Authorial Identity and Linguistic Features of Native English and Thai Writers in Research Articles

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ABSTRACT

The correct use of linguistic features of authorial identity has been found to be a problem for novice writers and non-native writers when writing research articles. This research aims to find out the linguistic elements that the native English and Thai writers use to express their stance in their research articles (RAs), and to describe how the native English and Thai writers express their stance in their RAs based on their socio-cultural background. The results, based on the frequency analysis of 30 RAs, showed that the native English writers in Applied Linguistics (AL) field used slightly more hedges and epistemic stance words, while the Thai writers employed slightly more attitude markers, as well as attitudinal stance words. In term of boosters, the native English writers were found to use twice more boosters than the Thai writers. Another remarkable difference found is in the use of self-mentions; the pronouns I-we were used eight times more by the native English writers than the Thai writers. The contextual analysis further showed that the native English writers were overt when promoting their authorial involvement through the use of stance markers, while the Thai writers' use of stance markers was intended to achieve rhetorical functions that fade degrees of authority. Implications of the findings for the instruction of academic writing are proposed.

Keywords: Authorial identity, linguistic features, research articles, native English writers, Thai writers

INTRODUCTION

English is the medium language of international scholarship and research (Flowerdew, 1999). Many scholars have come to accept authorial identity as a key feature of interaction due to its pivotal role in negotiating the relationship between

writers' arguments and their discourse communities, preparing the way for writers to construct their authorial identity (Hyland, 2001). Authorial identity refers to how authors present their works to readers in their disciplines, expressing their points of view or self-representation and showing their presence, which can be revealed through an expression of stance (Hyland, 2005b, 2012; Lin, 2013). Many previous researchers (e.g., Hunston, 1994; Hyland, 2005b; Ivanic, 1998; Kuhi & Behnam, 2011; Kuhi, Tofigh & Babaie, 2013; Rahimivand & Kuhi, 2014) state that academic writing is not a complete absence of authorial identity, so an awareness of the strategic use of authorial identity is vital to journal article writers. Suryani, Aizan and Noor Hashima (2015) also found that the authors of highly-cited research articles were more assertive in presenting their research work. In fact, the intrusion of authorial identity to limit claim, increase plausibility and develop personal credibility are significant in achieving acceptance for academic arguments (Hyland, 2005a).

Problem Statement

Academics across the globe whose first language (L1) is not English but striving to build international recognition increasingly submit their research for publication in English-medium journals (Huang, 2010; Hyland, 2016). Flowerdew (2001) interviewed international journal editors who said that the lack of authorial identity; an absence of voice, or an authority in showing that authors are part of their

discourse community, was considered a major problem among East Asian writers, also found among Thai writers who seemed to defer to authority in their writing or be conscious that they do not say anything openly. Hyland (2002b) and Lin (2013) have consistently found that L1 writers usually have a better control of asserting themselves with appropriate amount of force, while L2 writers, especially East Asians, have been found to be unclear when it comes to displaying their identities in research articles (RAs), thereby being less forceful in challenging the ideas of others or presenting alternative views. The main goal in RAs is to deliver the content in a very articulate manner (Hooi & Munir, 2014). For this reason, Azlina Murad Sani (2016) suggested that adapting East Asians writing conventions might result in English papers that do not cater to international expectations. The analysis of academic writing in Thai, with a focus on nominalisation carried out by Prasithrathsin (2014), reveals that the content of Thai academic articles exhibits detachment, which refers to the absence of identity expression, and objectivity which refers to facts presented without distortion by personal feeling, bias, or interpretations. Likewise, Charoenroop (2014) found that in the classroom context, Thais are less likely to start conversational exchanges to express their feeling and disagreement enthusiastically, whereas native English speakers actively interact and state their feeling and disagreement. Thais typically place high values on deference and respect of authority. Charoenroop (2014) claims

that these differences are caused by their different culture-oriented backgrounds, i.e. the collectivism versus the individualism, which influences their linguistic behaviours. Jogthong (2001) also believes that "due to Thai culture, the writers feel inconvenient to assert claims of their own work. Thai people are very careful not to promote self in public. The success and the importance of their work should be left for other people to acknowledge and decide. It is possible that this cultural aspect results in the avoidance of claiming the centrality of research topic" (p. 51).

