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DOCTORAL DISSERTATION

Authorial Identity of Non-Native Writers of Academic English in the ‘Soft Sciences’:

An Analysis of Textographies and Interactional Resources

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Dedication

To Marcos and Diego,
My sons

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List of Acronyms

AA: Academic article

APA: American Psychological Association

BC: Book chapter

BR Book review

CP: Conference proceeding

ERPP: English for Research Publication Purposes

ESL: English as Second Language

ESP: English for Specific Purposes

ICLE: The International Corpus of Learner English

IMRD: Introduction, Method, Results, Discussion

JCR: Journal Citation Reports

L1: First language

L2: Second language

LPS: Language for Specific Purposes

NES: Native English Speaking

NNES: Non-native English Speaking

PhD: Philosophy Doctor

RA: Research Articles

RAs: Research Articles

SD: Standard Deviation

SSH: Social Sciences and Humanities

UDB: Don Bosco University

USAL: University of Salamanca

WrELFA: Written English as Lingua Franca in Academic Settings

Abstract

Scientific publishing consolidates knowledge and abilities from different areas, i.e. the discipline, rhetoric, register, the genre, research skills, and publication processes (Bozu & Canto Herrera, 2009; Charlotte & Irwin, 2019; Fazel, 2013). The integration of these elements makes academic publishing a challenging effort, especially when undertaking it in English as a second or foreign language. In Spain, university professors are required to produce scientific publications and often this requirement can only be fulfilled by producing texts in English. However, the knowledge and abilities of scholars has sometimes been taken for granted (Bräuer, 2012; Natale, 2013, Carlino, 2004) and scarce research has been carried out to investigate the rhetorical patterns scholars display in their publications (Novelo Atwood, 2019 or Getkham, 2013 are two exceptions). Based on the premise that every piece of writing contains manifestations from the individual author's needs, interests, and objectives (Ivanič & Moss, 2004), this dissertation project focuses on exploring authorial identity. In this study, I analyze how university professors in the 'soft sciences,' express authorial identity across their publications in the English language. From the diverse conceptions of authorial identity, I propose a framework that emphasizes the interaction with the reader (Thompson & Thetela, 1995; Thompson, 1996, 2001, 2004) and professional histories of the participants (Dressen-Hammouda, 2014; Swales, 1998), and apply it to a corpus of English published texts. The corpus consists of 70 texts from the fields of: Linguistics, Cultural studies, Bibliometrics, Philosophy, Psychology, Education, and Economics. The framework includes analysis of two interactional resources: Hypothetical-Real and Concession. This framework aims at facilitating the analysis of authorial identity in connection to the socio-professional context of the participants. The

analysis allowed me to elicit the choice of interactional resources made by the authors and relate it to the authors' textographies. As a result, a categorization of interactional resources was produced and a correlation was established between the use of interactional resources and participants' full immersion experiences in English-speaking countries. Finally, I include some pedagogical implications for L2 academic writing, suggesting that novice writers could be made aware of the full range of choices available to manifest their authorial identities by interacting with their potential readers.

Keywords: *authorial identity, academic writing, soft sciences, textography, interactional resources*

Resumen

La publicación científica consolida conocimientos y habilidades de diferentes áreas, es decir, la disciplina, la retórica, el registro, el género, las habilidades de investigación y los procesos de publicación (Bozu y Canto Herrera, 2009; Charlotte y Irwin, 2019; Fazel, 2013). La integración de estos elementos hace que la publicación académica sea un esfuerzo desafiante, especialmente cuando se realiza en inglés como segunda lengua o lengua extranjera. En España, se requiere de los profesores universitarios la producción de publicaciones científicas y, a menudo, este requisito solo puede cumplirse produciendo textos en inglés. Sin embargo, el conocimiento y las habilidades de los académicos a veces se han dado por sentado (Bräuer, 2012; Natale, 2013, Carlino, 2004) y se han realizado escasas investigaciones para indagar los patrones retóricos que los académicos muestran en sus publicaciones (Novelo Atwood, 2019 o Getkham, 2013 son dos excepciones). Con base en la premisa de que cada escrito contiene manifestaciones de las necesidades, intereses y objetivos del autor individual (Ivanič y Moss, 2004), este proyecto de tesis se centra en explorar la identidad del autor. En este estudio, analizo cómo los profesores universitarios de las ‘ciencias blandas’ expresan su identidad autoral en sus publicaciones en inglés. A partir de las diversas concepciones de identidad autoral, propongo una estrategia metodológica que enfatiza la interacción con el lector (Thompson y Thetela, 1995; Thompson, 1996, 2001, 2004) y las historias profesionales de los participantes (Dressen-Hammouda, 2014; Swales, 1998) y lo aplico a un corpus de textos publicados en inglés. El corpus consta de 70 textos de los campos de: Lingüística, Estudios Culturales, Bibliometría, Filosofía, Psicología, Educación y Economía. La estrategia metodológica incluye el análisis de dos recursos interaccionales: Hipotético-Real y Concesión y tiene como objetivo facilitar el análisis de la identidad del autor en relación con el contexto socio-profesional de

los participantes. El análisis permitió obtener el conjunto de selecciones de recursos interaccionales realizadas por los autores y relacionarlo con sus textografías. Como resultado, se generó una categorización de los recursos interaccionales y se estableció una correlación entre el uso de estos recursos y las experiencias de inmersión total de los participantes en países de habla inglesa. Finalmente, incluyo algunas implicaciones pedagógicas para la escritura académica L2, sugiriendo ayudar a los escritores novatos a ser conscientes de la amplia gama de opciones disponibles para manifestar sus identidades autorales al interactuar con sus lectores potenciales.

Palabras clave: *identidad autoral, escritura académica, ciencias blandas, textografía, recursos interaccionales.*

Chapter 1: Introduction

1.1 General Background

Research articles, essays, conference proceedings, case studies, and reports are only a few of the diverse types of written texts professors at institutions of higher education will be expected to produce at certain points in their careers. It is relevant to understand such expectations from two perspectives. First, from the perspective of the higher education institution, the publication of academic pieces by its associated scholars represents prestige and development for any research institution. Secondly, from the personal perspective of the scholar, in order to develop an authorial identity, researchers need to establish in their target audience a sense that the message of their texts comes from them, personally, since they are the ones constructing an argument to convince the reader (Connor, 1999; Hyland, 2008).

The present project is particularly concerned with researcher-professor in Latin American institutions of research such as universities, because these institutions are currently facing the difficulty of breaking into something so (seemingly) impenetrable as the larger, accepted academic discourse. The shared information and collaboration of these institutions can produce research that can “make a dent” to be seen and heard. Following the models established by institutions in developed countries such as Spain, Latin American universities are gradually becoming more aware of the importance of becoming members of “discourse communities” (Swales, 1990).

Latin American universities’ interests in being considered as examples of “discourse communities” can be inferred by analyzing Swales’ (1990) consideration of the particular characteristics of “discourse communities”, such as “common goals, participatory

mechanisms, information exchange, community specific genres, a highly specialized terminology and a high general level of expertise” (Swales, 1990, p. 23). In addition, Swales points out that members of “discourse communities” are geographically, ethnically, and socially distanced.

In recent years, more and more Latin American research or academic institutions have pursued their goal of becoming members of “discourse communities” by encouraging their scholars to publish academic pieces in prestigious academic journals. The *SCImago Research Group* (2019), which researches and ranks universities based on their academic publications, reports that as many as 400 Latin American universities were incorporated into their ranking between 2009 and 2019. However, more than half of these Latin American universities belong to only two countries, Brazil (39.5%) and Mexico (19.5%), which seems to suggest that there are still many professors throughout the region who are not publishing their work in high-quality journals.

In addition to these insights, Latin American universities have come to recognize that English is now more frequently used as a *lingua franca* by highly proficient and literate second-language English users than is their native language (Harmer, 2007). Consequently, more journals, books, and academic texts are being published in English, since the audiences accessing information in this language are larger than the ones reading information in the researchers’ native languages from around the world, which is also a key factor in being accepted as members of “discourse communities” (Flowerdew, 1999a; Swales, 1990). Nevertheless, in the Latin American region, the number of publications in English remains limited. For example, González-Videgaray and Hernández (2014) report that a search for journals in education and educational research in the *Journal Citation Reports* (JCR), displays 203 titles, of which only eight are in Spanish, indicating that 96%

of these academic journals, collected by JCR, are published in English. Thus, while all efforts to participate in the production of knowledge need to be recognized, institutions should also be aware of these challenges to their continued growth. If it is true that “science written in Spanish does indeed represent only a tiny percentage of international science production” (Linder & De Sterck, 2016, p. 38), in order to have a wider impact, this realization should encourage a greater number of professors to write and publish, and to do so in English.

Beyond this institutional perspective, the personal perspective on publishing has more relevance for the present study. Academic writing is the fruit of a series of learning processes that authors must go through. The starting point, for the majority of Latin American authors, is the beginning of their major at a university. Contrary to the experience of university students in more developed countries, in Latin America, academic literacy is not an ability developed prior to entering undergraduate programs (Montes de Oca Recio & Machado Ramírez, 2009). Consequently, at this initial point in their career, Latin American university students face not only the challenge of becoming academically literate, but also of developing these abilities within their disciplinary genres, as they read and write about topics related to their majors (Carlino, 2004).

As university students, whether previously or at the time they begin their programs, they also become literate in English, i.e., they acquire the ability to read and write in this language. At some point, sooner or later, as these students need information about their study topics, they will experience searching for sources and discriminating information relevant to their work. Montes de Oca Recio and Machado Ramírez (2009) pointed out, as key research abilities to be developed by novice researchers, not only the capacity to search for information both in their mother tongue and in a foreign language, but also the

development of necessary skills for the determination of the research problem and its solution, for the elaboration of the research plan in its different stages, for the design of the different instruments adjusted to research techniques, and for the interpretation of statistical processing and the data derived from research. Cummins (2001) also adds the ability to cooperate with and seek assistance from diverse people and resources.

As part of the process of developing the aforementioned capacities, unexperienced authors are also required to follow the language models they have been learning, by writing their own academic pieces with citations and ‘objective’ language. Ivanič and Moss (2004) consider this learning process to be part of a descriptive dimension in which the appropriate style and content is determined by the particular social institution. However, these scholars also point to a critical dimension which emerges, freely adopted, from the individual author’s needs, interests, and objectives. Thus, successful academic writing requires not only the technical ability to write while respecting the established conventions, but also the power to convey *personal messages* to target audiences, and, in this way, to build an authorial identity.

This recognition of the personal communicative nature of writing has influenced the way the development of writing skill is being studied. Swales (1990), for example, has supported the notion of discursive communities in which people share similar goals and communicative systems to provide information and feedback in specific genres and lexicons. He has also argued that each group establishes the levels of expertise required to be admitted as a member of that community. Pearson (2003) specifically addressed the dilemma of constructing a writing identity when she claimed: “I would like my discursal self to be authoritative but not arrogant, humble but not groveling, optimistic but not Pollyannaish, critical but not complaining, and committed to a field without seeming either

enslaved to it or blind to ‘real life’” (p. 157). Pearson’s analysis not only reveals the complex nature of academic writing, but also the level of awareness that authors should have regarding their identities as writers, and how they project themselves to their audiences. This communicative nature of writing is of special importance for this research project, and even more so when such writing is produced in English, the most widely used language in the sciences.

1.2 Research Question

Thus, the recognition of both the institutional and the personal perspectives involved in the publication of academic works have originated the present study. As a novice scientist myself, I am interested in, first, exploring the experiences of scholars who have consolidated their teaching and researching careers through their scholarly publications. Second, I also want to examine how these scholars have accomplished the communicative purpose of their written works by developing their own authorial identities. To my knowledge, a study which combines these two dimensions has not yet been pursued, and its results may well provide a model to be followed by novice academic writers wishing to pursue a similar goal. For a study like this, it would be convenient to obtain information from a specific group, so in the present project a population belonging to the soft sciences area of the Universidad of Salamanca has been chosen. Consequently, the question guiding the present research is the following: *How do Spanish researcher-professors in the soft sciences at Universidad de Salamanca manifest their academic authorial identities in English as members of their disciplinary communities?*

1.3 Objectives

1.3.1 General Objective

The main aim of the present dissertation is to contribute to the literature about the challenges for non-native scholars in academia, by developing a case study on the strategies that Spanish researcher-professors in the ‘soft sciences’ at Universidad de Salamanca apply to manifest their academic authorial identity when writing and publishing in English.

1.3.2 Specific Objectives

In this section, I identify five specific objectives considered as the keystones to reach the general objective described before.

1. Explore the challenges, problems, and feelings of researchers who are not native speakers of English towards publishing in quality academic publications, particularly in the ‘soft sciences.’
2. Explore the professional histories developed by researcher-professors in the soft sciences at Universidad de Salamanca, with a special focus on their achievements of the goal of publishing their work in English.
3. Examine empirically the authorial identities constructed by a particular group of scholars in samples of their work published in English.
4. Relate the scholars’ professional histories to their authorial identities and the features of their textual production.
5. Provide a model of interactional strategies that novice academic writers could follow in pursuing their goal to publish their work in English venues.

Chapter 2: Literature Review

2.1 Challenges in the Pursuit of Bilingual Academic Literacy

As writing in the disciplines has evolved into a significant area of research, special focus has been given to academic writing in English, due to its status as the *lingua franca* used in the context of university education. Read (2008) defined academic literacy (i.e., academic reading and writing) in English as “the ability of incoming undergraduate students to cope with the language demands of their degree programme” (p. 184). In other words, while entering the university may itself be demanding, this challenge becomes even more complex when non-native students also have to deal with accomplishing their tasks in the English language. Thus, English as Second Language (ESL) university students’ development of academic literacy is one of the research areas that has been more widely explored.

A variety of studies (e.g., Chimbanga, 2011; Gamboa & Álvarez, 2011; Guzmán, Torres, & Rodríguez, 2010; Hyland, 2002) have examined the writing skills that undergraduate non-native students acquire in the course of their majors. Other experts have reported on the efforts made by institutions to provide ESL students the necessary support to successfully achieve their academic tasks while pursuing their degrees. These include creating programs and offices to work on their writing assignments, such as writing centers, student learning centers, English language self-access centers, among others (Bräuer, 2012; Natale, 2013; Read, 2008), or creating manuals for instructors to guide the students’ progress (e.g., Navarro, 2015).

As a matter of example Chimbanga’s (2011) study aimed to discover the perception of their own academic literacy skills by ESL first-year humanities students. She

evaluated the students' language production in a writing task to determine the correspondence between their perception and their performance. She reasoned that writing an academic essay would demonstrate "the use of precise, plain and objective language and to be sensitive to 'hedging', where there are divergent opinions" (Chimbganda, 2011, p. 7). The essays were assessed in two primary aspects, namely, pragmatic and organizational. The following are the specific writing academic subskills which were rated:

- ability to agree or disagree with authors' points of view expressed in the texts
- ability to use prior knowledge to deal with new information
- paraphrasing
- creative use of English
- grammar
- summarizing
- vocabulary
- idiomatic and appropriate language use
- organization of ideas
- use of appropriate writing style
- cohesive use of ideas

Regarding the students' perceptions of their own skills, her results reveal that students believed themselves to have 'good' academic skills when it came to listening and reading, but they considered themselves to have 'average' or 'below average' skills in speaking and writing. These self-perceptions were then compared to the essays' evaluations by instructors, which evidenced that almost all the students seemed to display the pragmatic competence to construct meaningful ideas within their social context. However, the skill they seemed to lack was organizational competence, that is, the ability to write ideas

fluently and accurately. Chimbanga's research demonstrated, first, the need for English language support at the university level, and second, the relevance of research of this matter by experts in applied linguistics.

Importantly, the role of professors in the dynamics of academic communities should also be considered. University professors are expected to fulfil their roles by successfully displaying knowledge, abilities, attitudes and values demanded by quality teaching. This implies that professors should become involved in the production of knowledge in order to effectively face the challenges that emerge both in the classroom and in their discipline fields. Specifically, scholars are expected to be cognizant of learning pedagogies within their particular discipline issues and capable of reflecting and improving their teaching through the results of their research (Bozu & Canto Herrera, 2009, Charlotte & Irwin, 2019). These expectations lead to the question of whether professors have a sufficient level of proficiency in academic literacy to succeed in this matter, or not.

A review of the literature reveals that, in general, university professors' ability to produce knowledge by writing academic texts seems to be taken for granted. For instance, it is often claimed that it is the professors' responsibility to teach the various genres in their disciplines, since they are knowledgeable about these corresponding areas (Natale, 2013). Such an assertion is based on the assumption that university professors will have already developed the required skills to produce scientific texts in their disciplines. Conversely, however, Carlino (2004) recognized that in most cases, these professors are not actively conscious of the discursive practices which they apply—not that they do not know how to write, but they do not write with an awareness of being part of a disciplinary community. Similarly, Bräuer (2012) argued that in universities, professors and administrators take for granted writing ability, a skill which does not require additional instruction as part of an

undergraduate major. Thus, these researchers have pointed out that the belief that university professors already possess the skills needed to publish scientific texts is only a preconceived notion.

In the same train of thought, Castronovo, Zamudio and Picotto (2012) point out that professors' academic literacy levels are put to test when they need to read and write within the university discourse community. For instance, professors need to produce written pieces, such as course syllabi, exams, and assignments instructions; they also need to demonstrate their own reading skills when presenting bibliographic material or texts produced for the classes they are teaching. According to Castronovo, et al. (2012), this is relevant because the professors' practices may be either helping or hindering their students' practices as well. As a conclusion of their research, they highlight the need to provide university professors with trainings, guidelines, and support, for them to effectively comply with the writing and reading tasks related to their work as instructors.

In addition, some researchers have focused their examinations on the low incidence of scientific publications in developing countries (e.g., Flowerdew, 1999a; Flowerdew, 1999b; Vasconcelos, 2006). In the studies by González-Videgaray and Hernández (2014) and Hernández (2009), it was argued that some of the reasons researcher-professors do not publish include: lack of time to research and write, in addition to their 'teaching academic loads,' lack of economic support or incentives, and lack of clarity in the disciplinary areas they want to pursue. However, few studies have emerged that examine the academic literacy levels of researcher-professors necessary to successfully write scientific texts in English as a *lingua franca* in developing countries.

An added factor of academic literacy is the level of proficiency in English of non-native university researcher-professors. In the last decades, applied linguistics researchers

have studied the use of English as a *lingua franca* by academic professionals who have emerged within their disciplinary discourses. These studies range from the motivations to publish in English to the challenges faced and the strategies applied to overcome them successfully. For instance, López-Navarro, Moreno, Burgess, Sachdev, and Rey-Rocha (2015) identify the main factors that motivate Spanish scholars to publish, either in English or Spanish-medium journals, and the extent to which these factors are related to their individual characteristics, namely gender, seniority, and publication experience. They propose an approach to identify these factors consisting of a view of motivation as a continuum that goes from amotivation, through controlled, to autonomous motivation.

The study was carried out through a survey of researchers from four Spanish universities and the Spanish Council for Scientific Research. Their results reveal that motivations for publishing in English were mainly related to extrinsic aspects, such as communicating the results of research to the international scientific community, having research work recognized, and meeting the requirements for professional promotion. In general, similar patterns were identified among the participants, regardless of gender, seniority, and publication experience. A study of the contexts influencing such motivations and possible connections to their disciplines could contribute to a deeper understanding of Spanish scholars' professional development through the dissemination of their research work.

Bocanegra-Valle (2013) identified the strengths, weaknesses, opportunities and challenges faced by Language for Specific Purposes (LSP) scholars and explored the role a Spanish journal plays as a tool for the transmission of research into a global academia. She surveyed 139 scholars from 20 European countries. 4.3% of the respondents were from English-speaking countries (e.g., United Kingdom and Ireland) and 95.7% were from

countries where English is considered either a second or a foreign language. It is worth noting that 70% of the non-native survey participants were Spanish scholars, making up the largest group by far.

The responses to two questions were reported. The first question inquired about the perceived value of publishing in English, as opposed to publishing in the scholar's home language and country. The majority of the respondents felt that English added a value to their publications, even over other aspects, such as the journal's or editor's prestige. The second question inquired about the policies that particular countries had enacted to protect their national language from the domination of academic publishing by English, or, conversely, to foster the use of English for Research Publication Purposes (ERPP). Respondents from Denmark, Finland, Sweden, and France reported specific laws that protect their national languages. In the particular case of Spain, the consensus was that there existed "no current legislation protecting the national language and a clear hegemony of English as the language of research and academic publishing encouraged by the driving forces (questions of visibility, credibility, etc.)" (Bocanegra-Valle, 2013, p. 18).

In a similar vein, Fazel (2013) presents a review of studies focusing on writing for publication. Fazel's review was divided in two broad areas. First, he reviewed eight research articles focusing on the problems confronting Non-native English Speaking (henceforth NNES) writers in writing for publication in refereed journals, from the perspective of writers and editors. His review categorizes the problems into three broad groups: (a) Sentence level: including surface features, i.e. grammar, lexis, and structure; (b) Discourse level: including organization of propositions and the overall flow of the paper; (c) Rhetorical level challenges: including claim or voice and the force with which argument

is presented. Interestingly, only 2 out of the 8 studies discovered this latter challenge at the rhetorical level (Flowerdew, 1999b, 2001 as cited by Fazel, 2013).

Second, Fazel reviews four studies focusing on strategies used to cope with challenges and difficulties in writing for publications. The review revealed the following strategies: interacting with scholars in the discourse community of one's discipline; using a Native English Speaking (henceforth NES) colleague or mentor as co-author; using a NES colleague at various stages of drafting; making use of peer help in reviewing writing; structuring the argument in an appropriate manner; expressing one's voice appropriately; and using persuasive language, where appropriate. Fazel's conclusions indicate that research carried out in writing for publication has revealed NNES writers' concerns mainly about superficial level aspects of writing such as grammar, spelling, and/or punctuation. Nevertheless, their perception of what their major problems are when writing academically in English does not necessarily coincide with reality, an issue which can be empirically analyzed through the study of its production. This demonstrates the need to further study the rhetorical level challenges and the search for solutions by NNES writers.

The same focus on superficial aspects of writing was discovered by Hanauer and Englander (2011). Their study consisted of questioning Mexican scholars regarding their perceived levels of difficulty, satisfaction, or anxiety when writing research articles in English and in Spanish. The responses of these scientists, from the 'hard sciences' (e.g., biology, geology, oceanography, etc.), revealed that these groups of scholars perceived writing in English to be more burdensome than writing in Spanish. The analysis of quantitative data brought the researchers to the conclusion that the predominant nature of the challenges faced by these scholars is linguistic, over that of discipline/genre.

In this regard, Carrió-Pastor (2019) claims that mother tongue and culture of writers might lead to a change in frequency of the constructions used to convey meanings in academic writing. She focused her study on the frequency use of modal probability constructions by British and American NES and Spanish NNES. Her results indicated that NES are more conscious of the use of modal probability to mitigate their conclusions in research papers in the field of engineering. Carrió-Pastor (2019) examined the use of three modal probability constructions: ‘could + infinitive’, ‘may + infinitive’, and ‘might + infinitive’. The frequency use of these constructions was higher in the case of NES’ research papers than in the case of NNES’. NNES employed the modal probability construction less than their NES counterparts and variation was observed in the use of the may + infinitive construct. She points out that the modal probability constructions in English are relevant to communicate the assertiveness of research conclusions and NNES’ difficulties with these constructions may lead to misuse, underuse and/or overuse of them.

