

*A Gender-Based Study of Stance and Engagement Markers Used by Pakistani IELTS Students
in Argumentative Essays: A Corpus Based Study*

A Gender-Based Study of Stance and Engagement Markers Used by Pakistani IELTS Students in Argumentative Essays: A Corpus Based Study

Ghulam Fatima

Scholar M.Phil., Department of English, National University of Modern Languages,
Islamabad (Faisalabad Campus)
Email: fatimakramdin@gmail.com

Amna Arshad

Lecturer, Department of English, National University of Modern Languages,
Islamabad (Faisalabad)
Email: amna.arshad@numl.edu.pk

Received on: 05-10-2023

Accepted on: 08-11-2023

Abstract

The present research aims to analyze the use of stance and engagement markers by IELTS students in argumentative essay writing. It is a gender-based study in which argumentative essays written by male and female students are analyzed, and the differences are highlighted between male and female students' essay writing regarding the use of stance and engagement markers. For this purpose, data from 100 IELTS students (50 male and 50 female) is taken as a sample for the research. A corpus of 100 argumentative essays is composed in order to analyze the stance and engagement markers. Next, the stance and engagement markers of the argumentative essays written by both genders are compared. The findings show that attitude markers are used more frequently by male students than engagement markers. Although they made use of reader pronouns, hedges, and self-mentions, the essays lacked engagement markers such as questions and directives. In terms of how male and female students used stance and engagement markers differently, the comparison shows that male students used these markers more frequently than female students.

Keywords: Argumentative Essays, Engagement, Gender, Markers, Stance.

1. Introduction

One of the most difficult tasks for second-language learners is to write an academic essay of good quality. It requires practice and good language skills as well. This selected data was only based on the English language discipline, while data from other disciplines should also be added to be compared with each other. Students have to be very careful when they produce something for academic purposes. They have to keep in mind the structure, grammar, lexical items, and many other elements of language in order to produce something standardized. The

*A Gender-Based Study of Stance and Engagement Markers Used by Pakistani IELTS Students
in Argumentative Essays: A Corpus Based Study*

author should write in accordance with the field's accepted writing conventions, having knowledge of them. Academic writing, for instance, follows certain rules specific to its genre, like utilizing formal language, supporting assertions with accurate and relevant evidence, properly identifying sources from the literature, and organizing ideas into a beginning, middle, and end. Students have to conform to these common elements of academic writing, in addition to many others, in order to succeed. (ÖZHAN, 2012)

1.1 Definitions

An *argumentative essay* has a number of features that make it different from other types of essays. A writer uses facts and evidence in order to agree or disagree with something. He has to make proper use of some lexical and grammatical choices to give opinions and support an idea. If he disagrees with a notion, he has to mold his choices accordingly. Stance and engagement markers are two of those features that help a writer produce an argumentative essay of good quality. A writer also needs to adopt rhetorical choices in order to make his writing more persuasive and connective for the audience. Crowhurst (1990) defined an argumentative essay as the type of writing in which the authors take a position and support it with arguments drawn from logic or emotion.

Stances are the features of writing that writers use to present themselves in what they write and convey their opinions and ideas regarding a specific point of view. Through the use of stances, writers impose their personal abilities on their opinions. *Attitude markers* are the lexical choice of the writer through which the writer's attitude is expressed. He makes use of comparatives, subordination, punctuation, progressive particles, and, most importantly, adverbs, adjectives, and attitude verbs to express his attitude towards an idea or point of view. "*Hedges* are devices like possible, might, and perhaps that indicate the writer's decision to withhold complete commitment to a proposition, allowing information to be presented as an opinion rather than an accredited fact." (Hyland, 2005, p. 7) Because the writers have to evaluate and interpret all the statements through the prism of disciplinary conventions, they have to calculate how much weight an assertion should be given by attesting to the degree of consistency with which they may be claiming protection in the event that it is eventually overthrown and they want it to continue. Therefore, Hedges suggests that a statement is supported by reasonable reasoning rather than absolute knowledge, indicating the level of caution that should be applied to it.

