result of the dominant language ideologies dictated on them. L2 learners feel inferior due to their marked and accented speech compared to the standard varieties and imperfect language production compared to the native output. However, a native speaker’s linguistic competence, literacy performance and communication skills can also differ from one individual to another. That is why, native speaker superiority is a myth (Duff, 2007; Ho, 2011).

Despite the acknowledgement of these myths, academic community still favours standard varieties in both written and oral production often marginalizing non-native and non-standard varieties, which puts a pressure on the non-native students in the academic socialization process. Learners strive to de/reconstruct their identities to become legitimate members of the academic discourse community where they were discriminated and marginalized. A similar case of L2 students’ socialization into marginalized and deficient non-native identities were reported by Okuda and Anderson (2018). In their study, Chinese graduate students (though

unintentionally) were made to believe that they were deficient language users by the writing center tutors. These students were demoralized despite the considerable amount of effort they put into improving their writing and to achieve their goals. Anderson (2016) also mentioned the lack of sufficient academic support as one of the key factors leading to failures in ADS and consequently in construction of identities as successful academic writers paralleling Ahmadi, Samad and Noordin's (2013) findings that the non-existence of writing centres and tutors had a negative impact on TEFL graduate students' socialization into TESOL academic discourse community, as well.

Much research in the field of academic discourse socialization (Ahmadi, Samad & Noordin, 2013; Anderson, 2016; 2017; 2020; Ho, 2011; Morita, 2009; Nam & Beckett, 2011; Okuda & Anderson, 2018; Yang, 2023) has been concerned with doctoral students' socialization into academic writing communities and traditions in various disciplines due to the burgeoning demands placed on graduate students (Ibrahim & Nambiar, 2011). Before they become competent members of the new academic discourse community, graduate level students encounter enormous difficulties in the early phases of academic socialization process (Haggerty, 2019; Yiğitoğlu Aptoula & Bayyurt, 2020).

Duff (2010) states that the challenges of socializing into a new academic discourse is amplified for multilingual learners coming from different socio-cultural and educational backgrounds. In this realm, Morita (2009) carried out a comprehensive analysis of a PhD student's academic language socialization experiences in Canada. It was revealed through the participant's weekly reports, interviews and observations that gender, culture and language related asymmetries had a considerable effect on the PhD student's academic discourse socialization since

these asymmetries limited the degree of participation he had in the social and classroom interactions. This created some challenges that he needed to meet in order to successfully adapt to the new academic community and construct a coherent identity accordingly (Morita, 2009).

Graduate students' relationships with their thesis supervisors and the feedback they receive during the thesis/paper writing process also constitute an important part of their academic discourse socialization. In Anderson' (2020) regard, written academic feedback serves as a tool of participation in Academic Discourse Socialization (ADS) for L2 Doctoral students. Written feedback helps socialize these novice academics, thereby making a big contribution to discursive construction of their academic identities taking the disciplinary norms into consideration. Graduate students might resist, adopt or simply negotiate feedback or related meanings during this interactional literacy practice. As a result, they are ascribed to identity categories of novice or expert, which either restricts or facilitates their entry into the target academic discourse community (Anderson, 2020).

In a similar line, a recent study exploring the role of supervisory feedback and student's reflective practice about this feedback on ADS, Yang (2023) argued that even though the student and the advisor had common goals about paper writing, they had differing opinions in the text construction process revealed through reflections about supervisory feedback. Thanks to this interactive process of reflection-on-, in- and for-feedback, the student started to become a part of the academic community both mentally and emotionally. Therefore, ADS created via feedback and reflective practices supported the student in her disciplinary becoming as a researcher and academic writer (Dressen-Hammouda, 2008, p. 234 as cited in Yiğitoğlu Aptoula & Bayyurt, 2020). From this aspect, written feedback functioned

as a mediation tool utilized in the co-construction of meaning in academic language socialization process (Anderson, 2016).

Language socialization is not peculiar to academic enculturation of graduate students. There is also fruitfulness of research focusing on the ADS of undergraduate university students (Baffy, 2018; Beckett, Amaro- Jiménez & Beckett, 2010; Godfrey, 2015; Yim, 2011). Godfrey (2015), for example, investigated an instructor's way of socializing her students into new academic discourse practices and how the students developed social competence. She contributed to ADS of learners by making discursual norms and practices more explicit and by respecting her students' agencies, cultural and literacy backgrounds. Similarly, in Baffy's (2018) study, the instructor of an English for Academic Purposes (EAP) course achieved this socializer/facilitator role through the use of constructed dialogue (or classroom talk) and audience awareness. Working with a similar population of learners, Beckett, Amaro- Jiménez & Beckett (2010) explored the role of asynchronous discussions in ADS. They relied on interviews, surveys and Blackboard postings coming from seven hybrid courses as data sources. They revealed that students had quite positive perceptions towards the use of online asynchronous discussions. They considered these discussion platforms as an arena where they can improve writing skills, interact with peers and get familiar with academic discourse. Yildiz and Bichelmeyer (2003) and Yim (2011) also indicated that asynchronous discussion boards help shy learners share their opinions more easily by alleviating anxiety and the other face-threatening features of face-to-face interaction. Now that much of the oral and written academic literacy practices are realized online, students' active participation in the discussions on asynchronous platforms clearly has some merits for ADS. Nevertheless, it should be noted that

instructor's role as a facilitator and a communicator on these platforms might mediate the effects of these discussions on ADS (Duff, 2010; Yim, 2011). As a consequence of academic discourse socialization, students learn about the disciplinary norms favoured in academic discourse. They accommodate their role as an academic writer and the salience of their presence in writing accordingly. In the following section, how authorial presence is exhibited in academic writing will be discussed in relation to current literature.

2.13 Authorial presence in (academic) writing

Academic writing has been notoriously known to be an impersonal and detached style of expression as prescribed by most writing manuals and style guides.

However, academic discourse is far from being a voiceless type of writing (Ädel, 2022; Hyland, 2002; Ivanič & Camps, 2001). It is crucial for novice and expert writers of academic texts to undergo an identity negotiation process and reflect/present themselves freely to be able to produce a successful and persuasive academic prose (Çandarlı, Bayyurt & Martı, 2015; Morton & Storch, 2019). It is also essential for writers to engage the readers in the meaning-making process since academic writing is much more than just delivering dry ideational messages to the audience. When writers are allowed to present themselves freely, it increases their visibility in the text, which can be achieved through techniques such as the use of self-mentions. According to Dontcheva-Navrátilová (2013), authorial presence can be defined as “the degree of visibility and authoritativeness writers are prepared to project in their texts for personal support of their statements when expressing their attitudes, judgements and assessments” (p. 9). Stapleton (2002b) argues that despite the terminological distinction between authorial presence (Hyland, 2001) and

authorial identity (Ivanic & Camps, 2001), both of the concepts refer to the aspects of individual voice apparent in texts. In the scope of this thesis, the terms of *authorial presence* and *authorial identity* will be used interchangeably.

In Ivanič's (1998) conceptualization, how much visibility writers exhibit is linked to their authorial self or authoritativeness in the text (Boginskaya, 2022; Li, 2021). By showing authoritativeness and commitment for the truthfulness of their claims (Vassileva, 2001), writers enhance their visibility in the text and their credibility in the eyes of the reader (Hyland, 2002). This suggests that the demonstration of authorial presence seems to be a good indicator of claiming authority by writers (Ivanič & Camps, 2001). Therefore, encouraging the development of a powerful authorial identity and boosting its salience in the text should not be seen as peripheral or as "an optional extra" in L2 writing and literacy research anymore. On the contrary, it must be seen as such a fundamental issue that it can either hamper or accelerate learning depending on whether instruction is tailored accordingly or not. (Çandarlı, Bayyurt & Martı, 2015; Ivanič, 1998; Ivanič & Camps, 2001).

Maintaining a delicate balance between the objectivity of academic writing and the creation of a powerful authorial voice is profoundly difficult especially for L2 writers who find it distressing to display their presence owing to the conceptualizations of authority, ownership and literacy traditions in their own discourse community (Boginskaya, 2022; Cheung, Stupple & Elander, 2017; Khedri & Kritsis, 2020; McCallum, 2016). L2 learners take on a double challenge by developing a critical awareness about the voice types and identity positions allowed in the target context and their own cultural rhetoric. Due to learners' avoidance of overt authorial presence and lack of knowledge about how to present themselves in

texts, L2 writers may sometimes engage in the act of unintentional plagiarism (Jamshidi, Rezaei, Hassanzadeh & Dehqan, 2019). In order to overcome this problem, writers should be encouraged to find their own voice and explore the personal ways of demonstrating their authorial presence (Cheung, 2021; Cheung, Stuppel & Elander, 2017; Jamshidi, Rezaei, Hassanzadeh & Dehqan, 2019).

Helms-Park and Stapleton (2003), on the other hand, believed that the explicit introduction of the concept of authorial identity must be delayed until learners reach a certain threshold level of proficiency. Despite acknowledging the importance of authorial voice in higher level academic writing, Stapleton (2002b) also critiqued the overemphasis put on voice claiming that prolonging debate over the issues of voice and identity were overshadowing the importance of ideas, argumentation and critical thinking. He also denoted that manifestation of an authorial voice is “silent” or implied in most cases, therefore it is not apparently easy to recognize it just by looking at the frequency counts of first-person pronouns (Stapleton, 2002b).

Since all writers have a unique way of understanding the world around them and themselves, they will all follow a different path towards the construction of authorial identity influenced by various individual and cross-cultural factors. Vassileva (1998) carried out a contrastive analysis of five corpora of journal articles in five different languages, (Bulgarian, English, French, German and Russian) to explore cross-linguistic and cross-cultural differences in the presentation of authorial presence through the “I” versus “we” perspectives in academic writing. The results demonstrated that English authors were adamant about marking their presence through first person pronouns followed by German and French authors while there were very few occurrences of “I” and “we” pronouns in Slavic authors’ (Bulgarian & Russian) articles. Writers of all four languages except Russian mainly opted for “I”

perspective while explaining the research process (aims, procedures, analyses) while Russian writers generally used 'I' perspective in order to express a personal opinion. In terms of the degree of commitment or detachment writers showed while describing their study procedure, English writers appeared to be the most committed group compared to the writers of other four languages who were educated to deemphasize their role as a writer and hide themselves behind their claims. Under the light of the corpus data on “we” occurrences, Vassileva (1998) devised a classification of four possible interpretations of “we”, namely the “royal we”, the “humble we”, the “authorial we”, and the “collective w” (subcategorized into inclusive or exclusive “we”), and made a further differentiation between inclusive “we” (audience and writer) and exclusive “we” (writer(s) only). She further argued that writers of four languages except for German attempted to include the reader in argumentation by using inclusive collective “we”. Nevertheless, there were also occurrences of “we” with no implied audience or second author. Such uses were regarded as extreme examples of writers’ detachment from their own propositions and depersonalized academic writing for the sake of objectivity (Vassileva, 1998; 2001).

In a more current study, Vassileva (2001) scaled the graduation of authorial presence through a cline from complete commitment to complete detachment. Her data were obtained from native English and native Bulgarian and Bulgarian-English article writers. It was found that English authors preferred to have a detached voice and withheld themselves from their opinions via frequent use of hedges while their Bulgarian counterparts displayed a stronger commitment towards their claims in academic writing (Vassileva, 2001).

In a similar vein, cross-cultural comparisons of native and/or non-native academic writers regarding the authorial presence they display in written production has promoted a perennial debate in L2 writing literature (Akbas, 2014; Boginskaya, 2022; Can & Cangır, 2019; Çandarlı, Bayyurt & Martı; Dontcheva-Navrátilová, 2013; Vassileva, 1998). Boginskaya (2022), for example, made a comparison between with Chinese and Russian academic writers with regard to authorial presence they exhibited in English-medium research article (RA) abstracts by looking at the realizations of self-mention. These writers appeared to be substantially different from each other due to the variation in degree of competitiveness of the publishing contexts and the differences between international and national academic writing conventions. While Chinese authors showed superior commitment towards their propositions, and thus stronger authorial presence; Russian writers refrained from creating an authoritative identity. It seemed to be true that Chinese authors were more Anglophone-oriented in their writing styles by overtly marking their presence, whereas Russian writers transferred a more impersonal way of academic writing from Russian writing traditions.

Similar transfer effects have been observed in Czech writers' articles in Dontcheva-Navrátilová's study (2013). She compared two academic writing traditions in the field of applied linguistics in terms of writers' preferences of overt versus covert authorial presence. As a result, she came up with the functions of author-reference pronouns derived from a corpus of research articles written by English and Czech native speakers. English writers used personal pronouns to mark their authorial presence twice as much as Czech linguists because of Czech authors' adherence to Czech literacy traditions and non-native status. Furthermore, Dontcheva-Navrátilová (2013) argued that academic writing conventions were

evolving, and a more personal way of writing started to gain acceptance in the field of applied linguistics. This situation in the field could possibly eliminate the biases towards subjectivity of knowledge making and expressing (Scott, McCaslin & Alexander, 2003). It is now becoming more acceptable and prevalent to demonstrate authors' own voice and to engage readers in academic writing, which increases their credibility and visibility at the same time (Dontcheva-Navrátilová, 2013; Li, 2021).

Similarly, having explored the evolution of writers' presentation of authorial voice in research abstracts in the disciplines of history, economics and linguistics from 1990 to 2010, Bondi (2015) also found that writers became increasingly more visible in their texts in time, which enhanced their visibility and authoritativeness. Yet another study examining the manifestation of authorial presence in research article abstracts written in the subsequent three decades from 1990 to 2019 diachronically, Li (2021) noted that the most recent years after millennium saw a greater tendency for the use of first person pronouns in RA abstracts in comparison with the 1990s, which meant that writers had recently started to exert their authorial presence increasingly more. The reason why authors made themselves more visible in RAs of the last two decades might be the growing competition in the publication sector since authors feel a dire need to show confidence and authoritativeness in their arguments to stand out in the competitive arena of academic publication (Li, 2021).

Ädel (2022) examined the joint visibility of the writer and the audience in a two million-word corpus of single-authored RAs by taking linguistic, regional and disciplinary variations into consideration. Writers made flexible use of first-person pronouns to mark their authorial presence whereas the occurrences of second person pronouns were exceedingly rare in the corpus, which restricted the visibility of reader in the texts. On the other hand, Muñoz (2013) examined the reader-writer interaction

through first person pronouns in terms of the discourse functions they performed. Building on Tang and Johns (1999) framework of first-person pronoun use and discursual functions, Muñoz (2013) put forward a new cline of discourse functions of “I” based on a corpus of 60 RAs written in English and Spanish. She added a new function of “I” to Tang and John’s (1999) continuum, namely “I as the interpreter” and described its function as “The Interpreter explains and constructs knowledge according to the researcher’s experience of the particular research process carried out, their expertise, and general knowledge and understanding of the field.” (p. 50). Obtained results showed that writers of both languages used first person pronouns extensively in spite of the differences in the preferences of discourse functions. The most common function of “I” was “The Recounter of the Research Process” for both languages although English authors made more abundant use of “I” with other functions such as “Presenting opinions and arguments”, as well. This variation in the discursual choices might have been due to Spanish writers’ collectivist inclinations to maintain group harmony and cooperative meaning making tradition in Spanish culture in comparison to very competitive nature of international publishing area where salience of individual voices and credibility of personal opinions are highly valued (Muñoz, 2013).

Morton and Storch (2019), on the other hand, involved the reader factor in their research design. They delved into the development of multilingual PhD students’ voice across multiple drafts of their PhD theses and the readers’ (thesis supervisors’) perspectives on the process. Despite the consensus reached by all the supervisors on the necessity of a powerful authorial voice, they found it quite difficult to identify cases where PhD candidates display their presence, which might have resulted from the difficulty of discriminating between successful academic

writing and powerful authorial voice. Yet, expert readers of these PhD theses were able to express their understanding of voice with words such as “convincing” and “conveying a sense of ownership”.

A similar line of research was dedicated to the comparisons of novice versus expert writers’ authorial presence in written production (Herriman, 2007; Hyland, 2002; Ivanič & Camps, 2001; McCallum, 2016; Morton & Storch, 2019). Herriman (2007) compared professional writers’ texts with native and non-native (Swedish) students’ argumentative essays written in English to explore the similarities and differences between expert and novice writers in terms of authorial presence they exhibit through first person pronouns. Overall, Swedish learners of English used first person singular much more frequently than the other two groups. The professional writers were likely to use I-references in very few amounts since they tended to assume that readers would already have no difficulty following their arguments even though there was no overt metalinguistic use of I-references. Instead, in these few occurrences, professional writers used I-references to sound more credible and prudent, which was related to the development of their autobiographical self (Ivanič, 1998) whereas Swedish student writers used many more instances of I-references that were related to their self as author, displaying insecurity as opinion holders (Herriman, 2007).

Hyland (2002) also searched for first person pronoun use to explore authority and (in)visibility of the writers’ selves in 64 undergraduate theses by comparing them with another corpus of RAs. He interviewed students from Hong Kong who are writers of the undergraduate theses and their supervisors to have a deeper understanding of the phenomenon. In contrast to Herriman’s (2007) results, expert RA writers especially in the soft disciplines used first person pronouns four times

more frequently than student writers of undergraduate theses in Hyland's (2002) study. The main functions of authorial references were listed as expressing self-benefits (low risk), stating a goal (low risk), explaining a procedure (low risk), elaborating an argument (high risk) and stating claims (high risk). Professional writers confidently opted for adopting a committed position towards their opinions and extensively utilized personal pronouns even in the most assertive high-risk contexts whereas undergraduate students were very hesitant towards self-mention, and they used it in only less face-threatening low risk functions. It was suggested that this might be due to the impact of educational background, rhetorical traditions of their own culture and compliance with writing style guides (Hyland, 2002).

Yet another study investigating authorial presence through self-mention, McCallum (2016), probed deeply into writer presence in texts by looking at the use, frequency and linguistic patterning of personal pronouns in the essays of students in a Saudi University. She provided evidence that writers employed a variety of personal pronouns of which the most frequent one was "I" among the others. McCallum (2016) also suggested that student writers felt apprehensive about using self-mention and sharing their ideas in writing due to the fact that they knew they would be graded in the end.

In a qualitative corpus-based study, Harwood (2005) focused on self-promotional "I" and "we" in research articles written in different disciplinary fields. He found that writers made use of self-promotional personal pronouns for various purposes such as personalizing their arguments, citing themselves and presenting the research procedure in a sound and exclusive way. Harwood (2005) denoted that use of personal pronouns contributes to the visibility, self-confidence and authoritativeness of the authors even in so-called hard sciences. In a similar vein,

Khedri and Kritsis (2020) carried out a study examining authorial presence in RAs across four different disciplines. They distinguished between personal (i.e. exclusive “we”) and impersonal (i.e. periphrastic passives and it-clauses) authorial references to observe how writers modulate the degree of objectivity and subjectivity in their articles. Research results revealed that there were different rhetorical patterns in terms of the use, frequency and discoursal functions of authorial presence markers across four disciplines studied. For instance, authors of articles in the field of chemistry chose to conceal their identity by the frequent use of periphrastic passives while authors in psychology made extensive use of exclusive “we” in RAs.

Commenting on the nature of textual self-representation, Ivanič and Camps (2001) proposed three types of positioning in which adopting a particular type of voice situates writers in a continuum of objective and subjective meanings. To elaborate on these three positionings, ideational positioning is related to how writers’ preferences for different voice types represent them as having certain worldviews, opinions and values. Ideational positionings are often revealed through value-laden word choices, I-references, or reference to human agency. On the other hand, interpersonal positioning refers to the reader-writer relationship and writers’ relative authoritativeness exerted on this relationship, which is through modality, evaluation and self-mention. Lastly, textual positioning shows the ways writers prefer to use in textual meaning-making process. The linguistic realizations of textual positioning could be the semiotic mode, linkers, syllable and noun phrase length. All of these complementary aspects of self-representation in writing play important roles in the construction of blended, coherent and unique authorial identities by L2 writers. Ivanič and Camps (2001) conclude that pedagogical approaches aiming to raise a critical awareness may enable novice L2 writers to modulate their authorial presence

in writing better and to develop more harmonious identities shaped through more critically evaluated decisions. In parallel with Ivanič and Camps' (2001) position, Zhao (2013) further states that L2 writing pedagogies aiming to include identity and voice concepts in instructional methods can adopt a developmental approach. In this way, voice training is graduated for each proficiency level starting from the most basic (low risk) ways of showing authorial presence such as I-references to the most sophisticated (high risk) ones like personal argumentation. As can be seen in the literature reviewed above, authorial identity has been explored under different frameworks and through numerous methods.

The extent to which writers are willing to exhibit visibility and authoritativeness in the text are affected by several writer-internal factors such as autobiographical self and discoursal self of the writer (Ivanič, 1998) and writer-external factors such as disciplinary norms, socio-cultural background, literary conventions, genre requirements or language specific qualities (Dontcheva-Navrátilová, 2013; Javdan, 2014). The impact of these external factors on identity development of writers has been widely researched (Dontcheva-Navrátilová, 2013; He, 2020; Deng & He, 2023; Hu, Yuan & Gao, 2022; Javdan, 2014; Lorés-Sanz, 2011; Nsanja, 2018). In He's (2020) a review article covering studies comparing English as an Additional Language (EAL) writers with expert writers and native-English-speaking (NES) peers with respect to the commitment they show towards their claims and the degree of authorial presence in writing, the findings showed that identity construction of EAL students were much in connection with their educational past, proficiency levels, genre requirements, disciplinary norms, and relationships with the advisors (He, 2020; Hu, Yuan & Gao, 2022). Supporting He's (2020) claims on cross-cultural issues, Deng and He (2023) compared the use of

stance markers in the conclusion sections of research articles written in Chinese and English. They revealed that there were considerable cross-cultural and disciplinary differences between writers with Chinese and English backgrounds in terms of their stance taking preferences (Deng & He, 2023). Regarding the effect of literary traditions, Nsanja (2018) also argued that novice writers assumed a voiceless or mildly authoritative stance because they did not know the academic writing traditions and wanted to comply with the secondary academic discourse.

Apparently, a great deal of studies were conducted on external factors which had an effect on the construction of writer identities such as socio-cultural background, academic writing conventions or relationship with advisors. Nevertheless, studies exploring the internal factors that enable or disable individual L2 writers to exert more authority over their texts are still scarce. Dontcheva-Navrátilová (2013) asserts that these internal factors are subjective in nature, and they create individual variations as to how writers form their identities and make personal choices regarding the degree of visibility they have and authority they would like to claim (Dontcheva-Navrátilová, 2013). The exploration of these writer internal factors and the interplay between internal and external factors in the formation of identities, therefore, requires a thorough understanding of the phenomenon. We would like to work on this niche in literature and investigate how these individual factors related to writers' authorial, autobiographical, discoursal self and self as the author influence their visibility and authoritativeness in the texts and how they are interwoven with the external factors.

A powerful authorial voice and salient visibility in the text is not measured only through self-mention use in the text. There are other approaches that explore salience of writer's identity in a text from different angles. Appraisal theory is a well-

known framework dealing with writers' authoritativeness through the lens of evaluation. Within the scope of this thesis study a part of the textual analyses were conducted based on the Graduation framed under Appraisal theory. So, it is very important to understand how Appraisal relates to writer identity. The next section presents the basic premises of this theory, especially the sub-branch of Graduation that we rely on.

2.14 Appraisal theory and writer identity

Appraisal theory is a discourse semantic system and a framework of evaluative meanings, (Martin, 2000; Martin & White, 2005; Mckinley, 2018) which takes its roots in Systemic Functional Linguistics (SFL) by Halliday (1976) and his colleagues. It was originally offered by Martin (2000), and Martin and White (2005), but theory has seen several refinements (Ngo & Unsworth, 2015; Thompson, 2008) since then. It relates to the writers' interpersonal style and how they present themselves subjectively in the texts by attempting to exhibit value or disvalue for the social phenomena of interest.

Appraisal theory shifts the focus of analysis from grammatical structures and forms to contextual meanings so as to explore how writers position themselves in relation to others' positionings in the context (Fitriati & Solihah, 2019; Oteíza, 2017; Wei, Wherrity & Zhang, 2015). It is a functionally and semiotically oriented approach to evaluating meaning, which deals with writers' way of constructing an authorial identity, creating their sense of readership, and committing to or distancing from their claims.

Appraisal theory is closely related to how writers/speakers create certain authorial identities by modulating their voice through value-laden word choice and

by engaging in potential or real audience (Dong & Fang 2023; Martin & White, 2005). According to Tokunaga (2013), by making evaluations of meanings in writing, effective writers position and guide the readers around their perspectives to create a sense of community and belonging. Thus, when theoretical underpinnings of Appraisal theory are considered, it might be said that appraisal carries the most relevance to the concept of stance (Biber et al., 1999) since it involves evaluation of meanings through the lens of writer's stance (Dong & Fang 2023). Liu (2013) found a relationship between the use of appraisal markers and ratings of essay quality in relation to stance and persuasion. It was revealed that high-rated essays were better at exhibiting a salient authorial stance, criticality in arguments and increased persuasiveness to position the readers through the use of appraisal resources.

Overall, Appraisal framework involves three main systems of evaluative analysis (as shown in Figure 5), namely Attitude, Engagement and Graduation (Martin, 2000; Martin & White, 2005; Oteíza, 2017). Attitude is related to ways of feeling and reflects how writers feel about their utterances and writing. Attitude is divided into the subsystems of Affect, Judgement and Appreciation. Affect is concerned with the reflection of humans' feelings and emotions such as desire, fear, happiness, (dis)satisfaction and so on whereas Judgement is associated with an overall evaluation of human behaviour and ethics in terms of normality, capacity, tenacity, veracity and propriety in written or spoken production. Appreciation, on the other hand, pertains to aesthetics, and the assessment of things in terms of reactions, compositions and valuation of things.

The system of Engagement, on the other hand, is about how authorial identity engages in and positions themselves in relation to the voice of others. It is further classified into Monoglossic and Heteroglossic alignments. Heteroglossic engagement

is dialogic in nature and it shows the perspective of multiple interlocutors in one text. It is subdivided into Contract (proclaiming or disclaiming) and Expand (entertaining and attributing) subsystems based on the availability of dialogic alternatives or possible ways of interpretation. Thirdly, there is the system of Graduation. Since Appraisal Theory is a very comprehensive framework to work on, this study is concerned only with the Graduation and its sub-branches for the analyses of quantitative data in order to explore evaluative meanings writers express as a reflection of their identity.

The system of Graduation offers a framework for analysis as to how academic writers scale their evaluation of meanings strategically in writing (Hood, 2010). It is a generic feature of all evaluative meanings because all attitudinal meanings are gradable. As also stated by Martin and White (2005), “The semantics of Graduation, therefore, is central to the Appraisal Theory.” (p. 136). It deals with upscaling or downscaling of evaluative meanings by modulating the strength of interpersonal effect of language. It involves the modulation of meaning by the degree of author’s commitment. Thus, Graduation is broadly used to show different degrees of intensity and amount of speaker/writer’s investment or devotion in the utterance.

Graduation is further categorized into the subsystems of Focus and Force. Focus references categorical scaling of meaning according to the prototypicality or preciseness of a thing or action in terms of the extent to which they belong to accepted semantic categories or fall within their boundaries. Focus can either sharpen evaluative meanings through lexico-grammatical locutions such as *true*, *real* or *genuine*, (i.e. she is a *true* friend. → prototypical membership in the category) or it can have a softening effect realised through locutions such as *kind of*, *sorts of* or *bordering on* (i.e. it is kind of weird. → marginal membership in the category). The

occurrences of sharpening usually represent a positive attitudinal evaluation whereas writers soften their evaluations when they aim to downscale a negative marginal case. The second sub-system of Graduation is Force. It represents inherently scalar evaluations based on the amount of entities and the intensity of qualities or processes. It is classified into two main sub-domains, namely Quantification and Intensification. Quantification can be realised through different lexico-grammatical resources such as quantifiers, numbers or words of size, weight, strength, presence, mass and extent. The grammar of Intensification, on the other hand, references adverbs of vigour, verbal modalities of likelihood, comparatives and superlatives or repetitions.

Force, too, can make an upscaling (i.e. *she is extremely beautiful*) or downscaling (i.e. *he is slightly upset*.) impact on the entity, quality or process based on the nature of different locutions. When writers/speakers prefer to upscale an attitudinal meaning, it typically means that they show full commitment to the value position they present and want to align the reader strongly towards this position, as well. On the contrary, when writers/speakers choose to downscale an entity, quality, or process, they either partially align or detach themselves from the value positions ascribed in the evaluative meaning. A system network of Graduation is presented in Figure 6. This dissertation study differentiated between the first two levels of sub-systems in Graduation system in the textual analysis due to scarcity of time and space we had. Therefore, the focus of analysis regards focus and force markers which are highlighted in the red circle in Figure 6.

In the context of this study, graduation refers to the way student writers modulate the strength of their propositions through their word choice. By focusing on the subcategories of Graduation outlined in Figure 6, we examined how students

upscaled or downscaled, softened or sharpened their claims through the semantic choices they made in L2 academic writing. Through the choice of adverbs, comparative forms, and Focus markers such as (e.g. *kind of*, *sorts of*, *true*, *real*, we sought to investigate the degree of investment writers had towards the strength of their opinions. For example, in our conceptualization of graduation, we differentiated between the statements of *I agree* and *I strongly agree* as graduated versions of the same proposition, later showing a stronger position aligning reader towards the writer's opinion, thus a more explicit and salient form of authorial presence.

Similar to the present study, Appraisal theory was adopted as the framework of analysis to evaluate meanings in some studies (Fitriati & Solihah, 2019; Herriman, 2007; McKinley, 2006; 2018; Ngo & Unsworth, 2015; Zhang & Yin Ling Cheung, 2018). Kiernan (2011) analyzed narratives, and Arunsitot (2012) focused on newspaper commentaries. Some research also illustrated how appraisal resources such as Graduation and Engagement markers can be utilized to explore the positionings of the self (Belmonte, 2012; Hood, 2010; Kiernan, 2011), but to our knowledge, there are very few studies exploring authorial identity through a comparison of Graduation markers and Self-mention use and in novice student writer's texts. Hood (2010) focused on how attitudinal meanings are graduated in academic writing (RAs) in English by making use of the graduation categories of Force and Focus. She stressed that academic writers are subject to a contradiction of objectivity of academic writing and subjectivity of their opinions. They experience a dilemma while being encouraged to be critical and persuasive writers on the one hand, the objectivity requirement of academia on the other. Hood (2010) concluded that academic writers modulate their attitude towards phenomena and subjectify objective meanings via graduation.

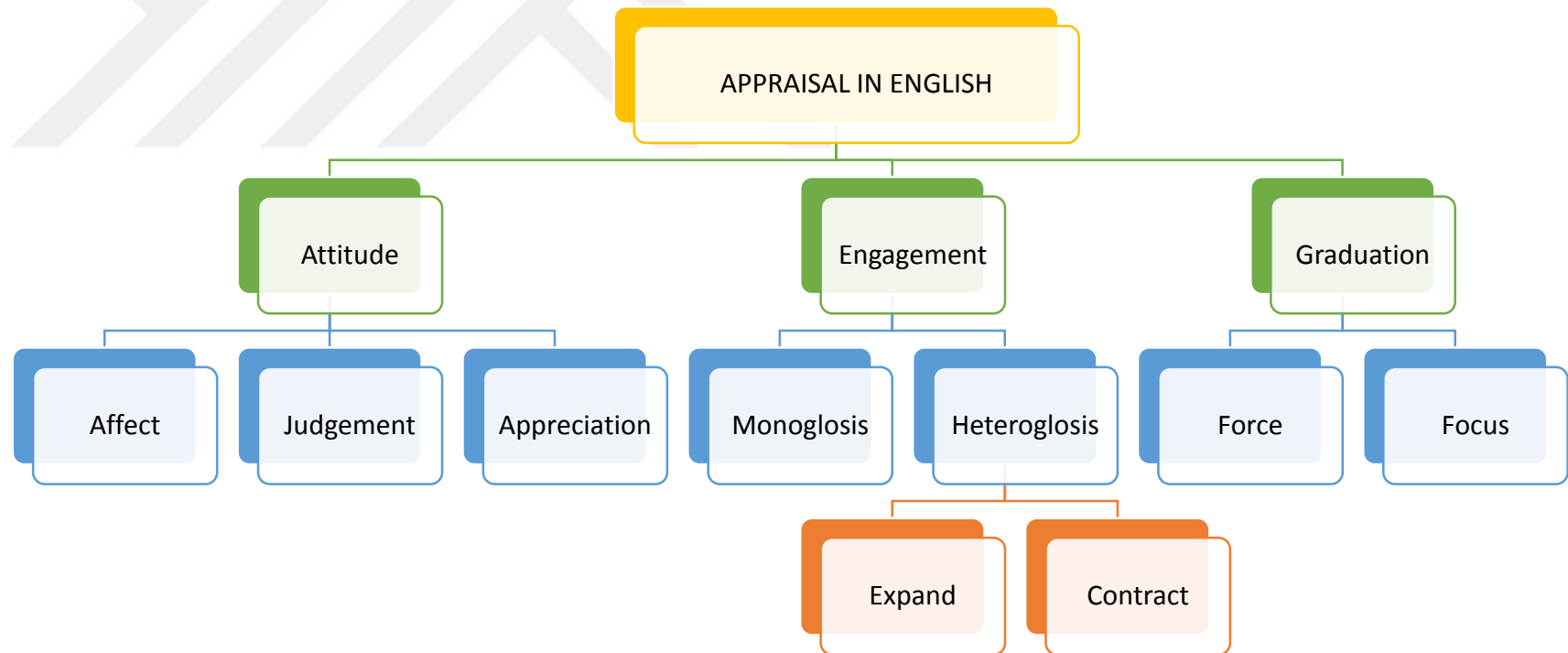


Figure 5. Appraisal framework
Source: [Martin & White, 2005]

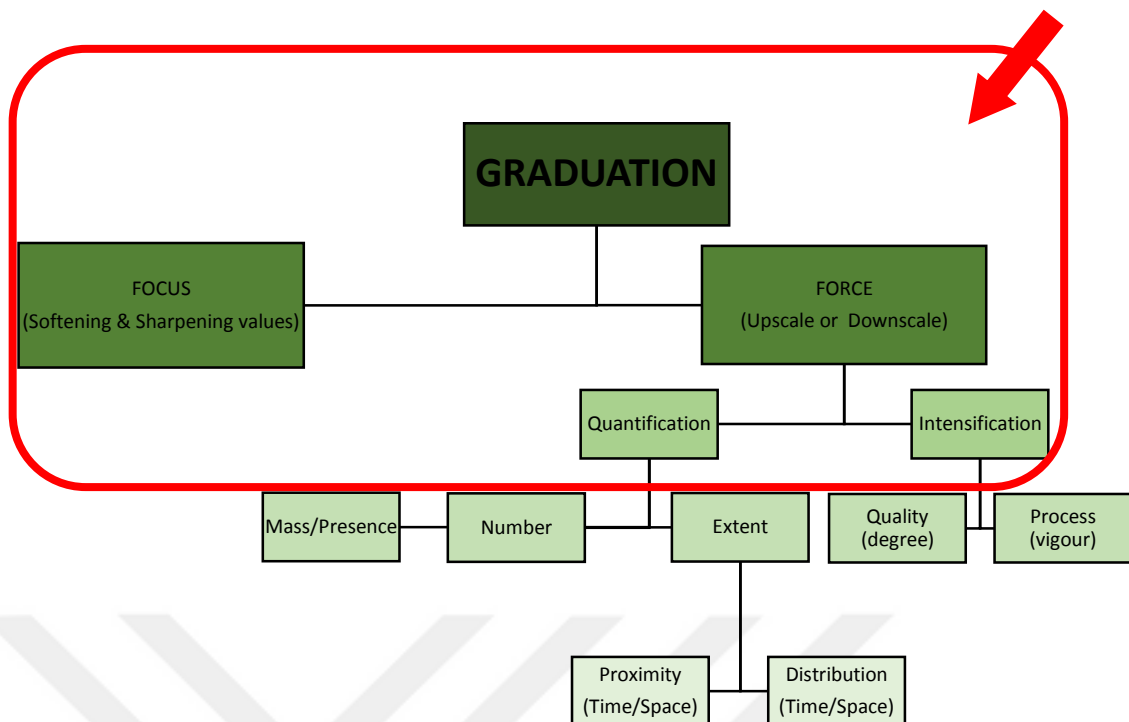


Figure 6. Graduation system
Source: [Martin & White, 2005]

Hood (2010) also contends that managing interpersonal and subjective meanings in academic writing poses a challenge for novice academic writers since they are mostly discouraged to present subjectivity since the achievement of objectivity is seen as an attestation of competence in register. The use of first-person pronouns serves as an example of this kind of discouragement for personalization of academic texts. Writers may refrain from the use of expressions such as *I think that* or *In my opinion* in order to comply with the desire for objectivity in academic genres. Owing to such avoidance strategy, writers sometimes resort to latent ways of flagging subjective meanings as in the case of Graduation (Hood, 2010; Martin, 2000).

Mckinley (2018) sought to combine Ivanić's (1998) writerly selves and Martin and White's (2005) appraisal framework to better understand writer identity

development of Aya, a Japanese student and university EFL writing teachers. The results of analyses of teacher and student interviews and analyses of Aya's writing samples using appraisal framework and Ivanić's (1998) selves revealed that Aya experienced a dilemma between preserving her personal involvement in writing and maintaining objectivity by relying on outside sources. She was constantly reminded by her teachers to stay objective and think about ways to persuade the readers. Aya was not eager to detach from her writing and she wanted to maintain her personal involvement. Aya frequently used attitude, engagement and graduation markers attempting to establish a clear discoursal self.

Yet another study, Fitriati and Solihah (2019) analyzed introduction sections of English research articles by Indonesian and Chinese writers to explore to what extent non-native writers use appraisal resources. They found similarities and differences between Indonesian and Chinese writers with respect to the use of appraisal in their RAs. Indonesian writers tended to make more use of appraisal resources except for graduation markers compared to Chinese writers. Both groups of students used attitude (appreciation), expand (engagement), and force (graduation) categories more than the other subcategories of appraisal. In a similar line, Hashemi and Mahdavi-rad (2023) found that PhD candidates made pervasive use of appraisal markers in dissertation abstracts. They commented that writers' use of appraisal resources was mainly (84%) composed of Attitude markers followed by graduation and engagement respectively. Using the Graduation system, textual analyses of this study was conducted on hard copies of argumentative essays and online discussion board entries on a digital learning platform. In the next section, writer identity construction on such digital platforms will be reviewed.

2.15 Writer identity on digital platforms

Writing is a way of self-expression through which performers put forward their propositions and reveal their identity either visibly or invisibly. They can express their opinions in a wide range of online and face-to-face platforms each of which requires the employment of unique genres, registers and styles of expression. Hence, writing skill cannot be considered restricted only to pen and paper literacy practices anymore, which points to the importance of multiliteracies realized through affordances of online and offline tools (New London Group, 1996). In the neoliberal world of technology, global mobility and transnationalism, the conceptualizations of writer identity and literacies have been constantly revisited. L2 writers have been establishing complex new identities and engaging in various kinds of multiliterate practices (De Fina, 2016; New London Group, 1996) in digital platforms. They are creating multiple digitally mediated identities thanks to the affordances of online tools and social media platforms (Pearson-Casanave, 2004; De Costa & Norton, 2016; Majchrzak, 2018; Norton, 2016; Norton & De Costa, 2018).

Even though writer identity research has aroused considerable interest in the last three decades, not much attention was drawn to the exploration of identity in online platforms and digitally-mediated genres such as academic blogs, forums, Social Networking Sites (SNS hereafter), or other genres available in virtual environments so far (Chen, 2013). Student writers can actually make use of synchronous or asynchronous affordances in online platforms such as chats, status updates or mentions in order to convey their messages and establish communication with the target audience. As Jurgens, Tsvetkov and Jurafsky (2017) argue, interaction and communication are at the heart of online platforms, and the posts of individual writers in these platforms contribute greatly to the disclosure of their personalities,

gender, demographic information or even socio-economic situation. Written entries on these online platforms often reflect text producers' self-revelation and self-perception process. They reveal themselves in their preferred ways since the profiles are public/open to judgements of everyone.

Social media commonly lay the basis for publicized identities, so writers are inclined to oscillate between the "socially-mediated publicness" and personal privacy in their written production (Laing, 2017). These self-projections are regulated by the conscious choice of words determined according to social positions, cultures and the requirements of the online discourse. Writers have a chance to exhibit their agencies multimodally thanks to the multiplicity of affordances in digital environments like text entries, videos, photos, mentions and hyperlinks (Chen, 2013). Leppänen, Kytölä, Jousmäki, Peuronen & Westinen (2014) also opined that online platforms offer many different kinds of semiotic resources such as texts, audios, videos, images or even cultural content from which learners can draw in the negotiation of their identities. According to Laing (2017), the aloofness between the writer and the reader is diminished in online platforms. All these potential affordances of virtual spaces help bridge the distance between the writer and the audience, which might lead to a sense of togetherness.

A recent study, Ozon (2021) sought to explore the emergence and online mediatization process of 10 contemporary Romanian writers' identities on Facebook during the pandemic of Covid-19. Based on autoethnographical data, she reported a "metamorphosis" of the identities formed in interaction with other users. Writers were producing many different types of narratives and posts online which exhibited solidarity and authoritativeness. Although most of the posts were about the pandemic, writers maintained different identities ranging from the identity as a writer

and parent, to a citizen and a blogger on Facebook. In a similar line, Laing (2017) scrutinized into authors' social media engagement to reveal different layers of identity via questionnaires and semi-structured recorded telephone interviews. It was found that Facebook was the most frequently used social media platform by the authors (84%), followed by Twitter (74%) and blogs (66%), and the writers often preferred to use these SNSs to share their viewpoints, to communicate with readers and to promote their publicity and to shape their authorial persona (Laing, 2017).

Another study on Facebook, Chen (2013) conducted a two-year old longitudinal case study investigating the online construction and negotiation of identities by two Chinese multilingual writers in the US. She utilized participants' Facebook pages, field notes and interviews as data sources. Writers' language choice (Mandarin versus English) in varied SNS occasions, status updates, information sharings and wall-to-wall posts were recorded for frequency analyses. The findings uncovered that the multilingual writers created a lot of social, cultural, collective and professional identities while creating their content on Facebook. These identities were developmental in nature, and they were reestablished by the affordances of Facebook. Therefore, the online platform served as "a hybrid third space" (Chen, 2013; p. 147) where writers could form and adapt their unique self with the semiotic resources provided on Facebook (Chen, 2013; Depew, 2011). Similarly, Depew (2011) emphasized that although the suggestions for the use of SNSs for language learning might be subject to opposition, SNS has a facilitative effect on the development of academic literacies. He probed into multilingual university students' composing strategies on Facebook via a tour of their Facebook profiles and interviews with the students and concluded that L2 learners benefitted from the affordances and multimodality of social networking sites a lot because SNSs served

as language learning spaces that offer ample opportunities for self-expression not allowed in traditional academic writing courses where they were assumed to own deficient authorial identities. These multilingual learners constructed their writer identities by creating an academic blend of the rhetoric of their own cultures and that of the target culture with the flexibility provided by the SNS (Depew, 2011).

