



University of Zabol

Faculty of Humanities and Literature

Department of English

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Requirements for the Degree of Master of Arts in Teaching
English as a Foreign Language (TEFL)

Subject:

A Cross-Paradigm Analysis of Authorial Presence in the Texts of Applied Linguistics

Scholarly Research Articles

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Abstract

Authorial presence is a concept about which there are so many controversial issues. Many researchers have studied authorial presence in a variety of contexts. Some researchers have studied authorial presence across disciplines (Candarli, 2015; Hyland, 2001; etc.), some have studied the identity beneath authorial presence (Chaves Munoz, 2015; Hyland, 2002; etc.), some have analyzed authorial presence across different languages (Molino, 2010; Vassileva, 1998; etc.), and some have studied authorial presence over the years (Li, 2021). However, little is known about the authorial presence across different research paradigms (i.e. qualitative, quantitative, and mixed-method), regarding one specific discipline. Hence, in this mixed-method study and with a comparative analysis, we examined the authorial presence through the use of self-mention markers in the research articles (RAs) in the field of applied linguistics and concerning the three paradigms. We aim at finding the extent to which authorial presence differs across paradigms in academic texts of the field of applied linguistics. Since Academic writing is the best place to find the authentic information about the writings (Hyland, 2001), we studied the authorial presence, authorial identity, and authorial non-presence in 150 research articles which were divided into three categorizations, based on the research paradigms. Findings suggested that using first-person-singular pronouns mostly occurred in the RAs of qualitative setting, researchers mostly tend to use authorial presence for ‘explaining a procedure’, authorial non-presence mostly occurred in the quantitative RAs and through passivity, and the frequency of passivity in mixed-method RAs are less than quantitative and more the qualitative, that is because mixed-method RAs apply qualitative interpretations within quantitative procedures. This study will be finished with a conclusion and some implications.

Keywords: academic writing, authorial presence, research paradigms, comparative analysis