case, the writer's choice of references, omission of particular theoretical perspectives, and stylistic features led the readers to (accurately) construct the writer as a white male graduate student who was a relative newcomer to the discipline. While these studies do not analyze genres *per se*, they do suggest methodological approaches to understanding the role of individuals as both writers and consumers of genres.

4.   Sample analysis

In this section, we carry out an analysis of a short but common academic genre: the biographical data statement, commonly referred to as a biodata or a bio-statement. Academic bio-statements appear in venues as diverse as journals, conference programs, guest speaker announcements, and professional websites. A bio-statement summarizes certain characteristics of an author or speaker for the audience at hand, usually in a relatively brief text. On one level, the genre may serve to provide relevant background information that the audience will find relevant, useful, or interesting. At the same time, however, the bio-statement provides the writer with an opportunity to build his or her credibility and establish a particular identity or ethos.

In this study, we focused on bio-statements published in academic journals in conjunction with an author's published work. While this genre appears only rarely in journals dealing with science, it is relatively common in journals in the humanities and in some social sciences. We compiled a corpus made up of 30 bio-statements from the journal *Applied Linguistics* (*AL*) and 30 bio-statements from the *ELT Journal* (*ELTJ*). In each case, these were the first 30 bio-statements published in the year 2007 by the journal. Both journals address issues of language, language learning, and language teaching, yet they differ in their goals and genres. While *AL* is a research-focused journal, *ELTJ* is oriented toward practical issues in the teaching of English, and authors' bio-statements reflect these divergent goals. Though in many cases the same individuals may read these journals or write for both of these journals, they do so with different expectations and goals.

In their on-line submission guidelines, *AL* instructs authors to include with their manuscript submissions "a brief biodata of about 90 words listing main interests, recent publications, and a contact address." (Contact information was deleted from our corpus.) *ELT Journal* does not ask authors to include a bio-statement with an initial submission, but once a manuscript is accepted, the journal asks authors to submit "your bio-data, with email contact address if you wish this to be published" (personal communication, 20 March 2009). In our sample genre analysis, we analyze these statements using a range of genre analytic approaches to illustrate the insights gained through different methods.

4.1.   Textual features

Our corpus of bio-statements from *AL* totaled 2,093 words, while the corpus from *ELTJ* included 1,762 words in total. The bio-statements were similar in length, with the *AL* statements averaging 69.8 words and the *ELTJ* statements averaging 58.7 words. The shortest bio-statement in the corpus was only 22 words long, while the longest was 222 words, both of these examples coming from *AL*. These extremes indicate that both the authors in and the editors of *AL* interpret the request for a statement "of about 90 words" fairly liberally!

A simple search of the most frequently occurring content words (see Table 1) indicates the importance attached to institutional affiliation and degree names, demonstrated by the high frequency of the nouns *University, Language*, and *Education*. The much greater frequency of *research* in the *AL* corpus reveals a greater emphasis on the author's research interests or activity in comparison with *ELTJ*, likely related to the journals' different emphases on research in comparison with pedagogical practice respectively.

Table 1.   High frequency words in the *AL* and *ELTJ* bio-statement corpora

Applied Linguistics		*ELT Journal*	
University	41	Language/language	39
language	36	University	36
research	28	English	26
English	20	teaching	14
interests	17	research	11
professor	16	Education	10
teaching	15	teacher	10
Education	14	PhD	9
linguistics	12	published	9

One interesting lexico-grammatical feature of this genre is its use of the third person singular in reference to the author. In other words, although the author has written the statement about him or herself, the use of the first person *I* never appears. In most cases, authors refer to themselves first through their full name and then later through the pronoun *he* or *she*. While all of the bio-statements begin with the use of the full name, a few cases in the corpus deviate from the later use of pronouns. In *AL,* two Anglo male authors refer to themselves by their title (*Professor*) plus last name, while in *ELTJ* two Anglo female authors refer to themselves by their first name only. While these instances are certainly rare, they may hint at different values or practices of the communities in which these journals circulate. *AL* readers, for example, may be more firmly situated within an academic discourse that tends to value hierarchy, as reflected by the use of formal titles. In contrast, with its emphasis on practice, *ELT Journal* may reflect a greater tendency toward

familiarity and collegiality in the ESL teaching profession.While bio-statements may be considered a self-promotional genre, at least in part, they generally achieve this goal through their move structure (described in the next section) rather than through, for example, attitude markers or evaluative adjectives. There are few instances of overtly evaluative expressions in the corpus; however, a small number of evaluative adjectives and adverbs do appear in *AL*, emphasizing the authors' scholarly strengths:

