

Quantitative and qualitative analysis of institutional and professional identity¹

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Abstract

This paper focuses on the analysis of two types of identity construction in a corpus of professional speeches, namely institutional identity of the company and professional identity of the speaker. Since the corpus under study is rather large, three interesting speeches are selected on the basis of quantitative pronoun analysis. Discourse analysis of this subcorpus reveals the complexity of the techniques used to build the two types of identity. On the basis of this qualitative analysis, the hypothesis emerges that there is a very clear division between the two identities, as such completing one another: the institutional identity stresses the achievements of the company, while the professional identity emphasizes the speaker's thoughts and critical mind. This hypothesis is tested and corroborated by the quantitative analysis of the dichotomy between agentive and epistemic self-references, the former reflecting institutional and the latter professional identity.

Key words: institutional and professional identity, quantitative analysis, discourse analysis, agentive and epistemic self-references

Introduction

The study of identity, which is an 'extremely complex construct' (De Fina, 2004: 15), has 'attained a remarkable centrality within the human and social sciences' (du Gay et al., 2000: 1) in recent years. According to Zimmerman (1998), there are three main types of identity that can be discerned in a person: transportable, situational and discourse identities. The first type can be described as the essence of a human being, that which he carries, or 'transports' along with him and that is present in any context. The second type is the identity that emerges depending on a specific situation and that changes in different contexts. Finally, you have the discourse identity, which is constructed locally in every single stretch of talk or text that a person produces. This final type of identity construction is mostly the focus in linguistic studies. Bauman describes it as follows:

In this perspective identity is an emergent construction, the situated outcome of a rhetorical and interpretive process in which interactants make situationally motivated selections from socially constituted repertoires of identificational and affiliational resources and craft these semiotic resources into identity claims for presentation to others. (Bauman, 2000: 1)

Thus, the focus of this paper is on the local construction of identity as it emerges in a text. The corpus under study consists of professional speeches given between 2001 and 2002. I gathered my data by attending business seminars. Each seminar consisted of several speeches by different speakers who all gave informative presentations. The themes of these seminar days were rather technical and included themes such as the consequences of the changing energy market in Belgium, soil sanitation or the

possibilities of quality labels in the fruit and vegetable market. In the morning the speeches usually covered a theoretical or governmental angle on the issue, while in the afternoon case studies from companies were presented. In all, I attended eight business seminars during which I video-taped forty speeches, which is a relatively large number for discourse analytical studies. All the speeches were given in Dutch by Belgian native speakers of Dutch.

In these speeches the construction of institutional and professional identity is prominent. This characterizes the context as institutional (Drew and Heritage, 1992: 25). The institutional identity construction in speeches can be defined as follows: the speaker is the mouthpiece of the organization he represents (Lammers, 2000) and the company image is the focus of identity construction. While by the term professional identity, we understand that the speaker is constructing his own identity and is presenting himself as an expert (Dyer and Keller-Cohen, 2000). Sometimes other identities are built into the speeches as well, but the discussion of these issues is beyond the scope of this paper.

Research questions and methodology

The main research question that I am addressing here, is how institutional and professional identity interact with each other. Since identity is usually studied in a relatively small corpus, from which a number of extracts are selected and analysed (e.g. Schiffrin (1996); De Fina (2000)), the second research question emerges, namely how can identity be analysed in such a large corpus.

In order to achieve this goal, a combination of quantitative and qualitative analysis is proposed. I set out my study by analysing the entire corpus quantitatively, which gives me a bird's-eye view of the presence of identity in the forty speeches. Previous studies (Van De Mierop, forthcoming a & b) showed the efficiency of this method. On the basis of these results, speeches that make an interesting case are selected for qualitative analysis. The focus here is on the local study of a small number of cases, which reveal the strategies and techniques that support and create the two types of identity. On the basis of these qualitative findings, a new hypothesis is created concerning the complementarity of the two identities. This hypothesis is finally corroborated by further quantitative analyses, thus providing an integration of the two methodologies.

Before I start my analyses, I would like to stress that the explanation of the quantitative analysis and also the discussion of the institutional identity construction is very limited in this paper. Because these two issues are the focus of a previous publication (Van De Mierop, forthcoming b), no details nor proof of my findings are provided. In order to assure a good understanding of this paper, a summary of the results of this article is provided.

