

2021

# **BANK OF USEFUL HEDGING PHRASES FOR ACADEMIC WRITING**

**A tool for hedging properly in the Introduction and  
Discussion sections of theses and dissertations in  
English**

**AUTHOR:**

**LÁZARA C. OROZCO GUTIERREZ**

**ENGLISH LANGUAGE DEPARTMENT**



Este documento es Propiedad Patrimonial de la Universidad Central “Marta Abreu” de Las Villas, y se encuentra depositado en los fondos de la Biblioteca Universitaria “Chiqui Gómez Lubian” subordinada a la Dirección de Información Científico Técnica de la mencionada casa de altos estudios. Se autoriza su utilización bajo la licencia siguiente: **Atribución- No Comercial- Compartir Igual**



Para cualquier información contacte con:

Dirección de Información Científico Técnica. Universidad Central “Marta Abreu” de Las Villas.  
Carretera a Camajuaní. Km 5½. Santa Clara. Villa Clara. Cuba. CP. 54 830

Teléfonos.: +53 01 42281503-1419

## Preface

Academic writing is characterized by several features: complexity, formality, precision, objectivity, explicitness, accuracy, responsibility, planning, and hedging (Education U.I, 2017). The concept of hedging was popularized by Lakoff, who coined hedges as those words which are used to make things fuzzier or less fuzzy (Lakoff, 1973). It was developed further by other linguists such as Swales (1990), Salager-Meyer (1994) and Hyland (1996).

In general, hedging could be considered a linguistic device which comprises the use of tentative language to distinguish between facts and claims and that it is used to maintain objectivity which is usually linked to the writer's credibility. In fact, hedging can be considered a device used by the writer in order to convey his/her beliefs and subjective standpoints about his/her claim. Hence, using hedging or avoiding it has become an art in academic writing.

The bank of hedging phrases herein presented is designed as a resource for students of the degree course English Language with A Second Foreign Language, School of Humanities, Universidad Central "Marta Abreu" of Las Villas. Its purpose is to help students improve their proficiency when writing research papers, term papers and diploma papers throughout their study years and future professional careers. However, both undergraduate and postgraduate students of other fields can also benefit from it.

The hedging phrases included in the bank were taken from authentic academic sources. The original corpus consisted of thirty (30) theses/dissertations originally written in English in the field of Linguistics. For this purpose, they were randomly selected out of theses/dissertations available in the websites of the Brigham Young University, the Portland State University, and the University of Edinburgh, which had been submitted in a time period from 2016 to 2020. Since in this study the author analyzed only the Introduction and Discussion sections of the theses/dissertations, she assured that both sections existed as separate sections in all of the selected theses/dissertations.

The identification of hedging phrases was based on the taxonomy proposed by Salager-Meyer (1997): i) Modal auxiliary verbs, ii) Modal lexical verbs, iii) Adjectival, adverbial and nominal modal phrases, iv) Approximators of degree, quantity, frequency and time, v) Introductory phrases, vi) If clauses, and viii) Compound hedges. Since this taxonomy contemplates both formal and functional criteria, it is more suitable for creating the bank of hedging phrases.

The organization of the bank is designed to be user-friendly; that is, easy to follow, clear and easy to understand. The entries are organized into two main headings: *Examples of hedging phrases for Introduction sections* and *Examples of hedging phrases for Discussion sections*. In turn, each main heading contains subheadings corresponding to the purposes or functions of the phrases listed in the bank. The user can directly look up a phrase by just

clicking on the heading or subheading corresponding to the purposes or functions he/she is searching for.

Due to the nature of hedging, it is difficult to create a definite list of hedging devices. Consequently, other phrases can also be used as hedges, or even the phrases included in the bank could appear in some other contexts without a hedging connotation. As a result, the examples herein presented are only illustrative of the possible use of the hedging devices for a better understanding of this vital academic writing feature.

I hope my fellow students find this resource useful in their journey into academic writing. Thus, I hope that it may guide them through many of the fundamental requirements of academic writing assignments.

