

Investigating Stance and Engagement Markers in Ph.D. Theses of Libyan EFL Postgraduates

Assist. Lecturer Sattar J. Hashim Chnani
University of Information Technology and
Communications - Iraq
sattaruna@gmail.com

Assist. Lecturer Ahmed A. Ahmed
University of Samarra – Iraq
Ahmedabdulrazzaq95@gmail.com

Assist. Prof. Dr. Nayef Jomaa Jomaa
University of Technology and Applied Sciences - Sultanate of Oman
Nayef.Jomaa@utas.edu.om

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Abstract:

In academic writing, stance and engagement features establish an important area because they help writers convey their impressions, messages, and attitudes towards their readers. In spite of increasing the number of studies tackling this issue, limited studies have focused on EFL Libyan students. Therefore, this study aims to investigate the stance and engagement markers in the conclusion sections of ten Ph.D. Theses of Libyan postgraduates; five of them are from the soft domain, specifically the business administration field (B), and the other five are from the hard domain, specifically the electrical-electronics engineering (EE). The current study used Hyland's (2005) model to explore the stances and engagement markers used in the conclusion sections. The findings showed that the total number of stances in the soft domain conclusions is 117, and the total number of engagement markers is 35, whereas in the hard domain, 27 were for stances and 13 were for engagements. Such findings could be employed academically to enhance EFL Libyan students' performance in academic writing.

Keywords: academic writing, EFL, Libyan students, qualitative, stance and engagement.

التحقيق لعلامات الموقف والمشاركة في أطاريح الدكتوراه لطلاب الدراسات العليا الليبيين في اللغة الإنجليزية كلغة أجنبية

م.م. أحمد عبد الرزاق أحمد
جامعة سامراء - العراق

م.م. ستار جبار هاشم
جامعة تكنولوجيا المعلومات والاتصالات - العراق

أ.م.د. نايف ج. جمعة
جامعة التكنولوجيا والعلوم التطبيقية - سلطنة عمان

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مجلة آداب الكوفة - جامعة الكوفة مرخصة بموجب ترخيص المشاع الإبداعي ٤.٠ الدولي.



المخلص:

في الكتابة الأكاديمية، يعتبر الموقف والاشتراك مؤشرين هامين لكونهما يساعدان الكاتب على إيصال انطباعاتهم ورسائلهم وتوجهاتهم نحو قرائهم. فعلى الرغم من الدراسات المتزايدة التي تعالج هذه الموضوع، ألا أن القليل منها قد ركز على الطلبة الليبيين باعتبارهم متعلمي اللغة إنكليزية كلغة أجنبية. وعليه فإن هذه الدراسة تهدف إلى استقصاء علامات الموقف والاشتراك في الأجزاء الختامية لعشرة أطاريح دكتوراه لطلبة دراسات عليا ليبيين، خمسة منها في التخصصات الإنسانية كإدارة الأعمال والخمسة الأخرى هي في التخصصات العلمية وعلى وجه التحديد في تخصص الهندسة الكهربائية – الإلكترونية. أستعمل في هذه الدراسة نموذج هايلاند (٢٠٠٥) لتحري علامات الموقف والاشتراك في الأجزاء الختامية. وتظهر النتائج بأن العدد النهائي لعلامات الموقف في الأجزاء الختامية للتخصصات الإنسانية بلغ (١١٧) علامة وبلغ العدد النهائي لعلامات الاشتراك (٣٣) علامة، في حين بلغ عدد علامات الموقف في الأجزاء الختامية للتخصصات العلمية (٢٧) علامة وبلغ العدد النهائي لعلامات الاشتراك لذات التخصصات في ذات الأجزاء (١٣). هذا ويمكن توظيف هذه النتائج لتطوير قابليات الطلبة الليبيين باعتبارهم متعلمي لغة أجنبية في الكتابة الأكاديمية.

