

EXPLORING WRITER ENGAGEMENT IN ESSAY WRITING: A CASE OF FIRST PERSON PRONOUN “WE”

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Abstract: The paper explores the aspect of writer engagement through the emphasis of first person pronoun ‘we’ in essay writing written by Chinese student-writers. The coding of independent and dependent variables on the base of frequency and the classification of clause from the selected writing samples are analyzed in the combination of quantitative and qualitative analyses for we and its interaction with the writing topic. While quantitative analysis mainly measures the association and correlation among the set of variables, qualitative analysis considers the content analysis of text from the embedded roles of ‘we’ and the embedded role of writing topic. This paper also further discusses findings in quantitative analysis from the attention to the emphasis of ‘we’ in academic writing as well as in relevant aspects of text.

Keywords: Writer engagement, sociolinguistics, writing, first-person pronoun

1. Introduction

Despite great interest in investigations of identity and ethnicity in sociolinguistics (Sebba, 2009), early developments in sociolinguistics restrictively paid attention to writing systems. However, recent developments in sociolinguistics have critically considered writing to be the main subject of study. For instance, it was claimed that sociolinguistics of writing reached certain degree of maturity (Blommaert, 2013) as well as developments for critical overviews across contexts and features and developments for approaches to analyzing writing as text and practice (Lillis, 2013). In sociolinguistics of writing, specific patterns are distributed into different sorts of texts and writing styles while resources reserve the space for the success or failure in consolidating competences for communicating writing content and writing arguments (Blommaert, 2013). Moreover, sociolinguistics of writing gains the view of writing as a social practice in the formation of writing and thinking skills can be integrated with the situated practice where the production of text involves the task of identifying the realities and meanings (Daiute & Dalton, 1993; Hynninen, 2018).

In the intersection between social and situated practice, the issue of writer identity is worth investigating on the genre of academic writing. Studies reveal a critical issue with identity in academic writing, indicating the appropriate adoption of writing convention which fits academic readers while removing certain degree of authority in their representation of language and ideas (Hyland, 2002) as well as struggling strategies in conveying emotions and the sense of being identified as academic writers (Cameron, Nairn & Higgins, 2009). Some theoretical reviews link the issue of identity representation in academic writing with social constructivism theory: in particular, it is the claim for the connection between critical argument and writer identity via construction of experiences and awareness to socio-cultural background (McKinley, 2015). On a broader focus on academic discourse, the identity construction in academic written

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texts can be examined in relation to a variety of variables including cultural differences, the writer background, and writer-reader connection and in the establishment of social relations in academic writing (Sanderson, 2008).

One way to establish social relations in academic writing is through the engagement device of person pronouns. For instance, person pronouns have been studied to identify patterns of engagement in particular acts of acknowledging, constructing, and negotiating social relations (Hyland, 2008). Patterns of engagement from person pronouns were also examined under the notions of forming dialogue and of meaning-making through academic writing, the finding of which revealed person pronouns to be a common linguistic marker of interaction when the writer mentions himself/herself or engages readers into the written discourse (Eik-Nes, 2009). Another important finding from the engaging function of person pronouns is that their level of usage would rather depend on the text types, considering factors such as the generation of content, the writing style, and audience awareness (Kuteeva, 2011). On the other hand, the level of usage was also calculated in terms of frequency count and this leads to inferences about writer authority as well as interpersonal strategies across languages (Molino, 2010).

Among three levels of person pronouns, research topic on the emphasis of first person pronouns in academic writing raises awareness in the identification of embedded indexes of writer engagement. In particular, studies the employment of first person taxonomy in the investigation of academic essays found different kinds of identity in academic writing from low to high level of authority, and its engagement relied on how writers choose to present themselves through written discourse (Tang & John, 1999). Another index of engagement is placed on the extent to which the choice of inclusiveness or exclusiveness is presented in rhetorical functions, as being identified from the overuse of first person pronouns in the patterns of collocation (Luzon, 2009) and from the co-text in the reference of in-group and out-group distinction (Baumgarten, 2008). The cultural index of individualism and collectivism is also related to the index of engagement in the sense that there should be an interaction between cultural orientation and the choice of using first person pronouns either in singular or plural form (Na & Choi, 2009).