A final aspect to consider is the lack of awareness of the entire publication process. Charlotte and Irwin (2019) point out that “lack of experience, awareness and understanding of the entire publication process among novice writers leads to challenges in negotiation and problematic outcomes at the production level” (p. 1). This assertion adds to the discussion about the challenges, faced by NNES, to write and publish scientific texts by indicating the urgent need to have a holistic view of the publication process as one final macro-stage in the research process. As evidenced by Charlotte and Irwin, novice scholars seem to only gain such holistic view through experiencing themselves the submission and subsequent admission (or rejection) of a text to be published.

A previous study by Flowerdew (2000) had included the ability to negotiate the whole publication process as a crucial aspect that helped a Japanese scholar to develop his

academic career upon returning from his graduate studies in the United States. According to Flowerdew, this is an ability that needs to be developed by incoming members of a discourse community, but he also points out another key aspect that may play a significant role, namely “legitimate peripheral participation” (p. 131).

Flowerdew (2000) explains that this consists of the access learners have to discourse communities through “margin activities” which require from them active involvement (p. 131). In the case of this Japanese scholar, his legitimate peripheral participation included both formal settings, such as attending his program courses, and less formal settings, such as working as member of a research team, interacting with his academic supervisor, submitting papers for publication, communicating with journal editors and reviewers, and even living with a NES family. It was the efforts made by this Japanese scholar to maintain the links established in the United States upon returning home what eventually resulted in him achieving academic goals, such as publishing his work in high-quality journals.

Certainly, non-native scientists are able to become academically literate, even with little or almost non-existent training, when expected to do so by their academic institutions. However, producing original scientific writing in a language that is not their mother tongue is a much greater challenge. While acknowledging the difficulties, anxieties, and dissatisfaction levels these scholars may experience while writing in English, the actual focus of the present study is, rather, an examination of the experiences of successful scholars in overcoming the difficulties of publication in English. To the best of my knowledge, this dissertation project contributes to the existing knowledge of academic literacy by focusing on the situation professors at higher education institutions are facing in an L1 context, namely Spanish, in the ‘soft sciences,’ and differs from the contexts so-far studied by emphasizing the construction of one rhetorical aspect of academic writing,

namely authorial identity or the presence of the author in the text through the textual clues which signal his or her identity.

2.2 Authorial Identity

Authorial identity has been a subject of analysis largely from one main perspective, among others. This perspective is based on Halliday's conception of language. He defines language as the choices we use "to make sense of our experience, and to carry out our interactions with other people" (Halliday & Matthiessen, 2004, p. 24). In other words, language establishes a connection between the conditions of the world and the social processes people enact. For Halliday, language consists of several dimensions whose study can be carried out by examining the *clause*, which is the structural construction of ideas with three layers of meaning being realized simultaneously. For the present dissertation project, the dimension called 'metafunction' is of particular interest because by examining this dimension, it is possible to understand the system of choices authors may have available at the moment of developing their arguments.

The three layers of meaning correspond to three different metafunctions of language:

- Ideational
- Interpersonal
- Textual

In the first sense, the ideational metafunction refers to the grammar's use to construct experiences. This metafunction is subdivided into two components: 'experiential' and 'logical.' The experiential metafunction component considers the clause as a flow of events/processes unfolding through time in which participants are directly involved in some way under diverse circumstances of time, space, manner, among others. The logical

metafunction component recognizes that units of every rank (e.g., clauses, groups, phrases, words) may form complexes and examines the logical relations between them, thus favoring the iterative structures (Halliday & Matthiessen 2004, p. 61), i.e. those formed out of logico-semantic relations (Halliday & Matthiessen 2004, p. 384). In the second sense, the interpersonal metafunction focuses on how the clause realizes the social exchanges that take place in communication, and hence it deals with meaning which is interactive and personal, with “language as action” (Halliday & Matthiessen 2004, p. 30). Finally, the textual metafunction brings together the other two metafunctions by relating to the construction of texts, i.e., unities of meaning that are reasonably organized within themselves and with the context of the situation (Lukin, 2012). In order to study the manifestation of authorial identity, the interpersonal metafunction is the one of special interest, because it encloses both the elaboration of arguments and the connection between ideas from the perspective of the relation writer-reader.

Deriving from Halliday, and focusing on the interpersonal metafunction, Thompson (2001, 2014) considers authorial identity to be developed through the writer’s use of lexico-grammatical resources particular to academic registers and genres, which aim at establishing interactions with the reader, up to the point the written mode of the text allows (in contrast to the spoken mode). He explains that under the interpersonal metafunction, a writer’s choices of lexico-grammatical resources will be highly influenced by their reasons to interact with their readers. Thus, the interaction is determined by the purpose of the communicative event. Table 1, displaying Thompson’s classification of language functions, allows us to visualize the connection between the communicative purpose to be fulfilled and the expected response on the addressee’s part.

Table 1.

Language Functions and Responses

Purpose	Initiation	Examples	Expected response
Give goods and services	offer	<i>I'll show you the results ...</i>	acceptance
Demand goods and services	command	<i>Note that ...</i>	undertaking (or action)
Give information	statement	<i>Women are presented as actresses...</i>	acknowledgement
Demand information	question	<i>Why does mortality change?</i>	answer

Adapted from Thompson and Thetela (1995, p. 112)

Thus, based upon the intended purpose to interact with an audience, responses might or might not require a verbalized response. As observed in the cases of demanding goods and services and giving information, an action or a simple acknowledgement may perfectly fulfill the communicative event.

In the particular case of writing, the challenge lies in the assumption of interactants' roles by the writer since no synchronic interaction is possible between the writer(s) and the reader(s). The writer's proficient use of lexico-grammatical clues guides readers to the way the interaction (i.e., initiation and expected response) takes place. These clues include, for example, the use of conjuncts (e.g., *therefore*) and conjunctions (e.g., *so*) and the use of predictable patterns such as 'problem-solution' (Thompson, 2001).

A detailed examination of the lexico-grammatical choices made by proficient writers led Thompson (2001) to categorize them into two types of resources. First, the *interactive* resources, which rest on how the text is organized and how such organization is signaled; and, second, the *interactional* resources, which center on the writer's ability to presuppose the reader's thoughts, by mentioning such thoughts overtly, thus addressing them as potential counter-arguments early enough to effectively convince the reader to accept the writer's rationale. He calls this ability 'the-reader-in-the-text.'

Thompson (2001) focused some of his research on the use of *interactional* resources, arguing that it is a skill less taught to novice writers and less studied in the field of discourse analysis. He described the use of *interactional* resources as a technique realized through the simultaneous use of two linguistic features, namely, the discourse context and the dialogic text signals. Figure 1 below details each of these features.

Thompson observed that, while three possible discourse contexts may occur when realizing the *interactional* dimension: ‘Hypothetical-real,’ ‘Concession,’ and ‘Negation,’ the writer may also use four different text signals to realize such discourse context dialogically, namely, ‘Commands,’ ‘Rhetorical questions,’ ‘Projected onto the reader questions,’ and ‘Attributable to the reader statements.’ From these diverse realizations of the *interactional* dimension, Thompson (2001) demonstrated that, in the academic genre, due to its informative nature, positive statements are more probable to occur combining dialogic patterns between the writer and reader-in-the-text that are developed through the use of *interactional* discourse contexts, namely ‘Hypothetical-real’ and ‘Concession’ contexts. Hence, this dissertation study focuses on these combinations of linguistic features used to interact with the reader, which are considered, therefore, to be a key strategy used by writers to build their authorial identities.

Thompson and Thetela’s (1995) examination of the interaction accomplished in written advertisements indicated that the interaction in this genre resembles that of spoken communicative events. Their analysis also explicates the way the reader-in-the-text is a role projected by the writer with the purpose of manipulating and convincing the real readers to

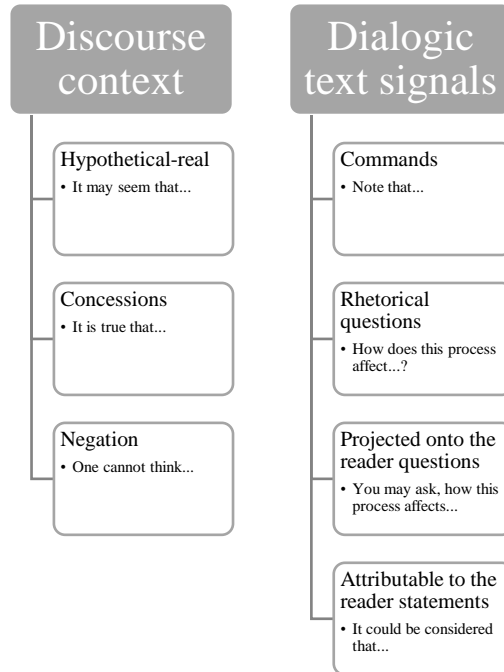


Figure 1. Interactional functions categories

buy the products. They define projected roles as those “assigned by the ... writer by means of the overt labelling of the two participants involved in the language event” (p. 108). In the case of the advertisements examined in their study, most of the time, the projected role of a reader clearly happens with the use of pronouns *I*, *you*, and *we*, as exemplified in Figure 2.



Figure 2. Example of reader-in-the-text in an advertisement

The use of the possessive pronoun ‘your’ is clearly projecting the interaction from the writer to the reader-in-the-text. In academic writing, though, the explicitness of the projection may not be as obvious. Thompson and Thetela (1995) explain that the projection of roles can be realized through transitivity choices (i.e., who does what to whom) by selecting third-person labelling, as Example 1, taken from the sample data of this dissertation project, illustrates:

Example 1:

Somebody could argue that... (emphasis added)

Here, the reader-in-the-text has been realized through the use of ‘somebody,’ a third-person entity. In addition, the use of the modal ‘could’ has two main functions. The first is to recognize that the mental process ‘argue’ has not yet been realized, but the writer predicts that the reader will perform the process being attributed to them. The second function is to convey the level of certainty involved in the writer’s prediction (Thompson & Thetela, 1995).

Canagarajah (1996) acknowledges the use of *interactional* resources as an effort to make a significant change in the genre of academic writing. She argued about lack of connection between the research process and the research reporting due to the constraints established by gatekeepers in the genre of academic writing. Her examination includes an exploration of diverse alternatives in the genre of academic writing that may represent a try to report, to the readers of research reports, the research process along with the researchers’ and participants’ values, challenges, and ideologies. Among these alternatives, she explains the “polyphonous or dialogic texts that encode multiple voices/perspectives simultaneously and engage the reader more actively in the interpretive process” (p. 326). In other words, a

type of text that consists of the writer's ability to portray their readers' perspectives developing new ways of reading.

In a similar vein, Hyland and Tse (2004) propose a wider focus based on Thompson's clear distinction of the two types of interpersonal resources, *interactive* and *interactional*. To do so, they discuss the concept of "metadiscourse" and define it as "the ways writers project themselves into their discourse to signal their attitude towards both the content and the audience of the text" (p. 156) or "the ways writers intrude into their texts to organize and comment on it so that it is appropriate for a particular rhetorical context" (p. 161).

According to these scholars, metadiscourse is a concept that encapsulates the concurrent performance of the three metafunctions proposed by Halliday: ideational, interpersonal, and textual. They argue that any attempt to categorize "metadiscourse" into "textual metadiscourse" and "interpersonal metadiscourse" would be problematic, since it would deny the text to be the writers' simultaneous reflection of his/her propositions, engagement, and flow of ideas. To them, conjunctions, which are usually considered as textual markers, also carry propositional and interpersonal meanings, depending on their contexts. They exemplify this by presenting "contrastive connectives" (e.g., *however, but*) and "concessive connectives" (e.g., *of course*). In addition, they include "stance and engagement" features of interaction. Table 2 presents Hyland and Tse's model of metadiscourse in academic writing.

In order to test the model, Hyland and Tse (2004) examined the use of metadiscourse in postgraduate dissertations and discovered that *interactive* resources were slightly higher than *interactional*, which confirms Thompson's (2001) assertion that non-professional writers' major attention is assigned to the way they organize their content,

Table 2.

A Model of Metadiscourse in Academic Texts

Category	Function	Examples
Interactive resources: Help to guide reader through the text		
Transitions	express semantic relation between main clauses	<i>in addition/but/</i>
Frame markers	refer to discourse acts, sequences, or text stages	<i>finally/to conclude/</i>
Endophoric markers	refer to information in other parts of the text	<i>As observed in Table 2 /see Figure 1</i>
Evidentials	refer to source of information from other texts	<i>according to X / Z claims</i>
Code glosses	help readers grasp functions of ideational material	<i>namely/for example</i>
Interactional resources: Involve the reader in the argument		
Hedges	withhold writer's full commitment to proposition	<i>might/maybe/possibly</i>
Boosters	emphasize force or writer's certainty in proposition	<i>undoubtedly/it is clear that</i>
Attitude markers	express writer's attitude to proposition	<i>interestingly/surprisingly</i>
Engagement markers	explicitly refer to or build relationship with reader	<i>consider/note that</i>
Self-mentions	explicit reference to author(s)	<i>I/we/our</i>

Adapted from Hyland and Tse (2004, p. 169)

over the way they develop interaction with their readers.

Hyland and Tse (2004) and Hyland (2008) evidence how authorial identity can be studied from the perspective of genre by identifying the particular interactional (or metadiscoursal) resources used by professional writers in a discipline. Thompson and Thetela (1995) and Thompson (2001) focus more on the choices made by the writers to create interaction with their potential readers. In this dissertation project, Thompson's (2001) approach has been adopted: to examine the construction of authorial identity of

NNES professional academic writers in the ‘soft sciences.’ Thus, although the use of *interactional* resources in the disciplines is examined, higher attention is assigned to the lexico-grammatical choices made this particular group of writers.

2.2.1 Lack of Interactional Resources to Develop Authorial Identity

As stated before, studies examining the construction of authorial identity, and using explicitly or implicitly the interpersonal metafunction perspective in both hard sciences (Burrough-Boenish, 2005; Falahati, 2004; Li, 2006; Linder & De Sterck, 2016) and soft sciences (Getkham, 2013; Getkham, 2016; Neff, Ballesteros, Dafouz, Martínez, & Rica, 2004) have revealed an unbalanced use of *interactive* and *interactional* resources by professional writers, favoring *interactive* ones. In this section, I examine some of these studies more deeply.

Hyland (2008) explores how the interaction helps to convince readers and construct knowledge in academic contexts. The results of his study revealed a clear difference between soft sciences and hard sciences. Soft sciences texts use more devices to establish stance and engagement than hard sciences texts. Among the soft sciences, philosophy texts display the highest instances of interaction, followed by marketing. In regard to the fewer instances of *interactional* resources in hard sciences texts, Hyland argues that it may be because these disciplines are more concrete and less interpretative. Thus, the construction of interaction in written works in the hard sciences could only result in a deviation from the main objective of the texts being produced in these areas, which is to highlight the phenomena under study.

His examination of *interactional* resources resulted in his categorizing them into two dimensions. The first dimension is called ‘stance,’ and it involves the writer-oriented interaction. In other words, it is the writer’s strategy to present the information to the

reader. This presentation includes the writer's assessment and attitude towards the knowledge being shared. According to Hyland (2008), 'stance' is realized through the use of the following linguistic devices:

- hedges
- boosters
- attitude markers
- self-mention

The second dimension is labeled as 'engagement,' and it refers to the reader-oriented interaction. Hyland (2008) explains that 'engagement' intends to achieve two purposes. On one hand, it serves to "acknowledge the need to meet the reader's expectations of inclusion and disciplinary solidarity" (p. 9). On the other hand, 'engagement' intends to predict possible objections, and similarly to Thompson (2001), Hyland recognizes that "in comparison with 'stance, the ways writers bring readers into the discourse to anticipate their possible objections and engage them in appropriate ways has been relatively neglected in the literature" (p. 9). Hyland goes on to list the linguistic devices used by authors to develop 'engagement', which are the following:

- Reader-inclusive pronoun *we*
- Directive verbs: Imperatives and modals of obligation
- Personal aside: writer's comment on what has been said
- Appeals to shared knowledge
- Questions

Hyland's (2008) analysis of the construction of interaction using the 'stance' and 'engagement' categorizations in soft and hard science disciplines serves to establish, first, a clear difference between these two broad areas in the way interaction is viewed and

realized; and second, it encourages further examination of writers' use of *interactional* resources in both soft and hard sciences. Since the focus of the present dissertation is the authorial identity manifestation of soft sciences scholars, a more detailed review of studies in this area is now presented.

Following Hyland's model of writer stance and engagement, Shchemeleva (2019) examined 20 manuscripts of research articles (henceforth RAs) written by non-native scholars in SSH, obtained from the University of Helsinki subcorpus: Written English as Lingua Franca in Academic Settings (WrELFA), which compiles unedited research papers that have not undergone professional proofreading or checking by an English native speaker. In her examination, Shchemeleva (2019) identifies the clusters of epistemic stance expressions, which she defines as "the writer's stance toward evidence or the status of knowledge" (p. 25).

Her method of analysis consisted of three stages. First, she manually identified the clusters used by the authors to express their epistemic stance. Some examples of epistemic stance she identified are: 'it is hard to believe...', 'this may lead to the suggestion...', 'I think...', 'In fact, she suggests...', among others. Second, she determined two communicative functions of such expressions: to present results in a less assertive manner, to mildly criticize and/or question the claims of other scholars while simultaneously stressing the authors' own claims (i.e., dialogically).

Finally, she describes the distribution of epistemic stance expressions throughout the RAs sections, which were mainly used in the results and discussion sections of RAs. Her findings reveal the efforts made by non-native authors to comply with genre requirements by including and using epistemic stance similarly to native writers. According to her, the display of epistemic stance in the results and discussion sections is closely

related to its intended communicative functions, namely, to present results in a less assertive form and to partially criticize and/or question other authors' claims by emphasizing the author's own claims.

Getkham (2013) reported the result of her corpus-based study, which examined 36 RAs from applied linguistics, educational technology, and economics. Getkham's results revealed that strategies such as hedging through the use of modals, and writer's disassociation through the use of agentless passive voice were the most common strategies used by writers of RAs. She adapted a lexical framework (Brown's and Myers,' as cited in Getkham, 2013) to identify "structures of politeness strategies" used by the writers to establish their authorship. According to her, politeness strategies are used by writers "when making claims, criticizing, speculating or asserting empirical evidence ... to show that they are aware of different status and roles" (p. 48). As explained above, this acknowledgement of status and roles is crucial to successfully realize the *interactional* dimension in writing to provide information, in the form of scientific findings to the academic community.

In Getkham's lexical framework, politeness strategies were classified into two major categories, 'Positive' and 'Negative.' The 'Positive' strategies appeared to claim a common ground and demonstrate that the reader and the writer are cooperators, while the 'Negative' strategies were subclassified as hedging, writer's disassociation of oneself, and assumption of all responsibility through personalization. Getkham's (2013) results demonstrate a limited use of *interactional* resources used by the writers in her corpus. Yet this study fails to consider aspects that may be influencing such limited use, such as the writing of English as a second or alternative language.

The challenge of writing in English as a second language was taken into consideration by Neff et al. (2004). Their results reveal that both L2 students and L1

students showed an amateurish application of *interactional* resources in argumentative texts, which may indicate that, more than a difficulty exclusive to L2 writers' lack of authorial identity construction seems to be an issue of novice writers' expertise. Their study consisted of a comparison of the linguistic devices used to develop authorial identity in argumentative texts written by English as a Foreign Language (EFL) students, English native students, and professional writers. Their data came from three different corpora: the International Corpus of Learner English (ICLE) Corpus, the Locness Corpus, and the Spanish-English Contrastive Corpus. These researchers identified structures in which the writers had anticipated the readers' objections by avoiding the assumption of unacceptable ideas to construct a balanced discourse (e.g., 'it might be thought that', 'most people believe that', or 'this is now well-known'). This study seems to indicate that professional writers make an efficient use of *interactional* resources, in contrast to the use of these resources by non-professional writers, to which it is important to add the language factor.

Novelo Atwood (2019) examined the 15 publications of three scholars in the Faculty of Economics of a public Mexican university to determine the main characteristics of their texts; additionally, she interviewed them to inquire about their publishing practices. Following Hyland's model of interaction construction, Novelo Atwood identifies examples of eight out of the nine categories proposed by Hyland, namely: 'hedges,' 'boosters,' 'attitude markers,' a 'self-mention,' 'reader mention,' 'directives,' 'questions,' 'knowledge reference.' She did not identify 'asides.' To analyze their publications, Novelo Atwood used both a corpus-assisted analysis of the distinctive metadiscourse features, as described by Hyland, and a study of the publication's characteristics, based on Swales (as cited by Novelo Atwood, 2019), to categorize the publications into three types of text: research articles, review articles, and theoretical articles. Her findings indicate that the use of

interactional resources by senior scholars reflect their lack of awareness of how and when it is appropriate to use them. Such findings led her to conclude that, despite having different educational background and professional experience, the three scholars effectively comply with the international practices of their disciplinary community.

Lee (2017) compared Korean student essays with opinion columns of an American newspaper to understand how language proficiency and register have an influence on writers' use of metadiscourse markers to create a social interaction with readers. His results revealed that expert writers employed more diverse types of metadiscourse features than Korean student writers. This corroborates Thompson's (2001) claim about the frequent and significant use of *interactional* resources by native speakers to develop authorial identity.

Clearly, these studies reveal both the interest linguists have in identifying and categorizing the construction of interaction used by both professional writers and L1 and L2 students and the apparent absence of *interactional* resources. However, all the cases found and presented here consisted of corpus-based studies, which may have impeded the discovery of stretches of text which could have been intended to accomplish the *interactional* dimension, but due to the use of different authors' language choices might have led to a misconception of an unbalanced use of *interactive* resources over *interactional* ones. Furthermore, despite the importance of the use of *interactional* resources to construct authorial identity, there remains a paucity of evidence in the case of scholars (not students) whose native language is other than English.

A key aspect to complement the discourse analysis lies in exploring the context in which NNES scholars develop their academic writing ability. The following section considers the qualitative approach that could serve well to achieve a holistic view of the scholars' construction of authorial identity.

2. 3 The Application of Qualitative Approaches to the Study of ESP

As research in English for Specific Purposes (ESP) evolves, a more evident notion of the connection between language and society becomes manifest. This connection is addressed by Halliday's (1978, 1994) concept of "language as social semiotic." Under this perspective, "language arises in the life of an individual through an ongoing exchange of meanings with significant others...language is a product of the social processes" (p. 1). Understanding the language as sociosemiotic allows us to explain the linguistic operations by which the participants in communication represent, shape, constrain and/or modify the social reality. One consequence of this is the connection found by linguists between this approach to language description and qualitative research methods. Among these, Dressen-Hammouda (2012) explained the need to increase the use of qualitative research methods in language and literacy studies by arguing that language "cannot be realistically described or understood outside its context of social use" (p. 501). Thus, researchers have seen the necessity of providing holistic views to explain the production of language tied to any given context or situation in which a group of people need to communicate.

To investigate this increase in ESP qualitative research methods, Dressen-Hammouda (2012) performed a survey of three major ESP journals in order to discover the number of published articles claiming to be applying a qualitative method. Her results revealed that from 1980 to 2010 only 8.4% of the total number of articles published in such journals stated to be using a qualitative methodology. The results of this survey seem to demonstrate that there is still much to be done in order to resolve the existing gap between the use of contextual features in text production and the identification of them by researchers frequently criticized by language researchers (e.g., Cheng, 2007; Lillis, 2008). In response, ethnographic approaches have emerged to play an eventually more accepted

role in ESP research (see examples of studies using ethnographic approaches in Benson Chik, Gao, Huang, & Wang, 2009).