الكلمات المفتاحية: الكتابة الأكاديمية، الإنكليزية كلغة أجنبية، الطلبة الليبيين، الأسلوب النوعي، الموقف والاشتراك.

Introduction

In the recent decades, academic writing has starting to gain an importance in the global tendency. Scholars, in their published researchers or postgraduate contributions, need to be aware of the proper styles, organizations and forms of their academic outcomes. It is also significant to analyze the contributions of academic figures statistically with the bases of efficient models. This opens gates towards investigation through the use of language in similar studies, especially the non-native researchers in order to discover their attitude towards academic language.

Relatively, the study of linguistic context of such academic area can also be one of the most influential issues to be under the light of exploration. Therefore, the present study is focusing on two specific domains of academic research and publication. Besides, this study is focusing on the application of an essential model which is Hyland (2005). Considered as one of the factors of global development, academic writing must be consistently reviewed and objectively analyzed in order to maintain the uppermost levels of structure and content in such published contributions.

As previously mentioned, the current study clarifies that the scholars of such a field get benefits and may know the suitable styles, items, or even the organization for academic purposes. Accordingly, the



academic style of writing is a very interesting field (Hyland, 2000). However, gradually, academic writing has lost the traditional style of being an objective and personal type of discourse whether it is written or spoken, so it has become like a form that involves the interactions between writers and readers in the written type and between the speakers and hearers in the spoken type. However, many scholars regard this field as one of the discourse types because it expresses some personal styles which refer to how some writers use their kind of writing and objectives (Hyland, 2004). The interactions between people can stand on two branches; the first branch is called stance, which deals with the way the speakers, researchers, or writers of conduct their contexts and how they convey their opinions and ideas through this kind. The second branch is called engagement, that deals with how the writers contact or reach the audience through contexts (Hyland, 2005). Salager-Meyer (1994) states that every language has its own stance and engagement features, so using such features plays an important role in the style of the writer's contribution and builds a bridge between the author and readers. Indeed, most writers tend to use stances and engagements in their writings to present their declares, emphasizing something, and in some cases to make variations in the style, or even to make some discourse issues more interesting for readers. Thus, using those disciplines in writing is very important to convince readers of written form and hearers in the spoken type (Hyland, 1996). The academic writers usually use different kinds of stance and engagement in their work by some goals such as claiming unity with receivers (readers and hearers), and evaluating their alternative views and materials, so that the variation in using those features can be regarded as a tool of controlling in the text and also to convince readers. Additionally, the features of texts are not only regarded as static parts but also as functional parts because they stand as tools (Connor, 2002).

Consequently, this study aims to discover the stance and engagement features used in the conclusion sections of ten Ph.D. Theses in two fields. The first field includes five theses from the soft domain, specially from the business studies (B), and the other one includes five



from the hard domain, specially from the electrical-electronics engineering studies (EE) at Karabuk University. Thus, scholars from different fields of study may know the appropriate styles and items for academic research.

Literature Review

The word "metadiscourse," describes a way of perceiving language in use and so indicating the writer's or speaker's attempts to influence a receiver's view of a text, has been used in most identity studies. Writers like Williams (1981), Vande Kopple (1985), and Crismore (1990) have elaborated on this idea, revealing a variety of discursive elements like hedges, connectives, and text commentary to illustrate how writers and speakers interject into their text as it is being read in order to affect how their reader interprets it (Hyland, 2005). Metadiscourse essentially represents the notion that communication involves not only exchanging information, products, or services but also involving people's personalities, attitudes, and presumptions. Tardy (2005) notes that a writer must use specific-discipline rhetorical methods while presenting written materials in order to demonstrate an advanced degree of academic literacy; language abilities alone are insufficient.

Accordingly, Dunleavy (2003) stressed that a thesis writer should live up to the expectations of the readers because English is a "writer-responsible" language, meaning that the writer or speaker is in charge of organizing and making sense of the ideas (Hinds, 1987). One important way for them to recognize their responsibilities as "writer-responsible" writers is by organizing the text and engaging the reader through the use of metadiscourse (Dahl, 2004).