The author

## Table of contents

<b>Hedging Phrases for Introduction Sections</b> .....	1
To avoid attributing beliefs to the author.....	1
To avoid the author's personal involvement and the impossibility of reaching absolute accuracy.....	1
To classify and comment on the author's findings as accurately as possible .....	2
To demonstrate an awareness of the reader's possible alternative viewpoint .....	2
To encourage dialogue with the audience and to facilitate discussion .....	3
To fulfill academic conventions and seem more precise, more scientific .....	3
To indicate the author's prudent degree of confidence.....	3
To indicate the degree of confidence the author invests in the validity of the proposition he/she makes .....	4
To make things vague and to indicate probability .....	4
To modify or even hide the author's attitude towards the content and distance themselves from the claims .....	5
To present claims for which the author lack adequate grounds.....	6
To present knowledge cautiously and introduce claims.....	6
To protect the author against possible wrong interpretations or faulty results .....	7
To protect the subject and anticipate negative feedback .....	7
To signal that the claim is perhaps a personal opinion, allowing the readers to choose the more persuasive explanation.....	8
<b>Hedging Phrases for Discussion Sections</b> .....	9
To avoid attributing beliefs to the author.....	9
To avoid the author's personal involvement and the impossibility of reaching absolute accuracy.....	9
To classify and comment on the author's findings as accurately as possible .....	10
To demonstrate an awareness of the reader's possible alternative viewpoint .....	11
To encourage dialogue with the audience and to facilitate discussion .....	11
To fulfill academic conventions and seem more precise, more scientific .....	12
To indicate the author's prudent degree of confidence.....	12

To indicate the degree of confidence the author invests in the validity of the proposition he/she makes .....	13
To make things vague and to indicate probability .....	14
To modify or even hide the author's attitude towards the content and distance themselves from the claims .....	14
To present claims for which the author lack adequate grounds.....	15
To present knowledge cautiously and introduce claims.....	15
To protect the author against possible wrong interpretations or faulty results .....	16
To protect the subject and anticipate negative feedback .....	17
To signal that the claim is perhaps a personal opinion, allowing the readers to choose the more persuasive explanation.....	18
<b>Bibliographical References</b> .....	<b>19</b>

## Hedging Phrases for Introduction Sections

### To avoid attributing beliefs to the author

Results indicate that high-proficiency readers **appear** to have a wider repertoire of strategies at their disposal.

The function of praise is **believed** to be a force enabling motivation and learning.

Many linguists **claim** to use Simpson's "reason" and "tickle" framework to generalize about a certain country's advertising climate.

Some authors only **consider** clauses as those structures with a subject and a finite verb.

Their study **indicated** that each L1 background group employed different levels of complexity.

Some researchers have **proposed** mobile devices as potential options.

It **seems** that new and emerging technologies are more readily adopted in pedagogical situations.

This important finding **suggests** that changes in syntactic complexity in L2 writing are subject to writers' L1 background.

On the other hand, less proficient readers **tend** to rely more heavily on bottom-up strategies.

### To avoid the author's personal involvement and the impossibility of reaching absolute accuracy

This can be a difficult task, since **few** researchers have addressed how to choose specialized vocabulary to teach with DDL.

This concentration of advertising power outside the United States means that, more and more **frequently**, people are designing advertisements for a demographic, language, or even nation that they are not part of.

These studies **generally** focused on expert corpora alone to determine what words were important to a specific context.

**Many** previous studies focus only on how dialects are similar or dissimilar in regards to just one or two linguistic features.

Use of new technologies in assessment, especially those that are high stakes, **often** lags behind.

A group that operates **regularly** in a society as a functional element will tend to develop identifying markers of language structure and language use.

**Several** studies including the Atlas of North American English works mostly with dialects defined based on physical location.

When predicting future directions of assessment technology, **some** researchers have

proposed mobile devices as potential options.

These learners **sometimes** lack the necessary tools to succeed in these contexts.

I **usually** focused on general aspects of writing such as spelling and punctuation, word choice, organization, and grammar errors.

### To classify and comment on the author's findings as accurately as possible

**Few** studies, however, have investigated EAL student perceptions of writing for their business courses.

Cross-cultural communication mistakes of these kind, from slogans, promotional images, to even product names, happen **frequently** in the global market that we live in.

This characteristic of writing being clausally simpler than speaking, however, has **generally** been studied in general academic writing.

Given these two insights into the human tendency to be oblivious to weaknesses, past studies have

There are **many** studies in dialectology using multivariate analyses.

One example of this pattern is the history of the TOEFL, a widespread exam that is **often** taken as an entry requirement for English university programs.

A group that operates **regularly** in a society as a functional element will tend to develop identifying markers of language structure and language use.

**Several** companies are hiring localization experts who, in essence, catch cultural errors in advertising before the advertisements go live.

Additionally, **some** words may not be appropriate in a specific register.

These frameworks are **sometimes** presented as historical movements.

Speech **usually** carries high levels of dependent clauses and amounts of subordination.

### To demonstrate an awareness of the reader's possible alternative viewpoint

Most speech-language pathologists can expect to encounter bilingual clients who stutter and **should consider** the complexities and variability of bilingualism when diagnosing and treating them.

The consequence is that art **may be considered** less useful compared to classes such as science and math.