Studies on authorial identity between native English and non-native English writers have shown some variations in the use of linguistic manifestation of authorial identity, such as between the native English and Chinese writers (Lin, 2013), native English and Japanese (McCrostie, 2008), native English and Spanish writers (Pérez-Llantada, 2007), native English and Iranian writers (Kuhi, et al., 2013), native English and French, Dutch, Swedish writers (Petch-Tyson, 1998). However, very few cross-cultural studies have been conducted to examine the use of linguistic realisation of authorial identity by Thai and native English writers in RAs in Applied Linguistics (AL). The present research therefore aims to find out the linguistic features that the native English and Thai writers employ to express their stance in their RAs, and to describe how the native English compared to the Thai writers express their stance in their RAs based on their socio-cultural background. The next section will discuss the reciprocal

relationship between authorial identity and linguistic features.

Models or approaches to authorial identity

The leading theoretical concepts of Halliday's (1994) Systemic Functional Linguistics (SFL) model and social constructionist view, especially Ivanic's (1998) view, indicate that we use language to realise, build and negotiate social relations, whereby academic writers do not just offer an idea or reality but negotiate a credible self-representation in their work by expressing collegiality towards readers. The interpersonal features aptly become the source of identity exploration by many other works which try to elaborate the ways in which interpersonal meanings are expressed through the resources of linguistic features like *evaluation* and *stance* (Hunston & Thomson, 1999); *appraisal* (Martin & White, 2005) , and *metadiscourse* (Hyland, 2005a, 2005b). Hyland's (2005a, 2005b) studies indicate that writers create authority, integrity and credibility by means of stance markers. Stance can be seen as "an attitudinal dimension and includes features which refer to the ways writers present themselves and convey their judgments, opinions, and commitments. It is the ways that writers intrude to stamp their personal authority onto their arguments or step back and disguise their involvement" (Hyland, 2005b, p. 176). In addition, Pho (2013) states that the two most recurrently used terms to represent authorial *stance* are *evaluation* and *stance*. Other terms that have also been

used in studies of authorial stance include *voice, persona, metadiscourse, appraisal, writer identity, authorial voice* or *authorial presence.* Hyland's model of metadiscourse, which reveals authorial identity (2002b; 2005a; 2005b), has been chosen over others by some researchers (e.g., Kuhi et al., 2013; Lin, 2013; Mohammad, Zeinab & Naserib, 2014; Ramhimivand & Kuhi, 2014). According to Hyland's model, academic interaction mainly involves two

key resources: stance (writer-oriented function) and engagement (reader-oriented function), as illustrated in Figure 1 below. Since audience or reader engagement is beyond the scope of the current study, we confined our study to four elements, namely Hedges (e.g., possible), Boosters (e.g., clearly), Attitude Markers (e.g., interestingly), and Self-mention (e.g., I, we) of stance which are related to writer-oriented features.
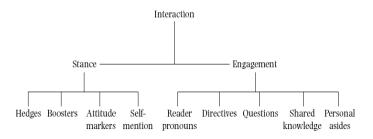

Figure 1. Key resources of academic interaction
Source: Hyland (2005b, p. 177)

Most of the previous studies on authorial identity in academic discourse have centred on only one feature of authorial stance. For example, Hyland (2002a, 2002b) examined the frequency and role of the first person pronouns I, we, me and us, and (Hyland, 1998a) the determiners of my and our, or hedges. Self-mentions such as I and we were chosen mainly by previous studies (e.g., Hyland, 1998b, 2001, 2002a, 2002b; Ivanic & Camps, 2001; McCrostie, 2008; Mohammad, Zeinab & Naserib, 2014; Petch-Tyson, 1998). On the other hand, Hyland and Tse's studies (2005a, 2005b) analysed authorial stance through the

