

## عنوان مقاله:

Tracing Metadiscursive Stance over Time and Across Disciplines: A Comparative Study of English Research Articles

## محل انتشار:

فصلنامه مسائل آموزش زبان انگلیسی، دوره 5، شماره 1 (سال: 1395)

تعداد صفحات اصل مقاله: 24

## نویسندگان:

Esmat Babaii - Associate Professor of Applied Linguistics, Kharazmi University, Iran

Mahmood Reza Atai - Professor of Applied Linguistics, Kharazmi University, Iran

Vali Mohammadi - Ph.D. Candidate of TEFL, Kharazmi University, Iran

## خلاصه مقاله:

Research in academic writing has revealed a strong tendency on the part of writers to interactively communicate their scientific findings with their readers. In doing so, the writers should take a position while arguing their propositions. This interaction as proposed by Hyland (2005b) takes places having two sides of stance and engagement. This study targeted the stance component of writer- reader interaction by integrating Hyland's (2005b) and Hyland and Tse's (2005a) frameworks to survey lexical and grammatical stance markers in the major subsections of English research articles in anthropology, education, horticulture, and zoology. The corpus included 240 English research articles published during two periods, namely, 1990 and 2010; 60 from each field, 30 articles from 1990 and 30 from 2010 yielding a total number of 1,270,021 words. The findings suggested that stancetaking is a common feature of academic writing in the sampled disciplines regardless of the nature of the discipline. Also, hedges ranked first on the list of frequency count. Furthermore, there was a decreasing pattern in the use of stance markers highlighting a convergence among the scholars of the fields with respect to the totality of the facts established day by day. Then, some implications are drawn with plausible applicability in academic writing and EAP syllabus design

## کلمات کلیدی:

academic writing, discipline, metadiscourse, research articles, stance

## لینک ثابت مقاله در پایگاه سیویلیکا:

<https://civilica.com/doc/719775>