It has been clear for some time that equating pronunciation outcomes to the sum of effort, time, and commitment is a misconception that ignored what **may** or **may not** be physiologically **possible** for students to achieve.

**Many** teachers **may** want and intend to provide equal feedback between grammar and rhetoric.

**Would** these words **seem** too obvious to the students in my workshops?

Research supports the theory that English language learners are more **likely** to **interpret** idioms literally than native speakers.

These studies **generally suggested** that collaborative writing offers opportunities for students to negotiate meanings.

**Many** linguists **claim** to use Simpson's (2001) "reason" and "tickle" framework to generalize about a certain country's advertising climate.

It might take many years before these accents **can claim** their rightful place in the students' ELL experience.

### To encourage dialogue with the audience and to facilitate discussion

**I also believed that** students' writing had to be syntactically complex.

**I believe that** it is natural that there are differences between people who speak different languages.

**I think that** some of the best experiences that made me who I am today were when I drew my friends and family.

### To fulfill academic conventions and seem more precise, more scientific

The use of problem-solving strategies **appears** to be in both proficient and less proficient learners.

**I believe** that it is natural that there are differences between people who speak different languages.

They **claim** that there are essential components for effective, gold-standard, project-based learning.

Art may be **considered** less useful compared to classes such as science and math.

Results **indicate** that high-proficiency readers appear to have a wider repertoire of strategies at their disposal.

Some researchers have **proposed** mobile devices as potential options.

It **seemed** to me that I had no real basis for choosing these words.

Developed theories of pre-and post-lexical accessed and **suggested** that problem-solving can occur at both locations.

On the other hand, less proficient readers **tend** to rely more heavily on bottom-up strategies and **tend** to read text and focus on mostly the literal meaning.

### To indicate the author's prudent degree of confidence

It has been clear for some time that equating pronunciation outcomes to the sum of effort, time, and commitment is a misconception that ignored what **may** or **may not** be physiologically **possible** for students to achieve.

**Many** teachers **may** want and intend to provide equal feedback between grammar and rhetoric.

**Would** these words **seem** too obvious to the students in my workshops?

Research supports the theory that English language learners are more **likely** to **interpret** idioms literally than native speakers.

These studies **generally suggested** that collaborative writing offers opportunities for students to negotiate meanings.

It might take many years before these accents **can claim** their rightful place in the students' ELL experience.

Additionally, **some** words **may** not be appropriate in a specific register.

Students are differentially skilled in test taking and that the scores of **some** learners **may** be influenced by skills which are not the focus of the test.

### To indicate the degree of confidence the author invests in the validity of the proposition he/she makes

Research based on intuitions alone is not **likely** to inspire change in a business's localization practices.

It is certainly **possible** to port computerized assessments to mobile platforms.

Nwokah described three theoretical **possibilities** about the manifestation of stuttering for bilinguals.

I also address the limitations and implications of my study as well as **suggestions** for future research.

Given these two insights into the human **tendency** to be oblivious to weaknesses, past studies have found that people are generally overconfident.

**Apparently**, the Spanish word Parker chose to use for "embarrassment", *embarazo*, actually meant "pregnancy".

Stakeholders were **likely** concerned about the validity, reliability, and practicality of moving away from the paper medium.

Pronunciation is **perhaps** the linguistics feature most open to judgment.

### To make things vague and to indicate probability

**Few** higher education institutions offer programs designed to prepare bilingual educators.

Hyland also found that writers in biology and engineering more **frequently** used bundles with a passive structure.

Given these two insights into the human tendency to be oblivious to weaknesses, past studies have found that people are **generally** overconfident.

Teachers across any subject area **generally** understand that every student needs and wants feedback from the teacher.

Additionally, as **many** have pointed out, traditional categorizations such as first-language students versus second-language students or home students versus international students often miss students who fall somewhere in the middle.

In fact, reports of learners' vocabulary needs are **often** daunting.

A group that operates **regularly** in a society as a functional element will tend to develop identifying markers of language structure and language use.

These changes in the dimensions of complexity are susceptible to **several** factors.

**Some** authors only consider clauses as those structures with a subject and a finite verb.

These frameworks are **sometimes** presented as historical movements.

This characteristic of writing being clausally simpler than speaking, however, has generally been studied in general academic writing **usually** through the analysis of argumentative essays.

### To modify or even hide the author's attitude towards the content and distance themselves from the claims

Metacognition and motivation both **appear** to be useful in developing listening ability and are positively correlated with each other.

I **believe** that it is natural that there are differences between people who speak different languages.

They **claim** that there are essential components for effective, gold-standard, project-based learning.