'evaluative *that*-construction' in abstracts from various disciplines. Stotesbury (2003a) also examined authorial stance through the use of evaluative words, and Stotesbury (2003b) the use of personal pronouns in abstracts of RAs from several broad areas. Nonetheless, a few researchers investigated the broader sense of authorial stance (e.g., Lin 2013; Pho, 2008, 2013; Rahimivand & Kuhi, 2014). Multiplicity of authorial stance therefore merits closer attention. Recently, Pho (2013), similar to Hyland's metadiscourse features (Hyland, 2005a), realises stance as *writer-oriented features* of interaction. Therefore, she

proposes the model of linguistic features that reveal authorial stance by analysing them quantitatively and qualitatively in RA genre. However, there have been limited number of studies found which adopted Pho's (2013) model of the analysis of linguistic realisations of authorial stance. This present study combines both models, Hyland's (2005a) and Pho's (2013) word-level linguistic manifestation of authorial stance, namely, attitudinal stance words and epistemic stance words (relating to probability and usuality), in the hope to gain more insight into the phenomenon of the authorial identity construction.

METHODS

Identity issues in academic writing have long been studied by means of text analysis (Hyland, 2001, 2002a, 2002b; Ivanic & Camp, 2001; Lin, 2013; MaCrostie, 2008; Mohammad, et al., 2014; Petch-Tyson, 1998; Pho, 2008; Rahimivand & Kuhi, 2014), results of which offer researchers background knowledge of how writers project themselves linguistically and rhetorically in writing. Bringing corpora to identity studies, on the other hand, offers researchers to approach issues of identity from perspectives that might have been neglected through qualitative rhetorical analysis because the regular and repeated patterns of language use observed through frequency counts, concordances, or keyword analyses inform us about the preferred practices of collectives and individuals (Hyland, 2008, 2012). Therefore, corpus-

based frequency and text-based analysis were employed in the present study.

This study was done by analysing the corpus of 30 English research articles (RAs) in the field of Applied Linguistics (AL). For the native English corpus, 15 RAs were drawn from each of the world's four leading peer-reviewed journals in Scopus: Journal of English for Academic Purposes, Language Testing, English for Specific Purposes, and TESOL Quarterly. For the Thai Corpus, 15 RAs were taken from each of the five peer-reviewed Thai university-based journals: The PASAA Journal (PASAA), Journal of English Studies, Language Education and Acquisition Research Network Journal (LEARN), Silapakorn University Journal of Social Sciences, Humanities and Arts, and Journal of Liberal Arts (Prince of Songkla University). The articles were selected based on three criteria: time span (during 2007-2015), having Introduction, Method, Result, Discussion, and (or) Conclusion sections (IMRDC), and high-quality journals (impact factor > 1.2 for the native English corpus, and group-one quality of Thai journals for the Thai corpus).

In previous studies, the number of research articles used as a sample for data analysis varies considerably. Some studies (such as by Kuhi et al., 2013; Lin, 2013; Pho, 2008, 2013; Rahimivand & Kuhi, 2014) analysed between 30-40 RAs on authorial identity. These studies had yielded good results; however, a large number was always recommended for future studies. For example, in Pho's (2008) study, 30

RAs were used as a representative sample which produced significant results. Hence, 30 RAs as used in the present study should be a suitable representation of the applied linguistics RAs from each context (Native English and Thai contexts) and they should offer significant findings.

Considering the significance of the current research that could provide a useful resource and pedagogical value for novice writers regardless of whether they are native or non-native English speakers, the researcher chose relatively well-established journals for both corpora in order to attempt at reliable quality of representative sampling. Due to a limited number of English RAs with independent section headings: Introduction, Method, Result, and Discussion/Conclusion in AL in Scopus indexed journals, the Thai corpus was chosen, based on purposive sampling, from group-one quality of Thai journals. Since the '*nativeness*' of writers could not be easily traced, the writers' affiliation and background were used as a guide.

