CURRICULUM VITAE:
A DISCOURSE OF CELEBRATION WITH
NARCISSISTIC ALLUSIONS

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Abstract: The present study, a part of a larger project, deals with the under-researched (sub) genre of curriculum vitae (CV) of theses written in English by Indonesian students of English as a foreign language (EFL). The corpus was composed of CV of 40 theses obtainable from the Graduate Library, Graduate Program, *Universitas Negeri Malang* (State University of Malang), Indonesia. In a categorical structure, the CVs exhibit four main issues: personal information about age and familial origin, academic information pertaining to educational backgrounds, work information, and another piece of personal information, i.e., family. Central to the findings is that the CVs allude to the notion of celebration with narcissistic expressions.

Key words: genre analysis, thesis, EFL, Indonesia, narcissism.

Analysis of texts and discourses of particular genres has attracted (applied) linguists, be they of pedagogical guise (see e.g., Basthomi, 2009; Mambu, 2009; Rido, 2010; Susilo, 2004; White, 2011) or on other ventures (e.g., Cahyono, 2007; Norrick, 2011; Tseng, 2011; Viscaíno, 2011). Yet, analysis of the sub-genre of the curriculum vitae of thesis (which is also known as Vita in the American context of Ph.D. thesis writing) has not been well documented. The existing studies addressing issues around graduate studies (e.g., Barnes, 2005; Bingman, 2003; Cox-Peterson, 2004; Hsing-I, 2004; Hyland & Tse, 2004; Mehra, 2004; Rohmah, 2006) have not provided adequate information about graduate students' writing of CV in thesis. Despite some concerns about the

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writing products (e.g., Erfan, 2007; Fakhri, 2004; Kadarisman, 2005, 2009; Misǎk, M. Marušic, & A. Marušic, 2005; Widiati, Basthomi, & El Khoiri, 2010), how the properties in the writing of CV in thesis are enacted is still far from clear. The widely available literature on CVs tends to be much concerned with "prescriptive" if not simply suggestive-pedagogical approach to how to effectively write CVs (see, e.g, Bright & Earl, 2008; Fournier & Spin, 2006; Provenzano, 2004; Troutman, 2011).

Genre analysts like Swales and Feak, who have been much concerned with academic writing, including, of course, thesis writing (e.g., Swales & Feak, 2000; Swales, 2004) have not provided informative argument as to why CV in thesis has not attracted analyses. Compared to analysis of other sub-genres of thesis, for instance acknowledgements section (Basthomi, 2008; Hyland & Tse, 2004), analysis of CV in thesis, be the CV appealing or not, has not been in existence. Probably, this lack of attention is due to the fact that the CV is not to be examined in a thesis viva. In fact, the place of the CV is at the very end of a thesis, which can be construed as indicative of its minor function. Anecdotal observations through my involvement in examining theses written in English in the Indonesian context indicate that control of grammar is lower in CV than that in other sections such as abstract and introduction. It seems that academic energy is not really exerted in completing CV. This seems to emphasize the triviality of CV in thesis, irrespective of its inclusion in the very thesis binding within the context of this study.

Even though CV in thesis is a trivial part in a thesis defense, I occasionally find that some examiners do pay attention to it, particularly as I indirectly noted above, by commenting on the grammatical inaccuracies frequently tainting the texts of the CV. Few other examiners usually ask an examinee a typical question, "Do you think I know you?", when the examinee happens to fail to include a CV in the thesis draft for oral defense. Referring to the examiners' expectation of the inclusion of CV in thesis, at least in my Indonesian context, CV in thesis hence constitutes a particular genre, the communicative purpose of which is recognized by the expert members (Swales, 1990: 58) as represented by the examiners, despite some difficulties in underpinning the exact communicative purposes the CV bears (see Askehave & Swales, 2001). What is clear is that, CV in thesis, like any other academic writing is bound to express a par-

ticular identity of the writers (Hyland, 2002), for "writing is an act of identity" (Burgess & Ivanič, 2010: 228).