Boosters are words that are used by the writers in order to express their confidence and inevitability in what they share regarding an assertion and also to show their involvement in the topic and harmony with the audience. They serve to highlight participation from readers, group membership, and shared knowledge. They frequently occur in clusters, much like hedges, emphasizing the writer's conviction in their position. (Hyland, 2005). *Self-mention* is a feature in which writers show their involvement and presence in persuasive arguments. Hyland (2005) defines self-mention as "an appropriately authorial persona and [maintain] an effective degree of personal engagement with one's audience in order to connect the two sides and have them engaged to a great deal in the argument" They make use of first possessive adjectives or person pronouns in order to express their personal opinions or viewpoints. For example: I, we, my, our, us

Engagement markers are the choice of lexical items the writers use to connect with others,

*A Gender-Based Study of Stance and Engagement Markers Used by Pakistani IELTS Students
in Argumentative Essays: A Corpus Based Study*

involve the readers, and pull them towards their arguments. Writers engage the readers with their opinions and capture their attention by using engagement markers. These markers help the writers develop a relationship between the writer and the readers, and they bring them close to each other by constructing a bridge of engagement markers. There are two main purposes of using engagement strategies: 1. The first recognizes readers' expectations of inclusivity and disciplinary solidarity must be appropriately met. Here, reader pronouns and interjections are used to address readers as participants in a debate. 2. Positioning the audience rhetorically is the second goal. Here, the author anticipates potential arguments and leads the reader to a specific interpretation by using questions, instructions, and allusions to common knowledge.

Reader pronouns refer to the second-person pronoun that the writers use to address the reader or to involve the reader. *Directives* give the reader instructions on how to act or perceive the world in a way that the writer has decided upon. An imperative (such as consider, note, and ought); a modal of obligation addressed to the reader (such as must, should, and ought); and a predicative adjective expressing the writer's assessment of necessity or importance (It is important to understand...) are the primary indicators of their presence. They can be interpreted as encouraging readers to partake in three primary types of activities. Sometimes the writers use the *technique of questioning* in order to make the reader attentive and to make the reader focus on the arguments that they make at a particular point. They grab the reader's interest and invite them to investigate an unsolved problem with the author as an equal and conversational partner, sharing their curiosity and seeing where the argument goes.

The goal of *appeals to shared knowledge* is to place readers inside the ostensibly normalized bounds of disciplinary understandings. It goes without saying that the only way to get readers to agree with the writer is to build on some sort of implicit agreement about what is acceptable, but frequently, these constructions of solidarity include requests for readers to expressly identify with specific viewpoints. By assuming that readers have these views, giving them credit for contributing to the argument, and shifting the conversation's attention from the writer to the reader, writers are essentially building readers through this technique. With *personal asides*, authors can speak with readers directly by cutting the debate short and commenting on what has been stated. Asides are a crucial reader-oriented technique, even if they also reveal something about the writer's personality and willingness to openly intervene and provide a viewpoint. By shifting to face the reader in the middle of a sentence, the author acknowledges and addresses an engaged audience and frequently starts a quick, primarily interpersonal conversation. It is evident that these kinds of remarks frequently contribute more to the writer-reader dynamic than to the discourse's propositional development.

The earlier studies relied on an examination of the writers' usage of stance and engagement markers in their scholarly work. The researcher found a gap in the literature despite the excellent research methods: no study had been done on the use of stance and engagement markers in the argumentative essays written by IELTS students in Pakistan. Another research gap that the current study fills is the lack of a gender-based study on the argumentative writing of IELTS students.

*A Gender-Based Study of Stance and Engagement Markers Used by Pakistani IELTS Students
in Argumentative Essays: A Corpus Based Study*

1.2 Statement of the Problem

Writing argumentative essays seems like a difficult task for English language learners. Most of the learners are unable to produce a standard or proper argumentative essay. Proper use of stance and engagement markers in argumentative essays helps the writer develop excellent skills in writing in argumentative ways. This research is filling the gap, as no research is conducted in Pakistan from this particular point of view on argumentative essays by IELTS students.

1.3 Significance of the Research

This research helps to understand the writing style of argumentative essays of the IELTS students. It also highlights the differences in the use of stance and engagement markers in the argumentative essay writings of males and females.

1.4 Delimitation of the Research

The argumentative essays that IELTS students in Faisalabad wrote are the only subject of the current study.

1.5 Research Questions

- What kinds of stance and engagement markers do IELTS students employ in argumentative essays?
- What is the major difference between the argumentative writings of males and females in terms of using stance and engagement markers?

1.6 Research Objectives

- To find out the types of stances and engagement markers used by IELTS students in argumentative essays.
- To find the differences between the argumentative writings of male and female in using stance and engagement markers.