All abstracts, acknowledgments, footnotes, end notes, reference lists, linguistic examples and titles were excluded from the analysis to avoid the interference of non-authorial stance features. The corpus was analysed through the following steps. Firstly, all stance markers were imported into Antconc 3.2.3, a concordance programme, to identify elements which convey the authorial stance. Secondly, each of the elements found was cautiously analysed manually according to the context in which it occurs. Finally, the frequency of the different categories of mentioned stance markers in each discipline was calculated per 10,000 words because the size of both corpora differs.

RESULTS AND DISCUSSION

By comparing the use of stance markers between the native English writers and Thai writers in AL as in Table 1, the results show that the native English writers used slightly more hedges and epistemic stance words, while the Thai writers employed slightly

Table 1
Overall frequency of stance marker in the Native English and Thai corpus

	Native English Corpus (106,610 words)		Thai corpus (64,678 words)	
	No. of items	Items per 10,000 words	No. of items	Items per 10,000 words
Self-mentions	199	18.6	11	1.7
Hedges	1580	148.2	744	115.3
Boosters	805	75.5	432	30.4
Attitude markers	402	37.7	319	49.3
Attitudinal stance words	2,076	194.7	1,542	238.4
Epistemic stance words	1,104	103.5	537	83
Total	6,166	578.2	3,585	518.1

more attitude markers and attitudinal stance words. In term of boosters, the native English writers were found to use twice more boosters than the Thai writers. There was another explicit difference in the use of self-mentions, specifically the pronouns I-we, were used eight times more by the native English writers than the Thai writers.

To better illustrate these findings, Figure 2 gives us a general view of the categories of authorial identity in the corpus.
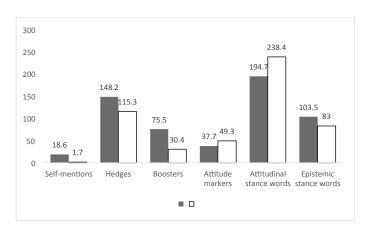

Figure 2. Overall categories of authorial identity in comparison

Hedges

In terms of the use of hedges, among the top 10 frequently used hedges were modal verbs such as can, *may, would, might, should,* and adverbs and verbs such as *frequently, likely, often, tend to* and *suggest*. Despite the slight difference between the two groups of writers in terms of the top 10 frequently used hedges, it was noticed that a few hedges that were frequently employed by the native English writers appeared at low frequency with the Thai writers. For instance, a hedge word such as the modal *verb* would, which appeared at a high frequency in the native English writers' texts, rarely appeared in the texts of Thai writers. The rare use of *would* among the Thai writers might be ascribed

to their unawareness of the multifunction in the use of *would*. The native English writers seemed to use would in a variety of functions such as for hypotheses and conditionals, while the Thai writers were more likely to use it as a past form of *will* to report what somebody has said. Example (1) from the Thai corpus elucidates this:

(1) They were also informed at the beginning that they *would* have to complete the reading-strategy report form immediately after they completed the test. (T5M)

The present study found that when assessing the results or making judgments, the native English writers tended to use *would* with

hedging such as seem to present cautious view in conveying evidence, as in (2) and (3):

   (2) …does not necessarily imply causality, this finding *would seem* to resonate with interlanguage pragmatics studies. (N13DC)

   (3) It *would seem*, based on the data from both corpora, that Jürgen should avoid using the word procedure. (N4DC)

In addition to the use of *seem* with *would* as explained earlier, there was also no obvious difference with respect to the use of *it seems that* between the native English and Thai writers, as in (4) and (5). We expect the writers to be able to make decision on whether different studies have revealed different results or not, but the insertion of *it seems that* suggests a hesitation or lack of ability to do so. The effect of *it seems* suggests indecisiveness about the statement made in the *that-clause* (Hewings & Hewings, 2004). Examples from the native English and Thai corpus are in (4) and (5).