Atkinson (2001) contends that the concept of voice needs to be thoroughly considered and assessed. Stated differently, the voice is typically associated with the interpersonal function (Crismore & Farnsworth, 1990), and the most important category consists of modality and attitude markers, which are remarks made by the writer on the text's content. There is an overlap between this feature and the large body of



research on hedging and evaluation. Prior (2001) asserts that voice is frequently employed as a discourse system in society or to convey an autonomous, personal viewpoint. Regarding this, voice was clarified by Voloshinov and Bakhtin's theory which is called the Socio-historical Theory.

Accordingly, Prior (2001) based his argument that the discourse is historical, situated, and indexical. More precisely, the voice is a social identity-related typification. Second, the voice re-invoices other people's statements in texts by using presumptions and repeats. Third, a situated creation of individuals and social formations is associated with the voice. Thompson (2001) contends in his study that interactional and interactive resources can be used in conjunction with interaction.

The variation in academic writing style stands as a kind of identity. In most academic writings, stance and engagement features are very important tools to make a well-structured text and also to build good rhetorical correspondence between the readers and social context (Hyland, 2004).

Therefore, several studies have covered the fields of stance and engagement usage. One of these studies is by Sayah and Hashemi (2014), which explored the stance and engagement features in discourse analysis papers. The researchers focused on some stance features to examine the structure of the texts rhetorically the style of writing which is used by the native and non-native writers in different ISI (*International Science Indexing*) and non ISI linguistics, sociology, and educational journals by following Hyland's (2005) model. The findings of such a study revealed that the most frequent markers were found in the linguistic articles; the approximate markers like 'somehow and some' were found in the sociology and educational non-ISI journals. Yet, the presented results in this study lack the sufficient results that support an extensive field similar to the one investigated in the mentioned research paper. The results are limited to "somehow" and "some" not only this, the educational and sociological papers are defined as soft domains and they are expected to encompass reasonable usage of stance and engagement.



Another study on stance and engagement in English and Japanese academic writing was written by Lee (2011). Lee used Hyland's (2005) model, examining 60 newspaper editorials in USA and Japan from the major newspapers, and she divided the data into 30 from the New York Times and the other 30 from the Asahi Shimbun. As a result, the engagement features in English styles were more used than those in Japanese ones. On the contrary, Japanese style used questions more than those written in English. Lee's study provided a level of expectations that covered the subject from many angles. In our research, we recommend following similar procedures to the one's presented by Lee. More importantly, a comparison study provided other aspects of showing the differences between native and non-native academic writers. Still this research has selected Japanese samples to compared them, but middle eastern non-native scholars have other difficulties facing the academic writing. In our study, the Libyan researchers are going to be discussed to shed the light on some common usages due to the impact of mother language, culture, or even some social standards.

A further instance is a study by Yang (2014), which aimed to fill the gap in lexico-grammatical choices in the literature by analyzing academic speech to examine if there is a variation between the soft and hard domains. The theoretical framework was also based on Hyland's (2005) model. However, the results showed that the use of stance features is more common in written texts compared with spoken contexts. This finding could be attributed to the effect of mode as explained by Halliday in his Functional Grammar (1985). Basically, theory should be a mere difference between the spoken and written contexts, this may allow some researchers to criticize such a weak result. Although it covers the hard and soft domain; the mentioned paper's sample is interested with the academic spoken forms of language-not covering the academic written forms- which can be considered as a gap to be filled.

Methodology

In this study, the researchers are going to employ two objective materials in building the course of the research. The first material is Hyland's model of discourse markers which is stated in his various academic contributions (books or research papers). The second employed material is supposed to be number of Ph. D Theses of non-native researchers. Moreover, the researchers adopted Karabuk university's archive as a source of data collection.