> … he is also **well known** for his research into teaching and learning … Professor [Name] is a **prolific** writer and he has published twelve books …

> He is internationally **well known** for his research and publications in … He was director of a **major** international project … was co-editor of the **main** international journal in the field of language testing …

> … he has published **widely** in the leading Applied Linguistics, Language Teaching and Discourse Analysis journals …

An additional strategy for emphasizing the author's strengths is to quantify his or her experience or scholarship. As a result, lists, numbers and dates are fairly common in this genre, either emphasizing the author's publications or years of experience:

> He worked as a teacher educator in China from 1984 until 1996, and has taught in South Korea since the inception of primary level English teaching in 1997. [AL]

> [Name] began his ELT career in Fiji in the early 1960s, retiring from the directorship of the Centre for Applied Language Studies at the University of Reading in 2000 to work as a freelance. [ELTJ]

> [Name] has been teaching English in Japan for more than ten years. [ELTJ]

> He has taught in seven countries and published over 120 articles and 11 books on language teaching and academic writing. [AL]

While authors do have the opportunity to use quantification, evaluative language, and self-mention in ways that may establish their authority or credibility, the textual variations in this genre remain somewhat limited due to the very restricted text length. Instead of varying their textual choices significantly, writers tend to use rhetorical moves to represent themselves in more or coherent ways.

4.2.   Rhetorical moves

Despite an average text length of around 65 words, authors carry out several rhetorical moves in the bio-statement genre, as outlined in Table 2.

Table 2.   Common moves and steps in the bio-statement genre

Move	Steps
Describe position	• List current position held • List institutional affiliation • List city or country where position is located
Establish formal qualifications	• List degree(s) received • Identify institution from which degree was granted
Mention publications	• Make general reference to the fact that the author has published • List publication types and/or journal titles • List titles and publishers of books
Describe research areas	• List areas of research interest or projects
Describe professional activities	• Describe past or current job types or professional responsibilities • Describe specific professional projects carried out in the past or present • List past or current roles in professional organizations • List geographic locations where the author has lived and worked
Describe honors	• List awards, grants, or honors received

The first move, *describing position*, may include the author's job title, institutional affiliation, and/or city or country of employment. This information is typically included in the first sentence of the bio-statement, though it also occasionally appears at the end. Examples are:

> [Name] is a lecturer in linguistics in the Centre for Language and Communication at the Open University, UK. [AL]

> [Name] works at Victoria University of Wellington, New Zealand. [ELTJ]

In some cases, the author describes his or her position while also establishing formal qualifications; in other cases, authors include a separate sentence focusing solely on their qualifications:

> [Name] (PhD) is a Lecturer at the English Department of the Universidad Autónoma de Madrid. [ELTJ]

> [Name] holds a PhD in English and linguistics from the University of New South Wales, Sydney, Australia. [AL]

The *AL* guidelines specifically ask authors to include recent publications in their bio-statement, and this is in fact a common move in both journals. This move may be carried out simply as a somewhat vague reference to work published or it may take the form of a detailed list of publication titles and publisher information:

> He has published course books, teachers' handbooks, and articles, with a particular focus on the teaching of writing. [ELTJ]

> She has published articles in *Language Learning* (Vols 53 and 54) and *The Reading Matrix* (Vol. 4). [AL]

> Publications include *Critical Discourse Analysis and Language Cognition* (Edinburgh University Press, 2003), *Applying English Grammar: Functional and Corpus Approaches* (Hodder Arnold, 2004 with Coffin and Hewings) and *The Art of English: Literary Creativity* (Palgrave Macmillan, 2006 with Goodman). [AL]

In a few cases, as described in section 4.1, authors in the corpus quantified their publishing credentials:

> [Name] is a prolific writer and he has published twelve books and over 250 papers. [AL]

These three moves – *describing position*, *establishing formal qualifications*, and *mentioning publications* – illustrate that the author is formally qualified and is an active researcher holding a scholarly position.

