



LINGUISTICS MARKERS OF STANCE IN
EARLY AND ADVANCED ACADEMIC
WRITING: A CORPUS-BASED
COMPARISON

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Aim

- Examine linguistic expressions of stance using corpus methods.

Background

- Stance is a growing focus in studies of academic writing.
- Categories to examine how writers express stance:
 - evaluation
 - appraisal
 - evidentiality
 - metadiscourse
 - positioning
- The complexity and importance of stance in academic writing.

Background

- Similar amount of research of stance in writing of undergraduate students and more advanced groups.
- An apparent gap in previous research.
- Lack of attention to stance in early undergraduate writing.
- Descriptive corpus studies that compare stance patterns across stages will have a great contribution.

Research questions

1. “Among the stance features commonly studied in academic writing, what are the most striking frequency patterns across new college writers, successful upper-level student writers, and published academic writers? Particularly, what features seem most “underused” or “over used” by new college writers, as compared to the more advanced groups?”
2. What might stance patterns across these three stages reveal about expectations of stance construction in academic writing, and which of these expectations seem particularly challenging for writers new to university writing?”