2. Literature Review

Numerous studies have been conducted to explore and investigate writers' stance-marking of interactions across disciplines, languages, and cultures, as well as between genres and subjects. Research was conducted on the argumentative essays of L2 learners. It was corpus-based research, and the main objective of this research was to analyze the patterns of frame markers and coherence used by the L2 students. 80 texts based on argumentative essays in English written by undergraduate university students were selected as a sample of the research. For the collection of data, students were assigned the task of writing argumentative essays consisting of 200–230 words. They were asked to provide their thoughts and arguments regarding the contentious subject the researcher had chosen. A corpus was compiled of the text based on argumentative essays. This corpus was compared with LOCNESS, which is a corpus based on argumentative essays by American and British students, and this corpus was freely available for academic purposes. Although both corpus differed in the number of tokens, both were sufficient for comparison. The data was analyzed quantitatively and qualitatively. The results showed that foreign language learners made

*A Gender-Based Study of Stance and Engagement Markers Used by Pakistani IELTS Students
in Argumentative Essays: A Corpus Based Study*

overuse of a limited set of frame markers. The research also suggested further implications for teaching purposes in the future. (Takač & Ivezić, 2019)

Al-Zubeiry & Assaggaf (2023) explored the stance-marking of interaction in research articles written by non-native English speakers. A descriptive-analytic approach was adopted for analyzing the data. It was a corpus-based study, and a corpus of forty research articles was selected as sample data. The forty research articles were based on engineering, medicine, education, and applied linguistics (ten from each). A number of 307 occurrences that were based on a lack of stance markers were found in the study corpus. The analysis revealed that Arab non-native researchers lack stance markers in their research writings. They have deficiencies in the stance-marking of interaction in the writing of research articles. The results also revealed that articles related to the science discipline have a higher frequency of lacking stance markers than articles in the humanities. This difference can be attributed to the distinctive features of each discipline. . Ramzan and Khan (2019) have suggested that stereotyped ideological constructions are enhanced by nawabs in Baluchistan. Further, Ramzan et al.(2021) have indicated that there is a manipulation and exploitation of the public in the hands of politicians and powerful people. Khan et al.(2017) have expressed that print media acts as a tool in the hands of capitalists. Bhutto and Ramzan (2021) have claimed that there is a collusive stance and pacifier agenda of media wrapped in the strategy of power. Nawaz et al.(2021) have said that power is striving for negative them and positive us. Shirzadi, Akhgar, Rooholamin, & Shafiee (2017) conducted research on academic writings by native and non-native English speakers. The focus of the researchers was to analyze the stance strategies adopted by the M.A. EFL writers. It was a comparative analysis, and data was taken from American and Iranian writers of M.A. EFL. A corpus was designed in order to investigate the data in terms of stance. 40 articles (20 from Americans and 20 from Iran) were selected as a sample of the research to investigate the differences between the writings of the writers regarding the use of stance. SPSS software was used to calculate the frequencies of the items. The results indicated that there was no significant difference between both writers in the use of stance. Native writers used more hedges, self-mentions, and attitude markers as compared to non-native writers. On the other hand, non-native writers used hedges more than native writers. When this research is critically analyzed, it is evaluated that the data sample that is taken for the analysis is limited to only forty articles. More data samples can be selected to analyze in terms of stance markers. Another point that is found in the research is that it is limited only to the stance markers.

Shahriari & Shadloo (2019) conducted a study on the use of stance and engagement markers in EFL learners' academic writings. The selected participants were 60 in number (27 male and 33 female). Ramzan et al. (2023) have claimed that in written communication, grammar plays a vital role in ensuring that messages are conveyed clearly and effectively. Further, Ramzan et al. (2023) have suggested that motivation in English learning determines vigilant proficiency in ESL learning. Furthermore, Ramzan et al. (2023) have confirmed that social media helps facilitate the exchange of ideas, insights, and knowledge, fostering a dynamic and stimulating academic environment. By adding more, Ramzan et al. (2023) have elucidated that the English language holds significant importance in today's global society, serving as a vital tool for communication, business, academia, and more. The essays were selected from the Persian sub-corpus of the International Corpus of Learner English (ICLE). The researcher

*A Gender-Based Study of Stance and Engagement Markers Used by Pakistani IELTS Students
in Argumentative Essays: A Corpus Based Study*

divided the argumentative writings into three categories: higher, mid, and lower ratings. There was no time restriction regarding essay writing. The frequencies of the essays were found, and the software SPSS was used to test the essays and compare all three groups of essays with each other regarding the use of engagement markers. After analysis, the researcher used a descriptive approach, and the differences between the essays were revealed at the end of the research. The conclusion showed that there was no relationship between quality writing and the use of engagement markers, and it might happen due to neglecting rhetorical features. According to the present researcher's point of view, there should be restrictions regarding the time duration of writing the essays, as this research has no time restriction for the students to write.