The research main methodology to be followed is supposed to be the analysis of the mentioned data according to Hyland's (2005) model. To cover the analysis of such sampling properly, the research employs both, quantitative and qualitative features to discover the areas of hard and soft domains in the selected samples. Statistics are going to be presented with sufficient objective analysis and comments. After a full description of the issues in each paper, this research is going to offer an extensive outcome to be used by other researchers in similar fields.

Hyland (2005), in his model classified the discourse into two main types: the first is 'interactive', which includes many markers like (*Transitions, Code glosses, Endophoric markers, etc.*). The second one, as mentioned (1) is 'interaction' which includes both (Stance like '*hedges, boosters, self-mention*' and Engagement like '*reader pronoun, question, appeals to share knowledge*'). This study sheds light on the second type with its markers by following Hyland's model (2005) in order to analyze 10 Ph.D. theses of Libyan postgraduates; five of them are from the soft domain, and the other five are from the hard domain.

This qualitative study selected the sampling purposefully to quantify manually the use of stance and engagement markers in the conclusion sections, and show how the writers in each domain use such markers. For the most part, stance and engagement features are used in the texts and contexts as tools for reflecting the strength of the relationship between the writers and the readers and building a credible or vivid identity of social relationships among the audience members (Hyland, 2004). Additionally, it stands as a tool for controlling the

personal ideas in written texts and spoken contexts. The following figure shows the types of interaction and the branches of each type:

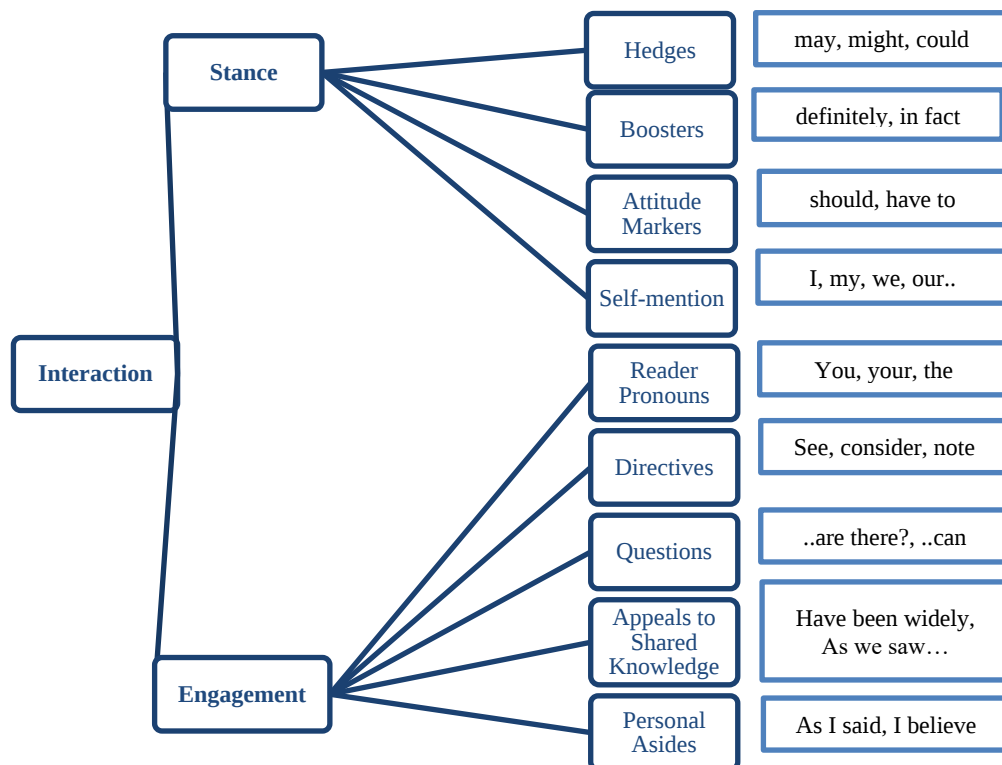


Figure 1. Interaction type of discourse

In Figure 1, it should be noted that the interaction between writers and their readers has two main branches according to the classification of Hyland (2005). The first branch (stance) refers to someone's authority, own opinion, and interest.