   (4) Taken together with other previous research that shows the potential to impact undergraduate students' attitudes (Kang, 2008; Smith et al., 2005), it seems that contact, especially contact that takes into account the ideal contact conditions …(N3D)

   (5) Even though not only cognitive but also metacognitive

strategies contribute to reading comprehension, *it seems that* cognitive strategies are directly related… (T5D)

Moreover, Hyland (2011) pointed out that using *moda*l such as *can*, with inanimate subject, can downplay the person making the evaluation. Examples from the native English and Thai corpus are in (6) and (7). These examples suggest that the native English and Thai writers used similar word when stating something less visible to depersonalise their views in order to restrict the scope of their claim or to distance themselves from the proposition.

   (6) It *can* be argued that ELT and Christian missionary work continued… (N12R)

   (7) It *can* be concluded that the participants took micro-sociolinguistic cues. (T9DC)

In the two contexts (*it can be argued; it can be concluded*), it can be implied that the writer supports the subsequent propositions, suggesting that the writer at least has secured or acquired the validity of the propositions. However, the use of *it may* has ambiguous meaning. The use of *it may* in academic writing is infrequent, especially in published writing because of its ambiguity in meaning (Hewings & Hewings, 2004).

    However, the most significant difference between the two corpora is in the use of the verb *assume in it-clause*. The writers signpost the non-factual status of a proposition by presenting it as being their suggestions,

contentions, arguments, assumptions and so on (Hewings & Hewings, 2004). The anticipatory *it-clause* co-occurring with the hedging word *assume* in the Thai writers' corpus serve as a means for the writers to present ideational content in an objective way, whereby they become less visible, as shown in (8) and (9). This finding corroborates with the study of Prasithrathsin (2014), who also highlights the significant features of objectivity and detachment in Thai academic writing. However, none of this particular anticipatory *it-clause* occurred with assume in the native English corpus. Examples (10) and (11) show that the native English writers chose to use *assume* to report the views of others rather than those of the writers. It is interesting to note that to strengthen the hedging word *assume*, the native English writers used may not with attitudinal verb *unreasonably* prior to gaining supports from others' views, as in (10):

(8) However, *it is legitimate to assume* that some aspects of the attitudes are highly related to achievement. (T8I)

(9) *It is reasonable to assume* that linguistic misunderstandings will occur when communication events involve people… (T9R)

(10) *One may not unreasonably assume* that attention to ESL pragmatic input occurred in the process of the formal learning of the several L2s … (N13D)

(11) Nation (2006) seemed to *assume* that multiword expressions that have some element of transparency, however small, will be reasonably interpretable through guessing. (N8I)

Examining high frequently used hedges that ranked from 10 to 20 shows that some stance markers such as *somewhat* and *perhaps* appeared in higher frequency in the native English corpus compared to the Thai corpus, as a downtoner to hedge discourse. Hooi and Munir (2014) pointed out that hedges permit writers to make claims more easily acceptable with precision, caution and diplomatic deference to the views of the readers. On the other hand, *mostly, mainly, sometimes* were found to be used only in the Thai writers' RAs, suggesting that their propositions were based on evidence rather than interpretative fact, which is in line with previous studies (Perez-Llantada, 2007; Prasithrathsin, 2014), which recommended objectivity to non-native writers to use when presenting facts. The following examples illustrate what the Thai writers had written:

(12) While the TES *mainly* used Appreciation Token (45%) and Agreement (25%)… (T9R)

(13) This was also in agreement with the other two studies (Al-nofaie, 2010; Saricoban, 2010) that teachers *mainly* used L1 when dealing with new vocabulary. (T10D)

The use of the hedging word, *argue*, merits closer attention because it is found 7 times

in the native English corpus, most of which are in the passive voice. However, none was found in the Thai corpus. The following example illustrates how the hedging word argue was used by a native English writer:

> (14) … However, *it is argued* throughout the present article that not only are multiword expressions much more common than popularly assumed, but they are also difficult for readers to both accurately identify and decode. (N8I)