Studies regarding the aspect of writer engagement through the usage of first person pronouns in academic writing considerably characterize the significance of first person pronouns in terms of functional and pragmatic perspectives and provide corresponding interpretation into specific examples. Nevertheless, they are limited in terms of reporting the interaction between first person pronouns and the writing topic in the particular focuses of information processing and text analysis. Furthermore, they lack combination of findings in interpreting details on how writers engage in the writing topic in text formation and content generation.

Regarding these research gaps, in exploration of writer engagement through the usage of first person pronouns in academic writing, the present paper will amend them by shaping the particular focus on how Chinese student-writers engage in the writing topic through the usage of first person pronoun *we*. In particular, this paper analyzes selected writing samples from the chosen corpus, measures variables from frequency counts, and provides interpretation where necessary. Furthermore, the paper implements mixed methods research design (Creswell, 2009), including the scopes of quantitative analysis of association and correlation among the set of variables and of qualitative analysis of text into the embedded roles of first person pronoun *we*

and of the writing topic. The role of context is also taken into consideration while interpreting text data from selected writing samples.

2. Methodology

2.1. Research paradigm

The paper adopts Labovian research paradigm as a base for the construction of variables and data analysis. Labovian research paradigm (i.e. quantitative research paradigm) in sociolinguistics more often looks at distribution of the linguistic index (i.e. frequency of occurrence for a linguistic variable) into variations of contextual factors such as differences in socio-economic classes, demographic factors (i.e. sexes, ages), and geographical factors. In terms of data analysis, Labovian research direction tends to associate systematic variability with the high and low frequency of this variant as being determined by constraints on variability (Wolfram, 2006).

Another aspect that is worth being considered is the issue to what extent the index of contextual factors would correlate with the variability of variable. In response to Labov (1972)'s attempt on providing the systematic contexts, Milroy (1987a) reviewed some cases where the contexts bore no relevance to the occurrence of casual speech. Researchers would either rely on other linguistic cues such as topic of conversation (Trudgill, 1974) or avoid presenting data under the continuum from casual to formal style (Macaulay, 1977). Milroy (1987b) also stated that Labov did not originally aim to state the relationship between linguistic structure and social structure from his quantitative methods and interpretation of results.

2.2. Description of the writing samples

The writing samples were chosen from Corpus of English Essays Written by Chinese University Students (CEECUS) (Ishikawa, 2008). The size of the corpus is composed of 92 essays, including 20,367 tokens and 1,818 types in the corpus. These essays were strictly controlled with two writing topics: (1) "It is important for college students to have a part time job" (46 essays), and (2) "Smoking should be completely banned at all the restaurants in the country" (46 essays).

The first ten writing samples from writing topic (1) were randomly selected. Considering the research scope on first person pronoun 'we', an effort was made to examine the appearance of 'we' from these ten selected texts. There were only six writing samples which fit the above criteria.

Among the remarkable features of corpus, the frequency of 'we' ranks 5th among the top 20th (freq=46). In terms of grammatical functions, the first person pronoun 'we' functions as the subject embedded in both independent clause (we need to) and dependent clause (that we go, when we graduate). In relation to the writing topic "It is important for college students to have a part time job," there are evidently clues of the context associated with the writing topic: the school (college), and the character (student). Moreover, the verbs associated with 'we' at the right positions are categorized into dynamic verbs (e.g. learn) and stative verbs specific structures (e.g. have + noun phrase and be + adjective) (see Harris, 1983 for the classification).

