



Self-mention in L1 and L2 Turkish research articles: realizations, functions and distributions

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Abstract

It is important to investigate how authors of first language (L1) and second language (L2) shape self-representation in academic texts and to assess the findings from both linguistic and cultural perspectives, thus shedding light on academic writing pedagogy, which has received limited attention. Comparing of L1 and L2 academic texts reveals how authors build their authorial identities, contributes to a better understanding of cross-linguistic academic writing conventions, and provides guidance for pedagogical practices for both native and non-native writers. This study aims to investigate the use of self-mentions in L1 and L2 Turkish research articles (TRAs) through three dimensions of analysis: realizations, rhetorical functions, and the distribution of explicit and implicit authorial references. To this end, a dataset of 26 TRAs was analyzed, comprising 13 written by native Turkish authors (TA) and 13 by non-native authors (NTA) from diverse cultural backgrounds. The corpus was compiled through criterion-based sampling of multi-authored research articles published in the journal *Education and Science* between 2015 and 2022. A mixed-methods design, combining both qualitative and quantitative approaches, was employed to obtain more comprehensive findings. Firstly, the grammatical forms of implicit and explicit authorial references were analyzed according to Hyland's (2005) Interpersonal Model of Metadiscourse and a search list compiled by Güçlü (2024) for Turkish self-mentions. Secondly, these references were functionally analyzed and classified based on Hyland's (2002) framework of discourse functions of self-mentions, as well as a search list developed by Solsun and Akbaş (2022) from previous studies on the rhetorical functions of self-mentions in Turkish. Thirdly, explicit and implicit authorial references detected in the TA and NTA corpora were compared in terms of grammatical forms and rhetorical functions. Both corpus-based and corpus-driven approaches were employed to identify previously unrecognized grammatical forms and rhetorical functions of authorial references. The frequency, usage patterns, and rhetorical functions of explicit and implicit self-mentions were

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examined through both manual corpus analysis and the corpus analysis tool AntConc 4.2.0 to facilitate data interpretation. In addition, log-likelihood analysis was performed to assess the statistical significance of the distribution patterns between the corpora. The findings indicate that Turkish authors employed self-mentions more frequently than their non-native counterparts, a tendency that may be attributed to the implicit authorial references embedded in their articles. Both corpora predominantly feature implicit authorial references, most notably agentless passives and animate or inanimate determiner phrases (DPs) functioning as agents. On the other hand, the analysis reveals that while first-person plural pronouns are rarely used, first-person plural suffixes serve as the primary means of explicit authorial reference in Turkish academic writing. Moreover, in both corpora, self-mentions perform similar rhetorical functions, such as describing research procedures. Based on these findings, I argue that authors' visibility choices may be shaped by genre-specific language use, linguistic characteristics, culturally grounded epistemologies, relationships within the academic community, prescriptive educational traditions, and personal preferences. Overall, this study provides insights into how academic authors construct their authorial selves in both L1 and L2 contexts, thereby contributing to the design and development of academic writing pedagogy and materials.

Introduction

The use of explicit authorial references was discouraged in scientific papers almost two decades ago, as it was believed to hinder objectivity (Chang & Swales, 1999). Therefore, novice academic authors were advised to use a passive tone to hide themselves in the text in an expert-like manner. Moreover, this could be a reason for editors to reject a research paper (Webb, 1992). However, in recent decades, self-mention has received much attention in academic writing (e.g., Harwood, 2005; Hyland, 2002; Ivanič, 1998; Kuo, 1999). Authors are now encouraged to use personal pronouns and explicitly present their original contributions. Hyland (2002) proposes that explicit self-reference has become recognized as "a powerful means by which authors express an identity by asserting their claim to speak as an authority, and this is a key element of successful academic writing" (pp. 1093-1094). According to Ivanič (1998), the entire text conveys information about the author, but using first-person singular pronouns presents the most powerful means of revealing authorial projection.

According to Hyland's (2005) Interpersonal Model of Metadiscourse, explicit authorial references can be realized as self-mention. As an essential interactional resource, self-mentions demonstrate the author's perspective and stance on the text, contributing to its reader-friendliness by fostering writer-reader interaction, similar to other interactional metadiscourse categories (e.g., hedges, boosters, attitude markers, engagement markers). These categories represent the author's voice and reflect the author's beliefs, emotions, and attitudes through words. More clearly, it can be argued that interactional metadiscourse categories serve rhetorical functions and are not tied to the content of ideas, arguments, beliefs, and feelings conveyed in the text, but instead to how they are presented to the reader. The communicative purpose of persuasive text types is to influence the reader's perspective in alignment with the author's point of view. To this end, authors use interactional categories to manage their relationship with the reader by focusing on how rather than what they write in their texts. In this

sense, self-mentions may be preferred by authors in texts written in their native or second foreign language to emphasize authorial presence and authority.

According to Hyland (2005), self-mentions may appear with explicit and implicit authorial references. This means that authors have the choice to present or conceal their presence in their texts. The explicit or implicit authorial references contribute to the interaction between the author and the reader. There are two dimensions of explicit and implicit references: grammatical forms and rhetorical functions. Explicit authorial references include first-person singular and plural pronouns (I, me, my, mine, we, us, our, ours, etc.), while implicit authorial references encompass agentless passives and inanimate subjects. The use of these forms of references reflects the broader role of self-mentions in academic writing, which situates the author within the educational community (Hyland, 2005).

Previous studies have shown that authors refer to themselves using various rhetorical functions (e.g., Dontcheva-Navrátilová, 2013; Karahan, 2013; Muñoz, 2013; Mur-Dueñas, 2007; Walková, 2019). In addition, several taxonomies for such roles have been proposed (Hyland, 2002; Luzón, 2009; Mauranen, 1993; Tang & John, 1999). For the present study, Hyland's (2002) list of rhetorical functions of self-mentions is considered more suitable than other taxonomies, as it is specifically designed for academic writing. Drawing on Tang and John's (1999) classification, Hyland (2002) developed five discourse functions of authorial self-mentions: expressing self-benefits, stating a goal/purpose, explaining a procedure, elaborating an argument, and stating results/claims (see Table 3 for the categorization and explanations of the rhetorical functions of self-mentions).

Literature Review

The author's representation in the text through self-mentions differs in written academic texts according to (a) genre (e.g., Hyland, 2003); (b) disciplinary conventions (e.g., Akbaş et al., 2024; Doğan-Uçar & Akbaş, 2022; Hyland, 1999, 2000, 2001a, 2005), and (c) cultural contexts (e.g., Basal & Bada, 2012; Yakhontova, 2006). These perspectives suggest that not all academic communities adhere to the same conventions, and that readers in different fields have diverse expectations and norms regarding the structure of arguments and the conveyance of authorial presence.

Authors from different sociocultural backgrounds display varying degrees of self-representation in their academic works (e.g., Abdollahzadeh, 2011; Carciu, 2009; Molino, 2010; Mur-Dueñas, 2007; Rongen Breivega et al., 2002). For instance, Carciu (2009) compared biomedical RAs written in English by native speakers with those in L2 English by Spanish authors and found a higher use of "we" pronouns among the Spanish authors. In their study, Wu and Zhu (2014) examined English and Chinese RAs in applied linguistics and revealed that English authors employed first-person singular pronouns more frequently than Chinese authors.

In Mur-Dueñas's (2007) comparative study, the use of first-person pronouns was more prominent in RAs written in English than in Spanish. The contrastive analysis conducted by Martínez (2005) showed that the use of first-person pronouns was significantly higher in English L1 authors' articles than in English L2 articles written by Spanish authors. Similarly, Kafes (2017) analyzed L1 and L2 English applied linguistics RAs and disclosed the predominant use of "I" in the L1 corpus and a noticeably high frequency of "we" and the third-person NP "the researcher" in the L2 English corpus. Kuhi et al. (2013) analyzed computer engineering research articles written in English by Iranian and American authors. Their study demonstrated that Iranian authors utilized considerably more explicit authorial references, whereas American authors mostly preferred to refer to themselves implicitly. These researchers have consistently shown that authorial references vary across cultures, demonstrating that Anglo-American academic scholars are more likely to use personal pronouns as self-mention devices in their scholarly works, particularly compared to English L2 authors. It should be noted that self-mention strategies have been predominantly examined in research articles from Indo-European languages, particularly in English.

The Need for the Study

Although recent studies about using self-mentions in academic writing shed light on the authorial strategies employed in the texts, very few studies have investigated the use of self-mentions in Turkish academic texts (e.g., Akbaş & Hardman, 2017; Çandarlı et al., 2015; Işık-Taş, 2018; Kafes, 2017). In particular, there remains a gap in the literature regarding the use of self-mentions, specifically the use of explicit and implicit authorial references in L1 and L2 TRAs .

Analyzing Turkish research articles is essential due to their structural differences from the Indo-European languages commonly studied in self-mention research. In this regard, exploring self-mentions in Turkish academic writing can reveal how language structure, linguistic norms, and cultural context influence their use, providing valuable insights into academic writing pedagogy. Notably, examining Turkish in both L1 and L2 contexts enables a deeper understanding of how native Turkish-speaking academic writers position themselves and how second-language Turkish writers navigate challenges and employ strategies in their writing.

Aim of the Study

This study has two main aims: First, I investigate the degree of visibility and authority conveyed in L1 and L2 TRAs by analyzing the full range of self-referential expressions categorized as explicit and implicit authorial references across three dimensions: realization, author roles related to rhetorical functions, and their distributions in L1 and L2 TRAs. Secondly, I aim to highlight the cultural conventions regarding the use of self-mentions, focusing on the differences in the usage and rhetorical functions of explicit and implicit authorial references by Turkish academic authors and those from different linguacultural backgrounds, contributing to a deeper understanding of cultural variation that could enhance academic writing practices. In this vein, this paper combines quantitative and qualitative analysis to address the following research questions:

1. What are the similarities and differences in the distribution of overall use of explicit and implicit self-mentions in L1 and L2 TRAs?
2. What might be the possible causes of the similarities and differences between L1 and L2 TRAs concerning explicit and implicit self-mentions?
3. How do academic authors of L1 and L2 TRAs construct explicit authorial references in terms of grammatical forms and rhetorical functions?
4. How do academic authors of L1 and L2 TRAs construct implicit authorial references in terms of grammatical forms and rhetorical functions?