The above pattern *it is argued* suggests that the writer's argument is being offered, which might also be marked as *I argue* (Hewings & Hewings, 2004). If we examined closely the use of the verb *argue* in the Thai corpus, of the 10 occurrences (including argue, argues and argued), nine of them have a subject other than the author, and only one in occurrence the author is the subject, as in (15). This suggests that the Thai writers tended to use *argue* to display the views of others rather than those of the writers. This is in line with Jogthong (2001) who points out that Thai writers are likely to avoid forming a central claim as an opening strategy in writing a research article. This event may be ascribed to the Thai culture in which too forceful claim is avoided. In contrast, the native English writers are likely to use *argue* to present their own opinions and arguments. Examples (16) and (17) illustrate how *argue* was used by the English native writers:

> (15) This study arises out of problems Thai students have in learning to speak in ESL classrooms in Thailand. *I argue* problems stem from the grammar translation approach rather than the Communicative Language Teaching (CLT) approach. (T8I)

> (16) In this article, *we argue* not only for a recognition that USUGs' attitudes towards ITAs contribute to the successful communication of ITAs, but also focus on … (N3I)

> (17) *We would argue* that it is in this arena more than any other that the values of evangelical Christianity stand in opposition to the values of the field of TESOL. (N12D)

Attitude markers and Attitudinal stance words

In term of the use of attitudinal devices, even though the Thai writers employed slightly more attitude markers and attitudinal stance words than their native counterparts, a closer examination of the texts revealed that affective attitude markers such as *surprised (ing(ly))* were highly frequently used by the native English writers as in (18) but not by the Thai writers. Therefore, this suggests that the Thai writers were uncomfortable using this affective attitude marker that could have affected their objective voice in their research articles. This finding is consistent with the study by Prasithrathsin (2014), who found significant features of objectivity and detachment in the Thai

academic writing. Example 18 illustrates the use of affective attitude marker, *surprised*.

(18) We were somewhat *surprised* to discover that the ICAO itself has not chosen to approve or disapprove of any testing procedure. (N7M)

Epistemic stance words

In terms of the use of epistemic stance words, when examining common words used by both the native English writers and Thai writers, it was discovered that words which were used by the native English writers such as *indeed* were rarely used by the Thai writers. On the other hand, words frequently employed by the Thai writers such as *really* were found to be rarely used by the native English writers. Presumably, the way the two groups of writers represent themselves differently in the use of epistemic stance words such as *really* and *indeed* might be attributable to their vocabulary repertoire (Lin, 2013).

Boosters

In terms of the top 10 frequently used boosters, the native English writers seem to be more overt in the use of boosters to express their judgment and proposition. This can be seen in the high occurrence of *reliable* which appeared only in the native English corpus in order to highlight or comment the significance of their method. This event may be due to the Thai culture in which such an argument seems to be too assertive and less acceptable; this is consistent with Jogthong (2001) who suggests that Thai authors are more likely to be reluctant to assess the work of others. Examples from the native corpus include the following:

(19) However, the difference between MRC and MAC was statistically *reliable* in Test 2 only where the test was composed of multiword expressions (t(100) 53.95, p , 0.001, g250.07). These data, therefore, appear to support a positive answer to the second research question. (N9R)

(20) As a result, much of the data used in this paper have been taken from the BoE because, as the larger of the two corpora, it is liable to yield more *reliable* results. (N4R)

Self-mentions

In terms of self-mentions, the Thai writers were found to use far less self-mentions than the native counterparts in terms of frequency. In an effort to further explain why the Thai writers employed the pronouns *I-we* less often and how it was used in the context, the concordance lines of all occurrences of *I-we* were examined to identify discourse purposes that the native English and Thai writers conveyed. The contextual analyses of the use of *I* in both group of writers' texts showed that the Thai writers did not use self-mentions to express a strong authorial identity or to indicate contribution to the studies, but tended to merely recount what was done, as in (21):

(21) In the third research question, *I* further explored if there was any

metacognitive and cognitive reading strategy… (T5R)

However, when examining the use of *we* in the concordance lines of Thai corpus, it was discovered that the majority of them used inclusive we in order to shorten the distance between the writers and readers and to claim solidarity with readers as in (22)

> (22) Therefore, *we* can see that in this case there is a direct transfer from the Punjabi culture. (T9R)

The native English writers, on the other hand, seemed to show overt authorial involvement with the use of *we* as in (23) and (24), suggesting that the native English writers used inclusive we to emphasise the solidarity with their readers. This is in line with Hyland (2002a, 2002b, 2011) and Lin (2013) who claimed that through the first person pronoun, writers can claim authority by expressing their conviction to seek recognition for their works.