From a different aspect, Bamman, Eisenstein and Schnoebelen (2014) looked at the relationship between gender, lexical variation, and SNS use in a corpus of 14,000 Twitter users' entries. The research results suggested that there existed distinct styles and topical involvement mediated by strong gender orientations in the use of pronouns, emotion words, numbers, technology words, swear words, hesitation phrases, negation, kinship terms and so on. Additionally, there was a significant gender homophily in SNS use with approximately 63% of the mutual-@ connections between writers of the same gender. Yet another study investigating gender and other personal attributes in relation to writer identity, Jurgens, Tsvetkov and Jurafsky (2017), focused on tweets directed to participants with the aim of exploring what these directed communications unveil about the writers' personal characteristics, namely gender, age, diet, religion and extroversion. It was unearthed that the choice of words in directed tweets eminently predicted the personal attributes of the individuals except for age. A mediating factor in the predictiveness of incoming communications, however, was the strength of social ties between the recipient and the writer of the mentions. It was clearly true that tweets directed by close friends were more revealing about the participants' demographics. On the other hand, writers sometimes employed adversarial strategies to mask their identity in the virtual environments such as random or different attribute peers, topic or feature differences. They were able to strategically camouflage their identities, but the

communications directed to these individuals still disclosed a lot of information about their personal attributes (Jurgens, Tsvetkov & Jurafsky, 2017).

Another relevant line of research focused on academic blogs where authors reach the public to discuss the results of their research (Hyland & Zou, 2020; Zou & Hyland; 2020a; 2020b) and research digests (Toledo, 2011) rather than social media sites to explore the writers' identification process. For instance, Hyland and Zou (2020) set out to examine the metadiscourse uses of journal article writers while transforming their articles into academic blogs. They made use of two corpora of 50 academic articles and 50 blog posts reworked from these articles. As a result of this corpus analysis, it was observed that authors showed heightened audience awareness by accommodating the aid they provided to the readers of each genre to ensure readers' comprehension. To achieve this, they refrained from involuted and lengthy style of academic articles in the blog posts, which were also observed in Toledo's (2011) study comparing academic articles with research digests.

Likewise, Zou and Hyland (2020a) carried out a corpus-based analysis and evaluated blogs as an academic review genre by comparing it to book reviews in terms of how criticism was handled. They found that authors used significantly different strategies in blogs which combine the academic requirements of review with interpersonal straightforwardness of online communication. Zou and Hyland (2020b), on the other hand, examined the engagement of writers with their readers in academic blogs across soft and hard disciplines and reported similar results to Zou and Hyland (2020a) with an additional conclusion on the disciplinary variation in writers' engagement patterns.

Yet another study, Lammers and Marsh (2018) looked into the writer identity of a 14-year old learner of English who enjoyed writing entries on an online

fanfiction network and her own website. They put forward the metaphor of “identity cubes”. In their framework, identity cubes contained several laminated layers, which were in a constant flux of interaction. Within the identity cubes metaphor, Lammers and Marsh (2018) explored the reflections of identity in three nested categories, namely core identities, identity as position, laminations. To begin with, core identities were made up of comparably more stable and consistent sense of self that was less vulnerable to changes. This category resembled Bourdieu’s (1977) concept of “habitus” and Ivanič’s (1998) notion of autobiographical self since they all referred to the “true self” of learners residing deep inside. Learners brought their core identities on all social occasions, and the other types of selves took their roots in the core identity. The second category of Lammers and Marsh (2018) was identity as a position. This aspect of self related to different social and discursive domains among which learners engaged in dynamic sets of interactions. These dynamic relations might have paved the way for various identity negotiations ranging from the ones that were welcomed to the others that were full of tensions. The last layer of identity cubes was called laminations. Laminations were like accumulations of identities as position mounting one over the other. That is why, the heterogeneity and clash of identity positions within a single occasion were explained through different laminations of the same event. Lammers and Marsh (2018) found that an online fanfiction network and creative writing on the participant’s own website enabled her to laminate distinct identity positions such as risk taking, perfectionism and language learning. They concluded that most adolescents set out to write with a stable core identity, and they laminated more flexible parts of their identity positions gradually and adjustably.

The transformation of identities on digital platforms has implications not only for the researchers but also for the practitioners of L2 writing classes. Pearson-Casanave (2004) believed that it was necessary for L2 writing teachers to get familiar with the digital tools of writing and integrate them into their teaching to be able to empower students in the process of digitally mediated multiliterate identity construction. In a similar line, Hughes and Morrison (2014) aimed to examine the roles of a multiliteracies pedagogy and a social networking platform, Ning, on the establishment of L2 English writer identities. Data were obtained from interviews, digitally written texts of the 78 elementary school students in Canada. The results showed that students accrued a lot of benefits from the integration of digital and multimodal tools into their writing classes such as more opportunities for open expression and sharing, more engaging and meaningful writing tasks, and more chances for the accommodation of values and views. Consequently, all these additional benefits summed up to better-developed communication between peers in online and face to face platforms and creation of personal voices in writing. Eventually, adolescents were able to take active roles in the development and refinement of their own and their peers' identities in a democratized learning environment, the social networking community in this case.

The present dissertation study will employ an online learning management system, Blackboard, to collect data from discussion board entries of university students. Therefore, we will also make use of the affordances of an online tool to explore the role of publicity of discourse. Additionally, this study will be conducted in the Turkish EFL context, and it will be informative to provide an overview of identity studies conducted in the Turkish EFL context in the next section.

2.16 Writer identity research in the Turkish EFL context

As a requirement of today's technologically endowed world which values the expression of personal thoughts and the exhibition of stances in face-to face and virtual environments, it is now pivotal to allow for and acknowledge the writer's presence not only in non-academic but also in academic genres. Nonetheless, language learners in the tertiary level institutions in Türkiye are generally educated to value the adaptation of an impersonal stance in writing. Most style guides and writing curricula developed by the writing educators in various universities in Türkiye reflect and encourage the same voiceless approach to writing. Academic writers raised in this formal essayist tradition end up with producing texts that are entirely free from the individual voice, and the teacher educators in the field continue to raise generations within the same tradition that restricts the writers to use the same objective but dry way of writing. When these educational practices in teaching of writing are considered, it is indisputable that reflections of this phenomenon will be seen in the field of L2 writing research in the Turkish context.

Notwithstanding the recognition of academic writing as an objective genre in the Turkish context, there has been some fine-tuned research (Back, 2014; Çandarlı, 2012; Çandarlı, Bayyurt & Martı, 2015; Duruk, 2017; Getkham, 2016; Işık-Taş, 2010; 2018; Karahan, 2013; Seoane & Hundt, 2018; Solsun & Akbas, 2022; Uysal, 2008; Yağız & Demir, 2014) exploring the construct of authorial presence from various aspects such as metadiscourse use, self-mention and language transfer or active-passive use. Despite fruitfulness of foci and strength of epistemological orientation in these studies, almost all of them centralized on post-graduate academic writing such as research articles (RA hereafter), MA or PHD dissertations and research abstracts except Çandarlı, Bayyurt and Martı's (2015) study focusing on the

cross-cultural differences between L1 and L2 writers of English in terms of authorial presence in essay writing.

In her a review of literature on rhetorical features of academic writing, Işık-Taş (2010) expounds that writers display their writer identity in different ways such as the use of metadiscourse or first-person pronouns so as to become legitimized members of the academic discourse community they belong to. The strategies used by writers to become competent members of the communities they write for might vary depending on the expertise of the writer. Novice writers, for example, are inclined to avoid self-mention whereas expert writers make abundant use of first-person pronouns to enhance their opinions (Işık-Taş, 2010).

To begin with, Çandarlı (2012) conducted a genre-based contrastive analysis to explore the cross-cultural rhetorical variation in RA abstracts written in Turkish and English using Swales' (2004) framework of move analysis. She pinpointed that the divergences in the move structures of English and Turkish abstracts might have been a consequence of "situatedness of writing" (p.16) and distinct cultural expectations of the academic discourse community as mentioned at the beginning of this section. Focusing on the frequency of interpersonal metadiscourse in Turkish dissertations writers, Duruk (2017) discovered that Turkish writers made use of 'different types of metadiscourse like hedges, boosters and attitude markers, but attitude markers were the most frequently used metadiscourse markers. MA thesis writers resorted to attitude markers to demonstrate that they were occupying a niche. They made it clear that they were making a novel contribution to the field with the use of attitude markers (Duruk, 2017).

In a similar vein, Akbas (2014) did corpus-driven research on the use of interactional metadiscourse in Turkish academic writers' MA theses. He made a

comparison of the discussion sections of dissertations written in English and Turkish by Turkish writers. Both similarities and differences were reported between the two corpora regarding the use of interactional metadiscourse. Interestingly, native Turkish writers did not use self-mentions and masked their writer identity so as to promote objectivity of their discussions while writing in Turkish. The opposite scenario was visible while they were writing in English. They clearly manifested their authorial identity and personal voice with more frequent uses of self-mentions while writing in English (Akbas, 2014).

While a myriad of studies (Boginskaya, 2022; Harwood, 2005; Ivanič & Camps, 2001; Januarta & Hardjanto, 2020; Karahan, 2013; Solsun & Akbas, 2022; Tang & John, 1999; Tessuto, 2008) concentrated on the use of self-mention or specifically the use of first person pronouns as a marker of authorial presence, Çandarlı, Bayyurt and Martı (2015) had a broader selection in the manifestations of authorial presence including self-mention, attitude markers and boosters. They explored the ways Turkish and American novice writers show authorial presence by comparing argumentative essays written in L1 and L2 by Turkish learners of English and by monolingual American writers. They carried out discourse-based stimulated recall (retrospective) interviews with ten of the students. American novice writers' essays were gleaned from the Louvain Corpus of Native English Essays (LOCNESS), and Turkish writers' essays were obtained from Turkish freshmen students at an English-medium higher education institution in Türkiye. The findings indicated that there were much more similarities between L1 argumentative essays written by American novice writers and L2 essays written by Turkish writers. These similarities were much more subtle between L1 and L2 essays of Turkish writers in terms of the use of authorial presence markers. Regarding the types of these markers,

boosters were used the most frequently, and they were followed by attitude markers and self-mention respectively. This demonstrated that Turkish writers highly avoided the use of first-person pronouns in their English essays. These results were explained under the light of interview data, and Çandarlı, Bayyurt and Martı (2015) commanded that this elusion of first-person pronouns by Turkish L2 writers might have been due to their conceptualization of academic writing as an objective prose. They concluded by stating that explicit instruction of interactional metadiscourse in composition classes was necessary in order to encourage students to exhibit their authorial identity, and in turn become more critical and competent academic writers.

Another study comparing Turkish and English writers was that of Yağız and Demir (2014). Unlike Çandarlı, Bayyurt and Martı (2015), they focused on post-graduate academic writers' hedging strategies in published academic research articles. Their corpus was comprised of 100 articles written in English by Turkish (Non-Native English) and Anglo-sphere (Native English) authors. The findings demonstrated that Turkish authors adhered to the formality of the academic discourse and used hedges less frequently than native English writers owing to cultural and pragmatic differences in writing styles. The distribution of hedges varied across different sections of research articles in both groups. It was observed that writers used hedges in the discussion sections of their articles the most, which was followed by the conclusion and introduction sections subsequently.

Obviously, writers' hedging and boosting choices may reflect the amount of distance they want to maintain with their propositions, the level of objectivity they strive for, or the degree to which they trust the truthfulness of their statements (Akbas & Hardman, 2017; Harwood, 2005; Yağız & Demir, 2014). This personal distancing and approaching behaviour towards writers' own propositions relate to the

notions of commitment and detachment respectively (Vassileva, 2001). Writers' commitment to the truthfulness of their opinions can also be considered as a sign of strong authority of the writer while they might also prefer to detach themselves from their propositions so as to assume less overtly present author roles. In the post-graduate context, writers' detachment from their propositions and the avoidance of a strong authorial presence in writing might result from writers' need to protect themselves from the falsification of their study results (Harwood, 2005; Karahan, 2013).

Having compared Turkish L1 writers, Turkish writers of L2 English and English L1 writers in regards authorial presence in postgraduate academic writing, Akbas (2014) noted that writers adopted deliberate alignment strategies for the modulation of the degree of commitment towards their propositions, and the language in which they wrote was a key element in this process. English L1 and L2 writers tended to adopt a more detached voice unlike Turkish L1 writers. In addition to the language factor, it appeared that culture was another decisive factor in the determination of the author's presence in the text. Turkish writers used explicit self-mention categories less often than their English counterparts and preferred to take on a more impersonal academic tone in their writing, which made them comparatively more invisible in the texts (Akbas, 2014). Besides the cross-cultural variation, there also existed an intra-cultural variation among the writers. Some writers chose to present themselves overtly in the texts in terms of I-based and we-based personal first-person pronouns, while some others prefer to emphasize other important elements of writing by only exhibiting their presence implicitly by using agentless passives and inanimate subjects with animate verbs (Akbas 2014; Akbas & Hardman, 2017).

A similar line of writer identity research conducted in Turkish EFL context deals with the use of self-mention as an indication of authorial presence (Işık-Taş, 2018; Karahan, 2013; Solsun & Akbas, 2022). Seeking to explore the role of publication context (national or international) in Research Article (RA) writers' discursal choices and the process of authorial identity construction via self-mention, Işık-Taş (2018) devised a corpus-based study relying on three corpora, namely Turkish writers' RAs in national journals (Locally-Oriented Turkish writers hereafter), Turkish writers' English RAs in international journals (Internationally-Oriented Turkish writers hereafter), and native English writers' RAs in international journals. She triangulated the corpus data with stimulated recall interviews. Following Tang and John (1999) and Hyland (2002) in the analysis of writer roles and discourse functions, she categorized the discourse functions of self-mention into low-risk, medium-risk, and high-risk functions based on the degree of the risk taken by the writers with regard to the originality of the assertions and the authorial power claimed. She suggested that Internationally-Oriented Turkish writers and native English writers used first person pronouns with highly similar discourse functions and frequency, which was in line with Akbas's (2014) findings. They valued the role of self-mention to show assertion and confidence in the competitive world of international publication. Locally-Oriented Turkish writers, on the other hand, were more reluctant to use first person pronouns. They unveiled their authorial presence occasionally and opted for inclusive "we" (rather than exclusive "we") in the rare cases of self-mention for the sake of maintaining objectivity academic writing, which stressed the role of the publication context and prior education on the determination of authors' discursal preferences.

Inclusive versus exclusive use of self-mention was also the focus of Karahan (2013) who compared Turkish and non-Turkish authors' research articles. Overall results exhibited that regardless of their nationalities, most writers were in favour of an inclusive "we" perspective representing the togetherness of the reader and the writer rather than an exclusive "we" perspective representing only the author(s) (Vassileva, 1998). Solsun and Akbas (2022) indicated that authors used the exclusive "we" as a marker of authorial presence so as to perform various discourse functions such as stating a goal or explaining a procedure, which were low risk functions. However, they abstained from using it for argumentation and interaction with the readers, which were high risk functions (Işık-Taş, 2018; Solsun & Akbas, 2022). When examined cross-culturally, Turkish writers also avoided the use of first-person singular (I) and used strategies such as passivization, nominalization and the use of inanimate research-related agents (i.e. this study) to depersonalize their production (Karahan, 2013). Such avoidance of self-mention might be a reflection of their collectivist culture according to Atkinson (1997), Hyland (2002) and Uysal (2008, 2014). When the particular academic writing context in Türkiye is considered, Uysal (2014) argues that Turkish academia represents a good example of semiperipheral culture due to cultural, economic and geopolitical reasons. The unique geopolitical location and history of Türkiye paved the way for tensions not also between modernization and nationalism but also between the Western and the Eastern orientations in academic writing. On the one hand, Turkish academia is known to represent a semiperipheral culture that maintains West-oriented macro level state policies of writing/publishing in international journals. On the other hand, many Turkish researchers encounter cultural discrepancies, structural restrictions and reluctance to fully embrace the macro level academic writing/publishing norms. This

duality of publishing conventions leads to the construction of a hybrid identity shaped through a negotiation between international standards and local and collectivist conventions.

Another study examining the role of culture and previous writing instruction in patterning of rhetorical features and language transfer, Uysal (2008), administered a quantitative text analysis of Turkish L2 writers' argumentative essays in Turkish and English and held follow-up stimulated recall interviews with the participants. An interaction of many factors such as instructional context, proficiency level, topic and the reader awareness were all influential in the transfer of rhetorical patterns. Turkish L2 writers opted for rhetorical patterns prevalent not only in Asian but also in English writing traditions, which actually pictures Türkiye's geopolitical situation between the East and the West.

Altınmakas and Bayyurt (2019), on the other hand, examined the factors affecting Turkish university students' academic writing experiences in English through a qualitative analysis of semi-structured interviews and documents. Their findings indicated that the extent and nature of the first and second language writing instruction prior to university education, learners' attitudes toward academic writing and discipline-specific genres, the sustained involvement with the academic discourse and the faculty expectations were among the factors that shaped L2 writers' academic writing practices and experiences. Students in Altınmakas and Bayyurt's (2019) study reported that pre-university L1 and L2 writing instruction they received was inexplicit and insufficient. These instructional practices highly valued structural elements, vocabulary and format rather than the fluency, novelty and organization of content. Therefore, just like students in the present study, they were regarded as novice writers despite many years of language learning experience.

Altınmakas and Bayyurt (2019) also suggest that majority of the students in Türkiye are very accustomed to spoon-feeding and suffer from overreliance on the guidance of the authority figures such as teachers when they encounter struggles to meet the standards of the academic discourse. However, with the sustained engagement with the academic discourse, students reconceptualize writing in English in their minds, reconstruct their writer identities, develop an expanding knowledge base in writing practices, use this writing knowledge strategically in different endeavours of meaning making practices (Altınmakas & Bayyurt, 2019).

Under the light of literature review presented in this chapter, the present study seeks to explore writer identity construction process of bi/multilingual university students with a specific focus on Turkish EFL context where traditional essayist traditions of academic writing are still strictly adhered to. To our knowledge, there are few studies exploring writer identities of undergraduate learners of English despite abundancy of research focusing on writer identities of professional writers who produce pieces of post-graduate writing such as research articles, theses or abstracts (Ädel, 2022; Fitriati & Solihah, 2019; Hyland, 2002; Herriman, 2007; Li, 2021; Hashemi & Mahdavirad, 2023; Vassileva, 1998 to name just a few). Furthermore, most of these studies relied on a ready-made corpus of articles or theses to conduct text analyses or to produce other means of statistics. No researcher, as far as we know, dealt with in-depth analyses of qualitative data to answer “why” questions.

We believe that statistics derived from text analyses provide valuable objective results; however, they do not inform research accurately unless we interpret these results along with the writers’ perspective and examples from their life stories. All in all, there is fine-tuned research dealing with “what” questions of writer

identities, but the number of studies that focus on “what”, “how” and “why” questions are very scarce in second language education and identity literature. We will make a significant contribution to literature by exploring the external and internal factors that hinder or facilitate L2 writers’ identity construction process which has not been thoroughly explained in literature so far. With an aim to occupy this niche, the following research questions will be addressed in this study:

RQ 1: What is L2 writers’ perception of their authorial identity?

RQ 2: i. How do L2 student writers mark their authorial presence in academic writing?

ii: How do they modulate the salience of their identity in the texts?

iii. Under which circumstances do they refrain from showing their authorial presence?

RQ 3: Which factors enable or disable L2 writers to have a salient authorial identity in writing?

RQ 4: Does the visibility of writers’ authorial identity change across online and offline academic discourse depending on the publicity of discourse?

RQ 5: What role do L2 writers’ *autobiographical self* and life histories have in the writer identity construction process?

CHAPTER 3

METHODOLOGY

3.1 Introduction

Authorial identity has been regarded as a fuzzy concept that is difficult to define (or even operationalize), understand and investigate (Helms-Park & Stapleton, 2003; Stapleton, 2002b; Zhao, 2013). That is why, previous literature on writer identity limited their scope to analyze written production only (Lo, Othman & Lim, 2020). Notwithstanding the difficulty of measuring the construct, various scales, questionnaires and models have been developed and validated so far (Cheung, Stupple & Elander, 2017; Helms-Park & Stapleton, 2003; Jamshidi, Rezaei, Hassanzadeh & Dehqan, 2019; Zabihi, Mehrani-Rad, & Khodi, 2019; Zhao, 2013). Jamshidi, Rezaei, Hassanzadeh and Dehqan (2019), for instance, developed an Authorial Identity Model by reviewing the current theories (Ivanič, 1998; Prior, 2001) and consulting experts in the field of second language writing. Similarly, Cheung, Stupple and Elander (2017) developed and validated a psychometrical measure of authorial identity named as the Student Attitudes and Beliefs about Authorship Scale (SABAS). Some other scales devised to measure different components of voice include Helms-Park and Stapleton's (2003) Voice Intensity Rating Scale and Zhao's (2013) analytic voice rubric, which measures the strength of authorial voice in L2 argumentative essays.

All these scales of measurement have their own merits. Nevertheless, it goes without saying that identity is a multifaceted, fluid and complicated concept that is socially constructed (Friedman, 2021; Ivanič & Camps, 2001; Morita, 2009). Therefore, it would be too simplistic to explore such a multidimensional construct

with a single analytical tool such as one-shot surveys, text analyses (Bucholtz & Hall, 2005; Ivanič, 1998) or with a purely quantitative approach based on fixed, measurable, and constant variables (Norton, 2012). The present study does not adopt any of the abovementioned scales in the exploration of writer identity because we intend to examine it more thoroughly and deeply by refraining from one-shot methods of data collection and analysis. We believe that we need an all-encompassing approach to the investigation of writer identity to reach a real understanding of this concept. Therefore, we adopt a mixed design approach that would allow us to obtain objective results coming from quantitative data complemented with detailed interpretations gleaned from the interviews and realia. We would like to see the big picture in the construction of L2 writer identities and the role of life histories in this process. So, as a result of this study, we expect to provide a detailed description of the phenomena with a critical insight into the power relations surrounding the individual. The study has an explanatory sequential design (Creswell, 2013); thus, quantitative data were collected first, and the tools of qualitative data collection (interview questions) were revised based on the text analysis results. This way, we want to make more meaning out of quantitative data and ask the most purposeful and effective questions during the interviews. Also, we followed an iterative procedure and revised the research questions as the study progressed because the study evolved with each step of data collection and analysis. This methodology chapter presents an overview of the design, participants, context, code of ethics, procedures followed, materials and instruments, operationalization of terms, scoring and data collection, coding and analysis procedures.

3.2 Participants

The participants of the present study are 114 university students (56 Female and 58 Male) who are studying at the Intensive English Program of a large university in İstanbul, Türkiye. Although there has been a lot of research investigating authorial presence in the context of postgraduate writing both in the Turkish context (Akbas, 2014; Çandarlı, 2012; Işık-Taş, 2018) and in the international research arena (Harwood, 2005; Hyland, 2002; Ivanič & Camps, 2001), the number of studies with a specific focus on the identity construction of novice L2 academic writers (especially undergraduate students) without comparing them to expert writers or native speakers is considerably parochial (McCallum, 2016). Therefore, this study was carried out with L2 writers studying at tertiary level and contribute to the literature by focusing on a population that has not yet been studied frequently in this realm of research.

The student writers in our study are regarded as novice academic writers of L2 English because they have received little explicit instruction in Turkish and English during their pre-university education. They have had second language learning experiences starting from the primary school and B2(+) level of English proficiency. So, they are not novice L2 learners, however, they are novice L2 writers since none of them have received any formal writing instruction in their first or second language and they were quite unfamiliar with the genre conventions of academic writing prior to higher education. Bereiter and Scardamalia (2013) argue that novice writers generally adopt a knowledge-telling model and write whatever they know about a topic with little awareness of the audience and rhetorical patterns. Expert writers, on the other hand, tend to adopt a knowledge-transforming model and present their ideas strategically for purposeful rhetorical impact. In a similar vein,

Tardy (2009) also denotes that being an expert writer requires a practical knowledge of genre conventions, the ability to present oneself authoritatively in writing and flexibility in the use of rhetoric. Therefore, we regard our participants as novice writers of L2 English, who have just started to get accustomed to the academic writing discourse in the English preparatory year of the university education.

The participants are aged between 18 and 21 with an average age of 19.2 years. All the participants are Turkish students. There are four international students who have participated in the study, but their data were excluded from the analyses due to the differences in their educational backgrounds and cultural factors. Cultural dynamics that play a big role in the identity construction of these international students might have confounded our results, so they are not included within the scope of the study although this aspect can also open up another valuable inquiry of research. All the Turkish participants who are included in the analyses are graduates of Turkish-medium high schools. They are all native speakers of Turkish, and there are four bilingual Turkish and Kurdish speakers.

The average age of onset of acquisition to English is 9. Majority of the students reported that they started learning English in primary school while there are also students who started learning it in pre-school, secondary school, at home or even in high school. Almost all of the students mentioned that they had never been to an English-speaking country before while four students had been to the UK, one student to the US and one student to Ghana for around two to eight weeks before. They also stated that they have had experiences learning additional languages such as German, Spanish, Arabic, French, Albanian, Italian, Russian, Korean, Norwegian and Greek although none of them owned proficiency above A2 level in those languages.

We have reached the participants through the foreign languages department of the university I have been currently affiliated with, and participation has been on a voluntary basis. All the participants have been taking English courses at the Intensive English Program, and they are expected to study undergraduate degrees in 23 different departments ranging from industrial engineering to dentistry. In order to ensure students' understanding of the writing tasks and the level of English is sufficient to meet the task requirements, all the participants have been selected from classes with B2 level or above language proficiency determined via Cambridge University Press Placement Test. There are nine classes with B2 or above language proficiency in the institution, and 114 voluntary students from these classes participated in the current study.

3.3 Profiles of the interviewees

Twelve participants volunteered and attended the interviews. Hereafter, they will be referred with the following pseudonyms; Caner, Emre, Irmak, Sinem, Ece, Beren, Derin, Sare, Berk, Yaren, Erdinç and Zeynep. All of them are Turkish and speak Turkish as their mother tongue with the exception of Zeynep, who could also understand but not speak Kurdish. In addition to the interviews, all these participants have completed the background questionnaire, handed in argumentative essays and participated in discussion board activities. Below, each interviewee is introduced individually with detailed accounts of their background, interests and relevant experience. We include these detailed explanations in order to provide a context for students' responses and highlight the ways in which autobiographical past shapes perspectives on writer identities. We aim to enhance the trustworthiness and transparency of the research by clearly linking participant views to their background.

By providing rich and contextualized student profiles, the study follows qualitative research principles of thick description and allows for a deeper and more meaningful interpretation of the data.

3.3.1 Caner

Caner is an 18-year-old male student studying in the English preparatory program at the time of the study. In the following year, he will start his undergraduate studies in the department of Mechanical Engineering. Caner started learning English when he was four years old because both of his parents are English teachers, who are still supporting him with his language learning process. He reported that he had been to the UK for two months thanks to his parents' travels. Caner likes spending time with his family, watching science videos and doing sports. He says academic writing has never been his favourite subject of study, but he does not hate it either. He explains that his strongest side in writing is the objective stance he adopts while the weakest side is organizing his paragraphs and concluding his opinions.

3.3.2 Emre

Emre is another male student studying in the English preparatory program, and he will study Computer Engineering in the following year. He is 18 years old, and he has reported never being abroad. He started learning English in the primary school when he was eight years old. He considers himself as a creative person who likes engaging in creative activities such as painting editing and writing. He says these activities make him feel freer. He also likes writing of any sorts since writing is a way of self-expression for him. He is a follower of pop-culture, and he likes participating in online discussions on Twitter. He says that whatever he writes,

online or offline, he writes in English. Emre thinks that he is really good at elaborating, creative and critical thinking, but he sometimes has trouble organizing his thoughts and putting them on paper.

3.3.3 Irmak

Irmak is a female student who is at the age of 20. Currently learning English, she will receive education in the department of Electrical Engineering in the following academic year. Irmak reported that she started learning English in the primary school when she was 10 years old. She has never been abroad during the time of the study. She defines herself as a good listener, but she does not like to talk that much. She says she has never liked any kind of writing and does not have any intrinsic motivation to write except for extrinsic motivation of getting higher grades in writing tasks.

3.3.4 Sinem

Sinem is a female Turkish student who will study Physiotherapy and Rehabilitation in the Faculty of Health Sciences in the upcoming year. She is 19 years old, and she said she began to learn English in the pre-school (private school) when she was 6 years old. She had been to the UK for two weeks before. She has quite positive attitudes towards writing and writing instruction at the university, but she has some troubles developing her speaking skills. Also, she says she still makes a lot of grammar mistakes while writing. When it comes to her strengths in writing, she considers herself good at idea development and exemplification.

3.3.5 Ece

Ece is 19 years old female learner of English, and she will attend the department of Molecular Biology and Genetics after she completes the English Preparatory Program. She told that she began to learn English in the primary school around the age of eight. She has never been abroad. She is a graduate of one of the best public high schools in İstanbul in the university exam rankings. She mentions that she is a real bookworm, and she reads more than 50 books in a year. She enjoys any act of reading and doing research related to her field of study. Ece states that she finds writing entertaining now even though she had difficulty when she first started learning how to write academic texts. She still considers herself weak in the use of idiomatic and colloquial language, but she trusts herself in terms of her academic vocabulary knowledge and writing lengthy academic texts.

3.3.6 Beren

Beren, another female Turkish student in the Preparatory Program in focus, is 19 years old. She is going to study Pharmacy in the upcoming academic year. She reported that she had never been abroad, and she started to learn English at the age of eight in the second grade of primary school. Beren thinks she is a social and fun person. She has been currently learning German at Goethe institute and completed A1 level. Although she has positive attitudes towards the educational program, Beren says she does not like writing, and she has difficulty writing academic pieces. She said that she failed the proficiency exam because of the writing part when she first took the exam. Beren considers herself as a strong writer in terms of organizing her essay, but she thinks she is weak in terms of her limited academic vocabulary knowledge.

3.3.7 Derin

Derin, is a male participant who is repeating the English Preparatory Program for the second year, because he failed because of absenteeism in his first year. He is at the age of 21, and he is really unmotivated to learn English due to his failure. Derin will study Nursing in the following year. Although he had little formal language instruction in the primary and secondary school, he explained that he literally started learning English when he was 17 years old through YouTube videos. Derin thinks that he is still trying to explore himself, his personality and who he really is. He does not like writing anything even though he has improved himself considerably this year. Derin says his ideas flow very well while writing introductions, but he has great difficulty in writing about abstract topics and developing his arguments.

3.3.8 Sare

Sare, a female student, is studying English in the Preparatory Program to be able to become eligible for starting her department, Industrial Engineering in the following academic year. She is 20 years old, and she started learning English in the primary school when she was 8 years old. She is a national Taekwondo athlete who represents Türkiye in international tournaments. In addition, she spends time with her friends whenever she can spare some time apart from Taekwondo matches and practices. She thinks learning how to write is very important, but she also finds it very challenging. Sare mentions that she has real difficulty in academic writing because of the poor vocabulary she has, which she thinks is her weakest side in language learning.

3.3.9 Berk

Berk is a male student who is at the age of 19 during the course of the study. His department is Dentistry. He started learning English at the age of nine in the primary school. Berk does not have any travel abroad experience before. He doesn't like writing a lot and does not write anything except for essay tasks in school. If he is to write, he prefers writing detective stories. He believes that he is really successful in organizing his essays, and he always writes with the same organization pattern he pictured on his mind. He considers lack of extensive vocabulary as his weakest side regarding academic writing.

3.3.10 Yaren

Yaren, another female student, has a similar educational background to Berk. She began to learn English in the second grade in primary school. She is 20 years old. She will study Industrial Engineering next year and she reported no study or travel abroad experience even though traveling is one of her hobbies. Yaren does not like writing anything, and she only writes because she must improve her academic writing in English to be successful in her department. She considers herself strong in extending her paragraphs and supporting her arguments with good examples even though she fears being repetitive at times. She states that she has the greatest difficulties in generalizing her opinions to address a wider audience and in writing about topics she is not familiar with.

3.3.11 Erdinç

Erdinç is a male Turkish student who is at the age of 18 during the course of the study. He was born in France, and he moved to Türkiye at the age of 2. However, he

only speaks very little French (A1 level). He reported to begin to learn English in the primary school around the age of 10. Although he did not do quite well in English in the primary school, he says that his English got quite better during the Covid-19 quarantine period thanks to online video games. His department for the upcoming academic year will be Management Information Systems (MIS). Erdinç describes himself as an optimistic, energetic and self-confident individual. Erdinç enjoys writing in English only on debatable topics. For him, writing is a personal manifesto when it is away from populist ideas. He keeps a diary and writes his daisy plans on his diary.

3.3.12 Zeynep

Zeynep is a female Turkish-Kurdish bilingual student who participated in the study. She speaks Turkish as her mother tongue. She can understand Kurdish although she cannot speak it. She is 19 years old, and she has never been abroad before when we have conducted the interview with her. She is going to study in the Faculty of Dentistry in the following year. She began to learn English at the age of 10 in the primary school. She said she improved her English thanks to online games and English TV series. She has negative feelings towards academic writing, but she says starts to enjoy it as she gets more proficient in English. She also mentions that she can enjoy writing the topics of her interest such as astrophysics.

3.4 The context

The present study was conducted in the Turkish EFL context where participants had limited amount of exposure to English outside school. The language program participants are attending was accredited by Commission on English Language

Program Accreditation (CEA) in 2023. The program offers 20 hours of weekly instruction for students at B2 and B2+ level of proficiency. There are 16 hours of English for Academic Purposes (EAP) courses four hours of which are specifically devoted to writing instruction, and four hours of English for Specific Purposes (ESP) courses tailored each student's fields of study for the upcoming year. Cambridge University Press books are being used in the EAP courses while Academic Writing Pack for the writing course and ESP materials were developed in-house by the instructors of the department who are experienced teachers and graduates of the most prestigious universities in Türkiye. In addition to 20 hours of weekly English courses, students are responsible for various outside class tasks such as vocabulary tasks, online grammar homework and lastly skills extension tasks made up of listening, reading and writing parts. The writing part of skills extension tasks are done in class, and it is timed. Following a-15-minute-brainstorming-activity, students write the first drafts of their writing tasks in class in 45 minutes, receive written feedback on their first drafts during teachers' office hours and write a second draft at home. The language program also has language clubs (e.g. speaking club, drama club, translation club) which offers extracurricular activities so that students can develop their English, but participation is very low in these clubs.

Turkish high school and pre-university education is commonly known to be exam-oriented, and L2 writing instruction is highly deprioritized in this context. Students rarely receive any formal writing instruction in their first or second languages and writing is not taught as a separate subject in the language education curriculum (Altınmakas & Bayyurt, 2019; Ünalı, Seloni, Yalın & Yiğitoğlu, 2020; Yiğitoğlu-Aptoula & Altınmakas, 2024). Therefore, most students in Türkiye begin to write in L1 and L2 in real sense only when they take compulsory writing courses

at university level. In our context, achieving proficiency and fluency in academic writing is crucial because students will enroll in English-medium undergraduate programs in the upcoming year, and their academic success depends largely on the quality of the texts they write in English. However, like most other undergraduate university students in Turkish EFL setting (Altınmakas & Bayyurt, 2019), the student writers in our study struggle with academic writing and pay significant efforts to align their writing with the norms of academic discourse.

The participants of the present study have received no formal writing instruction prior to higher education. They have been currently taking an L2 writing course in the language program they are enrolled in. This writing course constitutes four hours of weekly education is highly valued in this institution. Both administration and the teachers emphasize how important it is for students' undergraduate studies. Therefore, it makes up an important part of the curriculum and has considerable weight in the proficiency exam which students must pass in order to start their undergraduate education. This proficiency exam is assessed out of 100 points of which 40 points were specifically awarded to essay writing. That is why, writing instruction is highly prioritized in the language teaching curriculum. Notwithstanding the emphasis put on academic (essay) writing in the program, it was inoculated to the students in a way that impersonalizes writing. Students are motivated to avoid personal pronouns or any reflection of their identity. Since teachers were also raised in an education system that discourages personalization of academic writing, they also teach accordingly. Although they do not ban the use of personal markers or examples in the academic essays or deduct any points from the use of these devices, they advise students not to reflect themselves through their comments, feedback and teacher input they provide, which in turn affects how

students perceive academic writing, as well. This essayist tradition of impersonal writing is also reinforced by the class materials developed in house such as the academic writing pack, which provides almost no instances of personal pronouns or examples from students' real or personal life.

3.5 Procedure

In the current study, we aim to investigate the development of bi/multilingual writer identities of university students in the Turkish EFL context, how these identities evolve, hide or reveal themselves in argumentative writing. 114 Turkish EFL learners of English participated in the study, and it was conducted within one academic year. Having obtained the Ethics Committee Approval for the study, a pilot study was conducted to test the procedure of the study with a similar sample of participants on a small scale. As a result of this pilot study, selected argumentative essay prompts and interview questions have been revised, and the rubrics of text analyses have been developed by the researcher.

Having conducted the pilot study and made necessary revisions, the quantitative data were collected in six consecutive weeks. During the first week, participants were informed about the study, and their written consents were taken. (See Appendix A & B for Consent Forms for quantitative and qualitative parts of the study). Also, they completed the Background Questionnaire. During the second week, we started collecting writing samples. Discussion Board 1 was opened on Blackboard Learning Management System, and students posted their opinions on the argumentative essay topic of the week in class. They were allowed to make comments on each other's entries. After sending their posts on the discussion boards, they wrote argumentative essays on the same topic in the next class on the same day.

We chose argumentative essay genre purposefully because it is a genre that requires learners to position themselves in relation to content and incorporate their voice into their texts. Discussion boards served as an online brainstorming activity, and we deliberately used the same prompts in the essay writing and discussion board parts of the quantitative data collection process because we wanted to eliminate the effect of topic familiarity and any differences regarding formality of discourse. By using the same prompt for both tasks, we ensured that they produced a formal academic piece of writing in both tasks, and the prompts provided equally familiar topics to students. Following discussion board activity, students were given one hour to complete their essays. The same procedure was followed for Discussion Board 2 and 3 and Argumentative Essay 2 and 3 during the third and fourth weeks.

Notwithstanding the methodological rigor quantitative data collection techniques have, they fail to allow for making elaborate explanations on the reasons for scientific phenomena. Thus, in addition to quantitative text analyses, research on L2 writer identity also finds merit in self-report data such as narratives, life history interviews, (Norton & Toohey, 2011), literacy diaries (Casanave, 2004) and retrospective interviews. A deep understanding of such a fluid and sophisticated concept as writer identity requires a thorough investigation of the writers' sense of themselves and their relation to the social context. Thus, we also preferred to collect qualitative data to make a better sense of the statistical results and provide detailed accounts on the development of participants' writer identities. Upon the collection of writing samples, preliminary analyses of students' texts were carried out during the fifth and sixth week in order to determine participants to invite for the interviews. These students were selected purposefully among the ones who seem to refrain from showing their authorial identity and who seem to enjoy manifesting their authorial

identity. Fifteen participants were invited to the interviews with the help of their instructors, and 12 of them accepted the invitation. The interviews were held during the seventh and eighth weeks, and they were scheduled according to participants' class hours. Participants signed another consent form at the beginning of the interviews, and they were informed about the interview procedure. Each interview lasted approximately 40 minutes and was audio-recorded. Interviews were held in a closed room invisible from outside in order to avoid intrusions. Drinks and snacks were offered to students in order to ensure they had a relaxing conversation.

In addition to the interviews, realia were collected throughout the whole academic year from students' textbooks, academic writing packs, style guides and class observation notes. By collecting realia, we were able to verify how things were going on in actual language practice and collected real physical data that would support our findings in quantitative analysis and students' remarks in the interviews. Table 1 below summarizes the procedural steps of the study.

Table 1. Procedure of The Study

Timeline	Steps	
Pilot study	Preliminary analyses & Revision of materials	
Week 1	Consent forms & Background Questionnaire	
Week 2	Discussion Board 1 & Argumentative Essay 1	Realia collection
Week 3	Discussion Board 2 & Argumentative Essay 2	
Week 4	Discussion Board 3 & Argumentative Essay 3	
Week 5	Preliminary Analyses of writing samples	
Week 6	Selection of participants for the interviews	
Week 7	Interviews	
Week 8	Interviews	

3.6 Operationalization of terms

There are several constructs that need to be operationally defined in this study since proper conceptualization of these constructs is crucial for the interpretation of the design and the findings. Not surprisingly, it is fundamental to define *identity* since it is the building brick of the present study. Following Norton's (1997), we referred to *identity* as "the way a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future" (pp. 4). In our context, as participants interact with peers, teachers and the curriculum, they get enculturated into the academic writing discourse, and in turn their understanding of their relationship to L2 writing and the learning context shift. This evolving self-perceptions are shaped by time, space, and imagined possibilities available in the language program in focus.

Building upon the definition of identity, we adopted Roz Ivanić's (1998) definition and defined *autobiographical self* as the type of identity that writers bring to any act of writing, which is shaped by their past experiences. In our context, it relates to how students draw on their personal histories, beliefs and experiences while writing. This was particularly evident in the examples students gave in their essays. For instance, our participant, Caner, wrote about a student who lived away from his family to exemplify the benefit of communication technology in his essay. This example actually originated from his own life, and thus, it was a part of his *autobiographical self*. Clark & Ivanić (1997) argues that *autobiographical self* plays an important role in the manifestation and authoritativeness of a writer's voice. That is why, it is one of the most important constructs that appear in our research questions.

Although not among the core constructs we investigated, stance and voice are frequently mentioned throughout this study. Biber et al. (1999) define *stance* as “personal feelings, attitudes, value judgments, or assessments” (p. 966) expressed through lexical and structural choices in texts whereas voice refers to the combined effect of the use of discursive and non-discursive features which language users choose from socially available repertoires according to Matsuda (2011). By the definitions suggest, stance and voice are distinct constructs, but in the end, they both refer to different manifestations of writers’ identity in the text. Hence, authorial stance and authorial voice will be used interchangeably to capture multiple dimensions of authorial identity throughout this study. In our context, these dimensions of authorial identity are manifested through linguistic and discoursal choices such as evaluative language, self-mention and organizational patterns in writing. Such discoursal choices reflect how students engage with content, audience, and academic writing conventions and inform us about the authoritativeness of writer’s authorial identity.

Yet another concept that needs to be operationally defined is *authorial presence*, whose overtness or covertness would inform us about the authorial identity of the writer to a considerable extent. Dontcheva-Navrátilová (2013) attributes *authorial presence* to the degree of visibility and authoritativeness writers are willing to exert in their texts. We will adopt this definition and relate authorial presence with the use of first-person pronouns in the students’ texts. Even though authorial presence and authorial identity are terminologically different, they both capture the aspects of individual voice appearing in texts. Therefore, within the scope of this thesis, *authorial presence* and *authorial identity* will be used interchangeably, and they will refer to the appearance of authorial presence markers (first person pronoun and

graduation use) in the texts. When it comes to *the salience of authorial identity*, it can be interpreted as how overt, visible and authoritative the writer's identity is. Thus, in our context, writers who present themselves overtly through first person pronouns and graduation markers will be considered to demonstrate salient authorial identity in their texts.

3.7 Materials and instruments

In order to obtain quantitative and qualitative data, three different kinds of materials were prepared in this study. The first instrument is a Background Questionnaire (See Appendix C and D for English and Turkish questionnaires) which was developed by benefiting from the items and recommendations in Hyland (2004) and Tonoian (2014). The Background Questionnaire was designed so as to gather demographic information about our participants and their language learning strategies. It was prepared only in Turkish because all the participants are Turkish native speakers, and we wanted to ensure the comprehension of the items in the questionnaire.

