Author-Related Concepts in Academic Writing Revisited: A scoping review

Elena Tikhonova [1] , **Lilia Raitskaya** [2]

[1] Peoples' Friendship University of Russia (RUDN University)

[2] Moscow State Institute of International Relations (MGIMO University)

ABSTRACT

Introduction: Abundant linguistic devices are applied in academic writing to communicate the opinion and valuations of the authors and engage with their readers. The concepts of author's voice, stance and identity stand out among numerous notions describing various aspects related to the author in the written academic discourse, though no reviews were identified to synthesize them within one review.

Purpose: To synthesize the knowledge on the concept of author's voice, stance and identity in the international publications with a view to defining frequently and interchangeably used terms.

Method: This scoping review sticks to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) extension for Scoping Reviews, the framework proposed by Arksey and O'Malley (2005) and PCC framework. The review synthesized 40 publications on the author-related concepts indexed in the Scopus database. The eligibility criteria were identified, including timespan (2000-2025), languages (English), types of sources (full-time articles and reviews), areas of research (social science; arts & humanities).

Results: The sources were distributed among three thematic clusters: (1) Identity in academic writing and author-related concepts; (2) Authorial voice in academic discourse; (3) Author's stance. The data extracted from the documents under review on the key author-related concepts in academic writing (author's voice, stance and identity) allowed to sum up the definitions and major features supporting the understanding of those concepts. The current scoping review proved that the terminology in the field is rather unclear and ambiguous. The key concepts tend to be used interchangeably, though with more focus on the components of the concepts and empirical studies of relationships among the author-related concepts. The recent publications are shifting towards more complex and comparative studies.

Conclusion: The findings of this review may become the background for future research on authorial voice, stance, identity in academic discourse as well as other author-related concepts.

KEYWORDS

authorial voice, author stance, writer's identity, academic writing, academic discourse, meta-discourse markers, engagement markers

INTRODUCTION

In academic writing, authors communicate their results of research and views to their readers, applying various linguistic mechanisms (Shen & Tao, 2021), including discourse and metadiscourse markers (Barbara et al., 2024), grammatic constructions, lexical bundles, modal phrases and verbs, passive voice (Baratta et al., 2024). As in any communication, there are many components and devices that relate to authorial presence in the academic text. Writers turn to them to reveal their judgements, viewpoints and evaluations and to engage with their readers (Hyland, 2005).

The author-related concepts got into focus in the second half of the twentieth century. Though, an increase in research began at the turn of the 21st century. There are at least two notable and overlapping rises in the focused interest in author-related concepts in academic writing. The first period started in the late 1990s and lasted till 2015 (Vassileva, 1998; Ivanič, 1998; Ivanič, 2004; Ivanič &

Camps, 2001; Matsuda, 2001; Fløttum, 2006; Matsuda & Tardy, 2007; Hyland, 2008; Barrata, 2009; Fløttum, 2010; Hyland, 2012; Zhao, 2013, etc.). The terminology in this field became quite abundant during this period, and despite the previous research it was still is rather vague with occasionally interchangeable uses (Mhilli, 2023). The latest uprise began in 2015 and has lasted so far (Hyland, 2015; Stock & Eik-Nes, 2016; Hyland & Jiang, 2018; Azar & Hashim, 2022; Mhilli, 2023; Yasuda, 2022; Zhang, 2023; Ryan & Wilde, 2024; Sun et al., 2024; Zhang et al., 2024, etc.). The trends within the current timespan are mixed, with more studies focused on several concepts (Alghazo et al., 2021; de Magalhães et al., 2018).

Within the pilot searches for author-related concepts, we outlined a list that included:

(1) author (variants: author's/ authorial/ writer/ writer's) voice;
(2) author (variants: author's/ authorial/ writer/ writer's) identity;
(3) author (variants: author's/ authorial/ writer/ writer's) stance (variants - though rarely used: position/ posture);
(4) engagement with readers;
(5) self-reference;
(6) self-mention;
(7) interaction.

The most thoroughly studied of the concepts are those of author's voice, stance and identity. Rare or more occasional terms included in the list above are considered only to support the selected concepts.

Authorial voice is constructed to express opinions of writers (Hyland, 2012), encompasses the idea of agency, identity and authorship (Hanauer, 2015), and amalgamates "discursive and non-discursive features" (Matsuda, 2001). Hirvela & Belcher (2001) define voice as the ways "how writers establish an authorial presence or identity in their writings". The voice system entails "multiple components" and its construction "involves diverse agents (e.g., writers, peer reviewers, and readers)" (Fogal, 2020). Some researchers note that authorial voice is influenced by "disciplinary and socio-cultural factors" (Dong et al., 2023). Moreover, voice like other author-related concepts is studied from various perspectives (Alghazo et al., 2021), including ideology of Western individualism, social perspective, dialogic perspective, theories of metadiscourse and intercultural rhetoric (Connor, 2011). Other authors (Matsuda & Tardy, 2007; Tardy, 2012) see authorial voice in written scholarly communication from the individual, social, dialogical and other perspectives.

A historic view of author's identity and voice represents the concepts as interchangeable terms (Mhilli, 2023). Though, a few academics admit very close links between the concepts, considering that *identity* can be expressed through voice

(Li & Deng, 2021). Tang and John (1999) construe identity turning to author's roles, including an author as a representative of a group, the guide through the text, the architect of the text, the recounter of the research process, the opinion-holder, and the originator of an idea (Tang & John, 1999). Ivanič (1998) offers four dimensions of identity to explore the concept. They entail authorial self, autobiographical self, discoursal self and the relational dimension (Ivanič, 1998).

Another concept, *interaction* includes stance and engagement (Hyland, 2005). Stance is considered as modes in which "writers reveal personal thoughts and feelings within their texts" (Baratta, 2009). *Stance* is researched in the context of both authorial voice and identity. Hyland (2012) seems to regard stance at the word and sentence level and voice at the textual and discoursal level. Thus, voice is treated as a broader concept. Stance is more writer-oriented whereas voice covers both – the writer and the reader. *Engagement* describes the modes authors apply to interact with readers and urge them to participate in the discussion of the research (Mo & Crosthwaite, 2025).

Self-mention signals that the author has a strong voice, forming an integral part of identity construction (Stock & Eik-Nes, 2016). *Self-reference*, including self-citation, is constructed via a distribution of singular (I, me, my) and plural (we, us, our) pronouns and determiners as well as other references to the authors (Hyland, 2005). Writer self-reference is defined as "implicit and nuanced position statements constructing writer self-image" (Hyland, 2012).

The realm of research on author-centered concepts in academic writing is rather broad, with reviews synthesizing the current knowledge in various aspects in the period between 2009 and 2024: *on authorial voice* – "The construction of author voice by editorial board members" (Tardy & Matsuda, 2009), "The construction of authorial voice in writing research articles: A corpus-based study from an APPRAISAL theory perspective" (Zhang & Cheung, 2018), "Authorial voice in writing: A literature review" (Mhilli, 2023); *on writer's stance* – "Systematic Literature Review of Crosslinguistic Analysis of Stance Markers in EFL Learners' Academic Writing in English" (Zhang et al., 2024), "The research trends of corpus-assisted stance research (2004-2023): a systematic literature review" (Sun et al., 2024); *on self-reference* – "Self-reference in research articles across Europe and Asia: A review of studies" (Mur-Duenas & Sinkuniene, 2016); *on writer's identity* – "Identity Construction in Academic Writing of Student Writers Who Use English as an Additional Language: A Literature Review" (He, 2020), "Analysing Authorial Identity Construction in the Review Article Genre in Applied Linguistics" (Azar & Hashim, 2022).

The enumerated reviews dwell upon various aspects of the authorial concepts. We failed to find any complex review of author-related concepts in academic writing. The present review aims to update the synthesis of the existing knowl-

edge on the major author-related concepts (author's voice, stance and identity) in the international publications with a view to defining frequently and interchangeably used terms. By this publication, the reviewers are willing to draw the JLE readers attention to the domain as a promising research field for the journal. To attain the objective, the review was guided by the following research question:

RQ: What shifts in the key concepts related to the author (author's voice, stance and identity) have been fixed in academic writing?

METHOD

Protocol

Prior to starting the present scoping review, a research protocol was meticulously developed. The reviewers hereby certify that this review report constitutes a faithful, precise, and transparent description of the conducted review.

No deviations from the protocol were registered. Any departures from the original study design were appropriately described. We opted for the scoping review method as described in the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) extension for Scoping Reviews (Tricco et al, 2018), and the framework proposed by Arksey and O'Malley (2005).

Eligibility Criteria

The problem, concept, and context (PCC) were defined to establish an effective search strategy (see Table 1), with a rationale for each criterion. A discussion and some calibration exercises were performed before the criteria were finally established.