Quantitative analysis of institutional and professional identity²

As was discussed in previous papers (Van De Mierop, forthcoming a & b), I devised a method for analysing identity in a large corpus using quantitative analysis. The analysis of pronouns, which proved not only to be good markers of identity (Chilton

and Schäffner, 1997; Dyer and Keller-Cohen, 2000; Fairclough, 1995) but also to be ideally suited for quantitative analysis (Alber et al., 2002; Suleiman et al., 2002), has a central position in this approach. After careful contextual analysis of these pronouns, the forms relevant for the study of these specific types of identity construction were selected and measured. I present here only the data for the institutional and professional identity analysis. The results, normalized to a text length of 1000 words, are presented in figure 1.

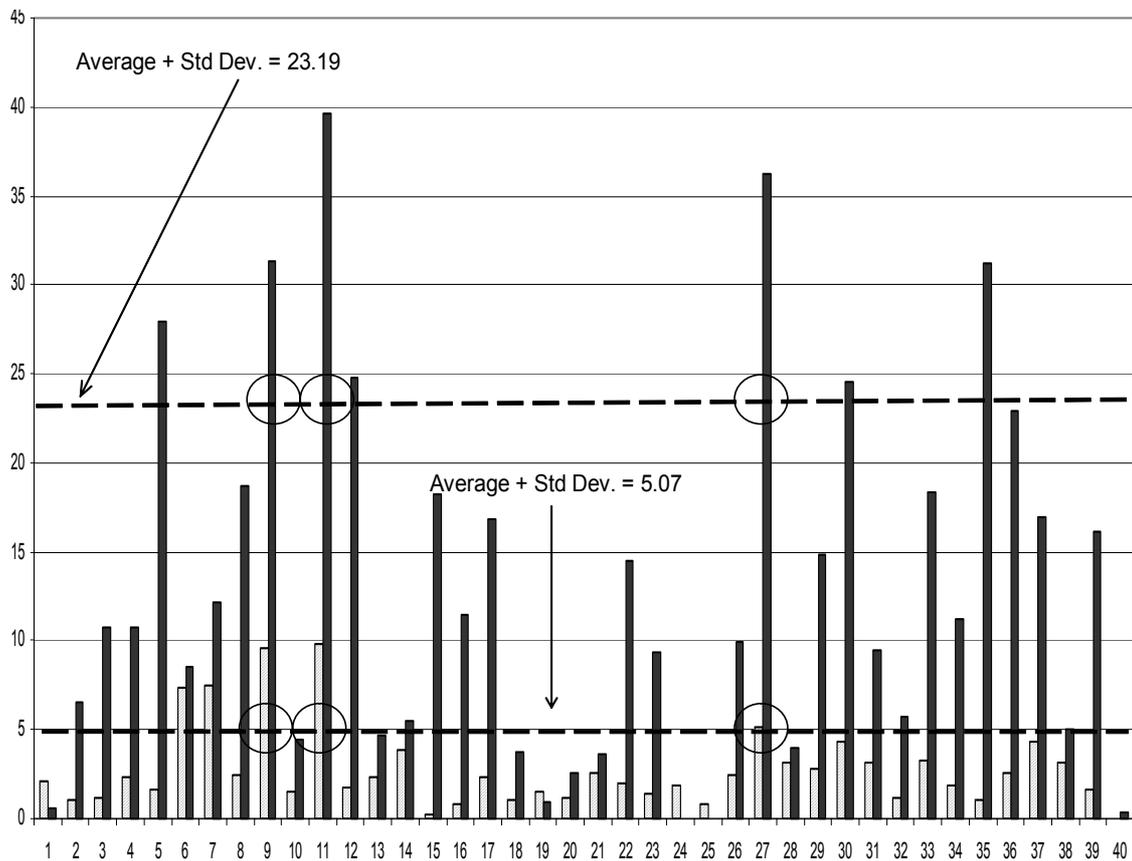


Figure 1: quantitative analysis of the institutional identity (black bars) and the professional identity (shaded bars) in forty speeches (X-axis)

As we can see in figure 1, the institutional identity scores remarkably higher than the professional identity. Since this paper focuses on the interplay between the two types of identity construction, the speeches that scored high for each identity are selected. In order to make a conscious choice, the top border of the average group is discerned. This is done by adding the average result to the standard deviation, as such creating a top boundary for average speeches, cf the dotted lines on figure 1. The data that are situated above these boundaries, can be considered as scores that are remarkably higher than average. For these data, three speeches are as such selected (cf circles on figure 1), namely 9, 11 and 27. On the basis of these results, it is expected that all these speeches contain both institutional as well as professional identity constructing techniques, thus making them highly interesting for the purpose of this paper. For an analysis of in-depth strategies, I now shift to a qualitative method using a discourse analytical approach.