Most speech-language pathologists can expect to encounter bilingual clients who stutter and should **consider** the complexities and variability of bilingualism when diagnosing and treating them.

Research done in this area **indicates** a positive relationship between using MCII and contracting social networks during study abroad.

Some researchers have **proposed** mobile devices as potential options.

There is a gap in our understanding of other ELL's L1 backgrounds as is the case of Spanish, which **seems** to be understudied in literature.

The CPH **suggests** that it's nearly impossible to acquire native-like pronunciation in a second language.

Readers **tend** to spend quite a bit of time searching for the correct answer rather than engaging with the text.

## To present claims for which the author lack adequate grounds

Asynchronous interactions **appear** to make up the majority of learning experiences in online learning.

Student perspectives are important because student views of what they **believe** they are learning.

They **claim** that there are essential components for effective, gold-standard, project-based learning.

Most speech-language pathologists can expect to encounter bilingual clients who stutter and should **consider** the complexities and variability of bilingualism when diagnosing and treating them.

Research done in this area **indicates** a positive relationship between using MCII and contracting social networks during study abroad.

Some researchers have **proposed** mobile devices as potential options.

Another important gap that **seems** to be ignored is concerned with the register of writing.

Other researchers have found similar results in EFL settings **suggesting** a consistent relationship in which higher metacognitive strategy usage relates to higher motivation.

We **tend** to mirror our teachers' until we develop our own teaching philosophy and style.

## To present knowledge cautiously and introduce claims

The context of use **can** affect, for example, the grammatical structures.

Well-designed PD **could** support teacher educators.

Certain factors **may** impact the adoption of these assessments.

None of these studies addressed which words are learnable through DDL and which words **might** be better taught with a deductive approach.

A multivariate statistical analysis **should** be used when investigating regional variation in American English.

Collecting these advertisement samples **would** require the identification of localized texts and non-localized native texts.

Research supports the theory that English language learners are more **likely** to interpret idioms literally than native speakers.

...identify effective steps in setting up project-based language learning in a high school classroom and its **possible** obstacles.

Nwokah described three theoretical **possibilities** about the manifestation of stuttering for bilinguals.

I also address the limitations and implications of my study as well as **suggestions** for future research.

**Apparently**, the Spanish word Parker chose to use for “embarrassment”, *embarazo*, actually meant “pregnancy”.

Test security, proctoring, and data analysis were also **likely** among other concerns.

Pronunciation is **perhaps** the linguistics feature most open to judgment.

### To protect the author against possible wrong interpretations or faulty results

Research supports the theory that English language learners are more **likely** to interpret idioms literally than native speakers.

...determine **possible** effects of project-based learning in student performance and achievement.

Nwokah described three theoretical **possibilities** about the manifestation of stuttering for bilinguals.

I also address the limitations and implications of my study as well as **suggestions** for future research.

Given these two insights into the human **tendency** to be oblivious to weaknesses, past studies have found that people are generally overconfident.

**Apparently**, the Spanish word Parker chose to use for “embarrassment”, *embarazo*, actually meant “pregnancy”.

Over time, human language and communication has changed and **likely** will continue to do so.

Pronunciation is **perhaps** the linguistics feature most open to judgment.

The consequence is that art **may** be **considered** less useful compared to classes such as science and math.

It has been clear for some time that equating pronunciation outcomes to the sum of effort, time, and commitment is a misconception that ignored what **may** or **may not** be physiologically **possible** for students to achieve.

These studies **generally suggested** that collaborative writing offers opportunities for students to negotiate meanings.

### To protect the subject and anticipate negative feedback

Different areas of the world **can** yield important linguistic insights.

These words **could** ease the learning burden for English-speaking students of Japanese.

This study also reviewed and assessed the effectiveness of the process in order to inform instructors who **may** be interested in using this tool to create data-driven vocabulary activities.

I wanted to examine whether more language exposure **might** have an effect of L1 transfer on Arabic ESL learners’ error production.

This PD **should** also engage teacher educators in considering how to attend to these issues. It **would** be helpful for teacher educators to participate in PD that focuses on the knowledge.

To signal that the claim is perhaps a personal opinion, allowing the readers to choose the more persuasive explanation

**I also believed that** students' writing had to be syntactically complex.

**I believe that** it is natural that there are differences between people who speak different languages.

**I think that** some of the best experiences that made me who I am today were when I drew my friends and family.

## Hedging Phrases for Discussion Sections

### To avoid attributing beliefs to the author

The lack of student use **appeared** to be due to a lack of discussion of temporary structures. We cannot **assume** that the writing trends found in general academic writing will be the same everywhere.