Method

Corpus and Data Collection Procedure

This study is based on a corpus of 26 TRAs with a total of 162,003 words, comprising 13 written by Turkish authors and 13 by authors of other nationalities. The articles were chosen through criterion sampling and then randomly selected according to the criteria outlined below.

- a. All selected RAs are from a single journal, namely *Education and Science*.
- b. All selected RAs are written in Turkish.
- c. All selected RAs are multi-authored, with all native Turkish authors grouped together and all non-native authors categorized as a separate group.

- d. Every author of the selected articles in the TA corpus is a native Turkish speaker, whereas each author in the NTA corpus has been verified as a non-native speaker of Turkish (all of these articles are marked with an asterisk in the reference list).
- e. All selected RAs were published between 2015 and 2022.
- f. All selected RAs are full-length and follow Swales' (1990) conventionally accepted IMRD structure (Introduction, Method, Results, and Discussion).

The criteria outlined above are grounded in specific rationales. First, *Education and Science* is recognized as one of the leading peer-reviewed and indexed journals in the field of education and educational policy worldwide. Second, the journal does not restrict the use of the 'we' perspective in its submission guidelines. Third, all articles were selected as multi-authored works to control for the preference of 'we' over 'I'. Besides being published in a single journal during a specific period, the selected RAs share other common points as well. For instance, both L1 and L2 RAs are drawn from a variety of fields within the education domain, including social sciences (e.g., Özyürek & Şahin, 2015; Santepeci & Çakır, 2015; Su et al., 2017), educational psychology (e.g., Bacakoğlu & Taş, 2020; Safranç et al., 2020; Yurtbakan et al., 2020), and natural sciences (e.g., Gülsün & Köseoğlu, 2020; Han & Kim, 2020; Zeljić et al., 2021). These RAs apply both qualitative and quantitative methods.

The corpus covers all sections of the articles except for the title, acknowledgements, list of abbreviations, references, appendices, direct quotations, interviews, and questionnaires. Table 1 presents the size of the corpus, represented by the frequencies.

Table 1. Corpus size

Corpus	f	(%)
TA corpus	84,876	52.43%
NTA corpus	77,127	47.57%

As shown in Table 1, the TA corpus comprises 84,876 words, while the total number of words analyzed in the NTA corpus is 77,127. This results in a relatively balanced distribution between the corpora in terms of word count, with a minor difference of 4.86%.

Data Analysis Procedure

A mixed-method research approach is employed to yield more detailed findings regarding the phenomenon under investigation. The selected RAs are analyzed qualitatively to identify both explicit and implicit authorial references as metadiscourse markers and their rhetorical functions within the context. A quantitative analysis is conducted to determine the extent of authorial references and their roles in the selected RAs. Additionally, this study examines the two corpora through comparative corpus analysis to identify similarities and differences in the use of self-mentions.

Data analysis is performed using the corpus tool AntConc (version 4.0.11) (Anthony, 2020), a free software tool for corpus studies that enables researchers to conduct concordance and text analysis. The corpus in text format is uploaded into the corpus analysis toolkit, and Turkish first-person plural pronouns and suffixes are searched within the corpus to identify the words marked with self-mentions. This tool locates and lists all first-person plural pronouns and their suffixes. Furthermore, a manual corpus analysis is conducted to ensure the accuracy of detecting and calculating the number and type of self-mentions throughout the entire corpus.

After identifying and labelling instances as explicit or implicit authorial references, specifically in the context of self-mentions, they are categorized according to their rhetorical functions. This categorization relies on Hyland's (2005) Metadiscourse Model for self-mentions (see Table 2) and Hyland's (2002) framework of discourse functions of self-mentions (see Table 3), since both provide clarity and highlight reader-exclusive pronouns. However, this study is not limited to being corpus-

based; it is also corpus-driven. Therefore, in addition to the framework-guided analysis, all occurrences of self-mentions and their rhetorical functions identified in the corpus are illustrated.

To enhance the methodological reliability of the analysis, six articles (19.9% of the corpus data) were independently coded by the author and a second rater with a PhD in Linguistics. Inter-rater reliability, measured through Cohen's kappa, indicated almost perfect agreement ($\kappa = 0.978$). Subsequently, content analysis and frequency counts were conducted, and a log-likelihood test was applied to determine whether statistically significant differences occurred in the distribution of explicit and implicit authorial references across their forms and functions.

Analytical Framework

The present study adopts Hyland's (2005) model of metadiscourse as its theoretical framework. The reason for this choice is that the model is believed to be specifically designed for academic writing. Nevertheless, as Hyland's (2005) definition poses certain challenges when applied to the structural properties of Turkish, his taxonomy is not adopted as the sole point of reference in the present analysis of self-mentions. Turkish, as a prototypical pro-drop language, permits null subjects that are pragmatically and morphosyntactically retrievable through verbal agreement morphology, which encodes person and number. In light of this extensive system of verbal inflection, all linguistic resources employed by the authors for self-reference are subjected to meticulous examination.

Previous studies have shown that the use of metadiscourse differs both by the language of the academic text (e.g., Jalilifar, 2011; Lee & Casal, 2014; Mirshamsi & Allami, 2013; Mur-Dueñas, 2011; Yang, 2009) and the cultural background of the authors (e.g., Boshraadi et al., 2014; Dontcheva-Navratilova, 2018). These studies mainly applied Hyland's (2005) classification of metadiscourse markers (MDMs) to English academic texts. However, since metadiscourse use varies across languages and cultures, this taxonomy needs adjustment for Turkish. Accordingly, this study employs an eclectic taxonomy tailored to the linguistic characteristics of Turkish and informed by prior research on Turkish metadiscourse (e.g., Ädel, 2006; Akbaş & Hardman, 2017; Bal-Gezegin, 2016; Bayyurt, 2010; Esmer, 2018; Göksel & Kerslake, 2011; Güçlü, 2024; Hyland, 2001b; Kan, 2016; Kornfilt, 1996; Tarcan, 2019; Underhill, 1979). This taxonomy has been developed to analyze the grammatical forms of explicit and implicit authorial self-mentions used in TA and NTA corpora. Table 2 illustrates the eclectic taxonomy for self-mentions employed in this study.

Table 2. Categorization of Turkish Self-Mention Devices

Category	Forms
Explicit	First-person plural personal pronoun: <i>we</i> (nominative case)
Authorial	Inflected forms of <i>biz</i> "we": <i>bizim</i> "our" (genitive/possessive pronoun), <i>bizi</i> "us" (accusative), <i>bize</i> "to us" (dative), <i>bizde</i> "on us" (locative), <i>bizden</i> "from us" (ablative), <i>bizimle</i> "with us" (instrumental), <i>bizce</i> "according to us" (equitative)
References	First-person plural possessive pronoun: <i>bizimki</i> "ours" (with the suffix <i>-ki</i>)
	First-person plural reflexive pronoun: <i>kendimiz</i> "ourselves" (nominative case)
	Inflected forms of <i>kendimiz</i> "ourselves": <i>kendimizin</i> "of ourselves" (genitive/possessive), <i>kendimizi</i> "ourselves" (accusative), <i>kendimize</i> "to ourselves" (dative), <i>kendimizde</i> "on ourselves" (locative), <i>kendimizden</i> "from ourselves" (ablative), <i>kendimizle</i> "with ourselves" (instrumental), <i>kendimizce</i> "according to ourselves" (equitative)
	First-person plural possessive pronoun: <i>kendimizinki</i> "that which is ours" (with the suffix <i>-ki</i>)
	First-person plural verbal suffixes: <i>-k</i> , <i>-(I)z</i> , <i>-(U)z</i> (e.g., <i>aldık</i> "we took", <i>alırız</i> "we take", <i>alacağız</i> "we will take", <i>alıyoruz</i> "we are taking", <i>görmüşüz</i> "we have seen")
	First-person plural possessive nominal suffixes: <i>-mIz</i> , <i>-mUz</i> , <i>-(I)mIz</i> , <i>-(U)mUz</i> (e.g., <i>arabamız</i> "our car", <i>tükettiğimiz</i> "what we consumed")
Implicit	Agentless passives (e.g., <i>rastlanmıştır</i> "it has been encountered", <i>incelenmiştir</i> "it has been examined")
Authorial	Animate subjects (e.g., <i>araştırmacı</i> "researcher", <i>araştırma ekibi</i> "research team")
References	Inanimate subjects (e.g., <i>bu araştırma</i> "this research", <i>bu çalışma</i> "this study")

As shown in Table 2, first-person plural pronouns and suffixes are considered exclusively in reference to the authors; that is, only instances of the exclusive “we” functioning as self-mention markers are retained in the analysis. Instances of the inclusive “we”, which simultaneously index both authors and readers, are excluded, as this form invokes shared knowledge and operates as an engagement marker rather than as a self-mention. For instance, in the phrase *yaşadığımız dünyada* “in the world we live in”, the suffix *-mız* encompasses both the authors and the readers, indicating an inclusive “we.” On the other hand, in *çalışmamızda*, the same suffix *-mız* refers exclusively to the authors, thereby excluding the readers and functioning as a marker of the exclusive “we.” Another distinct use of “we” as a metadiscourse marker is the editorial “we,” which occurs when a single author presents the text as if it were written by multiple authors; in such cases, it often serves a hedging function. Nevertheless, since only multi-authored articles are included in this study, the use of the editorial “we” is excluded from the analysis. Considering all other possible functions of the use of “we” in the whole corpus, metadiscourse units are analyzed within the context they are situated in, and only the first-person plural pronouns and suffixes functioning as self-mentions are examined in all their occurrences and regarding their rhetorical functions.

As for the rhetorical functions, the authorial references expressed through the words under investigation are categorized according to Hyland’s (2002) classification of discourse functions of self-mention. Hyland (2002) identifies five such functions: (i) expressing self-benefits, (ii) stating a purpose, (iii) explaining a procedure, (iv) elaborating an argument, and (v) stating results/claims. In addition to these functions, a search list compiled by Solsun and Akbaş (2022), based on previous studies on discourse functions, is utilized to identify and classify self-mention markers in terms of their rhetorical roles. Consequently, drawing on an eclectic taxonomy of these functions, ten principal discourse functions of authorial presence are established for the contextual analysis, as summarized in Table 3.