This section aims to explain the contributions of one particular ethnographic approach to ESP research, namely textography. Hence, the concept of textography is addressed in the next section, not only by providing definitions given by some researchers who have applied such methodology in their projects, but also by analyzing examples of textographic methodological designs. In addition, I will highlight the advantages and challenges implied in adopting textography as a research methodology in ESP.

2.3.1 The Contributions of Textography to Discourse Analysis

The combination of ethnography with other approaches results in what is known as textography. Swales (1998), who is credited as the first to use textography as a research method, stated that the purpose of a textography is to “clarify the form and formation of the written texts as produced by members of a community by exploring their contextually embedded discursive practices” (p. 112). Similarly, Paltridge (2007) defined a textography as “an approach to genre analysis which combines elements of text analysis with ethnographic techniques such as interviews, observations, and document analysis. It is, thus, something more than a traditional piece of discourse analysis, while, at the same time, less than a full-blown ethnography” (p. 10). In other words, a textography questions the author’s *writing life/context* in order to present a holistic picture of what is implicit in his/her written work. The application of ethnographic techniques allows a researcher to explore the context in which a text is produced by considering the role, purpose, and audience of the text, the expectations of the discourse community, and the relationship of the text with other similar texts (Dressen-Hammouda, 2014; Starfield, Paltridge, & Ravelli, 2014).

The complementary nature of discourse analysis and ethnographic approaches becomes evident once one studies Swales' (1990) considerations about discourse community and genre. Swales explains that 'discourse communities' have common objectives, community specific genres, and established dynamics of interaction to exchange information with specialized registers known and used by their expert members, who generally are geographically, ethnically, and socially distanced. As regards to the concept of 'Genre,' Swales (1990) defines it as

a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style.

Communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical action. In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience. If all high probability expectations are realized, the exemplar will be viewed as prototypical by the parent discourse community. The genre names inherited and produced by discourse communities and imported by others constitute valuable ethnographic communication, but typically need further validation. (p. 57)

In sum, 'genre' refers to communicative events which share communicative purposes, structure, style, content and intended audience recognized by the expert members of the discourse community. Thus, the study of genres produced by particular discourse

community members requires understanding, not only their texts, but also the principles, resolutions, and behaviors of the discourse community members using a particular genre.

Ethnographic methodologies are being implemented in genre analysis to complement the contextual perspective of production of texts. This has become evident when reviewing research in the field. Bathia (2012) pointed out that there has been a shift toward genre theory in three major aspects: methodologies, types of analysis, and applications. Figure 3 represents the changes produced in each of these aspects.

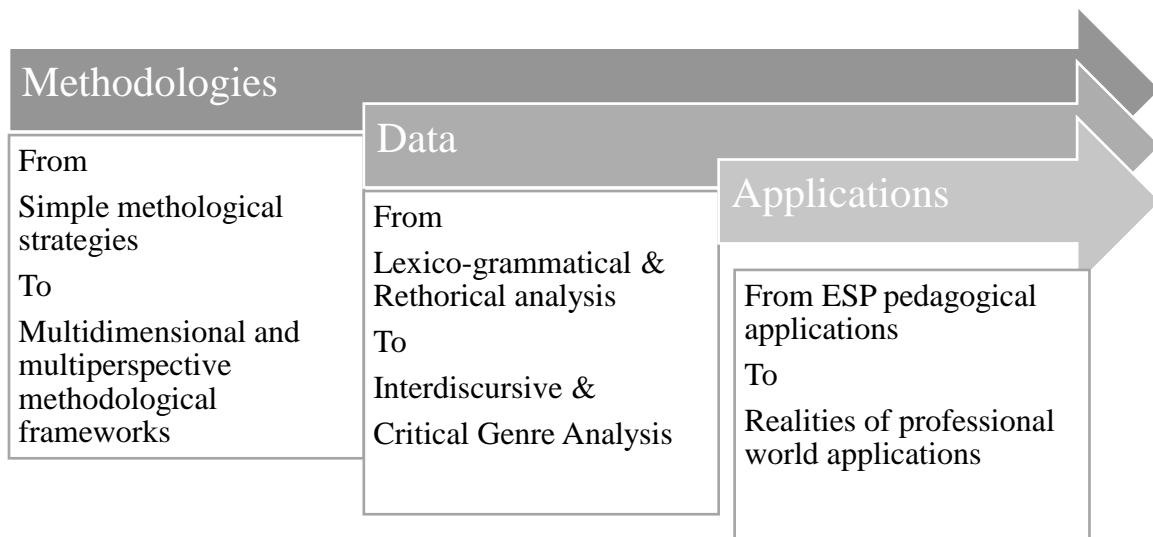


Figure 3. Evolution of genre theory (Based on Bathia, 2012)

Thus, genre theory has become clearer, as more contextualized studies have opened doors to a combination of methodologies, macrostructure analysis, and applications beyond the classroom.

It is within this context that ethnography-based research began to appear, as a method to reveal and attest to features related to the sociolinguistic level. The survey carried out by Dressen-Hammouda (2012), indicated that 0.7%, out of the 8.4%, of the total

researches using qualitative methodologies, claimed to be using a kind of ethnographic methodology. Likewise, Benson et al. (2009) evidenced a tendency in the field of second language teaching and learning to use ethnographic and conversation analysis approaches in response to research questions.

More specifically, Ramanathan and Atkinson (1999) reviewed some of these studies with the aim of clarifying the nature of ethnographic studies in second language writing (L2). Their review included an attempt to define ethnography for TESOL/Applied Linguistics and to contrast the implications of traditional ethnography studies (i.e., social sciences and anthropology) with those of ethnographic research in L2 writing. Regarding the definition of ethnography for TESOL/Applied Linguistics, these scholars asserted it to be the interpretation of people's behavior in their natural environment from a cultural perspective. Several implications in this definition must be emphasized to justify the use of this set of ethnographic methodologies, either as a type of sub-area of classical ethnography, or at least, as a different perspective toward the same overall purpose, i.e. to comprehend cultures. For example, the concept of 'culture' within the TESOL/Applied linguistics field is understood in a more flexible sense to be "any more or less stable social grouping that takes on its own norms of behavior, interaction, and socialization in the course of intensive, prolonged contact" (p. 49). This flexible definition allows linguists and L2 researchers to consider academic disciplinary communities as 'cultures' with their own set of rules on whether a particular text is acceptable or not. Furthermore, ethnographic research in L2 writing has particular characteristics which distinguish it from ethnography *per se*. Figure 4 displays these differences.

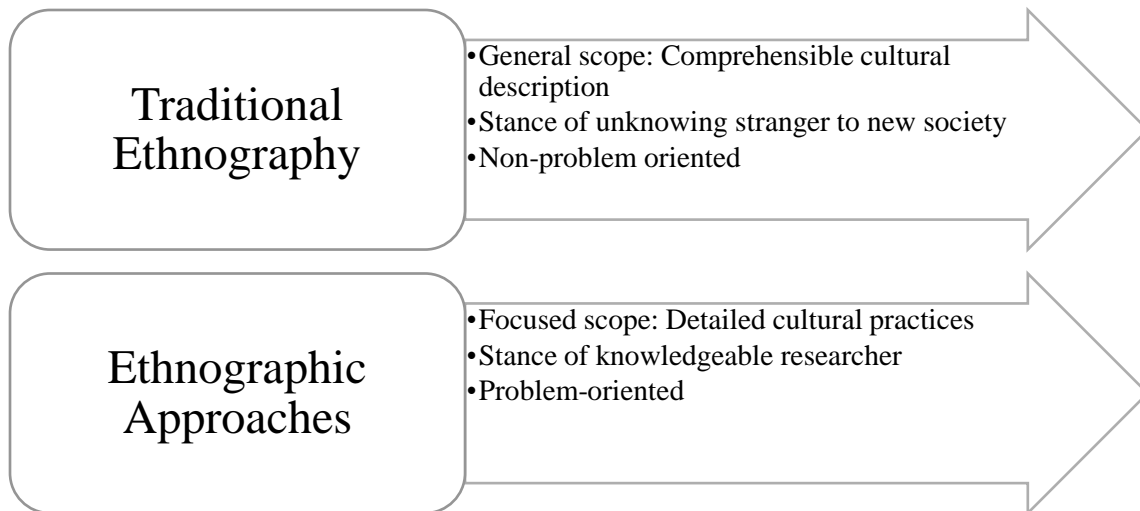


Figure 4. Contrast between traditional ethnography and ethnographic research

Ramanathan and Atkinson (1999) pointed out three major differences between traditional ethnography and ethnographic approaches. First, while traditional ethnography aims to produce a summary description of a culture, more applied ethnographic approaches are focused on describing, in detail, the specific social practices of the group being studied. Second, in applied ethnographic approaches, the researcher's position has shifted from that of a total stranger to the culture under examination to that of one with a more knowledgeable role, based on familiarity with the studied group. Finally, in contrast to the motivations of traditional ethnography, with a problem-oriented starting point, studies applying ethnographic approaches have the intention to contribute to the solution of a problematic circumstance on a common ground with their subjects.

Despite these differences, authors agree on the potentialities of ethnographic approaches to gain a better understanding of genre theories. For example, when discussing the matter of generalizability (i.e., the applicability to other contexts of principles discovered through these kind of studies) both Ramanathan and Atkinson (1999) and Smart (2008) agreed that unless the nature of the society under examination was absolutely

unique, which is highly unlikely to be the case, ethnographic L2 writing researches results, and the principles derived from them, can be generalized to other similar groups.

Furthermore, ethnographic approaches are qualified as flexible, in the sense that they can be combined with other approaches which are recognized as valid theoretical traditions, such as quantitative methodologies.

2.3.2 Textography: Potentialities

Textography has been a way to shift the focus from how people learn to write, that is, the context, toward what people learn, that is, the text (Dressen-Hammouda, 2006).

Textography helps to create an inside view of the worlds in which the texts are written, why the texts are written as they are, what guides the writing, and the values that underlie the texts that have been written. Paltridge (2007) argued in favor of textographies, stating that “the use of one approach in combination with another can be used to provide a fuller, and more explanatory perspective on the question under investigation than just the use of a single approach” (p. 158). Thus, by combining textual analysis with ethnographic data, it is possible to reveal attitudes and institutional practices which influence the production of texts, while at the same time making possible to understand the nature of the text being produced, or at least certain aspects of it, such as the macrostructures that characterized the texts, the use of sources, the construction of authorial identity, etc.

Swales’ study (1998) is a clear example of combined ethnographic techniques and instruments. He applied observation, document examination, correspondence analysis, and audio-recorded text-based interviews. The data collected was intended to discover how three communities in his building operated, and why they completed their tasks in the way they did.

In addition, and as part of the ethnographic approach, Swales would share his drafts with the members of the three communities for comments, corrections, and discussion. He divided his study into four major areas: a photographic collection, the place history, the communities of practice, and the textual life histories of seven of the individuals from the studied communities. In the particular case of one of the three communities, the Herbarium, some of Swales' main findings were that (1) texts were produced as part of the practice of checking and assessing the existing records, (2) texts were produced as an extension of published texts, which gives origin to what he called 'a web of texts', (3) text production was directly affected by the specific policies driving the procedures of the department, and (4) texts production was possible due to the collaboration between institutions and to their established procedures to deal with other institutions. These findings provided what Ramanathan and Atkinson (1999) considered a 'holistic work', which means seeing the studied community as part of a whole system.

Swales' (1998) combination of ethnographic techniques and instruments helped him discover significant connections between the emic communities' context and extended such connections to the communities' etic context. Watson Gegeo (1988) had previously claimed that such connection is a crucial characteristic of ethnographic studies. She explained that emic "refers to culturally-based perspectives, interpretations, and categories used by members of the group under study to conceptualize and encode knowledge and to guide their own behavior" (p. 580). In contrast, etic refers to "the researcher's ontological or interpretive framework" (p. 579). The importance of the recognition of these two systems of interpretation relies on the potential possibilities to compare the settings of the community under examination to others studied in a similar way. Watson Gegeo points out that, despite the fact that direct comparison of the details of two or more settings is usually

not possible, comparison at a more abstract level is possible. Undoubtedly, the emic and etic connection is one of the major advantages of textography.

2.3.3 Textography: Challenges

In addition to all the advantages that textographies can provide, they are not exempt from difficulties to be applied with confidence. Starfield, Paltridge, and Ravelli (2014) recognized that textography may have many of the same limitations as ethnographic approaches in general. These limitations can be analyzed from two perspectives: reliability and generalizability. One repeated critique made about ethnographic-based studies (Dressen-Hammouda, 2006; Ramanathan and Atkinson, 1999; Smart, 2008) is that theoretically, ethnographic researches are only superficially supported by the researchers applying them (i.e., lack of consistency on the selection of the methods to be used, lack of common criteria for validating the research results, and lack of reflection on the full implications that ethnographies bring to the understanding of language learning or literacy acquisition). The failure of researchers to explicitly state the theories underlying their researches has caused distrust of these kinds of studies.

In order to solve this issue and provide a better support for the use of textography as a valid type of ethnographic study, two main characteristics of the methodology need to be taken into consideration: first, that textography needs to incorporate a triangulation of multiple data sources and a combination of methodological approaches. Three examples of this approach are the studies by AlAfnan (2016), by Soares Souza (2012), and by Dressen-Hammouda (2014). AlAfnan analyzed the business genres generated at his workplace (e.g., letters, memorandums, faxes, notice board notes, emails, etc.). He, himself, and six of his colleagues informed the ethnographic part of his report by means of interviews and observations. Then, AlAfnan performed a linguistic analysis, categorizing the types of

registers found in the written texts into seven dimensions. Each dimension contained specific linguistic features, such as use of modals, infinitives, demonstrative pronouns, etc., in order to distinguish it from the others (Biber cited in AlAfnan, 2016). By combining ethnographic approaches with register theory, AlAfnan (2016) was able to identify the most commonly used genre (i.e., emails) and the type of register (i.e., informational combined with abstract, narrative, or non-narrative) generated in the diverse texts produced at his institution. In addition, he was able to explain the reasons behind the writer's choice of both genre and type of register to be an "invasion of generic integrity" caused by the generalized use of email for most of the communication tasks occurring in the institution, with the result that the discourse community tends to mix registers depending on the task and the direction of the communication (p. 291).

Soares Souza (2012) narrated how she analyzed her own evolution as a writer of virtual texts, as a student and professor, by combining Larsen-Freeman and Cameron's Complexity Paradigm and Swales' Textography. She collected nine emails (seven written by her, one from a colleague, and one from a student) and described, in detail, the context wherein each had been written, in terms of the reasons why she wrote them, and how the emails had accomplished their communicative purpose. The analysis of each email was intended to prove the complexity behind her process to become a virtual learner and teacher. Her conclusions indicated that there is stability within such highly variable processes as learning and teaching online.

In the same venue, Dressen-Hammouda (2014) examines the disciplinary voice of 6 geologists over a ten-year period of time. She points out that the idea of 'authorial voice' is complex for what needs to be understood as a multilayer concept implying "individual, social and dialogical" dimensions (p. 16). Therefore, she argues in favor of situated genre

analysis to study the complexities of ‘authorial voice’; situated genre analysis consists of textual analysis combined with analysis of specific sociohistorical context. Her study revealed that (1) readers and writers seem to have difficulties in making explicit the full rhetorical effect of disciplinary voice and in controlling the portrayal of a particular identity, (2) conscious awareness of the linguistic features of expertise appears difficult to control, and (3) one’s reaction to the linguistic features used to project ‘authorial voice’ may not necessarily be the same depending on whether one is in the role of the reader or the writer. To draw these conclusions, she combined a corpus-driven study of 13 lexicogrammatical categories used by the 6 geologists in their texts, which were measured and contrasted to similar texts in this discipline by calculating Standard Deviation (SD), and an ethnographic approach, which included textography. These examples (AlAfnan, 2016; Dressen-Hammouda, 2014; Soares Souza, 2012) demonstrate the flexibility of textography, when combined with other approaches in order to provide clear theoretical bases and reliability.

A second characteristic of textography needs to be taken into consideration in its use as a methodology, after the necessity that textography should incorporate a triangulation of multiple data sources and a combination of methodological approaches. That is, ethnographic studies need to have a longitudinal perspective, which may be realized through sustained engagement, participant observation, or critical reflection about the role of the researcher over time (Ramanathan & Atkinson, 1999; Smart, 2008). Dressen-Hammouda (2012) stated that a good ethnographic study must “carry out sustained site engagement, use multiple ways of gathering data, multiple observers, peer debriefing, member-checking, write up field notes in a neutral, unbiased language, and carry out observations using a flexible schedule” (p. 507). Thus, a key factor in providing

textographies with reliability is the capacity of the researcher to achieve a deep engagement with the community under examination.

Although there is no prescriptive standard length of time to be invested in a textography, researchers do need to be aware that the understanding of the cultural lives of a discourse community is not a task that can be done in one week or a month (Smart, 2008). In this sense, the three examples examined above evidenced the researchers' dedication, which was enhanced by their direct connection with the environment to be studied. Considering the direct involvement of the researcher, in the case of AlAfnan (2016), he included himself as a seventh informant due to his having worked at that institution for six years. Similarly, Swales (1998) described the text production process in the building where he worked at the University of Michigan. In considering the length of time invested, in the case of Soares Souza (2012), she described her experiences in her role as both student and professor, going back to 2003, which means nine years of engagement in the community being described. Similarly, Dressen-Hammouda (2004) not only examined the scientific productions over a ten-year period of time but also got engaged in getting to know the field of the genre that she was study, namely field accounts in geology. These researchers' involvement and reflections on their roles as informants and researchers contributed to the reliability of their studies.

Regarding generalizability, textography is usually performed with small samples, which limits the capability of the researcher to make generalizations to different contexts about the issue under examination. The previously mentioned textographic studies (e.g., AlAfnan, 2016; Soares Souza, 2012) illustrate their limitations in generalizability. For example, in AlAfnan's study, the data came from the writing pieces of seven informants, and Soares Souza's study was based in her unique experience. Yet, the value of their

conclusions deserve attention, since generalizability can be viewed from another perspective. Agius (2013) claimed that “in qualitative research, generalizability is based on the assumption that it is valuable to begin to understand similar situations or people, rather than being representative of the target population” (p. 205). In other words, the results of any research can be generalized not only in terms of its applicability to different contexts but also in terms of how people in similar situations may react and/or behave.

In another study, Paltridge (2007) described the nature of the English writing tests administered to Chinese students pursuing their non-English degrees and the process used to evaluate approval or failure. The textual analysis looked at sample tests, College English teaching materials, model texts provided in College English textbooks, and the published curriculum requirements for College English courses. For the ethnographic portion of the study, focus group discussions were held with College English teachers and interviews with the test examiners were also performed.

Paltridge (2004) also performed a textography of art and design exegeses¹. His study conducted interviews which were specifically looking for aspects such as the purpose of the text, content appropriateness and intended audience for the text, the audience’s role and purpose in reading the text, the relationship between the readers and writer, the particular expectations and conventions for the text, the background knowledge, values, and understandings assumed by the writer of the text including which of these were intended to be shared with readers, and the relationship between the texts and the visual component that accompanied the text. The collected data provided a clearer idea of the implications of writing this specific type of texts, exegeses. Thus, these examples demonstrate the limited

¹ The dissertation written by art and design master’s degree students.

array of textographic studies by representing a certain reality, since as a methodology, textography is the study of a particular and specific situation.

2.4 Scholars' Professional Development in Academic Writing

The teaching of writing skill has changed over time, from being assigned a secondary place to being recognized as a crucial ability for success in academic contexts. Nordin and Mohammad (2017) distinguish three approaches to teaching writing: a product-based approach, a process-based approach, and a genre-based approach. Views of teaching writing may vary widely, depending on the approach or approaches being adopted or combined (Nordin & Mohammad, 2017). The product-based approach conceives that written exposure based on native-like models may facilitate the learning of correct forms and avoid the persistence of errors in writing. By contrast, in the process-based approach, feedback is seen as essential, functioning as an input that stimulates the correct adjustment of texts. Finally, in the genre-based approach, students are provided with models, and are asked to discuss and analyze their language and structure. Although this provision of models may resemble the product-based approach, this genre-based approach assigns more emphasis to the social function to be accomplished by the written piece. Among others, Nordin and Mohammad (2017) advocated for a combination of the three approaches to favor the development of the writing ability.

A fully eclectic approach would require learners “to relate the purpose of writing to the subject matter, the writer/audience relationship, and the mode or organization of the text” (Nordin & Mohammad, 2017, p. 80). In addition, it would allow novice writers enough opportunities to draft and revise toward the production of a text that fulfills the intended purpose for the intended audience.

Although the wealth of studies carried out in the last decade show that scholars have placed great attention on students' writing abilities, research which examines professors' academic writing skills has not found parallel in the literature. Three of the scarce studies carried out in the last years are those of Lee and Boud (2003), Corcoran and Englander (2016), and Pérez (2018). It is worth highlighting the fact that a close analysis demonstrates that these studies all have implicitly applied an eclectic approach to the teaching of writing.

Lee and Boud (2003) run a professional development program at an Australian university, which aided the academic writing endeavors of the participant scholars through mutual support. Their conclusions were that the writing program served

to reposition participants as active scholarly writers within a peer-learning framework... to build mutuality and to break down boundaries between specialisms and hitherto separate areas in the faculty... to equip members with resources for making realistic decisions about their careers as researchers and for fostering collaborations with colleagues (p. 14).

In order to develop this program, Lee and Boud invited researcher professors in the Faculty of Education to form a group of scholars supporting each other and focusing on the needs of 'new' researchers (i.e., those either new to academic work or those changing the nature of their work and their role in the faculty). During the course of their meetings, the group developed academic jargon for talking about writing, which included genre, rhetoric, and the grammar of academic English. The sessions also allowed time for participants' writing, to build confidence and generate text that could be examined during meetings. Hence, the dynamics of these writing groups implicitly encapsulated the areas proposed by Nordin and Mohammad (2017), namely: relating writing to the subject matter, the writer/audience relationship, and the mode or organization of the text.

Later, a second group of scholars was formed. This group was designed to meet the needs of those scholars who had published at least one article or a chapter in a book, but who did not view themselves as regular writers or researchers. The 15 participants were expected to make a commitment to attend all meetings, to participate regularly in writing, and to share their writing with the group. The meetings would discuss topics about varying aspects of writing, publishing and academic work. Lee and Boud (2003) worked with native speakers of English and therefore the perspective of teaching writing skills to non-natives was not relevant in their study. Subsequently however, aspects related to the challenge of developing academic writing skills by non-native speaker scholars were addressed by Corcoran and Englander (2016), which led them to propose a ‘critical pragmatic’ pedagogy.

Corcoran and Englander (2016) implemented a series of ERPP courses offered to scholars at Mexico University. The three-week course was organized into three areas (1) principles of academic writing; (2) structure and style of scientific research articles; and (3) academic grammar. It was implemented seven times during 2011-2014 with 110 participants (PhD students, faculty supervisors, course administrators/designers, course instructors, and international scientific journal editors (guest speakers who attended one day of each course).

Data was gathered through individual interviews, focus group interviews, classrooms observations, and a post-course survey. Table 3 below displays a summary of the results which were classified into two categories, namely, discursive and non-discursive challenges. On one hand, participants proclaimed appreciation for the course, which boosted their self-confidence to overcome the challenges of publishing in English. On the other hand, they also indicated feelings of frustration and resentment due to “the increased

expectations for publishing in indexed journals, insufficient ERPP support at the institutional and departmental levels, and what they viewed as “bias” against them at international scientific journals” (p. 4).

