

Researcher/Writer Identity: Exploring Awareness, Manifestations and Implications of EFL Scholars' and Applied linguists' Identities

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Abstract

Interest in both Identity and Academic Writing and Discourse has recently remarkably resurged. This has been so in both applied linguistics and discourse studies. As a result, many dominant ideas, practices, and paradigms have been criticized, challenged, or re-considered. The paper casts light on identity features and manifestations in the academic writing/research discourse of EFL/applied linguists in the context of a Saudi college. Identity research has been significantly under-researched in Majmaah University and KSA in general. The study seeks to answer:1. Do researchers' identities manifest themselves in the academic/research discourse of applied linguists and EFL scholars? If so, in what ways can these identities and self-manifestations appear in the academic and research discourse of applied linguists and EFL scholars? To what extent, if any, are applied linguists and EFL scholars/ researchers aware that they represent themselves in their academic and research discourse/writing? We used a mixed-method design to amalgamate data from two primary instruments: questionnaire and interviews, which were analyzed using SPSS and thematic analysis together with some qualitative methods of analysis. Findings suggest that researchers do display themselves in research employing various identity, agency, and voice strategies/ techniques and that they are broadly aware of this experience, that these identities are represented via a myriad of linguistic/discourse ways, and that they appear to be aware of this process. The implications of these identity manifestations and self-externalizations for research discourse theory and practice, academic writing, language, and research education were explored and discussed.

Keywords: academic discourse, EFL research, agency, identity, intersectionality, researcher voice

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Introduction

Identity research has preeminently resurged in recent years. This resurgence has resonated with a growing interest in many new perspectives into fields such as linguistics, language education, academic discourse, critical education, meta-theories, etc., (Alharbi, 2019; Block, 2007; Bourdieu, 1991; Norton, 2010; Norton & Toohey, 2011; Swales, 1990; Yazan, Canagarajah & Jain, 2020). While learner and researcher identities have been examined in many settings for the last three decades, there is a big gap in our contexts in such kind of research (Awadelkarim, 2021).

The study of researcher identity is informed by and intersects with a range of postmodernist perspectives in language, identities, writing (post-process writing), met-theories, (meta-theories explain the knowledge claims/beliefs/philosophy underlying research such as cognitivism, constructivism, interpretivism, etc. Castelló, et al. 2021).

This investigation is exceedingly significant as researcher identity studies are presumably rare in the context of the Arab World in general and Saudi Arabia in particular. Furthermore, its findings and its theoretical and pedagogical implications are of paramount importance and, in many ways, generalizable to the whole region. More specifically, academic theory and practice in many interdisciplinary fields will be enriched by this type of research.

This study sets out to explore researcher identities in the context of Saudi Arabian English language scholars and applied linguists. For that purpose, it utilizes a set of mixed-method procedures enabling it to dig into the researchers' minds and experiences concerning their researcher identities and their manifestations in research writing. Specifically, a questionnaire and qualitative interviews were used to collect the relevant data. Afterward, relevant analyses were made for both instruments, and certain valuable conclusions and recommendations were reached.

To pursue the study's objectives, the following questions will be answered:

1. Do researchers' identities manifest themselves in the academic/research discourse of applied linguists and EFL scholars?
2. If so, in what ways can these identities and self-manifestations appear in the academic and research discourse of applied linguists and EFL scholars?
3. To what extent, if any, are applied linguists and EFL scholars/ researchers aware that they represent themselves in their academic and research discourse/writing?

Literature Review

Academic and Research Discourse

Discourse Studies involve a multitude of perspectives and methods depending on researchers' purposes and interests. Over the last 70 years or so, the study of discourse has gone all the way

long from the study of any stretch of language beyond the sentence level (Harris' 1952) to the study of context to the much more profound perspective of the study of practices (Hewings& North, 2010).The distinction between Speech Community and Discourse Community has been one of Swales' far-reaching contributions to the field of discourse studies (Swales, 1990, 2004; Hewings and North, 2010). While the former refers mainly to the shared linguistic norms and conventions among the members of a particular community, the latter indicates that members further share more profound meaning conventions and meaning-making practices. For some scholars, Speech Community may also refer to other aspects; as put by Hewings and North(2010) "Definitions may emphasize shared language use, frequency of interaction between speakers, shared rules of speaking and interpretation, or shared attitudes and values with respect to language" (p.66).On the other hand, they define discourse community as, a grouping based on a common interest, with common goals and mechanisms for intercommunication between members. It uses participatory tools to provide information and feedback, some specific lexis and genres, and has a threshold level of members with relevant content and discursal expertise. Swales (1990) identified what he considers "six defining characteristics" for a discourse community:

1. A discourse community has a broadly agreed set of public goals.
2. A discourse community has mechanisms of intercommunication among its members.
3. A discourse community uses its participatory mechanisms primarily to provide information and feedback.
4. A discourse community utilizes and hence possesses genres in the communicative furtherance of its aims.
5. In addition to owning genres, a discourse community has acquired some specific lexis.
6. A discourse community has a threshold level of members with a suitable degree of relevant content and expertise (as cited in Jones, 2012, p. 149-150).

An absence of one or more of these six factors could render a group of people ineligible for the term discourse community.It is also noteworthy that the concept of discourse community has been criticized by some scholars as lacking precision and 'analytical rigour' to put it in the words of Hewings& North(2010).

Academic discourse is all but these meaning conventions and commonalities among academic and research communities(Yazan, Canagarajah& Jain, 2020). Academic writing is generally characterised by: complexity, formality, objectivity, precision, hedging,well-organization and planning, etc.It is imperative to note that, by and large, these features may and have changed over time (e.g., the restrictions over the use of personal pronouns in research articles). It is probably this last aspect of attitude change (e.g., towards the use of first-person pronouns in research articles) that marks a striking shift in academia to a more positive view in accepting the reality of researcher identity manifestations and delineation in research writings/discourses. It was previously firmly argued that using these pronouns breaches the

conventions of not impersonating the academic article. Much more recently, research has shown that selfness is not only existing but ubiquitously presented in academic writings/discourses.

Identity

Despite the resurgence of identity studies in the last few decades, it has still been extremely difficult to define rigorously. Indeed, “identity is not a straightforward notion and has multiple embedded meanings...as several authors have argued, it is not possible—nor appropriate—to provide a single, overarching definition of identity” as put by (Castelló et al. 2021, p. 568). The issue of who we are and what we are lends itself easily to an interdisciplinary approach. Various disciplines share interests in what identities are and how they are shaped, reshaped, practiced and negotiated.