Table 3. Categorization of Rhetorical Functions of Self-Mentions

Functions	Rhetorical functions
Function 1 Stating a goal/purpose	The writers explain their purpose in carrying out the research.
Function 2 Explaining a procedure	The authors seek to make the procedure more understandable for their readers.
Function 3 Showing results/findings	The researchers clarify their findings - mainly using the verb ‘find.’
Function 4 Assessing the limitations of their research	The writers criticize themselves or the research procedure.
Function 5 Showing the personal beliefs/ideas of the writers about the study	The authors communicate with their readers by explaining their personal beliefs.
Function 6 Assessing the strength of their research	The researchers try to show the strong perspective of their study.
Function 7 Describing themselves	The writers introduce themselves to their potential readers in order to create an invisible connection.
Function 8 Making a claim/prediction	The authors show their hesitation about a claim or prediction.
Function 9 Making suggestions	The researchers advise their readers for future research.
Function 10 Stating a hypothesis, an expectation, or a wish	The writers clearly state their expectations for the results.

As shown in Table 3, self-mentions serve various rhetorical functions in a research paper. The frequency of these rhetorical functions can vary according to the sections of the paper. Authors may prefer to make themselves visible in their articles through various functions, and the frequency of their usage may differ from section to section. For example, in the Introduction section, self-mentions

frequently indicate the purpose of the study. In contrast, they are mainly used to explain the procedure in the Methodology section. In the Results, Discussion, and Conclusion sections, authors must refer to themselves to explain the study results, limitations, and suggestions for future research. Therefore, since self-mentions may serve very different rhetorical functions according to the needs and nature of various sections of a research article, this study analyzes all sections to identify and categorize all occurrences and rhetorical functions of self-mentions. Similarly, given that a linguistic unit can fulfil multiple metadiscursive functions due to its multifunctional nature, every function of self-mention has been taken into account in this study. More specifically, the exclusive use of “we” may simultaneously serve several metadiscursive functions. For instance, the subordinate clause *Yöntem bölümünde açıkladığımız gibi* “As we discussed in the methodology section” contains -(I)mIz “we”, which functions both as an endophoric marker and as a self-mention. Regardless of the number of rhetorical functions a linguistic unit may fulfil, any instance referring to the authors of the research articles is considered a self-mention and included in the analysis.

Results and Discussion

This section presents the results of the analysis, detailing the frequency, comparison, and rhetorical functions of self-mention across both corpora. First, the overall frequency of self-mention is revealed within both corpora. Secondly, a categorical comparison of self-mention as explicit and implicit authorial elements is provided. Thirdly, the grammatical forms and rhetorical functions of explicit authorial references in TA and NTA corpora are illustrated with graphics accompanying examples extracted from the corpus, and the findings are discussed. Finally, the findings about implicit authorial references, along with their grammatical forms and rhetorical functions, are presented from the TA and NTA corpora, accompanied by examples and discussed.

Overall Use of Explicit and Implicit Authorial References

To address the first and second research questions concerning the similarities and differences in how explicit and implicit self-mentions are used in L1 and L2 TRAs, as well as the potential factors that may explain these variations, this section presents both qualitative and quantitative findings. The analysis shows that self-mentions are frequently employed in both corpora, with varying patterns of explicit and implicit authorial references, as illustrated in Table 4.

Table 4. Log-likelihood Results of Explicit and Implicit Authorial References

	TA		NTA		LL Ratio
	f	%	f	%	
Explicit authorial references	7	0.01	182	0.24	-96.50****
Implicit authorial references	2223	2.62	1073	1.39	+307.26****
Total use of self-mentions	2230	2.63	1255	1.63	+191.09****

Asterisks on the ratios indicate significance levels determined by the log-likelihood test.

****= significant at $p < 0.0001$ (log-likelihood > 15.13); f: observed frequency in the corpus; %: relative frequency in the text; + higher frequency in NTA compared to TA; - lower frequency in NTA compared to TA

Table 4 illustrates that both TA and NTA authors frequently employ self-mentions in their RAs, both explicitly and implicitly. The overall use of self-mentions in the TA corpus (f: 2230) and NTA corpus (f: 1255) indicates that academic discourse is more than just objective and impersonal. More clearly, an RA is not a modest, self-effacing genre devoid of authorial presence; rather, it is a space where authors strategically incorporate self-mentions and project themselves into their work. Using self-mentions also implies that authors are aware of the specific communicative functions of the authorial references, and they cannot avoid projecting an impression of themselves and how they relate to their arguments, their community, and their readers.

The distribution of self-mentions across the corpora, as shown in Table 4, indicates notable similarities and differences regarding the use of implicit and explicit authorial references. Both TAs and NTAs tended to overuse implicit authorial references compared to explicit ones, which supports the genre-based use of language. It has been noted that, regardless of culture and native language, authors tend to downplay their authorial identity by using more implicit references in their TRAs. This trait could result from distinctive features of research-based genres.

As for the differences, Table 4 indicates that the difference in the occurrence of self-mentions across corpora is statistically significant, and Turkish authors use self-mentions more frequently than their non-native counterparts (LL ratio: +191.09; p-value < 0.0001). The high frequency of self-mentions by Turkish authors is attributed to the significant overuse of implicit authorial references in their articles (LL ratio: +307.26; p-value < 0.0001). As part of a collective culture that values and promotes modesty, Turkish authors may avoid explicitly asserting their presence in their texts and prefer to adhere to culturally shaped conceptions of authorial presence. Thus, it can be argued that preferences in authorial references are influenced by external factors such as authors' social and cultural backgrounds (Ivanič, 1998). Korean, Chinese, or Slovak authors may also avoid overt authorial presence in their L2 English academic texts and rely on implicit authorial references (Chen, 2020; Walková, 2019), demonstrating their culturally shaped conceptions of authorial presence, which reflect collective cultural norms (Hyland, 2002). This study indicates that the lower use of explicit authorial references (f: 7) and the higher use of implicit authorial references (f: 2223) by native-Turkish authors suggest that tendencies in authorial references may differ due to culturally shaped epistemologies, relationships with the community, and a general sense of self, all of which can influence authors' decisions to intervene in their texts. In a similar vein, Dontcheva-Navrátilová (2018) and Ivanič (1998) suggest that authors' cultural backgrounds deter them from using personal self-reference devices, as authorial references are influenced by external factors such as the authors' social and cultural backgrounds. Previous research has also consistently demonstrated that authors from different sociocultural backgrounds tend to exhibit varying degrees of self-representation in their academic works (Abdollahzadeh, 2011; Basal & Bada, 2012; Karahan, 2013; Martínez, 2005; Molino, 2010; Mur-Dueñas, 2007; Sheldon, 2009; Yakhontova, 2006).

The higher frequency of implicit authorial references compared to explicit ones by non-native Turkish authors in their RAs may indicate that they recognize Turkish culture's respect for modesty. It can be argued that these authors tend to adopt Turkish discursive practices. In contrast, native Turkish authors seem even more likely to downplay their authorial presence so that their work can be recognized and accepted within the norms of the Turkish academic context. Belcher (2007) states that non-native English authors often adopt Anglo-American discursive practices to publish their articles in prestigious international journals that accept submissions only in English. In this regard, it can be argued that L2 authors are inclined to conform to the discursive norms of the language in which they are writing. At the same time, while adopting the rhetorical conventions of the target language and culture, they retain specific rhetorical patterns from their native language while writing in their L2. This blending of discourses is referred to as "interdiscursive hybridity" (Mauranen et al., 2020). In the context of the present study, interdiscursive hybridity can be interpreted as non-native Turkish authors navigating between explicit and implicit authorial references, influenced by the fact that while explicit self-mentions are encouraged in global academic discourse, implicit ones are preferred in the Turkish academic tradition due to the cultural value placed on modesty. More precisely, non-native Turkish authors not only tend to use implicit authorial references more frequently and adapt to the discursive practices of their second language, but they also make themselves more explicitly visible in their texts by incorporating explicit self-mentions in their research articles, unlike native Turkish authors (LL ratio: -96.50; p value < 0.0001). This finding aligns with Güçlü's (2024) study, which examined the use of "I" and "we" in textbooks for teaching Turkish to foreigners. The study revealed that the preference for the inclusive "we" and implicit self-mentions reflects the collectivist and modest tendencies of Turkish

culture. Similarly, these patterns suggest that linguistic choices in academic writing are closely intertwined with culturally shaped discourse practices.

Their choice to be visible in their work seems linked to the increasing recognition of first-person pronouns as powerful tools for asserting authority and expressing personal stance in academic writing (Flowerdew & Wang, 2015; Harwood, 2005; Hyland, 2001a, 2002; Lorés-Sanz, 2011; Tang, 2006), as well as the dominance of English as the global lingua franca of academic communication and research, which encourages greater authorial visibility. In this context, non-native Turkish authors negotiate their academic identities by drawing on both local and global discourse traditions of the second language. Similarly, Güçlü (2025) emphasizes that metadiscourse functions as a fundamental rhetorical resource in shaping persuasive opinion essays written in L2 Turkish by native Albanian learners, revealing a frequent use of self-mention devices to sustain engagement and highlighting the pedagogical significance of fostering metadiscourse awareness in academic writing. These findings stress the importance of understanding the role of linguistic and cultural factors in shaping academic writing practices, particularly in how authors engage with academic communities and position themselves within their texts.

Below, all instances of the realizations and rhetorical functions of explicit authorial references are presented first, followed by those of implicit authorial references.

Realizations and Rhetorical Functions of Explicit Authorial References

This section addresses the third research question by presenting the results and findings on how academic authors of L1 and L2 TRAs construct explicit authorial references regarding both their grammatical forms and rhetorical functions. Figure 1 illustrates the grammatical forms of explicit authorial references used in TA and NTA.