A- **Hedges:** In academic writing, writers tend to be more critical and clearer, so hedges are used in the contexts to create a link with readers, the use of hedges for softening the written texts and avoiding criticism, for instance (*would, perhaps, may/might be, could, possible*). In other words, hedges also refer to conveying ideas clearly to make the utterance more acceptable to both

readers and hearers. Hence, using such a statement increases the chance of reducing the negation (Hyland, 1994).

- B- **Boosters:** This type is also regarded as one of the lexical items, and it is used by academic writers to show their confidence or strength in claiming something such as: (*in fact, definitely, certainly, firmly believe, and absolutely*). Booster items can be regarded as the opposite of hedges because they help writers present their speech/ideas with a kind of assurance (Hyland, 2004).
- C- **Attitude Markers:** In this type, the writers express their perspectives on the propositional texts and context, such as: (*have to, should, surprisingly, and agree*). The function of using such items is to express the writers' attitudes, emotions, views, or feelings inside the utterance (Prince, Bosk & Frader, 1982).
- D- **Self-mention:** According to Hyland (2001), self-mention refers to the identity, interpersonal information, and style of academic writers. Additionally, academic writers are supposed to use some self-mention markers, for example (*I, my, our/s, we*), and using such markers is a central process of writing because it puts writers in relation to their readers or disciplines (Ivanic, 1998).

On the other hand, Hyland (2005) stated that the second branch of the interaction is engagement. This branch refers to the way academic writers recognize the presence of the readers and how the readers catch their attention through utterances. Based on the figure above, it should be noted that this branch has five subtypes:

- A- **Reader Pronouns:** This type always refers to readers. It includes some pronouns like (*you, your, and yours*), and in such a case, the academic writer mostly uses the second-person pronoun when he or she presents the work.
- B- **Directives:** In this type, the academic writers try to guide their readers through discourse to help them understand the meaning of the utterance and control the style of the writing (Hyland, 2002).

- C- **Questions:** In the creative writing genres, this type is regarded as one of the rhetorical devices designed to create or make suspense and different modes or styles between the community members.
- D- **Appeals to Shared Knowledge:** Sometimes, it can be difficult to explain what can be regarded as being shared, so this type can complement directives. According to Hyland (2005), such devices can be found in soft domains.
- E- **Personal Asides:** In each academic work, writers tend to initiate their interpersonal ideas and opinions with an indirect interaction. George Lakoff (1972) mentioned that the effective academic style of writing depends on the interactional items inside the text and alerts readers to the opinions of writers.

Data Collection

In this study, the researchers selected the main data purposefully from the archive library of Karabuk University - Turkey, and divided them into two groups. The first group included five theses from the soft domain: business studies, whereas the second group included other five from the hard domain field: electrical-electronics engineering studies. Hyland's (2005) Model was followed in analyzing the data, which deals with investigating the stance and engagement features. These markers belong to the interactional type which can be regarded as a branch of metadiscourse markers. For such a qualitative study, a hand analysis, tables and quantifying the qualitative data were adopted.

The following tables show the details of the soft domain data that belong to the business administration field, and the other one showed the details of the hard domain data that belong to the electrical-electronics engineering field:



Table 1. Soft domain data

o	The Title of The Thesis	Public ation Date	Nation ality	Total Words of Conclusion
	“Cultural Values And Ethical Decision Making: A Comparison Study On The Attitudes Of Turkish And Libyan Banking Employees”	2019	Libyan	2152
	“The Effect Of Time And Stress Management On Organization Commitment: Case Study At The University Of Aljabal Algarby In Libya”	2020	Libyan	694
	“The Role Of Performance Evaluation In Providing Quality Education: A Case Study Of The Libyan Higher Education Sector”	2020	Libyan	706
	“The Effect Of Strategic Planning On Motivation And Performance Of Employees: A Case Study - General Electricity Company Of Libya (Gecol)”	2022	Libyan	1517
	“Examining The Potential Predictors Of Electronic Word Of Mouth Communication In Emerging Social Networking Sites: A Cultural Comparison Between Turkish And Libyan Car Buyers”	2021	Libyan	353

Table 2. Hard domain data

No	The Title of The Thesis	Publication Date	Nationality	Total Words of Conclusion
1	“Impacts Of Heat Exposure On Workers’ Health And Performance At Steel Plant In Turkey”	2019	Libyan	241
2	“Improving Car Radiator Performance By Using Tio2-Water Nano-fluid”	2019	Libyan	193
3	“Optimal Power Flow For Hybrid Ac-Dc Microgrid”	2022	Libyan	387
4	“Control Strategy Of Wind Energy Conversion System For Grid Connection”	2023	Libyan	290
5	“Modeling, Control And Techno-Economic Analysis Of Karabuk University Microgrid”	2020	Libyan	262

According to the samples that mentioned above, the current study aims to clarify the variation and frequency of using stance and engagement



between both, soft and hard domains, as mentioned earlier, to offer an opportunity to scholars in order to know the useful styles of academic writing.

Data Analysis and Results

In this part, the researchers classified the findings into two parts; each part is for each domain. Table 3 shows the stance and engagement of the soft domain, whereas Table 4 shows the findings of the hard domain:

Table 3. Soft domain findings

Stance	p. 1	p.2	p. 3	p. 4	p. 5
Hedges	25	9	7	17	6
Boosters	16	0	5	11	1
Attitude markers	2	1	0	4	0
Self-mention	0	1	10	2	0
Total	43	11	22	34	7
Engagement					
Reader Pronouns	0	0	0	5	0
Directives	6	2	1	2	0
Questions	0	0	4	0	0
Appeals to Shared Knowledge	5	3	1	4	1
Personal Asides	0	0	0	1	0
Total	11	5	6	12	1

In Table (3), it was found that the stance features of the soft domain data were used in different ways; many of the soft domain writers tend to use hedges and boosters in their writing. Besides, most of the hedges and boosters used the marker “*can be*” as in the first thesis: “*The results of the study can be summarised....*”, or the Appeals to share knowledge



marker in the same thesis: “*This has typically been dictated in the mutual trust that **has been** established between Turkish bank managers and their subordinates*”. Besides, the markers “**it is clear, show**” are also regarded as boosters as mentioned in the fourth thesis: “***It is clear that material or moral incentives satisfy workers and raise their efficiencies***”. Additionally, self-mention and attitude markers are also used “*I, we, our*” as in the second thesis: “***I conclude that stress management has partial mediation effect of the relationship between time management and affective commitment***”. On the other hand, the engagement marks also had a role in those data, but they are mentioned less than the stance markers. The question marker was mentioned in the third thesis as follows: “***Does university professors underestimate their contribution to assessing performance in the quality of university education?***”.

As for the findings in the hard domain which included five electrical-electronic engineering theses. Table 4 shows the findings related to both stance and engagement markers in the 5 conclusions of the Ph.D. theses by EFL Libyan students.