Search Strategy

The objective, review question, and existing literature were studied to select the most appropriate keywords to achieve effective searches. The keywords were calibrated in pilot

Table 1
Eligibility criteria

Criterion	Inclusion	Exclusion	Rationale
Problem	Ways of building and expressing author-related concepts in academic writing	Other aspects of academic writing	The research related to the problem informs authors on better ways of communicating ideas to their readers and patterns of disciplinary metadiscourse in scholarly publications
Concept	Author-related concepts in academic writing	Other concepts	The aim of the review is to synthesize the bulk of the recent knowledge on the author-related concepts in academic writing
Context	Academic Discourse of Scholarly Publications in English	Other discourses and languages	Focus of the review is on author-related concepts, their interrelations and elements in English-language academic discourse
Language	English	Other languages	English serves as a lingua franca of international science. In addition, the author-related concepts are considered within a specific language and discourse. In the present review, it is the English-language academic discourse
Time period	2000-2025	Before 2000	The review aims to synthesize the most essential recent publications on the theme
Types of sources	Full-text articles and reviews from peer-reviewed journals	Unavailable sources No access to full texts Other types of journals	The purpose is to gather Scopus-indexed available sources relevant to the keywords
Geographical location	Any location	None	Getting international perspective
Database	Scopus	Other than Scopus	The Scopus database has an impressive international perspective both by countries and high-profile sources where research on academic discourse and academic writing is published
Areas of Research	Social Science Arts & Humanities	Other Research Areas	Author-related concepts are studied within Social Sciences and Arts & Humanities (linguistics and communication)

pre-review searches to establish the appropriate keywords. The following strings of keyword variations were applied to find the documents in the Scopus database:

- "author OR author's OR authorial voice"
- "author OR author's OR authorial stance"
- "author OR author's OR authorial identity"

The searches were conducted by both authors simultaneously on the same day to identify the publications for this scoping review. All relevant documents were included subject to eligibility criteria and full-text availability.

Study Selection

Both authors identified the publications guided by the eligibility criteria and keywords. The eligibility criteria were primarily applied to the identified publications via the Scopus filters (time period, languages, subject areas, type of publications). Each reviewer screened the titles and then abstracts to eliminate the irrelevant documents tagging the documents with "to include" or "to exclude" marks. All disagreements were solved by mutual consent. The full texts of the selected documents were found at the publishers or the authors were approached via academic networks. All full texts were thoroughly and independently analysed by each reviewer to finally identify the eligible publications.

Data Extraction

Pilot searches, screening and the research questions made us identify the structure of the extracted raw data for the review: (1) data from the documents under review on the key author-related concepts in academic writing – author's voice, stance and identity – including definitions and major features supporting the understanding of the concepts; (2) data from the documents under review that bring other notions related to the author to the fore, if they are supportive in understanding the ways authors expose their position in the text.

Data-charting forms were jointly developed. The authors independently charted the data extracted from five documents as a pilot calibration, discussed the results and updated the data-charting form in an iterative process. The ultimate data included in the form are enumerated in Table 2.

Data analyses

Descriptive analyses were done and presented in different tables and an appendix. All the documents under review were distributed among the thematic clusters that had been visualized via VOSViewer software and refined through the analyses of the full texts.

Table 2

Data-Charting Form

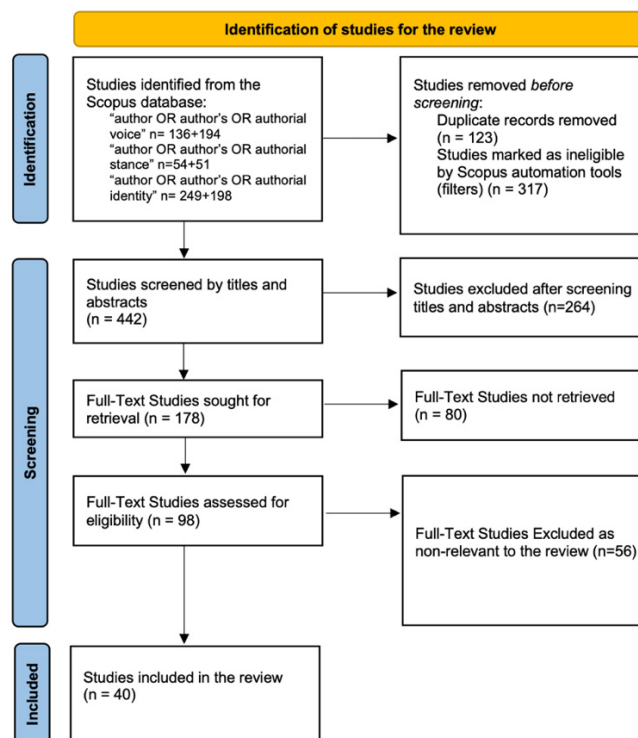| Data to be extracted	Notes to reviewers
Title of study	
Author(s)	
Year of publication	
Type of publication	article or review (according to an inclusion criterion)
Author-related concepts:	Identify the prevailing focus if more than one concept is studied
authorial voice	
authorial stance	
authorial identity	
Study objective	State if identified unclearly
Definitions	Author's and cited definitions
authorial voice	
authorial stance	
authorial identity	
Components and important features	Author's and cited components and important features
authorial voice	
authorial stance	
authorial identity	

RESULTS

Search and Selection Results

The searches were conducted among the titles and keywords of Scopus-indexed publications as of February 28, 2025. The searches on "author OR author's OR authorial voice", "author OR author's OR authorial stance", and "author OR author's OR authorial identity" totally brought 882 titles. 123 duplicate documents were removed, leaving 759 publications before Scopus filters were applied. The following inclusion criteria were used coinciding with the Scopus filters: time period 2000-2025; publication types – articles and reviews; Social Sciences and Arts & Humanities (subject area); and English (language). The filters reduced the amount by 317 documents to 442.

Visual scanning of the 442 titles and abstracts was performed to eliminate another 264 publications that were not eligible for the review. The sample was reduced to 178 documents. The full texts of 98 publications were received both via open access and on request from their authors in the Research Gate Network. After analysing data from the 98 full texts, another 58 publications were eliminated as we failed to find any data to the point. The total number of the publications included in the review was forty (Appendix 1).

The PRISMA flow-chart (Figure 1) depicts the complete identification and screening process.

A Bibliometric Analysis

After screening, the authors selected 40 documents from the Scopus. The publications were distributed unevenly. The trend towards research on author-related concepts was not prominent (from one to eight publications annually) during the review timespan. The peak with eight documents was registered in 2023. The prevailing publication type was the "article" (n=38). Two reviews were included – "Authorial voice in writing: A literature review" (Mhilli, 2023) and "Discoursal scholarly identity in research writing" (Qi & Zhao, 2023).

The most prolific authors (Figure 2) included K. Hyland (n=3), L. Deng (n=2), F. Jiang (n=2), H.J. Yoon (n=2), and C.G. Zhao (n=2). The most highly-cited publication headlined "Hedging and boosting in abstracts of applied linguistics articles: A comparative study of English- and Chinese-medium journals" (Hu & Cao, 2011) had 234 citations as of February 28, 2025.

Most publications came from China (n=13), the USA (n=11), and the UK (n=6) (Figure 3). All 40 documents were attributed to Social Sciences (n=40), 39 documents simultaneously were marked as Arts and Humanities. Three and two publications related to Computer Science and Psychology respectively.
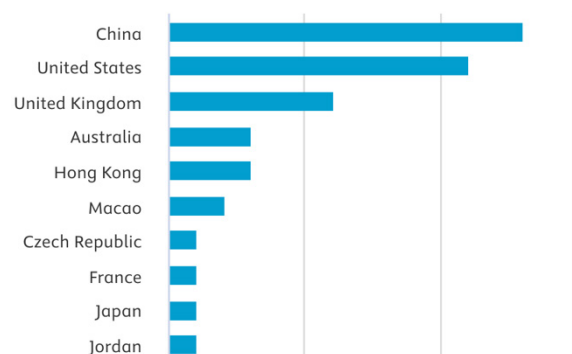
Figure 1
Selection of the Publications for the Review – PRISMA Flow-Chart

Figure 2

Scopus-Indexed Research on Author-Related Concepts: Most Prolific Authors
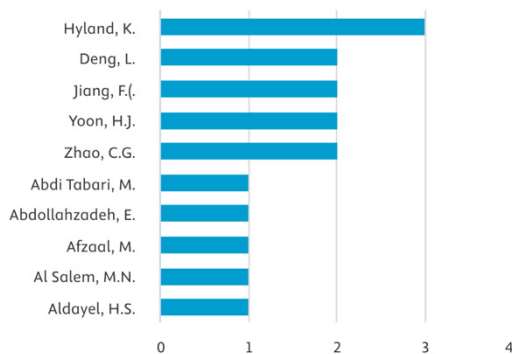
Figure 3

Scopus-Indexed Research on Author-Related Concepts: Geographic Distribution

Figure 4

VOSviewer Visualization of the Review Thematic Clusters

The VOSviewer software's analysis of the metadata from the 40 selected documents constructed a structured landscape of thematic clusters, each colour-coded to denote a specific domain of the review (Figure 4). The density of terms started from 6. The software made up six clusters. Though, there are only four clusters displayed in Figure 4 with two clusters completely detached and separated from the rest. VOSviewer visualized those two clusters at a distance. The other four clusters partially overlapped (those marked in blue, yellow, red and green).

The blue cluster comprised voice, identity, and writing assessment. It also included second-language writing. The yellow cluster focused on authorial voice. The green cluster represented metadiscourse, intercultural rhetoric, and research articles. The red cluster is connected to rhetorical functions and appraisal theory. Two out of the six clusters are not linked to the bulk of the publications, with the turquoise cluster covering stance and the violet cluster linked to academic discourse. The two separated clusters were likely to be linked to the rest in some ways if compared on a wider sampling of publications. The screening of the full texts of the documents under review lead to better understanding and refining of the thematic clusters that were finally boiled down to the following three:

- Cluster 1. Identity in academic writing and author-related concepts.
- Cluster 2. Authorial voice in academic discourse.
- Cluster 3. Author's stance.