In general, traditional theories of identities tend to look at the phenomena narrowly in terms of being unilateral, one-sided, fixed, context-free, unconstructible and non-negotiable. On the other hand, in modern and postmodern perspectives, identities are conceived of as multi-faceted, polygonal, able to be socially constructed, reconstructed, context-bound, can be contradictory, continuously negotiable and changing. Research on identities has revealed that they are of various types and that the same person often possesses more than one identity (Castelló, et al., 2015). An identity may be imposed or achieved (Gee, 2001; Horner & Weber, 2017). Imposed or ascribed in the sense that one's identity is in one way or another shaped by other peoples' ideas and positions about oneself (this calls into otherness into the identity arena); achieved in the sense that one's identity is in many ways constructed by one's own thinking and feelings about oneself (this is the agency part of the process).

Identity practices are an enormously fascinating field of study. These practices are sites where a multitude of factors are constantly at play. Language, as has been established in discourse studies, is a social practice where social struggles, sociocultural structures and power dynamics work alongside the fact that language is a way of action and being, as insightfully put by Gee (2011):

Language does, of course, allow us to inform each other. But it also allows us to do things and to be things, as well. In fact, saying things in a language never goes without also doing things and being things(...)when I talk about "being things", I will use the word in a special way. I do not mean your core sense of self, which you take yourself "essentially" to be. I mean different ways of being in the World at different times and places for different purposes; for example ways of being a "good student", an "avid bird watcher", a 'mainstream politician", a "tough cop", a video-game "gamer", a "Native American", and so on and so forth through a nearly endless list(p.2).

Categorization via language is a powerful tool in shaping other people's identity (the labeling act). By calling someone or some people something, we ascribe(impose) some form of identity. This has insightfully been noted by Horner and Weber(2017) as "Labelling is a way of trying to

fix somebody's identity, reducing it to a simple core element that sums up her or his identity" (p. 107). They provided the examples of "foreigner", "immigrant" and "African-American" as sites where hegemony is evident through the discourse of the imposer. Paradoxically, it's not an uncommon practice such an imposed identity will be internalized by those on who it is imposed. However, it can also be challenged or imposed at times. This social constructivism manifests itself in what Gee (2011) calls the capital D (Discourse-identities). It is noteworthy that Gee's four types of identity are very relevant to our discussion of researcher identity: Nature (N-identities), Institution (I-identities), Discourse (D-identities) and Affinity (A-identities).

Some post-colonialist theories such the Indian scholar Bhabha's (1994) notions of hybridity, mimicry and ambivalence as strategies employed by the suppressed/colonized to shape their own fruitful uniqueness have added tremendously to the postmodern enrichment of the theory of identities. In a similar way, and casting light on the changing and dynamic nature of identities in this increasingly complex World, Tano(2019)has argued that "In this era of globalization like the one depicted by Gordimer, identity should be rethought as a fluctuating issue, rather than a fixed and static essence"(p. 175).

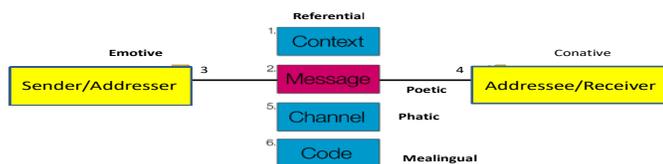
Identity and Language Functions

Being, which is an essential function of language, as Gee (2011) points, is part and parcel of identities. Not all these multi-identities are activated equally at the same time, and it will all depend on the context. Two or more identities may conflict at times. It is here that identity-negotiation is needed. Identity negotiation is presumably situated on a more extensive meaning-negotiation process as part of the meaning-making process (Halliday, 1985). Halliday identified three universal metafunctions (similar in this respect to Chomsky's Universal Grammar (UG), but different in that their universality is based on meaning whereas UG is structure-based) and are central to his theory Systemic Functional Grammar (SFG). These are: Ideational (relating to establishing and keeping experience; both internal and external experience); Interpersonal (relating to people socializing via language choices and creating social networks) and Textual metafunctions (relating to texts in whatever mode, written, spoken or multimodal, it shapes, manages and organizes the flow of discourse- cohesion and coherence). In addition, Halliday lists seven functions based on the three metafunctions: 1. Instrumental Function (using language to gain services (e.g. "I want"). 2. Regulatory Function (using language to control and regulate others (demonstrated in the use of the imperative (e.g., open up your books, etc.). 3. Interactional Function (using language for socialization; to interact with others. This function is similar to Roman Jakobson's Phatic Function (greetings, discussing the weather, etc.) 4. Personal Function (using language to talk about self; to relate to oneself (e.g., look at my face, etc.). 5. Heuristic Function (using language to gain information and knowledge about the world/reality (What is Oxygen?) 6. Imaginative Function (using language to create an imaginative world (storytelling, imaginary situation (let's assume, imagine, pretend, etc.). 7. Informative/Representational Function (using language to express facts (Let me tell you that,

etc., the reality is, etc., I've got something to tell you"). Many of these functions intersect with identity shaping and negotiation.

Similarly, Jakobson (1960) provides another set of six language functions. According to Jakobson's model of communication, each of the six functions corresponds to one element of communication. Jakobson's six functions (associated with his six-factor Model) (*Referential* 'description of something- physically or mentally', *Poetic* 'language is not just a means to an end, but an end in itself/message for its own sake', *Emotive/Expressive/Affective* 'corresponding to the addressor and the way he conveys his mood/emotion', *Conative* 'corresponding to the addressee-vocatives and imperatives', *Phatic* 'related to Contact/Channel', and *Metalingual* 'language about language'- associated with Code). Jakobson's functions interface in many ways with Halliday's 'the phatic functions is similar to the interactive function, the poetic with imaginative function, the conative with regulatory function, the referential with heuristic function or in some ways with the representational function, the emotive/expressive with the personal function, etc'.

Roman Jakobson's Six Factor Model



* Each factor corresponds to one of the six functions.

Figure 1. Roman Jakobson's Model of Communication (Adopted from Jakobson, 1960 p. 353) A variety of other similar models might pertinently be referred to in validating the many interplays of the hypothesis of the language functions with issues of identity (e.g., Hymes' S-P-E-A-K-I-N-G model). The sixteen elements on which the model was based were later reduced to eight and summed up by the above-said acronym: S(setting), P(participants), E(ends), a(act sequence), K(key), I (instrumentalities), N (norms), G(genre). The model intersects in various ways with how communicators' identities are constantly forged, made and remade.

Manifestations of Identities in Academic and Research Discourse

The different ways in which identities show up in academic and research discourse have attracted many discourse analysts (Swales, 1990, 2004; Hyland, 2002).

The following are a set of some major strategies of identity manifestations in academic writing discourse:

- *Stance Features* (Hedges: presumably, probably, perhaps, might, etc.).