> (23) These assumptions, as *we* shall see, do not stand up well under scrutiny. (N13I)
>
> (24) We concluded that *we* can have little confidence in the meaningfulness, reliability, and validity of several of the aviation language tests. (N8A)

Moreover, the native English writers also used inclusive we to lessen their responsibility in making claim, as in (25):

> (25) *We* assumed that the tests were in some sense discrete and therefore included the results below. (N8R)

However, the infrequent use of the personal pronoun among the Thai writers may be attributable to their academic rhetoric characteristics to appear modest in front of expert audience, defer to authority and distance themselves for the purpose of objectivity, as corroborated by the previous studies (Charoenroop, 2014; Flowerdew, 2001; Jogthong, 2001; Prasithrathsin, 2014). The recent study of Charoenroop (2014) claimed that these differences between Thai and native English writers resulted from their different cultures, i.e. the collectivistic culture (such as people from Thailand) versus the individualistic culture (such as people from the United States), which shapes their linguistic style. Jogthong (2001) also believes that citing of one's own research was hardly found in the Thai authors' research article introductions, which may result from self-promotion that seems to be less acceptable in the Thai culture. Similarly, Prasithrathsin (2014) also found significant features of objectivity and detachment in Thai academic writing. However, Hyland (2011) argues that in social science, presenting authorial self can help to construct an intelligent work and create a credible image, as well as engage a reader. Due to limited access to the world, our understanding can merely be negotiated by a theory to explain it; thus, knowledge is considered as a rhetorical construct.

CONCLUSION

Traditionally, academic writing has been considered as expressing information in an objective manner, which avoids stating personal views and orientates towards the research activities being reported (Hewings & Hewings, 2004). However, grammatical devices that reflect authorial identity help writers to form opinions, evaluate and make judgments on the ideational content that they are writing about. Through such expressions, the writers can shape how the readers construe and assess the content matter. In this study, the frequency analysis, which was followed by textual analysis of the seven stance markers and contextual analysis, in its widest sense revealed that the native English writers were found to be overt when promoting their authorial identity in using stance markers, while the Thai writers' use of stance markers was intended to exhibit rhetorical functions that lessen strong degree of authority. This difference is attributable to their different culture-oriented background, i.e. collectivism versus individualism, which, in this study, is discovered to influence their linguistic features. For instance, in the case of self-mention, it was shown that the native English writers and the Thai writers expressed different affinity towards the authority as they become the prominent features in the native English corpus but not in the Thai corpus. In conclusion, discourse choices are socially shaped and influenced by the researchers' socio-cultural background.

Given that evaluation emerges from the context and co-text, rather than isolation, this current research explored authorial identity beyond individual lexicogrammatical forms by taking clause-level linguistic features such as the *anticipatory* it pattern into consideration. With a larger corpus, additional clause or sentential level linguistic features of authorial identity such as *that*-clause type, verb tense and voice merit closer investigation in future studies. Moreover, to achieve a more comprehensive knowledge about the influence of socio-cultural background on the linguistic features usage which manifest the authorial identity, it is necessary to compare and contrast various cultural background other than those included in this study.

The implication of the current study is its pedagogical aspect to educate Thai writers to display research novelty that aligns with the global community and to project authorship in ways that conform to the requirements for international publication. This study could help academic writing instructors of English as a foreign language (EFL) and second language (ESL) learners to expose linguistic features that highlight authorial identity and examine how writers present their authorial stances throughout their article. This study has also provided useful knowledge for novice writers regardless of whether they are native or non-native English speakers.

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