The documents were distributed among the clusters based on the keywords and contents (Table 3).

Table 3

Type and Distribution of the Documents under Review among Thematic Clusters

Documents under review	Cluster 1	Cluster 2	Cluster 3
	Identity in academic writing and author-related concepts	*Authorial voice in academic discourse*	*Author's stance*
Ädel, 2022	+	+	
Alghazo et al., 2011		+	+
Baratta, 2009	+		+
Barbara et al., 2024			+
Candarli et al., 2015		+	+
Chen, 2024	+		
Chen, 2020	+		+
Crosthwaite et al., 2017			+
de Magalhães et al., 2018	+	+	
Deng et al., 2024	+		
Doncheva-Navratilova, 2021	+	+	
Dong et al., 2023		+	
Dessen-Hammouda, 2014	+	+	
Hirvela & Belcher, 2001		+	
Hu & Cao, 2011	+		
Hyland, 2015	+		
Hyland & Jiang, 2023	+		
Hyland & Jiang, 2018	+		
Kashiba, 2024			+
Khamkhien, 2025			+
Lee & Ye, 2023		+	+
Le Ha, 2009	+	+	
Li, 2024	+		
Li & Deng, 2021	+	+	
Masuda & Tardy, 2007		+	
Mhilli, 2023	+	+	
Mu, 2024	+		
Pearson & Abdollahzadeh, 2023	+		
Qi & Zhao, 2023	+		
Ryan & Wilde, 2024		+	
Stock & Eik-Nes, 2016		+	
Sun et al., 2022		+	
Tan et al., 2025		+	
Xie, 2016	+		
Yang, 2016	+		
Yasuda, 2022		+	
Yoon, 2017		+	
Yoon & Tabari, 2023		+	
Zhang, 2023		+	+
Zhao & Wu, 2022	+	+	+

Identity in Academic Writing

The raw data defining the concept of author identity and outlining key features of the concept are displayed in Table 4. Authorial, author or writer is generally regarded as an independent concept. Though some researchers apply this term and authorial voice interchangeably (Stock & Eik-Nes, 2016; Hirvela & Camps, 2001), others consider identity through authorial voice or stance as means of expressing it in writing (Chen, 2020 – identity is integral to stance; Baratta, 2009 – stance is a component of identity; Dessen-Hammouda, 2014 – identity through voice; Mhilli, 2023 – voice as discoursal realisations of writer's identity).

Author identity is construed through discourse and "such concepts as ethos and voice" (Matsuda, 2015, p.141). Baratta (2009) defines identity as the writer's sense of who the writer is. Chen (2020) describes academic writing as "a transaction of information", where writers construct their identity and stance. Fostering agency, strengthening voices, and creating networking opportunities are outlined as critical to the development of identity (de Magalhães et al., 2018). Li (2024) adds comprising dispositions to behave in certain ways in academic writing where identity is constructed.

Author identity identity is the one that socially displayed in academic contexts. Ivanič (1998) contributed much to understanding of authorial identity. Author identity is estab-

Table 4

Defining the Concept and Outlining Key Features of Author Identity

Document	Other Researchers Cited in the Document	Definitions and Components Essential Features Links to Other Concepts
Ädel, 2022		Research writing involves both identity and rapport work while a largely detached style still needs to be maintained. This is especially the case where experts communicate with experts in the research article (RA)...
Baratta, 2009		It seems... that personal identity is often integral to stance...
	Ivanič, 1994 Ivanič, 1995 Ivanič, 1998	Ivanic (1994, 1995, 1998) argues that a writer's lexical, syntactic and semantic choices within his/her writing help to construct identity...
		...personal identity, the writer's sense of who she is, is an obvious link to how the individual is revealed within the text...
Chen, 2024	Ivanič, 1998	Adequate emotion expression, as one of the potent strategies in academic writing, can greatly assist writers in establishing their authorial identity (Ivanic, 1998) in effective writing...
Chen, 2020		...stance - the viewpoint or perspective of the writer, which may be seen as a component of identity...
	Tang & John, 1999, p.27-29	...six "roles" [of author identity]: author as "a representative of a group," "the guide through the essay," "the architect of the essay," "the recounter of the research process", "the opinion-holder," and "the originator" of an idea...
	Hyland, 2002	Hyland divides author identity into a set of functions: expressing self-benefits,
		stating a goal/purpose, explaining a procedure, elaborating an argument, and stating results/claims. Since these functions entail authority, and authority places the author squarely in a position of responsibility and accountability...
de Magalhães et al., 2018	Kamler & Thompson, 2006	Kamler and Thompson argue that writing in doctoral research involves the "mutual construction of text and identity"...
		A social approach to scholarly writing that involves interactions with peers, more experienced others and supervisors is likely to foster agency, strengthen novice writers' voices and create networking opportunities, all of which are critical to the development of doctoral identity...
Dessen-Hammouda, 2014		Writing is no exception to this behavior, and writers clearly portray aspects of their individual and social identity to readers through their voice...
Hu & Cao, 2011		These differences in the nature and textual structure of empirical and
		non-empirical academic articles as well as in the corresponding identity assumed by their authors are likely to create different demands for authorial management of interaction with the imagined readers and manipulation of their reactions
		through metadiscourse strategies such as hedges and boosters...

Document	Other Researchers Cited in the Document	Definitions and Components Essential Features Links to Other Concepts
Hyland, 2015		Writers, no less than speakers, construct texts which engage with readers and display a community-based competence and valued identity, as lexical choice, topic selection, conventions of argument, and so on also display an orientation and sensitivity to co-participants.
		...identity comprises dispositions to behave in certain ways, to make particular discourse choices in routine situations...
		Identity is said to be created from the texts we engage in and the linguistic choices we make, thus relocating it from hidden processes of cognition to its social construction in discourse.
		Generally... contemporary perspectives see identity as part of a social and collective endeavour created through participation in our social groups and the ways we are linked to situations, to relationships, and to the rhetorical positions we adopt in our routine interactions with others.
		...identity is what makes us similar to and different from each other and for academics it is how they both achieve credibility as insiders and reputations as individuals.
Li, 2024		Academic writing, in particular, can be viewed as a process of constructing a scholarly identity, which refers to "scholars identifying themselves as members of certain academic communities that share the same use of language and ways
		of thinking by drawing on certain discourse and rhetorical conventions" (Shi, 2003, p. 370).
		...academic writers may encounter conflicts between their value systems and the expectations of their readers. To navigate this tension, studies have revealed
		that academic writers often engage in a complex negotiation of self-representation in their writing...
Li & Deng, 2021	Hyland, 2012	Academic writing is thus an act of identity construction...
	Burgess & Ivanič, 2010, p. 235	Writer identity ...refers to "the sorts of identities that are socially available in academic contexts, and the multiple selves that are constructed by writers' selection of particular discoursal characteristics in the design of their texts".
		...stance, voice, self, and identity – are sometimes not only being simply used interchangeably without making an explicit connection between them, but also being used in a way that may cause misunderstanding...
	Ivanič, 1998	Autobiographical self is a representation of how writers project their identities in real life or the sense of whom writers bring with them to the act of writing.
		Discoursal self is an image of the writer that emerges in a specific text or the representation of the self, the view of the world, the values and beliefs that writers construct through their writing practices as well as their choices of wording and other semiotic means of communication.
		Self as author (or authorial self) is the presence writers construct for themselves as author of the text or the extent to which writers want to appear authoritative.
		...identity is regarded as a type of representation...
Mhilli, 2023		The concepts of identity and voice in writing are often used interchangeably; however, some researchers differentiate the two conceptions, determining authorial voice as the writer's identity reflected in writing.
		This literature review revealed that the concepts of voice and in writing is a broader conception which encapsulates authorial voice as discoursal realisations of writer's identity are closely related and are used interchangeably in [several publications]
	Ivanič, 1998, p. 23	Rose Ivanič proposes that identity in writing has four dimensions: 'autobiographical self', 'possibilities for self-hood', 'discoursal self', and 'self as author'

Document	Other Researchers Cited in the Document	Definitions and Components Essential Features / Links to Other Concepts
Qi & Zhao, 2023		This literature review identified three main streams of research that focus respectively on (1) the manifestation of a discoursal scholarly identity in academic written discourse, (2) the reconstruction of such an identity by readers, and (3) the construction of such an identity in and through social practices.
		Based on these varied research interests, different terms have also been adopted to capture different aspects of the concept of discoursal scholarly identity
		...the concept of discoursal scholarly identity refers to the image of a scholar as created and perceived on page through the use of particular discursive and non-discursive features...
		...discursive features often include both linguistic choices (e.g., personal pronouns, hedges, and reporting verbs) and rhetorical choices (e.g., skillful use of topical sentences and organizational moves)
	Matsuda, 2015, p. 145- 150	Non-discursive features, on the other hand, could be "document design and visual elements" (p. 145) or content-related elements... The former refers to formatting, italics, and image use, among other such elements, whereas the latter covers elements such as "breadth and depth of knowledge, topic choice, representation of the field, description of the research setting, theoretical frameworks, and research method" as shown in the text ...

lished through roles, including author as a representative of a group, the guide through the text, the architect, the recounter of the research, an opinion-holder, the originator of an idea. Writer identity is constructed by means of lexical, syntactic and semantic choices (Ivanič, 1998). Adequate emotion expression is singled out as an effective strategy in scholarly writing to establish authorial identity (Ivanič, 1998; Chen, 2024).