- *-Self-mentions*: using personal pronouns (we, I, myself, etc.).
- *-Boosters*: certainly, definitely, etc.
- *-Attitude Markers*: Sadly, unfortunately, astonishingly, etc.
- *-Appeals to shared knowledge*: As we all know that, etc./As is well-known, etc.
- Using questions
- Researchers can exercise a range of strategies to voice up their own ideas, positions.
- Language use is never neutral, never ideology-free as Paltridge (2012) points out. However, writers may try to hide their ideas (and this happens despite the constraints of research):
- *Foregrounding* (emphasizing some elements in the text),
- *Backgrounding* (marginalizing or playing down what would otherwise be essential elements).
- *Presuppositions* (inherent assumptions in the argument or idea).
- No matter how we may try to hide and suppress our own voice, it will, nonetheless, appear in the text or discourse in a variety of quite subtle ways. Identities can also be demonstrated in co-authorship and team projects (both *conflict* and *identification* with other researchers may surface up or lie deep down in texts). Relevantly, these identities and self-manifestations could also interface with the dynamics of power relations and power structures in texts.

Self and Power Dynamics

The self-nature/description has been discussed infinitely in philosophy and different disciplines across history. In existentialism, terms such as the distinctions between Being and Existence, Reflective Consciousness and Unreflective Consciousness, for-itself, in-itself, For-Others, Mine (the combination of the self and not-self, etc.), have all but added to the complexity of the issues of selfhood). In recent years, the debate has taken the form of the structure-agency dichotomy, with various approaches favoring each. Structure, generally, refers to the totality of constraints imposed by the overall socio-economic-cultural system (constructivism), while agency indicates the ability of the individuals to resist this and enact their will, resulting in a continuous interplay between the two forces. It is in this constant interplay that writers' identities are best shaped, enacted, constructed, and negotiated.

Objectivity vs. Subjectivity

Mainstream science and academic research have long claimed access to "objectivity" since the dawn of disciplinarity in the late 19th and early 20th centuries. However, the claim of complete objectivity has for decades been faltering as the complexity of knowledge and its sociocultural and ecological underpinnings and constructivism have increasingly surfaced up, making neat binaries even more tenuous. The current trends in the philosophy of science and science education along with the ubiquity of the use of mixed and qualitative research methods in the humanities have at times even gone further enough to suggest that subjectivity is in fact

unavoidable and that objectivity can presumably be part of subjectivity (Bazzul, 2014). Scientific knowledge is shown to be phenomenological and subjective in ways contrary to long-standing belief. What is more, the recent interest in the notion of "intersubjectivity" (the social and psychological interactions, agreement, and understanding between a group of people in a given culture/context), have contributed to opening up new horizons for the inclusion of new perspectives in research wherein subjectivity in academia could be given more room.

Intersectionality and Identity

Intersectionality is a recent approach to the question of identity. Though the theory emerged out of the feminist movement, in the late 1980s and early 1990s, it swiftly became a general approach to identity. It is usually traced back to the black American feminist and critical race theorist Crenshaw (1989) who saw that mainstream feminism ignored the complexity of gender when it inherently presupposed that gender discrimination is fixed and single-sided and merely based on gender issues. Crenshaw (1989) argued that black American women and nonwhite women, in general, suffered a complex form of discrimination (gender, ethnic, social, cultural, economic, etc.), something different from what middle-class white American women suffered. Furthermore, factors have been found not only to be multifarious but also in a continuous and complex relationship with one another; hence the term 'intersectionality'. Thus, intersectionality is the theory that forms of oppression and discrimination are in fact more multiple, complex and dynamic than previously conceptualized. In a more recent interview with Crenshaw by TIME magazine, she defines intersectionality as "It's basically a lens, a prism, for seeing the way in which various forms of inequality often operate together and exacerbate each other. We tend to talk about race inequality as separate from inequality based on gender, class, sexuality or immigrant status. What's often missing is how some people are subject to all of these, and the experience is not just the sum of its parts."

The notion that social marginalization could be composed of a complex network of different factors, quickly attracted identity theorists. Identities are generally intersectional. The implication of this to researcher identity lies in that it supports the claim of the complexity of identity theory and the complex ways in which identities may manifest in academic and educational discourses.

In the words of Davis (2008), intersectionality is "the interaction of multiple identities and experiences of exclusion and subordination." Unlike many critics of the theory, Davis (2008) believes that "It is precisely the concept's alleged weaknesses - its ambiguity and open-endedness - that were the secrets to its success and, more generally, make it a good feminist theory" (p.67).

Methods

The study utilized the mixed-method design as it was deemed the most suitable given the paper's aims and questions. In addition to the various benefits of the mixed-method-design like enriching

the data, it is particularly useful for the kind of reliability known as “inter-method” reliability which we did in this study. Other methods were also used to ensure validity and internal consistency, such as passing the questionnaire and structured interview drafts to referees who provided various valuable comments. Their points were well-taken in the final design of the instruments. In addition, the Cronbach method of reliability was used.

In the following, we present the context, participants, the data collection method(questionnaire), interviews, etc.

Participants and Context

This study was conducted atMajmaahUniversity and involved researchers from different departments of English within the University. The researchers were selected randomly. The University, despite being newly established in comparison with the older Saudi universities like King Saud University and King Abdelaziz University, has given particular attention to promoting quality research (promotion measures necessitate publishing in high-quality journals such as Scopus/ISI-indexed ones).

Participants were 11 selected randomly, six were PhDs mounting to 54.5%, while four were MAs mounting to 36.4% of the total number of participants alongside one highly experienced participant with a Ph.D. but holding the position of a language instructor.For the interviews,five were selected.

About the number of articles published or accepted for publication (journal, book, chapter, research report, proceedings, etc.), almost all did have at least one paper published or accepted for publication. Their teaching experience ranged from four to more than 20 years and they came from different national and cultural backgrounds, and some of them were multilingual. The latter aspect was particularly crucial for the study as the issue of researcher’s identity is its primary concern. The number of academic conferences and workshops they attended ranged from 0 to 14 with most of them having participated in at least one or two conferences.

Research Instruments

This section reports the instruments employed to collect the relevant data.

Questionnaire

Acomputer-based Likert-scale questionnaire was distributed in an electronic form to many English language faculty members from the University. Despite the continuous encouragement to respond, only 11 finally turned up. The questionnaire was later analyzed using SPSS and discussed in relation to the research questions, aims, theory and literature.

Interviews

To gather more data, several semi-structured interviews were conducted with several of the participants (five participants). Most of the interviewees were also among those who had already filled in the questionnaire. In addition, the conversations with these participants helped us dig deeper into the participants’ minds and experiences.