Table 4 Hard domain findings

Stance	p.1	p. 2	p. 3	p. 4	p. 5
Hedges	3	5	3	4	1
Boosters	2	1	3	3	2
Attitude markers	0	0	0	0	0
Self-mention	0	0	0	0	0
Total	5	6	6	7	3
Engagement					
Reader Pronouns	0	0	0	0	0
Directives	0	0	0	0	0
Questions	0	0	0	0	0



Appeals to Shared Knowledge	0	2	3	1	7
Personal Asides	0	0	0	0	0
Total	0	2	3	1	7

After analyzing the hard domain data, it was found that numerous stance and engagement features were employed in the conclusion sections. Starting with the stance markers, hedges and boosters were found in each conclusion like “*in fact, can be, certainly, well, etc.*”. For instance, the first thesis includes “**illustrate**” booster as followed: “*The results **illustrate** that WBGT and PSI are the first pertinent indices*”. Besides, the second thesis includes many hedges; two of those hedges “**can** and **essentially**” are mentioned in a single sentence as: “*the nearness of TiO₂ nanoparticle **can essentially** improve radiator’s heat exchange rate...etc*”. The third thesis also includes hedges like “usually” as in: “*The traditional distribution network is **usually** connected to the main network*”. Furthermore, the fourth and fifth theses include the (appeals to share knowledge) marker like “**have/has been**” as mentioned in the fourth thesis: “*The ANN-based GWO algorithm **has been** suggested in this research to adjust the cascaded PI controllers’ coefficients in the GSI of grid-connected DPGS*”. As for self-mention and attitude markers, they were not mentioned in those conclusions. On the other hand, the engagement markers had a less role compared with the stance markers, so (hedges, boosters and appeals to share knowledge) are the most frequent markers among the others. To be more explicit, Figure 2 shows the frequency of the markers:



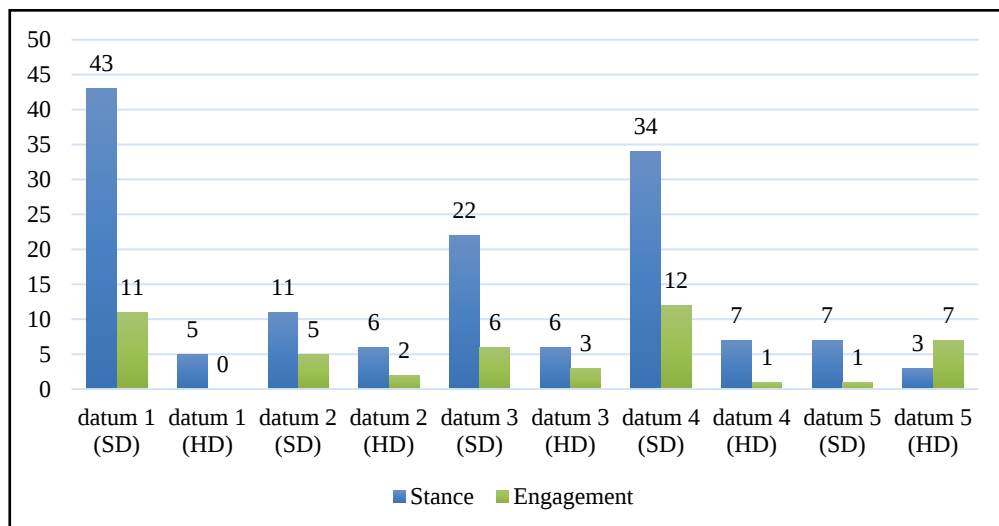


Figure 2. The Use of Stance and Engagement Markers

Based on Figure 2, the stance markers are more frequent compared with the engagement markers in both soft and hard domain data. Besides, hard domain data include few markers because they deal objectively with facts, whereas the soft domain data include many stances and markers since it is based on the strength of arguments. Finally, this part discusses the results of both soft and hard domain data, so it was noted that the first part of the soft domain, many types of stances and engagement were used. On the contrary, the second part included stance types more than the engagement types. Besides, it was found that the soft domain data (B) contained all stance types like hedges, boosters, attitudes, and self-mention, and the total number of the stance markers in the soft domain data was (117). Besides, most of the engagement markers except the personal aside markers were not mentioned, and the total number of the engagement markers was (35).

On the other hand, the hard domain data (EE) included some stance types like hedges and boosters, unlike the soft domain, whereas the attitude and self-mention markers were not mentioned, and the total

number of the stance markers was (27). Besides, the engagement markers were not mentioned except the (appeals to share knowledge) markers which were used in all the selected data, with a total number reaching (13) markers.