Qualitative analyses: institutional identity

In a previous paper (Van De Mierop, forthcoming b), I discussed at length the way institutional identity is present in the speeches and the strategies that are used to reach this goal, were analysed. It was shown that there are three main techniques that are connected to institutional identity, which I briefly summarize here. The first one is identification with the speaker's company. This was already shown in the quantitative analysis through the frequent use of the institutional we-form. But since this is an indexical marker, its referent can be quite confusing. In these three speeches, the ambiguity of the we-form is solved in the beginning of the speech because a direct link between this deictic form and its referent, in this case the company, is established. The second strategy is that the speakers pay explicit attention to the presentation of their companies, in which the structure of the company, its history and its number of employees is described. The speaker also emphasizes the company name, which is of course a prerequisite for institutional identity construction. The third element is the fact that the companies are presented as organisations that strive for perfection and that have reached a level of excellence. On the one hand, this is attained by stressing the achievements of the company that are positively evaluated by the speaker and on the other hand the buck is passed to someone else in negative contexts. In this way, the speaker prevents the company image from being damaged. These three techniques are interwoven in the speeches, creating a positive identity for the company that the speaker represents.

Qualitative analyses: professional identity

The three speeches are discussed separately because they differ greatly in the way the speaker constructs his professional identity. This difference in identity construction could already be predicted on the basis of the quantitative pronoun analyses, which showed that the speeches had quite different amounts of professional identity markers. The speeches are discussed in order of identity presence: speech 27 has only a limited construction of professional identity, in speech 9 it is more explicitly present and speaker 11 has quite a complex way of building this identity.

Speech 27

Although the professional identity of the speaker is not very thoroughly built in this speech, there are a few ways in which the attention is drawn to the person who is giving the speech. A first technique is the self-identification in the beginning. This is very implicit in this speech, cf e.g. 1, but it is still marked since the speaker is introduced by the chairman and as such, the information given here is redundant.

1. (...) ik ga inderdaad niet als boomteler praten maar wel als fruitproducent.
(27)
(...) I am not going to speak as a tree grower today, but as a fruit producer (...). (27)³

In the rest of the speech, the speaker is mostly visible when he adds his personal comment, as such hedging the content. As Lakoff describes, hedges are '*words whose job it is to make things fuzzier*' (Lakoff, 1973: 471) and in this case, they serve a very specific function. As can be seen in the following examples (cf underlined parts), these hedges are statements of beliefs, which provide '*a built-in hedge such that the speaker is partially immune from criticism and challenge*' (Schiffrin, 1985: 40). They

are what Prince, Frader & Bosk call ‘*plausibility shields*’, these are hedges that ‘*implicate that the speaker is asserting a belief acquired via ‘plausible’ reasoning*’ (Prince, Frader & Bosk, 1982: 90), as in example 2. Sometimes, these statements of belief also serve to mitigate the statements of the speaker that possibly threaten the audience’s face (Brown and Levinson, 1989). By using a modality of obligation, as in example 3: ‘*moeten*’ (to have to), the speaker is using quite strong words and thus, a hedge as ‘*face-saving strategy*’ (Clemen, 1997: 239) is a safe solution to counter potential problems.

2. De basis voor de duurzame gewasbescherming is in mijn ogen wat betreft de fruitteelt (...). (27)
The basis of permanent crop-protection is in my opinion, concerning fruit farming (...). (27)
3. (...) dus, ik denk dat de markt consequent moet gaan optreden (...). (27)
(...) so, I think that the market will have to act in a consequent manner (...). (27)

This mitigation by means of ‘*I think*’ is very frequent in the speech, especially when the speaker is expressing his subjective opinion. In certain cases, this plausibility shield of ‘*I think*’ is further hedged, as in example 4. Here we see the additional use of the approximator ‘*eigenlijk*’ (*actually*). As such, the force of the statement is quite strongly toned down.

4. En ik denk dat dat eigenlijk cruciale element is (...). (27)
And I think that that is actually a crucial element (...). (27)

Therefore, in this speech, the focus on the speaker is very implicit. His identity is weakly constructed by means of the personal comment he adds, which often hedges the content of his statement and makes it immune for criticism.

Speech 9

This speaker pays more attention to his professional identity, which focuses on his expertise in the field. This familiarity with the theme of the seminar day is shown in two ways. Firstly, the use of a specialized register draws attention to his expertise of the subject. In example 5, we see that the speaker uses jargon (‘*waterbodemsaneringen*’, *decontamination of the river bed*; ‘*M-plan*’) and that he is very well informed of all the details (‘*actie 36*’, *action 36*). Furthermore, the speaker’s consistent use of nontransparent abbreviations (*GRUP, VVC, AWZ, FITO, SUP, BAPS, IOEC*) supports this construction of an expert identity.