Authorial Voice

Authorial voice has been on the agenda for over thirty years, though some foundations were laid much earlier (e.g. Bakhtin, 1981). The concept is approached from various perspectives determining the definitions and features that researchers choose to stick to in their studies (Appendix 2). In the publications included in the review and also publications cited in the reviewed documents, we found the following approaches: social perspective (Ivanič, 1998; Matsuda, 2001; Sun et al., 2022; Yoon, 2017; Zhang, 2023), social and cultural approaches, covering genre and contextual impact (Fløttum, 2006; Hyland, 2008; Fløttum, 2010; Candarli et al., 2015; Crosthwaite et al., 2017), interactional perspective (Hyland, 2008; Hyland, 2012); linguistic perspective (Ivanič & Camps, 2001; Baratta, 2009; Barbara et al., 2024). Author voice is characterised as an open and constantly changing construct, "a dynamic author-reader relationship" (Dong et al., 2023) that is influenced by disciplinary, social, cultural and other factors (Dong et al., 2023).

Voice forms an integral part of academic and scientific writing (Dressen-Hammouda, 2014). It is considered as an individual property of writing (Lee & Ye, 2023). Though, in the 1990s and in the early 2000s, some researchers doubted the concept scope as it was presented rather vaguely (Hirvela &

Belcher, 2001). The most-cited definition in the documents of the review belong to Matsuda (2001). The amalgamation of discursive and non-discursive features that are selected individually but from the socially accessible repertoires (Matsuda, 2001) is a definition from the social perspective. At least four publications in the review are based on this understanding of authorial voice (Candarh et al., 2015; de Magalhães et al., 2018; Dong et al, 2023; Matsuda & Tardy, 2007) (Table 5). Authorial voice is a way "to project selfhood" through linguistic devices, including hedge, booster, attitude, central point articulation, self-mention, reader pronoun, directive, shared knowledge (Lee & Ye, 2023). Voice may be seen as linguistic behaviour (Hirvela & Belcher, 2001).

Researchers tend to explain and define the concept of authorial voice through other related concepts. Voice may be realised via a writer's engagement with viewpoints of others, communicated through a position or a stance taken (Sun et al., 2022; Yasuda, 2022; Candarh et al., 2015) or relates to authorial presence (Candarh et al., 2015; Hirvela & Belcher, 2001). Voice is essentially associated with links and relationships with others or with ideas (Yoon, 2017). It is based on the definition by Hyland's model (2008) where voice incorporates stance (writer-oriented features of interaction) and engagement (reader-oriented features – the recognition of the reader's presence and inclusion into the discourse). Voice may be individual and social, or discipline-related (Li & Deng, 2021), with many issues incorporated or associated. The latter are revealed through the roles a writer takes on (Stock & Eik-Nes, 2016). The positioning of authorial voice is built on Halliday's seven functions of language (Halliday & Matthiessen, 2004) and entails ideational (the ways how writers approach the topic), interpersonal (the ways how writers interact with their readers) and textual types (Stock & Eik-Nes, 2016).

Table 5

Defining the Concept and Structure of Authorial Voice and Outlining its Key Features

Document	Other Researchers Cited in the Document	Definitions and Components
Candarh et al., 2015		The notion of 'voice' …relates to authorial presence and stance… The use of markers indicating authorial presence contributes substantially to the success of a text.
	Matsuda, 2001	Voice encompasses the amalgamation of discursive and non-discursive features that language users select from socially accessible but constantly evolving repertoires
de Magalhães et al., 2018	Matsuda, 2001	Voice encompasses the amalgamation of discursive and non-discursive features that language users select from socially accessible but constantly evolving repertoires
Dong et al, 2023	Matsuda, 2001	Voice encompasses the amalgamation of discursive and non-discursive features that language users select from socially accessible but constantly evolving repertoires
Dressen-Hammouda, 2014	Belcher, 2007; Lillis & Curry, 2010	A general consensus today supports the idea that voice is relevant to academic and scientific writing, as seen for example in the high-stakes context of international scientific publishing
Hirvela & Belcher, 2001	Elbow, 1994 b, p.2	The term has been used in such a loose and celebratory way as to mean almost anything
Lee & Ye, 2023		Authorial voice as an individual property of writing is commonly understood as a way to project selfhood into the text by way of linguistic devices…
		Authorial voice: hedge, booster, attitude, central point articulation, self-mention, reader pronoun, directive, shared knowledge (Fig.1).
Matsuda & Tardy, 2007	Matsuda, 2001	…a socially oriented notion of voice—defined as ''the amalgamative effect of the use of discursive and non-discursive features that language users choose, deliberately or otherwise, from socially available yet ever-changing repertoires''
Sun et al., 2022	Hutchings, 2014, p. 315	Voice…refers to 'the student's own views and to the ability to present other views as other voices' …
		In other words, it is students' engagement with viewpoints of others and their evaluation of those viewpoints conveyed through taking a position or so-called stance of their own.
Yasuda, 2022		Authorial voice is considered to be the representation of a writer's point of view or stance toward the propositions they adduce within a manuscript.
	Thompson & Hunston, 2000, p. 5, p. 5	…a writer's voice – a representation "of the writer's attitude or stance towards, viewpoint on, or feelings about the entities or propositions that he or she is talking about"…
Yoon, 2017	Hyland, 2005	Voice "establishes relationships between people, and people and ideas"

One more aspect pertaining to authorial voice is citations in constructing an image (Zhao & Wu, 2022). Citing others is a way to position oneself vis-à-vis the cited scholars (Zhang, 2023). Citations fulfil a range of functions in academic texts in respect of author voice. Thus, manipulating citations and references helps create an authoritative voice (Sun et al., 2022). At the same time, citing is a device in constructing stance. Citations, a mechanism that positions a citing author in relation to other researchers, are studied through their functions (mainly attribution and evaluation) and help share or separate author's stance from others' opinions (Khamkhien, 2023).

Author's Stance

"Stance is a process of adopting a point of view" towards the ideas and concepts and other researchers' sticking to their own opinions (Hyland, 2005). Writers resort to taking stance when reveal their opinions, evaluations and feelings (Baratta, 2009). Other researchers add to this list attitudes, commitments concerning propositional content of a message (Biber, 1999), perspective (Strauss & Feiz, 2013), affect, appraisal, meta-discourse (Shen & Tao, 2012). As those stance statements are interpretative in nature, they "involve subjective judgements" (Hyland & Tse, 2013). In the wake of Hyland (2005), Crosthwaite et al. (2017) maintain that taking

stance is an interaction with writer-oriented features. From this perspective, stance incorporates evidentiality, affect and presence (Hyland, 2005). Stance is also considered as one of the two dimensions (the other one is engagement) that underpin authorial voice, where the former is "an attitudinal dimension" (Lee & Ye, 1999).

Stance is expressed through several features, including hedges, boosters, attitude markers and self-mentions (Alghazo et al., 2021; Candarli et al., 2017; Kashiba, 2024). Baratta (2009) outlines stance as "a continuum" starting from hedging to reveal doubt regarding one's claim to a viewpoint on other researchers' positions, depending on the degree of commitment to a proposition (Lee & Ye, 2023). Various linguistic devices serve as means of constructing stance and modulating the extent of author's commitment. Orthographic features are occasionally applied for constructing stance, including italics (to emphasize writer's emotions) and single quotation marks (to signal irony or other attitudes in communication) (Baratta, 2009). The raw data that have been boiled down to the findings of the review on authorial stance are presented in Table 6.

Table 6

Defining the Concept and Outlining Key Features of Authorial Stance

Document	Other Researchers Cited in the Document	Definitions and Components Essential Features Links to Other Concepts
Alghazo et al., 2021	Hyland, 2005	Hyland (2005) defines stance as "adopting a point of view in relation to both the issues discussed in the text and to others who hold points of view on those issues" by means of stance features
		...four features are used to express stance: hedges, boosters, attitude markers and self-mentions
Baratta, 2009		Stance refers to the ways in which writers reveal their opinions, evaluations and feelings on a given matter
		Stance can be regarded as the ways in which writers reveal personal thought and feeling within their texts
	Hyland & Tse, 2004	Hyland and Tse (2004) further describe stance as involving interpretive statements which necessarily involve subjective judgments
		Stance, then, would appear to fall along a continuum, ranging from hedging, in order to reveal doubt about one's personal claims and/or show modesty for them (this might be seen as a potential way to attract new customers) to offering a personal opinion regarding the claims of others (I believe that his views no longer have relevance)
		Orthographic feature - Single quotation marks
		Rhetorical function:
		To reveal a personal style of communication, thus revealing the writer.
		To signal irony, thus showing disagreement with a particular viewpoint.
		Orthographic feature - Italics
		Rhetorical function:
		To emphasize the writer's feelings on a given matter.
Barbara et al., 2024		Stance-taking in academic writing plays a crucial role in enabling tertiary academic writers to express their positions about their topics and other voices
	Strauss & Feiz, 2013	'Stance' is defined here as 'the speaker's or writer's feeling, attitude, perspective, or position as enacted in discourse'
	Biber, 1999, p. 23	In academic writing, stance is considered vital because it expresses the communicator's "attitudes, feelings, judgments, or commitment concerning the propositional content of a message"
	Shen & Tao, 2021	As a linguistic mechanism, stance is studied from the perspectives of evidentiality, affect, attitude, evaluation, appraisal, and meta-discourse.
Candarli et al., 2017		...stance can be realized via four resources: (1) self-mention (e.g. I), which concerns authorial presence through the use of first person pronouns; (2) boosters (e.g. definitely, obvious), which express writers' involvement with the topic and certainty; (3) hedges (e.g. possible, perhaps), which tone down writers' commitment, and (4) attitude markers (e.g. unfortunately, interesting), which reveal writers' attitudes to the propositions