Based on these results, Corcoran and Englander (2016) proposed eight instructional elements which could be considered as core competencies, to be developed in similar academic writing courses, which would enclose what they called a ‘Critical-Pragmatic’ pedagogy to ERPP. The pragmatic feature of the material favors adaptation to the existing models but, at the same time, this pedagogical approach is intended to promote a critical perspective about those models, and resisting the tendency to accept blindly the idealized academic communities’ policies and ideologies. A combination of both the pragmatic and the pedagogical approaches would allow scholars to replicate those models, but only after first considering the available options which may best fulfill their needs.

Table 3.

Scholars Overall Perceptions in a Course of ERPP

Perceptions of English and ERPP	Perceptions of ERPP challenges faced by scholars	Perception of the course
English seen as increasingly important for scientific career advancement.	Discursive: achieving clarity of research purpose and importance; achieving structural and rhetorical expectations.	Increased confidence among scholars. Increased ability to attend to genre-specific expectations. Increased ability to deal with navigation of article submission and review processes.
Grudging acceptance of English as hyper-dominant language.	Non-discursive: Lack of ERPP exposure, writing opportunities, writing time, and writing support.	Frustration at lack of greater connection with desired research communities.
Frustration at growing publishing expectations.	Both discursive and non-discursive: Navigating the article submission and review process.	Frustration at lack of post-course ERPP support
Frustration at perceived name and region “bias” against MU scientists.		
Frustration at lack of institutional and departmental ERPP support		

Adapted from Corcoran and Englander (2016, p. 4)

Consequently, scholars' work within this pedagogy may either follow preestablished lines of study or challenge them. Regarding competencies, the study authors' proposal included an in-depth analysis of the RA generic features and communicative function and publication processes and contexts flexible enough to be adapted to the time and resource constraints proper to each institution.

Further analysis of the qualitative data revealed, from the participants' perspectives, four potentialities and three limitations of the course. Participants were highly satisfied with (1) their increased understanding of the research article structure, (2) the consideration given to the journal's submission and review processes, (3) the advice coming directly from guest editors, and (4) the individualized attention given to their writings during the course. Conversely, though, participants indicated not only the need for English grammar instruction and oral presentations in the course, but also a lack of on-going support after finishing the course (Corcoran, 2017).

On the whole, the experience of Corcoran and Englander (2016) effectively illustrates the possibility of combining the product-based, process-based, and genre-based approaches to help novice writers develop their writing ability. Their course allowed the target groups of scholars to focus not only on a final product, i.e., a research article, but also allowed them to garner a clearer awareness of the purpose, the audience, and the language or text structures needed to succeed at the complex task of writing a text in English, to be published by an academic journal.

Finally, the third study to consider involved the diagnosis of the academic writing abilities in Spanish of the professors in the Faculty of Humanities at a Salvadoran private university as the first step in a voluntary five-month program for the development of academic writing skills. Three areas of improvement were diagnosed (Pérez 2018), namely,

in the writers' (1) differentiation of academic genres, (2) identification of the stages of the writing process, and (3) application of the American Psychological Association (APA) style and format guidelines (Pérez, 2018). As a follow up to this diagnosis, 24 professors of the Faculty of Humanities were invited to participate in a five-month program of academic writing skills development. Seven of them accepted the invitation and fully participated in the program.

The program consisted of two stages. First, participants were enrolled in three workshops addressing the three technical aspects of academic writing previously mentioned. Second, the seven participants were assigned to write a bibliographical review and were organized into two pairs and one group of three to meet every two weeks, to give and receive feedback on their achievements. A total of six meetings were held during a five-month period, in which participants received instruction in how to peer-review their writing pieces in three main areas: the content, the writer/audience relationship, and the organization and format of the text.

Several important outcomes of this professional development program are worth mentioning: the participants' interest in clarifying their ideas to colleagues in different areas of specialization, the improvement in their ability to identify discrete aspects implicit in the writing process, their awareness both in considering writing a text and in sharing it through publication, and their gained motivation to continue to research and write. Once again, and similar to the conclusions of previous studies, the application of an eclectic approach, combining process-based and genre-based perspectives seem to best fulfill the needs of novice writers.

The review presented here has revealed the scarce research related to the construction of the academic writing of professionals who are non-native speakers of

English. Still very little is known about the construction of authorial identity in this relevant group of members of academia within their professional contexts. Thus, the present study is aimed at a closer examination of two aspects of Spanish university professors' work in the 'soft sciences,' which have not received enough attention, to date: *academic writing development* and *academic writing in ESL development*. The research presented here answers the following question: How do Spanish researcher-professors in the soft sciences at USAL manifest their academic authorial identities in English as members of their disciplinary communities? Aligned with the methodological paths of previous research, this dissertation attempts to contribute to deepening the knowledge and understanding of the professional challenges faced by this particular group of scholars, as well as to their development of ESP academic writing skills.

Chapter 3: Methodology

3.1 Study Approach

The present study utilizes a mixed methodology approach, using both qualitative and quantitative methods. The qualitative perspective can be more useful in identifying and characterizing the experiences lived by an individual or group of individuals in a given context (Zechmeister, Zechmeister, & Shaughnessy, 2001). The additional use of a quantitative perspective provides an analysis of sample texts to determine the frequency of targeted linguistic structures used by these scholars, in order to discern possible patterns in the manifestation of the writers' authorial identity. Thus, this study uses a mixed approach within the application of a case study.

A case-study approach was chosen in order to obtain further in-depth information by exploring the professional experiences of researcher-professors in the 'soft sciences' who are pursuing their goal of using effectively the rhetorical strategies of English to publish their work. Robson (1993) claimed that a case study is "a strategy for doing research which involves an empirical investigation of a contemporary phenomenon within its real-life context using multiple sources of evidence" (p. 146). Zechmeister, Zechmeister, and Shaughnessy (2001) added that such sources of evidence may include naturalistic observations, interviews, tests, archival records, etc. The case study approach allows the researcher to identify different factors that may be part of the larger context of the subject being observed.

More precisely, this type of case was a study of organizations and institutions, fitting Robson's description of "studies of firms, workplaces, schools, trades unions...[with] many possible foci, e.g. best practice; policy implementation and

evaluation; industrial relations; management and organizational issues; organizational cultures; processes of change and adaptation; etc.” (Robson, 1993, p.181). The selection of this type of case was appropriate because the individuals under examination all belong to the same higher educational institution and share similar linguistic and professional backgrounds, having learned English as a foreign language in Spain and having completed their undergraduate degrees in the Spanish education system.

The higher education institution chosen for this study was the University of Salamanca (henceforth USAL), in Spain, for two main reasons. First, USAL closely resembles the linguistic and professional features of my home university in El Salvador, which favors the possible practical application of the results of this research to subsequent teacher training there. Don Bosco University in El Salvador (henceforth UDB) offers a total of 10 undergraduate degrees in the Faculty of Economics and the Faculty of Humanities. 43 full time professors work in these faculties, out of which, 9 have academic publications, 6 of them only in Spanish, 2 in both Spanish and English, and 1 has only published in English. Certainly, UDB ‘soft sciences’ areas display a growing interest in pursuing scientific publications. Comparatively, however, USAL has already established a stronger path in researching and publishing, providing Latin American institutions such as UDB a strong model to imitate and learn from. A second reason to choose USAL for this study was its research and publication tradition, which offered ample material for the collection of the necessary data related to the research question. Thus, the similarities between these higher education institutions provided me both the advantage of being able to initially apply the results of this study within the context of UDB, and then later, within other universities comparable to UDB.

3.2 Participants

The selection of participants for this study can be categorized as ‘snowball sampling’ or ‘chain-referral sampling.’ Parker, Scott and Geddes (2019) explain that this type of sampling begins when the researcher finds a small number of initial contacts who fit the research criteria. Once those individuals have been invited and have agreed to participate, they are asked to recommend other contacts who might also be willing participants, who then in turn recommend other potential participants, and so on. In this study, sampling was halted when a saturation point had been reached. Among the possible snowball patterns, the one applied in this study was exponential discriminative snowball sampling. In this method, initial subjects give multiple referrals, and the choice of a new subject is guided by the aim and objectives of the study (Dudovskiy, 2019).

The participants in this study were required to meet three main characteristics: (1) to be working in any of the areas of Social Sciences and Humanities (henceforth SSH) fields, (2) to have a minimum of five publications in English, and (3) to have learned English as a foreign language within a Spanish context. Thus, after the scholars initially interviewed made their referrals, a total of 21 professors had been contacted via email, in which I provided a description of the purpose of my study and the implications of their participation, along with a form to be signed as a consent to voluntarily participate in the study. Of the scholars whom I contacted, 14 agreed to participate, and we arranged appointments to meet in person. In all cases, participant identities have been anonymized. The participants came from the following SSH fields: Linguistics, Cultural studies, Bibliometrics, Philosophy, Psychology, Education, and Economics, all considered part of the ‘soft sciences.’ Table 4 below displays their distribution.

Table 4.

Participants' Field of Expertise

Field	Number of participants
Linguistics	2
Cultural studies	1
Bibliometrics	1
Philosophy	1
Psychology	2
Education	2
Economics	4
TOTAL	14

In addition, participants were classified according to their level of expertise based upon two pieces of data. First, they were questioned the number of years they have been working at USAL, and second, the position they currently have at the university, which was then transformed into points. Table 5 displays the possible positions and the corresponding points assigned to each of these.

Table 5.

Number of Points Assigned for Professional Position

Position ²	Assigned points
PhD Student	1
Research Assistant	2
Adjunct Professor (non-tenured part-time academic position)	3
Entry-level non-tenured full-time postdoctoral academic position	4
Associate Professor (tenured, non-civil-servant position)	5
Associate Professor (tenured, civil-servant position)	6
Professor (tenured civil-servant position)	7

² Corresponding positions titles in the Spanish context are the following (Adapted from Academic Media Group International AB., 2020)

PhD Student: Doctorando

Research Assistant: Becario/a de Investigación

Adjunct Professor (non-tenured part-time academic position): Profesor Asociado

Entry-level non-tenured full-time postdoctoral academic position: Profesor Ayudante Doctor

Associate Professor (tenured, non-civil-servant position): Profesor Contratado Doctor

Associate Professor (tenured, civil-servant position): Profesor Titular de Universidad

Professor (tenured civil-servant position): Catedrático de Universidad

Then, the addition resulting from the number of years working at USAL and the current position was divided in four scales going from the minimum to the maximum score. Each scale corresponds to one level of expertise. Table 6 displays this calculation. Thus, the 14 participants were classified into four levels of expertise as presented in Table 7.

Table 6.

Calculation of Levels of Expertise

Participant ³	Years at USAL	Position	Total Score
Ana	3	2	5
Marcos	6	4	10
Margarita	8	5	13
Isabel	9	4	13
Verónica	10	4	14
José	11	5	16
Carlos	12	6	18
Sofia	13	6	19
Gabriela	15	4	19
Mónica	15	6	21
Julio	15	6	21
Carmen	18	6	24
Alejandra	19	7	26
Patricia	29	7	36
Mean	13.1		
Max.	36		
Min.	5		
Range 1	5-13		
Range 2	13.1-18		
Range 3	18.1-22		
Range 4	22.1-36		

Table 7.

Levels of Expertise

Level	Range of points
Level 1	5-13
Level 2	13.1-18
Level 3	18.1-22
Level 4	22.1-36

³ Following Swales (1998) I used names to elaborate their textographies, yet participants' names have been changed to maintain anonymity.

Regarding the sample texts collected from the participants for analysis, it is worth mentioning that the variables considered in this study included neither the level of influence literacy brokers could have exerted on the final published text, nor the characterization of the authors' English language proficiency. Nevertheless, following Martinez ⁴ (2018), it can be asserted with confidence that each chosen text had been previously submitted to a publisher, peer reviewed, revised, and eventually accepted for publication by the editors. The fact that the texts produced by the participants (either with or without external editing) had all gone through an editorial process for their acceptance has been considered to be sufficient for them to be considered 'professional' academic texts, in terms of quality, although a critique of content is not part of this research.

3.3 Data Collection Tools

The data collection procedure required a period of six months, during which data was collected from two sources. Initially, following a qualitative approach, I applied an ethnographic study to the data. Hyland (2016) defines this type of study as "a rich (or 'thick') description and interpretive account of what people do in a classroom, workplace or other social setting, the outcome of their interactions in that setting and how they understand what they are doing" (p. 120). More specifically, I was performing a textography, following Swales' (1998), Paltridge's (2008) and Starfield, Paltridge, and Ravelli's (2014) models, which consisted of a contextualized study of the social, cultural, and institutional environment in which writing occurs, along with textual analyses of the participants' written productions, in order to confirm institutional ideologies and L1 and L2 practices. Starfield, Paltridge, and Ravelli's (2014) define a textography as a combination

⁴ Martinez explored the validity evidence of English as a *lingua franca* published in international journals.

of “text analysis with ethnographic techniques, such as surveys, interviews and other data sources, in order to examine what texts are like, and why” (p. 103). My application of this methodology yielded an integral view of these scientific texts as both expressive and situated productions, with characteristics particular to the participants’ context (Hyland, 2016). Next, participants were interviewed using a semi-structured format. With the participants’ consents (See Annex 1), I recorded 13 interviews, while with the remaining one, I took notes of their responses. All interviews were conducted in the participants’ L1, Spanish.

Secondly, as the quantitative approach, the participants were requested to provide five of their published works in English, in order to determine the writers’ authorial identity in terms of the rhetorical features they utilized to produce academic texts; they submitted these works in pdf or doc format, via email, after the interview. The provided texts were analyzed to determine their authorial identity features, based on the model proposed in the studies by Thompson and Thetela (1995) and Thompson (1996, 2001), which focus on the interactional function of written discourse.

In this conception, written text is treated as a communicative event between participants (writer and readers) who interact to fulfill their communicative needs. Thus, two participant roles are present within the academic written communicative event, namely, the *writer-in-the-text*, who may be either the individual scholar or the research team, in the case of coauthored publications, as well as the *reader-in-the-text*, who represents all possible audiences of the academic publication under examination (i.e., students and/or other researchers, those whom Swales (1998) calls ‘discourse community’). Within the framework of their relationship, it is the *writer-in-the-text* who holds more power or control, since she or he is the one presenting the information as an expert and projecting

himself or herself towards *the-reader-in-the-text*. Table 8 displays the roles that each participant in this communicative event is performing.

Table 8.

Language Function and Response in an Academic Written Communicative Event

Language function	Initiation by the writer-in-the-text	Response by the reader-in-the-text
Give information	statement	acknowledgment

Adapted from Thompson and Thetela (1995, p. 112)

Other language functions such as ‘give goods and services’, ‘demand goods and services’, and ‘demand information’ (cf. Table 1) can also occur within an academic written communicative event. However, as Thompson and Thetela themselves establish, “the effect of, and reasons for, choosing one or other as the dominant pattern at any point in the discourse is dependent on the medium” (p. 106). In other words, the communication medium, whether spoken or written, has a crucial influence in determining the selection of, for example, ‘giving information’ as the language function of the text (or the corresponding part of it). Indeed, the other before-mentioned language functions are not objects of study in this research, due to their recognition in previous studies to be rarer dominant patterns in academic written discourse (e.g., Novelo Atwood, 2019; Thompson, 2001). In contrast, as shown in Table 8, the language function ‘give information’ is sufficiently fulfilled by the simple fact of the reader continuing to read the text. It emerges as the dominant pattern in academic written communication since the communicative event is complete once the reader acknowledges the writer-in-the-text’s initiation of the communication.

Thompson’s studies also involved examining all texts manually rather than by computerized techniques in order to make sure they identified all relevant features. For instance, Thompson and Thetela (1995) examined a set of advertisements to uncover the

interactional patterns occurring in this subgenre. Thompson (1996) used both concordance programs to identify reports where there was a separate signal of reporting such as a reporting verb, as well as a survey of texts from various genres. In this way, he was able to gain insight into the function, frequency, and co-occurrence of types of reports in different genres and, more importantly, to identify reports where there was no explicit piece of language acting as a reporting signal. Finally, Thompson (2001) examined students' drafts to pinpoint particular problems in their argumentation and to suggest ways of improving them.

Thus, following this methodological background, I carried out an intensive manual reading of the publications, in order to search for textual indicators of authorial identity. Once such textual indicators had been identified, I classified them, sorting them into one of the two possible categories of the target structures—that is, structures used by the authors as signals to readers of their authorial identities:

- Hypothetical-Real/Attributable to the reader statements
- Concession/Attributable to the reader statements

The present study identifies and analyses many differing stretches of text that appear to be Hypothetical-Real and Concession, those which provide information of an interactional nature/kind, regardless of whether they fall into the traditional indicated use of 'we,' 'you,' 'the reader,' or any other lexico-grammatical structure used. In this study, the voice 'attributable to the reader' was considered a rhetorical strategy that the writer applies to induce the reader to adopt the message into his own voice. This writer's strategy offers the 'reader-in-the-text' voice as unspecified, since if the attribution were more explicit, it would be more open to rejection, and thus less effective. An example of this, taken from the corpus of texts, is presented below:

Example 1: Unspecified reader-in-the-text voice:

Any distinction between ... and ... *is based on an idea taken for granted:* that science is ... *Nonetheless*, science is... (my own emphasis)

Example 1 is a Concession, in which the entity taking for granted what science is about is not specified. As a construction of a point that the writer wants to make, the relevance of this choice by the writer lies in the covert presentation of information, which leaves an open door for the reader to inadvertently accept the idea as also his own. Notice how this would change if the reader-in-the-text voice were specified:

Example 2:

Any distinction between ... and ... *is based on an idea that that we all tend to take for granted:* science is ... *Nonetheless*, science is... (my own emphasis)

Here, the personal pronoun ‘we’ is an explicit attribution to the reader, so the possibilities of rejection are greater than with the use of the unspecified reader-in-the-text voice.

The initial data analysis consisted of an identification in the texts of instances of giving information and acknowledging information. Subsequently, I was able to establish linguistic criteria to identify the different categories of authorial identity construction through *interactional* features. With each particular instance of language analyzed, my identification of broad stretches of text working as interactional choices helped me to gain a wider perspective of context in the potential meanings of the language, and thus, to understand more fully the nature of interactions in general, and of the choices of language made by users. Additionally, I measured the strength of the association between the major categories identified, namely Hypothetical-Real and Concession. These relationships were measured through the calculation of Correlations of Pearson (‘Data analysis’, 2020).

Finally, the instances of *interactional* resources identified and each of the five key aspects of the participants' professional histories explored in the interviews were analyzed with descriptive statistics in order to discover possible relations between them. These five key aspects were the following:

1. level of expertise: the combination of working years and position held in the university at the moment of the interview.
2. writing process: the action of drafting a text directly in English or not.
3. full immersion experiences in English-speaking countries: the experience of living in English-speaking countries for three or more months or not.
4. access to extracurricular English learning: the option of studying English in private academies or taking extra specialized lessons of English or not.
5. form of publication: the sample texts provided for this study published in co-authorship or not.

Each of these factors, with the exception of the level of expertise, was assigned a value of 1 for negative cases and 2 for positive cases. For example, while a participant who writes in directly English was assigned 2, one who writes in Spanish was assigned 1 and so on.

These relationships were measured through the calculation of Correlations of Pearson.

3.3.1 Semi-structured Interview

The first data collection tool in this study consisted of a semi-structured interview, a format based on Flowerdew's (1999a) survey. With the aim of describing their context and the possible trends regarding their publication, Flowerdew explored the situation of Chinese scholars who were writing for publication in English. His survey of Cantonese-speaking scholars inquired about:

1. The exposure of the subjects to English through study and work in English-speaking countries.
2. The most important type of publication for Cantonese L1 academics publishing their work.
3. The extent to which English was the language of publication of Cantonese L1 academics
4. The feelings of the Cantonese L1 academics about writing in English.
5. The main problems for Cantonese L1 academics writing for publication in English.
6. The level of confidence of Cantonese L1 academics about writing for publication in English.
7. The extent to which Cantonese L1 academics collaborate with non-native speakers when they write papers in English.
8. The changes to publication, if any, the Cantonese L1 academics expected with the change of sovereignty from Britain to China.

The present research is similar to Flowerdew's study, in that it explores the context of the experience of non-native scholars publishing in English. Thus, Flowerdew's survey questions served me well as guidance, while adapting them into semi-structured interviews of scholars in Spain. In addition, I included questions in my interview to explore the experiences lived by the participants as writers, as well as to explore the types of texts they produced.

The semi-structured interview format consisted of 16 questions organized in four sections: (1) Current professional context, (2) Academic and professional training, (3) Authorial profile, and (4) Experience as a learner of EFL (See Annex 2). Each of these sections are next explained in further detail.

3.3.1.1 Current professional context

In this section, I inquired about the participants' professional history, to gather data about their duties at USAL. This data was relevant to determining the participants' working contexts in regard to teaching and researching assignments. Some of questions in this section included the following (cf. Annex 2 for a comprehensive list of questions):

- Could you describe the department in which you work?
- In percentage terms, how much of your work is in teaching and how much in research?

3.3.1.2 Academic and professional training

The purpose of this section was to inquire about the academic history of the participants, specifically, about their undergraduate and graduate education. This information was relevant to determine any initial contacts that participants might have had with academic English. The semi-structured nature of the interview allowed me the latitude to inquire further, depending on the particularities of each participant's circumstances. For instance, when a participant's graduate studies had been carried out in Spain, I asked for further information about the use of English in their program.

3.3.1.3 Authorial profile

The purpose of this section of the interview was to gain a general view of the participants' experiences as professional writers. Thus, the participants accounted for their authorial style by describing four main aspects of their work, namely to what extent they used other experts as a model for their own writing style in English, the types of texts that formed part of their list of publications (e.g., book reviews, research articles, book chapters, etc.), their experience in co-authoring works, and a description of their most recent

publication. Some of the questions in this section were the following (See Annex 2 for full reference):

- Have you written and published as a co-author? Why? What has favored / hindered co-authored publications?
- What is your most recent publication? What is its nature?

3.3.1.4 Experience as a learner of EFL

This final section of the interview addressed the participants' history as learners of English. Participants discussed their first contact with the language in the school system, and the frequency in which they would receive English lessons, their decision to start writing and publishing in English, and the process they followed in order to produce a text in English and how this is compared to the process followed when producing an academic piece of writing in Spanish.

3.3.2 Participants' Academic Publications

Prior to their interview, participants were requested to provide a sample of their publications in English, consisting of five published texts. A total of 70 publications in English (from 2005 to 2018) were received. The initial purpose of the examination of these publications was to determine whether they were the product of individual or of team research work which included native or nonnative speakers. This determination was made to gauge the possibilities of direct internal native intervention in the resulting published pieces, and thus, mitigate any effect on the final body of works studied by leaving those in which a native speaker was part of the research team out of the analysis. The decision was based on the authors' names and affiliations. 33 of the publications were found to be written by a single author and, while 37 were coauthored, only three of the coauthored texts appeared to have included a native speaker as part of the research team, since they were

affiliated to American institutions. Consequently, these three publications were taken out of the further analysis of the features signaling authorial identity because of the higher possibility of having been revised and edited directly by native speakers. Table 9 presents an overview of the sample texts in this study.

In addition, texts were classified into five categories based upon the publication medium. These categories were the following: (1) Academic Journal, which was subdivided in two: Research article (RA) for those with an Introduction, Method, Results, Discussion (IMRD) structure (Frias, 2008; Suárez Relinque, Moral Arroyo & González Fernández, 2013) and Academic article (AA) for those with alternative structures; (2) Book chapter (BC); (3) Conference proceeding (CP); and (4) Book review (BR).

Table 9.

