

**A new approach
to conceptualising
multilingual
students'
authorial voice in
academic writing**

Presenter: Nguyet Luu

Supervisors: Dr Julio

Gimenez, Dr Eva Eppler,

Prof. Ian Haywood



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Context & Problem Statement

- Multilingual Students in Anglophone Higher Education (AHE)
 - **Deficit-oriented views** dominate perceptions of multilingual students
 - Emphasis on **native-speaker norms** in evaluating authorial voice
 - Dialogic dimension of Authorial voice: **Markers/tutors influence voice construction** in student writing
 - Rich linguistic capabilities of multilingual writers could be overlooked
 - Results in narrow, biased understandings of academic writing

Study Aim & Design

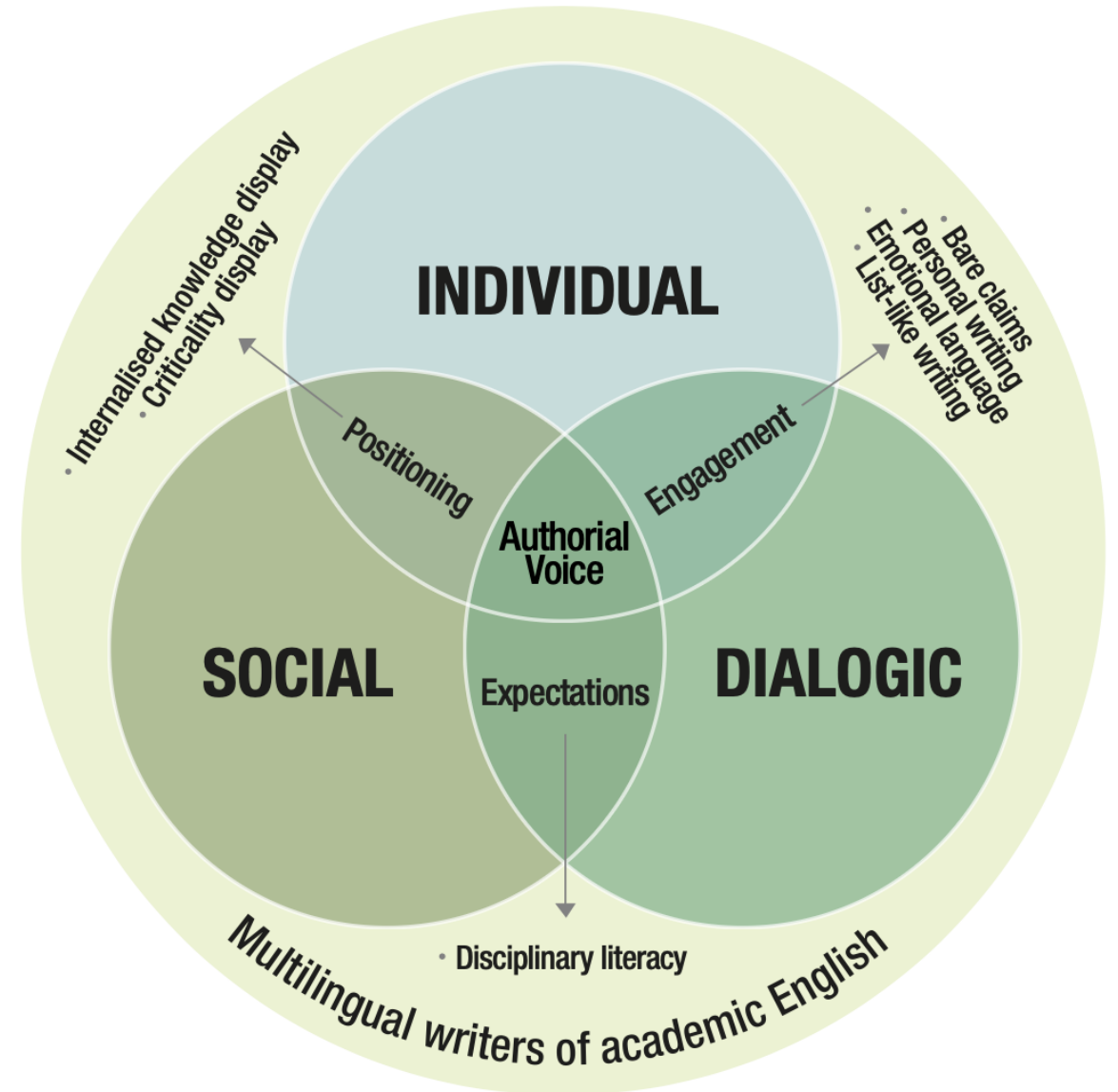
- **Aim:** Explore how multilingual students construct authorial voice
- **Participants:** 10 Master's students in Social Science (London Universities)
- **Data sources:**
 - Dissertation drafts (for textual analysis)
 - Semi-structured “talk-around-text” interviews

Findings

- Common voice features following Hyland's *interactional metadiscourse* (hedges, boosters, self-mentions, attitude markers, directives) don't fully capture multilingual students' strategies.
- The findings also highlight the **complex negotiation multilingual students undertake as they navigate their linguistic repertoire and draw on their rich metalinguistic knowledge.**
- Underlying intentions behind language, content and rhetorical choices are key to interpretation => the need for careful, context-sensitive analysis

Multilingual students/writers' authorial voice model

- The ongoing construction of the model highlight the interplay among three intersecting dimensions—Individual, Social, and Dialogic dimensions of multilingual writers' authorial voice. Each dimension brings unique influences and tensions to the construction of authorial voice.
- These intersections reflect the **complex negotiation multilingual writers undertake**—balancing their linguistic resources, disciplinary expectations, and interactional requirements to construct a legitimate, recognised authorial presence.



Implications and significance

- Current one-way interpretation limits voice diversity
- Multilingual students need room for flexible authorial expression
- A two-way, nuanced approach to pedagogy and assessment is crucial

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**Thank you for
listening**