5. (...) het M-plan dat we eigenlijk volgende maand afsluiten, meer bepaald actie 36 had tot taak om eigenlijk voorbereidingen te treffen voor waterbodemsaneringen. (9)
(...) the M-plan, that we are actually going to finish next month, more specifically, action 36 has the duty of making preparations for decontamination of the river bed (...). (9)

Furthermore, the speaker shows his familiarity with the social environment of the water sediment business. While other speakers refer to the other people in the room by means of formal references and consistently use polite terms of address, this speaker addresses them in an informal way, using their first names, cf. e.g. 6 and 7.

6. (...) wat Wouter heeft toegelicht (...). (9)

- (...) as Wouter explained (...). (9)
 7. Dus, zoals Kurt ook heeft vermeld (...). (9)
So, as Kurt mentioned as well (...). (9)

Already in the beginning of his speech, this speaker shows that he is proud of the work of his company. When using evaluatives, the content of these statements is often mitigated because the speaker explicitly attributes these positive evaluations to his own, personal opinion. As we see in the examples 8 and 9, these statements of belief (cf. underlined part) are added after the use of the evaluatives ('constructief', *constructively*; 'serieus', *seriously*). In example 9 this addition ('denk ik', *I think*) breaks the logical word order in Dutch, which shows that the speaker adds these quality hedges after he already pronounced the sentence. As such, these statements become immune to criticism, similar to speech 27.

8. 't Is eigenlijk begonnen, constructief als ik het zo mag zeggen (...). (9)
It actually started, constructively, if I may put it that way (...). (9)
 9. Wij hebben daar euh serieus aan gewerkt, denk ik (...). (9)
We worked seriously on that, I think (...). (9)

Again, we see that this speaker uses these hedges in potentially face-threatening contexts. The verb 'moeten' (*to have to*, cf. underlined parts), which expresses obligation, can be regarded by the audience as imposing on one's personal freedom to hold an alternative opinion. Therefore, the hedge is added, cf. e.g. 10. In 11 the situation is very similar, but here the speaker clearly feels that his statement is expressing too much uncertainty, therefore moving up on the certainty-hierarchy (cf. Latour and Woolgar, 1986, cited in Edwards and Potter, 1992: 106) from '*I think*' to '*I mean it*', as such, it explicitly supports his own opinion, but keeps the immunity for criticism of the hedge.

10. (...) ik denk dat wij moeten overgaan tot een keuze (...). (9)
(...) I think that we have to move over to (making) a choice (...). (9)
 11. (...) dus, ik denk, en ik meen dat, dat wij echt met de overheid en met de privé- partners de volgende jaren aan tafel zullen moeten zitten (...). (9)
(...) so, I think, and I mean it, that we really will have to sit down around the table with the government and the private partners during the next years (...). (9)

At the end of the speech, the professional identity construction becomes evident because there is a clear shift in footing (Goffman, 1979) from an informative presentation on a technical subject, to a personal reflection on the personal career of the speaker. This footing shift is markedly present because the speaker repeats what would normally be considered an opening salutation, clearly indicating that a new part of the speech is starting.

12. Goed, dan een slotwoordje, dames en heren. (9)
Good, then some concluding words, ladies and gentlemen. (9)

In this section, the speaker explains that he is going to change jobs and he looks back on his achievements and those of his colleagues over the last five years, cf e.g. 13. His personal actions and feelings are central in this speech, which he explains mostly by means of a metaphor of the boat that he introduces. In example 14 we see that he starts with a literal term, 'romp' (*hull*) which he compares to a boat. In example 15

this metaphor starts to ‘*drive the account*’ (Antaki, 1994: 101), which is further elaborated upon in 16 (cf. ‘*speedboot*’, *speedboat*; ‘*vrachtboot*’, *cargo ship*).

13. Vijf jaar geleden, toen ik aankwam op de afdeling water (...). (p9)
Five years ago, when I arrived at the department of water (...). (9)
14. Dus, ik hoop dat we die romp hebben kunnen opbouwen tot een soort boot. (9)
So I hope we were able to build that hull into some sort of boat. (...)
15. (...) ik denk dat Wouter en ook Evert D. zeker en vast mensen zijn die serieus hebben meegesleurd aan die boot. (...) Nu, misschien zijn er ook wel een aantal mensen die die boot hebben willen doen wankelen, die die boot hebben wat averij willen bezorgen (...). (9)
(...) I think that Wouter and also Evert D. are certainly people who seriously dragged that boat. (...) Well, maybe there are also a number of people who wanted to rock that boat, who wanted to incur heavy damage to that boat (...). (9)
16. Sommigen zagen ook liever een speedboot (...) maar dat is het zeker niet geworden en ik denk dat het een vrachtboot is geworden. (9)
Some people preferred a speedboat (...) but that is certainly not what it became and I think that it became a cargo ship (...). (9)

The speaker finishes his speech by almost lyrically looking to the future, expressing his hopes and beliefs.