Research Procedures

Two instruments were used. The Google-formatted questionnaire was sent out to participants after obtaining their consent and ensuring freedom of withdrawal at any time during the process. The qualitative interviews were administered mostly face-to-face over cups of tea and coffee and were audio-taped. Appropriate analysis tools were used for both quantitative and qualitative instruments (SPSS for the former and coding, categorization, and thematic analysis methods for the latter).

Findings

This section presents and analyzes the findings of the two instruments used to collect the data. This includes the presentation of the participants’ responses to the questions/statements alongside the semi-structured interview results. Afterward, these findings will be discussed based on the questions posed in the study. The discussion of the results will relate to the literature review.

In what follows, the results of each item will be presented and analysed in more detail:

Table 1. *Researchers can in many ways present themselves in their research*

Item	Strongly Agree	Agree	Neutral	Disagree	Strong Disagree	Mean	SD
Researchers can in many ways present themselves in their research.	10%	90%	0%	0%	0%	1.9	0.32

In response to this statement, 90% of the participants agreed while 10% strongly agreed (100% altogether). It is reasonable to argue that researchers feel they have a voice to venture while writing research. This addresses (R.Q.3) although it may also address in various degrees the two other research questions. The details of this awareness of self-manifestation, presentation and representation (which will likewise be discussed further in the following responses and in the Discussion section) may not always be all clear or unambiguous to many participants. This latter aspect is interesting in its own right and has been discussed thoroughly in the theoretical framework/ literature section. In particular, the literature discusses the complex interplay of various factors contributing to the dynamics of identity and self-realization in research. This will,

in many ways, include power dynamics, intersubjectivity, language functions with regard to identity construction and the explanations offered by the theory of intersectionality. For instance, researchers seem to be aware of the fact that they can voice up their positions, thoughts, etc. in different ways such as using the stance features mentioned in the literature review alongside other features such as foregrounding, backgrounding, presupposing, using questions (Hewings & North, 2010; Milstein & Castro-Sotomayor, 2020), etc. Thus, participants in this study confirm that they do feel it is possible to demonstrate them in research.

Table 2. *The researcher's identity (thoughts, positions, feelings, aspirations, likes, dislikes, etc.) is part of the research*

Item	Strongly Agree	Agree	Neutral	Disagree	Strong Disagree	Mean	SD
The researcher's identity (thoughts, positions, feelings, aspirations, likes, dislikes, etc.) is part of the research process.	10%	80%	10%	0%	0%	2.0	0.47

In response to this statement, (80%) of the participants agreed and (10%) strongly agreed, with this same percentage being true for neutral (around 10% neutral) alongside an SD of (0.47). Thus, again, participants feel that research is something thoughtful and which they can in some ways relate to our unique features and situations including aspirations, likes and dislikes. The response is more consistent with (R.Q.1 and R.Q. 2).

In addition, data from observation and interviews appear to confirm further this awareness on the part of the participants (as will be discussed later in the interview results section). These features can always be felt intertwined into the overall research process, perhaps appearing in some parts and stages clearer than in others. This awareness could be more explainable in terms of the philosophical complexity of the long-standing debate of the nature of the relationship between “structure” and “agency” (Duranti, 2004; Ivanič, 1998). Researchers may be more particularly aware of this in the Discussion and Conclusions sections of their works, for there seems to be more room for agency in these sections. In particular, they are not unaware that these sections require thoughtfulness, stating positions based on the findings, abstracting ideas out of the overall process, relating to theory and literature, etc.

Table 3. *The more I feel I like the topic, the better the paper/thesis is*

Item	Strongly Agree	Agree	Neutral	Disagree	Strong Disagree	Mean	SD
The more I feel I like the topic, the better	30%	40%	20%	10%	0%	2.0	1.05

the paper/thesis is.

The significance of this question is that it assesses how the participants view the impact of researcher identification (the way he thinks the overall work represents themselves as academic-selves/agency). Identification is seen in this statement as crucial for the totality of the work quality and depth. The percentages of those who either agreed or strongly disagreed mount to 70% whilst 30% either disagreed or neutral. The result suggests participants' awareness of the significance of ascertaining their research/academic-selfness. This seems to be more consistent with Q.1 although it is also relevant to Q.2, indicating, moreover, their existence and validity. However, the relatively high percentage of neutrals (27.3%) may suggest that traditional academic discourse, which rejects, ignores or does not recognize any agency presence in research, still has some influence on some of the participants in this study. Another possible reason is that the word "identification" may have been misunderstood by some participants to suggest too much identity or agency. If the latter is the case, then this should have been explained to the respondents or its meaning should have been discussed with them before or during the questionnaire administration.

Table 4. *The more I feel I like the topic, the better the paper/thesis is*

Item	Strongly Agree	Agree	Neutral	Disagree	Strong Disagree	Mean	SD
The more I feel I like the topic, the better the paper/thesis is.	30%	40%	20%	10%	0%	2.0	1.05

The significance of this question lies in its ability to measure how the participants view the impact of the degree of the researcher-topic interaction or dialectics. It is meant to indicate the effect of "feeling/sensing the topic" aspect on the quality of the thesis drawing on the experience of the participants. As is clear from the table, 70% approved the statement (agreeing or strongly agreeing). There's little doubt that the participants drew on their own experiences with the topics which they studied and saw for themselves the difference a good feeling towards the topic could make. The topic choice is the threshold of the researcher into the world of their research and it would, therefore, be reasonable to argue that it is where they start to connect with their investigation deeply. This will also be highlighted later by the findings of the interviews wherein many participants saw that the choice of the topic was where a researcher could find an ideal space to enact their agency.

Table 5. *The best of my research works were the one(s), I felt I was more motivated and highly spirited to conduct*

Item	Strongly Agree	Agree	Neutral	Disagree	Strong Disagree	Mean	SD
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The best of my research works, were the one(s) I felt I was more motivated and highly spirited to conduct	50%	10%	40%	0%	0%	1.9	0.99
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The statement evaluates how certain aspects of selfhood and identities could be exhibited in research works. This way the statement/question is more relevant to (R.Q.2 & R.Q.3). Being motivated and highly spirited to conduct a specific research project represents many aspects of researcher identity. Participants seem to be conscious of both self-manifestation and representation features on their research with a particular reference to the degree of motivation. These are understood to be multiple including abstract and concrete characteristics. The 60% of the participants either agreeing or strongly agreeing (40% being neutral) demonstrate this awareness of the importance of the topic-based inspiration of the researcher on the overall product of research. The finding casts light on the significance of motivation on the part of the researcher for the success of the research project, which in turn sheds light on the importance of motivation on researcher identity and agency.