Document	Other Researchers Cited in the Document	Definitions and Components Essential Features Links to Other Concepts
Chen, 2020		...stance - the viewpoint or perspective of the writer, which may be seen as a component of identity - is expressed in academic writing, has produced an impressive amount of literature
	Perez-Llantada, 2008	...stance has been found to be expressed or projected by a variety of linguistic devices in an array of academic discourses: adjectives in several soft science disciplines
Crosthwaite et al., 2017	Biber, 2006, p. 87	...stance expresses a writer's 'personal feelings and assessments', including 'attitudes that a speaker has about information, how certain they are about its veracity, how they obtained access to the information, and what perspective they are taking'
	Hyland, 2005, p. 178	Hyland (2005) takes stance as 'writer-oriented features of interaction', which have three main components: evidentiality, affect and presence
Kashiba, 2024		In recent decades, the notion of stance has been closely intertwined with concepts such as appraisal (Martin & White, 2005), evaluation (Thompson & Hunston, 2000), metadiscourse (Vande Kopple, 1985; Hyland & Tse, 2004; Hyland, 2005), and evidentiality (Chafe & Nichols, 1986).
		...this study views stance as an interactive tool used by reviewers and examiners to frame their evaluative discourse. Stance enables them to stamp their personal authority onto their academic criticism, conveying both epistemic and attitudinal positions and indicating the level of commitment to their comments.
		Stance includes four linguistic makers.
		1. Self-mentions refer to the extent to which writers/speakers choose to involve themselves in their discourse using first-person pronouns and possessive determiners (e.g., I, we, my).
		2. Hedges signify uncertainty and enable writers/speakers to refrain from fully committing to their statements (e.g., may, probably).
		3. Boosters convey certainty and assurance, strengthening the claims made by writers/speakers (e.g., in fact, must, definitely).
		4. Attitude markers reveal the writers'/speakers' attitude toward propositions by expressing attitudinal feelings of agreement,
		disagreement, or surprise (e.g., surprisingly, prefer, unfortunately)
Khamkhien, 2023		...authorial stance is how authors position themselves relative to their sources, and it can emerge through citation functions such as attribution and evaluation. Citations allow authors to express their opinions or distance themselves from cited sources
	Coffin, 2009, p.170	...a writer's stance is an influential position a writer takes toward "the words, observations, viewpoints, and theories that comprise the referenced source"
Lee & Ye, 2023		Underpinning authorial voice are two different dimensions – stance and engagement – each of which is supported by different linguistic devices. Stance...is the degree of commitment to a proposition, evidenced by hedges, boosters, attitude markers, and authorial self-mention. With these textual devices in use, a writer modulates the extent to which he or she commits to a proposition, leaving an authorial presence in the text. ...stance is an attitudinal dimension, whereas engagement is an alignment dimension.
Zhang, 2023	Martin & White, 2005	Authorial stance was identified and analyzed based on the ENGAGEMENT system in Appraisal Theory
Zhao & Wu, 2022		The stance dimension concerns how writers present themselves and convey their ideas to the readers through the use of hedges, boosters, attitude makers and self-mention. The engagement dimension focuses on means to personal asides

DISCUSSION

The review results show that the vague realm of concepts related to the author in academic writing is developed by further studies along the routes offered in the previous periods. The recently published documents have not added essential contribution to the concept of author identity, focusing on other aspects based the previously produced knowledge on author identity.

The articles published in the 2020-s focus on narrower aspects of the other concepts as well. They cover variations across languages and disciplines regarding visibility of writer and reader (Ädel, 2022), comparison of the concepts

(e.g. stance and engagement) between English and other language (Alghazo et al., 2022; Kashiha, 2024), various disciplines and levels of expertise of writers – novice and advanced authors (Barbara et al., 2024; Doncheva-Navratilova, 2021; Li & Deng, 2021; Yasuda, 2022; Dong et al., 2023; Khamkhien, 2025). The recent publications also dwell upon citations as a means of constructing authorial stance (Zhang, 2023; Sun et al., 2022; Mu, 2024; Khamkhien, 2025) and the author-related concepts in AI-generated academic texts (Tan et al., 2025).

Disciplinary and mature aspects of writers in constructing identity and voice were among popular topics in earlier publications as well (Hirvela & Belcher, 2001; Dressen-Hammouda, 2014; Candarli et al., 2015; Crosthwaite et al., 2017) that was in line with the previously published reviews (Zhang & Cheung, 2018; He, 2020; Azar & Hashim, 2022). The most cited authors enumerated in the previous reviews are overwhelmingly referenced to in the documents of the present review and consequently in this review, with K. Hyland, R. Ivanič, P. K. Matsuda, and C.M. Tardy forming the conceptual basis of the field.

The research on rhetorical construction of author identity, markers (hedges, boosters, stance markers, etc.) and other linguistic devices to construct authorial voice and identity were distributed more or less evenly in the period between 2010-till present (Baratta, 2009; Hu & Cao, 2011; Yang, 2016; Yoon, 2017; Crosthwaite et al., 2017; Barbara et al., 2024).

The author-related concepts in the recent publications are considered as more complex and equivocal, with shifting towards comparative studies (Alghazo et al., 2021; Barbara et al., 2024; Mu, 2024). Researchers are not that peremptory in interchangeability of identity, voice and stance, approaching the concepts comprehensively (Lee & Ye, 2023; Khamkhien, 2023; Barbara et al., etc.). The continuity and succession in many directions of study lie within the evolutive development of the field. Many researchers have been actively studying the field along those directions, with recurrent publications included in this review and beyond (Hyland, Matsuda, Ivanič, Tardy, Zhang, etc.). The review findings essentially are in line with the previously published reviews (Tardy & Matsuda, 2009; Mur-Duenas & Sinkuniene, 2016; Azar & Hashim, 2022).

Limitations

The limitations of this review were incorporated in some eligibility criteria. Publications in languages other than English were excluded. Thus, there might be some bias in geographic representation of some regions and countries. Books, book chapters, editorials and some other types of publications excluded might have contributed to the scope of the review. Future reviews may focus on the publications dwelling upon authorial engagement with readers indexed in databases other than Scopus to give a more realistic picture. Reviews focused on some narrower aspects (self-representation, various types of voices, etc.) are likely to contribute to more comprehensible understanding of the topic.

CONCLUSION

The concepts related to authors in academic writing reflect their agency and persona and give an understanding of mechanisms deployed to construct their identity and voice and show their stance. The author-related concepts are still used interchangeably or partially as components in relation to each other. Complexity of concepts gives ways to more studies, combining various approaches in research. The directions of studies identified in the review proved the research continuity and development in the field. The implications of the review findings ought to re-focus potential contributors to the JLE on more studies on authorial presence in academic writing. On the whole, the synthesis of the research may further develop L2 instruction related to academic writing on the aspects of authorial stance, voice and identity.

DECLARATION OF COMPETING INTEREST

None declared.

AUTHORS' CONTRIBUTION

Elena Tikhonova: conceptualization, data curation, formal analysis, investigation, methodology, resources, software, validation, visualization, writing – original draft, writing – review & editing, other contribution.

Lilia Raitskaya: conceptualization, datacuration, formalanalysis, investigation, methodology, resources, software, validation, visualization, writing – original draft, writing – review & editing, other contribution.

REFERENCES

Ädel, A. (2022). Writer and reader visibility in humanities research articles: Variation across language, regional variety and discipline. *English for Specific Purposes*, *65*, 49-62. https://doi.org/10.1016/j.esp.2021.09.001

Alghazo, S., Al Salem, M.N., & Alrashdan, I. (2021). Stance and engagement in English and Arabic research article abstracts. *System*, *103*, Article 102681. https://doi.org/10.1016/j.system.2021.102681

Arksey, H., & O'Malley, L. (2005). Scoping studies: Towards a methodological framework. *International Journal of Social Research Methodology*, *8*(1), 19–32. https://doi.org/101080/1364557032000119616

Azar, A.S., & Hashim, A. (2022). Analysing authorial identity construction in the review article genre in applied linguistics. *Studies in English Language and Education*, *9*(1), 94-114. https://doi.org/10.24815/siele.v9i1.21898

Bakhtin, M. (1981). *The dialogic imagination: Four essays*. University of Texas Press.

Baratta, A.M. (2009). Revealing stance through passive voice. *Journal of Pragmatics*, 1406-1421. https://doi.org/10.1016/j.pragma.2008.09.010

Barbara, S.W.Y., Afzaal, M., & Aldayel, S. (2024). A corpus-based comparison of linguistic markers of stance and genre in the academic writing of novice and advanced engineering learners. *Humanities and Social Sciences Communications*, *11*(1), Article 284. https://doi.org/10.1057/s41599-024-02757-4

Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E. (1999). *Longman grammar of spoken and written English*. Pearson Education.