17. (...) ik hoop dat die boot kan blijven varen, dat hij voldoende bemanning krijgt en dat hij vooral kan varen, ja, dat een voornaamste boodschap is. (9)
(...) I hope that that boat can keep on sailing, that it gets enough crew and especially that it is able to sail, yes, that is the most important message. (9)

Because the speaker is so explicitly paying attention to his own past career, the attention in the final part of the speech is fully drawn to his person. His professional identity is therefore strongly stressed in a quite straightforward way.

Speech 11

The case of speech 11 has been thoroughly discussed in Van De Mierop (2003). I present a brief summary of these findings as they are relevant for the purpose of this paper. Speaker 11 constructs his professional identity in a rather complex way. In the beginning of the speech, we see an overt self-presentation, in which the speaker claims to have the identity of an outsider. He immediately stresses this in his self-identification, in which he contrasts his own position quite strongly with that of the audience and of the other speakers. In this contrastive discussion (cf. e.g. 18) the speaker first pays attention to what he is not and then to his background and how it is of value to the seminar day. This explicit self-identification is a typical form of ‘*discursive grounding*’ (Thornborrow, 2001: 477): the speaker categorizes himself within a certain group (‘*self-categorizing*’), of which the relevance to the theme of the seminar day is made clear. This is done by establishing a direct link between his self-categorization (‘*ik ben advocaat*’, *I am a lawyer*) and a consecutive clause (‘*dus...*’, *so...*) in which his knowledge is stated. This is what Potter calls ‘*category entitlement*’:

In practice, category entitlement obviates the need to ask how the person knows; instead, simply being a member of some category – doctor, hockey

player, hospital worker – is treated as sufficient to account for, and warrant, their knowledge of a specific domain. (Potter, 1996: 133)

As such, the speaker establishes his identity as an outsider, but at the same time, his complementary value is stated and stressed.

18. Ik zelf, ik ben geen ingenieur, ik ben advocaat, dus ik ken iets van regelgeving of van theorie (...). (11)
I (myself), I am not an engineer, I am a lawyer, so I know something of regulations or theory (...). (11)

The fact that the speaker is right in asserting that he is an outsider, is proved by his frame of reference. It is not just a rhetorical technique he is using; it shows in his speech that he indeed has a different background. There are many indications (e.g. hesitations, reformulations and mispronunciations) in the text that demonstrate that the speaker is less well-informed about the theme of the seminar day than the other speakers. This can be seen in his choice of words. On the whole, this speaker uses plainer language, as he states himself, cf. e.g. 19.

19. Ik vat het zeer kort samen in leken taal (...). (11)
I summarize it very briefly in layman's language (...). (11)

As such, the identity of an underdog is constructed. But in the course of the presentation, the speaker gradually consolidates his position: he starts countering his limited technical knowledge with another type of expertise, namely that of lawyer and political representative of the town, cf. example 18 above. The fact that he has two prestigious jobs is already in itself a strong argument. Moreover, the complementarity of the content of the two jobs, namely theory and practice, is stressed, which contributes to the construction of the expert identity.

To support this know-how even further, the speaker refers to himself in a number of passages. An analysis of these extracts by means of the dichotomy between agentive and epistemic self-references is very suitable, as Dyer & Keller-Cohen (2000) argue:

The agentive self is associated with action and the temporal progression of narrative, and the epistemic self with thoughts, feelings and beliefs. Such a template seems well suited to the construction of professional expertise, since the narrator is able to depict himself as the main protagonist in the narrative, controlling the action, and also explaining and justifying his actions through his epistemic self. (Dyer & Keller-Cohen, 2000: 294)

In this speech, epistemic self-references contribute to the professional identity construction of the speaker. These illustrate the fact that the speaker is well informed and careful. For example, in the speech the speaker explains that he, together with an engineer, was invited to a meeting on a polder project.