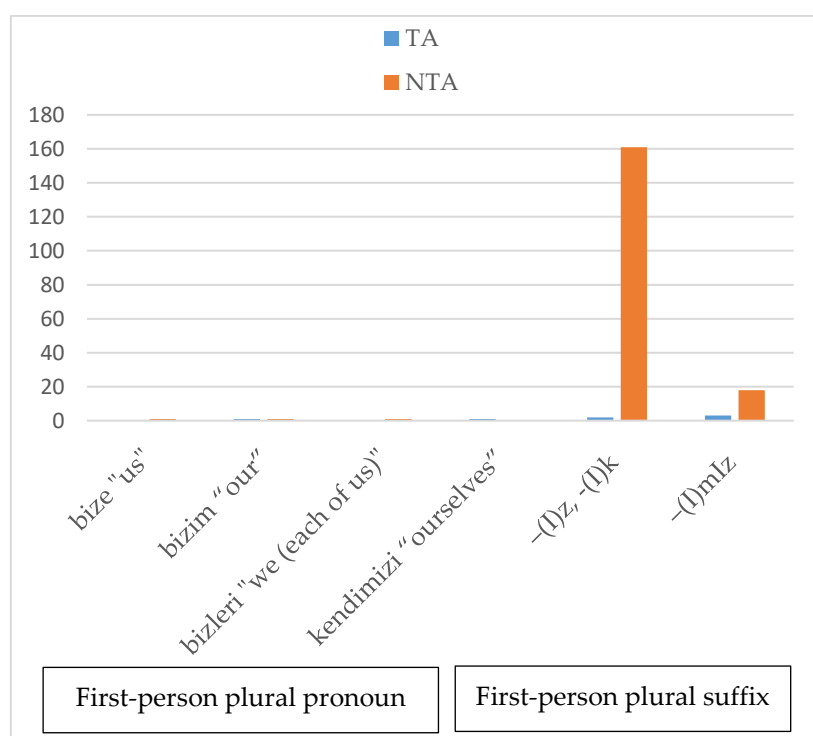


Figure 1. Realizations of Explicit Authorial References in TA and NTA

The concordance analysis indicates that only a few occurrences of first-person plural pronouns appear in both corpora, such as first-person plural pronouns with dative case marker *bize* "us" (NTA, f:1) and first-person plural pronouns with accusative case marker *bizleri* "we (each of us)" (NTA, f:1), first-person plural possessive pronoun *bizim* "our" (TA, f:1; NTA, f: 1), and first-person plural reflexive

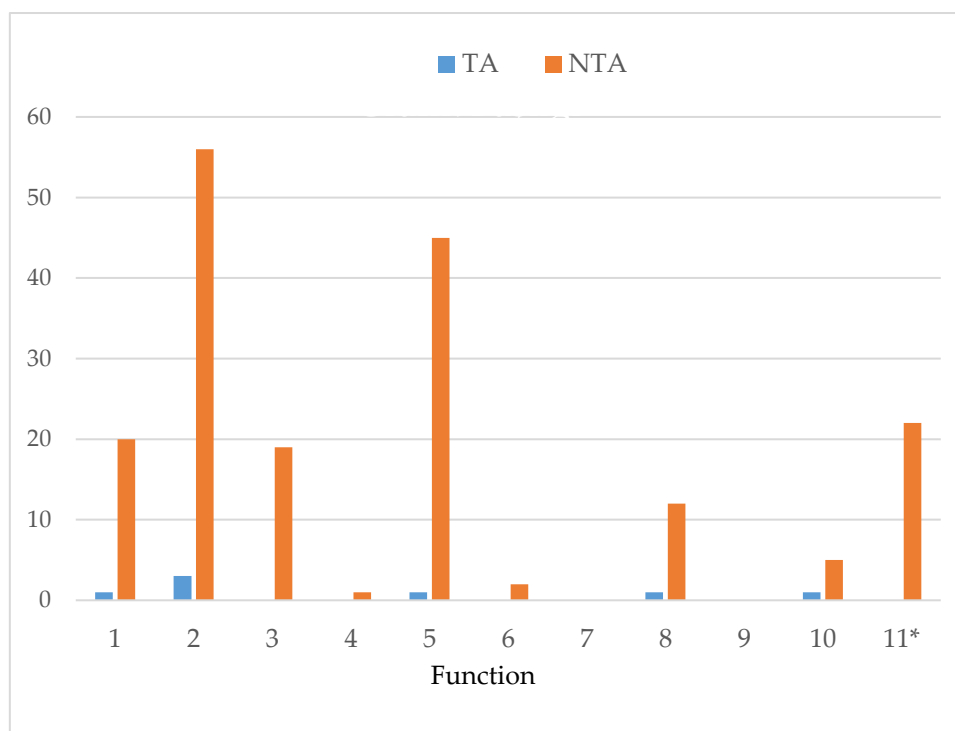
pronoun with accusative case marker *kendimizi* “ourselves” (TA, f:1). On the other hand, first-person plural suffixes are employed more frequently than pronouns in both corpora, such as first-person plural verbal suffixes *-(I)z*, *-(I)k* (TA, f:2; NTA, f:161) and first-person plural possessive nominal suffix *-(I)mIz* (TA, f:3; NTA, f:18). It can be deduced that both native and non-native authors do not prefer to refer to themselves explicitly with the use of first-person plural pronouns in their academic texts. This may be attributed to the fact that personal pronouns pose a challenge in academic writing, and some authors often hesitate to use them. In addition, both non-native and native Turkish authors prefer using first-person plural suffixes when they explicitly refer to themselves. The frequent use of suffixes in both corpora, especially in NTA, can be attributed to the fact that NTAs employ the pro-drop and agglutinative structure of the Turkish language. Similarly, Korean personal pronouns can be omitted when they are inferable from the context. This allows authors to refer to themselves implicitly in their texts through third-person noun phrases (e.g., the researcher) or through impersonal constructions with inanimate noun phrases or abstract rhetors (e.g., this study) (Hyland, 1996). Therefore, non-native Turkish authors recognize that they can refer to themselves by establishing subject-verb agreement through the use of first-person plural verbal and nominal suffixes.

Regarding the comparative results, log-likelihood analysis indicates that NTAs significantly overuse first-person plural verbal suffixes *(I)z*, *(I)k* (LL ratio: -219.98; p value<0.0001), and first-person plural possessive nominal suffixes *-(I)mIz* (LL ratio: -13.37; p value<0.001) in their articles. This finding reveals that non-native Turkish authors frequently use these suffixes to make explicit authorial references, suggesting that the prevalent use of these suffixes plays a crucial role in their inclination to refer to themselves explicitly (see Table 4).

Below are some excerpts from the corpus to illustrate examples of explicit authorial references:

1. *Araştırma süreci boyunca kendimizi paranteze alarak, önyargılarımızı göz önünde bulundurarak süreci yönetmeye çalışsak da veri toplama sürecindeki varlığımızın katılımcıların yanıtlarını etkilemiş olma ve bizim bu yanıtları doğru değerlendirememeye olasılığı mümkündür* (Ateş & Ünal, 2022). “Although we tried to manage the process by bracketing ourselves throughout the research process and taking into account our prejudices, it is possible that our presence in the data collection process affected the participants’ answers and that we could not evaluate these answers properly.”
2. *Bu bulgu, önerdiğimiz oyunun, bilgisayar ve video oyunlarına karşı tutumlara bakılmaksızın tüm öğrenciler tarafından kullanılabilceği yönünde bizleri cesaretlendirmiştir* (Chang et al., 2015). “This finding encouraged us that the game we proposed can be used by all students, regardless of attitudes towards computer and video games.”
3. *Bize göre bu dikkat edilmesi gereken bir husustur* (Romero et al., 2015). “For us, this is a matter that deserves careful consideration.”
4. *Önceki çalışmalarda önerilen modellerin verilerimize nasıl uyum gösterdiğini test etmek için CFA kullanılmıştır* (Safranç et al., 2020). “CFA was employed to examine the extent to which the models proposed in previous studies fit our data.”

These grammatical forms of explicit authorial references are found in the corpus serving various rhetorical functions, such as stating a goal/purpose (Function 1), explaining a procedure (Function 2), showing results/findings (Function 3), assessing the limitations of their research (Function 4), showing the personal beliefs/ideas of the writers about the study (Function 5), evaluating the strength of their research (Function 6), describing themselves (Function 7), making a claim/prediction (Function 8), making suggestions (Function 9), stating a hypothesis, expectation, or wish (Function 10), and establishing intra-textual connections (Function 11). Figure 2 illustrates the distribution of these rhetorical functions of explicit authorial references.



(The asterisk on the 11th functional category indicates a rhetorical function identified in the corpus and added as a new category to the list of explicit self-mention functions).

Figure 2. Distribution of Rhetorical Functions of Explicit Authorial References in TA and NTA

As Figure 2 shows, NTAs primarily apply explicit authorial references to explain the procedure, state a goal/purpose, express their personal beliefs and ideas about the study, make a claim/prediction, state a hypothesis, expectation, or wish, and present results/findings. Moreover, establishing intra-textual connections is another rhetorical function of explicit authorial references in the present study, which is used solely by NTAs. This indicates that NTAs not only frequently refer to themselves explicitly but also employ a variety of rhetorical functions, including that of a discourse organizer. On the other hand, Turkish authors explicitly refer to themselves, primarily to explain the procedures of their studies. Figure 2 also shows that both TAs and NTAs explicitly refer to their authorial identity to clarify the procedure of their studies. This shows that regardless of cultural background, the authors emphasize the methodological aspect of their studies to enhance the transparency and comprehensibility of the research for the readers. This finding could be attributed to RAs being an academic genre. As another common point between the two corpora is that neither TAs nor NTAs employed explicit authorial experiences to describe themselves. Furthermore, the lesser use of functions such as assessing the strengths and limitations of their studies and making suggestions can also be associated with the characteristics of RAs as a subgenre of the academic genre, as these functions are mentioned less frequently in RAs compared to other essential information included, such as methodological procedures. The function of making suggestions could be employed more frequently if the data included advice columns. It could also be argued that readers may avoid interacting with others and expressing their attitudes to others due to the lesser-used functions, such as making suggestions and describing themselves.

Table 5 presents the log-likelihood results for the rhetorical functions of explicit authorial references in the TA and NTA corpora.