2.3. Description of variables

Considering the identified features from the writing samples, this paper sets the focus of observation on the following aspects: (1) first person pronoun ‘we’, (2) clause formation of ‘we’, and (3) part-time job as the key focus in the writing topic. Thus, with frequency of ‘we’ functioning as an independent variable, the main observation for first person pronoun we would be placed on clauses starting with we and on the interaction with the writing topic “It is important for college students to have a part time job.” In the formation of dependent variable entitled as number of we-clause, the classification of dynamic and stative status in verb classification is described in Table 1, and this classification is combined with the grammatical identification of independent and dependent we-clause:

Table 1. Classifications of dynamic and stative we-clause

Number of we-clause	Independent clause	Dependent clause
Dynamic	Clause with main verb of action	Not available
Stative	1. Passive voice 2. Clause with main verb of perception (e.g. recognize, understand, see) 3. Clause with main verb of relation (e.g. be, have)	Clause starts with dependent clause marker

Note: Where cases with auxiliary and modal verbs are found, the main verb is the main predictor

In the formation of the dependent variable relating to the interaction with the writing topic “It is important for college student to have a part-time job”, it is implied that there is an interaction between frequency of ‘we’ and frequency of part-time job. Thus, the interaction among three variables frequency of ‘we’, number of we-clause, and frequency of part-time job will be tested using the following visualization in Figure 1.

2.4. Research question

From the setting of aforementioned variables, the research focus on how Chinese student-writers engage in the writing topic through the usage of first person pronoun ‘we’ would be evaluated through the following research questions (RQ):

RQ1: Is there an association between the frequency of ‘we’ and the number of we-clause?

RQ2: Is there a correlation between the frequency of ‘we’ and the frequency of part-time job?

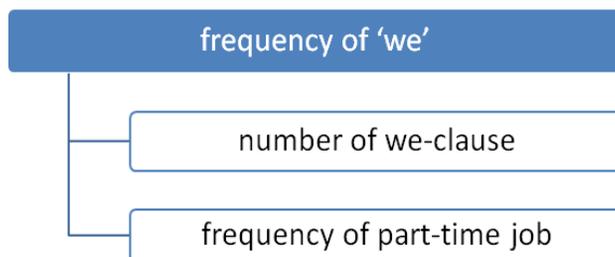


Figure 1. The setting of variables

2.5. Data analysis

This section outlines the procedure of data analysis implementing mixed methods research design to analyze RQs (Creswell, 2009). The chosen research design is particularly useful in strengthening findings from both resources of words and numbers as well as adding new perspectives and insights when a single research design is used (Cronholm, & Hjalmarsson, 2011). Furthermore, it can expand the scope of findings and compensate for the weaknesses found from either quantitative or qualitative design (Venkatesh, Brown, & Bala, 2013).

2.5.1. Quantitative analysis

Association between the frequency of ‘we’ and the number of we-clause

In quantitative measurements for the categorization of frequency of ‘we’ on the number of we-clause, Chi-square test was conducted to obtain a statistical estimate of the association between the two variables in 2 x 2 matrix: high/low frequency of ‘we’ and the number of dynamic/stative we-clause. The average frequency of six selected writing samples (freq= 7.6) was the cut-point to classify high and low frequency of ‘we’. For the purpose of naming, texts with low frequency were named Text 1 to Text 3 and the high ones were Text 4 to Text 6.

Correlation between the frequency of ‘we’ and the frequency of part-time job

The notions of “keyness is a textual matter” (Scott & Tribble, 2006, p.65) and “frequency as an indicator of markedness” (Baker, 2010, p.125) postulate that ‘we’ and part-time job(s) are likely to correlate with each other at high and low order of frequency counts. To testify this claim, Spearman test was conducted to measure the correlation between frequency of ‘we’ and frequency of part-time job from 6 chosen writing samples. Note that the frequency counts for part-time job include both the singular and plural form of the head noun job.