Four out of the five students interviewed **believed** that CA-informed instruction was useful. I would **consider** to be evidence for a word needing to be taught and how salient the usage patterns needed to be to **consider** the word well-suited to DDL.

All of the cases of tank in the practitioner corpus were from the same eight texts, which **indicated** that the word was only important to the specific contexts of those texts.

These results support the possibility of using mobile devices for assessments **proposed** by other researchers.

I **recommend** first providing an overview of both cognate Types.

It **seems** that due to their specificity and narrow context of use, these words tended to be less frequent.

They also **suggest** the power of using a multivariate approach.

As Conrad demonstrated, professional engineers in the industry **tend** to use more phrasal complexity and value having one clause per sentence.

### To avoid the author's personal involvement and the impossibility of reaching absolute accuracy

**Approximately** half of students' cultural learning, as indicated in students' survey responses, seemed to be largely superficial.

It made sense that only a **few** technical words had to be removed based on technicality alone. Ingham argues that syntactic features may have passed from French to English though the 'code-crossing' of scribes in the late fourteenth to early fifteenth century, who **frequently** calqued English sentences on French.

Person praise is **generally** seen as more helpful, a result that needs to be further explored and explained by future research.

Those structures were overall used **infrequently**, accounting for less than 10% of all bundles.

Literature about self-regulated learners suggests that self-regulation is an important attribute of **many** successful English language learners.

Some cultural learning is **often** superficial, focusing on a culture's products and practices rather than on perspectives or identity.

It is likely that practicing in the target language **repeatedly** for extended periods did produce actual growth for students during the course of the study.

Belz conducted an investigation of intercultural competence which was by similar to mine with **several** key differences.

**Some** possible solutions would have been to modify their part in the project, excuse them from certain activities.

High keyness value was **sometimes** misleading as a measure of importance to civil engineering.

**Unusually** frequent use of this bundle appeared to be related describing what the literature does and how it affects the readers.

Language programs in EFL contexts **usually** teach general grammar components which then students have to figure out how to implement in their future careers.

### To classify and comment on the author's findings as accurately as possible

**Approximately** half of students' cultural learning, as indicated in students' survey responses, seemed to be largely superficial.

Five of these words with too **few** student cases were judged as needing to be taught.

Do did not appear to occur **frequently** in these constructions.

**Generally**, an increased number of pauses is linked with a breakdown in fluency, not an improvement.

Those structures were overall used **infrequently**, accounting for less than 10% of all bundles.

It is apparent that project-based language learning appeals to **many** students as an approach to learning a language.

**Often**, anxiety can facilitate greater learning and progress while in other cases it can be debilitating and unhelpful.

It is likely that practicing in the target language **repeatedly** for extended periods did produce actual growth for students during the course of the study.

It appears that **several** students did find the prompts useful.

Although cultural learning is always valuable in the FL classroom, **some** cultural learning is often superficial.

The participants expressed that their schoolwork **sometimes** suffered.

**Unusually** frequent use of this bundle appeared to be related describing what the literature does and how it affects the readers.

Her mastery of writing would **usually** influence her production of L1 transfer errors, such as dropping the relative clause's main verb.

## To demonstrate an awareness of the reader's possible alternative viewpoint

These results **can** be **interpreted** to mean that this is an important strategy for English learners.

The upper levels **could indicate** being overwhelmed with the difficulty of the text.

We **could assume** that this was due to the difficulty of the text.

This disparity **could possibly** be due to the small size of the learner corpus.

**Possibly I could** use the Intercultural Development Inventory (IDI) to check how far the participants achieve intercultural competence.

This **could suggest** students were more aware of what was required for their speaking tasks. EAL and ML students **may** have **assumed** that developing arguments was an important purpose.

It **may** not be **possible** for EAP instructors to teach the discipline-specific features of all the fields in which their students will study.

Although new students **may** be more **likely** to develop greater social networks during their first semester of SA, the barriers to social network development **may often** be too overwhelming to confront.

Our data analysis **appears to indicate** that this may not be caused by the student level.

Mahmoud **seemed to be assuming** a leader role by initiating discussions.

Adam **often seemed** apprehensive when approached individually by the teacher.

This explanation **seems** more **likely** because the inconsistent pace and unexpected transition issues were not observed in the group.

It **probably would** have been more effective if this question had been divided into two parts.

There are **several possible** explanations for the observed differences in our study as compared to previous research.

## To encourage dialogue with the audience and to facilitate discussion

**I would consider** to be evidence for a word needing to be taught and how salient the usage patterns needed to be to consider the word well-suited to DDL.

**I will propose** a curriculum for teaching cognates to Japanese learners of English and propose individual activities to address each type of work knowledge.