Many authors also include a description of their research agenda, either as "interests" or areas in which they are actively carrying out projects. Commonly, this move is carried out through a list of relatively specific areas:

> His main research interests are in English teaching methodology and language learning strategies. [ELTJ]

> … she specializes in instructed second language acquisition and intersections between SLA and language testing. [AL]

In some cases, authors provide even more insight into their professional selves by describing professional activities that they engage in, including teaching, current or past research projects, or roles they have taken on in professional organizations. For example:

> In the UK he has recently worked as linguistic advisor to the Ministry of Education and QCA on English in the National Curriculum and the Adult ESOL Core Curriculum. [AL]

> [Name] is currently conducting a study to examine parents' perspectives and opinions concerning Young Learner ELT instruction including the use of materials written for native English speakers. [ELTJ]

> A Past President of TESOL Greece, she is currently President of the Australian Council of TESOL Associations. [ELTJ]

In some cases, experience living and working in various countries worldwide is included as an aspect of professional activity. It is not uncommon for authors, especially in *ELTJ,* to list the countries in which they have worked, thus drawing attention to their international experiences:

> … has taught EFL for 15 years in Spain and the Balkans …[ELTJ]

> … has experience teaching EFL in China and Japan. [AL]

> He has previously lived and worked in Singapore, Britain, Nigeria and France. [ELTJ]

Finally, a rare move but one that did appear in a handful of the *AL* bio-statements was to describe honors that the author has received. For instance:

> [Name] is a fellow of both the British Psychological Society and the American Psychological Association. [AL]

Bio-statements in the corpus we examined nearly always included the first move. In even the briefest bio-statements, this move was paired with at least one other move. In the *AL* corpus, most scaled-down statements typically described the author's position and listed his or her research areas:

> [Name] is assistant professor at the University of Illinois at Urbana-Champaign, where she specializes in instructed second language acquisition and intersections between SLA and language testing. [AL]

Whether authors use just two of these rhetorical moves, or combine all six (which some authors did), they do so in order to build their credibility as a published writer, illustrating their credentials as well as their experiences that they hope are valued in the field.

While the bio-statements in the *AL* and *ELTJ* corpora are largely similar in terms of the moves that they include, they do differ somewhat in the frequency with which some moves appear, as illustrated quantitatively in Table 3.

Table 3.   Presence of moves in the *AL* and *ELTJ* bio-statement corpora

	Applied Linguistics (n=30)	*ELT Journal (n=30)*
Describe position	93 %	100 %
Establish formal qualifications	33 %	33 %
Mention publications	53 %	50 %
Describe research areas	90 %	60 %
Describe professional activities	50 %	70 %
Current	20 %	30 %
Past	40 %	57 %
Professional roles	13 %	7 %
Geographic locations	10 %	27 %
Describe honors	10 %	0 %

Notable is the higher inclusion of the move describing the author's research areas in the *AL* bio-statements. On the one hand, increased attention to research may not be surprising, as the submission guidelines specifically ask authors to include "main interests" in their bio-statements. At the same time, this emphasis in *AL* likely also reflects the journal's research focus as opposed to ELTJ's orientation to-

ward classroom practice. In contrast is the higher presence in *ELTJ* of descriptions of the author's professional activities. Authors in *ELTJ* included this move more frequently overall and put a much greater emphasis both on past professional activities and on their experiences living and working in diverse geographic locations, aspects of their professional identities that are likely to be highly valued in this venue. Such experiences show the author to be an active practitioner and to potentially understand a range of contexts in which ESL/EFL instruction takes place.

4.3.   Identity

While the bio-statement has most certainly taken on a recognizable form within the constraints of its unique rhetorical context, authors do still have some room to negotiate the ways in which they represent themselves. By selecting which moves they include or exclude, or what order to include them in, authors may draw on what Hyland (2008a: 158) calls "the cultural resources their communities make available to them" in this genre. For example, an author who lacks a formal qualification and prior publications but who has many years of teaching experience in multiple countries has the option of foregrounding this practical experience. The *ELTJ* texts seem to provide particular flexibility in the type of information that authors may present about themselves. Within this journal, authors may highlight a teaching persona, a publishing persona, or a research persona (or a combination thereof), as evident from the following bio-statements, all from *ELTJ*:

> [Name] has been on the Faculty of the Central Institute of English and Foreign Languages, Hyderabad, India since 1979. At present she is Professor in the School of Distance Education, CIEFL, Hyderabad. She has produced teaching materials for English and non-English medium schools at the primary level and secondary levels as well as teacher education materials in the self access mode. She is involved in Resource Persons' Training and teacher training of English language teachers in India.