Norming of frequency count

Following Biber, Conrad & Reppen (1998), to ensure that the frequency counts of ‘we’ and frequency counts of part-time job were comparable to each other, their raw hits of frequency counts were normed to the base of 250 words because the text length was varied from 217 to 245 words. The norming of frequency counts is determined by the following formula: (Raw Hits of key words / Total word length) x 250.

2.5.2. Qualitative analysis

Where possible, content analysis methodology (Weber, 1990) was employed to analyze 6 chosen writing samples and to draw further interpretations from content area and textual organization. The idea unit was derived mainly from three sections of essay writing: the introduction, body, and conclusion paragraphs. Qualitative analysis of the written text aims to visualize the construction writer engagement with reference to how writers position themselves through the embedded roles of ‘we’ in we-clause and the embedded roles of part-time job in relevant texts.

3. Quantitative findings

3.1. Association between the frequency of ‘we’ and the number of we-clause

In response to RQ1, the first hypothesis is formed: There is no association between the frequency of ‘we’ and the number we-clause.

Table 2 summarizes the number of dynamic and stative we-clause classified into high and low level for frequency of ‘we’. A Chi-square test was conducted to measure the association between high/low frequency of ‘we’ and number of dynamic/stative we-clause. Fisher (1992)’s exact test was chosen to give an exact value of p-value (two-tailed). A significant value of p (two-tailed) was set at 0.05 level. The two-tailed p value equals to 1.00 indicates that the association between high/low frequency of ‘we’ and number of dynamic/stative we-clause is considered not statistically significant, and thus there is no association between the two variables.

Table 2. The distribution of we-clause in high and low frequency of ‘we’

		Dynamic	Stative
Low frequency of we	Text 1	0	2
	Text 2	2	3
	Text 3	1	2
	Total	3	7
High frequency of we	Text 4	2	13
	Text 5	4	7
	Text 6	5	7
	Total	11	27

3.2. Correlation between the frequency of ‘we’ and the frequency of part-time job

In response to RQ2, the second hypothesis is formed: There is no correlation between the frequency of ‘we’ and the frequency of part-time job.

Table 3 summarizes the norming of frequency counts of ‘we’ and part-time job in singular and plural forms. A Spearman’s correlation test was run to determine the relationship between the frequency of ‘we’ and the frequency of part-time job. A significant value of p (two-tailed) was set at 0.05 level. By normal standards, results from the test revealed that there was a negative correlation between the two variables ($r = -0.88571$, $N=6$, $p < 0.05$) and this finding is statistically significant.

Table 3. Norming frequency of ‘we’ and part-time job

	WE	PART-TIME JOB (S)
Text 1	2.3	9.3
Text 2	5.1	9.18
Text 3	2.8	5.58
Text 4	17.3	4.61
Text 5	12.4	4.53
Text 6	11.0	5.51

4. Qualitative findings

In evaluating the interaction between ‘we’ and part-time job in section 3.2 with findings in section 3.1, it can be argued that the relative frequency of ‘we’ in the construction of

dynamic/stative we-clause would rather not be correlated with the degree of formality in the written discourse (Mitchell & Myles, 1998). This argument is consistent with the earlier reviews on research where researchers avoided the continuum from casual to formal style in data presentation (Macaulay, 1977). Meanwhile, the reliance on writing topic about part-time job and the emphasis on self-monitoring the usage of first person pronoun ‘we’ in the setting of high/low frequency draw qualitative findings into the interpretations of pragmatic features whose involvement of context-dependent aspects of meaning is identified in written texts (Horn, 1992).

In terms of pragmatic features, the following qualitative analysis of six selected texts would demonstrate embedded roles of ‘we’ and of part-time job in two categories: low and high frequency of ‘we’. Due to no interdependence between first person pronoun ‘we’ and we-clause in dynamic and stative status, the analysis of content from six selected texts is constructed on the ground of the essay structure and the density of information flow.