To the best of my observations, none, however, has commented on the contents expressed in a CV; never have I heard any examiner ask why the thesis writer gives the readers personal information (the detail of which unfolds in this article) that people of other cultural backgrounds might never include. At this juncture, relevance of contents to present in the texts of the CV is central (cf. White, 2011). Different from studies focusing on thesis acknowledgements section (Basthomi, 2008; Hyland & Tse, 2004) which touch on other people's attributes, analysis of CVs refers to how one's own attributes are presented. This relates to the self attributes a writer thinks relevant to present to the imagined readers.

In a nutshell, empirical study devoted to analyzing the writing of CVs in theses has been overlooked. Consequently, at this point, I would relinquish to the fact that there is not much to discuss pertaining to the functions of CV texts. Probably, at this juncture, we can only assume that the writing of CV in thesis as a form of communication has (social) functions (Bezemer & Jewitt, 2010). Or, alternatively, on the basis of the widely available sample literature on tips to write CV and/or resume (e.g, Bright & Earl, 2008; Fournier and Spin, 2006; Provenzano, 2004; Troutman, 2011), we may try to say that a CV or resume functions as an attention-grabber; however, this applies specifically to job seeking enterprise, which is different from the CV texts attached to theses on which the present study is focused. Therefore, in line with the very nature that this study is initiating to make a case of the analysis of CV texts in theses, the discussion of the functions or nature of CVs in theses is adjourned and will unfold as the logical results subsequent to the data analysis. And the fact that little has been known about CV texts in theses necessitates the use of inductive approach to the present study.

Projected to address this under-researched issue, the study analyzes the texts of CV in theses written in English by Indonesian students of English as a foreign language. And germane to the foregoing discussion, the problem in the present study is specified in a single question as follows: What do the typical features of CV in theses written in English by Indonesian students of English as a foreign language potentially mean?

METHOD

This section provides information about particulars regarding two issues: data sources and data analysis. The pool of the data sources was set up using a purposive sampling technique (see e.g., Ary, Jacobs & Razavieh, 2002; Fraenkel & Wallen, 2003). The data were CVs annexed to theses written in English by Indonesian Master's students majoring in English Language Teaching at the Graduate Program, *Universitas Negeri Malang* (State University of Malang), Indonesia. As many have purported, genres are dynamic (Berkenkotter & Huckin, 1995; Swales 1990, 2004; Wahab, 1995), and in order to capture the latest trend of the dynamic, the theses selected as the data sources were those of the latest available at the Library of the Graduate Program, State University of Malang. Preliminary in nature, 40 texts of CV of Master's theses completed in 2011 were selected (as of September 2011 when the data collection was completed).

Since there has been no document, as noted above, concerning analysis of CV texts, this study makes no reference to any previous study with regard to the approach to the data analysis. This being said, the approach to the data analysis in this present study is inductive (data-driven). Therefore, close examination through repeated readings (some five times) of the texts was carried out. The first reading resulted in rough categories with regard to the length of the texts: short, medium, long. The second reading was performed to devise another rough categorization based on the perceived conspicuous information expressed in the texts. This process allowed for the development of tentative categories consisting of three kinds of information: personal identity and family, educational backgrounds, and work experience. The third reading was attempted to manually provide codes over the texts so as to categorize all parts of the texts into the three developed categories.

The fourth reading was carried out to ensure that every single piece of information indicative of the convention (Hyon, 2011: 394) in the writing of the CV texts could fit into the categories. This step was followed with a request to two colleagues to provide feedback on the categorization by sending them a set of copies of all the CV texts and the developed categories. One colleague provided a suggestion that the categorization of the CV text length be made based on the word-count of each text. The other colleague, on the other hand,

commented on the need to refine the category of personal identity and family and work experience. It was noticed that there were two kinds of families under this category: family in the sense of the off-spring of the writers and family in the sense of the writers' nucleus family based on their marriage. More refined category of work experience was also expected, for some CV writers also expressed a kind of work trajectories.