Table 5. Log-likelihood Results for Rhetorical Functions of Explicit Authorial References in L1 and L2 TRAs

Explicit authorial references Rhetorical functions	TA		NTA		LL ratio
	f	%	f	%	
Stating a goal/purpose	1	0.00	20	0.03	-22.94****
Explaining a procedure	3	0.00	56	0.07	-63.28****
Showing results/findings	0	0.00	19	0.02	-28.20****
Assessing the limitations of their research	0	0.00	1	0.00	-1.48
Showing the personal beliefs/ideas of the writers about the study	1	0.00	45	0.06	-58.45****
Assessing the strength of their research	0	0.00	2	0.00	-2.97
Describing themselves	0	0.00	0	0.00	+0.00
Making a claim/prediction	1	0.00	12	0.02	-12.05***
Making suggestions	0	0.00	0	0.00	+1.29
Stating a hypothesis, an expectation, or a wish	1	0.00	5	0.01	-3.31
*Establishing intra-textual connections	0	0.00	22	0.03	-32.66****

Asterisks on the ratios indicate significance levels determined by the log-likelihood test.

= significant at $p < 0.001$ (log-likelihood > 10.83); *= significant at $p < 0.0001$ (log-likelihood > 15.13); f: observed frequency in the corpus; %: relative frequency in the text; + higher frequency in NTA compared to TA; - lower frequency in NTA compared to TA

(The asterisk placed on the functional category indicates a rhetorical function identified in the corpus and newly added to the list of self-mention functions).

As illustrated in Table 5, non-native and native Turkish authors behave differently in their TRAs when explicitly referring to themselves. Non-Turkish authors significantly overused functions such as explaining a procedure (LL ratio: -63.28; p value < 0.0001), stating a goal/purpose (LL ratio: -22.94; p value < 0.0001), showing results/findings (LL ratio: -28.20; p value < 0.0001), showing the personal beliefs/ideas about the study (LL ratio: -58.45; p value < 0.0001), making a claim/prediction (LL ratio: -12.05; p value < 0.001), and establishing intra-textual connections (LL ratio: -32.66; p value < 0.0001) when compared to their native counterparts.

While the similar distributional pattern of rhetorical functions in the TA and NTA corpora (see Figure 2) reflects the generic characteristics of research articles, the overuse of these explicit rhetorical functions by NTAs points to cultural tendencies, particularly a strong preference for explicit authorial references in the NTA corpus compared to those found in the RAs of Turkish authors. Below are examples for each function from the corpus that help authors explicitly refer to themselves.

Stating a goal/purpose (Function 1)

5. *Bu makalede, orta dereceli okul öğrencilerinin jeo-uzamsal düşünme yeteneklerinin tahmin edilmesi amacıyla karar ağacı algoritmasına dayanan bir tahmin modeli oluşturarak bu boşluğu doldurmayı amaçlıyoruz* (Xie et al., 2022). "In this article, **we aim** to fill this gap by creating a prediction model based on the decision tree algorithm to predict the geo-spatial thinking abilities of secondary school students."

Explaining a procedure (Function 2)

6. *Öğrencilerin kullandıkları strateji ile sonucun doğruluğu arasındaki ilişkiyi araştırmak için, Fisher-Freeman-Halton testini kullanarak R'deki Strateji değişkeni ile R'de Başarıyı, A'daki Strateji ile A'da Başarıyı ve G'deki Strateji ile G'de Başarıyı karşılaştırdık* (Zeljić et al., 2021). "To investigate the relationship between the strategy used by the students and the accuracy of the result, **we compared** the Strategy variable in R with Success in R, Strategy in A with Success in A, and Strategy in G with Success in G, using the Fisher-Freeman-Halton test."

Showing results/findings (Function 3)

7. *Bulgumuz ise beklentilerimizi doğrulamış ve önerdiğimiz oyunun hem öğrencilerin oyunu oynarken fizikle ilgili gerekli bilgilerinin olup olmadığını dolaylı yoldan anlamak için hem de fiziğin yörünge kanunu öğrenmekte olan öğrenciler ile kullanılabileceğini göstermiştir* (Chang et al., 2015). “**Our finding** confirmed our expectations and showed that the proposed game could be used both to indirectly understand whether students possess the necessary physics knowledge while playing the game and with students learning the law of orbits.”

Assessing the limitations of their research (Function 4)

8. *Hareket algılama motoru özel ve çok amaçlı olmasına rağmen bizim sadece yakalama-tutma hareketlerinin algılanmasına ihtiyacımız vardı* (Chang et al., 2015). “Although the motion detection engine is special and multi-purpose, **we only needed** to detect catch-hold movements.”

Showing the personal beliefs/ideas of the writers about the study (Function 5)

9. *Bu nedenle, lider öğretmenliğin onlar için yeni bir kavram olmadığını düşünümekteyiz* (Tahir et al., 2020). “For this reason, **we think** that teacher leadership is not a new concept for them.”

Assessing the strength of their research (Function 6)

10. *Bu bulgu, önerdiğimiz oyunun, bilgisayar ve video oyunlarına karşı tutumlara bakılmaksızın tüm öğrenciler tarafından kullanılabileceği yönünde bizleri cesaretlendirmiştir* (Chang et al., 2015). “This finding **encouraged us** that the game we proposed could be used by all students, regardless of attitudes towards computer and video games.”

Making a claim/prediction (Function 7)

11. *Böylece, öğrencilerin diğer bağlamlarda problem çözmedeki başarılarında bir artış olabileceğini düşünüyoruz* (Zeljić et al., 2021). “Thus, **we think that there may be** an increase in students' success in solving problems in other contexts.”

Making suggestions (Function 8)

12. *Bu anlamda kendilerine coğrafya derslerinde sınıf düzenini sağlayarak ve öğrencilere zamanında ve yeterli düzeyde rehberlik sunarak iyi bir eğitim ortamı oluşturmalarını öneririz* (Xie et al., 2022). “In this sense, **we recommend** that they create a good educational environment by ensuring classroom order in geography lessons and providing timely and adequate guidance to students.”

Stating a hypothesis, an expectation, or a wish (Function 9)

13. *İkincisi, insanların bilgisayar/video oyunlarına karşı pek çok farklı tutum sergilediklerini bildiğimiz için öğrencilerin tutumları ile oyun oynama performansı arasında herhangi bir ilişki olmadığını göreceğimizi umuyoruz* (Chang et al., 2015). “Second, since we know that people have many different attitudes towards computer/video games, **we expect** to see no correlation between students' attitudes and gaming performance.”

*Establishing intra-textual connections (Function 10)

14. *Daha önce de belirttiğimiz gibi, öğrencilerin ders kitaplarındaki problemler, ilk üç görevle benzer karmaşıklığa sahiptir* (Zeljić et al., 2021). “**As we mentioned earlier**, the problems in students' textbooks are of similar complexity to the first three tasks.”

This section presents the findings related to the second research question. It reports the realizations and rhetorical functions of explicit authorial references in the TA and NTA corpora, together with their distributions, comparative results, and illustrative examples drawn from the corpus.

Realizations and Rhetorical Functions of Implicit Authorial References

This section explores how academic authors of L1 and L2 TRAs construct explicit authorial references, focusing on their grammatical forms and rhetorical functions. This addresses the third research question by presenting related results and findings. The concordance analysis revealed the distribution of implicit authorial references in grammatical forms, as shown in Figure 3.

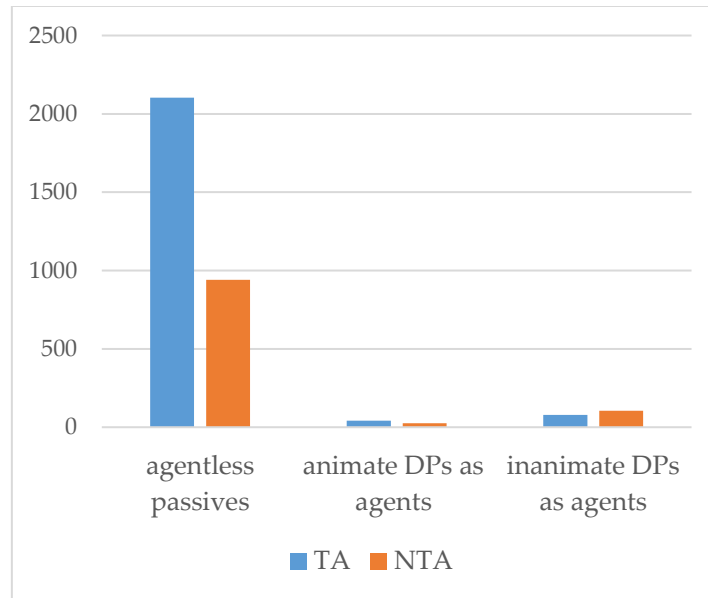


Figure 3. Distribution of Realizations of Explicit Authorial References in TA and NTA

In addition to being grounded in a corpus-based analytical framework developed from the findings of previous studies (see Table 2), the corpus-driven analysis reveals that both TAs and NTAs employ agentless passives, animate DPs, and inanimate DPs to implicitly refer to themselves in their research articles, as illustrated in Figure 3. By contrast, animate and inanimate DPs appear only rarely, with inanimate DPs used slightly more often in both corpora. This strong preference for passives suggests that authors tend to hide their authorial presence through passive suffixes, making use of the agglutinative nature of Turkish morphology. Table 6 presents the distribution of these implicit self-mention strategies across the two corpora.

Table 6. Realizations and Frequencies of Implicit Authorial References in TA and NTA

Implicit authorial references		TA		NTA	
Forms	Instances	f	%	f	%
Agentless passives					
Main clause verbal passive suffixes	-Il/(I)n	1361	1.60	681	0.88
Subordinate clause verbal passive suffixes	-IlAn (participle)	556	0.65	156	0.21
	-IldİğI (participle)	74	0.08	12	0.02
	-IldİğIndA (converb)	12	0.01	92	0.11
Animate DPs as agents	Araştırmacılar "The researchers"	42	0.04	8	0.01
	Yazarlar "The authors"	0	0.00	18	0.02
Inanimate DPs as agents	Bu çalışma "This study"	42	0.04	48	0.06
	Bu makale "This article"	0	0.00	1	0.00
	Bu araştırma "This research"	26	0.03	35	0.04
	Bu bulgu "This finding"	10	0.01	22	0.02

Table 6 clearly shows that both TAs and NTAs employ various realizations to refer to themselves implicitly. In both corpora, agentless passives appear in two forms, including main clause

verbal passive suffixes (-*Il*/*I**n*) and subordinate clause verbal passive suffixes (-*IlAn*, -*İldİğİ*, -*İldİğİndA*). These suffixes are provided below, along with their context, extracted from the corpus.