4.1. Low frequency of ‘we’

The following embedded roles of ‘we’ and part-time job were found in the content generation from Text 1 to Text 3. In terms of textual organization, the usage of first person pronoun ‘we’ was located densely in body paragraphs of these texts. In general, the analysis to writing content in body paragraphs of Text 1 to Text 3 revealed an opposite force between ‘we’ and part-time job, which is correspondingly to the finding of negative correlation between the two variables.

The first pair reasoner of benefits-threader of benefits evidently appeared in the second body paragraph of Text 1. Previously, the Chinese student writer of Text 1 mentioned students as those who gained advantages from part-time jobs such as self-confidence and social knowledge. However, the naming shift from students to ‘we’ positioned a closer gaze to readers as those who should be able to reason those advantages. The threads that came from having part-time job, as cited in Text 1, included attention to money and imbalance with studying time. A similar pattern was indicated in Text 3 where the writer positioned perspectives on communication ability and teamwork spirit as the advantages of part-time job, then shifted to the thread of losing priority in learning and signing contract.

The Chinese writer of Text 2 demonstrated how the first person pronoun ‘we’ was considered as those who could transform knowledge and part-time job as those which could give knowledge. The writer argued that ‘we’ can make sense of knowledge from college and textbooks by working part-time. The role as a giver of knowledge became more evident when the writer visualized a part-time job as a bridge that linked college with career after graduation.

Table 4. Embedded roles of low-frequency of ‘we’ and part-time job

	We	Part-time job
Body	The reasoner of benefits	The threader of benefits
	The transformer of knowledge	The giver of knowledge

4.2. High frequency of ‘we’

Meanwhile, texts with high frequency of ‘we’ demonstrated various positions where the first person pronoun ‘we’ was scattered in the introduction, body, and conclusion of an essay. The analysis of Text 4 to Text 6 was identified with more variation in content generation and emphases on ‘we’ and part-time job. Although the opposite force identified in their embedded roles are not quite distinctive, the negative correlation seemed to rely on how writers self-monitored the development of their arguments and supporting evidence.

The introduction in English essay writing normally functions as a space where writers shape their positions for the writing topic “It is important for college students to have a part time job.” In such the shaping of writer position, the embedded emphasis of confirmer of aspect was found from the usage of ‘we’ while part-time job was considered as provider of aspect. As derived from text data, only the Chinese writer of Text 4 indicated his opposition against the importance of having a part-time job for college students while the other two texts supported the stated argument.

In the disagreeable manner identified in Text 4, the writer positioned the benefits from other sources in the body paragraph. The sources came from the school context where the writer developed social relationship and took part in school competitions. The usage of ‘we’ in the embedded role of reasoner of other benefits excluded the appearance of part-time job in content generation of the body paragraph. Though not being significantly mentioned, the embedded role of part-time job was implied as diminisher of other benefits, which emphasized how part-time job might have negative effects on student life.

Both emphasized in the agreeable manner, Chinese student-writers who produced Text 5 and Text 6 indicated how part-time job was embedded as the provider of experience and creator of maturity. Writer of Text 5 pointed out life, school, society to be where part-time job can provide an attachment to the embedded role of we as the enhancer of experience from life-long learning and different types of training. While discussing about maturity, writer of Text 6 identified this characteristic as a positive outcome achieved by having a part-time job. To reinforce this idea, writer of Text 6 identified we as the developer of maturity from being responsible to self-support for home life and school life.

In the last part of the essay, it was found in Text 4 an embedded association of ‘we’ with missioner of actions. Writer of Text 4 affirmed college life is a golden time; so as students, “we would better keep busy every minute to make each day count in order to fulfill our dream and contribute to our society better.” To strengthen writer position, writer of Text 4 did not include any clue about part-time job in his conclusion. The embedded roles of ‘we’ and part-time job, however, were not identified in the essay conclusion of Text 5 and Text 6.