Based on the colleague-moderation, some revisions were made. In terms of the categorization, the revised categories then consisted of 1) personal information: age and familial origin, 2) academic information: educational backgrounds, 3) work information and career trajectories, and 4) personal information: family. On the basis of this revised categorization, the final reading was executed to make sure that every piece of information in the CV texts was accommodated in the categories and, thus, a sound understanding of the texts situated in their context or 'contextual value' (Hyon, 2011: 394) was arrived at. The following section details results of the close examination of the CV texts.

FINDINGS AND DISCUSSION

Findings

The CVs show some interesting typical features. First of all, few CVs are supplied with the photo of the corresponding writer. Out of the 40, two CVs bear the photos of the writers. In this regard, the photo-bearing CVs resemble some CVs of some published books. Secondly, in average, the CVs run on 212.6 words, with 91 words composing the shortest CV and 357 words the longest. The majority, 20 CVs (50%), are written in more than 91 but less than 200 words. 14 CVs are written in over 200 words (yet less than 300 words), and 6 CVs are written in over 300 words (but less than 400 words) (see Table 1).

Table 1. Word Number of CV Texts

Number of words	Percentage
<200	50%

Table continued	
200<words<300	35%
300<words<400	15%

Thirdly, these shortish texts are all written using the detached-objectivistic third person narrative essay, which is different from listing-pointers type of Vita in some theses completed in the American context (see for instance, Congrove, 2011; Gramlich, 2008; Reinhardt, 2007). Reinhardt's CV is presented without a heading, Gramlich's with the heading of Curriculum vitae, and Congrove's with the heading of Vita. Fourth, the CVs under study bear a typical structure consisting of four main parts: personal information, academic information, work information, and another kind of personal information (see Table 2).

The first element, personal information, deals with the age of the writers. The second element, academic information, refers to educational backgrounds. The third element, work information, shows career trajectories. The last element, another personal information, talks about family. Albeit indicative of the main sequence, it should be noted, however, that there are some variations in the sequential order of the four main elements abovementioned. Few put the information about work information right after the personal information on date and place of birth. The following provides details over the typical structural features of the CVs.

Table 2. Typical Categorical Features

Typical features	**Percentage**
Personal information: age and familial origin	97.5%
Academic information: educational backgrounds	95%
Work information and career trajectories	95%
Personal information: family	62.5%

Personal Information: Age and Familial Origin

Information about age, in most cases, can be unequivocally construed from a simple inference: all of the 40 writers, but one, provide information about date of birth subsequent to that about the place of birth (see Excerpt 1; pseudonyms of the CV writers have been used in all excerpts retyped verbatim).

> **Excerpt 1**
> Nony was born on February 18th 1978 in Malang, East Java. She is the first child of Bapak Sujito and Ibu Suyati, A.Md. She has one brother, Teguh Arifin, S.Pd.I.

Additionally, quite a number of the CVs explicitly bring up names of the writers' father and mother (be they alive or deceased). Out of 40, six CVs (15%) do not mention names of the father and mother. Around 15% of the CVs also explicitly mention names of the writers' siblings. Some others simply dismiss them and some others state the number of the siblings without mentioning the names. In other words, in addition to the age information, this part presents vertical and horizontal information about the familial origin and/or position of the writers.

Academic Information: Educational Backgrounds

The second typical point apparent in most CVs is information about the writers' academic information pertinent to educational backgrounds. In most cases, the information goes back to their primary schooling. Of the 40 CVs, two do not provide information about the writers' schooling other than the undergraduate studies (see Excerpt 2).