Overview of the Sample Texts in the Corpus Analyzed

Fields/ Text types	Individual author						Co-authored						Overall
	RA	AA	BC	CP	BR	Total	RA	AA	BC	CP	BR	Total	
Linguistics	2	6	1	1	-	10	3	1	1	-	-	5	15
Cultural studies	-	3	-	1	1	5	-	-	-	-	-	0	5
Bibliometrics	3	-	-	-	-	3	1	-	-	1	-	2	5
Philosophy	-	2	1	-	-	3	-	2	-	-	-	2	5
Psychology	-	1	-	-	-	1	9 ^a	-	-	-	-	9	10
Education	-	-	-	-	-	0	5	5	-	-	-	10	10
Economics	2	6	1	2	-	11	5	4 ^b	-	-	-	9	20
Overall	7	18	3	4	1	33	23	12	1	1	0	37	70

a: The research team included at least one native speaker in 1 of these 9 publications.

b: The research team included at least one native speaker in 2 of these 4 publications.

RA=Research article; AA=Academic article; BC=Book chapter; CP=Conference proceeding; BR= Book review

Of these 70 publications, 30 were research articles (RA), 30 were academic articles (AA), 4 were book chapters (BC), 5 were conference proceedings (CP), and one was a book review (BR). As we will see in detail in Chapter 4, the interactional strategies uncovered were normalized by treating them as percentages, rather than as number of occurrences, so that the data could be compared internally, despite the difference in extension and in types of texts.

The following chapter discusses both the individual textographies and the results of the analysis of their authorial identity features.

Chapter 4: Results

The results obtained by means of the textographies and publications of the informants who took part in this research are presented in three main sections in this chapter. First, I will summarize the profiles of the 14 participants. Second, I will present the individual textographies along with an overview of the *interactional* features used by each participant. Finally, in the third section, I will summarize the patterns of authorial identity manifestation found which fall into the two categories of the *interactional* resources presented in this dissertation project, namely: Hypothetical-real and Concessions.

4.1 Participants' Profiles

The participants in this research were 14 scholars from different fields of SSH at USAL. Table 10 displays the demographical data of these participants.

Table 10.

Participants' Profiles

Features	Categories	Percentages
Gender	Male	28.6
	Female	71.4
Age	30-40	35.7
	41-50	50
	50-70	14.3
Academic position	Research Assistant	7.1
	Entry-level non-tenured full-time postdoctoral academic position	28.6
	Associate Professor (tenured, non civil-servant position)	14.3
	Associate Professor (tenured, civil-servant position)	35.7
	Professor (tenured civil-servant position)	14.3
Years at USAL	1-10	28.6
	11-20	64.3
	20-30	7.1
Distribution of time to accomplish their duties	Teaching	54
	Researching	36
	Administration	10

N=14

The majority (71.4%) of the participants were women. Most of them (50%) were between 41 and 50 years old and held either an Associate Professor (tenured, civil-servant position) (35.7%) or an Entry-level non-tenured full-time postdoctoral academic position (28.6%).

The average allotted time assigned to researching was 36%.

Regarding their degree of expertise, Table 11 below displays the calculation resulting from the addition of the years of experience working at USAL and the score points assigned according to the professional positions held at the moment of this study.

Table 11.

Participants' Level of Expertise

Participant ⁵	Years at USAL	Position score points	Professional Experience	Professional Level
Ana	3	2	5	
Marcos	6	4	10	
Margarita	8	5	13	
Elizabeth	9	4	13	Level 1
Verónica	10	4	14	
José	11	5	16	
Sofía	13	6	19	
Gabriela	15	4	19	Level 2
Mónica	15	6	21	
Julio	15	6	21	
Carmen	18	6	24	
Alejandra	19	7	26	Level 3
Carlos	25	6	31	
Patricia	29	7	36	Level 4

4.2 Individual Textographies and Authorial Identity Resources

This section presents a summary of the participants' individual professional stories, which include the four aspects considered during the interview, namely current professional

⁵ Participants' names have been changed to maintain anonymity.

context, academic and professional training, authorial profile, and experience as a learner of English as a foreign language.

4.2.1 Ana

Ana is a female between 30 and 40 years old, level of expertise 1, with three years of experience working in the Faculty of Translation and Documentation as a research assistant. Her duties are equally distributed between teaching and researching. In her case, as a doctoral student she has researching and publishing requirements to fulfill, including the publication of one article in a high impact journal. Thus, she is continuously working on the publications of papers not only because it is a condition of her doctoral program but also because it is a main objective of the research group she belongs to. Ana has an undergraduate and a master's degree in the field of Information and Documentation, and she is now pursuing her doctoral degree in the same area. She has attended international conferences and has had brief researching stay experiences abroad too in which English has been a crucial communication tool.

Ana started studying English, as most students in the Spanish system, when she was around 10 years old. Later, when she was 14, she also started attending extra classes twice a week in the afternoons which she continued until finishing high school. However, it was not until she started to major her undergraduate degree that she had the need to make use of the English language again. She did not attend any other classes at that moment because she managed to familiarize with the information by herself through her personal reading of documents and contact with the language through popular media. As she started her Doctoral degree, she decided to strengthen her abilities in English with a specialized course

in academic writing, oral presentations, and professional interactions. In total, she took around 16-20 hours of an intensive course to reinforce these specific skills.

Ana explains that in her field, it has occurred an important shift in the way academic writing is produced. Previously, the focus was on the historical aspects of knowledge production. In contrast, current research in her field is more empirical, so she describes herself as similar to modern researchers establishing new trends in her field through the performance of empirical studies. She describes her writing as “schematic” and “structured”. In addition, Ana points out that her research area is very small, so all authors know each other and appreciate each other’s work. Therefore, despite she may be working on what might be considered weak areas of her topic of research, she would not consider challenging or pointing out deficiencies but contributing ideas to improve and strengthen already existing knowledge.

Ana has published ten academic texts in total. Five as a single author (two in English) and five as a co-author (four in English), which means that half of her production is written in English. She explained that publishing as co-author has been favored since she is member of a research group. Regarding the ones being publish as the only author, she stated having received the support of her directors to publish as a single author because her work was sufficiently good to be published, so it has gone through the submission and revision processes and finally has been published. Her line of research is highly consistent, so her publications are closely related in terms of the topics being addressed.

In order to publish in English, first she writes her articles in Spanish, then she translates the text by herself; next, she uses a commercial website to detect grammar, spelling, punctuation, word choice, and style mistakes, so that she can polish her translation. After this process, she submits the paper and just in case the journal requires

further revisions related to the formality of the language, she and/or her colleagues consider to use the translation services offered by the University or to pay for a particular translator service. Ana considers imperative to write first in Spanish to make sure all necessary details are included in her papers.

The examination of these five papers allowed me to identify the *interactional* features used by her which provide clues about how her authorial identity is revealed in texts. The results of the intensive analysis carried out are presented in Table 12 below.

Table 12.

Ana's Production: Presence of Interactional Resources

Publications*	Hypothetical-Real Unattributed modalized mental and verbal processes	Concession Expressions of certainty: modal disjuncts, modal comment clauses
Ana_Pub_1	-	2
Ana_Pub_2	2	1
Ana_Pub_3	2	2
Ana_Pub_4	1	2
Ana_Pub_5	3	4
TOTALS	8	11

* Publications are listed in chronological order from the oldest to the most recent publication.

The data presented in this table shows the cases of reader-in-the-text of Ana's written production. A total of 19 instances of *interactional* resources were identified. For example, in Ana_Pub_4, the following construction applying a representative Concession resource was identified

Example 4:

Ana_Pub_4: *It has been found that ... However, ...*(emphasis added)

In this example, Ana uses 'it has been found' to grant a fact that her readers may also be considering, yet she uses 'however' to redirect her readers to follow her reasoning.

4.2.2 Mónica

Mónica is a female between 30 and 40 years old, level of expertise 3 with 15 years of experience working in the Faculty of Philosophy. She considers that she dedicates 40% of her time to teaching, another 40% to researching and 20% to management. Mónica got her undergraduate and graduate degrees in a Spanish university. Along her career, she has got scholarships which allowed her to carry out pre- and postdoctoral research abroad, including a two-year postdoctoral stay in the United States. All these research experiences abroad have impacted decisively her English proficiency level, particularly her communicative skills in her professional domain.

Mónica studied English during primary school in Spain. She stated that her English lessons during the regular school were bad and thinks that in general children are taught “very bad English” in Spain. As grown up, she started to learn the language voluntarily by attending private academies. Later, the full immersion experienced in the USA and other non-Spanish speaking countries helped her to improve her level. Her reading ability was developed during her major, especially while working on her dissertation because all the sources of information were available in English. Her speaking and writing abilities came later when she was faced with the challenge of living outside Spain, so she set herself the goal to learn the language as much as she could.

As a writer, she describes herself as having, purposely, a quite simple and direct style. She considers her field of expertise is very analytic and direct. She literally states to avoid ‘barroquismos,’ e.g., using unnecessary elegant words in the text. She tries to be clear and concise, which she does not always have the feeling of succeeding in having done.

Her main scientific production consists of research articles, yet she has also published a book about the philosophy of the science. In this regard, Mónica claims that the way the academic venue is currently defined prioritizes, from the analysis perspective of the researching abilities -including the Humanities-, the publication of articles. Despite this, she admits she would rather spend more time writing books because the length of articles somehow constrains the researchers' ideas, so more than 15 pages would allow her construct better arguments. However, she is aware that the publication of books is not valued for academic accreditation. Consequently, she states that the perceptions that scholars in her field have regarding the publication of books is that it is a waste of time. It is until the scholar reaches a solid and permanent position in his academic context that the writing of books starts. In addition, while the publication of articles is very limited to particular topics, to a specific way to deal with problems, in a book there is more freedom.

Mónica describes her process of writing as follows. First, she emphasizes that she writes directly in English because she has become aware that the rhetoric in Spanish is very different to that in English. In English, the language used can be extremely simple because that is what it is required from this kind of texts. In contrast, in Spanish to use more elaborate language is also important, for example using subordinated clauses. When she finishes writing a paper in English her immediate feelings are that the language used is too simple. She leaves aside her writing for two or three weeks and comes back to read it in order to notice grammatical mistakes which were not obvious after finishing the writing. Then, she asks a native speaker colleague to review it for her.

The analysis of her authorial identity projection using *interactional* resources is presented in Table 13 below.

Table 13.

Mónica's Production: Presence of Interactional Resources

Publications*	Hypothetical-Real Unattributed modalized mental and verbal processes	Concession Expressions of certainty: modal disjuncts, modal comment clauses
Mónica_Pub_1	10	9
Mónica_Pub_2	5	13
Mónica_Pub_3	14	2
Mónica_Pub_4	0	1
Mónica_Pub_5	2	10
TOTALS	31	35

* Publications are listed in chronological order from the oldest to the most recent publication.

As observed, Monica's display of authorial identity through the use of *interactional* resources seems solid and constant. Monica_Pub_4, which is the one with fewer instances of these resources, is a coauthored preface. This may explain the minimum use of *interactional* resources because it is a text whose purpose is to be an introduction rather than to construct an argument; yet one *interactional* resource was still applied, a Concession.

Example 5: Concession

Mónica_Pub_4: The FPH *has pointed clearly*...This formulation, *nevertheless*, ...
(emphasis added).

These samples Monica's display of authorial identity through the use of *interactional* resources, as a well-established strategy in her writings.

4.2.3 Margarita

Margarita is a female between 30 and 40 years old, level of expertise 1 with almost 10 years of experience working at USAL in the Faculty of Education. She considers that her main function is teaching, yet she is also involved in researching mainly through the

guidance she provides to students who are pursuing their graduate degrees. Margarita has an undergraduate and master's and doctoral degrees in the field of Education and Information and Communication Technologies from universities in Spanish-speaking countries. It was during her postgraduate studies that she was challenged to develop her academic skills in English. On one hand, the available information related to the subject under study in her doctoral dissertation was all in English, so in order to fulfill her objectives, she had to encourage herself to read and write in English. On the other hand, she participated in congresses and conferences in which English was also the *lingua franca*.

Margarita's first encounter with English was in primary school in her home Latin-American country since English was an obligatory subject. When she started her university studies, she decided to take classes in private academies for improving her academic and professional opportunities. She kept her studies in English until she started her doctoral thesis. At that moment, the English language had become essential to achieve her objectives of writing articles and participating in academic events. She admits being deeply influenced by her directors to publish internationally.

She describes her writing style as very similar to the scientific productions of her areas of interest, following the general structure for publishing given by indexed journals (i.e., Introduction, Methodology, Results, and Discussion). Yet, Margarita tries to combine journals' requirements about what is to be written and what she describes as her 'sello personal,' meaning giving her own sense and experience to her written productions.

Her experience publishing began while she was doing her doctoral studies in virtual learning environments. Her publications consist of scientific articles, chapters of books, and books. She explains that there is a high number of research articles as part of her work because the system requires to publish this type of texts in order to accomplish and

maintain her professional position as a university professor. Most of her published pieces have been the result of co-authorships with Hispanic speakers, since they have been stemmed from final graduation papers, which she has supervised.

Her writing process departs from reading the literature in relation with the topic that she is interested in researching, finding trustful sources of information from which she chooses the best ones to justify her own contribution. The first drafting stages consist of writing in Spanish. Once she has defined the structure of the article, she writes the text in English. Margarita admits that this process may take more time due to the technical vocabulary and the difficulty to express what she is trying to mean accurately.

Her projection of authorial identity through the use of *interactional* resources is presented in Table 14 below.

Table 14.

Margarita's Production: Presence of Interactional Resources

Publications*	Hypothetical-Real Unattributed modalized mental and verbal processes	Concession Expressions of certainty: modal disjuncts, modal comment clauses
Margarita_Pub_1	0	0
Margarita_Pub_2	2	2
Margarita_Pub_3	1	1
Margarita_Pub_4	0	0
Margarita_Pub_5	0	0
TOTALS	3	3

* Publications are listed in chronological order from the oldest to the most recent publication.

Margarita's use of *interactional* resources is characterized by her use of nominal groups followed by modality. The following examples illustrate this construction.

Example 6: Hypothetical-Real

Margarita_Pub_2: LOs have some ... that *may be evaluated* independent...

However, ...

Example 7: Hypothetical-Real

Margarita _Pub_3: The LO *can be very good... however, ...* (emphasis added)

As observed, in both instances, Margarita used an identified Subject or nominal group followed by the modals ‘may’ and ‘can’ to establish a Hypothetical situation, which is later disproved by introducing a new reasoning with ‘however.’

4.2.4 Marcos

Marcos is a male between 30 and 40 years old, level of expertise 1 with six years of working experience in the Faculty of Philology. Marcos points out that professors in his department are expected to research as much as possible, in addition to the teaching responsibilities each one has, so he spends all his available time in fulfilling both his teaching and researching projects. Marcos studied his undergraduate degree in English philology in Spain, but he had one year as exchange student in an English-speaking country. Due to this experience, he began his PhD degree in his current specialization. Once he got his doctoral degree, he started working teaching ESP and Cultural studies at different universities in Spain. The English language has played a major role in his academic development since it is the subject matter of his degrees.

In relation to his process as a learner of English, he began his studies of this language in primary school; around the same time, he started to attend private academies either daily or on Saturdays. However, it was during his undergraduate studies that he developed his skills in this language. He admits that most of the material related to his research area is in English, what has, consequently, influenced his production of publications in the same language.

Regarding his writing style, Marcos considers himself as very detailed yet simple writer since, in his discipline, he considers there is a collective interest in reaching non-

specialist readers as well. He does not consider his texts to be complicated, but he is aware of the need to use specialized expressions due to the nature of his discipline.

Marcos has published as co-author three times; one publication of those/which was in English. Although his co-authors have not been native English speakers, he recognized them as experts in their corresponding disciplines so that they have complemented each other successfully. Writing and publishing in English has been a must for him because the material, which is the basis of his research, is only available in English. Thus, more than a decision to publish in this language it has been the logical thing to do for developing his research in the area of English studies.

He describes his writing process as flexible; he may vary from starting to write a literature review to collecting his data depending upon the nature of the project to be done. Unless he is specifically working to publish a paper in Spanish, which he rarely does, he would write all his notes and advancements during the process directly in English. Marcos states that his writing process is very similar in both languages with the exception of completing translations from English to Spanish of two primary texts in the case of his only two Spanish publications, which represented an extra task to complete during the process of such project.

The analysis of his authorial identity as revealed through his use of *interactional* resources is detailed in Table 15.

Marcos shows his authorial identity favoring the use of Hypothetical-Real constructions. He combines both the representative structures of Hypothetical-real and more elaborated constructions of his own. The following examples illustrate this aspect of Marcos' writing.

Example 8: Hypothetical-Real

Marcos_Pub_5: The reader *may or may not agree* that ...*but* ...

Example 9: Hypothetical-Real

Marcos_Pub_1: India is not a ... (as *it could be exclaimed...*) ...*There is more beyond...* (emphasis added)

Table 15.

Marcos' Production: Presence of Interactional Resources

Publications*	Hypothetical-Real Unattributed modalized mental and verbal processes	Concession Expressions of certainty: modal disjuncts, modal comment clauses
Marcos_Pub_1	6	0
Marcos_Pub_2	1	0
Marcos_Pub_3	0	0
Marcos_Pub_4	0	1
Marcos_Pub_5	1	1
TOTALS	8	2

* Publications are listed in chronological order from the oldest to the most recent publication.

As observed in Example 8, Marcos directly addresses ‘the reader’ and recognizes that they ‘may or may not agree’ with his claim to, later, redirect him/her to what he considers is the correct reasoning. This construction of his authorial identity reflects the typical structure of the dialogic context of this type of *interactional* resources. In contrast, Example 9 displays the Hypothetical-real structure within parenthesis, which clearly signals his intervention in the form of a comment that is assigning the verbal process ‘exclaim’ to his readers. The dialogic signal ‘there is more beyond’ illustrates his way to call the readers’ attention to redirect themselves to his argument.

4.2.5 Verónica

Verónica is a female between 30 and 40 years old, level of expertise 2 with 10 years of working experience in the Faculty of Philology. Verónica states that due to her teaching and administrative responsibilities, she is only able to research in what is supposed to be her free time (weekends and vacation periods). She studied her undergraduate degree in a

Spanish university and accessed immediately to doctoral studies in a Spanish inter-university PhD program. The role of the English language in her academic development has been delimited by participations in congresses and conferences in which English is the *lingua franca*.

Her first encounter with English was at eight years old. After that, in secondary school, she went to some academies and passed her first official standard tests. At the university, she minored in English as a foreign language and took extra courses in English such as English literature. She decided to write in English for the reason of a greater visibility of her research.

She considers her native language influences her writing in English. She exemplifies this by contrasting sentence structures in both languages, English and Spanish. Verónica states that while in Spanish it is commonly accepted to write long subordinated sentences, in English it is required to write shorter and more concise sentences. In addition, her background with other languages such as Greek and Latin may also affect the way she writes in English by either positively or negatively transferring formulaic structures to the English language.

The type of texts that make up her list of publications are scientific articles, monographs, essays, book chapters, books, and edited volumes. She has collaborated as a co-author thanks to contacts established in academic events with people involved in major projects, but she has not worked with native speakers of English. Despite this, Verónica has a balanced individual and coauthored production. She considers the process of publishing scientific articles in English or Spanish very similar because, nowadays, Spanish journals have adopted the traditional structure of the genre in English (i.e., objectives, keywords, etc.).

Regarding her writing process, Verónica explains that when she prepares an abstract for a conference, first she first writes it directly in English and then asks a native English speaker colleague to review it. When it comes to entire articles in English, she usually uses translation services because she is more used to writing in her native language, Spanish. Interestingly, she claims that she has worked with translators who tend to translate too literally from the original work, to the point that it seems like translations that she could have done by herself.

Verónica's manifestation of authorial identity through the use of *interactional* resources is displayed below in Table 16.

Table 16.

Verónica's production: Presence of Interactional Resources

Publications*	Hypothetical-Real Unattributed modalized mental and verbal processes	Concession Expressions of certainty: modal disjuncts, modal comment clauses
Verónica_Pub_1	3	4
Verónica_Pub_2	4	4
Verónica_Pub_3	0	3
Verónica_Pub_4	1	3
Verónica_Pub_5	0	8
TOTALS	8	22

* Publications are listed in chronological order from the oldest to the most recent publication.

Examples 10, 11, 12 and 13, presented next, illustrate her use of typical constructions of both Hypothetical-real and Concession and more elaborated ones, which may well reflect her own style. All in all, more instances of Concession were identified which might indicate Verónica's conscious or unconscious preference for the structure of Concession.

Example 10: Hypothetical-Real

Verónica_Pub_2: *It can be argued that... Nevertheless, ...*

Example 11: Hypothetical-Real

Verónica_Pub_4: *It thus seem that ... The aim would consequently be... The difficulty arises...*

Example 12: Concession

Verónica_Pub_5: *It is a well-known fact that ... Nevertheless, ...*

Example 13: Concession

Verónica_Pub_5: *In effect, academic treatises usually... Paradoxically, ...*

As observed in these examples, when it comes to redirect her readers Verónica's lexicogrammatical choices vary from the typical adverb 'nevertheless' to more elaborated ones such as 'the difficulty arises' and 'paradoxically'.

4.2.6 Patricia

Patricia is a female between 50 and 60 years old. She has been working at USAL for nearly 30 years, so her level of expertise is 4. Her work is divided into management (40%), teaching (30%), and researching (30%). Her current duties involve supervising doctoral candidates and participating in a research group which cooperates with other regional and international research groups. She studied both her undergraduate and doctoral degrees in a Spanish university. English has played a central role in her academic development since it is the scientific language mainly used in her area of research. Thus, she has been involved in academic events and publication projects which used English as *lingua franca*.

Patricia had the first contact with English language at about 12 years old. Gradually, she spent more time studying French as it was an available option for her at school. It was not until she was in her doctoral studies when she got back to English lessons for three

years. Since then, she has been in contact with the English language through personal contact with native speakers, and she practiced oral skills on her own.

Despite working in Education, Patricia explains that her area of research is mainly based on empirical data analysis. Thus, Patricia considers her writing style to be highly concise and specific as she supports her arguments on such empirical data obtained through her fieldwork. This affects the type of text being produced, which she describes as presenting a very specific pattern, relying on tests used to obtain results, data analysis and statistical data. Her writing is, consequently, somehow different from other authors in the area of Education; she even admits to be extremely concise when writing the theoretical framework of any research article and focus more on the part of the text in which she explains the methodology and the results.

Most of her work consists of scientific articles (80%) due to the requirements of the university system of accreditation and promotion which favors this type of scientific production over many others (books, essays, etc.). Most of her publications are co-authored because the publication policy in her group is to co-author research outcomes with up to four researchers. She claims that collaboration with native speakers of English is not very frequent. In spite of this, she emphasizes that writing and publishing in English is absolutely necessary because it is the way to spread Spanish science and to enhance scientific achievements, which is crucial in areas such as biology, chemistry, and medicine. Moreover, Patricia claims that one of the main objectives that researchers should have is to become more influential worldwide, so speaking and writing in English is a must.

The way she produces a text in English is like this: a first draft is written (by her or by other member of the group) in Spanish and afterwards the draft is shared among co-authors and translated into English. She clarifies that is much faster to write in Spanish than

in English because the publications are directly framed in the context of Spain and that this is particularly true when they are published in local or regional journals. In contrast, there are more steps for publishing in English starting from the selection of a journal according to the content of the article and the ability to project the results in a worldwide context. After submission, the article undergoes the required reviews following the publication procedures.

Patricia's indicators of authorial identity using *interactional* resources is presented next in Table 17.

Table 17.