Secondly, we developed three argumentative essay prompts to collect writing samples from the students. A meticulous procedure was followed in the selection of these prompts. Based on a search on the Internet, a list of 20 argumentative essay topics was compiled. Then, three prompts which were the most interesting and relevant to the target population were selected by consulting experienced EFL instructors and academics (See Appendix E for the selected prompts). Following this selection, a pilot study was conducted to test the effectiveness of the prompts and their comparability. As a result of the pilot study, we revealed that all three prompts were equally effective to stimulate students' ideas and provide a glimpse of writer identity.

Lastly, interview questions were written and revised multiple times thanks to the valuable comments of experienced academics in the field. Revised interview questions were used in the pilot study, and the questions that did not effectively serve their purpose were either deleted or revised again. The interviews included some questions encouraging participants to talk about their autobiographical self, audience, writing habits and authorial identity while there were also questions making participants think retrospectively about the opinions and language use in the argumentative essays they wrote. These retrospective questions enabled us to have a better understanding of the quantitative data by member checking the interpretations with the participants and clarifying ideas in the writing samples. The questions in the interviews were designed in a way that tapped the target construct, but did not include any metalanguage, terminology or confusing language for the participants. (See Appendix F and G for interview questions in English and Turkish).

3.8 Data coding

After all data were collected, coding process started with the coding of textual data (argumentative essays and discussion boards). First, I coded all the text data for self-mention by marking first person singular (I, my, me, mine, myself) and first-person plural pronouns (we, our, ours, ourselves) on the MAXQDA analysis program. The first rater coding of textual data for self-mention was followed by the coding of the texts for Graduation markers according to the rubric developed according to the criteria explained in Martin and White (2005). During this process, the rubric designed to analyze the graduation markers was revised and finalized. I went over all the codes again to make sure there is consistency within first rater coding. Following the completion of first rater coding, instructions, codebooks and explanations were

prepared to make it as clear as possible for the second raters. Three independent second raters coded the text data since the data were quite loaded. Two raters coded the essays, and one other rater coded the discussion boards. Two of the raters hold an MA degree in English language teaching and 6 years of experience in language teaching, while the other rater has a PhD degree in English language teaching with a special research interest in academic writing and metadiscourse, and more than 10 years on experience in language teaching. I met all the second raters individually and trained them on how to code text data using the rubrics and schemas. We coded some sample texts together in order to ensure that the second raters interpreted the task well. After the second raters completed coding, I compared two sets of codes and determined disagreements. We came together again to discuss the disagreements on codes and negotiated on the final versions of the codes (See Appendix H for coding scheme and an example coding on an argumentative essay). The final code counts were then entered into SPSS and quantitative analyses were run.

A similar procedure was followed in the coding of interview data and realia. First, I came up with the preliminary codes to explore the overall themes in the data by color-coding on MAXQDA. Then, I coded the whole interview data again and came up with a total of 745 codes in 27 different categories. Then, all relevant subcategories were merged, and a final system of 20 code categories, and as a result 6 major themes were developed. Code maps and matrices were created to visualize the interview data and help development of major themes.

A similar second rater coding process was followed for interviews, too. The second rater of the interviews is a colleague working in the same institution as the researcher with three years of teaching experience. She holds an MA degree in English language teaching with a special interest in writing. I provided the second

rater with codebooks, instructions and explanations, and we had a training session where we coded the first page of the interviews together. Following second rater coding of the interviews, the same negotiation procedure was carried out, and interview codes and themes were finalized.

3.9 Interrater reliability

Interrater reliability can be indexed with the use of many different statistical measures such as Percentage Agreements (PA), intraclass correlation (ICC) or Cohen's Kappa (κ) statistics (Cohen, 1960; Rau & Shih, 2021; Sun, 2011; Syed & Nelson, 2015). Percentage Agreement is calculated simply by taking the ratio of agreements to total number of ratings, and it was often regarded as the easiest and the most straightforward method of measuring reliability. However, it is susceptible to the bias of chance factor. Cohen's κ , on the other hand, is robust to the impact of chance agreement, and it is known as a conservative and rigorous estimate of assessing reliability (Syed & Nelson, 2015) although it is not without its pitfalls (Warrens, 2014). In this study, we chose to use Cohen's Kappa as a measure of interrater reliability since it is specifically designed for two raters coding categorical data as in our study, and it accounts for agreement by chance. Kappa values (κ) are calculated using the following formula, where P_o refers to observed agreement and P_e stands for agreement by chance (Cohen, 1960).

$$\kappa = \frac{P_o - P_e}{1 - P_e}$$

Kappa values obtained from this equation range from 0 (agreement at chance level) to 1 (perfect agreement), and they are interpreted using Table 2 derived from Landis and Koch's (1977, p. 165) well-known work.

Table 2. Interpretation of Kappa Values

Kappa Value (κ)	Interpretation
< 0	Poor agreement
0.00 – 0.20	Slight agreement
0.21 – 0.40	Fair agreement
0.41 – 0.60	Moderate agreement
0.61 – 0.80	Substantial agreement
0.81 – 1.00	Almost perfect agreement

Source: [Landis & Koch 1977, p. 165]

Concerning the acceptable benchmarks for κ values, Different levels of conservativeness were evident in the research (Fleiss,1981; Landis & Koch 1977; Syed & Nelson, 2015). Syed and Nelson (2015) concluded that that $\kappa = .70$ was an acceptable lower bound level, and κ values above .70 suggest that ratings are substantially reliable. In our study, we also adopted this benchmark as an acceptable level of interrater reliability between the first and second coders of argumentative essays, discussion boards and interviews. Since all coders of data in the present study were experienced academics in the field of language teaching, and they were well-trained about the process prior to coding, we found that interrater reliability was quite high for the coding of all types of data. Interrater reliability for the coding of argumentative essays was especially high, since both raters' field of interest is academic writing and text analysis. We computed Cohen's Kappa coefficients to evaluate rater agreement in coding both before and after the negotiation process, and all κ values were above .70, which demonstrated that there was a considerable amount of reliability between the raters both before and after the discussions of codes. Interrater reliability coefficients and interpretations for each data source were presented in Table 3.

Table 3. Interrater Reliability Coefficients and Interpretations

Data Coded	Before Negotiation		After Negotiation	
	Reliability Coefficient	Interpretation	Reliability Coefficient	Interpretation
Argumentative Essays	$\kappa = .92$	almost perfect agreement	$\kappa = .97$	almost perfect agreement
Discussion Boards	$\kappa = .78$	substantial agreement	$\kappa = .95$	almost perfect agreement
Interviews & Realia	$\kappa = 0.72$	substantial agreement	$\kappa = 0.96$	almost perfect agreement

3.10 Data analysis

In this mix-design study, we seek to examine the identity construction process of multilingual individuals studying in a large Turkish university. Data were collected throughout one academic year. Quantitative data were obtained from students' argumentative essays and discussion board entries while our qualitative data sources were interviews and realia.

After quantitative data were obtained, student texts were coded for Self-mention and Graduation markers, and all data were entered to Statistical Package for Social Sciences (SPSS) for statistical analysis. After qualitative data were obtained, they were coded through a qualitative analysis program named MAXQDA, and themes were developed. Table 4 below summarizes the sources and amounts of data gathered for the study.

Table 4. Data Sources and Amounts

Data source	Total Amount	Means
290 Argumentative Essays	62.221 words	211.11 words for each essay
248 Discussion Board Entries	5237 words	21.12 words for each entry
12 Interviews	457 minutes	Approximately 38 minutes for each interview
Realia	10 course books evaluations, 15 coursebook excerpts, 4 classroom observations	-

3.10.1 Textual data analysis

Writer identity has been largely investigated through corpus tools and text analyses of self-mention, modality and metadiscourse. The use of first-person pronouns is the most frequently investigated discoursal feature, since it is an overtly visible marker of authorial identity. However, Stapleton (2002b) notes that authorial voice often appears to be a “silent” one that is not as easily recognizable through the analysis explicit of self-mention. That is why, solely corpus-based analyses relying on the frequency counts of first-person pronouns fall short in the exploration of writer identity in our study. So, we extend the scope of self-mention and look for less explicit forms of self-representation in students’ texts and operationally define silent voice as “implicit or implied ways of exhibiting authorial identity in a text” within the scope of this study. These implicit or “silent” ways of exhibiting authorial identity were analyzed through the occurrence of Graduation markers in students’ texts (Martin & White, 2005).

All in all, our quantitative data were analyzed in terms of overt marking of first-person pronouns and Graduation markers of Appraisal Theory (Martin & White,

2005) that imply the strength of writers' presence and salience of their identity in the texts that are not explicitly stated. These text analyses include a textual exploration of explicit or implied self-mention use, evaluative choice of words according to Graduation subcategory of Appraisal theory, and other authorial presence markers that recursively emerge in students' texts. Graduation markers are generally adjectives and adverbs that represent the prototypicality, preciseness, quantity, intensity or extent of ideas, processes and events. A rubric was developed to analyze Graduation markers (See Appendix I for the rubric used to analyze Graduation markers), and this rubric was used to analyze the students' texts for implied authorial identity.

Most studies in literature (Back, 2014; Castillo-Hajan, Hajan & Marasigan, 2019; Gu & Hu, 2021; Hyland, 2002; Kang & Veitch, 2017; Kobayashi & Rinnert, 2012; Lee, 2017; Ouellette, 2008; Starfield, 2002) performed text analyses on academic essays or research articles to explore the construction of writer identities. In my humble opinion, this conceptualization of writer identity which is limited to the very formal discourse of argumentative essays disregards writers' performance in more public and pedagogical types of discourse such as online discussion boards and forums because the publicity of these genres and their openness to interaction might have an influence on the visibility of writer identity. That is why, in addition to the analysis of academic essays, we also include an online academic discourse, Discussion Boards where students could see each other's entries, in order to explore the effects of publicity of discourse on the visibility of writer identity.

By collecting numerical data from these two academic discourse (argumentative essays and discussion boards), we are able to make comparisons between the realizations of authorial presence across different contexts and gain a

deeper understanding of how they construct and negotiate their identities in these genres through an analysis of first person pronoun use and Graduation. Upon collection of argumentative essays and discussion board entries, the obtained data were entered on Microsoft Excell to make SPSS transfer easier. Variables were defined as graduation use in essays, graduation use in discussion boards, self-mention use in essays and self-mention use in discussion boards. Before we conducted statistical analyses on the textual data, we controlled for text length by transforming data into values per 10000 words since the essays were longer than discussion board entries.

After values were converted to counts per 10000 words, data were transferred to SPSS for statistical analyses. Since we have two main factors (genre and authorial presence marker) each with two levels (discussion board vs argumentative essays and graduation vs self-mention), and data at each level came from the same participants for all conditions, we need to use a Two-Way Repeated Measures ANOVA, which is a parametric test used to compare the effects of two or more within-subjects factors and interaction effects if there are any (Field, 2009).

Normality tests were carried out to check the assumptions of parametric tests and the results of the Shapiro-Wilk ($p < .001$) and Kolmogorov-Smirnov ($p < .001$) tests suggested that data were not normally distributed, which violated the assumptions of parametric tests. When the normality assumption is not met, the use of parametric tests is not suggested (Durner, 2019) even though they are mostly robust to errors. Therefore, we used a non-parametric test that is robust to the violation of normality assumption. Since the standard Friedman Test is insufficient to test interaction effects (Luepsen, 2023), we decided to use Aligned Rank Transformed (ART) ANOVA, which is the non-parametric alternative of a Two-Way

Repeated Measures ANOVA, which can test main effects and interaction effects at the same time (Mansouri, Paige & Surles 2004; Peterson, 2002; Wobbrock, Findlater, Gergle & Higgins, 2011). ART ANOVA aligns the data to observe the interaction effects and then ranks the aligned data by transforming it into a form that can be used for parametric tests. Finally, it applies a standard Repeated-Measures ANOVA on the rank aligned values. It is a very robust and reliable method that minimizes Type I error (Luepsen, 2023; Mansouri et al., 2004; Peterson, 2002; Wobbrock et al., 2011). ART ANOVA results for our study were reported in the text analysis section of the results chapter.

ART ANOVA can only show if there is any significant main effect or interaction effect. Therefore, following ART ANOVA, we conducted multiple pairwise comparisons using Wilcoxon Signed Rank tests to observe where differences lie. Wilcoxon Signed Rank test is a non-parametric alternative to paired t-tests, which is used to observe the differences between two related samples when data are ordinal (rank based) and non-normally distributed. Thus, we followed significant ART ANOVA results with Wilcoxon Signed Rank tests to explore the source of the significant differences between the use of authorial presence markers across the genres (essays and discussion boards).

Inferential statistics and the p values obtained from ANOVA can only indicate whether the differences are statistically significant or not. Nonetheless, they fail to inform us about the magnitude of practical effect of these differences, and p values are highly influenced by the degree of correlation between the variables. Therefore, it is also important to calculate effect sizes to explore the practical effects of the significant results (Cohen, 1988; Field, 2009, 2013; Lakens, 2013; Plonsky & Oswald, 2014; Richardson, 2011). In our study, we used Partial Eta Squared (η^2) as

a measure of effect size for ANOVA results. Partial Eta Squared statistics were calculated using the following formula:

$$\eta_p^2 = \frac{SS_{\text{effect}}}{SS_{\text{effect}} + SS_{\text{error}}}$$

After Partial Eta Squared statistics (η^2) are obtained for the main effects and the interaction effect, we used Cohen's (1988) well-known and most cited criteria to interpret the effect sizes. In his categorization, a η^2 value smaller than 0.01 means small effect size while a value bigger than 0.06 marks a moderate effect size. A Partial eta squared value bigger than 0.14, on the other hand, shows that the treatment effect has large practical significance. Cohen's (1988) criteria are summarized in Table 5 below.

Table 5. Interpretations for Partial Eta Squared (η^2)

η^2 Value	Effect Size	Interpretation
0.01	Small	Small practical significance
0.06	Medium	Moderate practical significance
0.14	Large	Large practical significance

Source: [Cohen, 1988]

Since our ART ANOVA revealed significant effects, we followed the significant ANOVA results with Wilcoxon Signed-Rank Tests in our main analysis to observe the magnitude and direction of the significant effect. We used an estimate of effect size for the test statistics (z) in Wilcoxon Signed-Rank Test, as well. Field

(2013) and Fritz, Morris and Richler (2012) recommend Rank-biserial r as a good indicator of effect size for non-parametric tests like Wilcoxon Signed-Rank Test. We calculated effect sizes for Wilcoxon Signed-Rank test using the following formula

for r :

$$r = \frac{Z}{\sqrt{N}}$$

After rank-biserial r statistics were calculated, we interpreted this effect size statistic for non-parametric tests using Cohen's (1988) guidelines for interpreting Rank-biserial r . In his interpretation, r values smaller than 0.10 means a small effect size, thus weak practical significance. If the r value is bigger than 0.30, it shows a medium effect size with moderate practical effect. An r value is bigger than 0.50, then it can be interpreted as the effect is large and it has strong practical significance. Cohen's (1988) interpretation for r values is demonstrated in Table 6.

Table 6. Interpretations for Rank-Biserial r

r Value	Effect Size	Interpretation
0.10	Small	Weak practical significance
0.30	Medium	Moderate practical significance
0.50	Large	Strong practical significance

Source: [Cohen, 1988]

3.10.2 Interview data and realia analysis

It is important to triangulate the quantitative sources of data to explore the dynamic construct of writer identity because we cannot move beyond frequency counts of data

without providing explanations for these numbers through qualitative techniques of investigation. Without triangulation, we cannot answer any of the “why” or “how” questions. We can observe where students prefer to use first person pronouns with quantitative data, but we cannot understand why students preferred to use these pronouns in that specific context but why not in others, or how they explain or justify their preference of use or non-use of self-mention without conducting retrospective interviews.

In this study, we include retrospective interviews and realia as qualitative sources of data. We held retrospective interviews with 12 purposefully-selected participants, during which we showed the essays they wrote to the participants and asked specific questions about the self-mention use in these essays to member check the reasons for this kind of self-representation. After all interviews were held, the audio recordings were transcribed using Microsoft Word Transcribe Tool. Then, the recordings were listened to again, and transcriptions were cross-checked manually by the researcher to ensure accuracy of information. Excerpts taken from these transcriptions were formatted following Mirivel & Tracy’s (2005) guidelines (See Appendix J) to enhance readability in the results section.

Afterwards, transcriptions were transferred to MAXQDA for thematic qualitative analysis. Subcodes, codes and themes were developed using an iterative approach in the analysis. We first created tentative codes by going over all the interview data. Then, all the interviews were re-coded from beginning to end to create subcodes, codes and eventually themes. These codes and themes were revised and refined after negotiations with the second rater. Following the finalization of codes the codebook for the interview analysis was created, which is presented in Appendix K.

The realia we collected were planned to be comprised of excerpts from course materials, feedback pieces, observation notes, style guides, or any physical evidence that would help us make meaning of the data. As a result of a year-long realia collection process, we finally ended up with mostly course book excerpts and observation notes. These realia were coded following the same iterative procedure as in the analysis of interview data and they were used to support the findings of quantitative text analysis and qualitative interview analysis. The codebook developed for the realia analysis is shown in Appendix L.

3.11 The code of ethics

The present study involved abundant fieldwork and engagement in the personal life of the participants, so we paid meticulous attention to the ethical issues and confidentiality. We made sure that the study benefited the participants, and carried no risk for their physical, psychological or social well-being. Rather, they were awarded with extra points, tea and chocolate for their participation in the study. I informed them about the procedure of the study at the beginning and received their written consent. Their personal data were not shared with anyone without their permission. We had already received ethics committee approval before we started collecting data (See Appendix M for Approval Document), so it was ensured that the study did no harm to the participants but provided language learning benefits.

3.12 Positionality of the researcher

All the study materials were prepared by the researcher and submitted to the ethics committee before the study. Upon the approval of materials, data collection procedure started. Teachers of the participating classes helped collect the discussion

board entries and writing samples, but all the interviews were held individually by the primary researcher, I. Since this study aim to explore students' writer identity deeply, it involves a lot of in-depth personal discussions and conversations about students' personal lives especially during the interviews. That is why, I adopted an emic/insider position in the collection of qualitative data and realia. I tried to get to know the participants, their personalities, interests, attitudes towards academic writing. Even though I created a calm and relaxing atmosphere of having friendly chats during the interviews, I tried not to make any biased or directive comments in order not to affect the revelation of students' perceptions of their true identity. However, I asked follow-up questions when clarification is needed or participants mentioned an issue that was not previously planned to discuss before the interview, and I gave some nondirective examples from my own life to encourage students open up themselves. Therefore, I tried to be an insider without being directive or obtrusive.

Additionally, as a PhD candidate and teacher of English with nine years of experience, I was also raised in this essayist tradition that discourages personalization of the writing during my undergraduate education. Currently, I have been working in the university which data of this study came from, and I am quite familiar with the perspectives and views of the in-service teachers working in this university and the institutional policies.

As a researcher working in the realm of L2 writing and identity, I can truly say that I do not share the common views held by most of the writing teachers in this institution regarding the use of personal markers and voice in academic texts. Therefore, I approach all the data carefully and critically, which will be clear from my remarks in the discussion section of this thesis. Even though I adopt a

considerably different perspective in this regard, I did not reveal or impose my perspective in the collection of data, especially during the interviews in order not to bias the results or lead to observer's paradox. Hence, I adopted a definitely neutral insider position while asking the interview questions.

In this methodology chapter, I have presented an overview of the research procedure, the methodology, ethics and my positionality as a researcher. In the next chapter, I will present the results of my study by interpreting quantitative text analyses under the light of findings from the interviews and realia.



CHAPTER 4

RESULTS

4.1 Introduction

In this dissertation study, we explored authorial identity construction of multilingual Turkish university students. We also investigated the factors contributing to the saliency and the visibility of these identities in the students' texts. In line with these aims, we addressed the following research questions:

RQ 1: What is L2 writers' perception of their authorial identity?

RQ 2: i. How do L2 student writers mark their authorial presence in academic writing?

ii: How do they modulate the salience of their identity in the texts?

iii. Under which circumstances do they refrain from showing their authorial presence?

RQ 3: Which factors enable or disable L2 writers to have a salient authorial identity in writing?

RQ 4: Does the visibility of writers' authorial identity change across online and offline academic discourse depending on the publicity of discourse?

RQ 5: What role do L2 writers' autobiographical self and life histories have in the writer identity construction process?

We adopted a mix-design approach to address these research questions and collected quantitative and qualitative data to provide an in-depth analysis. Our data sources included students' writing samples (argumentative essays and discussion board entries), interviews with students and the realia from coursebook excerpts and in-class observations. Table 7 below demonstrates the data mapping procedure of our

study with specific details in regard to the research questions, data sources, and the analyses we conducted to address each research question.

Table 7. Data Mapping Procedure

RQ	Data Sources	Data Analyses
RQ 1	Interviews Realia	Thematic qualitative analyses
RQ 2	Argumentative Essays Discussion board entries Interviews Realia	Text analyses (Self-Mention & Appraisal Framework) Thematic qualitative analyses
RQ 3	Interviews Realia	Thematic qualitative analyses
RQ 4	Argumentative Essays Discussion board entries	Text analyses (Self-Mention & Appraisal Framework) Thematic qualitative analyses
RQ 5	Argumentative Essays Discussion board entries Interviews Realia	Text analyses (Self-Mention & Appraisal Framework) Thematic qualitative analyses

In this chapter, we sought to answer our research questions by complementing the findings of quantitative text analyses and qualitative theme analyses. Research questions 1 and 3 are addressed with qualitative data analyses, while research questions 2, 4 and 5 are addressed by synthesizing quantitative and qualitative data. For the sake of clarity of organization and easier interpretation of statistics, we will first present descriptive and inferential statistics for quantitative text analyses at the beginning of this chapter. In the following sections of the results chapter, we will synthesize these quantitative results with the themes that emerged out of qualitative data to improve the readability and interpretability of results. These

sections will be theme-based and organized according to the research questions. We will present excerpts from interviews and realia and make explanations by frequently referring to our quantitative results. In this way, we aim to convey a clear representation of authorial identity development for the readers of this thesis.

4.2 Text analysis results

Descriptive statistics were calculated to outline the estimates of variability and central tendency in the quantitative data. Our analysis included variables such as text lengths, frequency distributions for graduation use in the essays, graduation use in the discussion boards, self-mention use in the essays and self-mention use in the discussion boards. Means, standard deviations, minimum and maximum scores were used to describe the data.

Before quantitative textual analyses are conducted and inferential statistics were obtained, textual data were controlled for text length since it could have confounded the results. Obviously, the argumentative essays students produced ($M = 211.11$, $SD = 65.01$) were longer than discussion board entries ($M = 21.12$, $SD = 13.51$). Therefore, we transformed raw data into frequencies per 10.000 words to control for the effect of text length on the analyses (Işık-Taş, 2018). Table 8 below illustrates these descriptive statistics.

Table 8. Descriptive Statistics for Text Lengths

	N	MIN	MAX	Mean	SD
Argumentative Essays Word Count	290	41	397	211.11	65.01
Discussion Boards Word Count	248	1	81	21.12	13.51

After we controlled the effect of text length, descriptive statistics for the two within-subject factors in our study (genre and authorial presence feature) were calculated to observe the main trends in the data. It was revealed that the use of personal pronouns self-mention in the discussion board genre was the most frequently preferred form of showing authorial presence in student texts ($M = 856.96$, $SD = 1086$) followed by graduation marker use in argumentative essay genre ($M = 457.59$, $SD = 194$). Graduation marker use in the discussion boards ($M = 350.27$, $SD = 429$) was the third most commonly used means of exhibiting authorial presence across these two genres while first person pronoun use in the argumentative essays was the least common strategy ($M = 137.70$, $SD = 185$). Table 9 demonstrates the descriptive statistics for the frequency of the use of authorial presence features across two genres.

Table 9. Descriptive Statistics for Within-Subject Factors

	N	MIN	MAX	Mean	Mean%	SD
Graduation Use in Argumentative Essays	290	65	1084	457.59	4.6	194
Self-Mention Use in Argumentative Essays	290	0	1169	137.70	1.4	185
Graduation Use in Discussion Boards	248	0	2500	350.27	3.5	429
Self-Mention Use in Discussion Boards	248	0	5000	856.96	8.5	1086

Note. Frequencies per 10.000 words.

4.2.1 Comparisons between genres and authorial presence features

There were two within-subjects factors each with two levels in our methodological design. Therefore, a two-way Repeated Measures ANOVA was the appropriate analysis to use. Because the assumptions of parametric tests were violated in our raw data, we performed an aligned rank transformation (ART) prior to the administration of repeated measures ANOVA. Afterwards, a two-way repeated measures ANOVA was carried out on the rank aligned data to explore the main effects of genre (essay vs. discussion board) and authorial presence feature (graduation vs. self-mention) and interaction effects if any on students' language use.

ART ANOVA results showed that there was a significant main effect of genre, $F(1, 243) = 16.80, p < .001, \eta^2 = .065$, with a moderate effect size. This result suggests that students used authorial presence markers differently in argumentative essays and discussion board entries. On the contrary, the main effect of authorial presence feature was not statistically significant, $F(1, 243) = 0.035, p = .85, \eta^2 = .0001$, with very small practical effect. Therefore, students did not differentiate between graduation markers and first-person pronouns while marking their authorial presence in the texts. Moreover, the interaction effect between genre and authorial presence feature lacked statistical significance, $F(1, 243) = 0.091, p = .76, \eta^2 = .0004$, with very small effect size. This finding indicates that the difference between genres was independent of the effect of the authorial presence feature. Table 10 summarizes the ART ANOVA results and estimates of effect size.

Figure 7 provides a visual representation of the main effects and the interaction effect as revealed by ART ANOVA. As can be seen in Figure 7, the difference between the use of Graduation and Self Mention is quite small and insignificant ($p = .85, \eta^2 = .0001$) while the difference between the frequency of

authorial presence markers in argumentative essays and discussion boards are quite substantial and significant ($p < .001$, $\eta^2 = .065$). It is also clearly seen that students opt for using authorial presence markers more frequently in argumentative essays than in they do in discussion boards.

Table 10. ART ANOVA Results and Effect Sizes

	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Genre (Essay vs Discussion Board)	16.80	1	243	.000***	.065
Authorial Presence Feature (Self-Mention vs Graduation)	.035	1	243	.852	.000
Interaction (Genre*Authorial Presence Feature)	.091	1	243	.764	.000

Note. $p < .05^*$, $p < .01^*$, $p < .001^{***}$.

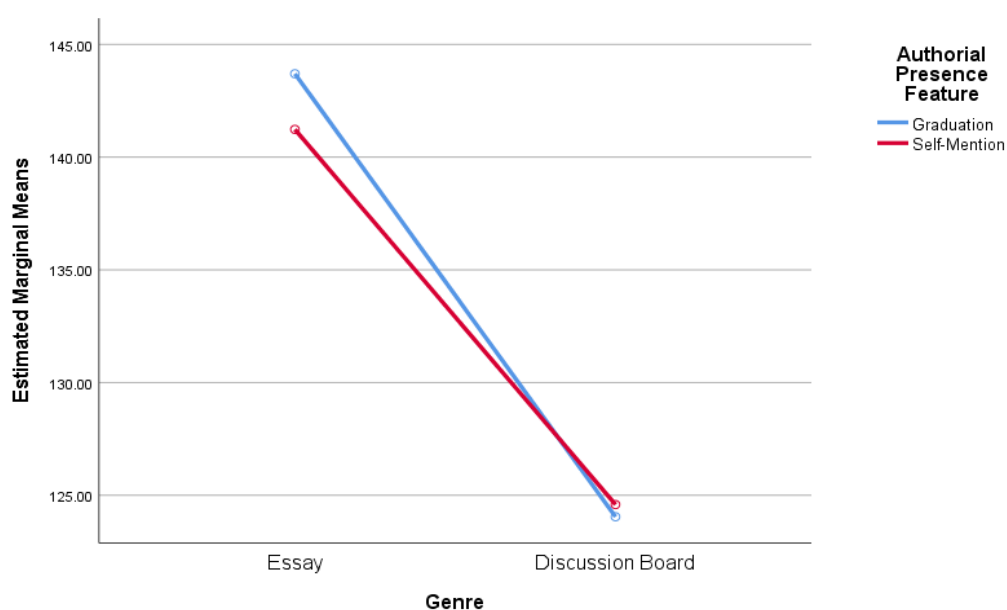


Figure 7. The marking of authorial presence across two genres

Since 2x2 Repeated Measures ART ANOVA results showed a significant main effect of genre on the manifestation of the author's identity in the texts, a non-parametric Wilcoxon Signed Rank Test was administered on SPSS to observe the direction and magnitude of this significant effect.

The obtained descriptive statistics for the Wilcoxon Signed Rank Test uncovered that student writers in our study preferred to be more visible in their argumentative essays ($M = 291$, $SD = 118$) than they were in discussion board entries ($M = 249$, $SD = 87$) regardless of the effect of authorial presence feature they used. To provide a visual summary of these results, the descriptive statistics for Wilcoxon Signed Rank Test were presented in Table 11.

Table 11. Wilcoxon Signed Rank Test Descriptive Statistics

	N	Mean Freq.	SD	MIN	MAX
Argumentative Essay					
Authorial Presence Markers (APM)	290	291	118	44	559
Total					
Discussion Board					
Authorial Presence Markers (APM)	248	249	87	88	482
Total					

The results of the Wilcoxon Signed Rank Test indicated a statistically significant difference between argumentative essays and discussion board entries in terms of the authorial visibility students exhibit in their texts, $z = -3.98$, $p < .001$, $r = .26$. The magnitude of this effect was noticeable but not large with a small to moderate effect size. The test statistics were presented in Table 12.

Table 12. Wilcoxon Signed Rank Test Results

Total N	Test Statistic (W)	SE	Standardized Test Statistic (z)	Asymptotic Sig. (2-sided test)
244	10551	1103.635	-3.981	.000***

Note. $p < .05^*$, $p < .01^*$, $p < .001^{***}$.

The number of positive and negative ranks for the difference between discussion boards and essays were calculated via Wilcoxon Signed Rank Test. It was found that a higher number of students used Authorial Presence Markers (APM) in the essays in comparison to discussion boards (Discussion Board APM – Argumentative Essay APM) with 145 negative ranks and 99 positive ranks. The findings support the position that genre has an impact on how visible writers are.

Overall, argumentative essays elicit more APMs and encourage student writers to exhibit their presence in the texts than do discussion boards. The comparisons of positive and negative ranks in the Wilcoxon Signed Rank Test are presented in Table 13 and illustrated in Figure 8.

Table 13. Wilcoxon Signed Rank Test Comparisons

		N	Mean Rank	Sum of Ranks
Discussion Board APM Total vs Argumentative Essay APM Total	Negative Ranks	145 ^a	133	19338
	Positive Ranks	99 ^b	106	10551
	Ties	0 ^c		
	Total	244		

Notes. a. DIS_TOTAL < ES_TOTAL, b. DIS_TOTAL > ES_TOTAL, c. DIS_TOTAL = ES_TOTAL

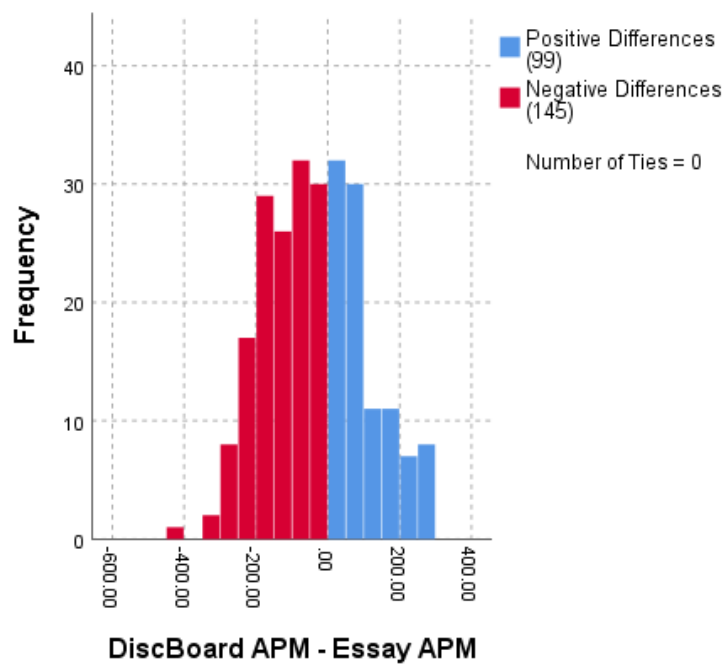


Figure 8. Wilcoxon signed rank test comparisons

4.2.2 Summary of text analysis results

In summary, we made comparisons of the argumentative essays and discussion boards in terms of first-person pronoun use and graduation marker use in the text analyses. Overall findings revealed that:

- There was a significant main effect of genre. Thus, students used authorial presence markers in different frequencies in argumentative essays and discussion boards.
- The difference between the use of graduation markers and self-mention was not statistically significant, suggesting that students showed no specific preference for the use of any of these authorial presence features. They used both features similarly often.
- There was no significant interaction effect, thus the significant effect of genre was not dependent on the type of authorial presence marker.

- Students used authorial presence markers more in the essays than they did in the discussion boards. Therefore, they would rather be more visible as a writer in the essays by marking their authorial presence more often than they do in the discussion boards.

In the following subsections of the results chapter, we will interpret these quantitative findings under the light of qualitative theme-based analyses. While the qualitative analyses are highly comprehensive and responsive to all of the research questions, they also provide support for the results of the quantitative analyses. Therefore, the following theme-based analyses will not only address all the research questions and enable us to conceptualize students' authorial identity development process better but also expand our interpretations of statistical analyses by making references to the quantitative results. We will support our interpretations with the excerpts from students' interviews but use only English translations of these excerpts in the text. Turkish versions on which actual qualitative analyses were based can be found in Appendix N.

4.3 Constructing the self in academic writing

Based on the social view of writer as doing and being something (Ivanić, 1998), writers who engage in the writing act invest both in their texts and in their identities as authors. Each writer has a unique life journey, and different dimensions of their autobiographical self help nourish their discoursal choices in writing. It is really difficult to trace autobiographical self in the texts because it is related to exclusively personal sides of the writer, and not every writer is willing to exhibit these personal sides, which are commonly downplayed by academic conventions. Discoursal self, on the other hand, is related to how writers reflect themselves unconsciously or

consciously in their texts, which is relatively easier to detect through discorsal and rhetorical choices (Ivanić, 1998).

Research Questions 1 and 5 in our study pertained to the autobiographical and discorsal selves in writing and their role in the construction of authorial identities. Considering the fact that the exploration of autobiographical self is quite challenging through text analyses, we conducted interviews with twelve participants to be able to better understand the development of their autobiographical and discorsal selves. As a result of these interviews, we explored how these novice student writers perceive themselves as academic writers and construct their authorial identities in the context of Turkish higher education. While exploring their autobiographical and discorsal selves, we prompted them to think about who they are as academic writers and how they represent themselves in the texts. In case some writers hesitate to engage in such self-revelation, we benefitted from indirect questions and metaphors, which made it easier for students to comment on personal issues without feeling face threatened.

4.3.1 The autobiographical self

Autobiographical self is the part of identity that writers bring to the act of writing through their life stories, social backgrounds, personal experiences and education (Ivanić, 1998). When writers describe their identity as authors, they usually mean their autobiographical self. In order to explore how our participants portray their writer identity and the perceptions of themselves as writers, we asked them to find a metaphor that best describes themselves as writers and how they feel as second language writers. We asked them to fill in the blanks in these statements: (1) *Being a writer in English is like...* and (1) *I feel like...when I write in English*. Participants came up with very distinct and creative metaphors, which supports the position that

every writer has a unique autobiographical self nourished through their life stories, background and personalities.

To mention a few of these metaphors, Ece resembled being a writer in English to “swimming in uncharted seas” and she said that she felt like an “explorer” in these seas while writing in English. Ece mentioned that she sometimes had trouble writing in English since she did not have full command of English grammar and vocabulary to the extent she had in her mother tongue. That is why, she chose this metaphor of swimming in “uncharted seas” to express her identity as an “explorer” of a new language. Similarly, Irmak also touched upon the challenge of writing in a foreign language by resembling writing in English to digging a well with a needle (literal translation of “*iğneyle kuyu kazmak*” in Turkish). She felt like she was “drifting in a void” when she was writing. She wanted to express how laborious it was to form an academic text through these metaphors.

Erdinç and Zeynep reported that they assumed a totally different identity when they were writing in English. Erdinç associated being a writer in English to “being populist” because English was a lingua franca spoken universally and he had to know how to use it to become just like all other people. He also stated that he felt like a “foreigner” while writing in English because he was writing in English not in his mother tongue. He said this was not his choice and he had to write in English just because English was “the popular language” (in Erdinç’s terms) used in the world. Zeynep also reported that writing in English was like becoming “a new person” and she felt like a totally different “academic Zeynep” when she wrote in English. Below is the dialogue in which Zeynep explains how she perceives herself as a writer in English (her autobiographical self) and her relationship with writing in English through a metaphor.

Excerpt 1

- 1 **R:** So, for you, how does being a writer in English feel like?
2 **Zeynep:** Being a writer in English... hmm... (.) it's like becoming a new person. You know
3 the saying a new language means a new person. It's like I'm not the usual Zeynep
4 anymore – I am a more academic version of myself.
5 **R:** This is very interesting. When you write in English, there's a different version
6 of Zeynep now.
7 **Zeynep:** Yes, that's how I feel.
8 **R:** Interesting. So how do you feel when you write – the second sentence?
9 **Zeynep:** I think I have a word in mind for that, but it's in English: qualified.

Interview, Pos. 124-134, May 2024

In this excerpt, Zeynep introduces her academic writer identity as a “new person” who is “qualified” in the new language. Her metaphor implied that when she started to write in English, she explored another dimension of her identity, the academic one. Caner, on the other hand, made an analogy between being a writer in English and “being a gardener”. For him, his text was like “a garden” which he decorated with flowers. Gardening requires effort, but it pays off when you put this effort just like the challenge of writing in English. This metaphor is explained in Caner’s words between the lines 15 and 19 of Excerpt 2 below.

Excerpt 2

- 10 **R:** Let's talk a little about being a writer in a second language – especially an
11 academic writer. If you were to come up with a metaphor, what would it be? In the
12 fourth question, there are two blanks I want you to complete. Have a moment to think,
13 if you need.
14 (...)
15 **Caner:** I think being a writer in English is like being a gardener. Because it's like
16 you have your own garden. You decorate it with flowers, and you should do the same in
17 your essay. You should make it look organized and pleasant. In the end, it should
18 come together neatly. Certainly, it requires effort too. When I think of all these
19 things together, “gardener” feels like a good metaphor.
20 **R:** That's a nice metaphor. And how do you feel when doing this gardening work?
21 **Caner:** Well, when I'm doing this “gardening” in a second language, I really feel like
22 a mathematician, because just like a mathematician, I try to pay attention to every
23 little detail and work them out altogether. Thus, when I'm writing, I feel a little
24 like a researcher or a scientist, trying to solve a problem.

Interview, Pos. 89-96, April 2024

Interestingly, though, he chose a different metaphor to express how he felt while he wrote in English. He said he felt like “a mathematician” while he was writing in English. He resembled himself to “a mathematician” because of the analytical side of his personality he frequently stressed during the interviews. He

mentioned that he tried to work on every single detail while composing his writing just like a mathematician working on formulas neatly. Considering Caner's statement that he valued the objective and the scientific knowledge very much, it makes sense that he came up with such a metaphor.

Apart from the metaphors our participants used for themselves as academic writers, there are also other ways autobiographical selves are reflected in the texts such as the use of personal examples, narratives and life histories. Since our experiences shape our opinions and who we are, it is inevitable that autobiographical self has reflections in our writings. Nonetheless, it is not easily recognizable in the texts if writers choose not to reveal their experiences. Our participants avoided sharing any personal experiences, which might reflect their autobiographical self in their texts because they thought it was a violation of the norms of academic register. Even when they shared their experiences, they shared them indirectly without full disclosure. Some writers wrote about their experiences as if another person, or people in general, experienced that situation in order not to reveal them as their own experience. Berk, for instance, chose not to write about his personal experiences explicitly in his essays. When he gave an example from his life, he generally gave a veiled example that is not transparent to the reader as explained by Berk in the following interview excerpt.

Excerpt 3

25 R: So, you have told you don't share any personal experiences in your academic
26 writing.
27 Berk: Yes, I don't.
28 R: Don't we see any traces of your life in your writing at all?
29 Berk: I actually include them indirectly. As I said, I write about things I've
30 observed, but I present them in an objective way – so the reader usually can't tell
31 they're based on my own experiences.
32 R: So, you kind of hide them?
33 Berk: Yes, a little bit.
34 R: How do you do that – to express your observations as if they're not yours?
35 Berk: While I'm writing, I use words like "people" or "individuals." As I said, I
36 avoid using "I."

Interview, Pos. 369-383, May 2024

Apparently, Berk really wanted to sound objective in his essays because he wrote about his real-life observations as if somebody else experienced it. He tended to avoid the use of personal pronouns while sharing his experiences. Instead, he used “people” or “individuals” as most of other participants do in order to attribute a source to his own experiences veiled under other people’s experiences. In this way, the reader could not tell that the writer was actually sharing his own observations. Berk thought that this would hinder objectivity in his essay. Similarly, Caner shared the opinion that academic writing needed to be objective, and he should not reflect anything personal in his writing. He thought that academic writing must be based on scientific knowledge, and sharing anecdotes from personal life was considered neither scientific nor academic. Notwithstanding, Caner could not help himself sharing personal examples in his essays although they were still not worded as his personal examples throughout the essay. We learnt about this situation when we asked retrospective questions about Caner’s writing samples in the interviews. We showed one of Caner’s essays to him and asked about the source of an example about the benefits of technology. The example was about a child who grew up in İstanbul and communicated with his family in Artvin thanks to technology. He explained that it was a real anecdote from a debate he attended. Although Caner tended to favour the “academic coldness” in his terms, he did not hold back from sharing an example from his real-life experiences.

Excerpt 4

- 37 **R:** Okay, let’s have a look at your writing. Do you think there are any examples from
 38 your life experiences in it? I saw an example about Artvin. Is that connected to your
 39 personal life?
 40 **Caner:** That was actually something I learnt in a debate I once attended as an
 41 audience. It was related to an argument about the benefits of technology. I thought
 42 it suit well here, so I decided to use it.
 43 **R:** It’s a good, supportive example. A child who grew up in Istanbul connects with
 44 their family in Artvin, something like that, right?
 45 **Caner:** Yes, it’s a strong supporting example.
 46 **R:** Then, there is an example related to your life experience. How does that kind of
 47 experience enhance your writing?
 48 **Caner:** I think it makes writing a bit (.) warmer. It softens the academic coldness a
 49 little. Including that example makes it more approachable, I’d say.

50 R: It makes your writing more personal.
51 Caner: Yes, it becomes more personal.
52 R: And how do you think that personalization makes a contribution to the overall
53 essay?
54 Caner: Maybe it prevents the reader from getting bored. That can be the benefit.