Candarli, D., Bayyurt, Y., & Marti, L. (2015). Authorial presence in L1 and L2 novice academic writing: Cross-linguistic and cross-cultural perspectives. *Journal of English for Academic Purposes*, *20*, 192-202. https://doi.org/10.1016/j.jeap.2015.10.001

Chen, R. (2020). Single author self-reference: Identity construction and pragmatic competence. *Journal of English for Academic Purposes*, *45*, Article 100856. https://doi.org/10.1016/j.jeap.2020.100856

Chen, S. (2024). Mining emotions in academic writing: A subdisciplinary probe into medical research articles. *English for Specific Purposes, 74*, 55-67. https://doi.org/10.1016/j.esp.2024.01.002

Connor, U. (2011). *Intercultural rhetoric in the writing classroom*. University of Michigan Press.

Crosthwaite, P., Cheung, L., & Jaing, F. (2017). Writing with attitude: Stance expression in learner and professional dentistry research reports. *English for Specific Purposes*, *46*, 107-123. https://doi.org/10.1016/j.esp.2017.02.001

de Magalhães, M.B., Cotterall, S., & Mideros, D. (2018). Identity, voice and agency in two EAL doctoral writing contexts. *Journal of Second Language Writing*, *43*, 4-14. https://doi.org/10.1016/j.jslw.2018.05.001

Deng, L., Cheng, Y., & Gao, X. (2024). Engagement patterns in research article introductions: A cross-disciplinary study. *System*, *120*, Article 103204. https://doi.org/10.1016/j.system.2023.103204

Doncheva-Navratilova, O. (2021). Engaging with the reader in research articles in English: Variation across disciplines and linguacultural backgrounds. *English for Specific Purposes*, *63*, 18-32. https://doi.org/10.1016/j.esp.2021.02.003

Dong, J., Liu, Y., & Lu, X. (2023). A discourse dynamics analysis of academic voice construction: Disciplinary variation, trajectories, and dynamic interaction patterns. *System*, *119,* Article 103181. https://doi.org/10.1016/j.system.2023.103181

Dressen-Hammouda, D. (2014). Measuring the voice of disciplinarity in scientific writing: A longitudinal exploration of experienced writers in geology. *English for Specific Purposes*, *34,* 14-25. https://doi.org/10.1016/j.esp.2013.10.001

Fløttum, K. (2006). Medical research articles in the comparative perspectives of discipline and language. In M. Gotti, & F. Salager-Meyer (Eds.), *Advances in medical discourse analysis: Oral and written context* (pp. 251-269). Bern.

Fløttum, K. (2010). A linguistic and discursive view on climate change discourse. ASp, 58, 19-37. https://doi.org/10.4000/asp.1793

Fogal, G. G. (2020). Investigating variability in L2 development: Extending a complexity theory perspective on L2 writing studies and authorial voice. *Applied Linguistics*, 41(4), 575–600. https://doi.org/10.1093/applin/amz005

Halliday, M., & Matthiessen, C. (2004). *An introduction to functional grammar* (2nd ed.). Arnold.

Hanauer, D. I. (2015). Measuring voice in poetry written by second language learners. *Written Communication*, *32*(1), 66–86. https://doi.org/10.1177/0741088314563023

He, F. (2020). Identity construction in academic writing of student writers who use English as an additional language: A Literature Review. *Chinese Journal of Applied Linguistics*, *43*(4), 506-524. https://doi.org/10.1515/CJAL-2020-0033

Hirvela, A., & Belcher, D. (2001). Coming back to voice. The multiple voices and identities of mature multilingual writers. *Journal of Second Language Writing*, *10*, 83-106.

Hu, G., & Cao, F. (2011). Hedging and boosting in abstracts of applied linguistics articles: A comparative study of English- and Chinese-medium journals. *Journal of Pragmatics*, *43*, 2795-2809. https://doi.org/10.1016/j.pragma.2011.04.007

Hyland, K. (2005). Representing readers in writing: Student and expert practices. *Linguistics and Education*, *16*(4), 363–377. https://doi.org/10.1016/j.linged.2006.05.002

Hyland, K. (2008). Disciplinary voices: Interactions in research writing. *English Text Construction*, *1*(1), 5-22. https://doi.org/10.1075/etc.1.1.03hyl

Hyland, K. (2012). Undergraduate understandings: Stance and voice in the final year reports. In K. Hyland & S. C. Guinda (Eds.), *Stance and voice in written academic genres* (pp.134–150). Palgrave Macmillan. https://doi.org/10.1057/9781137030825

Hyland, K. (2015). Genre, discipline and identity. *Journal of English for Academic Purposes*, *19*, 32-43. https://doi.org/10.1016/j.jeap.2015.02.005

Hyland, K., & Jiang, F. (2018). "In this paper we suggest": Changing patterns of disciplinary metadiscourse. *English for Specific Purposes*, *51*, 18-30. https://doi.org/10.1016/j.esp.2018.02.001

Hyland, K., & Jiang, F. (2023). Interaction in written texts: A bibliometric study of published research. *Studies in Second Language Learning and Teaching*, *13*(4), 903-924. https://doi.org/10.14746/ssllt.40220

Hyland, K., & Tse, P. (2004). Metadiscourse in academic writing: A reappraisal. *Applied Linguistics*, 25(2), 156-177. https://doi.org/10.1093/applin/25.2.156.

Ivanič, R. (1998). *Writing and identity: The discoursal construction of identity in academic writing* (vol. 5). John Benjamins Publishing Company.

Ivanič, R. (2004). Discourses of writing and learning to write. *Language and Education*, *18*(3), 220-245.

Ivanič, R., & Camps, D. (2001). I am how I sound: Voice as self-representation in L2 writing. *Journal of Second Language Writing*, *10*(1-2), 3-33.

Kashiha, H. (2024). Stance-taking in peer reviewer and thesis examiner feedback on Iranian scholarly contributions. *Journal of English for Academic Purposes*, *68*, Article 101364. https://doi.org/10.1016/j.jeap.2024.101364

Khamkhien, A. (2025). The art of referencing: Patterns of citation and authorial stance in academic texts written by Thai students and professional writers. *Journal of English for Academic Purposes*, *74*, Article 101470. https://doi.org/10.1016/j.jeap.2024.101470

Le Ha, P. (2009). Strategic, passionate, but academic: Am I allowed in my writing? *Journal of English for Academic Purposes*, *8*, 134-146. https://doi.org/10.1016/j.jeap.2008.09.003

Lee, K., & Ye, Y. (2023). Uncovering the dimensionality of authorial voice in the integrated writing task: A confirmatory factor analysis study. *System*, *117*, Article 103115. https://doi.org/10.1016/j.system.2023.103115

Li, A.W. (2024). Bilingual returnee scholars' identity in academic writing. *Journal of Second Language Writing*, *64*, Article 101112. https://doi.org/10.1016/j.jslw.2024.101112

Li, Y., & Deng, L. (2021). Disciplinarily capable and personally unique: Voicing disciplinary identity in personal statement writing. *Journal of English for Academic Purposes*, *50*, Article 100949. https://doi.org/10.1016/j.jeap.2020.100949

Lillis, T. (2009). Bringing writers' voices to writing research. Talk around texts. In A. Carter, T. Lillis, & S. Parkin (Eds.), Why writing matters. *Issues of access and identity in writing research and pedagogy* (pp. 169-187). John Benjamins Publishing Company.

Martin, J. R., & White, P. R. (2005). *The language of evaluation: Appraisal in English*. Palgrave. https://doi.org/10.1057/9780230511910

Matsuda, P. K. (2001). Voice in Japanese written discourse: Implications for second language writing. *Journal of Second Language Writing*, *10*(1). https://doi.org/10.1016/S1060-3743(00)00036-9

Matsuda, P.K., & Tardy, C.M. (2007). Voice in academic writing: The rhetorical construction of author identity in blind manuscript review. *English for Specific Purposes*, *26*(2), 235-249. https://doi.org/10.1016/j.esp.2006.10.001

Mhilli, O. (2023). Authorial voice in writing: A literature review. *Social Sciences and Humanities Open*, *8*, Article 100550. https://doi.org/10.1016/j.ssaho.2023.100550

Mo, Z., & Crosthwaite, P. (2025). Exploring the affordances of generative AI large language models for stance and engagement in academic writing. *Journal of English for Academic Purposes*, *75*, Article 101499. https://doi.org/10.1016/j.jeap.2025.101499

Mu, C. (2024). Citation choices in L2 novices' and experts' literature review sections: A functional discourse analysis. *Journal of English for Academic Purposes*, *68*, Article 101361. https://doi.org/10.1016/j.jeap.2024.101361

Mur-Duenas, P., & Sinkuniene, J. (2016). Self-reference in research articles across Europe and Asia: A review of studies. *Brno Studies in English*, *42*(1), 71-92. https://doi.org/10.5817/BSE2016-1-4

Pearson, W.S., & Abdollahzadeh, E. (2023). Metadiscourse in academic writing: A systematic review. *Lingua*, *293*, Article 103561. https://doi.org/10.1016/j.lingua.2023.103561

Qi, Q., & Zhao, C.G. (2023). Discoursal scholarly identity in research writing. *Journal of Second Language Writing*, *62*, Article 101052. https://doi.org/10.1016/j.jslw.2023.101052

Ryan, E., & Wilde, G.A. (2024). Two voices, one paper: Using storywork to reassess the impact of academic language on "English Learners" in Alaska. *Linguistics and Education*, *84*, Article 101344. https://doi.org/10.1016/j.linged.2024.101344