Patricia's production: Presence of Interactional Resources

Publications*	Hypothetical-Real Unattributed modalized mental and verbal processes	Concession Expressions of certainty: modal disjuncts, modal comment clauses
Patricia_Pub_1	0	2
Patricia_Pub_2	0	1
Patricia_Pub_3	0	0
Patricia_Pub_4	0	0
Patricia_Pub_5	1	1
TOTALS	1	4

* Publications are listed in chronological order from the oldest to the most recent publication.

As Patricia explained during her interview, her publications seem to be more neutral or objective than other publications in Education. According to her, the reason for this is that data analysis in terms of interaction with the readers. She claimed that data analysis and statistics are the basis for the construction of her arguments. Hence, it is not surprising that few instances of *interactional* resources were identified. Example 11 below illustrates her use of a particular structure of Concession.

Example 14: Concession

Patricia_Pub_2: *Generally speaking*, the reliability analyses carried out ... show ...

However, ... (emphasis added).

In this example, Patricia establishes interaction with her readers by, first, recognizing that ‘generally speaking’ the results were evident to, second, redirect her readers to a new reasoning.

4.2.7 José

José is a male between 30 and 40 years old, level of expertise 2 with 11 years of working experience in Faculty of Philology. He dedicates 60% of his time to teaching and 40% to researching. He got both his undergraduate and doctoral degree in English Philology in a Spanish university. Hence, he has been involved in reading and writing in the English language as it is the subject matter of his area of expertise.

José started to learn English when he was a child. Since then, he has been highly interested in different languages, so he has been enrolling in formal English lessons in private academies for different periods of time along all these years. He attended English courses all his student life up to finishing secondary school. By the time he started university studies, he would have an advanced level already. Eventually, he discovered the importance of writing and publishing in English to develop an academic career.

José describes his writing style as academic. The constant contact with authors in his discipline through reading their productions influences him so that he might adopt the style, register, and academic patterns of other researchers in his area and apply it to his own writing. The type of texts that make up his list of publications are books, edited books,

journal articles, and book chapters. Most of his work consists of book chapters which derived from participation in congresses.

He explains that in his discipline a common procedure to publish is through writing conference papers, which, after being presented in conferences, are peer reviewed and accepted to be published sometimes as book chapters in edited volumes. Thanks to this process his published book chapters are valued by quality evaluators in a similar way to articles published in indexed journals. Moreover, his experience as co-author has been positive because it has helped him to develop a high view of research, yet most of his publications are single-authored due to varied contextual circumstances.

The steps he takes at the moment of producing a text in English depends on the type of writing. Generally, he makes a previous outline or draft gathering the main ideas; then he goes on to the reading of the relevant reference sources and on to the data analysis. José admits that he produces linear writing, following the order or structure of the text from introduction to conclusion. His experience as an author also includes a few publications in Spanish, from which he learned that, although the process of writing is similar in both languages, in English it is necessary to revise more, rereading, revising the style, pausing the process, and retaking it to polish and make final changes.

Table 18 details José's display of authorial identity using *interactional* resources. As the majority of the instances identified in the sample texts analyzed in this study, José's projection of authorial identity through the use of *interactional* resources seems to favor the use of Concession over Hypothetical-real structures. José displays a varied range of lexicogrammatical structures as shown in Examples 15 and 16.

Table 18.

José's production: Presence of Interactional Resources

Publications*	Hypothetical-Real Unattributed modalized mental and verbal processes	Concession Expressions of certainty: modal disjuncts, modal comment clauses
José_Pub_1	1	4
José_Pub_2	2	4
José_Pub_3	1	6
José_Pub_4	0	0
José_Pub_5	1	1
TOTALS	5	15

* Publications are listed in chronological order from the oldest to the most recent publication.

Example 15: Concession

José_Pub_3: *It is somehow complex to ascertain precisely ... Yet...*

Example 16: Concession

José_Pub_1: *Needless to say, such ... On the contrary...*

As observed, José's use of *interactional* resources seems to opt for less formulaic lexicogrammatical choices. The use of more elaborated phrases, such as 'it is somehow complex to ascertain precisely' or 'needless to say', was characteristic in his texts.

4.2.8 Carmen

Carmen is a female between 40 and 50 years old, level 3 of expertise with almost 20 years of working experience in Faculty of Philology. She considers that 70% of her time is dedicated to teaching and 30% to researching. Carmen studied her undergraduate degree in Spain; then she went to an English-speaking country to study her master's degree. Later, she pursued doctoral studies back in Spain. While pursuing her doctoral degree, she had research stays in another English-speaking country. It was this combination of experiences what led her to start writing and publishing in English.

She started to learn English in primary school at about eight years old; then she was enrolled in private language academies and institutes. Also, she had full immersion experiences in summer camps, study years abroad and research stays in various English-speaking countries. It was these late experiences which showed her that, in her area of specialization, most work is published in English.

She states that her writing style would vary depending on contextual aspects such as the language (Spanish or English), the type of study (theoretical or empirical), etc. With certain topics, she writes only in Spanish. In those cases, she considers that the writing process is more flexible because texts published in Spanish admit a wider range of structures than in English. In contrast, when she writes about other kind of topics, she would write in English and would have to adapt her writing to the already established structure (i.e., Introduction, Methodology, Results, and Discussion). For her, trying to fit into this given structuring makes her a 'totally different person' since she has to make a special effort to be concise and specific.

Her list of published works mainly consists of scientific articles because it is this kind of publications the ones that are required to access to better professional positions and make an academic career. She has written as a co-author many times. A crucial aspect that has influenced her experiences as a co-author is the fact that she has been highly involved in studies related to the field of psychology, in which the pattern is that all publications are the result of team work, so all members of the team would sign as co-authors of the text. In contrast, her work in linguistics tends to be accomplished individually. Her experiences as a coauthor have allowed her to work with both native speakers of English and of Spanish.

Regarding her process of writing, on one hand, she clarifies that, when working individually, she writes directly in English and starts reading the bibliography, which is

available mainly in English, imitating models of texts found in her readings, translating some ideas from Spanish to English, writing and rewriting, and when it is finished, she looks for support from a native speaker to review her piece. On the other hand, when working as a member of a research team, the procedure may vary from writing everything in Spanish and then paying for translating services to writing directly in English and paying for reviewing and editing services.

Table 19 below shows Carmen's display of some of the *interactional* resources typical of her authorial identity.

Table 19.

Carmen's production: Presence of Interactional Resources

Publications*	Hypothetical-Real Unattributed modalized mental and verbal processes	Concession Expressions of certainty: modal disjuncts, modal comment clauses
Carmen_Pub_1	1	3
Carmen_Pub_2	2	4
Carmen_Pub_3	1	4
Carmen_Pub_4	5	7
Carmen_Pub_5	4	4
TOTALS	13	22

* Publications are listed in chronological order from the oldest to the most recent publication.

As it has been the case with most participants, Carmen also displays a higher number of instances of Concession structures. The following examples show Carmen's use of representative structures of *interactional* resources.

Example 17: Hypothetical-Real

Carmen_Pub_5: Indeed, *it could be argued that ... However*, the former

Example 18: Concession

Carmen_Pub_2: In this respect, *it should be highlighted that...Nevertheless, ...*

(emphasis added).

In the case of the Hypothetical-real, the choice ‘it could be argued that’ is clearly addressing the reader to recognize a potential counter argument, which is later discredited with ‘however.’ Regarding the Concession, the structure ‘it should be highlighted that’ differs a little from typical structures due to the use of the mental/verbal process ‘highlighted,’ which conveys a positive connotation of the reasoning about to be accepted, yet such reasoning is again, at least partially, invalidated later with ‘Nevertheless.’

4.2.9 Isabel

Isabel is a female between 30 and 40 years old. She has a level 1 of expertise with almost 10 years of working experience in the Faculty of Psychology. She thinks that 60% of her work is dedicated to teaching and 40% to researching, but she points out that she is also involved in some management activities at her department. She has both an undergraduate degree and a doctorate degree from a Spanish university. She has gained experience with the English language as an exchange student and scholar, while doing brief research stays in English-speaking countries.

Her remote beginnings as a learner of English were from the age of 8 until 17, when she started to study English twice a week in different academies, besides the lessons at regular school where English was a compulsory subject. Once at the university, her contact with the language was mainly through intensive reading of scientific material. She decided to write and publish in English for three main reasons: to have better possibilities for giving visibility to her work, to get a more significant impact on her professional growth which may result in better working positions at the university, and because she feels more at ease when writing in English, as this allows her to avoid translating technical terms which are already in English.

Isabel describes her writing style as the result of a process that started through intensive reading of scientific texts while majoring in psychology. Her style comes from a mix of all the information and scientific publications that she has read in her discipline. Hence, her writing is not specifically similar to any particular author in psychology but to what she understands as the writing patterns in her area. She describes it as clear, concise, and technical, which is the pattern found in psychology.

About 80% of her publications are scientific articles and remaining 20% includes some book chapters and conference proceedings. She explains that the higher number of scientific articles is due first to their contribution to strengthen her professional profile, and second to their more efficient dissemination, especially in the case of texts published in open access or electronic journals. Most of her publications are co-authored papers. She explains that in her discipline the majority of the scientific work is done by research teams, so even though she has been the first author in many publications, there were also other several authors who participated in the research projects.

Her writing process starts with accessing the articles that she is going to rely on as referential material, then selecting the excerpts from the texts that she wants to paraphrase, and reflecting on how to use the authors' ideas appropriately in combination with her personal expressions and technical terms. She writes directly in English. Isabel states that, in general, writing in English is easier than in Spanish because ideas are much simpler and more direct and because there is a very defined style. She goes on to explain that, writing in Spanish implies extra worries about stylistic features and avoidance of redundancy. In English, in contrast; in English, in contrast, as long as the text is brief, specific, and clear, she feels that she would succeed in the task.

Isabel's use of *interactional* resources is shown in Table 20.

Table 20.

Isabel's production: Presence of Interactional Resources

Publications*	Hypothetical-Real Unattributed modalized mental and verbal processes	Concession Expressions of certainty: modal disjuncts, modal comment clauses
Isabel_Pub_1	0	8
Isabel_Pub_2	1	9
Isabel_Pub_3	1	4
Isabel_Pub_4	2	2
Isabel_Pub_5	1	5
TOTALS	5	28

* Publications are listed in chronological order from the oldest to the most recent publication.

Isabel's choices of *interactional* resources evidence a higher number of instances of Concession. The following examples demonstrate some of the lexico-grammatical structures she uses to interact with her readers.

Example 19: Hypothetical-Real

Isabel_Pub_4: This may, to some extent, be due to ... *it should be noted, however,*

...

Example 20: Concession

Isabel_Pub_2: *Doubtless*, this spread of ... *but* ... (emphasis added)

These examples illustrate Isabel's attention to the reader-in-the-text. In the Hypothetical-real case her reasoning is an interesting combination of Hypothetical-real and Concession because she not only uses modality 'may be due to' but also accepts the partial truth of this hypothetical argument with 'to some extent.' Then she uses 'it should be noted, however,' to address the readers and draw their attention to the coming counter argument. In the example of Concession, she uses the adverb 'Doubtless' to recognize an idea, but later she signals her counter argument with 'but.'

4.2.10 Gabriela

Gabriela is a female between 30 and 40 years old, level of expertise 3 with 15 years of working experience in the Faculty of Economics. Her duties include teaching at the undergraduate and graduate levels and researching, which she considers an essential activity for all professors, so she dedicates around 45% of her time to teaching, 30% to researching, 25% to administrative duties. She got her undergraduate degree in Spain. Afterwards, she continued with her master's and doctoral degrees at a university in an English-speaking country. These academic experiences have influenced her use of English to continue to grow professionally.

She started to study English in primary school. When she was in the last year of high school, she started to attend a private academy. While at the university, she took some optional subjects related to English for specific purposes. The need to gain higher competence in English motivated her to continue to study with private teachers up to the point to get ready to take the TOELF test to fulfill the university entry requirements for her doctoral studies. She decided to publish only in English due to the fact that her studies are completely in English and to improve the possibilities to increase the dissemination of her work.

Gabriela states that her writing style has developed through all her experience completing her studies in English-speaking countries and has been mainly influenced by her professors and other specialists in the same field. She also claims that she feels more comfortable when writing in English than in Spanish. Hence, something that she tries to avoid is translating between the two languages because she considers it impractical. Her lines of research are mainly linked to qualitative methods and complex inductive processes

related to the study of historical facts, so the production of academic articles, in the form of monographs, are highly valued.

The type of texts she has in her list of publications includes book chapters, book editions, and articles in indexed journals. Although she has rarely written as a co-author, because of her time management, she has been a co-author in some specific projects with colleagues who work in akin areas to hers. She has never published with an English native speaker. Even when she has worked with people from English-speaking countries, they have also been Spanish native speakers.

When she produces a text in English, she reads the material available and takes notes and elaborates a draft directly in English. She values very much the feedback provided by journal reviewers to polish her texts.

Gabriela's manifestation of authorial identity with the use of interactional strategies is displayed in Table 21.

Table 21.

Gabriela's Production: Presence of Interactional Resources

Publications*	Hypothetical-Real Unattributed modalized mental and verbal processes	Concession Expressions of certainty: modal disjuncts, modal comment clauses
Gabriela_Pub_1	0	0
Gabriela_Pub_2	0	2
Gabriela_Pub_3	2	7
Gabriela_Pub_4	1	4
Gabriela_Pub_5	1	4
TOTALS	4	17

* Publications are listed in chronological order from the oldest to the most recent publication.

As has been the case with other authors participating in this research, Gabriela also uses more Concession structures. However, due to their complexity, some of her constructions

are outstanding when compared to other samples of writing in the corpus analyzed. The following examples illustrate some of these cases.

Example 21: Hypothetical-Real

Gabriela_Pub_3: *This may be partly due to ...* Another reason *could be* the inclusion of ... *Yet*, productivity levels demonstrated that ...

Example 22: Concession

Gabriela_Pub_2: *By and large*, oxen teams offer ... *It should be noted, however, that* the use of oxen is... (emphasis added)

In Example 21, Gabriela addresses the reader-in-the-text by providing two hypothetical situations that may explain the situation under discussion and using ‘may be’ and ‘could be’ to express the possibility of such reasonings to exist, to readdress the reader-in-the-text later to her argument with ‘yet’. In Example 22, Gabriela uses the expression ‘by and large’ to grant a possible reader-in-the-text’s reasoning, which is later counterargued with the special thematic structure ‘it should be noted, however, that’. Both examples show Gabriela’s authorial distinctive style.

4.2.11 Carlos

Carlos is a male between 40 and 50 years old. The number of working years in the Faculty of Economics (12) combined with his current position locate him at level of expertise 2. He considers that his time is distributed 50% to teaching and 50% to researching. Carlos has an undergraduate degree from a Spanish university and a doctorate from a university in an English-speaking country. It was his doctoral years what led him to use English as a crucial factor in his academic development.

His process to learn English has been developing since childhood, when he started to receive the basic lessons given at the school. At about 12 years old, he started traveling and attending one-month summer courses in an English-speaking country. This boosted his proficiency in English greatly, since he could complete 4-5 summer courses abroad.

Writing in English came as a direct result of his doctoral studies, not only for being in an English-speaking country but also for the massive amount of reference sources in English in his field.

Carlos recognizes the influence of his dissertation supervisor on the writing style he has now. He considers his writing clear and concise.

He has produced different types of publications throughout his career but mainly research articles, because it is the type of publications that is most valued in his discipline, as well as some books chapters. He appreciates the opportunities he has had to write as a co-author because of the contributions made by each member in the research team and has worked equally with both Hispanic and English speakers.

The process he follows to produce a written piece consists of establishing his research questions and the methodology to apply. He uses a statistical software which allows him to integrate statistics data with writing at the same time. His writing is usually completed using this process to later adapt the draft to the style requirements of the target publication. All the process is done directly in English, but he would follow very similar steps to publish in Spanish.

His authorial identity, as projected by the use of *interactional* strategies, is detailed in table 22.

Table 22.

Carlos' Production: Presence of Interactional Resources

Publications*	Hypothetical-Real Unattributed modalized mental and verbal processes	Concession Expressions of certainty: modal disjuncts, modal comment clauses
Carlos_Pub_1	5	4
Carlos_Pub_2	1	2
Carlos_Pub_3	0	1
Carlos_Pub_4	1	2
Carlos_Pub_5	2	2
TOTALS	9	11

* Publications are listed in chronological order from the oldest to the most recent publication.

Carlos's use of *interactional* resources seems balanced in each of his publications, with a slightly higher number of instances of Concessions. When using Hypothetical-Real structures, Carlos tends to use nominal groups in thematic position. The following examples demonstrate these observations.

Example 23:

Carlos_Pub_1: Consumption smoothing also plays... *It can take place ... storage might take place in ...Consumption smoothing is not however limited to ...*

Example 24:

Carlos_Pub_5: *The first salient fact* regarding ... *But* there are ... (emphasis added)

In Example 23, Carlos elaborates a line of thoughts referring to 'Consumption smoothing' and recognizing two Hypothetical-Real reasonings, which are redirected with a negative statement 'Consumption smoothing is not however limited.' The next example, Carlos uses the 'the first salient fact' to grant a concession which is later disproved with 'but'.

4.2.12 Sofia

Sofia is a female between 40 and 50 years old. Her level of expertise is 3 with more than 10 years of working experience in the Faculty of Economics. She considers that 75%

of her time is devoted to teaching and 25% to researching. She earned her undergraduate and doctoral degrees from Spanish universities. After that, she had several post-doctoral projects in Spanish universities and institutions and one in a European country. According to her, English language plays a central role in her discipline, so writing and publishing in this language comes almost naturally.

Sofia started to learn basic English at school at 8 or 9 years old. Later, while majoring her undergraduate degree, she took some courses in English. However, it was not until she started majoring her doctorate degree that she was really challenged to learn the language because the program was in English. In addition, the program included research stays out of Spain, so she had the opportunity to receive specialized courses in advanced English and academic writing. Nowadays, she continues to enroll in conversation courses in order to keep her oral fluency, because she is usually in contact with native English-speaking students as part of her duties at USAL.

Her writing style is highly concise; the structure that she follows is pre-established by her specialization. Hence, she considers that her style is similar to other authors in her discipline because texts are very much structured and technical, so there is little room for expanding in personal arguments.

Writing and publishing in English is the norm in her discipline; even in Spanish journals the scientific production is published in English. Moreover, she considers that most of the scientific production produced in that area consist of research articles. She has written publications as a co-author, what she recognizes as the commonality in her discipline. Interestingly, for her writing in general is not a habit, but publishing articles is.

The steps she follows at the moment of producing a text consist of an initial analysis of the topic that she wants to address and delimitation of the specific question she wants to

answer; then she starts reading to find a relevant gap and to explore potential methodologies to answer her research question. After completing the methodological part and data analysis, she starts to write directly in English. Once the final draft is ready, a crucial step she usually follows is to present her writings at seminars and conferences where she gets important feedback to improve her initial texts.

Sofia's display of authorial identity through the use of *interactional* resources is presented in Table 23.

Table 23.

Sofia's Production: Presence of Interactional Resources

Publications*	Hypothetical-Real Unattributed modalized mental and verbal processes	Concession Expressions of certainty: modal disjuncts, modal comment clauses
Sofia_Pub_1	1	0
Sofia_Pub_2	0	4
Sofia_Pub_3	1	3
Sofia_Pub_4	0	2
Sofia_Pub_5	1	3
TOTALS	3	12

* Publications are listed in chronological order from the oldest to the most recent publication.

Sofia's use of interactional strategies shows a clear inclination to Concessions over Hypothetical-Real constructions. In the case of the Hypothetical-Real constructions, she uses nominal groups in thematic position similarly to the constructions identified in other sample texts in this study. In the case of Concession constructions, her lexico-grammatical choices seem somewhat innovative.

Example 25: Hypothetical-Real

Sofia_Pub_3: Business cycles *may be... but ...*

Example 26: Concession

Sofia_Pub_5: *There is a widespread agreement* in the recent literature that ... *In contrast with* this literature, this paper ... (emphasis added)

In Example 25, Sofia uses the entity ‘business cycles’ to present a hypothetical situation with ‘may be’ and ‘but’ to counterargue it. In Example 26, she chooses the special thematic structure ‘there is a widespread agreement’ to grant a Concession, which is later refuted with ‘in contrast with.’

4.2.13 Julio

Julio is a male between 40 and 50 years old and level of expertise 3 with 15 years of working experience in the Faculty of Education. He considers that 60% of his time is dedicated to teaching and 40% to researching. Julio got both his undergraduate and doctoral degrees from a Spanish university. It was not until he started working as a professor that he was challenged to use the English language to write and publish his scientific production. Since then, the English language has played a central role in his professional advancement.

Julio studied English as part of the regular courses during his secondary school years. He did not take any extra lessons apart from these. He considers himself an autonomous learner of the English language. His undergraduate and doctoral studies did not require any particular use of English, so the competence in English that he had at the moment was sufficient for the activities he had to perform. However, when faced with the challenge of publishing his scientific work, he decided to resume studying English again and, since then, he has become a self-taught writer of scientific texts in English of his area of expertise.

Julio describes his writing style as “purely academic.” His texts are restricted to the already established structure. He considers that there is no room for creativity because the editors and reviewers demand total conciseness and clarity.

His list of publications consists of both research articles published in high impact journals and book chapters. There is a higher number of research articles for two main reasons. First, he, as many other participants in this research, also considers publishing in English a requirement to fulfill in the evaluation and promotion processes of academic positions at the university. Second, in several occasions he has had the opportunity to support junior colleagues in their publication processes, so in his case he considers co-authorship a question of solidarity among peers, so he has published some texts in co-authorships as a solidarity act to help them.

His process to produce a text in English mainly consists of preparing a draft paper directly in English to send it later for professional revision and editing. He polishes his texts based upon the suggestions received and finally he sends this final version to a journal for publication consideration.

Julio’s indicators of authorial identity through the use of *interactional* strategies is presented in Table 24 below.

Julio’s use of interactional resources to show his authorial identity follows a similar pattern to the rest of the participants in this study favoring the use of Concession strategies over Hypothetical-Real. Examples 27 and 28 present some of the structures used in his texts.

Example 27: Hypothetical-Real

Julio_Pub_4: Our findings about ...*seem to agree with* ... *However*, contrary to the proposals of...

Example 28: Concession

Julio_Pub_5: *In general*, these studies have supported ...*but* they have also
underlined ... (emphasis added)

Table 24.

Julio's Production: Presence of Interactional Resources

Publications*	Hypothetical-Real Unattributed modalized mental and verbal processes	Concession Expressions of certainty: modal disjuncts, modal comment clauses
Julio_Pub_1	0	4
Julio_Pub_2 [#]	3	5
Julio_Pub_3	0	6
Julio_Pub_4	1	2
Julio_Pub_5	1	5
TOTALS	5	22

* Publications are listed in chronological order from the oldest to the most recent publication.

Publication was coauthored with a native speaker as member of the research team.

In the Hypothetical-Real example, it is possible to observe the use of the inanimated Conflated Theme 'our findings' to introduce the hypothetical situation to be contrasted with 'however.' This structure resembles the one used by other authors in this study. In the case of the Concession, Example 28, the Comment Adjunct constructed by means of the prepositional phrase 'in general' has been used to accept the certainty to, later, point out the gap with 'but.'

4.2.14 Alejandra

Alejandra is a female between 51 and 60 years old and level of expertise 4 with almost 20 years of working experience in the Faculty of Economics. She dedicates 45% of her time to teaching, 45% to researching, and 10% to management. She got both her undergraduate and doctorate degrees from a Spanish university and completed a post-

doctoral research in a European country. The English language became central during her doctoral studies since she attended a program taught in English and Spanish.