Interview, Pos. 319-338, April 2024

By sharing a personal experience from a debate he attended, Caner was able to support one of his arguments in his essay. Among all the other participants, Caner was a strong defender of objectivity, impersonality and lack of personal engagement with the content of essays. He was quite strict in following the academic principles and objectivity of scientific information. In spite of this inclination, Caner shared a personal example from his autobiographical past in his essay. He even thought that this was a powerful supporting example that contributed to the flow of the essay making it more personal, reader friendly and approachable (Excerpt 4, Lines 45-51). As can be seen, student writers inevitably reflect their autobiographical self in writing even if they strictly follow the academic conventions and believe in the power of “academic coldness” in Caner’s terms. It is a paradox that even within the constraints of impersonal academic discourse, the writer’s autobiographical self inevitably surfaces. All in all, a writer’s life history, consequently, their autobiographical self, is what helps writers shape different dimensions of their Discoursal Self, the ways they represent themselves consciously or unconsciously in writing. In the next section, we will present how our participants construct their discoursal self drawing on their autobiographical self.

4.3.2 The discoursal self

Discoursal self of the authors are supposed to be more easily traceable than authorial selves in the student texts (Ivanić, 1998) if writers are willing to reflect themselves in their texts. In the higher education context we had, students were not willing to

consciously represent themselves in their texts. They mainly avoided overt marking of their discoursal self such as the use of first-person pronouns, as also revealed by the very few occurrences of self-mention use in our text analyses. Students did not prefer to use first person pronouns in their argumentative essays, which had the lowest mean among the first-person pronoun use and graduation marker use in the essays and discussion boards. Interviewed participants also provided supporting remarks for these findings when they were asked about how they represented themselves in their texts and how one could understand if a text was theirs. Interview respondents expressed that they did not reveal themselves in writing because it did not sound objective and academic when they did so. When Caner was asked about how he felt about representing himself in writing and the strategies he used, he said he did not like reflecting himself in his texts overtly. He preferred to reflect himself as if he had “a shell” and follow the principles he was taught instead of overtly marking a text as his own (Excerpt 5, Lines 55-58). The writer, encased in a metaphorical shell, complies with the inherited norms. Thus, authorial voice is not only suppressed but also purposefully veiled as a medium of self-preservation in response to institutional expectations. Caner thinks that a text will not be scientific if it reflected himself as stated between the lines 65-68 in Excerpt 5.

Excerpt 5

55 **Caner:** Actually, I don't like reflecting myself in my writing – at least not my inner
 56 feelings. I prefer to present myself more superficially, like a shell. Instead of
 57 showing who I am, I write in the way I was taught to write. I usually don't express
 58 personal thoughts freely or share things from my own life. Instead, I generally base
 59 my writing on the idea that something is debatable. In my argumentative essays, for
 60 example, I frequently use phrases like “these days, this issue is being discussed,”.
 61 In the conclusion, I like to use phrases like “to sum up” or “briefly,” because they
 62 sound longer and a bit more academic. So that's how I reflect myself in my writing,
 63 but on top of that, I try not to reveal my personality in the text.
 64 **R:** Why?
 65 **Caner:** Because this is academic writing, and I think academic texts should be based
 66 on science. The more we integrate our personal selves into them, the more objectivity
 67 is lost. Objectivity is one of the essential values of science. Since I believe in
 68 that, I usually avoid reflecting my personality in academic writing.

Interview, Pos. 153-160, April 2024

As Caner expressed, most of the participants believed that the academic texts lose their objectivity and scientific base when they include personal elements from the writer's self. Therefore, they opted for more implicit ways of marking their discorsal self in the texts rather than overtly displaying their discorsal choices by using self-mention or sharing personal experiences. Paragraph structures, the organization of supporting arguments, the word choice, the frequent use of anonymous pronouns and subjects such as "they", "people", "individuals" were among the most widely adopted strategies by writers to represent themselves in their texts. As can be seen, all of these self-representation strategies were quite subtle and implicit, which was in line with their desire to hide their overt presence in the texts. Emre, for example, stated that his paragraphs always follow the same pattern of organization in which the major and minor supporting ideas are scattered out in various sentences instead of a single sentence. He said this is "his style" and one could distinguish his essay from others thanks to this implicit discourse strategy of presenting his opinions.

It was also interesting to observe that writers thought the use of impersonal subjects like "people" and "individuals" was how they reflected something personal, their discorsal self. The use of these anonymous subjects is actually a way of masking discorsal self, but our participants thought that this was what made their writing unique and distinguishable from others' writing. This way, writers channel and encode their authorial identity subtly via seemingly impersonal features within the boundaries of objectivity as shown in Irmak's response in Excerpt 6 below.

Excerpt 6

69 **R:** You said you don't use "I" or "we" in your writing, so how can I know it's your
70 idea? How do you reflect yourself in your texts?
71 **Irmak:** I usually give different examples, without directly using the given prompts.
72 Other than that, I don't really reflect my own opinions a lot. I don't try to

73 emphasize that "this is my personal opinion" in the text. I just approach it from a
74 slightly different perspective than the title shows.
75 **R:** Okay, you stated you don't reflect your personal opinions a lot. But without even
76 using "I," is there a structure or phrase you frequently use? Like, if I had ten
77 essays here and I knew your style, what makes me say, "This one must be Irmak's
78 essay"? A specific phrase, structure, or even something you always avoid?
79 **Irmak:** Yes, maybe. if you see lots of "people," "they," or "themselves," that's
80 probably my essay. And also, in the introduction – in the last sentence – I usually
81 give two examples. Then I elaborate on one in body paragraph one and the other in
82 body paragraph two. This is something I usually do.
83 **R:** You have a certain style in terms of organization.
84 **Irmak:** Yes, that can be one way.
85 **R:** But in general, you don't really like expressing your personal opinions in your
86 writing? Do you use examples from your own life or your experiences?
87 **Irmak:** Well, If I believe universities shouldn't give homework, instead of writing "I
88 believe," I would say "people believe." So, I present my own ideas as if they were
89 other people's.

Interview, Pos. 170-185, May, 2024

Irmak first mentioned that she did not really emphasize her own opinions in the essays because she did not want to reveal that the ideas belonged to her. She also said that what made her essay distinguishable from others was the frequent use of anonymous subjects such as "people" "they" and "themselves" and organization of sentences across different paragraphs of the essay (Excerpt 6, Lines 79-82).

Apparently, Irmak intentionally abstained from making her discursive self visible in the texts. She even sacrificed the ownership of her claims to preserve anonymity and objectivity in her writing. She preferred to attribute her opinions to somebody else (generally unknown and unspecified) to avoid any possible emphasis on herself as a writer, which is in line with her discursive choices to use anonymous subjects frequently. She said "Kendi düşüncelerimi başkalarınınmış gibi satıyorum" in lines 87-89. Obviously, this anonymity and self-detachment is actually a way of promoting the opinions for her. She thinks her opinions look more credible when they are expressed as though they belong to someone else. In the pursuit of credibility, they embodied authority through the illusion of collective or external perspective.

Erdoğan, on the other hand, had a different viewpoint regarding the representation of himself in writing. He was a quite talkative student, who highly valued the expression of original ideas. He thought his writing could be his personal

manifesto, and he was quite critical of populist views and ways of expression.

Therefore, he remarked that he would reflect himself more in the texts, and his arguments would relate to his personal life better if the topics were more personal.

He explained that when he wrote about his experiences, it made a bigger impact on the reader of the essay and sounded more powerful (Excerpt 7, Lines 99-103), but he could not always relate with the topic and reflect himself adequately.

Excerpt 7

90 **R:** How do you reflect yourself in your writing? When you're writing an essay, how do
91 you reflect your personality or experiences to the essay? Is there a structure, a
92 word, or something you use consistently?
93 **Erdinç:** I use "also" a lot, hocam. It seems really simple to me. It fits almost
94 anywhere. It's a nice way to connect ideas. If I can add something from my personal
95 life, the essay becomes really enjoyable for me. I manage to do this Sometimes, but
96 not always. If I can relate with the topic, I can use it really well, hocam.
97 **R:** Do you think that when you're able to include personal experiences and relate with
98 the topic, the essay looks better? Does it look higher-quality?
99 **Erdinç:** Of course, hocam, certainly. Like today's essay topic – art and science –
100 what could I really include from my own life in that? But in previous essays, I was
101 able to do that with some topics. When the subject was something I had personal
102 experiences with, it made more meaning. Why should I write about something I haven't
103 experienced? When I've experienced something, it's more powerful to write about it.
104 **R:** So, you say that one reason you do not include personal experiences is actually
105 the topic itself?
106 **Erdinç:** Yes, hocam – it depends on the topic. It is difficult to write when I just
107 haven't had that experience. Still, I write about it because that's what you ask us
108 to do, so I write something more general.

Interview, Pos. 213-228, May 2024

As clearly expressed by Erdinç, topic familiarity and relevance were also two factors influencing the way students represent themselves in the texts. As Erdinç explained the reason why he wrote only general statements but not include himself more in writing between the lines 106 and 108. When he had no experience or relevance to the essay prompt, he found it difficult to show himself in the discourse. He considered academic topics such as the ones related to art and science boring and irrelevant to his life experiences, which made relating to them difficult. That is why, he just wrote what he was supposed to write without reflecting on himself a lot. This shows that essay topics that do not interest the students might be hindering the way they create their own way of expression in discourse and accordingly build a discursual self.

To summarize, students in our study did not prefer to reflect themselves in writing through overt means of representing autobiographical or discoursal self. Instead of giving personal examples, they opted to use general examples and refrained from emphasizing their opinions by attributing them to external sources. Paragraph structures, impersonal subjects and organization were unique ways of representing their discoursal self. In the next section, we will focus on the motivations of writers for (non)exhibiting their authorial identity.

4.3.3 Negotiating the self in writing

Novice academic writers in our study mainly abstained from performing clearly visible autobiographical and discoursal selves. There was also a similar case in the exertion of their authorial self (or self as author) (Ivanić, 1998) which is related to writers' willingness to demonstrate authorial presence in their texts. The writers in our study negotiated their identities in different ways to modulate the degree of their authorial visibility. They mainly used graduation markers to amplify their arguments as an alternative to self-mention whereas self-mention was used to show the writer's contribution mostly in the conclusion paragraphs.

Research Question 2 concerned the strategies students used to reveal or mask themselves as authors, the ways in which they modulate the saliency of their identity in the texts and factors that hinder writers from enacting their authorship. In order to address this research question, we carried out text analyses on the students' writing samples. Students writing samples were composed of texts from two genres, namely argumentative essays and discussion boards. We compared these genres in terms of the use of first-person pronouns and graduation markers, on which we focused as authorial presence features. Overall, quantitative text analyses revealed that there

was a significant difference between the two genres, but no significant difference between the use of first-person pronouns and graduation markers. These results indicated that the student writers showed genre awareness, and they used self-mention and graduation alternatively to signal their visibility in the texts. These results were also evidenced by our interview analyses. Most participants reported that they used graduation markers as an alternative to first-person pronouns despite the fact that they did not use any of these authorial presence markers very frequently. Since the use of “I” and “we” were discouraged by the instructor and the institutional policies, students resorted to the use of graduation markers to amplify their claims.

Students negotiated their authorial self in order to strike a balance between the academic conventions promoted in the institution and the effort to reveal themselves as visible authorial agents in the texts. Ece, for instance, reported that she employed graduation markers (although she did not use this metalanguage to express it) in replacement for self-mention. She stated that she used strong adjectives and adverbs to intensify her claims as clearly shown in Excerpt 8 between the lines 112 and 115. Ece mentioned that she used these adjectives and adverbs (graduation markers) since she could not use the personal pronouns “I” and “we” very often. In order to soften her claims, on the other hand, she used hedging strategies such as the use of modal verbs (Lines 115-117).

Excerpt 8

109 **R:** How do you reflect yourself in your writing? I mean, Can I say that an idea is
 110 yours just from reading your text? And if so, how? What would make me say, “This is
 111 Ece’s essay”? Or can I say that at all?
 112 **Ece:** Since I can’t frequently use “I” or “we,” I try to reflect myself more via
 113 strong adjectives and expressions at the beginning of the essay. I use some of the
 114 phrases we learnt such as “significant” or “major.” I try to use them or give
 115 examples to support my opinions. I also use phrases like “can be” or “maybe” to
 116 soften things a bit – to avoid sounding too certain. That’s usually how I try to form
 117 my writing.

Interview, Pos. 97-100, April 2024

Similar to Ece's example, most students in our study made use of linguistic features signaling graduation as a compensation strategy to minimize the use of personal pronouns. Actually, our participants sought to enhance their visibility in the texts, however they were bound by the norms of objectivity dictated through the academic style. They sometimes felt that their writing did not belong to themselves since they cared about academic concerns and tried to meet the expectations as also exemplified in Derin's interview sample in Excerpt 9 below.

Excerpt 9

118 **R:** Sometimes, we're taught that academic writing needs to be formal and objective. Do
119 you sometimes feel stuck between expressing your own opinions and meeting those
120 academic expectations? How do you feel? Which one is more important for you?
121 **Derin:** I really feel that way, hocam. When I write academic texts, it must be distant
122 and formal. But then it keeps me distant from my writing. So, I avoid expressing my
123 own opinions. And that makes me feel like the work isn't really mine as if it's not
124 my academic writing.

Interview, Pos. 339-348, May 2024

In order to reconcile between these academic constraints and their authorial self, they found their own way of balancing the use of authorial presence markers. They created unique ways of showing presence in the texts and negotiated their identities as authors to meet the expectations of the instructors and themselves. Novice academic writers considered graduation markers essential to strengthen their arguments and articulate their stance especially when writing opinion essays. We provided them with statements which included different versions of the same opinion (graduated vs ungraduated) and asked them to choose the statement they would prefer to use in their essay. In one of the items, they were asked to make a choice between "I agree" and "I completely agree" followed by the same statement. They mostly opted for "I completely agree" because it expressed a stronger position. Writers remarked that "I completely agree" option would be particularly preferable

while showing their positionality in the argumentative/opinion essays. Emre expressed his opinions on the issue in Excerpt 10 below.

Excerpt 10

125 **R:** Let's say you will choose a verb. You can look at the examples in question seven.
126 For example, "I agree" or "I completely agree." If you were writing an argumentative
127 essay, which one would you choose?
128 **Emre:** I would choose "I completely agree."
129 **R:** Why? What is the difference between them do you think?
130 **Emre:** Especially in argumentative essays, we are to take a clear stance. This is the
131 whole point of the essay. When I just say "I agree," it feels a little vague – like
132 it's not strong enough. I usually feel like it requires an extra adverb like
133 "completely" or "totally" to sound more persuasive. We already know what side we're
134 on, but using "I completely agree" makes it clearer to the reader that there's no
135 chance we're changing sides. It closes the door, in a way.
136 **R:** Maybe to avoid leaving any doubt. Do you often use adverbs or similar structures
137 to make your verbs more effective?
138 **Emre:** Yes, I do. I use "totally" and "completely." a lot. Besides, I sometimes use
139 "undoubtedly" to tell something is certain. I think I also used "undisputably" once
140 or twice, too.

Interview, Pos. 98-109, April, 2024

Lines between 130 and 135 in Emre's interview excerpt reveal that he chose to use "I completely agree" and supported the use of graduation markers show to adopt a clear stance in argumentative essays. He commented that "I agree" was vague and weak, so the use of an extra intensifier such as "totally" or "completely" was necessary. He also mentioned that texts become more persuasive when graduation markers were used. This was because authors took a very clear position which did not leave the door open for any other dialogic interpretation on the part of the readers (Lines 134-135).

Even though student writers resorted to graduation markers as a more subtle alternative to mark authorial presence, they did not totally abandon the personal pronouns. As also revealed by our quantitative text analyses, there was no significant difference between the use of first-person pronouns and graduation markers. Our interview analyses indicated that students made use of self-mention to mark their presence in the conclusion paragraphs of their essays. They felt freer to use these

personal pronouns in the conclusion paragraph because they were allowed to do so by the instructors.

Notwithstanding the persistent resistance to use personal pronouns, Beren took a step back and accepted that she used “I” and “we” while writing concluding remarks. She was clearly confused about the acceptability of increasing her visibility in the text through self-mention. Hence, she generally took the safe side and used these personal pronouns only in the conclusion paragraph after she summarized all her ideas as explained in lines 143-145 in the following excerpt.

Excerpt 11

141 **R:** I want to talk a little bit about your authorial presence in writing. When we read
142 your texts, can we see Beren in these texts?
143 **Beren:** As I said, I’m not sure if it’s really necessary to tell what I personally
144 think in academic writing – because we usually deal with broader and more general
145 things. I only use “I” or “we” in the conclusion, after I summarize everything.

Interview, Pos. 123-130, May 2024

It is also clear from Beren’s comments that the habit of generalizing her opinions to public in order to sound more persuasive was one of the factors that removed her from using personal pronouns as already discussed in the previous section regarding the extent to which autobiographical and discursal selves are represented in writing. Berk, had a similar tendency in the use of self-mention and said that he used personal pronouns while explaining solutions (mainly in the conclusion paragraphs). He explained that he tried not to use first-person pronouns frequently in order to keep the objective stance. When he needed to use self-mention, he opted for first-person plural instead of first-person singular in order to “present himself as a part of the society”. He added that he felt “selfish” when he used first person singular “I” in his writing as he explained in Excerpt 12 from line 159 to 164.

Excerpt 12

146 **R:** I want to talk a little bit about your authorial presence in writing. When we read
147 your texts, can we see Beren in these texts? How often do you use "I" and "we" in
148 your writing?
149 **Berk:** Actually, I try not to use them a lot. It feels more objective this way.
150 **R:** I realized that too, and I wanted to ask about it. I think I saw a few "we"s in
151 your writing?
152 **Berk:** There might be a few.
153 **R:** And in what context do you usually use them?
154 **Berk:** I generally use "we" when I'm giving a solution – something like "we can
155 consider this a feasible solution," like that.
156 **R:** You don't use "I" at all, as far as I can say.
157 **Berk:** No, I don't use "I." Because I try to present myself more like I am a member of
158 society – that's why I use "we."
159 **R:** What happens when you present yourself this way? Why do you think that's
160 important?
161 **Berk:** Actually, "present" can be the wrong word. I am part of the society – we all
162 are. So, I prefer "we."
163 **R:** Why not "I," then?
164 **Berk:** I don't know – maybe because using "I" feels a bit selfish.

Interview, Pos. 131-158, May 2024

All in all, student writers in our study incorporated graduation markers and first-person pronouns into their essays to a similar extent, which was also revealed by the text analyses on students' writing samples. They used graduation markers as an alternative to self-mention when they are restricted by the objectivity requirement of academic discourse. This does not mean they replaced self-mention with graduation markers, though. They still used personal pronouns in the conclusion paragraphs while offering a solution. Although they used graduation markers and self-mention to maintain their presence in the text, these uses were not very frequent as revealed by the text analyses (Not even %2 for Self-mention, See Descriptive Statistics in Table 8). Apparently, they still had hesitations towards the degree of authorial visibility they could manifest in the text. In a way, they were ghosting themselves in their own text and disclaiming the ownership of their claims by attributing their examples to public opinion, the reasons for which was elaborated in the next section.

4.3.4 Ghosting the self in academic writing

Research Question 2 and 3 in our study were related to the saliency of authorial identity in students' writing. Novice academic writers in our study did not prefer to exhibit their authorial identity visibly regardless of the authorial presence feature they chose (self-mention vs graduation) as presented in the previous section. As a result of our text analyses, descriptive statistics in Table 8 showed that the percentages of using authorial presence markers were very low in both genres. In the interviews, student writers reported that they barely adopted a strong authorial self in their texts and refrained from being overtly visible in their texts. In a way they *ghosted* themselves in their writing. They thought the public opinion was more widely accepted and convincing, so they preferred to use "people" or third person instead of personal pronouns. It was believed by most of the participants that public opinion sounded stronger in the arguments and their personal ideas were not as credible as those accepted by society. Therefore, they disclaimed ownership of their ideas and attributed them to society, which detached them from their texts. They also asserted that academic writing must be formal and impersonal since they were taught that personal remarks must be avoided in academic texts. That is why, there was a lack of personal involvement in these students' texts. Although some writers really desired to use authorial presence markers and enhance their visibility, they gave up on that, which was mainly due to the tendency to comply with the academic standards.

Research Question 4, on the other hand, focused on the effect of publicity of the genre on writers' visibility in the texts. In order to address these research questions, we performed ART ANOVA analyses to figure out the main effects of genre and authorial presence feature and the interaction effects between the two

factors. As mentioned in the previous sections, the main effect of authorial presence feature and the interaction between the two factors were not statistically significant, thereby indicating that students did not differentiate between self-mention and graduation and used them alternatively. The main effect of genre, on the other hand, was statistically significant, which means students used authorial presence markers in different frequencies in argumentative essays and discussion board entries. Pairwise comparisons through the Wilcoxon Signed Rank test uncovered that students were tended to demonstrate their authorial presence more in the argumentative essays. These results were also evidenced by our interview analyses. We were able to observe the significance of the effects through quantitative analyses, but we could not understand the reasons for this significant difference. Thanks to the evidence provided by the interview data, we were able to make more meaning out of our quantitative results. It was found that one factor contributing to the writers' impersonal stance and reserved authorial self in the texts was the effect of publicity of discourse. When their written production is open to everyone, some students showed hesitations towards making their authorial self visible in the texts. They reported that it was because of their shyness and inclination to maintain a positive face with the reader. We will now elaborate on the main issues outlined above.

Firstly, novice academic writers seemed to mask their authorial visibility by distancing themselves from the text. They frequently used the word “people” as the subjects of their arguments. One reason why they detached themselves from the text was related to the idea that readers would not be interested in their subjective beliefs. The deep rooted perception that impersonality guarantees academic legitimacy leads learners to anticipate that a reader will value objectivity over personal insight, too. For example, when Beren was asked about why she overused “people” in her essays,

she replied by saying that she did not have any other alternative. When personal pronouns were suggested to her, she said that she preferred not to use them because readers would not care about her personal opinions (Excerpt 13, Lines 168-170). She did not have any other objective alternative, so she resorted to overuse “people”.

Excerpt 13

165 R: When I read your essays, I noticed you used “people” a lot. It was really visible.
166 Beren: Yes, I use it a lot because there’s really nothing else to say.
167 R: Why don’t you just give your opinion directly with “I”?
168 Beren: When I say “I,” it is like I’m putting too much of myself into the essay. I do
169 this, I think that. Why does the reader care about what I think? Maybe it matters,
170 but when you say people, it is more general.

Interview, Pos. 331-338, May 2024

As can be understood from her remarks, “people” was not actually matter of choice for her since she did not have anything else in her repertoire. She did not want to overemphasize her viewpoints to the reader. She believed that “people” would be more general and probably safe (Lines 169-170). Berk also argued that the voice of majority was stronger than that of the individual. Thus, he also opted for anonymous subjects that refer to the majority such as “people” and “individuals” rather than personal pronouns.

Ece had a similar perspective towards displaying personal opinions. She prioritized the adoption of an impersonal stance over the presentation of individual perspectives. She stated that she preferred not to impose her personal opinions on the reader, thus she avoided the use of personal pronouns “I” and “we”. Ece remarked that academic writing must be free of subjectivity, and she always forms her texts accordingly. For her, the use of personal pronouns was not acceptable in formal academic language. Therefore, she developed this habit of avoiding personal pronouns as she expressed in the lines from 173 to 177 in Excerpt 14.

Excerpt 14

171 **R:** Now I'd like to talk about your presence in writing – how visible you are in your
172 texts. How often do you use "I" and "we" in your essays?
173 **Ece:** I think academic writing should not be personal. As I said, I always write this
174 way because in my opinion, academic writing should not be a space where we can impose
175 our opinions on the reader. So, I don't really use "I" or "we" very much because we
176 worked on how these pronouns aren't typically considered as a part formal academic
177 style when we started writing. So, I have the habit of avoiding them. I use "People
178 ve individuals" a lot. I was taught this way. I don't know (.) when I say we, I feel
179 like it has a more personal, definite meaning. when I say people, I feel like I'm not
180 including myself. I'm talking about another group as if I'm separate from them.
181 **R:** Why don't you want to include yourself?
182 **Ece:** I don't want to write in a subjective way. Yes, I'm actually expressing my own
183 opinions, but I try to write them as if they're not my opinions, as if it is
184 something more objective.

Interview, Pos. 157-164, April 2024

From Ece's perspective, first person plural was more definite, personal and subjective. When she avoided the use of this pronoun (let alone first-person singular), she did not include herself. She argued that the essay sounded more objective when she separated herself from the owner of the arguments in her essay. Originally, she was the owner of all the arguments, of course. Nevertheless, Ece presented her arguments as though they were not hers in order to avoid subjectivity as mentioned in Excerpt 14 (Lines 182-184). In this way, Ece disclaimed ownership of her arguments for the sake of preserving objectivity. Likewise, Zeynep held back from taking the ownership of her examples. When she was asked about to what extent she reflected her personality and personal life in the texts, she commented that she also desisted from the use of personal pronouns and gave her examples in a third person (Excerpt 15, Line 187). She assumed the role of third person and expressed her experience as if it was somebody else's. She also made use of passive voice to emphasize the action rather than the agent. She presented her examples as if those examples existed somewhere out there and not experienced by Zeynep (Excerpt 15, Lines 189-191). This way, she detached herself from the ownership of her personal examples.

Excerpt 15

185 **R:** But you don't use "I" or "we". How do you express your personal experiences
186 without using them?
187 **Zeynep:** I write as if it happened to someone else – a third person.
188 **R:** You describe your own experience as if it happened to someone else?
189 **Zeynep:** Let's say I saw an example somewhere. I don't say I came across it, but I
190 write it as if such an example exists. Like, I didn't see it, it is there, it was
191 seen, It was done, usually passive.

Interview, Pos. 245-256, May 2024

Similar to Zeynep who presented personal experiences in third person for the sake of objectivity, most of our participants believed in the power of objectivity and collective opinions in the presentation of arguments. They often overused "people" so as to more authoritative and convincing. The more general a statement was, the more persuasive it became for the participants. Therefore, they generally attributed their opinions to the public sentiment and made it look like a common belief. When the arguments were presented in this way, they gave the impression of widely accepted norms rather than personal views. In this vein, most participants veiled their opinions behind the collective opinions. For instance, Beren downplayed her own perspectives by prioritizing what others thought, which was shown in Excerpt 16 between the lines 196 and 198. When we asked Beren to evaluate and make a choice between "I believe that" "it is believed that", "people believe that", she said she would not go for "I believe that" because her opinion was less important than other people's in Beren's eyes.

Excerpt 16

192 **R:** Read these sentences. I believe that..., It is believed that..., People believe that...
193 When you are writing an essay, which one would you choose?
194 **Beren:** People believe that students should not be given homework at all.
195 **R:** Why?
196 **Beren:** Since I am writing an academic essay, I don't really think it's necessary to
197 bring myself into it. Does my opinion matter? Maybe but what really counts here is
198 how people think.
199 **R:** Why do you think saying "people" is more important than saying "I"? What is the
200 effect? How do they affect the reader?
201 **Beren:** If the writer gives too many personal examples, it won't be a very strong
202 essay. But when I say "people", it means a lot of people and sounds more general. For
203 me, such concepts are stronger.

Interview, Pos. 161-172, May 2024

Beren also commented that it would not sound authoritative if writers gave too many examples from their personal lives. However, when she used “people”, it was stronger and more widely accepted as stated in the last three lines of Excerpt 16. Unlike Beren, Ece was actually eager to use personal pronouns, but she preferred not to do so. When we asked her about any structures she avoided since they were not considered academic, she confessed that she frequently found herself thinking of using “I”, “we” and “in my opinion” in her essays, but ultimately, she did not. She stopped herself from expressing her views with these pronouns because she thought it was not appropriate (See lines in 207-209, Excerpt 17). Even though Ece wanted to involve herself more, she resisted this desire and adopted an avoidance strategy in order to comply with what she was taught.

Excerpt 17

204 **R:** When you're writing, are there any phrases or structures that you actually want to
 205 use, but you avoid them because you think they're not academic or objective enough?
 206 Can you give examples?
 207 **Ece:** “I”, “we” and “in my opinion” structure we mentioned since the very beginning of
 208 this conversation are exactly what I tend to and want to use. But as I said, I stop
 209 myself because I know they're not considered the right choice. So I don't use them.

Interview, Pos. 181-184, April 2024

Ece's was not the only case where student writers avoided being visible in their texts. Ece abstained from this personal tone due to the inconsistency between what she wanted to write and what she considered right to write. Ece's an internalized conflict between the institutional approval and self-expression leads her to negotiate between personal truth and institutional expectations of accuracy. Each writer had their own choices and reasons why they modulate the saliency of their authorial voice in the texts.

From another aspect, some students like Sare and Beren obscured their writer identity in the texts, because they did not want to reveal themselves public spaces.

Regarding this issue, our quantitative text analyses demonstrated that the degree to which student writers manifested authorial presence differed across argumentative essays and discussion board entries. As a result of further pairwise analyses, we found that students had a significant general tendency to exhibit themselves more in argumentative essays than in discussion boards. These findings were supported by students' comments in the interviews. To exemplify, we asked students to talk about the degree of visibility they showed in argumentative essays and discussion boards. Sare commented that she would write in a different way when she was writing on a public space (discussion boards). She said that she would be more careful while writing on platforms which were open to everyone. While explaining why she would show extra care, she also exhibited reader awareness. She explained that she would soften her claims and avoid writing strong statements to preserve the positive face she had in case the audience did not agree with her opinions as between the lines 215 and 217 in Excerpt 18.

Excerpt 18

210 **R:** Now, only A hoca reads your essays. But on the Discussion Board, all your
211 classmates and instructors can see each other's writings. Would you write in the same
212 way in both genres? What could be different?
213 **Sare:** Because everybody can see it, I would be more careful when expressing my ideas.
214 **R:** What do you mean by more careful? What do you do or what don't you do?
215 **Sare:** While writing about things I agree or disagree with, I try to take other
216 people's perspectives into account. if I disagree with something, I'd think, okay,
217 maybe other people agree with it, so I try to express my ideas in a softer way.
218 **R:** How do you soften your opinions?
219 **Sare:** Instead of writing phrases like "definitely," I keep it more open-ended such as
220 "It could also be seen this way."

Interview, Pos. 312-329, May 2024

Obviously, Sare wanted to leave an open door for the readers of discussion board entries by avoiding phrases that show definitive opinions (See lines 219-220 in Excerpt 18). Last but not least, Beren had a very personal reason to mask her authorial presence. She said that she had a really shy personality, so she was bothered by writing in a public space. She avoided writing lengthy entries on the

discussion board because she knew the whole class would read it. Beren modulated the saliency of her identity based on the publicity of genre. In line with our text analysis results, Beren also remarked that she would feel better to share personal views and experiences in the argumentative essays. The open-public nature of discussion boards made her feel uneasy and stressed out as explained in her own words in Excerpt 19 (Lines 231-232).

Excerpt 19

221 **R:** How did you feel writing in these two different genres (essays and discussion
222 boards)? Did the way you write change according to the audience?
223 **Beren:** Yes, it changed. I'm a little shy. When I learnt the whole class could read
224 what I wrote, I sometimes posted something very short – like just one sentence – and
225 sent it.
226 **R:** I understand. So, you wrote shorter and didn't share much. About your visibility –
227 like sharing personal ideas or examples from your life – do you feel more comfortable
228 doing so in essays, or in a more public platform like the Discussion Board?
229 **Beren:** In essays, of course.
230 **R:** Why?
231 **Beren:** As I said, when lots of people read what I write, it makes me nervous. I'd
232 prefer just have one person {instructor} reads it.

Interview, Pos. 249-280, May 2024

To summarize, our participants mostly disguised their authorial identity and refrained from marking their presence in the texts. However, the extent to which they mask or exhibit their authorial presence depended on the genre revealed by our interview data and the quantitative analysis of students' writing samples. Apparently, writers showed a preference for distancing themselves from their texts in order to maintain objectivity and impersonal stance. They attributed their opinions to the common sense to be able to sound more convincing and authoritative. They often used “people”, “individuals”, passive voice and third person reference in order to disclaim the ownership of their ideas. Through these strategies, in a way, students ghosted themselves in their texts with the aim of complying with the expectations of formal academic tone. In the next section, we will present the ways in which students manipulate linguistic choices so as to reflect a formal and authoritative tone.

4.3.5 Projecting the academic self through rhetorical choices

Novice academic writers constructed and negotiated their autobiographical, discursal and authorial selves through the strategic use of self-mention and graduation and tangible manifestation of genre and reader awareness. Regarding the supporting evidence for the portrayal of this identity negotiation process, we synthesized and presented the results of quantitative and qualitative data analysis in relation to Research Questions 2, 3, and 4 in the previous section. By addressing these research questions, we sought to shed light on the degree to which authors tend to mark their authorial presence in the texts, the factors contributing to this tendency such as the effect of publicity of genre and the ways in which writers modulate saliency of authorial identity in writing. We found that students refrained from presenting an overtly visible presence by disclaiming the ownership of their ideas and thought that the public opinion was more academic and persuasive than their subjective comments. They also preferred to be more visible in academic essays than discussion boards, showing sensitivity towards the publicity of genre and reader awareness.

Building upon the results presented in regards Research Questions 3 about the saliency of authorial identity and authoritativeness of writer's voice, we touched upon the linguistic and rhetorical choices students made in order to present "an academic self" in this section. Overall, students made their rhetorical choices based on the perceived expectations of the academic register. They adopted strategies such as the use of passive voice, superlatives and objective remarks so as to sound more formal, credible and authoritative as writers. They managed the tone of their voice by complying with the academic conventions of the style guides and coursebooks. Even though they highly valued the originality of ideas in writing, they still adhered to the

objectivity and formality norms and experienced struggles to reconcile the originality and authoritativeness of their personal voice with the seriousness and formality of academic register.

The way writers convey authoritativeness and confidence in their claims is influential in how they increase their visibility and credibility in the texts (Hyland, 2002; Vassileva, 2001). The degree of writer's eagerness to adopt an authoritative voice depends on the way they shape their autobiographical, discursal and authorial self and the way they internalize the disciplinary academic norms. Student writers in our study employed various linguistic structures such as superlative forms and passive voice and rhetorical strategies such as using a formal and objective language. They especially utilized the passive voice in order to put emphasis on the action rather than the agent of the sentence. As previously mentioned, the students were in favour of hiding their authorial presence as much as possible because they wanted to maintain objectivity in the statements. Therefore, the use of passive voice was like killing two birds with one stone for these student writers. They not only met the objectivity requirement but also strengthened their opinions by stressing the action in the sentences. Caner, for instance, mentioned that he made use of superlative forms, passive voice and lengthy academic vocabulary when we asked how he highlighted important information and establish authority in his texts (See Lines between 235 and 237 in Excerpt 20 below).

Excerpt 20

- 233 **R:** Let's say you want to emphasize an idea in your writing. How would you make that
234 expression sound stronger and more important?
235 **Caner:** How would I make it stronger? I definitely use superlatives, and depending on
236 the context, I might use passive voice. Also, I prefer longer and more academic words
237 to make it look more formal.
238 **R:** How do you think this strengthens the argument when you use passive?
239 **Caner:** Depending on the word order, the stress changes too. I personally think that
240 passive voice more effective and more emphasized.
241 **R:** What impact does it have on the reader when you strengthen your expression this
242 way?
243 **Caner:** I think it has the same effect on the reader. The other people I discussed
244 this, they agree that passive voice emphasizes the action. Since the agent is usually

245 at the end or can often be omitted, the action stands out more. That's why it's more
246 stressed.

Interview, Pos. 109-132, April 2024

Caner was very certain and clear in his response. He did not hesitate at all when explaining his ways of maintaining authority in the texts. He commented that word order affected the stress that fell on the words, so the action was topicalized, and this created a stronger effect on the reader (apparently on Caner, the writer, as well) in the passive sentences as he explained between lines 239 and 246 in the excerpt above. Caner was so confident while explaining his preference that he even added others were also of the same opinion to support his point.

Similarly, Yaren also shared Caner's opinion that passive voice would present a stronger position. When we asked Yaren's opinion on a series of statements that include different reporting verbs (I believe that, People believe that, It is believed that) followed by the same sentence, she chose the passive one. It was interesting to hear that because all our participants were inclined to overuse "people" to sound more credible. However, when passive voice came to the play, Yaren favoured it over "people" since she thought passive expressed general, common sense and objective positions, which was mentioned in Lines 251 and 253 in Excerpt 21 below.

Excerpt 21

247 **R:** Which sentence ((showing three sentences)) presents a stronger argument in your
248 opinion? Which one is more powerful? Which one has a bigger effect on the reader?
249 **Yaren:** The second one, the one in passive.
250 **R:** Why?
251 **Yaren:** Because it is a general judgment, and the writer doesn't include themselves in
252 it. Because it sounds more general, it gives the impression that many people think
253 the same way.
254 **R:** So you'd say it's a stronger argument because of that. Look at question nine,
255 I think that it is important to be environmentally aware. We think that, People think
256 that. How do you differentiate between these three? Which one would you choose when
257 you are writing an essay?
258 **Yaren:** I'd go with the third one {people think} again. ((Nodding))The other two {I,
259 we} sound a little bit too personal. They are more like personal thoughts.
260 **R:** Do you think the argument loses its strength when we express personal thoughts?
261 **Yaren:** I think people believe in general opinions more. When it gets personal and the
262 reader doesn't like the writer, for example, they might not care about that person's
263 idea. But when it more general, the reader can be more open to read it. They may

Interview, Pos. 161-192, May 2024

When we presented Yaren with a different set of reporting sentences and asked her to choose one of the reporting sentences “I think that...”, “we think that...” and “people think that...”, Yaren preferred “people think”. This demonstrated that she still thought statements with “people” were stronger when they were compared to first person pronouns. Students’ choice depended on what was put into comparison. Yaren justified her choice of “people” by saying that impersonal common-sense statements applied to everyone and had higher credibility for the reader. When writing involved too many personal elements about the writer, persuasiveness would be under risk. In Yaren’s opinion, when the text included a lot of personal elements and the reader did not like the writer, the reader might not attach importance to the writer’s arguments. Nonetheless, when they write objectively and present general opinions, it would be easier to persuade the readers as Yaren expressed between the lines 261 and 265 in Excerpt 21.

Likewise, Zeynep also agreed that objectivity was an indispensable requirement of academic discourse. When subjective comments or personal elements were used in the essays, they were no longer academic. Zeynep also stated that integrating details about her personal life into the essays would not be appropriate and academic because she did not experience anything serious that would be considered as an academic example. From these remarks, it was clear that these students treated the integration of personal elements into writing and the academic register as apples and oranges. In their conceptualization, subjectivity of personal experiences would disturb the flow of academic tone.

In addition to linguistic choices students made, they also employed rhetorical strategies such as embracing the academic seriousness, formality, objectivity and “coldness” in Caner’s terminology. Our participants seemed to internalize the conventions of the academic register especially in terms of the formality of discourse. Interestingly, they associated formality with impersonality and refrained from integrating any personal elements into their texts as outlined in the previous sections. To exemplify, Caner believed in the scientific foundations of academic texts. He stated that the less we placed personal opinions in academic texts, the more academic the texts became. He noted that he only integrated his personal views into academic writing to the extent that was allowed in the academic writing conventions in the course books. This indicated that participants complied with principles of writing in the style guides. They could add their personal touch as far as they were in line with the methods outlines in these books, which was stated by Caner in Excerpt 22 (See lines 274-276). He considered his writing practices in the English language program as a serious job, which required a serious and formal tone, what Caner termed as “academic coldness”.

Excerpt 22

266 **R:** Here’s a quote: “Academic writing should be impersonal and formal.” What do you
 267 think about this? Do you agree or disagree, and why?
 268 **Caner:** I completely agree. Why? Because, like I said before, academic writing is
 269 based on a scientific knowledge. The less we include personal opinions, the more
 270 useful results we get.
 271 **R:** How do you balance expressing your personal thoughts and following academic rules
 272 and style in your own writing? Which side is more important for you?
 273 **Caner:** Generally, the formal tone like the coldness of academic writing is more
 274 important for me. Even when I include my own opinions, I try to do it in a way that
 275 still aligns with academic writing traditions, by using some expressions we saw in
 276 books. So, I use these fixed phrases to maintain that balance.
 277 **R:** You actually used a really interesting word, the coldness of academic writing. Do
 278 you think this coldness is a good thing? Does it make you feel more secure, or does
 279 it create a distance between you and your writing?
 280 **Caner:** I think that coldness is something useful and necessary since the work here is
 281 serious. Maybe the essays we write aren’t that serious but imagine myself as someone
 282 writing a thesis or a scholarly article. I try to show this seriousness through that
 283 coldness.

Interview, Pos. 229-240, April 2024

Caner tried to reflect this “academic coldness” in his essays by mostly avoiding self-mention and personal examples. However, he used graduation markers (i.e. superlative forms) to a certain extent to present a stronger authorial self. This actually suggested that writers looked for ways to enhance their authoritativeness in the texts without disturbing the formal and objective academic tone. When we asked participants whether they would prefer the originality or the objectivity of ideas, ten out of 12 participants (83%) reported that they would rather be objective than original. Only Emre and Erdinç showed a preference for originality. Emre highlighted that he valued creativity and criticality very much in the essays although he still avoided personal pronouns. Therefore, he would go for creative and original ideas as long as they were not personal, which looked like an oxymoron.

Erdinç, on the other hand, was a strong proponent of original ideas and self-expression in the essays. He expressed that he felt really restricted by the academic writing traditions. He considered these requirements, especially pertaining to the organization of essays, too restrictive and rigid, which hindered Erdinç from expressing his views freely. Whenever he thought of creative ideas on the topics of his interest, he was stopped by the rules of academic register such as the organization of paragraphs, thesis statements, major and minor supports. When he started thinking about all these structural requirements, his focus shifted from the presenting his unique views, or his “manifesto” in Erdinç’s words. He denoted that his writing would have been his manifesto, if he did not have to deal with the “maths” of the writing. He resembled the structural rules of academic writing to “maths” and noted that this removed him from actually “writing the essay” as stated between the lines 286 and 292 in Excerpt 23 below. He critiqued the necessity of these requirements but conformed to the strict structural standards of academic writing at the end with

the fear of grade deduction. Therefore, prioritization of structural accuracy over expressive functions might alienate learners from their authorial voice and make them consider writing as a technical act rather than a means of meaning making.

Excerpt 23

284 **R:** You said that it all feels too restrictive and rigid. What makes you feel this
285 way? What restricts you when you are writing essays?
286 **Erdinç:** Yes, hocam, it feels really restrictive. The topic seems really interesting
287 at first, and a million ideas come to my mind. But then I think, "Wait, I need a
288 thesis statement," and then "I need a major point, a minor point." Then I reach the
289 conclusion and I start thinking, "Well, in a compare-contrast essay, the conclusion
290 needs to look like this," or "In this type of essay, the body paragraphs should be
291 like that." It starts to feel as if it is math. Instead of just writing an essay – or
292 even something like a manifesto – it all turns into a maths formula.
293 **R:** In your opinion, is writing an essay something like writing your personal
294 manifesto?
295 **Erdinç:** Sometimes, hocam, yes. If they gave us more freedom, if we didn't have to
296 follow such strict rules, it would be a kind of manifesto.
297 **R:** I understand what you mean by restrictive and rigid now. Here's a very different
298 question. What do you think is more important in academic writing: originality of
299 ideas or objectivity?
300 **Erdinç:** Originality, hocam. I think so. Originality means being more personal,
301 expressing your own opinions, something that's truly yours. Objectivity, on the other
302 hand, feels more like reporting, like journalism. You're just stating what happened.
303 But in an essay, we must express our opinion. You're not just repeating facts. Maybe,
304 you will even critique them. So, I think originality is more important.