**I recommend** first providing an overview of both cognate Types.

**I suggest that** it be ensured that the students are given increased responsibility for their own learning.

**We cannot assume that** the writing trends found in general academic writing will be the same everywhere.

**We can assume that** the advanced-level passages were read more carefully.

**We cannot claim that** this growth is real.

**We could assume that** this was due to the difficulty of the text.

**In my view**, the null hypothesis is that syntactic change is endogenous rather than contact-induced.

**My view is that** this situation cannot be posited as the norm for syntactic change, without sociolinguistic evidence to corroborate the occurrence of a shift.

### To fulfill academic conventions and seem more precise, more scientific

All groups **appeared** to use similar levels of phrasal complexity.

We could **assume** that this was due to the difficulty of the text.

I **believed** that the growth would be similar between the two groups due to the groups being balanced based on previous class scores.

Civil engineering programs in the US or in contexts where English is the main medium of instruction, should **consider** that their ESL students might need particular feedback.

The decrease in look-backs with the upper levels could **indicate** being overwhelmed with the difficulty of the text.

I will **propose** a curriculum for teaching cognates to Japanese learners of English and **propose** individual activities to address each type of work knowledge.

The researcher also **recommended** that speech data be recorded from multiple prompts to make the analysis more robust.

It **seems** plausible that the later auxiliary uses involved in periphrastic do.

The slightly higher frequency in AN is not large enough to **suggest** a contact influence from English.

This study supports the fact that transfer is developmental and **tends** to become less frequent in advanced stages of second language proficiency.

Accordance had straightforward use patterns that were quick to find since this word **tends** to be used in a very formulaic phrase: in accordance with the.

Learners **tended** to follow is one of the with the word most.

### To indicate the author's prudent degree of confidence

Researchers interested in using data from multiple sources **should consider** that it **might** be difficult to find already existing corpora with similar criteria.

This is a result that **should be expected** as a natural outcome to regular extended listening practice.

I became more familiar with the system and had a clearer idea of what kind of usage differences I **would consider** to be evidence for a word needing to be taught.

This method **would likely** not be worth performing for a just a lesson or two.

She admitted that she **would often** end up with sentences that contained errors influenced by her L1.

Her focus on using these complex sentence structures to demonstrate her knowledge of grammar and her mastery of writing **would usually** influence her production of L1 transfer errors.

Many of the resultative bundles use the words results, shown, or found, which corresponds to reporting or interpreting results, which **would be expected** for the subject area.

It **would appear** that students' opinion of online exchanges did not improve significantly over the course of the semester.

It **would seem** advisable to teach students to use these strategies before instructing them to participate in online exchanges.

Ashlynn **would often** speak with Miguel longer than the required twenty minutes in Spanish. A Celtic origin **appears** more **likely** for substitutive do than for periphrastic do.

The results from this study **appear to indicate** that when readers engage with test items of varying difficulties at the global level.

### To indicate the degree of confidence the author invests in the validity of the proposition he/she makes

Based on this one study, it is **apparent** that project-based language learning appeals to many students as an approach to learning a language.

Regarding French and English, it is more **likely** given the diachronic and sociolinguistic evidence that substitutive do evolved independently in the two languages.

The previous example clearly indicates that it is **possible** to have one simple sentence.

It is slightly more **probable** to be at occurrences of performance rather than person praise.

While structural borrowing from Celtic to English is **unlikely** given the scarcity of Celtic loanwords in English.

These results put that **belief** into question.

Students' responses support the **claim** that L1 transfer is a factor influencing students' errors.

Once again, in our **interpretation** of results, dwell time is a measure of careful reading.

These results support the **possibility** of using mobile devices for assessments proposed by other researchers.

It is possible that they had a **tendency** to draw on heavy amounts of embedding and clausal complexity in general.

**Apparently**, Bingwen did not appreciate having his sentence revised and deleted the space again.

The asynchronous nature of the exchanges **likely** lowered students' anxiety considerably.

**Perhaps** more importantly, she will learn that her variety of English has the power to project

her own individuality.

This pattern tells us that they were **possibly** more strategic in their quest to answer the comprehension questions correctly.

All of these issues **probably** reflect an authentic real-world test experience.

### To make things vague and to indicate probability

Not much can be said about the literature writing, since the learner corpus contained so **few** types of bundles overall.

The most **frequently** used bundle in the learner corpus, task-based language learning, occurred 66 times per 100,000 words.

**Generally**, an increased number of pauses is linked with a breakdown in fluency, not an improvement.

Those structures were overall used **infrequently**, accounting for less than 10% of all bundles.

It is likely that **many** others exist with which students may communicate clearly and without risk of losing private information.