A corpus-based study was conducted on Asian first-year university EFL students in order to analyze the use of stance and engagement in their timed argumentative essays. A sample of twelve argumentative essays from multi-national students from an international institution in Thailand was chosen for the research. Upon doing a stance and engagement analysis of these 12 works, it was discovered that the multinational EFL students regularly employed self-mention, reader mention, and hedges as stance and engagement markers. The results of the analysis also revealed that these stance markers were used disproportionately in the timed argumentative essays by the students, who were from different cultural backgrounds and had different mother tongues. The study also indicated that students were restricted to a limited amount of time and did not have time for proofreading or revising their texts. This could be the reason for the improper use of interactional stance markers in argumentative essay writing. (Kitjaroonchai, 2019) This research was very limited in its data sample. Only twelve essays were collected for analysis. Although it was a corpus-based research design, the corpus size was too small to generalize the results of the research.

Alghazo, Salem, & Alrashdan (2021) conducted research on stance and engagement in writing argumentative essays in Arabic and English. The aim of this research was to investigate how academic writers used stress and engagement markers in order to interact with their readers. 40 abstracts from the English language and 40 abstracts from the Arabic language were selected as the sample for the research. Quantitative and qualitative analysis were adopted using Hyland's Framework. The findings showed that the academic writers employed four elements—boosters, hedges, self-mentions, and attitude markers—to convey their positions. It was also investigated that English writers used one feature to engage the readers and three features for stance, while Arabic writers used one feature for engagement and four features for stance. It showed that Arabic academic writers tend to use fewer organizational and interactive resources than English academic writers. The research revealed that there was a significant difference between the writing of Arabic and English.

Mehboob-Ul-Hassan, Gulnaz, Shafique, & Adrees (2019) conducted research on the language of Pakistani male and female journalists regarding the use of interaction markers. A model of stance and engagement markers was used as a framework for the research. A mixed-methods methodology of quantitative and qualitative analysis was adopted in order to find gender-based differences regarding the use of interaction markers in Pakistani journalistic discourse. It was a corpus-based study, and data from 200 journals written by 40 male and female authors was taken as a sample of the research. The findings indicated that there were differences in the use of interaction markers based on gender. Compared to their male

A Gender-Based Study of Stance and Engagement Markers Used by Pakistani IELTS Students in Argumentative Essays: A Corpus Based Study

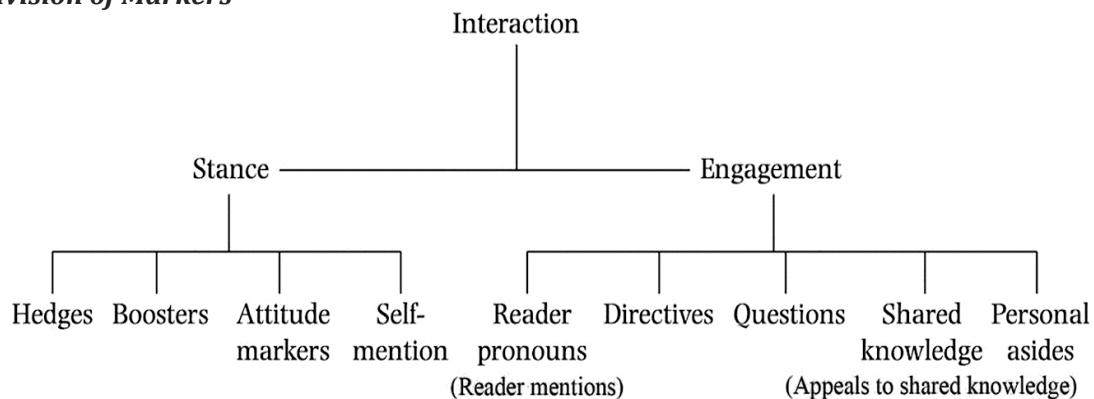
counterparts, female Pakistani columnists employed interaction markers more frequently. Considering the above-reviewed research studies, it is noticed that these studies lack the data of IELTS students and gender-based comparisons as well. Therefore, the current study's contribution is found in its attempt to close this gap.

3. Research Methodology

3.1 Research Design

The present research is based on a mixed-methods approach to quantitative and qualitative analysis. Students of IELTS are taken as the population of the study, and the data for the sample of the research were collected from 100 students of IELTS. The participants are 50 males and 50 females because it is a gender-based study, and the researcher aims to conduct a comparative study regarding the use of stance and engagement markers in argumentative essay writing by male and female students. The theoretical framework that is used for the analysis in this research is the model of Hyland (2005).