Interview, Pos. 285-308, May 2024

In addition to the concerns about the requirements of academic standards, Erdinç also criticized that purely objective pieces of texts would be no different than journalism since it would simply include reporting without presenting the originality of ideas. Nonetheless, he supported that students must be expressing their personal opinions rather than merely reporting facts, which was emphasized in lines 303-304 in Excerpt 23. Erdinç would rather be a writer of original ideas rather than objectively reporting factual information if he were allowed to do so. Erdinç was a rare case, though. All other participants seemed to favour objectivity over originality, and they minimized the use of any personal statements in writing.

To sum up, student writers in our study reported that they strengthened their arguments and manifested their authoritativeness through impersonal means of expression such as the passive voice. They placed great importance on the adoption of an impersonal and objective stance in writing, thus avoiding personal involvement

with their texts. They adhered to the conventional norms of formal academic writing and displayed conformity with the coursebooks and style guides. In this section, we presented the findings related to the writers' saliency of authorial identity or authoritativeness in the texts based on our interview data. In the following section, we will elaborate on the reasons for the students' compliance with the academic conventions in course books and the role of teachers and teaching in this negotiation process. We will support our results with evidence from text analyses, interview data and realia. Our realia data were composed of textbook excerpts and classroom observation notes. That is why, they will be helpful to explain the roles of teachers and coursebooks on students' writer identity construction and negotiation process.

4.3.6 Policing the self in academic writing

There was a low frequency of self-mention in students' writing samples, and participants' comments in the interviews provided evidence for this avoidance strategy. In this section, we responded to Research Question 3, which was about the external and internal factors influencing the saliency of the author's identity in the texts. Since learner-internal factors may also have a role in how writers modulate the saliency of their voice, we also dealt with Research Question 5, which was about different aspects of L2 writers' autobiographical self affecting the saliency of authorial identity. Our data revealed that students' reluctance to display a strong authorial presence in the texts might have stemmed from some writer-internal and external factors. One reason why they abstained from using self-mention and other means of self-representation was that they simply found impersonal language more comprehensible for the readers.

Another influential factor was definitely the external pressures put on student writers by the instructors and institutions. All participants reported that most of their teachers did not support or even prohibited the use of personal pronouns in academic essays. In addition to teaching, students also received written and oral feedback discouraging the subjective comments. As revealed by the students' comments in the interviews and the classroom observation notes, teachers were not really in favour of writers' self-representation in the texts. They expected students to write using a formal academic language.

All students seemed to agree that instructors discouraged personal involvement in writing. In addition to teachers' perspectives, coursebooks also included explanations and examples that discourage the use of personal remarks. In this institution, coursebooks from well-known publishers and in-house materials were being used simultaneously for writing instruction. Interestingly, there was an inconsistency between the pedagogical perspectives adopted in these two types of course materials. While the coursebooks from the famous publishing house included many explanations promoting impersonalization, in-house writing packs included examples and explanations welcoming the use of personal pronouns and other means of self-representation. Overall, how teachers put these coursebooks into practice seemed to be influential on students' perceptions and preferences. In a way, students' preferences were policed by the teachers' way of approaching the coursebooks.

Students preferred not to include any personal elements in their writing as uncovered by the text analyses and interview data. Aforementioned, one main reason was their perception of formal academic language as a shared means of communication. Expressing opinions on an academic subject was already very challenging for these students. Therefore, they thought the use of a common

academic language shared by all stakeholders (i.e. writer, readers, feedback providers, graders) made their writing more comprehensible.

We asked students whether or not they would change anything rewrote the academic writing manuals. Irmak, Beren and Emre, for example stated that they would establish the academic norms in the same way they had already been. Emre accepted that despite his willingness to use some vocabulary, he avoided language forms like “in a nutshell” and “overall” since they were informal. He said that he would set the rules in the same way if he determined the academic standards as mentioned between lines 223 and 330.

Excerpt 24

305 **R:** Is there any structure or expression you wanted to use in your writing, but you
306 didn't because it doesn't follow the academic style?
307 **Emre:** Yes, certainly. Especially in the conclusion part. Things like “overall” or “in
308 a nutshell” come to mind. I like using them, but they sound a little informal. So
309 even if I want to use them, I usually hold back.
310 **R:** If you were free to use them and if you rewrote the academic writing manuals,
311 would you include those expressions?
312 **Emre:** Honestly, even if I wrote the rules, I still wouldn't include them.
313 **R:** Why not?
314 **Emre:** Because I think when there is a certain level of seriousness, the results are
315 more meaningful. I actually get excited when something is done properly within a
316 strict structure. If things are too relaxed, it creates problems to understand
317 expressions. For example, if someone uses an informal or unique expression that only
318 they understand, others might not understand what they mean. The standard structures
319 in academic writing are commonly understood, and I think it's important not to get
320 too far from them.
321 **R:** What about the use of “I” in writing? If you wrote the academic writing manuals,
322 would you have the same rules for that too?
323 **Emre:** Yes, I would. Because I think we need to write in a way that appeals to
324 everyone. Maybe I'm writing a scientific article, or maybe I'm writing about everyday
325 issues, doesn't matter, I still need to think of it as writing for a general
326 audience. And when you write for everyone, you address people with all kinds of
327 perspectives. Some people are very closed to different views, and others are too
328 openminded, sometimes too easily influenced. So, in order to avoid creating any
329 unnecessary reactions or misunderstandings, I think it's better not to include our
330 personal opinions as much as possible.

Interview, Pos. 188-207, April 2024

Emre believed that flexibility would bring about confusion and unintelligibility. He stated that he would not be willing to allow for the use of first-person pronouns if he rewrote the academic style guides because they appealed to a wide audience in their current version. In his opinion, readers might have different perspectives and ways of thinking. Hence, it was better to avoid personal opinions in

the texts to prevent misunderstandings and confusions and to ensure comprehensibility on the part of the reader (See lines 328-330 to read Emre's comments). From his definitive remarks, it seemed clear that Emre internalized the principles of academic conventions deeply.

At this point, it will be meaningful to provide some snapshots from the realia in order to complete the picture on the role of course books and materials used in the English Preparatory Program in focus. As aforementioned, the course books of a prestigious publishing house and an academic writing pack developed in-house were being used at the same time in this program. The coursebooks were traditional grammar and skills books for reading, writing, listening and speaking. The academic writing pack, on the other hand, had been developed in-house by two experienced instructors a few years ago. While all these books placed great emphasis on the development of writing skills and provided extensive input, it appeared that the in-house course packs and the published books did not follow the same philosophy regarding the self-representation and authorial presence of the writers.

Figure 9 below is an excerpt taken from the grammar book our participants were using at the time of the study. The part circled in red in this figure shows that the explanations in this course book discourage the use of personal pronouns by stating that they are very rare in academic writing. The part circled in blue in Figure 9, on the other hand, demonstrates that it is actually more serious than presenting the use of first person as "rare". Personal attribution phrases in this part are crossed out, which gives the impression that these phrases are actually inappropriate in academic writing.

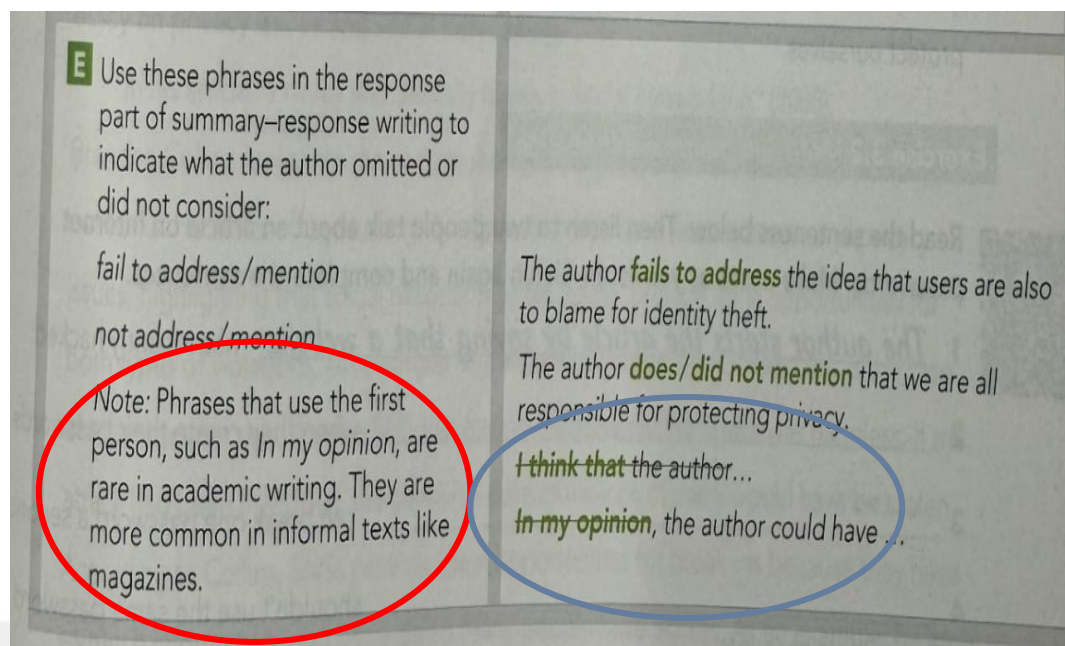


Figure 9. Grammar course book excerpt

Additionally, in Figure 10, which is an image from the reading and writing book of the same publisher, students are explicitly advised to avoid the use of first-person pronouns in academic writing. This course book excerpt is titled “register in academic writing”, and it defines the norms of academic writing for the learners, and it differentiates between the features of the formal and informal language. The students are recommended to use lengthy and complex sentences, precise, technical and formal vocabulary, whereas the use of first-person pronouns is not suggested as shown in the highlighted part on the image. While the use of first-person pronouns is restricted more implicitly in the excerpt in Figure 9, students are explicitly advised not to use these pronouns in Figure 10.

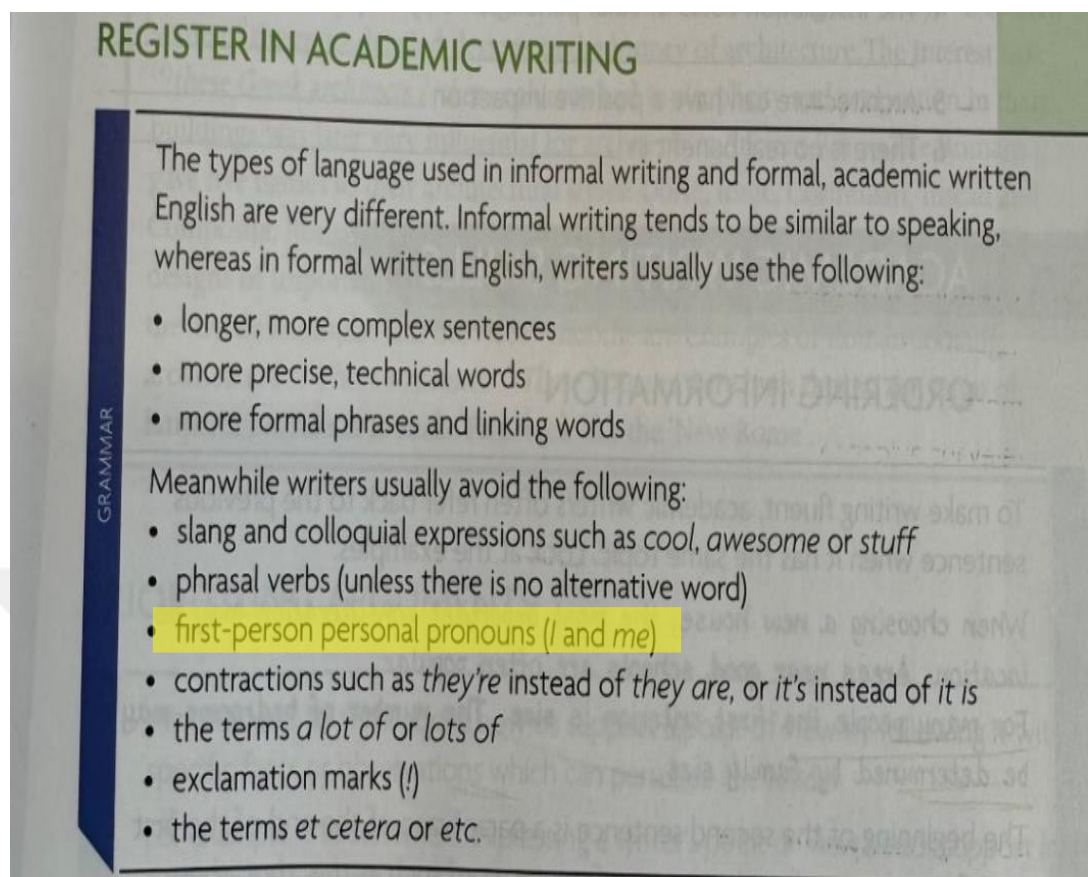


Figure 10. Writing course book excerpt

Last but not least, Figure 11 demonstrates that impersonal statements are encouraged in the reading and writing book. This time, the book not only provides explanations about the appropriateness of impersonal statements but also presents an exercise for students to practice writing impersonal statements avoiding personal opinions. It states that writing personal opinions is “unnecessary”, and the reader already understands that it is the writer's view without mentioning the self of the writer within the statement. Following these explanations, the book presents an exercise, in which students rewrite statements including personal pronouns in more impersonal and “academic” words. This way, the learning of this academic norm is reinforced.

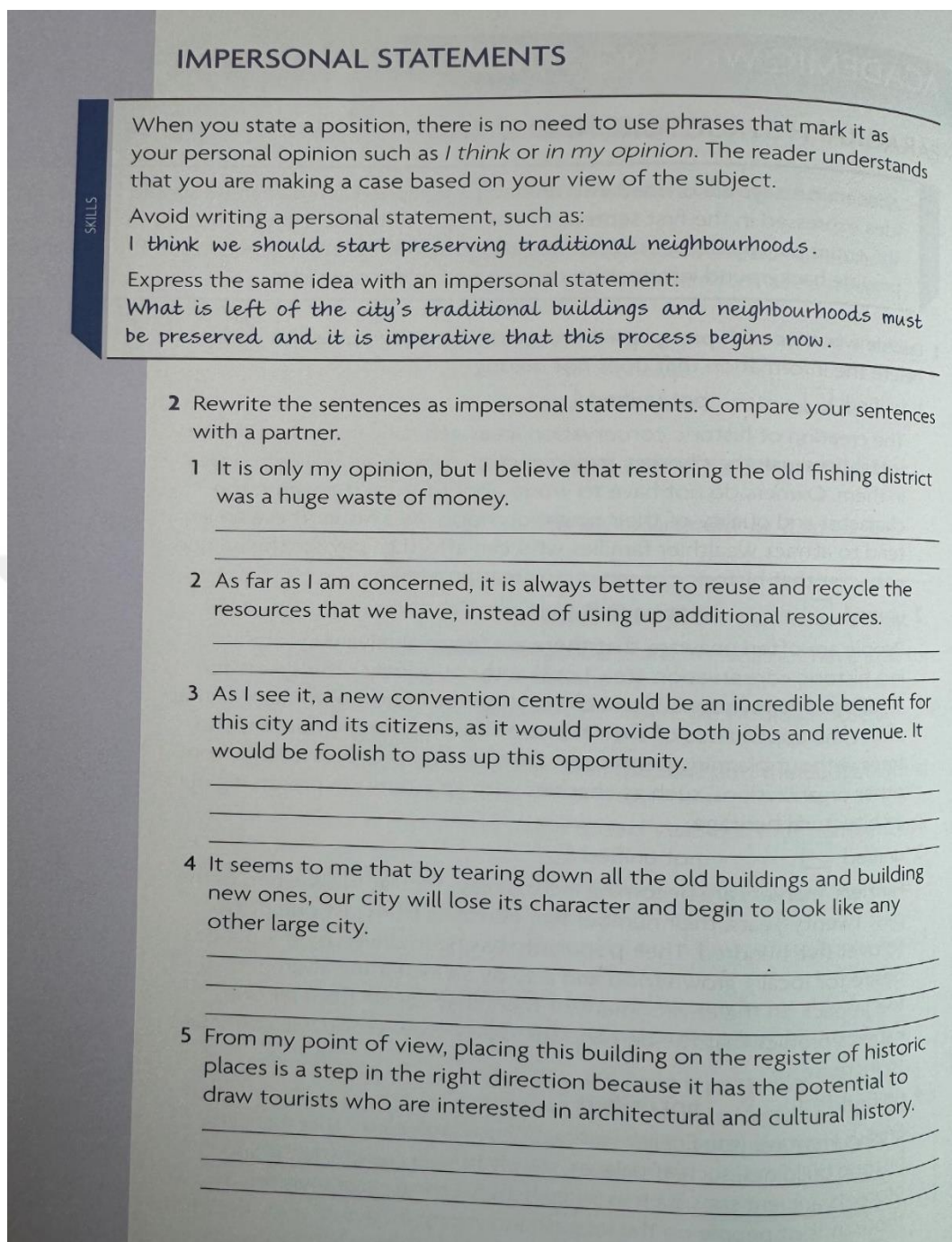


Figure 11. Writing coursebook exercise

The academic writing pack developed in house, on the other hand, draws a quite different picture. This course material was specifically designed to teach students how to write academic essays. It presents the essay structure, useful phrases, sample essays and activities to practice writing each paragraph of the essay. Figure

12 below shows an excerpt from the academic writing pack. This excerpt was taken from one of the first pages of the pack, which explains the essay structure and the content of each paragraph on an essay sample. As can be seen, “I” language was flexibly used in the thesis statement of this introduction paragraph, suggesting that the academic writing pack provides input which includes examples encouraging the personal statements unlike the previously presented excerpts (Figure 10 and 11) from the coursebooks of the publishing house which explicitly discourages the use of personal language such as self-mention.

INTRODUCTION	General background information Thesis statement	User data has become a crucial element for companies. Most major companies want to track user behavior to learn about users' interests and preferences. While many people would argue that this violates users' privacy, others think that having information about users offers companies many benefits. I believe that companies should be able to collect information about customers so that they can offer more targeted services and increase their profit.

Figure 12. Academic writing pack excerpt

Apparently, the in-house materials and the course books of the publisher do not follow the same approach in relation to the principles of the academic language. Since these two sources of input contradict each other, how instructors teach these two materials is of utmost importance to shape the students' perspectives.

As aforementioned, instructors in this institution are of the opinion that academic writing must be impersonal, thus first-person references must be avoided

as reported by most of the students during the interviews. That is why, they mostly had the same philosophy as the coursebooks from the well-known publishing house.

In one of the classroom observations we conducted, we had a chance to observe a class where a section of academic writing pack similar to the one shown in Figure 12 was covered. The instructor was teaching how to write effective thesis statements for argumentative essays. She explained the thesis statement must be the writer's response to the topic and went over the thesis statement in the sample essay. While she was going over this thesis statement starting with "I" language as exemplified in Figure 12, she referred to the use of "I" as a *sin*. As can be seen, the teacher not only discouraged the use of personal language but also reflected a firm disapproval with the use of an emotionally strong word, *sin* to express the inappropriateness of "I" language for her. This teaching moment strikingly reveals the extent to which this taboo against authorial voice is deeply ingrained in this specific context. By referring to the use of "I" as a "sin", teachers moralize the norms of academic writing. In this frame, any kind of deviation from objectivity of discourse is considered transgressive. Internalization of these attitudes leads writers to carry the ideological and emotional weight of authorial choices. All these circumstances underscore an urgent need to reframe academic writing as an arena in which intellectual ownership is valued.

331 "Burada, thesis statement'ta "I" kullanmış ve bir günah işlemiş."

332 "Here, the writer used "I" in the thesis statement which is a cardinal sin."

Observation notes, 02.05.2024

Based on the students' comments in the interviews and these observation notes, we found that teachers clearly disapproved the use of personal opinions in academic writing, which in turn had an effect on the students' perspectives into the issue. The findings reveal that teachers convey conventions of the overly formal academic discourse and shape learners' beliefs about what makes legitimate knowledge by explicitly disapproving personal involvement in writing. This top-down effect inoculates the perspective that academic writing must be detached, and subjectivity has no place in academic discourse. Consequently, writing becomes a matter of conformity rather than inquiry, which silences the learners' voice for the sake of institutional approval.

Sinem, for example, expressed that she learned how to write an essay in this institution, and she learned to avoid first-person pronouns because the instructors taught so. Instead, instructors asked them to write more general and impersonal comments to support their opinions, which reflects the dominant ideology that equalizes impersonality with credibility. Sinem told that she had actually been using "I" at the beginning of her education in the program, but she abandoned this habit because of the corrective feedback she received from her teachers on her writing. Her skills teacher crossed out all the instances of the first-person pronoun "I" in her essays and banned its use by saying that it was not appropriate to support arguments in this way (Excerpt 25, Lines 341-345).

These practices of teachers strengthen the idea that personal voice undermines formality and academic seriousness and removes students from developing confident authorial voice. Apparently, these pedagogical practices, even if well-intentioned, can suppress rhetorical agency and discourage individuality. Students may feel insecure, illegitimate and suppressed in this agentless discourse.

They may start to consider writing not as an academic means of expression and critical engagement, but as a technical task of conforming to strict norms and institutional expectations.

Excerpt 25

333 R: In the essence, essay writing is about your opinions. What gives you the
334 impression that you shouldn't express your ideas or not use "I" in your essays?
335 Sinem: I actually learned how to write essays here. Especially in the first semester,
336 the instructors kept stressing that we shouldn't put too much of our own opinion into
337 the writing. They told us to generalize more and focus on presenting supporting
338 arguments instead. So, I tried to avoid it.
339 R: When you think about the instructors who taught you writing and gave you feedback,
340 None of them supported the use of "I, you, or we"?
341 Sinem: I'll give you a clear example from last semester. In our skills course, the
342 instructor gave individual feedback after each essay. Back then, I was still new to
343 essay writing, so I used "I" quite frequently. And every time the teacher saw it, she
344 crossed it out. She said, "You can't support your argument this way." So since then,
345 I tried to avoid "I" at all in my essays.
346 R: So you used it at first, but after the feedback and what you learned, you stopped
347 using it?
348 Sinem: Yes, exactly. In fact, we were told not to use "we" or anything like that in
349 the body paragraphs either. We can use only in the conclusion. We could use things
350 like "we should". So I structured my essays that way.
351 R: Have you ever seen anything about this in your coursebooks, the use of "I", "we",
352 or anything related to personal voice in essays?
353 Sinem: Yes, I actually saw "I" use in the coursebooks. I even asked about it: "If
354 it's in the book, why aren't we allowed to write like this?"
355 R: What did your teacher say?
356 Sinem: The teacher said it was a mistake in the course book and told us, "You
357 shouldn't write that way." So, I made sure to not to use it after that.

Interview, Pos. 322-357, May 2024

We also asked students about the representation of personal opinions in the coursebooks. Most of them said coursebooks did not contain frequent examples of "I" language, so they thought coursebooks discouraged its use, as well. Regarding the flexibility of academic writing pack in terms of the use of personal pronouns, on the other hand, Sinem seemed to experience a confusion. She felt caught between the instructors' expectations and what was presented in the academic writing pack. Therefore, she asked her skills instructor about this contradiction: If personal pronouns were used flexibly in the academic writing pack, why the students were banned from using it. The instructor's response was interesting. She said that it was written by mistake, and students should not write in that way (See lines between 356 and 337 in Excerpt 25). As can be seen, even when self-mention was encouraged in

the coursebook specifically designed to be used in the writing class, teachers denied the appropriateness of this personal language in academic writing. Students, on the other hand, seemed to trust their teachers' judgements and avoided this personal language.

4.4 Conclusion

In this dissertation study, we aimed to explore L2 learners' perceptions of their authorial identity and the factors contributing to their writer identity construction and negotiation. We specifically focused on how writers modulated the visibility of their authorial presence and saliency of their authoritative voice in the texts in two different genres, namely argumentative essays and discussion board entries. With these aims, we collected writing samples and conducted interviews with the students. In addition, we gathered realia and observed participants' classes during the course of the study. We performed quantitative text analyses on students' writing samples to examine the effects of authorial presence features and genre because we wanted to observe if students used first person pronouns and graduation markers in the same or different ways in the argumentative essays and discussion boards.

The results of text analyses revealed that students did not use authorial presence features very frequently. The main effect of genre was statistically significant, indicating that students manifested their authorial presence differently in argumentative essays and discussion boards. There were no significant differences between the two authorial presence markers (first person pronoun and graduation markers). Likewise, the interaction effect was not significant, either. These results showed that students did not differentiate between self-mention and graduation markers and used them alternatively.

The findings of the qualitative data analysis revealed supporting evidence for these text analyses results and provided an answer to the “why” question regarding students’ tendency to avoid self-representation in the texts. Overall, students were not willing to exhibit their authorial presence in the texts, which was in line with the few occurrences of authorial presence markers in the text analyses. Students tried to mask their visibility by attributing their personal opinions to external sources (i.e. general public) and distancing themselves from their texts. They reported that they frequently used the anonymous subjects like “people” or “individuals” in order to disclaim ownership of their ideas. They preferred to display their discursive self implicitly through paragraph structures, organization, overuse of “people” and avoidance of self-mention in order to maintain an objective tone in their essays. They also manifested their autobiographical self implicitly by presenting their personal experiences in third person as if they belonged to somebody else.

Students refrained from presenting anything personal in their texts, but when they did so, they mostly shared their personal opinions in the conclusion paragraph. They used graduation markers as an alternative when the use of first person was not allowed, which was also in line with the results of our text analyses. However, they mostly ghosted themselves and tried to minimize their authorial presence by adopting a serious and impersonal academic tone. Therefore, they use passive voice and superlative forms in order to emphasize the actions and exhibit authoritativeness in the texts.

When it comes to the effect of publicity of written discourse, the text analyses demonstrated that students used authorial presence markers more frequently in the essays than they did in the discussion boards, which means they chose to be more visible in the essays. We explored the reasons for this phenomenon in the interviews

and observed that students hesitated to show authorial presence in public genres open to a large audience. Especially shy students did not prefer to be visible in the texts that were open to the whole class. These findings explained the reasons why students used significantly fewer authorial presence markers in the discussion boards than in the essays.

All in all, students abstained from making themselves overtly visible in the texts because they were taught so, a theme that frequently emerged in the interviews. They reported that the instructors expected them to be impersonal and avoid first person in writing. The coursebooks used in the language program also discouraged students from enhancing the saliency of their authorial identity in the texts. Despite the fact that in-house materials were more flexible in terms of the extent to which it allows for authorial visibility, teachers preferred to support the position in the coursebooks from the well-known publisher. Even though students were also exposed to input encouraging personal involvement in the in-house writing packs, they did not still reveal themselves. This was mainly due to the trust they had on the instructors' perspectives. In this chapter, we presented the results of our study by making references to each research question. We made use of quantitative and qualitative data simultaneously to interpret the results meaningfully. In the next section, we will discuss these findings in relation to the current literature.

CHAPTER 5

DISCUSSION

5.1 Introduction

Identities are dynamic social performances which are constructed, negotiated and reconstructed in constant interaction with the person's, in our case, the writer's surroundings. Writers' identities evolve over time, and this evolution can sometimes occur in a site of struggle (Norton, 2013; 2016) especially when the dynamics in the negotiator's habitus (Bourdieu, 1982; Kramsch, 2012) are in flux and conflict with each other. Writers in our study shaped their identities through the use of their linguistic repertoires in constant conscious and unconscious interaction with their habitus, in our case the learning context. They not only have had these identities, but also have done these identities (Hyland, 2009)

In this study, we explored the ways in which multilingual Turkish novice academic writers interacted with their habitus and represented their identities in writing. We specifically focused on how they enhance the visibility, authoritativeness and saliency of authorial identities in the texts. We further explored the effects of the genre and authorial presence features in order to understand the contexts and conditions they preferred to exhibit their authorial presence. We carried out an analysis of students' writing samples and interviews and supported the findings with realia from coursebook excerpts and classroom observations.

Overall, the findings revealed that novice academic writers preferred not to display overt authorial visibility in the texts let alone sharing personal experiences and examples. They did not differentiate between the features of authorial presence and used graduation markers and first-person pronouns alternatively in writing, but

they showed a clear awareness of genre. They preferred to present themselves in different ways in argumentative essays and discussion board entries. It was found that especially shy students hesitated to mark their presence in discussion board entries because this platform was public and open to criticisms from the whole class. This showed that the publicity of discourse had an impact on the way students presented themselves in writing.

Additionally, participants masked their presence through the frequent use of passive voice and anonymous subjects such as “people” or “individuals” and ghosted themselves in their texts. They used passive voice to put an emphasis on the action rather than the agent, themselves. In these ways, they tried to clear all the traces of the author from the text, stressing not the owner but the content of the claims only. They adopted a detached voice and refrained from claiming ownership of their opinions. They thought that their opinions were neither as important nor as convincing as the opinion of the general public. Therefore, they attributed all their opinions and examples to “people” in general to sound more persuasive and objective. It was clear from the findings that these writers exhibited full compliance with the norms of the academic writing conventions regarding the objectivity and impersonality of academic discourse. Since this language program is the first step in the academia for these students, they were getting accustomed to the principles of the academic register based on what they learnt from the coursebooks, writing packs and most importantly their teachers.

In this chapter, we will discuss these key findings in relation to the present literature. To our knowledge, there are almost no or very few studies that we can make direct comparisons of the findings. However, we will try to refer to the current studies in writer identity research and interpret our findings with what was already

uncovered. We will touch upon how academic writer identities are constructed, negotiated, ghosted, projected and policed by the gatekeepers under the light of previous literature.

5.2 Constructing the autobiographical, discoursal and authorial selves

Roz Ivanić (1998) defined four selves that writers develop as complementary parts of writer identity, namely autobiographical self, discoursal self, self as author and possibilities for selfhood. Autobiographical self was described as a part of identity related to past experiences, life trajectories and background which writers bring to the act of writing. Since each writer has a unique life story, they all construct a different autobiographical self. When one seeks to define different aspects of their identity, what they mean is usually their autobiographical self. Built upon the unique aspects of the writer's autobiographical self, the discoursal self is associated with the self-representation of text producers. These self-representations are reflected through the discoursal characteristic of the texts in line with the demands of academic writing community (Burgess, 2012; Ivanić, 1998). Authorial self (or self as author), on the other hand, concerns the degree of authoritativeness and authoritative presence the writer is willing to exhibit in the texts, which is again shaped as a consequence of autobiographical past of the writer (Ivanić & Camps, 2001).

Lastly, possibilities for selfhood refer to socially available possibilities for identities which are not possessed by specific writers but present in the academic writing context as "several ways of doing the same thing" (Ivanić, 1998, p. 27) conceptually similar to subject positions. Possibilities for selfhood provide writers with patterns of privileging some types of self over the other (Ivanić & Camps, 2001). These types of selves are not independent entities, but they work together to

make up a harmonious authorial identity. In this study, we encouraged writers to reflect on and explore their autobiographical self and discursal self by making them contemplate their representation in writings in the interviews. As a result, we intended to investigate how they construct an authorial self and seek to represent themselves in relation to different possibilities for self-hood in the academic writing context.

We explored the autobiographical self of the writers by asking them different questions about their past writing experiences, educational trajectories, the perceptions of themselves as writers and by asking them to create metaphors of themselves as academic writers (Yang & Peng, 2021). The findings revealed that writers were not eager to share any personal experiences or examples in their writing except for Erdinç, who did not still reveal himself because of the tediousness of topics. That is why, their autobiographical self was not really traceable in the texts. When we asked participants why they preferred not to do so, they responded by saying that sharing their personal opinions would not be considered academic. Instead, they incorporated the examples from their own life into their writing as if they were experienced by somebody else, whose opinions considered academic such as the general public opinion. As Majchrzak (2018) suggested, the writer's autobiographical self was quite difficult to trace. They reflected their autobiographical self in an implicit way, which would be totally undetectable if we didn't hold the interviews. This strategy of hiding personal voice under disguise of objectivity reflects students' adherence to the academic legitimacy established only through impersonal positions. By ascribing their personal experiences to an abstract "other", learners strive to comply with the expectations of the teachers and institutional policies by still implicitly embedding their personal positions. Students'

way of navigating the tension between academic legitimacy and self-representation strategically urges us to think about ways of legitimizing personal voice as a valid means of academic knowledge making.

In case some participants would be hesitant towards opening up their autobiographical selves explicitly, we asked them to create some metaphors for themselves as academic writers and writing in English as in Yang and Peng's study (2021). Students came up with very creative metaphors symbolizing their autobiographical self and its reflections in the act of writing. They resembled being an academic writer to being a captain, a gardener, a pilot, and a swimmer of open seas. As can be seen, all these metaphors reflect their approach to academic writing as a challenging endeavor that requires meticulous effort and control. They felt that they needed to be in good command of their ship, garden, plane, sea or language in its literal sense to be able to successful in this difficult endeavor. Irmak resembled writing in English to digging a well with a needle (literal translation of "*iğneyle kuyu kazmak*" in Turkish) to express how effortful and demanding it is. Zeynep, on the other hand, stated that she felt like a totally different person when she was writing in English. She said it was a different Zeynep than the usual Zeynep in real life. This might be because of the differences between Zeynep's identity as a 19-year-old Kurdish-Turkish bilingual individual and the academic identity she was constructing as a second language writer. All in all, all students were constructing and reconstructing academic identities in the language program in focus through all the aspects of their autobiographical self in their luggage despite the fact that they were not so willing to reflect these identities in writing.

When it comes to the discursal self, the ways they represent themselves consciously or unconsciously through the discursal choices, writers opted for

implicit ways of representing themselves in the texts as they did for the autobiographical self. They mostly described the properties which made their writing distinguishable from others' as paragraph structure, organizational patterns or the use of anonymous agents as the subjects of their sentences. They mainly refrained from first person pronouns, so they adopted this strategy of using anonymous agents such as "individuals" or "people" frequently. Interestingly though, they noted that this was what made their writing distinguishable. They preferred to detach themselves from the text and construct an anonymous discorsal self.

Similarly, Tessuto (2008) who explored the metadiscorsal strategies writers used to display their identities in the introduction sections of research articles found that expert academic writers in his study masked their discorsal self in writing by referring to themselves as "the author" or "the writer" instead of using first person singular pronouns. Tessuto (2008) explained that writers were trying to establish the metadiscorsal relationships between the writer and the text and to maintain a positive face with the readers through the use of this less-explicit way of demonstrating their writer identity. Even though we had a different population (novice writers) in our study, the reasons might still be valid for our students, as well. Since our students were inclined to downplay the credibility of their opinions as academic writers, they might have chosen to use these anonymous agents in the texts to maintain a positive face with the readers and to boost credibility and persuasiveness of their arguments. Işık-Taş (2010) also mentions that novice writers tend to avoid personal pronouns more than expert writers until they become legitimate members of the communities they write in. Therefore, if even expert writers in Tessuto's study (2008) refrain from presenting an overt discorsal self through personal pronouns, it is understandable that our novice academic writers

hesitate to polish their discorsal self while they are taking their baby-steps. Ivanić (1998) also supports this position by stating that students usually seek to adopt a voiceless identity in the texts and avoid revealing their discorsal self since they still lack the necessary resources and social pressure from the academic community.

Students generally think of academic writing as a dry and objective means of expressing scientific knowledge. Therefore, they abstain from presenting a strong authorial self in writing (Aminifard, 2020; Hyland, 2002). The situation is even more challenging for L2 writers due to inferior labelling ascribed to their writer identities. Likewise, our participants refrained showing authoritativeness in their texts since they did not still consider themselves as a legitimate member of the academic writing community yet, which were clear from their comments like “I didn’t experience anything academic yet” (Zeynep, Interview) or “Why does the reader care about what I think?” (Beren, Interview). When they needed to strengthen their arguments, they made use of superlative forms, agentless passives or anonymous agents in order to depersonalize and mark their authorial self implicitly similar to the cases in Akbas’s (2014), Akbas & Hardman’s (2017) and Karahan’s (2013) studies. This line of research found that student writers usually opted for general statements and impersonal structures and mostly avoided explicit self-mention. They made use of constructions such as “it is believed that” or “the most important reason is” instead of explicit use of self-mention as in “I believe” or “in my opinion”. This tendency created a rhetorical distance and restricted learners to a cautious, implicit and hesitant ways of reflecting authorial presence since subjectivity is equated with potential criticism. In this way, student writers wanted to adopt an objective stance while producing academic texts. The more objective a text was, the stronger it was in their opinion because objective texts would include scientific

information. That is why, they refrained from any subjective positionings and even sacrificed originality for the sake of objectivity in the texts.

From another aspect, students made use of superlative forms besides passivization in order to sound more authoritative in the texts. Superlatives are examples of graduation markers, and thus a way of strengthening or graduating claims. Research focusing on how graduation markers are used by novice writers is scarce in literature. However, in a similar vein, Hood (2010) dealt with the ways attitudinal meanings are graduated through *Force* and *Focus* markers in research articles, a form of expert writing. Hood (2010) emphasized that academic writers experience a dilemma between the objectivity of writing in the academic register and the subjectivity of amplifying personal opinions. She commented that writers sought to create attitudinal meanings and subjectify the objective information in their texts through the use of graduation markers. Novice academic writers in our study adopted a similar strategy and used graduation markers as a more objective alternative to first person pronouns. Although it was done unconsciously, they used graduation markers as a manifestation of authorial self in order to present stronger claims in the texts. In the text analyses, we did not find any significant differences between the use of first-person pronouns and graduation markers, which also supports the position that students did not differentiate between these two ways of manifesting authorial self. In addition, Ece, for example, commented that she used adverbs and adjectives which graduate the verbs as an alternative to self-mention during the interviews. Apparently, they resorted to the use of graduation markers as a viable alternative to exert authority in the texts since self-mention was a quite subjective option, not widely accepted within the academic standards.

Yet another study focusing on the representation of selves in writing and the use of attitude, engagement and graduation markers of Appraisal Theory was that of Mckinley (2018). He reported a case study of Aya, a Japanese EFL writer. The findings revealed that Aya made use of Attitude, Engagement and Graduation markers in her writing and made use of outside sources to persuade her readers. Aya clearly separated her voice from the others through the use of evaluative language (Appraisal markers), but she had considerable difficulty finding a balance between her instructors' expectations of objectivity in writing and her desire to maintain personal involvement. Aya was quite motivated to preserve her personal voice and manifest a strong authority in the text unlike the students in our study. Even though she also came from a collectivist culture where opinions of the public are prioritized over the individual, Aya was eager to keep her individual presence in the text despite the teachers' discouragement. On the contrary, our participants did not want to show resistance, and they showed full compliance with the teachers' expectations and rules in the coursebooks. It appeared that Turkish EFL learners had fully internalized these norms even though they were quite at the beginning of this academic journey. Showing the power of institutional dynamics to shape authorial identity even before it has the chance to fully develop.

As can be seen, student writers in our study adopted formal, objective and distant ways of representing their autobiographical, discoursal and authorial selves in the texts. This implied that they opted for more objective and impersonal possibilities for selfhood to construct a harmonious writer identity. Since formal, impersonated and objective ways of academic writing are privileged in the Turkish higher education context, these student writers chose the most objective ones among the "several ways of doing the same thing" (Ivanić, 1998, p. 27). They probably opted

for these privileged patterns of selfhood over more personal ones to comply with the academic norms accepted in this social/academic context and ultimately become legitimate members of the community. As aforementioned, these selves are not separate entities. They work together to compose the writer's identity and are reshaped constantly while the writers are negotiating their identity.

5.3 Negotiating the self: Different ways of thinking in the globalized world

It goes without saying that the participants in our study adhered to a more distant way of writing which deprioritized the personalization of discourse. They clearly stayed away from reflecting their authorial identity visibly and made use of rhetorical strategies such as passivization, paragraph structure and organization to mark their discoursal self in the texts. According to scholars such as Atkinson (1997), Ramanathan and Atkinson (1999) and Hyland (2003), this reluctance might have been due to the differences between individualistic way of thinking in Western cultures and collectivist thinking style adopted Non-western cultures. Academic writers raised in an individualistic culture are more eager to think critically and share their opinions explicitly, exhibiting a strong voice and salient authorial identity. Collectivist cultures, on the other hand, value compliance with the public opinion, thus academic writers in these non-western cultures are more likely to present their opinions through objective means (Atkinson, 1997; Ramanathan & Atkinson, 1999).

These theories of differences between societal thinking styles were mostly put forward to explain the avoidance strategies of Japanese learners and a century has passed since then. In Türkiye of the twenty first century world of globalization, some tenets of this issue are questionable. It is true that our novice academic writers' habitus (Bourdieu, 1977, 1982) still favours the objectivity of formal academic

discourse and these learners definitely avoid explicit manifestation of themselves in the texts, as also revealed by our text analyses and students' comments in the interviews. Nevertheless, it is questionable that these learners adopt these avoidance strategies just because they want to conform with the so-called collectivist way of thinking in Turkish academia. The interpretation of this issue depends heavily on where we locate the thinking style of Turkish academic writers in the collectivist-individualist or eastern-western dichotomies. As suggested by Uysal (2014), Turkish academia sets a good example of semiperipheral academic context which turns it face to the western models of thinking, writing and publishing, but it still carries cultural and structural tensions due to researchers' collectivist tendencies and resistance to embrace standard academic writing norms. The coexistence of conflicting academic expectations facilitates the emergence of hybrid scholarly identities, shaped through a constant negotiation between local, collectivist traditions of writing and international academic standards of academic register.

As we mentioned before, a fluid and dynamic concept like writer identity cannot be explained through such dichotomies as collectivist versus individualist or eastern versus western. Türkiye is a region of semiperiphery (Uysal, 2014) and heterogenous writing context (Işık-Taş, 2010) in which global and local thinking and writing styles coexist. Therefore, in my humble opinion, it would be better to interpret the results of this study within our students' own habitus and learning context rather than dichotomous categorizations. We tried to introduce each and every one of them with unique life stories, educational backgrounds, preferences and ways of thinking. Thus, it would make more sense not to assume that these learners avoided presenting an overt authorial identity in the texts simply to show conformity with collectivist norms, although it might be one of the factors.

In the globalized and internationalized world of the twenty first century with all its technological advancements, learners can now access everything with one click. Therefore, their habitus (Bourdieu, 1982) is larger than we might even think of. These learners are world citizens, and they are not bound by the norms of a single individualistic or collectivist culture. It is inevitable that these writers will go on negotiating their identities by getting more engaged with the target academic community in many different forms of new online academic discourse such as lay abstracts (Dubé & Lapane, 2014) or research digests (Toledo, 2011). Matsuda (2001) also contends that a salient authorial identity is not necessarily peculiar to individualist cultures, and the challenges of writers of the collectivist cultures are mainly due to their unfamiliarity with the expectations of the target academic discourse community (Matsuda, 2001; Stapleton, 2002a). Therefore, it is highly possible that these digitally literate novice academic writers will become familiar with the expectations of the academic discourse community online and go on finding their own ways of negotiating their identities in the way of becoming expert writers.