Table 5. Embedded roles of high-frequency of ‘we’ and part-time job

	We	Part-time job
Intro	Confirmer of aspect	Provider of aspect
Body (Disagreeable position)	Reasoner of other benefits (Text 4)	No significant role but implied as “diminisher of other benefits”
Body (Agreeable position)	Enhancer of experience (Text 5) Developer of maturity (Text 6)	Provider of experience Creator of maturity
Conclusion	Missioner of actions (Text 4)	No clear role

5. Discussion

First, the finding that no association was established between high/low frequency of ‘we’ and number of dynamic/stative we-clause implies that the index of active/passive position in the information processing of we-clause does not rely on the differences in frequency counts of first person pronoun ‘we’. Vassileva (2014) further explained this implication by indicating ‘we’ in academic written discourse (i.e. the genre of research article) to be considered as the linguistic means to mark direct/indirect authorial presence and to be connected with several perspectives. From there, the study can further conclude that the dynamic/stative status of the produced we-clause would rather be determined by how Chinese student-writers directly/indirectly projected their perspectives about the topic via the authorial presence of ‘we’ in written texts. The following extract from the first body paragraph in Text 6 demonstrated the presence of ‘we’ in projecting the notion of maturity in text construction. In the flow of first person pronouns ‘we’, ‘our’, and ‘us’, the writer conceptualized maturity with independence in earning a living and responsibility as the main contrast between children and adult:

[Text 6] First of all, from primary school to now, it is our parents who are supporting us to study. We have not spent one coin, which is earned by ourselves. We are no longer children; we are adult now. So we have the responsibility to support ourselves.

Second, in term of interaction with the writing topic, the strongly negative correlation between frequency of ‘we’ and frequency of part-time job corresponds with the opposite force identified in each pair of the embedded roles as demonstrated in qualitative analysis. The embedded roles from ‘we’ and part-time job, though opposite to each other, co-construct keyness of the writing topic in emphasizing writer engagement in expressing their personal opinions. The following extracts in Text 1 and Text 4 show their disagreement with the idea of college student to have part-time job through negative associations of lexical items including ‘disadvantages’, ‘bad’, and ‘improper’ (Text 1) and the idiomatic expressions of ‘we need to go through’, ‘we have no time’, and ‘It would be better’ (Text 4):

[Text 1] Of course, as we all known, everything has two sides. If we do not know the balance between part-time and learning, something bad will occur to us. In other words, an improper part-time job will bring many disadvantages to us.

[Text 4] Moreover, there are quite a lot of books lying in the library we need to go though. It is really a great opportunity for us to develop ourselves in all aspects. We are supplied with so many chances that we have no time to do part-time jobs. It would be better that we go out when we graduate.

In line with Ivanic and Camps (2001) review on “the idea of conveying an impression of self through semiotic resources” (p. 4), it can be seen that features of written language also build up writer engagement through “lexical, syntactic, semantic, and even the visual and material aspects of writing” (Ivanic, 1994, 1995, 1998; as cited in Ivanic & Camps, 2001, p. 5). Qualitative findings on the pair categorization of ‘we’ and part-time job thus demonstrate how semiotic resources of texts considerably construct writer engagement into the interaction with keyness identified from the writing topic. In the writer engagement into the agreeable position of having part-time job in Text 2, the semiotic resources are represented in abstract concepts

including ‘knowledge’ and ‘bridge’ as positive connection between college and career at the two periods of learning and graduating:

[Text 2] In my opinion, a part-time job can help a lot. First of all, knowledge should be put into proactive. Through a part-time job, we can better understand what we have learned in college. Also, we can gain much more than what we have learned from books. Moreover, a part-time job is a bridge which connects the college period and the career period after graduation.