Figure 1
Division of Markers



100 argumentative essays are taken as a sample of the research. 50 essays from male students and 50 essays from female students from IELTS are taken to be analyzed in terms of stance and engagement markers. A corpus is composed of 100 argumentative essays by IELTS students. After that, the entire corpus is manually analyzed to identify stance and engagement markers from the argumentative essays that IELTS students have submitted.

4. Data analysis and discussion

The data is analyzed in terms of stance and engagement markers, and the percentage of the students is identified through the analysis. The following stances and engagement markers are identified in the argumentative writing of the IELTS students.

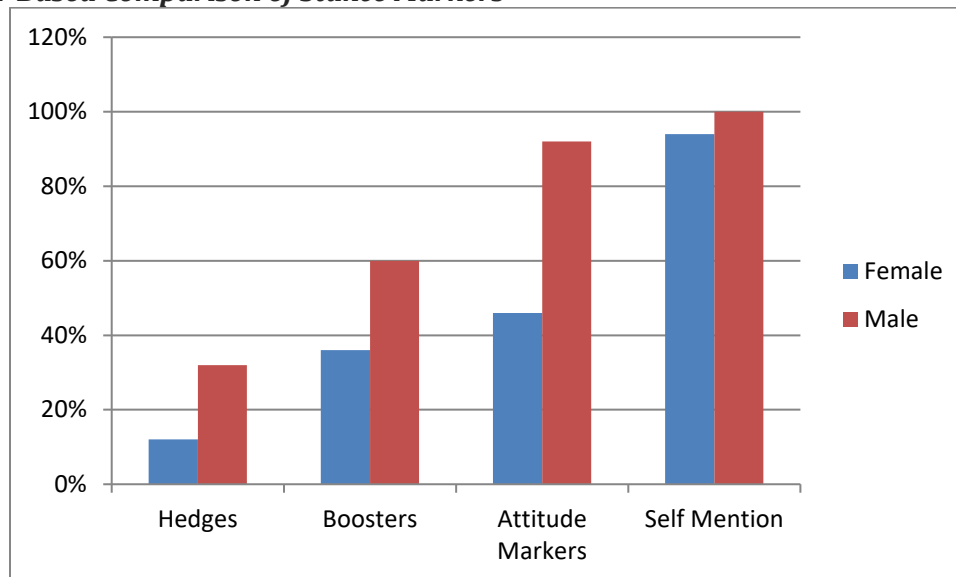
Table 1
Division of Markers

Stance Markers		Engagement Markers	
1.	Hedges	1.	Reader Pronouns
2.	Boosters	2.	Directives
3.	Attitude Markers	3.	Questions

A Gender-Based Study of Stance and Engagement Markers Used by Pakistani IELTS Students in Argumentative Essays: A Corpus Based Study

4.	Self-mention	4.	Shared Knowledge
		5.	Personal Asides

Figure 2
Gender Based Comparison of Stance Markers



Note. When stance markers are investigated, it becomes clear that although the students employed stance markers in their argumentative compositions, they did not apply them properly. First, merging data from both genders shows that students in both genders used relatively few hedges, including *may* and *might*. Just 22% of the students used hedges in their argumentative writing altogether. The data indicates that 78% of students did not utilize hedges in their writing. The results are different from the results of the study. Essays are also examined in terms of boosters; the results indicate that 48% of students employed boosters in their argumentative essays in order to boost the readership by including certain elements. When attitude markers are identified, 69% of students use stance markers in essays, like *hopefully* and *unfortunately*. As far as the self-mentions are concerned, students used these markers more than other markers. The most frequently used markers are self-mentions by the students. These are the most frequently used markers by the students. They made a significant use of self-mentions in their argumentative writings. The present findings differ from the findings of a comparative study by Shirzadi, Akhgar, Rooholamin, & Shafiee (2017) in which among writers who were non-native speakers, the frequency of attitude markers was 27 (40.9%), whereas among native speakers, it was 39 (59.1%). Conversely, the percentage of natives who had hedges was 41 (58.6%), compared to 29 (41.4%) for non-natives. The average result for non-natives was 32 (52.5), while for natives it was 29 (47.5). In terms of self-mentions, native speakers used these techniques twice as frequently as non-native speakers, who made up 35.5%.