Agentless passives with main clause verbal passive suffix

15. *Bu çalışmada yer alan iller sırasıyla Doğu, Orta ve Batı Çin'den seçilmiştir* (Su et al., 2017). "The provinces included in this study **were selected** respectively from Eastern, Central, and Western China"
16. *Tablet bilgisayar programındaki etkinliklerin listesini gösteren bir ekran görüntüsü Şekil 1'de verilmiştir* (Eliçin & Tunalı, 2016). "A screenshot displaying the list of activities in the tablet computer program **is presented** in Figure 1"
17. *Veri toplamak için gerekli olan etik kurul izin belgesi alınmıştır* (Gülsün & Köseoğlu, 2020). The ethics committee approval required for data collection **was obtained**.

These examples show that the authors implicitly refer to themselves through the passive verbal suffix -*(I)l*, which functions as the predicate in the main clause.

Agentless passives with a subordinate clause verbal passive suffix

18. *Araştırmada elde edilen veriler içerik çözümlemesi yöntemi ile çözümlenmiştir* (Köysüren & Deryakulu, 2017). "The data **obtained** in the research were analyzed using the content analysis method."
19. *Her resim gösterildiğinde çocuğun önüne yüz ifadelerini içeren kartlar sıralanmış ve "Resimde gösterilen olaya tepkin nasıl olurdu, yüz ifadelerinden birini seçer misin?" diye sorulmuştur* (Özyürek & Şahin, 2015). "When each picture **was shown**, the cards containing facial expressions were placed in front of the child and asked, 'How would you react to the event shown in the picture, would you choose one?' was asked."
20. *Çalışmanın gerçekleştirildiği her iki okul da ilçe merkezinde yer almaktadır.* (Kanyılmaz & Yücel, 2020) "Both schools where the study **was conducted** are located in the district center."
21. *Öğrencilerin etkileşimli okumayı tercih etme nedenleri genel olarak incelendiğinde ise, sürece aktif katılmalarının ve etkileşim içinde olmalarının bu tercihte önemli olduğu söylenebilir* (Yurtbakan et al., 2020). When the reasons for students' preference for interactive reading are generally examined, it can be stated that their active participation in the process and their engagement in interaction are important in this preference.

In sentences (18)-(21), the authors also implicitly refer to themselves using passive verbal suffixes, but in this case these functions also appear in subordinate clauses. These subordinate clause verbal passive suffixes include -*IlAn* and -*İldİğİ*, which are participles as they form non-finite verbs in relative clauses, and -*İldİğİndA*, which forms a converb as a non-finite verb in adverbial clauses. Although the Turkish language also has another non-finite verb form, namely verbal nouns that appear as non-finite verbs of noun clauses (Göksel & Kerslake, 2005), no verbal nouns that implicitly refer to the authors were detected. Moreover, log-likelihood results indicate that Turkish authors significantly overused both main clause verbal passive suffixes (+170.40, $p < 0.0001$) and subordinate clause verbal passive suffixes (LL ratio: +197.90; $p \text{ value} < 0.0001$).

Previous research has indicated the prominence of passives in academic discourse. For instance, Akbaş and Hardman (2017) revealed that authors frequently employed agentless passives to present research findings, while Işık-Taş (2018) emphasized the role of cultural factors in shaping their use. Overall, these studies suggest that agentless passives are strategically employed to emphasize objectivity and depersonalize academic discourse. In particular, by using agentless passives, authors direct the readers' attention to the neutrality of the research process rather than to their own role.

In terms of frequency, inanimate DPs as agents follow agentless passives in both corpora. Rather than explicitly referring to themselves, authors assign the role of agent to certain DPs, thereby backgrounding their own presence. Illustrative examples of inanimate DPs as agents from the corpora are provided below.

22. *Bu nedenle, bu çalışma* Karadağ'daki okul öncesi eğitim kurumlarındaki çocukların korkularını çizimler ve sözel tasvirler üzerinden nasıl gösterdiklerini incelemeyi amaçlamaktadır (Novovic & Micanovic, 2020). "Therefore, **this study** aims to examine how children in pre-school education institutions in Montenegro show their fears through drawings and verbal descriptions."
23. *Bu araştırma*, çeşitli demografik değişkenlerin öğretmenlerin akran zorbalığına ilişkin tutumları, kullandıkları baş etme stratejileri ve algıladıkları okul iklimi üzerinde önemli bir yordayıcı olduğunu göstermektedir (Şen & Doğan, 2021). "**This research** shows that various demographic variables are important predictors of teachers' attitudes towards peer bullying, the coping strategies they use, and the school climate they perceive."
24. *Bu makale*, 2011 ile 2017 arasında ESERA konferans bildirilerinde yayınlanan fen eğitimi ile ilgili araştırmalara yöneltilen açıklayıcı ve sistematik bir içerik analizi yaklaşımının sonuçlarını sunmaktadır (Alshamrani & Aldahmash, 2020). "**This article** presents the results of a descriptive and systematic content analysis approach directed at science education-related research published in ESERA conference proceedings between 2011 and 2017."

The inanimate DPs, such as *bu çalışma* "this study", *bu araştırma* "this research", and *bu makale* "this article", were found to act as agents of action in the corpora. Molino (2010) also supports the idea that the visibility or invisibility of authors in texts can be realized through impersonal rhetorical options, such as metonymic expressions functioning as "abstract rhetors" (e.g., this paper), in addition to other personal options. Interestingly, while Turkish authors highly prefer agentless passives, non-Turkish authors are significantly more inclined to use inanimate DPs, which act as agents of the action to refer to themselves implicitly (LL ratio: -7.38; p value < 0.01).

In addition to agentless passives and inanimate DPs as agents, the native and non-native authors in TRAs use animate DPs as agents to implicitly refer to themselves through self-mentions such as *araştırmacılar* "researchers" and *yazarlar* "authors", as illustrated in the following sentences from the corpus:

25. *Araştırmacılar*, elde edilen verileri daha sonra analiz edebilmek için elektronik verilere dönüştürüp SPSS'e girmiştir (Chang et al., 2015). "**The researchers** converted the obtained data into electronic data and entered them into SPSS to analyze them later."
26. *Bu kağıdın yazarları*, seçilen soru ve cevapları kendi aracına dahil etmek için K. Kopecky ve J. Pyżalski'nin onayını aldılar (Tomczyk & Waśniński, 2017). "**The authors of this paper** received approval from K. Kopecky and J. Pyżalski to include the selected questions and answers in their tool."
27. *Bu çalışmada ise yazarlar* matematiksel problem çözme, yöntemsel bileşenler ve matematiksel modelleme yeterliliğinin yapısını açığa çıkararak bu kısıtlılığı gidermiştir (Han & Kim, 2020). "In this study, **the authors** resolved this limitation by revealing the structure of mathematical problem solving, methodological components, and mathematical modeling competence."

These examples illustrate animate DP agents functioning as subjects in active voice constructions; however, animate agents can also be backgrounded through the use of passive voice, where they are expressed in *tarafından*-phrases (by-phrases) rather than occupying the subject position. In this respect, animate DPs as agents were realized in two ways: first, as subjects (e.g., *araştırmacılar* "the researchers"; *yazarlar* "the authors"), where they directly function as the subject in active constructions, as shown in Examples (25), (26), and (27); and second, as adjuncts in passives (e.g., *araştırmacılar tarafından bulunmuştur* "it has been found by the researchers"), where they occur in *tarafından*-phrases (by-phrases) functioning as agentive adjuncts rather than subjects, as illustrated in the following examples.

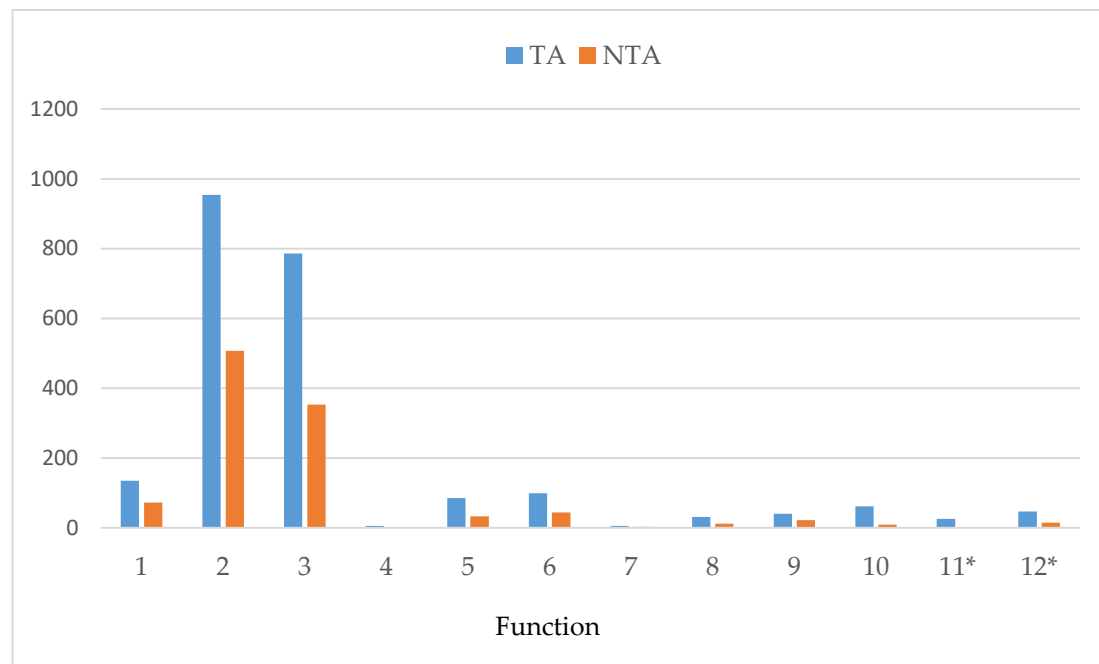
28. *Araştırmacılar tarafından*, tablet bilgisayarlarda çalışabilen bir yazılım programı özellikle bu araştırma için tasarlanmış ve geliştirilmiş olup, uygulama oturumlarında bu program kullanılmıştır (Eliçin & Tunalı, 2016). "A software program that can run on tablet computers was specifically designed and developed for this study **by the researchers**, and this program was used during the application sessions."
29. Bu doğrultuda *araştırmacı tarafından* belirlenen öğrenme alanları ve yazılan kazanımlar kapsam geçerliğinin ve kazanımların uygunluğunun belirlenmesi amacıyla, alan ve program geliştirme uzmanlarına sunulmuştur (Bacakoğlu & Taş, 2020). "Accordingly, the learning domains identified and the objectives written **by the researcher** were presented to field and curriculum development experts in order to determine content validity and the appropriateness of the objectives."