Finally, from the emphasis on sociolinguistics of writing, the negative correlation between ‘we’ and part-time job takes two layers of context into consideration. First, it is the macro-contexts which “have to do with the structure of the world system and that create situations over which individuals have hardly any control” (Blommaert, 2005, p. 58), and macro-contexts might result in the impact of biases on data interpretation due to the involvement of historical backgrounds, economic statuses, and social structures. Meanwhile, on the concept of indexical order in **n+1st-order analysis** (Silverstein, 2003, p. 194), the reliance on the micro-contexts might be useful in investigating meaningful resources from the written text and diversely constructs writer engagement into the text-to-world connection. The connection with the realities was in the inclusion of spatial symbols including ‘school’, ‘company’, ‘education system’, ‘home’, ‘college’, and ‘the world’ as in the following extracts of Text 3 and Text 5:

[Text 3] As we all know, during the recent years, it is hard for some student who just left school to find a good job since the company do not admit they ability by a piece of paper since the education system is not trustful.

[Text 5] In my opinion, it’s necessary to have a part-time job. Most of the students haven’t ever left home before entered the college. It seems that we are always in the protection of our parents. Therefore, we need to see and know the world by our own eyes.

6. Conclusion

This study has been conducted with the motivation to explain how first person pronoun ‘we’ constructs writer engagement in essay writing. On the investigation of first person pronoun ‘we’ produced by Chinese student-writer in essay writing, previous quantitative findings showed no association was found between frequency of ‘we’ and number of we-clause; however, frequency of ‘we’ negatively correlated with frequency of part-time job - the identified keyness in the writing topic: “It is important for college students to have a part-time job”. Meanwhile, qualitative findings from content analysis revealed that the group of high frequency of ‘we’ represented more varieties of embedded roles of ‘we’ and part-time job in three parts of an English essay structure than the group of low frequency of ‘we’. Beyond the significance of findings and discussions, the paper is anticipated to emphasize the notion that our view about the context where language emerges is not necessarily an association with the world out there: the words themselves can construct the contexts for our world view.

The paper is unavoidable with certain limitations. First, quantitative findings from the study restrictively reflect the representation of the small-scale of sampling and are subject to change in different research contexts. When it comes the different setting of writing topics and groups of writer in the observed corpus, future studies should take the flexibility in key word frequencies into the consideration of developing hypotheses relating to quantitative measurements of association and correlation. Second, the implementation of content analysis is totally useful in the study where the major concern was based on frequency counts of words. It is also impractical to conduct discourse analysis in the research context where limitations in identifying socio-cultural backgrounds of the Chinese writers are identified. Therefore, future research emphasizing on the implementation of discourse analysis should consider aspects including participant selection, time condition, and text samplings.

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NGHIÊN CỨU TƯƠNG TÁC NGƯỜI VIẾT TRONG BÀI LUẬN TIẾNG ANH: TRƯỜNG HỢP ĐẠI TỪ NHÂN XUNG “WE”

Tóm tắt: Nghiên cứu này được thực hiện nhằm phân tích tương tác trong viết luận tiếng Anh thông qua cách sử dụng đại từ nhân xưng ‘we’ trên đối tượng người học Trung Quốc. Việc phân tích định lượng các bài luận được thực hiện dựa trên các biến độc lập và biến phụ thuộc theo tần suất sử dụng và dựa trên sự phân loại mệnh đề câu cùng với việc phân tích định tính đại từ nhân xưng ‘we’ trong tương tác với chủ đề bài viết. Một cách cụ thể, phân tích định lượng đo sự liên kết và tương quan giữa các biến trong khi phân tích định tính xem xét phân tích nội dung bài luận trên hai khía cạnh: sự sắp xếp ngôn ngữ và sự tương tác với chủ đề bài viết. Phần thảo luận của nghiên cứu này xem xét thêm về đại từ nhân xưng we trong văn viết học thuật và trong những khía cạnh liên quan của văn bản viết.

Từ khóa: Tương tác của người viết, ngôn ngữ xã hội học, kỹ năng viết, đại từ ngôi thứ nhất