Table 6. *I can express myself in my papers/thesis (positions, ideas, beliefs, etc.) in many ways*

Item	Strongly Agree	Agree	Neutral	Disagree	Strong Disagree	Mean	SD
I can express myself in my papers/thesis (positions, ideas, beliefs, etc.) in many ways.	20%	30%	50%	0%	0%	2.3	0.82

This particular statement/item assesses whether participants think they can delineate ‘agency’ aspects in their research and that the usually expected standards of research ‘structure’ do not or should not necessarily undermine the power of their energy. After all, researchers are human beings and their will, position, and spirit are present no matter traditional ‘objectivity’ assumptions incessantly attempt to suppress them. The item relates more to (R.Q. 3). However, the response to this statement/item seems to be rather hesitant or less sure than the responses to the rest of the statements (with 45.5% agreeing and strongly disagreeing and the same percentage going for the neutrals 45.5%). This neutrality or somewhat the hesitancy may be explained in different ways. But, in all, it could be the effect of being long exposed to the traditional research education marginalizing or at times ‘criminalising’ expressing ‘agency’ in research, to the point of even totally preventing the use of personal pronouns (we, our, I, me, my,

mine, etc.) which will be detailed later over again. This may suggest that “de/unlearning” may be needed to reduce the opposing force of this tradition (this will be taken up in more detail in the discussion).

Table 7. *The worst/poorest studies/research projects I have done are the ones towards which I felt low spirit/emotions*

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	SD
The worst/poorest studies/research projects I have done are the ones towards which I felt low spirit/emotions.	20%	40%	30%	10%	0%	2.3	0.95

In response to this item, 60% strongly agreed or agreed, while 40% either disagreed or did not know/neutral. The result provides more evidence for a role of the connection between the researcher and their work, a role of selfhood and identity features on the success or failure of research along with the importance of motivation or inspiration on the success or failure of the whole research project.

The low-spiritedness necessarily weakens the researcher’s bonds with their topic/research and thus attenuates the researcher’s identification towards their work. The result addresses (R.Qs 1 and 3) and suggests a positive response to both of them. It seems that the lack or lowness of spirit affects negatively the dialogism and communication between the researcher and the research which is why both Bakhtin’s Dialogism and Habermas’ Communicative Rationalism illuminate identity research.

Table 8. *My own views, feeling, ideas, etc., affect my research work(s) negatively*

Item	Strongly Agree	Agree	Neutral	Disagree	Strong Disagree	Mean	SD
My own views, feeling, ideas, etc., affect my research work(s) negatively.	0%	30%	40%	20%	10%	3.1	0.99

The item aims to test if the participants/informants see their views, ideas and feelings as negatively affecting the quality of their research and the extent to which they see the constraints of that. In response, the percentages of those who rejected the statement were (30%) and those who accepted it were (30%), indicating equal concern on both sides. The swingers who could go both ways were 40%, suggesting in turn, they were not quite sure about the positive influence of expressing some kind of valid selfness in research, even though they generally and in most other

segments of the questionnaire have indeed shown approval regarding selfhood representation and identity in research.

Table 9. *My own views, feeling, ideas, etc., affect my research work(s) positively*

Item	Strongly Agree	Agree	Neutral	Disagree	Strong Disagree	Mean	SD
My own views, feeling, ideas, etc., affect my research work(s) positively.	20%	50%	20%	10%	0%	2.2	0.92

The 70% who were positive about the statement clearly and significantly show the respondents' awareness and positive attitude towards the importance of expressing their own takes, views, feelings, and ideas, no matter, the discourse constraints may be. Whereas the neutrals were 40% in response to the former statement/item, only 20% were neutral concerning the response to this statement/item even though the content is almost identical. Correspondingly, no respondents strongly disagreed with the statement/item, while 10% of them were of that position concerning the previous statement (the SD is lower for this statement {0.92} than for the previous one {0.99} indicating more reliability on the part of the former). This would raise several questions not only with respect to the somewhat different responses to what appears to be the same stimulus but also to the role of language in triggering these responses. The latter issue calls to attention the complex questions of meaning when viewed from the lens of the function of language as not only being a carrier of meaning but as part and parcel of meaning per se, of meaning-potential, meaning-negotiation and of 'being' through language (Gee, 2011). As such, word-choice does make a difference; the respondents were more favourable to the word "affect positively", than to 'affect negatively', suggesting their mindset became more positive when the word 'positively' was mentioned than its antonym 'negatively'. The functions of language as discussed in the literature and strategies such as 'foregrounding', 'backgrounding', presupposing, self-mentioning, etc., affect identity and agency manifestation/representation and the difference between the responses for the two instances appear to support that.

Table 10. *When reading or reviewing others' studies, I often think the findings would have been explained differently had it been my own research*

Item	Strongly Agree	Agree	Neutral	Disagree	Strong Disagree	Mean	SD
When reading or reviewing others' studies, I often think the findings would have been explained differently had it been my own research.	10%	30%	50%	10%	0%	2.6	0.84

The statement/item measures how the respondents feel they can exercise their own agency in their research. In response, 40% were favourable to the statement/item, only 10% disagreed, whereas 50% were neutral (the overall data possibly suggests that the neutrality here is understood as going leftwards, more inclined to the agreeing side than the disagreeing one; while sometimes it may lean rightwards ‘disagreeing’ if the overall data suggests that). This percentage indicates the existence of researcher agency on the part of the respondents since they feel they can insert their own voices in academic writing via this feeling of being able to interpret the same results differently and venture their own conclusions from the same results. Creating space for oneself is a form of practicing agency; itself allowing for exhibiting identity in writing. Space creation is one of the major features of postprocess writing (Kalan, 2014) and which in fact attempts to challenge and go beyond the process-based approach, arguing for an approach of writing which can liberate and empower writers.

The following three tables present the findings in connection with the use of first-person pronouns in research. They will be analyzed and later discussed as regards their validity to the research questions and objectives to explore the participants’ thoughts towards the use of these pronouns in research articles coupled with the epistemological implications of this to the expression of identities, voice and agency.

Table 11. *I use first person pronouns in reporting my research*

Item	Strongly Agree	Agree	Neutral	Disagree	Strong Disagree	Mean	SD
I use first person pronouns in reporting my research.	10%	20%	10%	60%	0%	3.2	1.14

In response to this, 30% were positive, 10% neutral and 60% disagreed (and the fact that 10% strongly agreed while no one strongly disagreed is not insignificant for that matter). Thus, it could be concluded that the majority of participants disapproved of the use of first-person pronouns in research even though they generally appear to be more favourable about the liberation of researcher’s agency. There are two possible reasons for this discrepancy. First, the high percentage of those who are still reserved as regards the use of first person pronouns in research, could be, (as is mentioned before and will be tackled over again in the discussion of the interviews), consciously or unconsciously, under the effect of long traditional training with its highly negative stance against the use of first-person pronouns, as they were thought to undermine scientific objectivity. Epistemologically speaking, this is the legacy of the philosophy of positivism and behaviorism which dominated the world of academia for decades before the advent of the new perspectives of post-positivism, post-process writing and post-qualitative research which all refuted the traditional claims of ‘positivistic scientism’, paving the way for

alternative more dynamic paradigms. Second, it is possible that some respondents have not seen any correlation between the use of first-person pronouns and the importance of liberating researchers’ agencies. The latter explanation is supported by some of the follow-up interviews in which some participants argued that they did not believe the existence of any connection. They virtually did not seem to understand the epistemological roots of the strict prohibition of first-person pronouns in research writing.