It is also evident from Dontcheva-Navrátilová's conclusions (2013) that academic writing conventions have been evolving and a more flexible approach to inclusion of personal elements in academic writing has been acknowledged especially in the field of applied linguistics. The manifestation of a strong authorial voice and the integration of an acceptable level of subjectivity into academic writing are being more recognized. (Dontcheva-Navrátilová, 2013; Li, 2021). That is why, the future of academic writers and the norms of academic writing might have a totally different perspective to objectivity of knowledge despite the fact that our participants had some hesitations to use overt means of displaying authorial presence for now. This shift necessitates a global reimagining of academic writing discourse

as a dialogic alternative through which writer identities and scientific knowledge are co-constructed.

5.4 Ghosting the self: Lack of authorial presence in academic writing

The employment of personal pronouns in academic writing makes substantial contributions to the writers' visibility and authoritativeness of their voice, which in turn enhances the reliability, credibility, interactivity, and quality of the text (Çandarlı, Bayyurt & Martı, 2015; Harwood, 2005; Hyland, 2002; Solsun & Akbaş, 2022). However, the degree to which the authors choose to present themselves depends on their willingness to reveal their authorial self (Boginskaya, 2022; Li, 2021). If writers prefer to stand out as the writer within the text, this indicates that they claim substantial authority as writers (Ivanič & Camps, 2001). When authors claim the authority of their voice in the text, it also promotes the reliability and credibility of information presented. Therefore, developing pedagogies that encourage students to write in such a way that they can establish their authority in the text is highly important (Çandarlı, Bayyurt & Martı, 2015; Ivanič & Camps, 2001).

Achieving this endeavor of supporting academic writers to claim an authority over their claims at the early stages of socialization to academic discourse is of great importance. However, the majority of studies exploring how enhance students their authorial presence in the texts focused on graduate level writing of expert writers (Ädel, 2022; Dontcheva-Navrátilová, 2013; Khedri & Kritsis, 2020; Li, 2021; Morton & Storch, 2019; Vassileva; 2001). We need more studies like the present study to look for ways to encourage novice academic writers to find their own voice. One such study is that of Castillo-Hajan, Hajan and Marasigan's (2019) study. They conducted a textual metadiscourse analysis to investigate the ways in which Filipino

high school students construct their identity and the strategies they used to establish a good rapport with the readers in their persuasive essays. Their findings revealed that student writers in this Filipino high school made extensive use of first-person pronouns as an interactional metadiscourse marker, which contributed greatly to the strength of their authority as writers of the text. Apparently, Filipino novice writers did not refrain from making their themselves present and visible in the texts unlike the novice academic writers in our study. Text analyses and theme-based interview analyses showed that our participants did not make themselves visible within the texts because they thought it would add too much subjectivity into the texts. This difference between Filipino and Turkish students' preferences might be because of 1) the differences in level of education (high school vs university students) 2) the norms valued in each educational context (objectivity of academic writing) 3) cultural differences in ways of thinking (conformity with the norms of the academic register). Possibly due to these differences, Turkish students hid their authorial presence in the texts and ghosted themselves in a way.

Overall, students made deliberate preferences to conceal their authorial presence, often avoiding the use of self-mention or any overt markers of authorial presence. This inclination to erase the self from writing can be attributed to several interrelated factors rooted in the educational context. In our context, meso-level structures of institutional norms and policies, teaching practices and curricular standards are considerably influential on students' writing behaviour and their willingness to position themselves as authoritative knowledge makers. The higher education institution in our focus seeks to raise academically and linguistically competent global citizens who can adapt to international academic standards that prioritize objectivity, scientificity and impersonality. As a result, writing curriculum

of the language program attach more importance to the surface-level textual conformity such as structural accuracy and organization rather than critical engagement and authorial visibility. Under these circumstances, writing instructors serve as gatekeepers of academic legitimacy and dissuade students from adopting an expressive voice. These institutional standards and directive teaching practices are confirmed by the approaches in the coursebooks, grading rubrics and assessment practices, which all boils down to perceiving a detached and depersonalized voice as the “appropriate” way to write academically in this context. Consequently, students act/write accordingly to meet these perceived expectations of the institutional agents.

Firstly, institutional norms of the language program and academic writing traditions in the students’ educational context rely heavily on objectivity. In this university, academic writing is particularly considered as an impersonal and neutral genre, where subjectivity is often equated with a lack of scientific rigor. Students internalize these expectations from the very beginning of their academic writing journey and frame self-mention as a discoursal choice which is incompatible with formal academic standards. Consequently, learners strategically suppress their authorial voice so as to comply with what they believe appropriate in the academic register. Therefore, students’ preference to disclaim ownership of their ideas might have stemmed from their desire to be seen as legitimate participants of the academic community in this institution. By aligning with perceived academic norms in the English language program, they adopt what they consider as a more credible tone, which often favours a depersonalized and less authoritative voice. These results indicate that the invisibility of writers’ authorial presence in L2 writing may not necessarily be because of the linguistic limitations, but because of the writers’ desire

to position themselves appropriately and legitimately within the academic discourse community (Duff, 2010; Gu & Hu, 2021).

On the other hand, teacher perceptions towards the personalization of writing and grading practices (McCallum, 2016) also play an important role in shaping students' writing behaviour. Interview findings indicated that students had the fear that their work would be judged as less credible or too informal if it included personal expressions or subjective comments. Some participants mentioned avoiding personal pronouns in order to meet the teachers' expectations and maintain their grades as also indicated in McCallum's (2016) study. Some teachers even crossed these pronouns words out and prohibited the use of self-mention. When this is the case, it is totally understandable that students concealed themselves strategically in writing. The avoidance of authorial presence markers appeared not to be a stylistic preference but to be a risk-averse strategy. These findings reveal that ghosting of students' authorial identity is a multidimensional phenomenon, which reflects bigger concerns about legitimacy, institutional expectations, and conformity with the academic register. When this is the case, students refrained from showing overt visibility and avoided personal pronouns (less than %2 in argumentative essays). These results are in line with Tang and John's (1999) findings. Academic writers in their study avoided personal pronouns extensively to sound more objective in writing. According to Tang and John (1999), students detached themselves from writing because of their feelings of insecurity and inferiority. We had a similar scenario in which learners felt uneasy to use personal pronouns since they had hesitations towards the credibility and persuasiveness of their opinions. With these feelings of inferiority, they devalued the contribution of their personal opinions and feared that readers would not be interested in them.

As educators and academics of the future, we should definitely work on the ways to eliminate these hesitations, feelings of inferiority and insecurity. In a similar vein, Hyland (2002) explored the reasons for invisibility of the writers' selves in 64 undergraduate theses in comparison to research articles and found that student writers of undergraduate theses used first person pronouns four times less frequently than the expert writers of research articles. This also supports the position that novice academic writers might lack confidence in their arguments when they were just being adapted to the academic community. This lack of self-confidence in personal opinions and the feelings of insecurity as academic writers kept them from stressing their authorial presence in the texts.

Despite this reticence to use personal pronouns and low frequency of self-mention in the texts, student writers in our study demonstrated genre awareness. We did not find any significant differences between authorial presence markers, but we found significant differences between students' use of authorial presence markers in argumentative essays and discussion boards. Students preferred to mark their authorial presence significantly more often in the argumentative essays and explained the reasons for this preference in the interviews. They stated that the open to public nature of discussion boards removed them from using authorial presence markers. Especially shy students refrained from manifesting full presence in discussion boards and chose to share their texts with their teachers only. Likewise, Lee (2017) conducted a case study to compare the Korean university students' self-portrayal in two genres, namely argumentative essays and narrative writing. Lee's (2017) findings share some similarities and differences with our study. Regarding similarities, students in both studies showed strong genre awareness and modulated the level of authority they exhibited accordingly. In contrast to the findings of our

study, Korean students in Lee's (2017) study felt more confident in expressing their personal opinions in narrative writing than in argumentative essays because they wanted to sound more impersonal and objective in argumentative essays. This difference might be because of the publicity of the discussion boards. In Lee's (2017) study, both genres were offline and open only to the teacher/instructor. In our study, on the other hand, discussion boards were open to the whole class, and this might have changed students' preferences for the manifestation of authorial presence. In this regard, Pearson-Casanave (2004) highlighted the necessity of integrating digital tools into L2 writing practices in order to support students while they are constructing digitally mediated multiliterate identities. However, our results revealed that caution must be taken while integrating these digital genres. Not all students are in favour of sharing their personal opinions on public platforms. Therefore, writing activities can be diversified catering for the individual differences they have. We would rather not make any student feel intimidated to reflect themselves in writing.

5.5 Policing the self: Academic discourse socialization and the effects of teaching

People are social creatures, and we develop our social identities by constantly interacting with the social structures around us. Language learning does not happen in a vacuum. According to Douglas Fir Group (2016), language learning is multifaceted, and learners negotiate their identities by engaging with others at the macro level of ideological systems, at the meso level of sociocultural institutions and communities and at the micro level of utilizing semiotic resources (Douglas Fir Group, 2016). Writing is also a social act in which learners negotiate their authorial identities by interacting with the ideological, social and individual structures in their habitus (Bourdieu, 1977, 1982). They make use of the semiotic resources they have

such as their cognitive capacities, linguistic knowledge, interactional strategies and vocabulary knowledge. Through the use of these resources, they socialize with the socio-cultural institutions, academic communities, families, schools and other agents of social structure to develop social identities and agency. The whole identity construction process, of course, is shaped by the norms of ideological systems such as economic, cultural, political and religious structures. The individual writer's habitus is embedded in these structures which are characterized by power relations. Power is exercised by the agents in all levels of authority in this process (Norton, 2012). In addition to being an academic meaning making act (Altınmakas & Bayyurt, 2019), writing serves as a platform on which power ideologies are created, negotiated and challenged through the individual voices that the writers are allowed to claim.

To explain and localize our participants' identity construction process in this conceptualization, at the micro level, the L2 writers in our study made use of multiple semiotic resources such as the knowledge of language structures, vocabulary and skills at B2 level of English proficiency and pragmatic and interactional knowledge of language use to name just a few. They employed these resources in order to create coherent academic texts through which they exerted and negotiated their writer identities. Additionally, these learners were embedded in various social activities such as English classes, family gatherings, social events and for some students, workplace occasions at the meso level. Lastly, at the macro level, these academic writers were bound by the classroom rules of the teacher, the procedures of the English Preparatory Program, the policies of the university, and political and economic values of the country. Under these circumstances, these novice academic writers were making investments in their authorial identities by

interacting and socializing with all the agents playing a role in this micro, meso and macro level structures.

Based on the students' comments in the interviews, the most influential agents in this socialization process appeared to be teachers. Students trusted on teachers' guidance more than they did on course materials. Through the constant feedback, teaching and mentoring they received, teachers were socializing these novice academic writers into the academic writing community of which they have already been expert members. According to Duff (2010), language socialization is a process through which novice members of an academic discourse community work together with peers and experts to become legitimate members of the community. Novice academic writers in our study were in constant interaction with each other and their teachers while they are learning to be competent academic writers and shape their identity accordingly. They were putting all the pieces (semiotic resources) together in order to construct an academically accepted authorial identity. These adaptive identities were being socialized into the academic discourse and get familiar with the writing conventions with the help of "old-timers" (Duff & Anderson, 2015) such as teachers or peers around them (Friedman, 2021; Goodwin & Kyratzis, 2011; Ochs & Schieffelin, 2011).

Nsanja (2018) claimed that novice academic writers tended to adopt reserved and less authoritative voices in writing because they were unfamiliar with the conventions of academic writing, and they wanted to take the safe side by conforming to all the requirements of the secondary academic discourse. Similarly, our students were quite hesitant towards adopting an authoritative stance in their writing. They withheld the use of any details that would explicitly mark their authorial identity for the sake of objectivity. This was mainly because these novice

writers were being socialized into the norms of academic writing as a formal, dry, objective and impersonal means of expressing scientific knowledge. These principles were inoculated to students' identities in the process of Academic Discourse Socialization (ADS) mainly through the teachers' instruction, corrective feedback and reflective practices. (Yiğitoğlu Aptoula & Bayyurt, 2020).

In the interviews, the students stated that teachers discouraged them from using personal pronouns and other subjective elements. Some teachers crossed the personal pronouns out while giving corrective feedback on students' essays. During the classroom observations, one teacher referred to the use of first-person pronoun in the thesis statement of an argumentative essay as a "sin". When they encountered the use of self-mention in the class material, they regarded this use as "a mistake" or "typo error". From their perspective, teachers made their own contributions to the academic discourse socialization of students into new literacy practices by making the discursal norms of academic writing more explicit for them (Godfrey, 2015).

Coursebooks, too, reflected the dominant perspective adopted by the teachers. They mainly encouraged students to maintain an impersonal tone and avoid personal pronouns in writing and even provided exercises to reinforce this pedagogy. Only the academic writing pack which was developed in house included examples of personal elements such as first-person pronoun use. However, these uses were denied and rejected by the teachers and taught to students accordingly. As can be seen, all this academic environment was cultivated to encourage novice academic writers to adopt a voiceless stance. The avoidance of self-mention and personalization was ritualized and conventionalized in this academic discourse (Duff, 2010). These ways of doing and being were internalized by the novices as the academic norms, and they gradually became a part of their writer identities.

Nam and Beckett (2011) argued that lack of coordination among different sources of information might generate frustration in students in the academic discourse socialization process. In our case, the inconsistency between two class materials used in the writing course (coursebook by the well-known publisher and the academic writing pack) created some confusion on the part of the student writers. While they were using personal pronouns flexibly in their essays, they were taught and thus socialized by the instructors not to do so, which was reinforced by the input in the coursebooks. Then, when they were exposed to the input which employs personal pronouns flexibly, it created a sense of confusion and frustration on the students. They rightfully questioned which way of writing was conventional. At that point, the instructors assumed the role of facilitator and mediator of resources and showed the students “the established” way of doing and being to be able to become a part of the academic community they sought to join. To become legitimate members and achieve compliance with the norms of the academic register, students sacrificed the saliency of their authorial identity (Gu & Hu, 2021).

The reasons why students exhibited such strict conformity with the teachers’ positionality might be related to the final evaluation they will receive from the accepted members of this academic community, teachers. Since students’ essays will eventually be graded by these teachers, students preferred to comply with their ways of being and doing identities (Ivanic, 1998). With the apprehension of getting low grades in writing, these novice writers prioritized the perspectives of their teachers, which is similar to how student writers felt in McCallum’s (2016) study. As can be seen, all the micro, meso and macro level dynamics of students’ learning context, and all the agents of the academic discourse socialization process played influential roles in how students construct their texts and eventually their writer identities.

5.6 Conclusions

Writers construct and reconstruct, negotiate their identities by interacting with the members of the academic community they belong to. These identities constantly evolve, shape and are shaped by the habitus of the novice academic writer. They make use of the semiotic resources they have and socialize with the experts and peers to become legitimate members of the academic community. In order to become accepted members of this community, they learn to comply with the norms of the academic register negotiating their identities at the same time.

In this study, we investigated the ways in which multilingual novice academic writers constructed their authorial identity with a specific focus on autobiographical self, discursal self, and authorial self. We focused on the extent to which they manifest authorial presence in the texts and the reasons for the in/visibility, the authoritativeness and the saliency of authorial identities. We performed quantitative text analyses on students' writing samples and theme analyses on the interviews. The findings revealed that these novice academic writers held back from reflecting their identities explicitly in the texts, and they demonstrated increased genre awareness, which had a role in how they modulated the authoritativeness of their voice.

Multilingual novice academic writers in the Turkish higher education context constructed their autobiographical, discursal and authorial selves by constantly interacting with the other agents in this learning context. It can be said that teachers had a powerful influence on how these learners conceptualize academic writing and develop academic writer identities. They took teachers' recommendations seriously and had considerable trust on their guidance as already legitimate members of the academic community they strived to join. These writers adopted a quite objective

way of being and doing identities so as to comply with the expectations of the teachers and in turn the norms of the academic writing community.

Ivanić (1998) regards writing as “an act of identity in which people align themselves with socio-culturally shaped possibilities for self-hood (p. 32). The novice writers in our study chose to adopt more objective and distant possibilities for self-hood and reflected themselves implicitly in their texts. Therefore, implicitly or explicitly, every text carries the traces of its producer and writing cannot be thought of as a totally impersonal means of expression (He, 2020). In the next chapter, we will provide our conclusive remarks about the present study, and present pedagogical implications and recommendations for further research.

CHAPTER 6

CONCLUSION

6.1 Introduction

Authorial identity was a dynamic and fuzzy construct to explore. There was a very limited amount of research examining the construction of authorial identities by undergraduate novice writers although much research dealt with how writer identities are constructed and reflected in the texts of expert writers of research articles or theses. We set out to witness the identity construction journey of novice academic writers in a Turkish university with several aims. First, we wanted to explore the L2 writers' perception of their own identity as academic writers. Next, we dealt with how they construct an autobiographical, discoursal and authorial self in writing. Finally, we sought to investigate the extent to which these writers exhibit authorial presence in their texts and the reasons for their in/visibility. Our participants were novice academic writer studying in the Intensive English Program of a large foundation university in Türkiye.

We adopted a mixed design approach and collected quantitative and qualitative data in order to witness both the destination and the journey of identity negotiation process of these learners. Quantitative data gleaned from students' writing samples, and the qualitative data were obtained from retrospective interviews and realia. To the best of our knowledge, almost no studies, to date, have addressed the issue of writer identity development of undergraduate novice academic writers in a thesis-length study. Despite abundance of quantitative research investigating expert writers' authorial presence and visibility in the academic genres of texts, no previous studies triangulated these quantitative findings with qualitative data and tried to

answer the “why” question. When the challenge of exploring such a fluid and fuzzy construct as identity considered, it is understandable that it requires time and effort to conduct in-depth research, which was only possible through a thesis length study. Additionally, this study is one of the few studies which focus on the use of graduation markers and self-mention to compare novice writers’ implicit and explicit ways of reflecting their authorial identity. We were able to validate and present graduation markers as an alternative to personal pronouns in the inquiry of authorial presence. Therefore, the overall contribution of this thesis study to the existing research was related to the population it addressed, the focus on an authorial presence marker which was previously unexplored and the methodological rigor it achieves.

Overall, our findings indicated that novice academic writers employed avoidance strategies to compose a more formal and objective academic text. Students exhibited heightened genre awareness and reflected their personal opinions differently in the argumentative essays and discussion boards, which was evidenced with the significant difference between the genres in then text analyses of authorial presence markers. In the interviews, students explained that this difference in preferences was due to the publicity of discourse in discussion boards. They refrained from using authorial presence markers more in the discussion boards despite a lack of significant difference between the use of first-person pronouns and graduation markers in both genres. This indicated that students made use of graduation markers as an alternative way of presenting themselves in writing in addition to the use of personal pronouns. These findings were also verified by the students themselves during the interviews.

These avoidance strategies adopted by students appeared to be a product of previous teaching and exposure to input from the coursebooks and style guides. Students seemed to internalize these impersonal ways of expression and developed an understanding of academic writing as a dry and objective means of presenting scientific information. When incompatibilities between different course materials in regards the inclusion of personal elements in writing occurred, these were resolved by the teachers in favour of the impersonality and objectivity of academic writing. In the next section, we will present some pedagogical implications and recommendations to liberate these student writers on the way of developing a more personal way of expression.

6.2 Pedagogical and theoretical implications

The use of personal pronouns and adoption of an authoritative stance in writing make considerable contributions to the overall quality of the text by enhancing the credibility of the author and reliability of the text (Hyland, 2002; Solsun & Akbaş, 2022; Zabihi, Mehrani-Rad, & Khodi, 2019). Therefore, academic writers should be encouraged to explore several ways to manifest themselves in the text and to construct a salient and visible authorial identity (Cheung, 2021; Cheung, Jamshidi, Rezaei, Hassanzadeh & Dehqan, 2019). Our study uncovered that student writers rely heavily on the perspectives of their teachers and content of their course books while shaping their preferences for the visibility of themselves in the texts.

Therefore, pedagogical approaches adopted by the teachers and the content of teaching practices play a decisive role in the authorial identity construction of these novice academic writers.

Pedagogical approaches which are designed to raise critical awareness might encourage novice academic writers to learn how to modulate their authorial visibility and establish an authoritative tone in the texts (Ivanič & Camps, 2001). If learners believe that their opinions really matter, they would be more eager to reflect their selves into their written product. In a teaching context where opinions of everyone are welcomed, and values such as criticality, originality, creativity and productivity are fostered, learners would be more empowered to reflect their autobiographical, discursal and authorial selves in academic writing. Since they are new to this academic culture, learners might be hesitant towards self-revelation at the beginning, but with the help of supportive teaching practices, these novice writers can be liberated to produce academic texts enhanced through their personal perspectives and experiences. In this endeavour, the primary responsibility falls squarely on the shoulders of the teachers. It is clear that students accept them as role models and trust heavily on them. Therefore, teachers' comments, examples and the way they present the norms of academic writing are of utmost importance. If teachers motivate students to become more personally involved in their texts, this will create big difference, and in turn, promote learner autonomy and success.

Another important insight into this particular context of Turkish Higher Education relates to the lack of explicit instruction on how to construct an authoritative identity in academic writing and to modulate this authoritativeness depending on different types of discourse. Language learners are unaware of the linguistic and rhetorical alternatives they have to be able to exhibit authorial presence and stance. Consequently, they rely heavily on the standards of objectivity as the default approach dictated by institutional policies. This overreliance on objectivity could be partly amended with in-class discussions about the ways to employ personal

voice, evaluative language and self-mention strategically without sacrificing academic rigor. Without such discussions, pedagogical support and modelling, students will go on perceiving personal voice in academic writing risky or inappropriate with the fear of grade deduction. Strict adherence to the expectations of impersonality and formality restricts their rhetorical repertoire and prevents full realization of an academic writer identity. Thus, we recommend that writing instruction move beyond structural accuracy and involve explicit teaching on how to position oneself towards one's own utterances as the writer of a text, to claim ownership of opinions and to promote authorial voice.

At the end of the day, writing is a meaning making endeavour in which writers deliver their messages to the reader through lexical, structural and rhetorical devices. When this is the case, a clear focus on the negotiation of meaning between the writer and the reader must be prioritized in writing instruction by enhancing the authority of the author on the utterances. This could be achieved through modelling by the teachers, targeted instruction and critical analysis of sample texts in the classroom. Teachers can provide model texts in class, and they can initiate critical discussions of these texts by teaching students what makes a text credible, persuasive and coherent. For example, they can compare sentences written in first-person and third-person, and evaluate these sentences in terms of the impact they leave on the reader and how compelling and credible they are. Also, teachers can provide model texts which include different alternatives of showing authorial presence (i.e. appraisal markers, first person, etc.), students can underline the phrases which strengthens the writer's voice and makes the text more authoritative. This way, we can provide students with more alternatives to choose from, and they can be

empowered to make informed choices about how to their authorial voice in L2 academic writing.

For liberating teaching philosophies to achieve success, they should be well-integrated into the course books design and development processes. Writing prompts and topics presented in the coursebooks, course packs and other types of writing materials need to be revised and adapted to allow for more personal involvement of the writers. Even though teaching is tailored accordingly, writers might not be able to display their presence and authority if writing topics do not prompt personal involvement. In addition to the issues on topic selection, instructions given in the writing materials might need to be revised, as well. If novice writers are given clear instructions regarding where and to what extent they can integrate their personal opinions, they would employ avoidance strategies less frequently and balance the level of objectivity and subjectivity effectively in the texts. Course book developers can also include activities where learners can unlock their full potential as agents of academic writing instead of teaching them how to impersonate their voice. On the contrary, in order to strengthen the authoritativeness of their voice, writers' personal investment in the texts should be encouraged more through the activities which make them practice different ways of self-representation such as the use of personal pronouns or graduation markers. In addition, different course books selected or developed to be used in a language program should be complementary and share a similar philosophy of writing, preferably one that promotes writers' authority. When the input is complementary and encouraging, the rest will be in the teachers' hands to let the students digest the information in these materials.

Finally, the optimal implementation of teaching practices empowering authorial identity and the redesign of course books can only be achieved through a

transformation of academic writing conventions. In the digital world of the twenty first century, access to information is quite easy, and there is a perennial debate on the ownership of ideas. In this digitalized era, promoting intellectual diversity and productivity carries importance. Therefore, as academics we should face up to the responsibility and revolutionize the way we set the academic writing standards to turn it into a less intimidating discourse for the novices. Of course, this should be realized in a way that ensures mutual intelligibility without disturbing the common language between the reader and the writer. However, this formal common language does not necessarily be excessively impersonal. If the norms are redefined in a way that allow for the writers' personal involvement in the text, second language writers can be liberated to think more critically and produce more authentic and original texts. This will, in turn, facilitate the freedom of expression and ultimately self-expression by inspiring writers to contribute to intellectual capital and remove the barriers in front of scientific knowledge.

To liberate L2 writers to construct more authoritative writer identities in EFL contexts like Turkish higher education where students receive no, little or insufficient writing instruction, it is important to move beyond the restrictive legacy of rigidly formal, impersonalized and distant essayist conventions of academic writing and implement pedagogies which view student writers as legitimate knowledge/meaning makers. At the meso level, institutional policies of higher education should promote more flexible and inclusive writing practices that align with the dynamic nature of academic writing discourse across different cultures and disciplines. Two critical first steps to take for the liberation of L2 writers would be to adapt the current writing curricula and coursebooks by enriching them through a wider array of genres and to provide explicit teaching of the rhetorical functions of authorial visibility. For

instance, writing syllabi of high school and university education could incorporate several modules on the use of authorial presence and stance markers as different ways of strengthening argumentation. While teaching these modules, student writers could analyze the ways academic writers in different disciplines make use of self-mention and other markers of authorial identity to amplify arguments, assert claims or express stance.

Coursebooks could also provide exercises of contrastive text analyses that compare two versions of a text, one written devoid of the voice and presence of the author and one written with strong authorial presence. This way, student writers could learn how to make more informed choices as to the rhetorical impact they want to make. These text analyses could be adapted to scaffolded text transformation activities where students (individually or in pairs) rewrite a depersonalized text in order to modulate the saliency of authorial identity strategically. With a careful selection or development of course materials, writing curricula should emphasize how to modulate an authoritative tone strategically and convincingly in writing rather than prohibiting the use of authorial presence and stance markers. By providing exemplars of how credible scholars actively and strategically position their identities in academic texts and developing a rhetorical awareness of writing rather than mandating structural accuracy, educators could raise awareness and empower learners to boost their confidence in expressing their positions with authority and precision.

At the macro level, teacher training and education should be reoriented to integrate the aforementioned changes in philosophy of teaching. Most writing teachers were raised and get experienced within the contexts where this depersonalized essayist tradition of teaching writing is valued. Therefore,

consciously or unconsciously, they internalize these norms of writing and keep them alive. For this reason, the liberation of L2 writers must begin with liberation of L2 writing teachers from these rigidly formal and depersonalized way of teaching writing through professional development practices which raise awareness about contemporary understandings of authorial voice and writing act as a meaning making activity. These professional development activities could range from faculty workshops to action research projects in which teachers are trained on how to teach effective modulation of authorial identity in writing and reflect on their teaching practices. In addition, within the language program or in collaboration with other departments, a corpus of student texts which effectively implement successful enactment of authorial voice could be compiled and used in writing courses. In a more reflexive, flexible and dialogic writing culture as described above, L2 writers would be more liberated to take rhetorical risks and express themselves in more meaningful ways by questioning and challenging the silencing traditions in academic writing.

6.3 Limitations and recommendations for further research

The present study contributes to the relevant literature by providing an in-depth inquiry of authorial identities and several theoretical and pedagogical implications for L2 writing practices. Despite its relevance and contributions, there have been some limitations of our study that need to be acknowledged. These limitations should be considered not as pitfalls to be addressed, but as new avenues for further research. Firstly, we focused on two genres, namely argumentative essays and discussion board entries to observe reflections of authorial identities in this study. Further research can deal with different genres to explore students' use of personal pronouns

and graduation markers and replicate our study by manipulating the genre perspective. Different types of academic essays such as problem-solution essays, which could prompt learners to think critically and connect with their own lives, can be integrated into research designs. As an alternative to discussion boards, academic blogs, research digests and lay abstracts offered through the affordances of digital platforms can be adopted in future research to explore the impact of publicity of discourse.

Secondly, this study was conducted with the students of a single higher education institution. Learners were young adolescent Turkish students learning English in the Intensive English program of a large university. Because of time and space constraints and the complexity of research design, we did not include foreign students in our study. Future studies can also involve learners with other age groups, socio-cultural backgrounds and language profiles. Cross-cultural comparisons between Turkish novice academic writers and learners from other cultures would also be a fruitful enquiry of research. Although there are several studies comparing the ways of exhibiting authorial presence by Asian, Slavic and European students, studies making a comparison between Turkish EFL learners and other cultures are still parochial.

In addition, in order to eliminate the language barrier and ensure the comprehensibility of the writing tasks, we chose to work with language learners with B2 level of language proficiency. However, it would also be interesting to explore how learners with lower language proficiency construct and reflect their identities in writing. When linguistic resources are limited, the findings might yield different interpretations.

Finally, our focus of linguistic analyses was on two features of authorial presence marking, first person pronouns and graduation markers. Previous research on writer identity had mostly dealt with the use of first-person pronouns in expert academic writing. We extended this scope by comparing graduation markers and revealed that there is no significant difference between the use of graduation markers and personal pronouns. Further research can build upon these findings and employ other linguistic features that signal the writer's identity in the text to capture full complexity of the phenomenon. An exploration on the use of metadiscourse markers, modality, hedging, engagement and attitude markers of appraisal theory would be potential areas for scholarly investigation. Owing to the multiplicity of dimension and the complexity of research design, we were not able to cater for these promising aspects of inquiry in this study. By addressing these issues, future research can offer valuable insights into L2 writing and identity research.

6.4 Concluding remarks

This thesis study aimed to shed light on the way of second language writers, instructors, policy makers, materials developers and scholars who seek to conduct research on writer identity. We wanted to provide insights into the construction of writer identities by novice Turkish EFL writers and eventually guide teachers to help learners develop more harmonious identities shaped through more critically evaluated decisions. By doing so, we wanted to present different ways of liberating L2 writers, writing instructors and academics through a transformation of academic writing norms.

Making a change is challenging. It is even more difficult for novices to achieve this change. It is pivotal to help these novices construct their own “blended”

identities in the era of digitalization and globalization and ensure legitimate participation in the disciplinary community. Therefore, as expert writers, scholars, decision makers, policy developers and teachers of today, we need to take the lead to shape the future of academic writing practices by promoting values such as freedom of expression, intellectual diversity and scientific development rather than adhering to excessively rigid interpretations of objectivity, formality and impersonality.



APPENDIX A

INFORMED CONSENT FORM - QUANTITATIVE

Araştırmayı destekleyen kurum: Boğaziçi Üniversitesi

Araştırmacının adı: İkinci dilde yazmayı özgürleştirmek: Türkiye bağlamında çok dilli yazar kimliğinin araştırılması

Proje Yürütücüsü: Doç. Dr. Nur Yiğitoğlu Aptoula

E-mail adresi:

Telefonu:

Araştırmacının adı: Gülşah Kırşan

E-mail adresi:

Telefonu:

Değerli Öğrenci,

Boğaziçi Üniversitesi Yabancı Diller Bölümü Öğretim Üyesi Doç. Dr. Nur Yiğitoğlu Aptoula danışmanlığında “İkinci dilde yazmayı özgürleştirmek: Türkiye bağlamında çok dilli yazar kimliğinin araştırılması” adlı bir doktora tezi yürütülmektedir.

Proje konusu: İkinci dilde akademik yazma özellikle Türkiye bağlamında birçok üniversite öğrencisi için oldukça zorlu bir süreçtir. Öğrenciler, farklı akademik metin türlerine aşina hale gelirken aynı zamanda özgün seslerini de korumayı öğrenmektedirler. Araştırmalar gösteriyor ki, Türkiye’deki geleneksel akademik yazma eğitimi birçok öğrenciyi biçimsel kaidelere fazlasıyla bağlı haline getirmekte ve bu durum öğrencilerin yazdıklarında kimliklerini gösterme biçimlerini farklılaştırmaktadır. Karma araştırma desenine sahip bu çalışma Türkiye bağlamında ikinci dilde akademik yazma uygulamalarında çok dilli yazar kimliğinin nasıl yansıtıldığını araştırmaktadır. Çalışmanın ana verileri öğrenciler tarafından yazılan denemeler ve tartışma panosuna yazdıkları girdilerden oluşacaktır. Ayrıca röportajlar, anketler, sınıf içi ve gözlemler, gerçek hayattan objeler ve ders materyalleri de destekleyici veriler olarak kullanılacaktır. Araştırma Boğaziçi Üniversitesi Sosyal ve Beşeri Bilimler İnsan Araştırmaları Etik Kurulu onayı alınarak gerçekleştirilecektir.

Onam: İkinci dilde yazmada çok dilli yazar kimliği üzerine yapmak istediğimiz araştırmaya katılmaya sizi davet ediyoruz. Bu çalışma kapsamında çok dilli yazar kimliğinin oluşum sürecini anlayabilmeyi ve ikinci dilde yazma öğretimini geliştirmeye ve iyileştirmeye yönelik uygulamalar sunabilmeyi umuyoruz. Araştırmaya katılmayı kabul ettiğiniz takdirde çalışmanın ilk kısmı için sizlerden akademik denemeler yazmanız, çevrimiçi bir platformdaki akademik tartışmalara katkıda bulunmanız ve bir ankete katılmanız istenecektir. Bu kapsamda ders saatleri sırasında haftada 1 deneme yazacak şekilde 5 haftada toplamda 5 deneme yazmanız ve her yazma görevinden önce tartışma panosuna bir girdi sağlamanız istenecektir. Çalışmanın bu kısmına sizlerden 5 hafta boyunca toplamda yaklaşık 3 saat ayırmanız beklenmektedir. İlk kısmı tamamlayan katılımcılardan bazıları (yazdıkları denemeler

konusunda daha fazla bilgi ve fikirleri alınması gereken katılımcılar) kısa röportajlardan oluşan araştırmanın ikinci kısmına davet edilecektir. Sınıf içi gözlemler normal ders saatleri sırasında Hazırlık kampüsünde yapılacak olup bu esnada sizden extra bir zaman ayırmanız veya görev yapmanız istenmemektedir. Sınıf içi gözlemlerde sadece gözlem notu alınacak olup herhangi bir ses veya video kaydı alınmayacaktır. Ayrıca, ekteki formda istenen bilgileri de sağlamanızı rica ediyoruz. İsminiz ve bu bilgiler tamamen gizli tutulacaktır.

Bu araştırma bilimsel bir amaçla yapılmaktadır ve çalışmaya katılmanız tamamen isteğe bağlıdır. Sizden ücret talep etmiyoruz ve size herhangi bir ödeme yapmayacağız. Fakat seviye tamamlama sınavına girmek için gereken genel notunuzun %10'unu oluşturan derse katılım notunuz (class participation grade) verilirken çalışmaya katılımınız göz önüne alınarak derse katılım notuna extra 10 puan verilecektir. Bu puan çalışmanın ilk kısmı olan denemelerin tamamını yazan ve çevrimiçi tartışmalara katılan tüm öğrencilere verilecektir. İstedığınız zaman, çalışmanın herhangi bir aşamasında çalışmaya katılmaktan vazgeçebilirsiniz. Bu durumda ders notunuz olumsuz yönde etkilenmeyecek, sizden almış olduğumuz veriler kullanılmayacak ve imha edilecektir.

Yapmak istediğimiz araştırmanın size herhangi bir risk getirmesi beklenmemektedir. Bu çalışma ile elde edilecek veriler ileride başka akademik çalışmalar ve birden fazla bilimsel makale yazımında da kullanılabilir.

Araştırma verilerine sadece şahsım, Gülşah Kırşan ve proje yürütücüsü erişebilecektir. Bu formu imzalamadan önce, çalışmayla ilgili sorularınız varsa lütfen sorun. Daha sonra çalışma hakkında ek bilgi almak isterseniz veya sorunuz olursa, şahsıma () veya proje yürütücüsü Boğaziçi Üniversitesi Yabancı Diller Bölümü Öğretim Üyesi Doç. Dr. Nur Yiğitoğlu Aptoula'ya () sorabilirsiniz. Araştırmayla ilgili haklarınız konusunda Boğaziçi Üniversitesi Sosyal ve Beşeri Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme Komisyonu'na (SOBETİK) () danışabilirsiniz.

Bana anlatılanları ve yukarıda yazılanları anladım. Bu formun bir örneğini aldım / almak istemiyorum (bu durumda araştırmacı bu kopyayı saklar).

Çalışmaya katılmayı kabul ediyorum. ☐

Araştırmanın ikinci aşaması için benimle iletişime geçilmesini kabul ediyorum. ☐

Katılımcı Adı-Soyadı:.....

İmzası:.....

Tarih (gün/ay/yıl):...../...../.....

APPENDIX B

INFORMED CONSENT FORM - QUALITATIVE

Araştırmayı destekleyen kurum: Boğaziçi Üniversitesi

Araştırmacının adı: İkinci dilde yazmayı özgürleştirmek: Türkiye bağlamında çok dilli yazar kimliğinin araştırılması

Proje Yürütücüsü: Doç. Dr. Nur Yiğitoğlu Aptoula

E-mail adresi:

Telefonu:

Araştırmacının adı: Gülşah Kırşan

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Değerli Öğrenci,

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gerçekleştirilecektir. Röportajlarda ses kaydı alınacak olup bu formun sonundaki ses kaydı izin kutucuğunu işaretlemeniz gerekmektedir. Sınıf içi gözlemler normal ders saatleri sırasında Hazırlık kampüsünde yapılacak olup bu esnada sizden extra bir zaman ayırmanız veya görev yapmanız istenmemektedir. Sınıf içi gözlemlerde sadece gözlem notu alınacak olup herhangi bir ses veya video kaydı alınmayacaktır. Ayrıca, ekteki formda istenen bilgileri de sağlamanızı rica ediyoruz. İsmiğiniz ve bu bilgiler tamamen gizli tutulacaktır.

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Bana anlatılanları ve yukarıda yazılanları anladım. Bu formun bir örneğini aldım / almak istemiyorum (bu durumda araştırmacı bu kopyayı saklar).

Çalışmaya katılmayı kabul ediyorum. ☐

Katılımcı Adı-Soyadı:.....

İmzası:.....

Tarih (gün/ay/yıl):...../...../.....

Video ve ses kaydı alınmasını kabul ediyorum. ☐

Video ve ses kaydı alınmasını kabul etmiyorum. ☐

APPENDIX C

ENGLISH LEARNING ACTIVITIES QUESTIONNAIRE - ENGLISH

This survey is being carried out to investigate the types of strategies and activities used by university students to improve their English language skills. All responses will remain anonymous. Please try to answer all the questions.

A. DEMOGRAPHIC INFORMATION

Name/ Surname:

Age:

Nationality:

Current school:

Department:

Gender:

Type of High school:

B. LANGUAGES

Mother tongue:

Second language(s):

1. When did you start learning English?

2. Where did you start learning English?

3. Have you ever been in an English speaking country?

Yes / No

If yes; which country (ies)? How long have you been there?

4. Do you have any additional languages?

Yes / No

If yes; which language(s)? What is your level in that language? When and where did you start learning them?

C. ENGLISH LEARNING ACTIVITIES

1. How frequently do you carry out the following activities in English? Please circle:

	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
1. Watch TV series/films	5	4	3	2	1
2. Listen to radio channels	5	4	3	2	1
3. Listen to songs	5	4	3	2	1
4. Read newspapers and magazines	5	4	3	2	1
5. Read books/novels	5	4	3	2	1
6. Read academic books/articles	5	4	3	2	1
7. Speak with peers/friends	5	4	3	2	1
8. Speak with family members/significant other	5	4	3	2	1
9. Speak with tourists outside	5	4	3	2	1
10. Surf the internet	5	4	3	2	1
11. Speak with foreign friends in chat rooms	5	4	3	2	1
12. Play computer games	5	4	3	2	1
13. Use social media	5	4	3	2	1
14. Use language learning applications to practice (duolingo, busuu etc.)	5	4	3	2	1
15. Set English as the main language on your mobile device.	5	4	3	2	1

2. Do you do any other activities specifically to improve your skills in English? Please circle:

Yes / No

If your answer is yes, what are these activities and how often do you do them?

Thank you for spending time to answer this questionnaire. Your co-operation is very much appreciated.

APPENDIX D

ENGLISH LEARNING ACTIVITIES QUESTIONNAIRE - TURKISH

Bu anket üniversite öğrencileri tarafından İngilizce dil yeteneklerini geliştirmek için kullanılan aktivite ve strateji çeşitlerini araştırmak amacıyla gerçekleştirilmektedir. Tüm yanıtlarınız anonim kalacaktır. Lütfen tüm soruları yanıtlamaya çalışın.

A. DEMOGRAFİK BİLGİLER

Adı/Soyadı:

Yaş:

Uyruk:

Şu anki okulunuz:

Bölümünüz:

Cinsiyet:

Okuduğunuz lise:

Lisenin Eğitim Dili:

Lisenin İngilizce ders saati sayısı:

B. DİLLER

Anadil:

Yabancı dil(ler):

1. İngilizce öğrenmeye ne zaman başladınız?

2. İngilizce öğrenmeye nerede başladınız?

3. Daha önce hiç İngilizce konuşulan bir ülkede bulundunuz mu?

Evet / Hayır

Evet ise; hangi ülkelerde bulundunuz? Bu ülkelerde ne kadar süre kaldınız?

4. İngilizce dışında başka herhangi bir dil biliyor musunuz?

Evet / Hayır

Evet ise; bunlar hangi dillerdir? Bu dillerdeki seviyeniz nedir? Bu dilleri nerede ve ne zaman öğrenmeye başladınız?

C. İNGİLİZCE ÖĞRENME AKTİVİTELERİ

1. Aşağıdaki aktiviteleri İngilizce dilinde hangi sıklıkla yapıyorsunuz? Lütfen yuvarlak içine alınız:

	<i>Çok sık</i>	<i>Sıklıkla</i>	<i>Bazen</i>	<i>Nadiren</i>	<i>Hiçbir zaman</i>
16. Dizi veya film izlemek	5	4	3	2	1
17. Radyo kanallarını dinlemek	5	4	3	2	1
18. Şarkı dinlemek	5	4	3	2	1
19. Gazete veya dergi okumak	5	4	3	2	1
20. Kitap veya roman okumak	5	4	3	2	1
21. Akademik kitap veya makaleler okumak	5	4	3	2	1
22. Akran veya arkadaşlarla konuşmak	5	4	3	2	1
23. Aile üyeleriyle ya da yakınlarınızla konuşmak	5	4	3	2	1
24. Dışarıda turistlerle konuşmak	5	4	3	2	1
25. İnternette sörf yapmak	5	4	3	2	1
26. Sohbet odalarında yabancı arkadaşlarla konuşmak	5	4	3	2	1
27. Bilgisayar oyunları oynamak	5	4	3	2	1
28. Sosyal medyayı kullanmak	5	4	3	2	1
29. Pratik yapmak için dil öğrenme uygulamalarını kullanmak (duolingo, busuu vb.)	5	4	3	2	1
30. Cep telefonunun dilini İngilizce olarak ayarlamak	5	4	3	2	1

2. İngilizce dil yeteneklerinizi geliştirmek için özellikle başka bir aktivite yapıyor musunuz? Lütfen yuvarlak içine alınız:

Evet / Hayır

Evet ise, bu aktiviteler nelerdir ve ne sıklıkla yapıyorsunuz?