Shen, Q., & Tao. Y. (2021). Stance markers in English medical research articles and newspaper opinion columns: A comparative corpus-based study. *Plos One*, *16*(3), Article e0247981. https://doi.org/10.1371/journal.pone.0247981

Stock, I., & Eik-Nes, N.L. (2016). Voice features in academic texts - A review of empirical studies. *Journal of English for Academic Purposes*, *24*, 89-99. https://doi.org/10.1016/j.jeap.2015.12.006

Strauss, S., Feiz, P. (2013). *Discourse analysis: Putting our worlds into words*. Routledge

Sun, Q., Kuzborska, I., & Soden, B. (2022). Learning to construct authorial voice through citations: A longitudinal case study of L2 postgraduate novice writers. *System*, *106,* Article 102765. https://doi.org/10.1016/j.system.2022.102765

Sun, Y., Yang, K., & Chen, G. (2024). The research trends of corpus-assisted stance research (2004-2023): a systematic literature review. *Current Psychology*, *43*(48), 37167-37182. https://doi.org/10.1007/s12144-024-07130-x

Tan, X., Xu, W., & Wang, C. (2025). Voice in AI-assisted multimodal texts: What do readers pay attention to? *Computers and Composition*, *75*, Article 102918. https://doi.org/10.1016/j.compcom.2025.102918

Tang, R., & John, S. (1999). The "I" in identity: Exploring writer identity in student academic writing through the first-person pronoun. *English for Specific Purposes*, *18*, Article S23eS39. https://doi.org/10.1016/S0889-4906(99)00009-5

Tardy, C. M. (2012). Current conceptions of voice. In K. Hyland, & C. Sancho-Guinda (eds.). *Stance and Voice in Written Academic Genres* (pp. 34-48). Palgrave MacMillan. https://doi.org/10.1057/9781137030825

Tardy, C.M., & Matsuda, P.K. (2009). The construction of author voice by editorial board members. *Written Communication*, *26*(1), 32-52. https://doi.org/10.1177/0741088308327269

Tricco, A.C., Lillie, E., Zarin, W., O'Brien, K.K., Colquhoun, H., Levac, D., Moher, D., Peters, M.D.J., Horseley, T., Weeks, L., Hempel, S., & Akl, E.A. (2018). PRISMA extension for scoping reviews (PRISMA-ScR): Checklist and explanation. *Annals of Internal Medicine*, *169*(7), 467–73. https://doi.org/107326/M18-0850

Vassileva, I. (1998). Who am I/who are we in academic writing? *International Journal of Applied Linguistics*, *8*(2), 163-192. https://doi.org/10.1111/j.1473-4192.1998.tb00128.x

Xie, J. (2016). Direct or indirect? Critical or uncritical? Evaluation in Chinese English-major MA thesis literature reviews. *Journal of English for Academic Purposes*, *23*, 1-15. https://doi.org/10.1016/j.jeap.2016.05.001

Yang, W. (2016). Evaluative language and interactive discourse in journal article highlights. *English for Specific Purposes*, *42*, 89-103. https://doi.org/10.1016/j.esp.2016.01.001

Yasuda, S. (2022). Natural scientists' perceptions of authorial voice in scientific writing: The influence of disciplinary expertise on revoicing processes. *English for Specific Purposes*, *67,* 31-45. https://doi.org/10.1016/j.esp.2022.03.001

Yoon, H.-J. (2017). Textual voice elements and voice strength in EFL argumentative writing. *Assessing Writing*, *32*, 72-84. https://doi.org/10.1016/j.asw.2017.02.002

Yoon, H.-J., & Tabari, M.A. (2023). Authorial voice in source-based and opinion-based argumentative writing: Patterns of voice across task types and proficiency levels. *Journal of English for Academic Purposes*, *62,* Article 101228. https://doi.org/10.1016/j.jeap.2023.101228

Zhang, G. (2023). Authorial stance in citations: Variation by writer expertise and research article part-genres. *English for Specific Purposes*, *70,* 131-147. https://doi.org/10.1016/j.esp.2022.12.002

Zhang, J., Lee, G.I., & Chan, M.Y. (2024). Systematic literature review of crosslinguistic analysis of stance markers in EFL learners' academic writing in English. *World Journal of English Language*, *14*(1), 19-33. https://doi.org/10.5430/wjel.v14n1p19

Zhang, W., & Cheung, Y.L. (2018). The construction of authorial voice in writing research articles: A corpus-based study from an APPRAISAL theory perspective. *International Journal of English Studies*, *18*(2), 53-75. https://doi.org/10.6018/ijes/2018/2/320261

Zhao, C. G. (2013). Measuring authorial voice strength in L2 argumentative writing: The development and validation of an analytic rubric. *Language Testing, 30*(2), 201–230. https://doi.org/10.1177/0265532212456965

Zhao, C.G., & Wu, J. (2022). Perceptions of authorial voice: Why discrepancies exist. *Assessing Writing*, *53,* Article 100632. https://doi.org/10.1016/j.asw.2022.100632

APPENDIX 1

Publications Included in the Review

Ädel, A. (2022). Writer and reader visibility in humanities research articles: Variation across language, regional variety and discipline. *English for Specific Purposes*, *65*, 49-62. https://doi.org/10.1016/j.esp.2021.09.001

Alghazo, S., Al Salem, M.N., & Alrashdan, I. (2021). Stance and engagement in English and Arabic research article abstracts. *System*, *103*, Article 102681. https://doi.org/10.1016/j.system.2021.102681

Baratta, A.M. (2009). Revealing stance through passive voice. *Journal of Pragmatics*, 1406-1421. https://doi.org/ 10.1016/j.pragma.2008.09.010

Barbara, S.W.Y., Afzaal, M., & Aldayel, S. (2024). A corpus-based comparison of linguistic markers of stance and genre in the academic writing of novice and advanced engineering learners. *Humanities and Social Sciences Communications*, *11*(1), Article 284. https://doi.org/10.1057/s41599-024-02757-4

Candarli, D., Bayyurt, Y., & Marti, L. (2015). Authorial presence in L1 and L2 novice academic writing: Cross-linguistic and cross-cultural perspectives. *Journal of English for Academic Purposes*, *20*, 192-202. https://doi.org/10.1016/j.jeap.2015.10.001

Chen, R. (2020). Single author self-reference: Identity construction and pragmatic competence. *Journal of English for Academic Purposes*, *45*, Article 100856. https://doi.org/10.1016/j.jeap.2020.100856

Crosthwaite, P., Cheung, L., & Jaing, F. (2017). Writing with attitude: Stance expression in learner and professional dentistry research reports. *English for Specific Purposes*, *46*, 107-123. https://doi.org/10.1016/j.esp.2017.02.001

de Magalhães, M.B., Cotterall, S., & Mideros, D. (2018). Identity, voice and agency in two EAL doctoral writing contexts. *Journal of Second Language Writing*, *43*, 4-14. https://doi.org/10.1016/j.jslw.2018.05.001

Deng, L., Cheng, Y., & Gao, X. (2024). Engagement patterns in research article introductions: A cross-disciplinary study. *System*, *120,* Article 103204. https://doi.org/10.1016/j.system.2023.103204

Doncheva-Navratilova, O. (2021). Engaging with the reader in research articles in English: Variation across disciplines and linguacultural backgrounds. *English for Specific Purposes*, *63,* 18-32. https://doi.org/10.1016/j.esp.2021.02.003

Dong, J., Liu, Y., & Lu, X. (2023). A discourse dynamics analysis of academic voice construction: Disciplinary variation, trajectories, and dynamic interaction patterns. *System, 119,* Article 103181. https://doi.org/10.1016/j.system.2023.103181

Dressen-Hammouda, D. (2014). Measuring the voice of disciplinarity in scientific writing: A longitudinal exploration of experienced writers in geology. *English for Specific Purposes*, *34,* 14-25. https://doi.org/10.1016/j.esp.2013.10.001

Hirvela, A., & Belcher, D. (2001). Coming back to voice. The multiple voices and identities of mature multilingual writers. *Journal of Second Language Writing*, *10,* 83-106.