Table 12. *Using first-person pronouns in research writing undermines the principle of objectivity*

	Strongly Agree	Agree	Neutral	Disagree	Strong Disagree	Mean	SD
Using first person pronouns in research writing, undermines the principle of objectivity.	20%	50%	30%	0%	0%	2.1	0.74

This result wherein 70% were positive about the statement concerning the use of first-person pronouns (I, We) in research writing, and not a single one disagreed, proves the validity of our interpretation that the respondents might not have seen a correlation between the use of first-person pronouns and expressing agency and selfhood. The percentage of those who were neutral (30%) is likewise indicative as it is even more significant than in the case of the previous statement (10%). The more substantial number of those who were hesitant/neutral appear to enhance our two interpretations mentioned previously and this will be touched on again.

Table 13. *It is more appropriate in academic writing to use the personal pronoun “We” than “I”*

	Strongly Agree	Agree	Neutral	Disagree	Strong Disagree	Mean	SD
It is more appropriate in academic writing to use the first person pronoun “We” than “I”.	10%	30%	30%	10%	20%	3.0	1.33

This item completes the two other items which aim to probe the respondents’ perception about the use of first-person pronouns in research. It is assumed that those who object to the use of first-person pronouns would more likely prefer the plural (We/Us/Our) to the singular (I/Me/My) on the basis that they would see the plural form (We) less ‘subjective’ than the singular (I). In response to this, 40% preferred the plural form, while 30% did not agree about the statement/item and 30% were wavering/not sure. The percentage of those favouring the (We)

was higher than those who did not. This fact again appears to enhance our primary interpretation considering the epistemological and foundational assumptions underpinning the respondents' reservation or rejection of the use of first-person pronouns in research writing. Interestingly, however, this seems to evoke Duranti's (2004) two concepts of what he calls the "inevitability of agency" and "the mitigation of agency". The inevitability of agency (in line with the ever-present level of agency that he calls 'ego-affirming agency') proposes that agency is always there in language no matter we may try to conceal it. The "mitigation of agency" entails that speakers, by virtue of the grammatical systems per se, possess a wide range of linguistic choices of expressing a level of agency. Thus, respondents might have conceived the preference of using the plural (We)- in the position of the singular first-person pronoun (I)- as a way of mitigating agency.

Analysis of the Interviews

Seeking more data and more valid and reliable results, the questionnaire survey was further enhanced with interviews conducted with six of the participants/informants of those who were previously surveyed. Mixing data from different methods provides what is known as "inter-method reliability". The semi-structured interviews attempted to explore more profoundly the researchers' concepts, thoughts, ideas, feelings and representations of themselves, identities, voice and agency in their research articles and reports.

Over cups of tea/coffee, six faculty members of the English Departments of the University and who had already turned up for the questionnaire were interviewed. The aim was to amalgamate more data and to probe informants for more depth concerning researcher identity issues. The semi-structured interviews were conducted and analyzed with the research objectives, questions and theoretical underpinnings in mind. Interviews were audio-recorded, transcribed, categorized, thematized and analyzed to find out if they support the findings from the other data, give new information or provide more depth for the issues under investigation. The qualitative analysis design employed a mixture of thematic, grounded theory and interpretative methods as every single method has its own strengths and weaknesses and it was thought that it would be more appropriate to include a variety of epistemological approaches (Braun & Clarke, 2006; Lorelli, et al., 2017).

Discussion

This section discusses the results of the questionnaire and interview results and relates them to the research questions, theories and approaches of identities and the literature review.

Discussion of the Questionnaire and the Interview Results

As can be seen from the descriptive analysis in Appendix (A), and the detailed presentation and analyses of the results in Tables (1-13), in the Questionnaire Analysis section, the results, on the whole, clearly indicate a favourable response to the three research questions:

1. Do researchers' identities manifest themselves up in the academic/research discourse of applied linguists and EFL scholars?

2. If so, in what ways can these identities and self-manifestations appear in the academic and research discourse of applied linguists and EFL scholars?
3. To what extent, if any, are applied linguists and EFL scholars/ researchers aware that they represent themselves in their academic and research discourse/writing?

Responses to the 13 statements/items of the questionnaire, have, all in all, indicated that researchers manifest their selfhoods and voices in their research writing in many psycho-socio-linguistic and epistemological aspects. The results are in many ways congruent with what has been widely discussed in the literature about identity, agency and voice, the complexities and intricacies of objectivity and subjectivity, the epistemological implications of language functions and discourse markers, the dynamic nature of academic discourse, etc., (e.g. Awadelkarim, 2021; Bhabha, 1994; Bazzul, 2014; Duranti, 2004; Gee, 2011; Hewings & North, 2010; Hyland, 2002; Olmos-López & Sunderland, 2014; Swales, 2004; Tano, 2019).

Furthermore, and as is clear from the analysis section, responses to the pertinent statements/questions suggest that most of the participants appear to be aware of identity and self-demonstration, stressing certain areas of research articles/reports where they feel they could comfortably voice up their ideas and delineate their agencies/selfhoods (see responses for statements/items (from one to seven+10)). Nonetheless, both the questionnaire findings and the interviewsexhibit those respondents were not fully conscious of the complexity of the process of selfhood/identity representation in research articles. This is somehow evident from the responses dealing with the use of first-person pronouns (see statements/items 11, 12 & 13). In these responses, participants' reservation or rejection of the use of first-person pronouns in research articles, believing this may undermine 'objectivity', is interpretable in many possible ways. They did not seem to be fully aware of the importance of using these pronouns despite claiming that expressing voice liberates researcher's agency/identity. One possible interpretation, as has been noted previously, is the influence of traditional research literacy. This influence could also possibly explain the relatively high percentage (40%) of the swingers in response to statement/item No (8) (*My own views, feeling, ideas, etc., affect my research work negatively(s)*). To reduce the influence of traditional pedagogy, we have propounded a process of de/unlearning. The dynamics of this de/unlearning will create the possibility of consciously forgetting and removing ineffective or inadequate learning containing outdated or faulty ideas (Awadelkarim, 2021). This way, researchers become open up to new knowledge and new paradigms.