*A Gender-Based Study of Stance and Engagement Markers Used by Pakistani IELTS Students
 in Argumentative Essays: A Corpus Based Study*

Table 2
Stance Markers

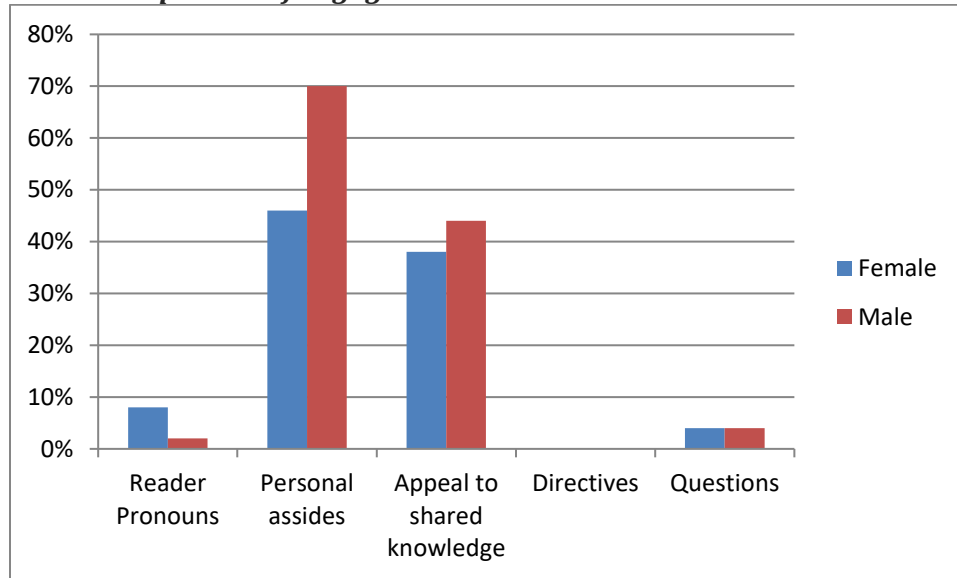
Stance Markers	Examples
Hedges	May, might,
Boosters	clearly, obviously, highly, in fact, certainly
Attitude markers	unfortunately, strongly, quite, extraordinary, bad, important, agree
Self-mentions	I, we, me, my, us, our

Note. Two coders found and annotated instances; the inter-coder agreement was set at .78. Chi-square indices After identifying the frequencies of stance markers, the results are compared in terms of male and female students, and the differences are evaluated. According to the findings, male students employed stance markers at a higher rate than female students. The data is compared between male and female students, with the percentage of each attitude marker for each gender determined independently. In a previous research, The Hyland (2005) model of these markers was used, which consists of two categories: (a) stance markers, such as hedges, boosters, attitude markers, and self-mentions; and (b) engagement markers, such as reader pronouns, inquiries, queries, and requests for shared information showed that there were significantly more stance markers (aside from boosters, which were more common in discussions of quantitative research articles) and engagement markers (aside from asides and shared knowledge appeals, for which there was no difference detected) in the discussion sections of qualitative research articles and engagement markers (except for asides and shared knowledge appeals, for which no difference was detected). (Bagherkazemi, Sokhanvar, & Shadmehr, 2021). The findings of the present research are different as compared to the results of the mentioned research.

Male students used boosters, attitude markers, and self-mentions more than female students. 32% of male students used hedges, while only 12% of female students used hedges. These findings are different from the findings of Dousti and Rasekh (2016), in which female writers used more hedges as compared to male writers. Similarly, 60% of males and 36% of females used boosters in their writing. This finding is in line with Fahy (2002), who found that male writers prefer to use more boosters than female writers. More often than not, men used boosters in their academic writing. 46% of female students and 92% of male students utilize attitude markers. 92% of male students and 46% of female students used attitude markers. As far as self-mentions are concerned, all the male students used self-mentions, and 94% of female students used self-mentions. The overall comparison of male and female use of stance markers shows that there is a great difference between both. Their stance markers have a higher frequency than those of females. In their argumentation compositions, they heavily utilized attitude markers, boosters, hedges, and self-mentions.

A Gender-Based Study of Stance and Engagement Markers Used by Pakistani IELTS Students in Argumentative Essays: A Corpus Based Study

Figure 3
Gender Based Comparison of Engagement Markers



Note. Since this is a gender-based study, the engagement markers are analyzed after the stance markers have been examined in order to look into the features that the IELTS students employed in their argumentative essays and to compare how these features were used. In fact, engagement markers assist writers in drawing readers into their arguments and points of view. These characteristics are useful in drawing the reader's attention to a specific point of view. The IELTS students used reader pronouns relatively infrequently; in fact, the percentage of their usage was quite low. In their argumentative writing, only 5 percent of students used reader pronouns. It demonstrates their inability to engage readers in their work.