Bu anketi yanıtlamak için ayırdığınız zaman ve işbirliğiniz için çok teşekkür ederiz.

APPENDIX E

SELECTED PROMPTS

In the age of technology, people spend every minute they have on technological devices. Some people argue that it is important to care about personal interactions and values rather than technology. To what extent do you agree or disagree with this opinion?

Agree:

- People do not pay attention to social relations and ties anymore
- Cultural and traditional values are losing their importance because of technology

Disagree:

- People establish connections with friends and family thanks to technology
 - Technology helps us work (and play) without difficulty
-

Today, people want to look attractive and interesting to others on Social Media. They are addicted to collecting “likes” because they care about how others see them. Some are just in love with their Instagram feed. It is believed that Social Media is making people narcissistic. Do you agree or disagree with this idea?

Agree:

- People want to show off and make others jealous on Social Media
- Everyone seems to exaggerate their self-importance on Social Media

Disagree:

- Collecting likes is an understandable desire in today’s technological era.
 - People want to look happy on Social Media but this doesn’t make them narcissistic.
-

People can create anonymous accounts on digital platforms without letting anyone know about who they are. It is claimed that people should be free to hide their identities online. Do you agree or disagree with this idea?

Agree:

- Anonymous accounts prevent cyber bullying.
- People can express their opinions freely thanks to anonymous accounts.

Disagree:

- Hiding identities online can lead to cyber crime.
- People must be brave to express their opinions without hiding their identity.

APPENDIX F

INTERVIEW QUESTIONS - ENGLISH

Questions about general writing habits and the writer's autobiography

1. Can you tell me a bit about yourself? What kind of person are you? What do you enjoy doing?
Where did you study? Why did you choose this university?
When did you start learning English? How do you feel about learning English?
How is your process of learning Academic English going? Do you find it difficult? In what way?
2. Do you enjoy writing in English? What kind of topics do you find fun to write about?
3. What types of texts do you usually write? In which language do you write these texts?
4. If you were to come up with a metaphor for being a writer in a second language, what would it be? Let's complete the following sentences:
Being a writer in English is like
When I write in a second language, I feel like
5. In your opinion, who is a "writer"? What are the characteristics of a good academic writer? Do you see yourself as a good writer? Why? What is your strongest quality as a writer? What is your weakest?

Questions about the writer's presence in writing

6. How often do you use "I" or "we" in your writing? For what purposes do you mostly use them?
7. How do you strengthen the expressions you want to emphasize in your writing? For example, how do you increase the impact of a verb you use? What kind of effect do you think this has on the reader?
Which of the following two sentences would you prefer to use in your essays? Why?
"I agree."
"I completely agree."
8. Which of the following three sentences do you think presents a stronger argument? If you were to write one of these in your essay, which one would you choose? Why?

"I believe that university students should not be given homework at all."

"It was believed that university students should not be given homework at all."

"People believe that university students should not be given homework at all."

9. Which of the following three sentences do you think presents a stronger argument? If you were to write one of these in your essay, which one would you choose? Why?

“I think that it is important to be environmentally-aware.”

“We believe that it is important to be environmentally-aware.”

“People think that it is important to be environmentally-aware.”

10. How do you reflect yourself in your texts? How do you indicate that an idea belongs to you? Is there a specific phrase or structure you use frequently? How would someone who knows you recognize that a text was written by you?
11. Do you ever give examples from your own life in your writing? Do you use “I” language when doing this? In your opinion, how does this contribute to your academic writing?
12. Can we see your personality in your writing? If I had two essays in front of me, how would I know which one is yours? What is the distinguishing feature of your writing?
13. Do you ever avoid using “I” language or directly expressing your personal opinions in your writing? In what types of texts or situations do you feel this way? How do you express your ideas indirectly?
14. Who usually reads what you write in English? Can you describe your reader to me? What do you think of your reader? What do you think they think about your writing?
15. Does your writing style change depending on who will read your text? Do you sometimes soften or strengthen your expressions depending on the reader? In what situations do you do this?
16. Sometimes we write texts on Blackboard in the form of a discussion, and these are visible to the whole class. We can comment on each other’s ideas. Other times, we write essays and submit them to the teacher for feedback.

- i. How do you feel about these two different writing activities?
- ii. Is there a difference between your publicly shared writing and the writing you only send to your teacher? What are they?
- iii. Can you express your personal opinions freely in both writing types?
- iv. Can you use strong expressions in both forms when explaining your ideas?

Questions about the writer’s voice and autobiographical background

17. What do you think about the following statement? Do you agree or disagree? Why?
“Academic writing should be impersonal and formal.”
18. When working on your academic writing, how do you balance expressing your own ideas with following academic writing conventions?

19. In your opinion, what matters more in academic writing—originality or objectivity of ideas? Why?
20. When writing academic texts, are there any expressions or writing styles that you would like to use but don't because they don't fit the academic style? If so, what are they?
21. Do you give examples from your life in your academic writing? If yes, for what purpose?
 - i. Are your examples usually related to your personal life or your educational/professional life?
 - ii. In your opinion, how do your past and experiences affect your ideas? Can we see traces of your life experiences in your writing? How do you transfer your experiences into your writing?
 - iii. Can we also see traces of your culture and traditions in your writing? If yes, can you give an example?

Questions about writing instruction

22. Have you ever received writing instruction? Have you taken any writing courses in Turkish or English? What did you learn in these courses?
23. When writing in English, do your teachers support the use of personal pronouns (I, you, we, they) or other words that reflect your personality? If yes, can you give an example? If not, why do you think that is?
24. Have you seen any sections in your textbooks related to the use of "I" language? Do you think your textbooks encourage personal expression or objectivity in writing? How do you know?

Questions based on students' writing samples

25. Below is an excerpt from one of your argumentative essays. Why did you choose to use the first-person pronoun "I" here? Do you think it contributes to the quality of your writing? If so, how?
26. Below is one of your argumentative essays. I'd like you to look at this text and consider whether there are any examples from your life. If yes, can you tell me what kind of experience it was?
27. Below is one of your argumentative essays. I'd like you to look at this text and describe the writer from an outsider's perspective. How would a reader describe you based on this essay? What part of the essay made you think that? Maybe you can describe the writer of this text using a few adjectives.

APPENDIX G

INTERVIEW QUESTIONS - TURKISH

Genel yazma alışkanlıkları ve yazarın otobiyografisi hakkında sorular

1. Biraz kendinden bahseder misin? Nasıl biridir? Neler yapmayı seversin? Nerede okudun? Bu üniversiteyi neden seçtin? Ne zaman İngilizce öğrenmeye başladın? İngilizce öğrenmekle ilgili nasıl hissediyorsun? Akademik İngilizce'yi öğrenme sürecin nasıl geçiyor? Zorlanıyor musun? Ne açıdan?
2. İngilizce yazı yazmayı sever misin? Hangi konularda yazmayı eğlenceli bulursun?
3. Genelde ne tür metinler yazarsın? Bu metinleri hangi dilde yazarsın?
4. İkinci dilde yazar olmakla ilgili bir metafor bulacak olsaydın, bu ne olurdu? Haydi aşağıdaki cümleleri tamamlayalım:
İngilizce'de yazar olmak..... gibidir.
İkinci dilde yazarken gibi hissediyorum.
5. Sence “yazar” kimdir? İyi bir akademik yazarın özellikleri nelerdir? Kendini iyi bir yazar olarak görüyor musun? Neden? Bir yazar olarak en güçlü özelliğin nedir? En zayıf özelliğin nedir?

Yazarın yazıdaki varlığı hakkında sorular

6. Yazılarında ne sıklıkla “I” veya “we” kullanıyorsun? Bunları en çok hangi amaçla kullanıyorsun?
7. Yazılarında vurgulamak istediğin ifadeleri nasıl güçlendiriyorsun? Örneğin kullandığın bir fiilin çarpıcılığını nasıl arttırıyorsun? Sence bu okurda nasıl etki yapıyor? Aşağıdaki iki cümleden hangisini denemelerinde kullanmayı tercih edersin? Neden?
“I agree.”
“I completely agree.”
8. Aşağıdaki üç cümleden hangisi daha güçlü bir argüman sunuyor sence? Sen denemende bu cümlelerden birini yazıyor olsan hangisini tercih ederdin? Neden?
“I believe that university students should not be given homework at all.”
“It is believed that university students should not be given homework at all.”
“People believe that university students should not be given homework at all.”
9. Aşağıdaki üç cümleden hangisi daha güçlü bir argüman sunuyor sence? Sen denemende bu cümlelerden birini yazıyor olsan hangisini tercih ederdin? Neden?

“I think that it is important to be environmentally-aware.”

“We think that it is important to be environmentally-aware.”

“People think that it is important to be environmentally-aware.”

10. Kendini metinlerinde nasıl yansıtırsın? Bir fikrin senin olduğunu metninde nasıl belirtirsin? Özellikle sık kullandığın bir kalıp ya da yapı var mı? Bir metni başkası değil senin yazmış olduğunu seni tanıyan bir kişi nasıl anlar?

11. Yazdıklarında hiç kendi hayatından örnekler verir misin? Bunları anlatırken “I” dili kullanır mısın? Sence bu yazdığın akademik metine nasıl katkıda bulunur?

12. Yazdıklarında senin kişiliğini görebilir miyiz? Benim önüme iki yazı koysalar hangisinin senin olduğunu nasıl anlarım? Senin yazılarının başkalarınınkinden ayırt edici özelliği nedir?

13. Yazılarında “I” dili kullanmaktan veya kişisel fikirlerini açıkça belirtmekten kaçındığın olur mu? Hangi tip yazılarda veya durumlarda böyle hissedersin? Fikirlerini dolaylı olarak nasıl ifade edersin?

14. İngilizce yazdıklarını genellikle kimler okur? Okurunu bana tanımlar mısın? Okurun hakkında ne düşünüyorsun? Sence yazdıkların hakkında ne düşünüyorlar?

15. Yazma tarzın yazını kimin okuyacağına göre değişir mi? Bazen okuyacak kişiye göre ifadelerini yumuşattığın veya güçlendirdiğin olur mu? Hangi durumlarda böyle yaparsın?

16. Bazı yazılarımızı Blackboard’da tartışma şeklinde yazıyoruz ve bu tüm sınıfımıza açık oluyor. Birbirimizin fikirlerine yorum yapabiliyoruz. Bazen de deneme yazıp geri dönüt almak için öğretmenimize gönderiyoruz.

i. Sen bu iki farklı yazma aktivitesinde kendini nasıl hissediyorsun?

ii. Herkese açık yazılarınınla sadece öğretmene gönderdiğin yazı arasında bir fark var mı? Nelerdir?

iii. Kişisel fikirlerini bu iki yazma biçiminde de özgürce belirtebiliyor musun?

iv. Bu iki yazma biçiminde de fikirlerini anlatırken güçlü ifadeler kullanabiliyor musun?

Yazarın sesi ve otobiyografik geçmişi hakkında sorular

17. Aşağıdaki ifade hakkında ne düşünüyorsun? Katılıyor musun yoksa katılmıyor musun? Neden?

“Akademik yazı, kişisellikten uzak ve resmi olmalıdır.”

18. Akademik yazıların üzerine çalışırken kendi düşüncelerini ifade etmek ile akademik yazım kurallarına uymak arasında nasıl bir denge kuruyorsun?

19. Sence akademik yazıda önemli olan fikirlerin orijinalliği mi yoksa objektifliği midir? Neden?

20. Akademik yazılar yazarken aslında kullanmak istediğin ama akademik stile uymadığı için kullanmadığın yapılar veya yazım tarzları var mı? Varsa nelerdir?

21. Akademik yazılarında hayatından örnekler veriyor musun? Evet ise, bu örnekleri hangi amaçla veriyorsun?

i. Verdiğin örnekler genelde kişisel hayatınla mı eğitim/profesyonel hayatınla mı ilgili oluyor?

iii. Sence geçmişin ve tecrübelerin fikirlerini nasıl etkiliyor? Yazılarında yaşam tecrübelerinin izlerini görebilir miyiz? Tecrübelerini yazılarına nasıl aktarırsın?

v. Yazdıklarında kültüründen ve geleneklerinden izler de görür müyüz? Evet ise örnek verebilir misin?

Yazma eğitimi ile ilgili sorular

22. Hiç yazma eğitimi aldın mı? Türkçe’de veya İngilizce olarak herhangi bir yazma dersin oldu mu? Bu derslerde neler öğrendin?

23. İngilizcede yazı yazarken öğretmenleriniz kişi zamirlerinin (I, you, we) veya kişiliğinizi yansıtan diğer kelimelerin kullanılmasını destekliyor mu? Evet ise bir örnek verebilir misin? Hayır ise, sence neden?

24. Kullandığınız ders kitaplarında “I” dili kullanımı ile ilgili kısımlar gördün mü? Sence ders kitapları yazılarında kişiselliği mi ön plana çıkarmanızı istiyor yoksa objektifliği mi? Nasıl anladın?

Öğrencilerin yazı örneklerine dayalı sorular

25. Aşağıda tartışmacı denemenden bir alıntı var. Neden burada birinci şahıs zamiri “ben” kullanmayı tercih ettin? Yazının kalitesine katkısı olduğunu düşünüyor musun? Öyleyse nasıl katkıda bulunuyor?

26. Aşağıda tartışmacı denemelerinden makalelerinden biri var. Bu yazına bakmanı ve hayat tecrübelerinden örnekler olup olmadığını düşünmeni istiyorum. Varsa eğer, bana nasıl bir tecrübe olduğunu anlatır mısın?

27. Aşağıda tartışmacı denemelerinden biri var. Bu yazına bakmanı ve bana dışarıdan bir göz olarak bu yazının yazarını anlatmanı istiyorum. Bu yazıyı okuyan kişi seni nasıl biri olarak tanımlar? Bunu denemenin hangi özelliğinden anladın? Belki bize birkaç sıfatla bu yazının yazarını anlatabilirsin.

APPENDIX H

EXAMPLE CODING IN AN ARGUMENTATIVE ESSAY

Graduation Coding Scheme

- a. Focus (FS)
 - i. Sharpen (Negative/Positive) (SH)-P/N
 - ii. Soften (Negative/Positive) (SO) -P/N
- b. Force (FO)
 - i. Quantification (Q)
 - 1. Upscale (U)
 - 2. Downscale (D)
 - ii. Intensification (I)
 - 1. Upscale (U)
 - 2. Downscale (D)

Anonymous accounts are some accounts that people hide their identities for do whatever they want in social media. In recent days, this accounts are becoming too popular. There is an idea that I agree with such as people I should be free to hide their identities online due to anonymous accounts prevent cyber bullying and people can express their opinions freely thanks to anonymous accounts. (61)

Firstly, anonymous accounts prevent cyber bullying. Social media is really dirty place. People are saying everything they want without thinking what other people's think. Did they upset? or did their heart break? They really do not care. This is so dangerous situation and leads I to cyber bullying. But if I we have an anonymous account, people will not know who we are and they cannot bully. So, we can share everything we want to share without fear to someone going to bully us.

Secondly, people can express their opinions freely thanks to anonymous accounts. Because of hidden identity we can do everything we want like stalking others, comment the post we like, message to others etc. For instance, there is a boy or girl who we like and we want to tell his or her what we feel but we are afraid of his or her's reaction, we can text him or her from anonymous account so we can learn the real reaction. SH

In conclusion, anonymous accounts should be free for everyone because of some benefits. 0

APPENDIX I

RUBRIC FOR GRADUATION MARKERS

FOCUS (CATEGORICAL GRADUATION)

Evaluation based on prototypicality and preciseness in reference to accepted semantic categories.

Locutions such as <u>true</u> , <u>real</u> , <u>genuine</u> , <u>original</u> , <u>fake</u> , <u>false</u> , <u>pseudo</u> , <u>authentic</u> , <u>artificial</u> , <u>valid</u>	Examples: He is a <u>true</u> friend, <u>real</u> father, a <u>real</u> brat, a <u>real</u> wonder, a <u>genuine</u> hero. This is an <u>original</u> Chinese carpet. <u>Fake</u> accounts, <u>False</u> impression
Locutions such as <u>kind of</u> , <u>of sorts</u> , <u>effectively</u> , <u>bordering on</u>	Examples: It was an apology <u>of sorts</u> , <u>kind of</u> upset, <u>kind of</u> crazy, <u>bordering on</u> the unreasonable, <u>kind of</u> marvellous
Locutions with suffix -ish	Examples: a <u>reddish</u> colour

FORCE (INTENSITY & AMOUNT)

Intensification: Scaling with respect to intensity of qualities and processes. Mostly adverbs.

Qualities	Examples: <u>Slightly/extremely</u> foolish. It stopped <u>somewhat/very</u> abruptly. You are <u>a bit/somewhat/relatively/fairly/rather/very/so/extremely/utterly</u> miserable.
Processes	Examples: This <u>slightly/greatly</u> hindered us. This upset me <u>slightly/a bit/somewhat</u> . It happened <u>slightly/somewhat/fairly/quite/rather/very</u> abruptly.
Verbal modalities of likelihood, usuality, inclination and obligation	Examples: It's <u>just/very/somewhat/quite</u> possible that... <u>Reasonably/quite/very/extremely</u> often
Comparatives and superlatives	Examples: It is <u>less/least/more /most</u> probable...
Maximization	Examples: We are <u>totally/thoroughly/absolutely /completely</u> miserable. She is <u>perfectly</u> happy. This gate in <u>constant</u> use. <u>Continuously, maximum, minimum</u>
Suffixes over-, under-, ever-	Examples: <u>Overemphasis, ever-changing, underestimate</u>
Lexicalization	Examples: It is <u>Ice</u> cold, <u>crystal</u> clear, <u>dirt</u> poor. <u>Dense, intense..</u>

Quantification: Scaling with respect to amount, mass and extent. Mostly adjectives.

	We are <u>reasonably/amazingly/deliriously/perfectly/excessively</u> happy. It is <u>dreadfully</u> cold. It is <u>ridiculously</u> easy.
Infusion (Words scalar in nature)	Examples: She is <u>contented, happy, joyous</u> . She performed <u>competently, skilfully</u> . <u>Warm, hot, strong, weak, deep, shallow, powerful, increase, decrease, rise, develop, improve, deteriorate, diminish, minimize, foster, facilitate, enhance, promote, reinforce, nourish, spread</u> This <u>disquieted/startled/frightened/terrified</u> me. I <u>glanced over/looked over/scrutinised</u> the manuscript. The clouds <u>drifted/raced</u> across the sky. <u>Possible, probable, certain, rarely, often, always, generally</u>
Repetition	Examples: It's <u>hot hot hot</u> . We <u>laughed and laughed and laughed</u> .
Vigour	Examples: The water flowed <u>slowly</u> . She brushed it <u>gently/vigorously</u> . She held it <u>loosely/firmly</u> . She slept <u>lightly/deeply/soundly</u> . He <u>closely</u> observed people.
Metaphor	Examples: He came out <u>like a jack in a box</u> . Prices have <u>sky-rocketed</u> .
Too/enough	Examples: She is <u>too</u> stubborn to apologize. The story is short <u>enough</u> to tell.
Numbers & Quantifiers	Examples: A <u>few</u> miles, <u>many</u> miles. Canon unveils <u>a throng of</u> digital imaging products. <u>The trickle of</u> enquiries rapidly. <u>A portion of</u> <u>A lot (of), some (of), a little, more(+noun), all (of)</u>
Presence/mass	Examples: <u>Small/large</u> amounts. He's <u>a mountain of</u> a man. She's <u>a slip of</u> a girl. <u>Thick, thin, light, heavy, bright</u> .
Extent	Examples: <u>Nearby/distant</u> mountain. There was a <u>profusion of</u> pink at the festival. <u>Near, far, recent, ancient, old, new, short-term, long-lasting</u> (extent in time) <u>Wide-spread, global, local</u> (extent in space)
Concrete	Examples: <u>Large</u> shark. <u>Many/nearby</u> sharks.
Abstract	Examples: <u>A large, serious</u> problem. <u>Many</u> problems. <u>A few</u> anxieties. <u>A slight</u> fear. <u>A great</u> success. Her <u>many</u> betrayals.
Too/enough	Examples: There is <u>too</u> much time to wait. We have <u>enough</u> money to spend.

Notes:

1. We do not consider many, much, most, etc. as examples of quantification when they appear as pronouns in the essays.
2. "Real world" was not counted.
3. Indefinite article (a/an) was not counted.
4. When two cases of graduation appear together, it was counted as one occurrence (e.g. very often)
5. "Sometimes" was not counted

4. When two cases of graduation appear together, it was counted as one occurrence (e.g. very often
5. “Sometimes” was not counted
6. “Away” was not counted.
7. In terms of extent in time and space:
 - a. Extending → Upscale
 - b. Narrowing → Downscale
8. In terms of extent in time and space:
 - a. Near → Upscale, Far → Downscale
 - b. New → Upscale, Old → Downscale
9. Negatives can change Upscale/Downscale status



APPENDIX J

DATA TRANSCRIPTION CONVENTION GUIDE

Turkish: Regular type

English: Bold

Translation of a Turkish speech into English: Italic

(.): Pause

(...): Long pause

certainly: Stressed syllable or word

(()): Non-speech activity

{ We think that } Reference to a previous utterance

Adapted from Mirivel & Tracy (2005)

APPENDIX K

CODEBOOK FOR THE INTERVIEWS

Parent Codes	Subcodes	Description	Cases	Examples
1. Discoursal Self	1.1 Presence of self-images in texts	The ways in which writers manifest themselves unconsciously or consciously in writing. These are self-images constructed through the discoursal features of the texts such as choice of words or organization patterns.	36	<i>“Ya nasıl olabilir dediğim gibi işte hani people ve they, themselves çok görüyorsanız o benimdir.”</i> Irmak, Interview
	1.2 Self representation in texts	The ways in which writers position and reflect themselves within a specific discourse	60	<i>“Ben aslında kendimi metinlere yansıtmayı sevmiyorum, en azından kendi içimi. Daha çok bir kabuk gibi yansıtmayı seviyorum. Olduğumdan ziyade nasıl öğrendiysem o şekilde yapmayı tercih ediyorum. Genelde, yine çok özgür fikir</i>

				<i>belirtmem, kendi hayatımdan şeyler söylemem” Caner, Interview</i>
2. Autobiographical self	-	The representation of writers’ sense of their life histories, sociocultural and educational backgrounds and personal experiences in their texts.	59	<i>“Bence bunun yani yaşanmışlıklarımızın gördüklerimizin, öğrendiklerimizin hepsi yazdığımız her şeye bir katkıda bulunur diye düşünüyorum ben.” Ece, Interview</i>
3. Strengthening ideas-Authoritativeness	-	The ways in which writers exhibit confidence and authority in their texts and strengthen arguments through evidence, confident remarks, authorial presence markers and exemplification.	47	<i>“Eğer ben bu yazıya kişisel katarsam bir öznellik katarsam, bu insanların aklında yorumlamaya daha fazla yer bırakıyor. Çünkü sırf somut bilgiler içeren bir yazı yazsam insanların aslında reddedemeyeceği bir yazı yazmış olurum. Ama biraz kişisel kattığım zaman birisi ‘a bu bana uymuyor’ diyebilir ve yazdığım yazıdan uzaklaşabilir. O yüzden bu aslında yazının hem popülerliğini hem de bilinmişliğini azaltıyor.” Emre, Interview</i>

4. Motivations behind the use/non-use of graduation	4.1 Use of graduation markers to amplify claims	The reasons for the use of graduation markers by intensifying, quantifying, sharpening and softening their claims mainly through the use of adjectives and adverbs.	19	<i>“I agree dediğimiz zaman biraz sanki havada kalıyor gibi completely veya totally gibi bir ekstra zarfın gerekli olduğunu görüyorum ben genellikle. O yüzden bir taraftayız, bunu biz kendimiz biliyoruz zaten ama okuyucunun aklında da öbür tarafa geçme ihtimalinin olmadığını belirtmek için I completely agree demek daha iyi evet.” Emre, Interview</i>
	4.2 Use of graduation in replacement for self-mention	The use of graduation markers to reinforce their arguments in the place of overt use of personal pronouns with the aim of preserving impersonality.	3	<i>“Ben genelde I ve we kullanmadığım için, essayin başlangıcından bu yana biraz daha güçlendirici sıfatlar kullanmaya çalışıyorum. Bir kaç öğrendiğimiz kalıp, kalıp gibi işte significant gibi major gibi o kalıpları kullanmaya çalışıyorum ya da örnek vermeye çalışıyorum.” Ece, Interview</i>
5. Motivations behind the use of self-mention	5.1 Use of personal pronouns to show writer’s contribution	The reasons for writer’s explicit use of personal pronouns in the texts by stressing their presence	25	<i>“...Akademik yazıda I dediğim zaman yani benim aslında ne düşündüğüm çok da gerekli mi bilmiyorum çünkü işte genele şey yapıyoruz...Ben “I” ve “we” yi</i>

		and exhibiting a clear stance.		<i>genelde conclusionda yani en son her şeyi özetledikten sonra kullanıyorum.” Beren, Interview</i>
	5.2 Use of "we" to in replacement for "I"	The reasons why writers prefer the use of first person plural pronouns instead of first person singular pronouns.	11	<i>“Burada ikinciye [We think that] de imkan tanıyabilirim çünkü bir şeyi ne kadar ben değil de bizleştirirsek o kabul edilmesi belki daha da kolay bir şey olur.” Emre, Interview</i>
6. Effect of publicity of discourse	-	Whether or not the publicity of the discourse (essay vs discussion board) impacts the writer’s rhetorical choices and degree of visibility in the text.	18	<i>“Kesiklikle ikisini farklı yazıyorum. Onun dışında kullandığım dili değiştiriyorum mesela discussion boarda biraz daha kendi fikirlerimi yazıyorum ama essay yazarken daha resmi dille yazıyorum. Discussion boarda yazdığımı active bir cümleyle yazıyorsam essaye yazdığım passive bir cümleyle yazıyorum.” Caner, Interview</i>
7. Distancing from own texts	7.1 Masking authorial presence	Writer’s strategies to detach themselves from the texts by masking their presence, visibility and	29	<i>“Okura hani kendi görüşümü çok şey bir I ya ben. Ben bunları yapıyorum, ben bunları düşünüyorum. Hani okur napsın</i>

		ownership of ideas such as generalizing personal opinions to external sources or using passive voice.		<i>benim ne düşündüğümü?” Beren, Interview</i>
	7.2 Disclaiming ownership of ideas	The ways in which writers avoid claiming the ownership of their opinions by presenting them as if they belong to somebody else or the general public.	22	<i>“Eğer akademik bir yazı yazacaksam uzak ve resmi olmalı. Ama bu sefer benlikten uzak tutuyor bu beni. O yüzden fikirlerimi söylemekten biraz daha kaçınıyorum. Bu da sanki benim emeğim olmuyormuş gibi oluyor. Sanki benim akademik yazım olmuyormuş gibi oluyor.”</i> Derin, Interview
	7.3 Use of people to compensate for self-mention	Writer’s strategy to use “people” or other collective nouns as subjects or owners of the opinions to present their own opinion in order to preserve objectivity and impersonality.	23	<i>“Kendi görüşlerimi belirtmek istediğim ama belirtmediğim bunları people üzerinden belirttiğim cümlelerim var.”</i> Beren, Interview
8. Impersonal position	8.1 Lack of personal involvement	Writer’s preference for an impersonal stance and lack of personal engagement in the arguments. They	44	<i>“Mesela bir yerden bir örnek gördüm. O örneği ben görmüşüm gibi değil de örneği öyle bir şey zaten varmış gibi yazarım.”</i>

	generally avoid use of personal pronouns and subjective comments.		<i>Yapılmış pasif gibi genellekle”</i> Zeynep, Interview
8.2 Avoidance of self-mention	The way in which writers opt for avoiding explicit references to themselves in their texts to maintain objectivity and impersonal positions.	43	<i>“Yani “I” ve “we” pek kullanmıyorum açıkçası. Çünkü burda yazmaya başladığımızda “I” ve “we” nin çok akademik bir dil olmayacağı yönünde çalışmalar yaptık ve o alışkanlıklardan ötürü I ve we yi pek kullanmıyorum.”</i> Ece Interview
8.3 Resistance towards self-mention	Writer’s avoidance of the use of self-mention although they want to do use it, oftentimes to maintain impersonal stance.	10	<i>“Mesela argumantive ya da opinion essaylerin direk işte I believe that I think that diyip işte kısa yoldan fikrimi belirtmeyi çok isterdim ama işte yapamıyoruz bunu akademik yazım kurallarına göre yazmak için.”</i> Caner, Interview
8.4 Extending to General Public & Persuasiveness	The ways in which writers make general comments instead of specific ones to address a broader audience and to sound more convincing. Presenting their own opinions as if it	50	<i>“Şimdi toplum ve yazarı karşılaştırdığımız zaman bence çoğunluk, daha güçlü bir fikir sergiler. Dediğim gibi ben çok fazla “I” kullanmıyorum, daha çok topluma yedirmeye çalışıyorum.”</i> Berk, Interview

			were held by the general public.		
9. Objectivity vs originality	-	Writer's choice of an objective stance versus innovativeness in idea development. Whether or not writers compromise or combine objectivity and originality in their texts.	26	<i>"Objektif davranıyorsan olanı söylüyorsan, haber yapmak gibi habercilik gibidir. Ama essayde ise fikrini belirtiyorsun yani daha orijinal olman gerek, haber yapmıyorsun sonuçta. Olan şeyi söylemeyeceksin fikrini belirteceksin, belki de eleştireceksin. O yüzden bence orijinallik daha önemli olan."</i>	Erdoğan, Interview
10. Serious/formal academic tone	-	Remarks related to how writers stick to the norms of academic discourse such as formality, seriousness, professionalism and credibility.	45	<i>"Akademik yazı resmi olmalı. Çok fazla böyle sohbet havasında değil de birazcık daha okuyucuyu bilgilendirmek veya düşünmeye sevk etmek gibi olmalıdır."</i>	Yaren, Interview
11. Compliance with style guides/course books	-	The way in which writers are influenced by the standards in course books and comply with academic norms, styles and conventions.	24	<i>"Kitaplar "I" kesinlikle içermiyor aslında ben birazda orada da görmediğim için yazılarda biraz uzak yaklaşıyorum."</i>	Berk, Interview

12. Effect of teachers/teaching	-	The impact of writing instruction or teachers' beliefs on students' discorsal preferences on the visibility of authorial presence and personal stance in the texts	42	<i>"Ben essay yazmayı burda öğrendim. Ve özellikle ilk dönem hocalar çok fazla hani essayde kendi düşüncelerinizi katmayın. Çok fazla hani daha çok bir genelleme yapıp hani daha destekleyici yargılar sunun dedikleri için o yüzden I dili kullanmamaya çalıştım."</i> Sinem, Interview
13. Metaphors of academic writer/ing	13.1 Perceptions of writer's themselves and their writing	The conceptual imagery of academic writer's themselves or their writing.	23	<i>"İngilizcede yazar olmak bence bahçıvan olmak gibidir, çünkü kendi bahçeniz olur, onu işte çiçeklerle süslersiniz. Sizin de essayinizi süslemeniz gerekir. Ortaya güzel toplandığı zaman derli toplu bir şey çıkması gerekir."</i> Caner, Interview
	13.2 Self efficacy as a writer	Writer's self-evaluation of strengths and weaknesses as a writer.	24	<i>"Her ne kadar düşüncelerimin kaliteli veya sıra dış olduğunu düşünsem de bunları toparlama konusunda biraz zayıfım."</i> Emre, Interview

14. Engagemen t with academic writing	13.3 Perceptions of good academic writer	Writer's perception of characteristics of a good academic writer.	13	<i>"İyi bir yazar; açık fikirli, hayalperest, geniş düşünebilendir."</i> Sare, Interview
	14.1 Relationship with academic writing	Writer's positive or negative attitudes towards academic writing.	15	<i>"Ben hiç zaman sevmeydim yazı yazmayı."</i> Beren, Interview
	14.2 Genres	Types of texts writers engage in.	10	<i>"Essay yazıyorum. İşte sosyal medya platformlarında yazı olarak yazıyorum insanlarla tartışırken."</i> Caner, Interview
	14.3 Aims of writing	The purpose for producing an academic text	4	<i>"Akademik yazılar bence bir bilgiyi aktarma amacıyla yazılıyor ve o yüzden çok fazla öznellikten, öznelliğe çok yakın olmasını doğru bulmuyorum ben."</i> Berk, Interview
	14.4 Reader awareness	The ways in which writers consider and address readers in the rhetorical choices, engagement patterns and clarity of organization.	20	<i>"Kendi hayatımdan örnek vererek bence okuyucuların daha kendinden bir parça bulmasını sağladığını düşünüyorum."</i> Berk, Interview

APPENDIX L
CODEBOOK FOR REALIA

Parent Codes	Subcodes	Description	Cases	Source
1. Formality of Academic Discourse	-	Acknowledgement of academic writing as a formal register with specific types of vocabulary, complexity of structures and ways of stance marking.	5	Coursebook excerpts
2. Inhibiting expressive authorial presence in texts	2.1 Discouraging the use of Graduation markers	The way in which writers are directed to avoid evaluative language preserving a neutral tone.	1	Coursebook excerpt
	2.2 Discouraging the use of Self Mention	The ways in which writers are dissuaded from using first person pronouns to maintain an impersonal stance.	4	Coursebook excerpts & Class Observation Notes
	2.3 Portraying self-mention as taboo	Stigmatizing the use of first-person pronouns by mentioning their use as a “sin”.	1	Observation Note
3. Hampering authoritativeness	-	Discouragement of writers from exhibiting a strong authorial voice and confidence	2	Coursebook excerpts

			in their opinions by encouraging hedges instead.		
4. Fostering authorial presence and discorsal identity	4.1 Encouraging the use of Self Mention		Promoting the use of first-person pronouns instead of imperatives to maintain politeness when discriminating between writers' own and others' opinions.	1	Coursebook excerpt
	4.2 Encouraging the use of Graduation		Supporting the use of evaluative language especially while softening claims.	2	Coursebook excerpts
5. Reinforcing impersonality	-		Favouring an impersonal tone in academic expressions by discouraging personal statements and encouraging the use of <i>it</i> constructions and passive voice.	4	Coursebook excerpts

APPENDIX M

ETHICS COMMITTEE APPROVAL

Evrak Tarih ve Sayısı: 01.06.2023-129477

T.C.
BOĞAZİÇİ ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER YÜKSEK LİSANS VE DOKTORA TEZLERİ ETİK İNCELEME
KOMİSYONU
TOPLANTI KARAR TUTANAĞI

Toplantı Sayısı : 45
Toplantı Tarihi : 24.05.2023
Toplantı Saati : 14:00
Toplantı Yeri : Zoom Sanal Toplantı
Buhunalar : Prof. Dr. Feyza Çorapçı, Doç.Dr. Arhan S. Ertan, Dr. Öğr. Üyesi Yasemin Sohtorik İlkmen,
Dr. Öğr. Üyesi Ayşegül Metindoğan, Doç. Dr. Senem Yıldız
Buhunmayanlar :

Gölgah Kurşan
Yabancı Dil Eğitim Bölümü

Sayın Araştırmacı,

"Liberating Second Language Writers: An Exploration of Multilingual Writer Identity In Turkey" başlıklı projeniz ile ilgili olarak yaptığımız SBB-EAK 2023/43 sayılı başvuru komisyonumuz tarafından 24 Mayıs 2023 tarihli toplantıda incelenmiş ve uygun bulunmuştur.

Bu karar üyelerin toplantıya çevrimiçi olarak katılımı ve oy birliği ile alınmıştır. Onay mektubu üye ve raporör olarak Yasemin Sohtorik İlkmen tarafından toplantıya katılan bütün üyeler adına e-imzalanmıştır.

Saygılarımızla, bilgilerinizi rica ederiz.

Dr. Öğr. Üyesi Yasemin
SOHTORİK İLKMEN
Öğretim Üyesi

e-imzalıdır
Dr. Öğr. Üyesi Yasemin Sohtorik
İlkmen
Öğretim Üyesi
Raporör

SOBETİK 45 24.05.2023

Bu belge, güvenli elektronik imza ile imzalanmıştır.

APPENDIX N

EXCERPTS

Original Excerpts	English Translations
Excerpt 1 R: Peki İngilizce’de yazar olmak ne gibidir senin için? Zeynep: İngilizce’de yazar olmak. (.) Eee, yeni bir insan olmak gibi. Çünkü derler ya yeni dili yeni insan. Mesela sanki normal hayattaki Zeynep gibi değil de artık akademik bir Zeynep’sin. R: Çok ilginç, o zaman İngilizce’de yazılıklarında günlük hayatındaki Zeynep’ten başka bir Zeynep mi var aslında. Zeynep: Öyle oluyorum, evet. R: Çok ilginç, o zaman nasıl hissediyorsun yazarken? İkinci soru için diyorum. Zeynep: Aslında bunun için aklımda bir kelime var ama İngilizce: Qualified.	Excerpt 1 R: So, for you, How does being a writer in English feel like? Zeynep: Being a writer in English... hmm... (.) it’s like becoming a new person. You know the saying a new language means a new person. It’s like I’m not the usual Zeynep anymore – I am a more academic version of myself. R: This is very interesting. When you write in English, there’s a different version of Zeynep now. Zeynep: Yes, that’s how I feel. R: Interesting. So how do you feel when you write – the second sentence? Zeynep: I think I have a word in mind for that, but it’s in English: Qualified
Excerpt 2 R: Peki şimdi birazcık ikinci dilde yazar olmak nasıl bir şeydir, yani akademik writer’dan bahsedeceğiz seninle. Bir metafor bulacak olsaydık bu nasıl bir metafor olurdu onu konuşacağız. Dördüncü soruda 2 tane boşluk var, bu cümleleri senden tamamlamanı istiyorum istersen biraz düşünebilirsin. (…) Caner: İngilizcede yazar olmak bence bahçıvan olmak gibidir, çünkü kendi bahçeniz olur, onu işte çiçeklerle süslersiniz. Sizin de essay’inizi süslemeniz gerekir. Ortaya güzel toplandığı zaman derli toplu bir şey çıkması gerekir. Bu konuda yine tabi uğraştırıcıdır da aynı zamanda bütün bir özellikleri bir arada düşündüğümde Bahçıvan olmaya benzetebiliyorum. R: Çok güzel bir metafor. Peki nasıl hissediyorsun? Bahçıvanlık işinde nasıl hissediyorsun? Caner: Ben işte ikinci dilde bu bahçıvanlık işini yaparken de matematikçi gibi hissediyorum çünkü aynı her bir matematikçi gibi her türlü küçük detayı ben düşünmeye çalışıyorum, işlemeye çalışıyorum. Ondan dolayı yazarken de bir matematikçiyi ya da bir bilim insanı gibi hissediyorum araştırma yapan.	Excerpt 2 R: Let’s talk a little about being a writer in a second language – especially an academic writer. If you were to come up with a metaphor, what would it be? In the fourth question, there are two blanks I want you to complete. Have a moment to think, if you need. (…) Caner: I think being a writer in English is like being a gardener. Because it’s like you have your own garden. You decorate it with flowers, and you should do the same in your essay. You should make it look organized and pleasant. In the end, it should come together neatly. Certainly, it requires effort too. When I think of all these things together, “gardener” feels like a good metaphor. R: That’s a nice metaphor. And how do you feel when doing this gardening work? Caner: Well, when I’m doing this “gardening” in a second language, I really feel like a mathematician, because just like a mathematician, I try to pay attention to every little detail and work them out altogether. Thus, when I’m writing, I feel a little like a researcher or a scientist, trying to solve a problem.
Excerpt 3 R: Eee, peki akademik yazılarımda, essaylerimde, hayatımdan örnekler vermiyorum dedin. Berk: Evet vermiyorum.	Excerpt 3 R: So, you have told you don’t share any personal experiences in your academic writing. Berk: Yes, I don’t.