The interview results outlined in the table in Appendix (B) in many ways confirm the results of the questionnaire. Not only that, but the interviews, moreover, added more depth to the exploration of the complexity of researcher identity and the relationship between the researcher and their research. In addition, and as the table demonstrates, the interviews provide valuable information in the form of linguistic data showing exactly how participants think concerning the relevant issues. An abundant amount of data suggests that participants experienced and were

aware of various aspects of researcher identity, agency and self-realization. As shown in detail in Appendix (B), the quotes from the interviewees confirm that respondents' identities were represented in their research discourse (RQ 1); that these identities and self-externalisations might be demonstrated in a variety of ways including some language functions and discourse markers (see Jakobson's model, 1961 and Hyland, 2002) (R.Q. 2); that the respondents were in many ways aware of their identities delineated in research, significantly in research sections such as Discussion, Conclusions and the Literature Review (R.Q. 3). This awareness, however, could only be partial, as the data from both the questionnaire and the interviews display that respondents could not fully explain many research complexities and intricacies. Overall, the three research questions were given more confirmation and consolidation by the interviews.

Additionally, Interview data provided significant information. On the one hand, it enhanced most of the results of the questionnaire, besides providing more information that could interpret some of the complexities arising from some other results, on the other. Regarding supporting the questionnaire results, the qualitative analysis reveals primarily that the interviewees not only believe that researcher identity and agency are essential in research but also discussed the many ways in which identity features and characteristics could manifest and develop in research writing.

About some issues, such as the use of personal pronouns, the interview data was broadly consistent with that of the questionnaire. Except for one participant, they more or less expressed reservations concerning using the first person pronouns in research papers. However, even for those who somewhat rejected the use of first-person pronouns in research writing, there seemed to be, in their belief, no relation between these pronouns and the importance of displaying identity (the triangulation of both types of data suggests that). However, language functions as discussed in the literature interplay many with identity issues (e.g. as Hyland, 2003 has noted first person pronouns are markers of self-mentioning). This is consistent with what Olmoz-Lopez (2019) observes about authorial identity as a way of demonstrating the writer's academic being and a mechanism of self-positioning into the academic community. What is more, participants also noted the influence of their M.A. and Ph.D. supervisors who mostly insisted they avoided these pronouns to prevent bias (in the supervisors' perspective). The complexity of communication between Ph.D. supervisors/co-supervisors and supervisees has been thoroughly and interestingly investigated by Olmos-López and Sunderland (2014) (though their focus was on co-supervision, their findings are still relevant here). This is generally congruent with the inherent assumption throughout this study that traditional research education is flawed as regards understanding the relevance, value and force of researcher identity. Consequently, the notion of un/learning propounded in the discussion of the questionnaire results is arguably validated by the interview data.

The interview data, likewise, confirms the findings of the questionnaire concerning the sections of the research articles where they feel they can best manifest their identities, voices and selfhoods. Distinctively, the data from both the questionnaire and the conversations suggested the “Conclusions” section as the space most conducive for voice expression. This is strikingly congruent, in many respects, with the findings of Olmos-Lopez (2013, 2014, 2015) who investigated the ‘Conclusions’ as a genre of academic writing in its own right. Similarly, interview results confirmed and provided more explanation regarding the complex epistemological issue of objectivity and subjectivity representations in research writing. Whereas the data of the questionnaire data in this particular issue could somehow tend to be ambiguous or interpretable in several ways, the conversations with the participants made it clear that “you cannot avoid subjectivity in research”, admitting that “It is hard for the researcher to balance between objectivity and subjectivity”, as one participant plainly put it. Pertinently, the conversations uncovered that those who opposed the use of first-person pronouns, in fact, maintained that “there is no connection between expressing voice and personal pronouns” in the words of another participant.

Conclusion

This study aimed to explore the issue of researcher identity in terms of awareness, self-manifestations and implications (which is to our knowledge, the first of its kind in the context of this study). The subjects were a group of applied linguists and EFL scholars teaching and researching at the English Department, College of Education, Majmaah University. The probe attempted to examine their viewpoints and attitudes regarding their identities as researchers, how they manifest as human beings?, in what ways, if any, are these identities and agencies represented in research texts?, and if they are aware of the process of identification in research. The study of identity and agency in research has recently been notable philosophically, linguistically and pedagogically.

The results of this study have in many ways enhanced the ongoing efforts in all these aspects. Philosophically, it sheds light on the epistemological roots of researching the interplay and interrelationships between the self and scientific inquiry, adding to the growing interest in the long-standing thorny issue of objectivity and subjectivity in research discourse/writing. It could also illuminate the nature of research, the role of language in the process of humanization and subjectivation (linguistically and philosophically, the term subjectivation applies when language is used to express the subject’s attitudes or viewpoints) of research, and can add to the growing literature of what has been known as the “hard problem of consciousness” (the difficulty of finding a valid correlation between experiencing consciousness and its physical/material roots, such as experiencing voice/ agency and the concrete ways of examining such an experience) since the seminal work of Chalmers (1995). Pedagogically, exploring researcher identity in the field of linguistics and applied linguistics proved valuable to researchers, teachers and learners. In particular, the combined mixed data of this study suggested that the subjects proved aware of

both the existence and significance of identity/agency/voice in research and that these agency representations and self-manifestations take many forms, and that these are underscored by many socio-cognitive-linguistic factors. These sociocultural underpinnings take their presumably best forms in the role of traditional research education in limiting the possibility of voicing researchers' identities and agencies, hence stressing as discussed throughout this study, the need for un/de-learning to remove some of the negative consequences of traditional education (see the discussion on the use of first-person pronouns). The cognitive and linguistic bedrock of the researcher's self-manifestation can be exemplified by the impact of the complexity of the interplay between language functions and the multiple ways in which researchers connect with their research, how they identify with their topic and the different sections of their research articles or reports.

Limitations

The study has conceivably been limited by two significant factors:

First, the number of participants in the questionnaire (11) may have limited the generalisability of the findings to other contexts. However, judging by the criterion of the similarity of the participants' characteristics concerning the population of the study and its setting, it is reasonable to argue that the limitation is somewhat mitigated.

Second, the study has also been limited by that its findings were derived from the opinions, reflections and perceptions of the participants and did not include an examination of some of the participants' research articles. Such an investigation of some research articles, would have added to the validity and reliability of the findings.

Recommendations

Based on the findings, the discussion and conclusion, the recommendations of this study can be summed up in:

Future researchers are recommended to replicate the study but combining the two instruments of the questionnaire and the interviews with the method of content analysis (using text and discourse analysis of selected research articles). A larger sample can also produce valuable and more valid results in some other Arab or World contexts. Researchers may also shed more light on some subtle questions about the interrelationships between the ways identities are created, demonstrated and negotiated in research discourses, and the degree of the excellence of these articles (to look for possible correlations between things like voice, agency and self-esteem and research excellence).