Since personal asides are a crucial component of argumentative writing, they are also worthy of discussion here. According to the data, 58% of students employed these markers. The analysis also shows that the least number of students used markers to appeal to common knowledge. In their writings, only 2% of students made use of this function. Additionally, directives that force the reader to carry out specific actions prescribed by the authors are examined. Students did not use directives in their argumentative essay writing. The present findings differ from the previous research based on the Hyland model (2008), in which questions and personal asides were the least used markers, while the top four most often used markers were boosters, reader mentions, hedges, and self-mentions. Engagement features were less frequently utilized than stance markers. (Kitjaroonchai, 2019)

Table 3
Engagemnet Markers

Engagement markers	Examples
Reader Pronoun	You, your
Questions	Question statement

*A Gender-Based Study of Stance and Engagement Markers Used by Pakistani IELTS Students
 in Argumentative Essays: A Corpus Based Study*

Knowledge reference	Obviously, of course
Personal Asides	I believe

Note. Once all of the selected students' engagement markers have been examined, the data is compared between male and female writers to determine how differently they have used engagement markers. In their writing, 46% of women and 70% of men used personal asides, while 8% of women and 2% of men utilized reader pronouns. In terms of shared knowledge markers and questions, the percentages for each gender are as follows: 38% of females and 44% of males utilized shared knowledge references, while 4% of males and 4% of females used questions. There was no use of directives by male or female students. They totally ignored this feature in their writing. It is determined that male students significantly used stance and engagement markers more than female students when the total data is analyzed in this regard. In their argumentative writings, they failed to properly utilize the directives, questions, and information references. Their results in terms of using questions in writing were equal.

There is no difference between the writing of males and females regarding the use of questions. Unlike this finding, in the research of Nasr, Biria, & Karimi (2018), as compared to male writers, female writers tried to engage the readers by asking questions in their writing. Males used 31.4% of the questions, while females used 68.6% of the questions. In the present research, the percentage of engagement markers, especially questions and appeals to common knowledge, is very low as compared to other engagement markers. The overall comparison shows that male students used stance and engagement markers more frequently than female students. These findings are different from the results of research conducted by Kuhi, Shomoossi, Shomoossi, & Azar (2012), in which there was no noticeable distinction in the performance of male and female participants regarding the use of stance markers; nevertheless, there was a little difference when it came to applying engagement markers.

5. Conclusion

Based on an analysis that assesses IELTS students' argumentative essays according to stance and engagement markers, the current study comes to a conclusion. The analysis shows that students used stance markers like boosters, hedges, self-mentions, and attitude markers in their essays. Additionally, they used engagement markers such as reader pronouns, personal statements, questions, and common knowledge. They did not use directives, which are one of the features of engagement markers. Following the analysis of these attitude and engagement markers, the data is compared between male and female writers in order to look into how the two genders' writing differs in terms of stance and engagement markers. The results reveal that male students used more stance markers as compared to female students. Similarly, male students used more engagement markers than female students.

References

1. Alghazo, S., Salem, M. N., & Alrashdan, I. (2021). Stance and engagement in English and Arabic research article abstracts. *ELSEVIER*, 103.
2. Al-Zubeiry, H. Y., & Assaggaf, H. T. (2023). Stance-Marking of Interaction in Research Articles

A Gender-Based Study of Stance and Engagement Markers Used by Pakistani IELTS Students in Argumentative Essays: A Corpus Based Study

Written by Non-native Speakers of English: An Analytical Study. *Studies in English Language and Education*, 10(1).