Animate DPs as agents are the least preferred category among the authorial references of implicit categories in the corpora. The authors refer to themselves implicitly through self-mentions such as *bu kağıdın yazarları* "the authors of this paper," and *bu çalışmanın yazarları* "the authors of this study," *araştırmacılar* "the researchers", *araştırmacı* "the researcher" in their RAs. There is no significant difference between the two corpora in terms of animate DPs as agents.

In the above examples, inanimate DPs implicitly refer to the authors through self-mentions, typically occurring in the plural form. As previously noted, all the articles in the corpus are multi-authored; however, one further noteworthy point emerges in Example 29. In this case, the writers referred to themselves through the singular animate DP "the researcher." Unlike the editorial *we* often found in single-authored texts, which functions as hedging, this construction downplays authorial presence and objectifies the research process. Therefore, this instance was coded as implicit self-mention, specifically functioning as authorial depersonalisation. This unusual choice may be explained by the fact that the article was derived from a thesis, where the singular "the researcher" is conventionally used, or by the possibility that one of the co-authors (e.g., the thesis writer) carried out the practical implementation of the study while others contributed in supervisory or supportive roles. This observation highlights how writers may strategically manipulate person reference to shape their visibility in discourse.

The implicit use of animate DPs as agents in academic writing is a crucial indicator of authorial presence. In line with this argument, Hyland (2002) explains that animate DPs such as "author" or "researcher" reflect a high degree of authorial involvement in the research. Furthermore, Peacock (2002) emphasizes that authors use these resources strategically to demonstrate to readers that they are taking responsibility for the research and actively participating in the scientific process. Biber et al. (1999) reveal that authors in different academic genres employ animate DPs with various realizations. In contrast, inanimate DPs are often preferred in academic writing, as this category provides a more objective, impersonal tone than animate DP. This way, the focus shifts away from the author and centers on the research process (Akbaş, 2014). In parallel, the studies by Kafes (2017) and Çandarlı et al. (2015) highlight that Turkish academic authors use animate DPs to emphasize their active involvement and personal responsibility in the research process. In conclusion, this study suggests that the authors of L1 and L2 Turkish RAs use animate DPs to make their voices more prominent, reinforce their direct engagement with scholarly work, and employ inanimate DPs to emphasize objectivity and professionalism in their writing.

As for the rhetorical functions of all these implicit authorial references, Figure 4 illustrates the functions of the implicit realizations of authorial reference, used in TA and NTA, along with their distributional patterns.



(Asterisks above the 11th and 12th functional categories indicate rhetorical functions identified in the corpus and added as new categories to the list of implicit self-mention functions).

Figure 4. Distribution of Rhetorical Functions of Implicit Authorial References in TA and NTAs

Figure 4 illustrates that both native and non-native Turkish authors explicitly refer to themselves to explain the procedures and present the findings of their studies. This demonstrates that, regardless of cultural background, authors often provide information about the methodology and conclusions of their research, which are critical components that capture readers' attention. Besides, both implicit and explicit authorial references are employed to discuss the procedures of both TA and NTA articles. This finding may be attributed to RAs being a distinct academic genre. These functions are followed by other rhetorical functions of implicit self-mentions, such as stating a goal/purpose, assessing the strength of their research, and showing the personal beliefs/ideas of the writers regarding the study in both corpora, from the most frequently used to the less frequent ones. The remaining functions are the least often deployed rhetorical functions in both corpora, such as making a claim/prediction, making suggestions, stating a hypothesis, an expectation, or a wish, and describing themselves.

In addition to the functions mentioned above, two other rhetorical functions related to implicit authorial references have been identified in both corpora. These are establishing intra-textual connections and leaving unresolved issues for future research. These findings suggest that native and non-native Turkish authors often implicitly refer to themselves and employ a range of rhetorical functions, including those that serve as discourse organizers. Table 7 reveals the log-likelihood results for the rhetorical functions of implicit authorial references in the TA and NTA corpora.

Table 7. Log-Likelihood Results for the Rhetorical Functions of Implicit Authorial References in L1 and L2 TRAs

Implicit authorial references Rhetorical functions	TA		NTA		LL ratio
	f	%	f	%	
Stating a goal/purpose	135	0.16	72	0.09	+13.92***
Explaining a procedure	954	1.12	507	0.66	+99.53****
Showing results/findings	786	0.93	353	0.46	+129.98****
Assessing the limitations of their research	5	0.01	1	0.00	+2.54
Showing the personal beliefs/ideas of the writers about the study	85	0.10	33	0.04	+19.01****
Assessing the strength of their research	99	0.12	44	0.06	+16.77****
Describing themselves	5	0.01	3	0.00	+0.33
Making a claim/prediction	31	0.04	12	0.02	+6.97**
Making suggestions	40	0.05	22	0.03	+3.72
Stating a hypothesis, an expectation, or a wish	61	0.07	9	0.01	+38.51****
*Establishing intra-textual connections	26	0.03	2	0.00	+24.03****
*Leaving unresolved issues for future research	47	0.06	15	0.02	+14.42***

Asterisks on the ratios indicate significance levels determined by the log-likelihood test.

= significant at $p < 0.01$ (log-likelihood > 6.63); *= significant at $p < 0.001$ (log-likelihood > 10.83); ****= significant at $p < 0.0001$ (log-likelihood > 15.13); f: observed frequency in the corpus; %: relative frequency in the text; + higher frequency in NTA compared to TA; - lower frequency in NTA compared to TA.

(The asterisk placed on the functional category indicates a rhetorical function identified in the corpus and newly added to the list of self-mention functions).

As summarized in Table 7, native and non-native Turkish authors exhibited different inclinations in applying rhetorical functions for implicit authorial references. The difference in their occurrence is significant across the TA and NTA corpora in various categories. More specifically, Turkish authors are more inclined to state their goals (LL ratio: +13.92; p value < 0.001), explain the procedure (LL ratio: +99.53; p value < 0.0001), show results/findings (LL ratio: +129.98; p value < 0.01), show their personal beliefs/ideas about the study (LL ratio: +19.01; p value < 0.0001), assess the strength of their research (LL ratio: +16.77; p value < 0.0001), make a claim/prediction (LL ratio: +6.97; p value < 0.01), to state a hypothesis, an expectation, or a wish (LL ratio: +38.51; p value < 0.0001), make of intra-textual connections (LL ratio: +24.03; p value < 0.0001), and leave unresolved issues for future research (LL ratio: -14.42; p value < 0.0001) with implicit authorial references. It is noteworthy to mention that implicit authorial references are used to employ more diverse rhetorical functions compared to explicit authorial references.

Below are examples from the corpus illustrating each rhetorical function that helps authors implicitly refer to themselves.

Stating a goal/purpose (Function 1)

30. *Bu çalışmada, anne çocuk ilişkileri ve baba tutumları ile okul öncesi eğitim kurumuna devam eden altı yaş çocuklarının ahlâki ve sosyal kural anlayışları arasındaki ilişkiyi incelemek amaçlanmıştır* (Özyürek & Şahin, 2015). "In this study, **it was aimed** to examine the relationship between mother-child relationships and father attitudes and the understanding of moral and social rules of six-year-old children attending pre-school education institutions."

Explaining a procedure (Function 2)

31. *Kodlar arasında bağlantı kurmak için bir alan analizi tekniği olan Spradley'nin (1980) Semantik İlişki Soruları Tekniği kullanılmıştır* (Chua & Chua, 2017). "To establish connections among the codes, Spradley's (1980) Semantic Relationship Questions Technique, a field analysis method, **was used**."

Showing results/findings (Function 3)

32. *Araştırmannın bulgularına bakıldığında 3'ü doğru madde 2'si nöromit olmak üzere 5 maddenin toplam 41 maddenin belirleyicisi olduğu bulunmuştur* (Novovic & Micanovic, 2020). "Considering the findings of the research, **it was found** that 5 items, 3 of which were true items and 2 of which were neuromyths, were determinants of a total of 41 items."

Assessing the limitations of their research (Function 4)

33. *Birincisi, bu araştırma sadece Yasouj şehrindeki lise öğrencileri ile gerçekleştirilmiştir* (Nikdel et al., 2021). "First, this research **was conducted only** with high school students in the city of Yasouj."

Showing the personal beliefs/ideas of the writers about the study (Function 5)

34. *Bu anlamda, izlemeye dayalı durum belirleme ve uygulamadaki sıklığıyla ilişkili değişkenlerin belirlenmesine yönelik bir araştırmanın yapılmasının hem Türkiye'deki hem de alanyazındaki uygulamalara katkı sağlayacağı düşünülmektedir* (Tavşancıl et al., 2017). "In this sense, **it is believed** that conducting a study aimed at identifying the variables related to observation-based assessment and its frequency of use in practice will contribute both to the practices in Türkiye and to the literature."

Assessing the strength of their research (Function 6)

35. *Okul yöneticilerinin ve yönetici adaylarının üniversitelerin Eğitim Yönetimi anabilim dalında, yüksek lisans eğitimi almalarının, okul yöneticiliğinin gerektirdiği kuramsal bilgilerin kazanılmasına önemli bir katkı sağlayacağı ifade edilebilir* (Sezer & Engin, 2020). "**It can be stated that** school administrators and administrator candidates receiving a master's degree in the Educational Administration department of universities **will make a significant contribution** to gaining the theoretical knowledge required by school administration."