20. Ik vertaal dat dan naar de slibproblematiek. Wat betekent dat? Dat als water gaat overstromen van hoog naar laag, hetzij van de Schelde naar euh onze polders, hetzij nadien als het moet teruggepompt worden naar de Schelde, dan gaat daar volgens mij, een probleem komen van slib want wie garandeert mij

dat er geen slib van de Schelde zal overkomen op onze Potpolders, wie garandeert mij dat het slib dat gestort is op de oevers niet mee zal stijgen? (11)
I translate that then to the silt problems. What does that mean? That if water is going to flood from high to low, either from the Scheldt to uh our polders, or afterwards if it has to be pumped back to the Scheldt, then there is going to be, in my opinion, a problem of silt because who can give me a guarantee that no silt is going to come from the Scheldt to our polders, who can give me a guarantee that the silt that is dumped on the banks, will not rise with it? (11)

The speaker puts himself in the spotlight here by emphasizing his critical mind. As such, he shows that he is closely associated with these problems, that he drew his own conclusions, that he reflects on the future and that he wants to be careful. So we see an epistemic self-reference which illustrates his thoughts on the subject. The fact that he frames these remarks in the narrative of the invitation together with the engineer, stresses his personal insight in the situation. This is further emphasized by the repetition of the rhetorical question at the end of the extract.

By adding agentive and especially epistemic self-references, the speaker creates a positive image of himself. In the course of the speech, he presents himself as somebody who is well informed about the silt problems after all. By starting as an outsider and an underdog, he covers himself against possible criticism concerning the technical issues under discussion. This lack of knowledge is countered by his critical reflections, sometimes implicitly showing that they are equally good as those of the 'real', technical experts (cf e.g. 20). Thus, despite his initial presentation as an outsider, the professional identity of an expert is still created.

Interaction between the two types of identity construction

The three speeches discussed here contain a complex interplay of identity constructions. On the one hand, they are characterized by a quite strong institutional identity construction, as was described above. On the other hand, all three speeches contain a number of markers that build the speaker's professional identity. There is a certain amount of variation for this type of identity construction in these speeches: in 27, the professional identity is weakly present, in speech 9, it becomes more explicit and in speech 11, a wide range of strategies are used to build a quite complex professional identity. What has not been discussed so far, is the way these two types of identity construction both exist in the speeches and how they interact with each other. This issue is discussed in this section.

From the qualitative analyses of the presentations, it soon became clear that there is one constant feature of the construction of professional identity, regardless of the amount of techniques or the stress on this identity. This feature is the speaker's self-presentation as a critical person, who adds his personal opinion to the information he provides in the speech. The construction of the corporate image is focused on factual information concerning the achievements of the company, which is often complemented by a description of the actions of the organisation the speaker represents. As such, the company is presented as a proactive organisation that aims at reaching excellence.

This division between opinion and thoughts of the speaker on the one hand and actions and achievements of the company on the other hand, is reflected in the dichotomy between agentive and epistemic self-references (cf. supra). The first impression that the qualitative analyses give is that the professional identity is closely linked to the use of epistemic self-references, while the institutional identity is constructed by means of agentive self-references. In order to verify this impression, a more detailed analysis of these two types of self-references is necessary. In fact, quantitative analysis of this division gives a clear insight in the facts and figures of the presence of these two types. So, from the group of institutional we-forms and identity-constructing I-forms, all the agentive and epistemic self-references were selected. The results are given in table 2.

| | Agentive | Epistemic | Total |
|-------------------|----------|-----------|-------|
| 27: institutional | 51 | 3 | 71 |
| 27: professional | 0 | 7 | 10 |
| 9: institutional | 123 | 13 | 190 |
| 9: professional | 6 | 44 | 58 |
| 11: institutional | 75 | 10 | 173 |
| 11: professional | 7 | 16 | 43 |

Table 2: agentive en epistemic self-references in the three speeches

The first thing these absolute numbers show is that the institutional identity is much more strongly represented, a conclusion that was already drawn on the basis of the previously described quantitative analyses. But when we look at the relative proportion of these two subcategories, there clearly is a difference. When we calculate the statistical significance of this difference, the diversity in group size has to be taken into account as well, as can be seen in figure 2. The arrows represent the difference that is at stake here, clearly showing the contrast in relative group size as well.