Discussion

This study is based on analyzing the conclusion sections of (10) Ph. D theses in both: hard and soft domains employing Hyland's (2005) model. The purpose of the study was to clarify the variation and frequency of using stance and engagement in both hard and soft domains. The findings indicated that all writers used many types of discourse markers in different ways and situations to involve the readers in the text. Shedding the light on the stance and engagement in the current study, it was found that the soft domain field includes many of those markers, especially hedges and boosters which belong to the stance markers, with different rates compared with the hard domain. Besides, the hard domain included some of those markers but not as much as in the soft domain. Moreover, 'attitude markers and self-mention' markers in the hard domain data were less diverse across those used in the soft one, while the 'appeals to share knowledge' marker was used in the hard domain more than the soft domain.

According to Hyland's (2008) argument, academic discourse has distinct qualities shared by disciplines that set it apart from registers used at home or work. These characteristics of academic writing fall into three categories: a high nominal style (nouns, verbs, adjectives, and adverbs formed into a noun phrase), a high lexical density (nouns, verbs, adjectives, and adverbs), and impersonal constructions (avoid saying "I" and expressing feelings, for example). As a result, genre analysis has received a lot of attention in the field of applied linguistics, where three main approaches to genre analysis have emerged: Sydney School of Systemic Functional Linguistics (SFL), English for Specific Purposes (ESP) and EAP, and North American New Rhetoric studies (ESP and EAP) (Hyon, 1996).



Rhetorically, the difference occurring usage between both domains is related to the vivid difference between the two fields of study. Hard domain is based on facts and fixed findings, meanwhile, the soft one is open to academic language due to the extensive flexibility.

Conclusion

After the detailed sections and subsections of this research paper have been showed, the study is mainly supposed to elaborate on its main findings. Statistically and analytically, the researchers have come to a vivid conclusion that hard and soft domain research papers have efficient differences in the crucial use of discourse markers. Both stance and engagement are used more in the soft domain, which is related to human science, than the hard domain of the fixed facts. As stated earlier in the lines of this paper, the researchers have adopted the model of stance and engagement by Hyland (2005) which is considered as one of the most notable discourse analysis materials. Thus, the research has applied the model on Libyan EFL research outcomes to conclude that the soft domain studies have employed a higher number of usage than hard ones in relation to the stance and engagement. Moreover, the mentioned answers for the research questions are expected to encourage scholars who are interested in academic writing to acquire a reasonable amount of benefit in the similar areas of study. Knowing the appropriate styles and organizations of academic writing may allow Ph. D candidates to avoid common mistakes or even to improve other styles of stance and engagement and employing them into the upcoming studies. The researchers also would like to offer a number of suggestions. Scholars who aim to contribute new studies with similar areas of interest may examine different samples such as Spanish EFL academic writing. Another field of exploration to be suggested is applying an eclectic approach by introducing other models and combining them altogether with the one employed in this research. Finally, scholars have the opportunity to examine other parts of the selected data for example, the discussion part or literature review section.



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Appendices

The soft domain data:

<http://acikerisim.karabuk.edu.tr:8080/xmlui/bitstream/handle/123456789/730/10313862.pdf?sequence=1&isAllowed=y>

<http://acikerisim.karabuk.edu.tr:8080/xmlui/bitstream/handle/123456789/818/10342921.pdf?sequence=1&isAllowed=y>

<http://acikerisim.karabuk.edu.tr:8080/xmlui/bitstream/handle/123456789/780/10337831.pdf?sequence=1&isAllowed=y>

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The hard domain data:

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<http://acikerisim.karabuk.edu.tr:8080/xmlui/handle/123456789/1999>

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<http://acikerisim.karabuk.edu.tr:8080/xmlui/handle/123456789/803>