Making a claim/prediction (Function 7)

36. *Özetle harmanlanmış öğrenme sürecinden geçen öğrencilerin akademik başarılarının daha yüksek olduğu iddia edilebilir* (Saritepeci & Çakır, 2015). "In summary, **it may be asserted** that students who experience the blended learning process tend to achieve higher academic success."

Making suggestions (Function 8)

37. *Ayrıca, Eğitim Bakanlığı'nın devlet üniversiteleri ile birlikte öğretmen adaylarının lider öğretmenler olmalarına yardımcı olacak lisansüstü sertifikalar veya yüksek lisans dersleri vermeleri önerilir* (Tahir et al., 2020). "**It is also recommended** that the Ministry of Education, together with public universities, offer postgraduate certificates or master's courses that will help prospective teachers become teacher leaders."

Stating a hypothesis, an expectation, or a wish (Function 9)

38. *Yedi yapı arasından İÖ ve PK değişkenlerinin aracı rolü oynadığı, öğrencilerin dört farklı aşamadaki (AN, PL, SA ve GD) kabiliyetlerinin etkisini matematiksel problem çözme becerisine dönüştürdüğü varsayılmıştır* (Han & Kim, 2020). "Among the seven structures, **it was assumed** that the variables TL and PK played a mediating role and transformed the effect of students' abilities at four different stages (AN, PL, SA and GD) into mathematical problem solving skills."

*Leaving unresolved issues for future research (Function 10)

39. *Ancak bu eksikliklerin yapılacak bazı düzenlemelerle giderilebileceği söylenebilir* (Çakmak et al., 2022). "However, **it can be said** that these deficiencies can be eliminated with some arrangements."

* Establishing intra-textual connections (Function 11)

40. Öğretmenin örnek sınıf içi uygulamaları **aşağıda sırasıyla sunulmuştur** (Kanyılmaz & Yücel, 2020).
“Sample classroom practices of the teacher **are presented below** in order.”

41. *Sonraki bölümlerde, matematiksel yeterlik çalışmasına ait çerçeve, kullanılan yöntem, sonuçların tartışması ve bazı son çıkarımlar sunulacaktır* (Romero et al., 2015). “**In the following sections**, the framework of the mathematical proficiency study, the method used, a discussion of the results and some final conclusions **will be presented**.”

While implicit rhetorical functions (1-10) are more directly related to the research content, establishing intra-textual connections (Function 11) are linked to the organizational structure of the research article. These functions help authors connect different parts of the text by referring to preceding or upcoming sections and thereby establishing intra-textual connections. In this respect, the function of stating a goal, which explicitly declares the purpose of the research, differs from the function of establishing intra-textual connections. For example, sentence (41) provides information about what will appear in the subsequent sections of the article. Although the future tense is used, which might resemble the statement of a research goal, the sentence does not declare an objective related to the study itself. Instead, it functions as an intra-textual connection by guiding the reader through the article's structure and linking its sections together.

Conclusion

This article examines how native Turkish authors and non-native Turkish authors use authorial self-mention expressions in their TRAs. To achieve this, the researcher analyzes a wide range of self-referential expressions, particularly explicit and implicit authorial references in L1 and L2 multi-authored TRAs within the same journal, across three dimensions: realizations, rhetorical functions, and their distributions within and across corpora. Drawing on this analysis, this study combines qualitative and quantitative approaches by integrating in-depth textual analysis with frequency and log-likelihood analyses to examine the visibility of authorial stance and the rhetorical strategies employed by TAs and NTAs.

The corpus-based and corpus-driven investigation reports similarities and differences between TA and NTA corpora regarding the implicit and explicit use of authorial references. Firstly, the researcher aims to reveal the distributional patterns of overall explicit and implicit self-mentions in both corpora. The analysis shows that TAs and NTAs employ significantly more implicit authorial references than explicit ones. On the other hand, when compared to the NTA corpus, TAs tend to conceal themselves with significantly fewer explicit authorial references and significantly more implicit authorial references. Secondly, this study argues the possible causes of the similarities and differences. The similarities between native and non-native corpora can be attributed to the authors' awareness of register and genre-related language use. More specifically, writers are aware of the specific communicative functions of self-mention elements and cannot avoid projecting an impression of themselves. The differences, on the other hand, can be attributed to the writers' culturally shaped epistemologies, their relationships with the community, and their broader sense of self, all of which can influence their decisions to engage with their texts.

The similarities and differences become apparent when analyzing explicit and implicit authorial references in detail, particularly concerning grammatical forms and rhetorical functions. The third and fourth questions aimed to answer how academic authors of L1 and L2 TRAs construct explicit and implicit authorial references concerning the grammatical forms and rhetorical functions. The analysis revealed that Turkish and non-native authors projected themselves through explicit and implicit authorial self-mention expressions, exhibiting various rhetorical functions and similar distributional patterns within each corpus. First-person plural suffixes and pronouns serve as explicit authorial references, while agentless passives, animate DPs as agents, and inanimate DPs as agents function as implicit authorial references, with similar distributional patterns observed in the corpora. In addition,

a variety of rhetorical functions such as stating a goal/purpose, explaining a procedure, showing results/findings, assessing the limitations of their research, showing results/findings, assessing the limitations of their research, showing the personal beliefs/ideas of the writers about the study, assessing the strength of their research, making a claim/prediction, making suggestions, stating a hypothesis, an expectation, or a wish and establishing intra-textual connections were used for both implicit and explicit authorial references. In addition, both native Turkish authors and non-native Turkish authors were found to implicitly reference themselves to leave unresolved issues for future research. Moreover, both corpora display similar distributional patterns of these functions. In particular, explicit and implicit references are frequently used to explain procedures, whereas less attention is given to functions such as assessing the strengths and limitations of their studies or making suggestions. It could be argued that the research article is not a modest, self-effacing genre devoid of writer presence; rather, it is a space where writers strategically position themselves and consciously employ authorial self-mentions in their texts.

The significant differences between two corpora, such as the overuse of grammatical forms and the rhetorical functions of explicit authorial references by NTAs when compared to TAs, the overuse of implicit authorial references by TAs, and the notable differences among all the sub-categories of realizations of implicit and explicit self-mentions and their rhetorical functions, may arise from cultural background, personal preference, prescriptive education, the influence of the English language that promotes explicit references, readers' status in their discourse community, and more. Upon closer examination, it can be argued that the stronger tendency of non-native Turkish authors to make themselves more visible than native Turkish authors may be attributed to the dominance of English as the global lingua franca in academic communication and research. The limited use of explicit authorial self-mention words by TAs could also reflect culture-specific views of authority, primarily influenced by Turkish culture's emphasis on modesty.

Overall, this study revealed the nature of academic discourse by identifying genre-based similarities within and across the two corpora, as well as differences shaped by linguistic and cultural backgrounds and preferences. The findings indicate that Turkish academic writing practices tend to prioritize objectivity while reflecting cultural values of modesty and collective identity. In contrast, L2 Turkish academic writing, though influenced by Turkish cultural conventions, promotes a more direct and visible authorial stance that underscores the individualistic dimension of academic discourse. These results support the view that academic writing encompasses not only the communication of ideas but also the expression and projection of authorial identity.

As this study is based on a limited number of RAs, it would be advisable to conduct more comprehensive research on the realizations and rhetorical functions of self-mentions in order to capture their full range. For example, the animate and inanimate determiner phrases (DPs) identified as agentive in this study may also function as experiencers in a more comprehensive investigation (e.g., *This result affected the researchers*). Therefore, by employing a larger corpus or conducting analyses across different academic genres, a more detailed analytical framework could be developed to reveal self-mention patterns more comprehensively. As the corpus of this study includes all sections of research articles, the authors employed self-mentions to explain their research procedures through both implicit and explicit references. A further study could examine the cross-sectional use of self-mention and its rhetorical functions in greater depth. While the present study identified all occurrences of self-mentions and their rhetorical functions, it did not focus on any specific category. Future research is therefore recommended to explore agentless passives as realizations of self-mention and to analyze the rhetorical roles of each passive suffix functioning as an implicit authorial reference.

Before conducting the study, interviewing non-native Turkish authors would be a plausible way to determine their native languages and whether the articles were originally written by them or translated from another language. Such information would enable a more informed discussion of the influence of their native languages, as well as the potential impact of translation processes. In this regard, L2 Turkish authors, for instance, might be limited to those with a single native language, such as English, who write in Turkish as a second language. Accordingly, further L2 research is needed to investigate the possible reasons behind the observed similarities and differences from both cross-linguistic and cross-cultural perspectives. Moreover, systematic comparisons with L1 Turkish research articles would provide valuable insights into how L2 Turkish authors explicitly or implicitly present themselves in relation to L1 Turkish academic writing.

This research provides valuable insights into the cultural and linguistic factors that shape academic writing. More specifically, it can guide researchers on how and when to use explicit or implicit authorial references in accordance with the expectations of their target audiences. It may also have pedagogical implications for educators, encouraging the teaching of self-reference and metadiscourse. By incorporating rhetorical and linguistic features into academic writing courses for students, educators can raise awareness of authorial identity and its rhetorical functions in academic writing. By developing this awareness, educators can help learners adapt to the norms of various academic communities in both L1 and L2 contexts. In this regard, promoting cross-cultural collaboration and peer review within diverse academic environments can foster a deeper understanding of self-reference and its rhetorical functions, ultimately equipping students to write more proficiently in both their L1 and L2 academic settings. Additionally, incorporating genre-specific training can help students recognize when and how to use self-mention according to the conventions of distinct academic genres. This knowledge will empower students to navigate academic expectations more effectively and improve their writing in both contexts. Furthermore, integrating digital tools or AI-powered feedback systems that focus on self-mention use in academic writing could provide instant, personalized feedback, helping students adapt their writing strategies. Therefore, this study advances academic writing practices by assisting students and researchers in developing the flexibility to adjust their writing strategies to varied linguistic and cultural contexts while guiding them in striking a balance between authority and neutrality in their texts.

To better support the educational activities of the journal *Eğitim ve Bilim* and its goal of advancing the academic development of researchers, this study not only aligns with the journal's mission by emphasizing the importance of understanding author presence in both L1 and L2 academic writing but also offers practical guidance to enhance comprehensibility and interaction by highlighting how the findings can benefit both native and non-native Turkish writers.

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