> [Name] is author of The Internet and ELT (Summertown Publishing) and co-author (with Scott Windeatt and David Hardisty) of The Internet (Oxford University Press). She teaches at the State College of Education in Vienna.

> [Name], EdD, is a professor of Educational Psychology at the University of Nevada, Reno. Her research interests are in the areas of cognitive and moral development.

Authors in this corpus also included small details about themselves that served to accentuate unique aspects of their authorly and professional selves. For example, one *ELTJ* author wrote, "She is especially interested in helping young learners develop a love for both fiction and non-fiction children's books," using emotional words and specific details that give readers a glimpse into the author's personal goals as an ELT professional. Another *ELTJ* author described himself as "a non-native teacher, teacher trainer, and researcher of ELT," listing the various professional labels that he ascribes to. And an author in *AL* included the information that

he "translate[s] contemporary literary works from Chinese into English," illustrating his own skills and interests beyond applied linguistics research.

4.4.   Critical analysis

Although the genre does allow for individuals to choose from available options in representing themselves in ways that favor their strengths, it must be noted that certain aspects of identity are privileged in this genre. Take, for example, the near-obligatory move of describing one's position. Particular positions, institutional affiliations, and even geographic locations of the institution are all assigned some symbolic value, depending on the publication venue and its community of readers. In *AL*, for example, positions of "professor," "director," or "senior lecturer" symbolize greater prestige and experience than, for example, "doctoral student" or "assistant professor," though readers may be equally impressed when newer scholars are published in the journal. Similarly, authors who can list their affiliation with well known research institutions or with programs that have a strong disciplinary reputation can accrue some additional symbolic capital by virtue of such connections.

What is perhaps the most important point to emphasize, then, is that in this brief genre, certain forms of capital are privileged: Position, pedigree, affiliation, publishing record, and experience are some clear examples. In privileging these aspects of a professional identity within this very brief genre, the bio-statement simultaneously reproduces the power structure that lends prestige to these characteristics.

4.5.   Summary

Even this brief analysis of the bio-statement genre reveals the range of strategies that writers use to carry out the genre's rhetorical goal of positive self-representation. Our textual analysis reveals the relatively predictable nature of the genre's textual form, while also showing that authors do find opportunities to build their ethos through evaluative language, quantification of strengths, or self-mention. Somewhat more revealing, our move analysis illustrates the different rhetorical strategies that writers employ to build their credibility. Our analysis reveals a relationship between these strategies and the focus of the publication venue, with *AL* authors emphasizing their research backgrounds and *ELTJ* authors placing more emphasis on their teaching experience and worldly backgrounds. This match may result from a conscious effort on the part of authors to emphasize the aspects of their person that they feel are most valued by the readers; alternatively, the match may be a result of similarities in the values of the authors who publish in these different venues. Finally, our analysis reveals that authors do find ways to individualize the genre, despite its very short length. However, as we have noted, the genre does impose a set of values, reproducing certain features of an academic persona as holding more capital than others.

Using a multi-method approach to genre analysis has allowed us to understand different dimensions of the genre. In a more in-depth analysis, interviews with authors and editors might shed further light on some of the considerations that authors take into account when writing their bio-statement – for example, striking a balance between self-promotion and boasting. Interviews with readers could further probe reactions to author's choices, such as the use of self-descriptive modifiers like "prolific." We might also investigate differences related to authors and readers' genders and the choices and interpretations made in this self-representational genre.

5.   Conclusion

As we hope to have illustrated here, genre analysis may be best thought of not as a single method of discourse analysis but as a set of methods for understanding genres, their users, and their uses. Our sample analysis also demonstrates how different methodological approaches shed light on different generic patterns and features, giving the genre analyst a repertoire of complementary tools from which to choose. In today's information-saturated world, teeming with global and local genres, the fields of genre analysis and pragmatics are increasingly aligned in their attempts to understand how people accomplish tasks though language. We imagine that genre analysis will continue to adopt and develop approaches that take into account the multiple modes and interlinked genres that people use to carry out these tasks.

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