Transitions were **often** left out or created using academic transition words.

It is likely that practicing in the target language **repeatedly** for extended periods did produce actual growth for students during the course of the study.

It is likely that there are **several** threats to validity present in my research.

**Some** did not see them as beneficial, perhaps indicating a need for revision.

The participants expressed that their schoolwork **sometimes** suffered.

**Unusually** frequent use of this bundle appeared to be related describing what the literature does and how it affects the readers.

Students in the current study **usually** did not feel high levels of anxiety for the entire semester.

### To modify or even hide the author's attitude towards the content and distance themselves from the claims

A Celtic origin **appears** more likely for substitutive do than for periphrastic do.

We can **assume** that the advanced-level passages were read more carefully.

Students **believe** that online exchanges help them improve their L2 skills.

Researchers interested in using data from multiple sources should **consider** that it might be difficult to find already existing corpora with similar criteria.

This **indicates** that student level and difficulty were not contributing factors on their own but were together

I will **propose** a curriculum for teaching cognates to Japanese learners of English and

**propose** individual activities to address each type of work knowledge.

Dörnyei **recommends** teaching a variety of strategies to students in order to give them several tools to use.

It **seems** plausible that the later auxiliary uses involved in periphrastic do.

The slightly higher frequency in AN is not large enough to **suggest** a contact influence from English.

This study supports the fact that transfer is developmental and **tends** to become less frequent in advanced stages of second language proficiency.

### To present claims for which the author lack adequate grounds

A Celtic origin **appears** more likely for substitutive do than for periphrastic do.

We can then **assume** that Level 2 readers attempted to use more strategies while reading.

I **believed** that the growth would be similar between the two groups due to the groups being balanced based on previous class scores.

This is an important aspect that needs to be **considered** and paid attention to.

All of the cases of tank in the practitioner corpus were from the same eight texts, which **indicated** that the word was only important to the specific contexts of those texts.

These results support the possibility of using mobile devices for assessments **proposed** by other researchers.

I **recommend** first providing an overview of both cognate Types.

A visual scan of the keywords confirmed that many **seemed** strongly related to civil engineering.

The slightly higher frequency in AN is not large enough to **suggest** a contact influence from English.

This study shows that as text difficulty increases, readers **tend** to read more carefully regardless of the students' level.

### To present knowledge cautiously and introduce claims

Phrasal complexity **can** also be explained with the variability.

This method **could** be a valuable tool for planning vocabulary.

The exact parameters for frequency and distribution cutoffs that I used **may** not be directly transferrable to other ESP contexts.

It **might** be worth teaching this lexico-grammatical association.

I found this difference in functions compelling evidence that observed **should** be taught.

The words in the distribution category were all excluded for being in fewer than 19 texts, although a number of them **would** have also failed for being in fewer than five registers.

Based on this one study, it is **apparent** that project-based language learning appeals to many students as an approach to learning a language.

It is more **likely** that syntax evolves through transmission over time.

A **possible** explanation for why ELL students relied on high amounts of clausal complexity is that students needed to meet certain criteria to complete their PI Project.

It is slightly more **probable** to be at occurrences of performance rather than person praise. While structural borrowing from Celtic to English is **unlikely** given the scarcity of Celtic loanwords in English.

This perception may point to a **belief** among teachers that they have sufficient breadth and depth of knowledge of WE.

Students' responses support the **claim** that L1 transfer is a factor influencing students' errors.

The two vectors of the Gothic help us to see these **interpretations** not as the excesses of literary criticism.

Another **possibility** is that these students seemed sincerely interested in the different tasks. The findings of this study suggest an overwhelming **tendency** for structures identified as idioms to, in fact, act as idioms in actual contexts.

**Apparently**, Bingwen did not appreciate having his sentence revised and deleted the space again.

This is **likely** due to the short duration of this study.

**Perhaps** longer exposure to online exchanges trains students to inquire about the target culture.

We can conclude that the intermediate-level passages required little careful reading, **possibly** due to their word length and content.

This deletion was **probably** influenced by L1 transfer as Arabic requires the deletion of the relative pronoun.

### To protect the author against possible wrong interpretations or faulty results

This **could suggest** students were more aware of what was required for their speaking tasks. EAL and ML students **may** have **assumed** that developing arguments was an important purpose.

It **may** not be **possible** for EAP instructors to teach the discipline-specific features of all the fields in which their students will study.

Although new students **may** be more **likely** to develop greater social networks during their first semester of SA, the barriers to social network development **may often** be too overwhelming to confront.

Writing in applied linguistics **may** more **often** discuss links between elements in the text and need to orient reader's attention towards tables and charts.