3. Bagherkazemi, M., Sokhanvar, F., & Shadmehr, M. (2021). Stance and engagement markers in quantitative and qualitative applied linguistics research articles: The discussion section in focus. *Konińskie Studia Językowe*.
4. Bhutto, J., and Ramzan. M. (2021). "ENGLISH: Verses of Quran, Gender Issues, Feminine Injustice, and Media Transmission - CDA of Pakistani Press Reports. *Rahatulquloob* 5 (2), 111-26. <https://doi.org/10.51411/rahat.5.2.2021/316>
5. Dousti, M., & Rasekh, A. E. (2016). ELT Students' Gender Differences in the Use of Hedges in Interpersonal Interactions: A Mixed Method Approach Applied. *Journal of Applied Linguistics and Language Research*.
6. Fahy, P. J. (2002). Use of Linguistic Qualifiers and Intensifiers in a Computer Conference. *American Journal of Distance Education*.
7. Hyland, K. (2005). Stance and engagement: a model of interaction in academic discourse. *Discourse Studies*.
8. Kitjaroonchai, N. (2019). Stance and Engagement Use in a Timed Argumentative Essay by Asian First-Year University Students Studying English as a Foreign Language. *Human Behavior, Development and Society*, 20(3).
9. Kuhi, D., Shomoossi, A., Shomoossi, N., & Azar, A. S. (2012). Interaction Markers in the Written Output of Learners of English: the Case of Gender. *Journal of Education*, 1(2).
10. Khan, M.A., Ramzan, M.M., Dar, S R.(2017) Deconstruction of Ideological Discursivity in Pakistani Print Media Advertisements from CDA Perspective Erevna: The Journal of Linguistics and Literature,1(1),56-79.
11. Mehboob-Ul-Hassan, M., Gulnaz, F., Shafique, H., & Adrees, M. (2019). An Investigation of the Interaction Markers of Pakistani Journalistic Discourse from Gender Perspective. *International Journal of English Linguistics*, 9(2).
12. Nasr, M., Biria, R., & Karimi, M. (2018). Projecting Gender Identity in Argumentative Written Discourse. *International Journal of Applied Linguistics and English Literature*, 7(3).
13. Nawaz, S., Aqeel, M., Ramzan, M., Rehman, M., Tanoli, Z.A., (2021). Language Representation and Ideological Stance of Brahui in Comparison with Urdu and English Newspapers Headlines, *Harf-O-Sukhan*, 5(4), 267-293.
14. Ramzan, M., Khan, M.A., (2019). CDA of Baluchistan Newspapers Headlines- A Study of Nawabs' Stereotyped Ideological Constructions. *Annual Research Journal 'Hankén'*, XI, 27-41.
15. Ramzan, M. Qureshi, A.B., Samad, A. Sultan, N. (2021) Politics as Rhetoric: A Discourse Analysis of Selected Pakistani Politicians Press Statements. *Humanities & Social Sciences Reviews*, 9(3), 1063-1070
16. Ramzan, M. et al. (2020) Comparative Pragmatic Study of Print Media Discourse in Baluchistan Newspapers headlines, *Al-Burz*, Volume 12, Issue 0
17. Ramzan, M., Oteir, I., Khan, M. A., Al-Otaibi, A., & Malik, S. (2023). English learning motivation of ESL learners from ethnic, gender, and cultural perspectives in sustainable development goals. *International Journal of English Language and Literature Studies*, 12(3), 195-212.
18. Ramzan, M., Azmat, Z., Khan, M.A., & Nisa, Z. un. (2023). Subject-Verb Agreement Errors in ESL Students' Academic Writing: A Surface Taxonomy Approach. *Linguistic Forum - A Journal of Linguistics*, 5(2), 16-21. <https://doi.org/10.53057/linfo/2023.5.2.3>
19. Ramzan, M., Bibi, R., & Khunsa, N. (2023). Unraveling the Link between Social Media Usage and Academic Achievement among ESL Learners: A Quantitative Analysis. *Global. Educational Studies Review*, VIII(II), 407-421. [https://doi.org/10.31703/gesr.2023\(VIII-II\).37](https://doi.org/10.31703/gesr.2023(VIII-II).37)
20. Ramzan, M. Mushtaq, A. & Ashraf, Z. (2023) Evacuation of Difficulties and Challenges for Academic Writing in ESL Learning. *University of Chitral Journal of Linguistics & Literature* VOL. 7 ISSUE I

*A Gender-Based Study of Stance and Engagement Markers Used by Pakistani IELTS Students
in Argumentative Essays: A Corpus Based Study*

(2023), 42-49

21. ÖZHAN, D. (2012). A Comparative Analysis on the Use of But, However, and Although in the University Students' Argumentative Essays: Corpus Based Study on Turkish Learners of English and American Native Speakers.
22. Papangkorn, P., & Phoocharoensil, S. (2021). A Comparative Study of Stance and Engagement Used by English and Thai Speakers in English Argumentative Essays. *International Journal of Instruction*, 14(1).
23. Shahriari, H., & Shadloo, F. (2019). Interaction in Argumentative Essays: The Case of Engagement. *Discourse and Interaction*.
24. Shirzadi, M., Akhgar, F., Rooholamin, A., & Shafiee, S. (2017). A Corpus-Based Contrastive Analysis of Stance Strategies in Native and Nonnative Speakers' English Academic Writings: Introduction and Discussion Sections in Focus. *International Journal of Research in English Education*, 2(4).
25. Takač, V. P., & Ivezić, S. V. (2019). Frame Markers and Coherence in L2 Argumentative Essays. *Discourse and Interaction*.
26. Yeganeh, M. T., & Ghoreyshi, S. M. (2015). Exploring Gender Differences in the use of Discourse Markers in Iranian Academic Research Articles. *Procedia - Social and Behavioral Sciences*, 192.