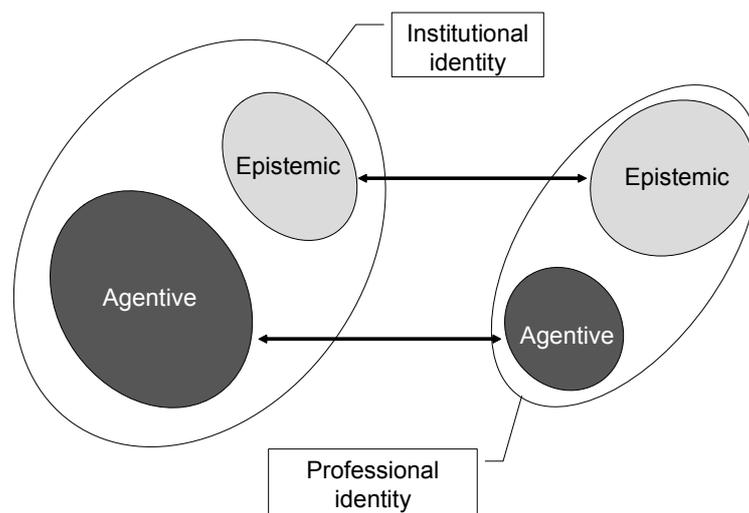


Figure 2: graphic representation of the relative proportion of the subcategorizations of the two types of identity in a speech

The statistical test on two proportions includes these differences in the calculation, therefore showing the significance of the contrast that these subcategorizations represent in relative amounts. So for instance, the proportion of the agentive group

within the institutional group is contrasted with its share within the professional identity group. The differences are all statistically significant and the results are shown in table 3. The fact that the p-values are so low, show that the contrast is remarkably high.

| p-values | Speech 27 | Speech 9 | Speech 11 |
|-----------|-------------------------|------------|------------|
| Agentive | 0.000002** ⁴ | 0.000000** | 0.000265** |
| Epistemic | 0.000000** | 0.000000** | 0.000000** |

Table 3: Statistical significance of the differences between the subcategories in the three speeches

A graphical representation of the proportions (in percentages) shows very clearly that the two subcategories work in opposite directions. This can be seen in figures 3, 4 and 5.

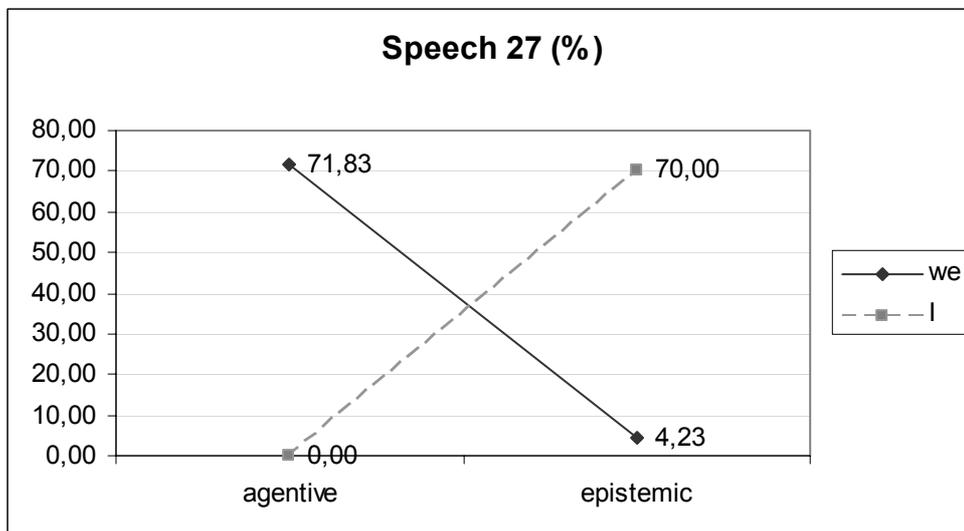


Figure 3: agentive and epistemic self-references for the two identity groups of speech 27

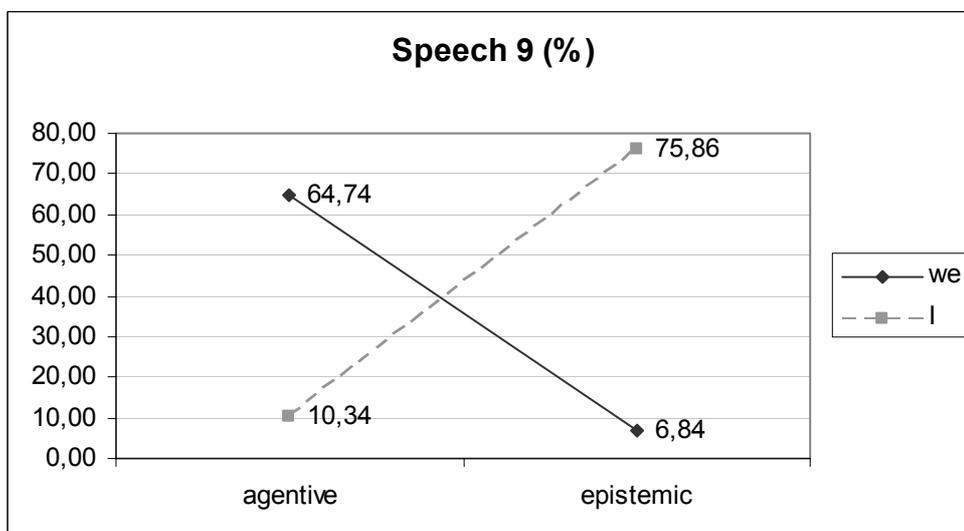


Figure 4: agentive and epistemic self-references for the two identity groups of speech 9