Alejandra started to study English at primary school and attended private academies until finishing her high school degree. Then, she majored her undergraduate degree completely in Spanish. After that, as mentioned above, her doctoral program was combined in English and Spanish, so her first scientific productions, and ever since then, have been developed in English.

She considers her writing style as unique. Although she likes to learn from the models provided by recognized authors in her discipline, she always develops her own arguments, and she binds herself to clarity and conciseness.

There is a higher number of research articles in her list of publications than of other types of academic and scientific genres because she claims that it is this type of publications what gets more recognition to get promotion in the university. She understands books as a genre more appropriate for science dissemination to the general public rather than as research outcomes, and hence she argues that it is better to produce books towards the last years of one's academic professional life. Among her publication experiences, Alejandra values her co-authored projects because they have been enriching for expanding her own knowledge.

The steps she follows to produce a text in the English language consist of writing a draft directly in English, presenting this initial version in conferences, incorporating comments and suggestions received by her peers, and sending to a journal for publication. She points out that an initial draft may even be presented in different scientific meetings and conferences, thus getting feedback from different peer groups, before being sent to a journal for publication.

Alejandra's display of authorial identity through the use of *interactional* strategies is presented in Table 25.

Table 25.

Alejandra's Production: Presence of Interactional Resources

Publications*	Hypothetical-Real Unattributed modalized mental and verbal processes	Concession Expressions of certainty: modal disjuncts, modal comment clauses
Alejandra_Pub_1	0	1
Alejandra_Pub_2 [#]	0	4
Alejandra_Pub_3	1	2
Alejandra_Pub_4 [#]	0	5
Alejandra_Pub_5	0	3
TOTALS	1	15

* Publications are listed in chronological order from the oldest to the most recent publication.

Publications were coauthored with a native speaker as member of the research team.

Alejandra's use of the-reader-in-the-text strategies favors the use of Concessions. It is important to highlight that 9 of the instances of Concessions identified correspond to publications coauthored with a native speaker, which represents 60% of the total number of Concession structures found. This consideration is important as this could imply that it is not necessarily her who favors concessive structuring. However, the fact is that her own writing presents almost half (40%) of the cases of concessive structures found and, for this reason, it is estimated that her own author identity favors choice for this type of structuring as well. In any case, Examples 29 and 30 have been taken from two of her publications in which no native speakers were part of the research team.

Example 29: Hypothetical-Real

Alejandra_Pub_4: *One would, therefore, hope for ... Actually, this is the aim of ...*

Example 30: Concession

Alejandra_Pub_5: *As it is known*, measurability restrictions reduce *In fact*, the conflict that may appear ... (emphasis added)

In the Hypothetical-Real example, the-reader-in-the-text is explicitly addressed by the use of an the use of ‘one’, an animated unspecified entity (Thompson, 1996, p. 213) which the reader can interpret as being part of, and the modalized verbal constituent ‘would ... hope’, which construes a mental process in the reader’s mind. This idea is subsequently counterargued by means of the Comment Adjunct ‘actually’, which is signaling an alternative reality to the previous idea. Example 30 shows a typical structure used for Concession with the adverbial clause ‘as it is known’, which functions as circumstantial information of the main clause ‘measurability restrictions reduce...’ in the clause complex. The information in this clause complex is challenged in the next clause by means of the conjunctive expression ‘in fact’.

4.3 Authorial Identity Analysis

In this section, a comprehensive analysis is presented of the *interactional* resources used by the participants in their texts through the application of descriptive statistics. The main objective of this examination is to relate the scholars’ professional histories to their authorial identities and the features of their textual production.

4.3.1 A Quantitative Approach to Authorial Identity

To begin, the number of instances identified, the mean, and the maximum and minimum values can be examined in detail in Table 26. A standard spreadsheet program was used to make these calculations.

A total of 312 instances of the two *interactional* resources under examination were identified. The average number of resources used by the authors was 22.3 and, from both resources, participants rely more heavily on Concessions structures. The total results range

from 5 to 66 *interactional* resources which indicates a large degree of dispersion. The SD for the total was 15.84. The highest accounts in both types of structures correspond to the Table 26.

Interactional Resources Identified in the Corpus Texts

Participants	Interactional resources		Total
	Hypothetical-Real	Concessions	
Patricia	1	4	5
Margarita	3	3	6
Marcos	8	2	10
Sofia	3	12	15
Alejandra	1	6	7
Ana	9	13	22
José	5	15	20
Carlos	9	11	20
Gabriela	4	17	21
Verónica	8	22	30
Isabel	5	28	33
Carmen	13	22	35
Mónica	31	35	66
Julio	2	17	22
Total	102	207	312
Mean	7.680	9.681	22.285
Max.	31	35	66
Min.	1	2	5

same participant, Mónica, with 31 instances of Hypothetical-Real and 35 of Concession.

The lowest accounts correspond to two of the participants, Patricia and Alejandra, who would use Hypothetical-Real once in their texts and Marcos would be lowest in the use of Concessions. Interestingly, Marcos is the only participant who displays an inverse tendency by using more Hypothetical-Real structures than Concessions.

In addition to this initial descriptive statistics analysis, and following Dressen-Hammouda (2014), SD range was also calculated in order to find a range of what could be considered acceptable variation in this corpus. The range is obtained by adding and subtracting the SD value from the average value ('average \pm SD'). These results are detailed in Table 27.

The SD Range resulted in 6.448 – 38.124, so 85.7% of the participants (n=12) were within what could be considered a normal variability, with the exception of Patricia and Table 27.

Range of Variation for the Use of Interactional Resources

Participant	Interactional Resources		Total
	Hypothetical-Real	Concessions	
Mean	7.286	14.786	22.286
SD	7.680	9.681	15.838
SD Range	0 – 14.966 ^a	5.105 – 24.467	6.448 – 38.124

n=14

Note: numbers were rounded to the third decimal

^a The SD range value starts in zero because the SD was higher than the mean resulting in negative value.

Mónica with the fewest and the highest occurrences, respectively. The same analysis was carried out for each of the two type of *interactional* structures under study, i.e., Hypothetical-Real and Concession.

In the case of Hypothetical-Real structures, the variability range was 0-14.966, what indicates that 93% of the participants (n=13), but Mónica, were within this scope. For the Concessions, the SD range was between 5.105 and 24.467, which implies that 64% of the participants (n=9) were within the normal variability.

Next, to measure the degree of linear relationship between the two types of *interactional* resources: Hypothetical-Real and Concession, Correlation of Pearson and de Coefficient of determination were calculated. Table 28 displays the results of this test.

These data show that Hypothetical-Real and Concessions are associated positively ($r=.665$, $p < .009$). The correlation is moderately statistically significant, which indicates that as the use of one of the structure increases, the use of the other structure also tends to increase.

Table 28.

Degree of Relationship between Hypothetical-Real and Concessions

Coefficient of correlation	.665*
Coefficient of determination	.442
Adjusted coefficient of determination	.396
Sig. (2-tailed)	.009

*. Correlation is significant at the 0.05 level (2-tailed).

Additionally, the average number of identified instances were grouped into the seven 'soft science' disciplines of the 14 participants. Table 29 displays these results.

Table 29.

Average Interactional Resources per Discipline

Discipline	Average
Philosophy	13.2
Linguistics	5.7
Psychology	5.5
Bibliometrics	4.4
Economics	3.2
Cultural Studies	2
Education	1.1

The data shows that the higher number of instances were identified in field of philosophy followed by the field of linguistics. Psychology and bibliometrics also use an important number of *interactional* resources. Economics, Cultural studies, and Education were the fields with fewer instances identified.

Finally, a correlations analysis was also carried out to establish the degree of linear relationship between the total number of instances of *interactional* resources identified and the key factors of the professional-academic histories of the 14 participants i.e., (1) Level of expertise, (2) Writing process, (3) Full immersion in English-speaking countries, (4)

Extracurricular English learning, and (5) Form of publication. These results are detailed in Table 30.

Table 30.

Correlations between the interactional resources and key aspect of professional academic histories

		Total of Interactional resources	Level of expertise	Writes directly in English	Full immersion in English-speaking countries	Extra-curricular English Learning	Co-authored publications
Total of Interactional resources	Pearson Correlation Sig. (2-tailed) N	1 14					
Level of expertise	Pearson Correlation Sig. (2-tailed) N	.056 .850 14	1 14				
Writes directly in English	Pearson Correlation Sig. (2-tailed) N	.271 .349 14	.243 .403 14	1 14			
Full immersion experiences in English-speaking countries	Pearson Correlation Sig. (2-tailed) N	.592* .026 14	.248 .392 14	.141 .630 14	1 14		
Extracurricular English Learning	Pearson Correlation Sig. (2-tailed) N	.235 .419 14	-.392 .166 14	.194 .507 14	.304 .290 14	1 14	
Co-authored publications	Pearson Correlation Sig. (2-tailed) N	.188 .520 14	.243 .403 14	-.400 .156 14	-.189 .519 14	-.258 .373 14	1 14

*. Correlation is significant at the 0.05 level (2-tailed).

The data shows a statistically significant positive correlation ($r=.592$, $p < .026$) between the number of *interactional* resources used by the authors and the full immersion experiences in English-speaking countries. Despite all of the factors correlate with each other, their correlations were statistically non-significant. However, it would be worth exploring these factors further with a larger number of participants.

4.3.2 Presence of Interactional Resources in the ‘Soft Sciences’

In the following three subsections, I present representative lists of the two *interactional* resources, i.e., Hypothetical-Real and Concessions, and a possible categorization of them and other interactional structures that deserve consideration.

4.3.2.1 Hypothetical-Real Structures.

As detailed above in Table 26, the instances of Hypothetical-Real structures totaled 102. These have been classified into six categories based on Halliday’s and Matthiessen’s (2004) and Thompson’s (2013) considerations of lexico-grammatical features used to establish the hypothetical situation to be counterargued. These categories are:

Category 1:

Reader-in-the-text as Conflated Theme: The reader can be present either ‘overtly’ or ‘covertly’ in thematic position occupying the most prominent position.

Category 2:

Writer-in-the-text as Conflated Theme: The writer is overtly mentioned in thematic position.

Category 3:

Conflated Themes: The Subject occupies the thematic position, as it is expected in declarative clauses.

Category 4:

Adverbial interpersonal contextualization: Adverbial information (e.g. a Comment Adjunct) occupies the thematic position, thus contextualizing the hypothetical situation in interpersonal terms.

Category 5:

Special Thematic Structures: Predicated themes and Thematized comments are used to introduce the hypothesis.

Category 6:

Clause complex as Hypothetical-Real: The hypothesis is proposed by means of a set of clauses related to one another.

A representative list of the instances identified under each of the categories is presented next in Table 30. For emphasizing purposes, the key lexico-grammatical resources exploited to propose the hypotheses and counterarguments interpersonally (by means of modality) as well as logically have been italicized.

In general, the authors of the analyzed texts manifest their authorial identity by using a diverse range of lexico-grammatical choices. In terms of frequency of Hypothetical-Real *interactional* resources, the category Conflated Themes seems to be the most commonly used resource, followed by the Special Thematic Structures. In contrast, fewer instances of overt writer-in-the-text and reader-in-the-text were identified. Yet, the fact that these are published pieces indicates an effective construction of arguments within their disciplinary communities, which certainly has implications for novice writers in similar contexts (i.e., using ESP in the ‘soft sciences’).

Table 31.

Repertoire of Categorized Instances of Hypothetical-Real

Category 1: Reader-in-the-text as Conflated Theme
The reader <i>may or may not agree with...but</i>
One <i>would, therefore, hope for ...Actually, ...</i>
One <i>cannot strictly speak ...but...</i>
One <i>could understand...In both stages, however, ...</i>
Category 2: Writer-in-the-text as Conflated Theme
We <i>would argue that...However, ...</i>
Category 3: Conflated Themes
... such a route <i>can be imagined...In this paper we are, however, concerned ...</i>
Considering human beings <i>...may seem...yet...</i>
Making GMOs traceable <i>...may be... For livestock, however, ... means may be made ...</i>
Other indices and calculations <i>could expand ... but</i>
Researching, designing, and manufacturing <i>could be ...although...</i>
Some aspects <i>...can be measured quantitatively, but ...</i>
Some of the general principles <i>... can be used ...but ...</i>
Subjecting <i>...could well be ...However, ...</i>
Surprising exceptions <i>may occur...Yet...</i>
The absence of a consensus <i>...could drive ... However, ...</i>
The scope of <i>... may seem proliferous Nevertheless...</i>
This experience, therefore, <i>seems to be ..., but ...</i>
This <i>may be partly due to ...Another reason could be...Yet, ...</i>
The words <i>...might not be as apparent as ...Nevertheless, ...</i>
The influence of <i>...might not seem a priori, ...However, ...</i>
Category 4: Adverbial interpersonal contextualization of the hypothesis
<i>Arguably, ... It was only...</i>
<i>In what could be seen as ...However, ...</i>
<i>As could be expected ...Instead ...</i>
Category 5: Special Thematic Structures
<i>It may be that... What is certain is that ...</i>
<i>It is to be expected that ...However, ...</i>
<i>It can be considered that ...However, ...</i>
<i>It may be argued that ... But ... The author contends that ...</i>
<i>It seems quite probable that ... However, ...</i>
<i>It is somehow complex to ascertain precisely ...Yet...</i>
<i>It thus seems that ...The difficulty, as explained above, arises from...</i>
<i>It could well be that ...but ...</i>
<i>Indeed, it could be argued that.... However, ...</i>

It is possible that...It needs to be seen, however, ...
There may be other reasons... but

Category 6: Clause complex as Hypothetical-Real

If there is a ... in which light can move, planets and stars can ... However, to accept this idea led to problems...

If a researcher aims to estimate ... each scale could even be replaced...difficulties...can be assumed...and the ...can also be performed...However, ...

4.3.2.2 Concession Structures.

In the case of the instances of Concession structures, the total number amounted to 207. A similar procedure was adopted to classify Concession into six categories according to Halliday's and Matthiessen's (2004) and Thompson's (2013) considerations of the lexico-grammatical choices to construct Concessions. These categories were the following:

Category 1:

Reader-in-the-text as Conflated Theme: The reader can be present either 'overtly' or 'covertly' in thematic position occupying the most prominent position.

Category 2:

Covert reader-in-the-text: The reader is covertly present in the text.

Category 3:

Writer-in-the-text as Conflated Theme: The writer is overtly mentioned in thematic position.

Category 4:

Writer-in-the-text as Circumstance-Angle: Concession projected from the perspective of the explicit mention of the writer-in-the-text.

Category 5:

Third voice-in-the-text: Overt mention of third voices⁶ presented as a different voice from the author himself, although sometimes it is only a strategy from the author to present the information as objective and not subjective (Thompson, 2013, p. 75). Example of this:

Previous research *has also demonstrated that...*

Category 6:

Unspecified others as Circumstance-Angle: Concession projected from the perspective of an unspecified resource.

Category 7:

Special Thematic Structures: Predicated themes and Thematized comments are used to introduce the concession.

Category 8:

Unspecified others as Circumstance-Angle: Concession projected from the perspective of an unspecified source.

A representative repertoire is presented in Table 32. Again, the key lexicogrammatical elements proposing the Concession and the counter argument have been italicized for emphasizing purposes.

Table 32.

Repertoire of Categorized Instances of Concessions

Category 1: Reader-in-the-text as Conflated Theme
<i>One should always remember that ...Nevertheless ...</i>
Category 2: Covert reader-in-the-text
<i>The patterns are easier to observe ... It is again possible to detect ...But...</i>
<i>Attention must be paid to the fact that ... However, ...</i>

⁶ A special exception was made in the case of parenthetical reference to bibliographical resources since this type of third voice-in the-text does not actually form part of the structure of the clause.

Small differences are *likely to be detected*... *However*, ...

Category 3: Writer-in-the-text as Conflated Theme

I realize the difficulty of showing all the features of...*Nevertheless*, ...

We agree on ... but

We do not deny that ...However, ...

We recall that ...However, ...

we did not expect to see...However, *we might be able to see...*

Category 4: Writer-in-the-text as Circumstance-Angle

In our opinion, *it is possible that* the aforementioned criteria *are generally accepted*, yet ...

In our opinion, *these conclusions are valuable yet insufficient*.

In our opinion, *these findings are doubtless valuable yet insufficient...*

To my knowledge, this ... has gone *relatively unnoticed* ... and has *considerably been ignored* ...*Yet ...*

Category 5: Third voice-in-the-text

[they] in their influential study...*English is*, *however*, ...

Consistently with ..., *it has been observed that ...Nevertheless...*

...*this study notes in accordance with others* ... *According to our results*, *however*, ...

In accordance with ..., *as well as others* ..., *it is worth noting that ...In fact*, ... *It should be noted*, *however*, ...

In line with previous studies ... *Likewise*, *and also as predicted*, ... *Also*, *and similarly to other studies* ... *It should be noted*, *however*, *that ...*

Previous research has also demonstrated that ...However, ...

A priori, the confirmatory analyses *revealed that ...Nevertheless*, ...

Materials are *usually considered* ...*However*, ...

The changes in our habits generated by ... *is an undeniable fact*. *Nevertheless*, in this scenario...

The sum, *over all agents*, ...The model ..., *however*, ...

There is *a widespread agreement* in ...*In contrast with this* ...

There is *no doubt that ... But* ...

This *holds true* ...*However*, ...

This *is certainly an obvious characteristic*, *but...*

those crops ...*in general experienced...Yet*, ...

Transhumanism *does not deny that ...but...*

Welfare *is an ideal quite used among transhumanists thinkers*. *However*, *it will be argued that*

Category 6: Adverbial interpersonal contextualization

...*of course*, ...*but...*

Accordingly, ...*but* ...

As it was remarked ...However, ...

As noted, ... but ...

Generally speaking, ...However, ...

In general terms...The low...cannot be interpreted ...

In ideal cases, ... but ...

Indeed, ...However...

Needless to say, ... On the contrary, ...

Obviously...This idea is only partially correct.

Of course, ...Nevertheless, ...

Traditionally speaking, it has been argued that ...Nevertheless, ...

Doubtless, this technology is generally ..., but its problematic use may nonetheless have ...

While it is true that ...what it revealed was ...

Category 7: Special Thematic Structures

It can be easily shown that...However...

It goes without saying that ...However, ...

It has been widely accepted that ... In contrast, ...

It is a commonplace that ... However, ...

It is a well-known fact that ...Nevertheless, ...

It is commonly accepted that ...However ...

it is frequently stressed that...However, ...

It is generally considered that Nevertheless, ...

It is known that ...However, ...

It is possible that ...However, ...

It is possible to ...But ...

It is true that...However, ...

It is true, for example, that ...Nonetheless, ...

It is very likely that ...on the contrary...one cannot ignore the fact that ...

It is well known that ...However, ...

It was also possible to observe ... However, ...

Category 8: Unspecified others as Circumstance-Angle

According to the traditional view of scientific theories, it is possible to maintain that ...In contrast, ...

In the case of the use of the *interactional* resources: Concession, these authors rely more heavily on Third voice-in-the-text, Adverbial interpersonal contextualization, and Special Thematic Structures.

4.3.2.3 Other Structures.

In addition to the two main types of *interactional* resources, i.e., Hypothetical-Real and Concessions, other instances accomplishing a similar purpose were examined. These were subcategorized into (1) Dialogical structures, consisting of an argument and a counter argument and (2) Non-dialogical structures, which consist only of the initial argumentative idea. In the Dialogical structures, the subcategories were the following:

- Thematic Equatives: both the theme and the rheme refer to the initial argument to be refuted.
- Commands: use of imperatives to acknowledge the argument to be refuted.
- Rhetorical Questions: use of a question as the initial argument to be refuted.

The Non-dialogical subcategory was the overt presence of the reader-in-the-text and writer-in-the-text. These instances are displayed in Table 33.

These final *interactional* resources represent an important evidence of the kind of structures on which these group of authors rely with less frequency. Again, important pedagogical implications are implicit for novice academic writers. The following chapter will discuss these results in the light of the existing literature and the practical applications derived from them.

Table 33.

Other Interactional Resources

	Thematic Equatives
	<i>what was important was not the frequency ...but</i>
	Commands
Dialogical structures	<i>Note ...On the contrary,</i>
	<i>Note also, that...It does not mean necessarily that ...</i>
	<i>Note that all of these... We also note, however, that ...</i>
	Rhetorical Questions
	<i>The question then is: how important was ...? However, we can seek evidence...</i>
	Presence of the Reader-in-the-text and/or the Writer-in-the-text
Non-dialogical structures	<i>For this formulation, one can compare ...</i>
	<i>On the basis of ..., one can compute ...</i>
	<i>one can always choose ...</i>
	<i>one can expect to find ...</i>
	<i>one can explore ...</i>
	<i>one would tend to consume ...</i>
	<i>we can ask...</i>

Chapter 5: Discussion

The aim of this study was to determine how Spanish researcher-professors in the ‘soft sciences’ at USAL manifest their academic authorial identities in English as members of their disciplinary communities. The answer to this question has been addressed from five dimensions, which are discussed in detail in the next sections.

5.1 Challenges and Achievements in Scholarly Publication in ESP

First, the qualitative approach has allowed an exploration of the professional histories of 14 researcher-professors in the ‘soft sciences.’ Such exploration has revealed not only their feelings in relation to the challenges and problems they experience toward publishing in quality academic venues as non-native speakers of English, but more importantly their strategies to succeed in this endeavor.

Among the challenges, the interviews demonstrated that this particular group of researcher-professors did not receive any extra support to specifically develop their academic writing skills in the English language while majoring their undergraduate degrees. This had already been pointed out in previous studies, such as the one by Bräuer (2012), which argue that in universities, professors and administrators take for granted the writing ability and, therefore, consider it as a skill which does not require additional instruction as part of an undergraduate major, and even less in ESL or EFL.

An example of this is the case of Ana, who, by the time of starting her undergraduate degree, learned to manage reading and writing in English only with the preexisting communicative competence she had acquired before entering the university; or the case of Alejandra, who narrated majoring her undergraduate degree totally in Spanish and facing the need to start reading and writing in English when starting her doctoral degree, a point in which most of the participants coincide; or even the case of Margarita, who decided to take extra lessons at private academies and kept these lessons of English until she started her doctoral studies. These examples demonstrate the determination of NNES to develop their competencies of academic literacy in English as they see an unavoidable need to cope with this as one of their professional requirements.

Another challenge to consider is the allotted time to do research. González-Videgaray and Hernández (2014) and Hernández (2009) claimed that the lack of time to research and write, in addition to teaching responsibilities, were factors affecting the scientific production of Mexican professors. At USAL, despite that teaching and administrative duties demand an important amount of time, researching is seen by the professors informing this research as a must. Hence, some declared that they try to find a balance between teaching and researching; some others have also administrative

management duties as well, which are added to their teaching and researching duties at the university; and even some others are in the disposition to dedicate their free time (e.g., weekends) to carry out research projects researching projects. When questioning about their reasons to publish their research in English, most of the participants asserted that their goal was to succeed in the tenure-track processes to continue to gain university accreditations and improve their professional positions. These findings are in agreement with what López-Navarro et al. (2015) discovered regarding the factors that motivate Spanish professors to publish in English or in Spanish. In this dissertation project, the participants stated that gaining professional promotion is a key aspect to become and to continue to be active researchers in their fields.

One more challenge to reflect on is related to the constrains on the type of scientific texts researcher-professors are expected to produce. All participants agreed that the research article is the type of publication that adds value to their academic careers, which may result restrictive not only for the specific framework in which RAs are to be structured (i.e., IMRD) but also for the limited space allowed to communicate their research (Charlotte & Irwin, 2019). These participants' feelings may explain why the number of research articles and academic articles for this study is equal.