The fact that performance praise is not considered to be more helpful **may seem** odd. Researchers interested in using data from multiple sources **should consider** that it **might** be difficult to find already existing corpora with similar criteria. This is a result that **should** be **expected** as a natural outcome to regular extended listening practice. I became more familiar with the system and had a clearer idea of what kind of usage differences I **would consider** to be evidence for a word needing to be taught. This method **would likely** not be worth performing for a just a lesson or two. She admitted that she **would often** end up with sentences that contained errors influenced by her L1. A Celtic origin **appears** more **likely** for substitutive do than for periphrastic do. The results from this study **appear to indicate** that when readers engage with test items of varying difficulties at the global level. Our data analysis **appears to indicate** that this may not be caused by the student level. Mahmoud **seemed to be assuming** a leader role by initiating discussions.

### To protect the subject and anticipate negative feedback

We **cannot** assume that the writing trends found in general academic writing will be the same everywhere. This variability **could** be a sign that better instructional practices are needed. The lack of use of observed **may** have indicated student avoidance of the word —perhaps because of unfamiliarity— or **may** have indicated a lack of understanding about the importance of reporting observations in civil engineering. It **might** be worth teaching this lexico-grammatical association. I only had to investigate the student corpus to see if there were contexts where the accordance **should** have been used. I became more familiar with the system and had a clearer idea of what kind of usage differences I **would** consider to be evidence for a word needing to be taught. Based on this one study, it is **apparent** that project-based language learning appeals to many students as an approach to learning a language. Considering the diachronic data in isolation, it is in fact more **likely** that the feature passed from English to French after 1066. A **possible** explanation for why ELL students relied on high amounts of clausal complexity is that students needed to meet certain criteria to complete their PI Project. It is slightly more **probable** to be at occurrences of performance rather than person praise. While structural borrowing from Celtic to English is **unlikely** given the scarcity of Celtic loanwords in English.

Students' responses support the **claim** that L1 transfer is a factor influencing students' errors.

This **claim** is one of the central tenets of Vygotskian approaches to developmental education. These results support the **possibility** of using mobile devices for assessments proposed by other researchers.

The findings of this study suggest an overwhelming **tendency** for structures identified as idioms to, in fact, act as idioms in actual contexts.

**Apparently**, Bingwen did not appreciate having his sentence revised and deleted the space again.

Students who are outgoing will **likely** create relationships and enjoy the social aspect of online exchanges, **likely** leading to increased cultural understanding and linguistic benefit.

This observation suggests that the genre of creative writing is **perhaps** difficult to implement as a collaborative task.

This disparity could **possibly** be due to the small size of the learner corpus in this subject area.

Dweck's definition might **possibly** be classified as person praise.

It **probably** would have been more effective if this question had been divided into two parts.

To signal that the claim is perhaps a personal opinion, allowing the readers to choose the more persuasive explanation

**I would consider** to be evidence for a word needing to be taught and how salient the usage patterns needed to be to consider the word well-suited to DDL.

**I will propose** a curriculum for teaching cognates to Japanese learners of English and propose individual activities to address each type of work knowledge.

**I recommend** first providing an overview of both cognate Types.

**I suggest that** it be ensured that the students are given increased responsibility for their own learning.

**We cannot assume that** the writing trends found in general academic writing will be the same everywhere.

**We can assume that** the advanced-level passages were read more carefully.

**We cannot claim that** this growth is real.

**We could assume that** this was due to the difficulty of the text.

**In my view**, the null hypothesis is that syntactic change is endogenous rather than contact-induced.

**My view is that** this situation cannot be posited as the norm for syntactic change, without sociolinguistic evidence to corroborate the occurrence of a shift.

## Bibliographical References

- Education, U. I. (Ed.). (2017). Academic writing center. Retrieved from: <http://joe.writingcentre@ucl.ac.uk>. Accessed on September 20th, 2019.
- Hyland, K. (1996). Talking to the academy: Forms of hedging in science research articles. *Written Communication* 13 (2), 251-281.
- Lakoff, G. (1973). Hedges: A study in meaning criteria and the logic of fuzzy concepts. *Journal of Philosophical Logic*, 2, 458-508.
- Salager-Meyer, F. (1997). I Think That Perhaps You Should: A Study of Hedges in Written Scientific Discourse. In: T. Miller (ed), *Functional approaches to written text: classroom applications*. Washington, D.C.: English Language Programs-United States Information Agency, 105-118.
- Salager-Meyer, F. (1994). Hedges and textual communicative functions in Medical English written discourse. *ESP Journal*. 13 (2), 149-171.
- Swales, John M. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.