> **Excerpt 2**
> She was educated at Private Elementary Taman Siswa School Medan 1978-1984 then she attended State of Junior High School 11 in Medan, 1984-1987, she continued her study at Stated of Senior High School 8 in Medan 1987-1990. Then, she continued her study to take S1 degree

at *Tadris Bahasa Inggris* of the State Institute for Islamic Studies (*Institute Agama Islam Negeri/ IAIN*) Medan, North Sumatra from 1990-1995. Then, she got a scholarship from the Ministry of Religious Affairs to continue her study in the English Language Teaching Program of State University of Malang from 2009-2011.

This schooling information is typically presented along with the disclosure of the writers' life as a child up to the point in time when they were writing up the theses. There is one CV showing that the information about the educational backgrounds goes as far back to the kindergarten years of the writer (see Excerpt 3).

Excerpt 3
She spent her childhood, and attended kindergarten, primary and lower secondary school in her home-village. In 1998, after finishing the lower secondary school, she decided to pursue her study in the State Islamic Upper Secondary School 3 Malang (MAN 3 Malang) where she had to stay in a boarding school away from her parents and from which she began her passion for foreign languages.

Work Information and Career Trajectories

There seems to be a strong tendency that all of the Master's students had been assuming teaching positions when they undertook the Master's degree. Out of the 40 CVs, only two do not reveal information about work experiences. The work information talks about the first moment in securing the job and the institutions with which they are or have been affiliated (see Excerpt 4).

Excerpt 4
She started her carrier as an English teacher in 1997 when she was still studying at IKAHA Tebuireng in fifth semester at SMK Sultan Agung Tebuireng.

This is usually also coupled up with information about the career promotions and movements in the career trajectories (see Excerpt 5).

Excerpt 5
In 1998 she taught English at MA Ma'arif NU Ngoro Jombang. In 2000 she also taught English at SDN Badang I Ngoro Jombang and MA Darussalam Ngoro Jombang. Fortunately, in 2005 became civil servant and placed at MAN Genukwatu. From 2005 she focused teaching at MAN Genukwatu and left her others school until now. After 12 years teaching English, she got a scholarship from Ministry of Religious Affairs to continue her study at State University of Malang toward a magister degree in English Language Teaching.

Personal Information: Family

The last typical point is about information, which is, similar to the first part, personal. However, whilst the former family information is mainly about age (with some additional information about family which refers to the writers' familial origin), the latter is about family based on the author's marriage (see Excerpt 6).

Excerpt 6
From her marriage to Adil Adilan, she was rewarded by Allah Subhanahuwata'alah two lovely sons; Ahmad Adilan Adlan (14 years old) and Munir Adilan Adlan (11 years old).

It goes without saying that this kind of information is particularly written by those who are married. Even though not bringing up information about marriage does not necessarily mean that the writers are not married, the CVs mentioning information about the marital status of the writers outnumber those without such information, 25 over 15. Out of the 25 with marital information, 23 CVs (92%) mention the names of the writers' spouse. Of the 23 CVs which mention the names of the writers' spouse, 4 (17%) attach the titular information to the names. And out of the 25 CVs presenting marital information, 20 CVs (80%) also mention the names of their kid(s).

Discussion

Subsequent to the above descriptive presentation of the analysis, a compelling issue is what those descriptive properties of the four main issues mean. To answer such a question, this section argues that CVs constitute sites of celebration in which narcissistic allusions are densely exploited. In what follows, we will talk about these two notions of celebration and narcissistic allusions.