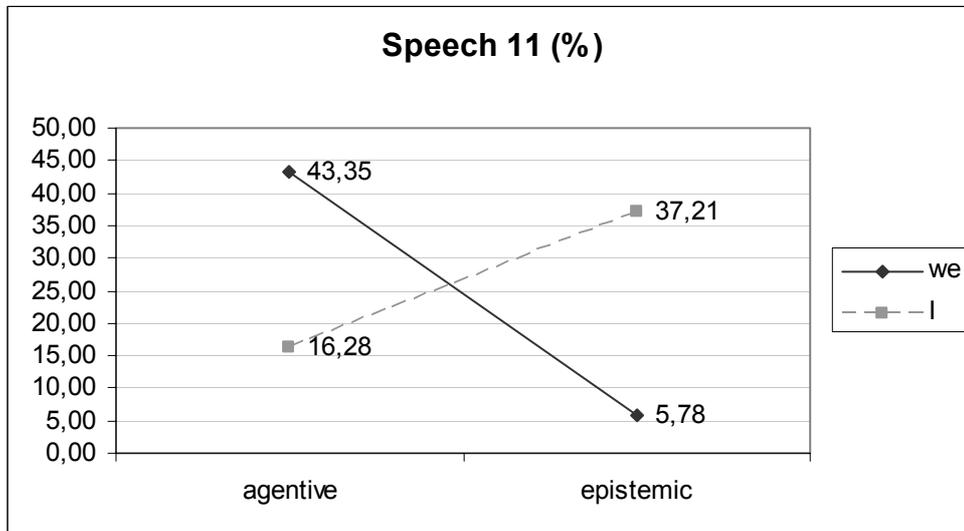


Figure 5: agentive and epistemic self-references for the two identity groups of speech 11

The results show a clear interaction effect which confirms the idea that the speakers make a very clear distinction between their identity constructions: they consistently attribute all the information on actions and achievements to the company while they ascribe thoughts and opinions explicitly to themselves. By making such a clear division, as reflected in the dichotomy between agentive and epistemic self-references, the interference between the two types of identity construction is very limited. As such the two identities exist independently of each other.

Conclusions

This paper aims to address two research questions: a content oriented question concerning the interplay between two identities and a methodological question about the combination and complementarity of the two approaches. By answering the first question, the second issue is elucidated.

Both quantitative and qualitative analyses show that there is a very clear division between the institutional and professional identity construction. While discussing the achievements of the organisation, the speaker presents himself as an expert in the field by adding his personal comments and remarks on the issue. In all three speeches, the institutional identity is the most strongly represented, while there is some variation in attention paid to the professional identity of the speaker. However, qualitative analysis of all the speeches suggests that there is a clear distinction between identities, as such completing each other and separating them from one another without interference. Further quantitative analysis of this contrast corroborates this finding; thereby answering the two research questions since the combination of the two approaches both have hypothesizing and evidential value.

Points for further research

Besides rather general points for further research, such as the analysis of other types of identity construction in the speeches and explorations of the possibilities of the quantitative data, there is an interesting issue that emerges from these analyses. The results presented here raise the question of the generalizability of this tendency to link the institutional and professional identity to respectively agentive and epistemic self-references. Is this fact typical of speeches that have a marked presence of these two types of identity, or is it a more general phenomenon, perhaps characteristic of the entire corpus? A further exploration of this finding is needed to answer this question.

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² The use of the terms 'quantitative' and 'qualitative' does not mean that the analysis under these respective headings is strictly limited to these methods. Both approaches are integrated methods of both quantitative and qualitative analyses, but in each method, one of the two methodologies is predominantly present. For example, in the quantitative analyses, qualitative subcategorization is used as a filter. Also in the qualitative analyses, quantitative comparisons are used. The names are thus only used to indicate what the prevalent method in the approaches is.

³ The English translation is as close as possible to the Dutch original. This sometimes results in odd sentences and poor English.

⁴ The double asterisk indicates that the statistical significance is very high, namely below the border of 0.01.