R: Yani yaşadığın şeylerin izlerini hiç mi görmüyoruz yazdıklarında? Berk: Örtülü olarak veriyorum aslında. Dediğim gibi bu gözlemlerimden anlatıyorum objektif bir şekilde ama o yüzden çok fazla hani kendi gördüklerim olduğu anlaşılmıyor okuyucu tarafından. R: Saklıyor musun yani? Berk: Ya evet birazcık. R: Nasıl başarıyorsun bunu gözlemlerini senin gözlemin değilmiş gibi ifade etmeyi nasıl başarıyorsun? Berk: Ya işte yazarken people kullanıyorum, individuals kullanıyorum I demiyorum dediğim gibi.	R: Don't we see any traces of your life in your writing at all? Berk: I actually include them indirectly. As I said, I write about things I've observed, but I present them in an objective way – so the reader usually can't tell they're based on my own experiences. R: So, you kind of hide them? Berk: Yes, a little bit. R: How do you do that – to express your observations as if they're not yours? Berk: While I'm writing, I use words like "people" or "individuals." As I said, I avoid using "I".
Excerpt 4 R: Tamam, şimdi yazına bir bak sence burada hayat tecrübelerinden örnekler var mı? Ben orada Artvin'le ilgili bir örnek gördüm. Bunun seninle bilgisi var mı? Caner: Bu aslında benim daha önce dinleyici olarak katıldığım bir münazarada teknolojinin faydası ile ilgili dinlediğim bir argümandan bir parçaydı bunu. Burada kullanmak istedim bunu buraya uygun olduğunu düşündüm. R: Aslında güzel destekleyici bir örnek. Evet, İstanbul'da büyüyen bir çocuk. Artvin'deki ailesiyle görüşebilir. Teknoloji sayesinde öyle bir örnekti sanırım değil mi? Caner: Güzel destekleyici bir örnek. R: Şimdi burada hayat tecrübenden bir örnek var. Sence bu tecrübe yazına nasıl bir katkı sağlıyor? Caner: Bu yazımı bu yazıyı biraz daha şey yapmış baktığımda biraz daha. Oradaki o akademik soğukluğu almış biraz daha cana yakın bir hale getirmiş burada örneğin kullanımı. Biraz daha tabi ki. R: Kişiselleştirmiş seni. Caner: Kişiselleştirme olmuş. R: Peki sence nasıl bir katkıda bulunmuş bu kişiselleştirme? Caner: Katkı olarak en azından belki okuyucu kişiyi sıkımsayabilir, böyle bir katkı olmuştur.	Excerpt 4 R: Okay, let's have a look at your writing. Do you think there are any examples from your life experiences in it? I saw an example about Artvin. Is that connected to your personal life? Caner: That was actually something I learnt in a debate I once attended as an audience. It was related to an argument about the benefits of technology. I thought it suit well here, so I decided to use it. R: It's a good, supportive example. A child who grew up in Istanbul connects with their family in Artvin, something like that, right? Caner: Yes, it's a strong supporting example. R: Then, there is an example related to your life experience. How does that kind of experience enhance your writing? Caner: I think it makes writing a bit (.) warmer. It softens the academic coldness a little. Including that example makes it more approachable, I'd say. R: It makes your writing more personal. Caner: Yes, it becomes more personal. R: And how do you think that personalization makes a contribution to the overall essay? Caner: Maybe it prevents the reader from getting bored. That can be the benefit.
Excerpt 5 Caner: Ben aslında kendimi metinlere yansıtmayı sevmiyorum. En azından kendi içimi. Daha çok bir kabuk gibi yansıtmayı seviyorum. Yani olduğumdan ziyade nasıl öğrendiysem o şekilde yapmayı tercih ediyorum. Genelde, yine çok özgür fikir belirtmem, kendi hayatımdan şeyler söylemem. Onun dışında sıklıkla kullandığım genelde bir şeyin bir tartışma olmasından yola çıkarak kullanıyorum. Argumentative veya opinion essay'lerimde, özellikle işte bu sıralar şu tartışılıyor, on this day kalıbını çok kullanıyorum. Onun dışında conclusion'da to sum up veya briefly kullanmayı çok seviyorum çünkü yine biraz daha uzun ve akademik duruyor. Bu şekilde kullanıyorum yani ben metinlere	Excerpt 5 Caner: Actually, I don't like reflecting myself in my writing – at least not my inner feelings. I prefer to present myself more superficially, like a shell. Instead of showing who I am, I write in the way I was taught to write. I usually don't express personal thoughts freely or share things from my own life. Instead, I generally base my writing on the idea that something is debatable. In my argumentative essays, for example, I frequently use phrases like "these days, this issue is being discussed,". In the conclusion, I like to use phrases like "to sum up" or "briefly," because they sound longer and a bit more academic. So that's how I reflect myself in my writing, but on top of that, I try not to reveal my personality in the text. R: Why?

kendimi bu şekilde yansıtıyorum ama onun dışında kişiliğimi yansıtmamaya çalışıyorum metinlere. R: Neden? Caner: Çünkü bu bir akademik yazı ve akademik yazılar bence genellikle bilimselliği olan tarafları vardır ve bu tarafa kişiliğimizi ne kadar çok eklersek objektifliği o kadar bozulur ve bilimin en önemli taraflarından biri objektif olması. Ben de buna inandığım için, bunu savunduğum için kişiliğimi genelde akademik metinlere yansıtmam.	Caner: Because this is academic writing, and I think academic texts should be based on science. The more we integrate our personal selves into them, the more objectivity is lost. Objectivity is one of the essential values of science. Since I believe in that, I usually avoid reflecting my personality in academic writing.
Excerpt 6 R: Yazılarında I ve we dilini kullanmıyorum dedin ama onun senin fikrin olduğunu nasıl anlarım? Yani kendini nasıl yansıtırsın metinlerine? Irmak: Ya hani verilen konu başlıklarını kullanmadan başka bir şekilde örnek veririm, o şekilde ya da onun haricinde kendi fikirlerimi çok fazla yansıtmam. Hani bu benim kendi fikrimdir diye çok baskılamam metinlerde. Verilen başlıklar haricinde bir şey kullanırım. R: Peki, kendi fikrimi çok yansıtmam dedin ama böyle I dilini kullanmadan da böyle çok sıklıkla kullandığın bir yapı var mı? Yani mesela 10 tane essay olsun önümde, ben seni tanıyan bir insanım. Bence Irmak'ın essay'i budur diyebileceğim bir kalıp, bir yapı, bir kullanım ya da kullanmadığın bir şey. Hani nasıl anlarım onun senin essay'in olduğunu seçmem gerekse? Irmak: Ya nasıl olabilir dediğim gibi işte hani people ve they, themselves çok görüyorsanız o benimdir. Ya da introda son cümlede 2 tane mesela örnek veriyorum işte ben hani bunlar bunlardır diyorum. Örneğin bir tanesini body bir de diğerini de body ikide mesela öyle yaparım. R: Organization konusunda bir stilin vardır yani. Irmak: Öyle bir ayırım olabilir. R: Ama genel olarak kendi düşüncelerini ve kişisel fikirlerini çok yansıtmayı sevmiyorsun metinlerine? Hayatından örnekler veriyor musun peki hiç? Yaşadıklarından, tecrübelerinden? Irmak: Ya mesela hani üniversitelerde ödev verilmemesi gerektiğini mesela düşünüyorsam hani I believe yerine people believe. Hani kendi düşüncelerimi başkalarınınmış gibi satıyorum açıkçası.	Excerpt 6 R: You said you don't use "I" or "we" in your writing, so how can I know it's your idea? How do you reflect yourself in your texts? Irmak: I usually give different examples, without directly using the given prompts. Other than that, I don't really reflect my own opinions a lot. I don't try to emphasize that "this is my personal opinion" in the text. I just approach it from a slightly different perspective than the title shows. R: Okay, you stated you don't reflect your personal opinions a lot. But without even using "I," is there a structure or phrase you frequently use? Like, if I had ten essays here and I knew your style, what makes me say, "This one must be Irmak's essay"? A specific phrase, structure, or even something you always avoid? Irmak: Yes, maybe. if you see lots of "people," "they," or "themselves," that's probably my essay. And also, in the introduction – in the last sentence – I usually give two examples. Then I elaborate on one in body par. one and the other in body par. two. This is something I usually do. R: You <u>have</u> a certain style in terms of organization. Irmak: Yes, that can be one way. R: But in general, you don't really like expressing your personal opinions in your writing? Do you use examples from your own life or your experiences? Irmak: Well, If I believe universities shouldn't give homework, instead of writing "I believe," I would say "people believe." So, I present my own ideas as if they were other people's
Excerpt 7 R: Peki sen kendini metinlerine nasıl yansıtırsın? Yani essay yazıyorsun mesela bu yazdığın essay'lere kendi kişiliğini, tecrübelerini nasıl yansıtırsın? Böyle özellikle sık sık kullandığın bir yapı bir kelime ne bileyim bir structure bir şey var mı? Erdinç: Hocam also çok kullanıyorum. Çünkü çok basit geliyor bana böyle her yere kaçıyor also. Bağlamak için	Excerpt 7 R: How do you reflect yourself in your writing? When you're writing an essay, how do you reflect your personality or experiences to the essay? Is there a structure, a word, or something you use consistently? Erdinç: I use "also" a lot, hocam. It seems really simple to me. It fits almost anywhere. It's a nice way to connect ideas. If I can add something from my personal

güzel geliyor hocam. Onun dışında genelde eğer kendi kişisel hayatımdan hani bir şey ekleyebilirim çok daha keyifli geçiyor essay. Bazen oluyor ama her zaman olmuyor. Ha ilişkilendirebiliyorsam çok güzel ekleyebilirim hocam onu oraya. R: Sence kendi kişisel hayattan örnek verebildiğin kendinle ilişkilendirebildiğin essay konularında essay yazdığın zaman o essay daha mı iyi oluyor daha mı kaliteli duruyor? Erdoğan: Tabii ki hocam tabii ki. Yani dediğim gibi bugünkü essay sanatla bilim buna ne ekleyebilirim ki kendimden? Ama mesela diyelim ki kendi şimdi hocam eski essay'lerde yapmıştım onu bazı konularda. Direkt kendi yaşadığım bir olay olunca hocam hem zaten kendi yaşamadığım olay hakkında niye yazayım? Bir şey yaşadığım zaman onu yazmak daha etkili. R: Aslında kendi tecrübelerini ve yaşantısını aktaramamanın sebebi bir yerde de topic mi diyorsun? Erdoğan: Topic evet hocam yani benle alakasız olmuyor. Belki de yani sonuçta o tecrübeyi yaşamamışım ama onun hakkında yazıyorum çünkü yazmamı istiyorsunuz ve ben de genel geçer yazıyorum o yüzden.	life, the essay becomes really enjoyable for me. I manage to do this <u>Sometimes</u>, but not always. If I can relate with the topic, I can use it really well, hocam. R: Do you think that when you're able to include personal experiences and relate with the topic, the essay looks better? Does it look higher-quality? Erdoğan: Of course, hocam, certainly. Like today's essay topic – art and science – what could I really include from my own life in that? But in previous essays, I was able to do that with some topics. When the subject was something I had personal experiences with, it made more meaning. Why should I write about something I haven't experienced? When I've experienced something, it's more powerful to write about it. R: So, you say that one reason you do not include personal experiences is actually the topic itself? Erdoğan: Yes, hocam – it depends on the topic. It is difficult to write when I just haven't had that experience. Still, I write about it because that's what you ask us to do, so I write something more general.
Excerpt 8 R: Şimdi (.) eee. Peki sen kendini metinlere nasıl yansıtıyorsun? Yani bir fikrin senin olduğunu, bunun Ece'nin düşüncesi olduğunu yazdıklarından anlayabilir miyim? Ya da anlarsam nasıl, neye bakarak anlarım? Bu Ece'nin essay'idir nasıl derim? Ya da diyebilir miyim? Ece: Ben genelde I ve we' yi çok fazla kullanmadığım için, essay'in başlangıcından bu yana biraz daha güçlendirici sıfatlar kullanmaya çalışıyorum. Birkaç öğrendiğimiz kalıp, kalıp gibi işte significant gibi major gibi o kalıpları kullanmaya çalışıyorum ya da örnek vermeye çalışıyorum. (.) Eee kesinliği biraz daha kırmak için can be ya da may be kullanıyorum. Sürekli mesela bu şekilde aslında oluşturmaya çalışıyorum yazılarımı.	Excerpt 8 R: How do you reflect yourself in your writing? I mean, Can I say that an idea is yours just from reading your text? And if so, how? What would make me say, "This is Ece's essay"? Or can I say that at all? Ece: Since I can't frequently use "I" or "we," I try to reflect myself more via strong adjectives and expressions at the beginning of the essay. I use some of the phrases we learnt such as "significant" or "major." I try to use them or give examples to support my opinions. I also use phrases like "can be" or "maybe" to soften things a bit – to avoid sounding too certain. That's usually how I try to form my writing.
Excerpt 9 R: Peki bazen akademik yazı hani bize böyle öğretiliyor ya genellikle akademik yazı resmi olmalı, objektif olmalı. Şöyle böyle diye. Bazen kendi düşüncelerini ifade etmekle bu akademik yazanın bu resmiyeti arasında bir git gel yaşıyor musun, kendini nasıl hissediyorsun? Hangisi ağır basıyor? Derin: Yaşıyorum gerçekten yaşıyorum ya hocam yani. Eğer akademik bir yazı yazacaksam ki, hani uzak ve resmi olmalı. Ama bu sefer benlikten uzak tutuyor bu beni. Hani o yüzden kendi fikirlerimi söylemekten biraz daha	Excerpt 9 R: Sometimes, we're taught that academic writing needs to be formal and objective. Do you sometimes feel stuck between expressing your own opinions and meeting those academic expectations? How do you feel? Which one is more important for you? Derin: I really <u>feel</u> that way, hocam. When I write academic texts, it must be distant and formal. But then it keeps me distant from my writing. So I avoid expressing my own opinions. And that makes me feel like the work isn't really mine as if it's not my academic writing.

kaçınıyorum. Bu da sanki benim emeğim olmuyormuş gibi oluyor. Yani benim sanki akademik yazım olmuyormuş gibi oluyor	
Excerpt 10 R: Peki diyelim ki bir fiil kullandın şuradaki örneklerle bakabilirsin yedinci soruda. I agree ve I completely agree. Şimdi bunlardan bir tanesini seçecek olsaydın essay yazarken diyelim ki argumentative essay yazıyorsun, hangisini seçerdin? Emre: Ben I completely agree'yi seçerdim. R: Neden? Sence 2 ikisi arasındaki fark ne? Emre: Çünkü sonuçta özellikle argumentative essay'lerde bir tarafta olduğumuzu belirtiyoruz. Zaten essay'in amacı bir tarafta olduğumuzu belirtmek. O yüzden I agree dediğimiz zaman biraz sanki havada kalıyor gibi completely veya totally gibi bir ekstra zarfın gerekli olduğunu görüyorum ben genellikle. O yüzden bir taraftayız, bunu biz kendimiz biliyoruz zaten ama okuyucunun aklında da öbür tarafa geçme ihtimalinin olmadığını belirtmek için I completely agree demek daha iyi evet. R: Açık bırakmamak için belki de. Peki sence sen fiillerinin çarpıcılığını arttırmak için onları güçlendirmek için zarf ya da buna benzer şeyler kullanıyor musun ya da herhangi bir yapı? Emre: Kullanıyorum. Totally'ı çok kullanıyorum completely de çok kullanıyorum. Bunların dışında undoubtedly var şüphesiz. Undisputably diye bir kelime vardı sanki onu bir veya 2 kere kullandığımı hatırlıyorum	Excerpt 10 R: Let's say you will choose a verb. You can look at the examples in question seven. For example, "I agree" or "I completely agree." If you were writing an argumentative essay, which one would you choose? Emre: I would choose "I completely agree." R: Why? What is the difference between them do you think? Emre: Especially in argumentative essays, we are to take a clear stance. This is the whole point of the essay. When I just say "I agree," it feels a little vague – like it's not strong enough. I usually feel like it requires an extra adverb like "completely" or "totally" to sound more persuasive. We already know what side we're on, but using "I completely agree" makes it clearer to the reader that there's no chance we're changing sides. It closes the door, in a way. R: Maybe to avoid leaving any doubt. Do you often use adverbs or similar structures to make your verbs more effective? Emre: Yes, I do. I use "totally" and "completely." a lot. Besides, I sometimes use "undoubtedly" to tell something is certain. I think I also used "undisputably" once or twice, too.
Excerpt 11 R: Birazcık da senin yazında var olup olmamanla ilgili şeyler soracağım. Yani yazdığın metinlerde biz Beren'i görebiliyor muyuz göremiyor muyuz? Beren: Dediğim gibi işte hani akademik yazıda I dediğim zaman yani benim aslında ne düşündüğüm çok da gerekli mi bilmiyorum çünkü işte genele şey yapıyoruz. Ben I ve we'yi genelde şey conclusion'da kullanırım. Yani son her şeyi özetle özetledikten sonra kullanıyorum	Excerpt 11 R: I want to talk a little bit about your authorial presence in writing. When we read your texts, can we see Beren in these texts? Beren: As I said, I'm not sure if it's really necessary to tell what I personally think in academic writing – because we usually deal with broader and more general things. I only use "I" or "we" in the conclusion, after I summarize everything.
Excerpt 12 R: Şimdi birazcık senin yazındaki varlığını ilgili şeyler soracağım. Yani Berk'i yazdıklarında görür müyüz bununla ilgili şeyler. Yazdıklarında ne kadar I ve we kelimelerini kullanıyorsun? Berk: Aslında ben çok kullanmamaya özen gösteriyorum. Çünkü daha objektif geliyor kullanmayınca bana. R: Ben de onu fark ettim zaten dedim bir sorayım neden kullanmıyor. Yazılarında birkaç tane we gördüm sanırım	Excerpt 12 R: I want to talk a little bit about your authorial presence in writing. When we read your texts, can we see Beren in these texts? How often do you use "I" and "we" in your writing? Berk: Actually, I try not to use them a lot. It feels more objective this way. R: I realized that too, and I wanted to ask about it. I think I saw a few "we"s in your writing? Berk: There might be a few. R: And in what context do you usually use them?

Berk: Bir kaç tane vardır. R: Hangi amaçla kullanıyorsun bunları? Berk: Onları da genellikle şeylerde çözüm sunduğum şeylerde işte bu çözümü çalışıyor olarak kabul edebiliriz tarzında kullanıyorum. R: Hiç "I" kullanmıyorsun anladığım kadarıyla. Berk: "I" kullanmıyorum. Evet, çünkü genelde hani toplumdaki biri gibi lanse etmeye çalıştığım için kendimi o yüzden we'yi kullanıyorum. R: Toplumdan biri gibi lanse edince ne oluyor yani? Neden böyle düşünüyorsun? Berk: Ya aslında lanse yanlış bir kelime oldu. Ben toplumdan biriyim aslında hepimiz toplumun içindeyiz. R: Peki neden "I" değil? Berk: Bilmiyorum biraz bencil geliyor herhalde bana kullanmak	Berk: I generally use "we" when I'm giving a solution – something like "we can consider this a feasible solution," like that. R: You don't use "I" at all, as far as I can say. Berk: No, I don't use "I." Because I try to present myself more like I am a member of society – that's why I use "we." R: What happens when you present yourself this way? Why do you think that's important? Berk: Actually, "present" can be the wrong word. I am part of the society – we all are. So, I prefer "we." R: Why not "I," then? Berk: I don't know – maybe because using "I" feels a bit selfish.
Excerpt 13 R: Aslında ben de senin yazılarını okuduğumda people kelimesi çok dikkatimi çekti. Bayağı kullanıyorsun. Beren: Çok kullanıyorum, evet, çünkü diyecek başka bir şey yok o yüzden. R: Neden fikrini direk I diye söylemiyorsun da people diyorsun? Beren: Çünkü I dediğim zaman, okura hani kendi görüşümü çok şey. Ben bunları yapıyorum, ben bunları düşünüyorum. Hani okur napsın benim ne düşündüğümü? Belki önemli olabilir ama people dediğin zaman daha böyle genel.	Excerpt 13 R: When I read your essays, I noticed you used "people" a lot. It was really visible. Beren: Yes, I use it a lot because there's really nothing else to say. R: Why don't you just give your opinion directly with "I"? Beren: When I say "I," it is like I'm putting too much of myself into the essay. I do this, I think that. Why does the reader care about what I think? Maybe it matters, but when you say people, it is more general
Excerpt 14 R: Şimdi birazcık da senin yazındaki görünürlüğüne varlığından bahsetmek istiyorum. Yazılarında ne sıklıkla I ve we zamirlerini kullanıyorsun ya da yani essay'lerinden bahsedersen? Ece: Bence akademik yazı kişisellikten uzak olmalıdır. Dediğim gibi hep bu şekilde yazıyorum ben de. Çünkü ya akademik yazı, kişisel düşüncelerimizi tamamen okuyucuya böyle empoze edeceğimiz bir şey olmamalı bence. Bu sebeple I ve we pek kullanmıyorum açıkçası. Çünkü burada yazmaya başladığımızda I ve we'nin çok akademik bir dil olmayacağı yönünde bazı çalışmalar yaptık ve bu sebeple de o alışkanlıklardan ötürü I ve we'yi pek kullanmıyorum. People ve individuals'ı çok fazla kullanıyorum. Ben böyle öğrendim. Bilmiyorum. (.) yani we dediğimizde böyle daha özel bir anlam taşıyormuş sanki biraz daha fazla bir kesinliği varmış ama people dediğimizde yani sanki kendimi işin içine katmıyormuş gibi geliyor. Aslında ben ayrıyım. Başka bir gruptan bahsediyormuşum gibi geliyor. R: Neden kendini işin içine katmak istemiyorsun? Ece: Özne yaklaşmak istemiyorum özne şeyler yazmak istemiyorum. Yani aslında bir nokta kendi düşüncemi,	Excerpt 14 R: Now I'd like to talk about your presence in writing – how visible you are in your texts. How often do you use "I" and "we" in your essays? Ece: I think academic writing should not be personal. As I said, I always write this way because in my opinion, academic writing should <u>not</u> be a space where we can impose our opinions on the reader. So, I don't really use "I" or "we" very much because we worked on how these pronouns aren't typically considered as a part formal academic style when we started writing. So, I have the habit of avoiding them. I use "People ve individuals" a lot. I was taught this way. I don't know (.) when I say we, I feel like it has a more personal, definite meaning. when I say people, I feel like I'm not including myself. I'm talking about another group as if I'm separate from them. R: Why don't you want to include yourself? Ece: I don't want to write in a subjective way. Yes, I'm actually expressing my own opinions, but I try to write them as if they're not my opinions, as if it is something more objective

kendi fikrimi yazıyorum ama kendi fikrim değilmiş, daha objektif bir şeymiş gibi yazıyorum	
Excerpt 15 R: I ve we kullanmıyorsun. Nasıl o zaman kişisel yaşadığın şeyleri nasıl aktarıyorsun bunları kullanmadan? Zeynep: Üçüncü kişi gibi yazarım. R: Sanki senin yaşadığını başka birisinin yaşadığı bir şeymiş gibi mi anlatıyorsun? Zeynep: Mesela bir yerden bir örnek gördüm. O örneği zaten ben görmüş gibi değildim de örneği öyle bir şey var gibi yazarım. Yani ben gördüm değil öyle bir şey varmış. Yapılmış pasif genellikle öyle	Excerpt 15 R: But you don't use "I" or "we". How do you express your personal experiences without using them? Zeynep: I write as if it happened to someone else – a third person. R: You describe your own experience as if it happened to someone else? Zeynep: Let's say I saw an example somewhere. I don't say I came across it, but I write it as if such an example exists. Like, I didn't see it, it is there, it was seen, It was done, usually passive
Excerpt 16 R: Bu cümleleri bir oku. I believe that, it is believed that, people believe that. Diyelim ki yine bir essay yazıyorsun essay'ini yazarken sen bu 3 cümleden hangisini tercih edersin? Beren: People believe that students should not be given homework at all. R: Neden? Beren: I believe derken şimdi ben akademik bir yazı yazıyorum, akademik yazı çünkü bu. Şimdi kendimden bahsedersen çok önemli mi? Tamam önemli olabilir ama burda ya insanlar nasıl düşünüyor? R: Neden insanlar demek I demekten daha önemli? İkisi arasında nasıl bir etki farkı var? Yani okurda nasıl bir etki yapıyor bu ikisi? People deyince noluyor I deyince noluyor? Beren: Yazar kendinden hani sürekli kendinden örnek verirse işte çok güçlü bir şey olmaz bu bir yazı olmaz. Ama insanlar dediğim zaman bu çok genel hani çoğu insan olur. Bazı insanlara bu gibi kavramlar bence daha güçlü hani	Excerpt 16 R: Read these sentences. I believe that..., It is believed that..., People believe that... When you are writing an essay, which one would you choose? Beren: People believe that students should not be given homework at all. R: Why? Beren: Since I am writing an academic essay, I don't really think it's necessary to bring myself into it. Does my opinion matter? Maybe but what really counts here is how people think. R: Why do you think saying "people" is more important than saying "I"? What is the effect? How do they affect the reader? Beren: If the writer gives too many personal examples, it won't be a very strong essay. But when I say "people", it means a lot of people and sounds more general. For me, such concepts are stronger.
Excerpt 17 R: Peki yazı yazarken aslında bunu kullanmak istiyorum diyip ama akademik olduğunu düşünmediğin için objektif olduğunu düşünmediğin için kaçındığın yapılar var mı? Örnek verebilir misin bu yapılara? Ece: Aslında ilk konuşmanın başından beri bahsettiğiniz I ve in my opinion yapıları. Benim sürekli kullanmaya elimin gittiği ve kullanmak istediğim yapılar aslında. Ama kendimi dediğim gibi durduruyorum çünkü o şekilde doğru olmadığını biliyorum. O yüzden yazmıyorum.	Excerpt 17 R: When you're writing, are there any phrases or structures that you actually want to use, but you avoid them because you think they're not academic or objective enough? Can you give examples? Ece: "I", "we" and "in my opinion" structure we mentioned since the very beginning of this conversation are exactly what I tend to and want to use. But as I said, I stop myself because I know they're not considered the right choice. So I don't use them.
Excerpt 18 R: Şimdi essay'lerini sadece A. hoca okuyor. Discussion Board'da bütün arkadaşların ve hocaların ne yazdığını görüyor. Şimdi bütün arkadaşların ve bütün hocaların yazdığını görüyor. Sen bu ikisinde	Excerpt 18 R: Now, only A hoca reads your essays. But on the Discussion Board, all your classmates and instructors can see each other's writings. Would you write in the same way in both genres? What could be different?

aynı tarzda mı yazarsın? Mesela ne farklı olurdu? Sare: Şimdi herkesin gördüğü bir şey olduğu için ya fikirlerimi belirtirken daha dikkatli olurum. R: Mesela nasıl dikkatli olurdu, neye dikkat ederdin, ne yapardın, ne yapmazdın? Sare: İşte katılıp katılmadığım şeyleri hani işte onların da görüşünü düşünerek yazardım. Aslında işte katılmadığım şeylere mesela katılanlar olabilir. O yüzden daha hafifleterek hani fikirlerimi yazardım. R: Peki nasıl daha böyle hafifletirsin, yumuşatırsın fikirlerini? Sare: İşte kesinlikle falan gibi değil de hani daha ucu açık bir şekilde yazarım, böyle de düşünülebilir	Sare: Because everybody can see it, I would be more careful when expressing my ideas. R: What do you mean by more careful? What do you do or what don't you do? Sare: While writing about things I agree or disagree with, I try to take other people's perspectives into account. If I disagree with something, I'd think, okay, maybe other people agree with it, so I try to express my ideas in a softer way. R: How do you soften your opinions? Sare: Instead of writing phrases like "definitely," I keep it more open-ended such as "It could also be seen this way."
Excerpt 19 R: Sen bu 2 yazma biçiminde {essay ve discussion board} kendini nasıl hissettin? Yani nasıl yazdığın değişti mi okuyacak kişiye göre? Beren: Değişti, evet. Ben biraz hani çekingenim. Sınıfını okuyacağını duyduğum için daha böyle kısa belki tek cümlelik bir şey yazıp gönderdiğim oldu. R: Anladım. Daha kısa yazdın, daha fazla bilgi vermedin. Peki kendi görünürlüğün açısından, kişisel fikirlerini veya kendi hayatından örnekleri essay'lerde mi daha rahat verirsin yoksa böyle Discussion Board gibi daha açık bir platformda mı? Beren: Essay'lerde veririm. R: Neden? Beren: Dediğim gibi çok fazla insanın okuması ya beni bilmiyorum geliyor. Biraz hani okumasın kimse, tek kişi {öğretmen} okusun.	Excerpt 19 R: How did you feel writing in these two different genres {essays and discussion boards}? Did the way you write change according to the audience? Beren: Yes, it changed. I'm a little shy. When I learnt the whole class could read what I wrote, I sometimes posted something very short – like just one sentence – and sent it. R: I understand. So, you wrote shorter and didn't share much. About your visibility – like sharing personal ideas or examples from your life – do you feel more comfortable doing so in essays, or in a more public platform like the Discussion Board? Beren: In essays, of course. R: Why? Beren: As I said, when lots of people read what I write, it makes me nervous. I'd prefer just have one person {instructor} reads it.
Excerpt 20 R: Diyelim ki bir şeyi vurgulamak istiyorsun yazdıklarında. Bunun önemli olduğunu belirtmek için nasıl güçlendirirsin bu ifadeyi? Caner: Nasıl güçlendiririm? Kesinlikle superlative özelliklerini kullanırım, yerine göre pasif kullanırım. Onun dışında biraz daha hani görünümü uzun akademik kelimeleri tercih ederim. R: Sence pasif kullandığında o argümanı nasıl güçlendirmiş oluyorsun? Caner: Şimdi kelimelerin yerine göre vurguları da değişiyor. Bu konuda pasif kullanımı gerçekten, en azından bende, daha etkili olduğunu söyleyebilirim, daha vurgulu gözüktüğünü söyleyebilirim. R: Peki sence bu okurda nasıl etki yapıyor okuyan kişide, daha güçlendirince o ifadeyi? Caner: Bence okurda da aynı etkiyi yaratıyor. Çünkü bunu tartıştığım diğer insanlar da aynı şekilde olduğunu söylüyor pasifin daha	Excerpt 20 R: Let's say you want to emphasize an idea in your writing. How would you make that expression sound stronger and more important? Caner: How would I make it stronger? I definitely use superlatives, and depending on the context, I might use passive voice. Also, I prefer longer and more academic words to make it look more formal. R: How do you think this strengthens the argument when you use passive? Caner: Depending on the word order, the stress changes too. I personally think that passive voice more effective and more emphasized. R: What impact does it have on the reader when you strengthen your expression this way? Caner: I think it has the same effect on the reader. The other people I discussed this, they agree that passive voice emphasizes the action. Since the agent is usually at the end or can often be omitted, the action stands out more. That's why it's more stressed.

vurgulu olduğunu, daha action'a vurgu yaptığını söylüyorlar. Onun dışında zaten şey sonda oluyor agent sonda oluyor genelde onu omit de edebiliyorsunuz. Onun dışında action biraz daha ön planda kaldığı için daha vurgulu oluyor.	
Excerpt 21 R: Bu cümlelerden ((showing three sentences)) hangisi daha böyle güçlü bir argüman sunuyor sence? Hangisi daha güçlü duruyor? Okuyucuda hangisi daha büyük bir etki yapar gibi duruyor? Yaren: İkincisi {Passive voice} gibi geldi. R: Neden öyle geldi? Yaren: Çünkü genel bir yargıyı söylemiş ve kendi işin içine katmamış genel olduğu için de çoğu insanın aynı şeyi düşünüyormuş gibi bir algı yaratmış. R: Onun için daha güçlü bir argüman diyosun. Dokuzuncu soruya bakalım. I think that it is important to be environmentally aware, we think that, people think that. Şimdi bu 3 arasında nasıl bir ayırım yapardın? Yine hangisini tercih ederdin essay'inde yazıyor olsaydın? Yaren: Bunda da üçüncüsünü (people) seçerdim hıhı ((noddin)) Diğerleri {I, we} birazcık kişiselle kaçıyor çünkü yani kişisel düşüncelere. R: Kişisel düşünceleri belirttiğimiz zaman artık güçlü olmaktan çıkıyor mu sence? Yaren: Ya insanlar genel düşüncelere daha fazla inanıyor. Yani kişisel düşünceler işin içine girdiği zaman yazarı mesela sevmiyorsa onun düşüncelerini önemsemiyor ama genel bir açıklama yapıldığı zaman bunu düşünüp yani inanabiliyor. Onun için düşünebiliyor yorum yapabiliyor. Kendini kapatmıyor. Sanki genel ifadeler daha çok güven veriyormuş gibi	Excerpt 21 R: Which sentence ((showing three sentences)) presents a stronger argument in your opinion? Which one is more powerful? Which one has a bigger effect on the reader? Yaren: The second one, the one in passive. R: Why? Yaren: Because it is a general judgment, and the writer doesn't include themselves in it. Because it sounds more general, it gives the impression that many people think the same way. R: So you'd say it's a stronger argument because of that. Look at question nine, I think that it is important to be environmentally aware. We think that, People think that. How do you differentiate between these three? Which one would you choose when you are writing an essay? Yaren: I'd go with the third one {people think} again. ((Noddin))The other two {I, we} sound a little bit too personal. They are more like personal thoughts. R: Do you think the argument loses its strength when we express personal thoughts? Yaren: I think people believe in general opinions more. When it gets personal and the reader doesn't like the writer, for example, they might not care about that person's idea. But when it more general, the reader can be more open to read it. They may reflect on it and form their own opinion. They are more open to believe. General statements build more trust.
Excerpt 22 R: Burada bir alıntı var gördüğün gibi. Bu alıntı hakkında ne düşünüyorsun? Katılıyor musun, katılmıyor musun ve neden? "Akademik, yazık, işlerlikten uzak ve resmi olmalıdır." Katılıyor musun bu fikre? Caner: Kesinlikle katılıyorum, niye katılıyorum? Çünkü yine dediğim gibi bu akademik yazı aslında bir nevi bilimsel temeli olan bir yazılar ve bu çerçeveye kişisel fikirleri ne kadar az sokarsak o kadar da faydalı sonuçlar elde ediyoruz. R: Peki sen kendi yazılarında kişisel düşüncelerini ifade etmek ile akademik yazım kuralları ve stili arasında nasıl bir denge kuruyorsun? Hangisi daha ağır basıyor? Caner: Genelde akademik yazım kurallarındaki o resmi soğukluk daha ağır basıyor ama onun dışında yine kendi ifadelerimizi kullanırken işte kitaplarda gördüğümüz akademik yazım	Excerpt 22 R: Here's a quote: "Academic writing should be impersonal and formal." What do you think about this? Do you agree or disagree, and why? Caner: I completely agree. Why? Because, like I said before, academic writing is based on a scientific knowledge. The less we include personal opinions, the more useful results we get. R: How do you balance expressing your personal thoughts and following academic rules and style in your own writing? Which side is more important for you? Caner: Generally, the formal tone like the coldness of academic writing is more important for me. Even when I include my own opinions, I try to do it in a way that still aligns with academic writing traditions, by using some expressions we saw in books. So, I use these fixed phrases to maintain that balance. R: You actually used a really interesting word, the coldness of academic writing. Do you think this coldness is a good thing?

kurallarına da uyarak bu nasıl belirtebiliriz şeklindeki yöntemleri kullanabiliyorum. İşte bazı kalıplarla bu şekilde dengeyi kuruyorum. R: Aslında çok güzel bir kelime kullandığın akademik yazım dilindeki soğukluk dedin. Bu soğukluk sence iyi bir şey mi? Yani kendini güvende hissettiren bir şey mi yoksa bu soğukluk birazcık sana kendini yazından uzaklaştırıyor mu? Ne düşünüyorsun bunun hakkında? Caner: Bu soğukluk faydalı ve olması gereken bir şey olduğunu düşünüyorum. Çünkü yapılan iş ciddi bir iş. Belki burda bizim yaptığımız essay'ler bu kadar ciddi şeyler değil ama sanki ben kendimi bir işte tez yazıyormuş, adam makale yazıyormuş gibi gördüğüm için bu soğukluğu hissettirmeye çalışıyorum.	Does it make you feel more secure, or does it create a distance between you and your writing? Caner: I think that coldness is something useful and necessary since the work here is serious. Maybe the essays we write aren't that serious but imagine myself as someone writing a thesis or a scholarly article. I try to show this seriousness through that coldness.
Excerpt 23 R: Sen şey demiştin ya, işte çok kısıtlıyor, çok kasıntı oluyor falan demiştin ya. Mesela ne kasıyor bu kadar? Essay'leri yazarken seni kasan şey ne? Erdoğan: Evet hocam çok kasıntı oldu. Hocam konu mesela çok güzel geldi. Benim aklıma milyon tane şey geliyor. Sonra diyorum ki thesis statement vardı. A dur major vardı, minor vardı. Sonra conclusion'a geldim, atıyorum compare contranstin conclusion'ı böyle yazılmalı ama şununki şöyle yazılmalı, şunun body'si böyle olmalı. Şu essay'in bu essay'in body'si böyle olmalı derken hocam sanki işin matematiğine giriyoruz. Essay'i yazacağımıza belki de bir ne bileyim manifesto yapacağımıza onun yerine şeye dönüyor böyle. R: Essay'in aslında senin manifeston mu öyle mi düşünüyorsun? Erdoğan: Hocam yani. (.) Öyle düşünüyorum bazen. İzin verselerdi yani bu thesis'te şunu buna takılmasaydık manifesto olabilirdi gibi. R: Kasıyor, kısıtlıyor derken kastının ne olduğunu anladım. Bu çok farklı bir soru. Akademik yazıda önemli olan fikirlerin orijinalliği mi yoksa objektifliği midir? Erdoğan: Hocam fikirlerin orijinalliği bence ben böyle düşünüyorum. Orijinallik daha kişisel, daha kendi fikrini belirtiyorsun, daha orijinal işte yani sonuç olarak. Objektiflikse sanki hani şey gibi geldi bu bana. Objektif davranıyorsun olan olayı söylüyorsun. Hani haber yapmak gibi habercilik gibi ama essay'deyse fikrini belirtiyorsun yani ki daha orijinal olman gerek, yani haber yapmıyorsun. Sonuçta olan şeyi söylemeyeceksin fikrini belirteceksin. Belki de eleştireceksin. O yüzden bence orijinallik daha önemli olan.	Excerpt 23 R: You said that it all feels too restrictive and rigid. What makes you feel this way? What restricts you when you are writing essays? Erdoğan: Yes, hocam, it feels really restrictive. The topic seems really interesting at first, and a million ideas come to my mind. But then I think, "Wait, I need a thesis statement," and then "I need a major point, a minor point." Then I reach the conclusion and I start thinking, "Well, in a compare-contrast essay, the conclusion needs to look like this," or "In this type of essay, the body paragraphs should be like that." It starts to feel as if it is math. Instead of just writing an essay – or even something like a manifesto – it all turns into a maths formula. R: In your opinion, is writing an essay something like writing your personal manifesto? Erdoğan: Sometimes, hocam, yes. If they gave us more freedom, if we didn't have to follow such strict rules, it would be a kind of manifesto. R: I understand what you mean by restrictive and rigid now. Here's a very different question. What do you think is more important in academic writing: originality of ideas or objectivity? Erdoğan: Originality, hocam. I think so. Originality means being more personal, expressing your own opinions, something that's truly yours. Objectivity, on the other hand, feels more like reporting, like journalism. You're just stating what happened. But in an essay, we must express our opinion. You're not just repeating facts. Maybe, you will even critique them. So, I think originality is more important.

Excerpt 24 R: Kullanmak istediğin ama bu akademik stile çok uymuyor diye kullanmadığın bir yapı var mı? Emre: Var mesela. Özet kısmında özellikle kullandığım böyle overall veya in a nutshell vesaire bunlar biraz informal geliyor kulağa. O yüzden bu tarz kelimelerin ne kadar kullanmak istersem de kullanamadığım noktalar oluyor. R: Bu peki özgür bırakılsaydı yani akademik writing manual'lar baştan yazılsaydı kullanır mıydın böyle şeyleri? Emre: Ben mesela bu kuralları ben yazıyor olsam kullanmazdım yine de çünkü. R: Neden? Emre: Çünkü bir ciddiyet olduğu zaman en azından daha doğru işler çıktığında heyecanlanıyorum çünkü çok bırakınca işte biraz çok rahat olunca da en azından ifadenin zorluğu ortaya çıkıyor. Mesela bir kişi istediği kalıbı kullandığı zaman herkes onun o kullandığı kalıbı anlamayabilir. Ama akademik yazı kurallarının verdiği o kalıplar herkes tarafından anlaşıldığı için bence yine de bunların çizgisinden çıkılmaması gerekiyor. R: Peki I dili kullanmakla ilgili olarak da. Bu akademik writing manual'ları sen yazsaydın, kuralları sen koysaydın yine böyle mi koyardın? Emre: Böyle koyardım çünkü şimdi herkese hitap etmemiz gerekiyor bence. Yani evet, belki atıyorum bir bilimle ilgili bir şey yazacağım. Yani bilimsel bir makale yazacağım. Daha üst düzeye gidecek veya günlük hayat problemleriyle ilgili bir şey yazacağım. Dergilere falan gidecek. Ama bunu yazarken bence yine de herkese yazıyormuş gibi düşünmemiz gerekiyor. Herkese yazdığımız için de çok fazla farklı fikirli insanlara. Ve bazı insanlar farklı fikirlere karşı aşırı kapalı veya bazıları da aşırı açık, çok çabuk manipüle edilebilen insanlar var. O yüzden bu tarz insanların hayatında da olumsuzluklara yol açmamak için bence kendi fikirlerimizden en azından olabildiğince kaçırmamız gerekiyor.	Excerpt 24 R: Is there any structure or expression you wanted to use in your writing, but you didn't because it doesn't follow the academic style? Emre: Yes, certainly. Especially in the conclusion part. Things like "overall" or "in a nutshell" come to mind. I like using them, but they sound a little informal. So even if I want to use them, I usually hold back. R: If you were free to use them and if you rewrote the academic writing manuals, would you include those expressions? Emre: Honestly, even if I wrote the rules, I still wouldn't include them. R: Why not? Emre: Because I think when there is a certain level of seriousness, the results are more meaningful. I actually get excited when something is done properly within a strict structure. If things are too relaxed, it creates problems to understand expressions. For example, if someone uses an informal or unique expression that only they understand, others might not understand what they mean. The standard structures in academic writing are commonly understood, and I think it's important not to get too far from them. R: What about the use of "I" in writing? If you wrote the academic writing manuals, would you have the same rules for that too? Emre: Yes, I would. Because I think we need to write in a way that appeals to everyone. Maybe I'm writing a scientific article, or maybe I'm writing about everyday issues, doesn't matter, I still need to think of it as writing for a general audience. And when you write for everyone, you address people with all kinds of perspectives. Some people are very closed to different views, and others are too openminded, sometimes too easily influenced. So, in order to avoid creating any unnecessary reactions or misunderstandings, I think it's better not to include our personal opinions as much as possible.
Excerpt 25 R: Aslında işin orijinalinde biz essay'de de sizin düşüncelerinizi soruyoruz. Size düşüncelerinizi ve kendinize yansıtmayın, I dili kullanmayın izlenimini veren ne oluyor? Sinem: Ben essay yazmayı burda öğrendim. Ve özellikle ilk dönem hocalar çok fazla hani essay'de kendi düşüncelerinizi katmayın. Çok fazla hani daha çok bir genelleme yapıp hani daha destekleyici yargılar sunun dedikleri için o yüzden I dili kullanmamaya çalıştım.	Excerpt 25 R: In the essence, essay writing is about your opinions. What gives you the impression that you shouldn't express your ideas or not use "I" in your essays? Sinem: I actually learned how to write essays here. Especially in the first semester, the instructors kept stressing that we shouldn't put too much of our own opinion into the writing. They told us to generalize more and focus on presenting supporting arguments instead. So, I tried to avoid it. R: When you think about the instructors who taught you writing and gave you feedback, None of them supported the use of "I, you, or we"?

R: Şimdi bu yazmayla ilgilenen sana feedback veren hocalarını düşündüğünde hiç biri mi desteklemiyordu I you we kullanımını. Sinem: Özellikle geçen dönemden örnek vereyim. Geçen dönem bu skills dersimize giren hoca (.) eee derste biz essay yazdıktan sonra tek tek hepimize feedback veriyordu ve orada daha tabi hani çok yeni olduğu için çok bilmediğim için çok fazla I dili kullanıyordum ve hepsini I gördüğü her yere çarpı atıyordu. Bu şekilde hani yargıyı destekleyemezsin dediği için. O yüzden I dilini hiç kullanmamaya çalıştım hep essay'lerimde.

R: Aslında ilk başta kullanıyordun. Sonra hocalarından aldığım feedback öğrendiklerinle kullanmamaya başladım o zaman.

Sinem: Evet, evet, evet, özellikle hatta genel olarak bodylerde de we vesaire falan kullanma ama conclusion'da hani we should tarzı şeyler kullanabilirsin dedikleri için öyle yazdım hep.

R: Peki ders kitaplarında buna dair bir şey gördün mü? I we yi kullanımına ya da essay'lerdeki kişiselilik hakkında herhangi bir şey gördün mü?

Sinem: Evet mesela ders kitaplarında I dilini gördüm ve özellikle de sordum, hatta hani kitapta yazıyor. Hani biz niye yazmıyoruz gibisinden?

R: Hocan ne dedi?

Sinem: Hocam da hani yanlış yazılmış ya da siz bu şekilde yazmayın gibisinden şeyler söyledi. O yüzden yazmamaya özen gösterdim ben de.

Sinem: I'll give you a clear example from last semester. In our skills course, the instructor gave individual feedback after each essay. Back then, I was still new to essay writing, so I used "I" quite frequently. And every time the teacher saw it, she crossed it out. She said, "You can't support your argument this way." So since then, I tried to avoid "I" at all in my essays.

R: So you used it at first, but after the feedback and what you learned, you stopped using it?

Sinem: Yes, exactly. In fact, we were told not to use "we" or anything like that in the body paragraphs either. We can use only in the conclusion. We could use things like "we should". So I structured my essays that way.

R: Have you ever seen anything about this in your coursebooks, the use of "I", "we", or anything related to personal voice in essays?

Sinem: Yes, I actually saw "I" use in the coursebooks. I even asked about it: "If it's in the book, why aren't we allowed to write like this?"

R: What did your teacher say?

Sinem: The teacher said it was a mistake in the course book and told us, "You shouldn't write that way." So, I made sure to not to use it after that

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