Celebration

The situatedness of the production of a discourse (spoken and written) plays a great role in the typicality of the structural properties of the discourse (e.g., Ahmad, 1997; Askehave & Swales, 2001; Berkenkotter & Huckin, 1995; Fairclough, 1989). Let's now examine the situatedness which is explicative of the CV writing act at issue. As regards the first typical item of information, i.e., age of the writers, it is warranted to draw on the daily practice in the Indonesian practice, particularly, in Java in which the theses were completed. Recalling my own school days and the preached Indonesian wisdoms up till then as indicated in my kids' school and take-home assignments, the notion of *gak kenal maka tak sayang* ([if you] do not know somebody [personally], you won't be able to love him/her) is still much emphasized and ubiquitous. This point of wisdom has been entrenched in the Indonesian society as a way to ascertain that they care for each other to allow for the manifestation of the Indonesian Five Principles (*Pancasila*) as the philosophical basis of the Indonesian identity. This provides conventional norms and justification for Indonesians to disclose their personal information pertinent to age. After all, Indonesians are accustomed to asking information about age in all public service related enterprises as well as in first encounter as a way to sociopragmatically position him/herself, which should be reflected in the pragmalinguistic verbal communicative codes. Virtually, it is not taboo to talk about age in the Indonesian context, so that it is no wonder that a thesis writer easily discloses his/her age information, which falls into the category of personal information.

The above issue reminds me of an occasion when I exchanged messages with an Australian university faculty member and administrator over emails. As part of the process of my appointment as a Ph.D. thesis adjunct co-

supervisor at an Australian university, I was asked whether it would be alright for me to disclose my age—my date of birth. In replying to the question, as an Indonesian, I had no mental impediment that might somehow have made me feel uncomfortable inside. It was just normal for me to provide information on my date of birth for services and virtually for many other purposes.

It is worth noting that out of 40, one writer does not disclose the age information. The same also applies to other pieces of information, except that on career and address. Interpreting that this writer simply dismisses the need for thoughtful writing of CV in thesis does not seem to hold a solid ground. The CV is not the shortest among the 40 texts. This indicates that the writer has equally similar space as that of the other writers to express similar contents to those of the others. Another amenable, yet pessimistic interpretation is that the writer is probably introvert and does not share the same personal orientation as that of the others; therefore, the CV is different from the rest. Another interpretation, an optimistic one, is that the writer has developed bi-rhetorical competence enabling him/her to differentiate between personal and non-personal information as (ir)relevant to be exposed in a CV written in English, a language which he or she might have considered to bear different cultural disposition from that of his/her own mother tongue. However, on top of those possible interpretations, the writer establishes a core expression the same as that of the others (which will be apparent as this essay unfolds).

Pertinent to educational backgrounds, I would highlight two points. First, the writers might have thought that since a thesis is an academic product, full information about educational backgrounds is deemed relevant. This also relates to the usual practice in daily life. Oftentimes, when people seek for public services, they are required to reveal their detailed educational backgrounds that mean all formal education they have undertaken, which is not uncommon to include primary schooling. Hence, it is understandable that the Indonesian thesis writers cite that detailed information on their educational backgrounds. The second point is that education, particularly graduate study, for many Indonesians is a luxury. In that situation, mentioning all information about educational backgrounds allows them to celebrate the success in their educational endeavors (Basthomi, 2008). CVs provide the writers space to crow of their educational successes. One might think that this situation occurs mainly to young Master's students who might have had limited stock of experience to write on

the CVs, thus have been thinking of space fillers. Yet, the CVs indicate that irrespective of their profiles, the writers tend strongly to provide educational information which goes as far back to their primary school years.

Regarding the information on the CV writers' career, I would revert to a point as follows. Even though the major population of the graduate students is of those having a hold of job responsibilities, my personal observations show that there has been a new trend that a few of my undergraduate students directly further their studies to the Master's level. Therefore, understandably, a number of them detail information about their career trajectories and a handful do not. Above all, the general picture gives the impression that job experience is considered relevant to write in the CVs. This is warranted since many would unanimously agree that education is the door to job opportunities and career promotions. I believe this proposition applies in both developing and developed countries. It is no wonder, therefore, that a university president like Eric Kaler of the University of Minnesota, to cite an example, is very much concerned with the success rate of his university in helping create job opportunities as presented in a summit to address Minnesota's need for jobs (*Minnesota Daily*, Oct 26, 2011).