Another point to consider in the recommendations, is what the conclusions entail about the need for a rethinking about the current research education in the Arab World and many other parts of the world where research education and training still, in many ways, suppress or

discourage identity, voice and agency expression (such as, for instance the rejection of the use of first-person pronouns in research articles/reports).

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Appendices
Appendix (A)

Questionnaire Descriptive Analysis

Item	Strongly Agree	Agree	Neutral	Disagree	Strong	Mean	SD
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		Agree				Disagree			
1	Researchers can in many ways present themselves in their research.	10%	90%	0%	0%	0%	1.9	0.32	
2	The researcher's identity (thoughts, positions, feelings, aspirations, likes, dislikes, etc.) is part of the research process.	10%	80%	10%	0%	0%	2.0	0.47	
3	The more the researcher identifies with their work, the better and the more profound the work will be.	30%	20%	30%	20%	0%	2.4	1.17	
4	The more I feel I like the topic, the better the paper/thesis is.	30%	40%	20%	10%	0%	2.0	1.05	
5	The best of my research works, were the one(s), I felt I was more motivated and highly spirited to conduct.	50%	10%	40%	0%	0%	1.9	0.99	
6	I can express myself in my papers/thesis (positions, ideas, beliefs, etc.) in many ways.	20%	30%	50%	0%	0%	2.3	0.82	
7	The worst/poorest studies/research projects I have done, are the ones towards	20%	40%	30%	10%	0%	2.3	0.95	

	which I felt low spirit/emotions.								
8	My own views, feeling, ideas, etc., affect my research work(s) negatively.	0%	30%	40%	20%	10%	3.1	0.99	
9	My own views, feeling, ideas, etc., affect my research work(s) positively.	20%	50%	20%	10%	0%	2.2	0.92	
10	When reading or reviewing others' studies, I often think the findings would have been explained differently, had it been my own research.	10%	30%	50%	10%	0%	2.6	0.84	
11	I use first-person pronouns in reporting my research.	10%	20%	10%	60%	0%	3.2	1.14	
12	Using first-person pronouns in research writing, undermines the principle of objectivity.	20%	50%	30%	0%	0%	2.1	0.74	
13	It is more appropriate in academic writing to use the first-person pronoun "We" than "I".	10%	30%	30%	10%	20%	3.0	1.33	

Appendix (B)

The Results of the Interviews (Thematic Analysis)

Theme	Subtheme	Participants	Examples (Quotes from participants highlighting the themes/ subthemes)
Researcher identity and agency	Voice, emotional connection, self-realisation, ideology, etc.	Four participants	<p>“ You need to vary voice expression words such as the use of hedges.”</p> <p>“The relationship is complex...sometimes the researcher finds himself in research more than in teaching”</p> <p>“There isa correlation between research and researcher identity..there is personal voice...it shows ideology..researcher identity is reflected by the research work.”</p> <p>“At times you may not like your research”</p>
Sections/areas of the research where identity, voice and selfness are more likely to appear.	Discussion/Interpretation, Conclusion, Recommendation, Methodology	<p>Five participants mentioned Discussion, Conclusion and Recommendation.</p> <p>Two participants mentioned Methodology along with the above-mentioned sections.</p>	<p>“ Inthe discussion of the findings...you can put your own idea...your opinion about what has emerged from this research.”</p> <p>“ I can express my voice [in my research].”</p> <p>“ I like my thesis on Schema...it overwhelmed me emotionally and I felt really excited [doing it].”</p> <p>“ The conclusion is actually the voice of the researcher.”</p> <p>“The discussion of the results usually reflects the researcher's mindset, identity, knowledge, motivation, insight, etc. ”</p> <p>“Right at the conclusion I might express my views.”</p> <p>“ I like methodology also...it is dynamic.. you can choose which instrument...even in statistics you have got mental freedom in subjective elements.”</p>
Objectivity vs. Subjectivity	Epistemological aspects of approaching the topic, awareness of the difficulty of balancing objectivity and subjectivity aspects,	Five participants	<p>“ You cannot avoid subjectivity in research.”</p> <p>“Personal feeling and freedom is part of the research work..it cannot</p>

	intersubjectivity, etc.		<p>be discouraged.”</p> <p>“There is both subjectivity and objectivity...freedom of choice to discuss, to argue.”</p> <p>“ It is hard for the researcher to balance between objectivity and subjectivity.”</p> <p>“Although objectivity and impartiality demand that identity of the researchers must interfere with the research process, still the credentials come to influence the validity and the worth of their work.”</p>
Using First Person Pronouns	<p>Traditional and modern approaches to the use of first-person pronouns in research (I, my, me, mine, we, us, our, ours, etc.).</p> <p>Experiences with Ph.D. supervisors and the use of first-person pronouns in theses and research articles.</p>	Threeparticipants	<p>“ Actually, I don’t prefer them...there is no connection between expressing voice and first-person.”</p> <p>“My Ph.D. supervisor told me[don’t use I, you’re proud of yourself], so this is relative and it depends on who is going to read your own text.”</p> <p>“I was recommended by my supervisor not to use them.”</p>

Theme	Subtheme	Participants	Examples(Quotes from participants highlighting the themes and subthemes).
Researcher identity and agency	Voice, emotional connection, self-realisation, ideology, etc.	Four participants	<p>“ You need to vary voice expression words such as the use of hedges.”</p> <p>“The relationship is complex...sometimes the researcher finds himself in research more than in teaching.”</p> <p>“There is a correlation between research and researcher identity..there is personal voice...it shows ideology..researcher identity is reflected by the research work.”</p> <p>“At times, you may not like your research.”</p>
Sections/areas of the research where identity, voice	Discussion/Interpretation, Conclusion, Recommendation, Methodology	Five participants mentioned Discussion, Conclusion and	<p>“The findings discussion..you can put your own idea...your opinion about what has</p>

<p>and selfness are more likely to appear.</p>		<p>Recommendation</p> <p>Two participants mentioned Methodology along with the above-mentioned sections.</p>	<p>emerged from this research.”</p> <p>“I can express my voice [in my research].”</p> <p>“I like my thesis on Schema...it overwhelmed me emotionally and I felt really excited [doing it].”</p> <p>“The conclusion is actually the voice of the researcher.”</p> <p>“The discussion of the results usually reflects the researcher's mindset, identity, knowledge, motivation, insight, etc. ”</p> <p>“Right at the conclusion I might express my views.”</p> <p>“I like methodology also...it is dynamic..you can choose which instrument...even in statistics you have got mental freedom in subjective elements.”</p>
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