The higher number of coauthored RAs seems to indicate a key strategy to overcome this challenge, namely finding the support of colleagues to produce this type of scientific texts. This is an aspect that Flowerdew (2000) had considered when stating that “encouragement of attendance at international conferences and exchanges of scholars between the centre and the periphery [and] international collaboration in research is likely to be beneficial” (p. 147). Similarly, this finding is consistent with that of Swales' (1998), who discovered that texts were produced as ‘a web of texts’ (i.e., an extension of published

texts). Participants in this dissertation explained that one strategy they use to publish RAs was to present initial versions in conferences or expand initial papers published as conference proceedings. These opportunities to present their work and receive feedback from colleagues represent an effective strategy to accomplish the goal of publishing RAs in high quality publications. In his study, Swales (1998) also found that text production was possible due to the collaboration between institutions and to their established procedures to deal with other institutions. Similarly, the production of RAs authored by research teams in which members come from the same department, from another faculty, or even from another institution seems to be another effective strategy to overcome this challenge. Yet, these scholars still rely on the academic article as a type of scientific production that grants them the possibility to communicate their achievements to their disciplinary communities from their own individual perspectives.

In regard to the specific challenge of writing in English, consistently with Bocanegra-Valle (2013), the participants agreed that English added a value to their publications and described diverse strategies to overcome this challenge, which seem to be mainly determined by the sort of academic experiences lived in connection with the English language. For example, for Marcos his ability to write in English emerged almost naturally due to the fact that the material to produce his researching projects is only available in English, to the point of needing to translate materials from English to Spanish in order to complete a publication in the Spanish language. For Mónica, Gabriela, Sofia and Carlos, studying their doctoral programs fully in English became a crucial factor to develop their writing skills in this language. Consequently, producing texts in English has become for them the natural procedure to follow since the very beginnings of their careers.

Nevertheless, they still look for the support of NES to review their manuscripts prior to submitting them for publication, as other scholars in similar situations do (cf. Fazel, 2013).

In contrast, for other participants the best way to overcome the challenge of writing in English is by hiring translating and editing services. They admit writing their manuscript in Spanish and either translating the piece into English by themselves (e.g. Ana), paying for specialized translating services (e.g., Verónica), or writing directly in English and yet paying for editing services (e.g., Julio). Since these participants have been as successful in publishing in English as those who do not use translating and editing services, it may be argued that the predominant nature of the challenges faced by these scholars is linguistic, over that of discipline/genre, which is consistent with the finding by Hanauer and Englander (2011). These scholars are capable of producing texts in accordance with the communicative characteristics of their discipline despite not being able to produce these texts directly in English, so it seems that the challenge lies not on the genre but rather on their lack of competence in the use of the language.

In sum, the textographies of the informants of this research reveal that they have navigated the endeavor of publishing in the English language effectively by applying strategies such as committing themselves to improve their communicative competence in English out of/apart from school tuition, accessing to full immersion experiences in English-speaking countries with academic purposes, presenting at conferences, looking for native speakers' support, working as members of research teams, and hiring professional translating and editing services. This seems to be consistent with the findings by Novelo Atwood (2019) who interviewed three professors in the field of economics and discovered similar strategies which had positively impacted their professional development, despite having different educational background and linguistic experiences. Additionally, at least

two of the participants mentioned having received support to develop their academic skills from the university in the form of opportunities for learning. This may indicate the awareness of the institution to support professors by providing specific training to develop their academic literacy in English. However, a more systematic and constant effort in this direction still seems to be a need to satisfy, as pointed out by Castronovo et al. (2012).

The strategies applied by these scholars may well serve as a model to follow for professors in similar situations. Agius (2013) states that the value of qualitative research relies on the understanding of the context or situation people are experiencing, rather than assessing the situation as being representative of the target population. Similarly, Ramanathan and Atkinson (1999) and Smart (2008) agreed that ethnographic L2 writing research results, and the principles derived from them, can be generalized to other similar groups. Thus, understanding these scholars' academic life experiences illustrates the diverse situations they have faced and the corresponding strategies they have learned to apply to continue to develop their careers. Undoubtedly, having a clearer perspective of the strategies to succeed could benefit other professors (including not only those at UDB but also any other at similar institutional contexts) to pursue their goal of disseminating their research as visibly as possible

5.2 Authorial Identity in ESP in 'Soft Sciences'

The second dimension from which the research question has been addressed has to do with an empirical examination of the authorial identities constructed by this particular group of scholars in samples of their work published in English. From the different conceptions of authorial identity (e.g., Getkham, 2013; Hyland and Tse, 2004; Shchemeleva, 2019; Thompson, 2001; Thompson and Thetela, 1995), this dissertation project adopted and expanded Thompson's (2001) formulation consisting of the writers'

use of *interactive* and *interactional* resources in their texts. Thompson had pointed out that particularly the use of *interactional* resources has been less studied in the field of discourse analysis and, consequently, its use is a skill less taught to novice writers. This was confirmed by Hyland and Tse (2004), who found that in postgraduate dissertations major attention is assigned to the way writers organize their content over the way they develop interaction with their readers. These points oriented the perspective of authorial identity that was studied in this dissertation.

Accordingly, a corpus was compiled consisting of 70 published texts authored by the 14 participating scholars. Those texts were manually examined in order to appraise the participants' authorial identity manifested in the interactions with their readers (Shchemeleva, 2019; Thompson, 1996; Thompson, 2001; Thompson & Thetela, 1995). From the *interactional* resources described by Thompson (2001), namely Hypothetical-Real, Concession, and Negation, only the first two were manually traced in the corpus text because, as Thompson (2001) himself points out, in academic writing negation occurs less frequently. The use of Hypothetical-Real and Concessions was adopted as signals of authorial identity because they represent a clear communicative intention between the writer and the reader, becoming in this way a concise way to evidence authorial identity manifestation. The findings have revealed, at least, three aspects of these scholars' authorial identity construction that deserve deeper attention.

First, the instances of Hypothetical-Real constructions identified were much fewer than the instances of Concessions. These findings may be somewhat limited because this dissertation project was not intended to identify all argumentative strategies, but specifically to identify the lexico-grammatical features used to present an argument by constructing a dialogical interaction with the reader (Shchemeleva, 2019; Thompson,

2001). In this sense, it would be worth acknowledging what Thompson (2001) recognizes about the argumentative strategies:

even within argumentation, performing interaction is only one possible way of handling the communicative problem of taking your reader convincingly through your text: it aims to draw the reader into the process of constructing the argument, but this may not always be desirable—for example, repeated use within an essay will almost certainly become counterproductive. (p. 74)

In other words, novice writers may benefit from exploring the diverse rhetorical strategies they could apply to present an argument integrating both ‘monological’ and ‘dialogical’ strategies to achieve a balance.

In future investigations, it might be possible to adopt a contrastive approach (for example, like the one by Carrió-Pastor, 2019) in order to establish to what extent these differences detected between the frequencies of the compared structures are similar to those that could be found in texts produced by natives in the field of SSH or to examine further the use of all modal probability constructions used by these scholars. As Thompson (2001) claims, what really enhances the presentation of an argument is the balanced use of diverse strategies. An examination of this nature would allow to better assess the choices of argumentative strategies made by NNES scholars in the ‘soft sciences.’

Second, despite the differences in the average use of Hypothetical-Real and Concession, the statistical analysis revealed that the use of the two strategies are positively correlated, meaning that the use of one structure predicts the use of the other in the text. This has important implications in the academic writing pedagogy. Such finding empirically supports that teaching both structures, from the same *interactional* perspective, would benefit novice writers encouraging them to integrate both strategies in their written

pieces. In this sense, it is worth remembering the proposal made by Nordin and Mohammad (2017). As mentioned before (cf. Section 2.4), they argue in favor of an eclectic approach to teach writing, which combines three approaches: product-based, process-based, and genre-based, and they emphasize that the genre-based approach is usually neglected, which causes that less attention is given to the language and structure of model texts. Thus, one potential way to integrate the genre-based approach could be teaching the use of *interactional* resources. This would result in the analysis of the *social* function to be accomplished by the written piece which characterizes the genre-based approach. Moreover, applying an eclectic approach could contribute to develop NNES researcher-professors' awareness of the use of the discursive practices which they apply within their disciplinary communities (Carlino, 2004).

Another aspect to consider is the total number of instances of *interactional* resources identified per discipline. The highest accounts correspond to the field of philosophy. A similar finding was also reported by Hyland (2008). In his study he discovered that among four 'soft sciences,' philosophy texts displayed the highest instances of interaction, followed by marketing, applied linguistics, and sociology, correspondingly. Hyland's study compared the instances of *interactional* resources between 'hard sciences' and 'soft sciences' texts and concluded that the higher use of interaction in the soft sciences may be due to these disciplines are more abstract and more interpretative. The findings in this dissertation seem to expand on Hyland's conclusion and may indicate that, even within the 'soft sciences,' philosophy relies heavily on dialogical strategies to develop an argument.

Nevertheless, when investigating the social context in which writers had produced their scientific texts, as previous studies have done (e.g. Dressen-Hammouda 2014 or also

Swales 1998), it is also valuable to consider the professional history of Mónica, the philosophy professor. Her academic and professional experiences include year-long full immersion stays in English-speaking countries. Consequently, her scientific production has been since the beginning of her career mainly in English and, interestingly, she stated being aware of the differences between the rhetoric of English and Spanish and feeling more comfortable writing in English than in Spanish. These aspects seem to have influenced her construction of authorial identity through the use of *interactional* resources. Her use of these resources is definitely outstanding among the participants, not only because she is the one with the highest number of instances of interaction being used but also because she uses a quite balanced number of both Hypothetical-Real and Concession. Therefore, it would be interesting to examine further the performance of researcher-professors in the area of philosophy in particular in order to provide a more in-depth description of the role of the English language in the construction of arguments in this field.

The lowest use of Hypothetical-Real were found in the field of education. Again, it is worth mentioning the professional histories of both participants belonging to this discipline. In this regard, Patricia explained that her area of research is mainly based on empirical data analysis. Hence, she considers that her construction of arguments is mainly supported through the statistical data. Patricia recognized that her main concern when writing is usually to detail the methodology and the results sections of her papers. In addition, Patricia explained that their process to produce a text consist of writing it in Spanish and using translation services. In respect of Margarita, she explained that most of her published pieces have been stemmed from final graduation papers, which she has supervised. These particular situations may have influenced in the way these scholars manifest their authorial identity with *interactional* resources. Nevertheless, the fact that

their texts have undergone the editorial process of high-quality publications also indicates that they have been successful in meeting the expectations of their disciplinary communities.

5.2 Relating the Professional History to Authorial Identity

The third dimension from which the research question was addressed was to explore possible connections between five main features of the participants' professional histories and their lexico-grammatical choices to show authorial identity. Those five main features were: 1) Level of expertise, (2) Writing process, (3) Full immersion in English-speaking countries, (4) Extracurricular English learning, and (5) Form of publication. In order to approach this dimension, A Pearson Test was used to calculate correlations, which allows to determine the level of association between two variables. The results of the test indicated that the one feature that positively correlates in this data was the full immersion experiences in English-speaking countries.

This is a relevant finding because it offers empirical support for previous observations that had acknowledged the value of acculturation processes into discourse communities through "legitimate peripheral participation" (Flowerdew, 2000) and the value of making significant connections between the emic communities' context and extended such connections to the communities' etic context (Swales, 1998; Watson Gegeo, 1988). The experiences scholars may gain while being immerse in discourse communities seem to positively impact their academic skills beyond the writing activity. As Cummins (2001) claims

writing in a second language forms a focus for individuals to learn ways of cooperating with and seeking assistance from diverse people and resources; to adapt

to and reflect on new situations, knowledge and abilities; to negotiate relations of work and power; and to gain and modify new senses of self. (p. 7)

Cummins' point is that the development of writing skills implies the concurrent development of social abilities as noteworthy as the merely linguistic skills (e.g., appropriate use of grammar, spelling, punctuation, etc.).

However, the question emerges of how to support those scholars, who do not have the opportunities to undergo full immersion experiences. In the final section in this discussion, I will propose a model of interactional strategies that novice academic writers could follow in pursuing their goal to publish their work in English venues. This model is based on the performance of the NNES authors participating in this research, and the lexico-grammatical *interactional* resources employed by them to construct arguments by means of hypothetical-real and concessive structures

5.3 A Model of Interactional Strategies for Novice Writers in the 'Soft Sciences'

Among the different genres, academic writing is probably one of the most planned and devised ones. This characteristic represents an advantage since writers may take important decisions about how to transmit information and how to negotiate their meanings with the potential readers. Thompson (2013) calls these decisions "content-oriented" and "interaction-oriented" choices, and explains that it is the Theme (i.e., the constituent chosen as the starting point for the message) the element that writers use to construct the structure and direction of ideas to be transmitted. This dissertation project included an examination of these decisions, with particular focus to the "interaction-oriented" choices in dialogical contexts, in reference to two *interactional* resources, namely Hypothetical-real and

Concession structures. As a result, it has been possible to categorize the diverse Themes used by these scholars in seven disciplines in the ‘soft sciences.’

In the case of Hypothetical-Real contexts, the analysis the analysis yielded six categories of structures. The categories and examples taken from the corpus are displayed in Table 34.

Table 34.

Categories of Hypothetical-Real Instances

Category	Example
1.Reader-in-the-text as Conflated Theme	One <i>would</i> , therefore, <i>hope for</i> ... <i>Actually</i> , ...
2.Writer-in-the-text as Conflated Theme	We <i>would argue</i> that... <i>However</i> , ...
3.Conflated Themes	Business cycles <i>may be</i> ..., <i>but</i> ...
4.Adverbial Interpersonal Contextualization	<i>Arguably</i> , ... <i>It was only</i>
5.Special Thematic Structures	
Predicated themes	<i>It can be argued that</i> ... <i>Nevertheless</i> , ...
Thematized comments	<i>It seems quite probable that</i> ... <i>However</i> , ...
6.Clause complex as Hypothetical-Real	<i>If</i> a researcher aims to estimate ... each scale <i>could even</i> be replaced...difficulties... <i>can</i> be assumed...and the ... <i>can</i> also be performed... <i>However</i> , ...

Being aware of these categories may well serve novice writes to make strategic choices at the moment of constructing their authorial identity by using Hypothetical-Real contexts to enhance their arguments. At the same time, it can help academic English teachers to design and produce materials that focus on these resources.

For the Concession contexts, seven categories emerged from the analysis performed. The categories and examples taken from the corpus are displayed in Table 35. Again, this concise list of possible choices represents well the repertoire of available possibilities to construct arguments using hypothetical-real and concessive structures, and it could certainly be useful for novice writers to know.

Table 35.

Categories of Concession Instances

Category	Example
1.Reader-in-the-text as Conflated Theme	<i>One should always remember that ...Nevertheless, ...</i>
2.Covert reader-in-the-text	<i>Attention must be paid to the fact that ... However, ...</i>
3.Writer-in-the-text as Conflated Theme	<i>We agree on ... but</i>
4.Writer-in-the-text as Circumstance-Angle	<i>In our opinion, these conclusions are valuable yet...</i>
5.Third voice-in-the-text	<i>Previous research has also demonstrated that ... However, ...</i>
6.Adverbial Interpersonal Contextualization	<i>Certainly, ...However...</i>
7.Special Thematic Structures Thematized comments	<i>It is true that...However, ...</i>
8.Unspecified others as Circumstance-Angle	<i>According to the traditional view of scientific theories, it is possible to maintain that ...In contrast, ...</i>

Additionally, Thompson (2001) advises instructors to exercise identifying the enacted roles within particular instances of model writings were *interactional* resources have been used by experienced writers. Next, some examples of this teaching strategy are presented.

Example 31: It can be argued that ... Nevertheless, ...

	Writer	Reader
Who can argue?		✓
Who refutes the argument?	✓	

Example 32: One should always remember that ...Nevertheless, ...

	Writer	Reader
Who should always remember?		✓
Who refutes the remembrance?	✓	

Example 33: Note that all of these... We also note, however, that ...

	Writer	Reader
Who must note?		✓
Who refutes the notice?	✓	

Questioning the enacted roles can certainly help writers be aware of and understand the functions of the lexico-grammatical choices made in a text. Additionally, understanding how Theme frames the text and projects the reader's assessment to the text as a whole could positively impact the way writers construct this dimension of their authorial identity (Thompson, 2013).

5.4 Concluding Remarks

The main goal of the current study was to contribute to the literature about the challenges for NNES scholars in academia, by developing a case study on the strategies that Spanish researcher-professors in the 'soft sciences' at USAL apply to manifest their academic authorial identity when writing and publishing in English.

Certainly, this case study has revealed some of the challenges and feelings of researchers who are not native speakers of English towards publishing in quality academic publications in the 'soft sciences.' As for the challenges, it was possible to identify four challenges: (1) poor English academic literacy support when beginning their undergraduate degrees, which cause them to face a significant need to use English for reading and writing at the moment of starting their doctoral studies; (2) the limited time to do researching, which means for some of the participants investing even their supposedly free time to complete researching projects; (3) the demand to produce research articles over other types of academic texts; (4) the requirement to write in a language other than their mother tongue, namely English.

However, and more importantly, it has also revealed some of the strategies applied by these scholars to overcome each of the identified challenges. First, all scholars attended extracurricular English lessons, and some of them, even specialized academic English courses in order to develop the necessary skills to fulfil the academic demands of their study programs. Second, these scholars recognize the relevance of making a name themselves as researchers, so they have been in the disposition to invest as much as possible of their time in researching activities, including, of course, writing and publishing. Third, they have found the ways to satisfy the requirements of their institution in relation to their evaluation processes by publishing more research articles with the support of other colleagues by means of coauthorship projects and the feedback received in academic events. Fourth, the participants who wrote directly in English still look for the support of NES to review their manuscripts prior submitting them for publication; in the case of those who write in Spanish, they hire professional translating and editing services.

This case study has also developed a methodological strategy to examine empirically the authorial identities constructed by these scholars in samples of their work published in English and relate their professional histories to their authorial identities and the features of their textual production. The quali-quantitative approach has allowed to identify instances of authorial identity construction through the use of *interactional* resources with preciseness, discovering a pattern that indicates that these writers interact more often with their readers by presenting arguments in which they concede true more than by presenting arguments in which they hypothesize a situation. Yet, the results also indicate the positive association between the two types of *interactional* resources. These empirical findings provide a new understanding of the usefulness of teaching to novice writers the range of available possibilities for constructing their arguments by means of the

two *interactional* resources analyzed, since the practice of one of them could also encourage the use of the other in the writers' development of their authorial identities

Furthermore, it was possible to confirm observations made in previous studies (e.g., Hyland, 2008) regarding the use of *interactional* resources in diverse disciplines within the 'soft sciences.' The findings in this dissertation not only confirm that in the field of philosophy argumentation seems to rely heavily on enacting the readers' role in the text, but also contextualize the scientific production of a writer to their particular and academic environment. Similarly, the lower use of *interactional* resources in the case of the field of education was contextualized to the particular circumstances in which the scholars in this discipline had produced those texts. Here, it is worth noting that being limited to semi-structured interviews, this study lacks sustained engagement with the participants' contexts which would have allowed offering deeper explanations on the particular situation of each of them.

Additionally, the methodological approach establishes a quantitative framework for detecting crucial aspects in the professional histories of researcher-professors that may be associated to their construction of authorial identity. Specifically, the findings revealed a statistically significant positive association between the use of *interactional* resources and the access to full immersion experiences in English-speaking countries. Although the current study is based on a small sample of participants, the findings suggest potential lines of future research that could inquire further on the socio-professional aspects explored here (i.e., level of expertise, writing process, full immersion in English-speaking countries, extracurricular English learning, and form of publication) and their potential impact on the authorial identity construction by NNES scholars.

Finally, the results of this dissertation project can be used to develop targeted interventions aimed at providing support by means of a model of interactional strategies that novice academic writers could follow in pursuing their goal to publish their work in English venues.

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Annexes

Annex 1: Informed Consent Form

PROTOCOLO PARA LA ELICITACIÓN DE DATOS DE INVESTIGACIÓN Ficha de consentimiento informado:

Estimado(a) profesor (a) de la Universidad de Salamanca,

Agradezco de antemano su disponibilidad para participar como informante en este estudio. Su participación conlleva los siguientes tres aspectos:

1. Otorgar 30 minutos para la realización de una entrevista semi-estructurada.
2. Proporcionar su Curriculum Vitae actualizado en versión electrónica y en cualquier formato.
3. Proporcionar 5 de sus publicaciones en inglés.

Toda la información que se extraiga se utilizará exclusivamente con fines de investigación, en el proyecto de tesis titulado “*Building an Identity as Professional Writers in English as an Additional Language: The Case of Spanish Researcher-Professors in the ‘Soft’ Sciences at the Universidad de Salamanca*”. La información de las entrevistas se utilizará únicamente con el fin de establecer patrones de las estrategias que los participantes utilizan para lograr el objetivo de publicar en inglés, por lo que no se mostrará información de las entrevistas o de las publicaciones que sea susceptible de ser identificada con el informante de ningún modo. Con respecto al análisis discursivo de las publicaciones, únicamente se reproducirán fragmentos a título ilustrativo como ejemplos sin una extensión suficiente como para que se identifique ninguna publicación en concreto. Para tal fin y con el objetivo de incluir una relación exhaustiva del material, se utilizarán etiquetas de identificación clasificatoria (SUJETO 1; PUBLICACIÓN 1, etc...).

Si está de acuerdo en formar parte de esta experiencia le agradecería que completara los siguientes datos:

Nombre: _____ DNI: _____

Dirección de correo electrónico: _____

Teléfono de contacto: _____

Firma: _____

¡Muchísimas gracias por su colaboración!

**Lorena Beatriz Pérez Penup
Doctoranda del Programa de Estudios Ingleses Avanzados
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Annex 2: Semi-structured interview guide

Parte 1: Contexto Profesional Actual

1. ¿Cuál es su nombre completo y su ocupación actual en la USAL?
2. ¿Su edad?
3. ¿Hace cuánto tiempo trabaja en la USAL?
4. ¿Podría describir el departamento en el que trabaja?
 - cuantas personas laboran en este departamento
 - la labor de sus colegas
 - su labor en este contexto
5. ¿Cómo empezó a trabajar en la USAL?
6. ¿Cuántas clases enseña?
7. En términos porcentuales, ¿Qué tanto de su labor es para la docencia y qué tanto para la investigación?

Parte 2: Formación académico-profesional

8. Cuénteme un poco sobre sus estudios, su formación académica

Parte 3: Perfil autoral

9. ¿Cómo describiría su estilo de escritura?
 - similar a los autores reconocidos en su área
 - diferente a los autores reconocidos en su área
 - ¿por qué?
10. ¿Qué clase de textos son las que componen su lista de publicaciones?
 - artículos científicos
 - monografías
 - capítulos de libros
 - libros
 - ediciones de libros
 - reseñas del trabajo de otros autores
11. ¿Por qué hay un mayor número de _____ (tipo de texto)?
12. ¿Ha escrito y publicado como coautor? ¿por qué? ¿qué ha favorecido/desfavorecido este tipo de publicaciones?
13. ¿Cuál es su trabajo más reciente? ¿de qué trata?

Parte 4: Aprendiz del inglés como lengua extranjera

14. ¿Cuándo y cómo aprendió inglés?
15. ¿Cómo y por qué decidió escribir y publicar en inglés?
16. ¿Qué etapas o pasos sigue al producir un texto en inglés? ¿Cómo se compara o contrasta este proceso al que sigue cuando la publicación será en español?