Referring to information about family, some points can be drawn as follows. Similar to the previous issue of personal information on age, information about family endorses the need to be open as an attempt to be known by others. This is prerequisite for our right, encompassing that of the family, to be loved by others. Another relevant issue is that, as I have experienced it personally, as one grows to adulthood, s/he is oftentimes confronted with the pressure of getting married. As one reaches the age of around 25, parents and family members start to busily make attempts to arrange a marriage. Friends, alike, are usually engaged in (at times, intimidating) questions about her/his plan for marriage. As one gets married, concerns change to pregnancy and kids.

All this suggests that information about family (based on legal marriage) is normally and easily shared, thus, understandably, pervasive in thesis CVs, considering the fact that the majority of the graduate students are married. This phenomenon can also be construed as a dedication of the success in completing the thesis to the family. A dedication page (which is sometimes not written) and acknowledgements section are probably considered insufficient to express due dedication and acknowledgements. Since CV writing provides more space

to express such gratitude, they make use of the CVs to implicitly express the dedication. This point, in a way, can be read as showing a share of the family's success, a practice important in and marking a collectivist society (see Triandis, 1995). Reiterating the above note, a celebration wherein family members are introduced is apparent here.

Similar to thesis acknowledgements section (Basthomi, 2008), the fact that thesis CV is not a crucial section to examine yet resides as an integral part of an academic piece of writing suggests that it bears a situation of tension between academicness and personal accentuation (Hyland & Tse, 2004; Swales & Feak, 2000). Therefore, the CVs, as the foregoing discussion has alluded to, exhibit an amalgam of these two issues: personal and academic. However, as has been obvious in the foregoing discussion, the personal load, encompassing information about age and family, outweighs the academic one, which is mainly about the work trajectories deemed relevant to the academic realm. In what follows, let's talk further about the personal expressions in the CVs which suggest narcissistic allusions.

Narcissistic Allusions

The description abovementioned has demonstrated that the texts of CVs are focused around the self-images of the authors. Even though the CVs gloss two points of personal information and academicness, all these two basically refer to the same issue: self-presentation. This self-presentation has been done over time repeatedly in a way that exhibits a sort of particularity, that is, about self; two CVs which bear photos just emphasize this phenomenon. In other words, the CVs under study demonstrate an allusion to narcissism: the CVs are loaded with "strong personal self attribution" (Craig & Amernic, 2011: 566) and exhibit "a grandiose sense of self-importance" (Craig & Amernic, 2011: 567) or "a grandiose sense of self" (Tschanz, Morf, & Turner, 1998: 863).

It is interesting to note that all of the CVs are written in third person shortish narratives. The use of third person to express self is different from the widely used approach to the evaluation of the presentation of self and/or authorial (in)visibility in academic writing which is centred on the use of first person pronoun (see, e.g., Hyland, 2002; Pérez-Llantada, 2009; Vassileva, 1998). The use of third person suggests objectivistic approach to the self-identity expressed

in the CVs, thus suggestive of the self as objectively factual. This point, in turn, gives rise to the narcissistic load of the texts – short but charged with emphasis, maintaining self-esteem (Bernstein, 1979). This emphasis takes place as the writers are in the position of the readers, assuming that the writers and the readers are reading the images of the writers in objectively the same way.

It is true that some writers do opt for a humble expression by mentioning that their parents work as farmers, which indicates a low social status in the Indonesian context (see Excerpt 7).

> **Excerpt 7**
> Sukoco was born in Cilacap Regency, Center Java, on October 13, 1973. He is the first child of six children. His father, Gatutkoco, is a farmer while his mother, Sundari, is a housewife.

The writers, however, rebut this kind of humbleness by showing their success in their career trajectories and in gaining graduate degrees. Thus, the CV texts denote self-heroicization (see Underwood, 2011) that bears some characteristics of valorous self-image building.

