

## **A framework for the analysis of authorial identity in undergraduate dissertations**

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Thesis and dissertation writing is a first step in progressing to publication. Thesis writing is an enterprise which integrates knowledge of different domains, i.e. the subject's content knowledge, rhetorical and academic discourse as well as of the genre they are writing, and research skills (Bartholomae, 1985; Read, *et al.* 2001; Johns, *et al.* 2006). The integration of these elements makes thesis writing a challenging endeavour, especially when facing it for first time, as the case for undergraduates. Thesis writing at undergraduate level becomes more challenging when the writing is in a foreign language. In Mexico, undergraduate students are often required to write a thesis. In my study I analyse how undergraduates, novice writers, express their authorial identity across their dissertation chapters. In this paper I present a framework for the analysis of authorial identity (Ivanič, 1998, Hyland, 2010, 2012) and communicative functions across the dissertation. The corpus consists of 30 dissertations that are written in English as Foreign Language in the area of TESOL/ELT. The framework includes analysis of first person pronouns, passives, impersonal constructions, reporting verbs and evaluative adjectives, which were found to be keywords in these dissertations compared to the British English 2006 (BE06) as a reference corpus. The presentation exhibits the linguistic features as shown in each chapter as well as the variability from chapter to chapter. I close the presentation with some implications for L2 writing research shedding more light on the complex construction of authorial identity in dissertation writing. The presentation suggests a reflection on the authorial identity of speakers of other languages in dissertation writing as a first step in continuing to writing to publish.

### **References**

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## **Biodata**

Barbara-Pamela Olmos-Lopez is a PhD candidate at Lancaster University. Her PhD research focuses on the analysis of authorial identity in dissertations. Her research interests include supervision, thesis writing, academic discourse, L2 writing, genre, ESP/EAP and bilingualism. She has gained working experience for over eight years in Mexico as a full-time lecturer and researcher at the Benemerita Universidad Autonoma de Puebla where she also supervised a number of undergraduate dissertations. She is currently teaching a dissertation class to masters students in the multicultural context that University of Lancaster offers. Her PhD studies are sponsored by the National Council on Science and Technology of Mexico (CONACYT).