Hu, G., & Cao, F. (2011). Hedging and boosting in abstracts of applied linguistics articles: A comparative study of English- and Chinese-medium journals. *Journal of Pragmatics*, *43*, 2795-2809. https://doi.org/10.1016/j.pragma.2011.04.007

Hyland, K. (2015). Genre, discipline and identity. *Journal of English for Academic Purposes, 19,* 32-43. https://doi.org/10.1016/j.jeap.2015.02.005

Hyland, K., & Jiang, F. (2023). Interaction in written texts: A bibliometric study of published research. *Studies in Second Language Learning and Teaching*, *13*(4), 903-924. https://doi.org/10.14746/ssllt.40220

Hyland, K., & Jiang, F. (2018). "In this paper we suggest": Changing patterns of disciplinary metadiscourse. *English for Specific Purposes*, *51*, 18-30. https://doi.org/10.1016/j.esp.2018.02.001

Kashiha, H. (2024). Stance-taking in peer reviewer and thesis examiner feedback on Iranian scholarly contributions. *Journal of English for Academic Purposes*, *68,* Article 101364. https://doi.org/10.1016/j.jeap.2024.101364

Khamkhien, A. (2025). The art of referencing: Patterns of citation and authorial stance in academic texts written by Thai students and professional writers. *Journal of English for Academic Purposes*, *74,* Article 101470. https://doi.org/10.1016/j.jeap.2024.101470

Lee, K., & Ye, Y. (2023). Uncovering the dimensionality of authorial voice in the integrated writing task: A confirmatory factor analysis study. *System*, *117,* Article 103115. https://doi.org/10.1016/j.system.2023.103115

Le Ha, P. (2009). Strategic, passionate, but academic: Am I allowed in my writing? *Journal of English for Academic Purposes, 8,* 134-146. https://doi.org/10.1016/j.jeap.2008.09.003

Li, A.W. (2024). Bilingual returnee scholars' identity in academic writing. *Journal of Second Language Writing*, *64,* Article 101112. https://doi.org/10.1016/j.jslw.2024.101112

Li, Y., & Deng, L. (2021). Disciplinarily capable and personally unique: Voicing disciplinary identity in personal statement writing. *Journal of English for Academic Purposes*, *50,* Article 100949. https://doi.org/10.1016/j.jeap.2020.100949

Matsuda, P.K., & Tardy, C.M. (2007). Voice in academic writing: The rhetorical construction of author identity in blind manuscript review. *English for Specific Purposes*, *26*(2), 235-249. https://doi.org/10.1016/j.esp.2006.10.001

Mhilli, O. (2023). Authorial voice in writing: A literature review. *Social Sciences and Humanities Open*, *8*, Article 100550. https://doi.org/10.1016/j.ssaho.2023.100550

Mu, C. (2024). Citation choices in L2 novices' and experts' literature review sections: A functional discourse analysis. *Journal of English for Academic Purposes*, *68*, Article 101361. https://doi.org/10.1016/j.jeap.2024.101361

Pearson, W.S., & Abdollahzadeh, E. (2023). Metadiscourse in academic writing: A systematic review. *Lingua*, *293*, Article 103561. https://doi.org/10.1016/j.lingua.2023.103561

Qi, Q., & Zhao, C.G. (2023). Discoursal scholarly identity in research writing. *Journal of Second Language Writing*, *62*, Article 101052. https://doi.org/10.1016/j.jslw.2023.101052

Ryan, E., & Wilde, G.A. (2024). Two voices, one paper: Using storywork to reassess the impact of academic language on "English Learners" in Alaska. *Linguistics and Education*, *84*, Article 101344. https://doi.org/10.1016/j.linged.2024.101344

Stock, I., & Eik-Nes, N.L. (2016). Voice features in academic texts - A review of empirical studies. *Journal of English for Academic Purposes*, *24*, 89-99. https://doi.org/10.1016/j.jeap.2015.12.006

Sun, Q., Kuzborska, I., & Soden, B. (2022). Learning to construct authorial voice through citations: A longitudinal case study of L2 postgraduate novice writers. *System*, *106*, Article 102765. https://doi.org/10.1016/j.system.2022.102765

Tan, X., Xu, W., & Wang, C. (2025). Voice in AI-assisted multimodal texts: What do readers pay attention to? *Computers and Composition*, *75*, Article 102918. https://doi.org/10.1016/j.compcom.2025.102918

Xie, J. (2016). Direct or indirect? Critical or uncritical? Evaluation in Chinese English-major MA thesis literature reviews. *Journal of English for Academic Purposes*, *23*, 1-15. https://doi.org/10.1016/j.jeap.2016.05.001

Yang, W. (2016). Evaluative language and interactive discourse in journal article highlights. *English for Specific Purposes*, *42*, 89-103. https://doi.org/10.1016/j.esp.2016.01.001

Yasuda, S. (2022). Natural scientists' perceptions of authorial voice in scientific writing: The influence of disciplinary expertise on revoicing processes. *English for Specific Purposes*, *67*, 31-45. https://doi.org/10.1016/j.esp.2022.03.001

Yoon, H.-J. (2017). Textual voice elements and voice strength in EFL argumentative writing. *Assessing Writing*, *32*, 72-84. https://doi.org/10.1016/j.asw.2017.02.002

Yoon, H.-J., & Tabari, M.A. (2023). Authorial voice in source-based and opinion-based argumentative writing: Patterns of voice across task types and proficiency levels. *Journal of English for Academic Purposes*, *62*, Article 101228. https://doi.org/10.1016/j.jeap.2023.101228

Zhang, G. (2023). Authorial stance in citations: Variation by writer expertise and research article part-genres. *English for Specific Purposes*, *70*, 131-147. https://doi.org/10.1016/j.esp.2022.12.002

Zhao, C.G., & Wu, J. (2022). Perceptions of authorial voice: Why discrepancies exist. Assessing Writing, *53*, Article 100632. https://doi.org/10.1016/j.asw.2022.100632

APPENDIX 2

The Key Features of Authorial Voice

Document	Other Researchers Cited in the Document	Essential Features Links to Other Concepts
de Magalhães et al., 2018		Voice therefore plays a powerful role in the reception of academic writing.
Dong et al, 2023	Bakhtin, 1981; Hyland, 2008	...academic voice is in constant change, as it embodies a dynamic author-reader relationship located "culturally and historically"
		...voice is an open system influenced by disciplinary as well as socio-cultural factors...
		Voice is construed as "the ways we negotiate representations of ourselves and take on the discourses of our communities"
Lee & Ye, 2023		Underpinning authorial voice are two different dimensions – stance and engagement – each of which is supported by different linguistic devices
Le Ha, 2009		ESL/EFL writing brings to the fore issues of identity and voice, as it involves processes of negotiation, adaptation, appropriation and resistance that can occur during the acts of conceptualisation, drafting and writing
	Blanton, 2003, p. 153	...Voice (actually a range of ways of voicing myself) must be felt within me; otherwise I have no way of shaping, even generating of something to say, on paper or elsewhere...
		...sense of having a voice and identity in writing has given me a sense of wholeness, richness, connectedness and belonging...
Li & Deng, 2021		...voice plays a key role in the exploration of identity because voice can offer a means to give expression to identity ...
		...voice can also be both individual and social... Propositionally, the personal statement writers voiced their personal discipline-related experiences, motivations and aspirations. Structurally, the writers voiced across different timescales, thus achieving a sense of continuity and coherence in disciplinary identity construction. Holistically, the writers aimed to voice their self-images to construct the disciplinary identity of being a disciplinarily capable and personally unique candidate. Disciplinary identity voiced at different levels reveals the integration of both conformity to the target disciplinary community and distinctiveness from the application pool...
Matsuda & Tardy, 2007		...the development of voice as one strand of the complicated process of discourse acquisition...
Mhilli, 2023		This literature review revealed that the concepts of voice and identity are closely related...
		The individual view of voice closely ties voice in writing to the
		spoken human voice in a sense that everyone's voice in both speech and writing is unique, distinct and identifiable...
Stock & Eik-Nes, 2016		One reason for different meanings of voice is that the meanings are based on different theoretical concepts and different research interests...
		...an ethnographic approach ...
		Voice as writer roles... build on Halliday's division of the main functions of language, and identify three types of positioning: ideational, interpersonal and textual.
Sun et al., 2022		Successful writers, thus, use sources and simultaneously provide their personal comments on the sources' ideas, making the latter more prominent... in addition to effectively manipulating citations to create an authoritative voice, successful writers also use integral and non-integral citation forms strategically.

Document	Other Researchers Cited in the Document	Essential Features Links to Other Concepts
Tan et al., 2025		Voice in written communication has been theorized from the individual, social, and dialogical perspective … The first perspective views "voice" as an individual property analogous to the literal human voice… The second perspective–a social perspective–of voice emphasizes the discourse community within which the written text is composed… the third perspective—the dialogic perspective—of voice as co-constructed through the interaction between the reader and the writer…
		Voice in multimodal and AI-assisted writing… One of the most frequently mentioned benefits of having students create multimodal texts is to support students' identity development in writing (Li & Akoto, 2021; Towndrow, 2023; Zhang et al., 2021)… While scholars generally agree that the use of multimodal features, such as images, videos, and sound effects, could contribute meaningfully to the construction of voice (Hafner, 2015; Matsuda, 2015), it is unclear how readers of multimodal texts draw on these
		features to construct the author's voice… the dialogic nature of voice in multimodal writing …
Yasuda, 2022		…authorial voice could be explained by the following three key categories: voice at the linguistic level (attitude, graduation, engagement – Martin & White, 2005), voice at the whole-text level (selection of topic, selection of measurement items, targets of observation, selection of methods), and voice at the non-linguistic level (data visualization, mathematical formulas, symbolic representation)…
Zhao & Wu, 2022	Elbow, 1999	The initial individualistic view of voice…the absolute agency of the writer …
	Stewart, 1972	
	Hyland, 2008	…interactional model of voice foregrounds the interplay and interaction among the writer, the reader, and the text, as it incorporates both the stance and the engagement dimensions in its representation of the interaction between the author and the reader, as mediated by nine textual features…
	Tardy & Masuda, 2007	Factors influencing voice perceptions
		…the reviewers …constructed an image of the author… by attending to different features (e.g., breadth of knowledge, (mis)use of terms, concision,
		syntax, close editing, and citation)… additional features that reviewers attended to (e.g., choice of topic, description of the research setting, the author's representation of the field, signs of the author's language background, and use of particular sentence structures)…
Zhang, 2023		Citation, as an explicit marker of the social nature of the academic discourse, reflects writers' positioning vis-à-vis the cited scholars and anticipated readers and plays a crucial role in the construction and acceptance of claims in a research community.