This narcissistic discourse has been cherished and passed on through the pragmatism of copying, particularly, the form. Referring to my experience of having interactions with students specifically during thesis supervisory sessions (Basthomi, 2010), I have the impression that the Indonesian students of English as a foreign language (EFL) who write theses in English tend to be short of exposure to the thesis writing samples completed within the context of academic institutions in English speaking countries. This situation, in my conviction, has led them to the low-brow pragmatism of copying the structure of CV writing of the previously completed theses in terms of form and contents.

Probably, the thesis writing guidebook known as *Pedoman Penulisan Karya Ilmiah* (PPKI) provided by the University has some shares in this situation. If this holds some merits, transfer is at issue, for pertaining to CV writing in a thesis, the guidebook provides the sample only in Indonesian, which, to my knowledge, exactly has the abovementioned structural features. However, my personal experience in checking whether the students really read the guidebook prior to or concurrently as they write thesis shows a different situation; the students have the inclination to refer to the previously completed theses as the

models, seemingly believed to be the representatives manifesting the items preached in the guidebook. This point has been manifest in thesis oral exams where frequently questions concerning conformity to the guidebook arise and are also common in daily complaints among supervisors, which may have to do with literacy and orality level in Indonesia (Teeuw, 1994). As Teeuw has identified, Indonesians fall into the category of oral community, suggesting their liking of talking more than dealing with literacy (reading and writing). Reading guidebook, therefore, tends to be dis-preferred compared to the shortcut strategy of copying and pasting the structure of CVs already available. This is probably the prophecies (lamented by critics) of genre approach to writing where students tend to be stuck to the samples available (see, for instance, Johns, 2011).

As regards the contents, some kinds of appropriation, however, can be detected as a way to present individual cases of the writers. The appropriation, thus, relegates to the relevance of the contents to the individuality of the corresponding writers. Such an appropriation gives rise to the self-promotion, for basically, the appropriated contents merely refer to the slots indicating the self. In other words, virtually, there is no appropriation dealing with the form; so, the CV writers are not really charged with the burden of appropriating the formal-structural features. This gives rise to the writers' concentration on working out the presentation of the self. This opportunity allows and possibly also encourages the writers to exert their energy to present the best of their self-images. In other words, the sole challenge the writers are confronted with is how to present the best self-images. Gathering and presenting full information about their 'selves' with all deemed relevant attributes are the strokes they have at hand. Full-fledged information about educational backgrounds, work trajectories, and family information (which encompasses, for instance, the academic qualifications of their spouses) is the boundary of their main arena.

Despite some variations in terms of sequential order, the four-element structural features remain intact across the data set, exhibiting their *sui generis* status (Swales, 1990). This sub-cultural practice seems to be subversive of the overriding categorical divide of individualism and collectivism propagated, for instance, by Triandis (1995). That CV is the locus of narcissistic expressions of self—within the general propagated non-self-aggrandizing Indonesia (Rohmah, 2006)—is similar to that in China; despite the general humbleness of

Chinese people, they do express self-appraisal in particular situations (Wu, 2011).

Even though "selling yourselves" which shows valorous self-images has been the main principle propagated in a number of practical guidebooks on job application, including tips on writing a CV and/or resume, the full-fledged informational contents as presented in the thesis CVs divert from the propagated point pertinent to CVs or resumes for job application. The practical job-orientation does not count as the reason behind the writing of CVs in theses, for the majority of the writers had been employed. That the kind of self-presentation in the thesis CVs is different from that of CVs for job application suggests that the narcissism is for narcissism, which tends to be valid longer, for there is no immediate pressurizing pragmatic-communicative purpose of, for example, securing jobs at the disposal of the writers upon writing the thesis CVs.

CONCLUSIONS AND SUGGESTIONS

The present study, albeit preliminary with only 40 texts, has demonstrated some points. First, CVs in theses in the Indonesian academic context bear typical features suggesting that the production of the CV texts observe some kinds of conventions at play. The corollary is that the writers of the CVs have developed awareness of the communicative purpose (Askehave & Swales, 2001), in the very act of writing the CV texts. This being said, CV in thesis constitutes a genre the nature of which has been, hitherto, overlooked. As an attempt to shed some light on the genre, the notions of celebration and narcissistic allusions have been identified as the potential meanings of the CV texts which may have easily escaped the attention of the discourse experts themselves, for they have been intimately engaged in the day-to-day practice of maintaining the conventions without due attention to the potential meanings.

That the writing of CV in thesis denotes a celebration is warranted considering the fact that writing a thesis tends to be an arduous process wherein the writer is required to exert his/her energy. Such undertaking somehow pushes the writer into a situation making him/her in bad need for an opportunity to vent out the burden. A celebration at the end of the whole onerous journey functions to pay off the cost, the celebration being in the form of verbal expres-

sions. And just as in any celebration, topic and hero are bound to be central, the topic being the success in completing the study as abovementioned and the hero being the writer's self. Also is the case in any celebration, the hero—the self in the thesis CVs—is presented with the thoroughly worked-about image. As the foregoing discussion has demonstrated, gallant, valorous, and grandiose self-image is therefore densely expressed in the thesis CV texts, which, as far as I am concerned, has not invited any comments from the experts in the discourse community. All this means that, the discourse community members as represented by the experts within the given context of the production of the CV texts in this study have accepted the conventionalization of the practice in the self-heroicization or narcissistic allusions in the thesis CV texts. The thematization and the heroicization of the self in CV is similar to those in the amalgam of personalization and academicness in inaugural speech of professorship in the Indonesian context which Kadarisman (2005) refers to as semi-academic. It is also important to reiterate that the CV texts are written in third-person suggesting objectivistic approach. This raises a question if relegation to first person pronoun as the seemingly chief entry point to the analysis of self in academic writing is viable (see e.g., Hyland, 2002; Pérez-Llantada, 2009; Vassileva, 1998).

Secondly, this study has been limited to the Indonesian setting of English as a foreign language (EFL). Comparisons with similar data from English inner and outer circles that will reasonably help add to shed more light on the issue in question, thus, are highly commendable. This will allow for clearer information if the narcissism in the writing of CVs is (un)common across linguistic and cultural groups and within the context of world Englishes. Similarly, comparisons with (short) bios (sometimes supplied with photos) of writers of fiction, such as, *Cold Mountain* (Frazier, 1997) and *The Da Vinci Code* (Brown, 2003), and nonfiction, such as, *The Extreme Makeover of Hillary (Rodham) Clinton* (Buchanan, 2007) and *Hollywood vs. America* (Medved, 1992) will give more picture of the issue in hand; such comparative undertaking potentially helps answer a pertinent question if narcissistic self-expressions are ubiquitous, if not really universal, irrespective of the social category of collectivism and individualism (see, e.g., Triandis, 1995) or regardless of the general attribute of, for instance, modest society of China (Wu, 2011) and Indonesia (Rohmah, 2006).

Thirdly, the above intimation of the nature of CVs in theses has been made by referring to mainly the insider-view of the present researcher (within the same sub-culture as those of the CV writers). However, paradoxically, this insider-view constitutes an outsider-view against the subjective agency of the CV writers. This notion lends itself to a question if the foregoing interpretive explanation is shared by the CV writers. And attempts to corroborate the above explication are currently in progress, that is, by assessing the views of the CV writers through focused interviews. This will also be coupled up with interviews with the expert members of the discourse, that is, thesis advisors/examiners. By so doing, emic/etic tensions (see Lillis, 2008) can duly be comprehensively addressed. Likewise, even though CV texts do not incorporate the rich multimodality as that of multimedia self-presentation (see Nelson, Hull, and Roche-Smith, 2008), orchestration of the emic/etic perspectives may help (dis)prove if the challenges and conventions at play are (dis)similar across different media. This is important to address, for basically, CVs in theses also lie 'at the *intersection* of the social and the textual' (Nelson et al., 2008: 421, emphasis original).

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